

Course Progress and Academic Intervention




This Policy and Procedure is in compliance with National Code Part D, Standard 10

Policy

The course progress of each student is monitored in accordance with the Academic Assessment policy and procedure, where the process for assessing course progress and the requirements for achieving satisfactory course progress are outlined. Where a member of staff believes that a student is at risk of failing to achieve satisfactory progress (i.e. achieving less than a C grade in any subject), the need for an intervention strategy is activated and implemented. “The schools” will immediately notify Anglican Schools Commission International (ASC International) if and when any international student is deemed to be at risk of not making satisfactory progress or completing the course in which they are enrolled within the expected time period allowed for that course.

Procedures

Students “at risk” may be identified relatively early through indicators such as erratic course attendance, failure to submit assessment tasks required, earning lower than satisfactory marks in interim and end of term tests, and low participation and poor attention in class. All students are monitored via the Student Support and Welfare Coordinator who completes a Student Progress Report each semester. This report places a student into three categories based on a traffic light system:

1. No Risk – GREEN 
2. Potential Risk – AMBER 
3. High Risk – RED 

These categories are identified based upon results of both mid-term and end of term results and where a student has not achieved the required pass mark (50%) for any of their subjects.

When a student is identified as being at high risk (red), the appropriate “International Student Intervention Plan Recommendation form” must be completed and the student must be counselled as soon as possible in a supportive, non-threatening, manner that will encourage the student to accept additional tuition, or personal support, to help them to overcome their difficulties and thereby enable them to successfully achieve the requirements of the course.

The academic intervention strategy may include, depending on the individual needs of the student, one or more of the following:

- Additional oral (listening, speaking and vocabulary) English language assistance to enable good comprehension of subject content being taught.
- Additional written (reading and writing) English language assistance to enable the student to properly communicate his/her understandings of the subject content learned.
- Additional subject-specific tuition to provide remedial assistance where gaps in previous learning are identified; or to provide assistance with current conceptual development in the subject.
- Additional, or specific, personal support in cases where issues such as homesickness, health matters, or psychological problems may be interfering with a student’s studies.

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- Suggesting a change in the course content of a given program (e.g. different subject selection, change from WACE to WAUFP in Year 12, etc.).
 - In cases where other intervention strategies appear to be ineffective, a change of institution to provide a course where a student is more likely to achieve success (e.g. Vocational Training or a Diploma course) and where that course is not offered by ASCI.

Student Contact

Any intervention strategy is coupled with regular counselling and monitoring by all student support staff, led by the International Support and Welfare Coordinator.

Regular intervention strategy meetings and counselling sessions will enable a thorough assessment of the effectiveness of any interventions implemented. Where a student is not attending school and cannot be contacted by telephone or email, a letter will be mailed to the student stating that they are being contacted because they are not making satisfactory course progress and are eligible for intervention support. To access this support they should contact the School within five days of receiving the letter to discuss an intervention strategy that may assist the student to make satisfactory progress in future. They should also be reminded of their need to maintain satisfactory attendance in compliance with the conditions of their Student Visa.

Where a student continues to achieve 50% or less in a subject, and does so for more than two terms, despite the implementation of intervention strategies, ASCI will have several options for action:

1. Recommend that the student repeat the course of study. In this instance a Variation to enrolment form is to be completed and any necessary adjustments made to the CoE.
2. Notify the student, in writing, that it intends to report the student to DIBP for not making satisfactory course progress, and that this action may affect their Student Visa. That notice will inform the student that they are able to access ASCI' Complaints and Appeals Policy within 20 working days of receiving the letter. ASCI will only initiate the reporting process for a student who is not making satisfactory progress after an intervention/remedial strategy has been allowed reasonable time to run its course and be effective and as a last resort.

In both options above, the student will be counselled and provided with their options.

In cases where the student chooses not to access the Grievances and Appeals processes within the 20 day period allowed, withdraws from the process, or the process is completed and results in a decision against the student, the ASCI will notify DEEWR through PRISMS of this situation.

The student will not be excluded from study during a period of appeal.

All actions implemented under this policy and procedure must be continuously logged on DMS, which is accessed by all interested parties.

Authority:	Director of International Programs
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