

Student Academic Progress Policy

Preamble

The John Paul College Mission Statement speaks of the commitment of all members of the community to recognising the essential dignity of the person and of the need for all to experience the 'fullness of life' promised in John 10.10.

Rationale

It is important that students access curriculum and learning activities that are at an appropriate level for their current abilities. Students will also need guidance from teachers and parents to ensure that they can achieve at their best academically. It is clear that the best opportunities for positive outcomes eventuate when students, parents and teachers work together.

Objectives

- To ensure that all students are supported to achieve academically at an appropriate level.
- To ensure that each student has access to learning that meets their learning needs.

Students at Academic Risk

Students are at risk of failing to achieve positive academic outcomes if they are not showing acceptable progress in various aspects of their schooling. Indicators that a student may be at academic risk include the following:

- An average overall result of less than 50% across all subjects
- An overall result of less than 50% in English
- Average learning skills and work habits across all subjects of less than 3
- N (not satisfactory) for a VCE Outcome
- N (not satisfactory) for a VCAL Learning Outcome at the end of a Strand
- A pattern of late or non-submission of Common Assessment Tasks
- Poor attendance (below 85%)

John Paul College Pathways Meeting

Students at academic risk will require intervention and support to assist them to achieve better outcomes. This may be in the form of an ILP or a Performance Improvement Plan. Any student who shows one or more of the indicators above will be assessed on an individual basis and may be required to attend a College Pathways Meeting along with parents/guardians. College Pathways Meetings will be convened by either the Middle or Senior Student Learning Coordinator, Careers Staff, VET and VCAL Coordinator and/or House Coordinator depending on the support required and year level of the student. The meetings will focus on learning skills, work and study habits, appropriate subject selection and individualised learning pathways suited to the student's abilities and proposed vocational directions.

A Deputy Principal, Pastoral Coordinator, Head of Stewart Centre for Individual Learning, Teacher and Pastoral Teacher will be consulted and attend the meeting as appropriate.

VCE Entry Requirements

VCE Units 1 and 2

The following VCE subjects are available for selection by Year 10 students entering Year 11.

Note:

- *Additional entry requirements are based on Year 10 semester one results.*
- *Students who do not fulfill entry requirements may appeal to the Senior Student Learning Coordinator.*

The Arts

- Media Studies Units 1 and 2
- Music Performance Units 1 and 2
 - *Experience in learning an instrument and/or voice is highly recommended due to the performance component of the curriculum.*
- Studio Arts Units 1 and 2
- Theatre Studies Units 1 and 2
- Visual Communication and Design Units 1 and 2

Health and Physical Education

- Health and Human Development Units 1 and 2
- Outdoor and Environmental Studies Units 1 and 2
- Physical Education Units 1 and 2

The Humanities

- Accounting Units 1 and 2
- Business Management Units 1 and 2
- Geography Units 1 and 2
- Legal Studies Units 1 and 2
- Twentieth Century History Units 1 and 2

English

- Literature Units 1 and 2
- English Units 1 and 2

Language

- Italian Units 1 and 2
 - *An overall result of at least 50% in Year 10 Italian*

Mathematics

- General Mathematics Units 1 and 2
 - *An overall result of at least 60% in Core Mathematics is recommended*
- Mathematical Methods Units 1 and 2
 - *An overall result of at least 85% in Core Mathematics and at least 70% in the VCE Mathematics preselection test*
 - *An overall result of at least 70% in Advanced Mathematics and/or at least 70% in the VCE Mathematics preselection test*
- Specialist Mathematics Units 1 and 2
 - *An overall result of at least 80% in Advanced Mathematics and/or a result of at least 80% in the VCE Mathematics preselection test*

Religious Education

- CSYMI – Year 11*; or VCE Religion and Society Unit 2

**Entrance into the CSYMI program is based on an application process.*

Science

- Biology Units 1 and 2
- Chemistry Units 1 and 2*
- Physics Units 1 and 2*
- Psychology Units 1 and 2

**For Chemistry and Physics- An overall result of at least 75% in Core Science, 85% in Core Mathematics or at least 70% in Advanced Mathematics*

Technology

- Computing Units 1 and 2
- Food Studies Units 1 and 2
- Product Design and Technology Units 1 and 2

VCE Units 3 and 4

Year 11 students need to achieve a Satisfactory Unit result, an Overall Result of at least 50% and Learning Skills and Work Habits of at least 3 or more in the VCE Unit 1 and 2 to gain automatic entry to the VCE Units 3 and 4. If the criteria for automatic entry has not been met, a College Pathways Meeting may be convened.

Students wanting to study a VCE Unit 3 and 4 without the study of the VCE Unit 1 and 2 or VCE Unit 2 may be required to attend a College Pathways Meeting.

VCAL Requirements

VCAL is a select entry course, and students are accepted only if they meet the specific criteria established by the College. Applicants are interviewed to assess their suitability for the program. Each applicant's readiness for work and vocational training is assessed, as well as their classroom behaviour, effort and attendance.

Students applying for the VCAL program must attend a VCAL selection interview to assess their suitability for VCAL at the end of Term 3. Students who are unsure about VCAL as an option can apply to do VCE but still request a VCAL interview online. Prior to the interview the student is expected to have researched the VET course/s that they are interested in completing to determine their suitability and passion.

Students must select the VCAL option and choose a VET program when completing their online course selection for the following year.

Once accepted into the program the student should begin looking for a placement where they can complete their Structured Workplace Learning (SWL).

Students may be expected to attend the College on the days of their SWL in instances where:

- they are yet to find a placement for their learning to have assistance in finding a placement
- they are behind in completing their Learning Outcomes

If the Learning Outcomes are still outstanding two weeks after the due date, the student is expected to return after classes finish at the end of year to complete any remaining tasks required to complete their VCAL Certificate – this applies to both Intermediate and Senior Programs. Failure of Strands in Intermediate VCAL may restrict the options of continuing into Senior VCAL.

VET Requirements

The VET programs are nationally recognised vocational certificate programs that allow students to include vocational studies within their Year 10 course, VCE or VCAL Certificate. Students who wish to complete a VET subject in Years 10-12 are required to attend an interview to determine their suitability for the program. Prior to the interview the student is expected to have researched the VET course/s that they are interested in completing to determine their suitability and passion. If a student is applying for VCAL, these interviews will be held in conjunction with each other.

Students who select the VCE program are also eligible to complete a VET course.

VET programs contribute to the VCE and VCAL in one of the following ways:

- **Credit towards the VCE:** selected VCE VET Programs offer scored assessment (study score) for Units 3 and 4 in the same way all VCE studies do and includes an end of year exam and study score.
- **Credit towards the VCE:** through block credit, a contribution of 10% increment towards the ATAR as a fifth or sixth subject
- **Credit towards VCAL:** units contribute towards the industry specific skills strand at VCAL levels. Credit towards the VCAL units contribute towards the industry specific skills strand.

Families are responsible for the additional costs involved for all VET courses.

Policy Review Date:

Person Responsible: