

Be Kind
Work Hard



Handbook

2022

Contents

1.	<u>Welcome Message from the Principal</u>	4
2.	<u>ACE Vision, Mission and Philosophy Statements</u>	4
	<u>Philosophy</u>	4
	<u>Aims and Objectives</u>	5
3.	<u>College Details</u>	5
	<u>Term Dates - 2022</u>	6
	<u>Public Transport Access</u>	6
4.	<u>Enrolment</u>	6
	<u>ACE Hours and Student Supervision</u>	7
	<u>Attendance</u>	7
	<u>Student Absences and Lateness</u>	8
5.	<u>The Victorian Certificate of Applied Learning (VCAL)</u>	9
	<u>About VCAL</u>	9
	<u>VCAL Levels</u>	9
	<u>Qualification Requirements</u>	9
	<u>Vocational Education and Training</u>	10
	<u>The ACE VCAL Learning Program</u>	10
	<u>Work Experience</u>	10
	<u>Morning and Afternoon Circles</u>	10
	<u>Excursions and Camps</u>	10
	<u>Uniform and Equipment</u>	11
	<u>Assessment</u>	11
	<u>Reporting</u>	12
	<u>Classroom Schedule</u>	13
6.	<u>School Fees</u>	13
7.	<u>Student Engagement and Wellbeing</u>	14
	<u>School Community Commitment</u>	14
	<u>Safety</u>	15
	<u>Medical Conditions</u>	16
	<u>Emergencies</u>	17
	<u>First Aid</u>	17
	<u>Evacuation Procedures</u>	18
	<u>Student Behaviour and Management</u>	18
	<u>Student Rights and Responsibilities</u>	18
	<u>Discrimination, Sexual Abuse, Harassment and Bullying including Cyber Bullying</u>	19
	<u>Plagiarism</u>	11
	<u>Prohibited Items and Substances</u>	21
	<u>Digital Technologies Use</u>	21
	<u>Mobile Phones</u>	23
	<u>Consumption of Food and Drink</u>	23

<u>Support Services</u>	23
8. <u>Students with Special Needs</u>	24
<u>Assessing students with disabilities</u>	24
9. <u>Privacy</u>	25
10. <u>Complaints</u>	25

1. Welcome Message from the Principal

I am very pleased to welcome you to Advance College of Education (ACE) and hope that your learning experience with us will provide you with a sound foundation for further study and your future career and life.

ACE is an independent specialist school which offers the Senior Secondary, Victorian Certificate of Applied Learning (VCAL), at two campuses located in Hastings and Rosebud. At ACE, students are not only provided with an opportunity to develop sound literacy, numeracy, vocational and employability skills but are also supported to meet individual personal development goals.

We are looking forward to working with you throughout the year to help you to achieve your full potential through memorable, positive and productive learning experiences.

If you have any questions about the year ahead, I encourage you to talk to me, teachers or other members of staff.

Best wishes,
Steve Wright

2. ACE Vision, Mission and Philosophy Statements

Our Vision

To CREATE change through education.

Our Mission

To meet the individual learning needs of our community through best practice learning experiences.

Our Values

Courage: We understand that doing the right thing is not always doing what is easy

Respect: We value diversity and treat everyone fairly, recognising individual contributions

Empathy: We are kind and extend ourselves to understand other perspectives and experiences

Accountability: We work hard and are individually accountable and collectively responsible

Trust: We say what we mean and act with integrity

Empowerment: We support our colleagues and community to be the best that they can be

Philosophy

ACE believes that all students have the right to a quality, individualised education program that enables them to succeed and connect with the wider community.

ACE is committed to the creation of a learning environment which centres on improving wellbeing, stamina and resilience to strengthen educational, social and vocational outcomes for each student.

Our programs are delivered with high expectations for academic achievement and personal and social development that broaden further education and/or employment options.

This philosophy is enacted through integrating the following elements into all aspects of the ACE Learning Program:

- **The Berry Street Education Model (BSEM):** BSEM centres on a trauma informed positive education method. This relationship-based practice is grounded in unconditional positive regard and the use of restorative practices which assist students and staff to build the capacity to self-regulate behaviour, improve learning outcomes and nurture relationships.
- **The Feuerstein Method:** This is a strength-based educational technique which teaches individuals to improve the way that they think, learn and function in order to maximise their potential.
- **Resilience, Rights and Respectful Relationships (RRRR):** RRRR centres on ensuring that we model respectful relationships and gender equality practices across the entire College

community. A whole-school approach to Respectful Relationships recognises that schools are:

- a workplace where all staff should feel equally respected, safe and valued and have equal opportunities
- a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom
- part of the wider community that can model gender equality and respectful relationships.
- **eSmart:** eSmart is a guiding framework for schools to manage cyber safety and wellbeing. Cyber safety has been integrated into our policies and procedures to deal with incidents, and to ensure the delivery of curriculum around the smart, safe and responsible use of technology.
- **Individual Education Plan (IEP):** At ACE we work with young people to accommodate different learning profiles, rates of learning and individual passions through the development of an IEP for every student that we support. The IEP is negotiated between the learner and ACE staff members. It sets out goals and strategies that are achievable and challenging. This becomes the guiding document for all staff and students at ACE as they work together to achieve the goals.

Motto

Be kind. Work Hard.

Aims and Objectives

ACE is focused on:

- Supporting and actively promoting the principles and practice of Australian democracy, including a commitment to:
 - The elected government
 - The rule of law
 - Equal rights for all before the law
 - Freedom of religion
 - Freedom of speech and association
 - The values of openness and tolerance
- Providing a respectful, safe and inclusive learning environment which is free from discrimination, harassment, bullying, vilification, victimisation and otherwise unlawful and unacceptable behaviours.
- Providing accessible, dynamic learning opportunities within the Mornington Peninsula community.
- Meeting individual needs while providing quality learning experiences that reflect community aspirations.
- Research, development and innovation.
- Building partnerships with industry, community members and other organisations who have mutual or complementing interests.
- Fostering a sense of belonging to a caring community in which members and participants are accepting and supportive of each other.
- Ensuring that the Child Safe Standards are adhered to for all students attending ACE.

3. College Details

Rosebud Campus	Address: 6 Henry Wilson Drive, Rosebud 3939 Phone: 0439 554 119 Fax: 5986 8377 Email: aceinfo@advance.vic.edu.au Website: www.advancecollege.vic.edu.au Office Hours: Monday to Friday, 8.30am - 4.30pm Class days and times: Mon to Fri 9.30am - 2.30pm
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Hastings Campus	Address: 1973 Frankston Flinders Rd, Hastings 3915 Phone: 0437125858 Email: aceinfo@advance.vic.edu.au Website: www.advancecollege.vic.edu.au Office Hours: Monday to Friday, 8.30am - 4.30pm Class days and times: Mon to Fri 9.30am - 2.30pm
Principal	Steve Wright Phone: 5986 4623 Email: steve.w@advance.vic.edu.au
Learning Engagement Coordinator	Roney Weaver Phone: 0476543400 roney.w@advance.vic.edu.au
Education Support Coordinator	Clare Andrews Phone: 0439998966 clare.a@advance.vic.edu.au

Term Dates - 2022

Term 1	Monday 31 st January – Friday 8 th April
Term 2	Tuesday 26 th April – Friday 24 th June
Term 3	Monday 11 th July – Friday 16 th September
Term 4	Monday 3 rd October – Friday 2 nd December

The campuses are closed on all Victorian Public Holidays.

Public Transport Access

Hastings Campus (Bus or Train)

<https://ptv.vic.gov.au/route/view/979> (782 Bus)

<https://ptv.vic.gov.au/route/view/13> (Train)

Rosebud Campus (Bus)

<https://ptv.vic.gov.au/route/view/982> (788 Bus)

<https://ptv.vic.gov.au/route/view/2505> (886 Bus)

4. Enrolment

ACE is committed to ensuring students are admitted to the school in a manner that is fair, transparent and non-discriminatory. The College is dedicated to the principles of access and equity in education and is committed to the goal of improving the knowledge, skills and quality of life for all Australians, considering the particular needs of individuals who may have experienced disadvantage. No preference is given to students of a particular sex, race religious belief when selecting students. ACE may make enrolment decisions on the basis of the school's judgement of its capacity to meet the needs of the student. Students will be placed on a waitlist when the school becomes oversubscribed. Students will be contacted in order of admission to the waitlist when a place becomes available.

The minimum age at entry at ACE is 15 years of age. The maximum age at entry is 19 years of age.

Refer to ACEP1 Enrolment and Transition to ACE Policy and Procedure for further details.

ACE Enrolment Process:

Pre- Enrolment

- Students are required to submit an Expression of Interest form prior to being invited to attend a pre-enrolment interview.
- Students and parent/guardian (unless the student is classified as being independent) must attend a pre-enrolment interview with the Education Support Coordinator and the Home Teacher prior to being considered for a place at ACE.
- Parents are requested to provide the College with relevant information about their child's academic, learning, medical, physical, social and emotional needs. This may include previous student reports, relevant certificates and assessment grades (when available). This will assist in the determination of the level of entry.

- An offer of enrolment may be made at the discretion of the Principal and will be conditional on the Principal being satisfied as to the suitability of the applicant and the ability of the College to meet the applicant's needs.
- When an offer of enrolment is made a more detailed overview of VCAL @Advance will be provided.

Confirmation of Enrolment

Parents/Guardians must confirm their acceptance of the offer and the terms and conditions set out in the Enrolment Agreement by:

- Completing the *Enrolment Form* and signing the *Enrolment Agreement*. All sections must be fully completed and all required signatures must be applied. If the student, parent/guardian has indicated that the student has a medical condition, this needs to be discussed and relevant medical management plans provided to the College prior to commencement.
- The following original documents must be presented. These will be copied and placed in the student's file:
 - A current Health Care Card (Green) or Pension Card (Blue) if concession box has been ticked
 - Full Birth Certificate
 - Photo ID (e.g. passport, driver's licence/learner's permit, previous school card, Keycard)
 - Medicare Card
 - Most recent school report and relevant certificates (if available)
 - Transfer/transition form signed by the principal of their previous school (as applicable).
- A copy of the student's Child History Statement (immunisation status). This is a not a mandatory requirement but is viewed as a preferred option for secondary students.

ACE Hours and Student Supervision

Staff are **not** in attendance at each campus outside of the opening and closing hours listed.

- ACE will provide student supervision from 30 minutes prior to first class and 30 minutes after the end of last class. Students are to remain within the campus boundaries and are free to move around the campus during their breaks but are reminded to adhere to the safety warnings and requirements specific to each area.
- A staff member will be rostered daily to supervise the students during break times.
- All students under 18 years of age are to remain on campus during the normal class day, including break times. If any student is to leave the campus boundaries before their scheduled end of class time or during break times, ACE must be provided with a signed letter of consent and permission from the student's parent or guardian. The consent and permission letter acknowledge that they are allowing their child or dependent to leave the campus without supervision and are no longer under the College duty of care.
- Students over 18 must discuss their need to leave campus with a staff member prior to leaving.

Refer to ACEP21 Student Care, Safety and Welfare: Duty of Care and Supervision for further details

Attendance

We all want our students to get a great education, and the building blocks for this begin with students coming to school every day. Active participation in school helps young people to develop important skills, knowledge and values which set them up for further learning and participation in their community. Young people who regularly attend school and complete a senior secondary or equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. Missing school can have a major impact on a child's future — a student missing one day a fortnight will miss four full weeks by the end of the year.

There is no acceptable number of days for missing school. **Every Day Counts.**

- Schooling is compulsory for children and young people aged from 6 —17 years unless an exemption from attendance has been granted.

- Students are required to attend **all time-tabled classes and excursions** in order to maximise their learning opportunities. Students whose attendance is poor may harm their chances of success in the VCAL program
- ACE requires that all students attend a **minimum of 80%** of school days throughout the year. Failure to achieve this may jeopardise a student's place in the program.
- Where the rate of absenteeism is of concern (**falls below 70%**), the Home Teacher will follow up with parents/carer.
- The Home Teacher will refer a student to the Learning Engagement Coordinator (LEC) or Education Support Coordinator (ESC) when they continue to be concerned about a student's lack of attendance (attendance rate continues to be below 70%). The LEC/ESC will contact the parent/carer to arrange a meeting to discuss targeted strategies to support the student's attendance and engagement.
- If subsequent attendance rates show no improvement, a member of the Leadership Team will send a 'warning' letter to the parent/carer/student informing them that they will be required to attend a meeting and commit to an Attendance Plan.
- If the Attendance Plan is not adhered to and improvement isn't shown, the Principal will meet with the parent/carer/student to discuss their place in the program.
- Course attendance rolls will be taken manually by the Home Teacher twice daily for morning and afternoon classes.
- All student absences require an explanation and/or a medical certificate. For students under 18, phone confirmation from a parent/guardian is required.
- Parents/guardians of students will be notified of any unexplained absences or lateness.

Student Absences and Lateness

Absences

Parents/carers (or student if over 18 or living independently) must ring/message the Home Teacher **before 9:00 am** if a student is going to be absent:

- Rosebud Foundation – **Jake Smith 0499218242**
- Rosebud Intermediate – **Bridgette Juchnevicius 0439554119**
- Rosebud Senior - **Roney Weaver- 0476543400**
- Hastings Foundation/Intermediate – **Ali Biggs 0439014666**
- Hastings Intermediate/Senior – **Ash Fathers 0437125858**

For absences deemed reasonable (for example, illness or public transport interruption) students will need to provide suitable evidence (for example medical certificate or public transportation online notification.)

Absences for reasons other than illness or emergency situations are to be avoided. Doctor's appointments, dentist's appointments, and vacations should be scheduled for times when classes are not running.

Lateness

ACE school hours are **9.30am – 2.30pm**.

Lateness impacts upon the individual student's ability to participate in daily learning and assessment within their class. Lateness also has a negative effect on the class as a whole, as students often have to wait whilst instruction is repeated. To ensure that disruption is minimised, students and parents of ACE are to work together to adhere to the following guidelines;

- For lateness deemed reasonable (for example, medical or public transport interruption); students will need to provide suitable evidence (for example medical certificate or public transportation online notification).
- Parents/carers (or student if over 18 or living independently) must ring or message the Home Teacher before 9:00 am if they are going to be late:
 - Rosebud Foundation – **Jake Smith 0499218242**
 - Rosebud Intermediate – **Bridgette Juchnevicius 0439554119**
 - Rosebud Senior - **Roney Weaver- 0476543400**
 - Hastings Foundation/Intermediate – **Ali Biggs 0439014666**
 - Hastings Intermediate/Senior – **Ash Fathers 0437125858**
- Late students are required to complete a 'late check in slip' on arrival and wait outside the classroom to speak with a staff member prior to entering the classroom.

- The Home Teacher will follow up with parents/carers when a student is continually late (e.g. 4 consecutive days of late arrival) or when student's reasons for being late require further investigation.
- The Home Teacher will refer a student to the Learning Engagement Coordinator (LEC) or Education Support Coordinator (ESC) when they continue to be concerned about a student's lateness. The LEC/ESC will contact the parent/carer to arrange a meeting to discuss targeted strategies to support the student's punctuality and engagement.
- If subsequent punctuality rates show no improvement, a member of the Leadership Team will send a 'warning' letter to the parent/carer/student informing them that they will be required to attend a meeting and commit to a Punctuality Plan.
- If the Punctuality Plan is not adhered to and improvement isn't shown, the Principal will meet with the parent/carer/student to discuss their place in the program.

Refer to ACEP23 Student Care, Safety and Welfare: Attendance for further details.

5. The Victorian Certificate of Applied Learning (VCAL)

About VCAL

The VCAL is a 'hands on' option for students in Years 10, 11 and 12. Like VCE, VCAL is a recognised senior qualification. Unlike VCE, which is normally used as a pathway to university, VCAL focuses on 'hands on learning'. Students who do VCAL are more likely to be interested in going on to further training at an RTO or TAFE, doing an apprenticeship, or getting a job after completion.

The program aims to:

- Use curriculum that builds on students' interests, abilities and strengths;
- Provide practical 'hands-on' activities to facilitate learning;
- Provide opportunities to integrate learning outcomes across one activity;
- Recognise all student achievements and value their contribution;
- Allow students to learn at their own pace and in different ways according to their preferred learning style;
- Build resilience and confidence;
- Encourage and support active participation in the community;
- Extend learning experiences beyond the classroom.

VCAL Levels

There are three levels of VCAL:

- 21352VIC Victorian Certificate of Applied Learning (Foundation);
- 21353VIC Victorian Certificate of Applied Learning (Intermediate);
- 21354VIC Victorian Certificate of Applied Learning (Senior).

Foundation: Knowledge and employability skill development is supported by a strong emphasis on literacy, numeracy and preparation for further learning. At this level scheduled class time is normally greater than independent learning. The foundation level is generally applicable to students who have not completed Year 10.

Intermediate: Knowledge and employability skill development leads to more independent learning, confidence and a high level of transferable skills. At this level students will participate in scheduled class time and independent learning. The intermediate level is generally applicable to students that have successfully completed Year 10 but not Year 11.

Senior: Knowledge and employability skill development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. At this level students will participate in some scheduled class time and a high proportion of independent learning. The senior level is generally applicable to students that have successfully completed Year 11 but not Year 12.

Qualification Requirements

While each student can adapt their course or program to suit their individual needs, there are compulsory elements or strands of learning:

- Literacy – Reading and Writing – 1 credit, Oracy – 1 credit
- Numeracy – 1 credit
- Work Related Skills – 2 credits

- Industry Specific Skills / VET – 3 credits
- Personal Development Skills – 2 credits

Each unit undertaken by VCAL students must involve 100 nominal hours of work/study.

Each student's VCAL Learning Program must include a minimum of 10 credits.

The successful completion of a total of 10 credits is required to gain the VCAL at each Level.

More information about VCAL curriculum strands is available in the VCAL section of the current VCE and VCAL Administrative Handbook and additional VCAL publications available at the VCAA website: www.vcaa.vic.edu.au.

Vocational Education and Training (VET)

An important component of VCAL is the successful completion of VET units. Students must meet with **Student Support (Pathways)** prior to selecting their VET program to discuss areas of employment that they are interested in to ensure that their VET studies are relevant to their employment goals. All ACE students **must** undertake a minimum of 270 hours of VET over their course of study.

Students wishing to undertake an **external VET course** will be **required to cover the full cost of the course**. We encourage students/parents/carers to speak with the Education Support Coordinator about possible financial assistance options.

The ACE VCAL Learning Program

Typically, VCAL Learning Programs consist of a full-time study load. All work is completed at school. The nature of applied learning allows the student to demonstrate that they can complete tasks satisfactorily. Learning programs may vary as they are designed to reflect individual needs and interests. An Individual Education Plan for each student is developed as a result of consultation between the Home Teacher, student, parent/guardian and Student Support. Students work towards achieving a variety of outcomes that are based on what they must know and be able to do to satisfactorily complete a unit.

Work Experience

Work experience may take the form of placement with a 'host employer' and/or part-time paid employment. Students will undertake extensive pre-placement preparation during the first half of the year prior to commencing work experience in the second half of the year. Student Support (Work Readiness) – Rachel Dodd, works closely with students and host employers to set up suitable placements and will provide advice and support throughout.

Students will be expected to complete a number of activities during their placement. Each of these activities is mapped to outcomes in the WRS2 unit.

- Foundation students must complete a minimum of 5 days of work experience in Term Four after participating in the Foundation Fridays Preparation Program (Terms 1-3).
- Intermediate and senior students must complete a minimum of 10 days (maximum of 30 days) of work experience.

Morning and Afternoon Circles

- All students must participate in the morning circle at 9:30am each day. Morning circles provide an opportunity for everyone to be present, centred, grounded and ready to learn. A typical morning circle might include: discussion about what is planned for the day, icebreakers and celebrations of special events and achievements.
- All students must participate in the afternoon circle at 2:20pm each day. Afternoon circles provide an opportunity for everyone to reflect on the day and to plan for the next day. A typical afternoon circle might include: things that worked and didn't work, suggestions for improvement and celebrations of achievements.

Excursions and Camps

ACE plans excursions and camps that **all students are required to attend**. They are beneficial to course work and will include activities that may cover several VCAL outcomes.

Students who are under 18 you must gain written consent from a parent/guardian to attend any excursions that will be held out of the 'local excursion' zone (permission to attend local excursions

is to be signed at enrolment). An Excursion notice will be forwarded to parents/guardians via the Compass Student Management System. Permission must be received by the Home Teacher prior to every non-local excursion. Students over 18 are also required to 'sign' and return the consent form.

Uniform and Equipment

Uniform

While we have no formalised uniform at ACE, we expect all students to dress in a **neat, appropriate and tidy** manner. This includes flat, comfortable **shoes with a covered toe** – please **do not** wear high heels, Ugg boots or thongs as these are not safe, nor permitted. At times you may need safety boots for activities.

We appreciate the right for you to wear the clothing that you feel comfortable in and that you identify with but your safety and the comfort of all staff and students is essential.

Equipment

ACE provides stationery, a student planner, USB memory sticks, learning technology etc. There are no textbooks for the course and unless students have extra requisites for external VET there are no other requirements. The school will provide work equipment such as safety boots, work uniforms etc. for work experience if requested by the host employer.

Assessment

Satisfactory completion of the VCAL units is based on evidence that demonstrates that the student has successfully completed the learning outcomes. A range of assessment methods and task types may be used. These include:

- teacher observation;
- self-assessment;
- a portfolio of evidence accumulated through project or program participation;
- awards from recognised programs;
- oral or written reports and presentations;
- written text;
- discussion;
- debates;
- role-plays;
- folios of tasks or investigations;
- performing practical tasks;
- reflective journals;
- student logbooks.

For VCAL units, students will receive an S (Satisfactory) or N (Not yet complete) result for each unit. Further information about assessment processes and procedures for VCAL units can be found in the *VCAL Unit Assessment Planning Guide* which is available from the VCAA website at: www.vcaa.vic.edu.au, or talk to your teacher for clarification.

Integrated assessment

Where possible, assessment in the VCAL will focus on integrated curriculum projects/activities. For example, a teacher observation of a class discussion about a text read by students could be used to assess both a Reading learning outcome and a learning outcome in the Oral Communication unit. Students could also write a response to the text and cover one of the Writing learning outcomes.

Authentication

Teachers must ensure that they are able to authenticate student assessments i.e. that all work submitted by a student is their own work. This can be achieved through: monitoring student attendance, requiring students to complete work during class time and acknowledge any resources used in their work and through reducing opportunities for undue assistance, including copying and plagiarism. In deliberating whether a student's work is genuinely their own, teachers should consider whether the work:

- is not typical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development

Plagiarism and Cheating

Plagiarism is the action or practice of taking and submitting or presenting the writing or other work of someone else as though it is your own work. **ACE expects students to act with integrity and honesty and acts of plagiarism are completely unacceptable and will not be tolerated.**

Student work submitted for assessment must be their own. Students must not receive undue assistance from any other person in the completion of their work or assessment tasks. This includes copying or plagiarising other work.

Plagiarism occurs:

- When students use the ideas, words or work of others and submits these in an assessment task as their own. For example:
 - handing in an individual assignment or task that was written in part or whole by someone else or
 - asking or paying a friend or some other person to write the assignment or task
 - Using published work and resources
- Plagiarism or cheating is using words, ideas or work from published sources and submitting these as their own. This can include material taken from the following sources without acknowledgment:
 - the internet, a book, chapter, article, database, pamphlet, brochure or any other source.
- It is also plagiarism when students include material in their work without acknowledging the owner.

Cheating in Assessments

Cheating while completing an assessment task is an act of plagiarism. This includes:

- copying from other students;
- taking unauthorised notes or materials into an assessment;
- accessing internet files in practical computing and other assessment;
- using notes handwritten in allowed/authorised texts
- using other students copy of an assessment prior to sitting for it;
- letting someone complete the assessment for you;

Consequences

If a student is found to have cheated or plagiarised the Principal may decide to do one of the following:

- Reprimand the student.
- Give the student the opportunity to resubmit work for satisfactory completion.
- Refuse to accept the work that infringes the rule and decide on the award of an S or N on the remainder of any work.
- Refuse to accept any work if the infringement is judged by the Principal to merit such a decision.

Notification of the Principal's decision and consequences must be provided to students within 14 days of the decision being made.

Refer to ACEP16 Assessment and Reporting Policy and Procedure for further details

Reporting

Parents/guardians will receive a written report relating to a student's academic development and work habits at the end of each semester. Parents/guardians are also encouraged to contact the Home Teacher, Learning Engagement Coordinator and/or the Education Support Coordinator to check on student progress throughout the year.

Refer to ACEP16 Assessment and Reporting Policy and Procedure for further details

Typical Classroom Schedule

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	9:30am – 9:35am	Circle – Ready to Learn Scale	Circle – Ready to Learn Scale	Circle – Ready to Learn Scale	Circle – Ready to Learn Scale	VET or Work Experience (Intermediate and Senior students) Foundation Fridays Program (Foundation Students)
1.	9:35am – 9:45am	Brain Starter Activity	Brain Starter Activity	Brain Starter Activity	Brain Starter Activity	
	9:45am – 10:35am	Literacy- Literacy Skill Builder and Writing Activities	Numeracy – Maths Pathways/ Skill Builder and Numeracy Activities	Literacy Skill Builder and Reading Activities	PDS- PDS Skill Builder and PDS Activities	
	10:35am- 10:50am	Physical Activity	Wellbeing Activity	Physical Activity	Wellbeing Activity	
	10:50am – 11:10am	Break	Break	Break	Break	
2.	11:10am – 11:30am	11:10 – 11:20 Reading 11:20 – 11:30 Reading Activity	11:10 – 11:30 Journal Writing	11:10 – 11:30 Project Work	11:10 – 11:20 Reading 11:20 – 11:30 Reading Activity	
	11:30am – 12:30pm	Numeracy – Maths Pathways/ Skill Builder and Numeracy Activities	Literacy Skill Builder and Writing Activities	WRS Skill Builder and Skills for the 21 st Century Activities	Literacy - Skill Builder and Writing Activities	
	12:30pm – 1:00pm	Lunch	Lunch	Lunch	Lunch	
3.	1:00pm – 1:15pm	Brain Starter Activity	Brain Starter Activity	Brain Starter Activity	Brain Starter Activity	
	1:15pm - 2:00pm	PDS- PDS Skill Builder and PDS Activities	Feuerstein Instrumental Enrichment Program	Literacy – Literacy Skill Builder and Oracy Activities	Project Work	
	2:00pm– 2:25pm		WRS - WRS Skill Builder and WRS Activities	Numeracy - Maths Pathways/Skill Builder and Numeracy Activities	Horizons/ Enrichment Activity	
	2:25pm – 2:30pm	Afternoon Circle	Afternoon Circle	Afternoon Circle	Afternoon Circle	

6. School Fees

ACE student fees are \$250 (\$50 concession) per student per year and. **Enrolments cannot be finalised until full payment has been received.** Families who are experiencing financial hardship are encouraged to contact the Principal to discuss payment options. This is the only fee that students pay at ACE and it covers all excursions, camps, equipment and VET courses facilitated by Advance Community College RTO. Any VET courses undertaken with another RTO will be at the expense of the student/family.

Refunds

Students who withdraw from ACE in writing within four (4) weeks of their commencement date, are entitled to a full refund of school fees, less a \$25.00 administration fee.

Students are not entitled to any refund if they withdraw later than four weeks after their commencement date. Unless otherwise agreed by the Principal, there will be no refund of fees where a student's enrolment is cancelled.

7. Student Engagement and Wellbeing

ACE is committed to valuing the dignity of every member of our community. Staff lead by example, demonstrating that all students are equally valued and providing them with the support and respect they need to develop confidence, resilience and stamina. This results in the creation of an atmosphere of trust, respect and concern for others.

ACE provides comprehensive support for students who require additional assistance to help them to overcome obstacles that may be preventing them from actively and successfully engaging in appropriate learning. This includes but is not limited to:

- Student meetings with the ESC and/or LEC to develop engagement strategies
- Student and parent/carer meetings with the ESC and/or LEC to develop engagement strategies
- Referral to Student Support (Wellbeing) for targeted learning engagement activities
- Referral to the School Psychologist

We believe that student welfare is a shared responsibility between ACE, home and the community and we encourage all young people attending ACE to engage with the School Psychologist or an external youth worker or similar to help them with their transition to further education and or employment. The Psychologist:

- Facilitates group activities based on the focus areas within the five Berry Street domains within the classroom.
- Is available to meet one:one with students for an introductory session prior to commencing classes. Parents/guardians must speak with an Advance staff member if they do not want their child to participate in this session.
- Provides counselling when further individual support is required. Parent/guardian consent will not be required for the initial session. Advance will seek parent/ guardian consent for referral to the School Psychologist for further sessions. In some cases, a counsellor may decide that a child is able to make an informed decision about seeking help from a psychologist. In these situations, parent/guardian consent will not be required.

Advance fosters a sense of community and belonging through activities and interactions with the wider community. These activities complement curriculum and aim to engender a healthy self-esteem.

School Community Commitment

The principal and school leaders will:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of the profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school.
- Identify and support students who are or may be at risk.
- Do our best to ensure every student achieves their personal and learning potential.
- Work with parents/guardians to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents/guardians the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

Teachers, Student Support and other non-teaching staff will:

- Model positive behaviour to students consistent with the standards of the profession.
- Proactively engage with parents about student outcomes.

- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders when there is any tension (or anticipated tension) or challenging behaviour from parents.
- Treat all members of the school community with respect.

Parents/Guardians will:

- Work collaboratively with the ACE team to achieve the best outcomes for their child.
- Treat all staff, students and other families with fairness and respect.
- Show tolerance towards everyone in the school community.
- Follow all health and safety practices as required.
- Comply with all applicable ACE policies and procedures.
- Ensure that their child attends school on time, every day the College is open for instruction (unless advised by the College).
- Advise the College as soon as possible if their child is unable to attend and the reason/s why.
- Attend parent/teacher meetings as required.
- Model positive behaviour to their child.
- Take an interest in their child's school and learning.
- Communicate constructively with the College and use expected processes and protocols when raising concerns.
- Support ACE staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Inform the College of any changes to their contact details, and any relevant information concerning their child.

Students will:

- Adhere to all ACE *Student Rules and Responsibilities* (as outlined in page 12 of Student Enrolment Information).
- Model positive behaviour to other students.
- Comply with and model school values including the College motto, "Be kind. Work hard."
- Behave in a safe and responsible manner.
- Respect themselves, other members of the College community and the school environment.
- Actively participate.
- Not disrupt the learning of others and make the most of their educational opportunities.
- Treat all College leaders, staff, students, and other members of the school community with respect.

Community members will:

- Model positive behaviour to the College community.
- Treat other members of the College community with respect.
- Support staff to maintain a safe and orderly learning environment for all students.
- Utilise the College's communications protocol to communicate with the school

Safety

Consistent with the provisions of the Occupational Health and Safety Act in Victoria, ACE is committed to ensuring a safe and acceptable healthy environment for all employees, students and others at our workplace(s), protecting them from injury and ill health by complying with all relevant safety legislation.

To achieve these occupational health and safety objectives ACE commits to the following:

- Involvement and commitment of staff and students to occupational health and safety;
- Identifying, controlling and removing hazards to prevent accidents and the spread of disease;

- Addressing cyber safety issues or incidents that have the potential to impact on the wellbeing of our students;
- Examination and reporting of all accidents and dangerous incidents;
- Highlighting and discussing safety matters with students and employees to encourage their contribution to rectifying them
- Establishing comprehensive first aid and emergency procedures;
- Appointment of a First Aid Officer; and,
- Provision of safety information, training and supervision as necessary.

Child Safe

ACE has **zero tolerance of child abuse** of any kind. Students have the right to feel protected, be safe and free from abuse, including while at ACE.

What is child abuse? – Child abuse includes:

- Sexual or grooming offences
- Physical violence
- Serious emotional or psychological harm
- Serious neglect

If a student is worried about child abuse there are people that they can talk to. It is a good idea for students to talk to an adult that they trust about any concerns that they might have. That might be a parent, relative, a teacher or someone else that works at ACE. ACE has 1 Child Safety Officer, a Learning Engagement Coordinator, a School Psychologist and an Education Support Officer (Wellbeing) that students can talk to at any time during school hours.

Child Safety Officer: Education Support Coordinator (Clare)

Learning Engagement Coordinator: (Roney)

Student Support (Wellbeing): (Daniel)

Refer to ACEP30 Student Care, Safety and Welfare: Child Safe Policy and Procedure and ACEP 31 Student Care, Safety and Welfare: Mandatory Reporting Policy and Procedure for further details.

Useful Links

There are services that students can contact to access more information, and in some cases, to speak to somebody about their concerns.

- *National Child Abuse Helpline (Child Wise)* - A toll-free number with access to expert advice from trained counsellors and an opportunity to speak up about child abuse. <http://www.childwise.org.au/page/8/child-wise-national-child-abuse-prevention-helpline>
- *Kids Helpline* - For any time and for any reason - free, private and confidential phone and online counselling 24 hrs a day 7 days a week. <https://kidshelpline.com.au/>
- *Headspace (National Youth Mental Health Foundation)* - Headspace can help if students are going through a tough time. Students can talk to someone at Headspace on the phone, online or in person. They also have a lot of information on their website. <https://headspace.org.au/>
- *Victorian Centres Against Sexual Assault* - Victorian Centres Against Sexual Assault provide services to child and adult victims/survivors of sexual assault. The assault may have occurred recently or in the past. <http://www.casa.org.au/survivors-and-friends/>
- *Create Foundation* - Creating a better life for children and young people in care. <http://create.org.au/>
- *Youthlaw* - Free and confidential legal advice. <http://youthlaw.asn.au>

Medical Conditions

- Students with a medical condition that has been diagnosed by a doctor must record this on the Enrolment form. Management Plans provided by a doctor also need to be on file for Anaphylaxis, Asthma, Diabetes, Epilepsy and Life-threatening Allergies/conditions. Enrolment will not be finalised until this plan is on file and you have met with ACE staff.
- A confidential discussion with the Learning and Engagement Coordinator and/or the Home Teacher can be arranged at enrolment for students who visit mental health

professionals. Information given will provide staff with knowledge on how to manage the student's situation by providing appropriate learning options.

- ACE needs to be notified of any prescriptive medicines and any changes that may impact on student learning and wellbeing while at school. On days where, practical activities are occurring it is important that all students are able to be alert and not drowsy or creating a danger to themselves or others.
- All medication (both prescription and non-prescription) to be administered to a student at school requires written permission documented on ACEF64 Medication Authority. All prescription medication to be administered at school must be:
 - accompanied by written advice providing directions for appropriate storage and administration
 - in the original bottle or container, clearly labelled specifying the name of the student, dosage and time to be administered
 - within its expiry date
 - stored according to the product instructions, particularly in relation to temperature.
- If a student is unable to participate in particular activities due to a medical condition it would be beneficial for all concerned if we were to be made aware of this at enrolment.

Refer to ACEP8 Student Health and Safety: Administration of Medication Policy and Procedure for further details.

Emergencies

Emergencies take a variety of forms depending on where it is happening:

- If you have an emergency at home outside College hours leave a message with the absentee contact for your class and your Home Teacher will contact you at your earliest convenience.
- In any other emergency you will be informed at earliest convenience. Please that the **Hastings Campus** is in a designated bushfire zone and will be closed on declared **CODE RED fire** days.

Refer to ACEP14 Bushfire Safety Policy and Procedure (Hastings Campus) for further details

First Aid and Arrangements for Ill Students

- Students **who are unwell should not attend school.**
- Parents/carers of ill students will be contacted to take the student home.
- Appropriate health and safety recommendations will be followed at all times, including suitable handling precautions and disposal of all blood/body fluid products.
- No medication including headache tablets (because they can mask signs of serious illness or injury) will be administered to students without a completed *ACEF64 Medication Authority*. Any form of medication must be supplied by the parent/carer.
- Detailed records of all attendance of first aid and any treatment or follow up received, or suggested are kept. These records are to be available to parents/carers on request.
- If students attending first aid are unable to return to class, a parent/carer or nominated emergency contact will be contacted to pick the student up.
- At the commencement of each year, requests for updated first aid information will be sent home including requests for any Health Support Plans and high priority medical forms.
- The College recommends that all students have personal accident insurance and ambulance cover.
- Every effort will be made to maintain the privacy of people attending first aid. They will be triaged and given every opportunity to express their needs and be treated appropriately, with dignity, compassion and respect.
- All ACE campuses are equipped with first aid kits and a designated first aid area. All campuses have at least one Level 2 first aid trained staff member on site at all times.

Refer to ACEP26 Student Care, Safety and Welfare: First Aid and Arrangements for Ill Students Policy and Procedure for further details

Evacuation Procedures

In case of emergencies evacuation procedures are implemented. Each site has an Emergency Management Plan detailing the procedure to be followed. Teachers will go through this with students in detail at the commencement of each term.

Student Behaviour and Management

Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. This interdependent relationship between student wellbeing and student learning is fundamental to students' positive and successful engagement with their education. ACE aims to promote the link between wellbeing and learning in every aspect of the curriculum, school culture and environment.

ACE aspires to provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students need opportunities to develop appropriate behaviours, self-control, and resiliency through interactions with teachers and other staff and through the curriculum; and they need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

The following principles will guide ACE in the management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through **a focus on early intervention and prevention.**
- The use of appropriate curriculum and structured learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff members and students
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff member and the school community.
- Staff members will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.
- Corporal punishment is not permitted at ACE

The College's **Student Rules and Responsibilities** (provided at enrolment and outlined on page 3 of the Student Planner) sets out the behavioural expectations of all members in our school community. It respects the diversity of individuals and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour (including cyber behaviour) are unacceptable and will not be tolerated in this school.

Unreasonable behaviour and/or failure to uphold the values of the Rules and Responsibilities will lead to the implementation of the **Zones of Consequence** (provided at enrolment) which outlines discipline procedures that will be applied using a staged approach. These may include:

- Withdrawal from class (Stepping Out)
- Participation in restorative meetings
- Removal from school for 1 or more days (Stepping Down)
- Following a Behaviour Management Contract
- Following a Return to School Plan
- Prevention from participating in excursions/camps other activities
- Expulsion from school

Student Rights and Responsibilities

All students have the right to:

- expect the best quality education Advance can provide;
- be provided with an innovative, equitable and supportive environment that challenges students to achieve their full potential;
- be provided with current and clear guidelines regarding course content, time demands and assessment details;
- expect impartial, constructive and prompt assessment of work. Information of assessment criteria and expected standards will be made available;
- have access to required facilities and resources necessary for the student's academic goals to be achieved;
- be treated in a non-discriminatory and respectful manner by both staff and fellow students;
- expect that scheduled classes will take place, or to be informed of alternative arrangements;
- have access to staff to whom questions and difficulties can be referred.

It is the responsibility of all students to:

- take an active role in planning and pursuing their studies;
- be well informed about the requirements of the course that is being undertaken, to attend all set classes;
- discuss with staff any problems that may be encountered;
- make the best possible use of the opportunities and facilities that Advance offer;
- submit work, which is wholly their own work (**plagiarism will not be tolerated**) and on time;
- respect the rights and welfare of Advance staff and students;
- ensure their behaviour does not impact negatively, or disrupt, the learning of others;
- respect Advance property and report any items that are not in working order promptly;
- comply with the Advance policies and procedures

Refer to ACEP2 Student Engagement and Wellbeing: Student Behaviour Management Policy and Procedure for further details.

Discrimination, Genderual Abuse, Harassment and Bullying including Cyber Bullying

While at ACE it is important that you feel you are in a safe and friendly environment and that you encourage care, courtesy and respect for others. Everyone has a legal right to protection from harassment under the Equal Opportunity Act 2001 (Vic).

If you see another person being harassed or bullied you should tell the person that you witnessed the incident and advise them to report it to a staff member. If you see a friend harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for a bully. If you are being harassed or bullied you should:

- Tell the bully you don't like what they are doing and you want them to stop.
- Discuss the matter with a staff member that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially. Extreme forms of bullying or sexual harassment may lead to criminal prosecution.

Any offence illegal under Australian Federal or State Law (e.g. racial discrimination, sexual harassment) will be referred to the Police

Bullying: Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. *Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.*

Bullying can be:

- Direct physical bullying – e.g. hitting, tripping, and pushing or damaging property.
- Direct verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.

- Indirect bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person’s social reputation or social acceptance.

Cyberbullying: Cyber bullying is direct or indirect bullying behaviours using digital technology. For example, via a mobile phone, tablets, computers, chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters), Xanga’s (on-line personal profiles where some adolescents create lists of people they do not like), email, social media, etc. It can be verbal, written or include use of images, video and/or audio. It can involve:

- *Flaming* – online fights using electronic messages with angry or vulgar messages.
- *Harassment* – repeatedly sending nasty, mean and insulting messages.
- *Denigration* – posting or sending gossip or rumours about a person to damage his/her reputation or friendships.
- *Outing* – sharing someone’s secrets or embarrassing information or images online.
- *Exclusion* – intentionally and cruelly excluding someone from an online group.
- *Cyber-stalking* – repeated, intense harassment and denigration that includes threats or creates significant fear.
- Assuming the identity of the victim online and representing them in a negative manner or a manner that may damage their relationship with others.
- Repeatedly, and for no strategic reason, attacking players in online gaming.

Mutual Conflict: involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social Rejection or Dislike: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-Episode Acts: of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours.

Harassment: means written, verbal, sexual (including gestures) or physical conduct which is uninvited, unwelcome or offensive to a person and is persistent or pervasive. This includes conduct that is based on a person’s actual or perceived race, colour, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This also includes association with a person or group with one or more of the abovementioned characteristics, whether actual or perceived. It can be subtle or explicit:

- *Subtle* (the most common) this includes (but is not limited to):
 - offensive staring and leering
 - unwanted comments about physical appearance and sexual preference
 - racist or smutty comments or jokes
 - questions about another’s sexual activity
 - persistent comments about a person’s private life or family
 - physical contact e.g. purposely brushing up against another’s body
 - offensive name calling.
- *Explicit* (obvious) they include:
 - grabbing, aggressive hitting, pinching and shoving, etc.
 - unwelcome patting, touching, embracing
 - repeated requests for dates, especially after refusal
 - offensive gestures, jokes, comments, letters, phone calls or e-mail
 - sexually and/or racially provocative remarks
 - displays of sexually graphic material – pornography
 - requests for sexual favours.

Genderual Harassment or Abuse: Genderual harassment or abuse is a general term covering unwelcome genderual behaviour. This could include a demand for genderual activity (subtle or explicitly) or offer of genderual favours, unwanted and deliberate physical contact, unwelcome

genderual jokes, innuendos or comments of a genderual nature. It could also be the display of offensive pictures or publications, or the use of offensive language in the classroom or workplace.

- Genderual harassment or abuse is a general term covering unwelcome genderual behaviour. This could include a demand for genderual activity (subtle or explicitly) or offer of genderual favours, unwanted and deliberate physical contact, unwelcome genderual jokes, innuendos or comments of a genderual nature. It could also be the display of offensive pictures or publications, or the use of offensive language in the classroom or workplace. If at any time a student/staff member is subjected to genderual harassment, they should contact a teacher, ESO or another ACE staff member.
- The offence of grooming concerns predatory conduct undertaken by anyone over the age of 18 to prepare a student/child under the age of 18 for genderual activity at a later time.
- The offence applies where an adult communicates, by words or conduct, with a student/child under the age of 18 years or with a person who has care, supervision or authority for the child with the intention of facilitating the child's involvement in genderual conduct, either with the groomer or another adult.
- Grooming and Child Abuse are illegal and any suspected or reported cases will be dealt with immediately.

Refer to ACEP22 Student Care, Safety and Welfare: Anti-Bullying and Harassment Policy and Procedure for further details

Prohibited Items and Substances

- **Firearms or Weapons** Under NO CIRCUMSTANCES are firearms or weapons (including imitation and replica firearms/weapons) permitted to be brought on to any Campus. If any student/s is found to be in the possession of either, the student/s will be subject to disciplinary action, which may result in the immediate termination of enrolment. Cases could also require the matter to be referred to the local authorities.
- **Alcohol** Under NO CIRCUMSTANCES is the consumption of alcohol permitted. Any breach of the Victorian liquor legislation or regulations will be dealt with according to the Student Disciplinary Procedure.
- **Smoking** ACE recognises the right of everyone in the community to a **smoke free environment**. Smoking is illegal for persons under 18 years of age. Any breach of the Tobacco Act 1987 will be dealt with according to the Student Disciplinary Procedure.
- **Drugs** Possession and/or use of any illegal drug or substance, or the misuse of prescribed drugs, will be viewed as a serious breach of discipline. Possession or use of illegal drugs or prohibited substances is a criminal offence and Advance reserves the right to inform the local authorities. Disciplinary action may result in immediate termination of enrolment.

Students that come onto the campus with the appearance of recently consuming alcohol or drugs will have their parent/guardian/carer called to collect them and be sent home with a follow up meeting arranged with the Principal before being permitted to return to school.

Digital Technologies Use

Use of digital technologies and access to the internet at ACE are subject to an agreed code of behaviour that reflects ACE's values, Australian and Victorian law. This agreement outlines the College's roles and responsibilities in supporting safe digital learning, as well as the expected behaviours we have of our students when using digital or online spaces.

ACE provides its students with computer access and an internet connection. While every effort is made to ensure that students are protected from undesirable content while using digital technologies, students should ensure they practice 'Safe Surfing' to help reduce the chance of an unpleasant digital/online experience. ACE reserves the right to monitor student digital technology usage, including internet access and emails sent or received at ACE. Students should not store,

create, print or transmit anything which they would not be happy for their teachers or parents to see.

At ACE we:

- Have a Student Behaviour Management policy and procedure that outlines our School's values and expected standards of student conduct, including consequences for breaching the standards. This Policy extends to online conduct;
- Have programs in place to educate our students to be safe and responsible users of digital technologies including: Resilience, Rights and Respectful Relationships, eSmart and the Berry Street Education Model;
- Provide information about digital access issues such as online privacy, intellectual property and copyright;
- Supervise and support students using digital technologies in the classroom;
- Use clear protocols and procedures to protect students working in online spaces. This includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at the earliest opportunity, and other measures;
- Provide a filtered internet service to block inappropriate content. We acknowledge, however, that full protection from inappropriate content cannot be guaranteed;
- Use online sites and digital tools that support students' learning;
- Address issues or incidents that have the potential to impact on the wellbeing of our students;
- Refer suspected illegal online acts to the relevant Law Enforcement authority for investigation;
- Support parents and care-givers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home. The following resources provide current information from both the Department of Education & Training and The Children's eSafety Commission:

When using digital technologies at ACE:

Students must:

- Read and sign the Digital Technologies Acceptable Use Agreement prior to accessing ACE laptops/internet

Students may:

- Download, display, print, save or transmit information for learning purposes related to ACE curriculum
- Use digital technologies in accordance with the agreement.

Students may not:

- Use computers to harass or bully another person in any way.
- Download, display, save or transmit offensive material, for example obscene language, pornographic, violent or racist material. If a student accidentally accesses offensive material they should leave the site immediately and notify a teacher.
- Use the internet for gambling, advertising or personal financial gain, or to register for services offered outside the school.
- Use online 'chat' facilities or social networking websites, except under the direction of a teacher.
- Provide private or confidential information (about yourself or others) without permission of parents or teachers (whichever is relevant).
- Make an unauthorised reproduction of material protected by copyright. This includes downloading and/or sharing music, movies or software which you have not purchased legally.
- Print offensive material — whether a student has made it themselves or if it has been downloaded.
- Cause damage to hardware or make changes to the configuration of a computer. Students may be asked to pay for any damage which they deliberately cause.
- Bypass, or attempt to bypass, internet filters or other computer network security systems.

Failure to comply with this policy will result in consequences for the student(s) involved.

Where a serious breach has occurred, police may become involved.

Refer to ACEP22 Student Care, Safety and Welfare: Digital Technologies Policy and Procedure for further details

Mobile Phones

Mobile phones and other portable devices are **not permitted** to be used during class times (except when directed by a teacher) and must be placed in lockers prior to the commencement of learning. Social networking, messaging, phone calls etc. must be left to break times and before or after school. Mobile phones and other portable devices are brought to school at the risk of the user. ACE is not responsible for loss, damage or theft of personal property. The individual is responsible for the security of their mobile phone/portable device at all times.

Consumption of Food and Drink

Break times are for food and drinks. Eating and drinking is **not permitted** during classroom sessions. A sealed bottle of water may sit on a student's desk, but must be away from technology. We have a fridge available if students wish to store their lunch, please store in a labelled container or bag to ensure it is not removed by others.

Considering the side effects associated with the consumption of energy drinks, ACE will:

- **Not permit the consumption of energy drinks** by students on the school grounds or during school events, excursions or camps;
- Confiscate energy drinks from students if they bring them onto the school grounds;
- Not sell energy drinks through on-site vending machines.

Support Services

ACE makes every effort to provide support for students to complete VCAL. We encourage all young people attending our College to engage with the Education Support Coordinator, Student Support (Wellbeing) the School Psychologist and/or an external youth worker or similar when they require additional support. ACE can also offer referral to support services in some situations. Please remember that costs for this will not be paid for by ACE.

Students who are involved with other organisations (e.g. DHHS, youth justice/parole officer, community organisations, youth support services, community health etc.) need to inform ACE staff at enrolment. If these workers need to meet with a student during school hours, this needs to be formally arranged beforehand. ACE can then provide a private meeting place on campus. Students also need to inform staff at enrolment if they have medical professionals that need to be kept up to date with progress. A third party contact form will need to be completed if we are to talk to them directly on behalf of a student.

Students are encouraged to talk to Teachers, Coordinators and Student Support for advice on topics such as:

- contacting Mornington Peninsula Youth Services;
- managing your time;
- setting and achieving your goals;
- motivation;
- ways of learning;
- coping with assessments;
- looking after yourself.

Staff can also provide information, support and/or referral on issues related to:

- Finances (Youth Allowance, Austudy, Abstudy, etc);
- Personal health and welfare;
- Complaints and/or conflict resolution;
- Study skills;
- Choosing courses/subjects;
- Career counselling;
- Centrelink forms;
- Translating and interpreting services;
- Employment services.

Students may find the following websites useful:

- Rights in the Workplace - www.youth.vic.gov.au;
- Legal Online - www.legalonline.vic.gov.au;

- Legal Aid - www.legalaid.vic.gov.au;
- Income Information — www.centrelink.gov.au;
- Victorian General Welfare rights — www.welfarerights.org.au;
- Victorian Government — www.vic.gov.au;
- Federal Government - www.fed.gov.au;
- Drug and alcohol services— www.ysas.org.au;
- Crisis help line — www.aifs.org.au;
- Suicide help line — www.hereforlife.org.au.

8. Students with Special Needs

In line with our strong commitment to access and equity in education, students with special needs are offered the same opportunities as any other student.

Our VCAL program takes individual needs into consideration from the planning stage onwards and adopts particular learning and assessment methods as appropriate.

As special needs extend to more than identified physical or learning difficulties, teachers will consider the best approach when dealing with students with needs such as low literacy, lack of confidence or a non- English-speaking background.

Advance has procedures to identify the specific learning needs of students in order to plan and implement appropriate learning strategies. It involves the completion of a pre-enrolment interview including literacy and numeracy assessment, a well-being survey, a preferred learning style questionnaire and a detailed enrolment form. Staff also work with students to develop a Pathways Plan and an Individual Education Plan. These are 'living documents' that will be regularly updated.

Assessing Students with Disabilities

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate unit outcomes normally demonstrated through the spoken word. Similarly, students who are hearing impaired may sign their response, those with a physical disability may use a voice synthesiser or communication board. Students may therefore need an extended time to complete the learning outcomes in these cases.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and

disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy \(https://www.education.gov.au/privacy-policy\)](https://www.education.gov.au/privacy-policy).

Further information about the NCCD can be found on the [NCCD Portal \(https://www.nccd.edu.au\)](https://www.nccd.edu.au).

If you have any questions about the NCCD, please contact the Principal.

9. Privacy

ACE is bound by the National Privacy Principles contained in the Commonwealth Privacy Act. - Privacy Amendment (Private Sector) Act 2000 and the Health Privacy Principles contained in the Victorian Health Records Act 2002. Further information about Advance's Privacy policy can be obtained from the principal.

How Advance will use the Personal Information you provide

Emergency Contact Information

ACE asks students/parents/guardians to provide personal information about a person who can be contacted in the event of an emergency involving a student. It is important that the student/parent/guardian has the permission of this person to provide his/her personal information to ACE.

Security and Mandatory use of Information

ACE staff members who handle student information are required by law to respect privacy and to ensure that personal information is kept secure and confidential.

In most circumstances, ACE will only release information about students to another organisation with consent or where required by law to do so.

ACE must disclose student personal information to the relevant registering and funding body. Information such as name, age, country of birth, language spoken at home, health and special needs information, previous Educational qualifications and current employment status may be required.

Collecting, Holding and Accessing Information

If students/parents/guardians have concerns about providing any information that is requested or if they want to see the information ACE holds about a student, please ask the Assistant Principal. It is important that students let ACE know when information that you have provided needs to be corrected or updated.

Refer to ACEP3 Privacy Policy and Procedure for further details

10. Complaints

Advance College of Education is committed to providing a safe and supportive working and learning environment for all members of the College community. To achieve this the school fosters trusting and cooperative relationships where regular, open and constructive communication between all stakeholders is encouraged. The school acknowledges that misunderstandings and differences of opinion may occur from time to time and that these need to be resolved in a satisfactory manner for all parties. ACE has developed a framework for resolving parent/carer or student complaints and grievances in a dignified and respectful manner. Where a parent/carer/student is dissatisfied with action taken, decisions made or educational services provided a complaint can be made to the College in person, via the phone or in writing or email.

Prior to making a formal complaint the College encourages the complainant to raise their concern or issue with the relevant staff member in an attempt to resolve the issue.

The complaint should be made to the following stakeholders dependent on circumstance:

- The student's Home Teacher where it relates to teaching and learning issues or incidents that occur in their class or group.
- The Education Support Coordinator (ESC) or the Learning Engagement Coordinator (LEC) if students from several classes are involved.
- The Principal or a member of the Leadership Team where an issue or concern relates to a staff member or complex student issues.
- The Principal about issues relating to school policy or school management.
- The Principal about issues relating to other students or other families.

Clarification regarding the appropriate point of contact for a complaint can be made by contacting the College.

1. Local Level Resolution

ACE encourages open communication in an environment of trust. Therefore, any student/parent/guardian with a grievance is encouraged to firstly raise the matter directly with the other party concerned. A meeting should be requested, by the student/parent/guardian, at which time the matter in dispute can be raised and a resolution sought.

2. Resolution by Assistant Principal

Should the matter remain unresolved following Step 1, or should it be inappropriate, the student/parent/guardian is encouraged to contact one of the Assistant Principals. The Assistant Principal will consider the grievance and recommend a resolution.

3. Resolution by Principal

Should the matter remain unresolved following Step 2 or should it be inappropriate, the student/parent/guardian is encouraged to contact the school Principal for consideration and due intervention, as necessary, in order to reach an objective solution to the matter in dispute.

4. Resolution by Arbitration

Should the matter remain unresolved following Step 3, the school Principal may appoint an independent arbiter (professional arbiter selected from Yellow Pages) to review the dispute and suggest a satisfactory solution.

5. Resolution by External Authority

Should the matter remain unresolved following Step 4, the student/parent/guardian may seek the advice of an independent authority that is skilled in dispute resolution processes.

The VRQA may be able to handle your complaint if it remains unresolved after step 3. For further information go to: www.vrqa.vic.edu.au

Refer to ACEP24 Student Care, Safety and Welfare: Complaints and Grievances Policy and Procedure for further details