



Department of
Education & Training

Community Language Schools Funding Program

Accreditation/Re-accreditation Guidelines for 2018

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PART A: Introduction to the process of accreditation/re-accreditation

1. Purpose of the program

The Department of Education and Training's (the Department) *Community Language Schools Funding Program* provides annual funding to support accredited not-for-profit community language schools to deliver community language programs to Victorian school-aged students outside school hours.

For the purposes of this program, a community language is defined as a language used on a daily basis to communicate with family members, and within their own community, by members of a cultural or linguistic group resident in Victoria.

The Department's *Community Language Schools Funding Program* includes an accreditation process to ensure not-for-profit community language schools provide high quality language programs.

These guidelines outline the process that new and existing community language schools must follow, and the documentation they must provide when applying for accreditation or re-accreditation with the Department.

Community language schools that apply for and are granted accreditation or re-accreditation during 2017 will be eligible to apply for student per capita funding in 2018 under the Department's *Community Language Schools Funding Program*.

2. Period of accreditation/re-accreditation

Accreditation or re-accreditation is usually granted for a period of three years; however the Department is in the process of simplifying the current rolling re-accreditation process into a common cycle. From 2018, all community language schools will be assessed for re-accreditation in the same year. This means that schools which are newly accredited or are re-accredited for 2018 will be granted that accreditation for one year (2018) instead of three years. In 2018, all accredited community language schools must re-apply for accreditation for a further three year period (2019-2021).

3. Applying for accreditation/re-accreditation

The process of applying for accreditation or re-accreditation involves the following steps:

1. The community language school must determine that it meets the eligibility requirements to be able to apply for accreditation/re-accreditation (*see Part B of this document*);
2. The community language school must prepare the required supporting documentation in the required format and manner (*see Part C of this document*).
3. The community language school must complete the application form (*note that the same form is to be completed regardless of whether the community language school is seeking accreditation for the first time, or is seeking re-accreditation*);
4. At least two members of the school council (one of these may be the Principal) must have checked all documentation to ensure it is complete, and then sign the application form to confirm this;
5. The Principal of the community language school must also sign the application, certifying that all information provided in the application and supporting documentation is true and correct;
6. The community language school must submit the completed and signed application, together with all supporting documentation via email to clsaccreditation@gmail.com by the **due date (31 August 2017)**.

After submission of an application for accreditation or re-accreditation:

1. The applicant school will receive acknowledgement in writing of receipt of the application.
2. The application and supporting documentation will then be checked for completeness and the applicant school may be contacted for any necessary further information.

It is the applicant school's responsibility to ensure that the application is complete on submission. It is also the applicant school's responsibility to ensure that it responds efficiently to any requests for clarification or additional information.

Assistance with applications: Applicant schools requiring assistance with preparing their application are encouraged to contact the Ethnic Schools' Association of Victoria (ESAV) for information and help at: info@esav.org.au.

The Department expects to be able to advise of individual application outcomes in most cases by 31 December 2017. The Executive Director, Secondary Reform, Transitions and Priority Cohorts Division, will confirm in writing the school's accreditation /re-accreditation status.

PART B: Eligibility for funding

1. Eligibility for accreditation or re-accreditation of a community language school

Successful accreditation or re-accreditation is dependent upon community language schools meeting the following criteria:

(a) The community language school must demonstrate successful operation for twelve months prior to submitting an application for accreditation

Prior to applying for accreditation for the first time, a community language school must have operated successfully and independently for a minimum of 12 months. As part of the documentation required for the application, a Certificate of Incorporation or Registration for the community language school must be provided. The date of incorporation or registration must demonstrate that the school has been in existence for at least 12 months prior to application for accreditation.

(b) The community language school must be not-for-profit

In order to be eligible for funding, the community language school must be not-for-profit (see Part C: Supporting documentation).

(c) The community language school must have a minimum of ten eligible students enrolled each year

New community language schools applying for accreditation for the first time, and existing accredited community language schools seeking re-accreditation must have a minimum of ten school-aged students who are eligible for funding.

(d) All campuses of a community language school which are seeking accreditation or re-accreditation must be included in the application (funding is campus-specific)

Funding is linked to each community language school's premises and location at the time of applying for accreditation or re-accreditation. Each campus of a community language school must be included in the application for accreditation or re-accreditation, along with the required information for each campus (such as evacuation plans). Schools seeking to open a new campus or to change location must notify the Department by email at community.languages@edumail.vic.gov.au. The Department will email the necessary forms for approval. Students attending a new campus or location that has not been approved by the Department will not be funded.

(e) If a community language school offers more than one language, a separate application must be completed for each language (funding is language-specific)

The Department assesses each community language school's capacity to provide a high quality language program for each language the school may offer. Therefore, if a school wishes to offer more than one language it must seek and be granted approval by the Department for each language in order to claim Departmental funding.

(f) No other community language school may offer the same language within a five kilometre radius

Accreditation or re-accreditation of a new community language school or a new campus of an existing accredited community language school will not be granted if the same language is offered by the Victorian School of Languages (VSL) (www.vsl.vic.edu.au) or another accredited community language school situated

within a radius of five kilometres from the proposed location of the new community language school or the new campus, except under exceptional circumstances as determined by the Department.

2. Circumstances in which accreditation or re-accreditation may be otherwise refused, suspended or revoked

(a) Behaviour

The Department reserves the right to not accredit an organisation or to suspend or revoke an organisation's existing accreditation if the organisation, its officer, board member, employee, member, volunteer, subcontractor representative or agent:

- behaves in a way that the Department believes that its continued association with the organisation may be detrimental to the reputation of the Department;
- is not a fit and proper person, having regard to the special nature of working with children in a school setting;
- has a conviction or findings of guilt for a sexual offence;
- is convicted of a crime punishable by a term of imprisonment;
- induces or attempts to induce any student to convert to a particular religion;
- is critical of or denigrates another religion, religious tradition, religious belief or religious practice;
- denigrates, offends or instils hatred for other minority group(s), language(s) and culture(s).

(b) The community language school no longer offers the language

A community language school that does not provide a language program for two consecutive years will lose its accreditation. The school must apply as a new school to regain accreditation.

(c) Failure to meet the eligibility requirements under Section 1 above

A community language school which does not meet the requirements under Section 1 above, including meeting requirements for minimum numbers of enrolled students, will not be accredited or reaccredited.

(d) Failure to complete the required documentation

A community language school which does not complete and submit the required documentation and/or satisfy the accreditation or re-accreditation requirements will not be accredited or re-accredited.

3. Circumstances in which students are ineligible for funding

An accredited community language school cannot claim funding for the following students:

- Pre-school children or adult students;
- Full-fee paying international students who pay fees to attend a government or non-government school;
- Students who are not in Australia at the time the application for funding is made;
- Students who enrolled at the community language school after Term 1 of the 2017 school year;
- Former students who have transferred to another community language school in 2017;
- Students who attend language classes at a non-accredited campus of a community language school;
- Students who receive tuition or coaching for other subjects such as music and mathematics, even if the course is conducted in the community language;
- Students who are enrolled to learn the same language at the Victorian School of Languages (VSL);
- Students who are enrolled at more than one community language school to learn the **same** language.

4. Activities of a community language school which funding can and cannot be used to support

Community language schools provide out-of-school-hours languages tuition that complements languages education provided by mainstream schools with a particular focus on enabling students to maintain their mother tongue or heritage language.

Funding is provided to support the teaching of languages and can be used for:

- teacher salaries;
- professional learning activities for teachers;
- purchase of language curriculum resources;
- equipment to support the language program, e.g. audio-visual equipment, computers, computer hardware and software;
- costs associated with classroom facilities, e.g. heating, lighting, cleaning, rental of premises.

Departmental funding cannot be used to support:

- political, religious and/or cultural programs such as distinct and separate programs that teach traditional arts, crafts, music, dance or the study of religious texts;
- capital works or the purchase of furniture or buildings;
- administrative costs not directly related to supporting the teaching of the language;
- activities designed specifically to orient recently arrived students to the Victorian education system, or to living in the Victorian community.

5. Audit Process

Once accredited, community language schools may be subject to a Departmental Compliance Audit of their organisational and administrative practices. Schools will be randomly selected for audit and will be notified if they are to be audited.

PART C: Supporting documentation

Community language schools are required to provide evidence to support their application for accreditation or re-accreditation. The following documents, in addition to the completed application form, are required for accreditation/re-accreditation in 2018; note, however, that the list and nature of required documents may change in future years.

1. Certificate of Incorporation or Registration
2. School constitution or other governing documents
3. School charter
4. Evidence of suitability of premises
5. Emergency management plan
6. Evacuation plan
7. First Aid certificates – copies of documents as well as completed First Aid certificate template
8. Working With Children checks/ VIT registrations- copies of documents as well as completed WWC/VIT template
9. Professional learning outline
10. Student attendance roll
11. Student progress reports
12. Student supervision schedule
13. VCE Single Study Language Provider approval (where applicable)
14. AusVELS or Victorian Curriculum-aligned course outline(s)

When supplying evidence, please make sure:

- the evidence is in English, or is bilingual (including full English translation);
- only the relevant evidence is supplied;
- supporting documents are supplied as PDFs (scan documents and save as PDFs; all other file formats such as Word or jpeg must be saved as PDFs prior to sending);
- the filenames are formulated as set out in the relevant sections below (and repeated in the application; **note that the application itself is to be saved and submitted as “00_application.pdf”**).

Each of the required documents is discussed in turn in the following sections.

1. Certificate of Incorporation or Registration

Each community language school is required to provide a Certificate of Incorporation or Registration. This is required in order to show that the community language school is registered under one of the following Acts:

- Associations Incorporation Act 1981;
- Corporations Act 2001 as a Company Limited by Guarantee;
- Religious and Accessories Charitable Trust Act 1958.

Note also that it is a requirement that a community language school has been incorporated or registered for at least 12 months prior to submitting an application for accreditation.

Please provide a copy of the Certificate of Incorporation or Registration, which you have named “01_incorporation.pdf”.

2. School constitution or other governing documents

Community language schools must be not-for-profit in order to be eligible for accreditation. In the application form, the applicant school must confirm whether it is not-for-profit.

The Australian Tax Office provides information on how to define a “not-for-profit” organisation, as well as information on what constitutes acceptable evidence that an organisation is not-for-profit (see <https://www.ato.gov.au/Non-profit/Getting-started/Is-your-organisation-not-for-profit/>).

Ordinarily, evidence is contained within the constitution or other governing documents, through the existence of a “non-profit” clause and a “dissolution” clause.

To assist in determining the not-for-profit status of your community language school, you are required to provide a copy of your constitution or other governing documents. These documents must be in English, or must contain an English translation.

Please provide a copy of your school’s constitution or governing documents, which you have named “02_constitution.pdf”.

3. School charter

Each community language school is required to have a school charter that includes the community language school’s operational and administrative procedures for the accreditation or re-accreditation period. The charter should make it clear to the reader how the school is structured and how it operates.

For further information on how to write a school charter, please contact ESAV.

Please supply a copy of the school charter, which you have named “03_charter.pdf”.

A sample school charter outline is given as Appendix 1 in this document.

4. Evidence of suitability of premises

The application form requires the applicant school to confirm the suitability of the premises out of which each campus of the school is conducted. The criteria include that the:

- Premises, furniture and equipment are safe, clean and in good repair with adequate lighting;
- Premises include adequate outdoor areas; and
- Students have access to adequate and convenient toilet facilities.

Schools are also required to provide evidence of current, formal agreements in place for each of the premises they occupy:

- (a) For community language schools operating out of a mainstream government or non-government school, the following document is preferred:
 - School council licence agreement (template, if required, available at <http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/clsschools.aspx>)
- (b) For community language schools operating out of other premises (e.g. church hall, mosque, community centre, etc), the following documents are acceptable:
 - Documentation (e.g. copy of occupancy permit, lease agreement or booking form) indicating that the community language school has the right to occupy and use the premises.

For each of the school's campuses, please supply evidence of the suitability of the premises (according to (a) or (b) above), which you have collated into a single document and named "04_premises.pdf".

5. Emergency management plan

An emergency management plan (EMP) is required for each campus of the community language school which gives detail of how the school will prepare for and respond to emergency situations. EMPs should already be in existence for any premises which a community language school leases or occupies. The community language school should obtain a copy of the EMP and then update it to include names and details appropriate to the community language school.

If there is no EMP in existence, and a new one must be created, information about EMPs, including guidelines, instructional videos and templates can be found at <http://www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx>.

ESAV will also assist schools to develop an EMP.

At a minimum, the EMP should contain the following:

- names and contact numbers for individuals from the community language school with specific responsibilities in emergency situations;
- a detailed description of steps to be taken in a wide range of emergency situations in order to ensure the safety of students and staff;
- an area map which gives an aerial view of the campus and labels neighbouring streets, external evacuation routes from relevant school buildings, and an evacuation assembly area;
- an evacuation plan (as outlined in item 6 below), showing the internal evacuation routes from all classrooms used by the school, as well as the location of fire extinguishers and exits.

Please supply a copy of the emergency management plan for each of the school's campuses, which you have collated into a single document and named "05_emergency.pdf".

6. Evacuation plan

Each community language school is required to provide an Evacuation Plan (EP) for *each campus* of the school.

Evacuation plans should already be in existence for any premises which a community language school leases or occupies. The community language school should obtain a copy of the evacuation plan for each of

the premises which they lease or occupy. The evacuation plan must then be updated to include details appropriate to the community language school.

If there is no evacuation plan in existence, and a new one must be created, information about evacuation plans, including guidelines, instructional videos and templates can be found at <http://www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx>. Further assistance with creating an appropriate evacuation plan can be obtained from ESAV.

At a minimum, the evacuation plan should contain the following

- a clear floorplan showing the internal evacuation routes from all classrooms used by the school, as well as the location of fire extinguishers and exits.

Note that the relevant evacuation plan must also be added to the EMP for each campus, as required in item 5 above.

Please supply a copy of the evacuation plan for each of the school's campuses, which you have collated into a single document and named "06_evacuation.pdf".

A sample Evacuation Plan is given as Appendix 2 in this document.

7. First Aid certificates

At least one member of staff at each campus of the community language school is required to have an up-to-date First Aid certificate, which is valid for the whole of the school year for which funding is sought. The First Aid qualification must have been obtained from an accredited Australian provider.

Each community language school is required to submit copies of these First Aid certificates. Certificate holders are also to be listed separately in the First Aid certificate template (downloadable from the website) in order for cross-checking of the certificate details to be undertaken.

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

Please supply clear, colour copies of the First Aid certificates held by staff members at each campus, which you have collated into a single document together with the completed First Aid certificate template and named "07_firstaid.pdf".

8. Working with Children checks / VIT registrations

It is the obligation of the community language school to ensure the suitability of anyone working of volunteering at the school, and to ensure that children are safe with them. All staff and volunteers, including all school committee members (regardless of whether committee members have regular contact with students) must have a *current* Working With Children (WWC) check. (Note: if a person holds a current Victorian Institute of Teaching (VIT) registration in order to work in a government, Catholic or independent day school, they do not need to obtain a WWC check. Note also that no other forms of clearance, such as criminal checks, are acceptable.)

Working with Children checks are valid for five years. Information about WWC checks can be found at <http://www.workingwithchildren.vic.gov.au/>.

Each community language school is required to provide copies of the WWC checks or VIT registrations for the Principal, committee members and all staff and volunteers at each of its campuses. Staff must also be listed separately in the WWC/VIT template (downloadable from the website) in order for cross-checking of the WWC checks and VIT registrations to be undertaken.

Please supply clear, colour copies of all staff members' Working with Children checks or VIT registrations, which you have collated into a single document with the completed WWC/VIT template and named "08_workingwithchildren.pdf".

9. Professional learning outline

Community language schools seeking accreditation or re-accreditation must provide information about the level of professional support provided to staff for 2017, as well as a proposed professional learning outline for 2018. All teaching staff must undertake a minimum of 20 hours of professional learning each year.

Community language school staff are expected to participate in the funded professional development sessions provided by ESAV.

In addition, teaching staff who do not have a recognised qualification in languages teaching are expected to undertake an accredited tertiary Languages Methodology course.

Please supply a copy of the professional learning outline for the school's teaching staff for 2017 and 2018, which you have named "09_proflearning.pdf".

A sample of an appropriate Professional Learning Outline is given as Appendix 3 in this document.

10. Student attendance roll

Community language schools are expected to keep accurate records of student attendance each week. The school is required to submit a copy of the student attendance roll for one class at one of the school's campuses for the term immediately preceding the application for accreditation or re-accreditation.

Please supply a copy of the student attendance roll for one class at one campus for the previous term, which you have named "10_attendance.pdf".

A sample of a student attendance roll is given as Appendix 4 in this document.

11. Student progress reports

Community language schools are expected to write student progress reports on a regular basis. The school is required to submit an actual sample of a progress report for a student attending the school. Each community language school has the flexibility to determine the timing, frequency and format of reports in partnership with students, parents and the community. Evidence of regular communication with parents should be reflected in these samples.

Please supply a copy of the progress report for one student for the previous term, which you have named "11_progress.pdf".

A sample of an appropriate student report is given as Appendix 5 in this document.

12. Student supervision schedule

All community language schools must have a roster for the supervision of students during recess times. A copy of the community language school's student supervision schedule/roster for each campus for the term immediately preceding the application for accreditation or re-accreditation must be provided.

Please supply the supervision schedule for each campus for the previous term, which you have collated into a single document and named "12_supervision.pdf".

A sample of an appropriate student supervision schedule is given as Appendix 6 in this document.

13. VCE Single Study Language Provider approval

Community language schools which provide senior secondary VCE classes must also comply with the requirements of the Victorian Curriculum and Assessment Authority (VCAA) and provide evidence of approval as a VCE Single Study Language Provider. Suitable evidence would be a copy of correspondence with VCAA confirming the approval.

If applicable, please supply a copy of the VCE Single Language Provider approval, which you have named “13_VCEapproval.pdf”.

14. AusVELS-aligned or Victorian Curriculum-aligned course outline

Community language schools seeking accreditation or re-accreditation must provide information about the core curriculum to be delivered to students for each year level they teach. The community language school’s language program must provide students with activities covering all four macro skills, i.e. speaking, listening, reading and writing, as well as cultural activities that meet the requirements of the intercultural dimension of a robust languages program.

An outline of the course delivered by the community language school must be submitted with the application for accreditation or re-accreditation. The course must be based on the Australian Curriculum in Victoria (AusVELS) if already developed for 2017, or the new Victorian Curriculum, and the language must be taught to each student for at least 2.5 hours per week for approximately 40 weeks per year.

For more details on the AusVELS course requirements see:
<http://ausvels.vcaa.vic.edu.au/Languages/Overview/Domain-structure>

For more details on the Victorian Curriculum see:
<http://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages>

Schools are not required to provide all curriculum materials; they are required to provide an appropriately detailed curriculum *outline* for each year level or combination of year levels (where composite classes are taught). The outline may be provided in one of two ways: (a) as a collection of individual units of work for each level/combination of levels for the entire year (this will produce a longer, more detailed document); or (b) as a broad overview of the year’s curriculum for each level/combination of levels for the entire year (this will be a shorter, more concise document).

Information sessions run with the assistance of ESAV will be available to community language schools to help develop appropriate Victorian Curriculum-aligned course outlines.

Please supply a copy of the AusVELS or Victorian Curriculum-aligned course outline for each year level offered at your school, which you have collated into a single document and named “14_courseoutline.pdf”.

Two sample course outlines consistent with AusVELS, and illustrating at least partly the two types of outlines which are acceptable (detailed units or broad overview,) are given as Appendix 7a and 7b below.

Important: Confirmation of accuracy and completeness of documentation submitted

In order to ensure guidelines are followed and that applications can be processed efficiently, **at least two members** of the school committee must take responsibility for reading the guidelines, checking the accuracy of information provided as well as completeness of documentation. One of these persons may be the principal. These two persons identified at the end of the application form must also sign off that they have met these requirements.

PART D: Appendix of sample documents

1. Sample School Charter – outline of suggested items to include

School profile

Brief history of the school

- when it was established
- reasons for establishment

Overview of current situation

- typical student/family profile
- curriculum focus

School goals

- Curriculum and learning environment goals
- School culture goals
- Management goals

Curriculum

- Alignment with Victorian Curriculum
- Methodology
- Assessment
- Course outline

Codes of conduct and practice

- School committee/board
- School principal
- School administration
- Teaching staff
- Students and parents
- Discipline procedures
- Grievance procedures
- Bullying policy
- Equal opportunity policy
- Privacy policy

Management of personnel and resources

- Buildings and grounds
- Staff appraisal
- Professional learning
- Salaries
- Funding
- Program budget
- Financial practices and record keeping
- Annual reporting

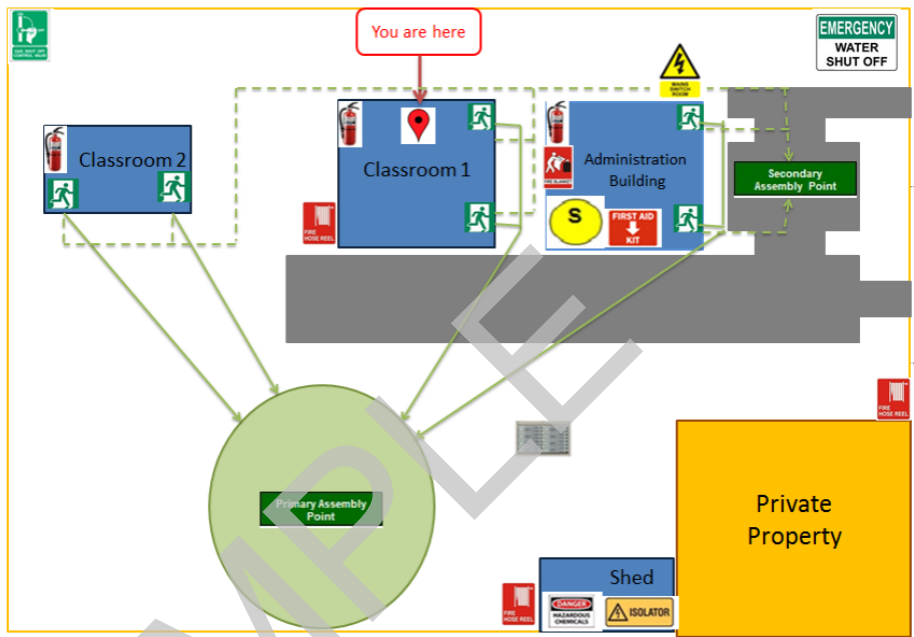
2. Sample evacuation plan

Evacuation Diagram

Building Name: Classroom 1	Date Evacuation Diagram Approved: 27/06/14
----------------------------	--

Legend

- Evacuation Route
- Evacuation Route to Secondary Assembly Area
- Exit Point
- Shelter-in-Place Area
- Fire Blanket
- Fire Hose Reel
- Fire Extinguisher
- Hazardous Chemicals
- Mains Switch Room
- Fuse Isolator
- First Aid Kit
- Water Valve
- Gas Shut Off Valve
- Fire Indicator Panel



SAMPLE

3. Sample professional learning outline

School Name: Norwegian Community Language School

Year: 2017

Campus: Central Melbourne

Professional learning activity	Date	Time and place of activity	Duration of program	Nature of program
Community Language Schools Annual Conference	4 February 2017	9.30am-4.30pm, Story Hall, RMIT University	7 hours	Conference outlining current state and future direction of community language teaching (policy, funding, etc...)
Norwegian teachers' conference	23 April 2017	9am-2pm, Camberwell Library	5 hours	A networking opportunity with other teachers of Norwegian
Raising children in more than one language	15 June 2017	1pm-5pm, University of Melbourne	4 hours	Information and strategies for ways to support bilingual and multilingual families
AusVELs/Victorian Curriculum	1 July 2017	6pm-8pm, Statewide Resource Centre, Carlton	2 hours	Understanding the similarities and differences between the two curriculum models
How to make your students love learning your language	12 August 2017	6pm-8pm, Statewide Resource Centre, Carlton	2 hours	Ideas and strategies to help engage reluctant students
Quizzes and puzzles for the language classroom	1 September 2017	6pm-8pm, Statewide Resource Centre, Carlton	2 hours	Training on how to develop and use quizzes in class
Activities to enrich language learning	17 September 2017	6pm-8pm, COASIT, Carlton	2 hours	Information on and training in activities that can be used to help language learning
		TOTAL	24 hours	

4. Sample student attendance roll

School Name: Norwegian Community Language School

Term: Term 3, 2017

Campus: Central Melbourne

Class: Year 8

	22 Apr	29 Apr	6 May	13 May	20 May	27 May	3 Jun	10 Jun	17 Jun	23 Jun	
Student A	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	9/10
Student B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Student C	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	9/10
Student D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Student E	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	9/10
Student F	✓	✓	✓	✓	✓	✓	✓	X	X	✓	8/10
Student G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Student H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Student I	✓	X	✓	✓	✓	✓	X	✓	X	X	6/10
Student J	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	9/10
Student K	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	9/10
Student L	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	9/10
Student M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Student N	✓	✓	X	✓	X	X	✓	✓	X	X	5/10
	12	12	13	13	12	12	13	13	11	12	

5. Sample student progress report

Student Name: ALI SMITH

Indonesian

Semester 1, 2017

Learning Area

Language Pathway 1

Rating	Year 4	Year 5	Year 6	Year 7	Year 8
C			x		

Work habits

Effort

Class Behaviour

Needs Attention	Acceptable	Very Good	Excellent
		x	
	x		

What Ali has achieved

In Indonesian classes, Ali is able to take part in conversations and role-plays related to hobbies and animals. He is able to name leisure activities, discuss activities that students like to do as well as ask and describe what someone is doing. Ali is also able to name zoo animals and describe them. Ali participated in an excursion to the zoo and enjoyed completing the activities on the elephant trail. For his project, Ali conducted research on endangered animals and prepared a poster about saving the Sumatran tiger. Ali had email exchanges with his friend in Indonesia. In his email, he wrote about his family and his hobbies.

Areas for improvement/future learning

Ali has difficulties with some aspects of grammar. He needs to remember that in Indonesian, there are no special terms for 'is' and 'are'. Ali also needs to apply his understanding of Indonesian body language. For example, when giving or receiving anything, he needs to remember to only use his right hand.

The school will do the following to support Ali in his learning

To help Ali develop a good understanding of grammar, he will be provided with a range of revision activities and be encouraged to use short texts as models in his own writing.

What you can do at home to help Ali's progress

Encourage Ali to complete his weekly homework and to revise his vocabulary, for example, by creating labels for household objects that he has learned about in Indonesian classes.

Teacher: Mr Soekotjo

6. Sample student supervision schedule

School Name: Norwegian Community Language School

Term: Term 2, 2017

Campus: Central Melbourne

	22 Apr	29 Apr	6 May	13 May	20 May	27 May	3 Jun	10 Jun	17 Jun	23 Jun
Area A	Teacher A	Teacher C	Teacher B	Teacher A	Teacher C	Teacher B	Teacher A	Teacher C	Teacher B	Teacher A
Area B	Teacher B	Teacher A	Teacher C	Teacher B	Teacher A	Teacher C	Teacher B	Teacher A	Teacher C	Teacher B
Area C	Teacher C	Teacher B	Teacher A	Teacher C	Teacher B	Teacher A	Teacher C	Teacher B	Teacher A	Teacher C

Description of Area A: Netball court outside hall

Description of Area B: Playground equipment

Description of Area C: Courtyard

The teacher on duty must ensure that all students are:

- playing in correct areas
- out of the school building, unless supervised
- using play equipment in the correct manner
- keeping school grounds tidy and litter free
- behaving in an acceptable manner
- not playing in toilet area
- not playing at the front of school

7a. Sample detailed AusVELS-aligned course outline (single units of work)

School Name: Norwegian Community Language School **Year:** Term 2, 2017

Campus: Central Melbourne

AusVELS level: 2/3

Unit: Family **Suggested time:** 4 weeks

Communicating in Norwegian	Language Focus <i>What will students learn?</i>	Learning Activities <i>What will students be doing to learn the points I am trying to teach?</i>	Resources <i>What do I need to have on hand to teach this unit/topic/teaching point?</i>	Assessment <i>How will I check to see if students have understood the teaching points and how will I record progress?</i>
Reading	Students learn new vocabulary (adjectives) that helps them describe their family members.	Students read a short passage on family and respond to simple questions.	Vocabulary list	Assessment of student comprehension of reading passage.
Writing	Students learn to spell the vocabulary relevant to the topic. Students write short sentences on their family photos.	Students complete their own family tree. Students write a description of one family member.	Family tree templates	Students complete a written activity (test) on words covered on family. Students are assessed on correct spelling of vocabulary. With teacher assistance write a short passage (30-40 words) describing a family member.
Listening and Speaking	With teacher guidance students participate in oral interactions in the language, they prepare a short oral presentation on their family using photos.	Revise words on family by completing a number of oral and written activities. They present to the class their photo and describe who is in the photo. Students respond to simple questions asked by other students in the class. Students listen to a story relating to a Norwegian family and use basic structures in response to simple questions.	Students bring photographs from home of their family members and relatives.	Read the story with correct intonation. Ask and respond to simple questions orally. Recall and retell the story of the Norwegian family.
Intercultural knowledge and language awareness	Students learn culturally-appropriate language sentence structures that help participate in simple plays (dialogues). Students use of culturally-appropriate behaviours when interacting with speakers of the target language; for example, bowing when greeting, making appropriate eye contact, and allowing for personal space. Students use key features of the language e.g. correct use of gender and tone.	Students participate in short plays (dialogues) which give them the opportunity to use culturally-appropriate language as well as culturally-appropriate behaviours when interacting with grandparents and other family members.	Short plays or story-starters	Students demonstrate their knowledge of the use of culturally-appropriate language as well as culturally-appropriate behaviours by participating in a performance (short dialogue). Students learn to use the correct tone and gender with familiar vocabulary on family.

School Name: Norwegian Community Language School **Year:** Term 2, 2017

Campus: Central Melbourne

AusVELS level: 2/3

Unit: Home **Suggested time:** 3 weeks

Communicating in Norwegian	Language Focus <i>What will students learn?</i>	Learning Activities <i>What will students be doing to learn the points I am trying to teach?</i>	Resources <i>What do I need to have on hand to teach this unit/topic/teaching point?</i>	Assessment <i>How will I check to see if students have understood the teaching points and how will I record progress?</i>
Reading	Familiarising students with language in the home. Drawing on knowledge of the students building up a word bank. Different rooms of the house identified and language put on the board. Pictures used so that students are clear about the rooms being mentioned.	Students are asked to draw a picture of their house. Students are asked to label each room. Students given pictures of different objects and asked to place them in the correct room on their own handouts	Pictures of items commonly found in the home.	Completion of handouts prepared by the teacher. Students able to connect syllables to form and read the words related to the house.
Writing	Students learn how to write about their homes, including correct spelling and useful phrases.	Students/teacher play game of 'Hang Man' on the whiteboard using different rooms of the house.		Completion of handouts prepared by the teacher. Students able to remember spelling of objects
Listening and Speaking	Words broken up in syllables and students asked to repeat the sounds and link the syllables. Students learn new words, identifying different rooms in the house and also talk about the different objects and which room they belong in.	Students asked to talk about their pictures and their homes. Students asked to draw their bedroom and talk about their favourite things in the room.		Students able to talk about their pictures. Students able to recall different rooms in the house. Students able to recall names of objects.
Intercultural knowledge and language awareness	The Norwegian home: what is traditionally found in a Norwegian home. Students asked to think back to their grandmothers' homes and compare them to their own. Development/awareness of different objects found in a Norwegian home.	Students take note of all the traditional things that are found at home.	Pictures of traditional Norwegian homes.	Students able to identify and discuss objects found in traditional Norwegian homes.

7b. Sample brief AusVELS-aligned course outline (overview of year)

AusVELS level	Themes	Communicating in the Language	Intercultural / language awareness	Thinking tools / activities	Assessment activities
Foundation	<ul style="list-style-type: none"> • My self • My body • My family • My clothes • Number, colours & shapes • Seasons, weekdays • Animals • Norwegian culture & traditions: Midsummer & Christmas celebrations • Stories & rhymes • Folktales & fairytales • Norwegian literature 	<p><u>Listening & Speaking</u> Hearing, repeating & using:</p> <ul style="list-style-type: none"> • Greetings & instructions • Family, body, clothes • Numbers, colours, shapes • Weekdays, seasons • Animals • Midsummer & Christmas • Listening to stories <p><u>Reading & Writing</u></p> <ul style="list-style-type: none"> • Recognizing words • Writing letters • Learning to match pictures with spoken words 	<ul style="list-style-type: none"> • Using culturally-appropriate introductions • Comparing some sounds, tones and letters with English • Comparing concepts of family in Norway and Australia • Comparing seasons in Norway with seasons in Australia • Comparing traditions in Norway with traditions in Australia 	<ul style="list-style-type: none"> • Games • Dramatisation • Storytelling • Gestures (for example, indicating, touching) • Song and dance • Painting • Matching activities • Brainstorming • Sequencing 	<ul style="list-style-type: none"> • Self portrait • Family tree • Drawing and colouring activities • Matching activities • Show and tell • Role play • Picture and sentence matching • Book presentations
Level 1-2	<ul style="list-style-type: none"> • My self • The body • Numbers, seasons, weekdays, months • Food, colours • Leisure activities • Norwegian culture & traditions: Easter, Midsummer & Christmas celebrations • Stories & rhymes • Norwegian literature 	<p><u>Listening & Speaking</u> Hearing, repeating & using</p> <ul style="list-style-type: none"> • Greetings, body parts • Numbers, seasons, weekdays, months • Food, colours • Leisure activities • Easter, Midsummer, Christmas • Listening to stories <p><u>Reading & Writing</u></p> <ul style="list-style-type: none"> • Recognizing and using alphabet sounds • Matching and using letters, sounds and words • Reading and copying letters and words students have memorized. Begin to write words. 	<ul style="list-style-type: none"> • Using culturally appropriate introductions • Comparing some sounds, tones and letters with English • Comparing seasons in Norway with seasons in Australia • Comparing traditions and celebrations in Norway with Australia • Finding similarities in language structure e.g. sentences, world order, gender • Completing posters for classroom display in Norwegian 	<ul style="list-style-type: none"> • Games • Dramatisation • Song and dance • Painting • Matching activities • Memory games • Venn diagrams • Mind mapping • Brainstorming • Sequencing 	<ul style="list-style-type: none"> • Drawing and labelling • Show and tell • Role play • Self portrait • Picture and sentence matching • Matching activities • Guided writing activities • Guided reading activities • Dialogues • Making posters
Level 3-4	<ul style="list-style-type: none"> • My self • Feelings • Numbers (cardinal & ordinal) • Birthdays • Seasons, weather, time • Shopping & money • Sports • Norwegian culture & traditions: birthdays, Midsummer & Christmas celebrations • Folktales, stories and rhymes • Norwegian Literature • Norwegian art 	<p><u>Listening & Speaking</u> Hearing and using:</p> <ul style="list-style-type: none"> • Instructions • Feelings, emotions • Numbers, time • Birthdays & celebrations • Seasons, weather • Shopping & money • Sports <p><u>Reading & Writing</u></p> <ul style="list-style-type: none"> • Read and respond to short simple texts about learnt topics • Write words and sentences – original and modelled by teacher 	<ul style="list-style-type: none"> • Using effective language learning strategies • Comparing seasons and weather in Norway with Australia • Comparing similarities in language structure e.g. sentences, world order, gender • Comparing popular sports in Norway with Australia • Demonstrating an understanding of appropriate cultural values in the context of celebrations e.g. Birthday, Midsummer, Christmas • Comparing folktales and stories from different countries 	<ul style="list-style-type: none"> • Games • Brainstorming • Mind maps • Matching activities • Sequencing • Venn diagrams • Graphs • Song and dance • Painting • PMI (plus, minus, interesting) • KWL chart 	<ul style="list-style-type: none"> • Matching activities • Drawing and labelling • Oral presentations (e.g. Show and tell) • Role play • Picture and sentence matching • Word search • Writing activities • Reading activities • Dialogue • Posters • Acrostic poems • Performance