TIAS-10-01: Academic Intervention Policy

Taylors Senior College Melbourne
(The National Code Standard 10)

Note: This document will be subject to revision. Once it is downloaded it is no longer a controlled document
1.0 INTRODUCTION

The National Code for international students requires we have academic intervention to assist all students who are at risk of not maintaining satisfactory course progress. These are student who are at risk of not achieving the learning standards in each subject, or who do not meet or exceed the designated performance levels. This policy extends to include domestic students.

Academic Intervention is monitored through assessment. Assessment is an essential part of the teaching process which provides an evaluation of student learning. Each student is expected to maintain a satisfactory standard of achievement in the assessment of their learning during their course of study. If a student is at risk of failing to meet satisfactory course requirements Taylors Senior College will implement the following policy in order to monitor the students’ progress.

2.0 PURPOSE

2.1 Intent

Under standard 9 and 10 of the National Code 2007 Taylors Senior College is expected to have in place an intervention procedure for students at risk of failing to achieve satisfactory course progress. The Victorian Curriculum and Assessment Authority also outline the requirements for satisfactory completion of units in the Victorian Certificate of Education (VCE) course. (Section 7.1.2 of the VCE & VCAL Administrative Handbook 2013). This policy is intended to outline our procedures to ensure adequate intervention for all students.

This policy outlines:

- The process of collecting relevant evidence and making an informed judgment concerning a student’s satisfactory course progress.
- The procedures for monitoring student performance to ensure compliance with administrative and legislative requirements
- The intervention strategies used to effect change to ensure that students who are at risk of not meeting satisfactory achievement standards are notified and provided with counseling and support.
- The communication of intervention to students and parents (caregivers/sponsors) are fully informed of the consequences of unsatisfactory academic progress.

2.2 Compliance with legislation and other administrative regulations

2.2.1 Overseas students (TELP/VCE)

To comply with Standard 10 of the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007, the registered provider must systematically monitor students’ course progress.

- Registered providers must be proactive in notifying and counselling students who are at risk of failing to meet course progress requirements.
- Registered providers must report students who have breached the course progress requirements and implement an intervention strategy for any student who is at risk of not meeting satisfactory course progress requirements.

At a minimum, the intervention strategy must be activated where the student has failed or is deemed not yet competent in 50% or more of the units attempted in any study period.
2.2.2 All students (VCE only)

To comply with the Victorian Registration and Qualifications Authority (VRQA) minimum standards for registration under:

**Schedule 7 Minimum Standards for Registration to provide an accredited Senior Secondary Course;**

- **Section 5** Student records and results and
- **Section 7** Teaching and Learning

The Victorian Registration and Qualifications Authority (VRQA), Victorian Curriculum and Assessment Authority (VCAA), and the Australian Government Department of Education, and the Employment and Workplace Relations (DEEWR) National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 standard 10 expect schools to have an intervention procedure in place for students at risk of failing to achieve satisfactory course progress.

In accordance with section 7.1.2 of the VCE & VCAL Administrative Handbook 2013,

7.1.2 Not Satisfactory VCE unit result ('N')

The student receives N for the unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate achievement of the outcome/s
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules including school attendance rules.

The N result should be used for students who only partly complete work or whose attendance records breach school rules. (This result will also be used for Year 10 students)

3.0 SCOPE

This policy attempts to consolidate all procedures and practices in monitoring academic course progress for every student at Taylors Senior College Melbourne.

This policy applies to Overseas Student Visa Holders enrolled within a TELP, VCE or Foundation Year program offered by Taylors Institute of Advanced Studies Limited, trading as Taylors Senior College. It also applies to domestic students enrolled within the VCE program and Year 10.

Within this policy Teachers have a responsibility (duty of care) to ensure students are given every opportunity to satisfactorily complete their course. The policy is reviewed annually taking into account changing views and issues faced by the college community and that are articulated through various networks and college compliance requirements.

4.0 RELATED DOCUMENTATION

- National Code 2007, Standard 10 Monitoring Course Progress
- Complaints & Appeals Procedure
- Deferral, Suspension & Cancellation Policy
- Taylors Senior College Academic Pathway
- Welfare of Younger Students Policy
- SGA–HE Student Code of Practice
- Staff Handbook
5.0 DEFINITIONS

**ACADEMIC INTERVENTION:** Academic Intervention is designed to assist all students who are at risk of not achieving the learning or who do not meet or exceed the designated performance levels on assessments. Academic intervention can include support through guidance, counselling, improvement in attendance, and study skills which are needed to support improved academic performance.

**Assessment Task:** A set of tasks relating to the assessment of units of competency/modules undertaken in the Units 1, 2, 3 and 4 sequence of a scored VCE program. In Year’s 10 and 11 this includes all formally assessed tasks.

**DEEWR:** Department of Education, Employment and Workplace Relations, the Commonwealth government department responsible for overseeing international education and administering the ESOS Act and the National Code.

**DIAC:** Department of Immigration and Citizenship, the Commonwealth government department responsible for issuing international students with visas.

**Compassionate or Compelling Circumstances:** Circumstances beyond the control of the student which have an impact upon the student’s program, progress or wellbeing.

**Confirmation of Enrolment (CoE):** A document provided electronically, which is issued by the registered provider to intending overseas students and which must accompany their application for a student visa. It confirms the overseas student’s eligibility to enrol in the particular course of the registered provider.

**Course Progress:** The measure of advancement within a course towards the completion of that course irrespective of whether course completion is identified through academic merit or skill based competencies.

**Domestic Student:** A student who meets one of the following citizen/residency status specifications:
- Australian citizen
- Australian Permanent Resident (holder of a permanent visa)
- Holder of a Special Category Visa (sub-class 444, New Zealand citizen)
- East Timorese asylum seeker or holder of a Temporary Protection Visa.

**ESOS Act:** The Education Services of Overseas Students (ESOS) Act, which regulates the delivery of education services to international students.

**Excused:** An excused absence refers to an absence resulting from participation in another school related activity. An excused absence can be the result of participation in an excursion or attending tests for university application and can extended to attendance at a DIAC regulatory interview.

**Focus Slip:** A student can be placed on a Focus Slip by a Head of Student Support for up to three weeks to monitor attendance where the student’s attendance pattern is of concern.

**Foundation Program:** A nationally recognised course for overseas students that equips these students with the skills and capabilities to seek entry into higher education programs in Australia. It provides an academic entry point into first year undergraduate study or its equivalent.

**National Code:** The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (July 2007).

**Outcomes:** What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.

**Pending N:** a document issued to a student when a student completes a School Assessed Outcome, and the work does not meet the required standard for successful completion:
- Has not completed the task by the scheduled date
- The work completed cannot be authenticated
- Has not achieved a satisfactory standard
Or,

- When a student’s attendance is in breach of the school attendance rules, below 80% in a particular or subject/s.

**PRISMS:** The Provider Registration and International Student Management Systems (PRISMS) is the system used to process information given to the Secretary of DEEWR by Registered Providers. (Government electronic system that holds CRICOS and CoEs)

**Outcomes:** What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design

**Overseas Student:** A person (whether within or outside of Australia) who holds a student visa as defined by the ESOS Act.

**Satisfactory attendance:** at least 80% of the scheduled course contact hours for the duration of the study period.

**Satisfactory Completion:** VCE The school decision that a student has demonstrated achievement of the outcomes for a VCE unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N. Students qualify for the VCE when they satisfy sufficient units which meet the program requirements.

**School-assessed Coursework:** A school-based assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student’s level of achievement of VCE Units 3 and 4 outcomes.

**Semester:** One half of the academic year. VCE and VCAL units are designed to be completed in one semester.

**Senior Secondary Qualification:** The VCE and the VCAL are senior secondary qualifications that are designed to be completed in Years 11 and 12.

**Sequence:** VCE Units 3 and 4 are designed to be taken as a sequence.

**Scheduled Course Contact Hours** – The hours for which students enrolled in the course are scheduled to attend classes, course related information sessions, supervised study sessions and examinations. At Taylors Senior College this translates to all scheduled school days and compulsory activities outlined in Studysmart. The attendance calculation commences on the published orientation date for the program in which the student is enrolled.

**Student Support Services:** A member of Student Support Services nominated to monitor the attendance of students at Taylors Senior College.

**Studies:** The subjects available in the VCE.

**Study design:** A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students’ work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

**Study Global:** Taylors Senior College online management system.

**Studysmart:** Taylors Senior College online information system used for educational purposes.

**TEL:** Taylors English Language Preparation teaches students English language and academic skills in preparation for entry to senior high school and foundation year.

**Unsatisfactory Attendance:** Where a student does not maintain 80% of the scheduled course contact hours.

**Victorian Certificate of Education (VCE):** One of the accredited senior secondary school qualifications in Victoria. The VCE is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

6.0 The Policy
This policy attempts to consolidate all procedures and practices in monitoring academic course progress for every student at Taylors Senior College Melbourne.

The Taylors Senior College Academic intervention strategy is documented and made available to staff and students, specifies the procedures for identifying students at risk of not meeting course requirements, specifies procedures for contacting and counseling identified students, strategies to assist identified students to achieve satisfactory course progress, the process by which the intervention strategy is activated and keeping parents informed.

6.1 Requirements for satisfactory course progress

At Taylors Senior College all students are expected to maintain satisfactory course progress,

- English or ESL (English as a Second Language) must be a ‘D’ grade (above 50%) or above
- 50% or more of the units attempted, including English, must be a ‘D’ grade (above 50%) or higher
- VCE satisfactory completion of 16 units (must have 3 units of English at least one unit at Unit 3 or 4) and three sequences of units 3 and 4 other than English

Students failing 3 or more subjects, or failing English/ESL are deemed to be “at risk” of not achieving satisfactory course progress.

6.2 Procedures for monitoring satisfactory course progress

The college monitors academic progression closely. Student’s academic performance is formally reported every 5 weeks. The student’s reports are cross checked against the criteria above (6.1) as a means of commencing the monitoring process. All Pending N forms submitted are also monitored.

6.2.1 Academic Intervention (Advising students of their responsibilities)

Students are advised of the Academic Progress requirements,

i. **In their pre-enrolment information**
   Students and parents are also advised that the academic monitoring commences on the published orientation date for the program in which the student is enrolled.
   **Note:**
   Students will be asked to sign an agreement which includes an undertaking to meet the requirements of the College Program selected and therefore maintain satisfactory performance.

ii. **At orientation**
   Students are also advised of the consequences of unsatisfactory course progress.

iii. **Through Studysmart** This includes reference to the following:
The requirement to maintain satisfactory academic performance
The consequences of not maintaining satisfactory academic performance
The requirement to notify the school if the student is sick or unable to maintain satisfactory academic performance for any other significant reason
The requirement of the provision of a doctor’s certificate to cover absences or to register reasons for not maintaining satisfactory academic performance due to illness

6.2.2 Advising students and parents of academic progress

(i) Pending N

The first stage of intervention for VCE students at risk of not achieving satisfactory progress is the issue of a Pending N form* to students. These are completed by Subject Teachers with the student, as soon as a student fails to satisfactorily complete school assessed coursework (SAC). Letters informing parents of the Pending N will be sent within one week of the Pending N form being submitted to the Head of Faculty. The letter outlines reasons for the Pending N being given. These reasons may be that the School Assessed Coursework was:

- Not completed by the scheduled date
- Cannot be authenticated
- The standard achieved was not satisfactory

The Pending N is a warning to students that they must improve (redeem the pending N) in order to be deemed as competent in the unit studied.

(ii) Reports

Reports are provided for Year 10 and VCE students every five weeks. These reports are timed to best suit the

a) Term dates
b) Program schedule

Reports are sent to parents and include a summary for each unit studied, including academic grades, skill levels and unit results. At the end of each reporting period the Manager Academic Programs will produce an analysis of student results in an attempt to identify students “at risk” for each reporting Stage.

When a student is identified as “at risk,” they are interviewed by the Head of Student Support or the Head of Faculty and the Head of Careers. A record of interview is kept and this record is signed by the student and the interviewer.

6.2.3 STAFF RESPONSIBILITIES

TEACHERS

- Teachers are required to keep records of all student assessment
- Teachers are required to complete Pending N forms and pass these on to students and Heads of Faculty
- Teachers are required to complete Reports on every student every five weeks
- Teachers provide regular feedback with student in order to improve student performance

HEADS OF FACULTY/STUDENT SUPPORT/CAREERS
• Head of Careers, Heads of Faculty and/or Head of Student Support and will interview students who are at risk of not progressing to a satisfactory standard
• Heads will refer “at risk” students to counseling if necessary
• A Student file note is made in Study Global to document the meeting and a letter is organized to be sent to the parent/caregiver/sponsor
• Telephone calls to parents if required

MANAGER ACADEMIC PROGRAMS

• Identify students at risk following each five week reporting period
• Allocate Heads of Faculty, Head of Student Support appointments
• Organize study support lists
• Organize correspondence to parents/caregivers

6.2.4 Stages of Reporting and Intervention

Reporting Stage One (initial):

Stage one reporting occurs after the first 5 week report or if requested by Subject Teacher.

At this time students “at risk” are: failing 3 or more subjects, or failing English/ESL.
Many students identified as “at risk” at this early stage (first five weeks) may be experiencing homesickness and transition issues which affect their studies. The first five week reports are based on minimal assessment. Students may become “at risk” at any time during the year. Once the five week period is complete and a student is identified as “at risk” the Stage Two process is commenced.

The ‘student intervention’ includes;
1) Interview by the Head of Faculty and/or Head of Student Support (To be recorded in Study Global in student file ‘Notes’)
2) Possible referral for counseling relating to study skills/motivation/personal issues
3) Possible referral to Manager Student Welfare Support Services with regard to living arrangements, etc.
4) Alerting all teaching staff to students “at risk”
5) Encouragement of student to attend study support sessions on and to liaise with staff to facilitate the organization of these sessions
6) Interview with the Head of Careers to encourage the student to withdraw from studying a subject (where appropriate) and to ensure subject choice is appropriate to the student’s interests and aspirations and that the student is aware of the requirements of the student intended University destinations.
7) A letter is sent to parents/caregivers explaining the interview and intervention outlined above if deemed to be serious.

Reporting Stage Two:

The second report is a better indicator of course progress as the report is based on multiple assessments for each subject. Once a ten week period or a term is complete and a student is identified as “at risk” or continues to be “at risk” the Stage Two process is commenced. (Students may become “at risk” at any time during the year.)

At this stage students who are defined as “at risk” are
• Students after 10 weeks or one term who are
  i) failing English or
  ii) failing 3 or more units of study and not interviewed in Stage One or those still failing and or identified as a welfare risk in Stage One
• Students in Semester Two who did not fail any units during semester one and are failing 2 or more units of study

At this stage the intervention includes;
• An interview with a Head of Faculty to provide academic advice and to advise students to attend study support sessions to complement their standard classes.
• Alerting all teaching staff to students “at risk”.
• Interview with the Head of Careers to encourage the student to withdraw from studying a subject (where appropriate) and to ensure subject choice is appropriate to the student’s interests and aspirations and that the student is aware of the requirements of the student intended University destinations.
• A letter is sent to parents/caregivers explaining the interview and intervention.
• Telephone communication with parents detailing the contents of the letter.
• Enter a student file note in Study Global recording all details
• Possible requests for parent/caregiver interview

*Reporting Stage three: (if no improvement shown)*

At this stage students will be identified as “at risk” and interviewed:
• during the first week of second semester (January students),
• during the first week of term four (April students)
• during the sixth week of term four (July Intake)
• by the Heads of Faculty (a student file note is entered into Study Global recording all details)

Yr12 final letters of warning are sent to parents of students who are at risk:

a) failed 3 or more units of study or students who
b) failed English only

Year 10 and 11’s letters of warning are sent to parents of students who are at risk of not being able to be promoted to the next year level for reasons a) and b) above.

At this stage parents are informed by mail and phone by Manager Academic Programs.

All students at risk are referred to Study Support Sessions.

*Reporting Stage four:*

At this stage parents of the students who have failed 50% or more of their units studied in their course, or are unable to satisfactorily complete 16 units of VCE are informed by mail and phone with details of:

• Advice to seek alternative pathways to desired courses
• Notice of intention to Report (Overseas Students only)
• Enrolment for the following year may be at risk (local students)
• Conditional re-enrolment for students with learning difficulties or welfare issues
• The Manager of Academic Programs to deal with any queries

*Domestic or Overseas VCE Students -*

Parents contacted and informed that future enrolment may be at risk because of unsatisfactory academic performance.

*Overseas Students only (and Reporting to DIAC)*

An overseas student will not be reported to DIAC in the following circumstances:
There is documentary evidence demonstrating that compassionate or compelling circumstances exist. Compa

Passionate and compelling circumstances include, but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
- Bereavement of a close family member, such as a parent or grandparent (where possible a death certificate should be provided);
- Major political upheaval or natural disaster in the home country requiring emergency travel and/or this has impacted on the student’s studies; or
- A traumatic experience which has impacted on the student (these cases should be supported by police or psychologists’ reports) and could include:
  - involvement in, or witnessing of a serious accident, or
  - witnessing or being the victim of a serious crime.

**NOTE:** The above are only some examples of what may be considered compassionate or compelling circumstances. The Campus Director will use his/her professional judgment to assess each case on its individual merits. When determining whether compassionate or compelling circumstances exist, the Campus Director will consider documentary evidence provided to support the claim, and will keep copies of these documents in the student’s file.

**Temporary suspension of studies** - Where a student is too ill to continue his/her studies immediately and is at risk of his/her academic progress being unsatisfactory the student may apply for special leave and have his/her enrolment temporarily suspended on the grounds of compassionate or compelling circumstances. (Refer to the Deferral, Suspension & Cancellation Policy).

**Successful appeal through complaints and appeals process**

**Reporting to DIAC – Overseas Students**

1. Where a student has breached satisfactory course progress requirement of satisfactory completion of 50% or more of the units attempted in any study period, or will not satisfactorily complete 16 units of VCE studies, the Manager Student Support and Welfare will commence the process of reporting the student to DIAC. A student will only be reported to DIAC if:
   - TELP & VCE students
     - There is **no** documentary evidence demonstrating that compassionate or compelling circumstances exist
     - The student is **not** satisfactorily progressing or completing the units attempted in the study period for which he or she is enrolled

2. Students who have breached academic requirements must be advised in writing of the intention to report them to DIAC and of their right to lodge an appeal against the decision (Appendix A–Notice of Intent letter). A copy of the letter shall be filed in the student’s file.

3. The student is informed in person by the relevant Manager Academic Programs that a Notice of Intent to Report for unsatisfactory academic progress is about to be made.

The Notice of Intent letter is given to the student and the student must be advised:
• of the contents of the letter and
• of the right to lodge an appeal within 20 working days by accessing the Taylors Senior College complaints and appeals process before that report is made.

4. A note will be placed in Study Global to record the receipt of the letter by the student. A copy of the letter will be sent to the parents/caregiver/sponsor.

5. The student must remain enrolled and attend classes until the completion of all internal and external appeals. Students will not be reported to DIAC until such time as internal and external appeals processes have been finalised and the finding is against the student.

6. Taylors Senior College will notify DIAC that the student is not achieving satisfactory academic progress if the student:
   • fails to lodge a written appeal within 20 working days, or
   • withdraws from the appeals process or
   • the outcome of the appeal supports the decision to report the student for breach of academic requirements

7. Once DEEWR has been notified of a cancellation of a student’s enrolment, the student may be contacted by DIAC to:
   • show the Department of Immigration and Citizenship (DIAC) a new Confirmation of Enrolment; or
   • provide DIAC with evidence that he or she has accessed an external appeals process.
APPENDIX A-Associated Forms and Letters

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2. **(Internal Intervention Form 2)** Academic Results Interview Form p4
3. **(Internal Intervention Form 3)** Pending N form p5
4. **(Internal Intervention Pending N procedures)** Pending N procedures for staff p6
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8. Intervention letter **Stage 2** (after 10 week report–no previous letter, following interview Yr 10 & 11) local students p10
9. Intervention letter **Stage 2** (after 10 week report–following previous letter, following interview Yr 10 & 11) overseas students p11
10. Intervention letter **Stage 2** (after 10 week report–following previous letter, following interview Yr 10 & 11) local students p12
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