

AIPAH ACADEMIC PROGRESS POLICY

1.0 Purpose

- 1.1** The purpose of this procedure is to define the system used to monitor academic progress of High School students in order to ensure compliance with NSW Board of Studies [BOS] Academic requirements, the ESOS Act and National Code.

As a registered provider of International Education, The Australian International Performing Arts High School is required to seek compliance with the ESOS Act and the National Code in relation to academic performance.

2.0 Responsibility

- 2.1** The Principal is responsible for the implementation of this policy/procedure and to ensure that staff and students are aware of its application and that staff implement its requirements.

3.0 Requirements

- 3.1** In line with BOS requirements students must have achieved **satisfactory completion** of courses appropriate to the curriculum at each stage in order to progress to the next stage.[ACE Manual]
- 3.2** If students fail to satisfactorily meet course standards then they may not proceed to the next level of study and may be required to [a] repeat the level of study or [b] be reported to DIAC for lack of academic progress

4.0 Definitions

Satisfactory completion of courses

4.1 Yr 7-9

- [a]** all students are required to have achieved a minimum of 45% in English and at least 40 % in 5 other subjects
- [b]** applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- [c]** met satisfactory attendance requirements as set out by the AIPAH School policy in order to be able to achieve the criteria [a] – [b] above.

4.2 Yr 10

- [a]-[c]** above, and
- [d]** awarded the School Certificate

All year 10 students are provided with an information booklet from the Board of Studies [BOS] which clearly explains the requirements for the School Certificate. Yr 10 students attend an information session, given by either the Principal or a representative from the BOS, explaining the academic progress requirements for the award of School Certificate.

- 4.3 Yr 11- Preliminary Course:** As outlined by BOS requirements students are deemed to have made satisfactory progress if they have
- [a]** followed the course developed or endorsed by the board; and
 - [b]** applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - [c]** achieved some or all of the course outcomes; and
 - [d]** met satisfactory attendance requirements as set out by AIPAH to achieve the criteria **[a] – [c]** above.

AIPAH requires students to achieve a minimum of 45% in English and 40% in at least four other 2U subjects, to be making satisfactory progress.

All year 11 students are provided with an information booklet from the Board of Studies [BOS] which clearly explains the requirements for the Higher School Certificate. Yr 11 students attend an information session, given by either the Principal or a representative from the BOS, explaining the academic progress requirements for the award of Higher School Certificate [HSC].

- 1.1 Yr12 – HSC examination entry** – As outlined by BOS requirements students are deemed to have made satisfactory progress if they have
- [a]** followed the course developed or endorsed by the board; and
 - [b]** applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Note: Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Refer to BOS assessment policy re N- warnings for non-serious attempts and lack of due diligence

- [c]** achieved some or all of the course outcomes; and
- [d]** met satisfactory attendance requirements as set out by AIPAH in order to be able to achieve the criteria **[a] – [c]** above.

Students who do not fulfil the above criteria will be issued with N-warnings which may lead to N-determinations prior to the HSC examinations in compliance with BOS procedures.

5.0 Guidelines for monitoring progress

- 5.1** Results for all course assessments are inputted onto an assessment result schedule continuously throughout each term. Academic progress can thus be monitored for all subjects each term. Teachers are responsible for maintaining the assessment result schedule and identifying students with academic progress concerns.
- 5.2** An academic record – formal report - is provided for each student each semester. Teachers are responsible for accurately assessing and reporting on the academic progress of all their students.
- 5.3** Academic progress *meetings are held each semester to assess and monitor academic performance of all students. [*Principal and senior subject teachers]
- 5.4** Intervention strategies are employed immediately as soon as a student is identified as not making satisfactory academic progress.

- 5.5** AIPAH employs a number of intervention strategies to ensure that students are given every opportunity to achieve satisfactory progress. All intervention strategies are recorded on the student file.
- 5.5.1** Initial intervention may responded to be the class teacher who will
- i. provide the student with additional and/or supplementary homework and/or revision
 - ii. provide the student with additional one-one instruction after school, or for part of a lunch break
- 5.5.2** Students who are continue to be identified as not progressing with satisfactory academic progress will be identified by their teacher/s and directed to the HOD and/ senior teacher and/or Principal, or advised to participate in one of the intervention programmes such as attend homework/revision classes, tutorials or seek additional tutoring from their teacher or an external source.
- 5.5.3** A teacher can also fill out a referral form to the Principal who will then assess the referral and interview the student. The Principal may at this stage request a progress report from all teachers on the student and inform the guardian and/or agent of the concerns raised. An appropriate plan of action is then provided for the student. This students' performance will then be tracked weekly.
- 5.5.4** At the end of each term students deemed to be at risk of poor academic performance will be identified. These students will be interviewed by the Senior Teacher and/or Principal who will issue a warning letter [cc'd to agents and guardians] advising them of the implications of the lack of satisfactory progress. The student will also be counselled to explore other pathways to improve academic performance.
- 5.5.5** A record will be kept tracking all processes and recommendations.
- 5.5.6** Students deemed to be at serious risk of cancellation due to lack of progress, will be referred to Principal for counselling.
- 5.5.7** If the situation is not resolved after 3 terms of intervention for students in years 7 - 10 or, 2 terms of intervention for yr 11 and 12 students, and the student continues to be at risk for lack of academic progress a final warning letter will be issued informing the student, agent and/or guardian that the student will not meet the academic criteria to progress to the next stage of study and will need to repeat the year of study. DIAC will be informed which may have an impact on the student's visa.
- 5.6** If a final warning letter is issued to a student for not achieving satisfactory academic progress, the student will be informed of the school's intention to report him/her to DEEWR. The student will then be referred to the Complaints and Appeals Policy and Process [copy enclosed with the final warning letter] and reminded that they have 20 working days from the date of the final warning letter to access an internal appeal against the reporting.
- 5.6.1** If the appeal process is accessed, then the reporting process is halted until the final outcome of the appeal is concluded. If the appeal is upheld then all documentation is retained on the student file and no reporting is needed.

Compassionate and compelling reasons – are generally those beyond the control of the student and which have an impact upon the student’s course progress or wellbeing. AIPAH will make this determination of assessment at it’s discretion and evidence for grounds may include:

- A serious illness or injury, where a medical certificate states that the student was unable to attend classes
- Bereavement of close family members such as parents or grandparents (documented evidence required)
- Major political upheaval or natural disaster in the home country requiring emergency travel
- A traumatic experience which may include: involvement in or witnessing of serious accident or crime and that these cases are supported by a psychologist’s report

5.6.2 If the student chooses not to access the appeal process , or the process is completed and results in a decision supporting the school, the school will notify DEEWR through PRISMS of the student not achieving satisfactory course progress as soon as practicable. All documentation is retained and maintained on the student file.

6.0 Records

- 6.1 Tutorial Attendance** – Records are kept for attendance at tutorials if this pathway has been recommended for the student. Senior teachers will inform agents/guardians if the student chooses not to attend these sessions
- 6.2 Progress Reports** – These reports are prepared as a series of comments by teachers indicating the student’s current academic progress, attendance and attitude. These are requested on an individual basis when required by the Principal but may also be made available at any time to guardians/agents. Copies of all reports are put in student’s file and may be sent to the agents and/or guardians
- 6.3 School Reports** – these are issued to the students twice a year to reflect half yearly progress and final results
- 6.4 Letters** – Warning letters of poor academic progress and/or N-Determination Warning Letters. Copies are sent to guardians/agents and put in student’s file.
- 6.5 Counselling interviews** - These are recorded .Copies are sent to guardians/agents and put in student’s file.

7.0 Method

- 7.1 Promotion** – Students are promoted to the next stage based on the results and attendance of the previous stage