

# OPERATIONAL AND ADMINISTRATIVE PROCEDURES MANUAL FOR COMMUNITY LANGUAGE SCHOOLS

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## Community Languages Victoria

*Where language and culture come together*

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The *Operational and Administrative Procedures Manual for Community Languages Schools* is accessible on the Community Languages Victoria website at: <https://www.communitylanguages.org.au/>

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## GLOSSARY

<b>CLV:</b>	Community Languages Victoria
<b>Carer:</b>	Guardian or custodian of a child (used interchangeably with Guardian)
<b>DoE:</b>	Department of Education
<b>President:</b>	Person who presides over the School Management Committee
<b>Child:</b>	Under the Child Safe Standards Ministerial Order 1359 a child is under the age of 18 years, under Mandatory Reporting a child is under 17 years of age (qualified) and under the Crimes Act a child is under 16 years of age (qualified).
<a href="#"><u>CHILDREN, YOUTH AND FAMILIES ACT 2005 -SECT 3 Definitions</u></a>	
<b>CLA:</b>	Community Languages Australia
<b>CLV Schools:</b>	Community Languages Schools coordinated by CLV
<b>Duty of Care:</b>	Duty of Care refers to the obligation of all staff working with students to take reasonable steps to protect them from reasonably foreseeable harm.
<b>Employer:</b>	Body or person responsible for the operation and accountability of a community language School
<b>Employee:</b>	Any person who receives payment at a community language school
<b>EMP:</b>	Refers to Emergency Management Plan
<b>Guardian:</b>	Carer or custodian of a child (used interchangeably with Carer)
<b>Manager:</b>	Senior staff member or member of School Leadership who supervises/is responsible for supporting and conducting the performance appraisal of other staff (used interchangeably with Supervisor)
<b>Principal:</b>	For the purposes of this document, Principal will refer to any employee or volunteer whose role means they hold lead responsibility for key organisational functions including children safety, recruitment, selection, supervision, program planning, risk management and program delivery.
<b>School(s):</b>	Community Language School(s)
<b>School Administration Leader:</b>	Member of the School Leadership responsible for managing the operations of a Community Language School.
<b>School Authority:</b>	Body or person responsible for the operation and accountability of a Community Language School.
<b>School Education Leader:</b>	Member of the School leadership responsible for the education provided at a Community Language School.
<b>School Leader:</b>	Education or Administration Leader at a Community Language School.
<b>School Leadership:</b>	Employer and Education and Administration Leaders at a Community Language School.
<b>School Community:</b>	Students, Staff and Parents of Students at a Community Language School.

<b>School Management Committee:</b>	Committee Established by a Community Language School 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).
<b>Staff:</b>	All Persons employed or working at a community language school, including office staff, volunteers not conducting classes.
<b>Standard(s):</b>	Child Safe Standard(s)
<b>SSLP:</b>	Single Study Language Provider
<b>Supervisor:</b>	Senior Staff Member or Member of the School Leadership who supervises/is responsible for supporting and conducting the performance appraisal of other staff (used interchangeably with Manager)
<b>Teachers:</b>	Teachers, Instructors and Volunteers at community language schools who conduct classes.
<b>VCAA:</b>	Victorian Curriculum and Assessment Authority
<b>VCE:</b>	Victorian Certificate of Education
<b>Volunteers:</b>	Unpaid Staff at Community Languages Schools
<b>VRQA:</b>	Victorian Registrations and Qualifications Authority
<b>WHS:</b>	Work Health and Safety
<b>WWC Check:</b>	Working with Children Check

# INTRODUCTION

Community languages schools play a key role in providing over 60 languages across all Australian States and Territories to an excess of 110,000 School-aged 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.

In Victoria, some community language Schools deliver the Victorian Certificate of Education (VCE) to have Victorian Curriculum and Assessment Authority (VCAA) accreditation.

The Victorian Regulations and Qualifications Authority (VRQA) 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 state jurisdiction for funding purposes.

Community Languages Victoria (CLV) works with its members to ensure the minimum standards are met.

This *Operational and Administrative Procedures Manual for Community Languages Schools* is for use by community languages schools in Victoria . It is designed to ensure

operational and administrative procedures are addressed in community language schools in a manner consistent with 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:

1. Legislative Requirements
2. School Administration and Management
3. Staff Responsibilities
4. Teaching and Learning
5. Appendices
6. Resources and References

This document should be read in conjunction with the ***CLV Student Safety and Staff Welfare Manual for Community Language Schools*** and for the VCE providers, in conjunction with the ***Single Study Language Providers (SSLP) Administrative Handbook***.



# STATEMENT OF DEMOCRATIC PRINCIPLES

## **Purpose**

The purpose of this statement is to affirm Community Languages Victoria adherence to the principles and practice of Australian democracy.

## **This standard is as follows:**

The programs of, and teaching in, a school must support and promote the principles and practice of Australian democracy, including a commitment to:

- Elected Government;
- The rule of law;
- Equal rights for all before the law;
- Freedom of religion;
- Freedom of speech and association;
- Values of openness and tolerance.

## **Community Languages Victoria is committed to the principles of a liberal democracy.**

- We believe in an accountable, democratically elected government.
- We respect and observe the rule of law, and believe that no person is above the law.
- We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes.
- We believe not only in the freedom of religion, but also the need to practice tolerance and understanding of others' beliefs.
- We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom.
- We believe in the values of openness and tolerance, and value and respect all members of the School community regardless of background.

# 1) LEGISLATIVE REQUIREMENTS

State legislation regulates community language schools and their operation. Community language schools 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
- Duty of Care
- Child Safe Standards
- Child Safeguarding
- Reporting Child Abuse
- Equal Opportunity - Anti Discrimination, Racial Vilification and Disability Discrimination
- Harassment, Victimisation and Bullying
- Occupational Health and Safety
- Alcohol and Drugs in the Workplace
- Cyber Safety
- Recruitment Process for Staff
- Emergency Management
- First Aid
- Complaints
- Privacy and Security of Information

These and other requirements related to community language schools can all be found in the Student Safety and Staff Welfare Manual found on CLV's website:

<http://www.communitylanguages.org.au/Publications.php>

For Child Safety 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](mailto:erjaei.neda@communitylanguages.org.au)

## 1.1 - National Principles for Child Safe Organisations

All community language schools nationally 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 have the correct 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.



Child Safe  
Organisations  
National Principles

# National Principles for Child Safe Organisations

1

Child safety and wellbeing is embedded in organisational leadership, governance and culture.

6

Processes to respond to complaints and concerns are child focused.

2

Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

7

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

3

Families and communities are informed, and involved in promoting child safety and wellbeing.

8

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

4

Equity is upheld and diverse needs respected in policy and practice.

9

Implementation of the national child safe principles is regularly reviewed and improved.

5

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

10

Policies and procedures document how the organisation is safe for children and young people.



Source: <https://chilsafe.humanrights.gov.au>

## 1.2 - 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 language 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 Worker Screening Act 2020** (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 Manual for Community Languages Schools** available on the CLV website: <https://www.communitylanguages.org.au/Publications.php>

## 1.3 - 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 language schools, to ensure they are well prepared to protect children from abuse and neglect.

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.

## 1.4 - New Criminal Offences

### Grooming for Sexual Conduct

The offence of **grooming for sexual conduct** with a child under the age of 16 years is defined as:

A person of or over the age of 18 years must not communicate, by words or conduct, with a child under the age of 16 years or a person under whose care, supervision or authority the child is (whether or not a response is made to the communication) with the intention of facilitating the child's engagement in or involvement in a sexual offence with that person or another person who is of or over the age of 18 years.

### Failure to Protect Offence

The offence of **failure to protect** a child under the age of 16 years from sexual offence is defined as:

A person who by reason of the position he or she occupies within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a relevant child will become the victim of a sexual offence committed by a person of or over the age of 18 years who is associated with the organisation ; and knows that there is a substantial risk that that person will commit a sexual offence against a relevant child must not negligently fail to reduce or remove that risk.

The failure to protect offence 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.

The offence applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so. This offence encourages organisations to actively manage the risks of sexual offences being committed against children in their care to protect them from harm.

### Failure to Disclose Offence

The offence of **failure to disclose a sexual offence** committed against a child under the age of 16 years is defined as:

A person of or over the age of 18 years (whether in Victoria or elsewhere), who has information that leads the person to form a reasonable belief that a sexual offence has been committed in Victoria against a child under the age of 16 years by another person of or over the age of 18 years, must disclose that information to a member of the police force of Victoria as soon as it is practicable to do so, unless the person has a reasonable excuse for not doing so. The failure to

disclose offence helps to ensure that protecting children from sexual abuse is the responsibility of the whole community.

Failure to disclose sexual offence committed against a child under the age of 16 years  
The offence in the Crimes Act 1958 (Vic) for failure to disclose a sexual offence against a child under the age of 16 began in 2014.

## **The Child Employment (Amendment) Act 2022**

The *Child Employment (Amendment) Act 2022* improves the regulation of child employment in Victoria. It strengthens protections for children in the workplace and makes it easier for employers to understand their obligations when employing children. The Act applies to the employment of children under the age of 15.

On the 1<sup>st</sup> 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<sup>1</sup>.

## **Duty of Care Obligations - All Staff**

***Refer to Section 3.12 Duty of Care***

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<sup>1</sup> Commission for Children and Young People, 'About the Reportable Conduct Scheme', <https://ccyp.vic.gov.au/>



## 1.5 - Equal Opportunity: Anti-Discrimination, Racial Vilification & Disability Discrimination

Community Language 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.

The objectives of this 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 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.

## 1.6 - Harassment, Victimisation & 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 the **Student Safety and Staff Welfare Manual for Community Languages Schools** available on the CLV website:

<https://www.communitylanguages.org.au/Publications.php>

## 1.7 - Occupational Health & Safety

Community language schools must be committed to providing a safe and positive working environment for their staff. Staff well-being is a major factor in enabling schools to perform their duties to the best of their ability.

Consistent with the requirements of the *Occupational Health and Safety Act, 2004*, CLV and community language schools 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 transport of equipment and substances;
- providing information, instruction, training and supervision necessary to ensure the health and safety at work of staff members;
- maintaining places of work 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 the **Student Safety and Staff Welfare Manual for Community Languages Schools** available on the CLV website:

<https://www.communitylanguages.org.au/Publications.php>

## 1.8 - First Aid

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

- **First Aid** - the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers.
- **First Aid Officer** - a person who has successfully completed a nationally accredited training course or an equivalent level of training that has given them the competencies required to administer First Aid.
- **First Aid Equipment** - 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.

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

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

There must be evidence in the form of the school's:

- arrangements for ill students
- policy and procedures for administering medicine
- current register of staff trained in First Aid
- records of student medical conditions and management
- **Accidents and Critical Incidents Report Form**
- First Aid policy and procedures
- internet use policy and procedures
- **Critical Incident Management Plan**
- **Emergency Management Plan** which must be reviewed at least annually and immediately after any significant incident.

For further information and to access the whole policy and above-mentioned templates, see the **Student Safety and Staff Welfare Manual for Community Languages Schools** available on the CLV website: <https://www.communitylanguages.org.au/Publications.php>

## 1.9 - Alcohol and Drugs

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 on school premises when a community language school is 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.

Persons taking prescribed drugs or pharmaceutical drugs, which are likely to impair their judgment, or work performance, must advise their Manager or another responsible person of the likely effect of the medication so that appropriate work assignments can be given.

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 the staff member breaches the policy, it must be evidenced and reported.

For further information, see the **Student Safety and Staff Welfare Manual for Community Languages Schools** available on the CLV website:

<https://www.communitylanguages.org.au/Publications.php>

## 1.10 - Emergency Management

All community language schools are required to have an Emergency Management Plan (EMP) **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.
- test emergency response procedures by conducting drills at regular intervals, at least quarterly per annum

An emergency is as defined in section 3 of the *Emergency Management Act 2013 (Vic)*:  
The actual or imminent occurrence of an event which in any way endangers or threatens to endanger the safety or health of any person in Victoria or which destroys or damages, or threatens to destroy or damage, any property in Victoria or endangers or threatens to endanger the environment or an element of the environment in Victoria including, without limiting the generality of the foregoing:

- an earthquake, flood, wind-storm or other natural event
- a fire
- an explosion
- a road accident or any other accident
- a plague or an epidemic or contamination
- a security threat
- a hi-jack, siege or riot
- a disruption to an essential service.

These events ordinarily require a coordinated whole of school response.

## Critical Incidents

A critical incident is something which we interpret as a problem or a challenge in a certain context. This plan applies to the management of our response to all critical incidents that impact on CLV schools and applies to all employees, students, assets and facilities within CLV schools.

A critical incident is defined as any event or circumstance that causes people to experience uncharacteristically strong emotional or psychological distress which has the potential to interfere with their ability to function either at the time of the event or later. Critical incidents may include:

- Natural disasters (e.g. floods, fires);
- Community based incidents (e.g. public transport tragedies);
- Industrial accidents (e.g. explosions, chemical spills);
- School-related incidents (e.g. fire, laboratory accidents, bus crashes, serious playground or sporting accidents, school camp accidents, international excursion issues or extreme physical violence);
- Threats against a school, office, students or staff members (e.g. bomb threats);
- Serious criminal allegations against students or staff (e.g. sexual abuse);
- Alleged criminal activity (e.g. drugs, assaults); and
- Sudden death of staff member or student or family.

An incident is an actual or alleged event or situation that:

- causes harm or creates a risk of causing harm to a student's health, safety or well being either directly or indirectly while under the care or supervision of the School, including international students;
- impacts a student and is brought to the attention of the School, regardless of when or where it occurred, provided it is impacting on the student or other students within the school environment;
- causes harm or creates a risk of causing harm to an employee's health, safety or well being either directly or indirectly in the work setting;

- effects or risks affecting the continuity of School operations, including matters of security (including cyber security), property damage and emergencies;
- requires police notification or involves matters of serious conduct.

Critical incidents requiring planning include, but are not limited to:

- child abuse
- medical emergency
- mental stress
- data or privacy breach
- missing student/person

### **Critical Incident Main Tasks**

- Allocation of roles and responsibilities
- Notification and reporting arrangements
- Actions to identify the level of risk
- Actions required to maintain the safety of those involved
- Liaison with emergency services and other agencies
- Assessment of impact of event on those involved

### **First 24-Hours Short Term Tasks**

1. Record emergency
2. Ensure students and staff are safe from harm or injury
3. Establish Critical Incident Management Team (CIMT)
4. Allocate responsibilities
5. Inform Staff
6. Inform Students
7. Communication Centre
8. Media Coverage
9. Long-Term Actions

### **Critical Incident Management Plan**

- Appoint a skilled Critical Incident Management Team member to respond to media enquiries. A written press release may be useful. If necessary, protect others from contact with the media. Advice regarding this may be obtained.
- Establish an open line of contact with the family or families directly involved.
- Provide out of school hours contact if necessary. This could be as simple as circulating the Principal's telephone number or school mobile number. In more complex situations it may mean maintaining telephone contact at the school.
- Continue contact with the family to identify their expectations of the school, e.g. student participation in funeral or memorial service.
- Try to identify those most likely to need help, e.g. classmates, teachers, special friends. Some students not directly affected may become distressed.
- Ensure that counselling help is available. Contact the CLV Office and/or the Department if necessary. All emergency or criminal activity, in which the safety or well-being of staff or students is at risk, or where there is a threat to property, must be reported immediately to the Department's 24-hour

Emergency and Security Management Branch on (03) 9589 6266 or Worksafe 132 660.

- Continue to keep staff, students and parents informed especially about what has and what the school is doing about it.
- As soon as possible, call students together and provide information about what has happened and what the school is doing about it. A follow up letter home may be important.
- Provide counselling services for all. Ensure that there are suitable places in which this can take place. Be prepared to modify the timetable and make other arrangements so that people are free to make use of available help.
- The class teacher may be the person to whom students first turn to for help.
- Children wishing to attend funerals should do so in the company of their parents. Provide meaningful participation for those not actually attending the service.
- Continue normal routines at school but acknowledge the effect of tragedy on the school community. Be flexible with those in need of help. Be aware that many people may be deeply affected, e.g. an event may cause a person to recall some traumatic event involving them in the past. The anniversary may also be a difficult time.
- Maintain links with the family. The school and family may wish to develop a memorial garden, erect a memorial plaque, or display a photo in a prominent position in the school.
- Be sensitive to staff and student's needs over a period of time

#### **Action Plan:**

- Who is going to do what, and when?
- Plan a follow up time. Offer individual counselling, or referral. State what help is available, and that it is O.K. to seek help. Peer support can be valuable if peers are emotionally able to handle it.
- If moved to tears, don't be afraid to let other students/teachers see - the expression of emotion can validate the responses of others and the expression of these responses, and thus be very supportive.

### **Emergency Drills**

Practicing emergency response procedures through drills:

- ensures widespread familiarity with emergency response procedures and the capacity to efficiently and effectively implement them in a live emergency
- promotes more effective emergency response procedures, by ensuring that evacuation locations and pathways are practical and workable in different emergency scenarios and that safety will be maintained throughout the response procedure.

Fire services and police may be willing to assist Schools with emergency testing by acting as observers or by reviewing School emergency procedures.

Schools must document outcomes and lessons from the drill, with any required changes to response arrangements, incorporated into their EMP.

Drill Date	Time	Outcome	Action Plan

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.

### Emergency Management Plan

The **Emergency Management Plan** applies to all staff, students, visitors and contractors 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.

The CLV **Emergency Management Plan Template** can be found on the CLV website.

### Evacuation Procedures

Community languages schools are required to have an evacuation plan. For schools which use government buildings, the evacuation plan that has been prepared by that facility needs to be made known to all members of the school community. For schools whose buildings do not have an evacuation plan, it is the responsibility of the community language school to prepare a plan and familiarise the school community with the procedures by placing the evacuation plan in a strategically located position which is accessible to the entire school community.

Ideally, the evacuation plan would be exhibited **on a main wall**, which would allow school staff, students, contractors and school visitors to become familiar with the plan.



Below is a template for use by community languages schools. The template should be edited to suit the location of each school.

<b>Priority</b>	Safety of students, staff, parents, members of the community and/or site visitors.
<b>Reporting the emergency</b> <i>Edit according to location</i>	<ul style="list-style-type: none"> <li>• Contact Emergency Services immediately on 000</li> <li>• Notify the Regional Director</li> </ul>
<b>Evacuation</b> <i>Edit to suit the location</i>	Signal
	Procedure
	Special considerations
	Special responsibilities
<b>Evacuation assembly</b> <i>Edit to suit the location</i>	Assembly area/s
	Assembly procedure 1. Class lists/rolls are checked. 2. Report all students/persons unaccounted for to the School Leader (or delegate).
<b>Evacuation clearance</b> <i>Edit to suit the location</i>	1. No person is to return to any area of the School until advised by the School Leader. 2. One blast on the alarm is the clearance signal.

<p><b>General principles</b></p> <p><i>Edit to suit the location</i></p>	<p>Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms.</p> <ol style="list-style-type: none"> <li>1. Priority is to the safety of students and persons in the School.</li> <li>2. All staff, parents and visitors are automatically involved.</li> <li>3. Visitors should sign the Visitors' book at the office.</li> <li>4. All volunteers in the School should sign the 'Volunteers' book</li> <li>5. Visitors and volunteers must follow the Evacuation Procedures including bringing the sign on book.</li> <li>6. Parent helpers/tutors must follow the Evacuation Procedures.</li> <li>7. No person should be placed in a position of risk.</li> <li>8. The Evacuation drill will be conducted at least twice a year. Annual revision of the use of Fire Extinguishers will also be conducted.</li> <li>9. The School Leader or delegate is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance.</li> </ol>
<p><b>Communications</b></p> <p><i>Edit to suit the location</i></p>	<p>If the evacuation goes for an extended time, then the Response Controller activates the Communications Phone Tree to inform the parents and stakeholders via the established formats.</p>
<p><b>Pre-arrangements</b></p> <p><i>Edit to suit the location</i></p>	<ul style="list-style-type: none"> <li>• Site Emergency Evacuation Maps must be clearly displayed in all rooms.</li> <li>• Visitor sign-in registers maintained in the office.</li> <li>• Emergency class lists kept by the exit door.</li> <li>• Relief staff provided with Evacuation summary.</li> </ul>

### Onsite Evacuation/Relocation Procedure

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

- Call 000 and inform Emergency Services of the nature of the emergency.
- Determine which of your facility's pre-identified on-site evacuation points is most appropriate to use.
- Assemble students, staff and visitors at your nominated on-site (insert the location of your site) evacuation assembly point/s.
- Take the student attendance list, staff attendance list, your Emergency Kit/First Aid Kit and this Plan.
- Once at the assembly point, check all students, staff and visitors are accounted for.

- Ensure communication with Emergency Services is maintained.
- Wait for Emergency Services to arrive or provide further information.
- Confirm with Emergency Services staff that it is safe to return to normal operations.
- Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

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

<b>Call Police, Ambulance, Fire Services</b>	<b>000</b>
For Advice call your Approved Provider/Licensee or Person with Management or Control/Licensee Representative	Insert your Approved Provider/Licensee or Person with Management or Control/Licensee Representative details
Convene your Incident Management Team	

## 1.11 - 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.

Community language schools must exercise appropriate processes and guidelines which respect the privacy of all staff and students. Any breach of privacy by schools is considered to be a serious issue which will need to be investigated.

School Authorities should familiarise themselves with the Privacy Policy relevant to their state and territory and ensure they follow the school's Privacy Policy when collecting, using, disclosing and managing personal and health information.

**Personal information** - Personal information is recorded information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information. The information or opinion can be recorded in any form. A person's name, address, phone number and date of birth (age) are all examples of personal information.

**Sensitive information** - Sensitive information is a type of personal information with stronger legal protections due to the risk of discrimination. It includes information or opinion about an identifiable person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual orientation or practices, criminal record or membership of a trade union.

**Health information** - Health information is information or opinion about an identifiable person's physical, mental or psychological health or disability. Health information is a type of personal information which, because of its sensitivity, also has different and stronger legal protections.

### What information do schools collect?

Schools collect the following types of information.

- Information about students and their families provided by students, their families and others – for example, contact and enrolment details, health information, and parenting and access arrangements.
- Information about job applicants, staff, volunteers and visitors provided by job applicants, staff members, volunteers, visitors and others – for example, qualifications, working with children checks, teacher registration and banking details.
- Information about the activities of students, staff and families if they are on school grounds

Community Language Schools provide families with a Privacy Collection Notice (also known as a collection statement or Privacy Notice) on enrolment and on an annual basis to communicate:

- the reason for collecting information about families and students
- how the information is used and disclosed
- how to access, update and correct the information.

### Accessing information

All individuals, or their authorised representative(s), have a right to access, update and correct information that a School holds about them, providing access to information or records doesn't increase a risk to the safety of a child or children.

### Access to student information

Schools only provide school reports and ordinary school communications to students, parents, carers or others who have a legal right to that information. Requests for access to other student information or by others must be made by lodging a Freedom of Information (FOI) application through their state and territory's department Freedom of Information Unit.

### Storing and securing information

Schools take reasonable steps to protect information from misuse and loss, and from unauthorised access, modification and disclosure. They store all paper and electronic records securely, consistent with the records management policy and information security standards

Records must only be disposed of with written approval of the school's principal, after the minimum retention period has been met.

Schools must have systems and processes for managing electronic and hardcopy records to ensure the authenticity, security, reliability and accessibility of these records. All records must be stored in safe and secure locations to ensure their integrity and accessibility. Permanent records must be stored in conditions that ensure their long-term preservation.

For further information, refer to the Privacy Policy in respective state or territory:

- Australian Capital Territory: [Privacy in the ACT | OAIC](#)
- New South Wales: [A guide to privacy laws in NSW](#)
- Northern Territory: [Privacy: your rights | NT.GOV.AU](#)
- Queensland: [Information Privacy Act](#)
- South Australia: [Privacy and Information Privacy | State Records of South Australia](#)
- Tasmania: [Personal Information Protection](#)
- Victoria: [Privacy | vic.gov.au](#)
- Western Australia: [Privacy and confidentiality of records | Department of Mines, Industry Regulation and Safety](#)

## 1.12 - Security of Information

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.

## 1.13 - 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.

## 1.14 - 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/](http://www.smartcopying.edu.au/) to ensure they understand the requirements. This website contains comprehensive information about educators' rights to use copyright including National Copyright Guidelines incorporating information about the major education licences and an explanation of fair dealing and educational exceptions under the Copyright Act 1968, and FAQs and Information sheets.

## 2) SCHOOL ADMINISTRATION AND MANAGEMENT

### 2.1 - Accreditation/Registration

School Authorities should contact their jurisdiction's representatives (equivalent of CLV in each state & territory) as well as their Departments for information and requirements for accreditation or registration for funding.

The Department of Education in Victoria provides annual per capita funding to support not-for-profit community language schools to deliver community language programs to Victorian school-aged students outside school hours and to preschool-aged children (where approved by the Department).

### 2.2 - Admission and Enrolment

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 **Enrolment Form Template** is provided in the Appendix. This may not be entirely appropriate for all situations but provides a guide.

Schools are advised to contact CLA/CLV for advice on what is required.

### 2.3 - Allegations, Concerns & 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.

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 CLV for intervention assistance regarding the issue.

**Refer also to Section 2.18 - Complaints.**

## 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 for their class. Attendance rolls are important documents and should be treated as such. Neatness and accuracy of recording is of prime importance.

The roll should contain the following information:

- names of students in alphabetical order with surnames first followed by the student's given name(s).
- 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

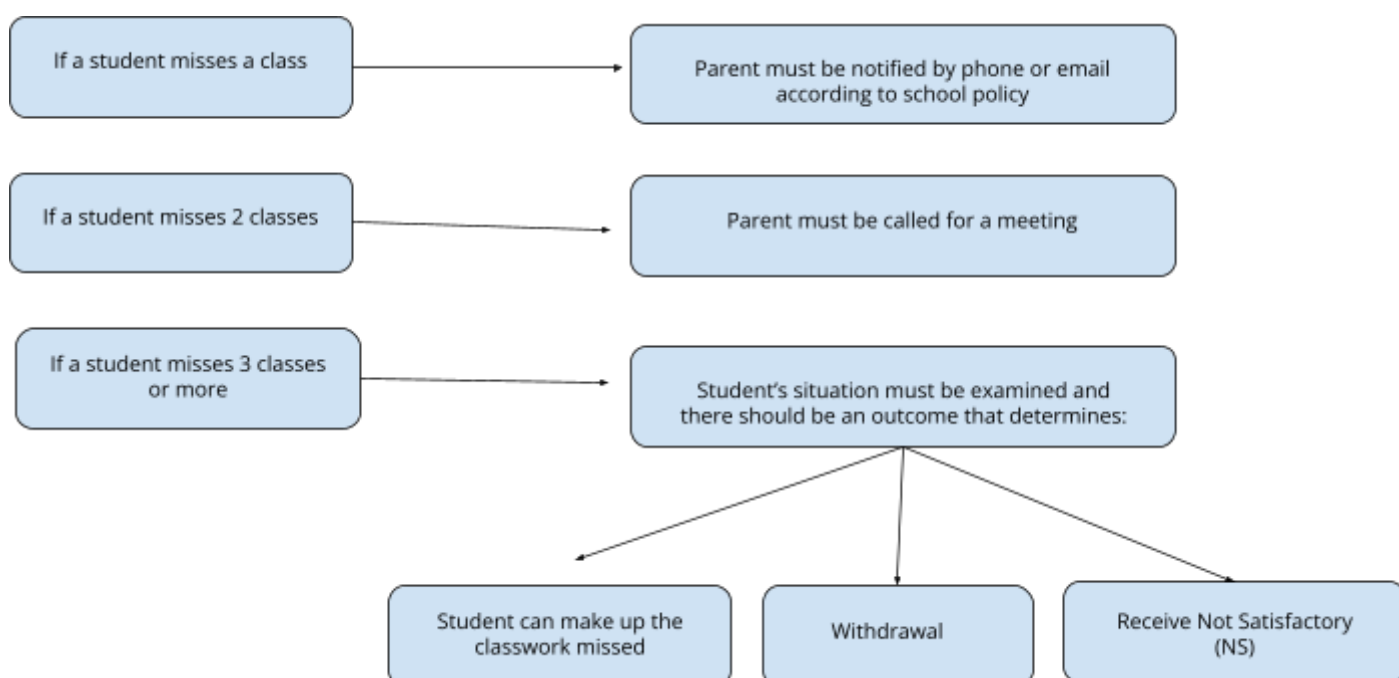
The roll should be marked twice each time classes are held (once at the beginning of class and once at the end of classes). If students are absent for all or part of a class, teachers should indicate if a note or explanation for absences has been received and file that information appropriately.

Where an absence note or explanation has been provided by a student's parent/carer, this is to be indicated and filed appropriately.

## Single Study Language Providers Attendance Policy and Processes

### Attendance Policy

Single Study Language Providers (SSLP) must:



- follow and implement the attendance policy and process set by CLV
- ensure all students are informed about attendance policy at beginning of the year

### Attendance Process

In all cases SSLP must maintain records of any action taken for future reference. In the situation where a student is allowed to work from home, the school must have in place additional measures to be able to authenticate the student's work as their own.

Resources available to ensure attendance policy is met:

- Schools will be provided this document at the beginning of the year.
- CLA will conduct Professional Learning Sessions annually regarding administration procedures.

## 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. A sample of a **School Charter** can be found on the Department of Education website: <https://www.cls.vic.edu.au/evidence/charter/>

## 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.

The following communication strategies are provided to assist School Authorities to 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 to Parents

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

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

### Newsletter to Staff

A newsletter is an excellent way of communicating upcoming 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 could also include links to the relevant state or territory community language schools association (e.g. Community Languages Victoria if Victorian CLS: [Community Language Schools](#)) and Community Languages Australia ([Community Languages Australia](#)) and the relevant state or territory Department of Education website (e.g. [Community Language Schools Funding Program](#) if Victorian CLS)

## 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 1.13 - 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.

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”

For Single Study Language Providers (SSLP):

- Rental/leasing arrangements of each delivery site, including council approval (where required).
- The VRQA will be notified within 10 working days of changes to the name or contact details of the proprietor, principal, and/or members of the governing body (as the case requires)
- The VRQA will be notified well in advance of any proposed relocation to ensure the provider can be registered on the new delivery site
- The VRQA will be notified well in advance of any proposed closure of a campus or delivery site that may affect the continuity of education in the senior or foundation secondary course.

## 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 quality of a community language 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.

## 2.12 - Finance, Money & 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.

For further information, refer to **Cyber Safety Policy** in the Student Safety and Staff Welfare Manual for Community Language Schools.

### **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 podcast.

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

## 2.14 - Insurance

All Victorian funded community language schools are now covered by The Victorian Managed Insurance Authority (VMIA) insurance.

The VMIA is a statutory authority established under section 5 of the *Victorian Managed Insurance Authority Act 1996 (Vic) (VMIA Act)*. Its functions, as set out in section 6 of the VMIA Act, include acting as an insurer for, or providing insurance services to, Government departments and participating bodies.

The Named Insured are community-based organisations receiving funding from the Victorian Government.

Insurance covers:

- Public Liability Insurance
- Personal Injuries

BLIC LIABILITY INSURANCE - POLICY NUMBER: CSOE-PL-2021

Named Insured: State Government of Victoria (Department of Education & Training) funded Community Service Organisations including Kindergartens and Learn Local organisations.

Organisation: As declared on the Certificate of Currency

Business: All authorised activities of the Named Insured originating within Victoria (irrespective of the funding source).

Limit of Liability:

Public Liability - \$20,000,000 any one Occurrence

Products Liability - \$20,000,000 any one Occurrence and in the annual aggregate any one Period of Insurance

Excess: Nil

Nominated State: Victoria, Australia

Territorial Limit(s): Anywhere in Australia but only in respect of activities connected with the Business of the Named Insured in Victoria and not in respect of the Insured's interstate operations.

**PERSONAL ACCIDENT - POLICY NUMBER: CSOE-PA-2021**

Named Insured: State Government of Victoria (Department of Education & Training) funded Community Service Organisations including Kindergartens and Learn Local organisations.

Organisation: As declared on the Certificate of Currency

Insured Persons:

Category A

Members of boards and committees of management, patrons & voluntary workers (including volunteers of tenants' groups who receive direct Victorian Government funding).

Category B

Work experience participants, individuals involved in job training, work training participants (disabled and able-bodied), and job seekers.

Scope of Cover: The coverage afforded by this policy shall only apply whilst the Insured Person is engaged in voluntary work and/or activities organised and/or authorised by and under the control of the Named Insured including direct and uninterrupted travel to and from such work and/or activities.

Age Limits: Insured Persons aged between 12 and 100 years of age.

Excess: \$25 Non-Medicare Medical Expenses

Aggregate Limit of Liability: \$5,000,000 in respect of all claims in any one Period of Insurance, except \$1,000,000 in respect of non-scheduled aircraft or charter flights.

Territorial Limits: Australia Wide

For more information, contact CLV office or contact VMIA directly at [contact@vmia.vic.gov.au](mailto:contact@vmia.vic.gov.au)

## 2.15 - School Calendar

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 - Yard Duty and Supervision

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.

- Yard supervision is an essential element in **teachers' duty of care**. It is now clearly established that in supervising students, the teacher's duty of care is one of positive action.
- Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
- Be aware that yard duty supervision within the School requires the teacher to fully comply with CLV guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and duty of care responsibilities.
- Teachers timetabled for duty are to attend the designated area at the time indicated on the timetable.
- Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.
- The handing over of duty from one teacher to another must be quite definite and must occur in the area of designated duty. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, but not leave the area until replaced.
- No changes to the yard duty timetable are to be made without the approval of the daily organiser, or Principal.
- Staff should always be on the move and highly visible.

## 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.

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



<b>DIMENSION</b>	<b>DESCRIPTION</b>
<b>Enhancing Curriculum Relevance</b>	Ensuring the curriculum is relevant to student learning needs, mandatory external curriculum requirements, and delivered through authentic cultural and community contexts.
<b>Leading Effectively and Efficiently</b>	The practices involved in inspiring school community commitment to student learning and ensuring resources for teaching and learning are being used efficiently.
<b>Encouraging Community Partnerships</b>	Those relationships with other key stakeholders/organisations that produce reciprocal benefits for students in community language schools.
<b>Evidence-Based Decision-Making</b>	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.
<b>Teaching Effectively</b>	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.
<b>Engaging Students in Purposeful Learning</b>	Ensuring student participation in learning activities that focus on their needs and goals in relation to the community language being taught.
<b>Ensuring Student Wellbeing</b>	The promotion of a positive, safe and secure learning environment that ensures each student is treated as a unique learner.
<b>Promoting Family Participation</b>	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 - Complaints

The purpose of this policy is to ensure that:

- families understand how their complaint is managed and how it can be escalated, if required
- CLV demonstrates how it responds to complaints in a fair, effective and efficient manner.

The Complaints Policies and Procedures must be:

- child-focused;
- easy to understand;
- culturally safe; and
- accessible.

This means students can understand what to do and who to talk to if anything makes them feel uncomfortable or unsafe. This includes procedures that children can understand and follow if they need to.

School must ensure that they:

- take complaints seriously, and respond to them promptly and thoroughly;
- cooperate with law enforcement;
- meet reporting, privacy and employment law obligations.

A grievance or complaint is an expression of dissatisfaction with a real or perceived issue at a school where a response or resolution is expected.

The dissatisfaction will usually arise from a perception that the school has:

- done something wrong
- failed to do something it should have
- acted unfairly or inappropriately

The complaint may be about an individual staff member, a student or a policy or procedure. Examples may include issues related to:

- student discipline procedures;
- learning and teaching;
- students requiring educational adjustment;
- damage/loss of personal property;
- bullying and harassment by students against other students.

## Definitions

For the purpose of this policy, the following terms are defined as follows:

A **'parent'**, in relation to a child, includes a guardian and any person who has parental responsibility for the child including parental responsibility under the Family Law Act of the Commonwealth, and any person with whom a child normally or regularly resides.

A **'complaint'** is an expression of dissatisfaction, either written or verbal, with an action taken, decision made, or service provided, or the failure to provide a service, take action or make a decision at a School.

A **'complainant'** is the party making the complaint.

A **'support person'** is someone who assists the complainant through the complaint process.

An **'advocate'** is someone acting on behalf of the complainant.

## Students with a Disability

Students with disabilities have rights under the *Disability Discrimination Act 1992* (Commonwealth), the *Disability Standards for Education 2005* (Commonwealth) and the *Equal Opportunity Act 2010* (Victoria) to participate in their education on the same basis as their peers, including the right to reasonable adjustments.

As with all complaints to which this policy applies, families raise any concerns or complaints regarding the treatment of a student with a disability with the School in the first instance. The Regional Disabilities Coordinator or designated regional officer can provide advice to families when they are seeking to raise a concern or make a complaint at their School.

## Process for Handling Complaints (Internal)

The following staff / parent / student 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. The complaint can be face-to-face, by phone or email.

### Step 2

If the problem is not resolved in Step 1, the complainant may put the issue in writing (letter or email) and request that the issue be raised with the School Management Committee/School Principal at the next committee meeting. The School Management Committee/ School Principal shall make a decision on the issue and advise the complainant within 7 days or let the complainant know of a timeframe if it will be longer.

### Step 3

If the problem is not resolved in Step 2, the complainant may attend a meeting of the School Management Committee/ School Principal 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 Principal 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 Principal and the complainant.

If the matter is not resolved internally, refer to the **Process for Handling Complaints (External)**.

In matters of curriculum and assessment, the complainant may seek advice from the Victorian Curriculum and Assessments Authority (VCAA): [Pages - Complaints handling policy and procedure](#)

### Process for Handling Complaints (External)

A positive relationship between students, parents and school staff is critical in realising and maintaining the best possible educational outcomes.

Complaints can be resolved early when a concern is first raised with the person responsible for the situation. CLV provides a three-step framework to help resolve complaints:

#### STEP 1: Raise the complaint with the school

If the matter relates to a Teacher, School Administrator or Principal, the complainant raises it with them first. This will typically result in the quickest response and is often in the best interest of the student.

#### STEP 2: Raise the complaint with CLV

If a mutually agreed resolution cannot be reached or the complainant feels uncomfortable raising the complaint directly with the school, they can escalate the complaint to the CLV Office for resolution. See **Complaints Form** on the CLV website.

### CLV Complaints and Grievances Handling Procedure

A good complaints process will be:

- Fair
- Confidential
- Transparent
- Accessible
- Efficient



In preparation for raising a concern or complaint, CLV encourages parents, guardians, carers or members of the community who may wish to submit a complaint to:

- carefully consider the issues one wishes to discuss;
- remember that one may not have all the facts relating to the issues needing to be raised;
- think about how the matter could be resolved;
- be informed by checking the policies and guidelines set by CLV on its website.

The CLV Complaints and Grievances Handling Procedure is as follows:

**1. Record receipt of the complaint.**

Recipient of complaint, whether formal or informal, is to note the date and time of the receipt/making of complaint and create an electronic file for the complaint.

**2. Acknowledge receipt of the complaint to the complainant.**

Acknowledge receipt of the complaint no later than five business days from the date of receipt.

**3. Notify CLV's Executive Director of any formal complaint.**

The recipient of the complaint is to notify the executive director of the receipt of a formal complaint. Within five business days of the date of the acknowledgement of the complaint.

**4. Assess the formal complaint and identify the issues.**

A CLV staff member is assigned responsibility for assessing and investigating the complaint. CLV will make an objective and fair assessment on the weight of the evidence available. CLV will document the recommended decision and outcome. CLV makes a decision about whether the complaint is substantiated, and what further action, if any, should be taken.

**5. Take required action.**

Whether or not a complaint is substantiated, the investigation may identify actions required to be taken. The CLV Executive Director is responsible for ensuring that necessary action is taken as soon as practicable, including where appropriate:

- The reversal of a decision made in relation to the complainant.
- A review and changes to CLV Policy and Procedures.
- Further action under policies including in relation to CLV staff, for example, for misconduct and/or unsatisfactory performance.
- A referral of the subject matter of the complaint, or another matter, to an external body or person.

## 6. Close the complaint.

Once the matter is resolved and required action has been taken, close the complaint, file and archive it.

### Resolution From Raising the Complaint with CLV

Where appropriate, CLV may seek to resolve a complaint through any of the following:

- an apology or expression of regret;
- a change of decision;
- a change of policy, procedure or practice;
- offering the opportunity for student counselling or other support
- other actions consistent with school values that are intended to support the student, parent and school relationship, engagement, and participation in the school community.

In some circumstances, CLV may also ask to attend a meeting with an independent third party, or participate in a mediation with an accredited mediator to assist in the resolution of the dispute (See Step 3)

### STEP 3: Raise the complaint with a third party mediator.

If the matter still cannot be resolved by CLV, refer to the Dispute Settlement of Victoria: [Dispute Settlement Centre of Victoria](#)

### Anonymous Complaints

Anonymous complaints will be accepted. However, it may not be possible to investigate the matters thoroughly or at all, without sufficient information. It will not be possible to provide a response to an anonymous complainant.

### Key Responsibilities

Position/Roles	Responsibilities
CLV	If a mutually agreed resolution cannot be reached or the complainant feels uncomfortable raising the complaint directly with the school, CLV Office is responsible to help resolve the complaint by following the CLV Complaints and Grievances Handling Procedure.
School Council	Ensure appropriate policy and procedures exist to deal with concerns and complaints.  Deal with complaints related to the actions or decisions of the Principal.

<b>School Principal</b>	<p>Ensure that the College conducts proper and transparent grievance processes to investigate and resolve any such complaints.</p> <p>Ensure this policy is easily accessible, by publishing it on the School's website.</p>
<b>Staff</b>	<p>Adhere to this policy and procedure to ensure consistent and fair treatment of all concerns and complaints.</p>
<b>Parents and Students</b>	<p>Raise a concern or complaint directly with the person involved in an attempt to resolve the matter initially informally.</p> <p>Raise any unresolved issues following the procedures detailed in this policy.</p>

### School Role

The Principal is responsible for the efficient and effective organisation, management and administration of the school including the school's complaint-handling processes.

Schools are required to:

- always consider their duty of care to the student or students involved in the complaint
- ensure teachers are advised about the complaint where appropriate
- develop and publish a complaints policy for their school which explains the processes at the school for raising concerns or complaints including:
  - 1) who to contact to raise a concern or complaint at the school
  - 2) actions upon receipt of a complaint
  - 3) timeframes for acknowledgement and resolution of a complaint
  - 4) potential outcomes
  - 5) escalation process
- keep written records of complaints and document all steps taken to achieve agreement
- train all school staff on the school's complaint-handling procedures and provide development opportunities on complaint management

### School Responsibilities

The responsibility of the school is to work with the complainant (and student if appropriate) to achieve a mutually agreed resolution. When a complaint is raised, the Principal (or delegate):

- acknowledges receipt of a complaint
- speaks with the complainant to ensure they are aware of the school's complaint policy, and to better understand the issues or problem. If the complainant has not raised the issue with the relevant teacher, the Principal can ask them to

initiate discussions with the teacher in the first instance, if appropriate in the circumstances.

Where the complaint cannot be, or isn't appropriate to be, resolved with the Teacher, the Principal:

- provides a prompt response with indicative timelines relevant to the nature of the complaint
- speaks with the complainant to ensure they understand the problem and provides any additional support to help resolve the complaint
- acknowledges the goal is to endeavour to achieve an outcome that supports the best interests and wellbeing of the student and that is, where possible, acceptable to all parties
- advises the complainant how the complaint will be addressed
- provides updates throughout the process as agreed with the complainant
- seeks advice from appropriate units within the CLV office and/or external agencies
- considers the wellbeing of students, teachers and other staff members
- in situations where further time is required, will consult with the complainant and discuss any interim solutions.

Where appropriate the Principal:

- may arrange a meeting with the complainant, Teacher/s and/or Assistant Principal
- discusses the school's findings with the complainant in an attempt to reach an agreed resolution
- communicates to the complainant steps they have taken or intend to take to prevent a similar incident or issue from occurring again.

### **Sample Acknowledgement Letter to Complainant**

Dear [NAME], I refer to information provided by you/your son/your daughter, [child's name], to [name], [position], regarding the attached complaint.

The matter has been referred to me and I propose dealing with it by [state the process]. Please let me know if you have any comments or requests about the process of resolving the complaint.

You will be contacted at various stages of the process regarding progress of the complaint. If you require any information, please contact me on [telephone number].

Yours sincerely,

Name

Date

## Appeal

The School Management Committee/ School Principal must ensure that their decisions are in line with the relevant Acts of Parliament, which govern the employment of staff or curriculum issues.

If a staff member feels that they have been unfairly treated, they may consult with the relevant Union or the Industrial Relations Commission of Victoria .

If a staff member feels that they have been unfairly discriminated against on the grounds of sex, race, etc. they may refer the issue to the Equal Opportunity Tribunal.

Staff should be made aware of their rights to consult with the Industrial Relations Commission of Victoria or the Equal Opportunity Tribunal.

## 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 1.11 - 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.

## VCE Providers

This Student records outlines the requirements for maintaining the integrity, accuracy and currency of student records in VRQA registered non-school accredited foundation and senior secondary programs.

## 2.20 - Timetables

The purpose of this Policy is to outline the principles of the development and management of the School's 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.

### Definitions

**Draft Timetable:** A working document provided to Teaching areas to be reviewed to ensure activities are in line with initial requests.

**Published Timetable:** The official version of the schedule of classes published to current and prospective students.

**Teaching Activity:** An activity associated with a unit where students have to attend a specific place at a specific day and time

This Policy is based on the following principles:

- The timetabling process will be student-focused.
- The timetable will support face-to-face teaching and learning, with minimal clashes while optimising the use of available teaching spaces.
- Scheduling of teaching activities and allocation of venue support the most effective teaching and learning practice and take precedence over non-teaching activities.
- The timetable is built to accommodate pedagogical practice and to enable students to satisfy course rules, attendance requirements and subject combinations.
- Classes will be scheduled to ensure an equitable allocation of resources, including teaching resources, Teaching Staff and facilities.
- The timetable will be designed to promote a reduction of "non-attendance" in timetabled teaching spaces.

## **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.

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

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

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

There must be evidence in the form of the school's:

- arrangements for ill students
- policy and procedures for distributing medicine
- current register of staff trained in First Aid
- records of student medical conditions and management
- accidents and incident register
- First Aid policy and procedures

- internet use policy and procedures
- critical incident plan
- emergency management plan which must be reviewed at least annually and immediately after any significant incident.

There must also be evidence of how the school communicates policies and procedures on the care, safety and welfare of students to staff, students, guardians and parents.

### **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 verbal 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.

## 3.12 - Duty of Care

All staff, contractors, and volunteers who exercise care, supervision or authority over children have a **duty of care** to take reasonable steps to keep them safe from harm and provide a safe environment. A School's duty of care is ongoing and Schools should work closely with the student and parents/carers to ensure that even where a student has been referred to , the School continues to monitor and provide ongoing support, consistent with these duty of care obligations.

- All staff working with students owe a duty of care to the students.
- All staff must take reasonable steps to reduce the risk of reasonably foreseeable harm to students.
- All staff must take reasonable precautions to minimise the risk of child abuse by an individual associated with the School.
- The requirement to take reasonable steps to reduce the risk of reasonably foreseeable harm, continues even when another party is involved (for example, a third party providing services for an excursion or School camp).
- In some circumstances, a School's duty of care will extend beyond School hours and outside of School grounds.
- All staff working with students owe a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

School staff have a duty of care in relation to students. Principals, teachers and other staff working with students must take reasonable steps to minimise the risk of reasonably foreseeable harm, including by:

- providing suitable and safe premises;
- providing an adequate system of student supervision;
- undertaking risk assessments for School activities and events;
- implementing strategies to prevent reasonably foreseeable injuries, whether physical or psychological, to students (including injuries suffered as a result of bullying);
- greater measures may need to be taken for younger students or students with disabilities
- ensuring that appropriate medical assistance is provided to a sick or injured student;
- ensuring the School complies with the Child Safe Standards;
- taking other reasonable precautions to minimise the risk of child abuse by an individual associated with the School;
- implementing relevant Department and local School policies;
- managing employee recruitment, conduct and performance.
- appropriate arrangements for on-site supervision of students
- appropriate arrangements for supervision of students when engaged in off-site activities
- ensuring all staff understand mandatory reporting, the failure to disclose offence, the failure to protect offence and the grooming offence

This duty of care is non-delegable, meaning that it cannot be assigned to another party. However, this does not mean that only one person holds a duty of care to a particular student at any one time. Multiple staff may have a duty of care to the same student, with differing responsibilities and roles to play in relation to the School discharging its overall duty of care. The precise scope of each staff member's duty of care may be different.

For example, a principal is not required to personally supervise every student at recess to discharge their duty but instead is responsible for establishing and monitoring a system for supervision that is shared amongst staff. Another staff member may be responsible for preparing the yard duty roster and each staff member rostered on yard duty will have a duty of care to take reasonable steps in relation to any foreseeable risks to students arising at lunchtime which may include:

- monitoring specific students where there are known risks
- generally monitoring all students and intervening where there is inappropriate student behaviour
- responding to accidents and taking appropriate measures to follow up any incidents that have occurred, which may involve ensuring that the incident is reported to another staff member with responsibility for further action

To have failed this duty it must be established that a reasonable person in the position within the organisation would have taken precautions in response to a risk of harm to children, but that the organisation failed to take those precautions.<sup>2</sup>

All teachers/volunteers/ Staff must:

- maintain constant supervision of the students in their charge;
- not send students to deliver messages beyond the School grounds;
- take immediate action in any situation where there is a threat to the welfare or safety of a student such as a child abuse;
- attend their allocated yard duty time;
- ensure that no student leaves the School premises without written parent/carer permission;
- ensure that appropriate medical assistance is provided to a sick or injured student;
- ensure the School complies with the Child Safe Standards;
- take other reasonable precautions to minimise the risk of child abuse by an individual associated with the School;
- ensure that a safe and appropriate working environment is created and maintained in the classroom;
- carry the Working with Children Check card when they are on duty;
- ensure the visitors' register is signed by people entering School premises;
- recognise and adapt to the needs of particular children and communities, including Aboriginal children, culturally and/or linguistically diverse children and children with a disability. For example, acknowledgement that greater staff or volunteer to child ratios may be needed for some children with a disability.

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<sup>2</sup> Excerpted from the National Office for Child Safety, [Complaint Handling Guide](#)

- recognise and address risks to Aboriginal children which might exist because of their experiences, for example if a child does not feel safe identifying as Aboriginal, or if there is an inadequate response to self-identification;
- recognise and address risks to children with a culturally and/or linguistically diverse background, which might exist because of their experiences, for example increased communication with families may be necessary to build trust and understanding of organisational activities;
- recognise and address risks for children with a disability, for example communication barriers when telling an adult they feel unsafe;
- ensure that the School has a central reporting and advisory contact (Child Safety Officer) for staff to raise concerns and get advice about what to do if they need to report suspected abuse.
- ensure that the School includes discussion about apparent risks or 'near misses' in staff meetings and encourage all persons engaged on School grounds to provide information for improvement;
- promote the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds;
- promote the safety, participation and empowerment of children with a disability
- promote the safety, participation and empowerment of children

A new statutory duty of care *The Wrongs Amendment (Organisational Child Abuse) Act 2017* ensures that Victorian religious institutions, childcare facilities, government bodies and community organisations have a clear 'duty of care' to protect children under their watch. The Act has been created in Victoria and places a clear legal duty to take reasonable steps to minimise the risk of child abuse (sexual and/or physical abuse) perpetrated by organisational representatives. The new legislation means that organisations are understood to have breached their duty of care unless an organisation can prove they took all reasonable steps to prevent the abuse.

### **Duty of Care to Students Outside the School**

In some circumstances, the duty of care owed by School staff will extend beyond School hours and outside of School grounds. Whether the duty extends outside of School hours or outside School grounds will depend on all the circumstances of each individual case, and the School staff members' knowledge of any reasonably foreseeable risks of injury.

### **Policies and Duty of Care**

CLV/CLA policies and guidance relating to the health, safety and wellbeing of students support School staff to meet their duty of care. Schools also have their own policies that support staff to meet their duty of care, such as health policies, bullying prevention policies, yard duty and supervision policies, student wellbeing policies, and child safety policies. Principals must have in place good systems to ensure the full and proper implementation of policies by all staff, as a reasonable step to prevent foreseeable harm.

If parents/carers or students make a claim of negligence against the School, the CLV's policies and the School's local policies, and evidence of the School's implementation of these policies, are often relied upon in the legal claim.

### **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.

The following should be taken into account when planning training:

- 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

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.

Training and professional development activities are offered by:

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

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

### *Language acquisition*

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

### *Teaching Skills*

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

### *Classroom Management*

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

### *Planning a Teaching and Learning Program*

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

### *Planning a Unit of Work*

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

### *Planning a lesson*

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

### *Assessing Student work*

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

### *Materials Development*

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

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

### *Language Acquisition*

- Relevant teaching theories, practice and strategies

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

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

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

- What constitutes a conducive learning environment?

### *Teaching and Learning Program Design*

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

### *Teaching strategies*

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

## **Suggested topics for School Education Leaders:**

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

## **Suggested topics for School Administration Leaders:**

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

A number of useful websites are listed in Section 6. These websites provide information on curriculum, teaching and learning, resources, professional development, training, administrative issues and national contacts.



## 4) TEACHING AND LEARNING

### 4.1 - The Curriculum

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

There is therefore a distinction between the Curriculum and a school's Teaching and Learning Program. The Curriculum is the common set of knowledge and skills that are required and is the foundation of a School's Teaching and Learning Program which is the school-based program for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. Schools have considerable flexibility in the design of their teaching and learning programs. This enables Schools to develop particular specialisations and areas of expertise and innovation while ensuring the curriculum is delivered<sup>3</sup>.

### 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 language 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,

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<sup>3</sup> Page 1 [VCAA Victorian Curriculum F-10: Revised Curriculum ...](#)

students and parents. For this reason, Schools should publish their teaching and learning program as part of the information they provide to current and prospective students and parents.

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

Motivation is a consistently strong predictor of successful language learning.

Student motivation and engagement with languages learning is increased when:

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

Excursions are valuable for engaging, motivating and extending students. Section 4.4 contains some ideas for excursion planning and the Appendix 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 language 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)?  
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?  
What do you need to do to prepare for the lesson?
- Development:** Having found answers to these questions, develop units of work and a series of lessons and relevant teaching strategies
- Evaluation:** How will you assess what 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

<b>Unit of Work/ Topic:</b>		<b>Year level:</b>	
<b>Lesson topic:</b>	<b>Learning area:</b>		<b>Capability</b>
<b>Unit aim or outcome:</b>			
<b>Lesson outcomes:</b> (What do I want the students to be able to understand, do or know at the end of this lesson?)			
<b>Resources:</b> (What do I need to have on hand for this lesson?)			
<b>Lesson outline</b>			
<b>Introduction:</b> (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.)			
<b>Teaching strategies/learning activities:</b> (Ask yourself: 'What will support the students to learn the points I am trying to teach and to reach the outcomes I'm aiming for? What will students be doing? What will I as the teacher be doing?')			
<b>Students will .....</b>		<b>Teacher will...</b>	
<b>Conclusion:</b> ('How can I capture the main learning points of the lesson?')			
<b>Assessment:</b> (How will I check if students have understood the teaching points and how will I assess and record student progress?)			
<b>Any special considerations or contingency plans:</b> (Consider students with special needs or the particular needs of your class or school.)			
<b>Self-Reflection/Evaluation of the lesson:</b> (What worked? What didn't? Why?)			

## 4.4 - 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** (see Appendix) and copy of **Letter to Parents Seeking Permission for an Excursion** (see Appendix) 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. 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 the Department of Education.

The guidelines are mandatory and School staff must follow them in planning and conducting all excursions as defined in the Excursions Policy.

## 4.5 - 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) APPENDIX

This section outlines a Sample Enrolment Form template provided to community language schools. For all other templates and forms mentioned in this Manual and others not mentioned, refer to the **Student Safety and Staff Welfare Manual for Community Languages Schools** as well as the CLV website:

### 5.1 - Enrolment Form

[INSERT SCHOOL NAME]

[INSERT YEAR]

#### 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   
*dd                      mm                      yyyy*

Home Address: \_\_\_\_\_

Suburb: \_\_\_\_\_ Postcode: \_\_\_\_\_

Student's mainstream school name: \_\_\_\_\_

Student's mainstream year level: \_\_\_\_\_

#### Student Australian Residency Status

Australian citizen/Permanent resident       Fee paying international student

Other  If Other, please specify: \_\_\_\_\_

#### Parent/Guardian Details

Name of Parent/Guardian: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Work phone: \_\_\_\_\_

Mobile phone: \_\_\_\_\_

Email: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_



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

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 and Training (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 and Training 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: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
dd mm yyyy

## 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:

- 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.

*Last Updated: 16 November 2023*

## 6) RESOURCES AND REFERENCES

### 6.1 - National, State and Territory Contacts

#### 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](mailto:stefan.romaniw@communitylanguages.org.au)

Website: <https://www.communitylanguagesaustralia.org.au/>

#### 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](mailto: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](mailto: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: [esaqsecretariat@gmail.com](mailto:esaqsecretariat@gmail.com)

Website: <https://www.esaq.org.au/>

*South Australia*

**Community Languages School SA**

Mr. Brett Shuttleworth, Executive Officer

Address: 255 Torrens Road, West Croydon SA 5008

Ph: (08) 7095 5600

Email: [executiveofficer@clssa.sa.edu.au](mailto:executiveofficer@clssa.sa.edu.au) / [admin@clssa.sa.edu.au](mailto:admin@clssa.sa.edu.au)

Website: <https://www.esasa.asn.au/>

*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](mailto: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](mailto: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: [ssirna@iawcc.org.au](mailto:ssirna@iawcc.org.au)

Website: <https://communitylanguageswa.com.au/>

## 6.2 - Useful Website Links

### Departments of Education

- Australian Government Department of Education: [Department of Education](#)
- ACT – Department of Education: [ACT Education Directorate](#)
- NSW – Department of Education: [NSW Department of Education](#)
- 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: [Department for Education, Children and Young People](#)
- VIC – Department of Education: [Department of Education](#)
- WA – Department of Education: [Department of Education](#)

### Other Organisations

- [Australian Bureau of Statistics](#)
- [Australian Council of State School Organisations](#)
- Australian Federation of Modern Language Teachers Association: [AFMLTA](#)
- [Australian Parents Council](#)
- [Australian Primary Principals Association](#)
- [Australian Secondary Principals Association](#)
- [Australian Principals Federation](#)
- Curriculum Links:
  - [Australian Curriculum](#)
  - [Languages Online](#)
  - [Scootle](#)
  - [FUSE](#)
- [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	Mandaeen	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	

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