



SV500-20 COURSE PROGRESS POLICY

1. RATIONALE

Bunbury Cathedral Grammar School ('the School') is committed to supporting and monitoring the academic progress of all students. *SV500-20 Course Progress Policy* will address the 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. Head of School
- 2.2. Head of Secondary
- 2.3. Deputy Head Secondary (Wellbeing)
- 2.4. Head Primary
- 2.5. Deputy Head Primary
- 2.6. Director of Studies
- 2.7. Marketing and Community Relations Manager
- 2.8. Head of Boarding and residential boarding staff
- 2.9. Heads of Learning Area
- 2.10. Heads of House
- 2.11. School Psychologist
- 2.12. All teachers and education Assistants
- 2.13. SV500 Students
- 2.14. Parents
- 2.15. Third-party Providers

3. POLICY

3.1. *Monitoring Satisfactory Achievement and Course Progress*

- 3.1.1 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 Confirmation of Enrolment (CoE).
- 3.1.1 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 exams
- 3.1.2 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.
- 3.1.3 Student progress will be monitored as follows:
 - staff monitoring punctuality, attendance, organisation, time management, participation, engagement during lessons and completion of learning activities or assessment tasks, during lesson time and homework
 - staff monitoring each student's effort and commitment to seek assistance, accept assistance when it is offered and meet deadlines
 - staff assessing and monitoring achievement in both formative and summative tasks



3.2 Assessment and Reporting Policy (Parts A,B & C)

- 3.2.1 Formative and summative tasks will be assessed according to the School's *Assessment and Reporting Policy (Parts A, B & C)*
- 3.2.2 All staff will record assessments and notes about students' progress according to the School's *Assessment and Reporting Policy (Parts A, B & C)*
- 3.2.3 The School will report regularly to parents about student progress according to the School's *Assessment and Reporting Policy (Parts A, B & C)* will include but is not limited to:
 - progress reports at the end of Semester 1 and 2 for all students
 - access to continuous digital learning records, assessments and feedback
 - Parent/teacher/student conferences

3.3 Supporting Students

The School is committed to supporting all students with their learning. *SV500-13 Student Support Services Policy* addresses the School's policy, strategies, procedures and expectations for supporting all international students, including students studying on a SV500.

3.4 Primary School Satisfactory Achievement

- 3.4.1 It is unlikely that the School would report a primary school student for unsatisfactory achievement, within the first 12 months at the School, except in the case that the student was not achieving the required progress in English literacy development, as evidenced by standardised testing results
- 3.4.2 In Pre-primary to Year 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
- 3.4.3 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 learning support programs.
- 3.4.4 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 student's 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. Documented Education Plans or Individual Education Plans will be developed and actioned as required. See *International Student Support Services Policy*

3.5 Years 7-10 Satisfactory Achievement

- 3.5.1 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
- 3.5.2 The student's English literacy must continue to make progress
- 3.5.3 If at any time the student's progress is not deemed satisfactory the School will implement a Documented Education Plan
- 3.5.4 If the student's English level has not progressed to a suitable level by the end of Year 10, they will be required to study EAL, in Year 11 and 12, in order to increase the likelihood of meeting literacy requirements of WACE



- 3.5.5 In the case that a student is not achieving 50% and the student's performance has not improved as a consequence of the support and interventions as detailed in the Documented Education Plan, or the student has not engaged with the Documented Education Plan, then the School will report the student for Unsatisfactory Achievement. See 3.11

3.6 The Western Australian Certificate of Education (WACE) Year 11 and 12 Satisfactory Achievement

- 3.6.1 Students in Years 11-12 studying the WACE will be required to meet the minimum achievement requirements of each unit of study (subject) as prescribed by the WACE and within any given study period.
- 3.6.2 Where a student is at risk of not achieving the requirements for a WACE, then the student's progress will be reviewed and 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.
- 3.6.3 In the case that a student is not meeting the requirements of the WACE by the end of Year 11, the student will be reported for unsatisfactory achievement. See 3.7

3.7 Notification of Unsatisfactory Course Progress

- 3.7.1 Concurrent with, and/or following the implementation of the *International Student Support Policy*, the Director of Studies, Head of Secondary or Head of Primary (as applicable) will review the progress of any student at risk of not meeting course requirements and advise the Head of School on the need to warn the student and parents that the student is at risk.
- 3.7.2 Following consultation with the Head of School, the Head of Primary or Secondary (as applicable) will aim to provide the student and parent/guardians with at least two formal 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 of the intention to report the student for unsatisfactory course progress.
- 3.7.3 The decision and subsequent notification of intention to report a student for unsatisfactory course progress is the responsibility of the Head of School.
- 3.7.4 At the time of notification of intention to report a student for unsatisfactory course progress, the Head of School 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
- 3.7.5 The School cannot report or record the student for unsatisfactory course progress until the completion of both the internal appeals and external appeals processes, and the decision or recommendation supports the School.
- 3.7.6 The School can report and record the student for unsatisfactory course progress should the student decide not to access the external complaints and appeals process within 20 days, or they withdraw from the internal or external appeals process by notifying the Head of School in writing.

4 DEFINITIONS

See SV500-4 CRICOS Registration Policy

5 LEGAL AND OTHER REQUIREMENTS



See SV500-4 CRICOS Registration Policy

6 ASSOCIATED POLICES, PROCEDURES, GUIDELINES AND FORMS

- ❖ SV500-13 Support Services Policy
- ❖ Assessment and Reporting Policy (Parts A, B & C)
- ❖ SV500-19 Complaints and Internal Appeals Policy
- ❖ SV500-14 Welfare Policy
- ❖ SV500-5 Course Delivery and Duration Policy
- ❖ SV500-8 Deferring, Suspending or Cancelling Enrolments Policy
- ❖ SV500-22 External Appeals Policy
- ❖ SV500-23 Visa Requirements Policy

Version Control				
Version	Date Published	Changes	Author	Next Review
1	November.2021		CMU	2026