



VCE Student Support Policy

1.0 Rationale

This policy ensures that all students enrolled in the Victorian Certificate of Education (VCE) at Acknowledge Education (AE) (Stott's College) are provided with timely, appropriate, and accessible support services to promote academic success, wellbeing, and engagement in the learning environment.

2.0 Scope

This policy applies to all VCE students enrolled at Acknowledge Education and staff responsible for their support, including teaching staff, administration staff, the VCE Coordinator, and student services officers.

3.0 Regulatory Context

- Victorian Registration and Qualifications Authority (VRQA) Minimum Standards for School Registration
- Victorian Curriculum and Assessment Authority (VCAA) VCE Administrative Handbook
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

4.0 Guiding Principles

This policy is grounded in the following principles:

- **Student-Centredness:** All support services are responsive to individual student needs.
- **Proactive Outreach:** Check-ins and early alerts support at-risk students.
- **Inclusion and Equity:** Support is tailored for international, culturally diverse, and underrepresented students.
- **Collaboration:** Academic and support staff work in partnership.
- **Continuous Improvement:** Student feedback and institutional data are used to enhance services.

5.0 Policy

AE is committed to ensuring that every VCE student is aware of, has access to, and receives appropriate support during their studies. This includes academic, personal, career, and welfare support. Support services are student-centred, culturally appropriate, and delivered by qualified staff.

To ensure the school identifies students with special needs and provides equitable access to senior secondary and foundation secondary courses, in accordance with Schedule 8, Clause 3 of the Education and Training Reform Regulations 2017 (Vic).

5.1 Student Enrolment

5.1.1 The VCE Coordinator interviews students prior to study commencement to identify

any issues that may impede any students' learning journey. This may include, but is not limited to, special needs or any learning difficulties.

5.1.2 Early Identification and Enrolment:

- i. Upon application or enrolment, students and families are invited to disclose any known disabilities, learning difficulties, or medical conditions using the school's Student Enrolment Form.
- ii. The enrolment team reviews any documentation provided (e.g. medical reports, Individual Education Plans, NDIS plans, previous assessments) and forwards the details to the VCE Coordinator.
- iii. Where necessary, the school arranges a pre-enrolment Student Support Needs Meeting involving the student, family/guardian, relevant staff, and external professionals (if applicable).

5.1.3 A Student Support Plan

- i. Where necessary, an individual learning plan is developed to outline reasonable adjustments and accommodations in accordance with the Disability Standards for Education 2005.

5.1.4 Documentation and Compliance

- ii. All support plans and adjustments are documented and securely stored according to **7.3.3 Student record management policy and procedures**.
- iii. The administration team maintain evidence of implementation for audit and compliance purposes.
- iv. The Head of School, supported by the Quality Department reviews the Student Support policy and related policies and procedures periodically under the oversight and ultimate approving authority of the Board of Directors.

5.2 Student Orientation and Ongoing Information

- 5.2.1 All students are introduced to support services through orientation and student handbooks.
- 5.2.2 Information on support services is provided during orientation and is included in the VCE Student Handbook. Information is also accessible via the AE website, student email, Moodle (Student Hub), and through regular student communications.

5.3 Academic and Learning Support

- 5.3.1 One-on-one consultations are available with teachers and the VCE Coordinator.
- 5.3.2 Weekly academic support sessions and drop-in consultations are scheduled.
- 5.3.3 Teachers use a range of academic indicators, including SAC performance, missed deadlines, attendance, and classroom observations, to identify students who may be at academic risk.
- 5.3.4 Additional support is offered for students identified as at-risk through preliminary reporting.

5.4 English Language Support

- 5.4.1 Students from a non-English speaking background can access additional English support, including small group tuition or individual support.

5.5 Personal and Wellbeing Support

- 5.5.1 AE provides free access to external counselling services through the Australian Counselling Service (ACS).
- 5.5.2 In-house support is available through bi-lingual student advisors and a student welfare officer.
- 5.5.3 Referrals to external specialist support (e.g. Headspace, Lifeline, Beyond Blue) are provided as appropriate.
- 5.5.4 AE is committed to respecting diversity and facilitating access and equity as per **2.2.1 Respecting Diversity and Facilitating Access and Equity Policy and Procedure**

5.6 International Student Welfare

- 5.6.1 AE ensures students under 18 have approved accommodation and welfare arrangements.
- 5.6.2 A school-approved guardian or homestay is recommended for all VCE students, regardless of age.
- 5.6.3 Student welfare is monitored in accordance with our **2.3.8 Welfare Arrangements for International Students Aged Under 18 Policy and Procedure**.
- 5.6.4 Students who have been identified with special needs will be provided with additional support in accordance with the **2.3.3 Inclusive Education and Accessibility Policy** and **2.2.1 Respecting Diversity and Facilitating Access and Equity Policy and Procedure**.
- 5.6.5 Students may be identified at any time, including pre-enrolment or during their studies, with any special needs requirements
- 5.6.6 Teachers might be able to identify students with special needs during their observation in class which necessitates to speak with welfare officer to identify what support measures may be provided for assisting their studies.

5.7 Attendance and Engagement Monitoring

- 5.7.1 Attendance is monitored in line with our **1.3.5 Attendance Monitoring Policy and Procedure ELICOS & VCE**.

5.8 Emergency and Crisis Support

- 5.8.1 Emergency contact information is clearly displayed and provided during orientation.

Crisis referrals are available for students facing urgent personal or safety concerns in accordance with AE's **6.2.3 Critical Incident Policy and Procedures**.

- 5.8.2 AE's Child Safety policies and procedures, including the following key policies, outline our approach to maintaining a child safe environment and preventing and responding to instances of suspected or actual child abuse:

5.8.2.1 VCE-POL-01 Child Safety and Wellbeing Policy

5.8.2.2 VCE-CC-03 Child Safety Code of Conduct

5.8.2.3 VCE-GUI-06 Guidelines to responding to incidents, disclosures and suspicions of child abuse

5.9 Career and Pathway Counselling

- 5.9.1 Students receive guidance on tertiary pathways, VTAC applications, and career planning.
- 5.9.2 Individualised study pathway consultations are available with the VCE Coordinator.

5.10 Individual Education Planning and Intervention

- 5.10.1 Students identified as at-risk of academic failure or disengagement receive a Formal Intervention Plan (FIP).
- 5.10.2 Teachers initiate early communication with the student upon identifying concerns.
- 5.10.3 A VCE At-Risk Notification Form is completed and stored in the student's file.
- 5.10.4 Where warranted, a Formal Intervention Plan (FIP) is developed with input from the student, parent/guardian, and relevant support staff.
- 5.10.5 FIPs will include specific actions and timelines. Students' progress is reviewed weekly or fortnightly.
- 5.10.6 If insufficient progress is made, a final written warning is issued with a clear deadline for meeting expectations.
- 5.10.7 Academic outcomes (e.g. S/N decisions) are documented in VASS, with formal notification to students and guardians.
- 5.10.8 FIPs are co-developed with the student, teacher, and guardian where appropriate, and reviewed every 4–6 weeks to ensure alignment with academic and wellbeing goals.
- 5.10.9 Intervention strategies may include additional supervised study periods, support services classes, and guardian communication.

5.11 Monitoring and Review of Support

- 5.11.1 The effectiveness of support services is reviewed through student feedback, academic monitoring, and formal evaluations.
- 5.11.2 Continuous improvement is informed by preliminary reports, progress records, and wellbeing trends.

6.0 Related Documents

- 2.3.8 Welfare Arrangements for International Student Aged Under 18 Policy and Procedure
- 2.3.3 Inclusive Education and Accessibility Policy
- 2.2.1 Respecting Diversity and Facilitating Access and Equity Policy and Procedure
- 1.3.5 Attendance Monitoring Policy and Procedure ELICOS & VCE
- 6.2.3 Critical Incident Policy and Procedures
- 7.3.3 Student Record Management policy and procedures
- VCE-POL-01 Child Safety and Wellbeing Policy
- VCE-CC-03 Child Safety Code of Conduct
- VCE-GUI-06 Guidelines to responding to incidents, disclosures and suspicions of child

abuse

- VCE-POL-02 Student Wellbeing and Engagement Policy
- VCE-POL-14 Course Progress Monitoring Policy and Procedures

7.0 Document Information

Document Name	VCE Student Support Policy
Document Number	VCE-POL-15
Purpose	Ensures that all VCE students receive timely, appropriate, and accessible support services that foster academic success, enhance wellbeing, and encourage active engagement in the learning environment
Audience	<input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Public
Category	Student Learning and Support
Subcategory	Student Support
Approval Date	19/02/2026
Effective Date	19/02/2026
Last date of approval	19/02/2026
Next Review Date	19/02/2028 (2 years from date of last endorsement)
Policy Advisor	Head of School
Approving Authority	Board of Directors

8.0 Change Log

Date	Version	By	Notes
19/02/2026	1.0	Head of Quality & Risk	Newly Created Policy