



STUDENT PROGRESS AND ACHIEVEMENT MONITORING

Policy

“Commit your work to the Lord, and your plans will be established”. Proverbs 16:3

1. RATIONALE

Our mission statement calls our students to strive to reach their potential and to be individuals filled with hope. Consistent with the Rose framework, we support students to develop qualities that will allow them to be discerning, active and courageous. As a learning community, we believe in the importance of setting high academic standards and supporting students to achieve these standards. Students are taught to set goals, apply strategies to achieve their goals and to reflect on and review their progress. The College will provide a learning program that is responsive to the individual student's needs. Within the context of being named and known, students are actively monitored and supported, enabling them to be successful in their learning and achievement.

2. PRINCIPLES

- Each student should be supported to achieve individual success
- Setting high expectations is important
- Wellbeing and learning success are inextricably linked and all structures and procedures should be designed to support both aspects
- All learning areas will provide rich, consistent and equitable opportunities for learning within their subjects
- Learning intentions and success criteria support student growth and achievement
- Formative assessment provides students opportunities to determine the next steps in their learning journey
- Summative assessment allows learners to demonstrate their knowledge, understanding and skills
- Feedback will be as, of and for learning
- Student progress should be monitored to enable timely interventions and support
- The partnership between home and school is vital to supporting students to achieve their best.

3. IMPLEMENTATION

- Students will be offered a variety of opportunities to achieve their personal best including a varied and rich curricular and co-curricular program
- Staff will access a range of data to make judgements about each student's learning needs; providing interventions, enrichments and tailored programs and is included in the Professional Practice Consultation process and reflected in the annual Professional Learning Plan
- Learning Intentions and Success Criteria will form the basis of all learning
- Students will be provided with exemplars, application activities, self reflection and



formative feedback to ensure they understand the standard required

- The College will provide parents and students with ongoing formative and summative feedback about student learning progress and approaches to learning in a timely manner
- Feedback will be released incrementally (approximately every 5 weeks) via the LMS
- The Pastoral Program includes the opportunity for individual student goal setting, developing appropriate study skills, self reflection, and feedback application
- Homeroom teachers will monitor individual student progress based on information provided by parents, subject teachers, alerting Wellbeing and Growth Leaders, Learning Area Leaders, Subject Teachers, the Director of Learning Diversity, Director of Senior Learning and the Deputy Principals as relevant
- Communication about learning progress includes but is not limited to the Learning Management System, Student Progress Meetings, in class feedback, Parent-Student Group Meetings and direct contact
- Student Learner Profiles, Personalised Learning Plans, Pathways Plans and other adjustments will be developed collaboratively and closely monitored
- Subject selection, acceleration, progression and/or pathways options will be discussed with students and families
- Students at risk are case managed, addressing their learning and/or social/emotional needs, supporting their return to a successful pathway
- VCE students who are identified as not meeting minimum standards according to VCAA will be deemed at risk and the VCAA process will be actively applied ensuring proactive communication. Students will be case managed by senior staff to ensure monitoring and effectiveness of interventions
- Ensuring success, high academic achievement is required in order for students to be eligible to undertake an acceleration study in Units 1 and 2 in Year 10 and Unit 3 and 4 in Year 11. Students will be closely supported during this process.

4. DEFINITIONS

Formative Assessment

Frequent, informal, short and low stakes assessment that enables the teacher and student to identify gaps in skills and knowledge and to inform next steps in learning. Can be part of the learning process. Feedback can take multiple forms. This feedback can be released to families via the LMS but is not considered a reportable task.

Summative Assessment

An assessment task designed to measure student progress against a specified learning outcome at the conclusion of a unit of learning. Measured against a rubric/criteria and is consistent for the same classes. Will be assessed consistent with the Guidelines for Assessment and Reporting, released to families and students via the LMS and forms reportable tasks.

Standardised Testing

A range of tests that provide a point-in-time analysis of a student's strengths and points of growth comparative to peers. Used in conjunction with other data to develop a Student Learning Profile.



Student Progress Meetings (SPM)

Twice annual meetings allowing families to speak with teachers. Focus is data driven progress reports, collaborative information sharing with families and proactive interventions to support learning.

Student Learning Profiles (SLP)

Based on external assessment and compiled by the Director of Learning Diversity, information that guides teachers in the best approaches to meet the specific needs of identified students.

Personalised Learning Plans (PLP)

Directed by the SLPs, PLPs outline specific and customised goals and strategies for achievement for identified students where they are not being taught the age and stage appropriate curriculum. A core part of the collaboration and reporting for these students. Developed by teachers in consultation with the Director of Learning Diversity, the student and the family.

Learning Intentions and Success Criteria

A framework for explaining the what/why of learning for students as well as defining what success in learning looks like. A core part of the Rose and made visible to students and families via the LMS.

4. RELATED DOCUMENTS

- The Rose Framework
- Learning and Teaching Charter
- Assessment and Reporting Policy
- Learning Diversity Policy
- Senior Pathways Policy
- Unsourced VCE Pathway Policy
- Home Learning Policy
- [Reporting Student Achievement Department of Education Policy](#)
- [AITSL Professional Standards for Teachers \(Standard 5\)](#)

5. STUDENT PROGRESS AND ACHIEVEMENT MONITORING POLICY STATUS AND REVIEW

STATUS OF POLICY	
College Leader Responsible	Deputy Principal Learning & Teaching
Approving Authority	College Leadership Team
Approval Date	July 2026
Date of next review	July 2030
Publication	Website; Staff Portal; Staff Handbook; Student Portal



Record of Review

Details of Amendments	By Whom	Date
	Deputy Principal Learning & Teaching	July 2026