

Companion to

**COMMUNITY LANGUAGE
SCHOOLS FUNDING PROGRAM**

Accreditation and funding guide 2019 - 2021

September 2019

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by the Research Unit for Multilingualism and Cross-Cultural Communication (RUMACCC),
The University of Melbourne.

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Section A: Introduction

This document is intended as a companion to the Department of Education and Training's *Community Language Schools Funding Program Accreditation and Funding Guide 2019-2021* (Updated June 2019; referred to here as '**the Guide**'). This document (referred to as '**the Companion to the Guide**') is designed to provide additional information to assist schools to prepare the application and supporting documentation required for accreditation.

1. The 2019 application process

The application process in 2019 (for funding in 2020-2021) makes use of a web-based application form with an upload facility through which the required documentation can be securely submitted. Community Languages Victoria (CLV), formerly known as the Ethnic Schools Association of Victoria (ESAV), will provide applicant schools with information about how to access the web-based application form and will be available to assist schools with preparing the documentation and completing the application process. For assistance contact: info@communitylanguages.org.au.

2. How to use this Companion document

Although the web-based application form can be commenced and then returned to at a later date, schools are advised to prepare all documentation before commencing the application. To ensure that you understand the requirements, please read this Companion document closely and follow the instructions carefully.

The following documents are required to support your school's application for accreditation. Use this checklist to help you make sure your documentation is ready for submission.

Type of Document	Page number in the Guide	Page number in this document	Required filename	Ready
1. Certificate of Incorporation or Registration	Page 7	Page 2	01_incorporation.pdf	<input type="checkbox"/>
2. School Constitution, Rules of the Association or other governing document	Page 7	Page 2	02_constitution.pdf	<input type="checkbox"/>
3. School Charter	Page 7	Page 3	03_charter.pdf	<input type="checkbox"/>
4. Current Lease Agreement	Page 8	Page 4	04_leaseagreement.pdf	<input type="checkbox"/>
5. Emergency Management Plan	Page 8	Page 4	05_emergency.pdf	<input type="checkbox"/>
6. First Aid Certificates (copies of documents as well as completed First Aid Certificate template)	Page 9	Page 5	06_firstaid.pdf	<input type="checkbox"/>
7. Working With Children Checks and/or VIT Registrations (copies of documents as well as completed WWCC/VIT template)	Page 9	Page 5	07_workingwithchildren.pdf	<input type="checkbox"/>
8. Compliance with the Child Safe Standards	Page 9	Page 6	No document required	<input type="checkbox"/>
9. Professional Learning Outline	Page 10	Page 6	09_proflearning.pdf	<input type="checkbox"/>
10. Student Attendance Roll	Page 10	Page 7	10_attendance.pdf	<input type="checkbox"/>
11. Student Progress Reports	Page 10	Page 7	11_progress.pdf	<input type="checkbox"/>
12. Student Supervision Schedule	Page 11	Page 8	12_supervision.pdf	<input type="checkbox"/>
13. VCE Single Study Language Provider Approval (where applicable)	Page 11	Page 8	13_VCEapproval.pdf	<input type="checkbox"/>
14. Victorian Curriculum-Aligned Course Outline	Page 11	Page 8	14_curriculum.pdf	<input type="checkbox"/>

When preparing your documents, please ensure that:

- the documents are in English, or are bilingual (with a full English translation);
- the documents are submitted as PDFs (scan documents and save as PDFs; all other file formats such as Word or jpg must be saved as PDFs prior to sending);
- the filenames are correct (see table above).

Section B: Accreditation information from the Guide, with additional notes

In addition to completion of an application form, community language schools seeking accreditation must provide the following documentation in English in PDF format.

Approved templates and/or samples of all documentation, other than item 8 (Child Safe Standards) are available at <https://www.cls.vic.edu.au/evidence/>.

Resources and templates to support compliance with the Child Safe Standards are available through the [Commission for Children and Young People](#) and [Community Languages Victoria](#) (formerly, Ethnic Schools Association of Victoria).

For assistance in meeting your obligations for compliance with the Child Safe Standards please contact the CLV (ESAV) Child Safe & Compliance Officer: erjaei.neda@communitylanguages.org.au.

1. Certificate of Incorporation or Registration

Each community language school must provide a Certificate of Incorporation as an Incorporated Association through Consumer Affairs Victoria (CAV) or Registration as a Company through ASIC (ideally, community language schools will list its full name and ABN when applying for accreditation). This shows that the community language school is itself registered or is run by an organisation which 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.

It is a requirement that the community language school, or the organisation which runs a community language school, has been incorporated or registered no later than 31 December of the year prior to seeking accreditation in order to submit an application for accreditation.

Additional information: Note that the name of the entity to be accredited by DET will be the name registered to the Australian Business Number (ABN) provided (see page 13 of the Guide). This may not be the same as the name which your school usually uses, but should ideally match the name of the legal entity registered with CAV or ASIC. Schools are advised that there may be delays in processing accreditation may occur where a name registered to the ABN does not match the name of the legal entity registered with CAV or ASIC.

Required document: Please provide a copy of the Certificate of Incorporation (issued by CAV) or Certificate of Registration (issued by ASIC) of the legal entity which operates your school. This document must be submitted as a single PDF named "01_incorporation.pdf".

2. School Constitution, Rules of the Association 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.

Usually, evidence is contained within the constitution or other governing documents, through the existence of a "non-profit" clause and a "dissolution" or "winding up" 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.

Additional information: Each community language school is required to confirm that it is not-for-profit by ticking the appropriate box in the web-based application form. Schools are also required to upload a copy of the governing document of the legal entity which operates the school. If the school is operated by an incorporated association, the relevant document is usually called the “Rules of the Association”. If the school is operated by a company, the relevant document is usually called the “Constitution”.

Required document: Please provide a copy of the governing document of the legal entity which operates your school. This document must be submitted as a single PDF named “02_constitution.pdf”.

3. School Charter, including all school policies as listed

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

- a. Enrolment and withdrawal policy and procedures
- b. Discipline policy and procedures
- c. Grievance procedure/policy (a copy of the procedure is required to be attached to the School’s charter and is available at: [DET Guidelines for Parent/Guardian complaints procedure](#))
- d. Anti-Bullying (including cyber bullying) policies
- e. Cyber Safety Policy
- f. Special Needs Policy
- g. Hot Weather Policy
- h. Sun Smart Policy
- i. Behaviour Management Policy
- j. Equal Opportunity Policy
- k. Personal Information and Photograph Release Policy
- l. Information Privacy and Records policy (in accordance with the *Privacy and Data Protection Act 2014* and the *Health Records Act 2001*)
- m. Visitor and Parental Volunteer Policy
- n. Student Attendance policy
- o. Student Collection policy
- p. Child Safe Standards policies in accordance with item 8.

For assistance in writing your school charter and the required policies please contact CLV (ESAV).

Where possible standardised policies will be developed by the Department for use by all community language schools (similar to the Parent/Guardian complaints procedure).

Additional information: To assist community language schools to produce a suitable charter which contains the above policies, a template has been prepared and is downloadable from the accreditation website at www.cls.vic.edu.au. Sections to be completed by the community language school are highlighted in yellow. All community language schools should make use of this charter template.

Required document: Please supply a copy of your school charter, noting that it must contain the required policies. This document must be submitted as a single PDF named “03_charter.pdf”.

4. Current Lease Agreement

All community language schools must 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 available from the [Department's website](#)).
- 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, letter confirming the school's ownership of premises) indicating that the community language school has the right to occupy and use the premises.

Additional information: If you have more than one campus, please combine all lease agreements into one PDF. Please contact CLV (ESAV) if you need assistance with combining PDFs.

Required document: Please supply evidence of a current formal agreement (according to (a) or (b) above) for each of your school's campuses. This evidence must be collated into a single document and submitted as a PDF named "04_leaseagreement.pdf".

5. Emergency Management Plan

The community language school must provide an emergency management plan (EMP) for each campus which details how it will prepare for and respond to emergency situations. EMPs may already be available for any premises which a community language school leases or occupies. In these cases, the community language school should obtain a copy of the EMP and update it to include names and details appropriate to the community language school.

As a minimum, the EMP must include:

- emergency services contact numbers;
- names and mobile phone 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; and
- an **evacuation plan** showing the internal evacuation routes from all classrooms used by the community language school, as well as the location of fire extinguishers, exits and the evacuation assembly area.

To assist community language schools to develop a new EMP, a template has been created based on the Department's EMP documentation for government schools. The template and instructions for completing it are available at www.cls.vic.edu.au.

Additional information: The EMP template which is available from the accreditation website has been designed for the community language school context, and is easy to follow in an emergency situation. All community language schools are strongly encouraged to make use of this template (even if an EMP is already in existence at the premises used by the community language school), as the template includes all the required information.

Required document: Please supply a copy of the Emergency Management Plan for each of the school's campuses. Schools with more than one campus should combine the EMPs into one PDF (placed one after the other in a single PDF). The document should be named "05_emergency.pdf".

6. First Aid Certificates—Copies of documents as well as completed First Aid Certificate Template

At least one member of staff present at each campus of the community language school at all times must hold a current First Aid certificate that has been obtained from an accredited Australian provider.

The community language school must provide copies of current First Aid certificates. In addition, it must list all certificate holders separately in the First Aid certificate template provided at www.cls.vic.edu.au to enable cross-checking.

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

CLV (ESAV) organises First Aid courses for community language school staff.

Additional information: The nominated staff member with valid first aid qualifications must be present at their campus at all times. Staff members can only be “shared” between campuses where campuses do not operate at the same time. Please note that the minimum level of first aid training required is:

HLTAID003 “Provide first aid” (which includes HLTAID001 “Provide CPR” and HLTAID002 “Provide basic emergency life support”); or

HLTAID004 “Provide an emergency first aid response in an education and care setting” (which includes HLTAID001, HLTAID002 and HLTAID003).

Required document: Please download and complete the First Aid template and supply clear, colour copies of the First Aid certificates held by staff members at each campus. The template and certificate copies must be collated into a single PDF named “06_firstaid.pdf”.

7. Working With Children Checks and/or VIT Registrations—Copies of documents as well as completed WWCC/VIT template

The community language school must ensure the suitability of anyone working or volunteering at the school, so that children are safe with them.

All staff and volunteers, including all school committee members, must have a current Working with Children (WWC) Check. If a person holds a current Victorian Institute of Teaching (VIT) registration they do not need to obtain a WWC Check. Copies of all WWC Checks or VIT registration must be kept on file at the school.

National police or other kinds of criminal checks, are not acceptable.

The community language school must provide copies of the WWC Checks or VIT registrations as part of their application. In addition, it must list all WWC Check/VIT registration holders separately in the WWC/VIT template provided at www.cls.vic.edu.au to enable cross-checking.

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

Additional information: All school committee/board members, staff and volunteers (including parent volunteers) must have a valid Working With Children Check, **regardless of whether they have regular contact with students.**

Every document submitted as part of the accreditation process is cross-checked to ensure that all individuals associated with the school have valid Working With Children Checks. For example, every name in the student supervision schedule is checked against the names in the Working With

Children Check document. Please ensure all individuals named in all documents have Checks, and all individuals are included in the Working With Children Check document. The copies of the Working With Children Checks and VIT registrations must be clear, readable, colour copies. The name on the card must be copied into the template exactly, and any other names by which the person is known must also be noted down.

Required document: Please download and complete the WWCC/VIT template. Then arrange the copies of the Working With Children Checks and VIT registrations in the same order as in the template. Save everything as a single PDF named “07_workingwithchildren.pdf”.

8. Compliance with the Child Safe Standards

Under legislation, all community language schools must comply with the Child Safe Standards. The purpose of the Child Safe Standards is to prevent abuse of children by making organisations safer for children. So that children at community language schools can feel safe and be safe, responsibility for child safety should be understood and accepted by everyone in the organisation.

Every community language school and campus must have:

- strategies to embed an organisational culture of child safety, including through effective leadership arrangements;
- a child safe policy or statement of commitment to child safety;
- a code of conduct that establishes clear expectations for appropriate behaviour with children;
- screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel;
- processes for responding to and reporting suspected child abuse;
- strategies to identify and reduce or remove risks of child abuse; and
- strategies to promote the participation and empowerment of children.

More information and resources on the Child Safe Standards is available through:

- [Commission for Children and Young People](#)
- [Community Languages Victoria](#) (formerly, Ethnic Schools Association of Victoria)
- [Department of Education and Training](#)

For assistance in meeting your obligations for compliance with the Child Safe Standards please contact the CLV (ESAV) Child Safe & Compliance Officer at: erjaei.neda@communitylanguages.org.au

Additional information: No separate document is required. Instead, the information is to be provided in the web-based application form. You will be asked to confirm that your school has understood and met the requirements of the Child Safe Standards, and you will be asked to name the Child Safe Officer present at each campus. (A different Child Safe Officer must be nominated at each campus.)

9. Professional Learning Outline

All community language school teaching staff must undertake a minimum of 20 hours of professional learning each year.

The community language school must provide a professional learning plan for all teaching staff for the year in which it applies for accreditation. To maintain accreditation and funding a similar plan must be in place for each subsequent year in the accreditation cycle. The Department may, at any time, make request to view the professional learning plans for teaching staff.

The Department strongly encourages community language schools to participate in the professional development sessions provided by CLV (ESAV). In addition, teaching staff who do not have a recognised qualification in languages teaching are strongly encouraged to undertake the accredited Certificate IV in Community Languages Teaching course or Languages Methodology course organised through CLV (ESAV).

Additional information: It is very important for community language schools to participate in the professional learning activities run by CLV (ESAV). These are listed on the CLV (ESAV) website at <http://www.communitylanguages.org.au/PD.php>. First Aid training may also be included as professional learning, but please note that weekly staff meetings may not be included unless they have a specific identified professional learning focus. A sample professional learning outline is included in the Appendix.

Required document: Please supply a copy of the professional learning outline for the school's teaching staff for 2019 which you have named "09_proflearning.pdf".

10. Student Attendance Roll

The community language school must keep accurate, dated records of student attendance each week.

For accreditation purposes the school must 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.

Additional information: The document supplied must be an actual student attendance roll from your school, with names included. If the student roll has been written in a language other than English, please include a full English translation. A sample student attendance roll is included in the Appendix.

Required document: Please supply a copy of the student attendance roll for one class at one campus for the previous term. This document must be submitted as a single PDF named "10_attendance.pdf".

11. Student Progress Reports

Community language schools must write student progress reports at least twice a year. Community language schools can determine the timing, additional frequency and format of reports in partnership with students, parents and the local community. Reports should include:

- student achievement against the Victorian Curriculum F-10 achievement standards;
- student achievement and progress related to individual learning goals and targets;
- areas for improvement/future learning;
- what the school will do to support the student's learning;
- what parents /guardians can do to support the student's progress;
- attendance; and
- work habits assessment.

The community language school must provide a copy of a progress report for one student. Evidence of regular communication with parents should be reflected in these reports.

Additional information: The document supplied must be an actual student report which has been written for a student from your school. If the student report has been written in a language other than English, please include a full English translation. A sample of an appropriate student report is included in the Appendix.

Required document: Please supply a copy of the progress report for one student for the previous term. This document must be submitted as a PDF named “11_progress.pdf”.

12. Student Supervision Schedule

The community language school must have a student supervision roster during recess times, before and after classes, and while students are being collected to ensure that no students are left behind. For accreditation processes 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.

Additional information: The supervision schedule should include dates and areas to be supervised. It is important to note that student supervision is required at school drop-off and pick-up times, as well as during breaks. All supervising adults must have valid Working With Children Checks and must be included in the Working With Children Check document (with the same name in both documents).

If the student supervision schedule has been written in a language other than English, please include a full English translation.

Required document: Please supply the supervision schedule for each campus for the previous term. This document must be submitted as a single PDF named “12_supervision.pdf”.

13. VCE Single Study Language Provider Approval (where applicable)

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.

Required document: If applicable to your school, please supply a copy of the VCE Single Study Language Provider approval. This document must be submitted as a single PDF named “13_VCEapproval.pdf”.

14. Victorian Curriculum-Aligned Course Outline

The community language school must provide information about the curriculum for each year level. The curriculum should include activities addressing all four macro skills, i.e. speaking, listening, reading and writing, as well as activities that reflect the intercultural dimension of a robust languages program.

The curriculum must be based on the Victorian Curriculum F-10 – Languages, and taught to each student for a minimum of 2.5 hours per week for approximately 40 weeks per year.

For more details on the Victorian Curriculum, including curriculum information on specific languages, see the [VCAA site](#).

For accreditation a community language school must provide either:

A. **A single, well-developed unit of work** for one level/combination of levels.

A sample template is available at www.cls.vic.edu.au. Schools are still required to have and deliver a full curriculum for all year levels. Professional learning sessions organised by CLV (ESAV) are available to community language schools to help develop Victorian Curriculum-aligned units of work.

OR

B. **A broad scope and sequence overview** of the year's curriculum for each level/combination of levels for the entire year.

VCAA Scope and sequence documents are available via the CLS website (www.cls.vic.edu.au) for the following languages: Arabic, Chinese, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Turkish, and Vietnamese

Languages for which there is no specific curriculum currently available may adopt the VCAA scope and sequence documents provided via the CLS website (www.cls.vic.edu.au) for either of the following language categories, as appropriate:

- Non-Roman Alphabet Languages (e.g. Burmese, Russian, Serbian).
- Roman Alphabet Languages (e.g. Croatian, Somali, Swedish).

IMPORTANT: Schools that choose option (b) and granted accreditation in the current 3-year cycle (2019–2021) must attend a series of professional learning workshops organised by CLV (ESAV) on curriculum planning and writing between 2019 and 2021. Failure to participate in these professional learning workshops as required, may lead to loss of accreditation.

Required document: Please supply a copy of the Victorian Curriculum-aligned course outline for your school according to either option (a) or (b) above. This document must be submitted as a single PDF named "14_curriculum.pdf".

Section C: Appendix of sample documents

This section contains a number of sample documents to help you. Templates are also available via the accreditation website at www.cls.vic.edu.au.

1. School charter—outline of items to include

School profile

- Brief history of the school
- Typical student/family profile
- School staff (teaching and admin)
- School committee/board

School vision and values

- Curriculum and learning goals
- School ethos
- School management plan

Curriculum

- Alignment with Victorian Curriculum
- Assessment and student reporting

School policies and procedures

(Schools should refer to the charter template available at www.cls.vic.edu.au for the wording of these policies)

- Enrolment and Withdrawal policy and procedures
- Discipline policy and procedures
- Grievance procedure/policy (a copy of the procedure is required to be attached to the School's charter and is available: [DET Guidelines for Parent/Guardian complaints procedure](#))
- Anti-Bullying (including Cyber Bullying) policies
- Cyber Safety Policy
- Special Needs Policy
- Hot Weather Policy
- Sun Smart Policy
- Behaviour Management Policy
- Equal Opportunity policy
- Personal Information and Photograph Release Policy
- Information Privacy and Records policy (in accordance with the *Privacy and Data Protection Act 2014* and the *Health Records Act 2001*)
- Visitor and Parental Volunteer Policy
- Student Attendance policy
- Student Collection policy
- Child Safe Standards policies

Management of personnel and resources

- Staff professional learning
- Record keeping practices
- Annual reporting (including financial records)

2. Sample area map and evacuation map (for inclusion in EMP)

In your EMP, you must provide an area map which is clear and easy to follow. The area map must show:

- evacuation assembly area(s)
- external evacuation routes
- surrounding streets
- emergency services access points

If your school is using premises for which there is already an area map (such as a day school), you may be able to use that area map for your EMP. In this case, ensure that evacuation routes originate from the part of the building in which your school operates.

Instructions for how to create an Area Map are downloadable from the [CLS accreditation website](#).

A sample is given below:



In your EMP, you must provide an evacuation map which is clear and easy to follow. It must include:

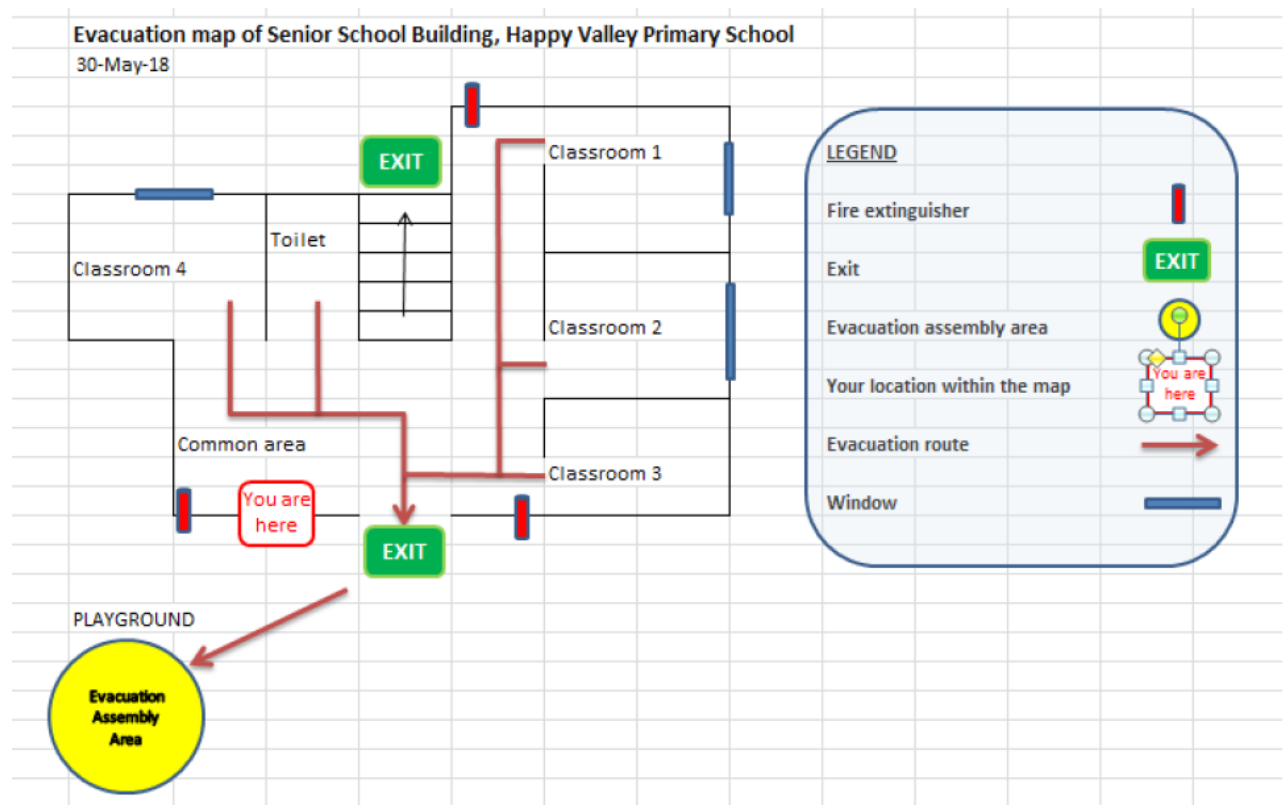
- a floor plan showing the internal layout of the building which you are using
- internal evacuation routes
- exits
- fire extinguishers
- evacuation assembly areas
- a legend
- a title and a date on which the diagram was validated

The evacuation map must also be visibly displayed as appropriate in your school.

It is most likely that there is an evacuation map available already for the premises which your school uses. If you cannot obtain a copy of this, you can use a program like Microsoft Excel to draw one.

Instructions for how to create an evacuation map are downloadable from the [CLS accreditation website](#).

A sample is given below:



3. Sample professional learning outline

School Name: Estonian Community Language School

Year: 2019

Campus: West Brunswick

Professional learning activity	Date	Time and place of activity	Duration of program	Nature of program
Community Language Schools Annual Conference	4 February 2019	9.30am-4.30pm, RMIT University	7 hours	Conference outlining current state and future direction of community language teaching
An overview of the revised study design focusing on task design	21 March 2019	6pm-8pm, Co.As.IT, Carlton	2 hours	An opportunity to improve understanding and skills in relation to curriculum design
Estonian teachers' conference	23 April 2019	9am-2pm, Camberwell Library	5 hours	A networking opportunity with other teachers of Estonian
Raising children in more than one language	15 June 2019	1pm-5pm, University of Melbourne	4 hours	Information and strategies to support bilingual and multilingual families
Victorian Curriculum	1 July 2019	6pm-8pm, Statewide Resource Centre, Carlton	2 hours	Information to assist in integrating the Victorian Curriculum model
LOTE Methodology Course F-10	1 May – 17 July 2019	6-9pm, Faculty of Education, Monash University	30 hours	Methodology for teaching in the community language school context
HLTAID004 Provide Emergency First Aid Response in an Education & Care Setting	23-24 August 2019	9am-5pm (both days), Quest Frankston on the Bay	16 hours	Mandatory first aid training including CPR, particularly focused on the school setting
		TOTAL	66 hours	

4. Sample student attendance roll

School Name: Estonian Community Language School

Term: Term 2, 2019

Campus: West Melbourne

Class: Year 3

	27 Apr	4 May	11 May	18 May	25 May	1 June	8 June	15 June	22 June
Katrin Tammela	X	✓	✓	✓	✓	✓	✓	✓	✓
Aivar Ilves	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alma Lumi	✓	X	✓	✓	✓	✓	✓	✓	✓
Peeter Pärt	✓	✓	✓	✓	✓	✓	✓	✓	✓
Kristi Torv	✓	✓	✓	✓	X	✓	✓	✓	✓
Karl Uusberg	✓	✓	✓	✓	✓	✓	✓	X	X
Sandra Palo	✓	✓	✓	✓	✓	✓	✓	✓	X
Ingrid Toomast	✓	✓	✓	✓	✓	✓	✓	✓	✓
	7	7	8	8	7	8	8	7	6

5. Sample student progress report

Name: Alma Lumi
Class: Year 3
Teacher: Mr Pärt

School: Estonian Community Language School
Term: Semester 1, 2019

Victorian Curriculum F-10	Very low	Low	Satisfactory	High	Excellent
Speaking				•	
Listening					•
Reading					•
Writing					•

Work Habits	Very low	Needs attention	Satisfactory	High	Excellent
Effort					•
Participation					•
Works independently					•
Works in a team					•
Completes tasks in class					•
Brings materials to class					•
Class behaviour					•

What Alma has achieved:

Alma is a hard-working student who has applied herself well this year. She has shown dedication to learning the new vocabulary for each topic and to improving her pronunciation. She pays attention in class and is helpful to her classmates.

Areas for improvement/future learning:

Alma's writing is excellent, but she needs to improve her confidence when speaking. It is important for her to have the courage to speak, even if she isn't sure she that has structured her answer correctly.

What you can do at home to help Alma's progress:

Continue to speak to her in Estonian. Try to find movies which interest her which have Estonian audio or subtitles—many of the recent Marvel movies are available in this format. This is a wonderful way to increase vocabulary.

6. Sample student supervision schedule

School Name: Estonian Community Language School

Term: Term 2, 2019

Campus: West Melbourne

	27 Apr	4 May	11 May	18 May	25 May	1 June	8 June	15 June
Area A: Netball court Recess	Mr Kirt	Ms Luik	Ms Sildaru	Mr Kanter	Mr Kirt	Ms Luik	Ms Sildaru	Mr Kanter
Area B: Playground Recess	Ms Luik	Ms Sildaru	Mr Kanter	Mr Kirt	Ms Luik	Ms Sildaru	Mr Kanter	Mr Kirt
Area C: Courtyard Recess	Ms Sildaru	Mr Kanter	Mr Kirt	Ms Luik	Ms Sildaru	Mr Kanter	Mr Kirt	Ms Luik
Area D: Front gate Before & after school	Mr Kanter	Mr Kirt	Ms Luik	Ms Sildaru	Mr Kanter	Mr Kirt	Ms Luik	Ms Sildaru

The teacher on duty must ensure that all students are:

- playing in designated areas only
- using play equipment in the correct manner
- keeping school grounds tidy and litter free
- behaving in an acceptable manner
- not playing in the toilet area or inside other buildings
- not playing outside the school grounds
- safely collected at the end of the school day