# ISP Course Progress Procedure

## Purpose

This procedure outlines the roles and responsibilities of schools and the Department of Education (DE), International Education Division (IED), and the steps they follow to:

* monitor students’ course progress
* support students to achieve the expected learning outcomes of their course
* identify, notify and assist students at risk of not meeting course progress requirements
* report a student who has breached course progress requirements to the Commonwealth government.

It is a student visa condition that students must maintain satisfactory course progress. DE (IED) has defined satisfactory course progress in the [International Student Program (ISP) Course Progress Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_Policy.docx) which should be read in conjunction with this procedure.

School staff inform students of the requirements for the course, how the course will be assessed, and regularly monitor students’ course progress. This allows early intervention to support students to achieve satisfactory course progress. If a student is identified as being at risk of not achieving the required standard for satisfactory course progress, the principal will issue an [ISP Compliance Contract](https://study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Compliance_Contract_Template.docx). Failure to meet the required standard may result in the student being reported to the Commonwealth Government, which may impact their student visa.

## Roles and Responsibilities

### Executive Director, IED

* Decide whether to report a student for unsatisfactory course progress to the Commonwealth government.

### DE (IED) staff

* Report unsatisfactory course progress to the Commonwealth Government, as directed by the Executive Director, IED. DE may not be able to report a student to DHA if a school has not adhered to the course progress policy and procedure and followed all required steps.
* Ensure safe and appropriate arrangements are in place for a student in homestay, in accordance with the [ISP Accommodation and Welfare Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Accommodation_and_Welfare_Policy.docx), where a student’s enrolment is cancelled.
* Provide advice and support to school principal and school staff implementing this procedure, such as with intervention strategies.

### School staff

* Inform students of the requirements for their course and how they will be assessed, including through appropriate orientation.
* Regularly monitor course progress and liaise with relevant school staff.
* Develop and implement intervention strategies to assist students who are at risk of not meeting course progress requirements.
* Liaise with parent, and if appropriate, approved relative or homestay provider.
* Escalate issues and concerns to school principal.
* Maintain accurate and up to date records (for example, keeping a copy of the compliance contract)

### School principal (or delegate)

* Appoint sufficient and suitably qualified staff (school staff), such as an International Student Coordinator (ISC), to monitor course progress and implement appropriate early intervention strategies.
* Reinforce school processes, [ISP Course Progress Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_Policy.docx), and DE (IED) terms and conditions with the student and their parents highlighting the consequences for non-compliance.
* Issue compliance contracts to students and parents.
* Inform DE (IED) staff (i.e. school support officer) and homestay provider (if applicable) regarding student course progress issues.
* Escalate matters to the Executive Director, IED, (through DE (IED) staff) if students are at risk of not achieving satisfactory course progress.
* Inform (and provide supporting evidence to) DE (IED) staff if the student has not achieved satisfactory course progress.

## Process

### Monitoring course progress and implementing intervention strategies

#### School staff

1. Inform students of the course progress requirements as outlined in the [ISP Course Progress Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_Policy.docx), including when the student is deemed to be ‘at-risk’ of unsatisfactory course progress and when early intervention strategies will be initiated.
2. Inform students how their course will be assessed.
3. Monitor course progress of each student, including interim Term reports.
4. School ISP staff (e.g. International Student Coordinator) liaise with class teachers during the term to ensure students are on track to achieve satisfactory course progress.
5. **At any time**identify when a student will need additional help to improve their course progress with appropriate strategies that, for example, require student to:
   * attend academic skills programs
   * attend tutorial or study groups
   * receive individual case management
   * attend counselling
   * receive assistance with personal issues which are influencing progress
   * receive mentoring
   * be placed in a suitable alternative subject within a course.
6. **At any time**consider a temporary suspension of enrolment where a student is at risk of not meeting satisfactory course progress due to compassionate or compelling circumstances (for example illness, injury, or other serious event).
   * assist student to complete and submit an [Application for Temporary Suspension of Enrolment](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Temporary_Enrolment_Suspension_Application.docx) form, ensuring that appropriate evidence (for example, a medical certificate) is attached
   * advise DE (IED) staff where a temporary suspension of enrolment is appropriate, and the student is not yet able to submit an Application for Temporary Suspension of Enrolment form (the form will still be required)
   * students are not assessed during the period of a temporary suspension.
7. **‘Early intervention’ – at any time** notify student and parent, and if appropriate, homestay provider that student is not on track to meet satisfactory course progress and they must attend a meeting (over the phone if the parent is overseas), hosted by the ISC/school year level coordinator:
   * use the [ISP Course Progress, Attendance, and Behaviour – meeting template](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_and_Attendance_Meeting_Template.docx) to record meeting minutes and the key outcomes of the meeting
   * advise student to bring any relevant evidence to the meeting
   * discuss student’s course progress and effort, referring to the [ISP Course Progress Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_Policy.docx) and potential consequences for non-compliance
   * develop and implement a school intervention strategy collaboratively with the student, to support the student to improve their course progress and to meet course progress requirements; this document should be translated, if necessary
   * record the agreed intervention strategy, any supporting evidence provided by the student, and details of the meeting in the student file in accordance to the [ISP Record Keeping Procedural Guidelines](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Record_Keeping_Procedural_Guidelines.docx)
   * continue to monitor student course progress.
8. Escalate to school principal if there is no improvement in student’s course progress.

#### School principal

1. **Active DE (IED) Involvement –‘at-risk’ – at any time** where a student is identified as being at risk of not achieving satisfactory course progress (if they are not on track to meet the required standard for satisfactory course progress as detailed in the [ISP Course Progress Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_Policy.docx), or their course progress has not improved under the intervention strategy):
   * meet with the student and parent (over the phone if the parent is overseas), and if appropriate, homestay provider to discuss student’s course progress, reinforce the [ISP Course Progress Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_Policy.docx) and the potential consequences for non-compliance (for example, student may be reported to the Commonwealth Government and student’s visa may be cancelled)
   * issue a Compliance Contract (please use the [ISP Compliance Contract Template](https://study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Compliance_Contract_Template.docx)) and develop and implement an intervention strategy to assist student, outlining what actions the student needs to take to improve by the end of the compliance contract review date; this document should be translated, if necessary
   * record compliance contract and supporting evidence in the school’s student file
   * **inform DE (IED) staff** such as the SchoolSupport Officer (or email [international.school.support@education.vic.gov.au](mailto:international.school.support@education.vic.gov.au)) who, if required, will provide assistance to ensure appropriate intervention strategies are in place to support the student. The email to DE (IED) staff must include the evidence of all support provided to the student to date, including the compliance contract and intervention strategies.
2. Regularly monitor the situation, liaise with student, school staff and parent, and if appropriate homestay provider.
3. **At the compliance contract review date**, if the student’s report or schoolwork indicates that satisfactory course progress has **not** been made notify the Executive Director, IED by sending an email to DE (IED) staff such as [your](mailto:international@edumail.vic.gov.au) School Support Officer (or email [international.school.support@education.vic.gov.au](mailto:international.school.support@education.vic.gov.au)), including:
   * a list of all the relevant documents, in chronological order, in the body of the email – for example, school report/s, student file records of contact, meeting notes, evidence of intervention strategies, compliance contracts, evidence of compassionate or compelling circumstances (please see the [ISP Course Progress, Attendance, and Behaviour – checklist template](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_Attendance_and_Behaviour_Checklist_Template.docx) for the evidence required to be maintained by schools). Evidence provided to DE (IED) previously (for example, when the student entered the compliance contract) is not required to be resupplied in this email, but may be included for completeness.
   * an explanation about how unsatisfactory course progress has been determined
   * assurance that the school has complied with this procedure.
4. Email any new, relevant, and credible information that becomes available after notifying the Executive Director, IED, to DE (IED) staff if required.

#### DE (IED) staff

1. **Active DE (IED) Involvement:** DE (IED) staff will provide **ongoing monitoring and, if required, support** to school staff throughout the semester. This will include a once-a-semester email notification being sent to schools requiring confirmation (and relevant supporting evidence such as compliance contracts) of any students who are at-risk of not achieving satisfactory course progress (or an acknowledgement that no students are at-risk of unsatisfactory course progress). DE (IED) will liaise with schools to ensure appropriate intervention strategies are in place to support the student.

### Reporting unsatisfactory course progress

#### DE (IED) staff

1. Assess and compile information provided by schools (or identified by DE (IED)).
2. Consult with the Principal (or delegate), as required.
3. If evidence provided by the Principal (or delegate) is sufficient, prepare a recommendation to the Executive Director, IED.

#### Executive Director, IED

1. Based on the recommendation of the DE (IED) staff and evidence provided by schools, make a decision within five working days in line with the [ISP Department Initiated Suspension and Cancellation Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Department_Initiated_Suspension_and_Cancellation_Policy.docx).

#### DE (IED) staff

1. If the Executive Director, IED’s decision is to:
   * Not proceed with cancellation of the student’s enrolment, DE (IED) staff respond in writing to the school notifying them of the outcome, and that the school should continue its monitoring and interventions regarding the student issue and document these actions.
   * Initiate process to cancel the student’s enrolment, issue a Notice of Intention to Report letter to the student and parent for cancellation of the student’s enrolment. This letter includes a statement of findings and reasons for the decision, gives notice of intention to report the decision to the Commonwealth, information about their right to appeal, and the need to seek advice from the Department of Home Affairs (DHA) on the potential impact of cancellation of enrolment on the student’s visa. Inform Principal (or delegate), school staff and other relevant DE (IED) staff.

#### Parent and student

1. Where a Notice of Intention to Report letter is issued, decide whether to appeal.

#### Executive Director, IED

1. If an appeal is lodged, adhere to the [ISP Complaints and Appeals Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Complaints_and_Appeals_Policy.docx). The cancellation of enrolment only takes effect when one of the following conditions is met:
   * the student’s health or wellbeing, or the wellbeing of others, is likely to be at risk
   * the student does not appeal and the internal appeals period lapses
   * the student notifies DE (IED) that they have withdrawn their appeal, in writing, or
   * the internal appeal is unsuccessful and the external appeal period ceases.
2. As supported by DE (IED) staff, lodge notification in PRISMS as soon as possible (and no longer than 14 days) that the student’s enrolment is cancelled.

#### DE (IED) staff

1. Cancel the student’s enrolment records in the Victorian International Student Information Tool (VISIT) database.
2. Ask the student/parent to complete the [ISP Refund Request Form](https://www.study.vic.gov.au/Shared%20Documents/en/Refund-Request-Form.pdf), if eligible for a refund.
3. Review and assess the refund request in line with the [ISP Refund Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Refund_Policy.docx).

#### School staff

1. Ensure student is appropriately accommodated following cancellation and to facilitate the student’s departure, if the student is living in a homestay, consistent with the [ISP Homestay Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Homestay_Policy.docx).
2. Liaise with DE (IED) staff, if necessary.

#### DE (IED) staff

1. Continue to check the suitability of care arrangements until the international student has approved welfare arrangements in place, or the student leaves Australia.
2. Liaise with school staff to provide advice.

#### Executive Director, IED

1. If student’s unsatisfactory progress is reported but their visa is not cancelled, discuss situation with school principal and ensure appropriate arrangements are in place until the student’s visa is cancelled.

## Legislation

* *Education Services for Overseas Students Act 2000* (Cth)
* *National Code of Practice for Providers of Education and Training to Overseas Student 2018* (Cth)
* *Migration Regulations 1994* (Cth)

## Related Documents

* [ISP Accommodation and Welfare Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Accommodation_and_Welfare_Policy.docx)
* [ISP Course Progress, Attendance, and Behaviour – checklist template](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_Attendance_and_Behaviour_Checklist_Template.docx)
* [ISP Course Progress, Attendance, and Behaviour – meeting template](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_and_Attendance_Meeting_Template.docx)
* [ISP Compliance Contract Template](https://study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Compliance_Contract_Template.docx)
* [ISP Course Progress Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Course_Progress_Policy.docx)
* [ISP Complaints and Appeals Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Complaints_and_Appeals_Policy.docx)
* [ISP Student-Initiated Deferrals, Suspensions and Cancellations Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Student_Initiated_Deferral_Suspension_and_Cancellation_Policy.docx)
* [ISP Department Initiated Suspension and Cancellation Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Department_Initiated_Suspension_and_Cancellation_Policy.docx)
* [ISP Record Keeping Procedural Guidelines](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Record_Keeping_Procedural_Guidelines.docx)
* [ISP Community Language School Policy](https://study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_CLS_Policy.docx)
* [ISP Refund Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Refund_Policy.docx)
* [ISP Homestay Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Homestay_Policy.docx)
* [Withdrawal Form](https://www.study.vic.gov.au/Shared%20Documents/en/Withdrawal-Application-Form.pdf)
* [ISP Refund Request Form](https://www.study.vic.gov.au/Shared%20Documents/en/Refund-Request-Form.pdf)
* [Application for Temporary Suspension of Enrolment form](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Temporary_Enrolment_Suspension_Application.docx)
* [Assessment of Student Achievement and Progress Foundation to Year 10](https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy)

## Related Procedures

* [ISP Complaints and Appeals Procedure](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Complaints_and_Appeals_Procedure.docx)
* [ISP Department Initiated Suspension and Cancellation Procedure](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Department_Initiated_Suspension_and_Cancellation_Procedure.docx)
* [ISP Student-Initiated Deferral, Suspension and Cancellation Procedure](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Student_Initiated_Deferral_Suspension_and_Cancellation_Procedure.docx)

## Supporting Information / Websites

* [VCE Curriculum - VCAA](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/Index.aspx?Redirect=1)

## Definitions

* **At-risk** is when students are showing clearly signs that they may not achieving satisfactory course progress in the study period (for example, through academic reports and written teacher feedback).
* **Compassionate circumstances** refers to circumstances that are not in the student’s control or created by the student and adversely impact on student welfare or course progress (for example, illness, bereavement or traumatic events may quality).
* **Compelling circumstances** are circumstances which the opinion of DE (IED) are in the student’s best interests.
* **CASES21** is an online platform used by all Victorian government schools to record and manage student data (including attendance data). Please refer to Appendix 1 in the [ISP Record Keeping Procedural Guidelines](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Record_Keeping_Procedural_Guidelines.docx) for further information.
* **DE (IED) staff** includes the Executive Officers, managers and employees (full time, part time, ongoing, fixed term, casual and contractor) of DE who work directly or indirectly with the ISP. This excludes school staff.
* **Early intervention stage** is when there are emerging signs that the student is experiencing difficulty in satisfactorily progressing their course (for example, through informal teacher feedback).
* **International students (students)** for the purpose of this document are defined as students participating in the ISP who hold a subclass 500 Student – Schools Sector visa.
* **Parent** refers to the parent(s) or legal guardian(s) of an international student.
* **School** for the purpose of this document is defined as a school accredited by DE (IED) to deliver an ISP.

## Procedure Maintenance Officer

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## Authorised

Executive Director, International Education Division

**Date of authorisation**: 29/11/2019

**Date last reviewed:** 05/03/2024

**Review frequency**: This procedure will be reviewed at minimum every 24 months or when any changes arise impacting its currency, including legislative or regulation change.

## Appendix 1 – Flowchart of ISP Course Progress procedure (including reporting)

A diagram of a flowchart

Description automatically generated

