

OPERATIONAL AND ADMINISTRATIVE PROCEDURES MANUAL FOR COMMUNITY LANGUAGE SCHOOLS



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

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Glossary

| AFESA: Associations | Australian Federation of Ethnic Schools |
|-------------------------------|---|
| Carer: | Guardian or Custodian of a Child (used interchangeably |
| Chairperson: | with Guardian) Person who Chairs the School Management Committee |
| Child: | A Person Under 18 Years of Age in Relation to the Working |
| | with Children Check and Under 16 in Relation to the Child |
| | Safe Standards |
| CLA: | Community Languages Australia |
| CLA Schools: | Community Languages Schools Coordinated by CLA |
| Duty of Care: | Staff Code of Conduct |
| Employer: | Body or Person Responsible for the Operation and |
| | Accountability of a Community Language School |
| Employee: | Any Person who Receives Payment at a Community |
| O | Language School |
| Guardian: | Carer or Custodian of a Child (used interchangeably with Carer) |
| Manager: | Senior Staff Member or Member of School Leadership who |
| manager. | supervises/is Responsible for Supporting and Performance |
| | Appraisal of Other Staff (used interchangeably with |
| | Supervisor) |
| School: | Community Language School |
| Schools: | Community Languages Schools |
| School Administration Leader: | Member of the School Leadership Responsible for |
| | Managing the Operations of a Community Language School |
| School Authority: | Body or Person Responsible for the Operation and |
| | Accountability of a Community Language School |
| School Education Leader: | Member of the School Leadership Responsible for the |
| | Education Provided at a Community Language School |
| School Leader: | Education or Administration Leader at a Community |
| | Language School |
| School Leadership: | Employer and Education and Administration Leaders at a |
| | Community Language School |
| School Community: | Students, Staff and Parents of Students at a Community |
| School Management Committee: | Language School Committee Established by a Community Language School |
| School Management Committee. | which is Generally Chaired by the Person Responsible for |
| | the Operation and Accountability of a Community |
| | Language School. It includes Staff and Volunteer |
| | representatives (can also include Parent Representatives) |
| Staff: | All Persons Employed or Working at a Community |
| | Language School, including Office Staff, Volunteers not |
| | Conducting Classes etc |
| Standard: | Child Safe Standard |
| Standards: | Child Safe Standards |
| Supervisor: | Senior Staff Member or Member of the School Leadership |
| | who Supervises/is Responsible for Supporting and |

| | Operational and Administrative Procedures Manual for Community Languages Schools |
|-------------|--|
| | Performance Appraisal of Other Staff (used |
| | interchangeably with Manager) |
| Teachers: | Paid Teachers and Instructors and Volunteers at |
| | Community Languages Schools Who Conduct Classes |
| VCAA: | Victorian Curriculum and Assessment Authority |
| VCE: | Victorian Certificate of Education |
| Volunteers: | Unpaid Staff at Community Languages Schools Who Do |
| | Not Conduct Classes |
| VRQA: | Victorian Regulations and Qualifications Authority |
| WWC Check: | Working with Children Check |

Introduction

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

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

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

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

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

- are non-profit making and open to all students, irrespective of their linguistic and cultural backgrounds;
- develop and promote the languages and cultures of Australian communities and promote cohesion within the diversity of Australia's multicultural society;
- provide authentic cultural contexts for languages learning;
- promote the learning of a wide range of languages and an understanding of different cultures within Australian society;
- are funded by communities, with additional funding support from the Australian Government and State and Territory Governments;
- are accredited and registered, in accordance with state and territory jurisdictional funding guidelines.

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

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

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

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

Its target audience includes:

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

The Manual is organised into six main sections:

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

1 - Legislative Requirements

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

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

1.0 - National Principles for Child Safe Organisations

All community language schools must comply with the National Principles to be accredited/registered by their state-based association or jurisdiction for funding purposes.CLA is responsible for ensuring the minimum standards are met and schools are having policy and procedures in place.

This document which provides Policies and Procedures is for use by School Authorities to ensure they are compliant in relation to student safety and staff welfare. Whilst the Manual provides general information and advice, it is the responsibility of each School to familiarise their staff and community with its contents.

All Victorian community schools that provide services or facilities to children are required by law to comply with the 11 Child Safe Standards. Parts of this Manual relate to the School's specific situation or location such as the emergency management plan. It is the School Authority's responsibility to ensure these are adapted to their specific situation/location. School Authorities are also responsible for ensuring they are referring to relevant current Acts or Regulations.

If you require further information, please contact: **Neda Erjaei, Child Safe Officer,** Community Languages Australia, by telephone at (03) 9349 2683 or email at erjaei.neda@communitylanguages.org.au

1.1 - Working with Children Check

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

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

Schools are advised to familiarise themselves with the guiding principles for the provision of a safe and supportive school environment, as articulated in the *Student Safety and Staff Welfare Policies and Procedures Manual for Community Languages Schools* available at www.communitylanguagesaustralia.org.au/

For further information also see:

http://www.workingwithchildren.vic.gov.au/home/about+the+check/purpose/working+with+c hildren+act/

1.2 - Child Safe Standards

As part of the Victorian Government's commitment to implementing the recommendations of the *Betrayal of Trust* Report, which found that more must be done to prevent and respond to child abuse in our community, there is a new regulatory landscape surrounding child safety, underpinned by the new *Protect Child Safe Standards*.

The Child Safe Standards (**or equivalent in other states and territories**) are compulsory minimum standards for all community languages schools, to ensure they are well prepared to protect children from abuse and neglect.

The 11 Child Safe Standards

The 11 Child Safe Standards listed below belong to Victorian Organisations that must comply and implement all aspects of the 11 Standards.

Each of the Standards is expressed as a statement of an expected outcome that organisations must achieve. The new Standards also include minimum requirements to clarify what you need to do for your organisation.

There are 11 Child Safe Standards:

Standard 1: Culturally safe environments – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

Standard 2: Leadership, governance, and culture – Ensure that child safety and well-being are embedded in school leadership, governance and culture.

Standard 3: Child and student empowerment – Children and young people are empowered about their rights, participate in decisions affecting them, and are taken seriously.

Standard 4: Family engagement – Families and communities are informed and involved in promoting child safety and well-being.

Standard 5: Diversity and equity – Equity is upheld, and diverse needs are respected in policy and practice.

Standard 6: Suitable staff and volunteers – People working with children and young people are suitable and supported to reflect child safety and well-being values in practice.

Standard 7: Child-focused complaints processes – Ensure that processes for complaints and concerns are child-focused.

Standard 8: Child safety knowledge, skills, and awareness – Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training.

Standard 9: Physical and online environments – Physical and online environments promote safety and well-being while minimising the opportunity for children and young people to be harmed.

Standard 10: Review of child safety practices - Implementing the Child Safe Standards is regularly reviewed and improved.

Standard 11: Implementation of child safety practices – Policies and procedures document how schools are safe for children, young people, and students.

1.2.1 - New Criminal Offenses

A broader grooming offense

The grooming offense, introduced in 2014, applies where a person over 18 years of age communicates, by words or conduct, online or face-to-face, with a child under the age of 16 or with a person who has care, supervision or authority for a child, with the intention of subsequent sexual activity with a child.

Failure to disclose offense

Any adult who forms a reasonable belief that a sexual offense has been committed by an adult against a child under 16 years of age has an obligation to report that information to the police, unless they have a reasonable excuse not to or an exemption applies. Failure to disclose the information to the police is a criminal offense.

Failure to protect offense

The failure to protect offense applies to people within organisations who knew of a risk of child sexual abuse by someone in the organisation and had the authority to reduce or remove the risk but did not act to protect the child.

Children Legislation Amendment (Reportable Conduct) 2017

On the 1st of July 2017, the Commission for Children and Young People (CCYP) began administering a reportable conduct scheme in Victoria. The scheme is designed to improve oversight of how organisations respond to allegations of child abuse and child-related misconduct by staff and volunteers.

Under the scheme, the CCYP has the power to:

- oversee and monitor the handling of allegations of child abuse by relevant government departments, religious and non-government organisations
- undertake independent investigations
- scrutinise and audit systems and processes for handling allegations
- monitor and report on trends
- build skills and knowledge within government departments, religious and non-government organisations to ensure they can competently handle allegations of suspected child abuse

1.3 - Equal Opportunity – Anti Discrimination, Racial Vilification and Disability Discrimination

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

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

- (a) To eliminate discrimination, sexual harassment and victimisation, to the greatest possible extent;
- (b) To further promote and protect the right to equality set out in the Charter of Human Rights and Responsibilities;
- (c) To encourage the identification and elimination of systemic causes of discrimination, sexual harassment and victimisation;

(d) To promote and facilitate the progressive realisation of equality, as far as reasonably Community Languages Australia 12 practicable by recognising that:

- (i) discrimination can cause social and economic disadvantage and that access to opportunity is not equitably distributed throughout society;
- (ii) equal application of a rule to different groups can have unequal results or outcomes;
- (iii) the achievement of substantive equality may require the making of reasonable adjustments and reasonable accommodation and the taking of special measures.

1.4 - Harassment, Victimisation and Bullying

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

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

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

For more information about cyberbullying which is bullying that is carried out through the internet or mobile phones see: <u>Cyberbullying</u>.

1.5 - Occupational Health and Safety

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

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

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

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

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

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

1.5.1 - First Aid

This policy and procedure is to identify First Aid requirements and implement appropriate arrangements to ensure all injured persons are provided with immediate and adequate treatment of injury and illnesses in accordance with relevant legislation and compliance codes. This procedure specifies the minimum requirements and responsibilities for the provision of First Aid in accordance with the Occupational Health and Safety Act (2004) and this procedure also aims to ensure that all injuries are reported to GOTAFE OH&S and that an appropriate response is delivered to all medical emergencies.

DEFINITIONS

| First Aid: | The immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers First Aid equipment. Includes First Aid kits and other equipment used to treat injuries and illnesses. |
|-----------------------|--|
| First Aid Officer: | A person who has successfully completed a nationally accredited training course or an equivalent level of training that has given them the competencies required to administer First Aid. |
| Infectious Waste: | Infectious waste may include items such as, sharps, human tissue, blood and bodily fluids and disposable materials and equipment that are contaminated with blood or other bodily fluids. |
| Standard Precautions: | Includes good hygiene practices (washing and drying hands after patient contact), the use of protective barriers (may include gloves, masks, eye shields or goggles), appropriate handling and disposal of sharps and other infectious waste. |
| First Aid Equipment: | Includes First Aid kits and other equipment used to treat injuries and illnesses. |
| First Aid Facilities: | Includes First Aid rooms, health centres, clean water supplies and other facilities needed for administering First Aid. |

1.5.2 - First Aid Policy

- 1. The Occupational Health and Safety Act 2004 (the OHS Act) and the Work Health and Safety Act 2011 (the WHS Act) set out the legal aspects of First Aid which CLA schools, as an employer, must provide. Although the legal requirements apply only to employers, CLA schools have a duty of care to students as well as visitors and accordingly they are included in this policy. This First Aid policy covers the arrangements that are in place to make sure that appropriate First Aid provision is available throughout CLA schools.
- 2. The provision of First Aid is a further step in supporting a safe and healthy workplace for staff, students, contractors and visitors. To achieve this, CLA schools, will undertake the following measures:
 - 2.1. Conduct a First Aid risk assessment;
 - 2.2. Allocation of appropriate support to the provision of First Aid;
 - 2.3. Provision of First Aid to injured/ill staff members, students and visitors by a qualified First Aider, but not beyond that for which the First Aider is qualified and competent;
 - 2.4. Seeing that First Aid is administered as soon as is reasonably possible following an injury or illness and in accordance with the training undertaken by a First Aider;
 - 2.5. Reducing wherever possible the severity of the injury/illness by providing appropriate First Aid treatment;
 - 2.6. Appropriately recording accidents/incidents and maintaining appropriate statistics on accidents/incidents;
 - 2.7. Appropriately investigating accidents/incidents within realistic timeframes;
 - 2.8. Informing and educating staff, students and visitors of their responsibility in relation to First Aid;
 - 2.9. Regularly reviewing the First Aid policy and procedures; and
 - 2.10. Mandatory reporting of critical incidents e.g. WorkSafe Victoria and Safe Work Australia
- 3. CLA schools aspires to ensure that all staff, students, and visitors act responsibly and comply with statutory requirements and all safety policies, standards and codes of practice.
- 4. All staff and students are encouraged to have Ambulance emergency transport coverage.

1.5.3 - First Aid Risk Assessment

- 1. A First Aid Risk Assessment is conducted by the Occupational Health and Safety Officer on an annual basis to assess First Aid resources required e.g. number of First Aid officers, First Aid kits, etc. The outcome is recorded on the FOR98 First Aid Risk Assessment form.
- 2. The First Aid Risk Assessment is to include:
 - 2.1. the nature of the work being carried out at the workplace;
 - 2.2. the nature of the hazards and severity of risk at the workplace;
 - 2.3. the size, location and nature of the workplace;

- 2.4. the known occurrence of incidents and/or illness;
- 2.5. the number and distribution of employees at the workplace;
- 2.6. the volume and distribution of students.
- 3. After the assessment is completed any discrepancies are followed up, including:
 - 3.1. Where First Aid requirements and corrective actions have been identified, ensure these are implemented;
 - 3.2. Where new equipment is implemented, this should be reviewed for effectiveness

1.5.4 - First Aid Officers

- 1. The appropriate number of trained and appointed First Aid officers (including at least one full time staff member) shall vary, having regard to the specific factors outlined below:
 - 1.1. Size and layout of the campus;
 - 1.2. Location of campus;
 - 1.3. The number and distribution of staff;
 - 1.4. The spread of opening hours of SCEI campuses;
 - 1.5. Nature and hazards of the work;
 - 1.6. Statistical information on accidents, illnesses or incidents; and
 - 1.7. Distance of CLA schools campuses to the nearest medical facilities.
- 2. CLA schools shall ensure staff assigned to the role of First Aid Officer are appropriately trained and maintain currency:
 - 2.1. First Aid Certificate updates occur before the certificate expires (every 3 years)
 - 2.2. An Annual CPR refresher is required to maintain First Aid Officer currency of practice
- 3. First Aid Officers will be provided with appropriate time from their normal duties to enable them to undertake required First Aid training or refresher training
- 4. On no occasion will the First Aid Officer administer First Aid assistance beyond that for which they are qualified and have maintained competency. First Aid Officers are authorised to administer First Aid and are not paramedics or General Practitioners. First Aid assistance will only be limited in line with the First Aid Officer's recognised capability and authority. Assistance outside of this capability can only be supplied by appropriately authorised and trained medical professionals.

1.5.5 - First Aid Equipment

- 1. First Aid equipment, facilities and First Aid Officers will be available to all staff, students and visitors during normal operating hours of each campus.
- 2. A First Aid kit is provided on each level of each campus and its location is identified by a First Aid kit sign.
- 3. All First Aid items must be in the First Aid kit container, not locked and contents protected against dust and damage.
- 4. The contents and items contained within the First Aid kit should be determined as part of the First Aid risk assessment but will contain basic equipment for administering First Aid for injuries including:
 - 4.1. cuts, scratches, punctures, grazes and splinters;
 - 4.2. muscular sprains and strains;

- 4.3. minor burns;
- 4.4. broken bones;
- 4.5. eye injuries;
- 4.6. shock.
- 5. The First Aid Officer is to conduct a monthly check of all First Aid kits in their workplace to ensure items are in good working order, have not deteriorated and are within their expiry dates and that sterile products are sealed and have not been tampered with.

1.5.6 - Provision of First Aid Treatment

- 1. First Aid officers are to treat the injured/ill person according to accepted First Aid protocols and within their level of First Aid competency.
- 2. First Aid officers are required to follow Standard Precautions to minimise the transmission of infection. Standard Precautions apply to all persons regardless of their presumed infection status, and in the handling of:
 - 2.1. Bodily fluids, blood, secretions and excretions (except sweat), regardless of whether they contain visible blood;
 - 2.2. Non-intact skin;
 - 2.3. Mucous membranes; and
 - 2.4. Dried blood and other body substances, including saliva
- 3. Infectious waste associated with First Aid treatment must be disposed of appropriately.
- 4. It is the right of all persons to decline First Aid treatment. In situations where an injured/ill person declines First Aid treatment, the CLA school's First Aid officer must inform the person of the potential consequences of them declining to be treated, and ensure that this is documented on the First Aid treatment form and submitted to the Occupational Health and Safety Officer and documented in the Register of Injuries.
- 5. If First Aid officers are advised that a person they are treating has a medical condition(s), they are required to treat such information confidentially. Such information must only be revealed to Emergency Services should they be required to attend.
- 6. If it is a medical emergency and there is any doubt about the health of the person, Emergency Services, Phone 000 must be contacted.

1.5.7 - Recording and Reporting

- 1. Any work related accident, illness, work injury or incident occurring on CLA schools premises or whilst on CLA schools business and requiring the administration of First Aid must be recorded on a First Aid treatment form and Register of Injuries.
- 2. Serious injuries, fatalities, or any incident that exposed a person to immediate risk to their health or safety must be reported to WorkSafe.

1.5.8 - Indemnification and Liability

1. Members of staff who hold a current First Aid qualification and who are assigned by CLA schools as a First Aid Officer and who render First Aid assistance during the course of their First Aid duties as empowered by this policy and procedure shall be indemnified by CLA schools in respect of legal actions taken against them, provided

such assistance or lack of assistance is not proven to be the result of wilful negligence.

2. Medical expenses incurred during the treatment of illness and/or injury is the responsibility of students, staff or visitors. This includes costs associated with emergency services response in the direct treatment or transport of the student, staff or visitor for which First Aid treatment is provided.

1.5.9 - Security

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

Computer security:

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

Paper record security:

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

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

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

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

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

1.6 - Alcohol and Drugs in the Workplace

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

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

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

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

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

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

1.7 - Emergency Management

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

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

Schools must:

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

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

School Emergency Management Plan

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

The School Emergency Management Plan should include:

- the range of emergencies covered;
- a site plan;
- a general description of the school and its environment;
- an assessment of risks and hazards facing the school;
- roles and responsibilities of staff and others;
- procedures for reporting emergencies;
- procedures to be followed by staff and students during an emergency;
- lockdown arrangements;
- evacuation arrangements;
- alternative evacuation assembly areas;

- Emergency Services contact numbers;
- measures to prevent or reduce the impact of emergencies that do occur;
- arrangements for establishing recovery programs following emergencies.

For schools which use government buildings, the evacuation plan that has been prepared by that facility needs to be made known to all members of the school community.

For schools whose buildings do not have an evacuation plan, it is the responsibility of the community language school to prepare a plan and familiarise the school community with the procedures by placing the evacuation plan in a strategically located position which is accessible to the entire school community.

Ideally, the evacuation plan would be exhibited on a main wall, which would allow School staff, students, contractors and school visitors to become familiar with the plan. Below is a template for use by community languages schools. The template should be edited to suit the location of each School.

See Appendix 5.9 for an Emergency Management Plan example.

1.8 - Privacy

Community languages schools must exercise appropriate processes and guidelines with respect to the privacy of staff, students and parents.

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety.

We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

CLV acknowledges that community language schools must exercise appropriate processes and guidelines which respect the privacy of all staff and students. CLV considers any breach of privacy by schools to be a serious issue which will need to be investigated.

School Authorities should familiarise themselves with the Privacy Policy relevant to their state or territory:

- Australian Capital Territory: Privacy and Data Protection Act 2014 (2014)
- New South Wales: <u>A guide to privacy laws in NSW</u>
- Northern Territory: <u>Privacy: your rights</u>
- Queensland: Information Privacy Act
- South Australia: Privacy and Information Privacy
- Tasmania: Privacy Act (1988)
- Victoria: Privacy and Data Protection Act 2014 (2014)
- Western Australia: <u>Privacy and confidentiality of records</u>

Each school must have its own Privacy Policy. More information can be found here: **Privacy and Information Sharing**

1.9 - Association of Incorporation

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

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

- Australian Capital Territory: ASSOCIATIONS INCORPORATION ACT 1991 Incorporating an association - NSW Fair Trading
- New South Wales:
- Northern Territory:
- Queensland:
- South Australia:
- Incorporation in the Northern Territory ... Incorporation in Queensland - Our Community **SA.GOV.AU** - Incorporated associations
- Tasmania: Incorporation in Tasmania - Our Community
- Incorporated association registration process Consumer • Victoria:
- Western Australia:

The New Associations Incorporation Act 2015 (WA) - ...

1.10 - Copyright

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

A simple definition of copyright is that it is a collection of rights in certain creative works such as text, artistic works, music, computer programs, sound recordings and films. The rights are granted exclusively to the copyright owner to reproduce the material, and for some material, the right to perform or show the work to the public. Copyright owners can prevent others from reproducing or communicating their work without their permission or may sell these rights to someone else.

Copyright does not protect ideas, concepts, styles or techniques. For example, copyright will not protect an idea for a film or book, but it will protect a script for the film or even a storyboard for the film. Copyright is a separate right to the property right in an object. For example, a person may own a book or painting but will not also own the copyright in the book or painting unless it has been specifically assigned to them.

In Australia, copyright protection is automatic. There is no need for copyright registration in Australia, nor is there a legal requirement to publish the work or to put a copyright notice on it. A work will be protected as soon as it is put into material form, such as being written down or recorded in some way (filmed or recorded on an audio tape).

In the past few years copyright law has undergone changes in line with new developments in information and communications technology. Obligations under current copyright laws must be adhered to by all community languages schools. School Authorities are advised to access the Smartcopying website at www.smartcopying.edu.au/ to ensure they understand

the requirements. This website contains comprehensive information about educators' rights to use copyright including National Copyright Guidelines incorporating information about the major education licences and an explanation of fair dealing and educational exceptions under the Copyright Act 1968, and FAQs and Information sheets.

2 - School Administration and Management

2.1 - Accreditation/Registration

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

2.2 - Admission and Enrolment Procedures

All community languages schools should ensure an enrolment form is completed for each student at their School with the following information:

- student details
- details of parents/guardians
- contact phone number(s)
- medical information
- permission clause for seeking medical advice
- standard text for the student's day school principal to sign.

Enrolment forms will vary according to the specific needs of community languages schools and the registering/accreditation bodies in their particular state/territory. An example is provided in Appendix 5.2. This may not be entirely appropriate for all situations but provides a guide.

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

2.3 - Allegations, Concerns and Complaints

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

Schools must also have sound guidelines and strategies in place in order to manage grievances or complaints against staff, students and parents as well as to provide adequate complaint information to all concerned.

Below are two links which provide information regarding effective complaint and misconduct guidelines as well as general information relating to strategies in dealing with such instances. CLA regards such matters to be of utmost importance and is committed to ensuring that community languages schools are equipped with adequate tools and information to successfully address these issues.

- <u>http://www.education.vic.gov.au/hrweb/Documents/Complaints_Misconduct_and_Un</u> satisfactory_Performance.pdf
- <u>http://www.education.vic.gov.au/about/contact/Pages/complaininfo.aspx</u>

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

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

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

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

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

2.4 - Assemblies

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

- giving a sense of unity and community
- relaying information
- providing a forum for recognition of students' work and positive behaviour.

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

2.5 - Attendance Records

Teachers must keep records of student attendance. Attendance rolls are important documents and should be treated as such (see Appendix 5.3).

Neatness and accuracy of recording is of prime importance. The following should be observed:

- Students should be listed alphabetically by surname, listing the surname first and followed by the student's given name(s).
- Rolls should be marked each time classes are held and absences clearly recorded.
- Where an absence note or explanation has been provided by a student's parent/carer, this is to be indicated and filed appropriately.

2.6 - Audio Visual Equipment

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

2.7 - Charter

Community languages schools should develop a Charter to include:

- Description of the School, its philosophy and its not for profit and legal status;
- Goals and purposes and educational aims, including clear reference to the Australian democratic principles;
- Appropriate curriculum documentation;
- School organisational and management structure;
- Assessment and reporting policies and procedures;
- Compliance with the Child Safe Standards;
- Adherence to the Working with Children Check;
- Adherence to the Quality Assurance Framework;
- School Policies and Procedures:
 - Enrolment and Withdrawal Policy and Procedures
 - Behaviour Management Policy
 - Grievance Procedure/Policy
 - Bullying Prevention Policy
 - Cyber Safety Policy
 - Students with Disability Policy
 - Hot Weather Policy
 - SunSmart Policy
 - Equal Opportunity Policy
 - Information Privacy and Records Policy
 - Photographing and Filming Students Policy
 - Visitor and Parental Volunteer Policy
 - Student Attendance Policy
 - Student Collection Policy
 - Child Safe Standards and Working with Children Check Policy
 - First Aid and Medical Emergencies Policy

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

2.8 - Communication

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

A letter of introduction should be sent to parents at the beginning of the school year stating protocols for providing feedback and the raising of concerns.

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

2.9 - Constitution

All community languages schools must have a constitution in order to be incorporated. A constitution is a set of fundamental principles according to which the organisation will operate.

Refer to Section 1.9 - Association of Incorporation.

2.10 - Contracts, Agreements and Host-School Arrangements

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

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

- inviting host school representatives to visit community language school classes, and attend events and functions;
- offering to assist or participate in special events conducted by the host school, such as fundraising activities;
- providing the host school council with regular updates on the activities of the community language school;
- inviting the host school to participate in special events conducted by the community language school such as a "Fun Run".

2.11 - Discipline and Behaviour Policy

All community languages schools should have a policy regarding discipline agreed to by all staff. This policy needs to provide a basis for action if discipline problems arise. Discipline difficulties can best be overcome if all involved in an incident are able to arrive at a solution by negotiation. While School Leaders can support staff, it is not always possible or appropriate for senior staff to be asked to solve problems between staff and students.

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

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

2.12 - Finance, Money and Other Valuable Items

Schools must ensure:

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

2.13 - Information and Communications Technology

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

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

ICT has the following four elements:

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

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

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

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

In Languages, ICT can support student learning to locate, collect, record and represent data and information. Through appropriately directed use of ICT, students can learn about the speakers of the language with the introduction of culturally and age-appropriate materials. Stimulus materials encourage students to understand that the language is used for communication and understanding in different settings. For example, students could use simple software applications to demonstrate understanding of known vocabulary and structures. They could identify key words from different written and spoken texts in the language, by labelling, matching, clicking and dragging, miming and using actions.

Students could develop skills for tasks associated with creating and presenting ideas using creative expression. For example, they could create and present Big Books, storyboards or digital texts based on imaginary scenarios in familiar contexts, using images and captions.

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

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

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

Accessing different real-time contexts extends the boundaries of the classroom. Students can access multimedia texts in the target language to encourage multi-literacies, which in turn provides a stimulus for learners to express themselves, to explore a wider range of authentic texts, materials and other modes of communication in the language. Using ICT resources, students can encounter new language and cultural forms and practices. They can generate and share ideas and information to collaboratively construct knowledge, solve problems and express ideas in the language. For example, students can use ICT to make a short film in the target language in order to participate in a student film festival or prepare sound files in the language for a podcast¹.

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

¹ Pages 1 & 2 VCAA, Information Communication Technologies and Languages available at <u>Information Communication Technologies and Languages</u>

2.14 - Insurance

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

Public liability insurance:

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

2.15 - Planner

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

2.16 - Playground Supervision – Yard Duty

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

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

2.17 - Quality Assurance Framework

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

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

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

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

| DIMENSION | DESCRIPTION |
|--|---|
| Enhancing Curriculum Relevance | Ensuring the curriculum is relevant to student learning needs, mandatory external curriculum requirements, and delivered through authentic cultural and community contexts. |
| Leading Effectively and Efficiently | The practices involved in inspiring school community commitment to student learning and ensuring resources for teaching and learning are being used efficiently. |
| Encouraging Community Partnerships | Those relationships with other key stakeholders/organisations that produce reciprocal benefits for students in community language schools. |
| Evidence-Based Decision-Making | Strategies undertaken to seek and report information in relation to student outcomes at both classroom and whole school level and to use this information to improve teaching and learning. |

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

| Teaching Effectively | Those strategies undertaken by teachers to maximise student learning outcomes at both classroom and whole school level and to use this information to improve teaching and learning. |
|---|--|
| Engaging Students in Purposeful Learning | Ensuring student participation in learning activities that focus on their needs and goals in relation to the community language being taught. |
| Ensuring Student Wellbeing | The promotion of a positive, safe and secure learning environment that ensures each student is treated as a unique learner. |
| Promoting Family Participation | The active participation of families in all aspects of community language school life. |

The Quality Assurance Framework sets the long-term educational direction of language provision in community languages schools. Community languages schools should ensure they are setting, delivering and evaluating their educational goals in line with this Framework.

For more detailed information, refer to:

https://www.communitylanguagesaustralia.org.au/quality-assurance

2.18 - Staff – Parent – Student Grievance Procedure

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

Step 1

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

Step 2

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

Step 3

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

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

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

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

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

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

The following link provides CLA guidelines and a proforma to assist Schools deal with complaints from parents:

http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/la nguages/CLS Parent Complaints Guidelines.docx

2.19 - Student Records

Community languages schools are required to keep files on all students, in accordance with the relevant privacy principles (refer to Section 1.8 on Privacy).

A file card or computer file for each child should contain:

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

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

- copies of tests completed
- samples of work
- languages spoken at home
- other relevant records.

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

2.20 - Timetables

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

3 - Staff Responsibilities

3.1 - Class Supervision

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

3.2 - Classroom Tidiness and Safety

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

Teachers need to keep the following in mind in regard to their classrooms:

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

3.3 - Displays

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

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

3.4 - Parent–Teacher Interviews

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

Additional meetings may be needed for individual students.

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

3.5 - Punctuality

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

3.6 - Relief Teacher Information Kit

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

3.7 - Staff Absence

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

3.8 - Student Absences

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

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

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

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

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

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

3.9 - Student Illness

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

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

3.10 - Students Leaving the School Grounds

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

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

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

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

3.11 - Students Reports

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

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

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

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

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

Schools are advised to develop a policy for reporting that is adhered to by all teachers.

The following links may be useful:

- Australian Capital Territory: Assessment and Reporting
- New South Wales: <u>Assessment and Reporting</u>
- Northern Territory: Primary and secondary students
- Queensland: <u>P-12 curriculum, assessment and reporting framework</u>

- South Australia: <u>Reports and Assessments</u>
- Tasmania: <u>Assessment Programs</u>
- Victoria: Assessment
- Western: Australia: Western Australian Curriculum

3.12 - Duty of Care

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

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

The duty is non-delegable, meaning that it cannot be assigned to another party. Whenever a teacher-student relationship exists, staff have a special duty of care. Generally, teachers are expected to take such measures as are reasonable in the circumstances to protect a student under their reasonably foreseeable risks of injury. The nature and extent of this duty will vary according to the circumstances. For example, the standard of care required will be higher when taking a group of Preps on an excursion to a shopping centre than when teaching a group of VCE students in the classroom.

The important issue in all cases will be what precautions the teacher could reasonably be expected to have taken to prevent the injury from occurring. This will involve consideration of the following factors:

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

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

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

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

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

Community languages schools must ensure that their teachers exercise the same care and supervision of students as a parent would. Therefore, teachers must:

- maintain constant supervision of the students in their charge;
- not send students any messages out of the School grounds;
- take immediate action in any situation where there is a threat to the welfare or safety of a student;
- attend their allocated yard duty time;
- ensure that no student leaves the School premises without written parental permission;
- ensure that a safe and appropriate working environment is created and maintained in the classroom;
- ensure a visitors' register is signed by people entering the School premises;
- carry the Working With Children Card while they are on duty.

3.13 - Training and Professional Development

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

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

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

Basic training for staff should include:

- induction training through an orientation session for new staff covering the Staff Orientation Kit;
- training on Child Safe Standards.
- annual training on occupational health and safety issues and on the use of equipment;
- training regarding the legal responsibilities associated with their work;
- training related to the needs of the consumer group;
- ongoing training on the content and use of this Manual.

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

4 - Teaching and Learning

4.1 - The Curriculum

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

There is therefore a distinction between the Curriculum and a school's Teaching and Learning Program. The Curriculum is the common set of knowledge and skills that are required and is the foundation of a School's Teaching and Learning Program which is the school-based program for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. Schools have considerable flexibility in the design of their teaching and learning programs. This enables Schools to develop particular specialisations and areas of expertise and innovation while ensuring the curriculum is delivered².

4.2 - The Teaching and Learning Program

Learning a language is a sequential and cumulative process.

Students learn most effectively through:

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

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

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

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

Teachers should plan their Teaching and Learning Program carefully to make maximum use of the time the students are in their class. It is the teacher's responsibility to ensure that students make satisfactory progress. Well-planned programs, units of work, lessons and appropriate assessment activities are essential to motivate and engage students.

² Page 1 VCAA Victorian Curriculum F-10: Revised Curriculum ...

Motivation is a consistently strong predictor of successful language learning.

Student motivation and engagement with languages learning is increased when:

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

Excursions are valuable for engaging, motivating and extending students. Appendix 5.6 contains some ideas for excursion planning and provides an example form to be used to obtain the permission of parents for their children to attend excursions or school camps. Schools with sister school relationships where connections are made around languages programs provide support and motivation for both students and teachers. Partner schools can provide advice and support and resources. Collaboration between schools allows them to share lesson planning and resources (for example, linking students from the schools to undertake or share learning activities such as talking via video links or writing to each other in the target language).

4.3 - Lesson Planning

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

Teachers should:

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

Teachers should consider the following in planning each lesson:

| Aim: | What is the aim of this lesson? | |
|-------------|---|--|
| Objectives: | What is the specific purpose of this lesson? | |
| | What do you want students to learn (learning area)? | |

| | Operational and Administrative Procedures Manual for Community Languages Schools What skills (capabilities) do you want students to practise? |
|--------------|---|
| Preparation: | What is the background of your students? What is the age of your students? At what stage of development are they in the target language? Are there students with particular needs? What support do the students have in learning the target language (e.g. at home, from grandparents, etc). How will you maximize the participation and engagement of your students? What resources will you need to motivate and engage students fully? |
| Development: | What do you need to do to prepare for the lesson? Having found answers to these questions, develop units of work and a |
| | series of lessons and relevant teaching strategies |
| Evaluation: | How will you assess what students have learnt? How will you know if your lesson/s is successful? What needs to be followed up in the next lesson? |
| Recording: | What records of students' work will you expect e.g. notes, video recordings Will you need to record your results – if so how and where? |

Example Lesson Plan

| Unit of Work/ Topic: | | Year level: | |
|---|---|---------------------|---|
| Lesson topic: | Leaning area: | • | Capability |
| Unit aim or outcome: | | | |
| Lesson outcomes: (Wh the end of this lesson?) | at do I want the stude | nts to be able to u | nderstand, do or know at |
| Resources: (What do I r | need to have on hand | for this lesson?) | |
| Lesson outline | | | |
| Introduction: (How can I best motivate students and explain the importance of this lesson? This should not be longer than 5–10 minutes, with links to prior learning and experiences.) | | | |
| Teaching strategies/lea learn the points I am tryir students be doing? What | ng to teach and to rea | ch the outcomes I' | ill support the students to m aiming for? What will |
| Students will Teacher will | | | |
| Conclusion: ('How can I | Conclusion: ('How can I capture the main learning points of the lesson?') | | |
| Assessment: (How will I check if students have understood the teaching points and how will I assess and record student progress?) | | | |
| Any special considerations or contingency plans: (Consider students with special needs or the particular needs of your class or school.) | | | |
| Self-Reflection/Evaluation of the lesson: (What worked? What didn't? Why?) | | | |

5 - Appendices

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

They include:

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

5.1 - Accident Register

An Accident Register is to be maintained by all community languages schools.

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

The Register should contain the following information:

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

5.2 - Student Enrolment Form

<Insert your school letterhead> <Insert your school name> <Insert year> Enrolment Form

Student Details

Note: It is important that student details match those held at the student's mainstream school so that the community language school can receive government funding.

Family name:

| First name: | | | |
|---------------------------------------|-----------|-------------------------|-------|
| Middle name(s): | | | |
| Date of birth: / / | Male | Female | Other |
| Home Address: | | | |
| Suburb: | | Postcode: | |
| Student's mainstream school name: | | | |
| Student's mainstream year level: | | | |
| Student Australian Residency Status | | | |
| Australian citizen/Permanent resident | Fee payin | g international student | |
| Other If Other, please specify: | | | |
| Parent/Guardian Details | | | |

Name of Parent/Guardian:

Community Languages Australia

| Relationship to student: | |
|--|--|
| Work phone: | |
| Mobile phone: | |
| Email: | |
| Emergency Contact Details (only complete if different from parent/guardian details) | |
| Emergency contact name: | |
| Relation to student: | |
| Emergency contact phone: | |
| Medical Information | |
| Does your child suffer from any medical condition? (e.g. asthma, epilepsy, allergies etc.)? Yes No I If Yes, please specify and provide a medical plan (e.g. asthma, anaphylaxis etc.) | |
| Is your child currently on any medication? Yes No If Yes, please specify: | |

Privacy Collection Notice - Protecting your privacy and sharing information

The information about your child and family collected through this enrolment form will only be shared with school staff who need to know to enable the community language school to educate or support your child, or to fulfil legal obligations including duty of care, anti-discrimination law and occupational health and safety law. This includes using the contact information provided if there are any emergencies or medical issues. Residency status is checked to ensure that your child is eligible for funding. Your child's name, date of birth and mainstream school name/s will be shared with the Department of Education (the Department) to confirm funding eligibility. The information collected will not be disclosed beyond the community language school or the Department without your consent, unless such disclosure is lawful. For more about information-sharing and privacy, see the Department's privacy policy at: http://www.education.vic.gov.au/Pages/privacy.aspx

If you have any queries about the handling of your information by the community language school or to correct and update your information please contact the school.

Parent/Guardian Privacy Consent and Declaration

I confirm that the information provided on this enrolment form is true and correct and I acknowledge and agree to the terms and conditions of enrolment accompanying this enrolment form. I consent to:

- the collection of my child's health and personal information by the community language school for the purposes mentioned in this form;
- the community language school disclosing my child's personal information contained in this enrolment form (name, date of birth and mainstream school name), to the Department of Education for data verification and funding purposes

I understand that the Principal or teacher (where the Principal or teacher in charge is unable to contact me) is allowed to disclose personal and health information to professional third parties in the event of a medical emergency, in accordance with Victorian privacy law.

Name of Parent/Guardian: _____

Signature of Parent/Guardian:_____

Date: _____ / ____ / ____

Annual Photography Consent

During the school year there are many occasions and events where staff may photograph, film or record students participating in school activities and events. We do this for many reasons including to celebrate student participation and achievement, or to communicate with our parents and school community.

This notice applies to photographs, video or recordings of students that are collected, used and disclosed by the school. We ask that any parents/carers or other members of our school community photographing, filming or recording students at school events (e.g. concerts, sports events etc) do so in a respectful and safe manner and that any photos, video or recordings ("images") of students are not publicly posted (e.g. to a social media account) without the permission of the relevant parent/carer.

If you do not understand any aspect of this notice, or you would like to talk about any concerns you have, please contact the community language school.

I consent to my child being photographed or audio/visually recorded participating in class or school activities for the use and purposes of sharing

- with other families in the school that will only be sent to school families in my child's class.
- in the school newsletter.
- on the school website, in CLS marketing or CLS social media sites.

Please select one of the two options:

 $\hfill\square$ I **agree** to the community language school using photos, videos or recordings of my child as described above

□ I **do not agree** to the community language school using photos, videos or recordings of my child as described above

You may withdraw your consent at any time however please note that it may not be possible for the school to amend past publications or to withdraw images that are already in the public domain.

5.3 - Attendance Roll

Every teacher at a community language school must maintain an attendance roll for each class.

Information to be included:

The roll should contain the following information:

- names of students in alphabetical order with surnames first
- addresses
- telephone numbers
- names of emergency contacts and their telephone numbers
- any significant illnesses of individual students
- any special conditions applying to individual students.

Marking the roll

The roll should be marked twice each time classes are held (once at the beginning of class and once at the end of classes). If students are absent for all or part of a class, teachers should indicate if a note or explanation for absences has been received and file that information appropriately.

5.4 - Communication Strategies

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

Notice Boards

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

Staff Meetings

Regular meetings can be held to discuss:

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

Newsletter for Families

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

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

Newsletter for Staff

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

School Website

Where possible, Schools should consider developing a school website to provide information about school activities, policies and procedures and post materials and resources for the use of staff and parents. The School website should also include links to the relevant state or territory Ethnic Schools Association/Federation of Community Languages Schools and Community Languages Australia (<u>Community Languages</u> <u>Australia</u>) and the relevant state/territory Department of Education website.

5.5 - Discipline Guidelines

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

Monitoring the behaviour of students is an important element of this and is the responsibility of every teacher, regardless of whose class the student attends. While each teacher has

specific responsibility for their own class, it is expected that all staff will take responsibility for discipline as the occasion arises and will encourage acceptable standards of behaviour from all students. Acceptable behaviour is as important in the playground and corridors as it is in the classroom.

Developing cooperative behaviour

Community languages schools teachers should:

- maintain a high standard of order and discipline in their classes and should encourage students to be courteous and polite at all times.
- create a positive atmosphere by setting a good example to students, by arranging attractive displays within the classroom and by encouraging students to leave their tables and their rooms in a clean, tidy condition.
- always supervise students when they are entering or leaving rooms or the building. Students must be supervised in the building during recess or before and after class times. Teachers need to use common sense when allowing students to leave the classroom to visit the toilet.
- avoid leaving the room for trivial reasons. If it is necessary to do so, they should ensure that students are adequately occupied and appropriate supervision arranged.
- encourage quiet, orderly behaviour at assemblies, in corridors and at final dismissal, and ensure that students know the correct doorways to use when entering and leaving the building. Staff should also check any untoward behaviour by students as they make their way to and from school.
- provide sufficient, interesting work to keep all students engaged for the whole period and encourage students to give their undivided attention and to participate in lessons.
- ensure that students who are to be made monitors are clear about their roles and responsibilities.

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

- If a discipline problem occurs, staff should examine their own behaviour, teaching methods and strategies to see if these might have contributed to the problem.
- If the matter cannot be resolved by talking with the student, the staff member should consult the School Leader for assistance or possible further action.
- Corporal punishment or any punishment that is likely to harm the student physically or mentally is prohibited.
- Detention of students must be in accordance with the policy developed by the school.
- No student should be left in a room unsupervised to serve any detention, and corridors must never be used for detention or punishment. A staff member should not be alone in a room with a student during a detention.
- Staff should avoid shouting at students. Experience shows that this is usually counter-productive and has little impact.
- Schools can discipline students for behaviour incidents:
 - occurring at school
 - at a school activity away from the school grounds
 - while travelling to or from school or a school activity.
- Disciplinary measures should form part of a staff member's classroom management plan and be consistent with a whole school approach to behaviour management.

- Graded in-school disciplinary measures can be used to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on School premises they may occur outside school hours.
- Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges withdrawn will vary between schools and even students at the same school, however they may include things such as representing the School at an inter-school concert or attendance at a school event.
- If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a staff member to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities.
- Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals.
- Detention is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.
- In some instances, it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the School in order to protect the learning environment for remaining students and continue with effective teaching.

5.6 - Excursions

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

Excursions in the local area

- Evaluate the students' prior experiences, then decide what appropriate new experiences will extend the concepts that you want to develop.
- Consider possibilities and go to the selected venue to explore what it can offer.
- Discuss the feasibility of the excursion with the School Leadership and with other staff.
- Ensure that the required teacher–student ratio, as required for your state/territory, is observed.
- Present the completed **Excursion Consent Form** and copy of **Letter to Parents Seeking Permission for an Excursion** to the School Leadership for approval
- Finalise the excursion details, including venue and transport if required.
- Make up a class list.
- Prepare activities to be undertaken during and following the excursion.

Excursions further afield

- Check that the appropriate venue is available, that it has the required facilities, including provision for wet weather, and that the dates and times are available.
- If other staff members are involved, arrange a meeting to discuss details and arrangements.
- Prepare information for parents, including:
 - date(s) of the excursion and departure and arrival times;
 - mode of transport to be used;
 - cost of the excursion;

- indicate if any special clothing might be required;
- catering arrangements whether food will be provided;
- medical authorisation.
- Send the consent forms home at least two weeks prior to the excursion. At the beginning of the school year, it is a good idea to check that medical treatment consent, signed by parents, for all students enrolled in your class is held by the School (see sample **Student Enrolment Form** in Appendix 5.2). If not, then send a new consent form to parents for signing.
- Keep an accurate record of returned forms and payments.
- Before the excursion, check final arrangements with the venue and transport company and ensure alternative arrangements are in place should the weather become unfavourable.
- Prepare an attendance roll. If students are to be taken in groups, make sure that other staff, aides or parents have a list of the students in their care.
- Prepare name tags and see that First Aid equipment, cameras and film are available. Finalise catering arrangements, if applicable.
- On the day of the excursion, check the student list against the students actually going.
- Notify the School Leadership when you are leaving and report to him/her on your return.

During excursions ensure observance of the following safeguards

- Check the number of students getting on and off buses.
- Maintain order and supervise students at all times.
- Make provision for action to be taken by adults and students if a student becomes separated from the group.
- Ensure students know and obey the rules applicable to the area being visited.
- If the return journey is delayed, contact the School Leadership so that parents can be informed.

Follow-up

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

Student-teacher ratio

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

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

Cover Letter to Parents Seeking Permission for an Excursion/Camp

Dear Parents,

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

Details of the excursion/camp are provided in the attached document and consent form.

Please read this document carefully as it provides information on the activities your child will undertake, and the cost. If you are happy to give permission for your child to attend, please complete the form, sign it and return with \$____ by xx/xx/xxxx.

Please make sure you also complete and sign the Medical information on students participating in excursions or camps form.

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

Yours sincerely,

Signature of School Leader Name of School Leader Name of School Date:

Parent Excursion/Camp Consent Form

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

Name of the Community Language School:

Class of the Community Language School:

Title of excursion/camp:

Educational purpose of the Excursion/Camp:

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

Details of supervising staff:

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

A Working with Children Check is required for staff who will supervise students and who are not registered teachers. This does not apply to parent volunteers whose children are participating in the excursion/camp.

Costs:

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

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

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

Departure details:

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

Return details:

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

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

Accommodation arrangements for camp: Type of accommodation eg. campsite, tents, caravan park etc

Travel arrangements:

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

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

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

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

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

Attachments

- □ Daily itinerary
- Group equipment list (if relevant)
- □ Clothing list
- □ Medical form
- □ Further location descriptions (if applicable)

Student behaviour

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

Student illness

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

ICT/Photograph consent

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

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

Cancellations or Alterations

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

Consent for emergency transportation

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

Student accident insurance

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

| Parent consent | | | |
|---|---------------------|--------------------|-------|
| I have read all of the above information provided by | the school in relat | ion to the {Insert | |
| excursion name here} including any attached mater | | | |
| | iai. | | |
| | | | |
| I give permission for my daughter/son | | | (full |
| name) to attend. | | | |
| Parent/guardian: | | (full name) | |
| | | | |
| (SI | gnature) | (date) | |
| In case of emergency I can be contacted on: | | _ | |
| OR | | - | |
| | | | |
| | | | |
| Note: Parents should also complete the 'Confidentian and excursions'. | al medical informa | tion for school ca | mps |
| | | | |

| Confidential Medical Information on Students Participating in Excursions or | | |
|---|-----------------------------|---------------|
| Camps | | |
| (This information must be provided by parents to assist th | e School in the case of | any |
| medical emergency which may arise. All information is he | ld in confidence). | - |
| Full name of student: | | |
| Date of birth: Year level: | | |
| Full name of parent/guardian: | | |
| Address: | | |
| Postcode: | | |
| Telephone contact: (ah) (w) | | |
| Other emergency contact: | | |
| Name, address and telephone number of family doctor: | | |
| Medicare no.: | | |
| Please tick if your child suffers any of the following conditi | ons: | |
| Bedwetting Fits of any type Heart condition | Anaphylaxis | |
| Dizzy spells, blackouts Sleepwalking | Asthma | Diabetes |
| Migraine Travel Sickness | | |
| Please specify any other disabilities or conditions requiring | • · | е |
| camp/excursion (attach additional information if necessary | | |
| Please specify any allergies your child is known to have (| e.g. penicillin, other drug | gs, foods) |
| Tetanus immunisation | | |
| Year of completed tetanus immunisation or last booster w | | |
| (if over ten years since immunisation or last booster, parents are advised to arrange a | | |
| booster and inform the school prior to the camp/excursion). | | |
| Tablets and medicines | | |
| Please specify any medication your child may be taking d | uring the excursion/can | np. |
| (Indicate name and dose of medication). | iente le cuine, mitte menn | a la il al' a |
| All medicines must be handed to the teacher in charge print name, the dose to be taken and when it should be taken. | | |
| | • | |
| centre and distributed as required. If it is necessary for yo medication e.g. for anaphylaxis, it must be with the knowle | • | |
| parent and teacher in charge. | euge and permission of | Duna |
| | | |
| Authorisation by parent for emergency treatment In the event of my son/daughter requiring medical attention I understand that the teacher in | | teacher in |
| | | |
| charge of the camp/excursion will endeavour to communicate with me concerning the required action. | | 9 |
| If this is not possible, the teacher in charge will administer or seek whatever treatment | | |
| he/she judges to be reasonably necessary. | | |
| Name of parent/guardian | | |
| Signature of parent/guardian: Date | | |
| <u> </u> | | |

5.7 - Training and Professional Development

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

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

Training and professional development activities are offered by:

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

Suggested topics for teachers with no formal teaching qualifications

Language acquisition

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

Teaching Skills

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

Classroom Management

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

Planning a Teaching and Learning Program

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

Planning a Unit of Work

- Topic
- Learning areas and capabilities
- Content

Number of lessons

- Planning a lesson
- Topic
- Learning areas and capabilities
- Teaching Strategies
- Resources

Assessing Student work

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

Materials Development

- · Resources that assist in language learning
- Use of audio visual equipment

Suggested topics for teachers who have completed credit-bearing courses

Language Acquisition

• Relevant teaching theories, practice and strategies

Learning a second language and mother tongue development

- The problems encountered and how they can be overcome
- How to motivate and engage students

Creating a successful teaching and learning environment

What constitutes a conducive learning environment?

Teaching and Learning Program Design

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

Teaching strategies

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

Suggested topics for School Education Leaders

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

Suggested topics for School Administration Leaders

- Management and community integration strategies
- Community Languages Australia

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

5.8 - Whole-School Programs and Activities

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

Writing

Students can:

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

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

Reading

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

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

School camps

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

School concerts

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

- drama
- mime
- dance
- singing.

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

5.9 - Emergency Management Planning

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

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

Schools must:

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

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

The School Emergency Management Plan should include:

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

Below is the template that must be used by community languages schools. The template should be edited by each School. Schools with more than one campus should create separate documents for each campus and should add the suburb name to the end of the filename, e.g. "07_emergency_lalor.docx"

Emergency Management Plan 2024

<Insert name of Community Language School & Campus>

<Insert Community Language School logo or photo if desired>

Purpose

The purpose of this Emergency Management Plan (EMP) is to provide details of how <insert community language school name> will prepare for and respond to emergency situations. The school must ensure that all staff and volunteers have a clear understanding of this EMP and its procedures; that the staff and volunteers are trained in these procedures; and that emergency procedures are tested at regular intervals.

Note: This document is based on the Department of Education's Emergency Management Planning documentation for government schools.

Scope

This EMP applies to all staff, students, visitors, contractors and volunteers at the school.

| Name of Principal: | |
|-----------------------------|--|
| Physical Address of Campus: | |
| Version no: | |
| Date Approved by Principal: | |
| Next Review Date: | |

Distribution

A copy of this EMP has been distributed to Community Languages Victoria and other applicable organisation(s), e.g. building owners, as required:

| Name | Position & Organisation Name | Date Sent | Email Address |
|--|--|-----------|--------------------------------|
| Fahry Abubaker | Executive Officer, Community Languages Victoria | | info@communitylanguages.org.au |
| <insert as<br="" name="">required></insert> | | | |

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| Operational and Administrative Procedures Manual for Community Languages Schools 1. In Case of Emergency | | | |
|--|--|--|--|
| IN AN EMERGENCY | | | |
| Call Police, Ambulance, Fire Services | DIAL 000 | | |
| <i>For advice call</i> Organisational Contact | <insert relevant<br="" your="">organisational contact details (e.g. principal's name and mobile></insert> | | |
| <i>Convene your</i> Incident Management Team | | | |

2. Emergency contacts

2.1. Community Language School contacts

| Key Roles | Name | Mobile | Working With Children (WWC) Check or VIT registration number | WWC Check or VIT registration expiry date |
|--|------|--------|--|--|
| Principal | | | | |
| Assistant Principal/s | | | | |
| Business Manager | | | | |
| Year Level Coordinators | | | | |
| First Aid Officer | | | | |
| Child Safety Officer | | | | |
| School Council President | | | | |
| | | | | |
| <add as<br="" contacts="" delete="">required></add> | | | | |

2.2. LOCAL/OTHER ORGANISATIONS CONTACTS

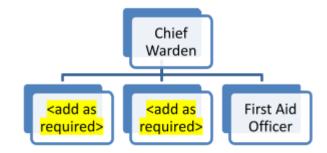
| Contact | Phone |
|-----------------------------------|-----------|
| Police Station | |
| Hospital/s | |
| Gas Provider | |
| Electricity Provider | |
| Water Corporation | |
| School Plumber | |
| School Electrician | |
| Community Languages Victoria | 9349 2683 |
| SES (flood, storm and earthquake) | 13 25 00 |
| Worksafe Victoria | 13 23 60 |

3. Incident Management Team

3.1. Incident Management Team structure

Each community language school should assign roles to individuals who will be responsible for co-ordinating or assisting in an emergency. Those individuals with particular roles in an emergency situation form the Incident Management Team (IMT). The primary role is the role of Chief Warden, who will oversee all emergency procedures. The Chief Warden may or may not be the principal of the school. Other suggested roles include: First Aid Officer - responsible for administering and/or coordinating the administration of first aid as needed.

Amend and expand this diagram as necessary to reflect the Incident Management Team structure at your community language school.



3.2. Incident Management Team contact details

| Position | Name | Mobile | Working With Children (WWC) Check or VIT registration number | WWC Check or VIT registration expiry date |
|--|------|--------|---|---|
| Chief Warden | | | | |
| Principal (if not Chief Warden) | | | | |
| First Aid officer | | | | |
| <add as<br="" other="" roles="">required></add> | | | | |

3.3. RESPONSIBILITIES OF THE CHIEF WARDEN

The designated Chief Warden will take initial charge of an emergency and delegate the other IMT responsibilities until emergency services arrive and take control of the incident.

Pre-emergency

- Maintain current contact details of Incident Management Team members.
- Ensure IMT members are aware of their responsibilities.
- Ensure that the list of students/staff with special needs is up-to-date.
- Ensure that the list of staff trained in first aid is up-to-date.
- Ensure the emergency response procedures are kept up-to-date.

Community Languages Australia

• Conduct regular exercises/drills.

During emergency

- Ascertain the nature and scope of the emergency.
- Ensure that the emergency services have been notified.
- Ensure the appropriate response has been actioned.
- Convene the IMT as required.
- Initiate evacuation of affected areas/lock-down/lock-out/shelter-in-place as required.
- Brief the incoming emergency services and respond to their requests.

Post-emergency

- When the incident is rendered safe or the emergency services return control, notify the IMT members to have staff and students return to normal operations.
- Organise debrief with the IMT and, where appropriate, with any attending emergency service.
- Ensure that a record of the emergency (including steps taken and outcome), is kept on file and a copy forwarded to Community Languages Victoria.

| Staff Member | Qualifications and level | Date Qualified until | Working With Children (WCW) Check or VIT registration number | WWC Check or VIT registration expiry date |
|--------------|--------------------------|----------------------|--|--|
| | | | | |
| | | | | |
| | | | | |

3.4. Staff with First Aid qualifications

3.5. Students and staff with special needs

Note: To ensure adherence to the provisions of the Information Privacy Act 2000, please remove student and staff identifying details from this section before distributing copies of your EMP to organisations or individuals outside your workplace.

| Students | | | | |
|----------|-------------|-----------|---------------------------------------|--------------------------|
| Name | Room / Area | Condition | Assistance needed during an emergency | Who will be responsible? |
| | | | | |
| | | | | |
| | | | | |

| Staff | | | | |
|-------|-------------|-----------|---------------------------------------|--------------------------|
| Name | Room / Area | Condition | Assistance needed during an emergency | Who will be responsible? |
| | | | | |
| | | | | |
| | | | | |

4. General emergency response procedures

4.1. ON-SITE EVACUATION PROCEDURE

When it is unsafe for students, staff and visitors to remain inside the community language school building the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

- Call 000 for emergency services and seek and follow advice.
- Take your student and staff attendance lists, a copy of this EMP and your emergency kit/first aid kit.
- Evacuate to a nominated assembly point marked on your area/evacuation maps.
- Check all students, staff and visitors are accounted for.
- Ensure communication with emergency services is maintained.
- Wait for emergency services to arrive or provide further information.
- Confirm with emergency service personnel that it is safe to return to normal operations.
- Seek advice from your organisation if required.
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

4.2. LOCK-DOWN PROCEDURE

When an external and immediate danger is identified and it is determined that the students should be secured inside the building for their own safety, the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

- Call 000 for emergency services and seek and follow advice.
- Initiate the lock-down and provide instructions to staff, for example, close internal doors and windows, remain in the classroom, sit below window level or move into corridors.
- Check that all external doors (and windows if appropriate) are locked.
- If available, allocate staff to be posted at locked doors to allow students, staff and visitors to enter if locked out.
- Divert parents and returning groups from the community language school if required.
- Ensure a telephone line is kept free.
- Keep the public address system free.
- Keep the main entrance as the only entry point. It must be constantly monitored and no unauthorised people allowed access.
- If safe to do so, have a staff member wait at the main entry to the community language school to guide emergency services personnel.
- As appropriate, ascertain that all students, staff and visitors are accounted for.
- Ensure any students, staff or visitors with medical or other needs are supported.
- As appropriate, confirm with emergency services personnel that it is safe to return to normal operations.
- Seek advice from your organisation if required.
- Maintain a record of actions/decisions undertaken and times.

5. Response procedures for specific emergencies

5.1. BUILDING FIRE

- Call 000 for emergency services and seek and follow advice.
- Activate the fire alarm.
- If appropriate, follow the procedure for on-site evacuation.
- Report the emergency immediately to the Chief Warden.
- Extinguish the fire (only if safe to do so).
- Evacuate to an assembly point marked on your area and evacuation maps, closing all doors and windows.
- Check that all students, staff and visitors are accounted for.
- Contact parents as required.

5.2. BUSHFIRE

- If immediate emergency services assistance is required, phone '000'.
- Report the emergency immediately to the Chief Warden/Principal.
- Determine appropriate response strategy (evacuate or shelter-in-place) in consultation with emergency services, if possible.
- If evacuation is required and time permits before you leave:
 - o Make sure you close all doors and windows
 - o Turn off power and gas.
- Check that all students, staff and visitors are accounted for.
- Listen to TV or local radio on battery-powered devices for bushfire/weather warnings and advice.
- Ensure staff and students do not hinder emergency services or put themselves at risk by going near damaged buildings or trees.
- Contact parents as required.

5.3. MAJOR EXTERNAL EMISSIONS/SPILL (INCLUDES GAS LEAKS)

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden.
- Turn off gas supply.
- If the gas leak is onsite, notify your gas provider.
- If safe to do so, evacuate staff, students, visitors and contractors to an assembly point marked on your evacuation and area maps. This may be an off-site location.
- Check that all students, staff and visitors are accounted for.
- Await 'all clear' advice from emergency services or further advice before resuming normal school activities.
- Contact parents as required.

5.4. INTRUDER (KNOWN OR UNKNOWN)

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to Chief Warden.
- Do not do or say anything to the person to encourage irrational behaviour.
- Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
- Determine whether evacuation, lock-down or shelter-in-place is required. Do this in consultation with the Police where possible.
- Evacuation only should be considered if safe to do so.
- Contact parents as required.

5.5. BOMB/SUBSTANCE THREAT

If a suspicious object is found (or the threat identifies the location of a bomb)

- Immediately clear and cordon off the area in the vicinity of the object.
- Call 000 for police and seek and follow advice.
- Report the threat immediately to the Chief Warden.
- Do not approach, touch, tilt or tamper with the object.

If a bomb/substance threat is received by telephone

- DO NOT HANG UP
- Keep the person talking for as long as possible and obtain as much information as possible.
- Without alerting the caller, signal a co-worker to:
 - o call 000 for police on a separate phone
 - notify the Chief Warden/principal
- Listen carefully for a full description and take note of:
 - o gender of caller
 - o age of caller
 - o accents or speech impediments
 - o background noises
 - o key phrases used
 - o whether the threat is automated/robotic/taped/recorded.
- Ask the caller:
 - o Where exactly is the bomb/substance located?
 - o What time will the bomb explode/the substance be released?
 - o What will make the bomb explode/how will the substance be released?
 - o What does the bomb look like?
 - o What kind of device/substance is it?
 - o Who put the bomb/substance there? Why was it put there?
 - o What kind of substance is it (gas, powder, liquid)? How much is there?
 - o Where are you? Where do you live?
 - o What is your name? What are your contact details?
- Provide this information to the police.
- Implement evacuation procedures.

If a bomb/substance threat is received by letter

- Place the letter in a clear bag or sleeve and store in a secure place
- Avoid any further handling of the letter or envelope
- Call 000 for police and seek and follow advice
- Notify the Chief Warden/principal.
- If the letter identifies the location of a device, immediately clear and cordon off the nominated area. Do not approach, touch, tilt or tamper with the object.
- Implement evacuation procedures.

If a bomb/substance threat is received electronically e.g. by email:

- DO NOT DELETE THE MESSAGE
- Call 000 for police and seek and follow advice
- Notify the Chief Warden/principal
- If the email identifies the location of a device, immediately clear and cordon off the area. Do not approach, touch, tilt or tamper with the object.
- Implement evacuation procedures.

If you are at the site of an explosion

- Direct staff to shelter students under sturdy tables or desks if objects are falling around you.
- Implement evacuation procedures. Do not retrieve personal belongings or make phone calls when evacuating.
- Help others to leave the area. Use stairs instead of elevators.
- Be aware of weakened floors and stairways and watch for falling debris.
- Once out of the affected building:
 - o Move students away from windows and glass doors or other potentially hazardous areas
 - o Use caution to avoid debris that could be hot or sharp
 - o Call 000 for emergency services and seek and follow advice
 - o Be aware of any potential secondary explosions
 - o Limit use of phones as communications systems may become congested

5.6. INTERNAL EMISSION/SPILL

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden.
- Move staff and students away from the spill to a safe area and isolate the affected area.
- Seek advice in regard to clean up requirements, and if safe to do so, the spill can be cleaned up by staff.
- Contact parents as required.
- Notify the Victorian WorkCover Authority if required.

5.7. Severe weather event

- Call 000 if emergency services are needed and seek and follow advice.
- Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins.
- Secure windows (close curtains and blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.
- Monitor the VicEmergency website and/or VicEmergency App
- Monitor the Bureau of Meteorology website for weather updates and weather warnings
- During a severe storm:
 - o Remain in the building and keep away from windows
 - o Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.
- Report any matter concerning the safety and wellbeing of students, staff and visitors to the Chief Warden.
- Disconnect electrical equipment cover and/or move this equipment away from windows.
- Listen to local radio or TV on battery-powered devices for weather warnings and advice.

After the severe weather event

- After a storm passes, evaluate the need to evacuate if uncontrolled fires, gas leaks, or structural damage has occurred as a result of the storm.
- Contact parents as required.

5.8. EARTHQUAKE

- Call 000 if emergency services are needed and seek and follow advice.
- Report the emergency immediately to the Chief Warden.

If outside

Instruct staff and students to:

- Stay outside and move away from buildings, streetlights and utility wires.
 - DROP, COVER and HOLD
 - o DROP to the ground
 - o Take COVER by covering your head and neck with their arms and hands
 - o HOLD on until the shaking stops.

If inside

Instruct staff and students to:

- Move away from windows, heavy objects, shelves and so on
- DROP, COVER and HOLD
 - o DROP to the ground.
 - o Take COVER by getting under a sturdy table or other piece of furniture or go into the corner of the building covering their faces and head in their arms.
 - o HOLD on until the shaking stops.

After the earthquake

- Evaluate the need to evacuate if there are uncontrolled fires, gas leaks or structural damage to the building you are in.
- If you evacuate, watch out for fallen trees, power lines, and stay clear of any structures that may collapse.
- Arrange medical assistance where required.
- Help others if you can.
- Report any matter concerning the safety and wellbeing of students, staff and visitors to the Chief Warden.
- Contact parents as required.
- Tune in to ABC radio if you can and follow any emergency instructions.
- If the community language school property is damaged and it is safe to do so, take notes and photographs for insurance purposes.

6. Area Map

The area map gives an aerial view of our school and shows the following:

- evacuation assembly area(s)
- external evacuation routes
- surrounding streets
- emergency services access points.

(Instructions for how to create an area map are downloadable from www.cls.vic.edu.au)

6.1. Area Map of <Community Language School Name>

| Date Area Map Validated: | |
|--------------------------|--|

<Insert the area map of your community language school here>

Operational and Administrative Procedures Manual for Community Languages Schools

7. Evacuation Plan

The evacuation plan gives a floor plan for all classrooms used by our school and shows the following:

- the internal layout of the building(s)
- internal evacuation routes
- fire extinguishers (where possible)
- exits
- evacuation assembly area(s)
- a legend.

7.1. Evacuation Plan of <Community Language School Name>

| Building Name: | |
|---------------------------------|--|
| Date Evacuation Plan Validated: | |

<Insert the evacuation plan of your community language school here>

5.10 - First Aid Qualifications

First Aid Certificates (Template to be used in 2023 for accreditation in 2024)

At least one member of staff present at each campus of the community language school at all times must hold a current First Aid certificate that has been obtained from an accredited Australian provider. Staff members cannot be "shared" between campuses.

Please note that the minimum level of first aid training required is:

- HLTAID003/HLTAID011 "Provide first aid" or
- HLTAID004/HLTAID012 "Provide an emergency first aid response in an education and care setting".

First Aid certificates are normally valid for three years from the date of issue; however, CPR training **must** be undertaken every year.

Please use this template to provide First Aid certificate details (and certificate copies) for at least one member of staff at each campus. The template and certificate copies must be submitted as a single PDF called "08_firstaid.pdf".

Instructions:

- Please complete the following table, with exact details as shown on each of the First Aid certificates.
- Please ensure that the copies of certificates are attached at the end in the same order in which they are given in this list.
- Please also ensure that every person in this list also has a valid Working With Children Check (WWC Check), and has been included in the document "04_workingwithchildren.docx".

| Full name as it appears on the First Aid certificate | Other names by which this person is known (where applicable) | Position in school | Campus | Name of First Aid course, including course code | Date of course | Expiry date |
|---|--|-----------------------|--------|--|-------------------|-------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

5.11 - Working With Children Checks / VIT Registrations

Working With Children Checks / VIT Registrations (Template to be used in 2023 for accreditation in 2024)

All staff, volunteers and committee members at your community language school must have a valid Working With Children Check or VIT registration, regardless of whether they have regular student contact.

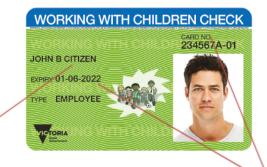
Please use this template to provide the details of the Working With Children Check and/or VIT registration for each staff member, volunteer and committee member at your school. Please note that you do not need to submit copies of the cards, but you must keep copies on file at your school.

Instructions:

- Please check through all the documents which you are submitting for accreditation, and make sure every staff member, volunteer and committee member who has been named in a document has a valid Working With Children Check, and has been included in this document.
- In the first column, please copy the details EXACTLY as they are shown on each of the cards.
- In the second column, please write down any other names by which a person is known at the school (for example, a name which might be used on a supervision schedule).
- Submit this template in Word format with the filename "04_workingwithchildren.docx".



Sample of a Working With Children Check card. This is the information which you need to provide.



| | Other names | | | Working With Children Check | | Victorian Institute of Teaching | |
|--|--|-----------------------|---------|-----------------------------|---------------------|---------------------------------|-----------------------------|
| Full name as it appears on the card | by which this person is known (where applicable) | Position in school | Campus | Card Number | Card Expiry Date | Registration Number | Registration Expiry Date |
| JOHN B CITIZEN | Johnny, Jono | Teacher | Carlton | 234567A-01 | 01-06-2022 | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

5.12 - School Charter

A school charter that outlines the CLS operational and administrative procedures. The charter must make clear to the reader how the CLS is structured and how it operates.

A school charter needs to include:

- Enrolment and withdrawal policy and procedures
- Behaviour management policy
- Grievance procedure/policy (including Guidelines for Parent/Guardian complaints)
- Bullying prevention (including cyber bullying) policy
- Cyber safety policy
- Special needs policy
- Hot weather policy
- SunSmart policy
- Equal opportunity policy
- Information privacy and records policy (in accordance with the Privacy and Data Protection Act 2014 and the Health Records Act 2001)
- Photographing and filming students policy
- Visitor and parental volunteer policy
- Student attendance policy
- Student collection policy
- Child Safe Standards and Working with Children Check policies
- First aid and medical emergencies policy (including infectious diseases if delivering preschool programs).

Approved policy wording is included in the following charter template which all CLS must use. CLS may tailor certain sections of the charter to suit their school context.

<mark><Add school name and logo></mark> School Charter 2024

Document Control

| Title | School Charter |
|--------------------------|--|
| Charter Version | <add 1="" e.g.="" number,="" version=""></add> |
| Author(s) | <add author(s)="" name(s)=""></add> |
| Date of Document Release | <add date="" document="" finalised="" was="" which=""></add> |
| Authorised by Principal | <add name="" of="" principal=""></add> |
| Date of Authorisation | <add authorised="" date="" document="" on="" principal="" the="" which=""></add> |

School Profile

Brief History

<Insert a brief history of your school here, including name and date of incorporation, campus information and operating hours>

Typical Student/Family Profile

<Insert a brief description of the types of families whose children attend your community language school>

School Staff

<Insert a brief description of how the school sources its staff and what the school does to ensure that the staff are appropriately trained/have current Working with Children Checks etc. For example, where CLS are approved as VCE Single Study Language Providers, all teachers must be VIT registered.>

School Committee/Board

The following table details the members of the School Committee/Board as elected at the <mark><insert</mark> year> Annual General Meeting.

| Name of Member | Committee Role | WWC Check or VIT registration expiry |
|--|---|--|
| <add committee="" member="" name=""></add> | <add committee<br="" of="" position="" role="">Member></add> | <write expiry<br="" the="">date here></write> |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

School Vision and Values

Curriculum and Learning Goals

<add more information as appropriate, including whether the CLS is a VCE Single Study Language Provider >

The school aims to provide progressive and cumulative opportunities for students to develop language and cultural understanding through a program aligned with the Victorian Curriculum F-10, Languages.

School Ethos

<Insert a description of the school ethos here. This might include a description of the school's goals and how the school will implement these goals, as well as how the school will work out if the goals have been successfully achieved.>

School Management Plan

<replace with a different School Management Plan, if the school has one>

The school operates according to the following framework:

School Committee/Board

The school acknowledges that it operates within its Constitution and the Department of Education (the Department)'s *Community Language Schools Funding Program* accreditation and funding guidelines. Within these regulations and guidelines, the school has resolved that it will operate with integrity and observe the following principles:

<amend or add more information as appropriate>

- The learning needs of the student will be the primary consideration in decision-making
- Loyalty to the school, its Charter, its Administration and Staff will be demonstrated
- Members of the Committee, Staff and Administration will be required to undertake training regarding their responsibilities to current school policies and practices and DET guidelines
- The views of the school community will be sought and considered on key issues
- Decisions of the school Committee will be available to the members of the School Association
- Encourage parents to become involved in the school's programs
- Use the skills and experiences within the community as a valuable resource
- The committee will meet at least once per term in addition to the Annual General Meeting
- Minutes of the meetings will be kept, and business will be conducted according to normal meeting procedures; and
- The Principal will advise all members of the scheduled meeting, ensure that an agenda is prepared in advance of the meeting, minutes are taken, and decisions of the committee are implemented.

Principal

<amend or add more information as appropriate>

The Principal is responsible to provide effective management of the school in accordance with the School Charter, DET guidelines, expectation and code of practice.

- Manage and monitor the implementation of the school's policies and the Charter
- Ensure the provision of planning, implementing and evaluating of new school policies and programs
- Establish effective and efficient administrative structures and procedures
- Plan and invoke practices, which provide for the professional development and growth of staff; and

• Ensure the school's website is consistently updated.

In return the Principal can expect:

- A safe and harassment-free environment; and
- Close cooperation and support from the School Coordinator, the Committee and the teachers.

Child Safe Officer

The school appoints a Child Safe Officer at each campus. The Child Safe Officer provides advice across the organisation on all policies and procedures that relates to child safety in accordance with the Victorian Child Safe Standards:

- Perform the role under delegation from the principal, and report to the board of management
- Provide a first point of contact/central point for reporting allegation of abuse
- Implement quality business and practice systems and standards
- Oversee that child protection services that are provided comply with relevant legislation, delegations, policies, quality standards and our Child Safety Practice Manual
- Have a clear process in place to report allegations of child abuse
- Establish enduring productive partnerships with foster and kinship carers, and the community
- Oversee ongoing professional development and management of staff in relation to the Child Safe Standards
- Convene internal child safety meetings, on a regular basis.

School Coordinator

<amend or add more information as appropriate>

The school coordinator is responsible to ensure that the school's charter and the codes of practice that apply to the teaching staff and students are implemented. The school coordinator will also:

- Promote and support good relations between the school and its members
- Communicate with parents, teachers and students
- Ensure a safe and pleasant learning environment
- Ensure the roster for school yard duties is implemented
- Select staff and designate tasks
- Monitor the quality of education for all students
- Ensure the implementation of the school policy on assessment and of student progress.

In return School Coordinator can expect:

- A safe and harassment-free environment
- Participation in the decision-making process; and
- Support from the Principal and the Committee.

Teaching Staff

<amend or add more information as appropriate>

The teaching staff will demonstrate a commitment to the school by:

- Implementing the School Charter, Goals and Priorities
- Presenting a positive role model to students
- Demonstrating a high standard of professional behaviour
- Supporting other staff members; and
- Treating all students equitably and justly.

In addition to specific role statements, teachers will:

• Provide a positive learning environment, catering to individual needs

- Will be in attendance before school commences, be well prepared and ready to begin lessons at the given time
- Supervise children during recess by setting up a roster system for yard duties
- Participate in the teachers' meeting held each term and at the annual curriculum planning day, as well as demonstrate a commitment to sharing and implementing new ideas
- Develop professionally through courses provided through Community Languages Victoria, internal workshops and professional reading
- Support the school's committee, Principal, coordinator and the school community generally
- Participate in all school activities
- Provide reports to students and parents in a clear and accurate form; and
- Encourage parental involvement.

In return all staff can expect:

- A safe and harassment-free environment
- Participation in the decision-making process; and
- Support from the Principal, school coordinator and the Committee.

Students

<amend or add more information as appropriate>

The students will demonstrate a commitment to the school by:

- Respecting and following the classroom rules
- Respecting their fellow students and allowing them to learn without interruption
- Caring for their own property, other's property and environment; and
- Acting in a safe and responsible manner for themselves and others.

In return students can expect to:

- Learn, work and play in a supportive environment
- Be heard and be able to express their opinions appropriately; and
- Be safe and secure in the school environment.

School Community

<amend or add more information as appropriate>

The school recognises that the parents/guardians of its students are also integral to the school community. We acknowledge their involvement and contribution to our school and encourage them to support:

- The committee
- The teachers; and
- The administration.

Opportunities for participation and contribution will be provided through:

- Activities and programs within the school
- Parent/teacher interviews
- Taking an active interest in the school's operation and activities; and
- Attending parental information sessions.

This will be achieved through communication via:

- The school's newsletter
- Committee reports and policy documents
- The Annual General Meeting; and
- The school's website.

Curriculum

Alignment with Victorian Curriculum F-10, Languages

<add any further information relevant to your school>

The school's curriculum is developed in line with the Victorian Curriculum F-10, Languages. The languages curriculum is organised through themes and topics which are arranged to provide progressive and cumulative opportunities for students to develop language and cultural understandings.

Alignment with VCE Languages curriculum

<Delete this section if not applicable >

The school is authorised as a VCE Single Study Language Provider by the Victorian Curriculum and Assessment Authority (VCAA) and undertakes an annual accreditation process with the VCAA in relation to the VCE languages curriculum and other authorisation requirements.

Assessment and Student Reporting

<amend or add more information as appropriate>

Reports will be written at least twice a year, outlining a student's progress and the ways in which parents can support their child's learning. It is important that parents acknowledge that absences will have an impact on a student's report.

School Policies and Procedures

Enrolment and Withdrawal Policy and Procedures

<add more information as appropriate>

The school's enrolment form can be found on the school's website or can otherwise be obtained by contacting the school.

To withdraw a student/s from the program, parents must advise the school in writing.

Behaviour Management Policy

<add more information as appropriate>

The school promotes positive behaviour and works to prevent behavioural issues by:

- Defining and teaching school-wide expectations for all
- Establishing whole school positive behaviour programs
- Establishing consistent school-wide processes to identify and support students at risk of disengagement from learning.

The school responds to individual students exhibiting challenging behaviour by:

- Assessing the behaviour and its functions, influences, and triggers
- Developing a Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)
- Considering if any environmental changes need to be made
- Teaching replacement behaviours
- Implementing appropriate disciplinary measures that are proportionate to problem behaviours

Corporal punishment is prohibited in the school and will not be used in any circumstance. Suspension is a serious disciplinary measure and the school will consider alternative interventions and supports for students before proceeding to suspension as the appropriate action.

Grievance Procedure/Policy

<add more information as appropriate>

The classroom or subject teacher is often the best person to handle routine concerns about matters within their classroom and/or area of responsibility. Some complaints will need the involvement of the Leadership Team or the Principal.

| Who | What for |
|--|--|
| Teacher | Student learning matters, class discipline, friendship issues, homework, issues outside of school that may impact on learning, etc. |
| School Coordinator | Continuation of issues raised with teacher; school wide matters (school policies and procedures, etc), grievances with other parents, etc. |
| Principal | Continuation of unresolved issues; student protection concerns, serious breaches, etc. |
| Community Languages Victoria (CLV) | Continuation of unresolved issues |

The below table outlines the responsibilities of school staff in relation to grievances.

The school adheres to the Guidelines for Parent/Guardian Complaints procedure at Appendix 1.

Bullying Prevention Policy

<add more information as appropriate>

Bullying is not tolerated at the school. The school acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

The school ensures bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints are taken seriously and responded to sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult as soon as possible.

Breaches of school policy will be immediately acted upon by the Principal, and where appropriate, by the School Committee.

Cyber Safety Policy

<add more information as appropriate>

The school understands that it has a duty of care to take reasonable steps to protect its students from any harm that should have reasonably been foreseen, including that which may be encountered within the online learning environment.

Teachers will supervise and support students using digital technologies in the classroom, and will respond to an online incident as soon as they are aware of its occurrence.

Students at our school will:

- sign an agreement to abide by the school's cyber safety policy, that aims to prevent bullying and harassment
- ensure that all material being accessed on the internet is appropriate
- seek clarification about accessing websites or other sources of information where they may be unsure of content
- ensure that communications with other students, staff members and members of the outside community do not harass, vilify or attack personally other individuals. This includes, but is not limited to, written words and the posting of images
- report any communications which are inappropriate to parent/guardians or a teacher.

<You may wish to include a Virtual Classroom policy relevant to COVID-19>

Students with Disability Policy

<add more information as appropriate>

The school welcomes and accepts all students, including those with disabilities and additional needs, and will ensure that they are accommodated to participate in classes on the same basis as their peers. Discrimination is not acceptable, and is illegal under the Equal Opportunity Act 2010 (Vic).

For the purpose of this document, "Students with Special Needs" refers to students who have physical conditions, cognitive/neurological conditions or behaviours that require special educational arrangements or provisions. These students may require some adaptations to the regular school setting, curriculum and/or instructional style to enable them to learn and develop.

The school strives to ensure:

- each student is valued and the diversity of their abilities, needs and learning styles are recognised
- particular considerations, specific provisions and additional support are given to students with special needs
- provision of support is determined by a student's individual learning needs, the type and level of support required and the school's ability to meet these needs
- provision of the curriculum is developmentally appropriate, with maximum opportunities for meaningful participation, active engagement and positive learning outcomes
- supporting students with special needs is a whole school responsibility.

Hot Weather Policy

<add more information as appropriate>

Extreme heat or a heatwave is a period of unusual and uncomfortable hot weather that can negatively affect health. Children and young people are more susceptible to heat stress. The school has strategies to recognise and respond to extreme hot weather and heatwaves and will manage risks associated with heat related illness.

If a student, staff member or visitor shows any sign of heat exhaustion or heatstroke the school will apply first aid and seek medical assistance immediately.

To minimise the risks associated with extreme hot weather the school will review and where practicable and appropriate implement the following:

- ensure there is adequate shade on the premises
- educate and encourage students and school staff to stay hydrated throughout the school day and allow students to have their personal water bottles with them in their classrooms.
- review first aid kits and consider the inclusion of additional ice packs and hydrolytes.

During a period of **extreme heat**, the school will consider:

- utilising fans and/or ensuring indoor spaces have open doors and windows or air conditioning access during activities, especially during activity rest periods
- rescheduling/moving classes from classrooms with direct sunlight/no cooling
- closing any internal and external blinds
- varying school hours by reducing breaks to no less than 30 minutes and adjusting the dismissal time accordingly
- students being supervised in classrooms during recess times

SunSmart Policy

<add more information as appropriate>

Sun safety is a shared responsibility and staff, parents and students are encouraged to implement a combination of sun protection measures whenever UV levels reach 3 and above (typically from mid-August to the end of April in Victoria). Information about the daily local sun protection times and sun protection measures is available via the free SunSmart app, or at <u>www.sunsmart.com.au</u> or <u>www.bom.gov.au</u>.

The school has the following measures in place to help reduce the risk of excessive UV sun exposure for staff and students. The school will:

- provide sufficient options for shelter and trees to provide shade on school grounds
- recommend that from mid-August to end of April, and whenever UV levels reach 3 and above, students come to school wearing sun-protective clothing such as:
 - loose, cool, closely woven fabric
 - shirts with a collar and/or high necklines
 - tops with elbow length or long sleeves
 - longer style shorts and skirts
- encourage all staff and students to apply SPF30 (or higher) broad-spectrum, water-resistant sunscreen daily whenever UV levels reach 3 and above. Sunscreen should be applied at least 20 minutes before going outdoors, and reapplied every two hours according to the manufacturer's instructions.
- ensure all students wear a broadbrimmed hat that shades the face, neck and ears when outside.

The school is aware of the need to manage the risks associated with extreme heat including the need to be SunSmart.

Equal Opportunity Policy

<add more information as appropriate>

The school operates in accordance with Victorian and Commonwealth equal opportunity legislation which aims to promote everyone's right to equal opportunities; eliminate, as far as possible, discrimination and sexual harassment; and provide redress for people whose rights have been breached. All employees, students, parents, school council members, contractors and volunteers are required to act in accordance with equal opportunity, anti-discrimination, harassment and vilification legislation.

Information Privacy and Records Policy

<add more information as appropriate>

Our school's privacy policy is based on the *Privacy and Data Protection Act 2014* (Vic) (PDP Act) and the Information Privacy Principles (IPP) as passed by the state government. Further information is available at <u>http://www.education.vic.gov.au/Pages/privacypolicy.aspx</u>.

The School Records Management policy is based on the *Public Records Act 1973* (Vic) (PR Act). To support transparency and accountability the school creates full and accurate records of school functions and activities, including records relating to:

- school governance
- operations
- the handling of incidents, complaints and investigations
- student management.

The school stores these records securely and ensures they are retained in accordance with the Retention Disposal Authorities (RDA) or other requirements of the PR Act.

Further information, including the policy is available at: https://www2.education.vic.gov.au/pal/records-management/policy The school is committed to protecting the privacy of personal information and is bound by the terms and conditions of the common funding agreement (CFA) it signed with the Department of Education (the Department) when it was accredited. The school is required by the PDP Act to comply with IPP and the other provisions of the PDP Act. The IPPs regulate the way personal information is handled throughout its life cycle, from collection to use and disclosure, storage, accessibility and disposal.

To the extent required by the PDP Act and the PR Act:

- The school will not collect personal information unless that information is necessary for one or more of our functions or activities
- The school will collect personal information only by lawful and fair means and not in an unreasonably intrusive manner.

To the extent required by the PDP Act, the school will take reasonable steps to:

- make sure that the personal information that we collect, use and disclose is accurate, complete and up to date
- protect the personal information that we hold from misuse and loss and from unauthorised access, modification or disclosure
- destroy or permanently de-identify personal information that is no longer needed for any purpose that is permitted by the PDP Act or required to be retained in accordance with the RDAs or other requirements of the PR Act.

The school collects personal information for a range of purposes, including to:

- process applications for student enrolment
- manage annual enrolments
- record and maintain student details and profile information
- coordinate payment of fees to the school
- provide teachers with adequate information for them to plan their classes
- communicate information about the school to parents/guardians, for example term schedule and newsletters
- notify families about school events
- provide enrolment data to the DET to determine eligibility for per capita funding.

The school may contact parents/guardians in a variety of ways, including by post, email, SMS or telephone call. In performing our functions and activities, we may need to disclose personal information to third parties. Third parties with whom the school may share personal information include, where appropriate:

- government and regulatory bodies such as Community Languages Victoria (CLV), and DET for funding purposes
- financial institutions for payment processing.

Schools are to advise parents when collecting their personal information, how it will be used and handled, such as when information is collected at enrolment. Parents/guardians should contact the

school if they have any queries about the personal information that the school holds about them or the way it handles that personal information.

Photographing and Filming Students Policy

<add more information as appropriate>

The school should not photograph, film or record students without their parent/guardian's written consent. The school uses a consent form which has been developed by the Department and is available from the CLV website.

The purpose of this policy is to explain to parents/carers how the school will collect, use and disclose photographs, video and recordings of students, how parent/carer consent can be provided and how it can be withdrawn. Photographs, video or digital images of a student are considered "personal information" and therefore their use and disclosure are governed by the PDP Act and the IPPs contained within it. Photographs, video and digital images of students may also contain copyright, and therefore may also be governed by the *Copyright Act 1968 (Cth)* (Copyright Act).

The school will ensure that parents/carers are notified upon enrolment and at the commencement of each school year of the ways in which the school may use images of students. There are many occasions during the school year where staff photograph, film or record students participating in school activities or events. The school will use student images reasonably, appropriately and sensitively, consistent with our obligations under the Child Safe Standards and the consent provided by parents. An Annual Consent Form and Collection Notice will be distributed to parents/carers on enrolment and also at the beginning of each school year.

Visitor and Parental Volunteer Policy

<add more information as appropriate>

It is a legal requirement that all volunteers present in schools must have either a valid Working with Children Check (WWCC) or valid Victorian Institute of Teaching (VIT) registration. The school maintains a register of all checks to ensure that all staff, volunteers and teachers' checks are valid.

The school is also responsible for supervising all visitors present on the premises. If they are working with children, the school will check whether they require a WWCC/VIT registration prior to attending the school. All visitors will report to the school staff when arriving or leaving the premises. Visitors are required to sign a log in book at arrival and when leaving, including printing their name, signing, and recording the date, time and purpose of their visit. All visitors are required to wear a visitor's badge when on school premises. The school keeps a record of all visitors on file.

Student Attendance Policy

<add more information as appropriate>

Students are required to attend classes on a regular basis. Absences may mean that students miss assessments and may not have the opportunity to demonstrate achievements of the relevant standards. The school maintains accurate, dated records of student attendance each week. Parents should notify the school of student absences in advance, where possible.

Student Collection Policy

<add more information as appropriate, for example if your CLS delivers language programs for preschool-aged children>

The school has a student supervision schedule and uses a student collection form which has been developed by the Department and is available from the CLV website at http://www.communitylanguages.org.au/Child-Safe.php.

The school will ensure parents/guardians are:

- aware of the procedures to collect students during school hours
- advised of the school's supervision times after school while students wait to be collected.

Only parents/guardians and authorised nominees are permitted to collect. The school will record the details of when a student has been collected early from school including:

- date and time
- reason for collection
- person who received the child (including the person's signature)

Where a student is collected after school hours, the school will:

- only allow students to be collected by their parents (subject to any specific court orders) or by a person who has been authorised by the parents to pick up their child
- request and verify the identity of an authorised person who is not known to the school by using suitable photo identification (such as a driver's licence)

If a child has not been collected from the school by closing time and the school is unable to contact parents, the school will contact the authorised nominees listed on child's enrolment form. In extreme circumstances where schools are unable to contact one of authorised nominees by closing time, schools will contact the necessary authorities for the safe collection of the child.

Child Safe Standards and Working with Children Check Policy

<add more information as appropriate>

The purpose of the Child Safe Standards is to prevent abuse of children by making organisations safer for children. So that children at community language schools can feel safe and be safe, responsibility for child safety should be understood and accepted by everyone in the organisation.

The Standards incorporate three principles related to identifying and responding to the needs of Aboriginal and Torres Strait Islander children; children from culturally and linguistically diverse communities; and children with a disability.

The school complies with current Child Safe Standards outlined at <u>https://ccyp.vic.gov.au/child-safe-standards/</u> and all staff, volunteers and committee members must attend Child Safe Standards training upon commencement and every two years, as well as sign a Child Safe Standards Code of Conduct annually, which establishes clear expectations for appropriate behaviour with children.

The Child Safe Standards Policy and Child Safe Code of Conduct are kept on file at the school.

Working with Children (WWC) Checks

Working with Children (WWC) Checks are required by law under the *Worker Screening Act 2020* (*Vic*) for people who engage in child-related work. All staff, volunteers and committee members, regardless of whether they have regular contact with students, must have a valid WCC Check or current Victorian Institute of Teaching registration (VIT) at all times. The school has a process to track and monitor currency of these checks.

The school maintains a register of everyone who has undertaken the training and keeps copies of the Code of Conduct and WWC Checks /VIT registration on file.

First Aid and Medical Emergencies Policy

<add more information as appropriate>

In line with the First Aid Regulation of the Occupational Health and Safety Act, 2004, the school has first aid policies and procedures that include the following components:

First Aid which is the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers.

First Aid Officers (at least one per campus) who have successfully completed a nationally accredited training course or an equivalent level of training (either HTLAID003/HLTAID011 or HTLAID004/HLTAID012) that has given them the competencies required to administer first aid.

First Aid Equipment which includes first aid kits and other equipment used to treat injuries and illnesses which are kept in a prominent, accessible location and be able to be retrieved promptly.

The First Aid Officer is responsible for ensuring that a Register of Injuries and Treatment is maintained up to date. The First Aid Officer is in charge of the Kit and must ensure it is properly maintained.

First Aid Facilities which may include first aid rooms and other facilities needed for administering first aid. The school displays well-recognised, standardised first aid signs to assist in easily locating First Aid Equipment and Facilities.

The school keeps a list of students with allergies and their allergy plan i.e. Individual Anaphylaxis Management Plan.

To minimise the risk of transmission of infectious disease, the school's procedures focus on the quick and effective response to a suspected or identified infectious disease.

In the case of a suspected or confirmed infectious disease, the school will work with families, public health units and medical practitioners to ensure the safety and wellbeing of all students, families and staff. Students diagnosed with an infectious disease will be excluded from the school until medical clearance has been provided. To prevent the spread of an infectious disease, government policy encourages all families to immunise their children in accordance with the National Immunisation Program Schedule.

The school also has an Emergency Management Plan which it updates on a regular basis. The Plan includes information about roles, procedures, and emergency contacts in case of a series of emergencies.

Management of Personnel and Resources

Staff Professional Learning

<add more information as appropriate>

All staff are required to undertake a minimum of 20 hours of professional learning each year.

Record Keeping Practices

<add more information as appropriate>

The school maintains accurate records of all financial transactions. Student records such as enrolment forms, student progress reports and attendance records are also kept on file. All documentation associated with accreditation of the school is also kept on file.

Annual Reporting

<add more information as appropriate>

The school will prepare and circulate a report of all activities on an annual basis.

Appendix: Community Language Schools Guidelines for Parent/Guardian Complaints

Additional copies of these Guidelines and the Complaint Form are available from the CLV website at: https://communitylanguages.org.au

As is the case for children attending mainstream schools, parents/guardians of children attending accredited community language schools are encouraged to contact the child's teacher to discuss general issues in relation to their child's languages program including:

- individual student needs
- academic progress
- behaviour and discipline issues
- non-attendance or truancy
- challenging or changing family circumstances.

General issues best raised with the school principal could include:

- school facilities
- excursions
- school fees and charges
- student assessment and reporting
- timing of special events
- homework policy
- student dress codes.

The child's community language school should always be the first point of contact. Issues are best resolved at the school. Community Languages Victoria (CLV), which is the umbrella organisation for accredited community language schools, expects most issues to be resolved at the school level.

The following guidelines will support parents/guardians who wish to make a formal complaint in relation to their child's attendance at an accredited community language school.

In making a complaint or seeking to resolve an issue, parents/guardians must follow the next three steps.

STEP 1: Raising an issue with the teacher

Teaching and learning work best when parents/guardians and teachers talk to each other and work together to resolve problems. To address a particular issue, parents/guardians should:

- make an appointment with the class teacher to discuss the issue. •
- plan what to say so you can clearly explain the issue. •
- listen to the teacher's response. •
- make a note of the people you spoke to and the date you spoke with them.
- outline the steps already taken to resolve the issue. •
- explain what action you would like to be taken to resolve the issue. Be reasonable and realistic about your expectations.
- If the issue involves another student at the school, do not approach them or their parents/guardians directly.
- understand the school could refer you to a more appropriate person, or agency.

STEP 2: Raising an issue with the principal/assistant principal

If you still have a concern after talking to the child's teacher, you may choose to meet with the assistant principal or principal of the school.

Community Languages Australia

• Make an appointment with the assistant principal or principal and follow the same procedures as you did with the teacher.

Should the issue remain unresolved following consultation with the assistant principal/principal, the parents/guardians concerned should refer the matter to the CLV. The procedure for referring complaints to the CLV is outlined below.

STEP 3: Raising a complaint in writing with Community Languages Victoria (CLV)

If the issue cannot be resolved by the parents/guardians and the community language school teacher and/or assistant principal/principal, the parents/guardians may make a formal complaint to the Executive Director, CLV, by submitting the attached *Complaint Form*.

When attempting to resolve complaints, the relevant school and CLV can engage the services of the Dispute Settlement Centre Victoria, which provides a mediation service free of charge. Parents/guardians may also seek to have the services of the Dispute Settlement Centre Victoria engaged if dissatisfied with the manner in which the complaint was handled by CLV. Further information is available at: http://www.disputes.vic.gov.au/

Any complaints about possible criminal behaviour and activity relating to a community languages school or the staff should be referred directly to the Victoria Police.

CLV will take reasonable steps to destroy or permanently de-identify personal information if it is no longer needed for any purpose. Under the Public Record Act 1973, CLV is required to keep full and accurate records and implement a record disposal program. Destruction of personal information must be carried out using CLV's disposal schedules.

Community Language Schools Parent/Guardian Complaint Form

This form should only be used when all avenues to have your complaint resolved at your child's community languages school as set out in **Step 1 and Step 2 of the Guidelines** have been exhausted, and you feel the issue/s is/are of such significance that you wish to register your complaint with Community Languages Victoria.

1. PERSONAL DETAILS OF COMPLAINANT (Parent/Guardian)

| Title: | |
|---------------------------|--|
| First Name: | |
| Family Name: | |
| Address: | |
| Telephone/Mobile: | |
| Email address: | |
| 2. STUDENT DETAILS | |
| First Name: | |
| Family Name: | |
| Year Level: | |
| Gender: | Male Female |
| 3. COMMUNITY LANGU | AGE SCHOOL DETAILS |
| CLS School/Organisatio | on Name: |
| Location of classes/Car | npus: |
| Principal's name: | |
| Teacher/s name (if app | licable): |
| This complaint is related | to: (tick relevant box/es) |
| The administration of | of the CLS |
| The class teacher | |
| A staff member other | er than the child's teacher of the CLS |
| Other (please specif | y): |

4. Have you taken the correct steps in resolving the issue before lodging this form? (tick relevant box/es and provide details in spaces provided below at Q5.)

Class Teacher:□Yes□NoPrincipal:□Yes□NoAssistant Principal:□Yes□No

| DETAILS OF MEETINGS (Attach additional information as required) |
|---|
|---|

Date/s of meeting/contact with the class teacher:

Outcome of meeting/s:

Date/s of meeting with Principal or Assistant Principal:

Outcome of meeting/s:

6. COMPLAINT DETAILS: Brief outline of the complaint

7. How do you believe this issue could be resolved?

| Applicant's: Signature: | |
|-------------------------|---|
| Date: | |
| Send completed form to: | Mr Stefan Romaniw |
| | Executive Director |
| | Community Languages Victoria |
| | Level 2, 189 Faraday Street, CARLTON, 3053 |
| | Tel: 9349 2683 |
| | Email : <u>stefan.romaniw@communitylanguages.org.au</u> |
| | Website: www.communitylanguages.org.au |

5.13 - Staff Professional Learning Outline

All teaching staff must undertake a minimum of 20 hours of professional learning each year.

The Department strongly encourages CLS to participate in the professional development sessions provided by CLV. CLS staff who do not have a recognised qualification in languages teaching are also strongly encouraged to undertake CLV's accredited Certificate IV in Community Languages Teaching course or Languages Methodology course.

To register for professional learning contact CLV.

An outline of professional learning activities available for all teaching staff for the year in which the CLS applies for accreditation, totalling a minimum of 20 hours, using the required template.

Professional Learning Outline Template

School Name:

Year:

SAMPLE:

| Date | Time | Name of activity | Organiser | Location | Number of hours | Description of program |
|------------|---------------|---|---------------------------------------|-----------------|--------------------|--|
| 5 Feb 2023 | 9.30am-4.30pm | Community Language Schools Annual Conference | Community Languages Victoria (CLV) | RMIT University | 7 hours | Conference outlining the current state and future direction of community language teaching, as well as providing networking opportunities |

ADD YOUR ACTIVITIES HERE (give total hours at the end, noting the minimum total should be 20 hours):

| Date | Time | Name of activity | Organiser | Location | Number of hours | Description of program |
|------|------|------------------|-----------|----------|--------------------|------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| TOTAL | HOURS: | |
|-------|----------|--|
| IUIAL | 11001.3. | |

5.14 - Student Progress Reports

Written student progress reports at least twice each year and copies of reports kept on file.

A copy of a progress report for one student. This report should use the suggested template or should otherwise demonstrate a similar level of detail to that found in the template.

Reports should include:

- achievement against the Victorian Curriculum F-10 Languages achievement standards;
- achievement and progress related to individual learning goals and targets;
- areas for improvement/future learning;
- what the CLS will do to support the student's learning;
- what parents /guardians can do to support the student's progress;
- attendance;
- work habits assessment.

Student progress report

| Name: | [Please hide the student's name] | School: | |
|----------|----------------------------------|---------|--|
| Class: | | Term: | |
| Teacher: | | | |

| Victorian Curriculum F-10 | Very low | Low | Satisfactory | High | Excellent |
|---------------------------|----------|-----|--------------|------|-----------|
| Speaking | | | | | |
| Listening | | | | | |
| Reading | | | | | |
| Writing | | | | | |

| Work Habits | Very low | Needs attention | Satisfactory | High | Excellent |
|---------------------------|----------|--------------------|--------------|------|-----------|
| Effort | | | | | |
| Participation | | | | | |
| Works independently | | | | | |
| Works in a team | | | | | |
| Completes tasks in class | | | | | |
| Brings materials to class | | | | | |
| Class behaviour | | | | | |

What your child has achieved:

Areas for improvement/future learning:

What you can do at home to help your child's progress:

5.15 - Student Attendance Records

Accurate, dated records of student attendance to be kept each week that are dated and include student names, teacher name and year level.

A copy of one class student attendance roll from the term preceding the application.

No template is provided, but a sample of an appropriate attendance record is provided below.

| erm: | | Estonian Community Language School Campus : West Melbourne Term 3, 2023 | | | | | | | |
|--------------|-----|---|--------------|--------------|--------|--------------|--------------|--------------|----------|
| lass: | | Year 3 | | | | | | | |
| eacher: | | Ms Jarvi | | | | | | | |
| | | | | | | | | | |
| | _ | | | | | | | | |
| | | 29 Apr | 6 May | 13 May | 20 May | 27 May | 3 Jun | 10 Jun | 17 Jun |
| Katrin Tamme | ela | х | \checkmark | \checkmark | ✓ | ~ | ~ | ~ | ~ |
| Aivar Ilves | | \checkmark | \checkmark | \checkmark | ✓ | \checkmark | ~ | \checkmark | √ |
| Alma Lumi | | ✓ | х | ~ | ~ | \checkmark | \checkmark | ~ | V |
| Peeter Pärt | | ✓ | \checkmark | ~ | ~ | ~ | ~ | ~ | ~ |
| Kristi Torv | | ✓ | \checkmark | ~ | ~ | х | ~ | 4 | ✓ |
| Karl Uusberg | | ✓ | \checkmark | ~ | ~ | \checkmark | \checkmark | \checkmark | х |
| Sandra Palo | | ✓ | \checkmark | ~ | ~ | ~ | \checkmark | \checkmark | ~ |
| Sandra Palo | ct. | ✓ | ~ | ~ | ~ | × | \checkmark | \checkmark | ~ |
| Ingrid Tooma | si | | | 8 | 8 | 7 | 8 | 8 | 7 |

5.16 - Student Supervision and Collection Schedule

A student supervision roster during recess, before and after classes, and while students are being collected to ensure that no students are left behind.

A copy of a student supervision schedule/roster for each campus for the term immediately preceding the application, demonstrating supervision before and after class as well as during recess.

No template is required, but a sample of an appropriate Student Supervision Schedule is available below.

Sample student supervision and collection schedule

School Name: Estonian Community Language School Term: Term 2, 2023

Campus: West Melbourne

| | 29 April | 6 May | 13 May | 20 May | 27 May | 3 June | 10 June | 17 June |
|---|------------|------------|------------|------------|------------|------------|------------|------------|
| Area A: Netball court Recess | Mr Kirt | Ms Luik | Ms Sildaru | Mr Kanter | Mr Kirt | Ms Luik | Ms Sildaru | Mr Kanter |
| Area B: Playground Recess | Ms Luik | Ms Sildaru | Mr Kanter | Mr Kirt | Ms Luik | Ms Sildaru | Mr Kanter | Mr Kirt |
| Area C: Courtyard Recess | Ms Sildaru | Mr Kanter | Mr Kirt | Ms Luik | Ms Sildaru | Mr Kanter | Mr Kirt | Ms Luik |
| Area D: Front gate Before & after school | Mr Kanter | Mr Kirt | Ms Luik | Ms Sildaru | Mr Kanter | Mr Kirt | Ms Luik | Ms Sildaru |

The teacher on duty must ensure that all students are:

- playing in designated areas only
- using play equipment in the correct manner
- keeping school grounds tidy and litter free
- behaving in an acceptable manner
- not playing in the toilet area or inside other buildings
- not playing outside the school grounds
- safely collected at the end of the school day.

6 - Resources and References

6.1 - National, State and Territory Contacts

6.1.1 - National

Community Languages Australia Stefan Romaniw OAM, Executive Director Address: 189 Faraday St, Carlton, VIC 3053 Tel: 03 9349 2683 Fax: 03 9349 2698 Email: stefan.romaniw@communitylanguages.org.au Website: https://www.communitylanguagesaustralia.org.au/

6.1.2 - State & Territory

Australian Capital Territory **ACT Community Language Schools Association** Mr Fuxin Lin, President Address: GPO Box 2601, Canberra, ACT 2601 Ph: 02 6230 5191 Fax: 02 6230 5033 Email: actclsa@gmail.com Website: https://actclsa.wordpress.com/

New South Wales **The NSW Federation of Community Language Schools Inc.** Mrs Lucia Johns, President Mr Michael Christodoulou, Chief Executive Officer Address: 12A Seaview Street, Dulwich Hill NSW 2203 (opposite Dulwich Hill High School) Ph: 02 9558 6134 Fax: 02 9558 6176 Email: nswfcls@bigpond.com Website: https://www.nswfcls.org.au/

Queensland

Ethnic Schools Association of Queensland

Mrs. Irene Bayldon, President Address: GPO BOX 1308, Brisbane 4001, QLD Ph: 0411 479 019 Email: <u>esaqsecretariat@gmail.com</u> Website: <u>https://www.esaq.org.au/</u>

South Australia

Community Languages School SA Mr. Brett Shuttleworth, Executive Officer Address: 255 Torrens Road, West Croydon SA 5008 Ph: (08) 7095 5600 Email: <u>executiveofficer@clssa.sa.edu.au</u> / <u>admin@clssa.sa.edu.au</u> Website: <u>https://www.esasa.asn.au/</u>

Tasmania

Ethnic Schools Association of Tasmania

Mr C K Bharathy, President Office Multicultural Community Centre - Hobart Ph: 02 6231 0357 Mob: 0411 091 157 Email: c.k.bharathy@gmail.com

Victoria

Community Languages Victoria

Mr Fahry Abubaker, Executive Officer Address: CO AS IT (Italian Centre), 189 Faraday St, Carlton, VIC 3053 Ph: (03) 9349-2683 Fax: (03) 9349-2698 Email: info@communitylanguages.org.au Website:http://www.communitylanguages.org.au

Western Australia

Community Languages Western Australia Inc.

Mr Enzo Sirna, President Address: P.O.Box 405, North Perth, WA 6906 Ph: 08 9228-2220 Email: <u>ssirna@iawcc.org.au</u> Website: <u>https://communitylanguageswa.com.au/</u>

6.2 - Useful Website Links

6.2.1 - Departments of Education

- Australian Government Department of Education: <u>Department</u>
 <u>of Education</u>
- ACT Department of Education: <u>ACT Education Directorate</u>
- NSW Department of Education: <u>NSW Department of</u> <u>Education</u>
- NT Department of Education: Department of Education NT
- QLD Department of Education: Education Queensland
- SA Department of Education: Department for Education
- TAS Department of Education: <u>Department for Education</u>, <u>Children and Young People</u>
- VIC Department of Education: <u>Department of Education</u>
- WA Department of Education: Department of Education

6.2.2 - Other Organisations

- <u>Australian Bureau of Statistics</u>
- <u>Australian Council of State School Organisations</u>
- Australian Federation of Modern Language Teachers Association: <u>AFMLTA</u>
- <u>Australian Parents Council</u>
- Australian Primary Principals Association
- <u>Australian Secondary Principals Association</u>
- <u>Australian Principals Federation</u>
- Curriculum Links: <u>Australian Curriculum</u> <u>Languages Online</u> <u>Scootle</u> <u>FUSE</u>
- Department of Home Affairs
- Federation of Ethnic Communities Council of Australia: FECCA

6.3 - Languages Taught in Australia's CLS

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