**COMMUNITY LANGUAGES VICTORIA**



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

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**2024 SINGLE STUDY LANGUAGE PROVIDERS APPLICATION**

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| Part A — Application information |
| I am applying to |[ ]  register as a new VCE provider |[ ]  add a delivery site |
|  |[ ]  re-register as a VCE provider |  |  |

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| Part B - Organisation’s Information |
| Name of Organisation (Legal name) |   |
| Trading Name of Organisation |   |
| ABN |  | Language Taught |  |
| Address of correspondence |  |
| VCE Provider No. (VCAA) |  | CLV CodePlease contact CLV office if you are not sure about it |  |
| Principal |  | Mobile |  |
| Email |  |
| VCE Coordinator |  | Mobile |  |
| Email |  |

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| Part C – List of VCE Information |
| **Total****Number of VCE Classes** |  | **Total Student****Unit1&2** |  | **Total Student****Units3&4** |  |
| VCAA authorised and VRQA registered sites (Accredited by DET)Venue Name and Address | Day of Classes | Number of classes  | Times for each class | Number of Students – Units 1 & 2  | Number of Students – Units 3 & 4 | Number of teachers  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| \*Please attach a copy of VASS enrolment  |

|  |
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| Part C – List of VCE Teachers |
| **Total****Number of VCE Teachers** |  |
| Teacher’s Name | Qualification | VIT registration Number | ContactNumberMobile | Email | Completed Child Safe TrainingY/N |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| \*CLV will check the teachers’ details using the VIT Employment Portal. |

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| Part D – List of Professional Development Session |
| Title | Organised by | Date | Venue | Total Participants |
|  |  |  |  |  |
|  |  |  |  |  |
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| **Standard 1 — Principles** |
| 1.1 | A statement affirming the provider’s adherence to the principles and practice of Australian democracy such as might be included in the provider’s constitution, prospectus, handbook or policies |[ ]
| **Standard 2 — Student learning outcomes** |  |
| 2.1 | For external providers:  |  |
|  | * a written agreement, where part or all of the course is delivered by another registered provider which also sets out how the requirements of the student learning outcomes standard will be met (also see Standards 3, 4 and 5).
 |[ ]
| **Standard 3 — Student welfare** |  |
| 3.1 | \*For student safety, policies and procedures with respect to the following: |  |
|  | * Child Safe Standards and requirements of the *Child Wellbeing and Safety Act 2005,* including measures and practices for managing the risk of child abuse
 | [ ]  |
|  | * student welfare
 | [ ]  |
|  | * anti-bullying and harassment, including cyber bullying
 | [ ]  |
|  | * managing complaints or grievances
 | [ ]  |
|  | * the provider’s obligations under discrimination and equal opportunity legislation, including the duty to make reasonable adjustments for students with disabilities
 | [ ]  |
|  | * that it owes all students a duty of care to take reasonable measures to protect them from risks of injury that should have been reasonably foreseen
 | [ ]  |
|  | * that it owes a duty to take reasonable care that any student (and other person) on the premises will not be injured or damaged by reason of the state of the premises, or of things done or omitted to be done in relation to the state of the premises
 | [ ]  |
|  | * that it owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the senior or foundation secondary education provider while the child is under the care, supervision or authority of the senior or foundation secondary education provider
 | [ ]  |
|  | * that greater measures may need to be taken for younger students or student with disabilities
 | [ ]  |
|  | * proper arrangements for on-site supervision of students
 | [ ]  |
|  | * proper arrangements for supervision of students when engaged in off-site activities
 | [ ]  |
|  | * safety and welfare of students learning with an external provider
 | [ ]  |
|  | * ensuring all staff understand mandatory reporting, and the failure to disclose and failure to protect offences.
 | [ ]  |
| 3.2 | For Coronavirus (COVID-19) Safety, evidence in the form of: |  |
|  | * a COVIDSafe Plan
 | [ ]  |
|  | * policies and procedures to enable the provider to comply with any mandatory vaccination requirements for higher education workers as required by the pandemic orders made by the Minister for Health under the *Public Health and Wellbeing Act 2008* relating to coronavirus (COVID-19), including:
 | [ ]  |
|  | * policies and procedures to ensure all higher education workers are fully vaccinated against COVID-19 by the specified date(s), or hold a valid exemption
 | [ ]  |
|  | * policies and procedures for the collection, use and disclosure of vaccination information and maintaining vaccination records.
 | [ ]  |
| [ ] .3 | \*For student care, evidence in the form of: |  |
|  | * arrangements for ill students
 | [ ]  |
|  | * policy and procedures for distributing medicine
 | [ ]  |
|  | * current register of staff trained in first aid (a proforma is acceptable for new providers)
 | [ ]  |
|  | * records of student medical conditions and management plans (a proforma is acceptable).
 | [ ]  |
| 3.4 | Additional evidence, policies and procedures that address: |  |
|  | * accidents and incidents 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.
 |[ ]
| 3.5 | \*Evidence of how the provider communicates policies and procedures on the care, safety and welfare of students to staff, students, guardians and parents. |[ ]
| 3.6 | \*For external providers where part or all of the course is delivered by another registered provider: |  |
|  | * a copy of the written agreement that sets out how duty of care responsibilities will be managed.
 |[ ]
|  | The agreement must address legal responsibility for the students, including but not limited to:  |  |
|  | * monitoring of attendance
 |[ ]
|  | * student welfare matters
 |[ ]
|  | * Working with Children Clearance
 |[ ]
|  | * travel between providers
 |[ ]
|  | * participation in excursions (also see Standards 2, 4 and 5).
 |[ ]
| **Standard 4 — Student records and results** |
| 4.1 | Policies and procedures for: |  |
|  | * assessment
* administration of student records
 | [ ]  |
|  | * monitoring and analysis of student results (including monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program). This information needs to be publicly available.
 | [ ]  |
|  | Procedures that:  |  |
|  | * maintain the integrity, accuracy and currency of student records
 | [ ]  |
|  | * allow students to check personal details stored on the VCAA database
 | [ ]  |
|  | * ensure personal student details are stored securely to prevent unauthorised access
 | [ ]  |
|  | * allow for production of eligibility reports for currently enrolled students from VASS
 | [ ]  |
|  | * demonstrate appropriate learning programs.
 | [ ]  |
|  | There must also be evidence the provider has the technical hardware to support the VASS. | [ ]  |
| 4.2 | For external providers, a written agreement, where part or all of the course is delivered by another registered provider, that sets out how the requirements of the student records and results standard will be met (also see Standards 2, 3 and 5). |[ ]
| **Standard 5 — Teaching and learning** |
| 5.1 | \*For VCE teachers, evidence in the form of: |  |
|  | * qualifications, Victorian Institute of Teaching (VIT) registration or Permission to Teach (PTT) and other information showing that teachers meet the requirements for the delivery and/or assessment of the course (for 2023 only, VCE Vocational Major study teachers may instead have qualifications and other information showing they meet the Australian Quality Training Framework (AQTF) requirements for trainers and assessors)
 |[ ]
|  | * policies and procedures for recruitment and ongoing monitoring of a teacher’s suitability to engage in child connected work as required by the Child Safe Standards
 |[ ]
|  | * a register of VCE teachers containing each teacher’s name, VIT registration, registration category (full or PTT) or record of AQTF qualifications for VCE Vocational Major teachers.
 |[ ]
| 5.2 | \*For VET teachers, evidence in the form of:  |  |
|  | * qualifications and other relevant information showing that teachers meet the AQTF requirements for the delivery and, or assessment of the course.
 |[ ]
| 5.3  | For VPC teachers, evidence in the form of: |  |
|  | * qualifications, Victorian Institute of Teaching (VIT) registration or Permission to Teach (PTT) and other information showing that teachers meet the requirements for the delivery and, or assessment of the course or the ATF requirements.
 |[ ]
| 5.4 | Evidence of a designated person responsible for ensuring overall compliance with the principles and requirements of the accredited senior secondary course. |[ ]
| 5.5 | \*Evidence in the form of: |  |
|  | * access to physical facilities that meet Australian building code standards and regulations, as well as occupational health and safety requirements
 | [ ]  |
|  | * physical facilities that are suitable for the delivery of the specific VCE and, or VPC courses to be provided. This may include, for example, facilities in which to conduct practical work in biology, chemistry, physics, dance, food technology or physical education
 | [ ]  |
|  | * adequate learning resources, such as equipment for the courses intended for delivery, to ensure that delivery meets all requirements for resources and facilities.
 | [ ]  |
| 5.6 | Evidence in the form of: |  |
|  | * procedures for the fair, valid and reliable application of internal assessments
 | [ ]  |
|  | * teaching and learning programs that use the relevant VCAA curriculum and assessment documents as the source of the content, and are in accordance with the currently accredited course
 | [ ]  |
|  | * written advice to staff and students that provides comprehensive course advice, including VCAA assessment rules and responsibilities
 |[ ]
|  | * procedures for establishing and applying decisions about satisfactory completion and delay of satisfactory completion across the course, consistent with VCAA guidelines
 |[ ]
|  | * policies and procedures that ensure the integrity and authentication of assessments and their compliance with VCAA requirements and administrative Guidelines
 |[ ]
|  | * documents available to staff to help ensure that they are able to meet course and assessment requirements, including administrative arrangements
 |[ ]
|  | * procedures to identify students who require special provision and, where relevant, to enable consistent and fair decisions to be made about appropriate assistance for these students
 |[ ]
|  | * policies and procedures to ensure that the provider meets all other requirements in the current VCAA VCE and VPC Administrative Handbooks, as applicable
 |[ ]
|  | * policies and procedures for any workplace learning arrangements consistent with current VCAA VCE and VPC Administrative Handbooks.
 |[ ]
| 5.7 | For external providers: |  |
|  | * a written agreement, where part or all of the courses is delivered by another registered provider, that sets out how the requirements of the teaching and learning standard will be met (also see Standards 2, 3 and 4).
 |[ ]
| Standard 6 — Governance and probity |  |
| 6.1 | For governance and management:  |  |
|  | * policies and procedures that include appropriate provisions for the management of finances, physical environment, staff and students
 |[ ]
|  | * the policies and procedures for the effective management of staff and students will include appropriate enrolment agreements with students, and employment agreements with staff
 |[ ]
|  | * an outline of the governing body’s structure, membership, meeting requirements, voting rights, and rules governing meetings
 |[ ]
|  | * policies relating to the operation, professional development, review and induction of any governing body and its members
 |[ ]
|  | * a governance charter outlining the key functions and responsibilities of senior managers and the board of management
 |[ ]
|  | * enrolment estimates
 |[ ]
|  | * \*a business plan, including 3-year financial projections, certified by a qualified accountant
 |[ ]
|  | * \*rental/leasing arrangements of each delivery site, including council approval (where required).
 |[ ]
| 6.2 | The [Financial Capability Assessment](http://www.vrqa.vic.gov.au/Documents/NSSSPsch1.xls). |[ ]
| 6.3 | Policy and procedures that ensure: |  |
|  | * 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.
 |[ ]
| 6.4 | Policies and procedures that enable the provider to respond to and supply information requested by the VRQA, regarding whether the provider, any person involved in the management of the provider, or any person involved in the business of the provision of courses by the provider, has ever:1. had their registration suspended or cancelled
2. had conditions imposed on their registration
3. been convicted of an indictable offence
4. become bankrupt or taken the benefit of any law for the relief of bankrupt debtors, or compounded with their creditors or made an assignment of their property for their benefit
5. been disqualified from managing corporations
6. been involved in the provision of courses by another person or body who is covered by a. to e. at the time of the events that gave rise to the relevant prosecution or other action.
 | [ ]  |
| 6.5 | Policies and procedures to show that the provider: |  |
|  | * can comply with any relevant guidelines issued by the VRQA under section 4.3.11(3) of the Act
 |[ ]
|  | * can enable the VRQA to conduct an audit on the operation of the provider in relation to the minimum standards.
 |[ ]

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| **Declaration** |  |

This application must be completed by two school representatives, including the Principal.

In signing this declaration below, we confirm that:

* the contents of this declaration are true and correct
* organisation will operate in accordance with the *Education and Training Reform Act 2006* and the Education and Training Reform Regulations 2017, which includes compliance with *the Minimum standards for registration to provide an accredited senior secondary or foundation secondary course*

**Principal Declaration**

|  |  |
| --- | --- |
| Name: |  |
| Signature: |  |
| Date: |  |

**Declaration of second school representative**

|  |  |
| --- | --- |
| Name: |  |
| Position: |  |
| Signature: |  |
| Date: |  |