Operational and Administrative Procedures Manual

for Community Languages Schools

Where language and culture come together

Community Languages Australia

Australian Federation of Ethnic Schools Associations Inc.

Where language and culture come together

Acknowledgments

Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Science and Training.

The *Operational and Administrative Procedures Manual for Community Languages Schools* is accessible via the Community Languages Australia website: http://www.communitylanguagesaustralia.org.au/.

Contents

1   Introduction and purpose

Community languages schools have a long history in Australia. Waves of migration from early settlement, through the twentieth century and into the twenty-first century have seen peoples from all parts of the world settle and thrive in Australia. For many of Australia's diverse ethnic communities, the learning of their languages is not only a medium for communication but also a symbol of ethnic and community identity.

The Australian Government recognised the importance of community, ethnic and languages schools to the fabric of Australian society when it initiated funding for community language programmes in 1981 under the Ethnic Schools Programme. This continued until 1992 when the Community Languages Element was implemented. The programme retained the aims of the Ethnic Schools Programme. The Priority Languages Support Element was also introduced in 1993 to encourage the study of the then priority languages at senior secondary level in the mainstream.

From 1996, jurisdictions were given the capacity to move funds between the Community Languages and Priority Languages Elements, under broadbanding provisions, and from 2001, the differentiation between Priority Languages and Community Languages in the Commonwealth LOTE [Languages other than English] Element was dropped to provide more flexibility for jurisdictions to allocate funds according to their needs.

From 2005, the Commonwealth LOTE Element was renamed the School Languages Programme (SLP). Funding for community languages schools continues to be provided by the Australian Government through the SLP, which aims to assist schools and communities to improve the learning outcomes of students who are learning languages other than English.

State and territory Departments of Education administer these funds and in most cases provide additional funding to support community languages programmes.

Community languages schools in Australia:

- are non-profit-making and open to all students irrespective of their linguistic and cultural backgrounds
- develop and promote the languages and cultures of Australian communities and promote cohesion within the diversity of Australia's multicultural society
- provide authentic cultural contexts for language learning
- promote the learning of a wide range of languages and an understanding of different cultures within Australian society
- are funded by communities with additional funding support from the Australian Government and state governments
- are accredited and registered in accordance with state and territory funding guidelines as complementary languages and cultural education providers to the teaching of languages in mainstream school education.

The development of this *Operational and Administrative Procedures Manual for Community Languages Schools* is one of the activities being funded by the Department of Education, Science and Training (DEST) under the project 'Improvement in National Coordination and Quality Assurance in Ethnic Schools'. It also complements the statement by Community Languages Australia: *Community Languages Schools: Contributing to Quality Languages Education in Australia*. The statement can be accessed via the Community Languages Australia website (http://www.communitylanguagesaustralia.org.au/).

This manual is for use in community languages schools throughout Australia. It is designed to be a guide to ensuring operational and administrative procedures are addressed in languages schools in a manner consistent with national and state legislative requirements. It provides the legislative parameters for operating a community languages school and advice on sound organisational and teaching practices, with consideration for the duty of care required in school environments across Australia.

Its target audiences include:

- community school administrators
- community languages classroom teachers
- parents of students in community languages programmes
- host school representatives.

The manual is organised into four main sections:
• Legislative requirements
• Administration and school management
• Teachers' responsibilities
• Appendices.

2 Legislative requirements

Commonwealth, state and territory legislation regulate community languages schools and their operation. Ethnic Schools Associations and Federations and school authorities need to familiarise themselves and their staff with legislation that relates to education, conducting community languages schools, working with children and associated matters.

Some of these legislative issues are:

- copyright
- duty of care
- legal status of community languages schools authorities (incorporation)
- mandatory reporting
- working with children, police checks
- privacy legislation.

2.1 National Safe Schools Framework

Schools are advised to familiarise themselves with the guiding principles for the provision of a safe and supportive school environment, as articulated in the *National Safe Schools Framework* (http://www.mceetya.edu.au/verve/_resources/natsafeschools_file.pdf).

Compliance with this framework is a requirement of all Australian schools under the *Schools Assistance (Learning Together: Achievement through Choice and Opportunity) Act 2004.*

2.2 Mandatory reporting

Mandatory reporting legislation specifies who is required by law to report suspected cases of child abuse and neglect. Requirements under this legislation vary across the different states and territories. Detailed information relating to each state and territory can be found at: http://www.aifs.gov.au/nch/sheets/rs3.html.

2.3 Police clearances and checks

The requirement for suitability checks for staff and volunteers working with children and young people varies greatly across Australia. It is necessary to fulfil the requirements in the state or territory in which you are working.

Information and a guide to obtaining information about requirements for police checks in all Australian states and territories, can be found on the National Child Protection Clearinghouse website: http://www.aifs.gov.au/nch/policechecks.html. Note that the Clearinghouse does not provide police clearances and checks itself.

2.4 Privacy

There are both Commonwealth and state laws applicable in the area of privacy. School authorities should familiarise themselves with privacy issues relevant to their state or territory:

- Australian Capital Territory
  http://www.decs.act.gov.au/aboutus/privacy.htm
- New South Wales
  http://www.nsw.gov.au/search.asp?KW=Privacy+Act
- Northern Territory
  http://www.deet.nt.gov.au/corporate/privacy/index.shtml
- Queensland
  http://www.education.qld.gov.au/home/privacy.html
- South Australia
  http://www.decs.sa.gov.au/docs/files/communities/docman/1/DECS_Information_Managemen.pdf
- Tasmania
  http://www.education.tas.gov.au/dept/about/legislation/pip/policy

- Victoria
  http://www.education.vic.gov.au/about/deptpolicies/informationprivacy.htm
- Western Australia
  http://www.det.wa.edu.au/education/cmis/eval/curriculum/safety/safe4.htm

2.5   Association of incorporation

School authorities must be a legal entity to be eligible for funding. They must be not-for-profit and must have a termination clause. They can be formed under the association of incorporation, company limited by guarantee or church/charities regulations.

Information on the jurisdictional requirements for association of incorporation can found by accessing the following links:

- Australian Capital Territory
  http://www.legislation.act.gov.au/a/1991–46/default.asp
- New South Wales
  http://www.fairtrading.nsw.gov.au/business/associations/incorporation.html
- Northern Territory
  http://www.nt.gov.au/justice/graphpages/cba/clubs_assoc/index.shtml
- Queensland
  http://www.fairtrading.qld.gov.au/oft/oftweb.nsf/web+pages/5824658B8FD9527E4A256B570011571B?OpenDocument
- South Australia
  http://www.ocba.sa.gov.au/businessadvice/associations/how/
- Tasmania
  http://www.consumer.tas.gov.au/business_affairs/incorporated_associations/
- Victoria
  http://www.consumer.vic.gov.au/CA256F2B00224F55/page/Kits
- Western Australia
  http://www.docep.wa.gov.au/associations/

3   Administration and school management

3.1   Accidents/emergencies and first aid

Every school must have at least one trained first aid person on staff and have access to a first aid kit which should be properly stocked and maintained.

Reports of all accidents (staff, students, parents or anyone in the school grounds) must be entered in an accident register – see Appendix 5.1 for an example). Parents or other contacts must be notified at the earliest opportunity of any accident (major or minor) to a student.

See Appendix 5.10 for a Counter-disaster plan, which gives details of action to be taken in emergency situations.

3.2   Accreditation

You should contact the Department of Education and training in your state of territory (refer Section 7 for a list of contacts).

3.3   Admission and enrolment procedures

All community languages schools should use an enrolment form to record the following information:
•   student details
•   details of parents/guardians
•   contact phone number(s)
•   medical information
•   permission clause for seeking medical advice
•   standard text for the student's day school principal to sign.

Enrolment forms will vary according to the specific needs of community languages schools and the registering/accreditation bodies in their particular states/territories. An example is given on page 19. This may not be entirely appropriate for all situations, but provides a guide.

Schools are advised to contact their relevant state/territory Ethnic Schools Association or Federation of Community Languages Schools for advice on what is required.

3.4   Assemblies

Whole-school assemblies should be encouraged. These are important for:
•   giving a sense of unity and community
•   relaying of information
•   providing a forum for recognition of students' work and positive behaviour.

Teachers should be with their year levels at assemblies and accompany their students as they move into classrooms, ensuring that they do so in an orderly fashion.

3.5   Attendance records

Attendance rolls are important documents and should be treated as such (see Appendix 5.3 for an example). Neatness and accuracy of recording is of prime importance. The following should be observed:
•   Students should be listed alphabetically by surname, listing the surname first and followed by the student's given name(s).
•   Rolls should be marked each time lessons are held and absences clearly recorded.
•   Where an absence note or explanation has been forwarded, this is to be indicated and filed appropriately.

3.6   Audiovisual equipment

If the community languages school is equipped with audiovisual equipment, the movement and use of this equipment is to be closely supervised by teachers. Borrowing procedures must be strictly observed and teachers should ensure that equipment is not left out at the end of classes. Audiovisual or any other equipment must not be taken from the school site without the principal's permission.

Arrangements should be made with the host school to use its audiovisual equipment

3.7   Charter

Schools should develop a charter to include:
- a description of the school
- goals and purposes
- educational aims
- curriculum
- programmes
- school structure
- management
- evaluation and reporting processes
- and other relevant information.

The charter should provide the reader with a clear understanding of the school and how it operates.

3.8   Communication with parents

It is very important to impart information and school plans to staff and parents on a regular basis. It is also important that staff, parents and students have the opportunity to interact on issues of interest to them.

A letter of introduction should be sent to parents at the beginning of the school year stating protocols for providing feedback to the teacher and raising concerns. Other strategies for communication are outlined in Appendix 5.4.

Reporting students' progress is an essential part of communication with parents. Reporting should be constructive at all times. Schools are advised to develop a policy for reporting that is adhered to by all staff. The following links may be useful in this regard.
- Australian Capital Territory
  http://www.decs.act.gov.au/policies/pdf/studentreportingpolicy.pdf
- New South Wales
  http://www.curriculumsupport.education.nsw.gov.au/timetoteach/newreporting/prim_qanda.htm
- Northern Territory
  http://www.deet.nt.gov.au/education/programs_initiatives/schools_assistance_act/student_achievement_faq.shtml
- Queensland
  http://www.education.qld.gov.au/students/policy/assessment/y2dn/html/ibss5.html
- South Australia
  http://www.decs.sa.gov.au/accountability/default.asp?id=14965&navgrp=1005
- Tasmania
  http://www.sacentral.sa.gov.au/site/page.cfm?u=25
- Victoria
  http://www.education.vic.gov.au/studentlearning/studentreports/fact.htm
- Western Australia
  http://www.det.wa.edu.au/education/curriculum/focus/fc51.htm

3.9   Constitution

Refer to section 2.5 (Association of incorporation) and section 7 (National and state and territory contacts).

3.10   Contracts, agreements and host school arrangements

Community languages schools are advised to enter into written contracts or rental agreements with host schools. These documents should clearly set out roles, responsibilities, terms, conditions and exit clauses to ensure clarity of the relationship. Some states and territories have standard agreements for use by schools. Community languages schools should contact their local Ethnic Schools Association for information. The benefits of hosting a community languages school in strengthening the local school community should be articulated.

Community languages school authorities should seek to develop strong relations with the host school administration and its school council. The following strategies may assist in this:

•   inviting host school representatives to visit community languages classes, and attend events and functions

•   offering to assist or participate in special events conducted by the host school, such as fundraising activities

•   providing the host school council with regular updates on the activities of the community languages school.

3.11   Copyright

In the past few years copyright law has undergone changes in line with new developments in information technology. Obligations under current copyright laws must be adhered to by all personnel. Principals are advised to visit http://www.copyrightaware.gov.au to ensure they understand the requirements.

3.12   Incorporation

Refer to section 2.5 (Association of incorporation) and section 7 (National and state and territory contacts).

3.13   Insurance

All community languages schools are responsible for ensuring that they have relevant and adequate public liability insurance cover for accidents (for students and teachers) and Workcover (for teachers). Group cover may be available through Ethnic Schools Associations or Federation of Community Languages Schools in your state/territory**.**

3.14   Money and other valuable items

Money and other valuable items should never be left on the school premises overnight, nor should they be left on tables or in unlocked drawers during class times.

3.15   Planner

At the start of first term, the principal/coordinator should establish a yearly calendar noting planned staff meetings, parent–teacher meetings, excursions, professional development programmes and other activities. The calendar should be regularly updated, and distributed or published as appropriate.

3.16   Playground supervision – Yard duty

Principals and coordinators are responsible for organising a yard duty roster. All students must be adequately supervised during recess times. The school is responsible for the proper supervision of students in its care and this includes recess time as well as classroom time.

3.17   Professional development

Principals and coordinators need to inform teachers of external professional development opportunities. Professional development activities should also be held within the school.

Teachers should be encouraged to attend sessions organised by state/territory Departments of Education, Languages and Multicultural Education Resource Centres, Ethnic Schools Associations and/or Federations of Community Languages Schools or other bodies. See Appendix 5.8 for information on possible professional development activities.

3.18   Quality Assurance Framework

A Quality Assurance Framework for community languages schools has been developed by Community Languages Australia on behalf of the Australian Government. Schools should use this framework in developing their school programmes.

The Quality Assurance Framework comprises the following elements:

- family participation
- curriculum
- leadership and governance
- monitoring and evaluation
- purposeful learning
- teaching practice
- student wellbeing
- community and educational.

For more detailed information, refer to
http://www.communitylanguagesaustralia.org.au/QualityAssurance.html.

3.19   Discipline and behaviour policy

A school policy regarding discipline procedures should be prepared and agreed to by all staff. This policy needs to provide a basis for action if discipline problems arise. Discipline difficulties can best be overcome if all involved in an incident are able to arrive at a solution by negotiation. While the principal is available to support teachers, it is not always possible or appropriate for senior staff to be asked to solve problems between teachers and students. Corporal punishment or punishment that belittles students in any form is banned. Students should never be sent into passageways for disciplinary reasons

Appendix 5.5 provides guidelines to assist with the development of an appropriate discipline policy.

3.20   Computers and information and communications technology policy

Information and communication technologies (ICTs) are a vital component of today's learning environment. Schools should develop a policy on the integration of ICTs into teaching and learning programmes and the proper use of computers and other ICT equipment in the classroom.

3.21   School excursions

There are a number of strategies community languages schools and teachers can adopt to enhance the learning of their students. One of the most useful is to develop school programmes that incorporate innovative approaches to teaching and learning, especially for the primary and lower secondary years. Appendix 5.6 lists some activities that could be offered, together with a draft Parental Consent Form.

3.22   Student records

Files are to be kept by the principal or appointee in accordance with the relevant privacy principles (refer to section 2.4 on privacy). A file card or computer file for each child should contain details of:

- an emergency contact for parents at home and at work
- an emergency contact in lieu of parents
- the name of the family doctor
- any special medical factors affecting the child.

Cumulative records of the progress of each student should be kept in individual files in a secure and accessible place. These could contain:

- copies of tests completed
- samples of work
- languages spoken at home profiles

- other relevant records.

Teachers should remember that while all information in student records is private, parents and legal representatives may request access to them. Written comments should be made with this in mind.

3.23   Timetables

A master school timetable, class timetables and yard duty timetables should be prepared and distributed early in the school year. They should be regularly updated and distributed/published as appropriate.

4 Teachers' responsibilities

4.1 Student absences

Refer to section 3.5 (Attendance records) for general information on keeping a record of students' attendance.

Reasons for students' absences are to be noted in the attendance roll and explanations provided by parents are to be filed and retained until the end of the year. Information regarding students' absences can be conveyed personally to the teacher by phone or by note.

Unexplained absences should be followed up and a request made to the parent for a written explanation.

Irregular attendances that concern a class teacher should be reported to the principal for follow-up.

4.2 Staff absence

Any teacher who will be absent or late must phone the principal or class organiser as soon as practicable. The earlier the notification is received, the easier it is to find a replacement.

4.3 Students leaving the school grounds

Once students arrive at a community languages school, they must not leave the grounds for any reason.

If a student needs to leave before the end of the class, the parent/guardian will either:

* obtain oral permission from the principal, who will notify the teacher
* provide a signed note to the teacher.

In both cases, only the parent/guardian may pick up the student from the classroom, unless a third person is named in the note or when speaking to the principal.

4.4 Classroom tidiness and safety

Teachers should leave rooms tidy at the end of their lesson. A neat attractive room provides a good working atmosphere and encourages students to be tidy. Chalkboard or whiteboard preparation is also important and the way teachers approach this task is likely to be reflected in students' work. Schools that hire premises also have a responsibility to meet the conditions of hire that have been negotiated with the owner.

Community languages school teachers need to keep the following in mind with regard to their classrooms:

* It is not part of a cleaner's duty to pick up litter or students' belongings, nor to remove paint, Clag, glue or adhesive tape marks from windows or furniture.
* Teachers should closely monitor the care of furniture, particularly table tops. Students must not be allowed to deface furniture or fittings.
* Drawing pins, nails, staples and adhesive tape are not allowed to be used on paint work or chalkboards.
* Chalkboard ledges and table tops will not be cleaned by cleaners unless they are cleared of all materials.
* Teachers should ensure that all rooms are well ventilated to avoid a stuffy atmosphere.
* Teachers should ensure that students do not rock back on their chairs. If they fall backwards and injure themselves the teacher may be found to be negligent.

4.5 Displays

Where premises are hired from other schools, the proper use of classrooms and process for displaying work should be included in the written agreements between the community languages school and the host school.

It is important to display students' work as much as possible. Teachers should create opportunities for displays in classrooms, if the situation allows, and/or within community venues.

4.6 Excursions

Excursions are a valuable experience for students and are encouraged as part of the teaching and learning program. Appendix 5.6 contains some ideas for excursion planning and provide examples of forms to be used to obtain the permission of parents to allow students to attend excursions or school camps.

4.7 Lesson planning and evaluation

Teachers should plan their lessons carefully to make maximum use of the time the students are in their class. It is the teacher's responsibility to ensure that students make satisfactory progress. Well-planned lessons and appropriate assessment activities are essential. See Appendix 5.7 for some example approaches to lesson planning and an example lesson plan.

It is essential that teachers undertake regular evaluation of all subject areas. Records should be able to be readily interpreted and be available to senior personnel at all times.

Student achievement should be assessed to provide feedback on learning as well as provide a record to assist with parent interviews and other discussions.

Teachers should expect a high standard of written work from their students and should set an example of neatness for them. Students should be given every encouragement to work neatly and should be discouraged from defacing workbooks, textbooks and supplies.

4.8 Parent–teacher interviews

It is suggested that teachers meet with parents two to three times a year. The first meeting should occur early in the year to explain the teachers' plans and strategies and what is expected of the students. A mid-year meeting can be useful for discussing progress and problem areas with parents. At the end of the year a parent–teacher meeting should be held to explain the year's work and final results.

Additional meetings may be needed for individual students.

Teachers should send written notification of the dates of these meetings in ample time for parents to make arrangements to attend.

4.9 Punctuality

Teachers should arrive at school at least 15 minutes before the start of their class, or earlier if directed, and should be prompt in taking charge of their class at the start of lessons. Teachers should remain in attendance for at least 15 minutes after the conclusion of the class. No class or assembly should be dismissed before the signal bell or designated time. Change-over of classes should be made with a minimum of delay.

4.10 Relief teacher information kit

All staff members should prepare a teaching information kit containing the class work programme, an indication of the areas covered to date and relevant information about the students. This can be used by a relief teacher taking a class or group for lessons when the regular teacher is absent.

4.11 Room supervision

Teachers must inform a person-in-charge if they foresee a need to leave the classroom during lesson time, and should make arrangements for appropriate supervision of students.

4.12 Student illness

Students who become ill should be sent to the principal or to a nominated teacher.

While teachers should use discretion with regard to attending to students for minor injuries and illness, if a student is seriously injured, particularly with a head injury, or too ill to be in the classroom, immediate action must be taken and the parents contacted.

4.13 Teacher professional learning

Professional development is important for the professional growth of teachers and instructors. School authorities and principals should inform staff of the PD and training opportunities provided by state and territory Departments of Education, Ethnic Schools Associations, Community Languages Australia and other authorities.

Networking, professional and materials development sessions should also be facilitated by school authorities based on identified needs. A number of useful websites are listed in section 8. These websites provide information on teaching and learning, materials, professional development, training, administrative issues and national contacts.

4.14 Teacher's duty of care

Schools must ensure that community languages school teachers exercise the same care and supervision of students as a parent would. Therefore teachers must:

• maintain constant supervision of the students in their charge

• not send students on messages out of the school grounds

• take immediate action in any situation where there is a threat to the welfare or safety of a student

• attend their allocated yard duty time

• ensure that no student leaves school premises without written parental permission

• ensure that a safe and appropriate working environment is created and maintained in the classroom

• ensure a visitor's register is signed by people entering the school premises.

5   Appendices

A number of document exemplars, proforma letters and other protocols are provided to assist community languages schools with a range of functions and practices. They include:

- a sample accident register
- a sample enrolment form
- information on attendance rolls
- suggested communication strategies
- recommended discipline guidelines
- an excursions checklist and sample excursion form
- a lesson preparation checklist and example lesson plan
- guidelines for professional development
- suggestions for whole-school programmes and activities
- a disaster plan checklist.

5.1 Accident register

An accident register is to be maintained in each school. The register should contain the following information:

Date	Name of accident victim	Class	Accident (type, where it happened, how)	Action taken	Witnessed by (signature)

In the case of a major accident, a short report should be attached to the register.

5.2 Student enrolment form

Name of school:	Year: 2007

Parents' section

Student's personal details

Family name:

Given name:

Date of birth: /   /19

Sex:_____(male/female)

Address:

Suburb:

Postcode:

Telephone:

Year level in day school:

Year level in community languages school:

Does the student attend the Victorian School of Languages (VSL)? If YES, which centre and for which language?

Father's/male guardian's details

Family name:

Given name:

Relationship to student:

Country of birth:

Emergency contact no.:

Mother's/female guardian's details

Family name:

Given name:

Relationship to student:

Country of birth:

Emergency contact no.:

Name of parent/guardian: (please print)

Signature of parent/guardian:_____(father/mother/guardian)

Date: /   /2007

Accident declaration

In the event of illness or injury to my child whilst at school, or on an excursion, or travelling to or from school, I authorise the Principal or senior staff member in charge of my child, where it is impracticable to communicate with me, to consent to emergency medical arrangements on my behalf as are deemed necessary by a qualified medical practitioner. Such consent includes anaesthetics, blood transfusions and/or operations. (Strike out if consent is not given for any of these procedures).

Signature of parent/guardian:_____

Day school section

Day school attended by student:

Is the student studying a language other than English at this school during normal school hours?

☐ Yes ☐ No   Please specify language/level:

Is this student enrolled with the VCAA for VCE Units in this language through this school in 2006?

☐ Yes ☐ No   If YES, please specify unit names/levels:

Is the student an overseas full fee-paying student? ☐ Yes ☐ No

Declaration by principal of student's day school

I certify that the applicant is a student in full – time attendance at this school and in the year level stated above and that the school has recorded that the student is studying a language at the above community languages school.

Name of Principal _____   Signature of Principal _____

Date: /   /2007   (Official stamp of school)

5.3　Attendance roll information

Requirement

• Each teacher must maintain an attendance roll for each class.

Information to be included

• The roll should contain the following information:
  – names of students in alphabetical order with surnames first
  – addresses
  – telephone numbers
  – names of emergency contacts and their telephone numbers
  – any significant illnesses of individual students
  – any special conditions applying to any student.

Marking the roll

• The roll should be marked twice each time classes are held (once at the beginning of class and once at the end of classes) as follows:
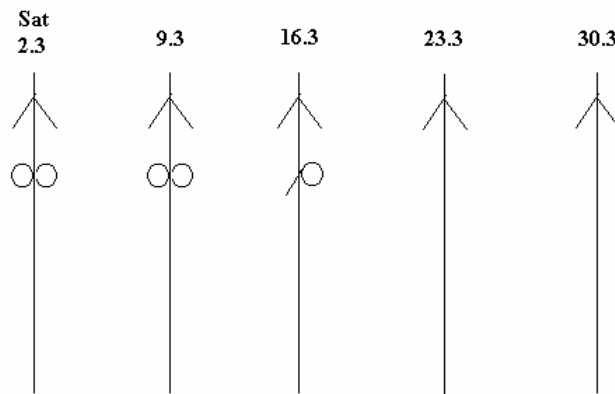
• Teachers should indicate if a note or explanation for absences has been received and file that information appropriately.

5.4   Communication strategies

Within the community languages school through:

- regular staff meetings
- the use of a noticeboard
- the public address system
- pigeon-hole distribution
- the general planner
- team meetings.

Between school and home though:

- regular newsletters
- notices to parents
- parent–teacher interviews
- 'meet the teacher' acquaintance nights
- informal contacts.

Staff meetings held on a regular basis to discuss:

- administrative matters
- student wellbeing
- professional development
- curriculum and policy planning.

Staff newsletter

A staff newsletter is an excellent way of communicating coming school events to teachers and of encouraging teachers to share their ideas and express their views.

School newsletter

A school newsletter distributed to parents is an excellent way of letting families knows about school activities. Such a newsletter could contain:

- school news
- information about school management activities
- community news
- news about teaching programmes and lessons
- requests from teachers for resources and help from community members
- contributions from teachers about their classes activities.

School website

Where possible, schools should consider developing a school website to provide information about school activities and posting materials and resources for the use of staff and parents. The school website should also include links to the relevant state or territory Ethnic Schools Association or Federation, Community Languages Australia (http://www.communitylanguagesaustralia.org.au), the Australian Government Department of Education Science and Training (DEST) (http://www.dest.gov.au) and the relevant state/territory Departments of Education website.

Notice boards

Notice boards can be used to display news, notices, printed matter and by administrators and teachers to exchange information and to make requests.

5.5   Discipline guidelines

The quality of a community languages school is enhanced when teachers, students, principals and parents work together harmoniously for the betterment of the school's educational standards and the individual development of the students. How well this goal is achieved is a measure of the success of a school.

Monitoring the behaviour of students is an important element in this aim and is the responsibility of every teacher, regardless of whose class the student attends. While each teacher has specific responsibility for their own class, it is expected that all staff members will take responsibility for discipline as the occasion arises, and will encourage acceptable standards of behaviour from all students. Acceptable behaviour is as important in the playground and corridors as it is in the classroom.

Developing cooperative behaviour

- Teachers need to maintain a high standard of order and discipline in their classes and should encourage students to be courteous and polite at all times.
- Teachers should create a positive atmosphere by setting a good example to students in terms of behaviour, by arranging attractive displays within the classroom and by encouraging students to leave their tables and their rooms in a clean, tidy condition.
- Teachers should always supervise students when they are entering or leaving rooms or the building. Students must be supervised in the building during recess or before and after class times. Teachers need to use common sense when allowing students to leave the classroom to visit the toilet.
- Teachers should avoid leaving the room for trivial reasons. If it is necessary to do so, teachers should ensure that students are adequately occupied and appropriate supervision arranged.
- Teachers should encourage quiet, orderly behaviour at assemblies, in corridors and at final dismissal, and ensure that students know the correct doorways to use when entering and leaving the building. Teachers should also check any untoward behaviour by students as they make their way to and from the school.
- Sufficient, interesting work should be provided to keep all students busily employed for the whole period and teachers should encourage students to give them their undivided attention and to participate in lessons. Teachers should supervise written work carefully to maintain standards and to help students to improve their results.
- Monitors can often be helpful in setting acceptable patterns of behaviour, and students who are to be made monitors should be thoroughly instructed in their role and their duties.

Conflict resolution materials are freely available from the website of the Conflict Resolution Network at http://www.crnhq.org.

Dealing with discipline problems

A school should develop its own behaviour policies, taking its particular circumstances into account. In doing so, the following should be considered:
- If a discipline problem occurs, teachers should examine their own behaviour, teaching methods and strategies to see if these might have contributed to the problem.
- If the matter cannot be resolved by talking with the student, the teacher should consult the principal for assistance or possible further action.
- **Corporal punishment or any punishment that is likely to harm the student physically or mentally must not be used.**
- Detention of students must be in accordance with the policy developed by the school.
- No student should be left in a room unsupervised to serve any detention, and corridors must never be used for detention or punishment. A teacher should not be alone in a room with a student during a detention.
- Teachers should avoid shouting at students. Experience shows that this is usually counter-productive and has little impact. Best results are gained by speaking normally and using their given name rather than their surname.

5.6   Excursions

Excursions can provide an exciting opportunity for students to increase their knowledge, to practice what they have learnt or to focus on a specific learning area for an extended period. Excursions can be as simple as a one-hour trip to a local shopping centre, or they can be major events such as a whole-day field trip to the country or a school camp involving travel and accommodation over a few days. The following checklists may assist teachers in planning excursions.

Excursions in the local area

- Evaluate the students' prior experiences, then decide what appropriate new experiences will extend the concepts that you want to develop.
- Consider possibilities and go to the selected venue to explore what it can offer.
- Discuss the feasibility of the excursion with your principal and with other teachers.
- Ensure that the required teacher–student ratio, as required for that state/territory, is observed.
- Present the completed excursion consent form and copy of letter to parents to the principal for approval (see page 25).
- Finalise the excursion details, including venue and transport if required.
- Make up a class list.
- Prepare activities to be undertaken during and following the excursion.

Excursions further afield

- Check that the appropriate venue is available, that it has the required facilities, including provision for wet weather, and that the dates and times are available.
- If other staff members are involved, arrange a meeting to discuss details and arrangements.
- Prepare information for parents (see page 25), including:
    – date(s) of the excursion and departure and arrival times
    – mode of transport to be used
    – cost of the excursion
    – indication if any special clothing might be required
    – catering arrangements – whether students need a packed lunch from home or whether meals be bought
    – medical authorisation.
- Send the consent forms home at least two weeks prior to the excursion. At the beginning of the school year, it is a good idea to check that medical treatment consent, signed by parents, for all students enrolled in your class is held by the school (see sample student enrolment form in Appendix 5.2. If not, then send a new consent form to parents for signing.
- Keep an accurate record of returned forms and payments.
- Before the excursion, check final arrangements with the venue and transport company and ensure alternative arrangements are in place should the weather become unfavourable.
- Prepare an attendance roll. If students are to be taken in groups, make sure that other teachers, aides or parents have a list of the students in their care.
- Prepare name tags and see that first aid equipment, cameras and film are available. Finalise catering arrangements, if applicable.
- On the day of the excursion, check the student list against the students actually going. Make sure of arrangements are in place for those not attending.
- Notify the principal when you are leaving and report to him/her on your return.

During excursions ensure observance of the following safeguards

- Check the number of students getting on and off buses.
- Maintain order and supervise students at all times.
- Make provisions for action to be taken by adults and students if a student becomes separated from the group.

- Ensure students know and obey the rules applicable to the area being visited.
- If the return journey is delayed, contact the school so that parents can be informed.

Follow-up

- Appropriate follow-up activities should be designed prior to the excursion to ensure maximum benefit is gained from the experience. These can include art/craft, library, drama, photography, film-making etc., all of which can be used to develop oral and written expression.
- The use of an iPod, cassette recorder or video, both during the excursion and on return, can stimulate discussion.

Student–teacher ratio

For general excursions and excursions involving swimming, teacher–student ratios to be observed should be checked out with the relevant state/territory Education Department.

School excursion form

Dear parents

The students of class   will be attending an excursion to

on   (date, time of departure and return to be included)

The cost will be   .

Students are to return money and this signed form by   .

The aim of the excursion is

and it is expected students will participate in the following activities:

Signed:

Parental permission

I hereby allow my child   , in class

to attend the planned excursion to

on   .

In the event of illness or injury to my child whilst on an excursion, I authorise the senior teacher in charge of my child, where it is impracticable to communicate with me, to consent to emergency medical arrangements on my behalf as are deemed necessary by a qualified medical practitioner. Such consent includes anaesthetics, blood transfusions and operations.

Signature of parent/guardian:

Privacy clause

The information you provide in this document will be used only for the purpose of [insert details of excursion]. The information will not otherwise be disclosed without your consent, unless authorised or required by law. All efforts are made to ensure the information we hold is accurate and complete. Please ensure you notify us of any changes to your information. Your information will be stored on a computer and in hard copy; all efforts are made to ensure that neither is accessible outside of the [insert details of school]. All efforts will be made to remove or de-identify your information when it is no longer required for the above stated purpose.

Community language camp form

Description of activity (Its purpose and what will happen)

School name:

Location of camp:

Activities involved:

Date(s)

Departure & arrival times

Teacher in charge:

Medical information on participating student

(This information to be provided by parents to assist the school in the case of any medical emergency which may arise. All information is held in confidence).

Full name of student:

Date of birth: Year level:

Full name of parent/guardian:

Address:

Postcode:

Telephone contact: (ah)   (w)

Other emergency contact:

Name, address and telephone number of family doctor:

Medicare no.:

Please tick if the student suffers any of the following conditions:

□ Bedwetting   □ Fits of any type   □ Heart condition

□ Dizzy spells, blackouts □ Sleepwalking   □ Asthma

□ Diabetes   □ Migraine   □ Travel Sickness

Please specify any other disabilities or conditions requiring special care during the camp/excursion (attach additional information if necessary).

Please specify any allergies the student is known to have (e.g. penicillin, other drugs, foods)

Tetanus immunisation

Year of completed tetanus immunisation or last booster was
(if over ten years since immunisation or last booster, parents are advised to arrange a booster and inform the school prior to the camp/excursion).

Tablets and medicines

Please specify any medication which the student may be taking during the camp. (Indicate name and dose of medication).

All medicines must be handed to the teacher in charge prior to leaving, with the student's name, the dose to be taken and when it should be taken. These will be kept in the first aid centre and distributed as required. If it is necessary for the student to carry his/her own medication eg for asthma, it must be with the knowledge and permission of both a parent and teacher in charge.

Authorisation by parent for emergency treatment

In the event of my son/daughter requiring medical attention I understand that the teacher in charge of the camp/excursion will endeavour to communicate with me concerning the required action.

If this is not possible, the teacher in charge will administer or seek whatever treatment he/she judges to be reasonably necessary.

Signature of parent/guardian: Date

Privacy clause

The information you provide in this document will be used only for the purpose of [insert details of excursion / activity]. The information will not otherwise be disclosed without your consent, unless authorised or required by law. All efforts are made to ensure the information we hold is accurate and complete. Please ensure you notify us of any changes to your information. Your information will be stored on a computer and in hard copy; all efforts are made to ensure that neither is accessible outside of the [insert name of school]. All efforts will be made to remove or de-identify your information when it is no longer required for the above stated purpose.

5.7   Lesson preparation

Important basics

- Familiarise yourself with the set curriculum.
- Know your students' strengths and weaknesses and assess where they are in their learning.
- Plan your activities, teaching strategies and evaluation procedures with the students in mind.
- Explain your expectations regarding presentation, homework, assessment and behaviour to your students.
- Make the classroom as attractive and inviting as possible.
- Assess the resources you will need.

Lesson planning

(See page 30 for an example lesson plan.)

Teachers should plan their lessons carefully to ensure effective teaching. This planning should be done on the basis of a course or unit and with the particular group of students in mind. There are many ways to set about planning lessons; the following are some approaches from teachers working in community languages schools.

Approach 1

Aim: What is the general purpose of this lesson?

Objectives: What is the specific purpose of this lesson?

                What are the skills to be practiced?

Preparation: What needs to be done before the lesson?

Development: What are the steps that need to be taken?

                What is the student involvement?

                What questions should this lesson raise?

                What aids will assist in this lesson?

Evaluation: How will the lesson be evaluated?

                Were the aims and objectives achieved?

Recording: Will students need to record their work – if so how?

                Will you need to record your results – if so how and where?

Approach 2

The students

- Who are they?
- What is their background?
- What age are they?
- At what stage of development are they?
- What experiences in language acquisition have they had?
- What is their attitude to learning a language other than English?
- What support does the student have in learning that language (e.g. at home, from grandparents, etc.)?

Having found answers to these questions, a teacher can develop topics and relevant teaching strategies.

Themes and topics

When choosing topics, teachers need to ensure that the learner has an understanding of:

- the concepts involved
- the necessary language to understand what is being taught

- family support to expand the learner's vocabulary.

The teacher needs to:
- have adequate knowledge of the topic
- have an understanding of the level of development of the student
- prepare a list of vocabulary associated with the topic
- establish the level of the language ability of the group.

Aims

If the aim is to develop language skills, then the teacher needs to be realistic in setting aims and needs to ask:
- what level of language the student has already attained
- how this level can be increased.

Approach 3

In planning a lesson, teachers could consider the following:

Introduction
- What is going to be learned?
- What previous relevant work needs to be reviewed?
- What is to be achieved?

Main body
- What is going to be taught?
- What teaching strategies will be used?
- What aids are needed?

Conclusion
- What was set out to be achieved?
- How will that be evaluated?
- What have the students learnt?
- What needs to be followed up in the next lesson?

Example lesson plan

Unit topic:			Year level:
Lesson number:	**Lesson topic:**		**Learning area:**

Unit aim or outcome:

Lesson outcomes: (What do I want the students to be able to do, know or think at the end of this lesson?)

Resources: (What do I need to have on hand for this lesson?)

Lesson outline

Introduction: (How can I best motivate students and explain the importance of this lesson? This should not be longer than 5–10 minutes, with links to prior learning or experiences.)

Teaching strategies/learning activities: (Ask yourself: 'What will support the students to learn the points I am trying to teach and to reach the outcomes I'm aiming for? What will students be doing? What will I as teacher be doing?')

Students will ……	**Teacher will…**

Conclusion: ('How can I capture the main learning points of the lesson?')

Assessment: (How will I check if students have understood the teaching points and how will I record student progress?)

Any special considerations or contingency plans: (Consider students with special needs or the particular needs of your class or school.)

Self-reflection/Evaluation of the lesson: (What worked? What didn't?)

5.8   Professional development

Principals of community languages schools and state and territory community languages school authorities should carefully consider providing ongoing professional development programmes for their staff. In doing so, the following should be taken into account:

- an assessment of community needs
- the need for teachers to be trained to deliver language-specific professional development
- the use of existing community resources
- the need for the development of materials.

Professional development activities are offered by:

- mainstream schools and networks
- ethnic communities
- state and territory Education Departments
- state/territory Ethnic Schools Associations or Federations of Community Languages Schools
- Community Languages Australia.

Suggested topics for staff with no formal teaching qualifications

Language acquisition

- How is a language learnt?
- Second language development
- Elements that assist students to learn a language

Teaching skills

- Strategies for teaching a language
- Strategies for teaching the skills of listening, speaking, reading and writing

Evaluating student work

- What to assess and how?
- Assessment and testing procedures
- Interpretation of results
- Planning future work

Planning a unit of work

- Structure
- Method
- Content

Classroom management

- The role of the teacher
- Creating a positive classroom environment
- Strategies for successful classroom management
- Assessment and recording
- Operations manual

Materials development

- Aids that assist in language teaching
- Use of audiovisual equipment

Resources

- The resources available to community languages school teachers

Suggested topics for staff with credit-bearing courses

Language acquisition

- Relevant teaching theories, practice and strategies

Learning a second language and mother tongue maintenance

- The problems encountered and how they can be overcome

Creating a successful teaching and learning environment

- What constitutes a conducive learning environment?
- Creating a successful language school environment

Curriculum design

- Structure
- Method
- Content

Teaching strategies

- Strategies for the language school classroom

Materials development

- Developing new materials and adapting existing print and audiovisual materials
- Use of IT to support language learning

Professional development

- Developing a language-specific professional development programme for the school

5.9   Whole-school programmes and activities

There are a number of teaching strategies that can be adopted across a number of year levels which encourage students to learn and to interact with their fellow students. The following are just a few suggestions.

Writing

Students can:

- make drafts
- conference their work
- review their work
- conference their work a second time
- publish their work.

Published work could form the basis for class or school reading materials.

Reading

Students can be encouraged to read if they are offered a range of materials and activities such as:

- weekly monitoring sheets
- book fairs
- read-a-thons
- novel dress-up days.

School camps

School camps help to develop social cohesion between class members and across a school, and are significant in encouraging learning. Language camps are particularly valuable for community languages schools, and schools are encouraged to plan for them.

School concerts

Students should be encouraged to participate in activities that assist in the development of language. For example:

- drama
- mime
- dance
- singing.

5.10   Counter-disaster plan

In the event of any form of disaster, teachers should be aware of the correct procedures to be adopted. It is the responsibility of the principal to familiarise staff with these procedures.

Principals are to nominate a person to be responsible for overseeing procedures in their community languages school. Principals are also to:

- nominate a central point as a meeting place in the case of a disaster
- nominate a site as a safe area for evacuation
- decide on the form of notification that a disaster procedure is beginning, e.g. a warning bell, siren, etc.

The principal should ensure that all staff have a map of the school venue showing:

- the location of classes
- all exits and the direction of these exits
- meeting points and evacuation sites.

Teachers, under the instruction of the principal or nominee, should occasionally perform disaster drills so that everyone is aware of the correct procedure.

In the case of evacuation from the classroom, teachers must take their attendance roll with them and, upon assembling at the venue, must check that all students in their care have been evacuated.

Emergency telephone numbers

The following numbers should be given to **all staff** and placed conveniently near **all telephones**.

- Ambulance
- Fire brigade
- Gas and Fuel Corporation
- Local doctor
- Local electricity supply
- Local hospital
- Poisons information centre
- Police
- RSPCA
- State electricity commission
- State Emergency Service
- Telecom security
- Water and sewerage

Procedures for dealing with emergencies

Fire – External

- Notify the fire brigade.
- Ascertain the extent of the danger.
- Continue as normal, or evacuate as directed.
- Notify your community languages school authority, the host school principal or owner of premises where the class is held.

Fire – Internal

- Check the place and extent of the fire.
- Evacuate as necessary.
- Call the fire brigade or, if can be done safely, try to put the fire out.

Animal threat

- If the situation is potentially dangerous, have the bell rung and direct students to go to their classrooms.
- Keep students inside until the situation is resolved.

- If a staff member can control or remove the animal, this should be done.
- If the animal cannot be controlled, contact the RSPCA or the police.

Toxic emission

- Call the police or the fire brigade.
- Evacuate as necessary – choosing a safe area, taking wind velocity and direction into account.
- If anyone is injured or trapped, assess the extent of the danger before attempting to move the person.
- Electricity, gas and water to the area may need to be switched off.

Bomb threat

- Call the police.
- Notify Telecom security.
- Evacuate totally, beyond the school grounds or venue if necessary.

Gas leak

- Following the alert, the nature of the emergency should be diagnosed as quickly as possible.
- Students should be retained in their usual environment if possible.
- Notify emergency services if necessary.
- If directed to evacuate, choose a safe area, taking wind velocity and direction into account.

Lost student

- Inform the principal or the most senior member of staff immediately.
- Notify the child's parents.
- Notify the police.
- Maintain an open telephone line.
- Investigate whether other teachers or students know:
  – the student's possible whereabouts
  – what the student was wearing
  – the emotional state of the student
  – the time the student was last seen.
- Have a school photo of the student available if possible.

Earth tremor

Indoors

- Position everyone under tables or door frames and away from windows.
- Ensure no one leaves the building.
- When the tremor has ceased, evacuate the building.
- Check the building for damage.
- Gas, water and electricity should be switched off as soon as practicable.

Outdoors

- Move everyone away from the buildings and from trees.
- When the tremor has ceased, check the buildings before allowing students to re-enter.
- Gas, water and electricity should be switched off as soon as practicable.
- Notify the host school principal or owners of the premises where the community languages school is held if there has been any damage.

Extortion, terrorist siege, hostage threat

- Contact the police on another line if possible.
- Retain an open telephone line.
- Attempt to confirm the available facts.
- Advise staff discreetly to avoid panic.
- Assemble personnel with direct knowledge of such events.

- Assist the policy as necessary.
- Evacuate, if appropriate, and as directed by the police.
- Notify the community languages school authority.

Food contamination/poisonous substances

- Assess the number of people involved.
- Notify the ambulance, a doctor and the Poisons Information Centre. Give as much information as possible.
- Notify the parents of any students involved.
- Render first aid if possible or necessary.
- Collect samples of the substances concerned – food, drink and vomitus – for testing and identification.

Air disaster

Following the crash:

- check the crash site
- evacuate totally or partially as directed by the principal or his/her nominee
- assist when it is safe to do so, but do not endanger life
- call the fire brigade, the police and the State Emergency Service
- await instructions from the principal or nominee
- keep everyone clear of the area if they are not involved in assisting the emergency services
- establish a liaison centre
- notify the community languages school authority.

Major transport accident

(Raid disaster, petrol tanker explosion or a car accident where the car enters the school grounds.)

- Assess the situation for potential fire, explosion or gas leakage.
- Evacuate everyone well away from the disaster; not downwind if there is a gas leak.
- Call the fire brigade and the police.
- Establish a liaison centre.
- Notify the community languages school authority.

6 State and territory registration/accreditation processes and eligibility for funding

Refer to state and territory Department of Education websites in section 8 for current information.

Attached are hard copies of the processes and procedures as provided by Departments of Education in each jurisdiction.

- Australian Capital Territory
- New South Wales
- Northern Territory
- Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia

7   National and state and territory contacts

7.1   National

Community Languages Australia

Stefan Romaniw OAM, Executive Director
Address: 185 Faraday St, Carlton, VIC 3053
Ph: 03 9347 0379
Fax: 03 9347 0297

Email: sromaniw@bigpond.net.au
Website: http://www.communitylanguagesaustralia.org.au

7.2   State and territory

Australian Capital Territory

ACT Ethnic Schools Association

Joseph Yoon, President
Address: GPO Box 2601, Canberra, ACT 2601
Ph: 02 6230 5191
Fax: 02 6230 5033

Email: actesa@iinet.net.au
Website: http://www.actesa.org.au

New South Wales

NSW Federation of Community languages schools

Albert Vella, President
Eva Tzadouris, Executive Officer
Address: Marrickville West Public School
Beauchamp St, Marrickville Sth, NSW 2204
Ph: 02 9558 6134
Fax: 02 9558 6176

Email: albertvella@optusnet.com.au
Website: http://www.communitylanguagesnswfed.com

Northern Territory

Ethnic Schools Association of NT

TBC before printing

Queensland

Ethnic Schools Association of Queensland

Narendra Nand, President
Kelly Timmons, Executive Officer
Address: LOTE Centre
Montague St, Westend QLD 4101
Ph: 07 3360 7520

Email: Kelly.timmons@qed.qld.gov.au
Website: http://www.esaq.org.au/

South Australia

Ethnic Schools Association of SA

Inta Rump, Administrative Officer
Address: Ethnic Schools Education Centre
12 Robson Rd, Hectorville, SA 5073
Ph: 08 8365 1255
Fax: 08 8365 0571

Email: Rumpe.Inta@saugov.sa.gov.au
Website: http://www.decs.sa.gov.au/ethnic/

Tasmania

Ethnic Schools Association of Tasmania

Mahendra Pathik, President
Address: ESA Tasmania c/o Multicultural Council of Tasmania
49 Molle Street Hobart TAS 7000
Ph: 02 6231 0357

Email: mcot@tassie.net.au

Victoria

Ethnic Schools Association of Victoria

Fahry Abubaker, Executive Officer
Address: 150 Palmerston St, Carlton, VIC 3051
Ph: 03 9349 2400
Fax: 03 9349 1295

Email: Abubaker.fahry.f@edumail.vic.gov.au
Website: http://www.esav.org.au

Western Australia

Ethnic Schools Association of WA

Sirina Sirna, Executive Officer
Address: PO Box 405, North Perth, WA 6906
Ph: 08 9228 2220

Email: ssirna@iawcc.org.au

8   Useful website links

8.1   Departments of Education

- Australian Government Department of Education, Science and Training
  http://www.DEST.gov.au
- ACT – Department of Education and Training
  http://www.decs.act.gov.au
- NSW – Department of Education and Training
  http://www.schools.nsw.edu.au
- NT – Department of Employment, Education and Training
  http://www.deet.nt.gov.au
- QLD – Department of Education & the Arts
  http://www.education.qld.gov.au
- SA – Department of Education and Children's Services
  http://www.decs.sa.gov.au/decs_home.asp
- TAS – Department of Education
  http://www.education.tas.gov.au
- VIC – Department of Education and Training
  http://www.education.vic.gov.au
- WA – Department of Education and Training
  http://www.eddept.wa.edu.au

8.2   Other organisations

- Australian Bureau of Statistics
  http://www.abs.gov.au
- Australian Council of State School Organisations
  http://www.acsso.org.au
- Australian Parents Council
  http://www.austparents.edu.au
- Curriculum Links
  http://www.curriculum.edu.au/fineprint/links.php
- Department of Immigration and Multicultural Affairs
  http://www.immi.gov.au
- Federation of Ethnic Communities Council of Australia
  http://www.fecca.org.au
- Ministerial Council on Education, Employment, Training and Youth
  http://www.mceetya.edu.au
- United Nations Educational, Scientific and Cultural Organization
  http://www.portal.unesco.org

9 Languages taught in Australia's community languages schools

Albanian (SA, VIC)
Amharic (SA)
Arabic (ACT, NSW, SA, VIC, WA)
Arabic/Coptic (SA)
Armenian (NSW, VIC)
Assyrian (NSW, VIC)
Auslan (WA)
Bari (NSW,SA)
Bengali (ACT, NSW, QLD, SA, VIC)
Bosnian (NSW, QLD, SA)
Bulgarian (SA
Cantonese (ACT, NSW, SA, WA, VIC)
Croatian (ACT, NSW, QLD, SA, TAS, VIC, WA)
Czech (TAS
Dari (NSW, SA, WA)
Danish (VIC)
Dinka (NSW, SA, VIC)
Farsi (NSW, SA, TAS, VIC)
Fijian (QLD)
Filipino (NSW, QLD, SA, TAS, VIC)
Finnish (ACT, NSW)
French (NSW, QLD, SA)
German (ACT, NSW, QLD, SA, VIC, WA)
Greek (ACT, NSW, QLD, SA, TAS, VIC, WA)
Gujarati (NSW, QLD)
Harari (VIC)
Hebrew (ACT, NSW, SA, VIC, WA)
Hindi (NSW, QLD, SA, TAS, VIC)
Hmong (TAS)
Hungarian (NSW, SA, VIC, WA)
Indonesian (NSW)
Italian (ACT, NSW, QLD, SA, TAS, VIC, WA)
Japanese (ACT, NSW, QLD, SA, VIC)
Kannada (NSW)
Khmer (NSW, SA, VIC)
Kija (WA)
Korean (ACT, NSW, QLD, SA, TAS, VIC, WA)
Lao (NSW, VIC)
Latvian (NSW, SA, VIC)

Lithuanian (SA, VIC)
Macedonian (ACT, NSW, SA, VIC)
Madi (SA)
Malay (NSW, WA)
Maltese (NSW, SA)
Mandaean (NSW)
Mandarin (ACT, NSW, QLD, SA, TAS, VIC, WA)
Maori (ACT)
Nepalese (ACT, NSW)
Nuer (SA)
Oromo (VIC)
Persian (ACT, NSW, QLD, SA, VIC)
Polish (ACT, NSW, QLD, SA, TAS, VIC, WA)
Portuguese (NSW, QLD, SA, VIC, WA)
Punjabi (ACT, NSW, SA, VIC, WA)
Romanian (VIC)
Russian (ACT, NSW, QLD, SA, VIC, WA)
Samoan (QLD, NSW, ACT,)
Sanskrit (NSW
Serbian (ACT, NSW, QLD, SA, TAS, VIC, WA)
Sinhalese (ACT, NSW, SA, VIC, WA)
Slovak (TAS, VIC)
Slovenian (VIC)
Somali (NSW, SA, VIC)
Spanish (ACT, NSW, QLD, SA, VIC, WA)
Swahili (NSW)
Swedish (ACT, NSW, VIC, WA)
Tamil (ACT, NSW, QLD, SA, VIC, WA)
Tatar (SA)
Telugu (NSW)
Thai (NSW, VIC)
Tigrigna (VIC)
Tok Pisin (SA)
Tongan (ACT, QLD)
Turkish (NSW, QLD, SA, VIC, WA)
Uighur (NSW, SA)
Ukrainian (ACT, NSW, SA, VIC, WA)
Vietnamese (ACT, NSW, QLD, SA, VIC, WA)

10 Notes