<Add school name and logo>
School Charter <Add year>

# Document Control

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

# School Profile

## Brief History

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

## Typical Student/Family Profile

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

## School Staff

<Insert a brief description of how the school sources its staff and what the school does to ensure that the staff are appropriately trained/have Working with Children Checks etc>

## School Committee/Board

A committee elected by the parents (members) is responsible for the running of the school. Its current constitution was revised in <insert revision approval date>.

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

| **Name of Member** | **Committee Role** | **Working With Children Check expiry** |
| --- | --- | --- |
| <add Committee Member name> | <add position/role of Committee Member> | <ensure every committee member has a WWCC and write the expiry date here> |
|  |  |  |
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# 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.

<Add more as appropriate>

## School Ethos

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

## School Management Plan

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

The school operates according to the following Code of Conduct.

**School Committee/Board**

<amend this section as appropriate>

The school acknowledges that it operates within its Constitution and the Department of Education and Training (DET)’s *Community Language Schools Funding Program* 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, excursions, camps and other activities
* 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 / School Administrator

<amend this section as appropriate>

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

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

In return the 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

<amend this section as appropriate>

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

In return School Coordinator can expect:

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

### Teaching Staff

<amend this section as appropriate>

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

* Implementing the School Charter, Goals and Priorities
* Presenting a positive role model to students
* Demonstrate 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 DET, internal workshops and professional reading
* Support the school's committee, Principal, coordinator and the school community generally
* Participate in all school activities including school excursions and the annual family camp
* Provide reports to students and parents in a clear and accurate form, in accordance with the Victorian Curriculum; 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

<amend this section as appropriate>

The students will demonstrate a commitment to the school by:

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

In return students can expect to:

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

### School Community

<amend this section as appropriate>

The school recognises that the parents 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

The school’s curriculum is developed in line with the Victorian Curriculum, 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. <add any further information relevant to your school>

## Assessment and Student Reporting

<amend this section as appropriate>

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 Procedures

<add more information as required>

The procedure for enrolling in and withdrawing from the school is outlined on the school’s website, or can otherwise be obtained by contacting the school.

## Discipline Procedures and Behaviour Management

<add more information as required>

Before moving to a disciplinary response you should consider whether more effective strategies can be put in place for the student, such as wellbeing, engagement and mental health supports.

Any behaviour management measures should always be proportionate to the behaviour, and are best used with support measures to identify and address causes of the behaviour.

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.

Corporal punishment, that is, causing deliberate pain to a student to punish them for misbehaviour, is not allowed.

## Grievance Procedures

<add more information if required, but note that this text must be retained, including the URL>

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](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/clsschools.aspx) at:

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

## Anti-Bullying Policy

<add more information as required>

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 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 is taking steps to prevent the harm that can be caused by the misuse of online technology.

## Cyber Safety

<add more information as required>

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.

## Special needs policy

<add more information as required>

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).

## Hot Weather & Sun Smart Policy

<add more information as required>

Classes may be cancelled in cases of extreme heat. Extreme heat is defined as when the predicted temperature for the school day exceeds 40°C. The Bureau of Meteorology (BOM) website will be used as the definitive source of the forecast. During periods of elevated temperatures, all parents should monitor the predicted temperature to prepare for any eventual cancellation of classes.

If classes are held, the school must be aware of the need to manage the risks associated with extreme heat including the need to be SunSmart. Schools may wish to use the SunSmart template available at: <https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=20>

## Equal Opportunity Policy

<add more information as required>

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.

## Privacy Policy

<add more information as required>

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 federal govt. 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 *Privacy and Data Protection Act 2014* (Vic) (PDP Act) to comply with the Information Privacy Principles (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 news letters
* notify families about school events

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 the Department of Education and Training (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.

## Photograph Release Policy

<add more information as required>

The school should not photograph, film or record students without their parent/guardian’s written consent. A template consent form has been developed by the Department that schools can use if they wish. It can be downloaded from the following page: [**https://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx**](https://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx)

## 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 must maintain a register of all checks to ensure that all staff, volunteers and teachers’ checks are valid.

Schools are also responsible for all visitors present on the premises, and they should be supervised. If they are working with children then they may also require a WWCC/VIT registration. A record of all visitors should also be kept on file.

## Student Attendance Policy

<add more information as required>

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.

## Student Collection Policy

<add more information as required>

The school’s student collection policy is based on information available on the [Department’s website](http://www.education.vic.gov.au/school/principals/spag/safety/pages/studentcollection.aspx) at http://www.education.vic.gov.au/school/principals/spag/safety/pages/studentcollection.aspx.

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.

## Child Safe Standards and Working With Children Check Policy

The school complies with current Child Safe Standards and all staff, volunteers and committee members are required to have a valid Working With Children Check or current Victorian Institute of Teaching registration. Copies of these are to be kept on file.

# Management of Personnel and Resources

## Staff Professional Learning

All staff are required to undertake a minimum of 20 hours of professional learning each year. <add more information here as required>

## Record Keeping Practices

The school maintains accurate records of all financial transactions. Student records such as enrolment forms and attendance records are also held in accordance with the school’s privacy policy. <add more information here as required>

## Annual Reporting

The school will prepare and circulate a report of all activities on an annual basis. <add more information here as required>

# Appendix: Community Language SchoolsGuidelines 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*](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; formerly called Ethnic Schools Association of Victoria), 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 works 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.
* If the issue is still not resolved after speaking with the assistant principal or principal of the school, you may choose to contact CLV who will assist you and the school to resolve the issue.

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 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, Community Languages Victoria 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. Further information is available at: <http://www.disputes.vic.gov.au/>

If after all avenues for resolution of the complaint have been explored, or if the parents/guardians are dissatisfied with the manner in which the complaint was handled by CLV, the parents/guardians may choose to refer the complaint to the Victorian Ombudsman, or to the Victoria Police. The Office of the Victorian Ombudsman is located on 570 Bourke Street, Melbourne 3000, phone: 03 9613 6222.

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 SchoolsParent/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 (who the complaint is about)

|  |  |
| --- | --- |
| 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 |  |

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

|  |
| --- |
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|  |

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

|  |
| --- |
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|  |
|  |

|  |  |
| --- | --- |
| Applicant’s Signature: |  |
| Date: |  |

|  |  |
| --- | --- |
| Send completed form to:  | Mr Stefan RomaniwExecutive DirectorCommunity Languages Victoria/Community Languages Australia CO.AS.ITLevel 1, 189 Faraday Street, CARLTON, 3053 Tel: 9349 2583Email: sromaniw@bigpond.net.auWebsite CLA: [www.communitylanguagesaustralia.org.au](http://www.communitylanguagesaustralia.org.au)Website CLV: [www.communitylanguages.org.au](http://www.communitylanguages.org.au) |