**Operational and Administrative**

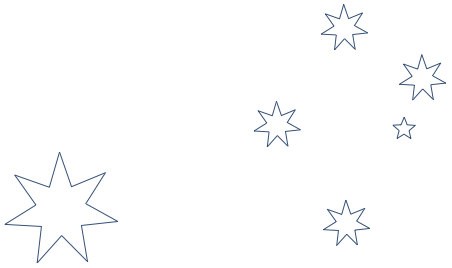
**Procedures Manual**

**for Community Languages Schools**

**Community Languages Australia**

*Australian Federation of Ethnic Schools Associations Inc.*

***Where language and culture come together***



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

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***Acknowledgments***

The original version of this document was funded by the Australian Government through the Schools Languages Programme administered by the Department of Education, Science and Training.

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# Glossary

AFESA: Australian Federation of Ethnic Schools Associations

Carer: Guardian or Custodian of a Child (used interchangeably with Guardian)

Chairperson: Person who Chairs the School Management Committee

Child: A Person Under 18 Years of Age in Relation to the Working with Children Check and Under 16 in Relation to the Child Safe Standards

CLA: Community Languages Australia

CLA Schools: Community Languages Schools Coordinated by CLA

Duty of Care: Staff Code of Conduct

Employer: Body or Person Responsible for the Operation and Accountability of a Community Language School

Employee: Any Person who Receives Payment at a Community Language School

Guardian: Carer or Custodian of a Child (used interchangeably with Carer)

Manager: Senior Staff Member or Member of School Leadership who supervises/is Responsible for Supporting and Performance Appraisal of Other Staff (used interchangeably with Supervisor)

School: Community Language School

Schools: Community Languages Schools

School Administration Member of the School Leadership Responsible for Managing the Operations

Leader: of a Community Language School

School Authority: Body or Person Responsible for the Operation and Accountability of a Community Language School

School Education Member of the School Leadership Responsible for the Education Provided at

Leader: a Community Language School

School Leader: Education or Administration Leader at a Community Language School

School Leadership: Employer and Education and Administration Leaders at a Community Language School

School Community: Students, Staff and Parents of Students at a Community Language School

School Management Committee Established by a Community Language School which is Generally

Committee: Chaired by the Person Responsible for the Operation and Accountability of a Community Language School. It includes Staff and Volunteer representatives (can also include Parent Representatives)

Staff: All Persons Employed or Working at a Community Language School, including Office Staff, Volunteers not Conducting Classes etc Standard: Child Safe Standard

Standards: Child Safe Standards

Supervisor: Senior Staff Member or Member of the School Leadership who Supervises/is Responsible for Supporting and Performance Appraisal of Other Staff (used interchangeably with Manager)

Teachers: Paid Teachers and Instructors and Volunteers at Community Languages Schools Who Conduct Classes

VCAA: Victorian Curriculum and Assessment Authority

VCE: Victorian Certificate of Education

Volunteers: Unpaid Staff at Community Languages Schools Who Do Not Conduct Classes

VRQA: Regulations and Qualifications Authority

WWC Check: Working with Children Check

# Introduction

Community Languages Australia (CLA) also known as the Australian Federation of Ethnic Schools Associations (AFESA) is an umbrella body designed to unite the community languages schools of Australia, and the state-based bodies which serve as their administrators. A key task of CLA is to consolidate these organisations under a single, organisational banner, and in the process, carry out many crucial roles in the creation, maintenance, and profile of Australia’s, over 1,000 community languages schools. One of the major activities of CLA is national coordination and quality assurance of community languages schools.

Community languages schools play a key role in providing over 98 languages across all Australian States and Territories to an excess of 110,000 school age children. They offer major advantages for communities and families, who are keen to maintain the language and culture of their heritage. Mainstream schools alone cannot provide the entire range of languages that learners may wish to study. Providing a wide range of languages is achieved through:

* mainstream schools, distance education providers and government schools of languages;
* in the case of Australian Indigenous Languages, schools working in partnership with Indigenous communities;
* community languages schools.

Community languages schools are thus recognised as complementary providers of languages and cultural education programs in Australia.

Community languages schools are managed and supported by culturally and linguistically diverse Australian communities to promote and teach their languages. They:

* 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 languages 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 and Territory Governments;
* are accredited and registered, in accordance with state and territory jurisdictional funding guidelines.

Some community languages schools in Victoria and interstate deliver Victorian Certificate of Education (VCE) or equivalent courses and have Victorian Curriculum and Assessment Authority (VCAA) accreditation (or equivalent in other states and territories).

The Victorian Regulations and Qualifications Authority (VRQA) and equivalent in other states and territories has set minimum standards to be met by those Schools providing services to children.

All community languages schools must comply with the minimum standards in order to be accredited/registered by their state-based association or jurisdiction for funding purposes. CLA is responsible for ensuring the minimum standards are met.

This *Operational and Administrative Procedures Manual for Community Languages* *Schools* is for use by community languages schools throughout Australia. It is designed to ensure operational and administrative procedures are addressed in community languages schools in a manner consistent with national and state legislative requirements. It provides the legislative parameters for operating a community language school and advice on sound management and teaching practices, with consideration for the duty of care required in school environments across Australia.

Its target audience includes:

* Community Languages Schools Authorities
* Community Languages School Leaders
* Teachers (teachers, instructors and volunteers) who conduct classes in community languages schools)
* Other staff at community languages schools
* Parents of students at community languages schools
* Host (mainstream) school representatives

The Manual is organised into six main sections:

* Legislative Requirements
* School Administration and Management
* Staff Responsibilities
* Teaching and Learning
* Appendices
* Resources and References

# 1 Legislative Requirements

Commonwealth, state and territory legislation regulate community languages schools and their operation. Ethnic Schools Associations/Federation of Community Languages Schools and School Authorities need to familiarise themselves and their staff with legislation that relates to education, operating community languages schools, working with children and associated matters. Some of these legislative requirements are:

* Working with Children Check
* Child Safe Standards
* Equal Opportunity - Antidiscrimination, Racial Vilification and Disability Discrimination
* Harassment, Victimisation and Bullying
* Occupational Health and Safety
* Alcohol and Drugs in the Workplace
* Emergency Management
* Privacy
* Association of Incorporation
* Copyright

## 1.1 Working with Children Check

In recognition of their obligation to provide a safe environment for children, community languages schools’ staff who have contact with children are required to have a valid Working with Children Check in compliance with the Victorian ***Working with Children Act 2005*** *(*or equivalent Acts in other states and territories*)*. The Check is just one of the responsibilities in creating and maintaining child-safe environments. Child-related work is not limited to work involving direct contact with children. Any contact with children, unless it is only occasional and incidental, is enough to trigger the requirement to get a Check.

The Working with Children Check is a legal requirement for most people engaged in child-related work. Penalties apply if a staff member at a community language school fails to comply with the Act. These penalties are substantial, and include fines, imprisonment, and in some cases, both.

Schools are advised to familiarise themselves with the guiding principles for the provision of a safe and supportive school environment, as articulated in the ***Student Safety and Staff Welfare Policies and Procedures Manual for Community Languages Schools*** *available at* www.communitylanguagesaustralia.org.au/. For further information also see: <http://www.workingwithchildren.vic.gov.au/home/about+the+check/purpose/working+with+children+act/>

## 1.2 Child Safe Standards

As part of the Victorian Government’s commitment to implementing the recommendations of the *Betrayal of Trust* Report, which found that more must be done to prevent and respond to child abuse in our community, there is a new regulatory landscape surrounding child safety, underpinned by the new *Protect Child Safe Standards.* The Child Safe Standards (**or equivalent in other states and territories**) are compulsory minimum standards for all community languages schools, to ensure they are well prepared to protect children from abuse and neglect.

The Standards apply to all community languages schools providing services for children. This includes Schools that provide services to both adults and children and includes organisations which are funded and/or regulated by Government and those which are not. A brief outline of the seven **Child Safe Standards** is provided below. All community languages schools’ staff must familiarise themselves with these standards.In particular they should familiarise themselves with the information provided in the ***Student Safety and Staff Welfare Policies and Procedures Manual for Community Languages Schools*** available atwww.communitylanguagesaustralia.org.au/

**Embedding a Culture of Child Safety (Standard 1)**

All Schools are required to plan, implement and review strategies that will embed a culture of child safety. This should include:

* a firm commitment from the School’s Leadership Team of child safety;
* the values and standards of the School reflecting this commitment by including in the School Statement and philosophy the importance of child safety and protecting children from abuse;
* designating a Child Safety Officer to promote child safety and the Child Safe Standards;
* conducting briefing sessions and professional development for all School staff on the Child Safe Standards.

**Child Safe Policy (Standard 2)**

All Schools are urged to develop and have a ***Child Safety and Welfare Policy*** publicly available to help raise awareness about the importance of child safety in their organisation and demonstrate their commitment to protecting children from abuse.

**Child Safety Code of Conduct (Standard 3)**

A Child Safety Code of Conduct is a requirement of the Child Safe Standards and applies to all Schools, their employees, volunteers, contractors and any other members of the school community involved in child-related work with students of the School. A Code of Conduct should list behaviours that are acceptable and those that are unacceptable. It should identify professional boundaries, ethical behaviour and how to avoid or better manage inconvenient situations.

**School Staff Selection, Supervision and Management Practices for a Child-Safe Environment (Standard 4)**

This Child Safe Standard relates to Staff Selection, Supervision and Management Practices to ensure a child-safe environment.

**Procedures for Responding and Reporting Suspected Child Abuse (Standard 5)**

The Children Youth and Families Act 2005 (Amendments to the Children, Youth and Families Act 2005 - March 2015, updated on 27 March 2015, summarises amendments to the Children, Youth and Families Act 2005 most of which took effect on 1 March 2016.) allows for two types of reports to be made if any staff member is concerned for the safety or wellbeing of a child – a report to Child Protection Services or a referral to Child FIRST.

Community languages schools’ staff should be supported through the appointment of a Child Safety Officer with specified ‘child-safe’ duties in their job description, including being the designated person to hear or be informed about all allegations or concerns and provide support to other staff. This will assist the School in ensuring that child safety is prioritised, and that any allegations of abuse or safety concerns are recorded and responded to consistently and in line with School’s legal requirements and policies and procedures.

Child Protection and the Victorian police (or equivalent in other states or territories) are responsible for investigating an allegation of child abuse. Any allegation of abuse by an employer, staff member or visitor to an education and care service must immediately be reported **to Police on the emergency number 000**.

**Strategies to Identify and Reduce or Remove Risks of Child Abuse (Standard 6)**

A new offence for failure to disclose child sexual abuse came into force in Victoria on 27 October 2014. This offence has been introduced as part of the *Crimes Amendment (Protection of Children) Act 2014*, in response to a recommendation from the report of the Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, *Betrayal of Trust*.

The new offence requires that any adult (aged 18 and over) who holds a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child (aged under 16) disclose that information to police (unless they have a reasonable excuse).

In addition, the National Quality Standard and Regulations provide a national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours services across Australia

The aim of the National Quality Standard Quality Area 2 is to safeguard and promote children’s health and safety, minimise risks and protect children from harm, injury and infection. In particular **Standard 2.2.3** relates to Child Protection.

Further, **Regulation 84** of the Education and Care National Regulations is the Awareness of Protection Law.

**Strategies to Promote the Participation and Empowerment of Children (Standard 7)**

Children often do not report abuse because they feel uncomfortable or they do not know how to raise their concerns or allegations of abuse. Some organisations do not have simple and accessible processes to assist children to understand their rights and how to report concerns regarding their safety.

Community languages schools need to ensure children feel safe and comfortable in reporting concerns or allegations of abuse. They should therefore have simple and accessible processes that help children understand what to do if they want to report abuse, inappropriate behaviour or concerns for their safety. All School staff need to have an awareness of children’s rights and adults’ responsibilities regarding child abuse.

## 1.3 Equal Opportunity ‒ Anti Discrimination, Racial Vilification and Disability Discrimination

Community Languages Schools Authorities are required to uphold the values outlined in the *Equal Opportunity Act 2010* in relation to their students and the selection, supervision and management of staff**.**

As stated in Part 1, Section 3, the objectives of Equal Opportunity Act are-

1. To eliminate discrimination, sexual harassment and victimisation, to the greatest possible extent;
2. To further promote and protect the right to equality set out in the Charter of Human Rights and Responsibilities;
3. To encourage the identification and elimination of systemic causes of discrimination, sexual harassment and victimisation;
4. To promote and facilitate the progressive realisation of equality, as far as reasonably practicable by recognising that-
5. discrimination can cause social and economic disadvantage and that access to opportunity is not equitably distributed throughout society;
6. equal application of a rule to different groups can have unequal results or outcomes;
7. the achievement of substantive equality may require the making of reasonable adjustments and reasonable accommodation and the taking of special measures.

## 1.4 Harassment, Victimisation and Bullying

Community languages schools are urged to have an Anti-Bullying Policy which applies to all staff, and students and their parents. The Anti‒Bullying Policy should:

* educate the school community about the different forms of bullying, including **cyberbullying** and its unacceptability;
* alert everyone within the school community to signs and evidence of bullying and their responsibility to report it whether as an observer or victim;
* ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators;
* ensure that parental and peer-group support and cooperation is sought in relation to students;
* ensure all staff, students and their parents are aware of the School’s position on bullying.

For further information, see *Student Safety and Staff Welfare Policies and Procedures Manual* for *Community Languages Schools* available at www.communitylanguagesaustralia.org.au/.

For more information about cyberbullying which is bullying that is carried out through the internet or mobile phones see: [Cyberbullying](http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberbullying.aspx).

## 1.5 Occupational Health and Safety

Community languages schools must provide a safe and positive environment for their students and staff.

Consistent with the requirements of the *Occupational Health and Safety Act, 2004*, Community Languages Schools Authorities, as employers, have an obligation to provide safe working conditions and work practices. These include:

* providing or maintaining equipment and systems of work that are safe and without risks to health;
* making arrangements to ensure the safe use, handling, storage and transportation of equipment and substances;
* providing information, instruction, training and supervision necessary to ensure the health and safety of all staff and students;
* maintaining places of their campuses under their control in a safe condition and providing and maintaining safe entrances and exits;
* making available adequate information about research and relevant tests of substances used at the place of work.

The legislation also recognises that staff have certain rights regarding health and safety in their workplaces. These include the right to:

* be informed, i.e. to know about potential hazards;
* to be represented on matters relating to occupational health and safety.

For further information, see *Student Safety and Staff Welfare Policies and Procedures Manual for Community Languages Schools.*

**1.5.1 First Aid**

In line with the First Aid Regulation of the *Occupational Health and Safety Act, 2004*, community languages schools must have first aid policies and procedures that include the following components:

* ***First Aid***which is the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers.
* ***First Aid Officer*** who is a person who has successfully completed a nationally accredited training course or an equivalent level of training that has given them the competencies required to administer first aid.
* ***First Aid Equipment***which includes first aid kits and other equipment used to treat injuries and illnesses.
* ***First Aid Facilities***which includes first aid rooms, health centres, clean water supplies and other facilities needed for administering first aid.

The following policy in relation to First Aid applies to community languages schools:

* All Schools need to have a First Aid Policy and Procedures.
* All Schools must nominate a First Aid Officer ***for each of their campuses***.
* All Schools must ensure that there is an adequate number of ***trained First Aid Officers who have a current certificate on each School campus***. (For further training or information, community languages schools can contact CLA).
* The First Aid Officer is responsible for ensuring that a Register of Injuries and Treatment is maintained up-to-date. (See Appendix 5.1 for an example of an Accident Register).
* All Schools must ensure that First Aid Equipment, including a First Aid Kit, is stored ***on each School campus***.
* The First Aid Officer is in charge of the Kit and must ensure it is properly maintained.
* All Schools must ensure they have a list of students with allergies and their allergy plan i.e. ***Individual Anaphylaxis Management Plan*.**
* All Schools must display well-recognised, standardised first aid signs to assist in easily locating First Aid Equipment and Facilities.

First Aid Kits should be kept in a prominent, accessible location and be able to be retrieved promptly. Access should also be ensured in security-controlled workplaces.

**1.5.2 Security**

In order to ensure the security of information relating to staff, students and parents, community languages schools should restrict access to authorised users in line with agreed protocols and limit to the minimum level necessary for each user as follows.

Computer security:

* Using access passwords.
* Deletion of files held on hard drives, where appropriate.

Paper record security:

* Keeping staff/student/school files in locked storage when not in use.
* Disposing of waste paper containing staff/student information by shredding.
* If possible, not leave personal information in an unattended car. If staff/student/school information is carried in a car, it should be locked in the boot so that it cannot be seen or easily accessed by an unauthorised person.

Staff/student/parent/school information sent by post or courier is secured by:

* Using registered mail so that delivery acceptance is recorded.
* Sealing envelopes and marking them, “Confidential: Attention X”.

In the case of demonstrations or case studies, individuals must:

* take reasonable care to protect their own health and safety and the health and safety of others;
* cooperate with their employer in ensuring that the workplace is safe and healthy and report to their employer any situation that could constitute a hazard;
* follow the instructions and training provided by their employers;
* use the personal protective equipment provided and not interfere with anything set up in the interests of health and safety.

## 1.6 Alcohol and Drugs in the Workplace

The consumption or possession of alcohol or drugs on School premises is prohibited. This means that alcohol and drugs cannot be brought onto or consumed at School premises when community languages schools are operating.

If, in the opinion of the School Leadership or other responsible person, a person is unfit to perform work because of the effect of drugs or alcohol, that person shall not be permitted to remain on the School premises.

When dealing with staff or other persons, whom a School Leader suspects to be under the influence of drugs or alcohol, they are essentially following a discipline procedure.

For discipline to be effective, the procedure must have the following elements:

1. The policy must be clearly communicated and all staff made aware of the expectations and consequences.
2. Clear behaviour evidence, which means if any staff member breaches the policy, it must be evidenced and reported.

See *Student Safety and Staff Welfare Policies and Procedures* Manual *for Community Languages Schools* for further information.

## 1.7 Emergency Management

All community languages schools are required to have an Emergency Management Plan for **each School campus** to ensure the safety of all staff, students, contractors and school visitors in the event of an emergency at the School.

Schools must have a current Emergency Management Plan that contains a risk assessment that addresses hazards and protentional threats to the School and which covers the four components of ***Preparedness*, *Prevention*, *Response*** and ***Recovery***.

Schools must:

* plan for and manage emergencies;
* respond swiftly to emergency incidents, including medical emergencies;
* ensure that all staff, students and the school community have a clear understanding of the Emergency Management Plan and its procedures;
* ensure that all staff and students are trained so that they know what they are required to do during an emergency;
* test emergency arrangements at regular intervals to ensure that procedures work and everyone learns emergency protocols;
* report emergencies and incidents to the appropriate authority.

Schools may seek advice from local emergency service providers and local councils where available to inform the content of the *Risk mitigation*and *offsite evacuation*sections of their Emergency Management Plan.

See Appendix 5.9 for an Emergency Management Plan example.

## 1.8 Privacy

There are both Commonwealth and state laws applicable in the area of privacy. Community languages schools must follow appropriate processes and guidelines which respect the privacy of staff, students and parents. Any breach of privacy by Schools is a serious issue which needs to be investigated.

School Authorities should familiarise themselves with the privacy policy relevant to their state or territory. A list of sites for Schools to access this information is provided below.

Australian Capital Territory: [Privacy and Data Protection Act 2014 **- Legislation - …**](https://www.findandconnect.gov.au/ref/vic/biogs/E001025b.htm)

New South Wales: <https://www.ipc.nsw.gov.au/guide-privacy-laws-nsw>

Northern Territory: [Privacy: your rights **-** NT**.GOV.AU**](https://nt.gov.au/law/rights/privacy-your-rights)

Queensland: [Information Privacy Act **- Right to ... - rti.**qld**.gov.au**](http://www.rti.qld.gov.au/information-privacy-act)

South Australia: [Privacy law in South Australia **| State Records of** South **...**](https://www.archives.sa.gov.au/content/privacy-law-sa)

Tasmania: [Privacy Act **- Legislation - Find & Connect -** Tasmania](https://www.findandconnect.gov.au/ref/tas/biogs/TE00959b.htm)

Victoria: [Privacy and Data Protection Act 2014 **- Legislation - …**](https://www.findandconnect.gov.au/ref/vic/biogs/E001025b.htm)

Western Australia: [Privacy and confidentiality **of records | Department of ...**](https://www.commerce.wa.gov.au/books/inc-guide-incorporated-associations-western-australia/privacy-and-confidentiality-records)

## 1.9 Association of Incorporation

School Authorities must be legal entities 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: [ASSOCIATIONS INCORPORATION ACT **1991**](http://www5.austlii.edu.au/au/legis/act/consol_act/aia1991307/)

New South Wales: [Incorporating an association **- NSW Fair Trading**](http://fairtrading.nsw.gov.au/ftw/Cooperatives_and_associations/Incorporating_an_association.page)

Northern Territory: [Incorporation **in the** Northern Territory **- …**](http://www.ourcommunity.com.au/management/management_article.jsp?articleId=11)

Queensland***:*** [Incorporation in Queensland **- Our Community**](https://www.ourcommunity.com.au/management/view_help_sheet.do?articleid=12)

South Australia: [**SA.GOV.AU -** Incorporated associations](https://www.sa.gov.au/topics/family-and-community/community-organisations/types/incorporated-associations)

Tasmania: [Incorporation **in** Tasmania **- Our Community**](http://www.ourcommunity.com.au/management/view_help_sheet.do?articleid=14)

Victoria***:*** [Register as an incorporated association **- Consumer …**](https://www.consumer.vic.gov.au/clubs-and-fundraising/incorporated-associations/become-an-incorporated-association/register-as-an-incorporated-association)

Western Australia***:*** [**The** New Associations Incorporation Act 2015 **(**WA**) – …**](http://www.kottgunn.com.au/updates/the-new-associations-incorporation-act-2015-wa-the-rules/)

## 1.10 Copyright

In Australia, copyright law is contained in the Commonwealth Copyright Act 1968 (Copyright Act).

A simple definition of copyright is that it is a collection of rights in certain creative [works](http://www.smartcopying.edu.au/glossary/glossary/works) such as text, [artistic works](http://www.smartcopying.edu.au/glossary/glossary/artistic-works), music, computer programs, [sound recordings](http://www.smartcopying.edu.au/glossary/glossary/sound-recordings) and [film](http://www.smartcopying.edu.au/glossary/glossary/film)s. The rights are granted exclusively to the copyright owner to [reproduce](http://www.smartcopying.edu.au/glossary/glossary/reproduction) the material, and for some material, the right to perform or show the [work](http://www.smartcopying.edu.au/glossary/glossary/works) to the public. [Copyright owners](http://www.smartcopying.edu.au/copyright-guidelines/copyright---a-general-overview/1-9-what-are-the-rights-of-a-copyright-owner-) can prevent others from [reproducing](http://www.smartcopying.edu.au/glossary/glossary/reproduction) or communicating their [work](http://www.smartcopying.edu.au/glossary/glossary/works) without their permission or may sell these rights to someone else.

Copyright does not protect ideas, concepts, styles or techniques. For example, copyright will not protect an idea for a [film](http://www.smartcopying.edu.au/glossary/glossary/film) or book, but it will protect a script for the film or even a storyboard for the film. Copyright is a separate right to the property right in an object. For example, a person may own a book or painting but will not also own the copyright in the book or painting unless it has been specifically assigned to them.

In Australia, copyright protection is automatic. There is no need for copyright registration in Australia, nor is there a legal requirement to [publish](http://www.smartcopying.edu.au/glossary/glossary/published) the [work](http://www.smartcopying.edu.au/glossary/glossary/works) or to put a copyright notice on it. A [work](http://www.smartcopying.edu.au/glossary/glossary/works) will be protected as soon as it is put into [material form](http://www.smartcopying.edu.au/glossary/glossary/material-form), such as being written down or recorded in some way (filmed or recorded on an audio tape).

In the past few years copyright law has undergone changes in line with new developments in information and communications technology. Obligations under current copyright laws must be adhered to by all community languages schools. School Authorities are advised to access the Smartcopying website at [www.smartcopying.edu.au/](http://www.smartcopying.edu.au/) to ensure they understand the requirements. This website contains comprehensive information about educators’ rights to use copyright including National Copyright Guidelines incorporating information about the major education licences and an explanation of fair dealing and educational exceptions under the Copyright Act 1968, and FAQs and Information sheets.

# 2 School Administration and Management

## 2.1 Accreditation/Registration

School Authorities should contact the Ethnic Schools Associations/Federation of Community Languages Schools and Department of Education in their state or territory for information and requirements for accreditation or registration for funding (refer Sections 6.1.2 and 6.2.1 for a list of contacts).

## 2.2 Admission and Enrolment Procedures

All community languages schools should ensure an enrolment form is completed for each student at their School with 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 state/territory. An example is provided in Appendix 5.2. This may not be entirely appropriate for all situations but provides a guide.

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

## 2.3 Allegations, Concerns and Complaints

School Authorities must take all allegations seriously and have practices in place to investigate them thoroughly and quickly. Their staff must be trained to deal appropriately with allegations. They need to ensure all children, families and staff know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

Schools must also have sound guidelines and strategies in place in order to manage grievances or complaints against staff, students and parents as well as to provide adequate complaint information to all concerned. Below are two links which provide information regarding effective complaint and misconduct guidelines as well as general information relating to strategies in dealing with such instances. CLA regards such matters to be of upmost importance and is committed to ensuring that community languages schools are equipped with adequate tools and information to successfully address these issues.

* <http://www.education.vic.gov.au/hrweb/Documents/Complaints_Misconduct_and_Unsatisfactory_Performance.pdf>
* <http://www.education.vic.gov.au/about/contact/Pages/complaininfo.aspx>

In case of a dispute Schools must make a concerted effort to try and investigate and handle the issue internally through relevant processes.

**Failure to that**: Schools can refer to CLA for intervention assistance regarding the issue.

**Failure to that**: Schools can refer to their Department of Education for further assistance and information.

In addition, conflict resolution materials are freely available from the website of the Conflict Resolution Network at<http://www.crnhq.org>

See also Section 2.18 on *Staff-Parent-Student Grievance Procedure.*

## 2.4 Assemblies

Community languages schools are encouraged to hold whole-school assemblies. These are important for:

* giving a sense of unity and community
* relaying 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.

## 2.5 Attendance Records

Teachers must keep records of student attendance. Attendance rolls are important documents and should be treated as such (see Appendix 5.3). 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 classes are held and absences clearly recorded.
* Where an absence note or explanation has been provided by a student’s parent/carer, this is to be indicated and filed appropriately.

## 2.6 Audio Visual Equipment

If a community language school has audio visual equipment, the movement and use of this equipment is to be closely supervised by staff. Borrowing procedures must be strictly observed and staff should ensure that equipment is not left out at the end of classes. Audio visual or any other equipment must not be taken from School premises without a School Leader’s permission.

## 2.7 Charter

Community languages schools should develop a Charter to include:

* a description of the School, its philosophy and its not for profit and legal status;
* goals and purposes and educational aims, including clear reference to the Australian democratic principles;
* appropriate curriculum documentation;
* school organisational and management structure;
* assessment and reporting policies and procedures;
* compliance with the Child Safe Standards;
* adherence to the Working with Children Check;
* adherence to the Quality Assurance Framework;
* other relevant information.

The Charter should provide the reader with a clear understanding of the School and how it operates.

## 2.8 Communication

It is very important that Schools provide information and School plans to all staff, students and parents on a regular basis. It is also important that School 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 and the raising of concerns.

See Appendix 5.4 for information on communication strategies. Also see *Student Safety and Staff Welfare Policies and Procedures Manual for Community Languages Schools.*

## 2.9 Constitution

All community languages schools must have a constitution in order to be incorporated. A constitution is a set of fundamental principles according to which the organisation will operate. Refer to Section 1.9 (Association of Incorporation).

## 2.10 Contracts, Agreements and Host-School Arrangements

Community languages schools are advised to enter into written contracts or rental agreements with mainstream schools to host them. 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. The benefits of hosting a community language school in strengthening the local school community should be articulated. Community languages schools should contact their local Ethnic Schools Association/Federation for information.

The Community Language School Authority should seek to develop strong relationships with their host school administration and its school council. The following strategies may assist:

* inviting host school representatives to visit community language school 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 language school;
* inviting the host school to participate in special events conducted by the community language school such as a “Fun Run”.

## 2.11 Discipline and Behaviour Policy

All community languages schools should have a policy regarding discipline 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 School Leaders can support staff, it is not always possible or appropriate for senior staff to be asked to solve problems between staff and students.

The School’s Discipline Policy must state that **corporal punishment or punishment that belittles students in any form is prohibited.**

Appendix 5.5 provides further information to assist Schools with the development of a Discipline Policy.

## 2.12 Finance, Money and Other Valuable Items

Schools must ensure:

* they expend all moneys received for proper purposes.
* they keep records explaining their financial operations and position.
* they follow financial processes and procedures that are:
* effective
* regularly audited
* designed and managed to reduce risk with a separation of duties.
* money and other valuable items are never left on the School premises overnight, nor should they be left on tables or in unlocked drawers during class times.

## 2.13 Information and Communications Technology

Information and communication technologies (ICT), also known as digital technologies, are a vital component of today’s learning environment. Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include social media, online games, multimedia and mobile phones.

If used appropriately, ICT can transform student learning. However, it is important that students know how to use ICT efficiently and responsibly, as well as learning how to protect themselves and secure their data.

*ICT has the following four elements:*

***Creating:*** *The creating element involves students using ICT to create digital solutions and respond to challenges and tasks. ICT can be used to record ideas, plans and processes that clarify a task or steps; generate and manage digital solutions in response to challenges arising from learning activities; or to respond to a need or creative intention.*

***Inquiring:*** *Inquiring using ICT involves students investigating questions, topics or problems and experimenting and taking risks when developing new understandings. ICT can be used to investigate systems and events, measure performance of humans, objects or systems, monitor processes and perform computations. ICT can visually represent thinking, clarify thoughts, identify patterns and form relationships between new and existing knowledge.*

***Communicating:*** *ICT can be used when students communicate in online environments to share ideas and information and to construct knowledge collaboratively.*

***Protecting:*** *The element of protecting involves students ensuring that personal security and the rights of others are respected when using ICT. The protocols that protect personal information and recognise the intellectual property of others, and security practices that ensure safe communication and sharing of information, are particularly important.*

*In Languages, ICT can support student learning to locate, collect, record and represent data and information. Through appropriately directed use of ICT, students can learn about the speakers of the language with the introduction of culturally and age-appropriate materials. Stimulus materials encourages students to understand that the language is used for communication and understanding in different settings. For example, students could use simple software applications to demonstrate understanding of known vocabulary and structures. They could identify key words from different written and spoken texts in the language, by labelling, matching, clicking and dragging, miming and using actions. Students could develop skills for tasks associated with creating and presenting ideas using creative expression. For example, they could create and present Big Books, storyboards or digital texts based on imaginary scenarios in familiar contexts, using images and captions.*

*Students can apply and further develop ICT skills as they independently and collaboratively learn to locate, collect, record, represent and interpret data and information. They could develop ICT skills as well as linguistic and cultural knowledge by accessing live, immediate and interactive target-language environments and texts via digital media. With ICT, learners are able to connect and communicate with other speakers of the language. This is an important experience for learners who are able to hear and read the language they are learning being used by their peers.*

*Students can use ICT to create and perform their own and shared digital texts about people, places and experiences in order to inform or entertain others. Students can read profiles and stories in digital form about people and animals and create a digital display or animation with names and short descriptions.*

*They can construct a digital profile of the local community to share with a sister school/friends in another part of the world. Students can also design texts such as advertisements for a particular audience, explain cultural references, and use techniques and effects such as images, music and colour.*

*Accessing different real-time contexts extends the boundaries of the classroom. Students can access multimedia texts in the target language to encourage multi-literacies, which in turn provides stimulus for learners to express themselves, to explore a wider range of authentic texts, materials and other modes of communication in the language. Using ICT resources, students can encounter new language and cultural forms and practices. They can generate and share ideas and information to collaboratively construct knowledge, solve problems and express ideas in the language. For example, students can use ICT to make a short film in the target language in order to participate in a student film festival or prepare sound files in the language for a podcast[[1]](#footnote-1)*.

Schools should develop a policy on the integration of ICT into teaching and learning programs and the proper use of ICT equipment in the classroom. Schools have a responsibility to educate young people on responsible behaviour when using digital technologies.

## 2.14 Insurance

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

Public liability insurance:

* applies when the School and its staff are legally liable for claims for:
  + bodily injury to third parties (people who are not staff e.g. students).  Note: WorkSafe insurance covers employees and also volunteers who are engaged in ‘school work’ as defined in the Education and Training Reform Act 2006 (Vic).
  + damage to or destruction of other people’s property (e.g. visitors’ cars parked on school grounds)
  + bodily injury or damage to third parties caused through student negligence during work experience or structured workplace learning.
* does not provide cover:
  + for external providers or managers of external facilities against any liability they may incur through their own acts or omissions
  + where there is no legal liability to do so for bodily injury and/or damage to property belonging to third parties.

## 2.15 Planner

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

## 2.16 Playground Supervision – Yard duty

School Authorities are responsible for organising a yard duty roster for all their campuses. All students must be adequately supervised before and after class, and during recess times. Teachers are responsible for the proper supervision of students in their care and this includes recess time as well as classroom time. The law has also established that, in some circumstances, a teacher’s duty will extend beyond school hours and outside of school grounds.  The duty will be extended to outside school hours and premises when the relationship between the teacher and the student requires it in the particular circumstances. For example, in some circumstances teachers may be liable for injury sustained by students in the playground before class begins for the day, particularly if it occurs during the period of time for which the school yard is supervised.

Teachers must ensure that they exercise the same level of care and supervision that a parent would.

## 2.17 Quality Assurance Framework

Providing measurable, quality programs is of utmost importance to the sustainability and credibility of community languages programs. It is also important that Schools provide high quality language programs to build student interest and motivation in languages learning.

Community languages schools and their representative associations and federations have committed to ongoing quality assurance for the delivery of quality, accountable teaching and learning programs.

Community Languages Australia conducted a national project on behalf of the Australian Government to improve national coordination and quality assurance in community languages schools. It is one of a number of national projects funded under the School Languages Programme undertaken by Community Languages Australia to support community languages schools.

Through this project, a Quality Assurance Framework was developed to assist in the planning, implementation, evaluation and review of community languages programs. An ongoing implementation process, which includes professional development and the evaluation of programs and student progress, is being undertaken and documented.

The Quality Assurance Framework for Community Languages Schools is underpinned by the following principles:

|  |  |
| --- | --- |
| **Dimension** | **Description** |
| Family and community participation | Family and community members have the opportunity to:   * participate in establishing school policies and goals * contribute to school activities such as school excursions * provide and receive feedback on school activities and student learning * participate in the education processes of learners e.g. listening to reading * visit classrooms open to family/community members. |
| Curriculum | Sound learning programs are:   * based on accepted quality assurance standards that provide for   communicative and intercultural learning appropriate to the age and  language abilities of the learners   * well resourced, relevant and up to date * able to be measured, monitored and reported on * challenging and engaging to motivate and capture learner interest. |
| Leadership and governance | Community languages School Administration and Education Leaders:   * provide strong leadership to the school * have a well-structured management framework that meets all regulatory   and funding requirements   * have effective policies, processes and procedures in place * reflect, review and evaluate their policies, procedures and teaching practices * effectively communicate with staff and the school community. |
| Monitoring and evaluation | * Teachers: * monitor, assess and report on the progress of students * evaluate their own competence and teaching programs * decide on areas for further development/improvement. * Students monitor and evaluate their own progress. * School Leaders and monitor, evaluate and make changes to   school practices where necessary.   * Parents monitor school practices and provide feedback. |
| Purposeful learning | * Teaching is aimed at developing proficiency in the target language * There is active usage of the target language during lessons. * A variety of strategies is used to engage and motivate students. * Teaching and learning programs are relevant to the real world. |
| Teaching practice | Teachers:   * are appropriately skilled/qualified * ensure their learning and teaching programs are based on jurisdictional   Boards of Studies Languages Curriculum   * employ a range of teaching practices and strategies to meet students’ individual needs * ensure their programs are part of a planned pathway for language learning * teach the target language in the cultural context * employ a flexible approach to delivery and resourcing. |
| Student safety and wellbeing | All staff ensure:   * the safety, health and physical wellbeing of students i.e. a safe learning environment * the social wellbeing of students |
| Community and educational relationships and partnerships | * There is a systemic acceptance of community languages schools as   complementary providers of languages education.   * There is active participation of the community in managing and operating schools. * There are developed networks, partnerships and cooperation with key education, parent, school organisations and other stakeholders. |

The Quality Assurance Framework sets the long-term educational direction of languages provision in community languages schools. Community languages schools should ensure they are setting, delivering and evaluating their educational goals in line with this Framework. For more detailed information, refer to communitylanguagesaustralia.org.au/QualityAssurance

## 2.18 Staff – Parent - Student Grievance Procedure

The following grievance procedure developed for community languages schools, specifies the procedures staff, parents and students can follow if they have a grievance.

**Step 1**

Those with a complaint should approach an appropriate officer for discussion and advice on the issue. The discussion is confidential.

**Step 2**

If the problem is not resolved in Step 1 the complainant may put the issue in writing and request that the issue be raised with the School Management Committee/School Leadership at the next Committee meeting. The School Management Committee/ School Leadership shall make a decision on the issue and advise the complainant within 7 days.

**Step 3**

If the problem is not resolved in Step 2 the complainant may attend a meeting of the School Management Committee/ School Leadership and shall be entitled to address that meeting.

The complainant may be accompanied by a representative of their choice.

The complainant may request that the person against whom the complaint is being made not be present while they address the meeting. The School Management Committee/School Leadership shall make a decision on the issue and advise the complainant of their decision within 7 days.

A full report should be provided to the School Management Committee/ School Leadership and the complainant.

If the matter is not resolved it should be forwarded to CLA.

In matters of curriculum and assessment the complainant may seek advice from the Victorian Regulations and Qualifications Authority (VRQA).

The following link provides CLA guidelines and a proforma to assist Schools deal with complaints from parents. <http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/CLS_Parent_Complaints_Guidelines.docx>

## 2.19 Student Records

Community languages schools are required to keep files on all students, in accordance with the relevant privacy principles (refer to Section 1.8 on Privacy). A file card or computer file for each child should contain:

* an emergency contact for parents/carers at home and at work
* an emergency contact in lieu of parents/carers
* 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
* 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.

## 2.19 Timetables

Schools should prepare and distribute a master school timetable, class timetables and yard duty timetables (rosters) early in the school year. They should be regularly updated and distributed/published as appropriate.

# 3 Staff Responsibilities

## 3.1 Class Supervision

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

## 3.2 Classroom Tidiness and Safety

Teachers should leave rooms tidy at the end of each lesson. A neat attractive room provides a good working environment 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 rental conditions that have been negotiated with the owner of the premises.

Teachers need to keep the following in mind in 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 must not 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.

## 3.3 Displays

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.

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

## 3.4 Parent–teacher Interviews

Teachers should meet with parents two to three times a year. The first meeting should occur early in the year to explain the teaching and learning program and what is expected of students. A mid-year meeting can be useful for discussing student progress and problem areas with parents. At the end of the year a parent–teacher meeting should be held to discuss the student’s final results and the student’s successes, activities and achievements throughout the year.

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.

## 3.5 Punctuality

Teachers should arrive at school at least 15 minutes before the start of their class 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.

## 3.6 Relief Teacher Information Kit

All teachers should prepare a teaching information kit containing the class work program, 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 staff member is absent.

## 3.7 Staff Absence

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

## 3.8 Student Absences

All students enrolled in a community language school are required to have their attendance recorded.

Teachers must record student attendance in every class. This is necessary to:

* discharge the school’s duty of care for all students.
* In the case of Years 11 and 12 students, meet VCAA (or equivalent in other states and territories) requirements for VCE students.

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 teachers by telephone, or in writing.

Unexplained absences should be followed up and a request made to the parent/carer for a written explanation. Irregular attendances that concern a teacher should be reported to the School Leadership for follow-up.

Refer to Section 2.5 (Attendance records) for general information on keeping a record of students’ attendance.

## 3.9 Student Illness

Students who become ill should be sent to a member of the School Leadership or to a nominated staff member.

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/carers contacted.

## 3.10 Students Leaving the School Grounds

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

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

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

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

## 3.11 Student Reports

Community languages schools are advised to develop a school-based policy on assessment and reporting to complement their school’s teaching and learning program. Schools need to assess and report student progress against the Curriculum F-10 achievement standards (of their state/territory) for the teaching and learning programs they design.

Reporting students’ progress is an essential part of communication with parents. Reporting should be constructive at all times. The purpose of student reports is to:

* report student progress and achievement against the Curriculum Framework achievement standards;
* provide parents/carers with clear, individualised information about their child’s progress against the achievement standards;
* identify the students’ areas of strength and areas for improvement.

*Note: There may be specific instances where a teacher decides in partnership with an individual student’s parents/carers that it is unnecessary to provide a report for that student.*

In addition to producing student reports, Schools should offer a parent-teacher conference/interview to discuss the student’s progress.

Schools are advised to develop a policy for reporting that is adhered to by all teachers. The following links may be useful:

* Australian Capital Territory: http://www.education.act.gov.au › … › [Assessment and **Reporting**](https://www.education.act.gov.au/teaching_and_learning/assessment_and_reporting)
* New South Wales: http://www.education.nsw.gov.au/.../**assessment-and-reporting**
* Northern Territory: **http://www.nt**.gov.au › … › [Primary and secondary **students**](https://nt.gov.au/learning/primary-and-secondary-students)
* Queensland: <http://www.education.qld.gov.au/curriculum/framework/p-12>
* South Australia: http//www.education.sa.gov.au › [Teaching](https://www.education.sa.gov.au/teaching) › [**Assessment**](https://www.education.sa.gov.au/teaching/assessment)
* Tasmania: http://www.education.tas.gov.au
* Victoria: http://www.education.vic.gov.au › … › [Teaching Practice](http://www.education.vic.gov.au/school/teachers/teachingresources/practice)
* Western: Australia: http://www.det.wa.edu.au/curriculumsupport/reportingtoparents/detcms/...

## 3.12 Duty of Care

School Authorities are required (have a duty) to provide a high standard of care in relation to students. The duty requires them to take reasonable steps to minimise the risk of reasonably foreseeable harm, including:

* ensuring the School complies with the Working with Children Check and Child Safe Standards;
* providing suitable and safe premises;
* providing an adequate system of supervision;
* implementing strategies to prevent bullying;
* ensuring that medical assistance is provided to a sick or injured student;
* managing staff recruitment, conduct and performance.

The duty is non-delegable, meaning that it cannot be assigned to another party.

Whenever a teacher-student relationship exists, staff have a special duty of care.  Generally, teachers are expected to take such measures as are reasonable in the circumstances to protect a student under their reasonably foreseeable risks of injury. The nature and extent of this duty will vary according to the circumstances. For example, the standard of care required will be higher when taking a group of preps on an excursion to a shopping centre than when teaching a group VCE students in the classroom.  The important issue in all cases will be what precautions the teacher could reasonably be expected to have taken to prevent the injury from occurring.  This will involve consideration of the following factors:

* identifying the risk of harm;
* the probability that the harm would occur if care were not taken;
* the likely seriousness of the harm;
* the burden of taking precautions to avoid the risk of harm;
* the social utility of the activity that creates the risk of harm.

“Duty of care” is an element of the tort of negligence.  In broad terms, the law of negligence provides that if a person suffers injury as the result of a negligent act or omission of another, the injured person should be compensated for loss and damage flowing from that negligence.

To successfully bring a compensation claim in negligence a person must establish, on the balance of probabilities, that:

* a duty of care was owed to them at the time of the injury;
* the risk of injury was reasonably foreseeable;
* the likelihood of the injury occurring was more than insignificant;
* there was a breach of the duty of care or a failure to observe a reasonable standard of care;
* this breach or failure caused or contributed to the injury, loss or damage suffered.

The fact that a duty of care exists does not mean that a School will be liable for an injury sustained by a student.  In order for the student to succeed in a negligence claim, all of the above elements must be established.

Community languages schools must ensure thattheir 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 the School premises without written parental permission;
* ensure that a safe and appropriate working environment is created and maintained in the classroom;
* ensure a visitors’ register is signed by people entering the School premises;
* carry the working with children card while they are on duty.

## 3.13 Training and Professional Development

All School staff should receive training appropriate to their position. By providing opportunities for training and development and encouraging staff to expand their knowledge and skills their improved abilities will be reflected in continuing improvements to services.

School Authorities should inform all staff of the professional development and training opportunities provided by state/territory Departments of Education, Languages and Multicultural Education Resource Centres, Ethnic Schools Associations/Federation of Community Languages Schools and Community Languages Australia or other bodies. Professional development activities should also be held at the School.Networking and materials development sessions should also be facilitated by School Authorities based on identified needs.

A number of useful websites are listed in Section 6.2 These websites provide information on curriculum, teaching and learning, resources, professional development, training, administrative issues and national contacts.

Basic training for staff should include:

* induction training through an orientation session for new staff covering the

Staff Orientation Kit;

* training on Child Safe Standards.
* annual training on occupational health and safety issues and on the use of equipment;
* training regarding the legal responsibilities associated with their work;
* training related to the needs of the consumer group;
* ongoing training on the content and use of this Manual.

See Appendix 5.7 and Student *Safety and Staff Welfare Policies and Procedures Manual* *for Community Languages Schools* for further information.

# 4. Teaching and Learning

## 4.1 The Curriculum

*The Languages Curriculum is a statement of the purpose of languages learning. It defines what it is that all students should learn as a result of their participation in languages programs, set out as a series of learning progressions. Enabling students’ progress along this learning continuum is the fundamental role of staff. The content of the Languages Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. A School’s Teaching and Learning Program as a whole should provide the content set out in the Curriculum F–10 (of each state and territory) and enable the reporting of student achievement against the achievement standards.*

*There is therefore a distinction between the Curriculum and a school’s Teaching and Learning Program. The Curriculum is the common set of knowledge and skills that are required and is the foundation of a School’s Teaching and Learning Program which is the school-based program for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. Schools have considerable flexibility in the design of their teaching and learning programs. This enables Schools to develop particular specialisations and areas of expertise and innovation while ensuring the curriculum is delivered*[[2]](#footnote-2).

## 4.2 The Teaching and Learning Program

Learning a language is a sequential and cumulative process. Students learn most effectively through:

* frequent, regular lessons including those conducted entirely in the target language;
* engagement over an extended period of time;
* opportunities to practise and meaningfully use the language in authentic situations.

Schools should therefore plan their Teaching and Learning Programs so that they are:

* primarily aimed at developing proficiency in the target language;
* taught by a qualified teacher of the language;
* strongly supported by the School Leadership, staff, parents and students;
* resourced to an appropriate level;
* flexible in delivery and resourcing, including changing from year to year as required;
* part of a planned pathway for languages learning.

A School’s Teaching and Learning Program should reflect the vision, direction and purpose of each individual school as determined by the engagement of teachers, students and parents. For this reason, Schools should publish their teaching and learning program as part of the information they provide to current and prospective students and parents.

Teachers should plan their Teaching and Learning Program 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 programs, units of work, lessons and appropriate assessment activities are essential to motivate and engage students.

Motivation is a consistently strong predictor of successful language learning. Student motivation and engagement with languages learning is increased when:

* languages programs are recognised and valued by parents, school leadership, staff and parents;
* student achievements are recognised and celebrated within the School and broader community;
* students understand the cognitive, social and practical benefits of learning a language;
* students have specific goals for languages learning;
* students have the opportunity to use the language they are learning for authentic, meaningful communication;
* students have regular opportunities to practise in a supportive environment where fluency rather than accuracy is the initial aim;
* students have an interest in or understanding of the culture associated with the language.

Excursions are valuable for engaging, motivating and extending students. Appendix 5.6 contains some ideas for excursion planning and provides an example form to be used to obtain the permission of parents for their children to attend excursions or school camps.

Schools with sister school relationships where connections are made around languages programs provide support and motivation for both students and teachers. Partner schools can provide advice and support and resources. Collaboration between schools allows them to share lesson planning and resources (for example, linking students from the schools to undertake or share learning activities such as talking via video links or writing to each other in the target language).

## 4.3 Lesson Planning

Teachers should plan their lessons carefully to ensure effective teaching and learning. This planning should be done on the basis of a unit of work and with their particular group of students in mind.

### Teachers should:

* familiarise themselves with the set Languages Curriculum of their state or territory.
* know their students’ strengths and weaknesses and assess where they are in their learning of the target language.
* plan their teaching and learning program drawing from the content of the Languages Curriculum, including units of work, lessons, achievement standards and assessment activities.
* plan their lessons, activities, teaching strategies and assessment based on where their students are at and the progress they are expected to make.
* make the classroom as attractive and stimulating as possible.
* determine and assess the resources they will need.
* explain their expectations regarding presentation, homework, assessment and behaviour to

Teachers should consider the following in planning each lesson:

Aim: What is the aim of this lesson?

Objectives: What is the specific purpose of this lesson?

What do you want students to learn (learning area)?

What skills (capabilities) do you want students to practise?

Preparation: What is the background of your students?

What is the age of your students?

At what stage of development are they in the target language?

Are there students with particular needs?

What support do the students have in learning the target language (e.g. at home, from grandparents, etc).

How will you maximise the participation and engagement of your students?

What resources will you need to motivate and engage students fully?

What do you need to do prepare for the lesson?

Development: Having found answers to these questions, develop units of work and a series of lessons and relevant teaching strategies

Evaluation: How will you assess what student have learnt?

How will you know if your lesson/s is successful?

What needs to be followed up in the next lesson?

Recording: What records of students’ work will you expect e.g. notes, video recordings

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

**Example Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Work/ Topic:** | | **Year level:** |  |
| **Lesson topic:** | **Leaning area:** | | **Capability** |
| **Unit aim or outcome:** | | | |
| **Lesson outcomes:** (What do I want the students to be able to understand, do or know 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 and 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 the 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 assess and 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? Why?) | | | |

# 5 Appendices

A number of examples, proformas, suggestions and guidelines are provided to assist community languages schools with a range of functions and practices. They include:

* An Accident Register
* A Student Enrolment Form
* Attendance Roll
* Communication Strategies
* Discipline Guidelines
* Excursions Checklist and Excursion Form
* Training and Professional Development
* Whole-School Programs and Activities
* An Emergency Management Plan

## 5.1 Accident Register

An Accident Register is to be maintained by all community languages schools. 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 Community Language School:** | | **Year: 2018** |
| ***Parents’ section*** | | |
| ***Student’s personal details***  Family name:  Given name:  Date of birth: / /20..  Gender: (male/female)  Address:  Suburb:  Postcode:  Telephone:  Year level in day school:  Year level in the community language school:  Does the student attend the Victorian School of Languages (VSL)? If YES, which Centre and for which Language? | ***Father’s/Male guardian details***  Family name:  Given name:  Relationship to student: Country of birth:  Emergency contact no.:  ***Mother’s/Female guardian 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: / /2018 | | |
| ***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 School Leader 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 2018? 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-named Community Language School.  Name of Principal Signature of Principal  Date: / /2018 (Official stamp of school) | | |

## 5.3 Attendance Roll

Every teacher at a community language school 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 individual students.

### 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). If students are absent for all or part of a class, teachers should indicate if a note or explanation for absences has been received and file that information appropriately.

## 5.4 Communication Strategies

The following activities and strategies are provided to assist School Authorities communicate within the School, with parents, and with the School community.

### Notice Boards

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

**Staff Meetings**

Regular meetings can be held to discuss:

* administrative matters
* student safety and wellbeing
* professional development
* languages curriculum
* teaching and learning program planning
* new policies and procedures.

### Newsletter for Families

A school newsletter distributed to parents is an excellent way of letting families know about school activities. Newsletters could contain:

* school news
* information about school policies and procedures such as student safety, anti-bullying, discipline
* community news
* forthcoming excursions
* requests from staff for resources and help from community members
* contributions from staff about their class activities.

### Newsletter for Staff

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

### School Website

Where possible, Schools should consider developing a school website to provide information about school activities, policies and procedures and post 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/Federation of Community Languages Schools and Community Languages Australia (<http://www.communitylanguagesaustralia.org.au>) and the relevant state/territory Department of Education website.

## 5.5 Discipline Guidelines

The quality of a community languages school is enhanced when staff, students and parents work together harmoniously for the betterment of the School’s educational standards and the individual development of 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 of this 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 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

Community languages schools teachers should:

* maintain a high standard of order and discipline in their classes and should encourage students to be courteous and polite at all times.
* create a positive atmosphere by setting a good example to students, by arranging attractive displays within the classroom and by encouraging students to leave their tables and their rooms in a clean, tidy condition.
* 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.
* avoid leaving the room for trivial reasons. If it is necessary to do so, they should ensure that students are adequately occupied and appropriate supervision arranged.
* 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. Staff should also check any untoward behaviour by students as they make their way to and from school.
* provide sufficient, interesting work to keep all students engaged for the whole period and encourage students to give their undivided attention and to participate in lessons.
* ensure that students who are to be made monitors are clear about their roles and responsibilities.

Community languages schools should develop their Discipline Policy, taking their particular circumstances into account. In doing so, the following should be considered:

* If a discipline problem occurs, staff 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 staff member should consult the School Leader for assistance or possible further action.
* ***Corporal punishment or any punishment that is likely to harm the student physically or mentally is prohibited.***
* 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 staff member should not be alone in a room with a student during a detention.
* Staff should avoid shouting at students. Experience shows that this is usually counter-productive and has little impact.
* Schools can discipline students for behaviour incidents:
* occurring at school
* at a school activity away from the school grounds
* while travelling to or from school or a school activity.
* Disciplinary measures should form part of a staff member’s classroom management plan and be consistent with a whole school approach to behaviour management. ​​
* Graded in-school disciplinary measures can be used to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on School premises they may occur outside school hours.
* Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges withdrawn will vary between schools and even students at the same school, however they may include things such as representing the School at an inter-school concert or attendance at a school event.
* If a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a staff member to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities.
* Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals.
* Detention is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.
* In some instances, it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the School in order to protect the learning environment for remaining students and continue with effective teaching.

See www.**education**.vic.gov.au › … › [Behaviour and Attendance](http://www.education.vic.gov.au/school/parents/behaviour) for further information.

## 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 topic for an extended period of time. 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 zoo or a school language camp involving travel and accommodation over a few days. The following checklists may assist community languages schools’ 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 the School Leadership and with other staff.
* Ensure that the required teacher–student ratio, as required for your state/territory, is observed.
* Present the completed excursion consent form and copy of letter to parents to the School Leadership for approval (see pages 35- 38).
* 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 pages 35-38), including:
  + date(s) of the excursion and departure and arrival times;
  + mode of transport to be used;
  + cost of the excursion;
  + indicate if any special clothing might be required;
  + catering arrangements – whether food will be provided;
  + 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 staff, 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.
* Notify the School Leadership 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 provision 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 Leadership 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 iPad, computer, or video, during the excursion and on return, can stimulate discussion.

**Student–teacher ratio**

For general excursions, teacher–student ratios to be observed should be checked out with your relevant state/territory Department of Education.

The following proforma examples are provided to assist community languages schools.

**Cover Letter to Parents Seeking Permission for an Excursion/Camp**

Dear Parents

The students of xxx class at xxxx Community Language School will be attending an excursion/camp to xxxxx on xx/xx/xxxx

Details of the excursion/camp are provided in the attached document and consent form. Please read this document carefully as it provides information on the activities your child will undertake, and the cost. If you are happy to give permission for your child to attend, please complete the form, sign it and return with $\_\_\_ by xx/xx/xxxx. Please make sure you also complete and sign the Medical information on students participating in excursions or camps form.

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

Yours sincerely

Signature of School Leader

**Name of School Leader**

**Name of School**

Date:

**Parent Excursion/Camp Consent Form**

To obtain effective consent, Community languages schools need to provide sufficient information to parents about the nature of and risks associated with the excursion. Parents must be able to give informed consent to their child’s participation in the excursion after considering the risks. Specific information about the excursion should be included here or provided as an attachment. There must be full disclosure. Parents should also be given the opportunity to ask questions.

**Name of the Community Language School:**

**Class of the Community Language School:**

**Title of excursion/camp:**

**Educational purpose of the Excursion/Camp:**

What do you hope the students will learn from the experience?

**Details of supervising staff:**

Name all staff and indicate who the teacher-in-charge is.

***A*** [***Working with Children Check***](http://www.justice.vic.gov.au/workingwithchildren) ***is required for staff who will supervise students and who are not registered teachers. This does not apply to parent volunteers whose children are participating in the excursion/camp.***

**Costs:**

Include all the foreseeable excursion and incidental costs as well as the refund policy.

**Name and contact details of the 24-hour school emergency contact:**

This is for Parents who need to contact their child during the excursion. You can list more than one contact.

**Departure details:**

Include the time, date and place where students depart for the excursion or camp.

**Return details:**

Include the time, date and place where students return from the excursion or camp.

**Distance from expert medical care:**

How far the students will be away from expert medical care (eg. hospital or ambulance)?

**Accommodation arrangements for camp:**

Type of accommodation eg. campsite, tents, caravan park etc

**Travel arrangements:**

How will students be transported to, during and from the excursion/camp?

**Adventure activities to be undertaken or that may be offered to students throughout the excursion:**

List proposed activities as well as any alternative or back-up activities planned.

**Activities within this excursion/camp present the potential for students to sustain physical injury. The following procedures will be implemented – along with other strategies – to manage the potential risks.**

**A risk management plan for this excursion/camp has been developed by staff and is available for parents to review on request.**

**Attachments**

Daily itinerary

Group equipment list (if relevant)

Clothing list

Medical form

Further location descriptions (if applicable)

**Student behaviour**

‘I understand that in the event of my child’s misbehaviour or behaviour that poses a danger to himself/herself or others during the excursion, he/she may be sent home. I further understand that in such circumstances I will be informed and that any costs associated with his/her return will be my responsibility.’

**Student illness**

‘I understand that in the event excursion staff determine it is necessary for my child to be sent home early due to illness, any cost associated with his/her return will be my responsibility.’

**ICT/Photograph consent**

‘I agree to my child using the Internet and computer network in accordance with the same Internet student users’ agreement that applies at their school.’ [*Strike out if you do not consent*]

‘I also consent to my child being photographed and/or visual images of my child being taken during activities by the school for use in the school’s publications, school’s website or for publicity purposes without acknowledgment and without being entitled to any remuneration or compensation.’ [*Strike out if you do not consent*]

**Cancellations or Alterations**

‘I understand that the excursion arrangements may be altered at short notice, due to circumstances beyond the control of the school, and while every effort will be made for inconvenience or financial losses to parents to be minimised, these may be unavoidable.’

**Consent for emergency transportation**

‘In the event of an emergency I consent to my child being transported in a privately-owned vehicle driven by a member of the supervisory staff listed above.’

**Student accident insurance**

The School does not provide student accident cover. Parents may wish to obtain student accident insurance cover from a commercial insurer, depending on their health insurance arrangements and any other personal considerations.

Parent consent

I have read all of the above information provided by the school in relation to the {Insert excursion name here} including any attached material.

I give permission for my daughter/son\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (full name) to attend.

Parent/guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (full name)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(signature)\_\_\_\_\_\_\_\_\_\_\_\_\_\_(date)

In case of emergency I can be contacted on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note:** Parents should also complete the ‘Confidential medical information for school camps and excursions’.

**Confidential Medical Information on Students Participating in Excursions or Camps**

(This information must 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 your child suffers any of the following conditions:

Bedwetting Fits of any type Heart condition Anaphylaxis

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 your child 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 your child may be taking during the excursion/camp. (Indicate name and dose of medication).

All medicines must be handed to the teacher in charge prior to leaving, with your child’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 your child to carry his/her own medication e.g. for anaphylaxis, 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.

Name of parent/guardian

Signature of parent/guardian: Date

## 5.7 Training and Professional Development

School Authorities and state and territory Ethnic Schools Associations/Federation of Community Languages Schools should consider providing ongoing training and professional development programs for their staff, particularly their teachers, which are relevant to and will benefit the organisation. In doing so, the following should be taken into account:

* Identify training and professional development needs
* Prioritise training and professional development needs
* Determine available training, learning resources and options
* Source/ select appropriate training
* Conduct or provide access to training activities
* Evaluate training undertaken.

Training and professional development activities are offered by:

* mainstream schools and networks
* ethnic communities
* state and territory Departments of Education
* language specific subject associations
* the Australian Federation of Modern Language Teacher Associations (AFMLTA)
* state/territory Ethnic Schools Associations or Federations of Community Languages Schools
* tertiary training institutions
* Community Languages Australia.

### Suggested topics for teachers with no formal teaching qualifications

*Language acquisition*

* How is a language learnt?
* Second language development
* Strategies 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

*Classroom Management*

* The role of the teacher
* Creating a positive classroom environment
* Strategies for successful classroom management

*Planning a Teaching and Learning Program*

* What topics/units of work will be covered
* Learning areas to be covered
* Capabilities to be covered
* Content

*Planning a Unit of Work*

* Topic
* Learning areas and capabilities
* Content
* Number of lessons

*Planning a lesson*

* Topic
* Learning areas and capabilities
* Teaching Strategies
* Resources

*Assessing Student work*

* What to assess and how?
* Assessment and reporting procedures
* Interpretation of results

*Materials Development*

* Resources that assist in language learning
* Use of audio visual equipment

### Suggested topics for teachers who have completed credit-bearing courses

*Language Acquisition*

* Relevant teaching theories, practice and strategies

#### *Learning a second language and mother tongue development*

#### The problems encountered and how they can be overcome

#### How to motivate and engage students

#### *Creating a successful teaching and learning environment*

#### What constitutes a conducive learning environment?

#### *Teaching and Learning Program Design*

* Units of work/topics
* Learning areas and capabilities
* Achievement standards

*Teaching strategies*

* Strategies for a mixed ability classroom
* Integrating ICT into a teaching and learning program

### Suggested topics for School Education Leaders

* What are the challenges associated with being a Leader in a Community Language School?
* Leading learning in a community language school
* Strategies for multilevel classes
* Contemporary teaching methodologies, intercultural learning, educational leadership
* Coordinating mentoring programs between emerging and established languages school communities
* Facilitating language-specific and interlanguage group materials development workshops to highlight leading practice
* Interpreting data.

**Suggested topics for School Administration Leaders**

* Management and community integration strategies
* Financial management
* Staff Management
* Initiating international exchange programs for leaders, teachers, instructors and students
* Increasing the involvement of homeland countries, through embassies and consulates, in providing support, travel and educational opportunities for community languages students and staff
* Interpreting data.

## 5.8 Whole-school Programs and Activities

There are a number of teaching strategies that can be adopted across a number of year levels which engage and motivate students to learn and to interact with fellow students. The following are 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.

See also Section 2.13 *Information and Communications Technology* for further suggestions.

## 5.9 Emergency Management Planning

All community languages schools are required to have an Emergency Management Plan **for each of their campuses** to ensure the safety of all staff, students, contractors and school visitors in the event of an emergency.

Schools must have a current Emergency Management Plan that contains a risk assessment that addresses hazards and protentional threats to the School and which covers the four components of ***Preparedness*, *Prevention*, *Response*** and ***Recovery***.

Schools must:

* ensure that staff, students and the school community have a clear understanding of the Emergency Management Plan and its procedures;
* ensure that staff, students and the School Management Committee are trained so that they know what they are required to do during an emergency;
* test emergency arrangements at regular intervals to ensure that procedures work and everyone learns emergency protocols.

Schools may seek advice from local emergency service providers and local councils where available to inform the content of the *Risk mitigation*and *offsite evacuation*sections of their Emergency Management Plan.

**5.9.1 School Emergency Management Plan**

This Emergency Management Plan applies to all staff, students, contractors and school visitors at community languages schools.

The School Emergency Management Plan should include:

* the range of emergencies covered;
* a site plan;
* a general description of the school and its environment;
* an assessment of risks and hazards facing the school;
* roles and responsibilities of staff and others;
* procedures for reporting emergencies;
* procedures to be followed by staff and students during an emergency;
* lockdown arrangements;
* evacuation arrangements;
* alternative evacuation assembly areas;
* Emergency Services contact numbers;
* measures to prevent or reduce the impact of emergencies that do occur;
* arrangements for establishing recovery programs following emergencies.

**5.9.2 Evacuation Procedures**

Community languages schools are required to have an evacuation plan. For Schools, which use government buildings, the evacuation plan that has been prepared by that facility needs to be made known to all members of the school community. For Schools, whose buildings do not have an evacuation plan, it is the responsibility of the community language school to prepare a plan and familiarise the school community with the procedures by placing the evacuation plan in a strategically located position which is accessible to the entire school community. Ideally, the evacuation plan would be exhibited on a main wall, which would allow School staff, students, contractors and school visitors to become familiar with the plan. Below is a template for use by community languages schools. The template should be edited to suit the location of each School.

|  |  |
| --- | --- |
| **Priority** | **Safety of students, staff, parents, members of the community and/or site visitors.** |
| **Reporting the emergency**  ***Edit according to location*** | * **Contact Emergency Services immediately on 000** * **Notify the Regional Director** |
| **Evacuation**  ***Edit to suit the location*** | **Signal** |
| **Procedure** |
| **Special considerations** |
| **Special responsibilities** |
| **Evacuation assembly**  ***Edit to suit the location*** | **Assembly area/s** |
| **Assembly procedure**  **1. Class lists/rolls are checked.**  **2. Report all students/persons unaccounted for to the School Leader (or delegate).** |
| **Evacuation clearance**  ***Edit to suit the location*** | **1. No person is to return to any area of the School until advised by the School Leader.**  **2. One blast on the alarm is the clearance signal.** |
| **General principles**  ***Edit to suit the location*** | **Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms.**   1. **Priority is to the safety of students and persons in the school.** 2. **All staff, parents and visitors are automatically involved.** 3. **Visitors should sign the Visitors’ book at the office.** 4. **All volunteers in the School should sign the ‘Volunteers’ book** 5. **Visitors and volunteers must follow the Evacuation Procedures including bringing the sign on book.** 6. **Parent helpers/tutors must follow the Evacuation Procedures.** 7. **No person should be placed in a position of risk.** 8. **The Evacuation drill will be conducted at least twice a year. Annual revision of the use of Fire Extinguishers will also be conducted.** 9. **The School Leader or delegate is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance.** |
| **Communications**  ***Edit to suit the location*** | **If the evacuation goes for an extended time then the Response Controller activates the Communications Phone Tree to inform the parents and stakeholders via the established formats.** |
| **Pre-arrangements**  ***Edit to suit the location*** | * **Site Emergency Evacuation Maps must be clearly displayed in all rooms.** * **Visitor sign-in registers maintained in the office.** * **Emergency class lists kept by exit door.** * **Relief staff provided with Evacuation summary.** |

**5.9.3 On-site Evacuation/Relocation Procedure**

When it is unsafe for students, staff and visitors to remain inside the facility’s building the Chief Warden on-site will take charge and activate the School Response Team if necessary.

* Call 000 and inform Emergency Services of the nature of the emergency.
* Determine which of your facility’s pre-identified on-site evacuation points is most appropriate to use.
* Assemble students, staff and visitors at your nominated on-site (insert the location of your site) evacuation assembly point/s.
* Take the student attendance list, staff attendance list, your Emergency Kit/First Aid Kit and this Plan.
* Once at the assembly point, check all students, staff and visitors are accounted for.
* Ensure communication with Emergency Services is maintained.
* Wait for Emergency Services to arrive or provide further information.
* Confirm with Emergency Services staff that it is safe to return to normal operations.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Maintain a record of actions/decisions undertaken and times.
* Contact parents as required.

**In an Emergency Schools must follow the following procedure.**

|  |  |
| --- | --- |
| **Call *Police*, Ambulance, Fire Services** | **000** |
| **For Advice call yourApproved Provider/Licensee or Person with Management or Control/Licensee Representative** | **Insert your Approved Provider/Licensee or Person with Management or Control/Licensee Representative details** |
| **Convene yourSchool Response Team** |  |

**5.9.4 School/Campus Area Map**

**<Insert Area map here.> A sample Area Map is provided below.**



***Sample area map***

|  |  |
| --- | --- |
| **Distance to off-site assembly point:**  **Approx. time to reach off-site assembly point:** |  |
| **See the Legend** | |
| **Primary assembly point** |  |
| **Route to Primary assembly point** |  |
| **Off-site assembly point** |  |
| **Route to Off-site assembly point** |  |
| **Emergency Services access point** |  |

**5.9.5 Specific Emergencies – Response Procedures**

***The fields below contain example responses for guidance and should be edited to suit the location.***

|  |  |
| --- | --- |
| **EMERGENCY** | **RESPONSE** |
| **Building Fire**  ***Edit to suit the location*** | **<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>**   * **Call 000 for emergency services and follow advice.** * **Activate the fire alarm.** * **Report the emergency immediately to the School Response Controller who will convene your School Response Team (SRT) if necessary.** * **Extinguish the fire (only if safe to do so).** * **If appropriate, follow the procedure for on-site evacuation.** * **Evacuate to the <Insert the location of your assembly point/s>, closing all doors and windows.** * **Check that all students, staff, visitors and contractors are accounted for.** * **Contact parents as required.** |
| **Bushfire**  ***Edit to suit the location*** | **<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>**   * **Call 000 for Emergency Services and follow advice.** * **Report the emergency immediately to the School Response Controller who will convene the SRT if necessary.** * **Determine appropriate response strategy (evacuate or lockdown) in consultation with Emergency Services, if possible.** * **Provide advice to Emergency Services regarding any hazards within the School, e.g., gas cylinder location.** * **If evacuation is required and time permits before you leave:** * **Make sure you close all doors and windows** * **Turn off power and gas.** * **Check that all students, staff, visitors and contractors are accounted for.** * **Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.** * **Contact parents as required.** |
| **Major external emissions/spill (includes gas leaks)**  ***Edit to suit the location*** | **<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>**   * **Call 000 for Emergency Services and follow advice.** * **Report the emergency immediately to the School Response Controller who will convene the School Response Team (SRT) if necessary.** * **Turn off gas supply.** * **If the gas leak is onsite, notify your gas provider.** * **If appropriate, follow the procedure for on-site evacuation.** * **Alternatively, this may need to be to an off-site location.** * **Check students, staff and visitors are accounted for.** * **Await ‘all clear’ advice from Emergency Services or further advice before resuming normal school activities.** * **Contact parents as required.** |
| **Intruder**  ***Edit to suit the location*** | **<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>**   * **Call 000 for Emergency Services and seek and follow advice.** * **Report the emergency immediately to the School Response Controller.** * **Do not do or say anything to the person to encourage irrational behaviour.** * **Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.** * **Determine whether evacuation or lock-down is required. Do this in consultation with the Police where possible.** * **Evacuation should only be considered if safe to do so.** * **Contact parents as required.** |
| **Bomb or substance threat**  ***Edit to suit the location*** | **<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>**   * **Call 000 for emergency services and seek and follow advice.** * **Report the threat to the School Response Controller.** * **Do not touch any suspicious objects found.** * **If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered.** * **If appropriate under the circumstances, clear the area immediately within the vicinity of the object of students and staff** * **Ensure students and staff are not directed past the object** * **Ensure students and staff that have been evacuated are moved to a safe, designated location** * **Contact parents as required.**   **If a bomb/substance threat is received by telephone:**   * **Do not hang up.** * **If possible fill out the bomb threat checklist while you are on the phone to the caller.** * **Keep the person talking for as long as possible and obtain as much information as possible.** * **Have a co-worker call 000 for Emergency Services on a separate phone without alerting the caller and notify the School Response Controller.**   **If a bomb/substance threat is received by mail:**   * **Place the letter in a clear bag or sleeve.** * **Avoid any further handling of the letter or envelope or object.** * **Call 000 for Emergency Services and seek and follow advice.** * **Notify the School Response Controller.**   **If a bomb/substance threat is received electronically or through the school’s website:**   * **Do not delete the message** * **Call 000 for Emergency Services and seek and follow advice** * **Notify the School Response Controller.** |
| **Internal emission or spill**  ***Edit to suit the location*** | **<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>**   * **Call 000 for Emergency Services and seek and follow advice.** * **Report the emergency immediately to the School Response Controller who will convene your SRT if necessary.** * **Move staff and students away from the spill to a safe area and isolate the affected area.** * **Seek advice in regard to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure.** * **Contact parents as required.** |
| **Severe Weather event**  ***Edit to suit the location*** | **<As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>**  **Sudden event during operational hours**   * **Call 000 if Emergency Services are needed and follow advice.** * **Advise the School Response Controller who will convene the SRT if necessary.** * **Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins.** * **Disconnect electrical equipment – cover and/or move this equipment away from windows.** * **Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.** * **Instigate a lockdown.** * **During the severe storm:** * **Remain in the building and keep away from windows** * **Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.** * **Report any matter concerning the safety and wellbeing of students, staff and visitors to the School Response Controller.** * **Listen to local radio or TV on battery-powered sets for weather warnings and advice.**   **Forecast imminent event (e.g. cyclone, floods)**   * **If weather warnings and advice from the State Disaster Management Group indicate that the location will be impacted by a severe weather event, the School Response Controller will follow the decision-making process to determine if the school will be temporarily closed.** * **The SRT will be convened.** * **If the school is to be temporarily closed, then all stakeholders will be advised including the Regional Director who will manage the School Closures advice.** * **The Temporary Closure procedure needs to be implemented.** * **After the event, if the school is situated in the impact zone, then Building and Asset Services (BAS) will determine if the site is safe for the School Response Controller to enter to undertake a Suitability Assessment to Re-open.** |

**5.9.6 School Communications Details**

**Phone tree**

**In a disaster or emergency event, the phone tree must be activated.**

***(See example below. Please adjust for your location.)***

**School Authority/Employer**

**Regional Director**

**School Administration Leader** **School Education Leader**

**Volunteers** **Office Manager** **All Teaching Staff**

**Families Families**

**Staff Contact Details**

**List the names and contact details of all school staff**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Role** | **Name** | **Email(s)** | **Phone No.**  **(Day)** | **Phone No. (After Hours)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**External Emergency numbers**

**Prepare a list such as the one below of all external emergency contact numbers (adjust according to the location).**

**Display a copy of this list next to your administration phone/s*.***

|  |  |  |
| --- | --- | --- |
| **Group** | **Contact/details** | **Phone number** |
| **Police** | **Life-threatening or time critical emergency** | **000 – calling from land line** |
| **Non-life-threatening incident** | **131 444** |
| **Local Police Station** |  |
| **Ambulance** |  | **000** |
| **Fire and Emergency Services (FES)** |  | **000** |
| **State Emergency Service (SES)** |  | **132 500** |
| **Hospital/s** |  |  |
| **Electricity** | **Local number** |  |
| **Water Corporation** | **Local number** |  |
| **Gas supplier** |  |  |
| **Building and Asset Services** | **Regional Manager** |  |
| **Department of Community Safety (Regional Office)** |  |  |
| **Child Safety Services** |  |  |

**5.9.7 Students/Staff Requiring Assistance to Evacuate**

**List the names of School staff and students who will require assistance to evacuate in a table such as the one below.**

***\* Response – Evacuation, Lockdown or Temporary Closure.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class/**  **Room** | **Condition** | **Response\*/ Assistance required** | **Person responsible** | **Family/Carer contact & mobile** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**5.9.8 Specialist Trained Staff**

**List the names, training (e.g. First Aid, Fire Warden, etc) and the date qualification was obtained of all specialist trained staff in a table, such as the one below**

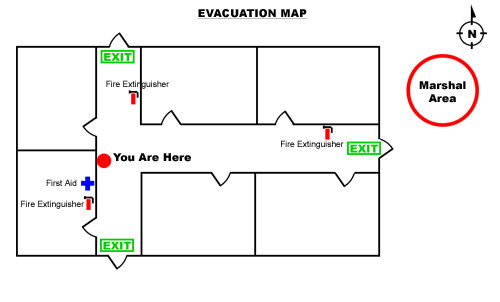
|  |  |  |
| --- | --- | --- |
| **Staff Member** | **Training** | **Date Qualified** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**5.9.9 Evacuation Map**

**Insert a detailed evacuation map here. To access an online tutorial on how to create your own evacuation map go to** [**http://www.education.vic.gov.au/about/programs/health/pages/emp**](http://www.education.vic.gov.au/about/programs/health/pages/emp)

An example of an evacuation map and the date validated is provided below.

|  |  |
| --- | --- |
| **Date Evacuation Diagram Validated:** | **24/02/2017** |



# 6 Resources and References

## 6.1 National, State and Territory Contacts

## 6.1.1 National

### Community Languages Australia

Stefan Romaniw OAM, Executive Director

Address: 189 Faraday St, Carlton, VIC 3053

Tel: 03 9349 2683

Fax: 03 9349 2698

Email: Stefan.romaniw@communitylanguages.org.au

Website: http://www.communitylanguagesaustralia.org.au

## 6.1.2 State and Territory

### Australian Capital Territory

#### ACT Ethnic Schools Association

Mr Fuxin Lin, President

Address: GPO Box 2601, Canberra, ACT 2601

Ph: 02 6230 5191

Fax: 02 6230 5033

Email: fuxin.li@trilong.com.au

Website: http://www.actesa.org.au

### New South Wales

#### NSW Federation of Community languages schools

Albert Vella, President

Eva Tzadouris, Executive Officer

Address: 269A Livingstone Rd Marrickville Sth, NSW 2204

Ph: 02 9558 6134

Fax: 02 9558 6176

Email: nswfcls@bigpond.com

Website: http://www.communitylanguagesnswfed.com

### Queensland

#### Ethnic Schools Association of Queensland

Irene Bayldon, President

37 Thomson St Greenslopes QLD 4120

Ph: 0411 479 019

Email: irenehomestay@hotmail.com

Website: http://www.esaq.org.au/

### South Australia

#### Ethnic Schools Association of SA

M Darryl Buchanan, Executive Officer Address: Ethnic Schools Education Centre

255 Torrens Road West Croydon, SA 5008

Ph: 08 8301 4816/0422 004 570

Email: Darryl.Buchanan@sa.gov.au

Website: http://www.decs.sa.gov.au/ethnic/

### Tasmania

#### Ethnic Schools Association of Tasmania

Mr Mahendra Pathik, President

Address: ESA Tasmania c/o Multicultural Council of Tasmania

18 Reynolds Crt Dyrnne TAS 7005

Ph: 02 6231 0357 /0411 091 157

Email: mcot@tassie.net.au /mahendra\_pathik@hotmail.com

### Victoria

#### Ethnic Schools Association of Victoria

Fahry Abubaker, Executive Officer

Address: 189 Faraday Street, Carlton 3053

Ph: 03 9349 2683

Fax: 03 9349 2698

Email: Abubaker.fahry.f@esav.org.au

Website: http://www.esav.org.au

### Western Australia

#### Ethnic Schools Association of WA

Mr Enzo Sirna, President

Address: PO Box 405, North Perth, WA 6906

Ph: 08 9228 2220

0419 945 357

Email: enzo.sirna@ntwa.com.au

## 6.2 Useful Website Links

## 6.2.1 Departments of Education

* Australian Government Department of Education, Science and Training [https://www.**education**.gov.au](https://www.education.gov.au)
* ACT – Department of Education and Training <https://www.education.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>

## 6.2 .2 Other Organisations

* Australian Bureau of Statistics <http://www.abs.gov.au>
* Australian Council of State School Organisations [www.acsso.org.au](http://www.acsso.org.au)
* Australian Federation of Modern Language Teachers Association https://www.afmlta.asn.au
* Australian Parents Council <http://www.austparents.edu.au>
* Australian Primary Principals’ Association https://www.appa.asn.au
* Australian Secondary Principals’ Association <https://www.aspa.asn.au>
* Australian Principals’ Federation apf.nett.au
* Curriculum Links

https://www.australiancurriculum.edu.au

[www.education.vic.gov.au/**languagesonline**](http://www.education.vic.gov.au/languagesonline)

https://www.scootle.edu.au

https://fuse.education.vic.gov.au

* Department of Immigration and Multicultural Affairs <http://www.immi.gov.au>
* Federation of Ethnic Communities Council of Australia <http://www.fecca.org.au>
* United Nations Educational, Scientific and Cultural Organization [www.**unesco**.org/new/en/**unesco**/about-us/who-we-are/history](http://www.unesco.org/new/en/unesco/about-us/who-we-are/history)

## 6.3 Languages Taught in Australia’s Community Languages Schools

|  |  |  |  |
| --- | --- | --- | --- |
| Acholi | Finnish | Maltese | Slovak |
| Albanian | French | Mandaean | Slovenian |
| Amharic | German | Mandarin | Somali |
| Arabic | Greek | Maori | Spanish |
| Aramaic | Gujarati | Marathi | Swahili |
| Armenian | Hararian | Mon | Swedish |
| Assyrian | Hebrew | Nepalese | Tamil |
| Auslan | Hindi | Nuer | Tatar |
| Bangla/Bengali | Hindustani | Oromo | Telugu |
| Bari | Hungarian | Otuho | Thai |
| Bosnian | Indonesian | Pashto | Tibetan |
| Bulgarian | Italian | Persian/Farsi | Tigrinya |
| Burmese\* | Japanese | Polish | Tok Pisin |
| Cantonese | Karen | Portuguese | Tongan |
| Chinese | Khmer | Pukapuka | Turkish |
| Chin-Hakha | Kija | Pulaar | Uighur |
| Croatian | Kirundi | Punjabi | Ukrainian |
| Czech/Slovak | Korean | Romanian | Urdu |
| Danish | Lao | Russian | Uyghur |
| Dari | Latvian | Samoan/Tongan | Vietnamese |
| Dinka | Lithuanian | Sanskrit | Yiddish |
| Dutch | Macedonian | Serbian | Yoruba |
| Dzongkha | Madi | Shona/Ndebele |  |
| Fijian | Malay | Sinhala |  |
| Filipino | Malayalam | Sinhalese |  |

1. Pages 1 & 2 VCAA, Information Communication Technologies and Languages available at [Information Communication Technologies and Languages](http://victoriancurriculum.vcaa.vic.edu.au/static/docs/Languages%20ICT%20v2.pdf) [↑](#footnote-ref-1)
2. Page 1 [**VCAA** Victorian Curriculum F-10**:** Revised Curriculum **...**](http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf) [↑](#footnote-ref-2)