



Policy		Academic Management	
Service/Function Area	School	Created Date	2009
Custodian	Curriculum Team Leader - English	Reviewed	27/11/2023
Review Period	2 Years	Next Review Date	27/11/2025
Policy Number	Rev1	Final Approver	SLT

## Policy Statement

The Academic Management Policy reflects the College Values and the College Mission of providing excellence in education within a Christ-centred environment. A clear understanding of the rights and responsibilities of students, parents and staff provide the basis of an effective policy. The Academic Management Policy includes guidelines set by the School and Curriculum Standards Authority. Adherence to these parameters is mandatory.

## Scope

The contents of this policy are applicable to all parents, students, and teaching staff of St Brigid's College.

## Purpose

The Academic Management Policy ensures there are systems in place for when academic achievement is not demonstrated to a student's full potential, or when a student is performing above an expected standard. The aims of the Academic Management Policy are to:

- assist students in developing good work habits
- build academic rigour
- encourage students to successfully complete all tasks set.

## Implementation

### Procedures

#### Where a student is not performing at an expected standard (requiring additional support):

1. The class teacher is to speak with the student regarding progress and to establish suitable strategies to assist in future tasks; for example, study plans, scaffolding of tasks, revision techniques or attendance at tutoring sessions provided before, after and during school hours.
2. The class teacher is to contact parents using written or verbal communication to outline any concerns. Results should be released via SEQTA.
3. Where concerns continue, the class teacher is to contact the relevant Curriculum Team Leader or Head of School (Primary) for discussion of additional strategies and/or support available. The Key Teacher for Learning Differences will be contacted.
4. Where concerns continue, the Year Team Leader is to be contacted, to assess whether concerns are across other learning areas. A parent meeting will be organised to discuss progress across

relevant subject(s).

5. In the cases of Years Eleven and Twelve students, alternative subjects will be required to be selected where attainment of WACE may be in jeopardy. Alternative pathways may need to be explored, in consultation with the VET & Careers Officer, Head of School or Deputy. Mentors will be allocated to students in Year Twelve who are deemed 'at risk'.

**Where a student is not performing at an expected standard (requiring extension):**

1. The class teacher is to speak with the student regarding progress and to establish suitable strategies that may extend the student; for example, providing tasks requiring critical thinking skills, providing extension tasks or the development of a personal research project.
2. The class teacher is to contact parents via written or verbal communication to outline the concern. Results should be released via SEQTA.
3. Where the student continues to be disengaged or under-performing, the class teacher is to contact the relevant Curriculum Team Leader for the discussion of additional strategies and/or support available. The key teacher for Learning Differences will be contacted.
4. Where concerns continue, the Year Team Leader is to be contacted, to assess whether concerns are across other learning areas. A parent meeting will be organised to discuss progress across relevant subject(s).
5. Curriculum Team Leader or Head of Primary may meet with the student and parent to discuss methods to extend the student. Methods of extension should be in negotiation with the student.

**Where a student is performing above an expected standard:**

1. The class teacher is to motivate students to perform above the expected standard, and to offer intrinsic motivation and rewards. Age-appropriate examples may include praise, stickers, stamps, or subject related certificates.
2. The class teacher is to contact parents via written or verbal communication to outline the commendation.
3. Other awards/certificates could be
  - a. Merit Certificates (Primary School)
  - b. Junior School End of Year Awards (Year 6)
  - c. Presentation Night Subject Awards (Secondary School)
  - d. Spirit of Mercy Awards
4. Deputy Principal disseminates Letters of Excellence at report time for students who exceed a certain academic benchmark.

**Failure to complete homework and formative tasks:**

1. Minor breaches should be dealt with by the teacher, with appropriate strategies put in place. Teacher is to ascertain the degree to which the student has attempted the set task(s). Where appropriate, additional assistance is given to students to complete the task(s).
2. Where no clear attempt has been made to complete the given task(s) and/or no communication has been received from parents/guardian/house supervisor, the class teacher may employ strategies such as keeping student in at recess/lunch or telephoning/emailing home.
3. Where task has not been submitted, or after repeated infractions, after above steps have been followed, an Academic Detention (for Secondary students) will be issued by the class teacher,

recorded in SEQTA and parents contacted. The student is to complete the task(s) during Detention.

4. If the above steps are unsuccessful, the student will be referred to the relevant Curriculum Team Leader or Head of School. A meeting will be organised with parents and the student to discuss strategies to complete the task(s).
5. If student continues to fail to submit tasks, the Curriculum Team Leader will refer student to the Head of School and/or Deputy.
6. In cases where there is no evidence that the student is attempting to complete set homework or formative tasks and all previous steps have been followed, an interview with the College Principal may be required.

#### **Failure to complete summative assessments:**

1. If a summative assessment is not submitted, undertaken or is incomplete, the teacher is to ascertain the degree to which the student has attempted the set task(s). Where appropriate, additional assistance is given to students to complete the task(s). (Teacher may also need to refer back to section on 'students not performing at an expected standard').
2. Where no clear attempt has been made to complete the summative assessment and/or no communication has been received from parents/guardian/housemother, the class teacher may employ strategies such as keeping student in at recess/lunch or telephoning/emailing home.
3. Where the task still has not been submitted, a Detention (for secondary students) will be issued by the class teacher, recorded in SEQTA, parents emailed or called. The student is to complete the summative assessment during Academic Detention. Refer to the College Assessment Policy.
4. If tasks are still not completed after above steps have been followed, the student will be referred to the relevant Curriculum Team Leader or Head of Primary. A Letter of Academic Concern will be sent home to parents and Curriculum Team Leader or Head of Primary will follow up with the teacher to discuss strategies for students to complete the task(s).
5. If a student continues to fail to submit tasks, the Curriculum Team Leader will refer student to the Head of School and/or Deputy Principal. Strategies implemented may include (but are not limited to) – an Academic Contract, Detention or Parent Interview.
6. In cases where there is no evidence that the student is attempting to complete set summative assignments and all previous steps have been followed, an interview with the College Principal may be required.

#### **Cheating and Plagiarism:**

1. The class teacher will advise the relevant Curriculum Team Leader or Head of Primary that a student(s) is suspected of cheating, colluding or plagiarising in class work or assessments (in or out of class). This can also include overreliance on AI and/or private tutor assistance.
2. The class teacher and Curriculum Team Leader or Head of Primary will interview student(s) involved and document all discussions. The class teacher will copy the work in question and locate a copy of the work's original source - both will be sent to parents/guardians and (where relevant) House supervisors and saved into SEQTA. The class teacher will contact the student's parent/guardian and advise of the incident. A '0' will be awarded as per the College Assessment Policy.
3. Students shown to have cheated in assessed work or in examinations will not receive an assessment result for that task.

4. If work which is not the original product of a student, has been submitted for assessment, it will be either awarded zero marks or not assessed. The relevant Curriculum Team Leader or Head of Primary will advise the Deputy. Copies of the work will be retained on file with the copied piece of work placed in the student's file in SEQTA.
5. Students found to be involved in situations involving cheating, collusion or plagiarism (especially where students are at academic risk or are deemed a repeat offender) may be required to be interviewed by the Deputy and/or Principal.

## Relevant Legislation

Legislation / Compliance

## Support Documents

Document Number	Document Description
N/A	Assessment Policy
N/A	Academic Honesty Policy