Full Fee Paying Overseas Student Academic Progress and Attendance Policy

Policy Audience: Public Document

	Help for non-English speakers. If you need help to understand this policy, please contact us at enquiries@kilvington.vic.edu.au

1.0 Rationale

Kilvington Grammar School (the School) will monitor the progress of each overseas student (hereinafter referred to the Student**)** to ensure the Student can complete the course within the expected duration specified on the Student's Confirmation of Enrolment (CoE).

2.0 Course and Attendance Requirements

The School will clearly outline and inform the Student before they commence the course of the requirements to achieve satisfactory course progress and attendance.

The School will not and does not:

- Guarantee a successful education assessment outcome for any enrolled or intending to enrol the Student.
- Claim to secure for, or on the enrolled or intending to enrol the Student's behalf, a migration outcome from undertaking any course offered by the School.
- Deliver a course exclusively by online or distance learning to an international student.
- Require the Student to undertake any work-based training as part of the course necessary for the Student to gain the qualification.

The School will ensure that in each compulsory study period for a course the Student is studying, at least one unit of study will not be by online or distance learning, unless the Student is completing the last unit of their course.

The expected duration of study specified in the Student's Confirmation of Enrolment (CoE) must not exceed the CRICOS registered duration.

The School will monitor the progress of each Student to ensure they are in a position to complete the course within the expected duration specified on the Student's CoE.

2.1 Duration of Course

The expected duration of the course of study provided by the School will not exceed the time required to complete full time study and will include the term holiday breaks.

2.2 Mode of Study

It is the School's policy that the Student participates in face-to-face study at the School. Where this is not available and there are no other study options, the School will support the Student when undertaking either online learning, a Vocational Education and Training (VET) subject, or an additional language subject.

3.0 Recognition of Prior Learning and Course Credit

The School will recognise a Student who has achieved a Satisfactory ('S') for Victorian Certificate of Education (VCE) Units that will form part of their VCE Certificate.

Where a Student has achieved a Satisfactory in a VCE subject, this will not impact on the course duration of VCE.

Outside this, the School will recognise prior learning to ensure the Student is enrolled according to their age-appropriate year level at the time of their enrolment.

3.1 Applying for Course Credit Towards VCE

Students can apply for course credit towards the VCE. The Student must apply to the Victorian Curriculum and Assessment Authority (VCAA), through the School.

If a student has successfully completed any of these qualifications, they will be eligible for credit towards their VCE at Units 1 and 2 level. For more information and the list of qualifications recognised by the VCAA as being equivalent to VCE Units 1 and 2 (Year 11) level, see the VCAA website: https://www.vcaa.vic.edu.au/assessment/results/applying-credit-and-recognition/credit-towards-vce

3.1.1 Recordkeeping when Course Credit has been Approved

Where a course credit has been approved by the VCAA, the School must give a written record of the decision to the Student to accept.

The School must retain the written record of acceptance for two years after the Student ceases to be an accepted student.

3.2 Applying for Credit Transfer and Recognition of Prior Learning Towards VET

Where a student is enrolled in a VET course that contains a unit they have already completed through another VET provider or through higher education, they can apply for credit transfer and recognition of prior learning (RPL), for that course.

The VET provider must provide students with the opportunity to apply for credit transfer and RPL, unless course rules or licensing requirements prevent it.

For information on the evidence they are required to provide and the process for applying for RPL, see the Australian Government Australian Skills Quality Authority website: https://www.asqa.gov.au/for-students/credit-transfer-and-recognition-prior-learning

3.2.1 Recordkeeping when Recognition of Prior Learning of Course Credit has been Approved

Where a VET provider or the School grants the RPL or course credit that reduces the Student's course length, that decision will be documented by the VET provider and the School.

The School must give a written record of the decision to the Student to accept.

The School must retain the written record of acceptance for two years after the Student ceases to be an accepted student.

3.3 Reporting in PRISMS

Where course credit is granted that reduces the Student's course length, the School must report any change in course duration in Provider Registration and International Student Management System (PRISMS).

4.0 Online Education Provider

It is the School's policy that the Student can study either up to two online subjects or up to one-third of the units (or equivalent) of a higher education course by online or distance learning whichever is the lower, per semester provided the online learning is through one of the following organisations:

- Victorian School of Languages (VSL)
- Virtual School Victoria (VSV)
- Victorian Virtual Learning Network (VVLN)

- the Centre for Higher Education Studies (CHES). This is limited to VCE subjects and students are not permitted to do higher education studies with CHES university partners.

4.1 Child Safety

As all of the abovementioned organisations are Victorian government schools, they must meet the requirements as set out in Ministerial Order 1359 and must adhere to the Victorian Department of Education's Child Safe Standards Policy.

Before allowing the Student to participate in online learning, the International Student Coordinator will meet with each student and explain the School's Acceptable Use Agreement and provide advice about online cyber safety.

The School's Acceptable Use Agreement, which is included in the Student Planner, must be signed by the Student and their parent or legal guardian.

4.2 Complaints

Where the Student has not been able to resolve a complaint in an informal manner with the Online Education Provider, the International Student Coordinator should refer the student to the School's Complaints Resolution Policy (Parents, Guardians and Students).

5.0 Vocational Education and Training

It is the School's policy that the Student can study either up to one subject or up to one-third of the units of a VET course, whichever is the lower, per semester provided the learning is through an Approved VET Provider. The Approved VET Provider will be determined by the School.

Please note that the VET Provider may require students to undertake work-based training as part of their study.

5.1 Child Safety

The VET Provider must meet the requirements as set out in Ministerial Order 1359 and must adhere to the Victorian Department of Education's Child Safe Standards policy.

Before allowing the Student to participate in VET, the International Student Coordinator will meet with each student and explain that tuition and non-tuition fees are to be paid by the student or their parents or legal guardians.

The VCE Coordinator will write to the student's parents or legal guardians to seek permission for the student to participate in the VET course of study.

5.2 Complaints

Where the Student has not been able to resolve a complaint in an informal manner with the VET Provider, the International Student Coordinator should refer the student to the School's Complaints Resolution Policy (Parents, Guardians and Students).

6.0 Minimum Course Progress Requirements

6.1 Face-to-Face Learning

Where the Student is enrolled in Year 10 or below, the following course progress requirements apply:

- The Student must achieve a satisfactory or passing mark (Low – At Standard) in every subject of their course to achieve satisfactory course progress.
- The only exception to this is where the Principal deems the Student to have made a satisfactory effort as demonstrated by meeting deadlines, participating in class and showing a dedicated approach to learning.

Where the Student is enrolled in VCE Units 1-4, they must achieve an assessment of 'Satisfactory' ('S') in at least eight Units of study by the end of Year 11, and 16 Units of study by the end of Year 12.

All assessment results are published on the School's Intranet Platform: KCEE.
The minimum requirement of the satisfactory completion of 16 units of study must include:

- Three units from the English Group, including a Unit 3-4 sequence.
- At least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.
- Students undertaking atypical programs may have their previous studies or experience counted in the award of the VCE.

For more details regarding VCE, please see the School's VCE School-based Assessment Policy.

Where there is evidence from the Student's assessment tasks, participation in tuition activities or other indicators of academic progress that the Student is at risk of not meeting course progress requirements, it is the responsibility of teaching staff to identify this and notify the International Student Coordinator who will notify the student and their Guardian and develop an intervention strategy in conjunction with the relevant Head of School to assist the student who is at risk of not meeting these requirements.

If the Student reaches the point where they cannot achieve the award of the VCE (the successful completion of at least 16 Units of study) at the conclusion of their high school course, then they are deemed to have failed to meet satisfactory course progress requirements.

6.2 Online Learning and VET Course of Study

Where applicable, any online or distance learning must be in addition to the minimum face-to-face teaching requirements approved by the relevant State authority or Education Services for Overseas Students (ESOS) agency.

The minimum course requirements for face-to-face learning as outlined above also applies where the Student is undertaking online learning and/or a VET course of study with one of the approved organisations.

Where the Student is undertaking online learning and/or a VET course of study with one of the approved organisations, they must achieve an overall assessment of at least 50 per cent (Low – At Standard) for at least half of their subjects.

The Online Education Provider and/or a VET Provider can record academic progress by coursework submitted.

Where the Student is undertaking in VCE Units 1 - 4 online learning or with one of the approved organisations, they must achieve an assessment of 'Satisfactory' ('S') in at least eight Units of study by the end of Year 11, and 16 Units of study by the end of Year 12.

The International Student Coordinator must monitor the Student's course progress by reviewing mid-semester and end-of-semester reports from online education providers.

Online providers must notify the School immediately if a student is at risk of not meeting their course progress requirements and requires additional assistance.

The VCE Coordinator must monitor the Student's course progress by reviewing reports provided by VET Providers.

The VCE Coordinator must notify the International Student Coordinator immediately if a student is at

risk of not meeting their course progress requirements and requires additional assistance.

The International Student Coordinator should respond immediately to any such advice in accordance with the process for Reporting Unsatisfactory Course Progress or Course Attendance as outlined in this Policy.

The International Student Coordinator must liaise with the Online Education Provider and/or VET Provider to ensure all reasonable learning and welfare support is offered to the student at no additional cost.

6.3 Details of External Providers

Please refer to **Appendix A** for the contact details of the following external providers international students may undertake as part of their course of study:

- Victorian School of Languages.
- Virtual Schools Victoria.
- Vocational Education and Training Providers.

7.0 Intervention Strategies

7.1 Intervention Strategies for Minimum Course Requirements

The School has the following intervention strategies to assist students for all year levels who are at risk of not meeting the minimum course progress requirements:

- Face-to-face meetings to identify root causes (language barriers, personal issues) and develop an actionable study plan.
- Consideration of lightening the enrolment load (eg, studying 3 units instead of 4) to allow the student to catch up without penalty.
- Referral to targeted support services mandatory academic skills workshops, English language tutoring (ELICOS), or personal counselling.
- Requiring the student to attend progress reviews such as regular check-ins with academic staff to track assessment performance before the end of the study period.
- Course progress follow-ups are routed through the School's designated International Student Coordinator.

7.2 Intervention Strategies for Minimum Attendance Requirements

The School will implement the intervention strategies when the student:

- Has been absent for more than five consecutive days without approval, or
- Is at risk of not meeting attendance requirements before the student's attendance falls below 80 per cent .

7.2.1 Attendance Percentage is less than 90 per cent

The School has the following intervention strategies to assist students for all year levels who are at risk of not meeting the minimum attendance requirements:

- Monitor academic engagement alongside physical attendance to catch passive disengagement before it leads to chronic absenteeism.
- Regular meetings with students to check in regarding their ability to maintain consistent attendance at the School.
- Detail for students exactly how poor attendance directly threatens their student visa status and right to stay in the country.
- Keep students informed about their official attendance standing.
- Attendance follow-ups are routed through the School's designated International Student Coordinator.

7.2.2 Attendance Percentage is less than 85 per cent

In addition to the intervention strategies outlined in 7.2.1 (above) the School will assist students for all year levels who are at risk of not meeting the minimum attendance requirements by:

- Write to the parent(s) and student informing them the student is at risk of unsatisfactory attendance.
- Place the student on a Attendance Contract which includes all of the information outlined in 7.2.1 (above). This contract will have a minimum review period of 4 weeks.

8.0 Process for recording and assessing course progress

Each classroom or subject teacher reports through the School's Intranet Reporting System, KCEE, a summary of the Student's academic results as and when an assessment takes place throughout the academic years. These reports are published on KCEE during the semester and can be accessed by the Student, their parent/legal guardian and School Staff, including the International Student Coordinator. At the end of each semester, reports are generated.

If the Student is at risk of not meeting the course progress requirements as outlined in this Policy, the School will follow the process as outlined in this Policy.

Assessment tasks vary depending on the subject and are in line with the curriculum at each year level.

9.0 Procedures for Administering Assessments

9.1 Assessment Design

Assessment tasks will be designed and reported on according to the Achievement Standards for the Australian Curriculum and VCE. The task must be consistent across all students completing the task (with exceptions for students with individual learning needs, see below).

Assessment tasks should be designed to support the continued growth of the academic achievement of the students. The task should be designed to cater for a range of abilities within the cohort, appropriate to the achievement standard outlined in the Australian Curriculum. As a guide, this may mean that 25% of the assessment task has lower level questions, 50% of the assessment task has mid-level questions and 25% of the assessment task has higher order thinking questions.

The Kilvington Command Terms may be used to assist in developing relevant questions (see Appendix 4). Where appropriate, students should also have the opportunity to demonstrate their level of understanding beyond the Australian Curriculum standard of their cohort.

Assessments should be designed with an understanding of the ongoing presence and influence of generative AI in student learning. Refer to the document Designing Assessments in the AI Age for further guidance.

Assessment tasks and marking criteria/rubrics are designed collaboratively, with input from all teachers involved in the assessment and the Head of Faculty as required. In the case of test-based assessment, all teachers are expected to complete the assessment prior to the student test date and provide feedback on the assessment and marking criteria. The assessment must be finalised at least one week prior to the assessment date and stored in a secure, central electronic location, such as Faculty Teams page.

9.2 Administering Assessments

Teachers should ensure that the conditions of the assessment are as consistent as possible across classes. Ideally, subjects with multiple classes should aim to have the assessment completed on the same date.

Students can have no more than two key summative assessment tasks (ie classroom tests or examinations) on the same day. Subject teachers must refer to the assessment calendar on KCEE

when finalising the date of the assessment.
Teachers should publish details about the key assessment task on KCEE at least 2 weeks prior to the assessment date.

This should include:

- The correct time and date of the assessment.
- The key knowledge, skills and understanding that will be assessed.
- The nature of the assessment.
- The assessment criteria or rubric as appropriate.

9.3 Students with Individual Learning Needs

Teachers should refer to the Learning Support Policy and the VCE Special Provision Policy in conjunction with this Policy. Further information can also be found on the reporting page on KCEE.

Assessment tasks may be differentiated for students with individual learning needs to enable them to access the assessment and demonstrate their learning.

Teachers must consult the Head of Learning Support Senior School or the Head of Talent and Enrichment prior to differentiating assessment tasks. Parents will be notified of adjusted or modified assessment conditions by the Head of Learning Support Senior School.

- **Adjusted tasks**: The task is the same as the rest of the cohort, however the conditions are adjusted to enable the student to access the task. This may include extra time, rest breaks, or the use of a computer. Teachers must note the adjusted conditions in the KCEE task feedback, and must indicate this on End of Semester reports.

- **Modified tasks**: The task has been changed to enable the student to access their learning. This may include reduction of content or questions or simplified questions. Teachers must note the adjusted conditions in the KCEE task feedback, and must note this on End of Semester reports.

Teachers are responsible for arranging adjusted conditions for in-class assessments. If extra time is to be provided, this should be completed within an allocated session time. Additional supervision for adjusted conditions (such as a small group room) cannot be guaranteed for classroom-based assessments.

10.0 Recording the Outcome of Senior Student's Assessments

10.1 Responsibility for Adherence to the Procedures

It is the responsibility of the subject teacher, in collaboration with the Head of Faculty and the Head of Teaching and Learning to ensure that assessments procedures align with this Policy.

10.2 Schedule for Assessments

Formative assessments will take place throughout the teaching period as determined by the classroom teacher. Key assessment tasks include School Assessed Coursework (SACs) and Outcomes at VCE, examinations, classroom-based assessments and projects. The schedule for these assessments can be found in **Appendix B**.

Key assessment tasks should be completed regularly throughout the learning period. The timing of this is determined on a faculty level. As a general guide, subjects with 7-9 sessions a cycle should have a minimum of two key assessment tasks per term.

10.3 Schedule for Reporting

All students receive two academic reports per year, provided at the end of each semester. The End of Semester Report outlines the results achieved for the Key Assessment Tasks, in relation to the

Australian Curriculum Standards and the Approaches to Learning demonstrated by the student.

Unit 4 students do not receive an End of Semester Report, as this is superseded by the VCE Statement of Results. This is supplemented by continuous online reporting of feedback for key assessment tasks on KCEE.

See **Appendix C** for details regarding continuous online reporting.

10.3.1 Feedback

The School believes that feedback is an essential part of the learning process. Feedback provided should be formative in nature, focusing on the knowledge, skills and understanding that the student has demonstrated and next steps for improvement.

Timely feedback for all key assessment tasks must be provided via a KCEE, ideally within 1 - 2 weeks of the key assessment task. The comment should:

- Be directed at the student,.
- Include areas of strength and the key knowledge, skills and understanding that the student demonstrated.
- Include clear steps for development.

When publishing KCEE comments, teachers should ensure that these are published during working hours (8am-5pm, Monday-Friday) and avoid publishing at times that may disrupt other classes.

Teaching teams should align the publishing of feedback and results where possible. Feedback should be given in class prior to publishing on KCEE where possible.

For Year 9-11 examinations, summative feedback is provided via KCEE, showing the result achieved. A formative comment is not required. Examination results should be published after the final examination session on the examination period has commenced. Teaching teams should align the publishing of examination results where possible.

See **Appendix C** for details regarding continuous online reporting.

11.0 Recording the Outcome of Junior Student's Assessments

11.1 Responsibility for Adherence to the Procedures

It is the responsibility of the class and single-subject (specialist) teacher, in collaboration with the Head and Deputy Head of Junior School, to ensure that assessment procedures align with this Policy.

This Policy should be reviewed alongside other key Junior School supporting documentation, including the Junior School Reporting Guidelines and Junior School Key Assessment Task Guidelines, both of which can be found on the Junior School Teachers and Specialists Page on Teams.

11.2 Schedule for Assessments

Formative assessments will take place throughout the teaching period as determined by the classroom teacher. Whilst Junior School assessment is continuous and ongoing throughout the year, a formalised assessment schedule guides classroom teachers as to which standardised and common assessments are to be completed each term.

Key Assessment Tasks (KATs) are completed throughout the learning period. Whilst the timing of these is determined on year-level basis, as a general guide, teachers will complete one English, one Mathematics, one Humanities and Social Sciences (HASS), and one per single-subject area, each term.

11.3 Schedule for Reporting

All students receive two academic reports per year, provided at the end of each semester. The End of Semester Report outlines the each student's achievement in relation to the Australian Curriculum Achievement Standards, and the Approaches to Learning demonstrated by the student. These reports are supplemented by continuous online reporting of feedback for KATs on KCEE. The Junior School Reporting Grading Scale is attached as **Appendix D.**

11.3.1 Feedback

The School believes that feedback is an essential part of the learning process. Feedback provided should be formative in nature, focusing on the knowledge, skills and understanding that the student has demonstrated and next steps for improvement.

Timely feedback for all key assessment tasks must be provided via a KCEE, ideally within 1-2 weeks of the completion of the key assessment task. The comment should:

- Be directed at the student,.
- Include areas of strength and the key knowledge, skills and understanding that the student demonstrated.
- Include clear steps for development.

The Junior School KAT guide is attached as **Appendix E.**

12.0 Achievement Standards for Junior and Senior School Students

Student achievement in Preparatory (Prep) to Year 10 is reported with reference to the Australian Curriculum Achievement Standards, where the rating indicates how a student is performing in relation to the standard expected of students at that year level. This is consistent with the structure of the year-based Australian Curriculum.

12.1 Achievement Standards: Junior School

Standards, where the grading indicates how a student is performing in relation to the standard expected of students at that year level. This is consistent with the structure of the year-based Australian Curriculum.

The expected achievement standard for each year represents a broad range of student knowledge, understanding and skills. The Achievement Standard gradings and approaches to For specific assessment items, teachers will often provide students with assessment criteria which describe the learning standards required for each grade. This is determined at a faculty level.

12.2 Achievement Standards: Senior School

The expected achievement standard for each year represents a broad range of student knowledge, understanding and skills. The Achievement Standards and Approaches to Learning for the relevant year levels can be found in **Appendix F.**

VCE Units 1, 2, 3 and 4 subject reports include a completion of unit results of S or N in line with the way in which VCE results are reported to the Victorian Curriculum and Assessment Authority (VCAA).

For VCE Units 1, 2, 3 and 4, a two-point scale relates to satisfactory completion according to the relevant Study Design: S – Satisfactory Completion of an Outcome and N – Non-Satisfactory Completion of Outcome. These VCE results are reported to the VCAA.

For each Unit, students receive grades and comments that are reflective of the skill level and outcomes achieved in school assessments. The grade distribution (A+ - UG), based on the skill level demonstrated in each subject, may vary between subject areas. This can be seen in **Appendix F**.

At Unit 3 and Unit 4, the grades for the School Assessed Coursework (SAC) and School Assessed Tasks (SAT) in the VCE reports are un-moderated and should be used as an indicator only. These grades may be adjusted by the VCAA using Statistical Moderation which is applied to all School Assessment Coursework/Tasks under the VCAA regulations.

For specific assessment items, teachers will usually provide students with assessment criteria which describe the learning standards required for each grade. The grade boundaries shown in **Appendix F** are intended as a guide and may vary between subject areas. This is determined at a faculty level.

13.0 Minimum Attendance Requirements for International Students

13.1 Face-to-Face Learning

It is the School's policy that all students attend for the duration of every school day. It is a condition of their visa that the Student must achieve satisfactory attendance (attend a minimum of 80 per cent of the scheduled classes each term) to meet their Australian visa requirements.

Attendance is monitored and recorded via Synergetic, and a daily absence report is generated and sent to all staff each day. The International Student Coordinator monitors these reports regularly. For information regarding the Daily Attendance Monitoring Procedures, please see the School's Attendance Policy below.

Where the Student is late or absent for more than five consecutive days without approval, or is at risk of not meeting attendance requirements, the International Student Coordinator will:

- notify the Student and their parent or legal guardian before their attendance drops below 80 per cent; and
- develop an intervention strategy in conjunction with the relevant Head of School.

A record of the intervention strategy to assist the Student achieve satisfactory course attendance and the student's response will be kept.

If the student does not respond to the implemented intervention strategy and reaches a point where they cannot achieve an overall record of attendance of 80 per cent for the duration of their course, then the Student is deemed to have failed to meet satisfactory course attendance requirements. In these circumstances, irrespective of whether the Student has had approved absences, the School must report that student to the Department of Home Affairs.

13.1.1 Daily Attendance Monitoring Procedures Junior School

Teaching staff, including Casual Relief Teaching staff, monitor student attendance in the Junior School by following the procedures outlined below.

- Every Junior School Class Roll is marked at 8.35am each morning in Attendance Maintenance in KCEE by the teacher.
- After Roll Call, all unexplained absences are flagged, and the Junior School's Receptionist
- sends an SMS to the parent/approved relative advising of this absence.
- When the parent/approved relative contacts the School after receiving the SMS, the absence reason is recorded in Attendance Maintenance in KCEE.
- Junior School teachers also mark a roll at 2.10pm each school day, with a follow-up from Junior School Reception if any students are marked unexpectedly absent.

Senior School

Teaching staff, including Casual Relief Teaching staff, monitor student attendance in the Senior School by following the procedures outlined below.

- Each morning at the start of Session 1 (8.35am) every Senior School Class Roll is marked in Attendance Maintenance in KCEE by the teacher.
- After Session 1, all unexplained absences are flagged, and the School's Main Receptionist

sends an SMS to the Homestay Host/parent/legal guardian/approved relative advising of this absence.

- Senior School teachers must continue to mark their class attendance rolls in Attendance Maintenance in KCEE at the beginning of every class/session throughout the school day.
- When the Homestay Host/parent/legal guardian/approved relative contacts the School after receiving the SMS, the absence reason is recorded in Attendance Maintenance in KCEE.

Attendance and Supervision of Students Outside their Normal Timetabled Classes

When not in scheduled timetabled classes and students have supervised study sessions timetabled within their schedule, attendance is marked by the supervising teacher.

Junior School students in instrumental and other co-curricular classes, allied health or counselling appointments should have their attendance marked online by the teacher or adult.

Senior School students in instrumental, language conversation and other cocurricular classes or counselling appointments have to sign in and out at one of the terminals located at one of the following reception areas:

- Senior School
- Main Reception
- Music School
- Junior School.

Following Up Unexplained Student Absences

- An electronic Absences Report showing the daily absences, including any unexplained absences, is sent to all teachers at 10.30am and 3.40pm each school day.
- Heads of Year/House receive a custom report each day at 3.00pm notifying them of unexplained absences and will send this report to the International Student Coordinator where required.
- The International Student Coordinator will review this custom report to monitor daily attendance and identify absences from School and class.
- The International Student Coordinator will follow-up unexplained absences on the day of the absence with the Homestay Host/parent/legal guardian/approved relative.
- Where the Homestay Host, parent, legal guardian or approved relative repeatedly fails to inform the School of absences, the International Student Coordinator will directly contact them to:
  - Seek an explanation
  - Remind them of the Student's minimum attendance requirements.
  - The International Student Coordinator will record this conversation within the international student's school record.

13.2 Online Learning

International students enrolled at the School who are undertaking online studies must attend a minimum of 80 per cent of the scheduled online contact hours.

The Online Education Provider can record online study attendance by presence in an online class.

The Online Education Provider is required to make a notification to the School if the Student has not submitted work or engaged in online learning in two weeks. The International School Coordinator must monitor and record the Student's attendance when they are participating in online studies.

14.0 Reporting Unsatisfactory Course Progress or Course Attendance

Where the School has assessed the international student is not meeting course progress or attendance requirements, the School will give the international student a written notice as soon as practicable which:

1. Notifies the Student that the School intends to report them for unsatisfactory course progress or unsatisfactory course attendance.

2. Informs the Student of the reasons for the intention to report.

3. Advises the Student of their right to access the School's complaints and appeals process, as outlined in the School's Complaints Resolution Policy (Parents, Guardians and Students) within 20 working days.

The School will only report unsatisfactory course progress or unsatisfactory course attendance in PRISMS in accordance with section 19(2) of the Education Services for Overseas Students Act 2000 (Cwlth) (ESOS Act) if:

1. the internal and external complaints processes have been completed, and the decision or recommendation supports the School; or

2. the Student has chosen not to access the internal complaints and appeals process within the 20-working day period; or

3. the Student has chosen not to access the external complaints and appeals process; or

4. the Student withdraws from the internal or external appeals processes by notifying the School in writing.

The School may decide not to report the international student for breaching the attendance requirements if the international student is still attending at least 70 per cent of the scheduled course contact hours and the Student provides genuine evidence demonstrating that compassionate or compelling circumstances apply.

Compassionate or compelling circumstances may include, but are not limited to:

- Death of a family member or close friend.
- Serious illness (student, family member or close friend)
- Traumatic experiences, which may involve being involved in, or a direct witness to, accidents, crimes or trauma.

Where an international student is enrolled in a VET course and is still attending at least 70 per cent of the scheduled course contact hours, the international student is maintaining course progress.

The School must report students to the Department of Home Affairs if their attendance falls below 70% regardless of any compassionate or compelling circumstances.

15.0 Allowable Extensions of Course Duration

The School will not extend the duration of the international student's enrolment if the international student is unable to complete the course within the expected duration, unless:

1. There are compassionate or compelling circumstances, as assessed by the School on the basis of demonstrable evidence; or

2. The School has implemented, or is in the process of implementing, an intervention strategy for the

Student because the Student is at risk of not meeting course progress requirements; or

3. An approved deferral or suspension of the Student's enrolment has occurred under Standard 9 of the National Code (deferring, suspending or cancelling the Student's enrolment).

If the School extends the duration of the student's enrolment, the School will advise the student to contact the Australian Government Department of Home Affairs to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

16.0 Critical Incidents

Where there is a critical incident that could affect an international student's ability to undertake or complete a course, such as but not limited to incidents that may cause physical or psychological harm, the School will enact its Critical Incident Policy.

The School will maintain a written record of any critical incident and remedial action taken for at least two years after the international student ceases to be enrolled at the School.

11.0 Relevant Legislation and Standards and Related Documents

11.1 Relevant Legislation and Standards

- Education Services for Overseas Students Act 2000 (Cwlth).
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cwlth).
- Victorian Child Safe Standards 2022.

11.2 Related Documents

- Child Safety and Wellbeing Policy.
- Child Safety Code of Conduct.
- Complaints Resolution Policy (Parents, Guardians and Students) Policy.
- Full Fee Paying Overseas Student Assessment of English Language Proficiency Policy.
- Full Fee Paying Overseas Student Business Regulations: International Students Enrolment and Written Agreement.
- Full Fee Paying Overseas Student Education Agents Policy.
- Full Fee Paying Overseas Student Enrolment Policy.
- Full Fee Paying Overseas Student Enrolment Deferment, Suspension or Cancellation Policy.
- Full Fee Paying Overseas Student Refund Policy.
- Full Fee Paying Overseas Student Transfer Request Policy.
- Full Fee Paying Overseas Student Younger Overseas Student Policy.
- Privacy Policy.
- Procedures for Managing Child Safety Incidents or Concerns, including Child Safe Complaints, at or involving the School or its Staff, Volunteers or Contractors.
- VCE Administration Policy.

12.0 Evaluation

Policy reviewed: August 2026
Approval: The Executive
Review cycle: 5 years

APPENDIX A: EXTERNAL PROVIDERS DETAILS

VICTORIAN SCHOOL OF LANGUAGES

Level 6, 20 Otter Street, Collingwood, Victoria 3066 Australia
Email: vsl@vsl.vic.edu.au
Telephone: 03 9474 0500

VIRTUAL SCHOOLS VICTORIA

315 Clarendon Street, Thornbury Victoria 3071, Australia

Contact	Details	Toll	Free: 1800		133	511
Phone: +61		3		9965		0000
Fax: +61		3		9416		8371

Email: contact@vsv.vic.edu.au

VOCATIONAL EDUCATION AND TRAINING

Box Hill TAFE
RTO 4687
Melbourne CBD - 253 Flinders Lane, Melbourne Box Hill - 465 Elgar Road [i]

Chisholm TAFE
RTO 0260
Frankston - Fletcher Road, Frankston Dandenong - 121 Stud Road

Foundation Learning Centre
RTO 3977
Level 1,2/54 Wells Street, Frankston

Holmesglen TAFE
RTO 0416
Moorabbin – 488 South Road
Chadstone – Corner. Batesford/Warrigal Rd Glen Waverley – 595 Waverley Road

Integrity Business College
RTO 21739
Docklands - 198 Harbour Esplanade

Kangan Institute
RTO 3077
Cremorne – 85 Cremorne St Docklands – 1 Batman Hill Drive

Mayfield Education
RTO 3938
2-10 Camberwell Road Hawthorn East

APPENDIX B: SENIOR SCHOOL ASSESSMENT SCHEDULE

Whole Year Level Examinations and Assessments are detailed below.

Note: SACs and in-class assessments will take place throughout the school year. Timing, moderation and evaluation of these assessments will be determined on a Faculty level and dates entered onto the **KCEE Assessment Calendar**. Continuous Online Reporting of summative results will occur throughout the school year, via KCEE.

Term 1

Week	Years 7-9	Years 10 -12	Evaluation
1-3	Catch up PAT testing		PAT data accessible to teachers on KCEE.
7	NAPLAN testing		
Ongoing throughout Term 1			All Year 12 teachers meet with Head of Teaching and Learning / Deputy Principal and Heads of Faculty to review the previous year's VCE results.

Term 2

Semester 1 Exams (Week 6/7) Year 7- 9: No examinations.

Year 10: Mathematics, English, Science, History/Geography, Languages, Selected Pathway Subjects. Students have study leave when not in an examination.

Unit 1: Examinations for all Unit 1 Subjects. Students have study leave when not in an examination. Year 11 students studying Unit 3/4 subjects will be expected in class, unless they have a Unit 1 Examination. We will try to minimise clashes, but it is unlikely that they will all be avoided.

Unit 3: Classes and SACs will take place as normal throughout the semester.

Term 2

Week	Events/Interruptions	Years 7-9	Year 10	Unit 1/2	Unit 3/4
7	Year 10 - 11 examinations begin		Year 10 Examinations	Unit 1 Examinations	SACs in class time at teacher's discretion
8			Year 10 Examinations	Unit 1 Examinations	
9	**Semester 2 Commences**	Start Semester 2 Year 7 Toy Time	Start Semester 2	Start Semester 2	Start Semester 2
10		Year 7 Toy Time			

Semester 2

Year 7 – 8 : Term 3: English, Maths, Science Exams. Learning to Learn Unit in run up to exams.

Term 3

Week	Events/Interruptions	Year 7	Year 8	Year 9	Year 10	Unit 1/2	Unit 3/4
8	Year 7 and 8 Examinations	Examinations – no other assessments	Examinations – no other assessments				

Term 4

Year 9, 10 and Unit 2 exams: Week 6/7

Year 9: English, Mathematics, Science only.

Year 10: English, Mathematics, Science, History, Geography and Languages, selected pathway subjects. Unit 1/2

Examinations: Faculty decision whether exam is Unit 2 only or Unit 1/ 2 combined.

Full Fee Paying Overseas Student Academic Progress and Attendance Policy

Policy Audience: Public Document

Term 4 Week	Events/Interruptions	Year 7-9	Year 10	Unit 1/2	Unit 3/4
Holidays	Unit 3/ 4 Trial Examinations				Unit 3 /4 Trial Examinations (Holiday Timetable as requested)
1	Unit 3/ 4 Trial Examinations				Unit 3/ 4 Trial Examinations – in class
4	VCAA Examinations begin (TBC)	PAT testing (Mathematics and Reading)			
5	Melbourne Cup holiday				
6		Year 9 Examinations	Year 10 Examinations	Unit 2 Examinations	
7		Year 9 Examinations	Year 10 Examinations	Unit 2 Examinations	
8					
9					
10					

APPENDIX C: CONTINUOUS ONLINE REPORTING – SENIOR SCHOOL

a. Subject Teacher Continuous Online Reporting Comments (on KCEE)

When a task is completed, a comment and a grade (VCE) or percentage (Years 7-10) should be entered on KCEE.

The comment will go directly to the student, therefore you should write to the student rather than the parents, ie use "you" rather than "he/she".

Use the following guidelines to write your comment:

- Use the student's name in the first sentence. After that, use "you" or "your".
- Do not describe the nature of the assessment – this can easily be found on KCEE.
- Write in full sentences, using Title Case where appropriate.
- The first sentence should be a general comment about the success of the assessment (include Very High at Standard etc. for Years 7 - 10 if appropriate).
- The second sentence should discuss what the student has done well. This should be aligned with the key knowledge, skills and understanding assessed.
- The third sentence should discuss how the student can improve.

To ensure consistency across all teacher comments, please note the following should be used:

- Very High at Standard (etc.) to be written in Title Case
- Name of subject/topic and the assessment type to be written in Title Case, (eg Data Handling Test/ Chapter One Review Questions/ Spirited Away Essay)
- Write in the past tense, ie "You have achieved"
- Numbers should be written in words, eg One, not 1.

Subject Comment Examples

Example 1

Well done Bart, you have achieved Very High At Standard in the Enzymes Practical Report. You were able to answer the discussion questions very well to show an excellent knowledge of how enzymes function and the effect of heat. To improve, you should practise writing your hypothesis in the "if…then" format.

Example 2

Lisa, you have achieved High At Standard in the Fractions and Decimals Test. Your answers show that you have clearly mastered multiplying and adding fractions and converting fractions to decimals. To improve, practice dividing fractions. Well done.

Example 3

Well done Marge, you have achieved 78% in the Chapter One Review Questions, Grade B+. You have shown very good knowledge of the structure of the plasma membrane and movement across the membrane. You should ensure that you read the questions carefully and underline key words, so that you answer all parts of the question. You should also use key terms in your answer.

Example 4

Homer, unfortunately you have achieved Below Standard in the Ecosystems Test. While some of your answers showed a basic understanding of the key terms discussed in the topic, too many of your answers lacked detail or were not attempted. You should ensure that you revise thoroughly for all tests and ask me if you need extra help. I will review this test with you and I would then like you to complete it again for homework.

Example 5

Daphne, you have engaged with the play, 'Medea', and its characters. You discuss revenge, passion and love – you need to argue clearly to counter or qualify the question/statement. Spend some time thinking and planning your response to build a stronger discussion. Sometimes your sentences are too long and the expression is a little 'clumsy'. Always link the end of the paragraph to the prompt.

Example 6

Bob, it is good to see that you have worked hard to create a structure for your response. You have thought about the question and have developed your ideas/interpretation. You also acknowledged the various aspects of the question ('civilised' and 'balance'). You are encouraged to embed more quotes and to consider other characters and their contribution to the play. Keep writing to time so that you can write a complete essay. Well done Bob!

b. Acknowledging Adjusted / Modified assessments in KCEE comments

If students have received adjusted or modified assessments, this must be referred to in the KCEE comment for this task.

Adjusted Tasks

If the student has received any adjusted assessment conditions over the semester, this must be acknowledged in the End of Semester Reports. At end of semester, Teachers should indicate "Adjusted" on reports. This is in the Adjustments to Overall Grade Column (Column 2) on Synergetic.

The KCEE feedback for Key Assessment Tasks should give the percentage achieved, and an acknowledgement of the adjustments provided in the comment.

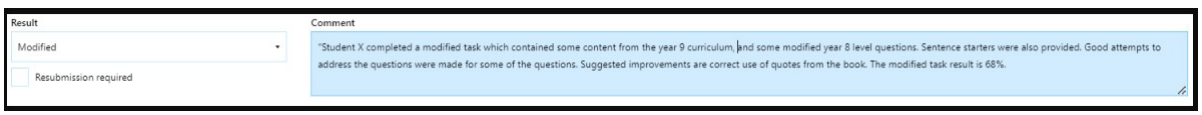
Example: Bart, please note that the adjustments of extra time and use of a computer were applied in this assessment.

Modified Tasks

If a students has received any modified assessments over the semester, this must be acknowledged on End of Semester Reports. At end of semester, Teachers should indicate "Modified" on reports. This is found in the Adjustments to Overall Grade Column (Column 2) on Synergetic.

The KCEE Feedback for Key Assessment Tasks should indicate "Modified" for the task result, and acknowledgment of how the task was modified in the comment.

Example: Bart, you completed a modified task for this assessment. This included the inclusion of knowledge from the Year 8 and Year 9 curriculum and a reduction in the scope of Year 9 content. Sentence starters were also provided. Good attempts were made to address some of the questions, in particular you were able to draw the structure of the atom. For your next steps, describe how ions are formed.



APPENDIX D: JUNIOR SCHOOL REPORT GRADINGS

Achievement Levels – Semesterly Reports

Student achievement in Prep to Year 6 uses the Australian Curriculum Achievement Standards. The rating indicates how a student is performing in relation to the standard expected of students at that year level. This is consistent with the structure of the year-based Australian Curriculum. The expected achievement standard for each year represents a broad range of student knowledge, understanding and application of expected skills. A broad outline of each level is described below.

Achievement Level	Description
Well Above Expected Year Level Standard	The student is competently achieving all outcomes well above the curriculum expectations of their current year level. They can independently apply this knowledge and these skills proficiently in a range of contexts and can make meaningful and relevant connections between multiple facets of the curriculum.
Above Expected Year Level Standard	The student has demonstrated a deep understanding of the knowledge and skills expected by the curriculum. They can display this independently in both familiar and unfamiliar contexts, making connections across multiple facets of the curriculum.
At Expected Year Level Standard	The student has demonstrated a consistent understanding of the knowledge and skills outlined in the curriculum at their year level, and is able to display this independently, in both familiar and unfamiliar contexts. They show evidence of their ability to apply relevant strategies to strengthen their understanding.
Progressing Towards Expected Year Level Standard	The student is progressing towards the expected end-of-year curriculum outcomes of their current year level and is at the formative stages of skill acquisition. They require further consolidation and reinforcement to consistently and independently engage with tasks at the expected curriculum level.
Working Well Below Expected Year Level Standard	Whilst some evidence of progress towards the expected curriculum outcomes of their year level may be evident, the student is currently working at a level well below the expected standard. They require considerable and/or frequent teacher support to access learning at the expected level.
Adjustments Necessary	An adjustment has been made to either the task, and/or the conditions of the task, to allow the student to access the curriculum, relative to their learning point of need. The family of any student receiving this grade will be aware prior to the report that the student will be graded this way, and the specific adjustments will be evident within the students' Individual Learning Support Program document (ILP).
Unable to be assessed	Indicates that a teacher has been unable to assess a child due to ongoing absences or other exceptional circumstances. The teacher will contact any family to explain these reasons, prior to assigning this reporting grade.

Please note: Moderation is a key part of a year level process when deciding on achievement levels for students, and it is an expectation and requirement for each team to do this for a range of common work samples before assigning final grades.

Approaches to Learning

Approaches to learning are the deliberate strategies, skills and attitudes that permeate the teaching and learning environment. We report on a student's ability to demonstrate these within the classroom. It is crucial that these are accurate and personalised for the student.

Approach to Learning	Descriptor
Interacts with others in a collaborative manner	• Demonstrates cooperation in group learning activities • Contributes towards a team to achieve a positive outcome • Uses a range of conflict resolution strategies when working collaborating
Responds constructively to feedback	• Seeks additional feedback and support from the teacher when necessary • Reflects on feedback from the teacher or peers and act on this feedback to improve their work
Works independently when required	• Attempts tasks independently and identifies when and from whom help can be sought • Experiments with strategies to complete new or challenging tasks where appropriate • Establishes personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
Contributes meaningfully to class discussions	• Participates frequently in small group and/or class discussions • Shares meaningful and relevant ideas with a group or class willingly • Builds on the ideas and opinions of others and refine thoughts and ideas based on class or group discussions
Engages in activities with persistence	• Adopts a growth mindset when completing challenging activities • Demonstrates resilience when tackling challenging concepts and/or skills

Achievement Levels for Approaches to Learning

When reporting on a student's ability to demonstrate the approaches to learning we take into consideration age-appropriateness and ensure within year levels there has been a moderation process. Please use the descriptors below to make teacher judgements.

Achievement Level	Descriptor
Consistently	• Student demonstrates strong consistency within the relevant Approach to Learning.
Regularly	• Students regularly demonstrate the relevant Approach to Learning; however small improvements could be made.
Occasionally	• Student occasionally demonstrates the relevant Approach to Learning and/or with assistance. They should strive for improvement in this area and discuss specific strategies with their teacher.
Rarely	• The student rarely demonstrates the relevant Approach to Learning. They must improve their approach in this area by discussing specific strategies and a timeline for improvement with their teacher.

APPENDIX E : KAT SCHEDULE AND EXPECTATION

Term One		
Who	**What**	**Due Date**
Class Teachers (Years 1-6)	**Key Assessment Topic** • 1 Maths • 1 English • 1 HASS	Any, as soon as completed
Please note: Prep teachers do not provide KATs in Term One due to Prep based assessments being undertaken.		
Specialist Teachers	**Key Assessment Topic** 1 per class taught	Any, as soon as completed
Term Two		
Who	**What**	**Due Date (end of week listed)**
Class Teachers (Prep)	**Key Assessment Topic** • 2 English • 1 Maths • 1 HASS	Any, as soon as completed
Class Teachers (Years 1 - 6)	**Key Assessment Topic** • 1 English • 1 Maths • 1 HASS	Any, as soon as completed
All Class Teachers	**Semester Reports** • Approaches to Learning • Learning Area Results • English, Mathematics and Pastoral Comment	See separate timeline
Specialist Teachers	**Key Assessment Topic** • 1 per class taught **Semester Reports** • Overall Result • Approaches to Learning	Any, as soon as completed Completed by the end of Week 9
Term Three		
Who	**What**	**Due Date**
Class Teacher (all)	**Key Assessment Topics** • 1 Maths • 1 English • 1 HASS	Any, as soon as completed
Specialist Teachers	**Key Assessment Topic** 1 per class taught	Any, as soon as completed
Term Four		
Who	**What**	**Due Date**
Class Teachers (all)	**Key Assessment Topic** • 1 Maths • 1 English • 1 HASS	Any, as soon as completed

All Class Teachers	**Semester Reports** • Approaches to Learning • Learning Area Results • English, Mathematics and Pastoral Comment	See separate timeline
Specialist Teachers	**Key Assessment Topic** • 1 per class taught **Semester Reports** • Overall Result • Approaches to Learning	Any, as soon as completed Completed by the end of Week 8

APPENDIX F: REPORTING ACHIEVEMENT STANDARDS AND APPROACHES TO LEARNING - SENIOR SCHOOL

a. Years 7 - 10 Achievement standards

Student achievement in Year 7 to Year 10 uses the Australian Curriculum Achievement Standards. The rating indicates how a student is performing in relation to the standard expected of students at that year level. This is consistent with the structure of the year-based Australian Curriculum. The expected achievement standard for each year represents a broad range of student knowledge, understanding and skills.

Achievement	Description
Well Above Standard	Your child is demonstrating a standard of achievement that is well above what is expected at this year level.
Above Standard	Your child is demonstrating a standard of achievement that is above what is expected at this year level.
At standard: 90% - 100% At Standard Very High (VH) 75% - 89% At Standard High (H) 60% - 74% At Standard Medium (M) 50% - 59% At Standard Low (L)	Your child is demonstrating a standard of achievement that is expected at this year level.
Below Standard	Your child is working towards a standard of achievement that is expected at this year level.
Well Below Standard	Your child is demonstrating a standard of achievement that is well below what is expected at this year level.
Not Assessed	Indicates that a teacher has been unable to assess your child due to absence or special circumstances.
Extension Given	Indicates that a teacher has granted an extension and the task is pending submission.
Adjustments Offered	An adjustment has been made to either the task, and/or the conditions of the task, to allow your child to access the curriculum, relative to his/her learning need. (Refer to KCEE feedback comments regarding the nature of the adjustment).
EAL Adjusted	The assessment has been adjusted by reducing language-reliant activities to enable your child to demonstrate the required level of cognitive ability. (Refer to KCEE feedback comments regarding the nature of the adjustment).
EAL Modified	Due to language barriers, your child's assessment has been modified to enable them to demonstrate their level of achievement. (Refer to the Kilvington's EAL Assessment Guidelines).

b. Year 9 Breadth Subjects Assessment

Year 9 Breadth Subjects focus on the development of future-focused skills. The assessment is skills - based, with students completing a range of tasks that demonstrate competency in different skills. The students navigate their learning journey by choosing tasks within each skill area of the breadth subject.

Skill Level	Descriptor
Foundation	The student has demonstrated a basic application of the skill and can perform tasks using this skill when given clear instruction.
Accomplished	The student has demonstrated competency in the application of the skill and can independently perform challenging tasks using this skill.
Mastery	The student has demonstrated proficiency in the application of the skill to perform complex tasks, and can expand their expertise by applying this skill in different contexts.

c. Grade Boundaries for VCE

For VCE Units 1, 2, 3 and 4, a two-point scale relates to satisfactory completion according to the relevant Study Design: S – Satisfactory Completion of an Outcome and N – Non-Satisfactory Completion of an Outcome. These VCE results are reported to the VCAA.

For each Unit, students receive grades and comments that are reflective of the skill level and outcomes achieved in school assessments. The grade distribution (A+ - UG), based on the skill level demonstrated in each subject, may vary between subject areas.

At Unit 3 and Unit 4, the grades for the School-assessed Coursework (SAC) and School-assessed Tasks (SAT) in the VCE reports are unmoderated and should be used as an indicator only. These grades may be adjusted by the VCAA using Statistical Moderation which is applied to all School Assessment Coursework/Tasks under the VCAA regulations.

The grade boundaries below are intended as a guide and may vary between subject areas. This is determined at a faculty level.

A+ 90% +	Indicates outstanding skills, understanding and achievement.
A 80% – 89%	Indicates excellent skills, understanding and achievement.
B+ 75% - 79%	Indicates a high level of skill, understanding and achievement.
B 70% - 74%	Indicates a high level of skill, understanding and achievement.
C+ 65% - 69%	Indicates a moderate understanding, achievement and skill levels.
C 60%-64%	Indicates a moderate understanding, achievement and skill levels.
D+ 55% - 59%	Indicates a satisfactory level of achievement, skill and understanding.
D 50% – 54%	Indicates a satisfactory level of achievement, skill and understanding.
E+ 45% – 49%	Indicates a limited understanding, skill and achievement.
E 40%-44%	Indicates a limited understanding, skill and achievement.
UG 39% and below	Ungraded. The score was too low to be assigned a grade.
NA	Not Assessed. Indicates that the teacher has been unable to assess your child's work due to absence.
Adjusted	Indicates that the coursework has been adjusted to meet the individual learning needs of your child.
Note: Units 3 and 4 results are not final as School-Assessed Coursework and School-Assessed Tasks are subject to statistical moderation by the VCAA.	

d. Senior School Approaches to Learning

Approach to Learning	Descriptor
Demonstrates a growth mindset in learning	• Motivated to improve in their subject and adopts a growth mindset. • Understands that their achievement is affected by their level of effort, and consistently strives to improve • Demonstrates resilience when tackling challenging concepts
Responds appropriately to feedback	• Reflects on feedback from teacher and acts on this feedback to improve their work
Demonstrates ownership of learning	• Maintains an organised system for learning materials • Regularly consolidates learning and prepares thoroughly for assessments • Brings correct equipment to class • Seeks academic guidance when necessary
Interacts with others in a respectful manner	• Respectful to staff and students at all times • Attentive and considerate of others • Volunteers productively to class discussions • Successfully collaborates with others
Uses class time and learning opportunities effectively	• Homework is completed on time and to a high standard • Works effectively in the classroom • Electronic devices are used to support learning and not as a distraction

Achievement Level	Descriptor
Consistently	Student demonstrates strong consistency within the relevant Approach to Learning.
Regularly	Student regularly demonstrates the relevant Approach to Learning, however small improvements could be made.
Occasionally	Student occasionally demonstrates the relevant Approach to Learning and/or with assistance. They should strive for improvement in this area and discuss specific strategies with their teacher.
Rarely	The student rarely demonstrates the relevant Approach to Learning. They must improve their approach in this area by discussing specific strategies and a timeline for improvement with their teacher