



Defining Course Completion at Albany Senior High School

Why?

It is important that all ākonga (learners) have access to learning programmes that offer them success across all of their chosen subjects. We want our ākonga to be ready for whatever challenges they face after they leave school, and armed with as much knowledge and as much resilience as they can carry. Course completion is a focus for all of our young people at every stage of their NCEA study. The new New Zealand Curriculum has a focus on an Understand, Know and Do (UKD) approach to learning. To develop an understanding of content and know how to apply it in a context students need to do the required tasks to make progress and evidence their success.

What?

Course completion at **Level 1** requires students to complete two NCEA standards (10 credits) as published on the course outline in each of their 5 specialist subjects. In addition, all class learning tasks and ASHS-designed assessments need to be completed supported with checkpoints for feedback. Successful Course completion in Impact is measured based on the development of the student project and their progress utilising the design thinking approach.

Course Completion at **Level 2** and **Level 3** expects that students will gain a minimum of 14 credits in all 5 subjects. Students will engage in learning and complete both NCEA assessment and ASHS-designed assessments. Successful Course completion in Impact is measured based on the development of the student project and their progress utilising the design thinking approach.

We will be reporting on course completion this year.

- ☐ Course completion progress will be completed at the same time as learning disposition reporting. This is a single 1-3 grade to be entered.
- ☐ Additionally, checkpoints and/or ASHS Assessment tasks can be reported upon to indicate specific achievements during a programme of study that sits outside of a completed NCEA standard.

How?

We recognise that the individual learning goals set by our ākonga with their tutor will vary but course completion will be part of the discussion. We will have two different processes for tracking and recording course completion to allow for differences in purpose and target audience.

1. A Course completion grade
This will indicate ākonga progress towards course completion and will be entered at the same time as the learning disposition entry. Course completion is measured against active engagement and the completion of all of the learning tasks and assessments, according to the course learning plan as negotiated with the teacher.
2. Goal-setting spreadsheet
This will be created by the Community Leaders and will be shared with all teachers but has a primary focus for Tutors' use. All ākonga will have an Academic goal and an IP goal.
Specialist subject and Impact teachers will add a comment to the tracking spreadsheet to highlight any areas of concern or if there are changes to the learning plan that have been negotiated.