

Draft SV500 COURSE PROGRESS POLICY

1. RATIONALE

The Friends' School is committed to supporting and monitoring the academic progress of all students.

The *SV500 Course Progress Policy* will address The Friends' School's commitment and responsibility to support and monitor the academic progress of students studying on a Student Visa 500 (SV500).

2. SCOPE

This policy includes the following

- 2.1. Principal
- 2.2. Principal's Committee
- 2.3. Director of Teaching and Learning
- 2.4. K-12 International Student Coordinator
- 2.5. Heads of School (Morris, High School and Clemes)
- 2.6. Deputy Heads of Morris
- 2.7. International Student Coordinator (High School)
- 2.8. Dean of Students
- 2.9. Director of Residence and boarding staff
- 2.10. Heads of Faculty (7-12)
- 2.11. Deputy Head of High School Curriculum
- 2.12. TCE & IB Diploma Coordinators
- 2.13. Vet Coordinator
- 2.14. School Psychologist
- 2.15. All teachers, learning and welfare support staff
- 2.16. SV500 Students
- 2.17. Parents
- 2.18. Third Party Providers e.g. tutors

3. POLICY

Students studying on an SV500 are required as a condition of their visa to achieve satisfactory achievement in their course of study and to complete their course within the expected duration, as specified in the School's CRICOS course registration and on the SV500 student's CoE.

- 3.1. The School will regularly assess and monitor student progress, supporting students and intervening where reasonably possible in order that students can meet their course requirements. The process for monitoring a student's progress can be both formal and informal, ranging from informal conversations and observations to formal assessments
- 3.2. All students are made aware of the requirements to successfully complete their course upon commencement of their studies. Any variations are advised to students in writing as soon as they are known.
- 3.3. Student progress will be monitored as follows:
 - 3.3.1. staff monitoring punctuality, attendance, organisation, time management, participation, engagement during lessons and completion of tasks during lesson time and homework
 - 3.3.2. staff monitoring each student's effort and commitment to seek assistance, accept assistance when it is offered and meet deadlines

- 3.3.3. staff assessing and monitoring achievement in both formative and summative tasks
- 3.4. Formative and summative tasks will be assessed according to the School's *K-12 Assessment at Friends' Policy and Guidelines*
- 3.5. All staff will record assessments and notes about students' progress according to the School's *K-12 Assessment at Friends' Policy and Guidelines*
- 3.6. The School will report regularly to parents/guardians about student progress according to the School's *K-12 Assessment at Friends' Policy and Guidelines*. Reporting will include but is not limited to:
 - 3.6.1. progress reports at the end of terms 1 and 3 (High School)
 - 3.6.2. progress reports late in Term 1 (Year 11-12)
 - 3.6.3. progress letters are sent towards the end of Term 1 (Morris)
 - 3.6.4. learning records sent at the end of Term 2 (Morris)
 - 3.6.5. learning records sent at the end of Term 4 (Morris)
 - 3.6.6. learning conversations at the end of Term 1 (Morris)
 - 3.6.7. student led conversations at the end of Term 3 (Morris)
 - 3.6.8. learning conferences at end of Term 1 and Term 3 (High School)
 - 3.6.9. learning conferences at end of Term 1 and Term 2 (Clemes)
 - 3.6.10. subject reports at the end of Term 2 and Term 4 (High School)
 - 3.6.11. subject reports at the end of Term 2 and Term 3 (Clemes)
 - 3.6.12. teachers and tutors may contact parents/guardians directly via email and/or telephone regarding student progress in their subject
 - 3.6.13. Heads of School may arrange a meeting with parents/guardians and teachers to discuss student progress

3.7. Supporting Students

The Friends' School is committed to supporting all students with their learning. The *International Student Support Services Policy* addresses the School's policy, strategies, procedures and expectations for supporting all international students, including students studying on a SV500

3.8. Primary School Satisfactory Achievement

- 3.8.1. In Years 4-6 satisfactory achievement is regarded by the School as successfully completing or demonstrating competence in at least 50% of the course requirements in a school academic year
- 3.8.2. It is important for SV500 students to develop a competent level of English, in order to support satisfactory course achievement. Supporting students to become proficient in English will be a priority of English as an Additional Language (EAL) programs
- 3.8.3. The school is conscious that younger students with learning needs may be at risk of not developing a functional literacy in either their first language or English. This will be impacted by the students learning needs, literacy support in the home and the learning support provided by the School. The School will monitor this carefully, seeking additional assessments regarding the student's learning needs, as required. Learning Support Plans will be developed and actioned as required. See *International Student Support Services Policy*
- 3.8.4. It is unlikely that the School would report a primary school student for unsatisfactory achievement, except in the case that there was evidence that the student was not developing a functioning literacy in English.

3.9. Years 7-10 Satisfactory Achievement

- 3.9.1. From Years 7 -10, satisfactory achievement is regarded by the School as successfully completing or demonstrating competence in at least 50% of the course requirements in a school academic year.
- 3.9.2. If the student's English level has not progressed to level (assessed by our teachers internally), by the end of Year 10, that would allow them to access the EALD 315 course, they would need to access a Year 11 and 12 course that enabled the student to continue their study of EALD, in order to fulfil the literacy requirements of TCE.

3.10. International Baccalaureate Diploma Program (IBDP) Year 11 and 12 Satisfactory Achievement

- 3.10.1. Students in Years 11-12 studying the IB Diploma, will be required to meet the minimum achievement requirements of each unit of study (subject) as prescribed by the IB and within any given study period
- 3.10.2. In addition, students will be required to attain satisfactory achievement in 5 of their 6 subjects by the end of Year 11 as well as at the end of Semester 1 of Year 12, as well as making satisfactory progress with the IB Diploma Core (CAS, TOK and Extended Essay)
- 3.10.3. There needs to be clear communication at the end of Semester 1 Year 11, if a student is not meeting course requirements, about the possibility of modifying the student's program of study
- 3.10.4. The option of 4-5 IB Diploma Certificates (modified study option) may offer a suitable pathway for a student who is struggling to meet the full requirements of the IB Diploma
- 3.10.5. At the Principal's discretion it may be possible for the student to extend their studies to Year 13 to meet the IB Diploma requirements. This will be subject to the School issuing the student with a CoE to cover the additional time required to complete the extended course of study and the student being granted an extension to their Visa.

3.11. Tasmanian Certificate of Education (TCE) Year 11 and 12 Satisfactory Achievement

- 3.11.1. Students in Years 11-12 studying the TCE will be required to meet the minimum achievement requirements of each unit of study (subject) as prescribed by TASC (Tasmanian Assessment Standards and Certification) and within any given study period
- 3.11.2. Students will also be required to attain satisfactory achievement in the minimum number of subjects, including subjects that allow students to meet the literacy, numeracy and ICT ticks, necessary to satisfactorily meet their course requirements
- 3.11.3. Students require 120 credit points to achieve their TCE. If it is evident that a student is at risk of not achieving at least 60 TCE credit points in Year 11 and or satisfactory achievement for the literacy or numeracy requirement of the TCE, then the student's progress will be reviewed and a determination made on their ability to meet course requirements. This review may recommend an

alternative course of study, particularly in the case of a student who is at risk of not achieving an ATAR.

3.12. Notification of Unsatisfactory Course Progress

- 3.12.1. Concurrent with, and/or following the implementation of the *International Student Support Policy* and *International Student Support Services Procedures*, the Director of Teaching and Learning, Head of School (Morris, High School or Clemes) and K-12 International Student Coordinator will review the progress of students at risk of not meeting course requirements and advise the Principal on the need to warn the students and parents/legal guardians that the student is at risk
- 3.12.2. Following consultation with the Principal, The Head of School will aim to provide the student and parent/guardians with at least two written warning notices that a student is at risk of unsatisfactory course progress, over the period of no more than one academic year, prior to notifying the student and parent/guardian of the intention to report the student for unsatisfactory course progress
- 3.12.3. The decision and subsequent notification of intention to report a student for unsatisfactory course progress is the responsibility of the Principal
- 3.12.4. At the time of notification of intention to report a student for unsatisfactory course progress, the Principal will invoke the *SV500 Complaints and Internal Appeals Policy*. This will include notifying the student and parent/guardian of the student's right to access the *SV500 Complaints and Internal Appeals Policy* within 20 days of notification of intent to report, and subsequently, the *SV500 External Appeals Policy* if the student is not satisfied with the outcome of the Complaints and Internal Appeals Process
- 3.12.5. The School cannot report the student for unsatisfactory course progress until the completion of both the internal appeals and external appeals processes
- 3.12.6. The process for managing the warning and report notifications is detailed in *SV500 Procedure: Unsatisfactory Course Progress*

4. LEGAL AND OTHER REQUIREMENTS

- 4.1. ESOS Act 2000
- 4.2. National Code 2018
- 4.3. National Code 2018 Factsheets
- 4.4. Australian Consumer Law

5. ASSOCIATED POLICIES, PROCEDURES , GUIDELINES AND FORMS

- ❖ **SV500 Procedure: Unsatisfactory Course Progress**
- ❖ **International Student Support Services Policy**
- ❖ **K-12 Assessment at Friends' Policy and Guidelines**
- ❖ SV500 Complaints and Internal Appeals Policy
- ❖ SV500 Deferring, Suspending or Cancelling Enrolments Policy
- ❖ SV500 External Appeals Policy
- ❖ SV500 Student Visa Requirements Policy