



ACKNOWLEDGE
EDUCATION

VCE Annual Report
2025

This report has been prepared by Ms Jannah Aziz, Head of School, Acknowledge Education (Stott's College)

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1.0 School Summary

The 2025 Victorian Certificate of Education (VCE) Annual Report provides an overview of the school's operations, student cohort, curriculum delivery, and key initiatives throughout the year.

In 2025, the school enrolled approximately 110 students across Years 11 and 12. The student cohort was predominantly comprised of international students, with many students originating from Vietnam, China, and other countries across Asia. This diversity contributed to a multicultural learning environment and informed the range of academic, language, wellbeing, and welfare supports provided by the school.

The school's VCE program offered studies in English as an Additional Language (EAL), Mathematics, Science, Business and Economics, and Languages. Students were supported through a range of academic and wellbeing initiatives, including English language support, academic counselling, progress monitoring processes, formal intervention plans, and access to welfare and counselling services.

Throughout 2025, the school continued to utilise digital technologies to support teaching and learning, including the Moodle Learning Management System and the introduction of ClickView as an additional curriculum resource. Students also had access to modern facilities and support services at the Melbourne CBD campus.

The school remained committed to meeting the requirements of the Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Registration and Qualifications Authority (VRQA). Attendance, academic progress, student wellbeing, and child safety continued to be monitored through established policies and procedures to support student learning and successful completion of VCE studies.

The school will continue to review and refine its programs, support services, and teaching practices to meet the needs of its student cohort and maintain compliance with regulatory requirements.

2.0 School Overview



2.1 History and Background

The origins of Acknowledge Education (Stott's College) can be traced to 1883, when Sydney Stott established a business training institution focused on preparing students with practical skills for employment.

In 1998, Acknowledge Education acquired and rebranded Stott's Business College, bringing its operations under a unified organisational structure. Since then, Acknowledge Education has expanded its educational offerings to include English Language programs (ELICOS), vocational education and training (VET), higher education, and senior secondary education.

The Victorian Certificate of Education (VCE) program was established approximately 25 years ago to provide a senior secondary pathway for domestic and international students. The program forms part of the broader educational pathway opportunities available within Acknowledge Education.

As a registered senior secondary provider, Acknowledge Education (Stott's College) delivers the Victorian Certificate of Education (VCE), supporting students in their transition to higher education, vocational training, apprenticeships, and employment. In 2025, the VCE program continued to be delivered through face-to-face instruction at the Melbourne campus.



2.2 VCE Structure and Curriculum

The Victorian Certificate of Education (VCE) is a two-year senior secondary qualification typically completed across Years 11 and 12. Students undertake a sequence of units and studies in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements for the award of the VCE.

The school's VCE program provides students with opportunities to pursue studies across English as an Additional Language (EAL), Mathematics, Science, Business and Economics, and Languages. Subject selection is supported by the VCE Coordinator, enabling students to choose studies that align with their interests, strengths, and post-school pathways.

The VCE program is designed to support a range of future pathways, including higher education, vocational education and training, apprenticeships, and employment. Throughout their studies, students receive academic guidance and support to assist them in meeting the requirements of their chosen subjects and successfully completing the VCE.

VCE Subjects

Students at our school select from a range of VCE subjects, with guidance from VCE Coordinator to tailor choices to their goals. The school has particular strengths in commerce, mathematics and science, and languages. Key offerings include:

- English – providing eligible students with opportunities to develop advanced literacy, analytical, and communication skills through the VCE English as an Additional Language (EAL) study design.
- Mathematics – including Foundation Mathematics, General Mathematics, Mathematical Methods, and Specialist Mathematics, providing pathways for students with diverse interests, abilities, and post-school aspirations.
- Science – including subjects such as Physics, enabling students to develop scientific knowledge, inquiry skills, and practical laboratory experience.
- Business and Economics – including subjects such as Accounting, reflecting the college's strong focus on business and commerce education.
- Languages – including Chinese First Language and Vietnamese First Language, enabling students to further develop their language proficiency and gain credit through VCE language studies.

The school's VCE curriculum emphasised studies in English as an Additional Language (EAL), Mathematics, Science, Business and Economics, and Languages. This broad range of subjects enabled students to select programs aligned with their interests, strengths, and post-school aspirations. Students received course counselling and pathway guidance from the VCE Coordinator to support informed subject selection and successful completion of their VCE studies.

All students completed their studies in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements for the Victorian Certificate of Education (VCE), including the satisfactory completion of the required number and sequence of units.



2.3 Campus and Facilities

The school delivers its Victorian Certificate of Education (VCE) exclusively in Melbourne, Victoria.

Exhibition Street Campus

Located at 168 Exhibition Street, Melbourne, the Exhibition Street Campus accommodates both academic and administrative operations. The campus is situated within Melbourne's central business district and is readily accessible by public transport, including Parliament Station and nearby tram services.

The campus provides students with access to classrooms equipped with digital teaching technologies, computer and printing facilities, student support services, study spaces, and student amenities. Accessible facilities, including disability access, all-gender toilets, and a prayer room, are also available to support the diverse needs of the school community.

Facilities & Resources:

- Front desk student support services available from 8:30 am to 5:00 pm, providing a central point of contact for student enquiries and support.

- Wi-Fi and printing facilities to support student learning and administrative needs.
- Multiple classrooms equipped with data projectors and digital technologies to support teaching and learning.
- Student amenities including a kitchen, lounge area, water cooler, vending machine, and sick bay.
- Accessible facilities including disability access, all-gender toilets, and a prayer room to support the diverse needs of the school community.



2.4 Student Experience and Support

2.4.1 Cohort and Community

The student body at the school is diverse and cosmopolitan.



The school is co-educational and open to both domestic and international students, though it notably attracts many students from overseas who seek an Australian secondary education qualification. The atmosphere at the school is inclusive and adult-focused, with a senior-college ambiance that treats students as young adults.

With a total enrolment of around 107 students across Years 11 and 12, the school provided a senior secondary learning environment focused on supporting students in their VCE studies. Located in the heart of Melbourne, the campus offered students convenient access to public transport and a diverse urban setting. The central city location also enabled students to develop independence and familiarity with the expectations of tertiary education and employment environments.

2.4.2 Teaching Approach

Academic support and quality teaching are central to the school's educational program. Teaching and learning practices are informed by the Victorian Department of Education's High Impact Teaching Strategies (HITS), including explicit teaching, collaborative learning, feedback, and metacognitive approaches that support student engagement and achievement. Teachers provide ongoing academic guidance and support, fostering positive learning relationships and encouraging students to actively participate in their learning.

Teaching and Learning Developments in 2025

- Increased use of Moodle as a central platform for the delivery of learning materials and student communication.
- Introduction of ClickView to support classroom instruction and independent learning.
- Continued after-school academic counselling sessions to provide additional support for students requiring academic assistance.
- Ongoing use of digital technologies and evidence-based teaching practices to enhance student engagement and learning.

Student engagement remained strong in 2025, with an average attendance rate of 89.4% across Year 11 and 12. Individual attendance ranged from 80% at the lowest to nearly 100% at the highest, reflecting a cohort that is generally committed and engaged in their studies.

Student Support Strategies in 2025

The school provides a range of academic, English language, and wellbeing support strategies to assist students in achieving success in their VCE studies.

English Language Support

- English language support is coordinated by the ELICOS Coordinator and Head Teacher – English Studies and includes:
 - Reading and comprehension support for coursework, assessments, and lesson materials.
 - Support for verbal and visual presentation skills
 - Development of research and referencing skills.
 - Ongoing opportunities to practise speaking and presenting in English.
 - Workshops focused on assessment analysis, academic writing, summarising, and paraphrasing.
 - Individualised support to build confidence and participation in classroom learning.

Academic and Course-Related Support

- Students have access to a range of academic support services, including:
 - One-on-one consultations with the Head of School.
 - One-on-one consultations with the VCE Coordinator.
 - One-on-one consultations with Homeroom Teachers.
 - One-on-one consultations with Subject Teachers.
 - Mandatory after-school study sessions and academic counselling to support student progress and achievement.

Wellbeing Support

- Student wellbeing is supported through referrals and access to specialist staff and services, including:
 - Student Services Officers.
 - Homestay and Welfare Officers.
 - International Student Coordinators.
 - External counselling services where required.

These support strategies are designed to address students' academic, personal, and wellbeing needs throughout their VCE studies.

Progress Monitoring and Early Intervention

The school maintains a structured process for monitoring student academic progress and identifying students who may be at risk of not achieving satisfactory completion of VCE units. Teachers provide regular feedback on School-assessed Coursework (SACs) and other assessment tasks throughout the year. Feedback may include advice on specific skills, areas for improvement, and progress towards meeting unit learning outcomes. Interim and semester reports provide students and families with information regarding academic achievement, effort, and engagement.

Where concerns regarding academic progress are identified, students may be issued with an At-Risk Letter. This process ensures that students and their parents or guardians are informed of concerns relating to satisfactory completion of a unit and are provided with opportunities to address identified areas of concern.

Students who do not initially achieve a satisfactory result for an outcome may be offered alternative arrangements to demonstrate achievement of the required learning outcomes. These arrangements may include additional

classwork, homework, alternative assessment tasks, or teacher consultations. Redemption opportunities are designed to demonstrate achievement of outcomes and are not used to improve assessment scores.

Where concerns about course progression continue, a Formal Intervention Plan (FIP) may be developed in consultation with the VCE Coordinator, subject teachers, the student, and their parents or guardians. Intervention strategies may include English language support, academic and study support, wellbeing support, and mandatory after-school study sessions. Student progress is monitored throughout the intervention process to support successful completion of VCE studies.

Attendance and Behaviour Expectations

The school maintains clear attendance and behaviour expectations to support student learning, wellbeing, and compliance with Victorian Certificate of Education (VCE) and international student requirements.

Student attendance is monitored throughout the year, with attendance recorded for all scheduled classes and study periods. Students are required to maintain a minimum attendance rate of 80% and to complete sufficient coursework to achieve satisfactory completion of their studies. Attendance data is reviewed regularly, and students identified as being at risk of failing to meet attendance requirements are issued warning letters and may be required to attend meetings with the VCE Coordinator or Head of School. Where appropriate, support strategies and negotiated action plans are implemented to assist students in improving attendance and academic progress.

The school implements a Behaviour Management Framework that outlines expectations for respectful, safe, and responsible conduct. The framework incorporates restorative practices and graduated interventions to address behavioural concerns. Depending on the nature and severity of the behaviour, interventions may include restorative discussions, after-school detention, communication with parents or guardians, behaviour contracts, formal intervention plans, or other disciplinary measures.

Student wellbeing and behaviour are monitored by the Head of School, VCE Coordinator, International Student Coordinator, Homeroom Teachers, and Subject Teachers. Particular consideration is given to students with additional learning, wellbeing, or support needs to ensure behavioural expectations are applied fairly and consistently.

These processes support the school's commitment to maintaining a safe and productive learning environment for all students.

Academic Support and Student Monitoring

A range of academic support strategies were implemented throughout 2025 to assist students in achieving satisfactory progress in their VCE studies.

Key strategies included:

- Regular monitoring of student achievement through School-assessed Coursework (SACs), interim reports, and semester reports.
- Ongoing feedback to students regarding their progress, areas for improvement, and achievement of learning outcomes.
- One-on-one consultations with subject teachers, Homeroom Teachers, the VCE Coordinator, and the Head of School, where required.
- English language support coordinated by the ELICOS Coordinator and Head Teacher – English Studies, including reading, writing, research, presentation, summarising, and paraphrasing support.
- Mandatory after-school study sessions and academic counselling for students requiring additional support.
- Formal intervention processes, including At-Risk Letters and Formal Intervention Plans (FIPs), for students experiencing difficulties with academic progress.

- Access to wellbeing and support services, as well as multilingual support through the Student Support Officer, International Student Coordinator, Homestay and Welfare Officer, and external counselling services.

Orientation and Transition Support

All new students participate in an orientation program designed to support their transition into VCE studies and life at the school. The program introduces students to the school's policies, procedures, academic expectations, facilities, and support services.

During orientation, students are provided with information about attendance requirements, course requirements, assessment procedures, student wellbeing services, and relevant school policies. Students are also introduced to key staff members, including the Head of School, VCE Coordinator, International Student Coordinator, Homeroom Teachers, and other support staff.

International students receive additional information relating to student visa requirements, homestay and welfare arrangements, and support services available both within the school and the broader community. Orientation activities also provide practical information to assist students in settling into life in Melbourne and accessing local services.

Support continues beyond the initial orientation period through ongoing access to academic, wellbeing, and welfare services throughout the year.

3.0 The School Vision, Purpose and Values

The school's vision, purpose and values provide the foundation for its educational programs, student support services and day-to-day operations. They guide decision-making and reflect the school's commitment to providing quality education that supports student learning, wellbeing, personal development and future pathways.

As part of Acknowledge Education, the school is committed to creating an inclusive and student-centred learning environment in which students are supported to achieve their academic and personal goals. Through quality teaching, guidance and support, the school seeks to prepare students for further education, employment and meaningful participation in the broader community.

3.1 Our Mission

"Equipping students to achieve their goals through quality education."

3.2 Our Purpose



Empowerment through Education

At our core, we are dedicated to empowering students to achieve their dreams through guidance and education.



Holistic Approach

We nurture well-rounded individuals, fostering academic, personal, and social growth through our values of integrity, inclusivity, and student - centricity.

We strive to ensure students are heard, valued, and prepared.



Career-Ready Graduates

We prioritise real-world skills, collaboration, and resilience to help students achieve their goals.

Our experienced staff, supportive community, and practical curriculum prepare students for impactful careers.

3.3 Our Values

Accountability

We own our actions and decisions, ensuring everything we do aligns with our mission to equip students.

Agility and Innovation

We adapt quickly to change to ensure we continually improve to benefit our students and alumni.

Collaboration

We leverage our collective expertise and experience to maximise our education impact.

Integrity

Honesty and consistency underpin every action to build on a foundation of trust with our students, staff and partners.

Student-Centric

Students are at the heart of everything we do, prioritising their needs and successful academic journey.

Inclusivity

We embrace diversity and ensure every individual is heard and listened to.

4.0 School's Academic/Welfare Support Team

4.1. VCE Leadership and Support Team

The VCE program is supported by a dedicated leadership and student support team responsible for curriculum delivery, academic progress monitoring, student wellbeing, international student support, welfare services, and administration. Working collaboratively, these staff members support students throughout their VCE studies and help ensure that academic, wellbeing, and regulatory requirements are met.

Jannah Aziz – Head of School and VCE Coordinator

Jannah Aziz joined the school in 2025 and brings extensive experience in secondary and senior secondary education, with a particular focus on English as an Additional Language (EAL), curriculum development, and student support. Prior to joining the school, she held leadership responsibilities as Curriculum Lead of an English department, overseeing curriculum planning, assessment moderation, and the delivery of VCE English and EAL programs.

As Head of School and VCE Coordinator, Jannah oversees the delivery of the VCE program, including curriculum implementation, student progress monitoring, academic support initiatives, compliance requirements, and student wellbeing. She works closely with students, families, and staff to support student achievement and successful completion of VCE studies.

Wendy Wang – International Student Coordinator

Wendy Wang has been part of the school community since 2014 and is responsible for coordinating the welfare, wellbeing, and support of international students under the age of 18. She works closely with students, families, homestay providers, and staff to support students' transition to studying and living in Australia.

Janet Yoong – Homestay / Welfare Support Officer

Janet Yoong joined the school in 2016 and provides welfare and accommodation support for international students. As Homestay and Welfare Support Officer, she works closely with students, parents, responsible adults, host families, and school staff to support student wellbeing and successful engagement with school life.

Lenni Hui – Student Services Officer

Lenni Hui joined the school in 2025 and provides administrative and student support services across the VCE program. As Student Services Officer, she assists with student records, attendance monitoring, enrolment administration, and day-to-day student enquiries, while supporting the effective operation of the school and its student services.

4.2 Regulatory Compliance

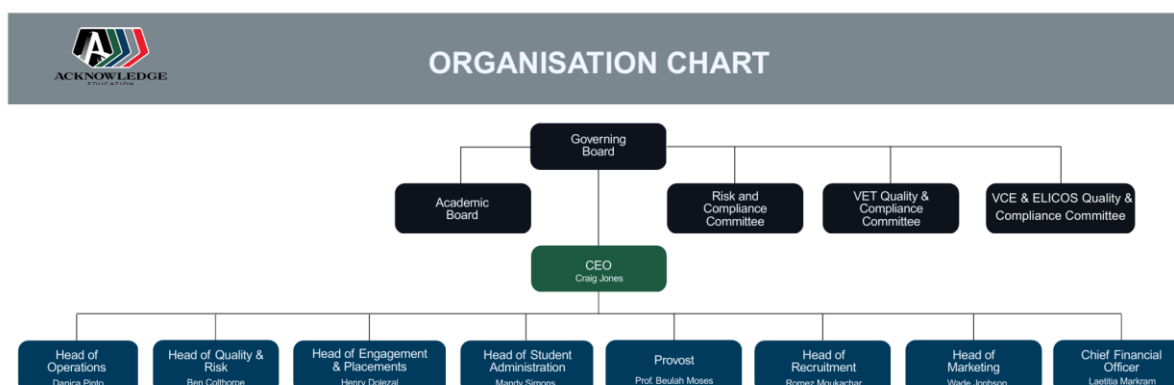
The school is registered with the Victorian Registration and Qualifications Authority (VRQA) as a senior secondary provider and delivers the Victorian Certificate of Education (VCE) in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

Throughout 2025, the school maintained processes and procedures to support compliance with VRQA, VCAA, Child Safe Standards, and international student regulatory requirements. Student enrolments, assessment data, and results were managed through the Victorian Assessment Software System (VASS), and all VCE studies were delivered using current VCAA study designs and assessment requirements.

The school continued to monitor attendance, academic progress, student wellbeing, and assessment practices to support students in successfully meeting the requirements of the VCE.

4.3 Organisational Structure and Key Leadership

The school provides insight into its governance relationships through organisational charts and leadership information. The official school Organisational Chart (2025) outlines the reporting lines and divisions within the institution.



At the apex is the Board of Directors, which, following Acknowledge Education's integration into UP Education, includes representatives from the broader organisational leadership structure. The Board is the School Governing Body, which holds ultimate accountability for ensuring compliance with the Child Safe Standards and for fostering and sustaining a robust culture of child safety throughout the organisation. The Board is responsible for ensuring the school complies with the Child Safe Standards and embeds a culture of child safety across the organisation. The VCE and ELICOS Quality and Compliance Committee supports the Board of Directors by monitoring and advising on regulatory compliance, governance, risk, educational quality, student safety and operational assurance, and escalating material risks and issues for Board oversight and action.

Academic leadership across Acknowledge Education is overseen by the Provost, Dr Beulah Moses, who is responsible for the organisation's academic departments and academic quality assurance processes, including the VCE school. The VCE program is led by the Head of School, Ms Jannah Aziz, who is responsible for the day-to-day management of the school, curriculum delivery, student progress monitoring, and student support services. The Head of Quality and Risk supports organisation-wide quality assurance, regulatory compliance and risk management, providing oversight and advice to ensure the VCE school meets applicable regulatory standards and that material quality, compliance and risk matters are appropriately identified, monitored, escalated and addressed.

5.0 Reports

5.1 Head of School Report

It is my pleasure to present the 2025 VCE Annual Report for Acknowledge Education.

Throughout 2025, the school remained committed to supporting students through the successful completion of their Victorian Certificate of Education (VCE) studies. Our student cohort continued to reflect the diverse and international nature of the school community, bringing a range of cultural and educational experiences to the classroom.

During the year, the school continued to provide a range of academic, wellbeing, and student support services designed to assist students in meeting the demands of senior secondary education. These included English language support, academic counselling, progress monitoring processes, wellbeing services, and targeted intervention strategies for students requiring additional support.

The school also continued to strengthen the use of digital technologies in teaching and learning through the ongoing use of Moodle and the introduction of ClickView as an additional educational resource. These tools supported student access to learning materials and enhanced curriculum delivery across the VCE program.

I would like to acknowledge the dedication of our teaching and support staff, whose efforts contributed to the learning, wellbeing, and success of our students throughout the year. I also thank our students and their families for their ongoing commitment and engagement with the school community.

As we look ahead, the school remains focused on maintaining high standards of teaching and learning, strengthening student support systems, and ensuring that all students are provided with the opportunities and guidance needed to achieve their educational goals.

Jannah Aziz
Head of School and VCE Coordinator
Acknowledge Education (Stott's College)

5.2 Chief Executive Officer Report

It is my pleasure to present the Chief Executive Officer's Report for the 2025 Victorian Certificate of Education (VCE) Annual Report.

Throughout 2025, Acknowledge Education continued its commitment to delivering high-quality educational programs that support students in achieving their academic and career aspirations. The VCE program remains an important part of Acknowledge Education's educational offerings, providing students with a pathway to further study, training, and employment opportunities.

The year was characterised by a continued focus on educational quality, student support, and regulatory compliance. Through the dedication of the school's leadership team, teachers, and support staff, the VCE program continued to provide students with the guidance and resources needed to successfully navigate their senior secondary studies.

As an organisation, Acknowledge Education remains committed to continuous improvement across all areas of operation. We continue to invest in educational quality, student support services, and systems that enhance the student experience while maintaining compliance with the requirements of the Victorian Curriculum and Assessment Authority (VCAA), the Victorian Registration and Qualifications Authority (VRQA), and relevant international education frameworks.

I would like to thank the school's staff, students, families, and partners for their ongoing contribution to the success of the VCE program. Their commitment and collaboration continue to strengthen the school community and support positive outcomes for students.

Craig Jones
Chief Executive Officer
Acknowledge Education

6.0 2025 Performance and Outcomes

6.1 Academic Outcomes and Pathways

The school's VCE program is designed to support students in achieving successful academic outcomes and progressing to further study, training, and employment pathways. Throughout 2025, students were supported through a range of academic, language, and wellbeing initiatives aimed at promoting engagement, progress, and successful completion of VCE studies.

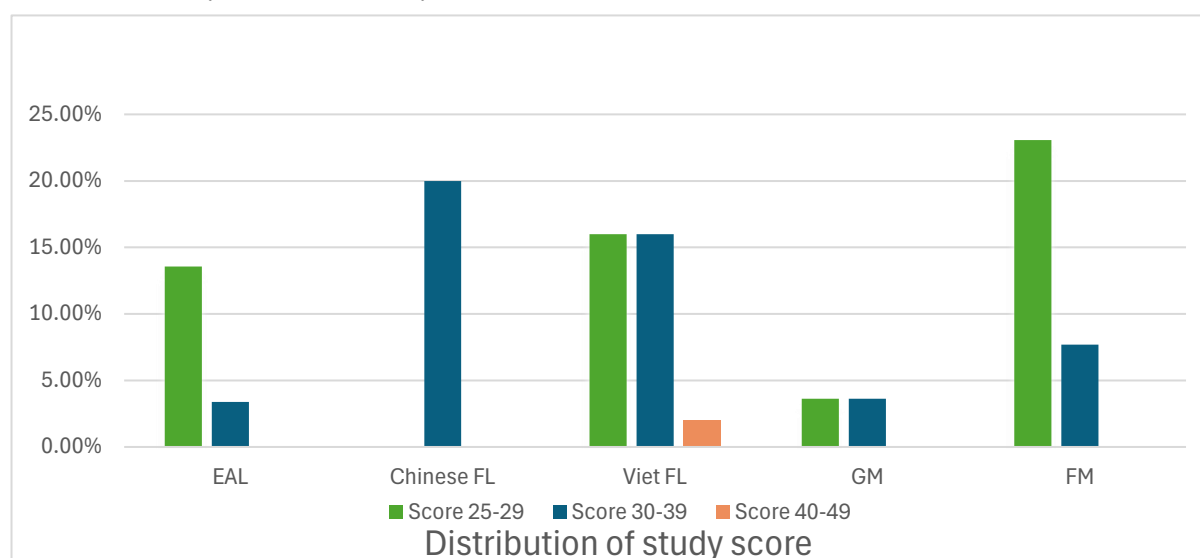
Student achievement was monitored through ongoing assessment, School-assessed Coursework (SACs), examinations, and progress reporting processes. Academic support was provided through teacher consultations, English language support, after-school study sessions, and formal intervention processes where required.

Upon completion of the VCE, students pursued a range of post-school pathways, including higher education, vocational education and training, and employment. The school continued to provide guidance regarding subject selection, tertiary pathways, and future study options throughout the year.

The following data presents student unit completion outcomes for 2025. Completion rates provide an indication of students' ability to meet the learning outcomes and assessment requirements of their VCE studies. These outcomes reflect the combined impact of classroom teaching, academic support services, progress monitoring processes, and targeted intervention strategies implemented throughout the year.

SUBJECT	UNIT 1	UNIT 2	UNIT 3	UNIT 4
ACCOUNTING	92.3%	90.9%	88.9%	100%
ENGLISH AS AN ADDITIONAL LANGUAGE	98%	90.4%	100%	98.3%
CHINESE FIRST LANGUAGE	95.7%	100%	100%	80%
CHINESE SECOND LANGUAGE	NA	NA	100%	100%
VIETNAMESE FIRST LANGUAGE	100%	89.5%	100%	93.9%
GENERAL MATHEMATICS	95.5%	93.6%	100%	98.2%
SPECIALIST MATHEMATICS	100%	100%	100%	100%
FOUNDATION MATHEMATICS	77.3%	89.3%	100%	100%
MATHEMATICAL METHODS	88.9%	100%	100%	97.3%
PHYSICS	93.3%	100%	100%	100%

A key indicator of academic achievement is the attainment of high study scores. The following data presents the distribution of study scores achieved by students in 2025.



Graduates who successfully complete the Victorian Certificate of Education (VCE) are awarded a nationally recognised senior secondary qualification that provides pathways to higher education, vocational education and training, apprenticeships, and employment.

Throughout their studies, students receive guidance regarding subject selection, tertiary pathways, and future study options. The VCE program is designed to support students in meeting the entry requirements for a broad range of post-school opportunities, including university and vocational education programs across Australia.

In 2025, the Year 12 students submitted tertiary course applications and recorded preferences through the relevant tertiary admissions process. All applicants completed the required application payment process and maintained active course preferences.

Of these applicants, 50% received at least one tertiary offer at the time of reporting, with one student receiving multiple offers. Across all offer rounds reported to date, a total of 13 international offers were made, reflecting the international student composition of the cohort and the higher education pathways pursued by applicants.

The majority of offers were made during the December international offer round, with 50% offers issued, followed by one additional offer in the first January international offer round. No further offers were recorded in the subsequent January or February international offer rounds at the time of reporting.

The available post-school destination data indicates that students who participated in the tertiary admissions process achieved positive outcomes, with half of applicants receiving at least one tertiary offer by the reporting period. As additional offer rounds and alternative admission pathways may continue beyond the reporting date, post-school destinations may continue to be finalised.

Throughout their VCE studies, students received support through academic counselling, course progress monitoring, and pathway planning to assist them in making informed decisions about future education, training, and career options. As part of Acknowledge Education, students also had opportunities to explore further study options within the organisation's higher education and vocational education programs, subject to relevant entry requirements, application processes, and course availability.

These outcomes reflect the school's ongoing commitment to supporting students in successfully completing their VCE studies and preparing for a range of further education, training, and employment opportunities. The school continues to provide pathway guidance and transition support to assist students in identifying and pursuing post-school options aligned with their individual goals and aspirations.

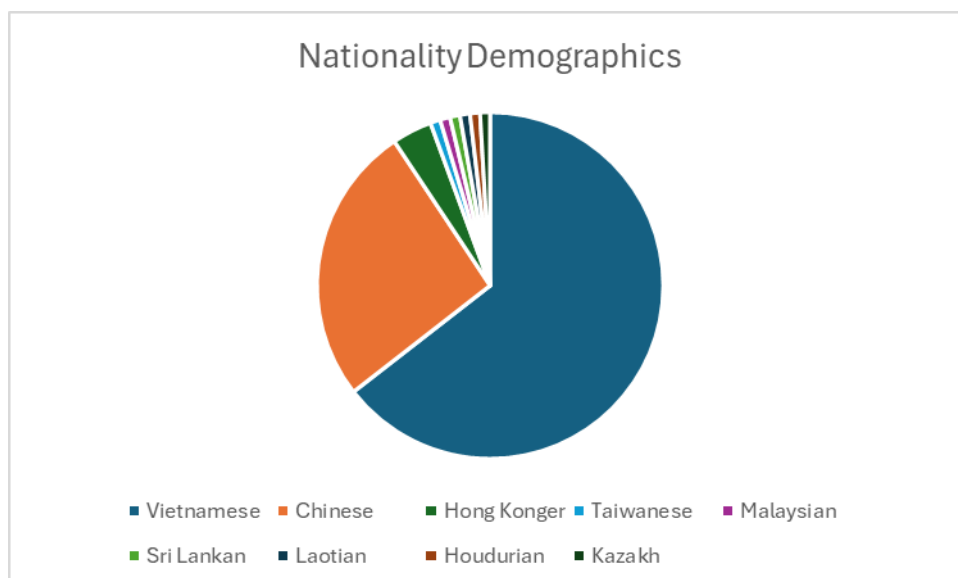
6.2 Our Student Profile

Our school is proud to serve a diverse and vibrant student body. Our 2025 cohort reflects a strong international community, balanced gender representation, and a wide range of academic interests.

Nationality

The majority of our students come from Vietnam (64%), with smaller groups from China (26%), Hong Kong (4%), Taiwan (1%), Malaysia (1%), Sri Lanka (1%), Laos (1%), Honduras (1%) and Kazakhstan (1%). This multicultural mix contributes to a rich learning environment where students share perspectives and experiences from across Asia.

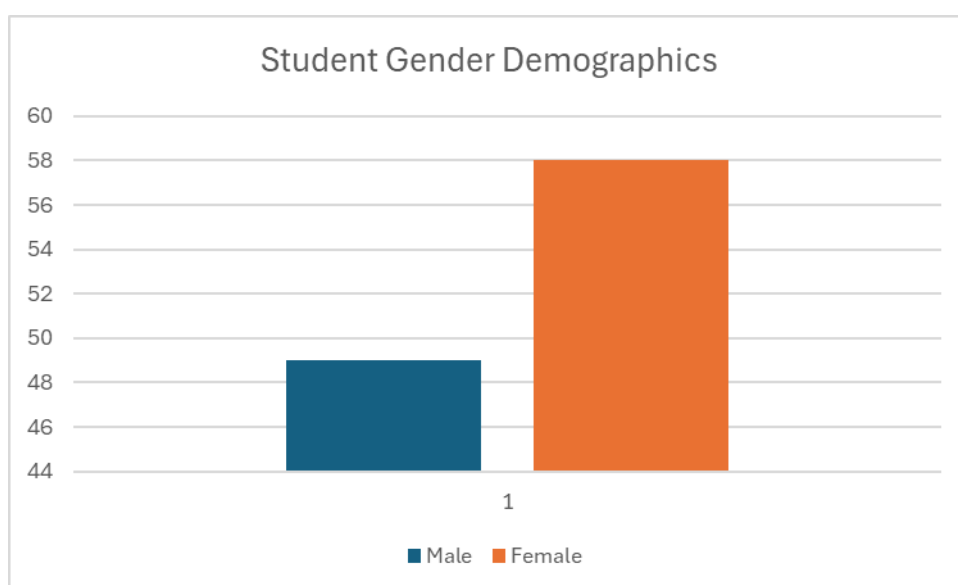
NATIONALITY	COUNT	PERCENTAGE
VIETNAMESE	69	64%
CHINESE	28	26%
HONG KONGER	4	4%
TAIWANESE	1	1%
MALAYSIAN	1	1%
SRI LANKAN	1	1%
LAOTIAN	1	1%
HONDURIAN	1	1%
KAZAKH	1	1%
TOTAL	107	100%



Gender

Our cohort comprises 49 female students (60%) and 32 male students (40%), demonstrating a healthy balance across the program.

GENDER	COUNT	PERCENTAGE
FEMALE	49	46%
MALE	58	54%
TOTAL	107	100%



Age

The average age of students in 2024 was 17 years old, with ages ranging from 16 to 19. Most students were aged 17 and 18, with seven students aged 16 and 14 student aged 19 at commencement.

6.3 Our Teaching Profile

The strength of our school rests on the quality and stability of its teaching staff. The school employs a team of experienced and qualified teachers who meet the requirements set by the Victorian Curriculum and Assessment Authority (VCAA). All VCE teachers hold current Victorian Institute of Teaching (VIT) registration, ensuring that they are appropriately accredited, maintain professional standards, and engage in ongoing professional development.

Teaching staff are appointed on the basis of their subject expertise, demonstrated teaching capacity, and commitment to student success. The program maintains a balanced mix of senior teachers with many years of VCE experience and newer staff who bring innovative approaches to classroom delivery. This blend allows for both continuity and renewal within the teaching team.

To support consistent quality of delivery, the school invests in regular professional development. Teachers participate in workshops on curriculum changes, VCAA examination processes, and assessment moderation. Staff also contribute to internal peer review processes to benchmark assessment tasks and share best practice in pedagogy.

The VCE Coordinator provides day-to-day academic leadership of the teaching team, including oversight of curriculum delivery, classroom practice, and student outcomes. This ensures alignment with the school's academic governance framework and provides a direct assurance mechanism between teaching quality and regulatory compliance.

6.4 What Our Students Say About Us

Student feedback plays an important role in shaping the delivery of our curriculum. The 2024 student surveys demonstrate consistently strong levels of satisfaction with both teaching quality and course design.

Across all areas, students rated their teachers highly, with average scores close to 4 out of 5 on a five-point scale. Teachers were commended for their enthusiasm, concern for student progress, and encouragement of feedback. Knowledge, effectiveness, and the ability to communicate course objectives clearly were also rated positively. Overall teacher and course ratings achieved similarly strong results, reflecting confidence in both the learning experience and teaching team.

Please indicate your level of agreement with the following statements:

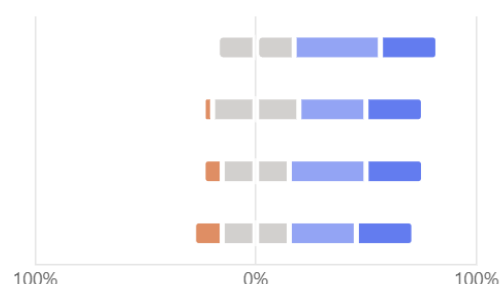
● Strongly Disagree ● Disagree ● Neutral ● Agree ● Strongly Agree

The program objectives were clear.

The assignments and assessments were appropriate for the level of this class.

The subjects in this course increased my interest in VCE.

The program corresponded to my expectations.



Feedback on course content and structure reinforced these findings. The majority of students agreed or strongly agreed that:

- The program objectives were clear.
- The assignments and assessments were appropriate.
- The subjects increased their interest in the program.
- The program met their expectations.

This high level of agreement with the rating for the teachers indicates that students feel supported and engaged throughout their studies. Together, these results affirm that the school is delivering on its promise of a quality, student-centred learning experience.

Please indicate your level of agreement with the following statements:

● Strongly Disagree ● Disagree ● Neutral ● Agree ● Strongly Agree

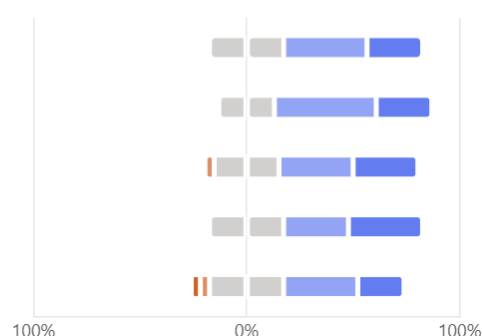
The teachers demonstrated knowledge of the subjects.

The teachers are effective in communicating the content of the subjects.

The teachers encourage feedback from the class.

The teachers show genuine concern for the students.

The teachers are enthusiastic about the subjects.



6.5 Adherence to the Child Safe Standards

The school remained committed to meeting its obligations under the Victorian Child Safe Standards throughout 2025. Child safety and student wellbeing continued to be prioritised across all aspects of school operations, with policies, procedures, and practices designed to support a safe and inclusive learning environment.

Key actions undertaken in 2025 included:

6.5.1 Child Safety Policies and Procedures

Acknowledge Education has undertaken a significant review and strengthening of its child safety policies, procedures and practices to ensure a comprehensive, consistent and embedded approach to safeguarding students. This work has included reviewing the child safety governance and policy framework against the Victorian Child Safe Standards, Ministerial Order 1359, the Education and Training Reform Act 2006, Children, Youth and Families Act 2005, and the Crimes Act 1958 (Vic). It has involved clarifying roles, responsibilities, accountabilities and escalation pathways, and strengthening procedures for identifying, responding to, reporting and documenting child safety concerns, incidents and allegations. Particular attention has been given to ensuring appropriate controls across recruitment, screening and suitability checks, staff and contractor induction, mandatory child safety training, codes of conduct, risk assessment and management, complaints and reporting mechanisms, and record-keeping. The review has also focused on strengthening approaches to student participation and empowerment, culturally safe and inclusive practices, and ensuring students understand their rights, expected standards of behaviour, and how and where to raise concerns or seek support. Child safety considerations have been more explicitly integrated into organisational risk management, governance and assurance processes, including clearer mechanisms for monitoring compliance, reviewing incidents and emerging risks, escalating material matters, and tracking corrective and continuous improvement actions. Collectively, these enhancements are intended to move beyond policy compliance to ensure that child safety is actively understood, implemented, monitored and continuously improved across the VCE school and its day-to-day operations.

6.5.2 Staff Training and Awareness

Staff and Board Members participated in mandatory child safety training and were required to maintain awareness of their responsibilities in relation to child protection, mandatory reporting, professional boundaries, and student wellbeing.

6.5.3 Student Wellbeing and Reporting Processes

Students had access to a range of support staff, including the Head of School, VCE Coordinator, International Student Coordinator, Homestay and Welfare Support Officer, and Student Support services. Clear processes were in place for students to raise concerns and seek support where required.

6.5.4 Risk Management and Student Safety

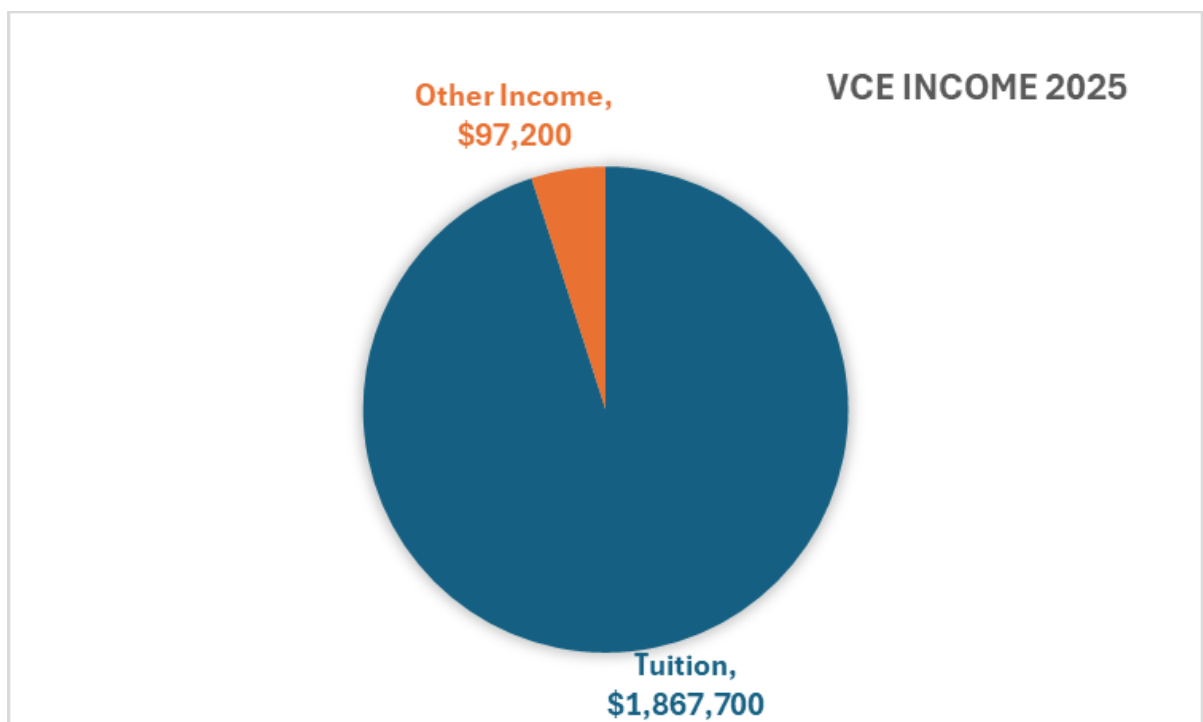
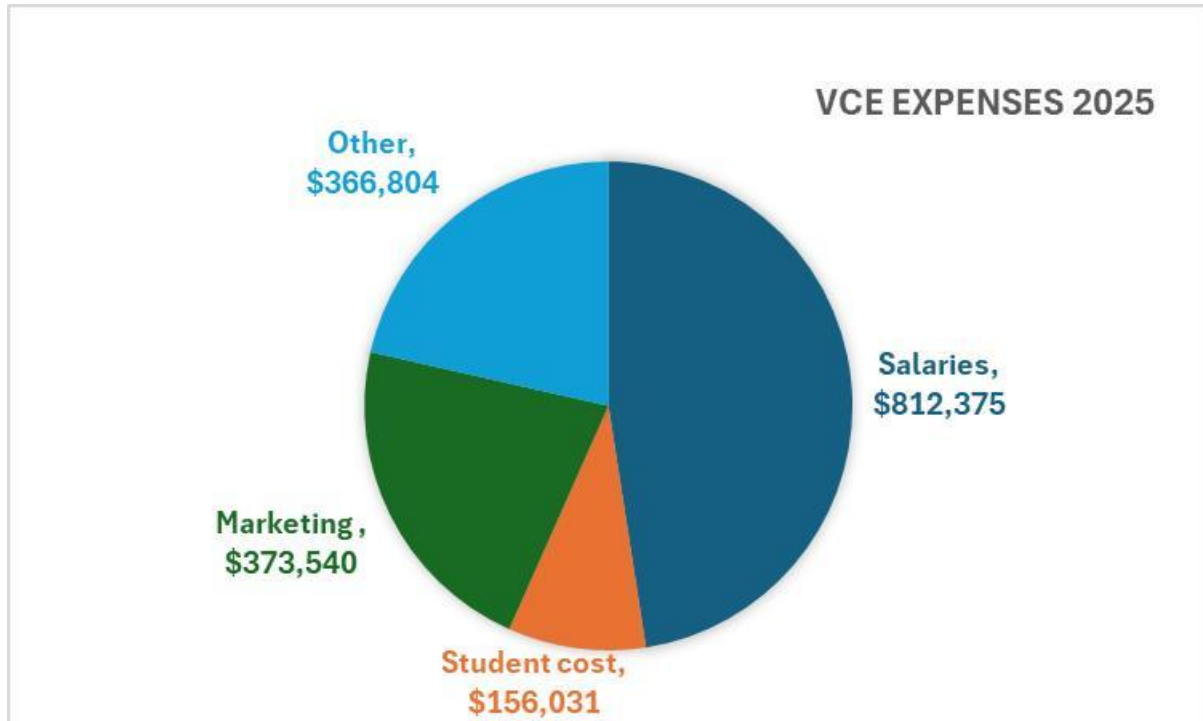
Child safety considerations formed part of the planning and approval process for excursions, events, and other school activities. Risk assessments were undertaken where required to support student safety and wellbeing.

Acknowledge Education maintains a stand-alone Child Safety Risk Register, specifically mapped to the Victorian Child Safe Standards, to provide a structured framework for identifying, assessing, monitoring and mitigating child safety risks. The register is maintained and monitored by the Head of Quality and Risk (HQR), with oversight through the institutional Risk and Compliance Committee and the VCE and ELICOS Quality and Compliance Committee. It is formally reviewed at least annually by the Board of Directors, providing Board-level oversight of key child safety risks, controls, emerging issues and required improvement actions. Material risks or concerns are escalated through the relevant governance channels as required.

The school continued to review its child safety practices and procedures throughout the year to support compliance with legislative requirements and promote a culture of safety, respect, and wellbeing.

Further information regarding the school's Child Safety and Wellbeing Policy, Child Safety Code of Conduct, and related policies and procedures is available on the Acknowledge Education website.

7.0 Financial Report and Audit



8.0 Strategic Outlook for 2026

As the school looks ahead to 2026, it remains committed to providing a high-quality VCE program that supports student achievement, wellbeing, and successful post-school pathways. Building on the work undertaken throughout 2025, the school will continue to focus on continuous improvement across teaching and learning, student support, and operational effectiveness.

8.1 Strengthening Teaching and Learning

The school will continue to embed evidence-based teaching practices, including the use of High Impact Teaching Strategies (HITS), to support student engagement and achievement. Ongoing review of curriculum delivery, assessment practices, and academic support programs will remain a priority.

8.2 Enhancing Academic Support and Student Progress Monitoring

The school will continue to strengthen processes for monitoring student progress, identifying students at risk, and implementing timely intervention strategies. Academic counselling, English language support, and after-school study programs will continue to support student success.

8.3 Expanding the Use of Digital Learning Resources

Building on the use of Moodle and ClickView throughout 2025, the school will continue to enhance access to digital learning resources that support teaching, learning, assessment, and student engagement.

8.4 Supporting Student Wellbeing and Engagement

The school will continue to prioritise student wellbeing through its welfare, homestay, international student, and academic support services. Maintaining a safe, supportive, and inclusive learning environment will remain central to the school's approach to student success.



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