



**OXFORD COLLEGE**  
**CRICOS No. 02427A Registered School No. 2016**

## **Academic Progress Policy**

### **1. Rationale**

Satisfactory academic progress is necessary for students to complete their course and to meet the requirements of the VRQA Minimum standards, ESOS Act, and National Code Standards 10, 11 and 13.

### **2. Aim**

To provide students and staff of Oxford College with guidelines for monitoring and reporting on student performance and to deal with satisfactory and unsatisfactory academic progress.

See also:

Complaints and Appeals Policy

Deferral, Suspension and Cancellation of Student Enrolment Policy

### **3. Definitions**

**Study period:** One semester.

**Satisfactory academic progress:** Satisfactory Academic Progress is defined as the student submitting work that meets all the requirements to receive an “S” (satisfactory) mark for the outcomes of a particular subject (unit) or subjects (units). These Outcomes are defined in the VCE study designs, the VCAL course guides, or in the Year 10 course outline.

**Unsatisfactory academic progress:** Unsatisfactory Academic Progress is defined as the failure of the student to submit work that meets the outcomes of the particular subject or subjects. These Outcomes are defined in the VCE study designs, the VCAL course guides, or in the Year 10 course outline. When a student receives an “N” (Not Satisfactory) or “E” in 50% or more of the subjects delivered in two consecutive study periods (except for term 2 and term 4 intake students, who will be considered over three consecutive study periods).

**At risk:** Students are identified as at risk of making unsatisfactory progress if they fail to sit or received a “N” in one or more major assessment tasks / SACs (School Assessed Coursework) in one study period as per prescribed by VCAA. When this occurs intervention strategies are activated. Refer to 5.1 for At Risk Identification and Intervention Procedures.

**Intervention:** Refer to Intervention Procedures.

### **4. General Policy**

4.1 Every effort will be made to assist students to achieve satisfactory academic performance.

- 4.2 All Ozford College students are expected to take responsibility for their own learning and behaviour. Every student is expected to adhere to the requirements of Ozford College with regard to submission of work, punctuality and attendance at classes. Students not conforming to these requirements will be formally warned and if the problem is not rectified then their enrolment could be cancelled.
- 4.3 Course progress will be monitored by teachers and the High School Coordinator. Teachers are required to keep appropriate records and to undertake assessments in a timely fashion to enable effective monitoring of student progress and the implementation of all procedures.
- 4.4 VCE students are also required to undertake SACs (VCE Units 3 & 4 School Assessed Course Work, proscribed by the VCAA) and Assessment Tasks (VCE Units 1 & 2 and Year 10 course work proscribed by the subject teacher) as part of the evidence required to determine satisfactory completion of Course outcomes.
- 4.5 Unsatisfactory academic progress will be determined by teachers and High School Coordinator monitoring student results and attendance.
- 4.6 Decisions about the satisfactory completion of a subject or unit are made at the end of each semester taking into consideration the implementation of the unsatisfactory academic progress procedures.
- 4.7 Year 10 Students must satisfactorily complete the semester units in English, Mathematics, Science, Humanities, Art, Health & PE, Languages and IT to progress to Year 11.
- 4.8 Year 11 students must satisfactorily complete at least 6 units including English in Year 11 to be able to complete the VCE at the end of Year 12 the following year. Year 11 students enrolled in High School during the first semester will have their promotion to Year 12 reviewed if they do not pass at least 3 units from the first semester.
- 4.9 Year 12 VCE and VCAL students must successfully complete the required number of units stipulated by VCAA in order to meet the course requirements.
- 4.10 Sessions are set for major assessments or SACs. If the student does not meet the deadline or session, they are considered as at risk:
- A “Notice of Failure” of the assessment outcome is issued to the student.
  - The student negotiates to re-sit assessment during academic counselling with the classroom teacher.
  - If the teacher approves re-sit, there is negotiation with subject teacher to arrange a re-assessment time. Student sits SAC or submits other work requirements. If work performance is acceptable then “Satisfactory” outcome is achieved. If not, student receives an “N” outcome.
  - If the teacher does not approve re-sit due to insufficient evidence to justify a re-sit, the student must attend academic counselling with the High School Coordinator. The

student does not complete SAC/Assessment and consequently receives an “N” outcome.

- 4.11 At the end of term one and three, each student’s academic progress will be reviewed by examining the interim report prepared for the student and followed up with a one-on-one progress meeting with teachers, the student and parents or guardians when available.
- 4.12 At the end of each semester, a fully detailed official report of student achievement is prepared and given to the student and parents and guardians of under 18 students. Any students at risk will be identified, if they fail to sit or received an “N” in one or more major assessment tasks/SACs in one study period as per prescribed by VCAA. When this occurs, intervention strategies are activated. Students who achieve an “E” or “N” in 50% or more of the subjects delivered in the study period will be issued with a warning letter for at risk of not meeting the course progress requirements. Their academic progress will be reviewed in the following study period.
- 4.13 If the student receives an “N” in 50% or more of the subjects (units) delivered in two consecutive study periods (except for term 2 and term 4 intake students who will be considered over three consecutive study periods) the student will be assessed as not achieving satisfactory course progress, and notified in writing of the intention to report the student for not achieving satisfactory course progress.
- 4.14 The written notice of the intention to report for not achieving satisfactory course progress also informs the student that he or she is able to access the internal complaints and appeals process as per Complaints and Appeals and that the student has 20 working days in which to do so. (see Complaints and Appeals Policy).
- 4.15 Where the student has chosen not to access the complaints and appeals processes within the 20 working days period, withdraws from the process, or the process is completed and results in a decision supporting Ozford, Ozford will notify DET through PRISMS of the student not achieving satisfactory course progress as soon as practicable.

## **5. Unsatisfactory Academic Progress Procedure (Intervention Procedure)**

- 5.1 Students are assessed as at risk of not meeting course progress if they fail to sit or receive a “N” or “E” in one or more major assessment tasks/ SACs (School Assessed Coursework) in one study period as per prescribed by VCAA. At that point of time, intervention strategies are activated.
- 5.2 Students receive academic counselling by the subject teachers, and if necessary further action(s) will be taken (eg. a meeting with the student, his/her parents and guardian/carer of under 18 and the High School Coordinator). In addition, students are informed of academic progress through mid-semester student/teacher/guardian/parent interviews.

- 5.3 Further actions include but not limited to warning students that they may be at risk of breaching student visa conditions, failing to establish satisfactory course progress, through engagement in the “unsatisfactory academic progress procedures”, will lead to the consequence that they are issued with warning letters and an Intention To Report Notice for the breach of visa conditions at the end of each semester.
- 5.4 The Flowchart and Procedures outline the academic counselling process used to assist students in danger of unsatisfactory academic progress to have further opportunities to meet the outcomes of each subject. These procedures are in addition to the help and assistance provided by teachers to students as part of the normal teaching and learning and assessment processes.
- 5.5 During the academic counselling the teaching staff will find out the issues around a student’s poor academic performance and record the appropriate actions taken to support the student to succeed.

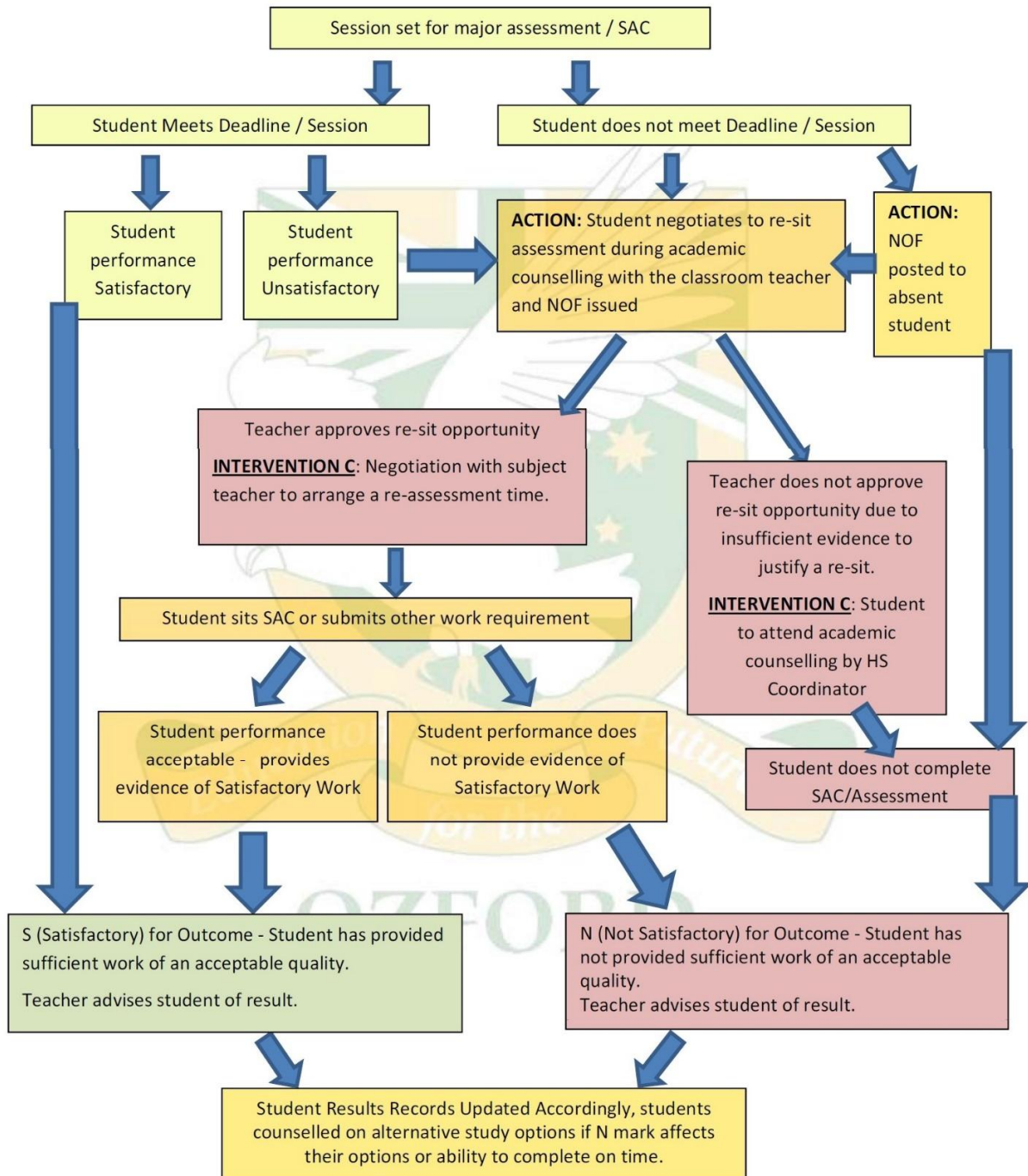
Examples of support/ advice outcome (s) may be but not limited to:

- Attend more academic counseling
  - Submit drafts of assessments
  - Meet informally with teacher on regular basis
  - Make appointments to seek personal support and assistance from Student Services
  - Increase monitoring
  - Study skills support
  - Additional English support
  - Further opportunities for resubmission or reassessment
  - Make appointments to attend personal counselling with student services
  - Meetings, feedback and discussion about expected progress
  - Change to a “better fit” class
  - Other support strategies as deemed appropriate
- 5.6 During the academic counselling, a range of activities are negotiated with the student to come up with a work plan for the student. An appointment may be made for welfare counselling and subsequent academic counselling as deemed appropriate.
- 5.7 At the subsequent academic counselling, evaluation of whether the objectives of the workplan are achieved (or not) are recorded. An appointment may be made for welfare counselling and/or subsequent academic counselling as deemed appropriate.
- 5.8 Whilst the student is subject to an intervention strategy, there will be a regular interaction (depending on the outcome of the intervention meetings) between the student and the intervention support being provided and attendance is required. A warning letter for unacceptable conduct will be issued to students who miss three consecutive scheduled meetings as this is deemed academic misconduct.
- 5.9 If the student receives an “N” or “E” in 50% or more of the subjects (units) delivered in two consecutive study periods (except for term 2 and term 4 intake students, who will

be considered over three consecutive study periods), the student will be assessed as not achieving satisfactory course progress.

- 5.10 Students have the right, where reasonable grounds exist, to make and have heard an academic appeal or appeal against notification to the relevant Commonwealth Government Department (see Academic Appeals Policy).
- 5.11 Study duration will only be extended where it is clear that the course cannot be completed in the expected duration as specified on the Confirmation of Enrolment as a result of:
- compassionate or compelling circumstances - see Deferral Suspension and Exclusion Policy;
  - a student undergoing an academic counselling or remedial program to address unsatisfactory progress;
  - an approved deferment or suspension of study under Standard 13. See Deferral Suspension and Exclusion Policy.
  - Also refer to Completion Within Expected Duration of Study Policy.
- 5.12 Ozford will notify the relevant Commonwealth Government department(s) via PRISMS and the TPS Manager of the outcome of the above processes and any appeals within 5 working days.
- 5.13 The following Flowchart and Procedures outline the process used to assist students, who are at risk of unsatisfactory academic progress, to have further opportunities to meet the outcomes of each subject.
- 5.14 These procedures are in addition to the help and assistance provided by teachers to students as part of the normal teaching and learning and assessment processes.

# OZFORD COLLEGE Academic Progress Flowchart





### **Procedures for Application to undertake SAC or Assessment Task**

1. Any student who:
  - Misses the scheduled time for a SAC or Assessment Task;
  - Missed the submission deadline for any other required work; or,
  - Needs to redo or resubmit any work needed as evidence of satisfactory completion of a Unit; will undertake that requirement after discussion with the appropriate subject teacher.
2. Students needing to undertake a SAC are to be issued with the Application Form. They complete the form and give it to the Teacher. The teacher hands back the Return Slip to the Student.
3. Failure to attend a scheduled session will be followed up by the subject teacher and the High School Coordinator.
4. Copies of all documents will be saved in the student database.

### **Procedures for Notice of Failure (Students)**

Teachers of each subject identify the projects, tests, assignments and other work requirements that students must submit if they are to satisfactorily complete (pass) each subject.

Failure to submit the work by a second deadline or very poor performance on the task means that the student is in danger of failing the subject.

1. In these circumstances, a Notice of Failure is provided to the student by the teacher using the attached Notice of Failure Form.
2. The new deadline and required attendance at special after school sessions as detailed in the Notice are highlighted to the student
3. A record of the issue of the Notice of Failure made on the teacher's assessment records.
4. A copy of the Notice is placed in the Register kept in the Staff Room.
5. Details relating to the student and the work to be undertaken in special after school sessions are entered and placed in the Register for the Thursdays after school Special Sessions.
6. Once the deadline has passed the issuing teacher notifies the High School Coordinator whether the terms of the notice have been complied with or not by sending an email to the High School Coordinator. The High School Coordinator records compliance or not on the Register copy of the Notice.

These Notices of Failure can be issued at any time. They are to be issued as soon as applicable and not kept until near the end of the semester.