MacKillop College

Policy: Student Achievement

Introduction

MacKillop College provides a co-educational Catholic education from Years 7 to 12, focused on developing the whole person in order that they achieve their full academic potential. We seek to support students to grow in virtue and to 'embrace a view of themselves and the world that leads to peace, justice and the prospering of the whole of creation' (Horizons of Hope, CEM 2017). All members of the MacKillop College community strive to respect the dignity of the human person – this is at the centre of all that we do.

Principles

MacKillop College is committed to:

- ensuring parents/guardians are informed when their son/daughter underperforms in subject based learning tasks
- ensuring teachers consider effort, behaviour and attendance when planning their support for a student. Strategies employed to support students might include:
    - attendance at homestudy support
    - close monitoring of home study
    - careers counselling
    - development of Individualised Learning Programs (ILPs)
    - development of strategies around literacy, numeracy, behaviour and English (as an additional language or dialect – EALD) as required or appropriate.

Objectives

MacKillop College is committed to:

- effective monitoring of student progress within and between year levels
- ensuring we have the capacity to address the individual factors that affect the performance of each student, such as attendance, learning needs, and wellbeing issues
- ensuring students reach their full potential so that future pathway options remain broad.

Implementation

i) Principal commitment

The Principal is responsible for ensuring that:

- the objectives of this policy are integrated into practice
- all staff know and understand their responsibilities in relation to this policy.

ii) Staff commitment

The staff is responsible for ensuring that:

- the assessment and reporting policies and practices are followed

- the guidelines in the procedure document that accompanies this policy are followed.

This policy works in conjunction with the following policies, procedures and guidelines:

- Assessment Policy
- Curriculum Policy
- Learning & Teaching Policy
- Reporting Policy
- Reporting Procedures
- Student Achievement Procedure

Rory Kennedy
(Principal)

Date: 2020

MacKillop College

Procedure: Student Achievement

This procedural document is designed to accompany the College policy entitled 'Student Achievement', and 'Assessment and Reporting'. It aims to provide a structured, yet flexible, process for managing the academic performance and progress of students that are determined to be underperforming at any level.

At MacKillop College, many forms of data relating to student performance will be collected and used to establish a profile of each student regarding their educational capabilities. This profile will enable a student's capabilities to be measured against their performance and allows the College to provide personalised intervention and support as required.

To support a student who is underperforming, the College will utilise a four-stage process. At each stage of the process, the focus is on ensuring the school, parents/guardians and student work in partnership to support improved academic performance. This process is a graded response based on the level and duration of underperformance. The involvement of appropriate staff members and the mechanism for recording the outcomes of conversations in each of these stages is also outlined. At Stages 2, 3 and 4, specific support mechanisms will be established, outlining indicators of underperformance and the strategies designed to support the student. Additionally, the student will have explicit expectations that they will be required to meet, and the consequences of non-compliance will be discussed.

Note: Students are required to adhere to the College's attendance policy in order satisfactorily complete each subject.

The Progressive Stages of Intervention and Support

<u>Stage 1: To be enacted when a student is underperforming in an individual subject in one semester</u>

At this stage, individual subject teachers will communicate with the student and the parents/guardians to discuss the nature and causes of underperformance and put in place strategies to support the student in the classroom and outside the classroom. This could include:

- organisational strategies – relating to home study and time management
- attendance at homework club
- Literacy and Numeracy strategies
- explicit scaffolding of work and assessment tasks
- close monitoring of homestudy

<u>Stage 2: To be enacted when a student is underperforming in a number of subjects (two or more) across a semester</u>

At this stage, the Homeroom teacher will consult with the Year Level Coordinator and/or Learning Diversity Team or relevant staff member to convene a meeting with the student and their parents/guardians to discuss their progress. This meeting will focus on the feedback given by the subject teachers in question, and the results the student has received in these subjects thus far. This

meeting will seek to determine the reasons for underperformance, and put in place strategies that represent a coordinated approach to support improvement over the next semester.

The strategies that might be employed include those listed in Stage 1, as well as the following:

- Development of an Individual Learning Plan (ILP)
- Careers Counselling
- The use of a MacKillop College study planner.

Regular feedback will be gained from teachers to assess student progress towards meeting the expectations of them, and the records of meetings will be stored on the College Intranet as evidence of the support in place.

Stage 3: To be enacted when a student is underperforming in a number of subjects across more than one semester

At this stage, a further learning support meeting will be organised with the student and parents/guardians. This meeting may include some of the following members of staff:

- Homeroom teacher
- Year Level Coordinator
- Subject teacher/s
- Learning Area Leader/s
- Careers counsellors
- Learning Diversity Team
- Counsellors
- Other staff where appropriate (VCE Leader, VCAL Leader, VET Leader).

In this meeting, the student's performance will be further discussed, and areas of improvement and ongoing concern noted. The strategies established will be reviewed, and additional adjustments may be made to the support provided. At this meeting, it will be outlined to the parents/guardians and the student that continued underperformance could affect their promotion to the next year level and the pathways available to them. In discussing promotion to the next year level, staff at this meeting will draw on the rules, regulations and guidelines of Catholic Education Melbourne at https://www.cem.edu.au/ and the Victorian Curriculum and Assessment Authority at https://www.vcaa.vic.edu.au/. An additional meeting will be held at the commencement of the following year to establish what constitutes appropriate academic progress and reiterate the support the student will receive. Records of meetings will be stored on the College Intranet as evidence of the support in place.

Stage 4: T be enacted when a student is underperforming in a number of subjects over a period of more than one year

If a student has underperformed for a period of over two semesters, they are at risk of not meeting the requirements for acceptance into the pathway options beyond Year 10, which has implications for their promotion in earlier year levels. A prolonged period of underperformance of this nature will result in a formal meeting with the student and parents/guardians, and may include some of the following members of staff:

- Deputy Principal/s
- Director of Student Wellbeing

- Director of Learning and Teaching
- Director of Learning Diversity
- Year Level Coordinator
- Program coordinators (VCE Leader, VCAL Leader, VET Leader, etc.)
- Other relevant staff.

At this meeting, the strategies outlined in the previous learning support plans will be discussed and the reasons for sustained underperformance identified. The meeting will focus on the pathways available to the student at this point in time, given the support offered thus far and the lack of success it has produced. At this stage, a number of alternative options will be discussed, such as an alternative program/curriculum, or accessing learning options with another institution, or non-promotion to the next year level. This will involve staff drawing on the rules, regulations and guidelines of Catholic Education Melbourne at https://www.cem.edu.au/ and the Victorian Curriculum and Assessment Authority at https://www.vcaa.vic.edu.au/. At this stage, the Principal may be involved to clarify the importance of meeting the expectations, given the support provided and the potential outcome of continued underperformance. Records of meetings will be stored on the College Intranet as evidence of the support in place.