

124-PP-MGS Course Progress Policy & Procedures

1. Purpose and Scope

This document defines the system used to monitor course progress of international students at MGS in both its High School and ELICOS programmes. It includes intervention strategies to deal with potential lack of sufficient student progress, and ensures that students either complete their courses within the expected duration or that their eCoE is adjusted in accordance with National Code requirements in a timely fashion.

It deals with the requirements of:

- National Code 2018 Standard 11 and NESA Guidelines, Requirement 3.14: Completion within expected duration
- National Code 2018 Standard 8 and NESA Guidelines, Requirement 3.14: Monitoring course progress

It should be read in conjunction with those Standards/Requirements, the NESA Manual Section 5.2 requirements on N Determinations, and policies relating to assessment, recording of assessment results and requirements for satisfactory achievement for each course; these are beyond the scope of this document.

2. Responsibility

The **Director of Curriculum and Compliance** is responsible for the implementation of this policy/procedure, for ensuring that staff and students are aware of its application and that staff implement its requirements.

The **Director of Welfare and Operations, Admissions Officer** and Student **Services Officer**, supported by other MGS staff as required, are responsible for various administrative, student contact and parent contact tasks as detailed below.

3. Main Requirements: Summary

How and when requirements are met, and who is involved, is explained in the sections below.

Teachers and students have access to the course progress policies and procedures for each course in which they are involved. These are contained in the syllabus documentation for each course, and include the following, as required by NESA (in general, Junior Secondary, Senior Secondary and ELICOS will have different requirements):

- requirements for achieving satisfactory course progress
- assessment processes
- intervention procedures for students who are deemed to be at risk of not achieving satisfactory course progress
- processes for determining the point at which the student has failed to meet satisfactory course progress
- procedure for notifying students that they have failed to meet course progress requirements

The progress of each student is assessed, monitored and recorded for each study period (term) in which they are enrolled. At all times, each international student **MUST** be in a position to complete their course within the duration specified on their current eCoE. The eCoE may only be extended in limited circumstances (see section below relating to students starting late, missing or repeating part of their course).

An intervention strategy is implemented for students identified as at risk of not meeting Satisfactory Course Progress requirements (see section below).

In line with NESA requirements, students must have achieved satisfactory completion of courses appropriate to the curriculum at each stage in order to progress to the next stage. If students fail to satisfactorily meet course standards then they may be required to [a] repeat the year of study or [b] be issued an N-determination.

In high school, two or more instances of unsatisfactory course progress over the duration of course, or failure to meet the Course Completion Criteria, can lead to issue of an 'N' determination under the PEO/Headmaster's delegation. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. If it occurs at the end of the Preliminary Course, it will also mean that the student is unable to proceed to the Higher School Certificate course.

Where an international student has been assessed as not making satisfactory academic progress after implementation of the intervention strategy the student will be issued with a Notice of Intention to Report under Section 19 of the ESOS Act by the Director of Curriculum and Compliance.

4. Satisfactory Course Progress Requirements

ELICOS

All students are required to:

- attain a level of performance equivalent to a Pass Grade (P) or an assessment mark that equates to 50% in Reading, Writing and Speaking as reported on the student report;
- apply themselves, complete and submit all relevant assessment tasks with sustained effort and deemed to be a serious or genuine attempt; and

Years 7-10

All students are required to:

- attain a level of performance in each course equivalent to a Grade C or an assessment mark of 50% as reported on the student report;
- apply themselves, complete and submit all relevant assessment tasks with sustained effort and deemed to be a serious or genuine attempt; and

Years 11 and 12

As outlined by NESA students are deemed to have made satisfactory progress if they have:

- applied themselves, completed and submitted all relevant assessment tasks within each course with sustained effort and deemed to be a serious or genuine attempt; and
- completed 120 hours of tuition for each 2 unit subject.
- completed 12 units of study by completing all assessment or course requirements for the Preliminary and 10 units for the HSC.

'Satisfactory attendance requirements' is deemed as 80% attendance per term. See the Attendance Policy [096] for details.

NESA Academic Requirements:

Students must make a serious and genuine attempt at all assessment tasks that contribute to passing the course and in attaining an overall course mark of at least 50%; failure to do

so will result in an intervention strategy being implemented by the Director of Curriculum and Compliance. This may include:

- additional tuition and guidance given by the classroom teacher
- student kept at school to complete and resubmit the assessment task
- student maybe given another but similar assessment task to complete
- extend or reduce course hours for compassionate or compelling circumstance out of the control of the student
- implementing a student Progress Improvement Plan (PIP)

Students who do not follow the above intervention process will not fulfil the course criteria and will be issued with 'N' Determination warnings which may lead to 'N' determinations prior to the completion of their course and will have compliance issues in ELICOS, Years 7 to 10 and with Preliminary HSC and HSC requirements, as per NESA procedures*.

In order to achieve the HSC, students must obtain a minimum of 10 Units of which 2 Units must be English.

*Details of requirements as outlined in the NESA ACE Manual.

4. Study Load and Study Mode

All international students (ELICOS as well as High School) will have a full-time study load except where:

- an intervention strategy involves a reduced (or increased) study load; or
- Compassionate or Compelling Circumstances (see the 014-PP-MGS-Deferment, Suspension or Cancellation of Studies Policy) have meant that a reduced study load is desirable.

Currently, no part of any course is delivered through online or distance learning. All delivery and assessment is face-to-face. If in the future it is decided to add an online or distance component, this will not take up more than 25 per cent of the total compulsory course load for any student while they are on a student visa, and each study period will include at least one face-to-face subject.

If an international student manages to complete their course in less than the anticipated duration, MGS will report the early finish (the Last Day of Study – see Definitions) through PRISMS. This may occur, for example, in the case of gifted and talented students (high school) or if a particularly strong language learner achieves his/her goals early (ELICOS). If this situation appears likely to occur, the student's counselling should include the visa consequences of this well in advance of it happening so that the student (and parents) can make an informed decision about whether to complete early.

5. Students Starting Late

If a student is not able to commence their studies on the date they originally expected to, priority will be given to assisting them to start as soon as possible. In the event of a significant delay, consideration will be given to moving the start date as long as this doesn't adversely affect the student, e.g. by making it impossible to start a subsequent course on time. If the start date is changed, the eCoE needs to change (see below).

An additional orientation session will be organised for any student starting late.

For High School students, if a student starts later than the first week of term, a formal support program will be established to enable the student to catch up on missed work. This will be

produced by the student's teachers and coordinated by the Director of Curriculum and Compliance. This may involve tutorial sessions, additional reading and homework. The student's support program will be monitored, and if it appears that the student will be unable to catch up, an intervention strategy as described in the section below will be implemented (this will be more likely with students who start significantly late).

6. Course Extensions / eCoE Extensions

In certain circumstances, an international student might not be able to complete their studies within the expected duration, i.e. by the end date specified on the eCoE, and within the normal time for completion of the course. These circumstances are limited by Standard 9 of the National code to the following:

- compassionate or Compelling Circumstances (see the 014-PP-MGS-Deferment, Suspension or Cancellation of Studies Policy) have meant that the student has had to reduce their study load from full time or take time out from their studies;
- an intervention strategy (see below) has been implemented for a student who was at risk of not making satisfactory course progress, and the most reasonable option as determined by the PEO/Headmaster involves the student extending their course; or
- a deferment or suspension of studies has occurred due to misbehaviour of the student (see the 014-PP-MGS-Deferment, Suspension or Cancellation of Studies Policy)

Where one of the events occurs, the Student Services Officer, in conjunction with the Director of Curriculum and Compliance, will work out a new expected end date for the student and will complete form 526-FM-MGS Course Extension Form, which will be passed to the Admissions Officer, who will then issue a new eCoE accordingly. Note that the National Code does not require this to be done until it is possible to "accurately predict" the length of the extension, though it should be done well before the end date on the current CoE.

Note also that the National Code Explanatory Guide also allows course extensions if a student has narrowly failed parts of the course but not badly enough for an intervention strategy to have been deemed necessary – in this case, circumstances are considered 'compelling'.

Records of any changes to a student's enrolment period and study load will be recorded in the student's file together with the reasons for the change.

7. Monitoring of Course Progress

Several process for monitoring each student's progress are in place. Any of these may lead to an intervention strategy being implemented (see below). These processes are as follows.

- If a student doesn't submit an assessed piece of work, or submits an assessed piece of work that shows no serious attempt at completing it, this is reported to Director of Curriculum and Compliance who then ensures that the parents/legal guardians, in-Australia guardian and the homestay family are contacted to inform them of this and to ask that they monitor the student carefully. The same process is triggered by the teacher if homework isn't completed after the 2nd or 3rd reminder.
- All teachers will continuously monitor the progress of all of the students they teach. If, in the professional judgement of the teacher, the student is at risk of not meeting the outcomes assessed in that term, the situation will be reported to the Director of Curriculum and Compliance and discussed. The course progress policies and procedures for each course will assist with these decisions.

- At the end of each term, the Director of Curriculum and Compliance will check for students who have failed to attain a satisfactory level of performance as specified by the NESA performance descriptors in each subject.
- If welfare issues are suspected to be interfering with the student's ability to study effectively, the teacher or the Director of Curriculum and Compliance may also refer the student to the Director of Welfare and Operations who will then interview the student and complete a 446-counsellor Form [446] that will be stored in the student file. A student may also approach the Student Services Officer or their teacher directly for support. The Student Services Officer or Director of Curriculum and Compliance may then request a progress report on the student from all teachers.

Students who are identified in the ways described above will be notified by their teacher, and the issues will be mentioned in the end-of-term report emailed and mailed to parents and guardians and also in the regular conversation with the parents and guardians to follow up the report.

During each term, students currently on an intervention programme will be closely monitored. Each term, at around Week 6, the intervention programme will be reviewed by the teacher in consultation with the Director of Curriculum and Compliance, and adjustments may be made to improve its effectiveness.

8. **Monitoring Procedures**

The following procedures are implemented at MGS to monitor course performance for all international students but are not limited to these only:

- teachers check each period that students are completing homework and record it.
- teachers record student submission of assessment tasks.
- students who fail to submit work as requested are counselled by staff and reported to the guardian/parents. This maybe ongoing throughout the course or as required to meet course requirements. The student diary is also used to record this.
- student results are recorded electronically.
- warning letters are issued to students for academic non-compliance and forwarded to the guardian.
- warning letters are issued to students for non-compliance of attendance that will affect academic progress and forwarded to the guardian.
- termly reports monitor and record student performance and are forwarded to students and guardians.
- weekly reflection is used to assist teachers to monitor student academic performance.
- additional tuition lessons are offered to assist with course content and to counsel and monitor performance.

9. **Progress Improvement Plan (PIP) Intervention Strategies**

For each student identified in the previous section as being at risk of not making adequate course progress, the teacher and the Director of Curriculum and Compliance will draw up a Personal Improvement Plan (PIP) which will then be discussed with the student, using form 217-FM-MGS Progress Improvement Plan. This will include discussion/counselling of the student by the teacher or Director of Curriculum and Compliance, including clear explanation of the

consequences of not making sufficient course progress. The plan must be signed by the student and the teacher. The PIP may include any of the following:

- homework revision classes
- additional homework tasks
- tutorials (which may include study skills tuition)
- additional English language support, e.g. from ELICOS teachers after school
- additional tuition from their teachers or an external source

PIPs are on a per-subject basis, so a student may be involved in more than one. The Director of Curriculum and Compliance will coordinate the intervention strategies to ensure they operate efficiently, without duplication. PIPs will continue for the next Term.

If necessary, the student will be counselled and a warning letter issued by the Student Services Officer, advising them of the implications of the lack of satisfactory course progress. The letter will be copied to agents, parents and guardians and a copy kept in the student's file

Teachers must record PIPs in the student's diary, in the student's file and in Denbigh. The student's diary assists in monitoring the PIPs; teachers write comments such as 'no homework completed'.

The normal intervention process aims to help the student to complete their course in the expected duration (the normal period of time a course would take to complete; the standard duration entered into a eCoE). However, in rare cases, it may be appropriate for a student to repeat a year (in the case of High School) or repeat part or all of a level (in the case of ELICOS), especially in cases where welfare issues have affected the student's ability to study effectively or at all. In these cases, a new eCoE must be issued to reflect the student's new end date will change – see the section above about students starting late, missing or repeating part of their course.

On an annual basis, in line with the school's continuous improvement approach, all PIPs will be reviewed by the Director of Curriculum and Compliance in conjunction with each teacher concerned, with a view to (a) determining whether there might be actions that could be incorporated into the normal teaching of each course that might reduce the need for intervention strategies, and (b) determining whether the approach to the intervention strategies and PIPs themselves could be improved.

8. Reporting Unsatisfactory Course Progress

Students identified by the Director of Curriculum and Compliance as still not making satisfactory course progress (see relevant section above) after the implementation of a PIP may now be issued an Intention to Report letter in PRISMS by the Admissions Officer. This letter offers them access to the MGS appeals system within a period of 20 working days from the date the student would normally receive the notice (according to Australia Post's usual delivery times); this date should be stated on the letter.

Further, persistent refusal by the student to actively take part in the intervention strategy will result in an 'N' Determination by the Director of Curriculum and Compliance, which will also result in the issue of an Intention to Report letter in PRISMS to the Department of Home Affairs by the Admissions Officer (and offered access to the MGS appeals system). Any notice of intention to report will be either handed to the student in person or sent by mail to the student's address held on file. If handed to the student in person, the student will be required to sign to say that they have received it, with this evidence being kept in the student's file. A copy of the notice will be sent to the student's parents and guardian, and a further copy will be kept in the student's file.

Any notice of intention to report will be either handed to the student in person or sent by mail to the student's address held on file. If handed to the student in person, the student will be required to sign to say that they have received it, with this evidence being kept in the student's file. A copy of the notice will be sent to the student's parents and any guardian and agent, and a further copy will be kept in the student's file.

If a notice of intention to report is issued and either the student doesn't access the appeals process within the 20 working day period stated on the notice, or the appeal is not upheld, the Admissions Officer will report the student via PRISMS for not meeting satisfactory course progress requirements.

9. Records

Record	Description
Attendance	Records are kept for attendance
Academic Records	Kept on the MGS intranet. These show students' grades in every unit of study.
Academic Progress Report	Evidence of assessing course progress at the end of each study period. 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 Student Services Officer but may also be made available at any time to guardians/agents. Copies of all reports are provided to students if all student fees are paid.
School Reports	These are issued to the students at the end of each term to reflect progress and final results
Counselling interviews record	Record of the conversation in counselling sessions with MGS Staff. Copies are put in student's file by the Student Services Officer
Academic Counselling record	Record of the conversation during a counselling session with the MGS Director of Curriculum and Compliance or Home Room Teacher. Copies are sent to guardians/parents/agents and put in student's file.
Course Progress NSA Warning letter	MGS Staff send warning letters regarding course progress. Copies are sent to guardians/parents/agents and put in student's file
Intention to Report Letter for Failing Course Progress Requirements	ESOS Act Section 19 letter sent by Student Services Officer advising that a student has 20 working days commencing from receipt of the ITR letter to access the Complaints and Appeals policy, then if found in favour of the provider, the student will be reported via PRISMS for unsatisfactory course progress.
Complaints/ appeals relating to course progress	Records kept in accordance with 003 - Student Complaints and Appeals Policy
Reporting for unsatisfactory course progress	Records of reporting through PRISMS for unsatisfactory course progress
Timetables	Individual timetables for students placed in their file each term by the Student Services Officer.

Compassionate & Compelling Circumstances evidence	This will vary according to the situation, but examples might include medical certificates, counselling records, letters, and/or emails.
Intervention strategies	See the relevant section above. All intervention strategies should be recorded.
eCoE	A copy should be placed in the student's file by whoever issues a new eCoE.

10. Revision History

Version	Date	Description of modifications
1	30/03/2009	Original; Academic counselling letters to be listed (copy of DOS and NSA letter); Addition of Intention to report for unsatisfactory course progress letter as per ESOS Standard 10.6 requirements
2	05/05/2009	MGS QMS10.2 Course Progress Warning letter_Internal added to policy document letter suite.
3	21/08/2010	Inclusion of reference to the sending to the parent of each student the student's academic Progress Report and the follow-up phone call.
4	04/03/2011	Amendment to Years 7-10, and to 4.2.5 regarding 2 unit course hours
5	18/01/2012	Replacement of the term "registrar" with "Admissions Manager". Replacement of the term "Counsellor" with "Student Services Officer"
6	01/02/2012	Intervention strategies itemised, separately.
7	15/05/2013	Inclusion of DIBP updates re visa cancellation P&Ps and changes to student visa programme
8.	15/04/2014	Replaced BOS with BOSTES; eBECAS with Denbigh; DIICSRTE with AGDoE
9.	27/10/2014	Section 2.3: "and updating changes to student progress"; 5.1.2: particularly if the student is levelled-down
10	22 Mar 2015	General review, especially in light of BOSTES feedback.
11	5 Jun 2015	Amendments and additions to previous version as discussed in meeting with Principal 28 May 2015
12	23 Oct 2015	First section now emphasises that this document must be read in conjunction with policies relating to recording and monitoring of assessment for each course/subject; these are heavily dependent on the individual course and subject and thus cannot be covered in this document.
13	9 Mar 2016	More specificity added to Section 8 (course progress monitoring; informing parents etc). Minor improvements to clarity, emphasis and document style
14	28 Mar 2016	Roles and Procedures
15	18 Mar 2018	Terminology, Roles and Procedures
16	22 Mar 2023	Reviewed Roles and Procedures