



VTA Tamil School

School Charter and Policies & Procedures

2023/24

Document Control

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School Profile

Brief History

The 'Victorian Tamil Association – Tamil School (VTA Tamil School)' was established in 1979. Initially, the Tamil classes were conducted in Prahran Migrant Resource centre with six students and one teacher. It was the first Tamil Language school in Australia. The school experienced a very rapid growth and by 1989, it had ten campuses across Melbourne with over 300 students and 25 teachers. But after a brief drop in the student numbers between 2002 and 2010, the school had a very steady growth in terms of student numbers as well as the number of Teachers, since 2011. At present, we have nine campuses across Victoria, with around 900 students and 74 teachers.

We have classes from Kinder to VCE at five of our campuses and in the process. The main reasons for the growth are:

- We maintain a **strictly child safe environments** at all our campuses.
- Introduced of new textbooks to teach our students Tamil as a second language.
- We employ qualified teachers at all levels at our schools.
- We train and re-train our teachers regularly (minimum of 20 Hrs professional development per year)
- We consistently produce excellent results at VCE level.
- We work with parents to motivate and keep the children at our language school (to reduce early dropouts)
- Our goal is teaching more children Tamil language & culture, not making profit, therefore, we charge very little fee and provide high quality education.

Typical Student/Family Profile

In the past, most of the students who attended Tamil language schools were recent arrivals to Australia. The children arrived in Australia with their parents and grandparents and wanted to learn Tamil to be able to communicate with their grandparents most of whom did not speak English.

But nowadays, more than 70% of the students are children born in Australia. We have many families, the parents do not speak Tamil, but they want their children to learn Tamil. We are encouraged by this trend and encouraging all those who want to learn Tamil, including adults, to join our school.

School Staff

We have 74 highly qualified, experienced, and trained teachers at our school. We believe quality teachers provide quality education. Therefore, we spend a fair portion of our school budget in the staff development and training every year. Our teachers are fully trained and retrained on 'child safety' and 'child psychology' to ensure our students are safe at our schools.

School Committee/Board

The following table details the members of the School Board as elected at the first executive committee meeting by the 2019 /20 executive committee members.

Name of Member	Committee Role	Working With Children Check or VIT registration number	WWC Check or VIT registration expiry
Prof Jay Gnananandan SANJAYAN	Chairman	03638938A-03	10.07.2027
Mr. Murugesu Paramanathan	Principal, Ex-officio member	0227278A-02	10.10.2024
Mr. Balasubramaniam Mayooraan	Coordinator – Glen Waverly Campus, Ex-officio member	0784292A-02	09.09.2026
Mr Santhan Soma	Coordinator – Box Hill Campus, Ex-officio member	1127710A-02	19.09.2027
Mrs Uthayakumari SINGARASA	Coordinator – Doveton Campus, Ex-officio member	0636683A-02	07.03.2026
Mr Ambikaibalan Balasubramaniam	Coordinator – Narre Warren Campus, Ex-officio member	1427998A-01	03.08.2023
Mr. Pradeepan KANAGARAJAH	Coordinator – Brimbank Campus, Ex-officio member	0335481A-02	03.03.2025
Ms Miruthula Suppiah	Coordinator – Mill Park Campus, Ex-officio member	0434271A-02	19.06.2025
Mr Kannan Subramaniam	Coordinator – Wyndham Campus, Ex-officio member	0005931A-02	14.08.2023
Mr Rajasingam R RAJNARAYANAN	Board Member	1553596A-02	15.01.2024
Dr Kanagaratnam Sathananthan	Board Member	0786664A-02	25.08.2026

School Vision and Values

Curriculum and Learning Goals

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

School Ethos

Our Values in Action

- RESPECT - Relationships which are respectful, inclusive, and tolerant.
- EMPATHY - Treating others as you want to be treated.
- RESILIENCE – Ready to learn; focus on learning and never give-up.
- BELONGING – Proud of being a member of the Victorian Tamil Association – Tamil School
- EXCELLENCE – Working hard and to the best of your ability.

"தமிழ் படிப்போம்; தரணியெங்கும் தமிழ் வளர்ப்போம்"

School Management Structure

The school operates according to the following framework:

School Board

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

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

Principal

The principal is responsible to provide effective management of the school in accordance with the School Charter & Process and Procedures, DET guidelines, expectation of the Victorian Tamil Association and code of practice.

- Provide and maintain a child safe environment at all times at all campuses
- Manage and monitor the implementation of the school's policies and the Charter.
- Ensure the provision of planning, implementing, and evaluating of new school policies and programs.
- Establish effective and efficient administrative structures and procedures.
- Plan and invoke practices, which provide for the professional development and growth of staff; and
- Ensure the school's website is consistently updated.

In return the School Administrator can expect:

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

Child Safe Officer

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

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

School Coordinator

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

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

In return School Coordinator can expect:

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

Teaching Staff

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

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

In addition to specific role statements, teachers will:

- Provide a positive learning environment, catering to individual needs
- Will be in attendance before school commences, be well prepared and ready to begin lessons at the given time
- Supervise children during recess by setting up a roster system for yard duties
- Participate in the teachers' meeting held each term and at the annual curriculum planning day, as well as demonstrate a commitment to sharing and implementing new ideas

- Develop professionally through courses provided through Community Languages Victoria, internal workshops and professional reading
- Support the school's committee, Principal, coordinator and the school community generally
- Participate in all school activities
- Provide reports to students and parents in a clear and accurate form; and
- Encourage parental involvement.

In return all staff can expect:

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

Students

The students will demonstrate a commitment to the school by:

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

In return students can expect to:

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

School Community

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

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

Opportunities for participation and contribution will be provided through:

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

This will be achieved through communication via:

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

Curriculum

Alignment with Victorian Curriculum F-10, Languages

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

Alignment with VCE Languages curriculum

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

Assessment and Student Reporting

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

School Policies and Procedures

Enrolment and Withdrawal Policy and Procedures

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

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

Behaviour Management Policy

The purpose of this policy is to ensure that all students and members of the school community understand:

- (a) The importance of providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) the support available to students and families
- (d) policies and procedures for responding to inappropriate student behaviour.

We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

When a student acts in breach of the behavior standards of our school community, the school will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about inappropriate behavior and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behavior in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behavior are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

If a student behaves in an unacceptable way, the following steps will be taken:

- | | |
|-------------|--|
| FIRST STEP | Warning and consequences of continued misbehaviour will be explained to the student. |
| SECOND STEP | The student will be sent to another classroom with work to be completed. |
| THIRD STEP | The student will be counselled by the school principal. |

FOURTH STEP Parents will be informed and requested to attend a meeting together with the student, with the school's principal, to try and resolve the problem.

FIFTH STEP The student may be suspended or expelled from the school.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: <https://www2.education.vic.gov.au/pal/suspensions/policy>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Grievance Procedure/Policy

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

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

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

The school adheres to the Department's *Guidelines for Parent/Guardian Complaints* procedure. A copy of the document is included in this charter and can also be downloaded from the Department's website at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/clsschools.aspx>

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.

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.³

All teachers 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 a safe and appropriate working environment is created and maintained in the classroom;
- ensure the visitors' register is signed by people entering School premises;

- carry the working with children card while they are on duty.

Child Safety – Our school operates in a “Child Safe Environment”

VTA Tamil School believes that the safety of children is of paramount importance and aims to protect a child’s right to be safe from the abuse of any kind. School will ensure that all parties affected by this policy are aware of their roles and responsibilities regarding child protection.

School must therefore provide an environment that is free from any type of abuse and foster a child’s growth and development as per the individual requirements of each child. The staff of community languages schools should therefore be aware of their obligations and responsibilities regarding the safety of children.

School will educate all parties about their roles in creating a child-safe environment, including identifying and responding to signs of child abuse.

School must have strategies in place to:

- prevent child abuse;
- encourage reporting of any abuse that does occur;
- improve responses to any allegations of child abuse;
- review these processes regularly.

In addition, school should provide regular training to their staff on child safety issues to ensure that, in the event, a child has suffered abuse, the School can act quickly in the best interests of the child.

As part of the Victorian Child Safe Standards, three overarching principles require organisations to consider the increased vulnerability of

- Aboriginal children;
- Children from culturally and linguistically diverse backgrounds; and
- Children with disabilities

School must focus on promoting the cultural safety of Aboriginal children, the cultural safety of children from culturally and linguistically diverse backgrounds and the safety of children with a disability.

Criminal Offenses

A broader grooming offense

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

Failure to disclose offense

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

Failure to protect offense

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

Children Legislation Amendment (Reportable Conduct) 2017

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

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

Working with Children (WWC) Checks

All staff, volunteers and committee members, regardless of whether they have regular contact with students, must have a valid Working with Children Check or current Victorian Institute of Teaching registration at all times. The school has a process to track and monitor currency of these checks.

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

Bullying Prevention Policy

The school does not tolerate harassing or bullying behaviour by any member of its staff or student body. Every member of the school has:

- a duty of care to take reasonable steps to protect students from any harm that should have reasonably been foreseen, including those that may be encountered within the online learning environment
- a responsibility to refrain from harassing or bullying others, to actively discourage harassment and bullying and to support all parties involved in situations of potential conflict.

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

Students who complain of bullying can rely on staff to investigate their complaint promptly and in a thorough and confidential manner. Staff will respond to any acts of harassment or bullying immediately and positively.

In its aim to protect its students and staff from bullying and harassment, the school actively strives to prevent the harm that can be caused by the misuse of online technology.

Cyber Safety Policy

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

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

Students at our school will:

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

Special Needs Policy

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

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

The school strives to ensure:

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

Hot Weather Policy

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

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

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

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

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

- utilising fans and/or ensuring indoor spaces have open doors and windows or air conditioning access during activities, especially during activity rest periods
- rescheduling/moving classes from classrooms with direct sunlight/no cooling
- closing any internal and external blinds
- varying school hours by reducing breaks to no less than 30 minutes and adjusting the dismissal time accordingly
- students being supervised in classrooms during recess times
- cancellation of classes where the temperature has exceeded/will exceed 40 degrees.

SunSmart Policy

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

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

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

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

Equal Opportunity Policy

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

Information Privacy and Records Policy

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

The school is committed to protecting the privacy of personal information and is bound by the terms and conditions of the common funding agreement (CFA) it signed with the Department of Education and Training (DET) when it was accredited. The school is required by the PDP Act to comply with IPP and the other provisions of the PDP Act. The IPPs regulate the way personal information is handled throughout its life cycle, from collection to use and disclosure, storage, accessibility and disposal.

To the extent required by the PDP Act:

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

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

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

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

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

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

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

Parents/guardians should contact the school if they have any queries about the personal information that the school holds about them or the way it handles that personal information.

Photographing and Filming Students Policy

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

The purpose of this policy is to explain to parents/carers how the school will collect, use and disclose photographs, video and recordings of students, how parent/carer consent can be provided and how it can be withdrawn. Photographs, video or digital images of a student are considered “personal information” and therefore their use and disclosure are governed by the *Information Privacy Act 2000 (Vic) (IP Act)* and the Information Privacy Principles contained within it. Photographs, video and digital images of students may also contain copyright, and therefore may also be governed by the *Copyright Act 1968 (Cth) (Copyright Act)*.

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

Visitor and Parental Volunteer Policy

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

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

Student Attendance Policy

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

Student Collection Policy

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

The school will ensure parents/guardians are:

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

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

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

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

- only allow students to be collected by their parents (subject to any specific court orders) or by a person who has been authorised by the parents to pick up their child

- request and verify the identity of an authorised person who is not known to the school by using suitable photo identification (such as a driver's licence)

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

First Aid and Medical Emergencies Policy

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

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

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

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

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

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

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

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

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

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

Management of Personnel and Resources

Staff Professional Learning

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

Record Keeping Practices

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

Annual Reporting

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

Appendix: Community Language Schools Guidelines for Parent/Guardian complaints

Additional copies of these Guidelines and the Complaint Form are available from:

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/clsschools.aspx#link74>

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

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

General issues best raised with the school principal could include:

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

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

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

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

STEP 1: Raising an issue with the teacher

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

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

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

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

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

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

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

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

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

<http://www.disputes.vic.gov.au/>

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

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

Community Language Schools Parent/Guardian Complaint Form

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

1. PERSONAL DETAILS OF COMPLAINANT (Parent/Guardian)

Title: _____
First Name: _____
Family Name: _____
Address: _____
Telephone/Mobile: _____
Email address: _____

2. STUDENT DETAILS

First Name: _____
Family Name: _____
Year Level: _____
Gender: Male Female

3. COMMUNITY LANGUAGE SCHOOL DETAILS

CLS School/Organisation Name: _____
Location of classes/Campus: _____
Principal's name: _____
Teacher/s name (if applicable): _____

This complaint is related to: (tick relevant box/es)

- The administration of the CLS
 The class teacher
 A staff member other than the child's teacher of the CLS
 Other (please specify): _____

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

Class Teacher: Yes No
Principal: Yes No
Assistant Principal: Yes No

5. DETAILS OF MEETINGS (Attach additional information as required)

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

Outcome of meeting/s:

Date/s of meeting with Principal or Assistant Principal:

Outcome of meeting/s:

6. COMPLAINT DETAILS: Brief outline of the complaint

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

Applicant's: Signature:

Date:

Send completed form to:

Executive Director
Community Languages Victoria
Level 2, 189 Faraday Street, CARLTON, 3053
Tel: 9349 2683
Website: www.communitylanguages.org.au