



## St Brigid's College Academic Management Policy

Date Issued: 2009  
Date Reviewed: 2012  
Date Reviewed: 2014  
Date Reviewed: 2016  
Due For Review: 2017

The Academic Management Policy reflects the College Mission and the Values - Courage, Honesty, Inclusivity and Thankfulness. A clear understanding of the rights and responsibilities of students, parents and staff provide the basis of an effective policy. The aim of the Academic Management Guideline is to assist students in developing good work habits, further raise standards of work and to encourage students to successfully complete all tasks set. This policy is to be read in partnership with the College's Assessment Policy.

### PROCEDURES

#### A. Failure To Complete Homework and/or Assignments

Minor breaches should be dealt with by the teacher, with appropriate strategies put in place.



Homework incomplete – teacher 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).



Where no clear attempt has been made to complete the given task(s) and/or no communication has been received from parents/housemother, the class teacher may employ strategies such as keeping student in at recess/lunch or telephoning/emailing home.



Where task has not been submitted after above steps have been followed, a lunch time detention will be issued by the class teacher, recorded in synergetic, parents emailed or called and an Academic Detention is given to students to complete the task(s).



If tasks are not completed after an extended period of time, the student will be referred to the relevant Curriculum Team Leader. A Letter of Academic Concern will be sent home to parents and Curriculum Team Leaders will follow up with the teacher to discuss strategies to be complete the task(s).



If student continues to fail to submit tasks, the Curriculum Team Leader will refer student to the Deputy Principal (staff will be advised of the outcome). Strategies implemented may include (but are not limited to) – an Academic Contract, Detention or Parent Interview.



In cases where there is no evidence that the student is attempting to complete set homework and/or assignments and all previous steps have been followed, an interview with the College Principal will be required.

## B. Cheating and Plagiarism

The class teacher will advise the relevant Curriculum Team Leader that a student(s) is suspected of cheating in class work or assessments (in or out of class).



The class teacher and Curriculum Team Leader 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 and saved into Synergetic. The class teacher will contact the student's parent and advise of the incident.



Students shown to have cheated in assessed work or in examinations will not receive an assessment result for that task. The relevant Curriculum Team Leader will advise the Deputy Principal and may issue a Detention.



If work that is not the original product of a student, and has been submitted for assessment, it will be either awarded zero marks or not assessed. The relevant Curriculum Team Leader will advise the Deputy Principal and may issue a Detention.



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 Principal or College Principal

## C. Student Performance Concern

*Where a student is not performing at an expected standard (requiring additional support) –*

The class teacher is to speak with the student regarding progress and to establish suitable strategies to assist in future assessment tasks; for example study plans/habits, scaffolding of tasks, revision techniques or attendance at tuition classes after school. In addition, the classroom teacher is to refer to standardised testing results available in assessing the ability level of the student.



The class teacher is to contact parents via letter, telephone or email to outline the concern.



Where concerns continue, the class teacher is to contact the relevant Curriculum Team Leader for discussion of additional strategies and/or support available. The Learning Differences Team Leader may be contacted to assist in the implementation of an IEP/CAP and/or psychologist for additional testing to identify ability level.



The relevant Curriculum Team Leader is to meet with the student and parent contacted to discuss concerns.



Where concerns continue, the Year Team Leader is to be contacted, to assess whether concerns are across other learning areas – parent – teacher meeting organised to discuss progress across all subjects. In attendance, where appropriate, at the meeting may be; class teacher, Learning Differences Team Leader, Year Team Leader, relevant Curriculum Team Leader and Deputy Principal.



In the cases of Years Eleven and Twelve students, alternative subjects will be required to be selected where a minimum of a C Grade has not been achieved. Alternative Career Pathways may need to be sought, in consultation with the VET/Careers Officer and/or Deputy Principal. Mentors from Middle and Senior Management 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) –*

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 higher order thinking skills (for example using Bloom's Taxonomy), providing work from another year level or the development of a personal project. In addition, the classroom teacher is to refer to standardised testing results available in assessing the ability level of the student.



Class teacher is to contact parents via letter, telephone or email to outline concern.



Where the student continues to be disengaged, the class teacher is to contact the relevant Curriculum Team Leader for discussion of additional strategies and/or support available. Learning Differences Team Leader may be contacted to assist in the implementation of an IEP and/or psychologist for additional testing to identify ability level.



Where concerns continue, the Year Team Leader is to be contacted, to assess whether concerns are across other learning areas – parent – teacher meeting organised to discuss progress across all subjects. In attendance, where appropriate, at the meeting may be; class teacher, Learning Differences Team Leader, Year Team Leader, relevant Curriculum Team Leader and Deputy Principal. Curriculum Team Leader to meet with the student and parent contacted to discuss methods to extend the student. Methods of extension should be in negotiation also with the student.

**Where students are repeatedly failing to honour their 'Enrolment Agreement', in which parents commit student to 'work to the best of their ability', irrespective of their ability, an interview with the College Principal will be required.**