



ACKNOWLEDGE
EDUCATION

Stott's College
VCE Student and Parent
Handbook
2026

2026 VCE Student and Parent Handbook



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Welcome Message from the CEO



Student Success and Achievement

Our students have shown outstanding commitment and resilience throughout the year. In 2025, we welcomed a vibrant and diverse group of learners, the majority from across Asia, creating a rich and supportive community.

Students continue to thrive after their time with us. This year, while some of our Year 12 students progressed directly into higher education, others pursued vocational training, apprenticeships, or employment. These varied

pathways demonstrate that every student can find success, whether their journey leads them to university, further study, or straight into the workforce.

Our Teaching and Supportive Environment

At the heart of our school is a team of passionate and highly qualified teachers who not only deliver the curriculum but also provide mentorship, encouragement, and personal support. Small class sizes mean that everyone knows each other, creating a sense of belonging that parents and students alike value deeply.

Wellbeing has remained central to our approach. From counselling and guardianship support to homestay programs and multicultural orientation, we have worked hard to ensure that every young person in our care feels safe, supported, and ready to succeed. Parents can be reassured that we hold ourselves to the highest standards of child safety and student welfare, embedding these values into all aspects of school life.

Looking Ahead to 2026

As we look forward, we are committed to building on the strong foundation established in 2025. Our priorities for the year ahead include:

- Raising study outcomes further with targeted teaching strategies and personalised learning support classes.
- Strengthening connections with families and agents so that parents feel informed, engaged, and part of their child's educational journey.
- Enhancing flexible learning options by combining in-person teaching with innovative digital tools.
- Expanding student voice and leadership opportunities so that our young people grow not only as learners but also as future leaders.

A Word of Thanks

I would like to sincerely thank all parents, guardians, and families for the trust you place in us. Your encouragement and support are a vital part of each student's success. I also thank our dedicated staff for their professionalism, energy and care and of course, our students for the spirit and determination they bring to school every day.

Together, we continue to build a school community that is inclusive, inspiring and committed to helping every student achieve their goals.

Craig Jones
Chief Executive Officer

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Welcome Message from the Head of School & VCE Coordinator

Dear students

Welcome to Acknowledge Education (Stott's College) and to the VCE programme. I am delighted to support you as you begin or continue this important stage of your educational journey.

At Acknowledge Education (Stott's College), our mission is to remain challenging, relevant, and creative while ensuring every student feels welcomed, connected, and valued as part of our community. Through the integration of VCE pathways, we aim to equip you with the confidence, motivation, and practical skills needed to apply critical and creative thinking — preparing you not only for today, but for the opportunities of tomorrow.

You will be supported by dedicated and highly qualified staff who are committed to your academic success and personal development. We encourage you to take responsibility for your learning, maintain a strong work ethic, and actively engage with the opportunities available to you. Our goal is not only for you to achieve academically, but to thrive throughout your time with us.

I look forward to working closely with you and supporting you throughout your studies. Please feel free to reach out whenever you need guidance or assistance.

Once again, welcome to Acknowledge Education (Stott's College). Let's make this a successful and fulfilling year together.

Jannah Aziz

Head of School

VCE Coordinator

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2026 VCE Team and Office Locations

Role	Staff	Location
Head of School and VCE Coordinator	Jannah Aziz	Level 4
International Student Coordinator	Wendy Wang	Level 4
Homestay/Welfare Support Officer	Janet Yoong	Level 4
Student Counsellor	Haile Yap	Level 5
Student Service Officer (VCE & ELICOS)	Lenni Hui	Level 4
Teacher – English, EAL, Bridging EAL	Ansu Anand	Level 4
Teacher – General Mathematics, Mathematical Methods, Specialist Mathematics	Cecilia Qin	Level 4
Teacher – Accounting, Foundation Mathematics	Charlee Chen	Level 4
Teacher – Physics, General Mathematics	Consti D'Souza	Level 4
Teacher – Chinese First Language	Hanjing Li	Level 4
Teacher – Vietnamese First Language	Thuy Quach	Level 4
Teacher – Business Management	Rabail Fatima	Level 4

The VCE Team is responsible for the well ensuring all members of our school community align themselves with our positive behaviour expectations. The purpose of school wide positive behaviour support is to create and maintain a positive and safe learning environment and enhance our school culture in order to maximise individual academic and social growth.

Rights	Responsibilities
1. Respect and Inclusivity	
1.1 Every person has the right to be treated with dignity, respect, and fairness in an inclusive and culturally safe environment.	1.2 Every person has the responsibility to treat others with respect, value diversity, and contribute to an inclusive community.
2. Learning and Student-Centred Support	
2.1 Every student has the right to access quality education and be supported to achieve their full potential.	2.2 Every student has the responsibility to actively engage in their learning, attend classes, and allow others to learn.
3. Safety and Wellbeing	
3.1 Every person has the right to feel safe and be free from bullying, harassment, discrimination, or harm.	3.2 Every person has the responsibility to act in ways that promote the safety and wellbeing of themselves and others.
4. Integrity and Accountability	
4.1 Every person has the right to a fair and transparent learning environment where policies are applied consistently.	4.2 Every person has the responsibility to act with honesty, integrity, and accountability in all academic and personal conduct.
5. Collaboration and Community	
5.1 Every person has the right to participate in a supportive learning community that encourages collaboration and shared success.	5.2 Every person has the responsibility to contribute positively, communicate respectfully, and work collaboratively with others.
6. Learning Environment and Resources	
6.1 Every person has the right to access appropriate facilities, resources, and innovative learning environments.	6.2 Every person has the responsibility to respect, care for, and use college resources appropriately.

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Key Dates

School Holidays 20 th December 2025 – 1 st February 2026		
Term 1 (9 weeks) 2 nd February 2026 – 2 nd April 2026		
Week 1	2 Feb 26	2/2: Students commencing at 9am 2/2: Orientation Day / Subject Selection for new students 2/2: Timetabled classes commence for Year 12 students 3/2: Timetabled classes commence for Year 11 students
Week 6	9 Mar 26	9/3: Public Holiday - Labour Day
Week 9	30 Mar 26	2/4: Homeroom teachers hand out reports to students at Period 5, 2.15pm 2/4: Finish date
School Holidays 3 rd April 2026 – 19 th April 2026		
Term 2 (10 weeks) 20 th April 2026 – 26 th June 2026		
Week 1	20 Apr 26	20/4: Orientation Day / Subject Selection for new students 20/4: Students commencing at 9am
Week 3	4 May 26	27/4-1/5: 3-way conferences for Year 11 and Year 12 from 2.15pm to 4.30pm
Week 8	8 Jun 26	8/6: Public Holiday - King's Birthday
Week 9	15 Jun 26	15/6-18/6: Year 11 Mid-Year Exams (Year 12 classes run as timetabled) 16/6: General Achievement Test (GAT) 19/6: Student Free Day – Marking day for Year 11 (Year 12 classes run as timetabled)
Week 10	22 Jun 26	26/6: Homeroom teachers hand out reports to students at Period 5, 2.15pm 26/6: Finish date
School Holidays 27 th June 2026 – 12 th July 2026		
Term 3 (10 weeks) 13 th July 2026 – 18 th September 2026		
Week 1	13 Jul 26	13/7: Orientation Day / Subject Selection for new students 13/7: Students commencing at 9am
Week 2	20 Jul 26	20/7-24/7: 3-way conferences for Year 12
Week 10	14 Sep 26	18/9: Homeroom teachers hand out reports to students at Period 5, 2.15pm 18/9: Finish date
School Holidays 19 th September 2026 – 12 th July 2026		
Term 4 (10 weeks) 5 th October 2026 – 4 th December 2026		
Week 1	5 Oct 26	5/10-9/10: VCE Year 12 Trial Exams 5/10-11/11: VCE Languages oral examinations conducted
Week 2	12 Oct 26	12/10-16/10: 3-way conferences for Year 11
Week 3	19 Oct 26	23/10: Year 12 finish date
Week 4	26 Oct 26	26/10-18/11: VCE Written examinations
Week 5	2 Nov 26	3/11: Public Holiday - Melbourne Cup 26/10-18/11: VCE Written examinations
Week 7	16 Nov 26	18/11: Year 12 Valedictory Dinner
Week 8	23 Nov 26	23/11-26/11: Year 11 End-of-Year Exams 27/11: Student Free Day – Marking Day
Week 9	30 Nov 26	30/12-4/12: Head Start (Preview Unit 3 Content) 4/12: Homeroom teachers hand out reports to students at Period 5, 2.15pm 4/12: Year 11 finish date
Week 10	7 Dec 26	7/12-11/12: Student Free Days 10/12: VCE final results available to students
Week 11	14 Dec 26	14/12-18/12: Student Free Days
School Holidays 5 th December 2026 – 31 st January 2027		
Term 1 (10 weeks) 1 st February 2027 – 25 th March 2027		
Week 0	27 Jan 27	27/1-29/1: Student Free Days 29/1: Orientation Day / Subject Selection for new students
Week 1	1 Feb 27	1/2: Students commencing at 9am 1/2: Timetabled classes commence for Year 11 and 12 students

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Key Terms

VCE	Victorian Certificate of Education
Study Design	Document that outlines all the curriculum, outcome and unit requirements of each VCE study
Unit	The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.
Outcome	Skills and knowledge students are expected to demonstrate to achieve satisfactory completion of a unit
SAC	School-Assessed Coursework – tasks that are mainly done in class time and used as the main method of assessing whether a student had demonstrated the requirements of an outcome
SAT	School-Assessed Task – tasks that apply to subjects which are based on a folio assessment
Authentication	Process used to monitor the progress of a student's work as a means of proving it is their own
Redemption	Opportunity for students to meet requirements of an outcome after not meeting the pass requirements (40%) in an assessed task
GAT	General Achievement Test – a test that must be completed by all students completing at least one Year 12 subject. The results can be used to measure any inconsistencies in SAC and exam grades
ATAR	Australian Tertiary Admission Rank – a number from 0.05 to 99.95 that indicates a student's position in relation to all other Year 12 in the same cohort, and used by universities to determine offers for course places
VCAA	Victorian Curriculum & Assessment Authority – the organisation responsible for the curriculum, assessment and reporting of VCE. They also set the Year 12 exams.
VTAC	The Victorian Tertiary Admissions Centre (VTAC) is the central office that offers places for tertiary courses at university and TAFE.

About this Handbook

An updated VCE Student and Parent Handbook is published at the beginning of each year and contains current information about our policies, procedures, and programs. It is an important resource for answering questions about studying at Acknowledge Education (Stott's College). The most up-to-date version is always available on our website.

Students and parents are encouraged to refer to this handbook throughout the year. It should be used alongside the course handbook available on the school [website](#).

We recommend that you read this handbook carefully before commencing your course and revisit it as needed during your studies.

If you require further information or clarification, please refer to the campus contact details provided at the end of this handbook.

All program policies are published [here](#). Students and parents are expected to review these policies, as introduced during orientation and outlined in this handbook.

Attendance Requirements

Attending school is an integral component of successful completion of the VCE. In order to achieve successful completion of VCE subjects you must meet the attendance requirements of the College.

Students enrolled in the VCE program at Acknowledge Education (Stott's College) are expected to attend all scheduled classes.

- Each VCE unit includes at least 50 hours of classroom instruction in line with requirements set by the Victorian Curriculum and Assessment Authority.
- Students must attend a minimum of 80% of scheduled classes to satisfactorily complete a unit.
- Students must also complete all required coursework to achieve a satisfactory result.

Failure to meet attendance or coursework requirements may result in a 'Not Satisfactory' (N) result for the unit.

Recording Attendance

- Attendance is recorded daily by subject teachers at the start of every class period.
- Attendance is monitored twice daily by the Student Services Officer at the beginning of the school day and after lunch.
- Late arrivals are recorded and included in attendance calculations.
- Periods of suspension or exclusion are not counted as attendance.

Absences

- All absences should be supported by appropriate documentation, such as:
 - A medical certificate, or
 - Communication from a parent/guardian (for students under 18), or
 - Approved leave from the school
- Even with documentation, absences are generally still recorded as absences.

Monitoring and Support

Student attendance is regularly monitored throughout each term.

If a student is at risk of low attendance:

- **95% attendance** → First warning issued + meeting with Homeroom Teacher
- **90% attendance** → Second warning + meeting with VCE Coordinator and International Student Coordinator.
- **85% attendance** → Third warning + meeting with Head of School, VCE Coordinator and International Student Coordinator. Parent/guardian will also be notified via email and phone call.
- **Below 80% attendance** → Intention to report issued. The student and parent/guardian will be formally notified that the school intends to report them for failing to meet attendance requirements. The student will have 20 working days to appeal internally before any report is finalised.

Students may be required to:

- Develop a Formal Intervention Plan
- Access additional support

Serious Attendance Concerns

- Absences of more than 5 consecutive days without approval will be investigated.
- Continued failure to meet attendance requirements may result in:
 - A Not Satisfactory (N) result
 - Further action in line with student visa requirements (if applicable)

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Students will not be penalised where valid compassionate or compelling circumstances are provided (e.g. illness supported by medical documentation).

Assessment Attendance

If a student is absent for an assessment task:

- A medical certificate or valid reason must be provided
- The student may be given a supplementary assessment
- Without valid documentation, the result may be Not Satisfactory (N)

Notification of an Extended Absence from School

Extended absences from school can have a significant impact on student learning. Of course, some extended absences are unavoidable, such as illness or a serious family situation. However, families should consider the impact of long-term absences that are within their control, such as overseas travel. Extended absences impact on educational progress in the senior years of schooling and become critical in VCE, as there are specific VCAA requirements for attendance. As explained in the 'Attendance Requirements', extended absences taken without the Head of School's approval will put a student's ability to successfully complete that year level at risk.

Attendance Not Satisfactory (N) Results

Where a student has completed work but there is a substantive breach of attendance rules, the school may assign an N to the unit. The N result given for Unit 1 & 3 can be reversed if a student shows exceptional improvement in their attendance for Unit 2 & 4 Processes. Students need to monitor their own attendance on RTO. Subject teachers will inform students of low attendance throughout.

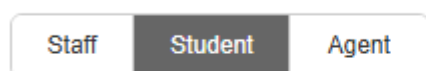
1. Subject teacher will provide a verbal warning during mid-term 1 & 3.
2. VCE Coordinator and subject teacher will issue an N At-Risk Letter for unapproved absences at the halfway point in Unit 1 & 3 and 2 & 4. Parent/guardian will also be notified.
3. VCE Coordinator will continue to monitor attendance and inform students if attendance has not improved, a Formal Intervention Plan will be developed.
4. If attendance continues to be unsatisfactory, the subject teacher will issue an N result in reports. The VCE Coordinator will issue an N result on VASS, with a comment added to state attendance concern.

How to Check Attendance

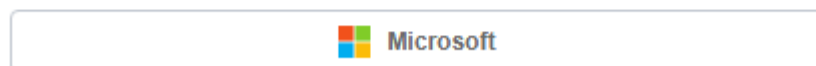
Students are able to check their attendance rates via RTO. It is important that you check attendance rates to ensure you are meeting attendance requirements.

To access attendance information, students must first log in to the RTO portal using their school-issued student email account via Microsoft authentication. This ensures secure and individual access to personal records.

Log in to access your account as:



Login with



Once logged in, students should navigate to the "Attendance" tab within the portal. This section provides a detailed overview of their attendance, including records of absences, late arrivals, and overall attendance percentage.



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Students are encouraged to review their attendance frequently to stay informed of their progress and to identify any discrepancies. If any errors or concerns are identified, students should promptly report them to their teacher or the relevant administrative staff for clarification and correction.

Maintaining satisfactory attendance is a key requirement for successful completion of VCE studies, and students are expected to take an active role in monitoring and managing their attendance records.

Applying for Leave

Students must apply for leave of absence in advance if they will be absent from the College.

To apply for leave:

- Students must email the Head of School outlining the reason and dates of the request
- The request must be endorsed by a parent/guardian (e.g. included in the email or sent separately)

The outcome of the application (approved or not approved) will be communicated to both the student and parent/guardian.

If leave is not approved, or if a student does not follow the correct process, the absence will be recorded as unauthorised. Unauthorised absences will impact the student's attendance percentage, which is particularly important for international students. Students may be required to provide supporting documentation (e.g. medical certificate) where applicable.

Students are strongly advised not to make travel arrangements (e.g. purchasing airline tickets) until their leave has been formally approved by the College.

Late Arrivals

Students who arrive late must report to the Student Services Officer at Reception to obtain a late slip before entering class. This slip must be presented to their teacher.

All late arrivals are recorded and contribute to a student's overall attendance. Repeated lateness will be monitored. Students who are late on three occasions will be issued an after-school detention, held between 3:15 pm and 3:45 pm (Tuesday to Friday).

Early Departures

Students who need to leave early must obtain approval from the VCE Coordinator or Head of School.

- The College will contact the student's parent/guardian to confirm permission
- If a parent/guardian cannot be reached, the student must remain on campus

Early departures are recorded and form part of a student's overall attendance.

Attendance Requirements (International Students)

All VCE students on a student visa are required to maintain a minimum of 80% attendance across all scheduled classes.

Late arrivals, missed classes, and early departures may impact a student's attendance percentage. Students who fall below the required attendance level may be subject to formal intervention and reporting processes in line with visa requirements.

These procedures support the College's duty of care and ensure all students are accounted for throughout the school day.

Please refer to the Attendance Monitoring Policy and Procedure published [here](#).

Authentication

Purpose and Scope

This policy outlines the procedures for overseeing the conduct of assessments, addressing cheating, including plagiarism, and conducting investigations and hearings related to authentication breaches. The policy applies to all students and staff involved in assessments.

This authentication policy establishes clear guidelines and procedures for ensuring the integrity of assessments and preventing cheating, plagiarism, and other forms of academic dishonesty. Such a policy helps maintain a fair and equitable learning environment, where students are evaluated based on their genuine abilities and efforts. By defining the processes for detecting and investigating potential breaches of authentication rules, the policy enables the school to identify instances of misconduct accurately and take appropriate actions when necessary. Additionally, an authentication policy promotes transparency, providing students, teachers, and parents with a shared understanding of the consequences of violating academic integrity standards. Ultimately, its implementation fosters a culture of trust and respect within the educational community, upholding the institution's reputation for high academic standards and ethical conduct.

Academic Integrity and Authentication Breaching

- a. Academic integrity refers to the honest and ethical behaviour expected from students and scholars in their academic pursuits. It involves upholding principles of honesty, trust, fairness, and respect for intellectual property. Students are expected to demonstrate academic integrity by submitting their own work, properly citing sources, and not engaging in any form of cheating, plagiarism, or academic misconduct. Academic integrity is crucial to maintaining the credibility and reputation of educational institutions, as well as fostering a genuine learning environment where students can develop critical thinking and academic skills with integrity.
- b. Authentication breaching refers to actions taken by students to undermine the authentication process during assessments. This includes any form of cheating, plagiarism, or academic dishonesty aimed at misrepresenting a student's true abilities or knowledge. Examples of authentication breaching may include copying from someone else's work, using unauthorised materials or devices during exams, submitting someone else's work as their own, and not properly citing sources in written assignments. Authentication breaching compromises the fairness and validity of assessments, erodes academic standards, and undermines the integrity of the educational system as a whole. Educational institutions implement strict policies and procedures to detect and address authentication breaching, aiming to promote a culture of academic integrity and uphold the value of honest academic achievements.

The following are examples of this policy being breached. These are only examples and the list is not exclusive.

- Copying from a classmate's paper during an exam or assessment.
- Using unauthorised notes, textbooks, or other materials during a test.
- Accessing information or answers on a hidden mobile device during an exam.
- Submitting work that was completed by someone else (e.g., a sibling, friend, or online service).
- Copy-pasting information directly from internet sources without proper citation.
- Paraphrasing or rewording content from sources without giving proper credit.
- Collaborating with others on individual assignments without permission from the teacher.
- Employing advanced technologies, like smartwatches or hidden earpieces, to receive real-time assistance during exams.
- Utilising AI-powered tools to generate or paraphrase content for essays or other written assignments. For example, using AI language models to automatically create essays or articles without proper citation or acknowledgment.

Please refer to the Authentication Policy and Procedures published [here](#).

Behaviour Management Framework

The Behaviour Management Framework responds to breaches of the College's Code of Conduct and Charter of Rights and Responsibilities, and integrates Restorative Practices alongside specific consequences for inappropriate, offensive and unsafe behaviour. This framework is to support College staff in working with students to create a safe, respectful and supportive learning environment.

Whilst this framework aims to provide a consistent process to intervene in behavioural management, each student is acknowledged for their individual characteristics and circumstances. In particular, care is taken when considering the application of the framework for students who:

- identify as Aboriginal or Torres Strait Islander,
- have a disability,
- are from Culturally and Linguistically Diverse backgrounds,
- have ongoing wellbeing or welfare concerns.

The Head of School, VCE Coordinator, International Student Coordinator, Homeroom Teachers and Subject Teachers use a variety of strategies to assist in the monitoring of student wellbeing and behavioural concerns. These include:

- After-school detention
- Behaviour contracts
- Contact with students and their families

	Step 1: Classroom-Level Intervention	Step 2: Escalated Intervention	Step 3: Final Warning
Consequences overseen by	Teacher (including Homeroom Teacher, subject teacher, VCE Coordinator or Head of School)	VCE Coordinator and International Student Coordinator (with teacher)	Head of School and/or CEO (with Homeroom Teacher, VCE Coordinator and International Student Coordinator)
Definition	Irregular or one-off inappropriate behaviour	Continuing inappropriate behaviour and offensive and/or unsafe behaviour	Extreme, habitually inappropriate, offensive and/or unsafe behaviour
Example of behaviours	• Blasphemy • Swearing and/or offensive language • Interrupting teaching/learning • Lateness • Non-completion of class or homework tasks • Poor preparation for class • Inappropriate use of technology/equipment including phones • Minor damage to property, equipment, or the natural environment	• Regular lateness • Targeted and inappropriate use of language • Ongoing incorrect uniform • Ongoing refusal to follow teacher instruction • Bringing the reputation of the College into disrepute • Regular absenteeism • False reporting of offences • Forgery/Plagiarism • Filming/Recording/Photographing without permission	• Physical, verbal or cyber bullying • Violence or threats of violence to any member of the community • Damage to property • Possessing, using any illicit substance • Theft of, or involvement in the planning of theft of property • Failing to comply with the instructions of any staff member which, in turn, may risk the safety (physical, social, emotional) of any person

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	- Wearing incorrect uniform - Disrespecting personal space - Defiance	- Not adhering to safety instructions. - Ongoing defiance - Aggressive language directed towards an individual	- Smoking or vaping on the College grounds - Exiting class or the College grounds without permission - Truancy
Suggested consequences	STEP 1 - Affective statement If behaviour continues... STEP 2 - Affective interaction and discussion with the student If behaviour continues... - The student may be removed from class. - The student goes for after-school detention. If behaviour continues... STEP 3 - Affective interaction and discussion with the student - Notify the student that communication will be made home - Student signs <u>1st Behaviour Contract</u>. Student and parent / guardian should be notified as well as return parent / guardian signed behaviour contract. Upload on to RTO. If behaviour continues... STEP 4 - Escalate to Level 2. - Notify VCE Coordinator	STEP 1 - Teacher discusses concern with the VCE Coordinator - If agreed upon, the VCE Coordinator to have Restorative Discussion with the student - Student and/or parent/guardian call with VCE Coordinator and International Student Coordinator If behaviour continues... STEP 2 - Follow up discussion with the student - Student and/or parent / guardian meeting/call with VCE Coordinator, International Student Coordinator and relevant teachers (as required) - Student signs <u>2nd Behaviour Contract</u>. Student and guardians should be notified as well as return signed the behaviour contract via email. Upload on to RTO. If behaviour continues... STEP 3 Escalate to Level 3. Contact Head of School	If in the instance the student is displaying behaviour that requires immediate support, staff should notify the VCE Coordinator, the Head of School or appropriate staff to attend to the area or room. Note down and record the incident and upload it on to RTO. STEP 1 - Student and/or parent / guardian meeting/call with VCE Coordinator, International Student Coordinator and relevant teachers (as required) At the discretion of the Head of School may include: - Mediation session - Formal Intervention Plan <u>3rd Behaviour Contract</u> - Suspension - Alternative pathway (exit from Stott's College)

Please refer to the Student Wellbeing and Engagement Policy published [here](#).

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Campus

Reception

Reception is located on Level 9 and serves as the main point of contact for students and visitors. Here, students can collect their student ID cards, lift access cards, make general enquiries, and arrange payment of tuition fees. Reception staff can also assist in organising meetings or providing contact details for specific departments. The Administration and Student Services offices are also located here for additional support.

Student Facilities

Student facilities are located on Level 5 and are available for student use throughout the day. These include a lounge and social area for relaxation and collaboration, vending machines for snacks and drinks, and microwaves for heating up meals. This level also serves as the designated common area for recess and lunch. Food and drinks are permitted only on this floor and must not be taken into classrooms.

Access and Security

The campus has a range of security measures in place to provide a safe and secure learning environment for students, staff, and visitors. A security officer is stationed in the Level 5 common area during operating hours to assist with maintaining a safe campus environment. Access to teaching classrooms is controlled through secure entry doors. Students are not able to enter classroom areas independently and must be admitted by the Student Services Officer from the Reception desk. The building lifts operate using an access card system. Students will be issued with an access card during their registration on their first day at the College. Students are expected to carry their access card with them at all times while on campus and must not share it with others. Lost or damaged access cards should be reported to Reception immediately so that a replacement can be arranged.

Toilets

Toilets are situated on each floor. VCE students are permitted to use the toilet facilities located on Levels 4 and 5. Students are encouraged to use the restroom facilities during recess and lunch breaks wherever possible.

Emergency Exits

Evacuation diagrams are displayed throughout the campus and clearly indicate the location of all emergency exits. In the event of an emergency, students and staff must follow the directions of staff members, use the designated evacuation routes, and proceed calmly to the nominated assembly area.

First Aid

Multiple first aid kits are available across the campus to ensure a prompt response in the event of an injury or medical emergency. Each level of the Exhibition Street campus is equipped with a first aid kit located at the end of the main corridor near the emergency exit. Portable first aid kits are also available for use during emergencies or off-site activities.

Child Safety – English

Acknowledge Education (Stott's College) is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQA+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

We are committed to ensuring that all child safety measures are implemented in a way that respects and upholds each student's rights to privacy, access to information, social connection, and full participation in learning.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

We recognise that Acknowledge Education (Stott's College) owes all students a duty of care. This includes taking reasonable measures to protect students from reasonably foreseeable risks of injury, ensuring that the school environment (including premises and facilities) is safe, and taking reasonable precautions to prevent the abuse of a child by any individual associated with the organisation while the child is under our care, supervision or authority.

We acknowledge that additional or heightened measures may be required to discharge this duty for younger students and students with disabilities.

Please refer to the Child Safety and Wellbeing Policy, Child Safety Code of Conduct and Guidelines to responding to incidents, disclosures and suspicions of child abuse published [here](#).

Child Safety – Simplified Chinese

Acknowledge Education (Stott's College) 是一家以儿童安全为核心的教育机构，欢迎所有儿童、青少年及其家庭。

我们致力于营造一个既安全又让学生有安全感的环境，在这里，学生的参与受到重视，他们的意见得到尊重，并且在影响自身生活的决策中能够被倾听和表达。我们的儿童安全政策、策略和实践具有包容性，能够满足所有儿童和学生的不同需求。

我们对任何形式的儿童虐待零容忍，并积极采取措施识别和管理在校园环境中可能对学生造成伤害的风险。

我们鼓励建立学生与成人之间以及学生彼此之间的良好关系，这些关系建立在信任与尊重的基础上。

我们主动识别并管理校园中可能对学生造成伤害的各种风险。当出现或发现与儿童安全相关的担忧时，我们都会严肃对待，并迅速、全面地进行处理。

我们特别关注以下学生群体的安全需求：原住民学生、来自多元文化和语言背景的学生、国际学生、残障学生、无法与家人共同生活的学生，以及认同为女同性恋、男同性恋、双性恋、跨性别及性别多元、双性人、酷儿和无性恋 (LGBTIQA+) 的儿童和青少年，以及其他处于风险或弱势处境的学生。对于基于这些或其他特征（如种族歧视或恐同）的不当或有害行为，学校一律不予容忍，并会对相关情况采取适当的处理措施。

我们致力于以尊重并保障每位学生隐私权、信息获取权、社会联系权以及充分参与学习权利的方式来落实所有儿童安全措施。

儿童安全是共同的责任。学校中的每一个人都在促进儿童安全与福祉方面发挥重要作用，并应及时报告任何有关儿童安全的问题或疑虑。

我们承诺定期审查儿童安全相关做法，并积极听取学生、家庭、教职员和志愿者的意见，以不断完善我们的策略。

Acknowledge Education (Stott's College) 对所有学生负有照护责任。这包括采取合理措施保护学生免受可预见的伤害风险，确保校园环境（包括场所和设施）的安全，并在学生处于学校的照护、监督或管理期间，采取合理预防措施，防止任何与本机构相关的人员对儿童造成伤害或实施虐待。

我们也认识到，对于年幼学生和残障学生，可能需要采取额外或更有针对性的措施来履行这一责任。

请参阅已发布的[《儿童安全与福祉政策》](#)、[《儿童安全行为准则》](#)以及[《儿童虐待事件、披露和疑虑应对指南》](#)。

Child Safety – Vietnamese

Acknowledge Education (Stott's College) là một tổ chức an toàn cho trẻ em, chào đón tất cả trẻ em, thanh thiếu niên và gia đình của các em.

Chúng tôi cam kết cung cấp môi trường nơi học sinh được an toàn và cảm thấy an toàn, nơi sự tham gia của các em được coi trọng, ý kiến của các em được tôn trọng, và tiếng nói của các em được lắng nghe trong những quyết định ảnh hưởng đến cuộc sống của mình. Các chính sách, chiến lược và thực hành về an toàn trẻ em của chúng tôi mang tính bao quát và đáp ứng nhu cầu của tất cả trẻ em và học sinh.

Chúng tôi không khoan dung cho bất kỳ hình thức lạm dụng trẻ em nào và chủ động thực hiện các biện pháp để xác định và quản lý mọi rủi ro gây hại cho học sinh trong môi trường nhà trường.

Chúng tôi thúc đẩy các mối quan hệ tích cực giữa học sinh với người lớn và giữa các học sinh với nhau. Những mối quan hệ này được xây dựng trên nền tảng tin cậy và tôn trọng.

Chúng tôi chủ động xác định và quản lý mọi rủi ro gây hại cho học sinh trong môi trường nhà trường. Khi có những lo ngại hoặc phát hiện liên quan đến an toàn trẻ em, chúng tôi xử lý một cách nghiêm túc và phản hồi kịp thời, toàn diện.

Chúng tôi đặc biệt chú trọng đến nhu cầu an toàn của các nhóm học sinh sau: học sinh người Thổ dân và dân đảo Torres Strait, học sinh đến từ các nền văn hóa và ngôn ngữ đa dạng, du học sinh quốc tế, học sinh khuyết tật, học sinh không thể sống cùng gia đình, và trẻ em, thanh thiếu niên xác định là đồng tính nữ, đồng tính nam, song tính, chuyển giới và đa dạng giới, liên giới tính, queer và vô tính (LGBTIQ+), cũng như các học sinh khác đang trong hoàn cảnh rủi ro hoặc dễ bị tổn thương. Những hành vi không phù hợp hoặc gây hại nhắm vào học sinh dựa trên các đặc điểm này hoặc các đặc điểm khác như phân biệt chủng tộc hay kỳ thị người đồng tính sẽ không được dung thứ, và mọi trường hợp phát hiện sẽ được xử lý với các biện pháp phù hợp.

Chúng tôi cam kết đảm bảo rằng tất cả các biện pháp an toàn trẻ em được thực hiện theo cách tôn trọng và bảo vệ quyền riêng tư, quyền tiếp cận thông tin, quyền kết nối xã hội và quyền tham gia đầy đủ vào việc học của mỗi học sinh.

An toàn trẻ em là trách nhiệm chung. Mỗi cá nhân trong nhà trường đều có vai trò quan trọng trong việc thúc đẩy sự an toàn và phúc lợi của trẻ em, cũng như nhanh chóng báo cáo bất kỳ vấn đề hoặc mối quan ngại nào liên quan đến sự an toàn của trẻ.

Chúng tôi cam kết thường xuyên rà soát các thực hành an toàn trẻ em và tìm kiếm ý kiến đóng góp từ học sinh, gia đình, nhân viên và tình nguyện viên nhằm cải thiện các chiến lược của mình.

Chúng tôi nhận thức rằng Acknowledge Education (Stott's College) có trách nhiệm chăm sóc đối với tất cả học sinh. Điều này bao gồm việc thực hiện các biện pháp hợp lý để bảo vệ học sinh khỏi các rủi ro gây thương tích có thể dự đoán trước, đảm bảo môi trường nhà trường (bao gồm cơ sở vật chất) an toàn, và thực hiện các biện pháp phòng ngừa hợp lý để ngăn chặn việc lạm dụng trẻ em bởi bất kỳ cá nhân nào liên quan đến tổ chức khi học sinh đang dưới sự chăm sóc, giám sát hoặc quản lý của nhà trường.

Chúng tôi cũng thừa nhận rằng có thể cần các biện pháp bổ sung hoặc tăng cường để thực hiện trách nhiệm này đối với học sinh nhỏ tuổi và học sinh khuyết tật.

Vui lòng tham khảo Chính sách An toàn và Phúc lợi Trẻ em, Bộ Quy tắc Ứng xử về An toàn Trẻ em và Hướng dẫn xử lý các sự cố, tiết lộ và nghi ngờ lạm dụng trẻ em được công bố [tại đây](#).

Child Safety Champions



Jannah Aziz

Head of School and VCE Coordinator

Wendy Wang

International Student Coordinator

Ben Colthorpe

Head of Quality and Risk

Danica Pinto

Head of Operations

First Aid Officer



Jannah Aziz

Head of School and VCE Coordinator

Wendy Wang

International Student Coordinator

Janet Yoong

Homestay/Welfare Officer

Lenni Hui

Student Services Officer

Ansu Anand

Teacher

Cecilia Qin

Teacher

Charlee Chen

Teacher

Rabail Fatima

Teacher

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Student Safeguarding

At our College, you have the right to feel safe and to know what to do if you don't. We have rules and measures in place to ensure your wellbeing, prevent any harm and create a secure environment where you can learn with your peers at your school. Our goal is to provide you with the best education possible while prioritising your safety and supporting you through your entire senior secondary journey. Take the time to carefully read and reflect on the *Statements* below. Consider what these statements mean to you. Your Homeroom Teacher will spend a Homeroom Period discussing these with you and if you have any questions you can ask your Homeroom Teacher or any other member of staff.

1. I seek and respect the consent and personal boundaries of my fellow class members and all students, both online and in person. Consent is essential in all interactions. Always seek consent and respect the personal boundaries of others, both online and in person. Remember that everyone has the right to set their own boundaries.
2. I understand healthy relationships include recognising and reporting any signs of manipulation, unwarranted control, or pressure in interactions with others. In healthy relationships, there should be no manipulation, control (outside of a teacher managing their class and classroom in a reasonable manner), or pressure. Learn to recognise the signs of unhealthy behaviour and report it to your VCE Coordinator, International Student Coordinator, or to any staff member, including the Head of School.
3. I report any signs of inappropriate behaviour towards myself or others to a staff member. If you or someone else experiences any form of inappropriate behaviours such as bullying, harassment or abuse, it is important to report it to either your Homeroom Teacher, VCE Coordinator, International Student Coordinator, or to any staff member, including the Head of School.
4. I protect my online presence by being mindful of what I share and being aware of potential risks and scams. Take care of your online presence by being mindful of what you share. Be cautious of potential risks, scams and online strangers. Remember to think before you click, share or engage in online activities. Never share information or images of others without their consent.
5. I evaluate online information critically, considering its reliability and how it might impact myself and others. When consuming online information, it's important to evaluate it critically. Consider the source, reliability and potential impact it might have on yourself and on others. Promote responsible and informed online behaviours.
6. Remember that your safety is our priority. If you ever have any questions, concerns or need assistance, don't hesitate to reach out to either your Homeroom Teacher, VCE Coordinator, International Student Coordinator, or to any staff member, including the Head of School. Alternatively, you can email student.support@ae.edu.au.

Child Safety Concerns and Reporting

If you are worried about child abuse, for you or someone you know, there are people you can talk to. Tell a teacher or any adult you trust if you feel unsafe. She or he can be a parent or relative, a teacher, or someone at your school.

Students and parents/carers are encouraged to speak up if they are concerned about the safety or wellbeing of a child or young person, whether the concern relates to themselves or someone else. All concerns, disclosures, or suspicions of child abuse or harm will be taken seriously and responded to promptly in accordance with the College's Child Safety and Wellbeing Policy and Guidelines to responding to incidents, disclosures and suspicions of child abuse [here](#).

Students can speak with any trusted adult, including a teacher or one of the College's nominated Child Safety Champions. Parents and carers may also contact the College directly if they have concerns about a child's safety or wellbeing at student.support@ae.edu.au.

Other useful numbers

- National Child Abuse Helpline – 1800 99 10 99
- Kids Helpline – 1800 55 1800
- Headspace – 1800 650 890

Code of Conduct – English

Acknowledge Education (Stott's College) is a registered education provider. The College delivers accredited programs in accordance with Victorian and Australian education regulations and is committed to providing a safe, inclusive, and high-quality learning environment for all students.

Purpose

Acknowledge Education (Stott's College) is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students at the school.

It is the intention of Acknowledge Education (Stott's College) to provide clear guidelines to all students regarding the conduct expected of them while in a school environment, at school-related locations or engaging in school-related activities or representing the school. Students are expected to uphold the school's core values at all times.

Scope

This Code of Conduct applies to all Acknowledge Education (Stott's College) students. The application of this code is not limited to the school site and school hours. It extends to all activities and events that are school-related and when representing or acting on behalf of the school, including, without limitation, at all times when wearing the school uniform.

The code also requires that student actions do not bring the school into disrepute at any time, regardless of whether the action occurs within or outside of school activities.

Principles

This Code of Conduct is based on the following principles that everyone Acknowledge Education (Stott's College):

- has the right to be safe
- has the right to be treated with respect and be valued, even in diversity
- has the right to participate within a secure environment without interference, intimidation, harassment, bullying or discrimination
- is encouraged to be respectful, polite, courteous and considerate of others
- has the right to be supported and challenged as ongoing learners.

Expected conduct and bearing of all students

It is expected that every student will:

- uphold the school's core values at all times
- behave in a manner that does not endanger the health, safety and wellbeing of themselves or others
- abide by all health and safety rules and procedures operating within the school and other locations at which the students may visit
- ensure that their actions do not bring the school into disrepute
- respect the authority of members of staff and observe school rules and teacher directions as required
- be respectful and supportive of the school's beliefs and values
- behave with courtesy and consideration for others
- refrain from all forms of bullying, harassment, racial vilification, and discrimination of any nature. Please refer to the Bullying Prevention Policy available [here](#).
- report any behaviour of other students that is harmful to other students, or to the teachers or school
- support other students, or seek help for other students who need assistance or are in a vulnerable situation

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- refrain from behaviour which would interrupt the work of any class or hinder the learning opportunities of other students
- respect school property and the property of staff, contractors, visitors and other students
- be punctual and attend all classes
- remain in the school grounds during the school day unless otherwise approved by the VCE Coordinator or Head of School
- complete work set by teachers promptly and to the best of their ability and to take full advantage of the educational opportunities offered at the school
- dress neatly and with due regard for health, hygiene and safety in accordance with the school's uniform requirements.

Unacceptable conduct

Unacceptable conduct includes, but is not limited to:

- touching, handling, pushing or otherwise physically or sexually engaging with students or others in a manner which is not appropriate and may endanger the health, safety and wellbeing of that person
- any form of physical or verbal violence (including fighting, assault, or threats of violence, bullying, name calling, racial discrimination or discrimination on grounds of disability, appearance, or religion)
- any form of cyber bullying or cyber abuse
- theft or misuse of property belonging to other students or the school
- sending inappropriate, offensive, or explicit text messages, photos, or videos
- language or conduct which is likely to offend, harass, bully, or unfairly discriminate against any student, teacher, contractor or visitor
- the use of inappropriate or profane words or gestures and images
- unacceptable class attendance levels
- being uncooperative with teachers during class or school activities and generally disrupting planned activities.

Supporting positive behaviour

The Student Behaviour Management Framework is based on a model of positive behaviour support. This is a model that acknowledges the positive behaviour of the majority of students and puts strategies into place to model and specifically teach expected behaviours. It targets focused support, including staged sanctions, for the minority of students that do not embrace positive behaviour.

Breach of the student code of conduct

Students who breach this code of conduct may be sanctioned by the class teacher, VCE Coordinator or Head of School as deemed appropriate given the nature of breach and the age of the student.

In cases of serious and/or persistent breaches of the student code of conduct, the Student Behaviour Management Framework outlines the consequences for student misbehaviour.

In accordance with applicable legislation and the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct, the police and/or 'Families and Children's Services' within the Department of Families, Fairness and Housing (DFFH), Commission for Children and Young People (CCYP), and/or any other relevant bodies will be informed of any unlawful breaches of this code.

All students are required to review and sign the Student Code of Conduct on their first day of school, acknowledging their understanding of and commitment to the College's expectations.

Code of Conduct – Simplified Chinese

Acknowledge Education (Stott's College) 是一所注册教育机构。学院按照维多利亚州及澳大利亚的教育法规提供认证课程，并致力于为所有学生提供一个安全、包容且高质量的学习环境。

目的

Acknowledge Education (Stott's College) 致力于确保为全体学生营造一个尊重他人、安全、积极和支持性的学习环境。

学院旨在为所有学生提供明确的行为指引，说明在校内环境、与学校相关的场所、参与学校相关活动或代表学校时所应遵守的行为规范。学生应始终践行学校的核心价值观。

适用范围

本《行为准则》适用于所有 Acknowledge Education (Stott's College) 的学生。其适用范围不限于校内或上课时间，还涵盖所有与学校相关的活动和事件，以及代表或以学校名义行事的所有情形，包括但不限于穿着校服的任何时间。

本准则还要求学生的行为在任何时候都不得损害学校声誉，无论该行为发生在校内还是校外。

原则

本《行为准则》基于以下原则，适用于 Acknowledge Education (Stott's College) 的每一位成员：

- 每个人都有权获得安全保障
- 每个人都有权被尊重和重视，包括在多样性中的个体差异
- 每个人都有权在一个安全的环境中参与学习，而不受干扰、恐吓、骚扰、欺凌或歧视
- 鼓励每个人尊重他人、礼貌待人、举止得体、体谅他人
- 每个人都有权在持续学习过程中获得支持与挑战

学生应有的行为规范

每位学生应当：

- 始终践行学校的核心价值观
- 以不危及自身或他人健康、安全与福祉的方式行事
- 遵守学校及其所到访场所的所有健康与安全规章制度
- 确保自身行为不会损害学校声誉
- 尊重教职员工的权威，并遵守学校规章及教师指示
- 尊重并支持学校的信念与价值观

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- 礼貌待人，体谅他人
- 避免任何形式的欺凌、骚扰、种族诽谤或任何性质的歧视（详见反欺凌政策）
- 报告其他学生对同学、教师或学校有害的行为
- 支持需要帮助或处于弱势处境的学生，或为其寻求帮助
- 避免干扰课堂秩序或影响他人学习机会的行为
- 尊重学校财产以及教职员工、外聘人员、访客和其他学生的财产
- 准时并参加所有课程
- 除非获得 VCE 课程协调主任 或 学校负责人 的批准，否则不得在上课期间离开校园
- 按时并尽最大努力完成教师布置的作业，充分利用学校提供的教育机会
- 根据学校校服要求，穿着整洁，并注意健康、卫生与安全

不可接受的行为

不可接受的行为包括但不限于：

- 以不当方式触碰、推搡或进行任何身体或性方面的接触，危及他人健康、安全与福祉
- 任何形式的身体或语言暴力（包括打架、攻击、威胁、欺凌、辱骂、种族歧视或基于残疾、外貌或宗教的歧视）
- 任何形式的网络欺凌或网络滥用
- 盗窃或不当使用他人或学校财物
- 发送不当、冒犯性或露骨的短信、照片或视频
- 可能冒犯、骚扰、欺凌或不公平歧视他人的语言或行为
- 使用不当或粗俗的言语、手势或图像
- 出勤率不达标
- 在课堂或学校活动中不配合教师，或扰乱正常教学安排

促进积极行为

学生行为管理框架基于积极行为支持模式。该模式认可大多数学生的积极行为，并通过示范与明确教学来强化期望行为。同时，对于少数未能遵守积极行为的学生，将提供针对性的支持措施，包括分阶段的惩戒机制。

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违反学生行为准则

违反本准则的学生，可能根据违规性质及学生年龄，由任课教师、VCE课程协调主任 或 学校负责人 酌情给予相应处分。

对于严重或持续违反行为准则的情况，学生行为管理框架将明确相应后果。

根据相关法律以及学校的儿童安全与福祉政策及行为准则，若发生违法行为，学校将通知警方及/或维多利亚州家庭、公平与住房部（DFFH）下属的家庭与儿童服务机构、儿童与青少年委员会（CCYP）及其他相关机构。

所有学生须在入学第一天阅读并签署本《学生行为准则》，以确认其已理解并承诺遵守学院的相关要求。

Code of Conduct – Vietnamese

Acknowledge Education (Stott's College) là một cơ sở giáo dục đã được đăng ký. Trường cung cấp các chương trình được công nhận theo quy định giáo dục của bang Victoria và Úc, đồng thời cam kết mang đến một môi trường học tập an toàn, hòa nhập và chất lượng cao cho tất cả học sinh.

Mục đích

Acknowledge Education (Stott's College) cam kết đảm bảo một môi trường học tập tôn trọng, an toàn, tích cực và hỗ trợ cho tất cả học sinh tại trường.

Nhà trường đặt mục tiêu cung cấp các hướng dẫn rõ ràng cho tất cả học sinh về hành vi được mong đợi khi ở trong môi trường học đường, tại các địa điểm liên quan đến trường, khi tham gia các hoạt động liên quan đến trường hoặc khi đại diện cho trường. Học sinh được yêu cầu luôn duy trì các giá trị cốt lõi của nhà trường.

Phạm vi áp dụng

Bộ Quy tắc Ứng xử này áp dụng cho tất cả học sinh của Acknowledge Education (Stott's College). Phạm vi áp dụng không chỉ giới hạn trong khuôn viên trường hoặc giờ học, mà còn bao gồm tất cả các hoạt động và sự kiện liên quan đến trường, cũng như khi học sinh đại diện hoặc hoạt động thay mặt nhà trường, bao gồm nhưng không giới hạn ở mọi thời điểm khi mặc đồng phục.

Quy tắc này cũng yêu cầu rằng hành vi của học sinh không được làm ảnh hưởng đến uy tín của nhà trường trong bất kỳ hoàn cảnh nào, hoạt động xảy ra trong hay ngoài các hoạt động của trường.

Nguyên tắc

Bộ Quy tắc Ứng xử này dựa trên các nguyên tắc sau, áp dụng cho mọi thành viên của Acknowledge Education (Stott's College):

- Mọi người đều có quyền được an toàn
- Mọi người đều có quyền được tôn trọng và được coi trọng, bất kể trong sự khác biệt
- Mọi người đều có quyền tham gia trong một môi trường an toàn, không bị cản trở, đe dọa, quấy rối, bắt nạt hoặc phân biệt đối xử
- Mọi người được khuyến khích cư xử tôn trọng, lịch sự, nhã nhặn và biết quan tâm đến người khác
- Mọi người đều có quyền được hỗ trợ và được thử thách trong quá trình học tập liên tục

Hành vi được mong đợi của học sinh

Mỗi học sinh được yêu cầu:

- Luôn duy trì các giá trị cốt lõi của nhà trường
- Hành xử theo cách không gây nguy hiểm đến sức khỏe, sự an toàn và phúc lợi của bản thân hoặc người khác
- Tuân thủ tất cả các quy định và quy trình về sức khỏe và an toàn tại trường và các địa điểm liên quan
- Đảm bảo hành vi của mình không làm ảnh hưởng đến uy tín của nhà trường
- Tôn trọng thẩm quyền của giáo viên và nhân viên, đồng thời tuân thủ nội quy và hướng dẫn của giáo viên
- Tôn trọng và ủng hộ niềm tin và giá trị của nhà trường

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- Cư xử lịch sự và quan tâm đến người khác
- Tránh mọi hình thức bắt nạt, quấy rối, xúc phạm chủng tộc và phân biệt đối xử dưới mọi hình thức (xem thêm Chính sách Phòng chống Bắt nạt)
- Báo cáo các hành vi của học sinh khác gây hại cho học sinh, giáo viên hoặc nhà trường
- Hỗ trợ các học sinh khác hoặc tìm kiếm sự giúp đỡ cho những học sinh cần hỗ trợ hoặc đang ở trong tình huống dễ bị tổn thương
- Tránh các hành vi làm gián đoạn lớp học hoặc cản trở cơ hội học tập của người khác
- Tôn trọng tài sản của nhà trường cũng như của nhân viên, đối tác, khách và các học sinh khác
- Đi học đúng giờ và tham gia đầy đủ các lớp học
- Không rời khỏi khuôn viên trường trong giờ học nếu không được sự cho phép của VCE Coordinator hoặc School Head
- Hoàn thành bài tập do giáo viên giao đúng hạn và với khả năng tốt nhất, đồng thời tận dụng tối đa các cơ hội học tập do nhà trường cung cấp
- Ăn mặc gọn gàng, phù hợp với yêu cầu đồng phục của trường và đảm bảo vệ sinh, sức khỏe và an toàn

Hành vi không được chấp nhận

Các hành vi không được chấp nhận bao gồm nhưng không giới hạn ở:

- Chạm, đụng, đẩy hoặc có hành vi tiếp xúc thể chất hoặc tình dục không phù hợp, có thể gây nguy hiểm đến sức khỏe, an toàn và phúc lợi của người khác
- Bất kỳ hình thức bạo lực thể chất hoặc lời nói nào (bao gồm đánh nhau, tấn công, đe dọa, bắt nạt, xúc phạm, phân biệt chủng tộc hoặc phân biệt đối xử dựa trên khuyết tật, ngoại hình hoặc tôn giáo)
- Bất kỳ hình thức bắt nạt hoặc lạm dụng qua mạng nào
- Trộm cắp hoặc sử dụng sai mục đích tài sản của học sinh khác hoặc của nhà trường
- Gửi tin nhắn, hình ảnh hoặc video không phù hợp, mang tính xúc phạm hoặc nhạy cảm
- Ngôn ngữ hoặc hành vi có khả năng xúc phạm, quấy rối, bắt nạt hoặc phân biệt đối xử không công bằng đối với bất kỳ học sinh, giáo viên, đối tác hoặc khách nào
- Sử dụng lời nói, cử chỉ hoặc hình ảnh thô tục, không phù hợp
- Tỷ lệ tham gia lớp học không đạt yêu cầu
- Không hợp tác với giáo viên trong giờ học hoặc hoạt động của trường, hoặc làm gián đoạn các hoạt động đã được lên kế hoạch

Hỗ trợ hành vi tích cực

Cơ Cấu Tổ Chức Quản lý Hành vi Học sinh được xây dựng dựa trên mô hình hỗ trợ hành vi tích cực. Mô hình này ghi nhận hành vi tích cực của đa số học sinh và triển khai các chiến lược nhằm làm gương và giảng dạy rõ ràng các hành vi được mong đợi. Đồng thời, mô hình cũng cung cấp các biện pháp hỗ trợ có mục tiêu, bao gồm các hình thức kỷ luật theo từng giai đoạn, đối với số ít học sinh chưa thể hiện hành vi tích cực.

Vi phạm quy tắc ứng xử của học sinh

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Học sinh vi phạm quy tắc này có thể bị xử lý kỷ luật bởi giáo viên, VCE Coordinator hoặc School Head tùy theo mức độ vi phạm và độ tuổi của học sinh.

Trong các trường hợp vi phạm nghiêm trọng và/hoặc tái diễn, Cơ Cấu Tổ Chức Quản lý Hành vi Học sinh sẽ quy định các hậu quả tương ứng.

Theo quy định pháp luật hiện hành và Chính sách An toàn & Phúc lợi Trẻ em của nhà trường, cũng như Bộ Quy tắc Ứng xử về An toàn Trẻ em, nhà trường sẽ thông báo cho cảnh sát và/hoặc các cơ quan chức năng liên quan như “Families and Children’s Services” thuộc Department of Families, Fairness and Housing (DFFH), Commission for Children and Young People (CCYP), hoặc các cơ quan liên quan khác đối với các hành vi vi phạm pháp luật.

Tất cả học sinh phải đọc và ký xác nhận Bộ Quy tắc Ứng xử của Học sinh vào ngày đầu tiên nhập học, nhằm xác nhận rằng họ hiểu rõ và cam kết tuân thủ các yêu cầu của nhà trường.

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College Timetable

Period	Time	Notes
1	9am – 10am	
2	10am – 11am	
Recess	11am – 11.30am	Recess in common area on Level 5
3	11.30am – 12.30pm	
4	12.30pm – 1.30pm	Friday Homeroom
Lunch	1.30 pm – 2.15pm	Lunch in common area on Level 5
5	2.15pm – 3.15pm	
Detention	3.15pm – 3.45pm	After-school detention held Mondays-Fridays

Complaints and Grievances

Acknowledge Education (Stott's College) is committed to resolving complaints and concerns fairly, respectfully, and promptly. Students and parents have the right to raise concerns about academic or non-academic matters without fear of disadvantage.

What Can You Raise a Concern About?

You can raise concerns about:

- teaching, learning, or assessment
- student services or support
- facilities or resources
- fees or administration
- behaviour of staff or other students

How to Raise a Concern

Step 1: Informal Resolution

Where appropriate, students are encouraged to first:

- speak with their teacher, homeroom teacher, or VCE coordinator
- or seek support from Student Services

Many issues can be resolved quickly at this stage.

Step 2: Formal Complaint

If the issue is not resolved, a formal complaint can be submitted through the College's official process. The complaint should include relevant details (what happened, when, and any supporting information). The College will acknowledge the complaint and aim to resolve it within a reasonable timeframe. Students may bring a support person (e.g. parent/guardian).

Step 3: Appeal

If you are not satisfied with the outcome, you may lodge an appeal. Appeals must clearly explain why the decision should be reviewed. The College will review the appeal and provide a written outcome.

External Support

If you are not satisfied after the College process, you may seek assistance from an external body such as:

- National Student Ombudsman
- Commonwealth Ombudsman (for international students)

Child Safety Concerns

Any concerns related to student safety or wellbeing will be treated as a priority and managed in line with the College's Child Safety policies.

Please refer to the Complaints and Appeals Policy and Procedures published [here](#).

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Course Progress

Acknowledge Education (Stott's College) monitors student progress to ensure all VCE students meet course requirements and successfully complete their studies.

Student Responsibilities

Students are expected to:

- attend all classes regularly and on time
- complete all assessment tasks, including SACs and SATs
- actively participate in learning and meet deadlines
- maintain academic integrity

Satisfactory Progress

To successfully complete the VCE, students must achieve satisfactory 'S' results for their units in line with VCAA requirements.

- **Year 11:** Students must satisfactorily complete at least **50% of their units**, including an English unit
- **Year 12:** Students must satisfactorily complete **all units**, including English

Students who do not meet these requirements may be identified as at risk of unsatisfactory course progress.

Monitoring and Support

The College monitors student progress through:

- assessment results and SAC outcomes
- submission of classwork and homework
- Interim and Semester reports
- attendance and punctuality
- participation and engagement in class

Students identified as at risk will be supported through:

- meetings with teachers or the VCE Coordinator
- academic support and intervention strategies
- communication with parents/guardians (where applicable)

Unsatisfactory Progress and Reporting

If a student does not meet course progress requirements:

- they will be formally notified in writing
- they will have access to the College's complaints and appeals process (20 working days)

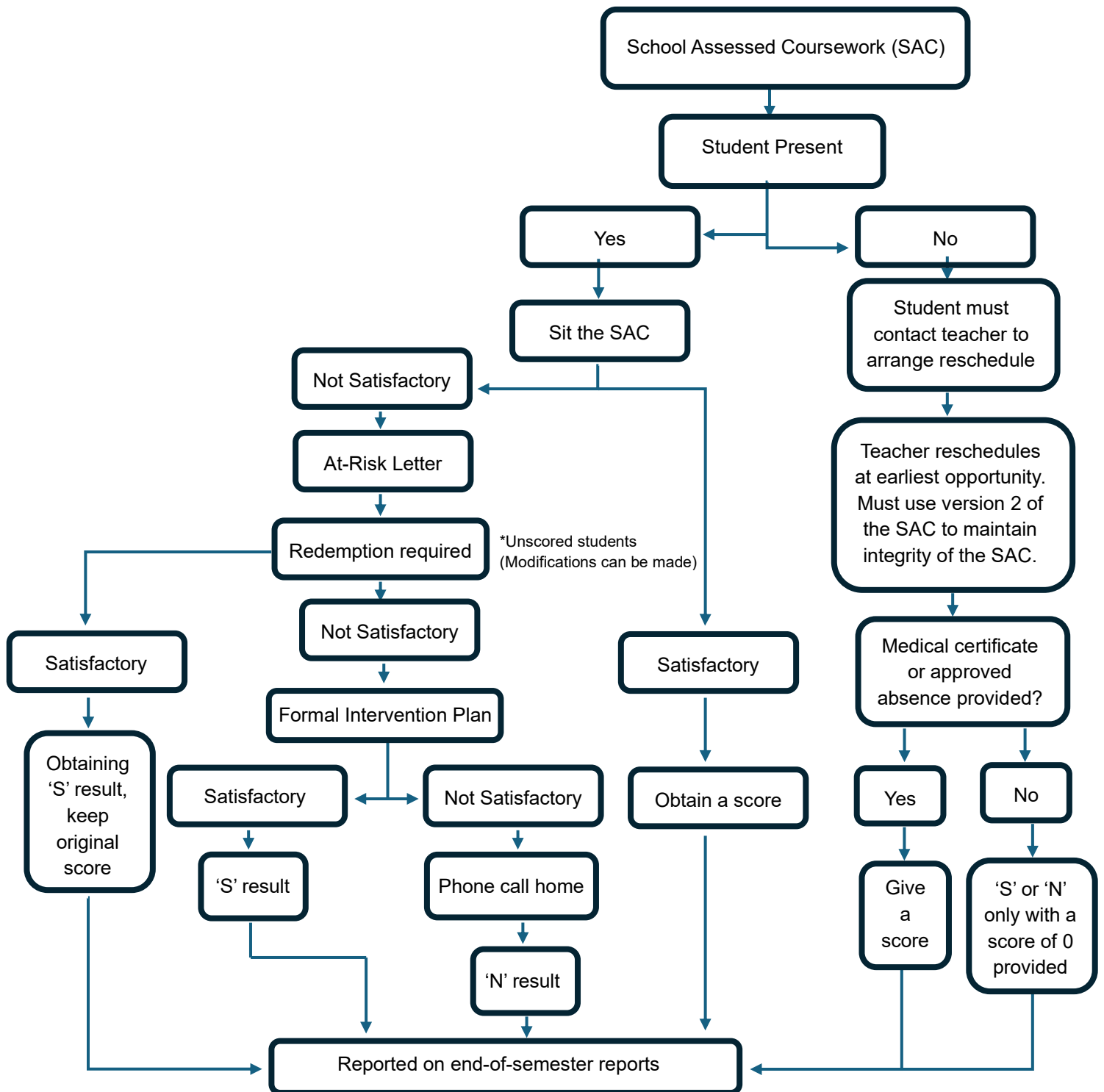
For international students, ongoing unsatisfactory progress may result in reporting to the relevant government authority in line with visa requirements.

Important Notes

- Students must complete their course within the expected timeframe
- Seeking help early is strongly encouraged
- The College is committed to supporting all students to achieve success

Please refer to the VCE Course Progress Monitoring Policy and Procedures published [here](#).

SAC Procedure



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Enrolment

Enrolment Steps

1. To enrol at Acknowledge Education (Stott's College), students must complete the following process:
2. Submit a completed Application Form and supporting documents
3. The College will assess the application and issue a Letter of Offer and pre-enrolment information
4. The student (and parent/guardian where applicable) must sign and return the Written Agreement
5. Required fees must be paid
6. The College will issue a Confirmation of Enrolment (CoE) for international students

Required Documents

Students may be required to provide:

- completed and signed Application Form
- Junior Secondary School graduation certificate
- recent academic reports or transcripts
- English language test results of IELTS 5.5 or equivalent
- accommodation and welfare details for students under 18 years of age

English Language Course

If the student's level of English is not sufficient to enter Acknowledge Education (Stott's College) immediately, the student may be required to undertake an English Language Course with Acknowledge Education's High School Preparation (HSP) program for a recommended length of time. The student will need to achieve S4 (Upper-Intermediate) level of English to enter the VCE program. The student must also demonstrate a good work ethic and positive attitude towards their studies in the HSP program.

For more information, please visit the Acknowledge Education HSP [website](#).

Submitting Applications

Applications and supporting documents should be submitted to:

The Registrar
Acknowledge Education
168 Exhibition Street
Melbourne VIC 3000 Australia

- Phone: +61 3 9663 3399
- Email: registrar@ae.edu.au

Letter of Offer and Acceptance

Once all required documentation has been received, the College will issue a Letter of Offer outlining fees and enrolment conditions.

To accept the offer:

- the Written Agreement must be signed and returned
- payment of required fees must be made

This forms the official agreement between the student and the College.

Confirmation of Enrolment (CoE)

After the signed agreement and payment have been received, the College will issue an electronic Confirmation of Enrolment (eCoE). International students require this document to apply for a student visa.

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Commencement of Studies

Before commencing at Acknowledge Education (Stott's College), all prospective students are required to attend an interview and English assessment conducted by the College.

International students are expected to commence their studies on the agreed start date. In accordance with Australian Government regulations, the College is required to report students who fail to commence their course as scheduled to the Department of Home Affairs through PRISMS.

Examination and School-Assessed Coursework (SAC) Equipment Policy

Purpose

To ensure all students are appropriately prepared for examinations, School-Assessed Coursework (SACs), practice examinations, and other formal assessments by providing and maintaining the required equipment necessary for their studies.

Student Responsibility

Students are responsible for arriving at all assessments with the required equipment and materials. This includes, but is not limited to:

- Black or blue pens
- Pencils and erasers
- Approved scientific or CAS calculators (where required)
- Rulers and other approved subject-specific equipment
- Fully charged electronic devices or calculators where applicable
- Any other materials specified by the school or examination authority
- Students must:
 - Check assessment and examination requirements in advance.
 - Ensure all equipment is in working order prior to the assessment.
 - Fully charge calculators and approved electronic devices before arriving at school.
 - Replace lost, damaged, or non-functioning equipment before the assessment date.
 - Bring all required materials to every assessment session.

School Responsibility

The school provides students with information regarding permitted and required examination equipment through assessment notifications, examination timetables, the VCE Exam Navigator, subject teachers, and other official communications.

Except in exceptional circumstances determined by the school, staff will not loan, supply, or provide:

- Pens, pencils, erasers, or rulers
- Scientific or CAS calculators
- Charging cables, chargers, or power banks
- Batteries or replacement equipment
- Any other required examination materials

Student access to staff work areas for the purpose of charging devices or borrowing equipment is not permitted.

Failure to Bring Required Equipment

Students who attend an assessment, SAC, practice examination, or external examination without the required equipment should not expect the school to provide or loan replacement items.

The absence of required equipment may adversely affect a student's ability to complete the assessment and achieve their best possible result. Responsibility for any impact arising from a lack of required equipment rests with the student.

Rationale

Maintaining clear and consistent expectations promotes student responsibility, organisation, preparedness, and independence. These skills are essential for success in senior secondary studies, further education, training, and employment.

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Fees, Payments and Refunds

Payment of Fees

Students are required to pay all fees before or by the due date.

Payment Methods	
Option 1: Bank Transfer Bank: NAB Account Name: Acknowledge Education BSB: 083-004 Account Number: 62418 5760 SWIFT Code: NATAAU3303M (for international transfers) * Students must include their Student ID number as the payment reference (e.g. 1045001 tuition).	Option 2: Credit Card (Visa/MasterCard) Payments can be made through Reception on Level 9, 168 Exhibition Street, Melbourne VIC 3000

Refunds

Acknowledge Education (Stott's College) has a clear refund policy in accordance with Australian Government requirements for international students.

Refund Eligibility

- A 70% refund of tuition fees will be provided where enrolment is cancelled more than 28 days before the course commencement date
- No refund will be provided where:
 - cancellation occurs within 28 days of commencement
 - the student does not commence the course
 - the student withdraws after the course has started

The following fees are generally non-refundable:

- Enrolment Fee
- Administration Fee
- CoE Package Course Fee

Refunds relating to visa refusal will be assessed in accordance with relevant regulations.

If a student's actions result in enrolment cancellation or visa cancellation, no refund will be issued.

If the College cancels a program, students will receive:

- a refund of unused tuition fees, or
- an offer of an alternative course

Fees cannot be transferred to another person.

Applying for a Refund

Refund requests must be submitted in writing by the student, parent, or guardian.

Requests should be sent to:

The Registrar
Acknowledge Education
168 Exhibition Street
Melbourne VIC 3000 Australia

- Phone: +61 3 9663 3399
- Email: registrar@ae.edu.au

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Refund requests must include:

- student's full name and student ID
- date of birth and address
- reason for the refund request
- contact details
- refund payment details

Approved refunds are generally processed within 28 days.

Please refer to the International Students Refund of Fees Policy and Procedure published [here](#).

Withdrawal from Studies

Students who wish to withdraw from their studies must provide written notification to the College.

The written notice must include:

- student's full name
- program and level of study
- campus location
- intended withdrawal date
- reason for withdrawal

Withdrawal from studies may affect refund eligibility and, for international students, may also impact visa conditions.

Excursions

The purpose of school excursions extends beyond the classroom, offering students valuable opportunities for hands-on learning and real-world experiences. These outings cultivate a deeper understanding of various subjects by enabling students to engage with the world in a practical and immersive manner. Excursions are integral to the curriculum and study design of many subjects, and it is expected that students attend whenever possible, as it enhances and complements their studies.

Please refer to the Excursions Policy published [here](#).

College Events and Functions

Throughout the year, the College hosts a range of events and activities to celebrate student achievement and build community. These may include events such as the Graduation Ceremony and Valedictory Dinner, which are important milestones for students. Students are expected to attend and participate respectfully in all scheduled College events unless otherwise approved.

Health and Medical

Medical Form

If students have diagnosed medical conditions, healthcare needs, wellbeing requirements, or personal care needs that necessitate ongoing management, the College will provide the necessary support. Students are required to complete the Student Medical Information Form with the International Student Coordinator at Orientation and at the start of each semester, which includes general medical details as well as consent for first aid treatment and the administration of authorised medications. Where applicable, parents, caregivers, or guardians must provide a current medical management plan for the student. This plan must be completed and endorsed by a registered medical or health practitioner.

Anaphylaxis Management

The College is committed to supporting students at risk of anaphylaxis and ensuring their safety at all times.

Students diagnosed as at risk of anaphylaxis must have an Individual Anaphylaxis Management Plan (IAMP) developed in consultation with their parents or carers. This plan should be in place as soon as possible after enrolment, and preferably before the student's first day of attendance.

The IAMP includes:

- details of the student's allergy and diagnosis
- signs and symptoms specific to the student
- strategies to reduce risk
- location of prescribed medication (e.g. EpiPen)
- emergency contact details
- an ASCIA Action Plan for Anaphylaxis, signed by a medical practitioner
- staff responsibilities for supporting the student

Please refer to the Anaphylaxis Management Policy and Procedures published [here](#).

Asthma Management

Students diagnosed with asthma must provide the College with a current Asthma Action Plan, completed by a medical practitioner using the template from National Asthma Council Australia or an equivalent format.

This plan helps the College support students in managing their asthma and responding effectively in an emergency.

Please refer to the Asthma Management Policy and Procedures published [here](#).

First Aid

When students need medical or first aid assistance, they should report to the front office where the staff will be available to provide assistance. First aid boxes are also situated at various points around the college, and students should approach a staff member if they require help. If students in need of first aid cannot return to class, parents, caregivers, or guardians will be notified to come and collect them.

Please refer to the First Aid Policy published [here](#).

Medication Management

Acknowledge Education (Stott's College) is committed to supporting students who require medication during the school day while ensuring safety and proper procedures are followed. Where possible, families are encouraged to arrange for medication to be taken outside of school hours. However, the College understands that some students may need to take medication during the school day.

Providing Medication to the College

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If a student needs to take medication at school:

- medication must be prescribed by a medical practitioner
- it must be provided in original pharmacy packaging with:
- the student's name
- dosage and instructions
- parents/carers must complete the required Medication Authority Form
- medication must be in date

Students should not take the first dose of a new medication at school.

Administration of Medication

- Medication will only be administered in accordance with the information provided by the parent/carer and medical practitioner
- In most cases, students may be permitted to self-administer medication, with approval from the College
- Students must not share medication with others

The College does not supply general medications (e.g. paracetamol).

Storage of Medication

- Medication is stored securely by the College
- In some cases, students may be allowed to carry their own medication (e.g. for immediate access), with approval

Please refer to the Medication Management Policy published [here](#).

Illness while at School and Sick Bay

When feeling unwell at school, students should report to the front office. If it's during class time, please discreetly inform your teacher so they are aware of your situation. If you need assistance to reach the sick bay, the Student Services Officer or other available staffs will accompany you. The sick bay is equipped to provide basic first aid and care to help you return to class. If your condition worsens or if you are unable to continue attending classes, the college may need to contact your parents or guardians to arrange for your pickup.

Homeroom and Wellbeing Programs

Pastoral Care

At Acknowledge Education (Stott's College), we recognise the importance of supporting students' academic, social, and emotional development. Our pastoral care program is delivered through weekly homeroom sessions, where students engage in a structured curriculum designed to support their wellbeing, personal growth, and success in their studies.

Homeroom sessions are conducted for one hour each week and are led by homeroom teachers, who provide guidance, monitor student wellbeing, and build positive relationships with students.

Homeroom

All students are assigned to a Homeroom with the objective of this:

- To ensure the provision of a secure base for each student, with positive encouragement to foster identification with the Homeroom.
- To foster and support students in the development of organisational, study and communication skills.
- To ensure students are aware of the expectations of the moment and to ensure organisation in regard to these.
- To provide administrative support to the school administration in areas such as attendance, uniform and the distribution of valuable information.

The Role of the Homeroom Teacher

Student Support

- A Homeroom Teacher will know each student as an individual and be aware of each student's personal progress and development.
- At times students may need to communicate freely with at least one member of staff. This may be the Homeroom Teacher.
- A Homeroom Teacher will be the first level of support for students.
- When a new student begins, Homeroom Teachers will introduce new students to the Homeroom and appoint a buddy to help them to become familiar with the school environment and specific locations in the school e.g: Common Areas, Teachers' office, Student Services, Head of School office.

Parent Support

- A Homeroom Teacher is there to support parents with any questions or queries they may have.
- Parents should contact Homeroom Teachers as need be. This can be completed by email.

Uniform

- Homeroom Teachers will actively encourage the wearing of complete school uniform by checking during Home Group sessions on a daily basis.

It is expected that the Classroom Teacher will do the following:

- Ensure the learning environment is safe and secure and a positive place for learning.
- Apply the College's Teaching & Learning framework: HITS (High Impact Teaching Strategies).
- Develop strong relationships with Parents/Guardians to assist the monitoring of student progress, informing about progress, including both positives and areas for improvement.
- Report on student progress and be available at Parent/Teacher interviews to discuss progress.
- Manage minor student incidents in the classroom and give appropriate consequences. Teachers will follow up with parents as required.

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- Document an incident which needs to be referred to the VCE Coordinator. Parents will be kept informed as required.
- Classroom teachers will actively encourage the wearing of complete school uniform by checking every class.

Homeroom Curriculum

The homeroom program includes a range of age-appropriate and relevant topics across the year, such as:

- Academic skills and study habits (e.g. organisation, exam preparation, study skills)
- Student wellbeing and mental health (e.g. stress management, coping strategies)
- Relationships, respect, and identity (e.g. gender, inclusion, respectful relationships)
- Digital safety and online behaviour (e.g. cyber safety, digital footprint, privacy)
- Transition and pathways planning (particularly for Year 12 students)
- Celebration of cultural and community events (e.g. Lunar New Year, Ramadan, Eid, Easter)
- School processes and administrative requirements (e.g. VCE requirements, student systems, communication platforms)

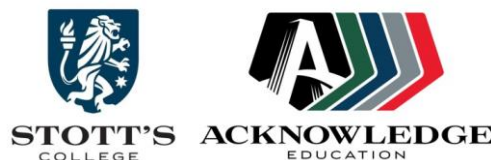
The program may also incorporate recognised frameworks such as Respectful Relationships (RRRR) and Building Respectful Relationships (BRR), as well as other wellbeing and educational resources.

Purpose of Homeroom

Homeroom sessions provide students with:

- a supportive space to discuss important issues
- opportunities to build connections with peers and teachers
- guidance to develop personal, social, and academic skills
- access to important information about their studies and school life

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ID Cards

All students are issued a Student ID card, which must be carried at all times while on College premises. Students are required to wear their ID card on a College-issued lanyard, ensuring it is clearly visible at all times while on campus.

The Student ID card is used for identification purposes, including:

- examinations
- accessing College services
- verifying eligibility for student or concession discounts (e.g. public transport)

Student ID photos will be taken at the Student Services desk during registration. ID cards are typically available within 24–48 hours and will be issued by the Student Services Officer once ready.

Students are responsible for keeping their ID card safe. Lost or damaged cards must be reported to Student Services and may incur a replacement fee.

Student Safety Cards

All students are issued a Student Safety Card, which must be carried at all times. The card includes important information such as the student's address, carer details, and the College's emergency contact information. The listed emergency contact is the Wendy Wang (International Student Coordinator). Students are responsible for keeping their Student Safety Card with them at all times and must present it when requested by staff.

Lockers

All students are assigned a locker and must use it to store their personal belongings while on College premises.

Lockers are secured using individual number codes provided to students. Students are responsible for keeping their code confidential and ensuring their locker is securely locked when not in use.

Students are expected to:

- use lockers appropriately and keep them tidy
- not share their locker code with others
- report any damage or issues promptly

If a student experiences any issues accessing their locker, they must report to the Student Services Officer for assistance.

The College takes reasonable care to maintain locker security; however, students store personal belongings at their own risk. The College is not responsible for any loss, theft, or damage to items stored in lockers.

Mobile Phones and Electronic Devices

Acknowledge Education (Stott's College) is committed to providing a safe, focussed, and inclusive learning environment. In line with Victorian Government expectations regarding mobile phone use in schools, mobile phones must not disrupt learning, wellbeing, or student safety.

Recent government direction, including Victoria Mobile Phone Ban Extension, reinforces the importance of restricting mobile phone use across all school settings to support student engagement and reduce distractions.

For more information, please refer to <https://www.premier.vic.gov.au/no-more-phones-non-government-schools>.

College Procedure

Effective immediately, the following procedures apply to all VCE students:

- All mobile phones and personal listening devices (such as headphones, earphones, and earbuds) must be powered off and handed in by the start of the school day at 9:00 am.
- Phones will be collected by the Student Services Officer located at the reception and placed in storage boxes in a secured storage
- Devices will be stored securely in the school office throughout the day
- Phones will be returned to students at 3:15 pm at the end of the school day

Conditions of Use

- Students must not access or use mobile phones during the school day
- Mobile phones are not permitted in classrooms, during assessments, excursions, or school activities, unless explicitly approved for exceptional circumstances
- Students must not use other personal devices (e.g. earphones or earbuds) unless directed by a teacher

Exceptions

- Exceptions may be granted for specific circumstances (e.g. medical or wellbeing needs). These must be approved by a member of the VCE Coordinator or the Head of School.

Responsibilities and Safety

- The College will take reasonable care in storing devices; however, students bring mobile phones at their own risk
- Students must not use mobile phones to photograph, record, or share images of any member of the College community
- In cases of emergency, parents/carers should contact the College reception, not the student directly

Breaches of Policy

Failure to comply with this policy will result in:

- confiscation of the device
- after-school detention
- parent/carer involvement where required
- further disciplinary action for repeated breaches

Additional Information

As mobile phones will not be accessible during the day, students should bring alternative payment methods (e.g. bank card and cash) if they wish to purchase food or drinks.

Laptops and Tablets

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Acknowledge Education (Stott's College) requires students to bring a laptop or tablet to school for learning purposes. Students must bring their device to class when required.

For classes where devices are not needed, students must securely store them in their locker.

Devices are to be used for educational purposes only during class time. Students must not:

- play games
- watch movies or videos unrelated to the lesson
- engage in any non-educational activities

Misuse of devices will result in disciplinary action. Class time is dedicated to learning. Students are expected to remain focused, follow teacher instructions, and use their devices responsibly at all times.

Wireless Networks

Students can connect their devices to the school's wireless network, Education Wi-Fi, using their school email address as the username and the password they have set for their school account. This allows access to online learning resources and school systems while on campus. If students experience any difficulties connecting to the network or accessing their account, they should approach the Student Services Officer for assistance or contact the IT Help Desk for further support.

Please refer to the ICT Policy published [here](#).

Safety on Campus

CCTV (Closed Circuit Television)

Students should be aware that CCTV security cameras have been installed to monitor all common areas of the college, including the recording of both video and audio. Installation of cameras help to:

- act as a deterrent and reduce the likelihood of crime
- deter misconduct and inappropriate behaviour
- helping to verify incidents on school
- grounds to support an evidence-based response
- reassure students, staff and visitors that they are protected when on school grounds.

CCTV surveillance images and footage are only to be viewed, by authorised personnel, if there is a reasonable belief that an incident has occurred, and that the surveillance data may assist in identifying what had occurred and who may be involved.

Critical Incidents

A critical incident is a serious event that may cause harm, distress, or disruption to students, staff, or College operations (e.g. injury, safety threats, or emergencies).

If you are involved in or witness a critical incident:

- Move to a safe area if possible
- Call 000 if emergency assistance is required
- Notify a staff member immediately
- Follow all instructions from staff or emergency services

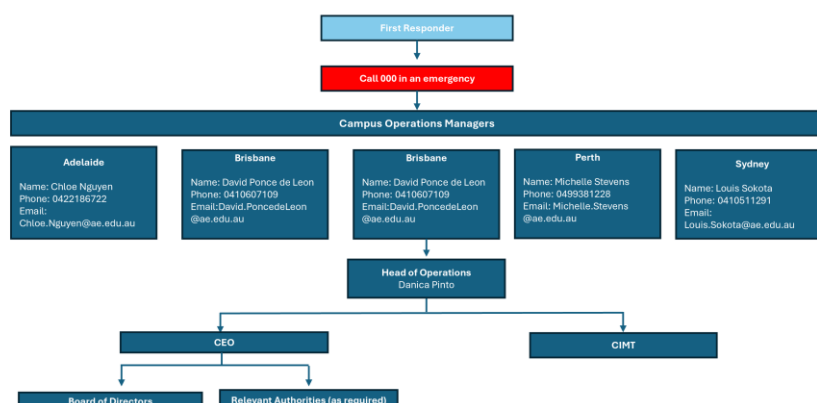
The College will act promptly to ensure safety, work with emergency services, communicate with families where appropriate, and provide support to those affected.

Students will be offered access to counselling and ongoing wellbeing support if required.

Always report concerns early and follow all emergency or evacuation instructions. Student safety and wellbeing are the College's highest priority.

Please refer to the Critical Incident Policy and Procedure published [here](#).

Appendix 1 – Critical Incident Escalation Flowchart



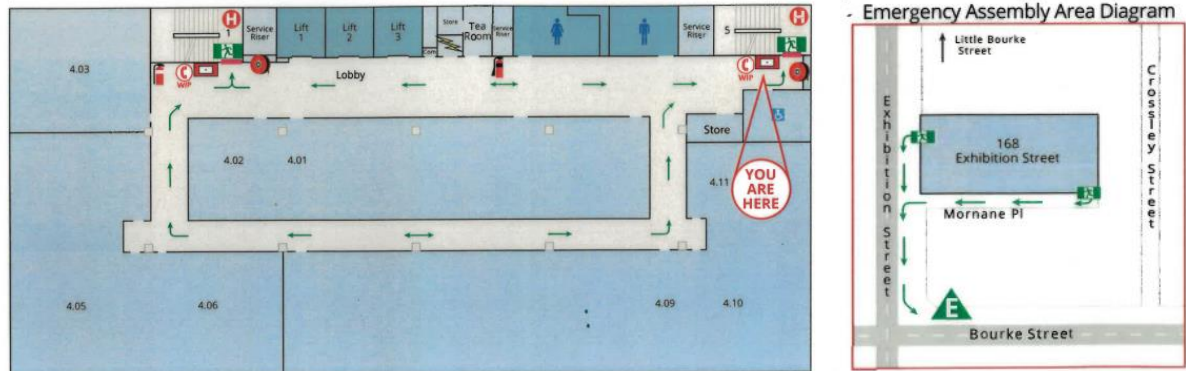
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Emergency Management Plan

In case of an emergency, an alert will be broadcast over the college speaker system, followed by specific instructions. It is essential that you listen attentively in this situation and follow staff directions to ensure the safety of yourself and others.

In the event of an evacuation, the designated assembly area is at the corner of Bourke St. and Exhibition St. Staff will guide students to this location via the most direct and secure route.

You can refer to the map below for additional details.



Student Awards and Recognition

At Acknowledge Education (Stott's College), student achievement and contribution are recognised through a range of awards aligned with our core values of Accountability, Agility and Innovation, Collaboration, Integrity, Student-Centred Commitment, and Inclusivity. Awards are presented at the end of each term during homeroom classes by homeroom teachers.

Academic Achievement Award

Recognises students who demonstrate high levels of academic performance, dedication, and commitment to their studies. These students consistently apply themselves, show a positive attitude towards learning, and strive for continuous improvement.

Endeavour Award

Recognises students who show persistence, effort, and a willingness to improve in their learning, regardless of their starting point.

Community and Collaboration Award

Recognises students who make a positive contribution to the College community. This includes demonstrating teamwork, leadership, initiative, and active participation in College activities.

Leadership and Integrity Award

Recognises students who demonstrate strong leadership qualities, act with integrity, and serve as positive role models for others.

Innovation Award

Recognises students who demonstrate creativity, problem-solving, and innovative thinking in their learning, particularly in areas such as STEM, projects, or collaborative work.

Student Commitment Award

Recognises students who consistently demonstrate responsibility, accountability, and commitment to their learning, including attendance, organisation, and engagement.

Inclusive Community Award

Recognises students who actively promote respect, inclusivity, and support for others, contributing to a safe and welcoming College environment.

Study Classes (Year 12 Students)

All Year 12 students are expected to attend their allocated supervised study classes during school hours. Study classes are scheduled classes and will take place in designated classrooms.

Students must:

- attend all scheduled study classes and arrive on time
- have their attendance marked for each study period
- use this time productively for independent study
- maintain a quiet and respectful environment that supports the learning of others

Students are not permitted to leave their allocated study classroom or go to other areas of the College (e.g. common areas) unless directed by a teacher or granted permission.

Attendance at study periods forms part of each student's overall school attendance. As international students on a student visa, Year 12 students are required to maintain a minimum of 80% attendance across all scheduled classes, including study classes, in accordance with visa requirements.

Failure to attend scheduled study classes will be followed up by the VCE Coordinator. Ongoing non-attendance or misuse of study periods may result in consequences such as after-school detention.

Student Free Day and Marking Day

Throughout the year, the College schedules "Student Free Days" and "Marking Day" on various occasions:

1. **Student Free Day:** On these designated days, students do not attend school and are, as the name suggests, free from their regular classroom responsibilities. Typically, these days are reserved for teacher professional development, planning, or administrative purposes. Students stay home, and no formal learning activities take place on these days.
2. **Marking Day:** At the conclusion of the Semester 1 mid-year examinations and Semester 2 end-of-year examinations, the College schedules a Marking Day for Year 11 students. On this day, Year 11 students are not required to attend school, as it is allocated for teachers to complete examination marking and report writing. Students are encouraged to use this time for independent study and revision where appropriate. Year 12 students are required to attend school as normal and participate in all timetabled classes.

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Student Logins

Links to Student Portal, Moodle and Student Email can be accessed via the Acknowledge Education Website



Student Portal

- Update your details in your profile
- Check your class timetable, results, fee payments, etc.

To login your Student Portal Account

1. Site address: [Meshed Group Enterprise Education Management System -- Home Page](#) or access it via the Acknowledge Education website
 2. Login with your student Microsoft account credentials
- Please expect to receive a system notification from your student portal 3 days after attending orientation
 - You are required to update your address, email, phone number, etc.

Current Students

Student Portal Log In

Moodle Log In

Student Email

[Important Information - International Students](#)

[2026 Academic Calendar](#)

[Enquire Now](#)

Moodle

- Moodle is your online learning platform for all your units' information

To log in your Moodle

1. Site address: <http://lms.ae.edu.au> or access it via the Acknowledge Education's website
 2. Login with your student Microsoft account credentials
- You should install the Moodle app on your mobile phone to get notifications of new messages instantly

Student Email

- You must communicate with us via student email. It is your responsibility to check your email regularly
- Not activating or using your student email is not accepted as an excuse to be uninformed

To login your Student Portal Account

2. Site address: [Meshed Group Enterprise Education Management System -- Home Page](#) or access it via the Acknowledge Education website
 3. Login with your student Microsoft account credentials
- You should install the Microsoft Outlook app on your mobile phone to get notifications of new messages instantly

Note:

To reset your password please email elarningsupport@ae.edu.au

Allow up to 5 working days to get your account activated

Students Out of Class

Students are expected to remain in their respective classes for the entire duration of each period and stay on school grounds throughout the school day during scheduled class times. If a student requires assistance during class time, they must report to the Student Services Officer at the reception, where appropriate staff will be contacted to provide support.

During the designated lunch break at 1:30 pm, students are permitted to leave the College premises **for the purpose of purchasing food only** and must return by 2pm. Students who choose to leave must:

- sign out at reception before leaving and sign in upon return
- wear their full school uniform
- display their College lanyard with student ID card
- carry their student safety card

Students must return promptly after purchasing food and are required to eat in the designated common area. At all other times, students must remain on campus unless prior approval has been granted.

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Student Services

Students can access help in many forms should they need support throughout their studies.

English Support

- English Support Classes
- Catch-up English Classes

Academic, Study and Course Related

- Progress review meeting with Head of School
- VCE pathway and assessment planning meeting with VCE Coordinator
- Pastoral care and learning support meeting with Homeroom Teacher
- Learning outcomes and redemption support meeting with subject teachers
- Mandatory study classes during curriculum hours
- After-school academic detention

Non-Academic

- Campus Administrators and Reception
- International Student Coordinator
- Student Services Officer
- Student Counsellor

Bilingual Support

- Student Services Officer
- Homestay/Welfare Officer
- International Student Coordinator
- Student Counsellor

Please refer to the VCE Student Support Policy published [here](#).

Student Counselling Service (Australian Counselling Service)

Acknowledge Education (Stott's College) is committed to supporting the wellbeing of all students by providing access to professional and confidential counselling services.

Australian Counselling Service (ACS)

Australian Counselling Service is the clinical counselling division of Australian Institute of Professional Counsellors. ACS provides high-quality counselling services to individuals from diverse backgrounds, with a focus on accessible and professional mental health support.

Students at Acknowledge Education (Stott's College) student, can access free online counselling sessions, fully funded by the College.

To book a session:

- Visit: <https://www.acscounselling.com.au>
- Phone: 1300 374 033
- Email: info@acscounselling.com.au

How Counselling Can Help



FREE COUNSELLING SERVICE

Our mission has remained the same and we continue to believe that mental health care is a right, not a privilege.

ACS is the clinical division of the Australian Institute of Professional Counsellors (AIPC). AIPC is the largest and longest established educator of Counsellors in Australia. AIPC has provided specialist Counsellor training for over 30-years.

Australian Counselling Service (ACS) provides:

- Counselling support for a range of concerns including stress, relationships, managing your studies, and everyday worries.
- A choice of fully supervised pre-service Counsellors who care about your wellbeing, and understand your needs and concerns.
- Pre-service Counsellors in the advanced stages of their training and working from best practice counselling frameworks.
- Counselling sessions from anywhere delivered through a secure telehealth platform.

BOOK NOW

<https://www.acscounselling.com.au/registration/acknowledge>

1300 374 033

acs Australian Counselling Service



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You can speak with a qualified counsellor about a wide range of concerns. All sessions are confidential and designed to support your wellbeing.

Common reasons students seek support include:

- stress, anxiety, or low mood
- grief and loss
- bullying or peer conflict
- family, friendship, or relationship challenges

Counselling provides a safe and supportive space to talk through concerns, gain new perspectives, and develop strategies to manage challenges.

On-Site Student Counsellor

Acknowledge Education (Stott's College) also provides access to an Student Counsellor, who is available on campus every Friday to support students experiencing wellbeing, mental health, or personal challenges that may require additional professional support.

The Student Counsellor works closely with the College's wellbeing and student support teams to provide short-term counselling and wellbeing assistance to students who have been identified as requiring specialist support.

Accessing the Student Counsellor

Appointments with the Student Counsellor are:

- Available by appointment only
- Referral-based

Students who would like to access this service, or who are concerned about a fellow student, are encouraged to speak with one of the following staff members who are trained in Youth Mental Health First Aid (MHFA) and can provide initial support, guidance and referrals where required:

- Jannah Aziz – Head of School
- Wendy Wang – International Student Coordinator
- Lenni Hui – Student Services Officer

These staff members can discuss the student's circumstances, provide initial support, and determine whether a referral to the Student Counsellor is appropriate.

The On-Site Student Counsellor complements, but does not replace, the College's existing counselling services. Students may continue to access the free and confidential ACS Counselling Service at any time, including while awaiting an appointment with the Student Counsellor.

Students are encouraged to seek support early. All wellbeing concerns will be treated sensitively, respectfully, and in accordance with the College's privacy and confidentiality requirements.

Confidentiality

Counsellors have an ethical and legal responsibility to protect your rights to confidentiality and privacy. However, there are occasions when counsellors are legally required to disclose information. This only occurs when:

- the information provided by you during service provision suggests or indicates serious harm or risk of harm to you or to anyone else in the school or the community
- required by law, for example, mandatory reporting provisions or court subpoena, or
- you consent to the release of information

Student Visa Information (International Students)

To study at Acknowledge Education (Stott's College), international students must hold a valid student visa and comply with all visa conditions. Students are responsible for ensuring that their visa details (e.g. course, provider, and duration) are correct and remain valid for the length of their studies. If there are any changes to your visa status or if you obtain a new passport, you must notify the Student Services Officer as soon as possible.

The College can provide general guidance; however, it cannot offer legal advice. For visa-specific advice, students should contact the Department of Home Affairs or a registered education agent.

Key Visa Requirements

As an international student, you must:

- notify the College of your residential address within 7 days of arrival or any change
- remain enrolled and meet course requirements
- maintain satisfactory attendance and course progress
- stay within visa limits for working hours
- maintain valid health insurance (OSHC) for your entire stay
- not remain in Australia beyond your visa expiry

Failure to meet visa conditions may result in the College reporting your enrolment status to the Department of Home Affairs via PRISMS. Students can check their visa details at the Visa Entitlement Verification Online (VEVO) system.

Course Progress and Reporting

The College monitors student attendance and academic progress throughout the course.

If a student is identified as at risk, they will receive a warning notification and be required to meet with the College to discuss support options.

If concerns are not addressed, the student may receive an Intention to Report (ITR) notice. Students have 20 working days to access the College's appeals process.

If no appeal is made, or the appeal is unsuccessful, the College is required to report the student to the Department of Home Affairs.

Health Insurance (OSHC)

All international students must maintain Overseas Student Health Cover (OSHC) for the duration of their stay in Australia.

OSHC helps cover:

- medical and hospital care
- ambulance services
- some prescription medicines

Approved OSHC providers include:

- Allianz Care Australia
- Bupa Australia
- Medibank

Maintaining your visa conditions is your responsibility. If you are unsure about any requirements, you should seek advice early to avoid any impact on your studies or visa status.

For more information, please visit the Department of Home Affairs [website](#).

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Uniform

All students are expected to wear full school uniform at all times. This includes to and from school, on excursion when representing the college, and for exams.

If there is a legitimate reason a student is unable to wear the correct uniform, a note or contact from a parent or guardian is required. The note must be given to the VCE Coordinator. Students who have not produced a note are in breach of College policy, and with parental consent, will be sent home to rectify, before returning. If consent is not able to be given, the student will remain in the study classroom and/or receive after-school detention. These may result in unapproved absences.

Full Summer & Winter Uniform – Compulsory

- Students are provided with two Acknowledge Education polo shirts per year and are expected to wear them as part of the uniform.
- Any bottoms may be worn, provided they are clean and not ripped.
- Female students may wear dresses or skirts underneath the Acknowledge Education polo shirt; however, these must be of an appropriate length and not excessively short.

Full Summer & Winter Uniform – Optional

- Students are provided with one Acknowledge Education fleece jumper and one jacket per year, which may be worn over their polo shirt as part of the uniform.

Footwear

- All students are permitted to wear any covered shoes.
- Shoes must be fully enclosed at both the front and back (no open toes or open heels).
- All footwears must be flat; heels are not permitted.
- Flip flops, slides, and similar open footwear are not permitted.
- Footwear should be clean and appropriate for a school environment.
- It is expected that VCE students at AE maintain clean and suitable footwear while at the college.

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Procedure for Breach of Uniform Policy

Acknowledge Education (Stott's College) uniform policy is underpinned by a zero-tolerance approach. Head of School/VCE Coordinator make all decisions regarding exceptions to the procedure.		
When a student is found not in proper uniform attire (This includes incorrect footwear.) Staff member asks the student to present a signed dated note from a parent/guardian, or the VCE Coordinator or Head of School.		
Uniform issue can be fixed.	Uniform issue cannot be fixed.	Approved Parent Note or Special Consideration
- Staff on duty to ask the student to remove or fix uniform item. - Staff member to confiscate unapproved item if appropriate. The student may receive back the item at the end of the week from the Student Services Officer. - Staff to note student name and homeroom class on the detention spreadsheet for after-school detention. - If uniform cannot be fixed on the spot, student is to attend to the Student Services Officer and obtain correct uniform. - Uniform is loaned out, recorded and must be returned cleaned the next day.	- Student is provided with two options: - Contact parent/guardian to request delivery of appropriate uniform. - Contact parent/guardian to be signed out of the College to change uniform. - If parent is unable to be contacted, student cannot leave school or obtain correct uniform, student should remain in the study classroom until uniform is changed.	<u>Before school</u> - The student to approach the VCE Coordinator or the Head of School with a signed dated note from a parent/guardian. - VCE Coordinator or the Head of School to issue student with a Uniform Pass to be kept on the student for the whole school day and returned to the Student Services Officer at the end of the day.
Teachers on duty to undertake Uniform Duty each morning at 8.30am at the main entry point of the College.		

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

The minimum requirement is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3-4 sequence
- at least three other sequences of Unit 3-4 studies

At Acknowledge Education (Stott's College), students are required to attempt 12 units in the first year and 10 units in the second year of their VCE studies. All studies are offered and the program for each VCE year is determined by student choice, school facilities and staff qualifications.

Assessment in the VCE

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgement of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The decision to award an 'S' for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results ('S' or 'N') contribute to satisfactory completion of the certificate.

For more information please refer to the VCE Administrative Handbook (2026) available [here](#).

Outcomes

- Every Unit has a set of learning outcomes, directly related to the areas of study in that Unit. The subject teacher, who may use a range of assessment methods, assesses them.
- Outcomes are assessed as 'S' (Satisfactory) or 'N' (Not Satisfactory). Each Unit has a number of outcomes and an 'N' for any one of these gives the student an 'N' for the unit. It is from the outcome grades that satisfactory or not satisfactory completion of a unit is determined.

Graded Assessment Tasks

- For students undertaking Units 1-2, there will be a variety of tasks in each unit that will be graded. In addition to this there is a school-based examination to be undertaken at the end of each unit. Note that all school-based examinations provide students with the opportunity to gain examination experience and provide feedback on their performance.
- For students undertaking Units 3-4, there will be School Assessed Coursework (SAC) and/or School Assessed Tasks (SAT) for each unit. In each study there will be a combination of this school-assessed work and examinations, which are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

Please note: All marks and grades awarded by the school are conditional and may change as a result of statistical moderation.

It is from these grades in each study that the VCAA determines the student's study score which is then used to derive their ATAR.

Calculating the ATAR

The ATAR is calculated by taking:

- Scaled score in English Units 3-4 or EAL English Units 3-4 or English Language Units 3-4 or Literature Units 3-4

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- Next best THREE scaled scores for Unit 3-4 sequences
- 10% of any 5th scaled score for a Unit 3-4 sequence
- 10% of any 6th scaled score for a Unit 3-4 sequence

The total score will be used to place each student in a percentile rank, thus forming their ATAR. The highest rank is 99.95. Ranks below 30.00 will be reported as “less than 30”. If a student receives a rank of 75.00, it will mean that they had achieved an overall result equal to or better than 75% of the applicants for that year. The rank provided by the ATAR places every student in Victoria along a continuous line from highest (99.95) to lowest (0.00).

The VCE studies that are used to calculate ATAR are: up to six Unit 3-4 studies from all VCE studies.

Teaching and Learning Framework

The Acknowledge Education (Stott's College) HITS instructional model is a guide to how lessons (or sequences of lessons) should be structured in order to best meet the learning needs of our students. Developed in 2017, guided by educational research undertaken by John Hattie, our instructional model reinforces classroom routine and promotes scaffolded learning via specific steps/activities. It optimises time on task and learning focused classroom climate by using smooth transitions between activities that stimulate and maintain engagement by linking lesson and unit learning.

At Acknowledge Education (Stott's College) we firmly believe that all students can have success in their learning

For more information, please refer to the Department of Education resource available [here](#).

Welfare and Accommodation (CAAW)

Acknowledge Education (Stott's College) is committed to supporting the safety, wellbeing, and living arrangements of all students.

Students under 18 years of age must have approved welfare and accommodation arrangements as part of their student visa requirements. If a student is not living with a parent or an approved relative, their accommodation must be approved by the College.

All students are required to have a nominated guardian or responsible adult (aged 21 or over), approved by the College. The College's preferred guardianship provider is Guardianship Australia. In some cases, students may be required to engage this service if additional support is needed.

Students aged 18 and over are strongly encouraged to live in College-approved accommodation, as this provides a safe and supportive environment and allows the College to assist students more effectively if any concerns arise.

The College works closely with students, parents, and guardians to ensure appropriate support is in place throughout the student's studies.

Please refer to [Welfare Arrangements for International Students Aged Under 18 Policy and Procedure](#).

Change of Address Requirements

All students must notify the College of any change to their residential address while enrolled.

For international students, this is a student visa requirement (Condition 8533). Students must inform the College of any change of address within 7 days. Failure to do so may be considered a breach of visa conditions and could impact the student's visa status.

Students can update their address by notifying the Student Services Officer.

Where the College has approved a student's welfare and accommodation arrangements, any changes must be approved by the College before they occur.

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Important Contact Numbers

Campus Contact Details

Address: 168 Exhibition Street, Melbourne, VIC 3000

Telephone: 9663 3399

Number	Reason
000	This is the Police, Ambulance and Fire department hotline. Call this number if: - Someone is seriously injured or in need of urgent medical help - If your life or property is being threatened - You have witnessed a serious accident or crime
9071 3900	This is a mobile number of a school staff member. It should only be called in situation where: - Someone has made you feel threatened, touched you inappropriately or physically abused you or abused you in another way - If you are unable to contact your responsible adult

Key Contacts

AE Admissions admissions@ae.edu.au	AE Registrar registrar@ae.edu.au
VCE & ELICOS Student Support student.support@ae.edu.au	AE Campus Admin admin@ae.edu.au

Useful Contacts

Contact	Address	Phone Number
Counselling Service Lifeline		131 114 Lifeline Text Service: Text: 0477 13 11 14
Dentist / Doctors Melbourne City Medical Centre	68 Lonsdale St, Melbourne VIC 3000	(03) 9639 9600
Department of Home Affairs	808 Bourke St, Docklands VIC 3008	13 18 81
Legal Assistance Victoria Legal Aid	Level 9, 570 Bourke St, Melbourne VIC 3000	1300 792 387
Overseas Student Health Cover Bupa		134 135 1300 884 235
Rental Assistance Consumer Affairs Victoria	121 Exhibition St, Melbourne VIC 3000	1300 558 181 132 842
Study Melbourne Study Melbourne Hub	17 Hardware Ln, Melbourne VIC 3000	1800 056 449
Translating and Interpreting Service National Translating & Interpreting Service		131 450 1800 131 450 1300 847 387



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