COMMUNITY LANGUAGES AUSTRALIA

Annual Report 2020

In this together - thinking nationally, acting locally

COMMUNITY
LANGUAGES
AUSTRALIA

AFESA-Community Languages Australia acknowledges the Traditional Owners of Country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them, their cultures, languages, and Elders past, present and emerging.

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CHAIRMAN'S MESSAGE

It gives me great pleasure to present our AFESA-Community Languages Australia (short AFESA-CLA) Annual Report for 2020. Many thanks to everyone who has accompanied us on this journey.

Saying that it was an interesting year would be an understatement – it was a very disruptive school year. COVID-19 challenged us to rethink how we deliver our programs – adapting to new scenarios, now often referred to as the 'new normal'.

The reports that reached our council meetings showed that, even though there were very different COVID-19 measurements in place within states and territories, community language schools (short CLS) appropriately met these new challenges. If anything, it brought the resolve and resilience of our schools to the surface. It showed that we were able to adapt quickly and learn from each other.

The lockdown affected our council meetings - we had to call off our National Conference and other planned face-to-face events. However, despite all the challenges, AFESA-CLA was still able to meet the deliverables that our Department of Education, Skills and Employment (DESE) Project Plan outlined for 2020, as well as other initiatives. Particularly in assisting the sector and those states that required help through coordination and support.

We held our Academic Forums remotely and contributed to the national discussion on a new national languages strategy, supporting AFMLTA.

This report endeavours to show how we fulfilled our obligations against the DESE Project Plan's criteria and other initiatives. It also shows the work done on the local level by our members, the state and territory associations. It shows how we collectively overcame unexpected challenges, which then got us to think outside of the box.

We now need to take time working through the learnings of COVID-19 to date, to look into the future. I believe that we should not be encouraging full online learning, as face-to-face is critical. A form of blended learning could be a possibility, but it could not replace classroom interactions fully.

Finally, I would like to thank my fellow council members for their work and efforts to support AFESA-CLA and drive the activities in their state and territory association, which are critical partners in the national landscape.

We are fortunate to have a fantastic team that is always ready to meet a new challenge. A special thanks to our Executive Director Stefan Romaniw, for his commitment, foresight, drive and support in steering the 'ship'. 'Thank you' also to the other members of the Secretariat, Fahry Abubaker, Neda Erjaei and Anila Hasnain, for their dedication and hard work.

We look forward to 2021!

Tassos Douvartzides

Chairman

A MESSAGE FROM THE EXECUTIVE DIRECTOR

Throughout the COVID-19 pandemic, the AFESA-Community Languages Australia (short AFESA-CLA) Secretariat has endeavoured to keep connected with all state and territory associations, implementing strategies to support schools in remote teaching.

The pandemic tested the capability of the community language school sector. Community Languages Australia and the state and territory associations had to respond quickly and effectively to prepare the member schools to take on these unprecedented challenges.

We came through it and arrived on the other side, more resilient, prepared, and with a better idea of how the sector might operate in the future.

The 2020 Annual Report reflects how AFESA-CLA, and community language schools responded to these challenges. It also demonstrates the work undertaken under the national project funded by the Department of Education, Skills and Employment (DESE).

Notably, state and territory associations' work is highlighted in this report, who drive the work in their jurisdictions.

Through AFESA-CLA, the state and territory associations, and most importantly, local community language schools, the sector is a strong language education provider in Australia. Notably, with a high student retention rate, as students often stay at schools to a senior level.

The sector has also proven to consist of outstanding practitioners with high levels of commitment and dedication, while also being supported through high levels of volunteerism.

Community language schools foster social cohesion, connection and harmony in communities. Even though it has been a challenging time, most school communities around Australia have taken to the new challenges and adapted to the new at-home learning environment, as have students and parents.

I take this opportunity to thank the AFESA-CLA Council for their support and leadership, not only nationally, but also on local state and territory levels. A special thanks to our Chairman, Tassos Douvartzides, for keeping in regular contact throughout the year. The discussions allowed us to adjust to and plan our roadmap during different phases of the pandemic.

We extend our gratitude to our Secretariat Staff – Fahry Abubaker, Neda Erjaei and Anila Hasnain. Not only for their work and efforts but also for responding and adapting to an unexpected environment. They did so in a seamless fashion.

Our thanks to the staff and project team at the Department of Education, Skills and Employment for their ongoing support, guidance and counsel. Community language schools in Australia have significantly benefited from this support, leading to a coordinated and effective sector.

We extend our thanks to administrators, teachers, and volunteers across Australia, who offer so much, maintaining language and culture in their communities.

Our thanks go to all the state and territory jurisdictions and the AFMLTA for their support and partnership.

Last but not least, a special 'thank you' to the members of our Academic Forum for their advice, robust discussion, and support. To the trainers, who deliver our professional development programs and the researchers and support staff who collaborate with us.

We are excited to be working through the DESE Project Plan's next stage, and we do so with enthusiasm and great hope.

Stefan Romaniw OAM

Executive Director

ABOUT AFESA-COMMUNITY LANGUAGES AUSTRALIA

Organisational Structure

AFESA-Community Languages Australia (short AFESA-CLA or CLA) is a national incorporated not-for-profit organisation. It is registered with Consumer Affairs Victoria and must provide an annual audited statement and report from the Annual General Meeting.

The National Council, which consists of two representatives of each state and territory, drives CLA's policy developments. A National Secretariat undertakes the management of the operations.

Members of AFESA-CLA are:

- Australian Capital Territory Community Languages Schools Association (ACTCLSA)
- Community Languages Northern Territory (CLNT)
- Ethnic Schools Association Queensland Inc. (ESAQ)
- Community Languages Tasmania (CLTAS)
- Community Languages Victoria Inc. (CLV)
- Community Languages Western Australia Inc. (Community Languages WA)
- New South Wales Federation Community Language Schools (NSWFCLS)
- The Ethnic Schools Association of South Australia Inc. (Ethnic Schools Association of SA Inc.)

Council Members

Chairman
Mr Tassos Douvartzides (CLV)

Deputy Chair
Enzo Sirna AM (Community Languages WA)

Secretary
Fuxin Li (ACTCLSA)

Treasurer
Darryl Buchanan (Ethnic Schools Association of SA Inc.)

Officer
Binh Nguyen (Ethnic Schools Association of SA Inc.)

Members
Lucia Johns (NSWFCLS)

Fahry Abubaker (CLV)

Irene Bayldon (ESAQ)

C.K Bharathy (CLTAS)

Kazi G Sabbir (CLTAS)

George Papasavvas (CLNT)

Michael Christodoulou AM (NSWFCLS)

Serena Sirna (Community Languages WA)

The Secretariat

Executive Director
Stefan Romaniw OAM

Professional Development, Training and Data
Fahry Abubaker

Child Safety and RTO Compliance Officer
Neda Erjaei

Communications Officer
Anila Hasnain

Governance Policy

CLA developed a CLA Council Governance Policy, to assist the Council in managing its work. It covers a range of areas that enhance good management and compliance, based on the flowing principles:

1. **Participatory** - Participation is a crucial cornerstone of good governance.

2. **Consensus oriented** - There are several actors and as many viewpoints. Good governance requires mediation of the different interests.

3. **Accountable** - Who is accountable to who.

4. **Transparent** - Transparency means that decisions taken, and their enforcement are easy for others to see, implying openness, clear communication and accountability.

5. **Responsive** - Good governance requires institutions and processes to serve all stakeholders within a reasonable time frame.

6. **Effective and efficient** - Good governance means that processes and institutions produce results that meet stakeholders' needs while making the best use of resources at their disposal.

7. **Equitable and inclusive** - A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded.

8. **Follows the rule of law** - Good governance requires fair legal frameworks that are enforced impartially.

THE DESE PROJECT

The Department of Education, Skills and Employment (DESE), primarily funds AFESA-CLA, to provide national coordination and support to community language schools. The signed funding agreement for the 2019-2022 period outline the objectives to support:

- community languages education for Australian school students,

- community languages schools to provide quality community languages education to support the increase in Australian school students undertaking community language studies; and

- professional development of community languages teachers.

AFESA-CLA is required to prepare a Project Plan developed in cooperation with the Council and endorsed by DESE. The Secretariat reports regularly to DESE on its activities. The Council refers to the Project Plan during its council meetings to ensure that the planned deliverables are met. The Council also relies on state and territory associations to cooperate in providing and disseminating information, which assists in planning and delivering programs and initiatives on a national level. The Secretariat is responsible for the initial planning and implementation of the Project Plan and reports to the Council at each meeting.

AFESA-CLA OPERATION

Strategic Positioning Paper

This year, with the newly appointed Communications Officer's help, AFESA-CLA (or CLA) created a Strategic Positioning Paper. This paper clearly outlines the organisation's purpose, strategies, visions and roles, including measurable performance indicators. Please refer to the Strategic Positioning Paper on the CLA website for a full outline. Here some selected sections of the document.

Our Purpose

Representing all community language school state and territory associations and federations, Community Languages Australia works nationally to advocate and promote community language schools. It also works on creating synergies and standardisation across Australian associations, federations and schools. CLA further supports these institutions in facilitating effective quality languages education, by providing resources, professional development opportunities and guidance to new and established communities. Collecting valuable data and supporting research also enables CLA to inform policy-making and facilitate research, further future-proofing the dynamic and highly diverse community language school sector.

CLA's five purpose statements:

- Advocate for the community languages sector.

- National standardisation and synergies.

- Facilitate high-quality languages education and community building.

- Support the establishment of emerging communities.

- Research and future-proof the sector.

Supporting Member Associations

There are significant disparities across states and territories. CLA not only represents state and territory associations but also assists them in supporting their community language schools, gradually working to achieve national consistency.

In 2020, CLA:

- Facilitated meetings with the state and territory Department of Education and Multicultural Affairs, Queensland, Northern Territory, Western Australia, Tasmania, Australian Capital Territory.

- Developed strategic plans for associations as required.

- Introduced educational leaders' networks in jurisdictions and providing ongoing support.

- Delivered professional development for leadership teams.

- Delivered professional sessions for state and territory associations as required.

- Assisted with writing of funding submission.

- Assisted in developing constitution and model rules for incorporation.

- Provided advice on curriculum development.

- Provided support for recently established members associations as required with focus on developing associations - particularly to the Northern Territory and Tasmania.

- Revised the national welfare manual.

Quality Assurance Framework

The Quality Assurance Framework (QAF) is a crucial instrument for supporting and assessing community language schools in all critical dimensions and areas. Last updated in 2008, the framework is now undergoing another review taking the following steps to come up with an updated version in 2021:

- Examining the community language school (CLS) framework's content and organisation by Erebus in light of other new school effectiveness frameworks in mainstream schools.

- Consultations with relevant state and territory stakeholders (via Zoom meetings), including a sample of CLA teachers and principals who have used and are familiar with the existing QAF or who have expressed interest in doing so in the future. Questions to be addressed during this meeting include the following:

- What are the strengths of the current framework?

- What are its limitations, in terms of:
    - length (number of indicators),
    - omissions and possible repetition,
    - organisation (are the eight areas of the octagon an accurate reflection of CLS),
    - the difficulty of language and concepts,
    - ease of interpretation of the concepts in the framework and capacity of CLS to measure them.

- What are the constraints on the use of the octagon?
    - time pressures,
    - lack of skills,
    - lack of familiarity, amongst others.

In-line with the revised framework, CLA will develop professional development materials.

At this stage CLA's members were contacted to put forward schools to be part of the revision process. The QAF was initially also developed bottom-up, incorporating community language school input. This will be equally considered in the framework's revision process.

NATIONAL EVENTS

Council Meetings

Council meetings address issues of coordination and support, evaluate the delivery of the Project Plan, share information and experiences. Four CLA Council Meetings were held in 2020.

Academic Forums

CLA expanded the CLA Academic Forum's role (the national CLA advisory board of tertiary lecturers) to lead and drive language policy discussions. The Forum provides current advice and leadership in languages education, and draws on relevant research, including research on how community languages link to university languages education courses.

CLA conducted two Academic Forums in 2020. Federal Education Minister Dan Tehan opened the 21st Feb 2020 Forum. In a workshop following the address, the participants developed a Matrix of stakeholders. The last Academic Forum in 2020 took place remotely via Zoom.

The following pages will outline some outcomes.

February 2020 – National Languages Forum

Opened by the Minister for Education, the Hon Dan Tehan MP.

- 40 participants from a range of universities and other stakeholder groups attended.
- CLA presented the outcomes to Assistant Secretary Margaret Leggett.
- CLA also presented the outcome document to the AFMLTA to contribute to its ongoing project.

Topics and general outcomes of the Academic Forum

What might be best achieved by the National Strategy exercise:

- greater clarity of purpose and direction,
- closer coordination between governments, schools, and community,
- recognition of the role of indigenous languages,
- a range of specific language education outcomes,
- issues related to sustainable resourcing, and
- ways and means of ensuring stakeholder engagement.

Several key themes emerged

- clarity and direction and an overall blueprint,
- universal access and equity provisions,
- the need for support and resourcing, understanding language as the subtext of a culture,
- a mix of the practical and the academic,
- ensuring the states do not abrogate funding roles given commonwealth contributions,
- the federal, states and territories collaboration through COAG (Council of Australian Governments),

- the role of home-based learning,
- the importance of community and school partnerships,
- the need to link mainstream and community language networks in partnerships, promote the uptake of languages and combat the prevailing monolingualism mindset.

Possible building blocks for such a national strategy document:

- sustainable funding,
- clear policy settings,
- developing appropriate learning environments,
- collaborative endeavours,
- professional development options,
- promotion and awareness-raising,
- stakeholder alignment,
- improving teacher development by investing in professional development and certification,
- challenging a monolingual mindset,
- building around effective pedagogies,
- linkages between learning English and improving literacy,
- student engagement and motivation through language,
- the need for teacher career paths,
- quality assurance and evaluation,
- connecting culture with language,
- providing tools for advocacy,
- embedding language education within the school development plan,
- the need for stakeholder buy-in, managing rewards and sanctions, engaging the school leadership team,

- the value of language immersion programs,

- guaranteed long-term funding,

- gaining a higher status for multi-lingual practitioners,

- clear protocols for mainstream and community liaison and practice,

- celebrating and showcasing success,

- mentoring, developing a profile of culture,

- language and knowledge,

- addressing digital language development,

- supporting innovative and blended pedagogies,

- a focus on facilitating learning rather than teaching.

What are the ways and means of progressing any of the possible recommendations?

- setting priorities,

- active collaboration,

- online learning options,

- professional development initiatives,

- promotion and campaigning,

- resourcing issues, and

- teacher support proposals.

A coalition of supporters who agreed to discuss the need for a national languages policy/strategy was formed and participated in the Academic Forum in February 2020.

Executive Officer Forums

CLA held two Executive Officer Forums in 2020.

Most Australian state and territory association have an Executive Officer who manages local day-to-day community language school (CLS) affairs. Bringing all state and territory Executive Officers together is essential in achieving national coordination of the CLS sector. The DESE Project Plan also outlines this as one of CLA's obligations. Some states and territories have similar and others quite different circumstances. The Forum offers the opportunity to discuss them, identify synergies, exchange ideas and resolve common issues. Overall, it aims at supporting state and territory member associations as they require. Some of the topics discussed and progressed in the 2020 Executive Officer Forums were:

- National Project Plan – responsibilities,

- CLA Strategic Plan 2020-2023,

- CLA Communications and Marketing Plan,

- child safety,

- surveys,

- CLA national survey – professional development,

- AFMLTA survey,

- Governance Framework.

PROFESSIONAL DEVELOPMENT

Registered Training Organisation - VRAQ

- The Registered Training Organisation (RTO) has now been accredited for the next 5 years.

- Whilst delivering this program, CLA will examine further requirements to have the current course nationally accredited through ASQA and to identify if there is a national appetite for the program.

- The program is conducted and developed by Dr Teresa De Fazio and Neda Erjaei, whom we thank for their work.

The Approved RTO Course content:

CHCPRP003	Reflect on and improve own professional practice
VU22651	Develop language (macro) skills through language lesson planning
VU22658	Plan and deliver community language teaching programs
VU22652	Implement an intercultural teaching approach in the community languages classroom
VU22655	Promote safety and ethical behaviour in the community languages setting
VU22657	Adapt and create resources for community languages teaching
VU22659	Design and develop assessment resources for community languages learning and reporting processes
VU22654	Develop grammar, vocabulary skills and discourse forms in community languages programs
VU22656	Analyse and apply active teaching strategies in the community languages classroom
VU22661	Implement and review inclusive education practices for the community languages school

The 5 elective units of which students will choose two only:

VU22660	Lead teams in a community languages school
VU22653	Integrate digital and media technologies in community languages teaching
CHCEDS004	Contribute to organisation and management of classroom or centre
HLTAID003	Provide first aid
CHCEDS007	Work effectively with students and colleagues

COVID-19 Online Support

In 2020 CLA provided online support to state and territory organisations. Specifically, about

- Online learning during COVID-19.
- Online material development for schools.
- How to use ZOOM for teaching.
- How to use Google Classroom.
- Using online learning in a CLS classroom.
- Develop a resource bank of online learning programs.
- Continue to provide training and professional development.

The Virtual Classroom – Online learning – Home learning

- Since mid-March, CLA has been actively involved in training teachers and instructors to use technology for online learning and virtual classrooms.
- CLA leadership undertook intense training to explore the range of platforms available.
- In addition to teaching the 'technology' – how to operate systems, the second part was how to use it as a tool.
- CLA organised a series of training sessions to deal with both.
- There have also been many Zoom conferences with school principals and administrators to keep in touch and ensure that issues are dealt with directly.
- Surveys were sent to understand what the learnings are and how we maintain the learnings regarding improved communication, information sharing, finding valuable multimedia resources and using the learnings for further work.

Date	Meetings/Webinars	Participants
March 2020	25	1,400
April 2020	29	2,283
May 2020	9	156
Total	**63**	**3,839**

Training sessions provided:

- Zoom for beginners,
- Advanced Zoom,
- Google Classroom.

States that participated:

- Victoria,
- Western Australia,
- Queensland,
- New South Wales.

Information and Communication Technology

Developed and made nationally available community languages teaching and learning resources, including using information and communication technology (ICT) and an online community language teaching and learning resource centre, including resources and classroom ideas about how to use technologies to enhance language learning

During the beginning of the COVID-19 pandemic, this became a more pressing issue and CLA started to reach out to schools to understand their uptake of technology. Based on this assessment a number of ICT programs was developed and offered with regards to the following criteria:

1. How ICT improves engagement.

2. How ICT improves knowledge retention.

3. How ICT encourages individual learning.

4. How ICT encourages collaboration.

5. How students can learn useful life skills through technology.

6. What are the benefits for teachers and students?

To explore the possibility of blended-learning which incorporates the virtual classroom, we established a national working party, which has the objective to develop an action plan with regards to using ICT and blended learning effectively in the future.

RESOURCES AND POLICIES

Welfare - Child Safety

The Child Safety policy was further developed.

CLA developed national guidelines to support associations and state-based community language schools to meet their legislative responsibilities concerning Child Safety, Equal Opportunity, and Cyber Safety. This support involved the ongoing review and training of all Commonwealth, State and Territory legislation regarding

- Child Safety,

- Equal Opportunity,

- Cyber Safety.

Specifically, CLA also:

- Further developed the Child Safety Policy.

- Updated the Welfare Manual for Students and Teachers.

- Facilitated workshops in jurisdictions as required to present information on Child Safety legislations.

- Developed a Child Safety Manual and Instruction Plan for state associations where needed, to support them in delivering to their members on the above issues.

- Worked with state associations as required to undertake an audit to ensure all schools are compliant with the Child Safety Policy.

- Ensured Cyber Safety and Equal Opportunity policies are up-to-date.

- Kept the latest documents and information accessible on the website.

COMMUNICATIONS

In 2020 CLA engaged a Communications Expert to develop a communication plan. After the plan's positive reception and to ensure it gets implemented, CLA employed her for one day a week as Communications Officer.

The integrated communication plan has three stages of objectives and strategies, each spanning over various communication tools:

Objectives

Short-term

- Overhaul and leverage CLA's existing communication tools and networks.

Mid-term

- Building on infrastructure and processes of phase 1, establish an integrated communication campaign, targeting key audiences from multiple angles using various communication tools. Support community language schools (CLS) in communicating with their immediate stakeholder networks.

- Create synergies between CLS and, in particular, teachers to help increase teacher retention, efficiency, and an Australia-wide support network.

Long-term

- Building on the short-term and mid-term objectives, establish an integrated general awareness campaign positioning CLA as the 'go-to' thought-leader of languages in Australia.

Accomplishments to Date

Branding

- Created brand guidelines: Developed a brief, selected a designer, worked alongside the designer to guide the process and provide input, finalised brand guidelines.

- Developed a Word template: Applied brand guidelines to an easy-to-use word template that CLA can implement across the organisation to achieve consistency.

- Email signature: Developed, finalised and supported the implementation of an email signature across the organisation.

- Developed a new letterhead.

Strategic consultation

- Wrote a strategic positioning paper: Exploration and strategic development of CLA's purpose, vision, mission, objectives and specific KPIs.

- Applied the brand guideline/ template to the strategic positioning paper.

Website

- Developed a new website structure using the existing website framework (as a cost-effective strategy of utilising and optimising systems CLA already has in place).

- Created a content document to facilitate the team to optimise and provide content.

- Created content and resources based on old presentations and documents provided (currently in progress).

Social media

- Provided input and advice on social media use.
- Supported accessing Facebook account.
- Set-up a Victorian teacher Facebook group.
- Disseminating information when shared.

Content creation

- Started writing case studies.
- Developed content ideas.
- Reviewed training feedback to come up with relevant future resources and content requirements.

Newsletter

- Developed a newsletter structure.

Annual report

- Developed an annual report structure.
- Contacted states and territories to share data and information for the annual report.
- Content writing, editing and design.

Further Advocacy, Communication and Outreach Activities

- Circulated 60 CLA news information briefs amongst members.
- Finalised AFESA – CLV transfer.
- Provided support for Federal Multicultural Grants.
- Regular contact with the Dept of Home Affairs requesting information on the funding program.

RESEARCH

Parent Project by Monash University

The Community Languages Australia's Parent Project conducted by Monash University was completed and the full report can be found on the CLA website. Parents were surveyed on the aspirations they have for their children to learn community languages, specifically looking at the following factors -

- resources at their community language school,

- the quality of the curriculum,

- teaching materials, and instruction,

- challenges parents encounter.

Data brought to light that parents:

- Found it challenging to motivate their children to formally learn the Community Language (CL).

- There was a drop in the number of enrolments from year 7 to year 12.

Reasons for their children's decline in motivation and ultimately attrition rates to:

- instructional methods,

- relationship building of the teachers with the students,

- the amount and quality of the homework,

- the relevance of the teaching materials with the interests of the children,

- the principals' leadership styles,

- the recognition of the CL by mainstream education and in the ATAR.

Recommendations

- Cultural identity of CL students living in contemporary Australia.

- Recognition of all CLs in the mainstream schools and year 12 ATAR scores.

Most important factors impacting their school choice

- location of the school,

- the local community, and

- children having friends from the same CL background.

Parents most common source of information about the schools

- Through their connections, that is, a friend or another parent.

- Word of mouth through their church or social community.

- Internet search, local media, or their local schools did not play a substantial role in this regard, which Implies that the schools are not actively using social media platforms to showcase their achievements and promote their schools.

- A significant number of the schools required fees. Parents stated it needed to be value for money.

- Most of the parents were aware of their CLS being accredited, which did not seem to have a significant impact on their decisions to enrol in the school.

Professional Development and Training Needs

Throughout 2020 CLA undertook a series of surveys to understand teacher and administrator training needs.

The surveys allow CLA to improve addressing teachers' different needs in the classroom, as well as administrators' needs, who are ensuring their school's compliance. The surveys also provided a national perspective, enabling CLA to provide support to schools at the local level.

It is crucial to think nationally but act locally, as needs vary between different regions. The DESE Project, which supports coordination and support on a national and local level, is essential to achieve this.

The 300 responses by state:

NT	1
Victoria	237
Queensland	40
ACT	14
Did not indicate	8

At the time of the survey (where some states were in lockdown due to COVID-19), the majority of responses, including those that were not officially submitted, indicated to offer remote learning (85.4%).

Respondents, including those that did not officially submit their survey, indicated their desired professional development training topics. Here the three topics, which most participants desired:

- How to teach mixed ages and abilities in a community language school (45.2%).

- How to use technology effectively in the classroom setting to engage your students (42.1%).

- How to develop advanced teaching skills (41.4%).

As a result, CLA developed a list of national trainers, national training and professional development opportunities. CLA has commenced in delivering training in jurisdictions as required.

The following professional development sessions were already scheduled and delivered based on the survey results.

Queensland - professional development provided	Date
How to set up a community language school from A-Z	30/3/2021
How to ensure your school has all the correct policies in place and is up-to-date	21/4/2021
Behaviour management.	5/2021
How to develop advanced teaching skills	23/6/2021
How to teach mixed ages and abilities in a community language school	28/7/2021
How to improve your students' reading and writing	21/8/2021
How to effectively lead your community language school	15/9/2021 (at the AGM)
How to efficiently manage your community language school	20/10/2021

Victoria - professional development provided	Date
Taking Your School Online - 10 Tips to Make It Work	2/7/2020
Language activities for online learning (higher level learners)	6/7/2020
Language activities for online learning (lower-level learners)	7/7/2020
Catering for students with special needs, our legal obligation	20/10/2020
Language activities for remote learning with Zoom	9/7/2020
Classroom management and building a rapport with the students	10/7/2020
Effective Leadership - Resources to Effectively Lead Amid COVID-19	15/7/2020
Taking Your School Online - 10 Tips to Make It Work	16/7/2020
Using Free Technology for Assessments Recording	6/10/2020
Running Your First Online Virtual Incursion Event for Your School	8/10/2020

Northern Territory & Tasmania - proposed topics
How to set up a community language school from A-Z
How to ensure your school has all the correct policies in place and up-to-date
Differentiation in the Languages Classroom
Google Classroom training
Game based learning theory: Learning through game and play
Group work activities to enhance language and understanding
Developing Assessment Rubrics for Student Learning

Western Australia - professional development provided	
School management, administration and good practices	23/12/2020
Assessing and reporting student learning	21/12/2020
Using technology in the classroom	22/12/2020

ADVOCACY AND NATIONAL INVOLVEMENT

AFMLTA

CLA is part of the AFMLTA Project Advisory Group, which works towards a National Languages Strategy. Besides participation in the advisory group, CLA takes an active role in distributing the project's surveys amongst community language schools in Australia. CLA encourages school participation in the surveys to ensure community language schools are represented and heard in the National Language Strategy development.

Several emails with project information and survey links were shared amongst community language schools across Australia via CLA's state and territory associations. The tables below show responses by state and territory.

AFMLTA SURVEY 1

Victoria	408	74.05%
NSW	60	10.89%
Queensland	30	5.44%
ACT	27	4.90%
WA	17	3.09%
NT	5	0.19%
SA	4	0.73%
Tas	0	0.0
	551	

AFMLTA SURVEY 2

Victoria	236	73.07%
NSW	41	12.69%
Queensland	17	5.26%
ACT	14	4.33%
WA	12	3.72%
NT	2	0.62%
SA	1	0.31%
Tas	0	0.0%
	323	

SBS Community Advisory Committee

According to SBS' website "SBS is a modern, multiplatform media organisation with a free-to-air TV portfolio spanning five distinctive channels in SBS, NITV, SBS VICELAND, SBS Food and SBS World Movies; an extensive radio network providing 68 communities with services in their own language; and an innovative digital offering, including SBS On Demand, available to audiences anytime and anywhere." The SBS Community Advisory Committee (Committee) is to assist the SBS Board to fulfil its duty to be aware of, and responsive to, community needs and opinions, by advising the Board on community matters relevant to the SBS Charter. Stefan Romaniw represents Community Languages Australia as part of the Committee.

COMMUNITY LANGUAGE SCHOOLS ACROSS AUSTRALIA – A SNAPSHOT

In total there were approximately 783 community language schools operating across Australia in 2020, over 93 languages were taught to 105,350 students.

National Community Language Schools Data

The following table displays available community language school state and territory data. Only some of them receive funding and fewer are members of the relevant state and territory associations. For example, the displayed New South Wales data shows all community language schools that receive funding through the NSW Department of Education's CLSP funding program. These schools are not necessarily a member of the NSW Federation of Community Language Schools Inc. Data on schools that are members of the associations and federations can be found in the following chapters.

Please note that inconsistencies between the overview on this page and the detailed overview on the following pages might have arisen from different 2020 data collection points. The provided data is only a snapshot.

State	Schools	Students	Teachers
ACT	55	2,733	405
NSW	318	38,528	3,000
NT	13	562	67
QLD	39	5,300	339
SA	94	8,120	701
TAS	11	196	45
VIC	206	44,564	2,960
WA	47	5,347	343
Total	**783**	**105,350**	**7,860**

Some of the Languages
Nationally Taught Through CLS

Acholi	Gujarati	Nepali	Telugu
Arabic	Harari	Norwegian	Thai
Arabic/Coptic	Hebrew	Nuer	Tibetan
Armenian	Hindi	Oromo	Tigrinya
Assyrian	Hindi / Punjabi	Otuho	Tongan
Bangla	Hungarian	Pashto	Turkish
Bari	Igbo	Persian	Uighur
Bengali	Indonesian	Persian/Arabic	Ukrainian
Bosnian	Italian	Polish	Urdu
Bulgarian	Japanese	Portuguese	Uyghur
Burmese	Kannada	Pulaar	Vietnamese
Cantonese	Karen	Punjabi	Yiddish
Chin Hakha	Khmer	Romanian	
Chinese	Kirundi	Russian	
Chinese (traditional)	Korean	Samoan	
Croatian	Lao	Sanksrit	
Czech	Latvian	Serbian	
Dari	Lithuanian	Shona	
Dinka	Macedonian	Sinhala	
Dutch	Malay	Sinhalese	
Dzongkha	Malayalam	Slovak	
Farsi	Maltese	Somali	
Filipino	Mandaean	Spanish	
Finnish	Mandarin	Swahili	
French	Maori	Swedish	
German	Marathi	Tagalog	
Greek	Nepalese	Tamil	

Australian Capital Territory

	Language Taught	No. of Schools	Enrolment No.
1	Arabic	5	116
2	Bangla	1	29
3	Chinese	5	689
4	Croatian	1	24
5	Dari	1	14
6	Dutch	1	13
7	Dzongkha	1	13
8	Filipino	1	43
9	German	2	68
10	Greek	1	33
11	Hebrew	1	24
12	Hindi	1	35
13	Italian	1	12
14	Japanese	3	96
15	Karen	1	34
16	Khmer	1	13
17	Korean	1	82
18	Macedonian	1	15
19	Maori	1	30
20	Malayalam	1	28
21	Nepalese	1	49
22	Persian	1	23
23	Polish	1	42
24	Portuguese	1	17
25	Punjabi	1	22
26	Russian	1	27
27	Sanskrit	1	no funding applic.
28	Sinhala	2	87
29	Spanish	1	26
30	Swedish	1	13
31	Tamil	2	195
32	Tibetan	1	15
33	Telugu	1	25
34	Tongan	2	42
35	Vietnamese	1	86
Total		**49**	**2,080**

New South Wales

The following table displays the NSW Federation of Community Language Schools Inc. (NSWFCLS) 2020 members. Please note that there are further CLS in NSW which are funded by the NSW Department of Education but might not have become a NSWFCLS member.

Language	Schools	Playgroup students	Preschool students	Primary school students	High school students	Total students	Number of teachers
Arabic	24	18	150	3,161	853	4,182	289
Armenian	3	13	50	231	60	354	73
Assyrian	3	0	0	406	44	450	38
Bangla	5	3	39	174	54	270	61
Bosnian	1	0	0	43	9	52	4
Bulgarian	1	0	4	45	3	52	5
Chinese	44	45	232	7,064	1,324	8,665	704
Croatian	1	0	2	230	42	274	12
Czech	1	0	24	56	0	80	15
Dinka	1	0	0	7	9	16	2
Dutch	1	0	22	154	0	176	7
Finnish	1	0	11	24	2	37	10
German	2	0	6	160	45	211	13
Greek	7	0	68	1,000	100	1,168	78
Gujarati	1	0	6	67	20	93	8
Hebrew	1	0	0	111	0	111	6
Hindi	4	0	9	343	73	425	76
Hungarian	1	0	10	44	6	60	6
Indonesian	1	0	0	26	16	42	6
Italian	2	0	0	274	63	337	12
Japanese	8	0	216	827	155	1,198	110
Kannada	1	0	0	5	101	106	9
Khmer	1	0	1	23	39	63	6
Korean	9	25	49	806	92	972	89
Lao	1	0	0	35	8	43	5
Macedonian	8	0	0	221	15	236	18
Maltese	2	0	0	43	11	54	18
Malay	1	0	9	8	9	26	4

Language	Schools	Playgroup students	Preschool students	Primary school students	High school students	Total students	Number of teachers
Malayalam	3	0	5	114	38	157	32
Mandaean	1	0	0	15	0	15	2
Nepalese	1	0	8	155	20	183	26
Persian	5	19	29	148	52	248	44
Polish	7	34	95	243	25	397	51
Portuguese	5	11	43	210	55	319	29
Pulaar	1	0	0	25	5	30	4
Punjabi	3	0	12	178	45	235	13
Russian	6	0	84	365	43	492	84
Sanskrit	1	3	6	113	38	160	16
Sinhalese	1	0	10	236	58	304	68
Spanish	8	0	0	489	75	564	27
Swedish	1	0	0	118	41	159	18
Tamil	5	35	135	1,419	490	2,079	370
Telugu	1	0	0	100	10	110	15
Thai	1	0	0	81	8	89	14
Tibetan	1	0	5	6	28	39	15
Turkish	8	0	11	392	26	429	22
Uighur	1	0	5	32	0	37	5
Ukrainian	2	0	10	43	23	76	15
Urdu	2	0	0	201	48	249	14
Vietnamese	4	0	0	2,023	282	2,305	121
Total	**204**	**206**	**1,366**	**20,894**	**4,363**	**28,429**	**2,689**

New South Wales - Professional Development

The table of professional development sessions below outlines activities organised and conducted by NSWFCLS.

Presenter	Location	Topic	Date	Registrations
Alex Di Prinzio NSWFCLS	Sydney	Using Zoom for Community Language Teaching	Saturday, 4 April 2020	57
Alex Di Prinzio NSWFCLS	Sydney	Using Zoom for Community Language Teaching	Monday, 6 April 2020	61
Alex Di Prinzio NSWFCLS	Sydney	Teacher Forum	Monday, 6 April 2020	53
Alex Di Prinzio NSWFCLS	Sydney	How to use Kahoot, Quizziz and EdPuzzle for Community Language teachers	Tuesday, 7 April 2020	40
Alex Di Prinzio NSWFCLS	Sydney	How to use Kahoot, Quizziz and EdPuzzle for Community Language teachers	Tuesday, 7 April 2020	35
Alex Di Prinzio NSWFCLS	Sydney	Google forms for easy activities	Wednesday, 8 April 2020	49
Alex Di Prinzio NSWFCLS	Sydney	Google forms for easy activities	Wednesday, 8 April 2020	65
Alex Di Prinzio NSWFCLS	Sydney	Smart Notebook: introduction to SMART LAB	Thursday, 9 April 2020	63
Alex Di Prinzio NSWFCLS	Sydney	Community Languages Teachers' Forum	Monday, 11 May 2020	67
Dr Robyn Moloney - Macquarie University	Sydney	Using Games and Activities in online Zoom Teaching	Thursday, 14 May 2020	198
A/Professor Scott Thornbury - New School New York	Barcelona- Spain	'Grammaring' activities	Monday, 18 May 2020	203
Alex Di Prinzio NSWFCLS	Sydney	Community Languages Teachers' forum	Friday, 22 May 2020	67
Matthew Absalom University of Melbourne	Melbourne	Language online: what's important and what's not	Monday, 25 May 2020	178

Presenter	Location	Topic	Date	Registrations
Alex Di Prinzio NSWFCLS (face to face)	Sydney	Wentworthville Tamil School - Behaviour management strategies for the community languages classroom	Sunday, 31 May 2020	69
Professor Rod Ellis - Curtin University	Perth	Task based language teaching: where did it start and where is it going?	Monday, 1 June 2020	157
Alex Di Prinzio NSWFCLS	Sydney	Wentworthville Tamil School - Behaviour Management in the CLS	Sunday, 7 June 2020	57
Professor Joseph Lo Bianco University of Melbourne	Melbourne	The language lives of young migrant children: pressure, identity and connection	Wednesday, 10 June 2020	194
Dr Alice Chik Macquarie University	Sydney	Blended Learning in a nutshell	Monday, 22 June 2020	116
Dr Maria Gindidis Monash University	Melbourne	Learning forward - think differently. Transforming languages learning and community schools in a post covid 19 world	Monday, 29 June 2020	116
Professor Emeritus Stephen Krashen - University Southern California	Santa Monica -USA	Language acquisition - some fundamentals	Friday, 17 July 2020	203
A/ ProfessorBruno Di Biase University of Western Sydney	Sydney	The role of environment in language learning	Monday, 17 August 2020	132
Melissa Gould Drakeley Languages Inspector NESA	Sydney	K-10 Languages syllabuses – assessment and reporting	Monday, 24 August 2020	131
Alex Di Prinzio NSWFCLS (face to face)	Sydney	Yagoona Arabic School: Using Zoom for Community Language Teaching	Wednesday, 2 September 2020	9
Dist. Prof Ingrid Piller MQU	Sydney	Literacy in heritage language maintenance	Thursday, 3 September 2020	132

New South Wales - Professional Development continued

Presenter	Location	Topic	Date	Registrations
Prof John Hajek Melbourne University	Melbourne	Thinking and acting about languages education: new and old challenges and opportunities	Monday, 28 September 2020	143
Alex Di Prinzio NSWFCLS (face to face)	Sydney	Greek Orthodox Community School: Introduction to SMART Notebook 19 and use of the interactive SMART board	Tuesday, 6 October	10
Jeremy Harmer	Cambridge UK	How to give language students their own voice	Thursday, 15 October	136
Course of 7 sessions 12 Oct to 23 Nov. 2020	Sydney	Engaging community language learners	Monday, 12 October	299
MQU Dr Robyn Moloney 2/7	Sydney	Creativity through task-based learning	Monday, 19 October	240
MQU Dr Alice Chik 3/7	Sydney	Building a community of writers	Monday, 26 October	277
MQU Dr Jill Murray 4/7	Sydney	Teaching Pragmatics in Community Language Schools	Monday, 2 November	242
MQU Dr. Sue Ollerhead 5/7	Sydney	Translanguaging in teaching and learning	Monday, 9 November	218
MQU Ms Agnes Bodis 6/7	Sydney	Learning-Oriented Assessment as a tool to engage students with their learning	Monday, 16 November	180
MQU Dr. Hui Ling Xu & Dr. Jasna Novak Milic 7/7	Sydney	Motivating students through meaningful learning and teaching	Monday, 23 November	208
			TOTAL	**4,405**
	Sydney	First aid courses for community language teachers and volunteers - HLTAID001 and HLTAID004	6 sessions	87
			Grand total participants	**4,492**

Queensland

Queensland's community language schools (CLS) are represented by ESAQ. A total of 39 CLS are teaching a total of 19 languages to 5,300 students, received DoE funding. Another 10 schools operated without funding.

In 2020, the most commonly studied languages in funded CLS are:

- Mandarin (58%),
- Vietnamese (15%),
- Tamil (6%),
- Korean (4%).

Language	Number of CLS
Arabic	2
Bangla	1
Cantonese	2
Dari	1
Dutch	1
Greek	2
Hindi	2
Hungarian	1
Japanese	2
Korean	4
Mandarin	9
Nepali	1
Persian	1
Polish	1
Samoan	1
Sinhala	2
Tagalog	1
Tamil	2
Vietnamese	3

Professional development

Face to face

- Mini essay competition for CLS students - on International Mother Language Day & Harmony Day

On Zoom

Between 19-36 participants for each session:

- 17.03.2020: Getting help with online classes from experts – we were one of the first association in Australia providing help to teachers on how to plan, create and deliver online lessons. We got presenters from 4 different states (South Australia, NSW, Victoria, QLD) to achieve this.
- 12.05.2020: Online teaching - going deeper into the online teaching world.
- 16.05.2020: Survey about CLS online teaching in QLD and remembering the National CLS day.
- 20.05.2020: Discussion about online teaching - sharing information and useful tips helping CLS in online teaching.
- 22.08.2020: Survey about CLS online teaching in QLD.
- 29.09.2020: CLS school administration - sharing information and useful tips for helping CLS in school administration.

Zoom and Face to Face at the same time

- 25.11.2020: Presentation about Multilingual Acknowledgements to Country.

South Australia

In South Australia, community language schools are represented by the Ethnic Schools Association of SA Inc. (short ESASA).

A total of 47 different languages were taught across 118 community language schools across South Australia. A total of 8,121 students were enrolled, who received funding.

Please find an overview of all languages taught, including the number of schools and total enrolments in the table below, sorted by total number of enrolments.

Languages	No. of schools	Enrolments Pre-school	Enrolments Primary	Enrolments Secondary	Enrolments Total
Arabic	13	57	964	259	1,280
Vietnamese	7	47	887	243	1,177
Greek	19	11	776	112	899
Mandarin	6	16	716	66	798
Farsi	3	12	398	129	539
Russian	6	27	271	78	376
Kirundi	3	8	134	139	281
Punjabi	5	18	236	20	274
Nepali	3	18	203	25	246
Sinhalese	1	-	193	26	219
Bengali	5	5	125	33	163
Tamil	3	12	135	16	163
Japanese	1	8	138	16	162
German	2	9	98	35	142
French	2	15	71	28	114
Arabic/coptic	1	9	87	9	105
Uighur	1	9	72	13	94
Serbian	2	1	77	9	87
Chin hakha	1	2	66	12	80
Korean	1	12	64	-	76
Ukrainian	1	1	42	24	67
Gujarati	1	3	62	-	65
Somali	1	-	30	33	63
Persian	1	-	53	5	58
Croatian	2	2	48	4	54
Polish	2	2	35	8	45

Languages	No. of schools	Enrolments Pre-school	Enrolments Primary	Enrolments Secondary	Enrolments Total
Telugu	1	1	38	5	44
Bosnian	1	-	33	10	43
Pashto	2	-	24	16	40
Spanish	3	-	32	6	38
Dinka	1	-	26	10	36
Latvian	1	1	29	1	31
Portuguese	2	3	22	5	30
Hebrew	1	-	26	-	26
Bulgarian	1	1	16	8	25
Hindi	1	-	20	5	25
Bari	1	1	12	11	24
Igbo	1	-	18	6	24
Marathi	1	-	23	-	23
Acholi	1	1	14	4	19
Dari	2	-	8	9	17
Burmese	1	-	15	-	15
Romanian	1	1	12	1	14
Hungarian	2	1	6	4	11
Filipino	1	-	7	2	9
Sanksrit	Sanksrit taught as part of the Hindi course				
Swahili	Swahili taught as part of the Kirundi course				
Total schools	**118**			**Total enrolments**	**8,121**

Tasmania

None of the listed community language schools
have any funded students.

Language	Number of schools	Number of students	Number of teachers
Chinese	1	70	10
Bangla	1	9	5
Tamil	1	14	4
Hindi	1	12	4
Nepalese	1	26	4
Kannada	1	6	3
Sinhalese	1	12	3
Arabic	1	65	9
Total	**8**	**214**	**42**

Victoria

Languages	Total Schools	Total Enrolled	Total Teachers
Arabic	25	3,547	282
Armenian	2	115	24
Assyrian	2	250	17
Bangla	4	812	31
Cantonese	1	115	15
Chinese	26	17,987	802
Chinese (traditional)	1	215	20
Croatian	1	79	3
Dari	3	774	57
Dinka	2	241	20
Farsi	1	93	15
Filipino	1	25	4
German	4	274	32
Greek	35	5,458	378
Harari	1	38	7
Hebrew	3	379	32
Hindi / Punjabi	1	20	5
Hungarian	3	78	11
Italian	2	336	18
Japanese	2	818	83
Korean	5	487	82
Latvian	1	25	14
Lithuanian	1	11	5
Marathi	1	40	6
Nepali	3	98	13
Norwegian	1	24	3
Nuer	1	37	4
Oromo	2	162	26
Otuho	1	48	3
Persian	3	438	53
Persian/Arabic	1	30	13
Polish	3	239	33
Portuguese	1	12	3
Punjabi	2	374	23
Romanian	1	16	1

Languages	Total Schools	Total Enrolled	Total Teachers
Russian	7	566	75
Serbian	3	319	19
Shona	1	211	9
Sinhala	8	1,353	97
Slovak	2	51	8
Somali	6	771	44
Spanish	1	90	8
Swedish	1	135	8
Tamil	5	1,435	173
Thai	3	151	27
Tigrinya	1	124	5
Tongan	1	98	4
Turkish	2	211	18
Ukrainian	1	73	19
Uyghur	1	32	3
Vietnamese	15	5,228	301
Yiddish	1	21	4
Total	**206**	**44,564**	**2,960**

Victoria - Professional Development

PD Title	Presenter	Start Date	Time	Participants
Introduction to Zoom	Neda Erjaei	8-Apr-20	6:00 pm	43
Zoom for beginners	Neda Erjaei	17-Apr-20	11:00 am	45
Essential Guide to Google Classroom	Neda Erjaei	17-Apr-20	2:00 pm	29
Zoom for beginners	Neda Erjaei	20-Apr-20	10:00 am	41
Google classroom training	Neda Erjaei	20-Apr-20	6:00 pm	38
Advanced Zoom	Neda Erjaei	20-Apr-20	1:00 pm	35
Essential Guide to Google Classroom	Neda Erjaei	21-Apr-20	4:00 pm	30
Using Free Technology for Assessments Recording	Majida Ali	21-Apr-20	5:00 pm	34
The Difference Between Summative and Formative Assessment	Majida Ali	21-Apr-20	7:30 pm	33
Outline for efficient school operations / digitising school administration	Heba El-Hakim	21-Apr-20	6:00 pm	36
How a positive sense of identity and a value of cultural diversity spark student interest in language acquisition and enrich the classroom	Marilyn Snider	21-Apr-20	10:00 am	46
Zoom for beginners	Neda Erjaei	17-Apr-20	10:30 am	32
Using Free Technology for Assessments Recording	Majida Ali	23-Apr-20	5:00 pm	47
Outline for efficient school operations / digitising school administration	Heba El-Hakim	23-Apr-20	7:30 pm	33
The Difference Between Summative and Formative Assessment	Majida Ali	24-Apr-20	5:00 pm	40
Language activities for remote learning with Zoom	Tina Isaakidis	12-May-20	6:00 pm	50

PD Title	Presenter	Start Date	Time	Participants
Efficient School Operations - Digitising School Administration	Heba El-Hakim	13-May-20	7:00 pm	29
Intercultural capability within the Victorian Curriculum	Marilyn Snider	13-May-20	6:00 pm	37
How to Effectively Manage Your School's Finances	Heba El-Hakim	14-May-20	7:00 pm	23
Using digital resources for assessment	Majida Ali	14-May-20	7:30 pm	53
Language activities for remote learning with Zoom	Tina Isaakidis	25-May-20	7:00 pm	45
Language activities for online learning (lower-level learners)	Tina Isaakidis	22-Jun-20	6:00 pm	32
Social and Cultural perspectives to Language teaching and learning	Marilyn Snider	23-Jun-20	6:00 pm	28
Effective Leadership - Resources to Effectively Lead Amid COVID-19	Heba El-Hakim	25-Jun-20	6:00 pm	30
Language activities for remote learning with Zoom	Tina Isaakidis	29-Jun-20	6:00 pm	40
Identity and Cultural Diversity	Marilyn Snider	30-Jun-20	6:00 pm	45
Taking Your School Online - 10 Tips to Make It Work	Heba El-Hakim	2-Jul-20	6:00 pm	51
Language activities for online learning (higher level learners)	Tina Isaakidis	6-Jul-20	6:00 pm	45
Identity and Cultural Diversity	Marilyn Snider	7-Jul-20	6:00 pm	30
Language activities for online learning (lower-level learners)	Tina Isaakidis	7-Jul-20	6:00 pm	39
Catering for students with special needs, our legal obligation	Majida Ali	8-Jul-20	6:00 pm	55

Victoria - Professional Development continued

PD Title	Presenter	Start Date	Time	Participants
Language activities for remote learning with Zoom	Tina Isaakidis	9-Jul-20	6:00 pm	40
Classroom management and building a rapport with the students	Majida Ali	10-Jul-20	6:00 pm	79
Language activities for online learning (higher level learners)	Tina Isaakidis	13-Jul-20	6:00 pm	42
Classroom management and building a rapport with the students	Majida Ali	14-Jul-20	6:15 pm	50
Social and Cultural perspectives to Language teaching and learning	Marilyn Snider	14-Jul-20	6:00 pm	43
Effective Leadership - Resources to Effectively Lead Amid COVID-19	Heba El-Hakim	15-Jul-20	6:00 pm	28
Taking Your School Online - 10 Tips to Make It Work	Heba El-Hakim	16-Jul-20	6:00 pm	34
Catering for students with special needs, our legal obligation	Majida Ali	21-Jul-20	6:00 pm	40
Creating your Online Enrolment Form and Promoting it for 2021	Heba El-Hakim	15-Sep-20	6:00 pm	30
Creating your Online Enrolment Form and Promoting it for 2021	Heba El-Hakim	17-Sep-20	6:00 pm	37
Language activities for remote learning with Zoom	Tina Isaakidis	18-Sep-20	6:00 pm	58
Language activities for online learning (lower-level learners)	Tina Isaakidis	21-Sep-20	6:00 pm	69
Classroom management and building a rapport with the students	Majida Ali	22-Sep-20	6:00 pm	59

PD Title	Presenter	Start Date	Time	Participants
The Online Community Language School Method (step-by-step framework to ensure you are running 100% online in 2021)	Heba El-Hakim	24-Sep-20	7:00 pm	60
Language activities for online learning (higher level learners)	Tina Isaakidis	28-Sep-20	6:00 pm	70
The Online Community Language School Method (step-by-step framework to ensure you are running 100% online in 2021)	Heba El-Hakim	29-Sep-20	6:00 pm	38
The Difference Between Summative and Formative Assessment	Majida Ali	29-Sep-20	6:00 pm	49
Pair/group activities for the online classroom	Tina Isaakidis	2-Oct-20	6:00 pm	92
Running Your First Online Virtual Incursion Event for Your School	Heba El-Hakim	6-Oct-20	6:00 pm	38
Using digital resources for assessment	Majida Ali	6-Oct-20	6:30 pm	75
Grammar activities for the online classroom	Tina Isaakidis	7-Oct-20	6:00 pm	74
Running Your First Online Virtual Incursion Event for Your School	Heba El-Hakim	8-Oct-20	6:00 pm	45
Using Free Technology for Assessments Recording	Majida Ali	13-Oct-20	6:00 pm	75
Catering for students with special needs, our legal obligation	Majida Ali	20-Oct-20	7:00 pm	63
			Total	**2,482**

Western Australia

Professional Development

- Multi-level and Multi-age Student Classroom Management
- Classroom Lesson Planning – Preparing a Unit of Work in a Multi-level and Multi-age Classroom

LOOKING INTO THE FUTURE

2020 has been an interesting year that provided the impetus to think and act a little differently. In a sense, it forced CLA and its member associations to learn to respond to a new and unknown situation quickly. However, COVID-19 lockdowns did not stifle the ambition of schools to deliver ongoing programs. CLA took a position that "life must go on", and we must adapt. We must stay connected, and we must respond to schools', parents', teachers', and students' needs.

Overall, we believe in having passed the test with flying colours.

At the time of writing this report, the year 2021 has commenced. CLA has surveyed some of its jurisdictions. Indicative findings show that most schools are back face-to-face; student numbers in early 2021 were substantial, with over 80% of students re-enrolled.

Of course, this is not to say that there have not been challenges, especially in the hiring facilities, additional costs caused by new cleaning and social distancing requirements. However, CLS are, for the most part, overcoming them, and we will continue in providing practical and strategic support as needed.

CLA has now outlined its plans for 2021, and we look forward to delivering on these.

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COMMUNITY
LANGUAGES
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