

## ISP Course Progress Policy

### Purpose

To outline the Department of Education and Training (DET), International Education Division (IED) policy on what students need to do to achieve satisfactory course progress and how schools identify, notify and assist students at risk of not meeting satisfactory course progress requirements.

The policy describes how satisfactory course progress is achieved for the primary course, secondary course, and the Victorian College of the Arts Secondary Course (VCASS) of the International Student Program (ISP).

This policy specifies the actions DET (IED) will take if a student is assessed as not meeting satisfactory course progress and explains where the intervention strategies and consequences for students enrolled in a DET course differ from the standard DET requirements outlined in [School Policy \(SPAG\) – School Improvement](#), [School policy \(SPAG\) – Student Assessment and Reporting](#), and [School policy \(SPAG\) – Reporting Student Progress and Achievement](#), due to the *Education Services for Overseas Students Act 2000* (Cth) ('ESOS Act') and student visa conditions.

This policy should be read by DET (IED), schools, and students (including their parent) who are enrolled in the ISP.

### Scope

This policy applies to **international students** who are:

- enrolled in the primary course, secondary course, or the VCASS of the ISP
- the primary holders of a **subclass 500 Student – Schools sector visa**.

### Policy

Schools regularly monitor student progress and are proactive in identifying, notifying and assisting students to ensure the student is in a position to complete the course within the expected duration specified on the student's Confirmation of Enrolment (CoE).

#### Satisfactory course progress requirements

It is a student visa condition that students must achieve 'satisfactory' course progress. The requirements for satisfactory course progress are different for each course provided by DET.

The assessment requirements for students in a DET course are the same as for all other Victorian government school students. Students are assessed on their performance through tasks including:

- written assignments
- oral presentations
- practical exercises and demonstrations
- texts and examinations
- subject specific tasks.

School staff advise students about course work and assessment requirements. The Victorian Curriculum and Assessment Authority (VCAA) [website](#) provides information on how courses are assessed.

DET (IED) does not guarantee that students will successfully progress to the next year level or complete their course, but DET (IED) will ensure that a reasonable level of student support will be offered to assist students to achieve satisfactory course progress.

School reports will be provided to students and parents each school semester and are recorded on the school's student file in accordance with the [ISP Record Keeping Procedural Guidelines](#).

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#### International Education Division

Department of Education and Training

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The table below outlines the requirements for 'satisfactory' course progress in each DET course. Failure to meet these requirements in a school semester (study period) is a failure to meet course progress requirements and will trigger DET (IED)'s reporting process, which may result in the cancellation of the student's enrolment in the ISP and reporting to the Commonwealth Government for a breach of the student's visa conditions.

CRICOS Course Code	Course Name	Satisfactory course progress
019047G	Primary (Prep to Year 6)	<p>Students in Prep – Year 5 should have satisfactory achievement or effort to progress to the next year level and complete their course.</p> <p>Prep – Year 5, students who achieve at least:</p> <ul style="list-style-type: none"> <li>• pass/C/satisfactory (or equivalent); or</li> <li>• "satisfactory" (or equivalent) for effort,</li> </ul> <p>in every subject attempted, will be considered to have achieved satisfactory course progress.</p> <p>For Year 6, students must pass all subjects/areas studied to attain exit levels required to progress to high school.</p> <p>If the student's effort is at least 'satisfactory', despite not passing all subjects/areas studied, DET (IED) may consider the student to have achieved 'satisfactory' course progress*.</p>
019048F	Junior Secondary (Years 7-10)	<p>A minimum overall achievement of pass/C/satisfactory (or equivalent) in every subject studied.</p> <p>If the student's effort is at least 'satisfactory', despite not passing all subjects/areas studied, DET (IED) may consider the student to have achieved 'satisfactory' course progress*.</p> <p>If after commencing the course at the school it becomes clear that a student requires additional support to meet the course requirements the school may provide the student with additional English language tuition or academic counselling and support (at the student's expense) prior to recommencing at the school. For example, students may be advised to undertake studies at an <a href="#">English Language Centre</a> for a period of one to two semesters.</p>
019048F	Senior Secondary (Years 11-12)	<p>A minimum overall achievement of pass/C/Satisfactory (or equivalent) in every subject studied.</p> <p>If the student's effort is at least 'satisfactory', despite not passing all subjects/areas studied, DET (IED) may consider the student to have achieved 'satisfactory' course progress*.</p> <p>If after commencing the course at the school it becomes clear that a student requires additional support to meet the course requirements the school may provide the student with additional English language tuition or academic counselling and support (at the student's expense) prior to recommencing at the school. For example, students may be advised to undertake studies at an <a href="#">English Language Centre</a> for a period of one to two semesters.</p>
028651A	Victorian College of the Arts Secondary Course (7-12)	<p>A minimum overall achievement of pass/C/Satisfactory (or equivalent) in every subject studied.</p> <p>If the student's effort is at least 'satisfactory', despite not passing all subjects/areas studied, DET (IED) may consider the student to have achieved 'satisfactory' course progress*.</p> <p>If after commencing the course at the school it becomes clear that a student requires additional support to meet the course requirements the school may provide the student with additional English language tuition or academic counselling and support (at the student's expense) prior to recommencing at the school. For</p>

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\*To ensure consistent and defensible decisions are made, school principals can consider if a student has:

- met assessment deadlines
- actively participated in class
- shown self-discipline and a dedicated approach to learning

in making a decision about whether the student's effort should be considered when assessing if the student has achieved 'satisfactory' course progress.

### **Monitoring, early intervention and support, assessment and reporting**

School staff regularly monitor student progress, through considering student assessment outcomes and liaising with relevant school staff.

The monitoring and reporting requirements and intervention strategies for students in a DET (IED) course are different to the requirements for other Victorian government school students because:

- maintaining satisfactory course progress is a student visa condition (8202)
- Commonwealth law requires DET (IED) to be proactive in identifying, notifying and assisting students who are at risk of failing to meet course progress requirements
- DET (IED) is required by law to report students who have failed to meet course progress requirements.

The [ISP Course Progress Procedure](#) details how schools will monitor course progress each school semester. Schools work collaboratively with students to develop and implement tailored early intervention strategies to support students to meet course progress requirements.

Schools are responsible for monitoring course progress of students who conduct part of their studies with another DET-approved provider. Please refer to the [ISP Modes of Study Policy](#) for further information.

### **Intervention and support**

Schools **must** develop and implement strategies to:

- inform students and parents of course progress requirements
- support students to be track to satisfactory course progress
- assist students who are at risk of not meeting satisfactory course progress.

DET (IED) provides students will two levels of support to assist the student with maintaining satisfactory course progress. These are:

- **'Early Intervention'**: intervention strategies issued by schools
- **'At-risk'**: compliance contract and final intervention strategies issued by schools. Schools provide compliance, intervention strategies, and other relevant supporting evidence to DET (IED).

Schools determine when a student requires early intervention strategies and when a student is at-risk of unsatisfactory course progress. Schools must inform students (for example, during orientation) when early intervention strategies will be initiated and when a student will be deemed to be 'at-risk' of unsatisfactory course progress.

Where a student is showing signs of not being on track to achieve satisfactory course progress, school staff notify the student and their parents and develop and implement appropriate **intervention strategies** to improve the student's academic performance. This may include a recommendation to temporarily suspend the student's enrolment in accordance with the [ISP Student-Initiated Deferrals, Suspensions and Cancellations Policy](#). When enrolment is temporarily suspended, students are not assessed; assessment recommences when the student resumes study at school.

Schools will notify DET (IED) if a student's academic performance does not improve and is **'at-risk'** of not achieving satisfactory course progress. A student is deemed 'at-risk' when they are on track to **NOT** meet the required standard for satisfactory course progress or their course progress has not improved under the intervention strategy. Schools will place the student on a **compliance contract** which contains appropriate intervention strategies. The compliance contract will have a maximum review period of 4 weeks. Compliance contracts will be translated, if necessary, and are still valid even if the student and/or parent does not sign the contract. Schools must send the compliance contract, previous intervention strategies, and relevant evidence to DET (IED); DET (IED) staff may provide advice on the compliance contract and intervention strategy implemented in order to improve the effectiveness of the support provided. Please refer to the [ISP Course Progress Procedure](#) for the process to be followed by schools and DET (IED).

Schools must use the ISP Course Progress, Attendance and Behaviour Compliance Pack ([checklist template](#), [meeting template](#), [compliance contract template](#)) to support record keeping and compliance requirements.

Records of the outcomes of assessment, reports and all intervention strategies are kept on the school's student file, CASES21, and in DET (IED)'s Student Document Manager (SDM) in accordance with the [ISP Record Keeping Procedural Guidelines](#).

## Reporting

DET (IED) is required to report students who have not achieved satisfactory course progress, as required by Commonwealth law. Please refer to the [ISP Course Progress Procedure](#) for further information on the process DET (IED) follows when a student achieves unsatisfactory course progress.

Schools determine if a student has failed to achieve satisfactory course progress in accordance with the criteria set out in this policy. If DET (IED) endorses this assessment, DET (IED) will proceed with the reporting process as described in the [ISP Course Progress Procedure](#), which may result in the student being reported to the Department of Home Affairs (DHA) and their student visa being cancelled, even if the student subsequently withdraws from the course.

Students can appeal decisions made in relation to unsatisfactory course progress, in accordance with the [ISP Complaints and Appeals Policy](#).

If an under 18 year old student is reported to the Commonwealth Government for breaching attendance requirements, the school must maintain welfare arrangements in accordance with the [ISP Accommodation and Welfare Policy](#).

## Legislation

- *Education Services for Overseas Students Act 2000* (Cth)
- *National Code of Practice for Providers of Education and Training to Overseas Students 2018* (Cth)
- *Migration Regulations 1994* (Cth)

## Associated Documents

- [ISP Course Progress Procedure](#)
- [ISP Course Progress, Attendance, and Behaviour – checklist template](#)
- [ISP Course Progress, Attendance, and Behaviour – meeting template](#)
- [ISP Compliance Contract Template](#)
- [ISP Complaints and Appeals Policy](#)
- [ISP Student-Initiated Deferrals, Suspensions and Cancellations Policy](#)
- [ISP Record Keeping Procedural Guidelines](#)
- [ISP Modes of Study Policy](#)
- [ISP Accommodation and Welfare Policy](#)
- [School Policy \(SPAG\) – School Improvement](#)
- [School Policy \(SPAG\) – Student Assessment and Reporting](#)
- [School Policy \(SPAG\) – Reporting Student Progress and Achievement](#)

## Definitions

- **At-risk** is when students are showing clearly signs that they may not be achieving satisfactory course progress in the study period (for example, through academic reports and written teacher feedback).
- **Compassionate circumstances** refers to circumstances that are not in the student's control or created by the student and adversely impact on student welfare or course progress (for example, illness, bereavement or traumatic events may qualify), as assessed on a case by case basis.
- **Compelling circumstances** are circumstances which in the opinion of DET (IED) are in the student's best interests, as assessed on a case by case basis.
- **CASES21** is an online platform used by all Victorian government schools to record and manage student data (including attendance data). Please refer to Appendix 1 in the [ISP Record Keeping Procedural Guidelines](#) for further information.
- **DET (IED) staff** includes the Executive Officers, managers and employees (full time, part time, ongoing, fixed term, casual and contractor) of DET who work directly or indirectly with the ISP. This excludes school staff.
- **Early intervention stage** is when there are emerging signs that the student is experiencing difficulty in satisfactorily progressing their course (for example, through informal teacher feedback).
- **ESOS Act** refers to the *Education Services for Overseas Student Act 2000* (Cth)
- **Parent** refers to the parent(s) or legal guardian(s) of an international student.
- **School** for the purpose of this document is defined as a school accredited by DET (IED) to deliver an ISP.

## Policy Contact Officer

For further information, please contact the DET (IED) International Student Support Team on [international@edumail.vic.gov.au](mailto:international@edumail.vic.gov.au) or +61 3 7022 1000.

## Policy Maintenance Officer

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## Authorised

Executive Director, International Education Division

**Date of authorisation:** 29/11/2019

**Review frequency:** This policy will be reviewed at minimum every 24 months or when any changes arise impacting its currency, including legislative or regulation change.