

International Student Program (ISP)

Policy last updated

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Scope

- Schools

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Policy

Policy

This policy outlines the different types of international students (including fee-paying and fee-exempt) according to the student's visa, the international student enrolment process and the legislative and department accreditation requirements for schools hosting particular fee-paying international students.

Summary

- Schools should use the [International Student Visa Fee Table \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0020/7058/ISP_Visa_Fee_Table.docx) <https://www.study.vic.gov.au/__data/assets/word_doc/0020/7058/ISP_Visa_Fee_Table.docx> to determine which students need to enrol in the department's International Student Program (ISP) and pay fees.
- Schools can view a 25-minute training video on [How to identify and enrol international students](https://www.youtube.com/watch?v=GCz-KNjOL6A) <https://www.youtube.com/watch?v=GCz-KNjOL6A> .
- Victorian government schools must be accredited by the department to accept international students who hold a student visa in their own name (the department refers to these students as Standard and Study Abroad students). The ISP School Toolkit on the [Guidance tab](http://www2.education.vic.gov.au/pal/international-student-program/guidance) <http://www2.education.vic.gov.au/pal/international-student-program/guidance> sets out the policies, procedures and additional legislative requirements that these accredited schools must follow.

Details

Types of international students

International students come to Victoria for a range of different reasons, and only some of these international students are required to enrol in the department's ISP and pay fees. The following international student categories make up the ISP. Schools should refer to the [International Student Visa Fee Table \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0020/7058/ISP_Visa_Fee_Table.docx) <https://www.study.vic.gov.au/__data/assets/word_doc/0020/7058/ISP_Visa_Fee_Table.docx> to determine whether a student needs to pay fees based on their visa sub-class and category.

1. Standard students (accredited schools only): hold a 500 Student Schools visa or 571 Schools Sector visa in their own name. Standard students are usually in Australia for a period of 12 months or more in order to receive an education and obtain the Victorian Certificate of Education (VCE) or VCE Vocational Major.
2. Study Abroad students (accredited schools only): hold a 500 Student Schools visa or 571 Schools Sector visa in their own name. Study Abroad students study for a period of 12 months or less in order to experience living and studying overseas.

3. Dependant students: are listed as dependants on their parent's visa. Their parents are usually university or higher education students, or working in Victoria.

4. Temporary students either:

- hold a 600 Visitor's visa and can study for up to 12 weeks as part of a tourism experience
- hold a bridging visa while they await the outcome of a new visa application. Temporary students on a bridging visa can study for longer than 12 weeks.

Tuition fee liability

Whether a student needs to enrol in the ISP and pay fees is determined by the visa held by the student. Schools can use the International Student Visa Fee Table to determine which students need to enrol in the ISP and pay fees.

International students must be enrolled correctly so that families do not accrue unpaid tuition fees and schools are reimbursed for the cost of educating international students.

If after reading the Visa Fee Table schools are still unsure whether an international student should be enrolled in the ISP and paying fees, please contact the department's International Education Division (DE (IED)) on [03 7022 1000](tel:0370221000) or at international@education.vic.gov.au <mailto:international@education.vic.gov.au> for advice.

Students who are fee liable must enrol in the ISP which is administered by DE (IED).

Enrolling international students


Fee-paying international students must not start at school until their enrolment in the ISP is complete and the department has confirmed with the school that they have a place for the student.


Schools must wait to be informed by the department that the student has completed their ISP enrolment and the international student has paid their fees in advance before they may commence at the school.

Standard and Study Abroad international students usually apply directly to DE (IED) to enrol in the ISP. Where this occurs, the department will contact the accredited school to confirm that the school has a place available for the student, refer to [Admissions – Section 3](#)

<<http://www2.education.vic.gov.au/pal/international-student-program/guidance/admissions-section-3>> .

However, some international students, often Dependant and Temporary international students, may also present at the school, requiring the school to determine whether the student is a fee-paying international student by asking to see their visa. Schools should direct these students to enrol in the ISP and must wait for confirmation from DE (IED) that they have enrolled and paid fees before the student can start at school. Schools may direct prospective students to:

- the [Victorian Government Schools International Student Program website](https://www.study.vic.gov.au/en)  <https://www.study.vic.gov.au/en> , which provides translated information
- contact DE (IED) on [03 7022 1000](tel:0370221000), or at international@education.vic.gov.au <mailto:international@education.vic.gov.au>


Schools should ensure that all support staff involved in enrolling students or processing enrolment applications understand how to use the [International Student Visa Fee Table \(DOCX\)](#) 



<https://www.study.vic.gov.au/___data/assets/word_doc/0020/7058/ISP_Visa_Fee_Table.docx> and how to identify if an international student is a fee paying student.

School Education Services for Overseas Students accreditation and the ISP School Toolkit

Victorian government schools must be Education Services for Overseas Students (ESOS)-accredited by DE (IED) to enrol any Standard and Study Abroad international students.

Schools do not need to be ESOS-accredited to enrol temporary residents on other visas (for example, Dependant and Temporary students).

Schools seeking to become ESOS-accredited or change their ESOS-accreditation should read the [ISP ESOS Accreditation Guide \(DOCX\)](#)  <https://www.study.vic.gov.au/___data/assets/word_doc/0031/6988/ISP_ESOS_Accreditation_Guide.docx> . Schools should first contact DE (IED) at isp.quality@education.vic.gov.au <mailto:isp.quality@education.vic.gov.au> to discuss the rationale for seeking accreditation before submitting an application.

Schools seeking an accreditation decision by DE (IED) will need to complete the [ISP ESOS Accreditation Application Form \(DOCX\)](#)  <https://www.study.vic.gov.au/___data/assets/word_doc/0030/6987/ISP_ESOS_Accreditation_Application_Form.docx> and the [ISP ESOS Resourcing Self-Assessment Tool \(DOCX\)](#)  <https://www.study.vic.gov.au/___data/assets/word_doc/0032/6989/ISP_ESOS_Resourcing_Self-Assessment_Tool.docx> and provide these documents to

isp.quality@education.vic.gov.au <mailto:isp.quality@education.vic.gov.au> for a decision by DE (IED).

There are 2 types of ESOS-accreditation for Victorian government schools – Level 1 or Level 2 accreditation.

- Level 1 accreditation is available to primary schools, and to secondary schools which do not allow homestay arrangements or undertake marketing activities.
- Level 2 accreditation is required for schools that facilitate homestay arrangements or undertake active marketing or promotion. Level 2 accreditation is not available to primary schools.

The department is the Commonwealth registered education provider for all educational services delivered to international students in Victorian government schools, and DE (IED) accredits Victorian government schools under its registration. Schools are accredited for a specific period of time, and have a maximum international student enrolment cap.

All ESOS-accredited Victorian government schools must meet the International Student Program School Toolkit requirements on the [Guidance tab](http://www2.education.vic.gov.au/pal/international-student-program/guidance) <http://www2.education.vic.gov.au/pal/international-student-program/guidance> to ensure they provide high-quality academic and welfare services for international students, consistent with legislative requirements.

DE (IED) works with ESOS-accredited schools to build their ISP capability and to monitor school compliance. Where DE (IED) identifies serious and/or repeated non-compliance, DE (IED) is responsible for undertaking actions to support schools to meet their compliance obligations, and where necessary may decide to change, pause or cease a school's accreditation.

Definitions

Applicants

Applicants refers to international students (and their parent/s or legal guardian/s) who apply for enrolment in an ISP course.

Compassionate circumstances

Compassionate circumstances refers to circumstances that are not in the student's control or created by the student and adversely impact on student welfare or course progress (for example, illness, bereavement or traumatic events may qualify), as assessed on a case-by-case basis.

Compelling circumstances

Compelling circumstances are circumstances which in the opinion of DE (IED) are in the student's best interests, as assessed on a case-by-case basis.

Course

Course refers to a course registered on CRICOS offered by the Department of Education (under DE (IED)).

CRICOS

CRICOS stands for the Commonwealth Register of Institutions and Courses for Overseas Students that lists all Australian education providers that offer courses to people studying in Australia on student visas and the courses offered.

Critical incidents

Critical incidents are traumatic events, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury to an international student.

DE (IED)

Department of Education – International Education Division. IED is the division in DE that administers the International Student Program in Victorian government schools. IED is not a separate entity to DE. DE is the CRICOS registered provider.

DE (IED) staff

Includes the Executive Officers, managers and employees (full time, part time, ongoing, fixed term, casual and contractor) of DE who work directly or indirectly with the ISP. This excludes school staff.

DHA

Department of Home Affairs.

ESOS Act 2000 or ESOS Act

ESOS Act 2000 or ESOS Act refers to the Education Services for Overseas Student's Act 2000 (Cth) governing DE's International Student Program.

Education agents

Education agents are accredited by DE (IED) to recruit students for an ISP course.

Homestay

International student accommodation arranged by schools or nominated by parents where DE (IED) is responsible for the welfare of the student at all times, including outside school hours.

Homestay provider

Homestay provider is typically a member of the school community and refers to the provision of homestay services to an international student. Homestay is a term used to describe full board accommodation offered by a family, a couple or a single person for which a fee may be charged.

International Student Program (ISP)

For the purpose of this document is defined as the program administered by DE (IED).

International student (students)

For the purpose of the ISP and this document, an international student is a student who holds a student visa (as defined in the ESOS Act 2000). Students who enter Australia on a dependent persons visa or any other visa type do not fall under the provisions of the ESOS Act and the ESOS requirements do not apply to them.

Letter of Offer

Letter of Offer is the document sent to the applicant (via the education agent, if applicable) which includes the Written Agreement, enrolment details, the accommodation and welfare option applicable, tuition fees, and instructions on how to accept the offer.

Parent

Parent refers to the parent(s) or legal guardian(s) of an international student.

Residents (people living or frequently residing in the homestay)

Residents means people who live in the homestay permanently or on a long term basis of 30 days or more. This includes people who frequently reside in the homestay for short durations over a long term, for example weekly overnight stays in the homestay for the duration of a year.

Scheduled contact hours

Scheduled contact hours refers to course hours that the student has been scheduled to attend, which may or may not equate to the total school hours. For example, if a school has 6 periods in a day but the student only has 4 periods of course contact per day then the student will have attended all scheduled course hours if they attend the 4 periods (the 2 remaining school periods will not count towards the student's absences).

School

For the purpose of this policy and guidance, school is defined as a school accredited by DE (IED) to deliver an ISP.

School staff

Employees of schools, for example — International Student Coordinator, Homestay Coordinator, Head of Department, Deputy Principal, and Principal.

VASS

Victorian Assessment Software System.

VCAA

Victorian Curriculum and Assessment Authority.

VCE

Victorian Certificate of Education including the VCE Vocational Major.

VCE Vocational Major

VCE Vocational Major is a vocational and applied learning program within VCE designed to be completed over a minimum of 2 years.

Written Agreement

An agreement with the international student or intending international student and their parent, which includes standard terms and conditions signed by the international student (if 18 years old or older) as well their parent. The Written Agreement cannot be signed or accepted by an agent on behalf of the student or their parent.

Relevant legislation

- [Child Wellbeing and Safety Act 2005 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005) 
<https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005>
 - [Education Services for Overseas Students Act 2000 \(Cth\)](https://www.legislation.gov.au/Details/C2020C00039) 
<https://www.legislation.gov.au/Details/C2020C00039>
 - [Education and Training Reform Act 2006 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) 
<https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006>
 - [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](https://content.sdp.education.vic.gov.au/media/ministerial-order-1359-975) 
<https://content.sdp.education.vic.gov.au/media/ministerial-order-1359-975>
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Guidance

About the International Student Program School Toolkit

The ISP School Toolkit is the definitive compliance guide for Victorian government schools participating in the ISP.

It provides a plain-language interpretation of the ISP policies, procedures and legislative requirements that schools need to follow in response to typical situations that arise throughout the life cycle of an international school student engaged in study in a Victorian government school.

The toolkit is web-based to improve accessibility for all stakeholders and to enable updates to be made more readily.

All forms and templates necessary for schools to use in their daily operations to comply with their ESOS obligations can be accessed in the [Resources tab](http://www2.education.vic.gov.au/pal/international-student-program/resources) <<http://www2.education.vic.gov.au/pal/international-student-program/resources>> .

An educational resources section is incorporated for each section (in the Resources tab) to support schools' understanding of key ESOS requirements. Further support is available to schools through dedicated school support staff within IED.

The sections in this toolkit are:

1. Introduction and legislative framework
2. Marketing and recruitment
3. Admissions
4. Homestay arrangements (Level 2 schools only)
5. Supporting students – Adjusting to life and study in Australia
6. Supporting students – Safety
7. Supporting students – Learning and Engagement
8. Transfers and cancellations
9. Administrative requirements

Definitions and acronyms

Refer to the [Policy](http://www2.education.vic.gov.au/pal/international-student-program/policy) <<http://www2.education.vic.gov.au/pal/international-student-program/policy>> tab of this topic for a list of definitions and acronyms

used in this Toolkit.

1. Introduction and legislative framework

1. Introduction and legislative framework

This section covers an overview of the legislative framework and roles and responsibilities.

Overview of the International Student Program

The ISP enables international students, i.e. those students who have been issued a student visa from the Department of Home Affairs, to enrol in accredited Victorian government schools.

The ISP is integral to internationalising schooling in Victoria: a strategy to ensure Victorian schools develop globally ready students and foster internationally minded schools. A globally oriented education system is crucial to ensuring that Victoria's young people have the skills they need to succeed in an increasingly inter-connected world and workplace. An internationalised education system enables students to speak more than 1 language, demonstrate intercultural understanding, respect cultural diversity, undertake part of their schooling overseas, and understand their responsibilities as global citizens.

The importance of an internationalised education is acknowledged explicitly by the inclusion of languages and intercultural capabilities in the Victorian Curriculum F–10 and global citizenship in the Framework for Improving Student Outcomes (FISO):

- The different perspectives that come from studying alongside people from other countries, and learning about other cultures, can stimulate critical and creative thinking.
- Cultural immersion programs build global citizenship, build student resilience and school pride.
- Global learning opportunities with students from another country add a new dimension to classroom learning and lift engagement levels.
- Global networks enables excellence in teaching and learning through collaboration projects which build practice excellence and curriculum planning and assessment.

This is reflected in the ISP's core objectives which are to:

- enhance the cultural diversity of Victorian government schools and giving Victorian school students the opportunity to engage with international students and share learning experiences

- provide rich and educationally rewarding experiences for school aged international students which reflect the culture and value of Australia
- facilitate a pathway to further education and training in Australia for international students
- promote the qualities of education in Victorian government schools in international markets
- afford opportunities for curriculum diversity and program expansion through an income stream that is additional to funding provided by government and locally raised funds in schools.


Legislative framework and roles and responsibilities

The Legislative Framework – CRICOS registration and school accreditation

The ISP is enabled by the Department of Education having sought, and been approved for, registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) through the Victorian Registration and Qualifications Authority (VRQA). The Department is registered for the maximum period of 5 years. Once 5 years has elapsed, DE must apply to the VRQA for a renewed period of registration on CRICOS. The VRQA can only grant registration if it is satisfied that the Department together with the schools accredited to participate in the ISP.

As the CRICOS registered provider, DE is responsible for ensuring that schools it accredits through the ISP also complies with ESOS requirements. This is achieved through the Department's ISP accreditation program. Only those government school who have been accredited by DE International Education Division (IED) and continue to meet accreditation requirements can accept international students.



About ESOS

ESOS is an acronym that refers to the legislated framework underpinned by the [Education Services for Overseas Students Act 2000 \(ESOS Act\) \(Cth\)](https://www.legislation.gov.au/Series/C2004A00757)  <https://www.legislation.gov.au/Series/C2004A00757> . The ESOS framework protects the interests of overseas students by:

- assuring the quality of education services offered to international students by allowing only recognised education and training providers to be approved for registration on CRICOS (only CRICOS approved providers can access PRISMS to issue an electronic Confirmation of Enrolment to an international student which then enables them to apply for a student visa to study in Australia), and
- protecting students' financial interests through compulsory consumer protection mechanisms such as pre-enrolment information and formal

written agreements about the education services students can expect to receive.

Components of the ESOS framework most relevant to Victorian government schools include:

- the ESOS Act which makes it unlawful to offer education or training to an international student at a location unless the provider and the course are registered on CRICOS
- the [Education Services for Overseas Students Regulations 2019 \(Cth\) \(ESOS Regulations\)](https://www.legislation.gov.au/Series/F2019L00571)  <https://www.legislation.gov.au/Series/F2019L00571> which specifies details of information about students that CRICOS providers must report through PRISMS
- the [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(Cth\) \(the National Code\)](https://www.legislation.gov.au/Series/F2017L01182)  <https://www.legislation.gov.au/Series/F2017L01182> sets minimum standards for services that CRICOS providers must to international students. These standards cover multiple aspects of an international student's life cycle from recruitment through to departures.

The National Code

The National Code is a set of standards that govern the protection of international students and delivery of courses to those students by providers registered on CRICOS. Providers must comply with the National Code to maintain their CRICOS registration. The 11 standards in the National Code reflect the lifecycle of an international student as follows.

Standard 1 – Marketing information and practices

Links to Australian Consumer Law by making sure providers do not give prospective students false or misleading information.

Standard 2 – Recruitment of an overseas students

Requires providers to give detailed information to prospective students to help them make an informed choice about their study options in Australia. Providers must also assess the suitability of applicants by making sure they have suitable academic and English language skills to participate in the course.

Standard 3 – Formalisation of enrolment and written agreement

Requires providers to enter into a formal contract with an international student before accepting any course fees.

Standard 4 – Education agents

Clarifies requirements for a written agreement between a provider and education agents. Providers must enter and maintain details of agents with whom they have a written agreement in PRISMS.

Standard 5 – Younger overseas students

Provides guidance on the care and welfare of international students under the age of 18.

Standard 6 – Overseas support services

Specifies the range of support services that providers must offer to students to help them adjust to life and study in Australia.

Standard 7 – Overseas student transfers

Provides guidance for providers on when a student's transfer request should be granted. For the school sector, international students are now restricted from transferring until they have completed the first 6 months of their first school course.

Standard 8 – Overseas student visa requirements

Requires providers to monitor international students' compliance with their visa conditions relating to course attendance, progress and completion according to the sector of education. The expected duration of study cannot exceed the CRICOS registered duration for the course unless there have been compassionate or compelling circumstances affecting an international student's study plans.

Standard 9 – Deferring, suspending or cancelling the overseas student's enrolment

Sets out how providers must manage and report changes to the enrolment of an overseas student in order to protect the integrity of the student visa system.

Standard 10 – Complaints and appeals

Ensures that international students have access to natural justice through professional, timely, inexpensive and well documented complaints handling and appeals processes.

Standard 11 – Additional registration requirements

Sets out additional registration requirements related to CRICOS course approvals including limitations on online or distance education and delivery through third parties.

Roles and responsibilities

Department of Education



- The Department of Education and Training (DE) is a registered provider on CRICOS.
- DE is responsible for meeting requirements under Commonwealth and Victorian legislation, and for supporting Victorian ISP schools to meet legislative requirements.

Victorian government schools accredited by DE

- DE accredits individual Victorian government schools as ISP schools. These ISP schools are responsible for the delivery of educational, welfare, accommodation and support services to international students. When DE (IED) accredits a school, it accredits the school with a maximum international student enrolment cap, and will accredit the school as either a:
 - Level 2 School – Can undertake all ISP activities, including providing homestay accommodation and participating in DE (IED) marketing activities
 - Level 1 School – Can undertake all ISP activities, except for providing homestay accommodation and participating in DE (IED) marketing activities
- International students cannot enrol in a Victorian government school by any avenue other than through DE (IED).

Responsibility for compliance with obligations under the ESOS framework

- Although the ultimate responsibility for compliance rests with the IED, schools and IED share this responsibility in order to ensure that international students engage in a high quality learning experience.
- Policies and procedures underpinning the ISP specify actual responsibility for each obligation under the ESOS framework.

- Schools should use DE's [ESOS Training for School Staff video](https://www.youtube.com/watch?v=cTSoUiNpheA)  <https://www.youtube.com/watch?v=cTSoUiNpheA> to run annual training with staff who interact directly with international students so they understand their ESOS obligations.
 - The [ISP school compliance checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0012/7023/ISP_School_Annual_Compliance_Checklist.docx)  https://www.study.vic.gov.au/__data/assets/word_doc/0012/7023/ISP_School_Annual_Compliance_Checklist.docx is provided as a resource to assist schools in meeting the requirements of the ESOS framework.
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2. Marketing and recruitment

2. Marketing and recruitment

This section covers: information for prospective students, marketing and recruitment and education agents.

Purpose

Overseas students need clear and accurate information to help them decide which study option is best for them. When students and families have the right information they are more likely to be happy with their initial choice and stay in the program until their studies are complete. The best marketing strategy is a happy student.


The [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(Cth\)](https://www.legislation.gov.au/Details/F2017L01182) 

[<https://www.legislation.gov.au/Details/F2017L01182>](https://www.legislation.gov.au/Details/F2017L01182) (the National Code) mandates key information that must be provided to prospective students to help them make an informed choice about study options in Australia. There are also stringent requirements about managing education agents.

To ensure accurate and consistent information is available for prospective students, DE International Education Division (IED) leads all marketing and recruitment initiatives, including production of marketing brochures for all schools to use and the accreditation and management of education agents.


Important requirements

Providing information for prospective students


- Only Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered courses can be marketed to prospective international students. The Department's CRICOS registered courses are: Primary (Prep to Year 6); Secondary (7 to 12) and Victorian College of the Arts Secondary Course (7 to 12).
- The CRICOS registered provider name 'Department of Education and Training' and CRICOS Provider Code 00861K must be clearly visible on all school promotional material.
Note: schools are registered on CRICOS as locations, not the registered provider.
- The National Code mandates specific information that must be provided to prospective international students. This includes details about courses, entry requirements and locations of study. Full details are contained in the [Prospective International Students Required Information Checklist \(DOCX\)](#) 

<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7018/ISP_Prospective_International_Students_Required_Information_Checklist.docx> . Schools should use the checklist to ensure their website contains all required information.

Marketing and recruitment

- Schools must NOT offer an enrolment place to, or imply that they will hold an enrolment place for, a student without DE first assessing the student's application as successful through the DE's international student application process and issuing a request to place (RTP).
- DE (IED) develops and leads all marketing and recruitment activities related to the ISP. IED develops an Annual ISP Marketing Action Plan that informs DE's in-country recruitment activities. IED will contact accredited schools at the beginning of each year to obtain information about planned future international travel. Level 2 accredited schools will be invited to submit an 'expression of interest' to participate in these recruitment events. Only these schools will be invited to jointly participate in in-country recruitment activities in accordance with the [DE Travel Policy](https://edu.vic.gov.au/procurement/procurement-policy) 
<<https://edu.vic.sharepoint.com/sites/Procurement/Shared Documents/DET Travel Policy.docx>> (staff login required).
- IED approves participation in IED initiated in-country recruitment activities. DE Schools and Regional Services approves school travel (with input from IED). Accordingly, schools must also apply to their relevant DE regional office to seek approval for international travel activity. IED will work with schools to develop an itinerary and other information to help them to secure travel approval for participation in in-country recruitment travel.
- Level 1 schools cannot actively market to international students. However, are required to provide the CRICOS provider name and code on their homepage.
- Level 2 accredited schools will also list the CRICOS provider name and code on their website homepage and have an ISP webpage that contains relevant, accurate and up-to-date information in accordance with the ESOS National Code requirements.

Education agents

- DE (IED) has a [register of accredited education agents \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/6820/Education-Agent-Register.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0016/6820/Education-Agent-Register.docx> who have been appointed to represent DE both overseas and onshore.
- DE (IED) undertakes an annual performance and conduct review of every agent against criteria which is designed to ensure only reputable agents with the highest integrity are engaged in DE's recruitment activities.

Schools responsibilities and guidance

Providing information for prospective students

1. Display the Department of Education and Training as the registered CRICOS provider and the CRICOS Code 00861K on your school website homepage as follows, 'Sample Secondary College is accredited under the Department of Education and Training's CRICOS registration (CRICOS provider name and code: Department of Education and Training, 00861K). For further information refer to [Study Vic](https://www.study.vic.gov.au/en) <https://www.study.vic.gov.au/en> .
2. Use the [Prospective International Students Required Information Checklist \(DOCX\)](https://www.study.vic.gov.au/___data/assets/word_doc/0016/7018/ISP_Prospective_International_Students_Required_Information_Checklist.docx) <https://www.study.vic.gov.au/___data/assets/word_doc/0016/7018/ISP_Prospective_International_Students_Required_Information_Checklist.docx> to ensure prospective students have access to required information about the ISP program.

Marketing and recruitment

1. Use only DE (IED) marketing tools and templates when marketing the ISP.
2. Submit an 'expression of interest' to participate in in-country recruitment activity when invited by DE (IED) each year.
3. Seek approval from their relevant DE Regional Office for international travel activity.

Education agents

1. Engage only with [DE \(IED\) accredited education agents \(DOCX\)](https://www.study.vic.gov.au/___data/assets/word_doc/0016/6820/Education-Agent-Register.docx) <https://www.study.vic.gov.au/___data/assets/word_doc/0016/6820/Education-Agent-Register.docx> .
2. Direct all new agent enquiries to the DE (IED) Agent Liaison Team at international@education.vic.gov.au <mailto:international@education.vic.gov.au>
3. Do not enter into individual or financial arrangements with agents or appoint agents as exclusive representatives for their school.
4. Contact DE (IED) at international@education.vic.gov.au <mailto:international@education.vic.gov.au> if you experience issues with agents.
5. Do not contact agents directly regarding recruitment, agent contracts and student application issues.

Compliance evidence

Schools must ensure the following information is available for audit:


1. school website specifies the Department of Education and Training as the registered provider.
 2. school website clearly shows the CRICOS provider name and code.
-

3. Admissions

3. Admissions

The section covers: accepting students.

Purpose

DE International Education Division (IED) is required under the [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(Cth\) \(the National Code\)](#) 

<https://www.legislation.gov.au/Details/F2017L01182> to assess whether prospective international students have an appropriate academic background and level of English language proficiency to participate actively and successfully complete their course. Entry requirements are set to ensure that an international student can complete their course without relying unduly on ongoing English language or learning support.

Important requirements

Admission requirements

- DE (IED) sets admission requirements for prospective international students and assesses all applications from overseas students for admission to a Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered Victorian government school.
- Schools cannot directly or indirectly offer an international student a place in their school.
- With the exception of the audition/interview for Victorian College of the Arts Secondary School (VCASS), schools are not to impose additional entry requirements on international students. Schools are still encouraged to conduct a welcome video conference interview with the student to ensure the student is suitable for the school and the program, however schools must not conduct any additional academic assessments, tests or screening.
- International students progressing from Year 6 to Year 7 (from primary school to secondary school) must submit a new application to be enrolled in Year 7 (except if students are already enrolled in a P to 9 or P to 12 college). Students must complete at least half of the last academic year and cannot skip 1 year level entirely.

School responsibilities and guidance

Responding to a Request to Place from DE (IED)

1. Assess the school's approved ISP student cap to check that there is a place available for the student.
2. Decide whether the school's teaching and support resources are suitable for the student's needs. Interviews with prospective students are encouraged for this purpose.
3. Determine the appropriate year level for the student. Note that students cannot skip an entire year level. They must complete at least half of their current academic year.
4. Assess the student's preferred welfare and accommodation arrangement. For students seeking to stay in a DET-approved homestay arrangements (this includes option 3: Parent-nominated homestays and option 4: School-arranged homestays), school staff must ensure that the school can appropriately support the homestay arrangements and acknowledge that the school will conduct a homestay check prior (minimum of 6 weeks, maximum of 6 months) to the student's date of commencement at the homestay accommodation. Please refer to Section 4 for further information on homestay checks.
5. Provisional acceptance of care and welfare arrangements should be secured by the student and their family before accepting the student.
6. Respond in writing to DE (IED) within 48 hours if possible but no later than 5 days, whether the school is accepting or declining the RTP.

Compliance evidence

In relation to this section, schools must ensure that they use the following documents and retain them for audit purposes:

- Request to Place email from DE (IED)
-

4. Homestay arrangements (Level 2 schools only)

4. Homestay arrangements (Level 2 schools only)

This section covers: setting up and maintaining homestays, child safe travel arrangements.



Purpose

Where a student under the age of 18 is not being cared for in Australia by a parent or suitable nominated relative, schools must ensure the arrangements made to protect the personal safety and social well-being of those students are appropriate.

Schools are also responsible for additional care and welfare arrangements to protect students under the age of 18 who wish to participate in extra travel and extra-curricular activities outside the normal scope of school activities.

Important requirements

Homestay arrangements

- Students under 15 years of age at the time of commencing studies may only reside with a parent/legal guardian or Department of Home Affairs (DHA) approved relative.
- DE International Education Division (IED) requires students over 18 years of age to live in approved accommodation for the duration of their study as a condition of their enrolment at the school. In special circumstances, DE (IED) may allow alternative living arrangements in consultation with the school. In these cases, schools are required to support students to find suitable accommodation and adjust to independent living, as required by the [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(Cth\) \(the National Code\)](#) 
<<https://www.legislation.gov.au/Details/F2017L01182>> (Standard 6).
- Schools should provide international students and homestay providers with information (particularly during [orientation \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7034/ISP_Student_Orientation_Checklist.docx>) on how to respond to a critical incident and ensure they remain clear on how to respond to incidents for the duration of the student's enrolment and stay. They may provide international students and homestay providers with the critical incident flowchart.
- All homestay fees must be transferred electronically. Homestay fees may be collected and disbursed by the school, or directly exchanged between the homestay provider and the student.
- Schools will retain, monitor and reimburse a student's homestay bond

payment.

- A student visa cannot be issued until appropriate welfare arrangements are in place for students under the age of 18.
- If neither a parent nor a suitable relative is able to care for a student under the age of 18 in Australia, schools must approve suitable accommodation and welfare arrangements.
- Registered teaching staff cannot provide homestay services to international students enrolled in their school.
- Schools who elect to take responsibility for a student under the age of 18 must specify when the school will commence responsibility for the student and when that responsibility ends. DE (IED) will use these dates to complete the Confirmation of Appropriate Accommodation and Welfare (CAAW) when generating the student's Confirmation of Enrolment (CoE).
- The student's CAAW arrangement will cease 7 days after the last day of the student's course.
- The student's CAAW arrangements will cease once the student turns 18.
- Schools may use commercial homestay recruitment agencies if conditions specified in the [ISP Homestay Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6994/ISP_Homestay_Policy.docx) <https://www.study.vic.gov.au/__data/assets/word_doc/0028/6994/ISP_Homestay_Policy.docx> are met.

Travel and extra-curricular arrangements

- CAAW students must comply with the ISP Student Travel Policy.
- The ISP Student Travel Policy does not apply to students residing with a parent, legal guardian or a DHA-approved relative.
- Students under the age of 18 are not permitted to travel overseas other than directly into the care of a parent or legal guardian or a direct family member over 21 years of age approved by the parent.
- DE's welfare responsibility ends when a student departs from Australia.
- Travel requires school approval (please refer to the ISP Student Travel Policy). Students must first seek parent approval and then request final approval from their school. Students must also advise their homestay providers of the details of the travel arrangements.
- Students should use the relevant ISP travel request form for all travel requests.

School responsibilities and guidance

Overall homestay arrangements

1. Principals retain overall responsibility for recruiting, monitoring and managing all homestay arrangements, including both Option 3: Parent Nominated Homestays and Option 4: School Arranged Homestay.

2. Confirm to DE (IED) the school's acceptance of the welfare and accommodation for the student.
3. Take the steps necessary to provide suitable accommodation for the student.
4. Discharge their duty of care and other obligations under the [Victorian Child Safe Standards](https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005) [☑ <https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005>](https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005) , the Commissioner for Children and Young People Reportable Conduct Scheme and DE's [Managing and Reporting School Incidents \(including emergencies\)](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies) [<http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy) policy.
5. Facilitate changes to arrangements if the student's accommodation and welfare arrangements need to change.
6. Notify DE (IED) at international.school.support@education.vic.gov.au [<mailto:international.school.support@education.vic.gov.au>](mailto:international.school.support@education.vic.gov.au) if there are any changes or concerns regarding the student's welfare arrangements. Noting critical incidents occurring in the homestay environment should be managed in accordance with DE's policy and guidelines.
7. Immediately raise any issues related to student welfare and visa conditions with DE (IED).


Recruiting a homestay provider

1. Schools may recruit new homestay providers either:
 - from within the school or local community
 - via a direct application from a family residing within the area
 - through the use of a commercial homestay recruitment provider or agency.
2. Schools may use a commercial homestay recruitment provider or agency. To ensure the appropriateness of the recruitment provider, the school must, at a minimum, satisfy the following requirements:
 - solicit references from a prospective commercial homestay recruitment provider testifying to their ethical standards and the quality of their work
 - consult with the school's network cluster members and local Catholic and Independent schools regarding the prospective commercial homestay recruitment provider's quality of service
 - inform the commercial homestay recruitment provider about the school's child safe practices.

Screening homestay providers



Note: Schools cannot delegate any of the requirements below to any commercial homestay recruitment provider.

For all Option 3: Parent Nominated Homestays and Option 4: School Arranged Homestay, schools must:

1. verify the suitability of homestay accommodation by conducting an initial homestay check
2. verify the appropriateness of the homestay accommodation between 6 months and 6 weeks prior to the homestay commencement date
3. ensure all homestay providers and those living or residing frequently at the homestay who are aged 18 years or older have a valid and current [Working with Children Check \(WWCC\)](#) 
<<https://online.justice.vic.gov.au/wwccu/checkstatus.doj>>
4. complete a referee check for the homestay provider to confirm suitability for child-related work
5. complete an identification check for the homestay provider
6. retain evidence that all necessary checks above have been completed
7. schools must approve or reject the homestay provider as required
8. subject to approval, add the homestay provider to the school's ISP homestay register in VISIT.

Placing students in homestay

Before placing a student with a homestay provider and after the initial screening and approval of the homestay provider, schools must (for all Option 3: Parent Nominated Homestays and Option 4: School Arranged Homestay):

1. provide homestay providers with the [ISP Homestay Responsibility Agreement \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx> which outlines homestay terms and conditions
2. ensure that the homestay provider has understood the homestay terms and conditions
3. conduct an orientation with the homestay provider (outlines expectations of the homestay, critical incident procedures, emergency contact numbers and how to identify and report child abuse)
4. sign the [Homestay Responsibility Agreement \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx> with the homestay provider, student and student's parent(s)/legal guardian(s). Homestay providers and the school representative should sign this agreement prior to or on the day of the student's arrival. Students should be briefed on the terms of this agreement within the first week of the student's arrival. A copy of the completed agreement should be shared with the student's parent/legal guardian.

Moving a student to another homestay host

Situations may arise where a school finds it necessary to move a student to another homestay host. This could involve changing from one homestay to another homestay but staying at the same school, transferring to another

school and therefore requiring a different homestay or having to move into an emergency accommodation arrangement.

Schools must:


- if needed, schools must assist the student in finding a suitable homestay arrangement
- assist the student with moving to another homestay
- if applicable, work with the new school to ensure there is no gap in the accommodation and welfare arrangements when a student is transferring to another school.


Monitoring homestay hosts

Note: Responsibilities assigned to principals cannot be delegated whereas the responsibilities assigned to schools may be delegated to relevant school staff such as the International Student Coordinator (ISC).


Once a student is placed with a homestay provider

Schools must:

- maintain an accurate and up-to-date ISP homestay register in VISIT
- conduct a homestay assessment and site visit check every 6 months (or more frequently if required, for example, following a critical incident). The site visit checklist in VISIT must be used when completing a homestay assessment and site visit. Two weeks written notice must be given to the homestay provider prior to conducting a homestay check and site visit check
- monitor all homestay WWCCs by maintaining an accurate and up to date ISP homestay register in VISIT. Check the status of all WWCC once each term by using the [status checker](#) 
<<https://online.justice.vic.gov.au/wwccu/checkstatus.doj>> on the WWCC Victoria Website
- record the status check on the WWCC register
- move the student into emergency homestay as soon as they are notified or become aware of any homestay provider or persons aged 18 and over living or frequently residing in the homestay who do not hold a valid WWCC, until the WWCC is obtained. Where there are compassionate and compelling circumstances, the school may request that DE (IED) assess the circumstances and determine whether or not the student should be moved. This may require evidence that the required WWCC has been applied for and the school has appropriate risk mitigation strategies in place
- notify DE (IED) at international.school.support@education.vic.gov.au
<<mailto:international.school.support@education.vic.gov.au>> immediately if there are any changes to a student's homestay arrangements

- follow up on any issues raised by the student or homestay provider and take appropriate action as per the [ISP complaints and appeals policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx> .

Principals must:

- take appropriate action if a homestay provider has breached the [Homestay responsibility agreement \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx> , including the homestay terms and conditions
- take appropriate action if a student has breached the homestay responsibility agreement
- notify DE (IED) if the school can no longer provide a suitable homestay for a student and all emergency accommodation options have been exhausted
- confirm that all homestay providers and people living or frequently residing in the homestay over the age of 18 have a valid WWCC
- consult with DE (IED) to determine whether a student should be moved if WWCC requirements are not met.

Homestay training and support

Schools must:

1. host annual (as a minimum) information and awareness sessions for homestay providers which address:
 - critical incident policies and procedures
 - the school's Child Safety and Wellbeing Policy and Child Safe Code of Conduct
 - identifying and reporting actual or suspected child abuse
 - the Homestay Terms and Conditions, including any updates
 - any legislative or policy changes that will affect the homestay provider
2. reiterate expectations, roles and responsibilities of homestay providers
3. provide support and advice as required.

Principals must:

1. confirm that homestay provider training has been completed
2. demonstrate support of homestay provider training sessions through attendance together with relevant staff
3. ensure all homestay providers are in attendance, and for those unable to attend ensure appropriate training is provided in an alternative form.

Exiting homestay arrangements

It is expected that students remain in the allocated homestay unless compassionate or compelling circumstances apply, that is exceptional circumstances which impact a student's welfare, wellbeing or safety. Changes to homestay arrangements are approved by the school.

Student requesting to exit a homestay arrangement

Schools must:

1. consider a student's request to exit a homestay arrangement and determine whether compassionate or compelling circumstances apply
2. approve or deny a student's request to exit a homestay arrangement and facilitate the student's transfer
3. return homestay bond to student or facilitate a claim against the homestay bond.

Homestay provider requesting to terminate homestay agreement


Schools must:

1. ensure the student is provided with at least 2 weeks' notice
2. approve the termination of the homestay agreement
3. return the homestay bond to the student or facilitate a claim against the homestay bond.

Ending homestay arrangements

Transfer to another CRICOS-registered provider

Schools must:


1. assist the student to complete a [withdrawal form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf>
2. ensure all evidence is attached
3. send a copy of the form and evidence to DE (IED) at international.school.support@education.vic.gov.au
<mailto:international.school.support@education.vic.gov.au> for approval
4. continue to provide accommodation until DE (IED) confirms that the new provider has assumed responsibility for the student's care and welfare arrangements.

Principals must:

1. sign the withdrawal form and confirm that all evidence is attached.

CAAW to non-CAAW

Schools must:

1. assist the student to complete a [welfare provision change form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0024/6837/Welfare-Provision-Change-Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0024/6837/Welfare-Provision-Change-Form.pdf>
2. ensure all evidence is attached
3. send a copy of the completed form and evidence to DE (IED) at international.school.support@education.vic.gov.au
<<mailto:international.school.support@education.vic.gov.au>> for approval
4. ensure that the student remains in their approved accommodation until confirmation is received from DE (IED) that the new welfare arrangements have been approved.

CAAW ceases (over 18 years) – independent living

Schools must:

- counsel students and parents on the DE (IED) recommendation that they remain in homestay accommodation until they complete their studies
- follow the procedural advice outlined in the ISP homestay procedure
- seek feedback from the student on the independent living arrangement at least once per term to ensure that the accommodation remains suitable.

Principals must: sign the completed [Independent living assessment checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0027/6948/Independent-Living-Assessment-Checklist.docx) 

<https://www.study.vic.gov.au/__data/assets/word_doc/0027/6948/Independent-Living-Assessment-Checklist.docx> if an independent living assessment has been completed.

Cancelling or suspending student enrolment on a CAAW

Schools must:

- continue to provide welfare and accommodation responsibilities for the student until advised otherwise by DE (IED).



Travel and extra-curricular arrangements

When a school receives a request to travel from a CAAW student

Schools must:

- assess the potential safety implications of the travel, including specific risks,

such as water safety and child safety and wellbeing




- follow the procedure as set out in the [ISP Student Travel Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7044/ISP_Travel_Policy.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7044/ISP_Travel_Policy.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7044/ISP_Travel_Policy.docx) and [ISP Student Travel Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7045/ISP_Travel_Procedure.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7045/ISP_Travel_Procedure.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7045/ISP_Travel_Procedure.docx)
- record travel in VISIT.

Principals (or delegate) must:

- decide whether to approve the travel.

Compliance evidence

Schools must ensure the following information is available for audit:

1. signed [ISP homestay responsibility agreement \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx) for all students residing in a homestay arrangement (both parent-nominated and school-arranged homestays)
 2. completed site visit information in VISIT for all students residing in a homestay arrangement (both parent-nominated and school-arranged homestays) for the initial site visit and all 6 monthly checks
 3. up to date travel information and forms in VISIT
 4. completed [Application for change of accommodation and welfare provision form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0024/6837/Welfare-Provision-Change-Form.pdf)  [<https://www.study.vic.gov.au/__data/assets/pdf_file/0024/6837/Welfare-Provision-Change-Form.pdf>](https://www.study.vic.gov.au/__data/assets/pdf_file/0024/6837/Welfare-Provision-Change-Form.pdf) and evidence for students changing homestay arrangements
 5. approved travel request documents with all necessary signatures prior to student undertaking travel
 6. completed [ISP independent living assessment checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0027/6948/Independent-Living-Assessment-Checklist.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0027/6948/Independent-Living-Assessment-Checklist.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0027/6948/Independent-Living-Assessment-Checklist.docx) for all students living independently
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5. Supporting students – adjusting to life and study in Australia

5. Supporting students – adjusting to life and study in Australia

The section covers: pre-arrival information, student arrival, orientation, non-commencing students, course credit, ongoing student support.



Purpose

Many international students experience significant stress including homesickness, loneliness, anxiety and depression. Pre-departure information, arrival support and orientation are critical services that schools must offer to help new international students to adjust to life and study in Australia.

Throughout the student arrival and orientation process, schools must follow strict steps to support DE International Education Division (IED) to ensure the safety of an international student and the integrity of the student visa system.


Important requirements

Pre-arrival information


- DE (IED) provides all new students with a copy of the [International Student Pre-Departure Guide \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6847/Predeparture-and-Homestay-Guide_English.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6847/Predeparture-and-Homestay-Guide_English.pdf> .
- Students wishing to reside in Victoria with a family friend or a distant relative are required to provide information about their living arrangements as part of their application to the ISP. ISP case officers may ask a student's family or agent to complete a separate [Parent-Nominated Homestay form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7017/ISP_Parent_Nominated_Homestay_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7017/ISP_Parent_Nominated_Homestay_Form.docx> if the required information was not provided during the ISP application process.
- For students where the school has agreed to pick up the student at the airport, students need clear advice from schools about their pick up location and emergency contact details prior to arrival.

Supporting students – student arrival


- For students where the school has agreed to pick up the student at the airport:

- A suitable school representative must collect the student on arrival at the airport.
- Contingency arrangements must be in place to ensure the student can be collected on arrival if the nominated school representative is unable to do so.
- Students must be accompanied to their homestay residence.
- Schools are not responsible for the arrival of accompanying adults. Adults must arrange their own transportation and accommodation.
- Schools must designate a staff member to be the official point of contact for international students, for example the International Student Coordinator (ISC).
- Schools must provide international students with a [Student Safety Card \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7035/ISP_Student_Safety_Card_Procedure.docx> at the time of commencement of the course which includes the school's contact details, including 24/7 contact details for the school's student contact officer/ISC and general emergency contact information.

Non-commencing students



- An international student must start their course on the date specified on their Confirmation of Enrolment (CoE).
- Students may request to change their start date prior to being granted a student visa by completing a [Change Request Form \(PDF\)](#) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0027/6966/ISP_Change_Request_Form.pdf> and emailing this to DE (IED) at international@education.vic.gov.au
<<mailto:international@education.vic.gov.au>>
- Once a student is granted a visa, the course start date can only be changed if there are compassionate or compelling circumstances. This is referred to as deferring course commencement. Only DE (IED) can approve a request to defer course commencement.
- Schools must notify DE (IED) at international@education.vic.gov.au
<<mailto:international@education.vic.gov.au>> immediately when they become aware that an international student has not or cannot start on the first day of school. Where a student does not commence on the start date specified on the student's CoE, DE (IED) is required to report the student in PRISMS within 14 days of the non-commencement.

Supporting students – orientation


- Schools must tailor their [orientation program \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7028/ISP_Student_Arrival_and_Orientation_Procedure.docx> to the age and cultural needs of the student.


- The orientation information must include support services to help students adjust to life and study in Australia, English language and study assistance programs, any relevant legal services, emergency and health services, the schools facilities and resources, complaints and appeals processes, requirements for attendance and course progress, support services to assist students with general or personal needs and information on work rights (if appropriate).

Course credit

- Students must already have a CoE in order to apply for [course credit \(PDF\)](https://www.vcaa.vic.edu.au/Documents/results/credit.pdf)  <https://www.vcaa.vic.edu.au/Documents/results/credit.pdf> .
- Students can only apply for course credit for Victorian Certificate of Education (VCE) units as part of the Secondary Course and the Victorian College of Arts (VCASS) Secondary Course.
- Schools decide whether a student is eligible for course credit and assist students to [apply to the Victorian Curriculum and Assessment Authority \(VCAA\)](https://www.vcaa.vic.edu.au/assessment/results/credit-recognition/Pages/Index.aspx)  <https://www.vcaa.vic.edu.au/assessment/results/credit-recognition/Pages/Index.aspx> to verify eligibility for course credit.
- The VCAA assess applications and grants course credit for the purposes of the VCE. If course credit is granted, VCAA will provide the student with a record of this decision through the Victorian Assessment Software System (VASS). Once this record is provided, the school must provide this to DE (IED) for final approval.

Ongoing student support








- School must ensure that reasonable learning, welfare and English language support are provided to all international students as required throughout their studies.
- Schools must regularly update parents/guardians on student academic progress and welfare issues. Most schools do this by inviting parents living in Australia to parent-teacher interviews at least twice a year. If parents are living overseas, the school may arrange phone interviews. Schools have access to the department's interpreting and translating services to assist with these discussions – refer to: [Interpreting and Translation Services](http://www2.education.vic.gov.au/pal/interpreting-and-translation-services/policy) <http://www2.education.vic.gov.au/pal/interpreting-and-translation-services/policy> . Some International Student Coordinators also meet with parents overseas during department organised marketing trips.
- If parents request a written translated school or VSL report, host schools must provide this in the relevant language. If a school chooses to translate all written reports, they can also do this.
- Schools must have sufficient student support personnel to meet the needs of the international students enrolled at the school. Schools must demonstrate this through completion of the [ISP ESOS Resourcing Self-assessment Tool \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0032/6989/ISP_ESOS_Resourcing_Self-Assessment_Tool.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0032/6989/ISP_ESOS_Resourcing_Self-Assessment_Tool.docx> .

- Schools must ensure their staff members who interact directly with international students are aware of the school's obligations under the ESOS framework.
- The ISC and student support staff members must engage in training and professional development in:
 - the Child Safe Standards
 - policies and procedures for managing emergency situations and critical incidents
 - policies and procedures for verifying that the student's accommodation is appropriate to the student's age and needs and
 - in the ESOS framework including the National Code and the [VRQA Guidelines for the Enrolment of Overseas Students Aged Under 18 Years \(DOCX\)](https://www.vrqa.vic.gov.au/Documents/schesosguidelines.docx)  .
<https://www.vrqa.vic.gov.au/Documents/schesosguidelines.docx> .

School responsibilities and guidance



Pre-arrival information

Preparing for a student's arrival from overseas when staying in a school-arranged homestay

1. Complete the [ISP Arrival Support Form \(Melbourne airport\) \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0029/6959/ISP_Arrival_Support_Melbourne.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0029/6959/ISP_Arrival_Support_Melbourne.docx> or [ISP Arrival Support Form \(Avalon airport\) \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0025/6955/ISP_Arrival_Support_Avalon.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0025/6955/ISP_Arrival_Support_Avalon.docx> and [ISP Homestay Profile Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile.docx> . Schools will receive an international student's completed [ISP Flight Details Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0026/6992/ISP_Flight_Details_Form.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0026/6992/ISP_Flight_Details_Form.docx> from DE (IED) to assist in completing the required forms. Translated versions of the ISP Arrival Support Form (Melbourne Airport) are available in [Chinese \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0026/6956/ISP_Arrival_Support_Melbourne_Chinese.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0026/6956/ISP_Arrival_Support_Melbourne_Chinese.docx> , [Khmer \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0027/6957/ISP_Arrival_Support_Melbourne_Khmer.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0027/6957/ISP_Arrival_Support_Melbourne_Khmer.docx> and [Vietnamese \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6958/ISP_Arrival_Support_Melbourne_Vietnamese.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0028/6958/ISP_Arrival_Support_Melbourne_Vietnamese.docx> .
2. Forward both forms to DE (IED) no later than 10 business days before the scheduled course commencement.
3. Organise a suitable school representative to collect the student from the airport. Schools should develop and maintain a register of appropriate personnel who are suitable to collect students from the airport.
4. Provide the student with emergency contact details for the school principal and school staff member designated as the official point of contact for

international students, for example the International Student Coordinator.

Preparing for a student's arrival when already onshore or transferring from another school when staying in a school-arranged homestay

- Complete the [ISP Homestay Transfer Support Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0013/7006/ISP_Homestay_Transfer_Support_Form.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0013/7006/ISP_Homestay_Transfer_Support_Form.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0013/7006/ISP_Homestay_Transfer_Support_Form.docx) and [ISP Homestay Profile Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile_Form.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile_Form.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile_Form.docx) .
- Forward both forms to DE (IED) no later than 10 business days before the scheduled course commencement.


Arrival support

Student airport arrival (for Level 2 schools only, and only for Confirmation of Appropriate Accommodation and Welfare (CAAW) students living in school-arranged homestays)

1. Ensure the school representative meeting the student at the airport has a sign identifying themselves with the school logo and the student's name.
2. Identify themselves to the student using formal photo identification (either a driver's licence or passport).
3. Confirm the international student's identity using their passport.
4. Confirm the student's and parent contact details.
5. Assist with luggage collection.
6. Arrange for the student to telephone home to advise parents of their safe arrival or ensure the student has done this themselves.
7. Transport the student to their homestay.
8. Notify DE (IED) that the student has arrived and has been transported to their homestay.
9. Notify DE (IED) immediately if a student did not arrive in Australia on the anticipated day (refer to Critical Incidents).

Non-commencing students

Student wants to change their start date before the first day of school

1. If a student's visa has not been granted and needs to change their commencement date, ask the student to complete a [Change Request Form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6938/Change_Request_Form.pdf)  [<https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6938/Change_Request_Form.pdf>](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6938/Change_Request_Form.pdf) and submit it to DE (IED).



2. If a student has had their visa granted and needs to change their commencement date prior to commencement, ask the student to complete a Change Request Form and submit it to DE (IED) together with evidence of compassionate or compelling circumstances. This is a deferral. DE (IED) will assess and approve these requests only if evidence of compassionate or compelling circumstances are provided.

Student did not start on the first day

1. Call all emergency contacts for the international student, including their parents/family.
2. If contact cannot be made with the student or their parents/family, send a text message and email notifying the student and their parents that the student has not arrived or cannot be found.
3. Notify DE (IED) immediately if a student does not attend on the first day of school (and DE (IED) has not approved a deferred commencement).
4. Record the student absent for the first day of school in CASES21, and for each day that the student is not in attendance there-after.
5. Advise DE (IED) within a day when the student does arrive at school.

Supporting students – orientation

Develop an orientation program

1. Prepare an age and culturally appropriate [orientation program \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0017/7028/ISP_Student_Arrival_and_Orientation_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7028/ISP_Student_Arrival_and_Orientation_Procedure.docx> for new international students.
2. Check that all mandatory requirements are included in the orientation by using the [ISP Student Orientation Checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7034/ISP_Student_Orientation_Checklist.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7034/ISP_Student_Orientation_Checklist.docx> .

Conduct the orientation program

1. Upon arrival, introduce and welcome new students to the school.
2. Conduct the prepared orientation program.
3. Introduce students to school staff including the school principal and support staff (for example the school nurse, school counsellor, wellbeing coordinator and pathways/careers coordinator)
4. Match the international student with a local student (buddy).
5. Introduce fellow students.
6. Tour the school and provide a map of the school.
7. Provide the student with information about support services and resources as



listed in the ISP Student Orientation Checklist.

8. Notify DE (IED) of changes to student's enrolment (for example, changes in year level placement).

Additional student support

1. Check all new student's wellbeing regularly across the first 2 months.
2. If student is attending ELC at another location, continue to check on the student's wellbeing and speak to teachers to identify any additional support needs to help the student to adjust.
3. Provide any necessary welfare or learning support to help the student adjust to life in Australia and/or studies at school.
4. Escalate any issues to the school principal if not resolved through reasonable support by school officers.








Course credit

1. School staff (VCE coordinator, ISC) determines whether a student is eligible for course credit. Refer to the [VCAA website](https://www.vcaa.vic.edu.au/assessment/results/credit-recognition/credit-vce/Pages/Index.aspx)  <https://www.vcaa.vic.edu.au/assessment/results/credit-recognition/credit-vce/Pages/Index.aspx> for further information.
2. If the student is eligible for course credit, school staff assists them to apply for course credit to the VCAA, for example, assist in requesting evidence from an overseas or interstate learning provider, if required.
3. Seek principal endorsement.
4. The principal must decide whether or not to endorse the application and notify school staff of the decision.
5. If not endorsed, notify the student that the application was not endorsed by the principal and will not be submitted to VCAA.
6. If endorsed by principal, submit completed application form to VCAA – the principal (or delegate) is required to sign this form in the appropriate field.
7. If credit is granted, notify the student, their nominated correspondent and DE (IED) of the outcome of the application, in writing.
8. Notify DE (IED) of the outcome and of any expected changes to the student's enrolment details, such as course duration or reduction in full-time workload. DE (IED) must endorse the granting of the course credit for international students for it to be accepted.
9. Keep a copy of the VCAA decision on the student file and forward a copy to DE (IED).
10. If course credit is not granted, notify the student of the VCAA decision in writing, if required (that is, where VCAA hasn't notified student directly).
11. Record response on student file in accordance with the [ISP Record Keeping Procedural Guidelines \(DOCX\)](#) 

<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7019/ISP_Record_Keeping_Procedural_Guidelines.docx> .

Compliance evidence

Schools must ensure the following information is available for audit:

1. attendance records in CASES21
 2. Level 2 schools only:
 - [ISP Arrival Support Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0029/6959/ISP_Arrival_Support_Melbourne.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0029/6959/ISP_Arrival_Support_Melbourne.docx>
 - [ISP Homestay Transfer Support Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0013/7006/ISP_Homestay_Transfer_Support_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0013/7006/ISP_Homestay_Transfer_Support_Form.docx>
 - [ISP Homestay Profile Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile.docx>
 - Register of personnel approved to collect international students
 3. [ISP Student Orientation Checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7034/ISP_Student_Orientation_Checklist.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7034/ISP_Student_Orientation_Checklist.docx> (for all international students)
 4. application for credit towards the VCE/VCE Vocational Major – form
 5. copy of the VCAA course credit decision
 6. confirmation of DE (IED)'s endorsement of course credit
 7. evidence of school staff training in relation to the ESOS framework, the National Code and the VRQA Guidelines for the Enrolment of Overseas Students Aged under 18 Years
 8. [ISP ESOS Resourcing Self-assessment Tool \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0032/6989/ISP_ESOS_Resourcing_Self-Assessment_Tool.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0032/6989/ISP_ESOS_Resourcing_Self-Assessment_Tool.docx>
 9. [Change Request Form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6938/Change_Request_Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6938/Change_Request_Form.pdf>
 10. [ISP Student Safety Card \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7035/ISP_Student_Safety_Card_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7035/ISP_Student_Safety_Card_Procedure.docx>
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6. Supporting students – safety


6. Supporting students – safety

This section covers: child safe, raising student safety awareness (Sun Smart, water safety, online safety, travel safety, mental health), critical incidents, and emergency management planning.

Purpose

All international students have the right to be safe.

DET is committed to providing an environment where international students are safe and feel safe, and their voices are heard about decisions that affect their lives.

Victorian government schools must adhere to minimum child safe standards for all children enrolled as students in schools, as per [Ministerial Order 1359 – Implementing the Child Safe Standards \(PDF\)](#) 

<https://content.sdp.education.vic.gov.au/media/ministerial-order-1359-975> .

As Victorian government schools must already adhere to these minimum requirements, schools accredited to deliver an ISP are not expected to add this ISP policy to their existing obligations. The Ministerial Order requires registered schools to take action for the purposes of embedding a culture in Victoria's schools of 'no tolerance' for child abuse; and complying with the prescribed minimum standards for the registration of schools in section 4.3.1(6)(d) of the Education and Training Reform Act 2006 (ETR Act). In addition to these minimum standards, schools face obligations which arise as part of participating in the ISP and which are expressed in ISP policies and procedures.

In addition to the Child Safe Standards schools must ensure that all students are made aware of how to stay safe on campus, online and general safety relevant to life in Australia.

All staff must know how to respond to a critical incident involving an international student. This includes incidents that may occur onshore in Australia, and overseas events that could adversely impact the wellbeing of an international student in Australia. The [Managing and Reporting School Incidents \(including emergencies\)](#)

<http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy> policy sets out how schools must respond to international student critical incidents.

Important requirements



Child Safe Standards

- Schools must take all reasonable steps to provide a safe school environment.
- Child safety policies and procedures in schools must integrate the safety needs of international students, recognising the specific vulnerabilities of international students that arise for students from culturally or linguistically diverse backgrounds.
- Schools are required by law to provide additional care and support to international students under 18 years of age where DET has accepted responsibility for the student's accommodation and welfare by issuing a Confirmation of Appropriate Accommodation and Welfare (CAAW) letter.
- Schools must acknowledge that international students may face heightened vulnerabilities as they have reduced access to their usual and familiar support networks, such as family and friends, and may face language and cultural barriers.
- International students may not have the language skills or cultural understanding to identify and respond to safety risks in Australia. Schools must ensure students understand safety risks and have strategies in place to help all international students to have the courage to voice their safety or welfare concerns.

Additional ESOS safety requirements

Students and staff must be provided with advice about actions they can take to improve their personal security and safety both on campus and in the broader community, for example, how to be sun smart, beach safety, safety on public transport and so on.

Critical incidents and emergency management planning

- All school staff must understand and know how to respond to a critical incident involving an international student (refer to [Managing and Reporting School Incidents \(including emergencies\)](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy))
<<http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>> policy.
- ISP-accredited schools must include international students in the following sections of the [Online Emergency Management Planning portal](https://emergencymanagement.eduweb.vic.gov.au/) 
<<https://emergencymanagement.eduweb.vic.gov.au/>> (staff login required): Risk assessment, and Emergency and Critical Incident Response Procedures. ISP-accredited schools can refer to the [EMP factsheet \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0026/6947/EMP_Guidance_ISP_Schools_Factsheet_2022.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0026/6947/EMP_Guidance_ISP_Schools_Factsheet_2022.docx> for guidance on how to include international students in their EMP.
- Ambulance costs are covered under international students' mandatory health insurance.

- The same 'critical incident' may have a different impact on each international student depending on their circumstances, for example, their available support networks in Australia and cultural background. As an example, one international student who is subject to severe verbal aggression may quickly recover following the incident with the support of their family and friends, while another international student may experience long-term mental health issues as a result of the critical incident. Principals and ISP staff should ensure that each student's individual circumstances are taken into account when considering an appropriate response to a critical incident.

School responsibilities and guidance

Child Safe Standards


- Provide international students with age and culturally appropriate information about safety both at school and in the broader community.
- Ensure the needs of international students are specified in the school's child safety policies and procedures, recognising the particular vulnerabilities of all international students and paying particular attention to the needs of CAAW students.
- Ensure school staff are aware of their obligations to respond to reports of alleged or suspected child abuse.

Additional ESOS safety requirements

- Follow DET International Education Division (IED) requirements for extra-curricular and non-school travel arrangements.
- Ensure staff engaged with international students are fully aware of their obligations towards international students as specified in the [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(Cth\)](https://www.legislation.gov.au/Details/F2017L01182)  <https://www.legislation.gov.au/Details/F2017L01182> (the National Code).


Critical incidents

- Provide international students and homestay providers with information (particularly during orientation) on how to respond to an incident and ensure they remain clear on how to respond to incidents for the duration of the student's enrolment and stay.
- School staff are required to respond immediately to a critical incident involving an international student.
- School staff should escalate the critical incident to the principal (or their delegate) as soon as possible.
- Principals (or their delegate) should manage critical incidents involving an international student according to DET procedures by:
 - ensuring the safety of all people involved

- reporting the incident to the Incident Support and Operations Centre (ISOC) on [1800 126 126](tel:1800126126) and rating the severity of the incident
- maintaining complete and accurate records.
- Complete the [Initial action potential missing student checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7009/ISP_Initial_Action_Potential_Missing_Student_Checklist.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7009/ISP_Initial_Action_Potential_Missing_Student_Checklist.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7009/ISP_Initial_Action_Potential_Missing_Student_Checklist.docx) if the incident involves a missing student.

Compliance evidence

Schools must ensure the following evidence is available for audit:

1. school based Child Safety and Wellbeing Policy which address the vulnerabilities of international students, including at a minimum:
 - Child Safe Standards with specific reference to international student risk, such as homestay arrangements and heightened vulnerabilities
 - reference to international students, or children from culturally and linguistically diverse backgrounds, in the school's Statement of Commitment to Child Safety, Child Safety and Wellbeing Policy and Child Safety Code of Conduct
 - raising child safety awareness with international students and their parents/carers by providing information related to child abuse and reportable conduct in an age and culturally appropriate manner
 - providing homestay providers with information and training in relation to their obligations under the school's child safety and critical incident policies. This includes information on reportable conduct, identifying and responding to child abuse and the Victorian Child Safe Standards
 2. how your school gives an international student a voice with respect to child safety
 3. evidence of follow-up actions and critical incident records
 4. evidence that staff involved within international students engage in regular training about their ESOS obligations
 5. [ISP initial action potential missing student checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7009/ISP_Initial_Action_Potential_Missing_Student_Checklist.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7009/ISP_Initial_Action_Potential_Missing_Student_Checklist.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7009/ISP_Initial_Action_Potential_Missing_Student_Checklist.docx)
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7. Supporting students – learning and engagement

7. Supporting students – learning and engagement

This section covers: general learning and welfare support, attendance (including student leave), course progress and learning support, modes of study, changes to study program.

Purpose

International students may need learning, English language or welfare support as they adjust to new ways of learning and new environments even though they have been assessed as having the necessary academic background and English language proficiency for enrolment in their current studies. Schools need to identify the learning needs of each international student and provide reasonable support to help them adjust and overcome learning difficulties that may arise from time to time. Schools should also be vigilant with respect to the mental health and other welfare needs of international students, and offer reasonable support to help students overcome any difficulties that may affect their learning or engagement in school.

International students are granted a student visa for the sole purpose of studying in Australia. The integrity of the student visa system is protected by student visa conditions which require students to achieve satisfactory attendance (attend at least 80% of scheduled classes each term) and achieve satisfactory course progress in each semester. The [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(Cth\) \(the National Code\)](#) 

<https://www.legislation.gov.au/Details/F2017L01182> supports the integrity of the student visa system by restricting international school students' participation in online learning and VET studies. Schools and DE International Education Division (IED) share the responsibility and need to work together to:

1. ensure international students participate in face to face study where ever possible
2. limit online learning to subjects where face to face learning is not available and there are no other study options
3. monitor students' attendance and course progress
4. support students to meet attendance and course progress requirements, and

5. report any students who can't meet these conditions to the Department of Home Affairs (DHA).

Important requirements

Learning and welfare support

- Schools must offer reasonable support to international students to enable them to achieve expected learning outcomes regardless of their place of study or mode of study. This includes both learning and welfare support.
- Schools must designate a member of staff to be the official point of contact for international students.
- Schools must have sufficient support staff to meet the needs of enrolled overseas students. Implicit in this requirement, is the need for schools to ensure they can identify and understand the needs of both individual international students and the international student cohort as a whole.
- Schools must ensure that staff engaged directly with international students are aware of their obligations under the Education Services for Overseas Student's Act 2000 (Cth) (ESOS Act). This means staff must participate in regular PDP and training sessions offered by both the school and DE (IED).

Attendance (including student leave)

Legislated attendance requirements:

- Visa conditions require an international student to attend at least 80 per cent of scheduled school contact hours each term to achieve satisfactory attendance. However, the department policy is for students to attend all scheduled school hours (attend school on every school day).
- Student attendance is calculated using a count-down method and is calculated on a per term basis. This means that students start at 100% attendance, and every day of absence (per the ISP Attendance Policy) reduces the attendance percentage. In a 10 week (50 school day) term, one day's absence reduces the attendance percentage by 2%.
- Students who do not meet the 80% attendance requirement, even if they have approved absences, must be reported to DHA.
- DE (IED) will consider evidence of compassionate or compelling circumstances before reporting students who have fallen below the 80% threshold (but where the student's attendance is above 70%) but this is assessed on a case-by-case basis and does not guarantee that DE (IED) will not report the student to DHA.
- Students must be reported to DHA if their attendance falls below 70% regardless of any compassionate or compelling circumstances.

Monitoring and support

- Schools must record attendance daily and monitor the rate of attendance for

international students each week.

- Absences for international students are in line with domestic students; schools should refer to the [Attendance — Students Policy](http://www2.education.vic.gov.au/pal/attendance/policy) <<http://www2.education.vic.gov.au/pal/attendance/policy>> and the CASES21 absence code list for information on what counts as an absence for attendance purposes.
- Schools must implement and document intervention support strategies to help students when the student's attendance drops to 90%.
- The student is deemed 'at-risk' of unsatisfactory attendance and breaching their visa requirements when their rate of attendance reaches 85%. Support provisions under the intervention strategy may need to be revised.
- Schools must ensure that students and their parents are aware that their student visa may be cancelled by DHA if students do not meet attendance requirements.

Taking leave and other absences



- DHA does not allow an international student to take leave during term unless there are compassionate or compelling reasons to do so — this is implemented through a temporary suspension of enrolment. Compassionate circumstances include serious illness or death of close relatives but do not extend to visiting relatives for weddings, graduations or similar events. DE (IED), not schools, assess the application for a temporary suspension of enrolment.
- Leave during the school term must be approved by DE (IED) and recorded on PRISMS before the student leaves to protect the student's visa.
- A student must request leave by completing an ISP Temporary Enrolment Suspension Application and if possible submitting this to DE (IED) at least 14 days before the proposed start date of the leave. The form must be signed by the student's parent and the school principal, and include written evidence that compassionate or compelling circumstances apply.
- Schools can approve only short periods of leave in line with school and DE attendance policies, for example, if a student is sick and has a doctor's certificate. This leave should not extend beyond a few days and schools must always be aware of the student's attendance requirements to achieve satisfactory attendance.
- All school-approved leave counts as an absence for the purposes of a student's attendance visa requirements.
- A temporary suspension of enrolment for an international student is different to a school suspension caused by misbehaviour.
- If an international student attends a third-party provider (for example, VSL) for any part of their studies, the school must ensure that attendance is recorded and monitored.
- Absences from scheduled course hours at the third-party provider count as absences for attendance monitoring purposes.

Course progress and learning support

Course progress requirements


- Students must achieve a satisfactory or passing mark in every subject of their course to achieve satisfactory course progress.
- The only exception to this is where the principal deems the student to have satisfactory effort as demonstrated by meeting deadlines, participating in class and showing a dedicated approach to learning.
- Schools must proactively monitor student course progress to ensure students are always in a position to complete their course by the expected completion date specified on their CoE. If this is not the case, the school must contact DE (IED) for advice.


Learning support

- Schools must provide reasonable English language and learning support to international students as required.
- Support should be tailored to the student's individual learning needs. If additional support is required but not available at the school, staff may be required to refer students to external support services. The referral must not incur any cost to the student but costs for external support services are usually paid for by parents or guardians.
- An intervention strategy which documents all learning support must be implemented for international students showing early signs of poor course progress and when the student is 'at risk' of not maintaining satisfactory course progress.
- In very limited circumstances, schools can apply to DE (IED) for approval for a student to undertake an Unscored VCE. IED will grant approval if the IED project officer reviewing the application is satisfied that the school and family agree that it is in the student's best interest and the school can demonstrate that they have met their responsibilities regarding monitoring course progress and providing tailored support to students as part of their intervention strategies to help the student improve. Further information can be found in the [ISP Unscored VCE Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0018/7047/ISP_Unscored_VCE_Policy.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0018/7047/ISP_Unscored_VCE_Policy.docx> and schools can apply by submitting the [ISP Unscored VCE Application and Consent Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0017/7046/ISP_Unscored_VCE_Application_and_Consent_Form.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0017/7046/ISP_Unscored_VCE_Form.docx> .
- Schools must ensure that students and their parents are aware of the serious visa implications if students do not satisfactorily progress through their course.




Offsite intensive English language programs

- The department requires that standard and study abroad students in years 7 to 12 enrolling in the ISP, who do not meet English language proficiency





thresholds (as outlined in the [ISP Admissions and Enrolment Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0020/6950/ISP_Admissions_and_Enrolment_Policy.docx) ) undertake an intensive English language program (IELP) prior to commencing mainstream studies at their host ISP-accredited school.

- For students attending an IELP at a different Victorian government school than their host school, the offsite IELP provider must report to the host school regarding the student's attendance, course progress and welfare as per ISP policies. Further information can be found in the [ISP IELP Offsite Provision Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7007/ISP_IELP_Offsite_Provision_Policy.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7007/ISP_IELP_Offsite_Provision_Policy.docx> .](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7007/ISP_IELP_Offsite_Provision_Policy.docx)


Online studies


- The National Code limits international students' participation in online learning. DE (IED) only allows international students to participate in online learning through the Victorian School of Languages (VSL), Virtual School Victoria (VSV), Victorian Virtual Learning Network (VVLN) and the Centre for Higher Education Studies (CHES) and limits online studies to 2 subjects per semester.
- Studies with CHES are limited to VCE subjects delivered by CHES. International students are not permitted to do higher education studies with CHES university partners.
- Schools must conduct a student assessment using the [ISP Online Studies Student Assessment \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0009/7011/ISP_Online_Studies_Assessment.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0009/7011/ISP_Online_Studies_Assessment.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0009/7011/ISP_Online_Studies_Assessment.docx) document and enter into a [DE acceptable use agreement \(DOCX\)](https://content.sdp.education.vic.gov.au/media/acceptable-use-agreement-for-upper-primary-secondary-schools-guidelines-template-docx-587)  [<https://content.sdp.education.vic.gov.au/media/acceptable-use-agreement-for-upper-primary-secondary-schools-guidelines-template-docx-587>](https://content.sdp.education.vic.gov.au/media/acceptable-use-agreement-for-upper-primary-secondary-schools-guidelines-template-docx-587) with the student and send these to DE (IED) before an international student commences these studies. If the assessment identifies that the student requires learning support, this must be provided by either the school or the online provider, depending on what support is required. This support must be provided at no additional cost to the student.
- Schools are not required to pay for an international student's participation with the VSL, VSV, VVLN or CHES as DE (IED) will disburse a portion of the school's international student fees to these schools directly.
- Online learning studies providers will send mid semester and end of semester reports to schools. Schools must ensure they respond to any attendance or course progress concerns raised by the online learning studies providers in these reports or any other communication.
- Further requirements and details can be found in the [ISP Online Studies Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0010/7012/ISP_Online_Studies_Policy.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0010/7012/ISP_Online_Studies_Policy.docx> .](https://www.study.vic.gov.au/__data/assets/word_doc/0010/7012/ISP_Online_Studies_Policy.docx)

Community language school studies





- The National Code limits studies delivered by third-party education providers. DE (IED) allows international students to participate in VCE language studies at a community language school where the language is not available at their school.
- Schools must conduct a student assessment, a community language school assessment and a site inspection using the [ISP Community Language School Assessment and Site Inspection Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6967/ISP_CLS_Form.docx) , and enter into an appropriate agreement with the community language school before an international student commences these studies.
- Additional assessments and site inspections must be conducted each year or immediately if the community language school's premises change while the student is studying. Where another school has already conducted a site inspection of the community language school's rooms and premises for the year another site inspection is not required. Schools can check the Third-Party Education Provider Site Inspection Register available on the [International Student Program website](https://www.study.vic.gov.au/en/international-student-program/support-and-payments/brochures-and-forms) , to see if a site inspection has already been conducted for the year.
- Assessment reports and the completed [Community Language School contract \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0022/6970/ISP_Community_Language_School_Contract.docx) , needs to be signed by the principal and submitted to DE (IED) on VISIT for approval before an international student commences these studies.
- Schools must pay for an international student's participation in VCE language studies at a community language school from the funds disbursed to the school from DE (IED).
- Schools must ensure an international student's attendance and course progress continues to be monitored and recorded when they are participating in these studies. The department's community language school contract requires community language schools to report attendance on a fortnightly basis. Schools are responsible for following up with the provider if the school does not receive the fortnightly attendance report.
- Further requirements and details can be found in the [ISP Community Language School Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0029/6968/ISP_CLS_Policy.docx) .

VCE Vocational Major

- International students can enrol in the VCE Vocational Major (VM). If a school has a student who wants to undertake the VCE VM, the school must use the [ISP VCE VM Informed Consent Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7053/ISP_VCE_Vocational_Major_Form.docx) , to support their discussions with students and families and gain informed consent to enrol in the VCE VM.

- Schools should email a copy of the completed and signed ISP VCE VM Consent Form to DE (IED). Schools must also follow the [ISP VET Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0017/7055/ISP_VET_Policy.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0017/7055/ISP_VET_Policy.docx> for the student's participation in VET studies as part of the VCE VM.

VET studies

- International students can study VET subjects as part of the VCE or VCE Vocational Major but there are limitations on an international student's participation in VET studies and additional requirements that schools must meet. These include:
 - for the VCE, students can only participate in VCE VET subjects
 - schools must receive informed consent from the student's parents or legal guardian using the [ISP VET Informed Consent Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7054/ISP_VET_Form.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0016/7054/ISP_VET_Form.docx>
 - schools must enter into an appropriate [VET third-party agreement](http://www2.education.vic.gov.au/pal/purchasing-secondary-courses/resources) <http://www2.education.vic.gov.au/pal/purchasing-secondary-courses/resources> and must submit it to DE (IED) on VISIT for approval prior to students commencing their studies
 - schools must conduct a site visit for any VET studies being delivered offsite by a Registered Training Organisation (RTO) using the [ISP VET Site Inspection Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0019/7057/ISP_VET_Site_Inspection.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0019/7057/ISP_VET_Site_Inspection.docx>
 - students can participate in work-based training (structured workplace learning) as part of their VET studies as long as the student's direct supervisor in the workplace has a valid Working With Children Check (WWCC).
- The families of students are required to pay any VET-related material fees and must be informed of any costs prior to undertaking the VET subject/s.
- Further requirements and details can be found in the [ISP VET Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0017/7055/ISP_VET_Policy.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0017/7055/ISP_VET_Policy.docx> and [ISP VET Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0018/7056/ISP_VET_Procedure.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0018/7056/ISP_VET_Procedure.docx>. Please ensure you read and understand the policy before enrolling a student in VET studies.

Other types of study

International students are not able to participate in the following:

- Victorian Pathways Certificate (VPC)
- Higher Education studies at a university
- International Baccalaureate Diploma studies

- Online studies through Emerging Science Victoria or with any other provider.

Changes to study program

1. There are a number of situations during the course that may result in a student requesting to have a variation to their enrolment. Variations to enrolment can result from:
 - granting course credit
 - changing year level placement within a school
 - extending or reducing the duration of enrolment
 - changing Victorian government schools
 - temporary suspensions of enrolment
 - outcomes of intervention strategies and compliance contracts.
2. Schools must send an email to DE (IED) as soon as possible (and within 5 working days) following any expected changes to an international student's course.
3. DE (IED) will review the evidence provided and if accepted will notify schools of the outcome.
4. A variation of enrolment is not guaranteed and must be approved by DE (IED).

Extra-curricular activities

- International students are encouraged to participate in all learning opportunities offered by schools including sport, music, art, debating, etc. To ensure students' safety during these activities please refer to the ISP Student Travel Policy.
- If the school offers and endorses an extra-curricular activity as part of its offering, participation does not affect an international student's attendance as these activities are regarded as part of the school's curriculum.
- If the student participates in private extra-curricular activity during school hours then these will be counted as absences for attendance monitoring purposes.



International students and work

In most cases, an international student holding a 500 Student Schools visa is able to work for 48 hours per fortnight. The primary purpose of the student's visa is to study, however, the opportunity to participate in part-time work can provide an international student with important social, financial and language-development opportunities.

Where the department holds welfare responsibility for an international student, it is a school decision whether to allow the student to participate in work outside of school. When making a decision, a school should remember that international students are considered a vulnerable cohort as they are

away from their normal support networks, may have language difficulties and could be more inclined to follow inappropriate instructions without question. International students are also vulnerable to exploitation in the workplace with regards to working hours and pay.

Before making a decision, it is important that the school considers:

- Is the type of work and place of work appropriate?
- Are the hours within the student's 48 hours per fortnight visa limits?
- Are the hours scheduled at appropriate times? For example, the student may be scheduled to work too late, such as past midnight, which may have an impact on their attendance and course progress at school.
- Is the student aware that Australia has minimum wages and how to access this information? (Refer to Fair Work Ombudsman – [Minimum wages](https://www.fairwork.gov.au/pay-and-wages/minimum-wages)  [International students](https://www.fairwork.gov.au/tools-and-resources/fact-sheets/rights-and-obligations/international-students) ).
- Is the student's English language proficiency sufficient for the student to follow safety instructions?
- Is the school comfortable with the student's travel arrangements, especially if the student could be scheduled to work in the evening?
- Would the student benefit from participating in part-time work?

If the school still has concerns after considering the above, it may wish to undertake additional due diligence, such as conducting a workplace site inspection.

If a school does allow an international student to participate in part-time work, the school should check in with the student approximately once per term to monitor any concerns, and validate that the workplace continues to be appropriate for the student.

If the student experiences difficulties at school, such as being late or problems with course progress, the school should consider advising the student to reduce their work hours or cease working altogether.

School responsibilities and guidance


Staff knowledge of ESOS obligations

1. Ensure all staff engaged with international students are aware of their obligations under the National Code.
2. Ensure staff participate in PDP and training sessions offered by the school and DE (IED).

Learning and/or welfare support

1. Identify learning needs of individual and international student cohorts.
2. Provide a reasonable level of learning and/or welfare support to individual or international student cohorts as required.
3. Ensure international students know the name and contact details for the school's designated student contact officer.

Attendance


- Record students' attendance daily in accordance with normal department attendance policies (for example, twice a day for primary school, and during each class for secondary school) such as assessing and approving short periods of leave (typically no more than a few days).
Note that school-approved leave days are counted as absences for the purposes of calculating satisfactory course attendance.
- Monitor the rate of international students' attendance each week to identify students at risk of not meeting the 80% attendance requirement.
- Provide appropriate support to students 'at risk' (i.e. less than 85% attendance for the term) of not meeting the attendance requirement. Ensure the support strategies are suited to the student's needs, are well documented and retained on the student's file.
- Warn students at risk and their parents of the potential for their student visa to be cancelled if attendance requirements are not met.
- Escalate cases of students at-risk of unsatisfactory attendance to the principal. The principal must issue a Compliance Contract (please use the [ISP Compliance Contract template \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx)  `<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx>`) to students 'at risk'.
- Send a copy of the compliance contract (and evidence of previous intervention strategies and other relevant documentation evidence) to DE (IED)
- Notify DE (IED) immediately when the student's attendance falls below 80%.

What to do when

Student's attendance is below 90%



(typically 5 days of absences and/or school-approved absences in a 10 week term)

1. Meet with the student to discuss the reasons for absences.
2. Offer counselling if required.
3. Notify the parents of the situation, discuss whether compassionate or compelling circumstances apply and advise them of potential visa implications.

4. Document the discussion with the student and the parent using the [ISP Course Progress, Attendance, and Behaviour – meeting template \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0031/6979/ISP_Course_Progress_Attendance_and_Behaviour_meeting_template_DOCX) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0031/6979/ISP_Course_Progress_and_Attendance_Meeting_Template.docx> .
5. Implement and document appropriate intervention strategies to help improve the student's rate of attendance.
6. Send parents a copy of the agreed intervention strategy (translated if necessary).


Student's attendance is below 85%

(typically more than 7.5 days of absences and/or school-approved leave in a 10 week term)


1. Escalate the matter to the principal for their attention because the student is deemed at risk of failing to meet attendance requirements.
2. Meet with the student and parent or guardian to discuss an appropriate final intervention strategy to improve attendance.
3. Warn parents of potential visa implications if the student's attendance does not improve. If compassionate or compelling circumstances exist such as ongoing illness discuss potential need for temporary suspension.
4. Document discussions from the meeting on the [ISP Course Progress, Attendance, and Behaviour – meeting template \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0031/6979/ISP_Course_Progress_Attendance_and_Behaviour_meeting_template_DOCX) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0031/6979/ISP_Course_Progress_and_Attendance_Meeting_Template.docx> .
5. The principal should develop and implement an [ISP Compliance Contract \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_DOCX) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx> for students at risk. The compliance contract has a maximum review period of 4 weeks.
6. Send the compliance contract (including relevant supporting evidence and the initial intervention strategy) to DE (IED).

Student's attendance is below 80%


(typically more than 10 days of absences and/or school-approved leave in a 10 week term)

1. Immediately notify DE (IED) of any students whose attendance has fallen below 80% to DE (IED).
2. Provide DE (IED) with any new evidence such as the completed [ISP Course progress-attendance-behaviour checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0023/6980/ISP_Course_Progress_Attendance_and_Behaviour_Checklist_Template.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6980/ISP_Course_Progress_Attendance_and_Behaviour_Checklist_Template.docx> .
3. Liaise with DE (IED) to ensure all appropriate compliance steps and evidence requirements have been met.

Student leave during term

1. Contact DE (IED) if an international student wishes to take leave during the school term (other than occasional sick days).
2. Advise the student and their parent or guardian that taking leave during term may affect their visa unless there are compassionate or compelling circumstances.
3. Offer counselling if required.
4. Advise students that DE (IED) determines whether the reasons and evidence to suspend studies are acceptable or not.
5. Consider whether compassionate or compelling circumstances could apply.
6. If so, ask the parent to complete the [ISP Temporary Enrolment Suspension Application \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0024/6792/Temporary-Enrolment-Suspension_Application.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0024/6792/Temporary-Enrolment-Suspension_Application.docx> .
7. Send completed form to DE (IED) for consideration and approval.





Course progress

1. Proactively monitor international students to identify students at risk of not meeting satisfactory course progress.
2. Provide appropriate learning support to students based on their individual learning needs.
3. Implement and document intervention strategies to help students improve their course progress.
4. Ensure that students understand the requirements to progress through their course, maintain satisfactory course progress, and the implication for their student visa if satisfactory course progress is not maintained.
5. Escalate any cases of students at-risk of unsatisfactory course progress to the principal.
6. The principal must engage students at risk in an [ISP Compliance Contract \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx> and forward a copy to DE (IED).
7. Engage DE (IED) if the student is unable to improve.

Changes to study program

1. Ensure that any variations to enrolments are reported to DE (IED) immediately.
2. Maintain accurate and up-to-date records.

Student changes year level within the school

1. If a school initiates a change in year level placement, liaise with student and parent/agent and obtain agreement.
2. If student and parent do not support change in year level placement, refer the student to career counselling staff if required, or monitor the student's progress in accordance with the [ISP Course Progress Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0025/6982/ISP_Course_Progress_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0025/6982/ISP_Course_Progress_Procedure.docx> .
3. Recommend change of year level placement to school principal. This must be supported by a statement outlining reasons and evidence, including advice received from DE (IED) regarding CRICOS and student visa requirements.
4. The school principal must decide (within 5 working days) whether to approve the change of year level placement.
5. If approval is not granted, outline the reasons and advise school staff of the decision.
6. If the request is approved, school staff must email DE (IED) promptly (within 5 working days) at international@education.vic.gov.au
<mailto:international@education.vic.gov.au> with the subject line 'Notification of approved change of year level placement'.
7. Advise the student and parent/agent that the principal has approved the year level change.
8. School staff should facilitate the change in year level placement and continue to provide support to the student.
9. If the principal does not approve the year level change, advise the student and parent/agent of the reasons in writing and refer them to the [ISP Complaints and Appeals Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx> .
10. Continue to monitor the student's progress in accordance with the [ISP Course Progress Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0025/6982/ISP_Course_Progress_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0025/6982/ISP_Course_Progress_Procedure.docx> and the [ISP Attendance Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0022/6961/ISP_Attendance_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0022/6961/ISP_Attendance_Procedure.docx> if necessary.
11. Update the student file and CASES21 with any changes.

Compliance evidence

Schools must ensure that they use the following documents and retain them for audit purposes.




Staff PDP/training

- evidence of staff engagement in PDP and/or training to improve their ESOS knowledge.

Student support

- evidence of sufficient support personnel to meet the needs of the school's international student cohort.


Attendance and course progress and learning support

- [ISP Course Progress, Attendance, and Behaviour – meeting template \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0031/6979/ISP_Course_Progress_and_Attendance_Meeting_Template.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0031/6979/ISP_Course_Progress_and_Attendance_Meeting_Template.docx>
- evidence of communication to parents or legal guardian about attendance issues
- [ISP Course Progress, Attendance, and Behaviour checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0023/6980/ISP_Course_Progress_Attendance_and_Behaviour_Checklist_Template.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6980/ISP_Course_Progress_Attendance_and_Behaviour_Checklist_Template.docx>
- [ISP Compliance Contract template \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx>



Student leave

- [ISP Temporary Enrolment Suspension Application \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6793/Temporary-Enrolment-Suspension_Application.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6793/Temporary-Enrolment-Suspension_Application.pdf>
- evidence of compassionate or compelling reasons to support leave application.



Changes to study program

- [ISP Variation to Student Enrolment Form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0014/7052/ISP_Variation_to_Student_Enrolment_Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0014/7052/ISP_Variation_to_Student_Enrolment_Form.pdf>

Online studies

- [ISP Online Studies Student Assessment \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0009/7011/ISP_Online_Studies_Assessment.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0009/7011/ISP_Online_Studies_Assessment.docx>
- [DE Acceptable Use Agreement \(DOCX\)](https://content.sdp.education.vic.gov.au/media/acceptable-use-agreement-for-upper-primary-secondary-schools-guidelines-template-docx-587) 
<https://content.sdp.education.vic.gov.au/media/acceptable-use-agreement-for-upper-primary-secondary-schools-guidelines-template-docx-587>

Community language studies

- [ISP Community Language School Assessment and Site Inspection Form \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6967/ISP_CLS_Form.docx>
 - [Community Language School contract \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0022/6970/ISP_Community_Language_School_Contract.docx>
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8. Transfers and cancellations

8. Transfers and cancellations

This section covers: transferring to another Victorian government school (changing location), transferring to another Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) provider (a withdrawal), student initiated cancellations, department initiated cancellations, department initiated suspensions, student behaviour.


Purpose

Sometimes international students may need to change to another school or cancel their enrolment. Schools need to notify DE International Education Division (IED) of these changes as soon as possible to enable strict reporting timeframes required under the Education Services for Overseas Student's Act 2000 (Cth) (ESOS Act) to be met.


Under certain circumstances, DE (IED) is able to suspend or cancel a student's enrolment (as informed by schools).

Important requirements


Changing location to another Victorian government school

- A student may change their enrolment from one International Student Program (ISP) accredited Victorian government school to another ISP-accredited Victorian government school as outlined in the [ISP Transfer Policy \(DOCX\)](#)  `<https://www.study.vic.gov.au/__data/assets/word_doc/0018/7038/ISP_Transfer_Policy.docx>` . This is regarded as a change of study location.
- Schools must ensure that the change of location is in line with the ISP Transfer Policy. For students seeking a transfer within the first 6 months of study at a host school, there must be evidence of compassionate or compelling circumstances. The school should seek guidance from IED in assessing applications of this nature.
- The transfer must be supported by a parent, in writing.
- The transfer must be endorsed by the Current Host School and the New Host School.
- The student must not be on a Compliance Contract for course progress, attendance or misbehaviour.
- In considering transfers between Victorian Government schools, the Current Host School and New Host School must comply with the [Enrolment Policy](#) `<http://www2.education.vic.gov.au/pal/enrolment/policy>` .


Transferring to a non-government school

- A transfer to a non-government school is called a 'withdrawal' as outlined in the [ISP Transfer Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0018/7038/ISP_Transfer_Policy.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0018/7038/ISP_Transfer_Policy.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0018/7038/ISP_Transfer_Policy.docx) . A student may withdraw from the ISP at any time after the first 6 months of their study.
- DE (IED) must assess and approve requests to transfer to another provider.
- Students wishing to transfer within the first 6 months of their study must have a valid letter of offer from another CRICOS provider. The other CRICOS-registered provider must also confirm it accepts responsibility for approving the student's welfare arrangements and facilitates a transfer of welfare arrangements to ensure that there will be no gap in the timing of welfare provision (if applicable).
- If DE (IED) approves the student's transfer to another provider, the current school continues to be responsible for the student's welfare arrangements until DE (IED) confirms that the international student has approved welfare arrangements in place by another CRICOS-registered provider or the Department of Home Affairs (DHA) approves care of the student by a parent or nominated relative.

Student initiated cancellations


- Students may withdraw (cancel enrolment) from the ISP at any time (but only transfer to another school after 6 months).
- Only DE (IED) can cancel an international student's enrolment, not schools.
- Schools must ensure that DE (IED) is notified immediately if an international student cancels their enrolment.
- Students should submit a completed [Withdrawal Form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf)  [<https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf>](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf) , signed by their parent and the school principal (or delegate). If the school does not receive a completed Withdrawal Form but becomes aware that a student has withdrawn, the school must notify DE (IED) immediately.
- In cases where the student's visa has changed, or been refused, the student should provide schools, who should then provide DE (IED) with written evidence of the refusal or cancellation of the visa, the relevant letter from DHA, a change of visa category to a category which is not part of the ISP (for example, fee-exempt dependent) or evidence of returning home together with a date for departure.
- School staff need to monitor circumstances that could lead to a cancellation, including an international student's failure to return to school after an arranged holiday break, suspension or deferment, or failing to enrol in any subjects for a compulsory study period. Where school staff identify these circumstances, they need to notify DE (IED) immediately to enable DE (IED) to cancel the student's enrolment.
- Where a student withdraws, schools must ensure that students seek advice from DHA on the impact on the student's visa and continue to check the

suitability of care arrangements for students living in a homestay until the international student leaves Australia or suitable alternative arrangements are in place.

- Students should refer to the [ISP Refund Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0009/7020/ISP_Refund_Policy.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0009/7020/ISP_Refund_Policy.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0009/7020/ISP_Refund_Policy.docx) to determine whether tuition fees are refundable and how to apply for a refund.
- Schools should maintain records of student requests for a withdrawal.

Department initiated cancellation of enrolment

1. DE (IED) may cancel a student's enrolment on the basis of:


- not meeting the conditions of their student visa including attendance, course progress and maintaining health cover
- non-payment of fees
- misbehaviour by the student, as outlined in the student behaviour responsibilities in the [Written Agreement \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx)
- a student not fulfilling the requirements of the school's policies and rules and/or entering into activities that are unsafe
- failure to disclose or update information required to administer the student's enrolment
- information provided regarding the student's participation in the ISP which is false, misleading or incomplete
- if the student is living with a homestay provider, and DE (IED) either is concerned, by reason of the student's conduct or circumstances, about the welfare of the student or others or determines that DE (IED) is no longer able to approve the student's welfare and accommodation
- the student's health or wellbeing, or the wellbeing of others, likely being at risk.

2. This is stated in the student's [Written Agreement \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx)  [<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx>](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx) .


3. Where DE (IED) initiates cancellation of the student's enrolment, before imposing a cancellation, DE (IED):


- ensures that natural justice procedures have been followed
- ensures that any suspension or cancellation actions will be undertaken in accordance with the necessary actions outlined in the school policy on [Expulsions](http://www2.education.vic.gov.au/pal/expulsions/policy) [<http://www2.education.vic.gov.au/pal/expulsions/policy>](http://www2.education.vic.gov.au/pal/expulsions/policy) and school policy on [Suspensions](http://www2.education.vic.gov.au/pal/suspensions/policy) [<http://www2.education.vic.gov.au/pal/suspensions/policy>](http://www2.education.vic.gov.au/pal/suspensions/policy)
- informs, in writing, the student and parents of the intention to cancel and the reasons for doing so through issuing a Notice of Intention to Report,

prior to reporting a student to the Australian Government in the Provider Registration and International Student Management System (PRISMS); advises the student of their right to appeal as outlined in the [ISP Complaints and Appeals Policy \(DOCX\)](#)  https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx , within 20 working days; and informs the student of the need to seek advice from the DHA on the potential impact on the student's visa.


4. Any DE (IED) initiated cancellation of the student's enrolment does not take effect until the internal appeals process is completed as outlined in the [ISP Complaints and Appeals Policy \(DOCX\)](#)  https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx . An exception to this is when the student's health or wellbeing, or the wellbeing of others, is likely to be at risk, including when the student:
 - refuses to maintain approved care arrangements, if they are under 18 years of age
 - is missing
 - has medical concerns, severe depression or psychological issues which lead DE (IED) to fear for the student's wellbeing
 - has engaged or threatens to engage in behaviour that is reasonably believed to endanger the student or others
 - is at risk of engaging in conduct that may harm the health and safety of the student or others.
5. When DE (IED) suspends or cancels the enrolment of an international student on a Confirmation of Appropriate Accommodation and Welfare (CAAW), DE (IED) continues to approve the welfare arrangements for that student until the international student has approved welfare arrangements in place by another CRICOS-registered provider, DHA approves care of the student by a parent or nominated relative, the student leaves Australia, or DE (IED) notifies DHA that it is no longer able to approve the student's welfare arrangements or is unable to contact the student after taking all reasonable efforts to contact them.

Student behaviour

- International students must behave in accordance with the student behaviour responsibilities outlined in the [Written Agreement \(DOCX\)](#)  https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx .
- School behaviour management strategies for international students must accord with the student behaviour responsibilities outlined in the Written Agreement.
- Expectations of behaviour must be made clear to students prior to enrolment and again when they commence at the school.
- International students are subject to school discipline in the same way as domestic students, except where suspension or cancellation of a student's enrolment is concerned. International students should be placed on a school

intervention strategy in the first instance of student misbehaviour. If the student continues to misbehave they should then be placed on a [compliance contract \(DOCX\)](#) 

<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx> . At this stage, DE (IED) must be notified.


Where the intervention strategy and compliance contract does not improve the student's behaviour, DE (IED) may suspend or cancel a student's enrolment in accordance with the [ISP Initiated Suspension and Cancellation Policy \(DOCX\)](#) 


<https://www.study.vic.gov.au/__data/assets/word_doc/0027/6984/ISP_Department_Initiated_Suspension_and_Cancellation_Policy.docx> . If the misbehaviour is sufficiently serious, DE (IED) may commence the process to cancel the student's enrolment without first suspending the student's enrolment.

- When a student fails to meet acceptable behavioural standards the student may be subjected to a school level suspension (or expulsion). Suspensions are conducted in accordance with the school policy on [Suspensions](#) <<http://www2.education.vic.gov.au/pal/suspensions/policy>> , and the suspensions considerations and suspension process supporting documents. Expulsion are conducted in accordance with the school policy on [Expulsions](#) <<http://www2.education.vic.gov.au/pal/expulsions/policy>> .


School responsibilities and guidance

Changing location to another Victorian government school

1. Meet with the student to discuss the transfer.
2. Maintain all records of discussions, including reasons for transfer, timing for any transfer and accommodation and welfare arrangement implications.
3. Attempt to resolve any issues through appropriate student support, intervention and advice.
4. If issues remain unresolved, refer the student to the [Application for Internal Transfer to Another Accredited Victorian Government School \(PDF\)](#) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0022/6835/Transfer-Application-Form.pdf> .
5. Current host schools must complete the relevant sections of the Application for Internal Transfer to Another Accredited Victorian Government School, including noting that the principal has agreed to the transfer.
6. Current host schools provide the form and supporting evidence to the new host school within 5 working days of receipt.
7. Disclose information on any misbehaviour and unsatisfactory course progress or attendance, including current or previous intervention strategies or Compliance Contracts.
8. New host schools complete the relevant sections of the Application for Internal Transfer to Another Accredited Victorian Government School and provides the form and supporting evidence to DE (IED) within 5 working days of receipt from the current host school.

9. DE (IED) will assess and make a decision on the transfer.
10. If DE (IED)'s decision is to approve, then both the current and new host schools must facilitate the transfer, ensuring no gap in welfare arrangements (if applicable) and the orientation of the student into the new host school, including issuance of a new [ISP Student Safety Card \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7035/ISP_Student_Safety_Card_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7035/ISP_Student_Safety_Card_Procedure.docx> .

Transferring to another CRICOS provider (a withdrawal)


1. Meet with student to discuss the transfer and maintain records of discussions. Discussions should include:
 - reasons for transfer
 - timing for any transfer
 - accommodation and welfare arrangement implications.
2. School should attempt to resolve any issues through appropriate student support, intervention and advice.
3. If issues remain unresolved, refer the student to the [Withdrawal Form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf> .
4. School must send an email to DE (IED) at international@education.vic.gov.au <<mailto:international@education.vic.gov.au>> with the title 'Student withdrawal to enrol with another CRICOS provider' as soon as possible (within 2 working days) of receiving the completed Withdrawal Form and supporting evidence from the parent and student identifying that a student has left the school to enrol with another CRICOS provider. Alternatively, if the school becomes aware that a student has withdrawn without completing a Withdrawal Form, the school must email DE (IED) as soon as possible (see student-initiated cancellations below).
5. Liaise with the other CRICOS-registered provider regarding the transfer.
6. For students living with a homestay, contact the other CRICOS-registered provider to confirm the date the responsibility for transferring approving accommodation, support and general welfare will commence, ensuring that there is no gap. Liaise with DE (IED) for any guidance regarding transferring welfare arrangements. If required, transport the student to the new homestay.
7. Update enrolment records in CASES21.

Student initiated cancellations




1. Identify circumstances that could lead to a student-initiated cancellation, including student failure to return to school after an arranged holiday break, suspension or deferment, and report to the principal (or delegate). Provide guidance to students and parents regarding potential student requests for cancellation and escalate to the principal's (or delegate's) attention as appropriate.


2. Notify DE (IED) immediately if the school becomes aware of a student's cancellation.
3. Where a student cancels their enrolment and they are living in a homestay, continue to maintain appropriate welfare arrangements for the student until otherwise directed by DE (IED).
4. Update enrolment records in CASES21.
5. Maintain accurate and up-to-date records.

DE (IED) initiated cancellations


1. Monitor and escalate to principal's (or delegate's) attention student issues which could trigger a department-initiated cancellation.
2. Where DE (IED) cancels the enrolment of a student living in a homestay, continue to provide appropriate welfare arrangements for the student until otherwise directed by DE (IED).
3. Maintain accurate and up-to-date records consistent with the [ISP Record Keeping Procedural Guidelines \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7019/ISP_Record_Keeping_Procedural_Guidelines.docx> .

DE (IED) initiated suspensions (student behaviour)


1. Outline expected standards of behaviour and provide students with the school's student code of conduct and other relevant school, DET, and ISP behaviour policies.
2. Liaise with students, parents, other school staff and homestay providers, regularly, to monitor student behaviour.
3. Reinforce school policies and processes, the student behaviour responsibilities outlined in the [Written Agreement \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx> and the [Homestay Responsibility Agreement \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx> with the student and parent.
4. Escalate to DE (IED)'s attention student issues which could trigger a department-initiated suspension or cancellation, including serious misbehaviour to DE (IED).
5. Fulfil obligations under the [Education and Training Reform Act 2006 \(Vic\)](#) 
<<https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006>> .
6. Ongoing monitoring, intervention and documentation regarding student issues which could result in a department-initiated suspension.
7. Where DE (IED) suspends the enrolment of a student living in a homestay, continue to provide appropriate welfare arrangements for the student until otherwise directed by DE (IED).

8. Maintain accurate and up-to-date records consistent with the [ISP Record Keeping Procedural Guidelines \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7019/ISP_Record_Keeping_Procedural_Guidelines.docx> .


Student misbehaves (once-off incident)

1. Apply normal behaviour policies (for example, school, DET, ISP) to determine what appropriate action is required.
2. Notify DE (IED) if the student's misbehaviour meets the criteria for a school suspension or expulsion.
3. Initiate a student suspension and/or expulsion in accordance with the school policy on [Suspensions](#) <<http://www2.education.vic.gov.au/pal/suspensions/policy>> , the school policy on [Expulsions](#) <<http://www2.education.vic.gov.au/pal/expulsions/policy>> , and the [ISP IED-Initiated Suspensions and Cancellations Policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0027/6984/ISP_Department_Initiated_Suspension_and_Cancellation_Policy.docx> .

Ongoing misbehaviour (monitoring, and support)

1. Develop an intervention strategy for the student (in consultation with the student's parents) to support the student to improve their behaviour in line with the school's responsibility behaviour plan
2. Escalate serious or ongoing misbehaviour to the principal.
3. Place the student on a [compliance contract \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx> .
4. Send a copy of the compliance contract together with evidence of previous intervention strategies and other relevant supporting evidence to DE (IED).
5. Consider if a temporary suspension of enrolment is an appropriate intervention strategy for the student.





The student's health or wellbeing, or the wellbeing of others, is or is likely to be at risk

1. Continue to provide education and support to the student, as well as ongoing monitoring, intervention and documentation regarding student issues.
2. Discuss issues which could result in IED-initiated suspensions with the Principal (or delegate).
3. Report student issues which, in the school's opinion, warrant a DE (IED) initiated suspension of enrolment to DE (IED).
4. Comply with the [Education and Training Reform Act 2006 \(Vic\)](#) 
<<https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006>> if the student issues of concern include student discipline or non-payment of fees.

5. Manage arrangements for student during suspension period, which will be dependent on the circumstances. For students living in a homestay, this will include attending the school during school hours. Liaise with DE (IED) staff, if necessary and notify the homestay host, if relevant and appropriate.
6. Ensure student is appropriately supervised and accommodated during period of suspension, if applicable.
7. Contact student and parent, when the end of the suspension period is approaching to discuss the arrangements in place for the student's return to school.
8. Reassess the situation after the suspension, and determine if the suspension has been an effective way of managing the issue.
9. Consider the cancellation process, if required.

Compliance evidence

Schools must ensure that they use the following documents and retain them for audit purposes:

1. [Application for Internal Transfer to Another Accredited Victorian Government School \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0022/6835/Transfer-Application-Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0022/6835/Transfer-Application-Form.pdf>
 2. [ISP Student Safety Card \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7035/ISP_Student_Safety_Card_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7035/ISP_Student_Safety_Card_Procedure.docx>
 3. [Withdrawal Form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf>
 4. [ISP Temporary Enrolment Suspension Application \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6793/Temporary-Enrolment-Suspension_Application.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6793/Temporary-Enrolment-Suspension_Application.pdf> .
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9. Administrative requirements

9. Administrative requirements



This section covers: refunds, complaints and appeals, school record keeping, fees, invoicing and disbursements.

Purpose



There are a number of administrative functions required under the ESOS framework that serve to enhance the consumer protection and welfare of international students as well as protect the integrity of the student visa system. The majority of these requirements relate to natural justice provisions and record keeping.



Important requirements

Refunds



- All parents sign a [written agreement \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx)  `<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx>` with DE when they enrol in the International Student Program (ISP). This is a contract between the parents (and student, if over 18 years old) and DET. This Written Agreement sets out the fees to be paid by the student, and the circumstances in which they will be refunded.
- Where parents believe they are entitled to a refund, they should complete and submit the [ISP refund request form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0018/6831/Refund-Request-Form.docx)  `<https://www.study.vic.gov.au/__data/assets/word_doc/0018/6831/Refund-Request-Form.docx>` .

Complaints and appeals


- The [ISP complaints and appeals policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx)  `<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx>` and the [ISP complaints and appeals procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0025/6973/ISP_Complaints_and_Appeals_Procedure.docx)  `<https://www.study.vic.gov.au/__data/assets/word_doc/0025/6973/ISP_Complaints_and_Appeals_Procedure.docx>` provide guidance on the complaints and appeals process for students and parents in relation to the ISP. For complaints not related to the ISP, parents should refer to the department's [Parent Complaint policy](http://www2.education.vic.gov.au/pal/complaints/policy) `<http://www2.education.vic.gov.au/pal/complaints/policy>` .
- In the first instance, students and parents should attempt to resolve their complaints informally.

- If the matter cannot be resolved informally, students and parents can raise the matter with DE (IED) using the [ISP complaints form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0027/6975/ISP_Complaints_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0027/6975/ISP_Complaints_Form.docx> .
- If students and parents believe DE (IED) has made an error in relation to the outcome of a complaint or they wish to appeal a decision made by DE (IED), they can request an internal appeal using the [ISP appeals form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0023/6953/ISP_Appeals_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6953/ISP_Appeals_Form.docx> .
- Students and parents can make a complaint to the Victorian Ombudsman at any time. However, the Victorian Ombudsman may ask students and parents to first access the department's complaints and appeals processes.

School record keeping

- Keeping accurate and complete records is an essential part of maintaining ISP quality and integrity. Schools must keep records for each international student as outlined in the [ISP student file checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7031/ISP_Student_File_Checklist.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7031/ISP_Student_File_Checklist.docx> .
- Schools must also maintain up-to-date contact information in CASES21 for students, parents, emergency contacts, and homestay hosts (if applicable), including name, address (in Victoria), email and mobile phone number.
- In addition to ongoing updates, schools must ensure each international student completes and signs the [International student contact confirmation form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0010/7030/ISP_Student_Contact_Confirmation_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0010/7030/ISP_Student_Contact_Confirmation_Form.docx> in the presence of the ISC every 6 months (ideally at the start of Term 1 and Term 3).
- Completed international student contact confirmation form must be retained by schools and placed on the student's file for record keeping purposes.
- Schools should be aware that students and parent are also required to advise school staff within 7 days if their contact details change, including who to contact in emergency situations.
- Schools must update any changes in contact information in CASES21 within 3 working days of becoming aware.

Fees

- International student fees are published online at [Brochures and Forms](https://www.study.vic.gov.au/en/international-student-program/support-and-payments/brochures-and-forms) 
<https://www.study.vic.gov.au/en/international-student-program/support-and-payments/brochures-and-forms> . Fees are subject to review each year.
- All fees charged by DE (IED) must be paid to DE (IED), not to schools.
- It is a legal requirement that international students holding certain visa subclasses pay fees. Schools do not have the authority to waive international student fees.

- If a student participates in VCE language studies with a community language school, the school is expected to pay any associated fees from the funds DE (IED) disburses to the school.
- Tuition fees do not include the costs of books, uniforms, stationery items, electronic devices, extra-curricular activities such as non-VCE language studies with a community language school, optional school excursions, optional camps, or VCAA enrolment fees. This is outlined in the written agreement signed by parents.

High-risk financial environment

- International students represent a higher risk financial environment for schools.
- Schools must ensure that all existing financial controls and oversight in the school are applied to prevent misuse of money of international students and families and to protect schools from reputational damage. This includes:
 - appropriate oversight by the Principal and School Council
 - following Departmental policy requirements set out in the [Finance Manual](http://www2.education.vic.gov.au/pal/finance-manual/policy) <http://www2.education.vic.gov.au/pal/finance-manual/policy> , [Fraud and Corruption Control Policy](http://www2.education.vic.gov.au/pal/fraud-and-corruption-control/policy) <http://www2.education.vic.gov.au/pal/fraud-and-corruption-control/policy> , [Conflict of Interest Policy](http://www2.education.vic.gov.au/pal/conflict-interest/policy) <http://www2.education.vic.gov.au/pal/conflict-interest/policy> and [Gifts, Benefits and Hospitality Policy](http://www2.education.vic.gov.au/pal/gifts-benefits-and-hospitality/policy) <http://www2.education.vic.gov.au/pal/gifts-benefits-and-hospitality/policy> .
- The key factors which contribute to the heightened risk environment are that international students and their families:
 - pay relatively large amounts of monies to DE (IED) and schools, for example, payments to homestay hosts approved by the school
 - may have cultural expectations which exacerbate financial risks, for example, families may have inappropriate expectations regarding the giving of gifts, benefits and hospitality to school staff, or with regards to the carrying and use of cash
 - may have lower English capabilities, which can increase their dependence on school staff and decrease their ability to understand financial risks and seek help
 - may perceive that school staff have the ability to adversely influence the student's visa or future academic prospects, given the school's role in monitoring and intervening regarding the student's visa conditions (for example, course progress and attendance).

Invoicing

- Once commenced, families are invoiced twice per year, usually in May for Semester 2 and November for Semester 1 the following year.

- Semester 1 and Semester 2 invoice amounts differ as there are a different number of weeks in each semester.
- Invoices are sent by email to 2 email addresses — one to the family and one to the school's generic email address. DE (IED) cannot change the school email to a staff member's email address.
- DE (IED) must always have current email addresses for invoicing purposes.
- DE (IED) follows a fee collection process if fees are not paid by the invoice due date. Schools cannot grant an extension to the due date.
- Non-payment of fees may result in the student being expelled from school for non-payment of fees once DE (IED) has followed the fee collection process. Please note, this is a legal requirement. Schools will be notified if a student is at risk of being expelled for non-payment of fees.

Distribution of fees to schools

- [Ministerial Order 819 \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0016/2365/MinisterialOrder819.pdf) <https://www.study.vic.gov.au/__data/assets/pdf_file/0016/2365/MinisterialOrder819.pdf> outlines the proportion of fees that are disbursed to schools.
- DE (IED) distributes funds to schools towards the end of each school term. Schools receive an itemised statement that outlines the student/s included in the distribution and the date the payment will be made to the school. The statement is sent to the school's generic email address and the International Student Coordinator.
- If a student participates in studies with the Victorian School of Languages (VSL), Virtual School Victoria (VSV), Victorian Virtual Learning Network (VVLN) or the Centre for Higher Education Studies (CHES), DE (IED) will distribute a proportion of the school's funds to these schools directly. The amount distributed is outlined in Ministerial Order 819.

School re-accreditation


- Victorian government schools must be accredited by DE (IED) to enrol international students.
- Schools are accredited for a specific period of time, and have a maximum international student enrolment cap.
- DE (IED) works with schools to build their ISP capability and to monitor school compliance. Where DE (IED) identifies serious and/or repeated non-compliance, DE (IED) may take actions to improve school compliance.

School responsibilities and guidance



Refunds

1. Support and provide advice to the student and parent, if requested.
2. Direct students/parents to the [ISP refund policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0009/7020/ISP_Refund_Policy.docx) <https://www.study.vic.gov.au/__data/assets/word_doc/0009/7020/ISP_Refund_Policy.docx> and [ISP refund request form \(DOCX\)](#)

<https://www.study.vic.gov.au/__data/assets/word_doc/0018/6831/Refund-Request-Form.docx> .

3. Principals should sign the [withdrawal form \(PDF\)](#) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf> , where required.

Complaints and appeals

1. Schools should refer to the [ISP complaints and appeals policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx> for guidance on the ISP complaints and appeals process.
2. In the first instance, schools should try to resolve the matter informally if the matter relates to the ISP at the school.
3. Schools should refer students and parents to DE (IED) to lodge a formal complaint or appeal if an ISP matter was not able to be resolved informally. The [ISP complaints and appeals procedure \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0025/6973/ISP_Complaints_and_Appeals_Procedure.docx> provides an overview of the complaints and appeals process and who to contact depending on the issue.
4. Schools may be asked to assist with a formal ISP complaint or appeal by providing DE (IED) with any information or documentation related to the matter.

School record keeping



1. Collect and manage personal and health information in accordance with relevant information and privacy policies.
2. Create and manage records of all decisions, actions, outcomes and business activities in accordance with relevant policies.

Fees, invoicing and disbursements

1. Forward a copy of any relevant invoices to the parent/s to ensure they have been received by the family.
2. Follow up outstanding fees with families to help facilitate payment. DE (IED) will notify schools when a family receives a final notice from DE (IED) and when schools are required to contact families regarding outstanding fees.
3. Check disbursement statements for accuracy. For example, whether the student's year level is accurate. This information can affect disbursement amounts.

Compliance evidence

Schools must ensure the following documents are retained for audit purposes:

1. an accurate and up-to-date [ISP student file checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7031/ISP_Student_File_Checklist.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7031/ISP_Student_File_Checklist.docx> for each international student
 2. completed [International student contact confirmation form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0010/7030/ISP_Student_Contact_Confirmation_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0010/7030/ISP_Student_Contact_Confirmation_Form.docx>
 3. all contact details in CASES21.
-





Resources

Links on this tab are currently being updated. If you require access to a document urgently, please contact international@education.vic.gov.au <mailto:international@education.vic.gov.au> and request it.

Resources – ISP Toolkit

Introduction and legislative framework (Section 1)

Educational resources


- [ESOS training for school staff video](https://www.youtube.com/watch?v=cTSouINpheA)  <https://www.youtube.com/watch?v=cTSouINpheA>
- [ESOS training for school staff presentation \(PPTX\)](https://www.study.vic.gov.au/__data/assets/powerpoint_doc/0016/9043/ESOS-Training-for-School-Staff-for-Schools.pptx)  <https://www.study.vic.gov.au/__data/assets/powerpoint_doc/0016/9043/ESOS-Training-for-School-Staff-for-Schools.pptx>
- [ESOS training for school staff video transcript \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0022/9076/ESOS_Training_for_School_Staff_Transcript.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0022/9076/ESOS_Training_for_School_Staff_Transcript.docx>
- [ISP school compliance checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0012/7023/ISP_School_Annual_Compliance_Checklist.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0012/7023/ISP_School_Annual_Compliance_Checklist.docx>

Marketing and recruitment (Section 2)

Open all

Tools to use


Information for prospective international students

- [International Student Program \(ISP\): Prospective international students required information checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7018/ISP_Prospective_International_Students_Required_Information_Checklist.docx)  <https://www.study.vic.gov.au/__data/assets/word_doc/0016/7018/ISP_Prospective_International_Students_Required_Information_Checklist.docx>



Marketing and recruitment

- ISP: School marketing action plan template (email international@educaton.vic.gov.au)

<mailto:international@edumail.vic.gov.au?subject=ISP school marketing action plan template> to request a copy and advice on how to complete)

- School in-country recruitment activity itinerary template (provided prior to each activity)
- [DET Travel Policy](#) 
<https://eduvic.sharepoint.com/sites/Procurement/Shared Documents/DET Travel Policy.docx> (staff login required)

Education agents



- [Accredited education agents register \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0016/6820/Education-Agent-Register.docx>
- [ISP feedback form: Agent performance and conduct \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0025/6991/ISP_Feedback_Form_Agent_Performance_and_Conduct.docx>
- ISP school marketing activity evaluation template (this document is currently in development)

Learning resources, policies, procedures and legislation



Educational resources

Relevant learning resources in relation to this section can be found here:

- [FAQs and Case Studies — Information for prospective students](#) 
<https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-2-Information-for-Prospective-Students.docx>
- [FAQs and Case Studies — Marketing and Recruitment](#) 
<https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-2-Marketing.docx>

International student program (ISP) policies and procedures

Relevant ISP Policies and Procedures can be found here:

- [ISP Marketing Policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0008/7010/ISP_Marketing_Policy.docx>
- ISP Department Procurement Policy (this document is currently in development)
- [ISP Education Agent Engagement Policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0029/6986/ISP_Education_Agent_Engagement_Policy.docx>

Legislative framework

Relevant legislature can be found here:

- [National Code Standard 1: Marketing](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [National Code Standard 2.1: Information for Prospective Students](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [National Code Standard 4: Education Agents](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>

Admissions (Section 3)

Open all

Tools to use


Victorian International Student Information Tool (VISIT) supports – schools

- [VISIT User Manual for ISCs \(DOCX\)](https://content.sdp.education.vic.gov.au/media/isp-visit-users-manual-1955) 
<https://content.sdp.education.vic.gov.au/media/isp-visit-users-manual-1955>
- [VISIT Quick Reference Guide \(PPTX\)](https://content.sdp.education.vic.gov.au/media/isp-visit-quick-reference-guide-1953) 
<https://content.sdp.education.vic.gov.au/media/isp-visit-quick-reference-guide-1953>
- [VISIT School FAQs \(DOCX\)](https://content.sdp.education.vic.gov.au/media/isp-visit-school-faqs-1954) 
<https://content.sdp.education.vic.gov.au/media/isp-visit-school-faqs-1954>

Educational resources, policies, procedures and legislation



Educational resources

Relevant learning resources in relation to this section include:

- [Guidance on the Victorian Certificate of Education \(VCE\)](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) 
<https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx>
- [Victorian Curriculum F-10](https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx) 
<https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx>



International student program (ISP) policies and procedures

ISP policies and procedures include:

- [ISP Admissions and Enrolment Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0020/6950/ISP_Admissions_and_Enrolment_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0020/6950/ISP_Admissions_and_Enrolment_Policy.docx>
- [ISP Admissions and Enrolment Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0021/6951/ISP_Admissions_and_Enrolment_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0021/6951/ISP_Admissions_and_Enrolment_Procedure.docx>

Legislative framework

The source of any legislated requirements includes:

- [National Code Standard 2: Recruitment of an overseas student](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [Ministerial Order 819 – Fees for overseas students in Victorian Government schools \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0016/2365/Ministerial_Order819.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0016/2365/Ministerial_Order819.pdf>

Homestay arrangements (Section 4)

Open all




Tools to use

[ISP independent living assessment checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0027/6948/Independent-Living-Assessment-Checklist.docx) 

<https://www.study.vic.gov.au/__data/assets/word_doc/0027/6948/Independent-Living-Assessment-Checklist.docx>

Homestays

- [ISP homestay profile form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile.docx>
- [ISP parent-nominated homestay form – English \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7017/ISP_Parent_Nominated_Homestay_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7017/ISP_Parent_Nominated_Homestay_Form.docx>
- [ISP parent-nominated homestay form – Chinese \(simplified\) \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0012/7014/ISP_Parent_Nominated_Homestay_Form_Chinese_Simplified.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0012/7014/ISP_Parent_Nominated_Homestay_Form_Chinese_Simplified.docx>
- [ISP parent-nominated homestay form – Khmer \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0013/7015/ISP_Parent_Nominated_Homestay_Form_Khmer.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0013/7015/ISP_Parent_Nominated_Homestay_Form_Khmer.docx>

- [ISP parent-nominated homestay form – Vietnamese \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7016/ISP_Parent_Nominated_Homestay_Form_Vietnamese.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7016/ISP_Parent_Nominated_Homestay_Form_Vietnamese.docx>
- [ISP homestay responsibility agreement – English \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7004/ISP_Homestay_Responsibility_Agreement.docx>
- [ISP homestay responsibility agreement – Chinese \(simplified\) \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0033/6999/ISP_Homestay_Responsibility_Agreement_cn.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0033/6999/ISP_Homestay_Responsibility_Agreement_cn.docx>
- [ISP homestay responsibility agreement – Chinese \(traditional\) \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0032/6998/ISP_Homestay_Responsibility_Agreement_cn-t.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0032/6998/ISP_Homestay_Responsibility_Agreement_cn-t.docx>
- [ISP homestay responsibility agreement – Japanese \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0007/7000/ISP_Homestay_Responsibility_Agreement_jp.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0007/7000/ISP_Homestay_Responsibility_Agreement_jp.docx>
- [ISP homestay responsibility agreement – Khmer \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0008/7001/ISP_Homestay_Responsibility_Agreement_khmer.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0008/7001/ISP_Homestay_Responsibility_Agreement_khmer.docx>
- [ISP homestay responsibility agreement – Korean \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0009/7002/ISP_Homestay_Responsibility_Agreement_kr.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0009/7002/ISP_Homestay_Responsibility_Agreement_kr.docx>
- [ISP homestay responsibility agreement – Vietnamese \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0010/7003/ISP_Homestay_Responsibility_Agreement_vn.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0010/7003/ISP_Homestay_Responsibility_Agreement_vn.docx>
- [ISP Student Travel Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7044/ISP_Travel_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7044/ISP_Travel_Policy.docx>
- [Application for change of accommodation and welfare provision form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0024/6837/Welfare-Provision-Change-Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0024/6837/Welfare-Provision-Change-Form.pdf>
- [Working with children's check \(WWCC\) status checker](https://online.justice.vic.gov.au/wwccu/checkstatus.doj) 
<https://online.justice.vic.gov.au/wwccu/checkstatus.doj>
- [ISP withdrawal form \(PDF\)](https://study.edugate-cms.eduweb.vic.gov.au/Shared Documents/en/Withdrawal-Application-Form.pdf) 
<https://study.edugate-cms.eduweb.vic.gov.au/Shared Documents/en/Withdrawal-Application-Form.pdf>

Victorian International Student Information Tool (VISIT) supports – schools

- [VISIT User Manual for ISCs \(DOCX\)](https://content.sdp.education.vic.gov.au/media/isp-visit-users-manual-1955) 
<https://content.sdp.education.vic.gov.au/media/isp-visit-users-manual-1955>
- [VISIT Quick Reference Guide \(PPTX\)](https://content.sdp.education.vic.gov.au/media/isp-visit-quick-reference-guide-1953) 
<https://content.sdp.education.vic.gov.au/media/isp-visit-quick-reference-guide-1953>

- [VISIT School FAQs \(DOCX\)](https://content.sdp.education.vic.gov.au/media/isp-visit-school-faqs-1954) 
<https://content.sdp.education.vic.gov.au/media/isp-visit-school-faqs-1954>






Student travel

- [Travel request form – tour/academic/sport/club camp \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7040/ISP_Travel_Form_Ac_Tour_Sport_Club.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7040/ISP_Travel_Form_Ac_Tour_Sport_Club.docx>
- [Travel request form – accompanied holiday travel \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0012/7041/ISP_Travel_Form_Accompanied_Travel.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0012/7041/ISP_Travel_Form_Accompanied_Travel.docx>
- [Travel request form – overnight stay \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0013/7042/ISP_Travel_Form_Overnight.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0013/7042/ISP_Travel_Form_Overnight.docx>
- [Travel request form – returning home \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7043/ISP_Travel_Form_Return_Home.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7043/ISP_Travel_Form_Return_Home.docx>

Educational resources, policies, procedures and legislation

Educational resources

Relevant learning resources in relation to this section includes:



- [FAQs and Case Studies](https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-4-Homestay-Arrangements.docx) 
<https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-4-Homestay-Arrangements.docx>
- [Annual Training for Homestay Hosts – video \(YouTube\)](https://www.youtube.com/watch?v=cWW4VYLEBxc) 
<https://www.youtube.com/watch?v=cWW4VYLEBxc>
- [Annual Training for Homestay Hosts – transcript \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0022/6952/ISP_Annual_Training_for_Homestay_Hosts_Video_Script.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0022/6952/ISP_Annual_Training_for_Homestay_Hosts_Video_Script.docx>
- [Information for Prospective Homestay Hosts – video \(YouTube\)](https://www.youtube.com/watch?v=ufMgyJqAX2E) 
<https://www.youtube.com/watch?v=ufMgyJqAX2E>
- [Information for Prospective Homestay Hosts – transcript \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7008/ISP_Information_for_Prospective_Homestay_Hosts_Video_Script.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7008/ISP_Information_for_Prospective_Homestay_Hosts_Video_Script.docx>

International student program policies and procedures

Relevant International student program (ISP) policies and procedures include:




- [ISP Accommodation and Welfare Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6949/ISP_Accommodation_and_Welfare_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6949/ISP_Accommodation_and_Welfare_Policy.docx>

ommodation_and_Welfare_Policy.docx>

- [ISP Homestay Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6994/ISP_Homestay_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6994/ISP_Homestay_Policy.docx>
- [ISP Homestay Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0029/6995/ISP_Homestay_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0029/6995/ISP_Homestay_Procedure.docx>
- [ISP Student Travel Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7044/ISP_Travel_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7044/ISP_Travel_Policy.docx>
- [ISP Student Travel Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7045/ISP_Travel_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7045/ISP_Travel_Procedure.docx>

Legislative framework

Relevant legislature includes:

- [National Code Standard 5: Younger students](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [Ministerial Order 819 – Fees for overseas students in Victorian Government schools \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0016/2365/Ministerial_Order819.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0016/2365/Ministerial_Order819.pdf>
- [Victorian Regulation and Qualifications Authority \(VRQA\) guidelines for the enrolment of overseas students aged under 18 years \(DOCX\)](https://www.vrqa.vic.gov.au/Documents/schesosguidelines.docx) 
<https://www.vrqa.vic.gov.au/Documents/schesosguidelines.docx>

Supporting students – Adjusting to life and study in Australia (Section 5)

Open all









Tools to use

Deferring commencement

[Change request form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6938/Change_Request_Form.pdf) 

<https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6938/Change_Request_Form.pdf>


Student arrival

- [International student program \(ISP\) arrival support form \(Melbourne airport\) \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0029/6959/ISP_Arrival_Support_Melbourne.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0029/6959/ISP_Arrival_Support_Melbourne.docx>
- [ISP arrival support form \(Melbourne airport\) – Chinese \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0026/6956/ISP_Arrival_Support_Melbourne_Chinese.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0026/6956/ISP_Arrival_Support_Melbourne_Chinese.docx>
- [ISP arrival support form \(Melbourne airport\) – Khmer \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0027/6957/ISP_Arrival_Support_Melbourne_Khmer.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0027/6957/ISP_Arrival_Support_Melbourne_Khmer.docx>
- [ISP arrival support form \(Melbourne airport\) – Vietnamese \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6958/ISP_Arrival_Support_Melbourne_Vietnamese.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6958/ISP_Arrival_Support_Melbourne_Vietnamese.docx>
- [ISP arrival support form \(Avalon airport\) \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0025/6955/ISP_Arrival_Support_Avalon.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0025/6955/ISP_Arrival_Support_Avalon.docx>
- [ISP homestay transfer support form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0013/7006/ISP_Homestay_Transfer_Support_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0013/7006/ISP_Homestay_Transfer_Support_Form.docx>
- [ISP homestay profile form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0030/6996/ISP_Homestay_Profile.docx>
- [ISP flight details form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0026/6992/ISP_Flight_Details_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0026/6992/ISP_Flight_Details_Form.docx>


Orientation

- [ISP student pre-departure guide \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6847/Predeparture-and-Homestay-Guide_English.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6847/Predeparture-and-Homestay-Guide_English.pdf>
- [ISP student orientation checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7034/ISP_Student_Orientation_Checklist.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7034/ISP_Student_Orientation_Checklist.docx>

Visa conditions

Refer to the [Commonwealth Government advice on visa conditions](https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions) 
<https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions>

Course credit

[Application for credit towards the Victorian Certificate of Education \(VCE\) or Victorian Certification of Applied Learning \(VCAL\) form \(PDF\)](https://www.vcaa.vic.edu.au/Documents/results/credit.pdf) 
<https://www.vcaa.vic.edu.au/Documents/results/credit.pdf>

Educational resources, policies, procedures and legislation

Educational resources



Relevant learning resources include:

[FAQs and case studies \(DOCX\)](#) 

<<https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-5-Student-support.docx>>

International Student Program policies and procedures

Relevant International Student Program policies and procedures include:

- [ISP Student Support Policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7036/ISP_Student_Support_Policy.docx>
- [ISP Student Arrival and Orientation Procedure \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7028/ISP_Student_Arrival_and_Orientation_Procedure.docx>
- [ISP Student Orientation Checklist \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7034/ISP_Student_Orientation_Checklist.docx>
- [ISP Student Safety Card Procedure \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7035/ISP_Student_Safety_Card_Procedure.docx>
- [ISP Variation to Enrolment Policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0020/7049/ISP_Variation_to_Enrolment_Policy.docx>
- [ISP Variation to Enrolment Procedure \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0012/7050/ISP_Variation_to_Enrolment_Procedure.docx>
- [ISP Course Credit Policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0029/6977/ISP_Course_Credit_Policy.docx>
- [ISP Course Credit Procedure \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0030/6978/ISP_Course_Credit_Procedure.docx>

Legislative framework

Relevant legislature includes:

- [National Code Standard 6: Student support](#) 

<<https://www.legislation.gov.au/Details/F2017L01182>>

- [National Code Standard 9.1: Deferring, suspending or cancelling the overseas student's enrolment](#) 

<<https://www.legislation.gov.au/Details/F2017L01182>>

- [Education Services for Overseas Students Act 2000 \(Cth\)](#) 

<<https://www.legislation.gov.au/Details/C2018C00210>> (Section 19)

- [Education Services for Overseas Students Regulations 2019 \(Cth\)](#) 

<<https://www.legislation.gov.au/Details/F2019L00571>>

- [VRQA Guidelines for the Enrolment of Overseas Students Aged Under 18 Years \(DOCX\)](#) 

<<https://www.vrqa.vic.gov.au/Documents/schesosguidelines.docx>>

Supporting students – Safety (Section 6)

Open all

Tools to use

Child Safe Standards

[Child Protection and Child Safe Standards \(PROTECT\)](#) 

<<https://www.vic.gov.au/child-safe-standards-schools-guidance>>

Critical incidents and emergency management planning

- [Initial action potential missing student checklist \(DOCX\)](#) 

<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7009/ISP_Initial_Action_Potential_Missing_Student_Checklist.docx>

- [Online Emergency Management Planning portal](#) 

<<https://emergencymanagement.eduweb.vic.gov.au/>>

- [Emergency management planning factsheet for ISP-accredited schools \(DOCX\)](#) 

<https://www.study.vic.gov.au/__data/assets/word_doc/0026/6947/EMP_Guidance_ISP_Schools_Factsheet_2022.docx>

Educational resources, policies, procedures and legislation


Educational resources

Learning resources in relation to this section include:

- [Critical incident flowchart \(PDF\)](#) 


<https://www.study.vic.gov.au/__data/assets/pdf_file/0020/6941/Critical_In

cident_Flowchart.pdf>

- [Managing and Reporting School Incidents \(including emergencies\): Guidance](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/guidance) <http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/guidance>
- [Managing trauma \(PDF\)](https://educ.vic.sharepoint.com/:b:/r/sites/SchoolsSecure/Shared%20Documents/Managing%20Trauma.pdf) 
<https://educ.vic.sharepoint.com/:b:/r/sites/SchoolsSecure/Shared%20Documents/Managing%20Trauma.pdf> (staff login required)



International student program (ISP) policies and procedures

Relevant ISP policies and procedures include:

- [Child Safe Standards](http://www2.education.vic.gov.au/pal/child-safe-standards/policy) <http://www2.education.vic.gov.au/pal/child-safe-standards/policy>
- [Managing and Reporting School Incidents \(including emergencies\)](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy) <http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>
- [Protecting Children — Reporting and Other Legal Obligations](http://www2.education.vic.gov.au/pal/protecting-children/policy) <http://www2.education.vic.gov.au/pal/protecting-children/policy>
- [Emergency and Critical Incident Management Planning](http://www2.education.vic.gov.au/pal/emergency-critical-incident-management-planning/policy) <http://www2.education.vic.gov.au/pal/emergency-critical-incident-management-planning/policy>
- [Reporting and Managing School Incidents \(including emergencies\)](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy) <http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>
- [Privacy and Information Sharing](http://www2.education.vic.gov.au/pal/privacy-information-sharing/policy) <http://www2.education.vic.gov.au/pal/privacy-information-sharing/policy>
- [Privacy and Information Sharing: Health care information](http://www2.education.vic.gov.au/pal/privacy-information-sharing/guidance/health-information) <http://www2.education.vic.gov.au/pal/privacy-information-sharing/guidance/health-information>
- [ISP Department Initiated Suspension and Cancellation Policy \(DOCX\)](https://www.study.vic.gov.au/___data/assets/word_doc/0027/6984/ISP_Department_Initiated_Suspension_and_Cancellation_Policy.docx) 
<https://www.study.vic.gov.au/___data/assets/word_doc/0027/6984/ISP_Department_Initiated_Suspension_and_Cancellation_Policy.docx>

Legislative framework

Relevant legislature includes:

- [National Code Standard 5: Younger Students](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [Education Services for Overseas Students Act 2000 \(Cth\)](https://www.legislation.gov.au/Details/C2018C00210) 
<https://www.legislation.gov.au/Details/C2018C00210>
- [Education Services for Overseas Students Regulations 2019 \(Cth\)](https://www.legislation.gov.au/Details/F2019L00571) 
<https://www.legislation.gov.au/Details/F2019L00571>




- [VRQA Guidelines for the Enrolment of Overseas Students Aged Under 18 years \(DOCX\)](https://www.vrqa.vic.gov.au/Documents/schesosguidelines.docx) 
<https://www.vrqa.vic.gov.au/Documents/schesosguidelines.docx>
- Commission for Children and Young People Reportable Conduct Scheme established under the [Child Wellbeing and Safety Act 2005 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005) 
<https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005>
- [Education and Training Reform Act 2006 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) 
<https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006>
- [Ministerial Order 1359 – Implementing the Child Safe Standards \(PDF\)](https://content.sdp.education.vic.gov.au/media/975) 
<https://content.sdp.education.vic.gov.au/media/975>
- [Child, Youth and Families Act 2005 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/children-youth-and-families-act-2005) 
<https://www.legislation.vic.gov.au/in-force/acts/children-youth-and-families-act-2005>
- [Child Wellbeing and Safety Act 2005 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005) 
<https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005>

Supporting students – Learning and engagement (Section 7)


Open all

Tools to use



Attendance and learning support and course progress

- [International student program \(ISP\) course progress, attendance, and behaviour – Meeting template \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0031/6979/ISP_Course_Progress_and_Attendance_Meeting_Template.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0031/6979/ISP_Course_Progress_and_Attendance_Meeting_Template.docx>
- [ISP course progress, attendance, and behaviour checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0023/6980/ISP_Course_Progress_Attendance_and_Behaviour_Checklist_Template.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6980/ISP_Course_Progress_Attendance_and_Behaviour_Checklist_Template.docx>
- [ISP compliance contract template \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6976/ISP_Compliance_Contract_Template.docx>





Student leave

- [ISP temporary enrolment suspension application \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6793/Temporary-Enrolment-Suspension_Application.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6793/Temporary-Enrolment-Suspension_Application.pdf>

Changes to study program

- [ISP variation to student enrolment form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0013/7051/ISP_Variation_to_Student_Enrolment_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0013/7051/ISP_Variation_to_Student_Enrolment_Form.docx>
- [ISP variation to student enrolment form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0014/7052/ISP_Variation_to_Student_Enrolment_Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0014/7052/ISP_Variation_to_Student_Enrolment_Form.pdf>


Online studies

- [ISP Online Studies Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0010/7012/ISP_Online_Studies_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0010/7012/ISP_Online_Studies_Policy.docx>
- [ISP Online Studies Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7013/ISP_Online_Studies_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7013/ISP_Online_Studies_Procedure.docx>
- [ISP Online Studies Student Assessment \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0009/7011/ISP_Online_Studies_Assessment.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0009/7011/ISP_Online_Studies_Assessment.docx>
- [Department of Education Acceptable Use Agreement Template \(DOCX\)](https://content.sdp.education.vic.gov.au/media/587) 
<https://content.sdp.education.vic.gov.au/media/587>





Community language school studies

- [ISP Community Language School Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0029/6968/ISP_CLS_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0029/6968/ISP_CLS_Policy.docx>
- [ISP Community Language School Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0030/6969/ISP_CLS_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0030/6969/ISP_CLS_Procedure.docx>
- [ISP Community Language School Assessment and Site Inspection Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0028/6967/ISP_CLS_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6967/ISP_CLS_Form.docx>
- [Community Language School Contract \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0022/6970/ISP_Community_Language_School_Contract.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0022/6970/ISP_Community_Language_School_Contract.docx>
- [ISP Third-Party Site Inspection Register \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7027/ISP_Site_Inspection_Register.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7027/ISP_Site_Inspection_Register.docx>


VCE Vocational Major

- [ISP VCE Vocational Major Informed Consent Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0015/7053/ISP_VCE_Vocational_Major_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0015/7053/ISP_VCE_Vocational_Major_Form.docx>



VET

- [ISP VET Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0017/7055/ISP_VET_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7055/ISP_VET_Policy.docx>
- [ISP VET Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0018/7056/ISP_VET_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0018/7056/ISP_VET_Procedure.docx>
- [ISP VET Informed Consent Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7054/ISP_VET_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7054/ISP_VET_Form.docx>
- [ISP VET Site Inspection Form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0019/7057/ISP_VET_Site_Inspection.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0019/7057/ISP_VET_Site_Inspection.docx>
- [ISP Third-Party Site Inspection Register \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7027/ISP_Site_Inspection_Register.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7027/ISP_Site_Inspection_Register.docx>

Offsite intensive English language programs

- [ISP IELP Offsite Provision Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7007/ISP_IELP_Offsite_Provision_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7007/ISP_IELP_Offsite_Provision_Policy.docx>



Unscored VCE

- [ISP Unscored VCE Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0018/7047/ISP_Unscored_VCE_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0018/7047/ISP_Unscored_VCE_Policy.docx>
- [ISP Unscored VCE application and consent form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0017/7046/ISP_Unscored_VCE_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7046/ISP_Unscored_VCE_Form.docx>

Educational resources, policies, procedures and legislation


Educational resources

Relevant learning resources include:

- [FAQs and case studies – attendance \(DOCX\)](https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-7-Attendance.docx) 
<https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-7-Attendance.docx>
- [FAQs and case studies – course progress \(DOCX\)](https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-7-Course-Progress.docx) 
<https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-7-Course-Progress.docx>

International student program (ISP) policies and procedures

Relevant ISP policies and procedures include:






- [ISP Student Support Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0016/7036/ISP_Student_Support_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7036/ISP_Student_Support_Policy.docx>
- [ISP Attendance Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0021/6960/ISP_Attendance_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0021/6960/ISP_Attendance_Policy.docx>
- [ISP Attendance Procedures \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0022/6961/ISP_Attendance_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0022/6961/ISP_Attendance_Procedure.docx>
- [ISP Student Initiated Deferral, Suspension and Cancellation Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0012/7032/ISP_Student_Initiated_Deferral_Suspension_and_Cancellation_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0012/7032/ISP_Student_Initiated_Deferral_Suspension_and_Cancellation_Policy.docx>
- [ISP Student Initiated Deferral, Suspension and Cancellation Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0013/7033/ISP_Student_Initiated_Deferral_Suspension_and_Cancellation_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0013/7033/ISP_Student_Initiated_Deferral_Suspension_and_Cancellation_Procedure.docx>
- [ISP Course Progress Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0024/6981/ISP_Course_Progress_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0024/6981/ISP_Course_Progress_Policy.docx>
- [ISP Course Progress Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0025/6982/ISP_Course_Progress_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0025/6982/ISP_Course_Progress_Procedure.docx>
- [ISP Unscored VCE Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0018/7047/ISP_Unscored_VCE_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0018/7047/ISP_Unscored_VCE_Policy.docx>
- [ISP Variation to Enrolment Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0020/7049/ISP_Variation_to_Enrolment_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0020/7049/ISP_Variation_to_Enrolment_Policy.docx>
- [ISP IELP Offsite Provision Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7007/ISP_IELP_Offsite_Provision_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7007/ISP_IELP_Offsite_Provision_Policy.docx>
- [ISP Online Studies Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0010/7012/ISP_Online_Studies_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0010/7012/ISP_Online_Studies_Policy.docx>
- [ISP Online Studies Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7013/ISP_Online_Studies_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7013/ISP_Online_Studies_Procedure.docx>
- [ISP Community Language School Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0029/6968/ISP_CLS_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0029/6968/ISP_CLS_Policy.docx>
- [ISP Community Language School Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0030/6969/ISP_CLS_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0030/6969/ISP_CLS_Procedure.docx>

S_Procedure.docx>

- [ISP VET Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0017/7055/ISP_VET_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7055/ISP_VET_Policy.docx>
- [ISP VET Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0018/7056/ISP_VET_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0018/7056/ISP_VET_Procedure.docx>

Legislative framework

Relevant legislature includes:





- [National Code Standard 2: Recruitment of an overseas student](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [National Code Standard 3: Formalisation of enrolment and written agreements](https://www.legislation.gov.au/Details/F2017L01182)  <https://www.legislation.gov.au/Details/F2017L01182>
- [National Code Standard 6: Student Support Services](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [National Code Standard 8: Student Visa Requirements](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [National Code Standard 9: Deferring, suspending or cancelling the overseas student's enrolment](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [National Code Standard 11: Additional Registration Requirements](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>

Transfers and cancellations (Section 8)

Open all

Tools to use



- [Application for internal transfer to another accredited Victorian government school \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0022/6835/Transfer-Application-Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0022/6835/Transfer-Application-Form.pdf>
- [Withdrawal form \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0026/6839/Withdrawal-Form.pdf>
- [ISP temporary enrolment suspension application \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6793/Temporarily-Enrolment-Suspension_Application.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0025/6793/Temporarily-Enrolment-Suspension_Application.pdf>
- Student behaviour responsibilities outlined in the [written agreement \(DOCX\)](#) 

<https://www.study.vic.gov.au/__data/assets/word_doc/0016/7063/Standard-Application-Written-Agreement.docx>

Educational resources, policies, procedures and legislation

Educational resources







Relevant learning resources include:

[FAQs and Case Studies](#)

<<https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/ISP-Toolkit-Educational-Resources-Section-8-Transfers-and-Cancellations.docx>>

International student program (ISP) policies and procedures

Relevant ISP policies and procedures include:



- [ISP Transfer Policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0018/7038/ISP_Transfer_Policy.docx>
- [ISP Transfer Procedure \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0019/7039/ISP_Transfer_Procedure.docx>
- [ISP Student Initiated Deferral, Suspension and Cancellation Policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0012/7032/ISP_Student_Initiated_Deferral_Suspension_and_Cancellation_Policy.docx>
- [ISP Student Initiated Deferral, Suspension and Cancellation Procedure \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0013/7033/ISP_Student_Initiated_Deferral_Suspension_and_Cancellation_Procedure.docx>
- [ISP Department Initiated Suspension and Cancellation Policy \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0027/6984/ISP_Department_Initiated_Suspension_and_Cancellation_Policy.docx>
- [ISP Department Initiated Suspension and Cancellation Procedure \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0028/6985/ISP_Department_Initiated_Suspension_and_Cancellation_Procedure.docx>
- [School Policy \(PAL\) – Student Transfers Between Schools, Enrolment in a Victorian Government School Guidelines](#)
<<http://www2.education.vic.gov.au/pal/enrolment/guidance/student-transfers-between-schools>>
- [School Policy \(PAL\)](#)
<<http://www2.education.vic.gov.au/pal/expulsions/policy>>
<<http://www2.education.vic.gov.au/pal/enrolment/guidance/student-transfers-between-schools>>

fers-between-schools> [Expulsions](#)
<<http://www2.education.vic.gov.au/pal/expulsions/policy>>

- [School Policy \(PAL\)](#)
<<http://www2.education.vic.gov.au/pal/suspensions/policy>> =
<<http://www2.education.vic.gov.au/pal/enrolment/guidance/student-transfers-between-schools>> [Suspensions](#)
<<http://www2.education.vic.gov.au/pal/suspensions/policy>>

Legislative Framework





Relevant legislature includes:




- [National Code Standard 7: Transfers](#) 
<<https://www.legislation.gov.au/Details/F2017L01182>>
- [National Code Standard 9: Deferring, suspending or cancelling the overseas student's enrolment](#) 
<<https://www.legislation.gov.au/Details/F2017L01182>>
- [Education Services for Overseas Students Act 2000 \(Cth\)](#) 
<<https://www.legislation.gov.au/Details/C2018C00210>>
- [Education and Training Reform Act 2006 \(Vic\)](#) 
<<https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006>>
- [Ministerial Order 1125 \(Procedures for Suspension and Expulsion of Students in Government Schools\) \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/ministerial-order-1125-2363>>

Administrative requirements (Section 9)





Open all

Tools to use

- [International student program \(ISP\) refund request form \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0018/6831/Refund-Request-Form.docx>
- [ISP complaints form \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0027/6975/ISP_Complaints_Form.docx>
- [ISP appeals form \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6953/ISP_Appeals_Form.docx>
- [ISP record keeping procedural guidelines \(DOCX\)](#) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0017/7019/ISP_Record_Keeping_Procedural_Guidelines.docx>

- [ISP student file checklist \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0011/7031/ISP_Student_File_Checklist.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0011/7031/ISP_Student_File_Checklist.docx>
- [International student contact confirmation form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0010/7030/ISP_Student_Contact_Confirmation_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0010/7030/ISP_Student_Contact_Confirmation_Form.docx>
- [How to update student contact information in CASES21 \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0025/6937/CASE21_Contact_information.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0025/6937/CASE21_Contact_information.docx>

ISP ESOS School Accreditation

- [ISP ESOS accreditation guide \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0031/6988/ISP_ESOS_Accreditation_Guide.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0031/6988/ISP_ESOS_Accreditation_Guide.docx>
- [ISP ESOS accreditation application form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0030/6987/ISP_ESOS_Accreditation_Application_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0030/6987/ISP_ESOS_Accreditation_Application_Form.docx>
- [ISP ESOS resourcing self-assessment tool \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0032/6989/ISP_ESOS_Resourcing_Self-Assessment_Tool.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0032/6989/ISP_ESOS_Resourcing_Self-Assessment_Tool.docx>
- [ISP school enrolment cap variation form \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0014/7025/ISP_School_Enrolment_Cap_Variation_Form.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0014/7025/ISP_School_Enrolment_Cap_Variation_Form.docx>

Victorian International Student Information Tool (VISIT) supports – schools



- [VISIT user manual for ISCs \(DOCX\)](https://content.sdp.education.vic.gov.au/media/isp-visit-users-manual-1955) 
<https://content.sdp.education.vic.gov.au/media/isp-visit-users-manual-1955>
- [VISIT quick reference guide \(PPTX\)](https://content.sdp.education.vic.gov.au/media/isp-visit-quick-reference-guide-1953) 
<https://content.sdp.education.vic.gov.au/media/isp-visit-quick-reference-guide-1953>
- [VISIT school FAQs \(DOCX\)](https://content.sdp.education.vic.gov.au/media/isp-visit-school-faqs-1954) 
<https://content.sdp.education.vic.gov.au/media/isp-visit-school-faqs-1954>

Educational resources, policies, procedures and legislation

Educational resources




International student program (ISP) policies and procedures

Relevant ISP policies and procedures include:

- [ISP Refund Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0009/7020/ISP_Refund_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0009/7020/ISP_Refund_Policy.docx>
- [ISP Refund Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0010/7021/ISP_Refund_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0010/7021/ISP_Refund_Procedure.docx>
- [ISP Complaints and Appeals Policy \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0023/6971/ISP_Complaints_and_Appeals_Policy.docx>
- [ISP Complaints and Appeals Procedure \(DOCX\)](https://www.study.vic.gov.au/__data/assets/word_doc/0025/6973/ISP_Complaints_and_Appeals_Procedure.docx) 
<https://www.study.vic.gov.au/__data/assets/word_doc/0025/6973/ISP_Complaints_and_Appeals_Procedure.docx>

Legislative framework

Relevant legislature can include:

- [Education Services for Overseas Student Act 2000 \(Cth\)](https://www.legislation.gov.au/Details/C2018C00210) 
<https://www.legislation.gov.au/Details/C2018C00210> , Section 47.D
- [National Code Standard 3.4: Formalisation of Enrolment and Written Agreements](https://www.legislation.gov.au/Details/F2017L01182) 
<https://www.legislation.gov.au/Details/F2017L01182>
- [Education Training and Reform Act 2006 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) 
<https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006> , Section 2.2.8 and 2.2.9
- [Ministerial Order 819 – Fees for Overseas Students in Government Schools \(PDF\)](https://www.study.vic.gov.au/__data/assets/pdf_file/0016/2365/Ministerial_Order819.pdf) 
<https://www.study.vic.gov.au/__data/assets/pdf_file/0016/2365/Ministerial_Order819.pdf>

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