**Tracking and Monitoring Guidelines**

**Benefits of tracking and monitoring**

* Students can be checked against targets to ensure they are on course for achieving the number of credits they require to achieve their short, medium and long term goals.
* Tracking data enables quality conversations between academic counsellors and students when target setting.
* Students at risk of not achieving can be detected early and appropriate action and support can be provided.
* Students who may be *nearly* achieving endorsements can be supported to achieve their goals.
* A portfolio (paper or electronic) tracking the achievement of goals and learning progress over time is a valuable record of progress for the student and the academic counsellor.
* If results are not as expected when tracked, questions can to be asked about the data and a plan may be implemented to resolve issues identified.

**How does it work?**

**Principals/Senior Managers:**

Principals, senior managers and deans should track overall year and subject progress at least once a term using cohort tracking lists. See the Data section of the toolkit – Data Collection Resources for documents which can assist with this.

What to use:

* Once a term cohort tracking lists are used to ensure students are on track for school wide goals.

**Deans/Heads of Faculty:**

Deans and/or heads of faculties should track student progress against targets at least once a term. This should be followed by reporting to the appropriate person any concerns about individual student progress, and putting interventions in place where required. For an example of an intervention see the case study on Tamaki College in this section of the toolkit.

What to use:

* Total credit target - calculated from the longitudinal data (Evidential Database) – from your SAM (Student Achievement Manager) for each student.
* At least once a term printouts of credit accumulation for every student/class they are tracking.

**Academic Counsellors:**

Academic Counsellors should see students at least once a term and more if deemed necessary. The SAM (Student Achievement Manager) will provide the data to refer to during these conversations.

What to use:

* Some form of up-to-date credit tracking - on SMS/Record of Achievement - (how many credits achieved out of how many offered) and endorsements.
* Traffic Lights – estimations of number of credits and endorsements the student will achieve, by subject, out of the total offered by teachers and by student. These may be coded by red, amber and green. An example of a traffic lights assessment tool for students can be found in the resources section.
* General subject teacher comments with recommendations - sent via SMS (Student Management System). We recommend using a ‘profile’ page or similar in your SMS.
* Students’ short, medium, long term goal sheets - (incorporating key competencies for juniors) and/or learning journal/learning log. This should be electronic – e-portfolios or stored on an accessible site in the SMS. Refer to the Academic Conversations section of the toolkit – Two Way Conversations Resources section for examples of goal sheets for students.
* Career intentions – check on track with subject options and pathways to university. Checklists of content to discuss with students can be found in the Academic Conversations – Two Way Conversations Resources section of the toolkit.

**Subject teachers:**

Subject teachers should check student progress at the end of each internal assessment. Subject teachers must be timely in entry of credits once internals are marked. This will ensure tracking and monitoring done by students, academic counsellors and deans uses real time data. When necessary, subject

teachers should report to the academic counsellor or head of faculty if an intervention is required. An intervention could be a catch-up class or a re-sit of an assessment.

**Students:**

Students need to constantly self-monitor, identify his or her own strengths and weaknesses and set realistic targets. Access to up-to-date data is critical.

* Checklists of credits, UE literacy and numeracy and endorsements to be compiled as completed. Examples of tracking sheets for students in Years 11-13 are available in the resources section.

**Questions each school needs to consider:**

* Where will the interventions and outcomes of interventions be recorded?
* Who can access these records?
* How will the effectiveness of all tracking and monitoring in your school be measured?