

## ACADEMIC INTERVENTION

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### CROSS REFERENCES:

Assessment Deadline Policy

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### 1.0 LEARNING AND EDUCATIONAL RATIONALE

Naracoorte High School wishes for all of our students to succeed and achieve their SACE. Assessment tasks are the primary means through which students can demonstrate their learning. Consequently, all assessment tasks should be completed to a satisfactory standard in order to achieve SACE. Students who complete all set tasks are likely to achieve success in the subject and thus achieve their SACE. It is not an option to not complete the assessed work. If a student does not submit a draft at a passing level, the student will be given an Academic Intervention, during which time he/she will be expected to complete the draft at a passing level. The implementation of this policy will support students to acquire habits that will assist them to achieve success.

### 2.0 OVERVIEW

At Naracoorte High School, we encourage all of our students to be successful in their studies which includes attaining their SACE. This Academic Intervention will support students to acquire habits that will assist them to achieve success. It will also promote and develop study skills to assist students in reaching their full potential. This policy will ensure students submit all assessment tasks (where applicable) at a passing level in order to maximise their potential of attaining their SACE. Finally, this policy will affirm effective self-management skills as a learning tool in Years 11 and 12. Due to the significant benefits that this policy will have on students, the policy will apply to all Year 11 and 12 students, without exception.

### 3.0 UNDERLYING PRINCIPLES

- All learning is valued and valuable.
- Assessment tasks are the primary means through which students can demonstrate their learning. Consequently, all assessment tasks should be completed to a satisfactory standard in order to achieve SACE.
- Students who complete all set tasks are likely to achieve success in the subject and thus achieve their SACE.
- It is not an option to not complete the assessed work. If it appears that a student will not pass an assessment piece (based on the draft) the consequence is for the student to work on the assessment piece during students' lunchtime until it is at a passing level (known as 'Academic Intervention').
- If a student does not submit a summative assessment piece by the due date (without negotiating an extension) they will receive zero as per the SACE deadline policy.

## 4.0 RESPONSIBILITIES

### 4.1 Students responsibilities:

- Recording any information in their diary (hard copy or electronic) which assists with effective self-management e.g. homework, due dates, handouts, excursions, revision, etc.
- Completing all homework and assessment tasks to a satisfactory standard, in every subject, by the due date.
- Following up with subject teachers after being absent from school so that they do not miss crucial content or information (e.g. illness, VET course, excursions, school-based apprenticeship/traineeship, etc.).
- Negotiating extensions with teachers where necessary, at least 48 hours before the due date (must demonstrate adequate progress on the assessment at time of request).
- Asking the subject teacher for assistance before the due date if they are confused with the content or assessment details.
- Students to take responsibility for:
  - reviewing all material presented in lessons.
  - completing work not finished in lessons.
  - working consistently and independently on assignments which are set over a longer time period.
  - revising for tests.
  - completing set homework.
- If the student has been given an Academic Intervention Study, they will:
  - Report to the Supervised Study Room at 1.10 pm on the appointed day without exception (except if they are attending an off-site training program) with the appropriate materials and resources.
  - Present the 'Student Academic Intervention' form to the Supervisor.
  - Work on the summative task with the aim of completing it during the Academic Intervention Study.

#### Notes:

- The Supervisor will monitor progress.
- If the summative assessment task is not completed to a passing level by the following day (between both Academic Intervention and homework time), the student will need to continue to attend Academic Intervention until the assignment is completed to a passing standard.

### 4.2 Parents/Caregivers responsibilities:

- Providing notes for absences, requests for extensions and/or requests for exemption (e.g. from excursions).
- Communicating concerns regarding their child to the subject teacher (e.g. on assessment tasks, content, progress, improvement, etc.) and/or Senior School Coordinator.
- Supporting the school with the consequence of an Academic Intervention if their child does not submit a draft of a passing standard for a summative assessment task, despite possible clashes with outside commitments (including work and sport). A reminder to Parents and Caregivers that students are given adequate time to complete assessment tasks before the due date and so this consequence would be a result of the students' poor time management.

### 4.3 Home Group Teachers' responsibilities:

- Communicating with Parents/Caregivers with any concerns they have and passing information onto appropriate staff members as required.

#### 4.4 Subject Teachers' responsibilities:

- Encourage students to write homework and assessment due dates in their diary (hardcopy or electronic).
- Support students to complete work to a satisfactory standard by the due date. Have strategies in place to ensure work is completed by the due date. For example:
  - Break assignments into sections and assign a due date for each section, where applicable. Check and sign each section on the interim due date.
  - Check work on a regular basis, initial and date work (wherever possible) and keep record of progress.
  - If these interim due dates are not met by a student, the teacher will keep the student in at recess/lunchtime and supervise him/her while the work is completed (wherever possible).
- Update the Traffic Light System (electronic database)
- If the teacher assigns an Academic Intervention to a student, the teacher will:
  - have overall responsibility for supporting the student with completing their work.
  - inform Parents that the student has not submitted a draft at a passing standard for a summative assessment task and that they need to complete it as soon as possible.
  - fill in a Student Intervention Form for each day that the student is on Intervention.
  - issue a copy of the Intervention to the student with a copy of the assessment task.
  - enter details into the Intervention database (book), including a brief outline of work that is needed to be completed.
  - monitor the student in Academic Intervention to ensure the task is completed (on a roster basis).
  - inform the Senior School Coordinator about the student requiring Intervention and when the task is submitted via email.

#### 4.5 Academic Intervention Supervisors responsibilities:

1. Collect the Intervention database (book) from the Staffroom at 1.10 pm and go to the Supervised Study Room.
2. Collect 'Student Academic Intervention' forms from students.
3. Mark students present or absent.
4. Send emails listing students present and absent to Subject Teachers and the Senior School Coordinator.
5. Monitor progress of each student during the session. Ensure students are working the entire time, silently, and are not on their mobile phones. Laptops must be facing you to ensure that students are working on their assessment task.

#### 4.6 Senior School Coordinators' responsibilities:

- Follow-up with students not attending Academic Intervention by calling Parents/Caregivers, etc. (follow Appendix 1 – Actions, Consequences and Staff Involvement).
- Support Subject Teachers with students and implementation of Intervention Policy.

#### 5.0 SUBMISSION OF WORK

- If a student is not able to meet a deadline due to extenuating circumstances, he/she must:
- negotiate an extension with the relevant subject teacher at least 48 hours before the due date.
  - bring a signed reasonable explanation for the need of an extension from Parents/Caregivers 48 hours before the due date.
  - provide a medical certificate (if required e.g. if an assessment was not presented/submitted on the day it was due) for SACE purposes.
  - demonstrate adequate progress on the assessment.

## 6.0 CONSEQUENCES

If a student does not submit a draft at a passing level, the student will be given an Academic Intervention, during which time he/she will be expected to complete the draft at a passing level. If the draft is not completed during this supervised time or the night that follows it, the student will be assigned further Academic Interventions until the assessment task is completed. Refer to Appendix 1 for further consequences.

## 7.0 ADDITIONAL NOTES TO SUPPORT IMPLEMENTATION

***Subject teachers are to determine why work has not been completed and put strategies in to overcome these reasons***

- Ascertain reason for not completing work:
  - Does not understand the work
  - Is unable to complete the work for family reasons
  - Regularly does not complete work (for one or more subjects)
  - Learned behaviour – bad habit, lazy
  - Does not have effective homework routine
  - Works long hours (part-time job)
- What are the causes as to why students are not achieving/completing work?
  - Engagement
  - Poor learning skills/organisation
  - Learning difficulty

***Subject teachers are to understand the difference between fairness and equality***

- All students do not need to be treated the same way if they do the same thing
- The fairest way to treat students is to meet their specific needs.
  - Consider the following scenario for two students who have not completed their homework:
    - Student 1 – is responsible for babysitting his two younger siblings until his mother comes home from work at 7pm. Then he has to help make dinner and clean up afterwards.
    - Student 2 – the other student likes to play on the computer after school and watch television after dinner.

Work out strategies to treat students fairly.

**This policy will be reviewed every two years with Staff and Governing Council input.**

**Updated February 2016**

**Endorsed by the Governing Council**

**Reviewed: 2018 or as required**

APPENDIX 1 – ACTIONS, CONSEQUENCES AND STAFF INVOLVEMENT

Level	Typical Behaviours at this level	Actions, Consequences, Staff Involvement
<p><b>1</b> <i>Managed by the Subject Teacher</i></p> <ul style="list-style-type: none"> <li>- Check points</li> <li>- Ensure that if student is not meeting the check point due dates Parents are informed and strategies are put into place to guarantee draft submission by the due date</li> </ul>	<p>Student is unable to complete draft by the due date for a reasonable reason</p>	<ul style="list-style-type: none"> <li>▪ Negotiate extension with relevant subject teacher 48 hours before the due date</li> <li>▪ Bring a signed explanation of extenuating circumstances for the need of an extension from Parents/Caregivers 48 hours before the due date</li> </ul>
	<p>Student does not complete draft of assessment task (or does not complete it to a passing standard) and does not negotiate an extension with the subject teacher</p>	<ul style="list-style-type: none"> <li>▪ Subject teacher to inform Parents/Caregivers via telephone or email. Must ascertain a reason for this.</li> <li>▪ Enter details in Intervention database, informing relevant staff</li> <li>▪ Fill in Student Academic Intervention form</li> <li>▪ Academic Intervention – student will be expected to complete draft at a passing standard and submit it to the subject teacher</li> <li>▪ Subject teacher to ensure draft has been completed and submitted</li> </ul>
	<p>Student completes draft <i>before</i> the Intervention date set</p>	<ul style="list-style-type: none"> <li>▪ Submits work to Subject Teacher</li> <li>▪ Alternative consequence (e.g. loss of lunchtime or withdrawal) for failure to comply with school procedures and protocols</li> </ul>
<p><b>2</b> <i>Managed by the Subject Teacher</i></p>	<p>Student does not complete draft of assessment task to a passing standard at the Intervention and does not submit it to the teacher</p>	<ul style="list-style-type: none"> <li>▪ Student will attend Academic Intervention every day until such time as the draft has been completed to a passing level as deemed by the Subject Teacher</li> <li>▪ Subject Teacher to inform Parents/Caregivers via telephone or email. Must ascertain reason for this habit</li> <li>▪ It is imperative that the Subject Teacher be closely involved in this process and keep a close eye on the student's progress with the assessment task</li> <li>▪ Enter details on Intervention database</li> </ul>
<p><b>3</b> <i>Managed by the Subject Teacher and the Senior School Coordinator</i></p>	<ul style="list-style-type: none"> <li>▪ Persistent, ongoing Level 2 behaviours</li> <li>▪ Student does not complete drafts at the Intervention and does not submit it to the teacher on more than one occasion or in more than one subject</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal Suspension to complete draft</li> <li>▪ Senior School Coordinator meets with Parents/Caregivers and student</li> <li>▪ Senior School Coordinator: Student placed on contract, to be monitored by all Subject</li> </ul>

		<p>Teachers and Senior School Coordinator</p> <ul style="list-style-type: none"> <li>▪ Enter details on Intervention database, informing relevant staff</li> <li>▪ Senior School Coordinator: Letter to Parents (summary of meeting and outcomes) placed on file</li> </ul>
<p><b>4</b> <i>Managed by Leadership Team</i></p>	<ul style="list-style-type: none"> <li>▪ Persistent, ongoing Level 3 behaviours</li> <li>▪ Student regularly does not complete drafts and does not submit it to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal Suspension to complete draft</li> <li>▪ Deputy Principal meets with Parents/Caregivers and student</li> <li>▪ Referral to Counsellor and/or Clinical Psychologist</li> <li>▪ Referral to Principal</li> <li>▪ Enter details on Intervention database, informing relevant staff</li> <li>▪ Letter to Parents (summary of meeting and outcomes) placed on file</li> </ul>
<p><b>5</b> <i>Managed by Leadership Team</i></p>	<ul style="list-style-type: none"> <li>▪ Student does not attend Intervention</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alternative is to remain at school after the school day to work on draft.</li> </ul>
<p>At the end of each term, forward to the Principal and Senior School Coordinator a summary of students who have not completed work and have been on Academic Detentions, the actions taken and resolutions.</p>		