

POLICIES AND PROCEDURES

Overseas Students Monitoring Course Progress, Attendance and Duration Policy



Date **November 2024**

Review **November 2026**

Source of Obligation

Education Services for Overseas Students (ESOS) Act 2000; National Code of Practice for Providers of Education and Training to Overseas Students, Standard 8 – Overseas Student Visa Requirements. Overseas students must comply with student visa condition 8202; achieve satisfactory course attendance and course progression.

Lauriston Girls' School Policy

The highest education achievements offered by Lauriston Girls' School is the Victorian Certificate of Education (VCE) and the International Baccalaureate Diploma Program (IBDP). Lauriston Girls' School is committed to supporting overseas students for the duration of their enrolment at the school in maintaining their student visa requirements in attendance and course progression. It is our policy that:

- Students are provided with clear information in relation to course attendance and course progression student visa requirements.
- There is regular monitoring of daily attendance and course progression.
- Appropriate intervention strategies are implemented to assist a student who is considered disadvantaged, or where it has been identified that the student is at risk of not meeting attendance or course progression requirements.
- The school will notify the student in writing of Intention to Report and reasons why, where it has been determined that the student is not meeting satisfactory course attendance and/or course progression.
- Students are provided with clear information in relation to their right to lodge a complaint or an appeal.

Course Delivery

The course delivery method is face-to-face learning, and the school will not deliver a course exclusively via online or remote learning arrangements with the exception of instances where approval has been granted by the Victorian Regulations and Qualifications Authority (VRQA), or the Education Minister executes a Ministerial Direction permitting CRICOS registered schools to deliver courses to overseas students enrolled in CRICOS courses through online and remote learning arrangements.

For Overseas Students that undertake study through face-to-face learning arrangements, the school will:

- Not deliver more than one-third of the units (or equivalent) by online or remote learning arrangements.
- Ensure that in each compulsory study period for a course, the overseas student is studying at least one unit that is not by online or remote learning arrangements, unless the student is completing the last unit of their course.

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Instances where the school is permitted to deliver the course through online and remote learning arrangements, the school will take reasonable steps to support overseas students who may be disadvantaged by:

- Additional course costs or other requirements, including students with special needs, from undertaking online or remote learning arrangements.
- Inability to access the resources and community offered by the school, or opportunities for engaging with other overseas students while undertaking online or remote learning arrangements.

English Language Proficiency

Overseas students are required to complete an English language proficiency test prior to acceptance of enrolment at Lauriston Girls' School. The test assesses a student's vocabulary, reading comprehension, writing, listening and speaking abilities.

The school has established the following English language proficiency entry requirements:

AEAS Scores

Year Level of Entry	Minimum Application Score	Score required prior to commencement	Stanine Scores
Year 5- Year 6	26 or higher (6 - 12 weeks language)	46 or higher	5 or higher
Year 7 - 8	46 or higher (8 – 12 weeks language)	71 or higher	5 or higher
Year 8 Term 3*	61 or higher (8 – 12 weeks language)	80 or higher	5 or higher
Year 10	61 or higher (8 – 12 weeks language)	80 or higher	5 or higher
Year 11	70 or higher (4 - 8 weeks language)	80 or higher	7 or higher

Course Attendance Requirements:

All overseas students must attend 80% or higher of scheduled course contact hours to meet satisfactory course attendance.

Overseas students undertaking VCE must attend 90% of scheduled course contact hours to meet satisfactory course attendance. Students that fall below this are considered not meeting the VCE course attendance requirements and will not be awarded a satisfactory pass grade.

Overseas students that are deemed at risk of not meeting satisfactory course attendance requirements will be identified and intervention strategies will be put in place by the school.

Considerations will be given to overseas students that have lower attendance rate resulting from special circumstances and/or course deferment.

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Recording Daily Attendance:

The school maintains a register of daily attendance of all Lauriston Girls' School students in Synergetic. The register of daily attendance records the following information for each student:

- Daily attendance
- Absences
- Reason for absence
- Documentation to substantiate reason for absence.

Junior School classroom teachers are required to record their class attendance prior to 9.00am and again after lunch by 2.00pm.

Senior School teachers are required to record their class attendance for each teaching period and tutor group session. Roll call/Tutor time is held each morning from 8.25am to 8.40am.

Note: Late arrivals are recorded and included in attendance calculations.

Student Absences:

All overseas parents must notify either the Junior School office or Senior School Services prior to the start of the school day if the student is unable to attend School. All absences from School should be accompanied by a medical certificate, or an explanatory communication from the student's parent, or evidence that the leave has been approved by the school.

Weekly, the Year Level Co-ordinators will monitor overseas students' attendance records, and if it fails to meet the Course Attendance Requirements, the Year Level Co-ordinators will contact the students' parents to discuss and provide appropriate support strategies.

Any absences which are greater than 3 consecutive days without approval will be investigated by the Junior School teacher or Year Level Coordinator. Where the School identifies that the overseas student has been absent for more than 5 consecutive days without the School's approval, or if the overseas student is at risk of not meeting attendance requirements before their attendance drops below 80%, the School will review the student's enrolment, notify the student and provide appropriate support strategies where required.

Unexplained Student Absences:

Lauriston Girls' School has implemented the following systems and procedures in order to follow up unexplained absences from school:

- Where a student is identified as absent from school without an explanation by 9:30am, the Junior School receptionist or Senior School Services will contact the parent/legal guardian directly to seek an explanation.
- Where the absence remains unexplained the matter will be reported to the relevant Year Level Coordinator or Vice Principal- Head of Junior School for investigation and follow up.
- Where an overseas student repeatedly fails to attend school in relation to an unexplained absence, the matter will be referred directly to the Head of School.

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Student Absence- Special Circumstances:

Heads of School have the authority to approve absences of overseas students that fall into a special circumstance following consultation with the International Student Coordinator, and relevant Year Level Coordinator and/or Classroom Teacher (Junior School).

The following are considered special circumstances:

- Compassionate and Compelling Circumstances
- COVID 19 Quarantine
- Head of School or Principal Approval (suspension, extended leave, students with compromised immunity etc)
- Student Studying Offshore
- Wellbeing

VCE Student Absences:

Students who are absent for more than one day, or are absent from a SAC or an examination, must provide a medical certificate to the school for the period of absence and any new or subsequent absences. Where a student requires a leave day in advance, a request must be made in writing to the VCE Coordinator or Head of Senior School. This request must be submitted no less than 2 weeks prior to the leave date. Unaccounted school absences will be followed up by the school, a letter sent to the parents and will result in the student being penalised where there is no valid explanation for a SAC nonattendance.

The school may consider granting Special Provision to students that are absent for a prolonged period or are unable to complete assessments tasks due to illness or other special circumstances. Students can apply for Special Provision in writing after consulting with their VCE Coordinator, with the final decisions made by Principal. The following circumstances are taken into consideration in relation to Special Provision:

- The student has an acute or chronic illness.
- The student has an impairment or disability, including learning disorders.
- The student is experiencing personal hardship (psychological, mental health, family trauma).

Instances where the school grants Special Provision the student will not be penalised for lack of attendance. The school will support students that are granted permission to work from home and implement strategies to ensure that the student's work can be authenticated as their own work.

IBDP Absences:

Overseas students undertaking studies in Years 11 and 12 (IBDP) must attend 150 hours of Standard Level Classes and 240 hours of Higher Level classes to meet satisfactory course attendance.

Students who are absent for more than one day must provide a medical certificate to the school for the period of absence and any new or subsequent absences. Where a student requires a leave day in advance, a request must be made in writing to the IBDP Coordinator or Head of Senior School. This request must be submitted no less than 2 weeks prior to the leave date. Unaccounted school absences will be followed up by the school, with a letter being sent to the parent and a meeting arranged with them and their daughter.

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The school may consider the [Adverse Circumstances policy](#) of the International Baccalaureate Organisation for any student whose learning and teaching has been disrupted for an extended period (defined as 30 consecutive or non-consecutive calendar days within a 6-month period) from the start of the IBDP program up to three months before their written examinations, due to difficult, unforeseen situations.

Access arrangements would be the first method of support for most students impacted by adverse circumstances during assessment. Access arrangements will normally be authorized when a student has sustained an injury or has other medical or psychological difficulties up to three months before the start of the examinations, and their ability to complete their examinations in the usual way is affected. The access arrangements available as mitigation measures are: additional time (25%), a word processor, a scribe or reader, supervised rest breaks, separate room or a prompter.

Deferral to the next or future examination session can be made when a student, or group of students, has missed one or more assessment components due to an adverse circumstance. When a student has been impacted by adverse circumstances and has communicated their situation to the school, they can defer one or more subjects of their external assessment to the next or future session

Where a student is affected by an adverse circumstance prior to the submission of early components, for example, the extended essay (EE), theory of knowledge (TOK) essay or IA/other sample work, the IB may authorize an extension to the submission deadline. An extension must be formally authorized by the IB and is normally for a period of two weeks. The IB will consider a longer extension on a case-by-case basis if the adverse circumstance is of a very challenging nature

Course Progression Requirements

The school will monitor, assess and record the academic course progression of each student per term and per semester to ensure the overseas student is able to complete the course within the expected duration specified in the Confirmation of Enrolment (CoE). Students who commence studies part-way through a semester will be assessed after one full term period of attendance.

Records of the academic course progression for all overseas students are recorded in the School's internal records management system (*XUNO*), with major assessment results available to parents via the School Intranet (*SchoolBox*). For further details about the management of overseas students' records, please see the [Overseas Students Consistent Record Keeping for Each Accepted Student Policy](#).

To demonstrate satisfactory course progression, students are required to achieve an average mark of 50% or higher in English, or English as a Second Language and 50% in all other subjects.

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Promotion from Year 5 to Year 6

This requires satisfactory completion of the core subjects specific to the year level.

Guidelines for identifying students 'At Risk' in Years 5 and 6

If a student achieves below a '3' on their end of semester coursework grade in two or more subjects.

Promotion from Year 7 to Year 8 and Promotion from Year 8 to Year 9

In both cases this requires satisfactory completion of the core subjects specific to that year level.

Guidelines for identifying students 'At Risk' of promotion: Years 7 & 8

If a student achieves below a 'D' on their end of semester examination and/or semester coursework grade in two or more subjects.

Promotion from Year 9 to 10

This requires satisfactory completion of the core subjects specific to that year level.

Guidelines for identifying students 'At Risk' of promotion: Year 9

If a student achieves below a 'D' in their end of semester examination and/or coursework in two or more subjects.

Promotion from Year 10 to Year 11 (VCE) or Year 11 (IBDP)

Promotion to Year 11 VCE or Year 11 IBDP study requires satisfactory completion of English, Mathematics, and a minimum of four other Year 10 subjects. Students will not be permitted to proceed to Year 11 VCE or Year 11 IBDP studies unless they have been able to demonstrate that they have the attitude and academic skills necessary to cope with the demands of the VCE or the IBDP. Students will also need to select an appropriate set of subjects relevant to their results and aspirations.

Guidelines for identifying students 'At Risk' of promotion: Year 10

If a student achieves below a 'D' in their end of semester exam and/or coursework in two or more subjects.

Promotion from Year 11 (VCE) to Year 12 (VCE)

A student must achieve an "S" in all VCE subjects and a minimum grade of "D" in all subjects for promotion from Year 11 to Year 12. Students will also need to select an appropriate set of subjects relevant to their results and aspirations.

Guidelines for identifying students 'At Risk' of promotion: Year 11 VCE

If a student achieves below a 'D' in their end of semester examination and/or coursework grade in any subject.

Promotion from Year 11 (IBDP) to Year 12 (IBDP)

A student must achieve a minimum grade of "3" in all subjects for promotion from Year 11 to Year 12.

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Students will also need to select an appropriate set of subjects relevant to their results and aspirations.

Guidelines for identifying students ‘At Risk’ of promotion: Year 11 IBDP

If a student achieves below a ‘3’ in their coursework grade in any subject.

Procedures for managing students identified as “At Risk” of promotion: Years 5-6

In each case parents will be contacted by the teacher and Assistant Principal- Junior Schol Curriculum. A meeting will be organised with appropriate staff and parents, and an academic improvement plan established and agreed to. If a student is ‘at risk’ in terms of learning outcomes for a second time, the Head of School will become involved as required. The Principal will be informed.

Procedures for managing students identified as “At Risk” of promotion: Years 7 - 11

In each case parents will be contacted by the Head of Senior School. A meeting will be organised with appropriate staff and parents, and an academic improvement plan established and agreed to. If a student is ‘at risk’ in terms of learning outcomes for a second time, the Deputy Principal- Learning and Innovation will become involved as required. The Principal will be informed.

Academic Support-Intervention Strategy:

Where the School determines the need for additional academic support, or tailoring of curriculum is required to assist the student who is considered disadvantaged, or who has been identified as at risk of not meeting course progression requirements, the school will:

- take reasonable steps to ensure intervention strategies are implemented; and
- ensure appropriate resources are made accessible to the student to assist with their course progression.

Where the student does not achieve an average mark of 50% or higher, as well as 50% or higher in English or English as a Second Language in an assessment period, the Year Level Coordinator or Assistant Principal- Junior School curriculum will meet with the student to develop an intervention strategy for academic improvement and course progression.

The intervention strategy will focus on the individual learning needs of the student inclusive of, but not limited to:

- Additional support from their Year 5 or 6 teacher or their Senior School subject teachers
- Additional supervised study periods.
- Tutorial assistance.
- Support with formulating a study plan and development of study skills.
- Support with establishing short- and long-term goals that focus on improved learning.

A copy of the student’s individual intervention strategy and progress reports in achieving improvement will be forwarded to the student’s parent(s)/legal guardian.

The student’s individual intervention strategy and progress reports will be monitored over the following semester by the Year Level Coordinator or Junior School teacher and kept on file.

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Where the student does not demonstrate academic improvement to achieve satisfactory course progression by the end of the next assessment period, the school will advise the student of its intention to commence the process of reporting the student for unsatisfactory course progression.

Academic Reporting:

Academic reporting at Lauriston Girls' School is designed to provide timely and accurate feedback on a student's progress and performance to students and their parent/guardian. The school has continuous reporting that provides students and parents/guardians with accurate feedback in relation to student performance and course progression.

In addition, the school provides end of semester reports that provide an accurate and objective assessment of the student's progress and achievement, including an assessment of the student's achievement in coursework and any examinations:

For Junior School students Prep to Year 6

- Against available national standards.
- Relative to the performance of the student's peer group (when necessary).

Reported as 1 to 5 in the Junior School

For Senior School students Year 7 to Year 12

- Reported as A to E for each of the unit subjects in the Senior School.

Extending Enrolment Duration:

The school will determine whether to extend a student's enrolment duration, dependant on the following:

- Supportive evidence has been provided by the student in relation to compassionate or compelling circumstances.
- An intervention strategy has been implemented (*because the overseas student is at risk of not meeting course progress requirements*)
- Approval for deferment or suspension of the student's enrolment.

Where the School decides to extend the duration of the student's enrolment, the school will report via PRISMS and advise the student to contact the Department of Home Affairs to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

Intention to Report:

Where it has been determined by the school that an overseas student is not meeting satisfactory course attendance and/or course progression requirements, and is in breach of student visa conditions, the school will issue a written notice to the student detailing:

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- Whether the School intends to make a formal report regarding unsatisfactory course attendance or unsatisfactory course progression.
- The reasons for the intention to report.
- The student's right to make a complaint or appeal, in accordance with School's complaints and appeals process, within 20 working days.

The school may decide not to report a breach of course attendance and/or course progression requirements where there is evidence that the student is attending at least 70% of scheduled contact hours and where:

- The student can provide supportive evidence demonstrating compassionate or compelling circumstances apply.
- The student is maintaining satisfactory course progression.

Where it has been determined that the student has failed to satisfactorily meet course progression requirements, the school is obligated to make a formal report to the Department of Home Affairs via PRISMS. The school will issue a written notification to the student following a report in PRISMS and a copy will be kept on the student's file.

Where the student is not satisfied with the school's decision in relation to their course attendance and/or course progression, they have the right to lodge a complaint or an appeal within 20 working days of notification.

PRISMS Reporting- Unsatisfactory Course Attendance and/or Course Progression:

The school is obligated to report unsatisfactory course attendance and/or unsatisfactory course progression in PRISMS in the following circumstances:

- The internal and external complaints and appeals process has been completed and a decision or recommendation finds in favour of the school.
- The student decides not to access the school's internal complaints and appeals process with the 20-working day period,
- The student decides not to access the external complaints and appeals process.
- The student notifies the school in writing of a withdrawal from the internal or external process.

Records Management:

All student records are maintained in accordance with our [Privacy Policy](#). The school is required to retain records of international students for at least 2 years after a student ceases being enrolled at the school.

This policy is implemented through a combination of:

- Staff training.
- Effective student communication procedures.
- Effective record keeping procedures.
- Initiation of corrective actions where necessary.

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Breach of Policy

The school will consider each breach of the policy in the context of which it has occurred and determine the relevant severity of the breach. A serious breach may result in disciplinary action, up to and/or including termination of enrolment or employment.