



STUDENT ACHIEVEMENT POLICY

Rationale

Our mission statement calls our students to always strive to reach their potential and to be individuals filled with hope. We educate students to develop qualities that will allow them to be discerning, active, courageous and motivated to achieve.

As a learning community, we believe in the importance of setting high standards and supporting students to achieve them. The College will provide a learning program that is equitable and fair to the individual's needs. This policy is designed to provide an avenue for open discussion in relation to academic progress. The partnership between students, staff and parents is an important part of this process.

Principles

The College believes it is important to:

- Ensure student learning outcomes are monitored.
- Be sensitive to the individual learning abilities and circumstances which enable the student to achieve.
- Appropriately support individual needs considering their social and emotional welfare.

Implementation

- Students will be expected to achieve their highest possible level.
- Staff will make use of relevant data to inform the learning programs.
- Provide opportunities for students to work at a higher level to maximise their learning potential – see Gifted and Talented Policy.
- Provide opportunities for students to work at an appropriate level that caters for student learning needs – see Student Learning Support Policy.
- Provide parents and students with ongoing feedback about student academic progress.
- Provide College Leaders with data regarding student academic performance to monitor learning and pastoral needs.
- Provide opportunities to meet and discuss student achievement during scheduled Parent/Teacher/Student Interviews twice a year.
- Ensure attendance requirements are met in relation to College expectations.
- Ensure the priority and value of Religious Education within the College is maintained at a high standard.
- Provide a consistent and fair minimum standard for promotion within a subject.
- Fulfil VCE and VCAL requirements.
- Students will be expected to achieve the Australian and Victorian Essential Learning Standards (AusVELS) in order to satisfy the requirements of each subject.
- Students on Individual Learning Plans (ILPs) are expected to meet the learning goals as outlined in the ILP.
- Student work habits are monitored.
- At the end of each semester, an overall satisfactory or unsatisfactory completion will be determined for each subject.
- Provide a guide to the requirements of student's pathways from one level to the next.
- Parents/Guardians will be involved, along with students and teachers, in the discussion regarding student pathways when the expectations have not been met.
- Inform the process of subject selection for Year 8 to 12.
- Inform the process of selection for students wishing to participate in accelerated studies.



OUR LADY OF SION COLLEGE

In order to satisfy the requirements for automatic progression to the next year level, a student will need to have:

- Demonstrated through her work habits, attendance, behaviour and commitment to the values and activities of the College.
- Completion of English and Religious Education to a satisfactory standard at their current year level.
- When in Year 9, completion of Ayin to a satisfactory standard.
- At Years 7 and 8, satisfactory completion of at least eight subjects each semester.
- At Years 9 and 10, satisfactory completion of at least seven subjects each semester.
- All VCE and VCAL Units are expected to be satisfactorily completed.
- See procedure document for the process to be followed.

Review Date: 2017

Ratified by College Board on: 2013