



## Academic Progress Policy

### Preamble

St Bede's College upholds the United Nations Convention on the Rights of the Child (1989) and is committed to unified actions designed to provide every child with access to quality education as a fundamental human right and as a prerequisite for human development.

As a Catholic school in the Lasallian tradition St Bede's College holds the care, safety and wellbeing of its students to be at the core of all we do. The College is resolutely committed to ensuring that all College staff, including employees, Board members, committee members, contractors, volunteers and clergy (**College Staff**), act in a manner that promotes the inherent dignity of each of our students and their fundamental right to be respected and nurtured in a safe school environment.

This policy also forms part of our Student Duty of Care framework providing for oversight of all St Bede's College campuses including our boarding premises operated at:

Cypress Lodge  
73 Beachcomber Av, Smiths Beach Victoria

**If any person believes a child is in immediate risk of abuse, telephone 000.**

### Purpose

As a Catholic school founded in the Lasallian tradition, the teaching and learning program at St Bede's College reflects the Founder's devotion to a "Christian and human education". The current policy outlines the principles of academic progress at the College.

### Scope

The Academic Progress policy applies to all teaching and non-teaching staff at St Bede's College. This policy also applies to all students across the school.

### Additional Authority

**ACARA** – Australian Curriculum, Assessment and Reporting Authority

**VCAA** – Victorian Curriculum and Assessment Authority *F-10 Curriculum planning and reporting Guidelines, 2014*

**MACS** – Melbourne Archdiocese Catholic Schools

**VRQA** - Victorian Registrations and Qualifications Authority *Minimum Standards and other requirements for school registration.*

**APST** – Australian Professional Standards for Teachers

**DSE (2005)** – Disability Standards for Education

**EOA (2010)** - Equal Opportunity Act, Victoria

**Ministerial Order 1359** – Child Safe Standards

## **Responsible Party**

The Principal, the Deputy Principal Teaching and Learning, Deputy Principal Students

## **Statement of Policy**

### ***Academic Progress Requirements***

1.1 Academic progress is the process by which students are able to show development in the skills and knowledge outlined in each domain and subject area through engagement in learning activities and assessment.

1.2 Evidence of progression includes being prepared for, engaging in and applying oneself to the learning activities and, subsequently, fulfilling the coursework and assessment requirements of each subject.

1.3 Each student is expected to share the responsibility of their learning with their teachers, understanding that they are part of a class whereby the learning of all students is a priority.

### ***Satisfactory Academic Progress***

2.1 In order for students to progress academically through their respective year levels at the College, it is expected that they are prepared for learning upon arrival at all classes, engage in the learning activities and apply themselves to said learning activities.

2.2 Teachers will assess preparation, engagement, application and progress of all students through completion of the Habits Rubric (Appendix 1) each term in all classes.

2.3 In relation to the Academic Progress Policy, the percentage of assessments made in the rubric judged to be 'Commendable' or 'Excellent' across all subjects will be calculated. These will be referred to as 'Positive' habits. Any student who has more than 80% Positive Habits will be recognized in some manner as they are displaying exemplary learning behaviour across most, if not all, subjects.

2.4 In relation to the Academic Progress Policy, the percentage of assessments made in the rubric judged to be 'Unacceptable' or 'Below Expectations' across all subjects will be calculated. These will be referred to as 'Negative' habits. Any student who has more than 20% Negative Habits in will be subject to intervention with escalation occurring each time this occurs in a calendar year.

2.5 In managing students with high levels of Negative Habits (ie. > 20%), several principles apply. These include;

- Escalation of consequence, commencing with the Homeroom Teacher/Tutor, over the course of the year (ie. each term)
- Escalation of consequence whereby a student displays high levels of negative habits (ie. > 20%) regularly across school years
- Communication with the student's family via email and supported with a phone call. This should be recorded on SIMON
- Support of the student in order to change their behaviour such that they improve their own learning and do not interfere with the learning of others.
- Ongoing monitoring of classroom habits

2.6 Consequences may include, but are not limited to;

- Phone call home from tutor, YLC/House Coordinator, Middle School/Senior Years Coordinator, Bentleigh East Campus Leader, with accompanying letter
- Meeting with parents/carers and
  - YLC/House Coordinator,
  - Middle School/Senior Years Coordinator, Bentleigh East Campus Coordinator
  - Deputy Principal Learning and Teaching, Deputy Principal Students
  - Principal
- Learning Habits Contract

2.7 In the case of an intervention for any student at any stage of their schooling, they should be offered counselling in order to offer support and determine any underlying causes of behaviour that is negatively impacting performance.

### ***Academic Progress Exemptions***

3.1 The college acknowledges and welcomes students with diverse learning needs who may require permanent modifications to learning and assessment processes. Students recognised as having a disability who are taking part in targeted intervention may be exempt from the Academic Progress Policy in some or all subjects. In such cases different academic progress requirements may be put in place.

3.2 The College recognises that from time-to-time students will require additional pastoral intervention and support. Students identified by the Wellbeing Team as requiring temporary adjustments to learning and assessment processes may be exempt from the Academic Progress Policy in some or all subjects. In such cases different academic progress requirements may be put in place.

3.3 Students with high rates of absence (greater than 10%), be that from school refusal or other means, will be managed according to the St Bede's College Attendance policy. They are not covered by the Academic Progress policy as teachers are not able to make valid judgements regarding their learning habits and therefore this policy does not apply.

### **Approval**

<b>Created date</b>	February, 2023
<b>Consultation</b>	Learning Area Leaders and College Leadership Team
<b>Endorsed by</b>	Ms Deborah Frizza, Principal
<b>Endorsed on</b>	March, 2023
<b>Next review date</b>	March, 2026

## Appendix 1

### Learning Habits Rubric

Criteria	Unacceptable	Below Expectations	Minimum Standard	Commendable	Excellent
<b>Preparedness for Learning</b> <i>The degree to which a student arrives at the class ready to learn.</i>	Is unprepared for learning and is unable to participate: e.g., arrives at class unable to participate, doesn't follow routines or misses instruction due to lateness.	Preparation for class is inadequate and learning is compromised as a result	Student brings all necessary materials to class	Student arrives at class with all necessary materials and is mentally prepared to commence learning	Student arrives at class with all necessary materials; is mentally ready to learn and has proactively prepared for classroom learning
<b>Engagement in Learning Activities</b> <i>The degree to which the student involves themselves in the learning activities in class and enables learning through collaboration</i>	Disengages easily from learning activity and refuses to re-engage, despite prompting	Requires regular reminding to engage with learning activities and regularly leaves tasks incomplete	Engages in classroom activity and completes tasks to an acceptable standard	Engages in learning activities, completing them to a high standard, however, is inclined to work alone	Engages in learning activities, completing them to a high standard and extending own learning and that of others through collaboration
<b>Application to Learning</b> <i>The degree to which a student applies themselves to becoming a better learner, including knowledge of self as a learner</i>	Shows minimal interest in learning and is content to be present in class; distracts others from their learning	Applies oneself only to learning activities that are directly reported upon; is disinterested in repeated exposures to learning	Understands where strengths are as well as challenges, however, is risk-averse with learning and content with current achievement	Recognises abilities and will apply themselves to improve, however, only in areas where strengths lie	Is aware of strengths and challenges in learning, however, is always committed to continuous learning improvement
<b>Learning Progress</b> <i>The degree to which the student progresses their own learning through learning activities as well as through the utilisation of skills and resources</i>	Student displays no progress in learning due to a complete disregard for the learning process	Minimal progress in learning as student continually looks for short-cuts that compromise the learning experience	Improves solely through completion of in-class tasks	Improves through application, however, only engages in feedback when offered by the teacher	Significant learning progress through a self-driven approach of application, experimentation and seeking feedback from various sources