



# COMMUNITY LANGUAGES AUSTRALIA

## Annual Report

*In This Together -  
Thinking Nationally, Acting Locally*

COMMUNITY  
LANGUAGES  
AUSTRALIA



*Where language and  
culture come together*



**Australian Government**

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**Department of Education,  
Skills and Employment**

The Department of Education, Skills and Employment is supporting Community Language School Education in Australia through the 2019-2022 Project.

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## INTRODUCTION

The year 2021 was again a challenging year in education across the country. COVID19 impacted on the lives of most Australians in some way or another.

It did not spare the community language schools sector. Nationally there were different versions of the road map out of COVID. regardless it did not allow national bodies such as AFESA-CLA to operate in a normal way.

It was important to take the major learnings in 2020 and expand on them in the ICT and virtual space.

In many cases classes were held online. In some States and Territories classes commenced face to face classes.

AFESA-CLA endeavoured to manage these situations. It introduced a series of surveys to monitor the situation.

AFESA-CLA undertook a series of surveys to better understand the needs of schools, teachers, administrators and students.

The Council has used these findings to try and improve programs. State and Territory Associations do much of the heavy lifting on the ground . They provide hands-on assistance to schools.

Overall the sector continues to grow both in numbers and standing in the language education and cultural diversity sector.

Whilst COVID has restricted national movement and the ability to organise events nationally and in many cases even organising events locally schools have done wonderful job in keep 'the ship afloat'

This Report endeavours to show the work under AFESA-CLA and the efforts of S&T Associations

It covers the 2021 period of activity, also highlighting the issues that will need to be implemented in 2022.

AFESA-CLA has requested DESE to provide an extension of unspent funds to allow AFESA-CLA to continue its work.

# ABOUT CLA

## 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. (*CLWA*)
- New South Wales Federation Community Language Schools (*NSWFCLS*)
- Community Language Schools SA (*CLSSA*)

## Council Members

### Chairman

Mr Tassos Douvartzidis (*CLV*)

### Deputy Chair

Enzo Sirna AM (*CLWA*)

### Secretary

Fuxin Lin (*ACTCLSA*)

### Treasurer

Darryl Buchanan (*CLSSA*)

### 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 (*CLWA*)  
Binh Nguyen (*CLSSA*)

## **The Secretariat**

### **Executive Director**

Stefan Romaniw OAM

### **Professional Development, Training and Data**

Fahry Abubaker

### **Child Safety and RTO Compliance Officer**

Neda Erjaei

### **Project Coordinator & Market Research**

Heba El-Hakim

## 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 following 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 timeframe.
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 from society's mainstream.
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

### 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.

- Advocate for the community language 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.

- 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 submissions
- 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 was reviewed in context of its significance in:

- Defining CLA's strategic direction. The Octagon (Eight Dimensions of the QAF) articulates what Community Languages Australia should be delivering in terms of support and advice
- Criteria for a national accreditation standard
- Work commenced in 2020, continued in 2021 and is significantly moving forward in 2022.

### Background

The CLA Quality Assurance Framework was developed in 2008. The Framework was built from an analysis of known best practices in school operations and teaching and learning. It was developed in consultation with key stakeholders from Community Languages Schools in each state and territory. Its contents were field tested with a range of CLA school stakeholders.

The Framework which identifies 8 areas of school operation has some similarities to frameworks applicable to all schools but has a distinctive character that is aligned with the unique nature of Community Languages Schools.

The Framework provides a rigorous tool for analysis of the status of Community Languages Schools and provides direction for future areas of development. In this regard, implementation of the Framework has been challenging for many Community Languages Schools. A program of targeted professional learning about use of the Framework was developed and implemented at the time of the release of the Framework. However, since 2008 the knowledge and research underpinnings of best practice has advanced. Over the period of implementation, schools' use and understanding of the Framework remains variable. Therefore, it is timely for the Framework to be systematically reviewed in terms of its content and ongoing utility.

### Strategy

To undertake this review, Erebus proposes the following steps:

1. Examination of content and organization of the CLS Framework by Erebus considering other contemporary school effectiveness frameworks in mainstream

schools.

2. 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 CLA Framework 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?
    - o Length (number of indicators)
    - o Omissions and possible repetition
    - o Organization (are the eight areas of the octagon an accurate reflection of CLS)
    - o Difficulty of language and concepts
    - o 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?
    - o Time pressures
    - o Lack of skills
    - o Lack of familiarity, etc.

Participants in the Zoom meetings will be emailed this list of discussion areas to allow them time to consult and prepare their responses. They will also be asked to complete and forward their responses to the reviewers (via CLA)

3. Further consultation (via Zoom meetings) with stakeholders above to affirm the value of the revised Framework.

Erebus understands that for the use of the Framework to be maximized, CLA will launch the new Framework in 2021-2022. We also understand that further professional development materials will need to be developed to launch the revised Framework. Specific details of this phase of the Project are to be further negotiated at an appropriate time.

## **2021 Review of CLA Quality Assurance Framework - Survey to Stakeholders**

### ***Awareness of the QA Framework***

1. How familiar are you with the CLA Quality Assurance Framework?

### ***Use of the Framework***

2. How have you used the Framework?
  - Have not used
  - As an evaluation tool for your school
  - As a source of professional development for staff
  - As a tool for communicating quality standards with the school community
  - To identify areas for development
  - Other (please specify)
3. If you have used the Framework, what was the outcome of this exercise?

### ***Strengths of the Framework***

4. What do you believe are the strengths of the current framework?
  - For your school

- For school leaders
- For teachers
- For Community Language schools generally

### ***Limitations of the Framework***

5. What are its limitations, in terms of:
  - Length
  - Omissions and possible repetition
  - Organization (are the eight areas of the octagon an accurate reflection of the work of Community Language Schools)
  - Difficulty of language and concepts in the Framework
  - Ease of interpretation of the concepts in the framework and capacity of Community Language Schools to measure them?
6. Which, if any, of the following factors have limited your school's use of the Quality Assurance Framework?
  - a. Limited time to refer to the Framework
  - b. Lack of familiarity with the Framework
  - c. Lack of familiarity with evaluation processes
  - d. School evaluation not seen to be a high priority
  - e. Other

### ***Suggestions for Change***

7. What suggestions do you have for making the Framework a more user-friendly document?

### **Quality Assurance Framework Progress**

The Quality Assurance Framework has since been revised based on the survey of schools. The previous Program was very extensive and, in some cases, overwhelming for some schools.

A revised diagram of the octagon has been produced:



The revised Program has been discussed with a proposed timeline and professional learning program to support schools. The QAF should now become the 'gold standard' for schools to use. The Program will have a recognition status attached to it for those who undertake the different levels of training and implementation.

***Proposed Professional Learning Activities to support implementation of the revised Community Languages Australia Quality Assurance Framework***

To assist community language schools in becoming familiar with and more confident in using the revised Quality Assurance Framework as a tool for strengthening both the quality of teaching and learning and effectiveness of their management and governance, it is proposed that a series of professional learning activities be undertaken during 2022. These activities will be planned and implemented by the CLA national team and Erebus International, in partnership with State & Territory Community Language Schools Associations.

**The proposed activities include the following:**

**1. National Launch of the REVISED Quality Assurance Framework**

The launch will have both a promotional and educational function. In relation to the latter, the following are suggested:

- Brief overview of nature, purposes, and benefits of using the Framework
- Nature of support to be provided by CLA, including outline of state-based training, and role of state-based professional learning coordinators
- Outline of proposed recognition process

- Outline on expectations of schools and state/territory associations.

## 2. State based “Train the Trainer” sessions

There will be 3-hour face-to-face professional learning sessions, led by Erebus International that will be conducted in each state/territory. It is suggested that up to 20 schools in each jurisdiction (where possible), with up to 2 persons per school be invited to these sessions. It is expected that these participants will use the knowledge gained from this session in their own school and be prepared to replicate delivery of the professional learning module with other community language schools in their state/territory (assisted by the state association coordinator). The session will include face-to-face instruction, video demonstrations, and practical activities. It is expected that the initial “Train the Trainer” sessions will be scheduled during the second half of 2022 (COVID-dependent)

## 3. Provision of Online Resources

The revised Framework and edited material from the state-based “Train the Trainer” sessions will be made available through the CLA website. These resources may include videos and PowerPoint presentations used in the sessions, and other relevant material.

It is expected that the level of uptake of the revised Framework and subsequent training sessions will be monitored throughout 2022, with progress reviewed at the national level towards the end of the year.

## Video Production Requirements for National Launch

**Target Audience:** Principals and School Leaders because they will be attending the training and using the Framework and ultimately become the ambassadors of the QAF.

**Context:** Is QAF only specific to CLS or do other industries have it?

- We’re not the only ones with a Framework
- Other industries use frameworks to measure good practice, self-improvement and accountability
- Promotional introductory video to show generic footage (e.g. hospitals using a framework, other example with voiceover about how other industries use standards etc) then go into a community language school setting

## Video Need 1: The Revised Quality Assurance Framework

- WHAT is the QAF?
- WHAT is the QAF used for?
- WHERE should the QAF be used?
- WHO is the QAF made for?
- WHY is the QAF important?

In this first video, we will be telling a story. The story behind the QAF. Best if it’s a powerful, emotion-evoking story. Perhaps a school that is using it and how it’s helped them flourish as a community language school.

- Brief explanation of nature and purpose of revised QAF
- Brief snippets with Principals sharing phrases that highlight the benefits of using the QAF and how they have used it.
- Show snippets of how these same Principals plan to use the REVISED QAF including visions and possible solutions.
- Interviews with Principals (9 Questions)
- Snippets from Students to get their perspectives

*This first video has now progressed significantly and a draft script has been finalised and is now at the Storyboard / Location Setting stage with the Video Production Team.*

*Also an online quiz “**What’s Your Community Language School Readiness Score?**” is being developed by CLA and revised with Erebus International - this will serve as the call-to-action from the introductory video and will be a strong marketing asset to attract schools to know more about the QAF and be motivated to take part in it. A series of nurturing email communications will follow once a prospect completes the quiz and provides their contact details for further information.*

### **Video Need 2: The Revised QAF in Action**

These are a series of short “testimonial” type videos demonstrating the following:

- Setting is staff meeting in a school where principal is presenting nature and purpose of revised QAF (various scenarios)
- Examples of use of the QAF in the day-to-day of the CLS
- Documenting good CLS practice
- Using the QAF as a tool for measuring extent of good practices and evidence of that
- Stimulating discussion about good practice and what it means to the Principal, the Teacher and the Student

### **Video Need 3: CLA Professional Development Package**

This will be an edited version of the recordings of the QAF LIVE training including Opening Ceremony, Practical Exercises, Q&A Sessions and Closing Session.

It will be a consumable edited version module-based and on-demand on the CLA website for those that wish to complete the training online.



## NATIONAL EVENTS

### **Council Meetings**

Council meetings address issues of coordination and support, evaluate the delivery of the Project Plan, share information and experiences. Six CLA Council Meetings were held in 2021.

### **Academic Forums**

Due to COVID restrictions, no face-to-face Academic Forums were able to be held. CLA continued to interact with Members.

### **Executive Officer Forums**

Most Australian State and Territory associations have an Executive Officer who manages local day-to-day CLS affairs. Due to COVID restrictions, no face-to-face Executive Forums were able to be held. Regular contact was kept with individual S&T Executive Officers.

## PROFESSIONAL DEVELOPMENT

### **Registered Training Organisation - VRQA/ASQA**

For this reporting period RTO's activity was suspended due to COVID.

Discussions have been held with regulators to address the issue of possible national delivery of the RTO through ASQA.

Discussions have focused on processes required to transfer registration, which seem to be viable.

The issue of need in S&T is also an element for consideration

The problem is currently on hold due to the Federal elections. There appear to be imminent changes in the VET area.

The cost of registration is being discussed at the Federal level. These discussions will continue.

- A revised program has now commenced (see table below)
- Whilst delivering this program, CLA will examine what further is required to have the current course accredited nationally through ASQA and whether there is 'an appetite' nationally.
- A revised program has commenced, with 10 core Units of Competency and 5 elective units of competency from another training package.
- The RTO is offering part-time, full time options.
- These courses give teachers the necessary educational qualifications for teaching languages.

The Approved RTO Course content (revised):

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 which are 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**

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

- Online learning during COVID-19
- Develop online materials 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

- 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.
- There have been many Child Safety and Mandatory reporting sessions as part of the CLA Child Safety Plan.
- Surveys to ascertain what the learnings are and how we maintain the learnings of communication, information sharing, finding valuable multimedia resources and using the learnings for further work.

Training sessions provided:

- Zoom for Beginners
- Advanced Zoom
- Google classroom

### **Remote Learning Trainings Stats**

Many teachers quickly upskilled and adjusted to the increased use of technology.

Successful and healthy social development and mental health support

Some of the S&Ts conducted their own training.

TRAINING TOPIC	STATE/TERRITORY	PARTICIPANTS
Zoom For Beginners	VIC, QLD, ACT, NSW, WA	4300
Zoom For Advanced	VIC, QLD, ACT, NSW, WA	1200
Google Classroom	VIC, QLD, ACT, NSW, WA	1350
Child Safety Training	VIC	3500
Mandatory Reporting	VIC	3500
Virtual Classroom Policy	VIC, QLD, ACT, NSW, WA	700

## ICT

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:

- a) How ICT improves engagement.
- b) How ICT improves knowledge retention.
- c) How ICT encourages individual learning.
- d) How IC encourages collaboration.
- e) How students can learn useful life skills through technology.
- f) 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 & 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



# CHILD SAFETY

## Child Safety National Principles

Community Language Schools are committed to child safety. CLS have zero tolerance for child abuse. All allegations and concerns for a child's safety and wellbeing will be treated seriously and consistently according to the policies and procedures.

The National Principles are:

- Underpinned by a children's rights, strength-based approach
- Designed to allow for flexibility in implementation across all sectors engaging with children and young people, and in organisations of various sizes.
- Aligned with existing child safe approaches at the state and territory level.

As part of the plan, every CLS has been instructed to nominate a Child Safe Officer.

The Child Safety Code of Conduct has been reviewed. It applies to all school employees, contractors, volunteers, and any other school community members involved in child-related work with students at the school.

In 2020 and 2021, CLA has facilitated a mandatory 3-hour training on Child Safety as a professional learning activity for all community language teachers and committee members. Over 3,500 teachers have taken part. This will continue in 2022.

The Council of Australian Governments developed the National Framework for Protecting Australia's Children 2009–2020. It used a public health approach to place children's interests at the centre of all policy and legislative development.

ACT, SA, NT, NSW, WS, TAS & QLD are following the 10 national principles of Child Safe Standards. VIC is still under the 7 principles of Child Safe Standards but is currently updating all documentation and training with the NEW 11 Child Safe Standards that have come into effect on 1st July 2022.

In some States and Territories, audits have commenced ensuring schools are compliant in policy, have proper registration and certification based on state and territory laws, are conducting self-auditing, have appointed child safety officers on each campus, and appropriate checks are placed and recorded.

Changes have been made to support greater national consistency, reflecting the National Principles for a Child Safe Organisation developed following the Royal Commission into Institutional Responses to Child Sexual Abuse.

During the COVID period, CLA prepared the Virtual Classroom Policy for schools to keep children and young people safe online.

An outside reviewer, Child Wise, has reviewed CLA's Child Safety Policy and appropriate adjustments have been made. All documents are available on the CLA Website:

<https://www.communitylanguages.org.au/Child-Safe.php>

Discussions have commenced with Crime Stoppers to develop a program to combat Cyberbullying and promote Cyber Safety in accordance with the Online Safety Act 2021, which protects Australians from serious online abuse.

The new laws protect Australians from serious online abuse, including image-based abuse, child cyberbullying and seriously harmful or dangerous online content.

# COMMUNICATIONS

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

## Objectives

The communication campaign's **key objectives**:

Overhaul and leverage CLA's existing communication tools and networks. (Not reinvent the wheel, but use existing infrastructure in a most efficient way)

The communication campaign's **key messages**:

- Community-focus. Schools are more than language-learning centres!
- They provide purposeful learning in an authentic, local language community.
- Schools provide purpose, a sense of belonging and identity to many. They give children the chance to make friends and adults stay connected to rich cultural heritage and networks.
- Non-isolated language learning that can be applied with community members. A huge advantage when compared to most mainstream language programs.
- Holistic attitude to language: usually spanning language programs for all age groups.
- Often rich education programmes designed by native speakers with higher motivations in mind (i.e., relationship with family, homeland, community) and native, in-depth language knowledge.
- Diversity and far-reaching: over 45 languages taught at community language schools in regional and metropolitan areas.
- CLS are representative of Australia's unique multilingual and multicultural setup.

## Short-term

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

## Mid-term

- Build on infrastructure and processes of phase 1, establish an integrated communication campaign, target key audiences from multiple angles using multiple communication tools. Support CLS in communicating with their immediate stakeholder networks.

- Create synergies between CLS and, in particular, teachers to increase their teacher retention, efficiency, support network and sense of belonging to a greater Australia-wide movement.

### **Long-term**

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

## **Accomplishments to date**

### **Branding**

- Created brand guidelines, which was then applied to the following outputs:
  - o A set of optimized logos
  - o A Word template for policy documents based on the brand guideline, which will be implemented across the organization to achieve consistency
  - o Email signature
  - o An updated letterhead
- Updating all CLA policy documents to bring it into the new template (in progress)
- Develop a PowerPoint template (in progress)

### **Strategic consultation**

- Developed a Strategic Positioning Paper which represented the exploration and strategic development of CLA purpose, vision, mission, objectives and specific KPIs. The document is now available on the [CLA Website](#).

### **Website**

- The website was reviewed regarding its user experience and a new website structure was implemented in accordance with it
- Created content and resources to fill the website with meaningful and up-to-date information. Created a content document to also facilitate this.
- Develop and share more school-specific resources on the Website
- Continue reviewing the Love of Languages website and content
- The CLA website continues to be reviewed and updated for changes

## Social media

- Provided input and advice on social media use
- Developed a content schedule sheet for social posts
- Launched a social media campaign to promote Community Language Schools Day 2021
- Promoting school activities on social media when shared
- Disseminating information when shared



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**Community Languages Australia**  
Published by Heba El-Hakim · May 21 ·

We are proud to launch Community Languages Schools Day today May 21st, 2022!  
A huge THANK YOU our language schools and their communities, for helping generations of children learn their community language and culture.  
This year, Community Languages Australia is launching National Community Languages School Day on 21st May 2022 and will be promoting ongoing activities and ideas to encourage CLS involvement for the next two months.  
Over 100,000 students in 100 languages nationally attend community languages schools to learn and maintain their heritage, background, language and culture. These schools also promote civic, social cohesion and harmony principles and values.  
There are a number of ways to get involved and share with your community language schools. We want as many CLS as possible to participate.  
The theme this year is foods from my homeland. Over the next two months, schools will be asked to make this a central part of their activities.  
Students can describe their favourite food, write up recipes, take on cooking classes, share the foods they prepare, and make videos describing their favourite foods. They may wish to create a blended meal that incorporates homeland food with Australian foods.  
Posters and other competitions at the class and school level should be considered.  
CLA hopes to produce a Book of Fine Foods From Around the World from all the submitted recipes at the end of the Project!  
So here it goes! As we officially launch the National Community Languages Schools Day today, we say:  
Good appetite!  
Bon appetit!  
Buon appetito!  
Buen provecho!  
अच्छी खाना  
好胃口  
god aptit  
Καλή όρεξη!  
Guten appetit  
dobry apetyt  
afiyet olsun  
смачного  
Добар апетит  
goeie eetlus

شهية طيبة  
תיאבון בריא

**National Community Languages Schools Day**  
**FOOD FROM MY HOMELAND**  
**21st May, 2022**

628 People reached 38 Engagements - Distribution score

Boost post

4 3 Shares

## **Content creation**

- Case studies and content ideas
- Feedback form responses from the Professional Development Program to come up with professional development needs and improvements
- Create a library of resources from PD Program presenters and possibly create a repertoire of recorded trainings (on-demand training resources)

## **Outbound Email Communication Strategy**

CLV started to use the email service provider ActiveCampaign to manage all outgoing communications. Our Project Coordinator, Heba El-Hakim, has expert knowledge of this tool and begun using it for:

- Sending out targeted communications to VIC Schools
- Planning and launching the entire Professional Development Program through the use of Automations to send scheduled emails out and reminders
- Sending out specific communications to VIC Schools identified as SSLPs
- Send out CLV News and messages to Committee Members

## **Automations & Campaigns**

We were able to manage the delivery of over 30 PD sessions with the use of the special tool within ActiveCampaign called Automations which allows us to build specific campaigns with specific messages that can be scheduled so they automatically get sent to the right people at the right time.

Since September 2021 we have:












- Prepared 55 automations to manage the 26+ PD sessions
- Sent out 140 campaigns
- Had less than 40 unsubscribes

## **Campaign Reports**

Here are a few examples of the campaigns that have been sent out since September 2021 and the reach of each of them. We are able to find out who has opened the emails, clicked links inside the emails and who has unsubscribed.







	Campaign Name / Send Date	Sent	Opens and Clicks
	<b>CLV Annual General Meeting Cancellation</b> Sent about 20 hours ago	538	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLV Annual General Meeting Invite</b> Sent about 5 days ago	538	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 13/2022 (Meeting Papers 18 June 2022)</b> Sent about 1 week ago	22	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 12/2022</b> Sent about 2 weeks ago	22	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>VCE Exam Timetable 2022</b> Sent about 3 weeks ago	195	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Waitlist July Monash Methodology for Early Years 2022</b> Sent about 4 weeks ago	29	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Confirmation Monash Early Years Methodology 2022 (Correct Start Date)</b> Sent about 4 weeks ago	31	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 11/2022</b> Sent about 4 weeks ago	22	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Confirmation Monash Early Years Methodology 2022</b> Sent about 4 weeks ago	31	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Backwards By Design - Marilyn Snider PD Resources</b> Sent about 4 weeks ago	104	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>VCE Second Languages Monitoring Survey</b> Sent about 1 month ago	195	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>VCAA Online Language Assessments - Presenter Handout</b> Sent about 1 month ago	73	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Confirmation RMIT Mixed Languages Integrated Teaching Skills 2022</b> Sent about 1 month ago	5	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 10/2022</b> Sent about 1 month ago	22	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Waitlist Monash Methodology for Early Years 2022</b> Sent about 1 month ago	17	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Rescheduling Monash Methodology for Early Years 2022</b> Sent about 1 month ago	62	Opens <div><div></div></div> Clicks <div><div></div></div>

	<b>Confirmation RMIT Mixed Languages Integrated Teaching Skills 2022</b> Sent about 1 month ago	24	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Confirmation RMIT Mixed Languages Education Psychology 2022</b> Sent about 1 month ago	29	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Confirmation RMIT Chinese Phase 3 (2022)</b> Sent about 1 month ago	30	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Confirmation RMIT Chinese Phase 2 (2022)</b> Sent about 1 month ago	21	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 9/2022 (National CLS Day)</b> Sent about 1 month ago	22	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 9/2022 (National CLS Day)</b> Sent about 1 month ago	22	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Confirmation VU Vietnamese Phase 1 &amp; 2</b> Sent about 1 month ago	28	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Deadline Extended - RMIT Courses Semester 1, 2022</b> Sent about 1 month ago	536	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Last Chance to Register - CLS Trainings Semester 1, 2022</b> Sent about 1 month ago	536	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Child Safe Training Sessions for New Staff</b> Sent about 1 month ago	540	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 8/2022</b> Sent about 1 month ago	22	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Cancellation for PD#8 and PD#13 (Denise Katiforis)</b> Sent about 1 month ago	145	Opens <div><div></div></div> Clicks <div><div></div></div>

	<b>Re-scheduling PD#7 and PD#10</b> Sent about 1 month ago	152	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Credit-Bearing Methodology Trainings Semester 1, 2022</b> Sent about 1 month ago	542	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLS COVID FAQs - Updated 29/04/2022</b> Sent about 1 month ago	542	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 7/2022</b> Sent about 2 months ago	17	Opens <div><div></div></div> Clicks <div><div>Not tracked</div></div>
	<b>CLA News 7/2022</b> Sent about 2 months ago	17	Opens <div><div></div></div> Clicks <div><div>Not tracked</div></div>
	<b>CLA News 7/2022</b> Sent about 2 months ago	23	Opens <div><div></div></div> Clicks <div><div>Not tracked</div></div>
	<b>CLA News 6/2022</b> Sent about 2 months ago	23	Opens <div><div></div></div> Clicks <div><div>Not tracked</div></div>
	<b>PD Program Semester 1, 2022 (Updated PDF)</b> Sent about 2 months ago	546	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>PD Program Semester 1, 2022</b> Sent about 2 months ago	547	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 5/2022</b> Sent about 2 months ago	21	Opens <div><div></div></div> Clicks <div><div>Not tracked</div></div>
	<b>Update on Boosters for Language Teachers</b> Sent about 3 months ago	546	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>VMIA - Public Liability Insurance for CLS</b> Sent about 3 months ago	546	Opens <div><div></div></div> Clicks <div><div></div></div>

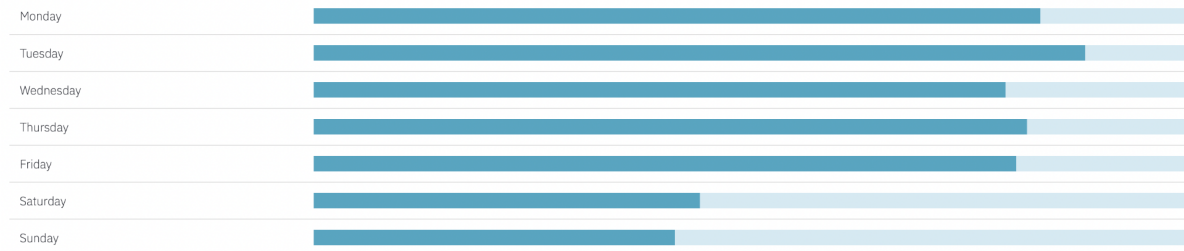


	<b>FAQ Newly Added Question 3rd Booster</b> Sent about 3 months ago	546	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 4/2022</b> Sent about 3 months ago	21	Opens <div><div></div></div> Clicks <div><div>Not tracked</div></div>
	<b>2022 CLS Funding Reminder + Where to Send Enquiries</b> Sent about 3 months ago	546	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Cultural Diversity Week 2022</b> Sent about 3 months ago	547	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 3/2022</b> Sent about 3 months ago	21	Opens <div><div></div></div> Clicks <div><div>Not tracked</div></div>
	<b>CLV 2022 Membership</b> Sent about 3 months ago	546	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Frequently Asked Questions for CLS Returning to Onsite Learning</b> Sent about 3 months ago	546	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>PD Program Planning Meeting</b> Sent about 4 months ago	12	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Rally in Support of Ukraine</b> Sent about 4 months ago	547	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLV Committee Meeting Today &amp; Zoom Link</b> Sent about 4 months ago	12	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>2022 CLS Grant Application Documents &amp; Timeline</b> Sent about 4 months ago	548	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLV Executive Committee Meeting Rescheduled</b> Sent about 4 months ago	12	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 2/2022</b> Sent about 4 months ago	11	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 2/2022</b> Sent about 4 months ago	11	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 2/2022</b> Sent about 4 months ago	21	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLA News 2/2022</b> Sent about 4 months ago	21	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>CLV Executive Committee Meeting Rescheduled</b> Sent about 4 months ago	12	Opens <div><div></div></div> Clicks <div><div></div></div>

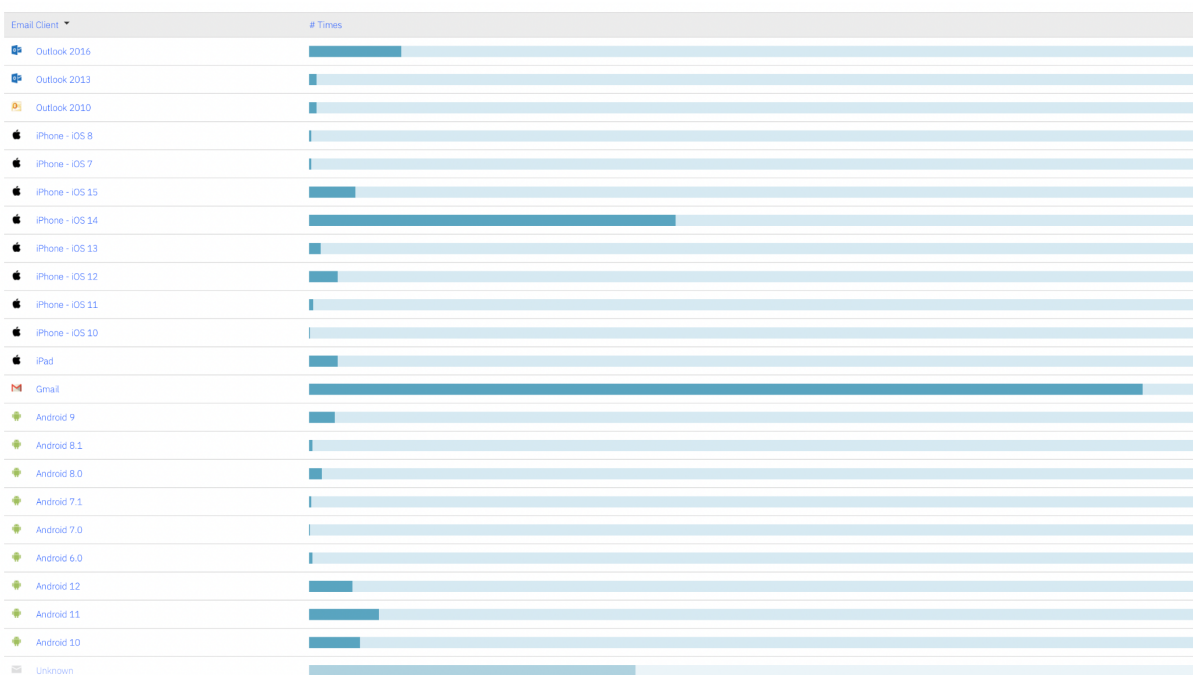
	<b>How To Effectively Lead Your Community Language School (ESAQ PD 6 Oct 2021)</b> Sent about 7 months ago	15	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>How To Efficiently Manage Your Community Language School (ESAQ PD 20 Oct 2021)</b> Sent about 7 months ago	14	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Broader Perspectives Surveys Reminder &amp; Message to Students</b> Sent about 7 months ago	553	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Cancellation for 17 November PD#6 VIC</b> Sent about 7 months ago	49	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Cancellation for 16 November PD#5 VIC</b> Sent about 7 months ago	63	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>How To Move Your School to Remote Learning with ClassDojo (VIC PD Sept-Oct 2021)</b> Sent about 7 months ago	154	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Broader Perspectives - CLA National Surveys to Principals, Teachers and Students (To AFESA-CLA Members)</b> Sent about 7 months ago	17	Opens <div><div></div></div> Clicks <div><div></div></div>
	<b>Broader Perspectives - CLA National Surveys to Principals, Teachers and Students</b> Sent about 7 months ago	553	Opens <div><div></div></div> Clicks <div><div></div></div>

These charts indicate the opened emails by Week Day and by Hour as well as the Email Clients we are sending to (most are Gmail Accounts)

### Opens by week day

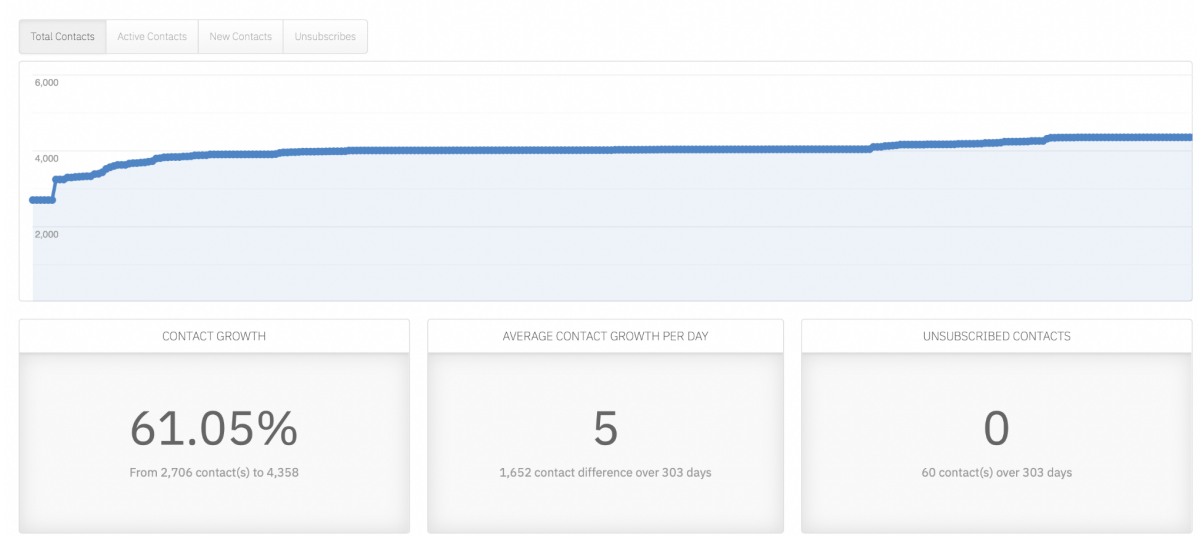


### Opens by hour

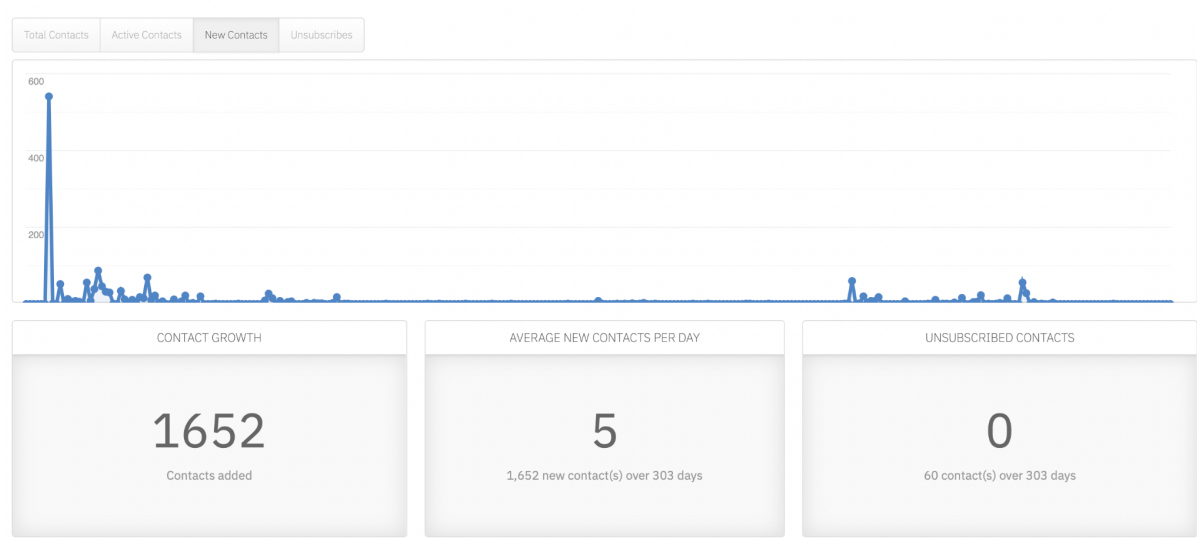




This chart represents the contacts growth average from Sept 2021 to June 2022



This chart represents the number of contacts added from Sept 2021 to June 2022



We also send out Surveys and Feedback Forms on a regular basis using a tool called Bucket.io and we are able to derive comprehensive market data from this software as well such as:

- How many people have gone through the survey
- How many people have completed the survey (Completions)
- How many people have opted-in and provided their contact details
- The specific responses they had to each survey question whether multiple-choice or open-ended questions.

Since September 2021, we have released approximately 61 surveys and feedback forms.

You have 73 Discovery Surveys Discovery / All

Status	Favorites	Name	Participants	Completions	Opt-ins	Opt-ins Rate	Last Modified
Active	☆	DDS - Professional Development Needs (CLA National Survey)	533	295	269	50.5%	May 14, 2021
Active	☆	Feedback Form - Denise Katiforis	287	195	190	66.2%	Apr 26, 2022
Active	☆	CLA National Survey - Broader Perspectives (Students)	264	219	127	48.1%	Nov 26, 2021
Active	☆	CLV - Survey to CLS Lockdown 2021	264	146	131	49.6%	Jan 09, 2022
Active	☆	Feedback Form - Heba El-Hakim	259	187	181	69.9%	May 24, 2022
Active	☆	Feedback Form - Dr Teresa De Fazio	199	144	143	71.9%	May 24, 2022
Active	☆	Feedback Form - Majida Ali	188	150	149	79.3%	May 14, 2022

## Newsletter and CLA News

- Developed a newsletter structure and updated design in-line with the brand guideline
- Set-up ActiveCampaign as our email service provider to our mailing lists and to inform during the Professional Development Program and Credit-Bearing Courses rollout.
- Database work to import relevant national contacts in a segmented way to allow for targeted campaigns and delivery of targeted communications to specific audiences.



## **Annual Report**

- Developed an annual report structure and content
- Collected and refined supplied states & territory data

## **Collaboration and Outreach**

- Distributed AFMLTA surveys amongst CLA's networks using optimized emailing software which allows segmentation and data tracking
- Send Quality Assurance Framework surveys to schools to facilitate its review

## **Further advocacy, communication and outreach activities**

- Circulated 60+ CLA News Information briefs amongst members.
- Finalised AFESA – CLV transfer
- 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](#)<sup>1</sup>. 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 years 7 to 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

- ongoing education and professional development of CL teachers to help them gain realistic understanding of the learning needs and best practice methods for CL learners;
- Ongoing education and professional development opportunities for the principals as they play a significant role in creating optimal educational environment;
- Schools are revisiting the relevance of their teaching materials with the 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 are 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.

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<sup>1</sup> *Community Languages Australia Parent Project* - Monash University,  
Dr. Maria Gindidis & Associate Professor Jane Southcott Executive Researchers  
Dr. Lilly Yazdanpanah Researcher March 2020

- An 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 to be value for money
- Most of the parents were aware of their CLS being accredited, which did not seem to significantly impact their decisions to enrol in the school.

### **Student Voices Research by Monash University**

The Community Languages Australia's Student Voices Research conducted by Monash University is underway. The document is in the editing stage and a progress report will be provided.

## SURVEYS

In 2021, CLA appointed a Project Coordinator to undertake surveys to get a better understanding of CLS needs. This was valuable information to give CLA insights and drive future directions.

### CLA National Survey - Professional Development Needs - October 2020

The purpose of this survey was to gather data across the CLS in Australia regarding the Professional Development Needs specifically in the light of the pandemic and new needs as it relates to running a community language school remotely.

The survey was very well-received and gathered a total of 300 responses which allowed us to get a good grasp of the demographics at a national level. The survey also uncovered the specific Professional Development topics that were desired and a breakdown of these topics is provided in the Detailed Analysis Report.

The surveys allow CLA to improve addressing teachers' different needs in the classroom and administrators 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, accordingly.

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 respondents, including those that weren't 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%)

When CLS had to pivot to online teaching, we asked this single most important question in this survey:

*When it comes to learning how to run your community language school or classroom, what's your single biggest challenge or frustration right now?*

Here is a summary of the responses in bulleted list (this is a non-exhaustive list, to get a full picture of the challenge it's best to have a read of the submitted responses - See Appendix for the link to dataset of raw responses):

- Not being able to do cultural events or experiences
- Uncertainty of how long remote learning will be
- Difficulty running remote learning due to lack of resources
- Lack of student attendance due to parents concern of too much screen time
- Keeping students motivated and focused
- Parents unsatisfied with quality of teaching online
- Receiving homework back is a challenge
- Lack of funding to buy enough school materials
- Unsuitable learning environment for some students
- Not enough PD around leadership and how to run a community language school
- Lack of communication
- Engaging younger-aged students, difficult to get them to focus more than 15-20 minutes online
- Ensuring consistent delivery across all classes and campuses
- Significant drop in enrolments and reduced payment of fees
- Inability to communicate ideas well to students through Zoom and inability to have control
- Lack of tech proficiency in the staff
- Making sure each online session is inspiring, challenging and rewarding at the same time
- Lack of parent involvement due to them having too much on their plate with work from home
- Mental health is on a decline (covid-19 stress)
- Lack of understanding of how to apply the curriculum in the remote learning setting
- Insufficient amount of teachers compared with number of students
- Need to learn tools such as Google Classroom, Zoom Meetings, PowerPoint, Excel etc
- Some languages require face-to-face teaching to help better demonstrate
- Classroom rental price too high
- Competition in the same district
- Quality of teaching
- Learning through digital devices
- Gap in learning abilities in one class
- Teachers quitting - instability of committed teaching staff
- Supervising all classes is difficult for school principal or leader
- Difficulty in influencing parents to return to remote learning if they decided not to
- Simplifying the language to non-native speakers

- Aligning Department requirements with the community board
- Wellbeing of students and teachers
- Receiving feedback from teachers, parents and students can be a challenge.

As a result, CLA developed a list of national trainers and a list of national training and professional development opportunities.

Here is a list of presenters that have and are continuing to provide Professional Development nationally:

- Dr Teresa De Fazio
- Maree Dellora
- Dr Maria Gindidis
- Maria Dikaiou
- Dr Andrea Truckendbrodt
- Lili Cvetlpvoc
- Lance Vertigan
- Lidia Faranda
- Megan McLaughlin
- Elizabeth Karakehagias
- Majida Ali
- Tina Isaakidis
- Marilyn Snider
- Sarah Savy
- Helen Shnider
- Heba El-Hakim
- Denise Katiforis
- Alex Di Prinzio

CLA is also delivering training in jurisdictions as required which is outlined in the next section.

### **Schools & Lockdown Survey - November 2021**

We ran a survey at the national level to get an understanding of the schools that were remote learning versus those that had to close operations until restrictions in their state had been lifted. We wanted to understand attendance rate and what community language schools most needed support with during the periods of lockdown and providing remote learning.

Some key findings from the states that ran the surveys were:

- Most community language schools were fully remote learning
- Attendance rates had generally dropped or remained the same
- Stress increased amongst the staff/teachers as a result of remote learning
- Professional learning activities and improved resources for teachers would be most helpful to CLS during lockdown

- Schools felt adequately resourced to deliver their language programs despite the lockdowns and remote learning

A detailed analysis of the findings for VIC and ACT (the States where the survey responses came back) can be found in the Detailed Analysis Report.

### **Broader Perspectives - Online Teaching Methodology - December 2021**

We ran a survey nationally to get a broad perspective of the impact that COVID had on CLS and to understand how online teaching has impacted schools. We had a set of specific questions for Principals/School Leaders, Teachers and Students. A full report on these are included in this report.

Key findings from this survey:

- Online learning has its advantages (no need to commute, can ask better questions, less distractions), but face-to-face is still a preferred way of learning due to the engagement and working with peers. It would be a great idea to adopt a HYBRID model of teaching/learning in order to reap the benefits of both online and face-to-face settings.
- The potential of break-out rooms and other online interactive activities have been underestimated by the teachers. If teachers were better taught how to use these features, online classes would be much more efficient and interesting.
- We can offer more discussions and instructional PD sessions for teachers to share ideas and tips on how to use the different modern education technologies to help their student's language learning.

### **Professional Development Feedback Form Responses - Do Again / Do Different / Don't Do**

After each PD session, we send out a Feedback Form which evaluates what could have done better, what else they would like to see and what are the biggest challenges or struggles.

A summary report is provided in the Detailed Analysis Report showing the main 'do again', 'do differently' and 'don't do again' highlights which can be taken into consideration.

### **Community Languages Victoria Support - December 2021**

Every year, CLV conducts a survey to schools to check in on the support they received throughout the year in terms of communications and updates, policy and document support for better school improvement, support received during the accreditation process and the CLS funding application period. The results of this survey are included in the Appendix.

### **CLS Back to School Survey - February 2022**

At the start of the 2022 school year, CLA conducted a national “Back to School” survey to get a better understanding of the number of schools that are returning to onsite learning and what are the challenges faced since returning onsite or remaining online. The results of this survey are reported in the Appendix.

### Feedback Form Responses for PD Sessions Delivered in 2020

In June 2020, we instated a formal feedback form that followed each PD session offered and delivered. Participants were given the link at the end of each session to fill out at their convenience to give their thoughts on what they liked and what could have been done better and what they would like to see in future programs. The following link goes to a spreadsheet where feedback form responses were captured for every PD session delivered in 2020 as per this table:

Taking Your School Online - 10 Tips to Make It Work	Heba El-Hakim	Thursday	2-Jul-2020	6.00PM
Language activities for online learning (higher level learners)	Tina Isaakidis	Monday	6-Jul-2020	6.00PM
Identity and Cultural Diversity	Marilyn Snider	Tuesday	7-Jul-2020	6.00PM
Language activities for online learning (lower level learners)	Tina Isaakidis	Tuesday	7-Jul-2020	6.00PM
Catering for students with special needs, our legal obligation	Majida Ali	Wednesday	8-Jul-2020	6.00PM
Language activities for remote learning with Zoom	Tina Isaakidis	Thursday	9-Jul-2020	6.00PM
Classroom management and building a rapport with the students	Majida Ali	Friday	10-Jul-2020	6.00PM
Language activities for online learning (higher level learners)	Tina Isaakidis	Monday	13-Jul-2020	6.00PM
Classroom management and building a rapport with the students	Majida Ali	Tuesday	14-Jul-2020	6.00PM
Social and Cultural perspectives to Language teaching and learning	Marilyn Snider	Tuesday	14-Jul-2020	6.00PM
Effective Leadership - Resources to Effectively Lead Amid COVID-19	Heba El-Hakim	Wednesday	15-Jul-2020	6.00PM
Taking Your School Online - 10 Tips to Make It Work	Heba El-Hakim	Thursday	16-Jul-2020	6.00PM
Catering for students with special needs, our legal obligation	Majida Ali	Tuesday	21-Jul-2020	6.00PM

Link to feedback form responses (click on each relevant tab)

[https://docs.google.com/spreadsheets/d/1jJNtGv3vWSM\\_O2Oh\\_atC7bT9pB5APD41SAgco\\_dlk8/edit#gid=973560674](https://docs.google.com/spreadsheets/d/1jJNtGv3vWSM_O2Oh_atC7bT9pB5APD41SAgco_dlk8/edit#gid=973560674)

### Feedback Form Responses 2021-2022 Sorted By Presenter

The link below leads to a spreadsheet containing all the feedback form responses submitted to each presenter for the various PD sessions they offered organised by CLV in collaboration with CLA to VIC schools in 2021 and 2022. There is a tab for each presenter.

[https://docs.google.com/spreadsheets/d/1fX3WuH8hT-7kZGTtZ\\_JnkzkoptFYAiU8fj0F9vc-yC8/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1fX3WuH8hT-7kZGTtZ_JnkzkoptFYAiU8fj0F9vc-yC8/edit?usp=sharing)



## COMMUNITY LANGUAGES AUSTRALIA - Annual Report 2021

Timestamp	Name	Email	School Name	Q1. Are you a Teacher or a School Leader?	Q2. Step 1 of 2: When it comes to running your community language school (as a School Leader) OR conducting your classroom (as a Teacher) more efficiently, what is your single biggest challenge, concern or frustration right now? (SMIQL)	Q3. On a scale of extremely good, this Professional Session?
2021-09-22 06:17:15 -0400	Achini Kariyawasam	achi.sara@hotmail.com	Berwick Vihara Victoria	1. I'm a Teacher	Engage all students in the lesson.	
2021-09-22 06:17:15 -0400	Molla Huq	molla.huq@gmail.com	Melbourne Bangladeshi Community Foundation	2. I'm a School Leader	Attrition	
2021-09-22 06:17:20 -0400	Farzana Sharmin Tanima	f.sharmin.tanima@gmail.com	Bengali Language and Cultural School.	1. I'm a Teacher	During the face to face class, we can help our kids to improve their pronunciation. Also, it is easy to conduct different class activities to keep the little kids interested, which is not always possible during online classes.	
2021-09-22 06:17:21 -0400	Alexandros Messinis	messinisalex@gmail.com	Greek Orthodox Church Thomastown	1. I'm a Teacher	The changing and fluid nature of education in lockdown and the enormous virtual learning curve. Great!	
2021-09-22 06:17:22 -0400	Yeuk Man Cheung	dc2shine@gmail.com	Orthodox Chinese School	1. I'm a Teacher	Students with very different abilities and concentration time.	
2021-09-22 06:17:22 -0400	Elena Ermakova	elena.ermakova3@gmail.com	Orthodox Chinese School	1. I'm a Teacher	no	
2021-09-22 06:17:33 -0400	Hsing-Yu Hsiao	tina2261@hotmail.com	Springvale Chinese Ethnic School	1. I'm a Teacher	Since last year.	
2021-09-22 06:17:37 -0400	Deepani Wickramaarachchi	denika1474@gmail.com	Buddhist Vihara Victoria	1. I'm a Teacher	Keeping students motivated for learning during this challenging times	
2021-09-22 06:17:49 -0400	Aqilla Ahmadi	aqilla.ahmadi@gmail.com	Payam Dori Language School	1. I'm a Teacher	When the students turn off their video and don't have their attention.	
2021-09-22 06:18:04 -0400	Hung-Yie Chen	hutchamp@hotmail.com	Springvale Chinese Ethnic School	1. I'm a Teacher	Communication if not eye to eye (person to person) always difficult	
2021-09-22 06:18:04 -0400	Hyunjuk Kim	hyunjukim@koreanschool.org.au	Korean Language school of Melbourne	1. I'm a Teacher	What children can't focus on as time goes by in online classes	
2021-09-22 06:18:22 -0400	Ma Catherine Anne Yap	catherinepilap@gmail.com	Philippine Language School of Victoria	1. I'm a Teacher	Lack of primary students enrolled due to lockdown.	
2021-09-22 06:18:52 -0400	Jelena Popratnjak	jelenapopratnjak@hotmail.com	Holy Trinity Serbian Orthodox School Incorporated	1. I'm a Teacher	For learning from home in my school the only concern now is not a stable internet.	

# NATIONAL TRAINING

## Western Australia

PD sessions organised by CLA delivered to WA:

No	Topic	Presenter	Date	# Participated
1	Using technology in the classroom (Kahoot, Quizlet, Socrative, etc)	Majida Ali	24-Sep-2021	23
2	School management, administration and good practices	Heba El-Hakim	30-Sep-2021	28
3	Assessing and reporting student learning	Majida Ali	1-Oct-2021	34
4	Looking at best practices in the languages classroom	Majida Ali	8-Oct-2021	cancelled
5	Classroom management in the multi-level / multi-age classrooms	Dr Teresa De Fazio	12-Oct-2021	29
6	School management, administration and good practices	Heba El-Hakim	13-Oct-2021	19
7	Effective teaching strategies to better engage students in community languages schools	Majida Ali	15-Oct-2021	52
8	Strategies for early childhood learners	Dr Teresa De Fazio	19-Oct-2021	18
9	Using reading materials to engage students in language learning	Dr Teresa De Fazio	9-Nov-2021	19
10	Making and obtaining resources for the languages classroom	Dr Teresa De Fazio	16-Nov-2021	36



## COMMUNITY LANGUAGES WESTERN AUSTRALIA INC

### Professional Learning (PL) Program for Community Languages Teachers, Administrators & Coordinators October to November 2021

NO.	PRESENTER	TOPIC	DATE / TIME
1	Helen Maddocks	Child Safeguarding [MANDATORY SESSION]	Thursday 7 October (6:15pm-7:45pm)
2	Helen Maddocks	Child Safeguarding [MANDATORY SESSION] (Repeat of Session 1)	Thursday 14 October (6:15pm-7:45pm)
3	Maria Outtrim	Teaching Strategies for Differentiated Instruction in the Classroom	Thursday 21 October (6:15pm-7:45pm)
4	Maria Outtrim	Classroom Management Strategies for Teachers of Community Languages Schools	Tuesday 26 October (6:15pm-7:45pm)
5	Maria Outtrim	The Use of ICT in Community Languages Classrooms	Thursday 4 November (6:15pm-7:45pm)
6	Barbara Mallett	Good Skills of a Community Languages Schools Administrator/Coordinator	Thursday 11 November (6:15pm-7:45pm)
7	Maria Outtrim	Teaching Strategies for Differentiated Instruction in the Classroom (Repeat of Session 3)	Monday 15 November (6:15pm-7:45pm)
8	Maria Outtrim	Classroom Management Strategies for Teachers of Community Languages Schools (Repeat of Session 4)	Tuesday 23 November (6:15pm-7:45pm)
9	Maria Outtrim	The Use of ICT in Community Languages Classrooms (Repeat of Session 5)	Thursday 25 November (6:15pm-7:45pm)
10	Barbara Mallett	Good Skills of a Community Languages Schools Administrator/Coordinator (Repeat of Session 6)	Tuesday 30 November (6:15pm-7:45pm)

Venue of Workshop Sessions: ECCWA, 20 View Street, North Perth WA 6006

To register, please complete the attached form for EACH INDIVIDUAL PARTICIPANT and submit it to the **Community Languages Western Australia Inc.** Email: [rsvp@communitylanguageswa.org.au](mailto:rsvp@communitylanguageswa.org.au)

Should you have any queries, contact the CLWA Admin Support Officer on 6247 1352  
(Tues 9am-2pm; Wed 12pm-5pm; Thurs 9am-2pm)

#### PL Program Organiser

Community Languages Western Australia Inc. [CLWA]

#### Acknowledgement:

Department of Local Government, Sport and Cultural Industries: Office of Multicultural Interests [WA]



## COMMUNITY LANGUAGES WESTERN AUSTRALIA INC

### Professional Learning (PL) Program for Community Languages Teachers, Administrators & Coordinators September to November 2021

NO.	PRESENTER	TOPIC	DATE / TIME
1	Majida Ali	Using technology in the classroom (Kahoot, Quizlet, Socrative, etc)	Friday 24 September (6:00pm)
2	Heba El-Hakim	School Management, administration and good practices	Thursday 30 September (6:00pm)
3	Majida Ali	Assessing and reporting student learning	Friday 01 October (6:00pm)
4	Majida Ali	Looking at best practices in the languages classroom	Friday 08 October (6:00pm)
5	Dr Teresa De Fazio	Classroom management in the multi-level / multi-age classrooms	Tuesday 12 October (6:00pm)
6	Heba El-Hakim	School Management, administration and good practices	Wednesday 13 October (6:00pm)
7	Majida Ali	Effective teaching strategies to better engage students in community languages schools	Friday 15 October (6:00pm)
8	Dr Teresa De Fazio	Strategies for early childhood learners;	Tuesday 19 October (6:00pm)
9	Dr Teresa De Fazio	Using reading materials to engage students in language learning	Tuesday 9 November (6:00pm)
10	Dr Teresa De Fazio	Making and obtaining resources for the Languages classroom	Tuesday 16 November (6:00pm)

To register, go to the following link, complete the online form for **EACH INDIVIDUAL participant** and then submit it as indicated on the form: <https://bit.ly/WAPDSEMESTER2-2021>

Should you have any queries, please contact Heba El-Hakim at [heba.elhakim@communitylanguages.org.au](mailto:heba.elhakim@communitylanguages.org.au) or M: 0430 744 094

#### PL Program Organiser:

Community Languages Western Australia Inc. [CLWA]

#### Acknowledgements:

Community Languages Australia; Department of Local Government, Sport and Cultural Industries: Office of Multicultural Interests [WA]



**COMMUNITY LANGUAGES WESTERN AUSTRALIA INC**

**Professional Learning (PL) Program**  
**for Community Languages Teachers, Administrators & Coordinators**  
**Additional Workshops for**  
December 2021

NO.	PRESENTER	TOPIC	DATE / TIME
11	Helen Maddocks	Child Safeguarding	Tuesday 14 December (6:15pm-7:45pm)
12	Helen Maddocks	Child Safeguarding ( <i>Repeat of Session 11</i> )	Thursday 16 December (6:15pm-7:45pm)

Venue of Workshop Sessions: ECCWA, 20 View Street, North Perth WA 6006

To register, please complete the attached form for EACH INDIVIDUAL PARTICIPANT and submit it to the **Community Languages Western Australia Inc.** Email: [rsvp@communitylanguageswa.org.au](mailto:rsvp@communitylanguageswa.org.au)

Should you have any queries, contact the CLWA Admin Support Officer on 6247 1352  
 (Tues 9am-2pm; Wed 12pm-5pm; Thurs 9am-2pm)

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**PL Program Organiser**

Community Languages Western Australia Inc. [CLWA]

**Acknowledgement:**

Department of Local Government, Sport and Cultural Industries: Office of Multicultural Interests [WA]



Department of Local Government,  
Sport and Cultural Industries  
Office of Multicultural Interests

Community Languages Western Australia (Inc)

## COMMUNITY LANGUAGES WESTERN AUSTRALIA INC OUTSTANDING COMMUNITY LANGUAGES TEACHER AWARD 2021

### ***GUIDELINES AND NOMINATION CRITERIA***

**Community Languages Western Australia Inc (CLWA)** is proud to announce the 2021 criteria of its Award to celebrate the excellence in teaching by Community Languages teachers in promoting their respective language and culture.

This prestigious award recognises individual teachers' outstanding professional contributions to the teaching of a Community Language. It provides the opportunity for each Community Languages School to consider and showcase the work of their respective dedicated teachers and to nominate a worthy recipient.

**Community Languages Western Australia Inc**, in collaboration with the **WA Office of Multicultural Interests**, aims to promote excellence in Community Languages teaching and to acknowledge the professionalism and dedication of individual languages teachers who provide an engaging environment for all students to achieve their potential in learning a community language.

#### **Criteria for Nomination**

1. Nominations will be accepted by a recognised Community Languages School with at least **one (1)** year of continuous service and which would be eligible for funding from the WA Office of Multicultural Interests.
2. **One (1)** nomination only will be accepted from any eligible Community Languages School for an outstanding Community Languages teacher.

#### **Criteria for Applicant**

To be eligible for consideration, the individual teacher being nominated should have:

- a) **demonstrated exceptional and outstanding contribution which has significantly influenced and enhanced the quality of teaching and learning within a particular Community Languages group in Western Australia, and which may also have additional benefits to other Community Languages;**
- b) **demonstrated a commitment to excellence in the teaching of a Community Language;**
- c) **demonstrated a commitment to the welfare and inclusion of all students;**
- d) **demonstrated effective and innovative teaching of a Community Language;**

*(continued over page 2)*

CLWA Guidelines and Criteria for Outstanding Community Languages Teacher Award 2021 Nominations

- e) demonstrated an ongoing commitment to the promotion of the Community Language within both their related community and the general community;
- f) demonstrated a commitment to making a positive difference in the teaching of a Community Language; and
- g) demonstrated a commitment to ongoing professional development and learning to update personal skills and expertise.

3. To be eligible for consideration by the Awards Committee and Independent Panel, nominations must be:

- made on the official nomination form;
- made of an individual;
- accompanied by at least a **100 – 150 word** response for **each** of the above-mentioned criteria **a), b), c), d), e), f) and g)** to be assessed by the Independent panel;
- one (1) nomination only will be selected as the Outstanding Community Languages Teacher Award 2021 recipient;
- signed by the Community Languages School current President/Principal as the nominator, and another current office bearer as seconder. In the case of the nominee being the current President/Principal, or in the absence of the President/Principal, the nomination must be signed by two (2) current office bearers of the Community Languages School as the nominator and seconder;
- received by email at [Secretary@communitylanguageswa.org.au](mailto:Secretary@communitylanguageswa.org.au) and the original completed and signed nomination form, or posted to Community Languages Western Australia Inc, PO Box 405, North Perth, WA, 6906;
- received on or before **Wednesday 30 June 2021**.

#### Important Notes:

- Nominations are not to be considered to be received or accepted until you have received confirmation from CLWA.
- CLWA will always acknowledge when your nomination has been received.
- **If you do not receive an acknowledgement within 7 days of emailing your nomination please contact the Secretary of CLWA at [Secretary@communitylanguageswa.org.au](mailto:Secretary@communitylanguageswa.org.au) .**
- CLWA is not able to accept responsibility for nominations not received according to the Award Guidelines and Nomination Criteria, or by the due date.
- All teachers nominated will receive a Certificate of Merit.

**NOMINATIONS CLOSE Friday 2 July 2021**

**AWARD AND CERTIFICATE OF MERIT PRESENTATIONS WILL BE HELD ON  
WEDNESDAY 4 AUGUST 2021 (6:00pm to 8:00pm)  
AT WA MUSEUM BOOLA BARDIP (Perth Cultural Centre)**

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*CLWA Guidelines and Criteria for Outstanding Community Languages Teacher Award 2021 Nominations*



## New South Wales

### Professional Development Organised By NSWFLCS

#### National Presenters - Teacher Training - July 2020 to June 2021

NAME OF PRESENTER	LOCATION	TOPIC	DATE	REGISTRATIONS	DELIVERY
• Bruno Di Biase, Adjunct Associate Prof, Dean's Unit, School of Humanities & Comm Arts Western Sydney University	Sydney	The role of environment in language learning	17-Aug-2020	132	ONLINE
• Melissa Gould-Drakeley, Curriculum Reform Lead 7-10 NESA	Sydney	K-10 Languages syllabuses – assessment and reporting	24-Aug-2020	131	ONLINE
• Ingrid Piller, Distinguished Professor of Applied Linguistics, Macquarie University	Sydney	Literacy in heritage language maintenance	3-Sep-2020	132	ONLINE
• Professor John Hajek, Discipline Chair of Languages, School of Languages and Linguistics, Faculty of Arts, University of Melbourne	Melbourne	Thinking and acting about languages education: new and old challenges and opportunities	28-Sep-2020	143	ONLINE
• NSWFLCS/Macquarie University <b>Short Course: Engaging Community Language Learners</b> , 12 Oct to 23 Nov. 2020 Phil Benson, Professor of Applied Linguistics and Director of the Multilingualism Research Centre. Session 1/7	Sydney	Engaging today's young language learners	12-Oct-2020	299	ONLINE
• NSWFLCS/Macquarie University, Dr Robyn Moloney Honorary Senior Lecturer Macquarie University 2/7	Sydney	Creativity through task-based learning	19-Oct-2020	240	ONLINE
• NSWFLCS/Macquarie University Alice Chik, Associate Professor in the School of Education, Faculty of Arts, and Associate Director of Multilingualism Research Centre 3/7	Sydney	Building a community of writers	26-Oct-2020	277	ONLINE
• NSWFLCS/Macquarie University Dr Jill Murray, Honorary Senior Lecturer, Macquarie University, Dept. of Linguistics 4/7	Sydney	Teaching Pragmatics in Community Language Schools	2-Nov-2020	231	ONLINE
• NSWFLCS/Macquarie University Dr. Sue Ollerhead, lecturer in Languages and Literacy Education at the School of	Sydney	Translanguaging in teaching and learning	9-Nov-2020	218	ONLINE



Education, Macquarie University 5/7					
• NSWFCLS/Macquarie University Ms Agnes Bodis, Associate Lecturer, Department of Linguistics, Macquarie University 6/7	Sydney	Learning-Oriented Assessment as a tool to engage students with their learning	16-Nov-2020	180	ONLINE
• NSWFCLS/Macquarie University Dr. Jasna Novak Milic, Lecturer and Director of Croatian Studies at the Department of International Studies: Languages and Cultures, Macquarie University 7/7	Sydney	Motivating students through meaningful learning and teaching	23-Nov-2020	208	ONLINE
• <b>NSWFCLS &amp; Western Sydney University</b> <b>Short Course: <i>Fundamentals of Teaching for the Community Languages Classroom</i></b> - Dr Kay Carroll, DAP Secondary Education, Secondary Education (SoE) Lecturer, Secondary Education 1/7	Sydney	Practice, pedagogy and planning for the community languages classroom	1-Mar-2021	323	ONLINE
• NSWFCLS/Western Sydney University, Short Course - Dr Kellie Jorda, Lecturer 2/7	Sydney	Teaching strategies to create engaged learners	8-Mar-2021	277	ONLINE
• NSWFCLS/Western Sydney University, Short Course - Grant Jones, Lecturer and research assistant, School of Education 3/7	Sydney	Helpful Technology for the Classroom	15-Mar-2021	259	ONLINE
• NSWFCLS/Western Sydney University, Short Course - Dr Kay Carroll, DAP Secondary Education, Secondary Education (SoE) Lecturer, Secondary Education 4/7	Sydney	High impact assessment and feedback approaches	22-Mar-2021	208	ONLINE
• NSWFCLS/Western Sydney University, Short Course - Dr Katina Zammit, Deputy Dean - School of Education, Senior Lecturer, Early Childhood Education 5/7	Sydney	Classroom management strategies	29-Mar-2021	217	ONLINE
• NSWFCLS/Western Sydney University, Short Course - Dr Criss Jones Diaz, Senior Lecturer, Early Childhood Education (SoE) 6/7	Sydney	Teaching Diverse Learners	19-Apr-2021	242	ONLINE
• NSWFCLS/Western Sydney University, Short Course - Dr Maree Skillen, AP, Undergraduate Primary Education & ACA, Dean's Unit, Director of Academic Program, Undergraduate Primary Education, Dean's Unit - School of Education, Lecturer	Sydney	Differentiation in Planning and Teaching	26-Apr-2021	215	ONLINE

- Primary Education 7/7					
• Dr Jill Murray Macquarie University	Sydney	Creating Context in the Classroom - (Pragmatics)	26-May-2021	253	ONLINE
• Dr Robyn Moloney Macquarie University	Sydney	Using picture books in language teaching	30-Jun-2021	165	ONLINE

### International Presenters - Teacher Training - July 2020 to June 2021

NAME OF PRESENTER	LOCATION	TOPIC	DATE	REGIS TRATI ONS	DELIVERY
• Professor Emeritus, Stephen Krashen - School of education, University Southern California	Santa Monica -USA	Language acquisition - some fundamentals	17-Jul-2020	203	ONLINE
• Jeremy Harmer - International teacher trainer, ELT author.	Cambridge UK	How to give language students their own voice	15-Oct-2020	136	ONLINE
• Dr Scott Thornbury, Associate Professor of English Language Studies New School in New York, Academic Director at the International Teacher Development Institute.	Barcelona	Play it again Sam - the value of task repetition	31-Mar-2021	167	ONLINE
• Prof Joy Peyton, Dr Tommy Lu, Centre for Applied Linguistics, Washington; Prof. Ken Cruickshank, Professor in TESOL in Sydney School of Education and Social Work	USA/Sydney	NSWFCLS Online Community Languages Conference	17-Apr-2021	412	ONLINE
• Joe Dale - Globally recognised independent languages consultant and teacher trainer	UK	Get creative with digital storytelling	31-May-2021	256	ONLINE
• Joe Dale - Globally recognised independent languages consultant and teacher trainer	UK	Promoting formative assessment with synchronous and asynchronous quizzing tools	7-Jun-2021	313	ONLINE
• Prof. Terry Lamb, Westminster University, London	UK	Exploring creativity in language	12-Jul-2021	388	ONLINE
• A/Prof. Alice Chik Macquarie University	Sydney	The top 10 teaching tips for teaching languages	26-Jul-2021	388	ONLINE
• Mr Matthew Absalom University of Melbourne	Melbourne	Things from applied linguistics that	18-Aug-2021	260	ONLINE

	languages teachers need to know			
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## Victoria

PD sessions organised by CLV in collaboration with CLA. These PD sessions were also open to National.

No	Topic	Presenter	Date	# Participated
1	How to move your school to remote learning with ClassDojo	Heba El-Hakim	16-Sep-2021	73
2	Increasing students' engagement in online learning using problem-based learning	Dr Teresa De Fazio	21-Sep-2021	23
3	A refresher on using Zoom	Denise Katiforis	22-Sep-2021	91
4	Using technology in the classroom (Kahoot, Quizlet, Socrative, etc)	Majida Ali	23-Sep-2021	126
5	Tools tactics & strategies to enhance online classes	Denise Katiforis	24-Sep-2021	108
6	Intercultural language teaching activities	Dr Teresa De Fazio	28-Sep-2021	24
7	Activities for developing language	Marilyn Snider	28-Sep-2021	88
8	Assessing and reporting student learning	Majida Ali	30-Sep-2021	108
9	Fostering resilience during COVID-19 through social and emotional learning	Heba El-Hakim	5-Oct-2021	88
10	How to engage students and involve them during lockdown	Elizabeth Karakehagias	6-Oct-2021	107
11	Looking at best practices in the languages classroom	Majida Ali	7-Oct-2021	cancelled
12	Integrating digital assessment tools in a unit of work	Denise Katiforis	8-Oct-2021	84

13	Effective teaching strategies to better engage students in community languages schools	Majida Ali	14-Oct-2021	108
1	Assessing and reporting student learning	Majida Ali	9-Nov-2021	35
2	How to move your school to remote learning with ClassDojo	Heba El-Hakim	10-Nov-2021	24
3	Developing specific content for language learning activities	Marilyn Snider	11-Nov-2021	33
4	A refresher on using Zoom (BASIC)	Denise Katiforis	12-Nov-2021	20
5	Effective teaching strategies to better engage students in the community language classroom	Majida Ali	16-Nov-2021	cancelled
6	How to engage students and involve them during lockdown	Elizabeth Karakehagias	17-Nov-2021	cancelled
7	Developing specific content for language learning activities	Marilyn Snider	18-Nov-2021	28
8	A refresher on using Zoom (ADVANCED)	Denise Katiforis	19-Nov-2021	33
9	Fostering resilience during COVID-19 through social and emotional learning	Heba El-Hakim	22-Nov-2021	15
10	Looking at best practices in the languages classroom	Majida Ali	23-Nov-2021	28
11	School management, administration and good practices	Heba El-Hakim	24-Nov-2021	39
6	How to engage students and involve them during lockdown	Elizabeth Karakehagias	25-Nov-2021	16
12	Integrating digital assessment tools in a unit of work	Denise Katiforis	26-Nov-2021	22
13	How to use Socrative, Edpuzzle and Quizlet	Denise Katiforis	2-Dec-2021	29

## Queensland

PD sessions organised by CLA delivered to ESAQ:

<b>How To Set Up Your Community Language School from A to Z</b>	Heba El-Hakim	<b>QLD</b>	Tuesday	30-Mar-2021
<b>How to Effectively Lead Your Community Language School</b>	Heba El-Hakim	<b>QLD</b>	Wednesday	6-Oct-2021
<b>How to Effectively Manage Your Community Language School</b>	Heba El-Hakim	<b>QLD</b>	Wednesday	20-Oct-2021

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

Topic	Date
How to set up a community language school from A-Z (Heba El-Hakim)	30 March 2021
How to ensure your school has all the correct policies in place and up-to-date	21 April 2021
Behaviour management. <i>We have a presenter for this one. We plan to have this as a PD on our Community Language day. Fully catered and at an appropriate venue to attract more attendance.</i>	May 2021
How to develop advanced teaching skills	23 June 2021
How to teach mixed ages and abilities in a community language school	28 July 2021
How to improve your students' reading and writing	21 August 2021
How to effectively lead your community language school	(15 September 2021; at the AGM)
How to efficiently manage your community language school	20 October 2021

**LOTE Methodology Training Courses Offered in 2021:**

No	Topic	Date	# Registered	# Waitlist	# Confirmed
1	RMIT University - Chinese Phase 1	Wednesdays 6 Oct to 8 Dec	32	7	25
2	RMIT University - Chinese Phase 2	Fridays 15 Oct to 17 Dec	29	3	26
3	RMIT University - Mixed Languages Phase 1	Thursdays 7 Oct to 9 Dec	39	9	30
4	RMIT University - Mixed Languages Phase 2	Wednesdays 6 Oct to 8 Dec	6	n/a	CANCELLED
5	MONASH University - Intensive for Community Language Leaders	Tuesdays 26 Oct to 7 Dec	42	10	32
6	MONASH University - Languages Advanced Methodology F-10	Wednesdays 6 Oct to 10 Nov	106	71	35
7	VICTORIA University - Vietnamese Phase 1 & 2	Tues & Thurs 19 Oct to 23 Nov	14	n/a	TBC

## ADVOCACY & 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.

### 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
	<b>551</b>	

### 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%
	<b>323</b>	

### 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 695 community language schools operating across Australia in 2021, over 220 languages were taught to 100,055 students.

### 2021 National Community Language Schools Data

The following table displays available community language school state and territory data. The provided data is only a snapshot.

State	Languages	Schools	Students	Teachers
ACT	34	50	2,255	410
NSW	62	316	35,867	3,195
NT	13	13	562	67
QLD	26	55	5,190	482
SA	47	94	8,802	1,114
VIC	50	198	42,686	2,867
TAS	8	8	224	35
WA	37	59	7,129	815
<b>Totals</b>	<b>277</b>	<b>793</b>	<b>102,715</b>	<b>8,985</b>

**2021 National Languages Enrolments by Language Taught**

Language	Schools	Students	Teachers
Acholi	1	11	2
Akan	1	25	2
Amharic	1	48	4
Arabic	91	15,384	1,030
Arabic/Coptic	1	130	13
Armenian	5	388	99
Assyrian	4	472	38
Bangla	15	1,472	69
Bari	1	18	2
Bengali	6	188	21
Bosnian	2	112	10
Bulgarian	2	68	8
Burmese	3	91	19
Cantonese	1	86	15
Chaldean	1	161	9
Chin Hakha	1	55	6
Chinese	104	27,154	1,865
Chinese (Traditional)	1	140	20
Coptic	1	195	60
Croatian	6	454	33
Czech	1	0	0
Czech & Slovak	1	55	7
Dari	10	913	115
Dinka	4	915	33
Dutch	2	169	13
Farsi	4	615	80
Farsi (Iran)	1	0	0

Filipino	5	192	20
Finnish	2	78	14
French	1	136	14
German	11	1092	89
Greek	66	11,193	570
Gujarati	2	267	38
Gujerati/Gujarati	1	69	11
Harari	1	47	7
Hebrew	5	653	37
Hindi	10	676	114
Hindi/Punjabi	1	0	5
Hungarian	9	201	38
Igbo	2	72	8
Indonesian	2	267	16
Italian	4	515	35
Japanese	16	2641	253
Kannada	1	47	6
Karen	1	20	4
Khmer	2	130	15
Kirundi	2	187	19
Kiswahili	1	46	6
Korean	30	2,984	334
Lao	2	70	9
Latvian	3	207	25
Macedonian	3	297	19
Malay	1	10	2
Malayalam	7	453	80
Malaysian	1	40	2
Maltese	2	76	17

Mandaean	3	125	8
Mandarin	5	764	91
Maori	1	20	3
Marathi	3	185	21
Mongolian	2	35	8
Nepalese	1	30	4
Nepali	9	620	65
Nuer	2	211	9
Oromo	2	128	26
Otuho	1	462	3
Pashto	1	51	5
Persian	9	564	98
Polish	13	616	110
Portuguese	9	333	27
Portuguese - Brazilian	1	41	5
Pulaar	1	36	3
Punjabi	13	1,236	117
Romanian	2	123	3
Russian	29	2,322	240
Samoan	3	109	18
Sanskrit	0	0	0
Sanskrit	2	366	58
Serbian	10	723	42
Shona	1		9
Sinhala	13	2086	200
Sinhalese	1	235	40
Slovak	1	30	5
Somali	8	793	51
Spanish	7	317	24

Swahili	2	35	4
Swedish	5	843	23
Tamil	23	4,549	661
Telugu	6	382	53
Thai	4	487	38
Tibetan	3	125	27
Tigrigna	1	34	3
Tigrinya	2	197	10
Tongan	4	479	25
Turkish	13	677	59
Uighur	2	142	14
Ukrainian	5	240	45
Urdu	3	360	21
Uyghur	2	55	5
Vietnamese	37	6,747	847

**2021 National Languages Enrolments by Language Taught and By State**

<b>Year</b>	<b>State</b>	<b>Language</b>	<b>Schools</b>	<b>Students</b>	<b>Teachers</b>
2021	VIC	Arabic	27	5,681	282
2021	VIC	Armenian	2	116	24
2021	VIC	Assyrian	2	256	17
2021	VIC	Bangla	5	1,207	35
2021	VIC	Cantonese	1	86	15
2021	VIC	Chinese	27	12,098	827
2021	VIC	Chinese (Traditional)	1	140	20
2021	VIC	Croatian	2	137	5
2021	VIC	Dari	3	329	57
2021	VIC	Dinka	2	811	20
2021	VIC	Farsi	1	48	15
2021	VIC	Filipino	1	98	4
2021	VIC	German	4	514	32
2021	VIC	Greek	33	8431	372
2021	VIC	Harari	1	47	7
2021	VIC	Hebrew	2	485	22
2021	VIC	Hindi/Punjabi	1	0	5
2021	VIC	Hungarian	4	80	18
2021	VIC	Italian	2	234	18
2021	VIC	Japanes	2	816	83
2021	VIC	Korean	3	486	53
2021	VIC	Latvian	1	157	14
2021	VIC	Malaysian	1	40	2
2021	VIC	Marathi	1	43	6

2021	VIC	Nepali	2	108	11
2021	VIC	Nuer	1	136	4
2021	VIC	Oromo	2	128	26
2021	VIC	Otuho	1	462	3
2021	VIC	Persian	3	257	54
2021	VIC	Polish	3	153	33
2021	VIC	Punjabi	2	111	23
2021	VIC	Romanian	1	108	1
2021	VIC	Russian	7	750	61
2021	VIC	Serbian	3	315	19
2021	VIC	Shona	1		9
2021	VIC	Sinhala	7	1,454	93
2021	VIC	Slovak	1	30	5
2021	VIC	Somali	6	744	45
2021	VIC	Spanish	1	35	8
2021	VIC	Swedish	1	675	8
2021	VIC	Tamil	5	1,446	173
2021	VIC	Telugu	1	113	5
2021	VIC	Thai	3	409	29
2021	VIC	Tigrigna	1	34	3
2021	VIC	Tigrinya	1	124	5
2021	VIC	Tongan	1	407	4
2021	VIC	Turkish	2	122	18
2021	VIC	Ukrainian	1	78	19
2021	VIC	Uyghur	1	40	3
2021	VIC	Vietnamese	11	2107	252

2021	WA	Amheric	1	48	4
2021	WA	Arabic	5	799	72
2021	WA	Bengali	1	22	4
2021	WA	Burmese	1	44	14
2021	WA	Chinese	6	1437	116
2021	WA	Coptic	1	195	60
2021	WA	Croatian	1	56	4
2021	WA	Dari	2	57	10
2021	WA	Farsi	1	23	11
2021	WA	German	1	113	8
2021	WA	Greek	1	81	7
2021	WA	Gujarati	1	172	28
2021	WA	Hebrew	1	25	6
2021	WA	Hindi	2	132	18
2021	WA	Hungarian	1	26	5
2021	WA	Igbo	1	50	5
2021	WA	Italian	1	43	6
2021	WA	Japanese	1	501	25
2021	WA	Kannada	1	47	6
2021	WA	Kiswahili	1	46	6
2021	WA	Korean	2	233	21
2021	WA	Malayalam	2	262	44
2021	WA	Mongolian	1	20	6
2021	WA	Nepali	1	80	5
2021	WA	Polish	2	120	15
2021	WA	Portuguese	1	16	2



2021	WA	Punjabi	1	166	8
2021	WA	Russian	3	412	46
2021	WA	Sinhala	1	233	15
2021	WA	Somali	1	12	2
2021	WA	Swedish	1	24	2
2021	WA	Tamil	4	874	121
2021	WA	Telugu	1	63	14
2021	WA	Tigrinya	1	73	5
2021	WA	Turkish	1	10	1
2021	WA	Ukrainian	1	19	4
2021	WA	Vietnamese	4	595	89
2021	NSW	Akan	1	25	2
2021	NSW	Arabic	45	7,218	449
2021	NSW	Armenian	3	272	75
2021	NSW	Assyrian	2	216	21
2021	NSW	Bangla	8	249	31
2021	NSW	Bosnian	1	55	4
2021	NSW	Bulgarian	1	48	6
2021	NSW	Burmese	1	26	3
2021	NSW	Chaldean	1	161	9
2021	NSW	Chinese	60	10,645	721
2021	NSW	Croatian	1	183	16
2021	NSW	Czech & Slovak	1	55	7
2021	NSW	Dari	4	490	44
2021	NSW	Dutch	1	123	7
2021	NSW	Filipino	1	28	3

2021	NSW	Finnish	1	28	9
2021	NSW	German	3	222	16
2021	NSW	Greek	21	1,774	100
2021	NSW	Gujerati/Gujarati	1	69	11
2021	NSW	Hebrew	1	124	6
2021	NSW	Hindi	5	451	82
2021	NSW	Hungarian	1	39	6
2021	NSW	Indonesian	2	267	16
2021	NSW	Italian	1	238	11
2021	NSW	Japanese	10	1,073	118
2021	NSW	Karen	1	20	4
2021	NSW	Khmer	2	130	15
2021	NSW	Korean	22	1,959	238
2021	NSW	Lao	2	70	9
2021	NSW	Latvian	1	19	8
2021	NSW	Macedonian	3	297	19
2021	NSW	Malay	1	10	2
2021	NSW	Malayalam	4	181	33
2021	NSW	Maltese	2	76	17
2021	NSW	Mandaean	3	125	8
2021	NSW	Maori	1	20	3
2021	NSW	Marathi	1	93	10
2021	NSW	Mongolian	1	15	2
2021	NSW	Nepali	2	188	25
2021	NSW	Persian	5	220	35
2021	NSW	Polish	6	283	56

2021	NSW	Portuguese	6	268	20
2021	NSW	Pulaar	1	36	3
2021	NSW	Punjabi	6	571	47
2021	NSW	Russian	10	597	75
2021	NSW	Samoan	2	109	18
2021	NSW	Sanskrit	2	366	58
2021	NSW	Serbian	5	317	14
2021	NSW	Sinhala	1	253	59
2021	NSW	Spanish	4	249	13
2021	NSW	Swahili	1	11	2
2021	NSW	Swedish	2	144	12
2021	NSW	Tamil	8	1,664	277
2021	NSW	Telugu	3	166	30
2021	NSW	Thai	1	78	9
2021	NSW	Tibetan	3	125	27
2021	NSW	Tongan	1	17	7
2021	NSW	Turkish	10	545	40
2021	NSW	Uighur	1	38	4
2021	NSW	Ukrainian	2	77	15
2021	NSW	Urdu	3	360	21
2021	NSW	Vietnamese	10	2,091	187

## LOOKING INTO THE FUTURE

While 2021 continued to be a challenging time, CLA managed to meet many of the deliverables set forth and has also acquired the following major learnings and outcomes:

- Leadership was provided in relations with government departments;
- Support and resources were shared with recently established associations;
- Child Safety, Equal Opportunity and Cyber Safety policies were developed;
- Prior to COVID, Academic Forums and National Forums were facilitated
- CLA is an active participant of the AFMLTA Project in *Developing a National Languages Strategy* – CLS are being heard through various surveys;
- Opportunities were explored for Certificate IV Vocational Courses;
- The implementation of National Standards were facilitated and promoted
- National Community Languages Schools Day program was rolled out and continues to grow;
- Ongoing negotiations with SBS on National Languages Competition;
- Communications and website engagement has been enhanced. Website has been revamped and continues to be updated to stay relevant;
- National data on community language schools in Australia has been collected;
- National Quality Assurance Framework has been revised and is on its way to be launched to all schools;
- Students and Parents Voices research projects have been undertaken;
- Proposals for recognition of teacher and student achievements have been proposed;
- Promotional activities for improving uptake in years 11 and 12 by encouraging years 7 to 10 to continue their journey in community language schools;
- Curriculum support and identification of resources was undertaken;
- Professional Development was organised and provided to S&Ts;
- Hearing national needs through surveys has allowed for tailormade professional development programs in supporting States and Territories that required support;
- ICT trainings were provided for schools that needed the skills for online teaching;
- CLA has expanded its work in the Civics, Social Harmony and Citizenship space through the development of the Principles of Diversity and Inclusion Project;
- Annual Project Plans were provided and reported on regularly;
- CLA continued to implement aspects of the Strategic Plan 2020-2023;
- Governance framework was developed.

The above is a good indication of the importance of ensuring that there is national coordination and support for the CLS and that CLA has been able to deliver on most of it.

We look forward to continuing to provide strategic and coordinated programs for the enhancement of the community language schools sector.

