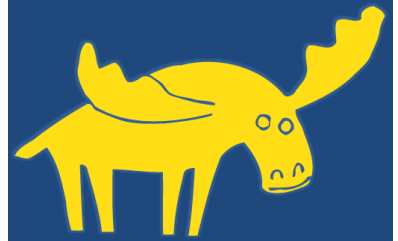


School Charter 2022

Melbourne Swedish Community School Association Inc.



Approved by the
School Executive
27/09/2021

Document Control

Table 1: Document Details

Abbreviation / Acronym	Description
Title	School Charter: Melbourne Swedish Community School Association Inc.
DET Template	Based on DET Template approved July 2021
Charter Version	2.1 DRAFT
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Introduction

School profile

The Swedish School was incorporated under its current name, Melbourne Swedish Community School Association Inc. on the 27th of July 1990 but has records dating back to 1979.

A committee elected by the parents (members) is responsible for the running of the school. Its current constitution was revised 2020. Students from all over Melbourne and its surrounds attend the school. Currently more than 130 students from Foundation level through VCE are enrolled. The school employs several teachers, who regularly attend professional development programs and teacher assistants. Its day-to-day administrative functions are carried out by a paid School Administrator.

The school is renting classrooms from the Uniting Church's and the nearby Toorak Primary School's properties in Toorak and have a good relationship with the nearby Swedish Church. Through this arrangement the school is fortunate to be able to provide students and their families with a splendid backdrop of lush gardens, big lawns, majestic oak trees, a playground and even a pool to enjoy before or after classes in summer at the Swedish Church's magnificent former Governor General's residence in St George's Road. The ideal meeting point for the Swedish Community.

Typical student/family profile

Generally, a student is aged between six and 18 and comes from a family where one parent is Swedish and the other Australian; typically, English is spoken as the first language and Swedish learnt as a second. A significant minority of students derive from Swedish ex-pat families who remain in Australia for periods generally ranging from one to five years. For these students, the school's academic aim is to provide maintenance and some basic development for their children's native Swedish language skills.

School staff

The school sources its staff from the broader Swedish Community. The teaching staff needs to have a valid VIT card alternatively a valid WWC card. The school also requires the staff to attend mandatory training courses in Child Safe Training as outlined by CLV. Non teaching staff is also required to have a valid WWC card and to participate in mandatory courses as outlined by CLV.

The following table details the members of the Melbourne Swedish Community School Association Inc. school committee as elected at the Annual General Meeting 2020.

Table 2: Committee members

Committee role	Name of member	Working With Children Check or VIT registration number	Working with Children Check Expiry
Chairman	Richard Cederberg	04319083-2	2024-03-06
School Coordinator	Anette Ryan	03844304-02	22-01-2023
Principal/School Administrator	Astrid Toms	1922788A-01	20-02-2025
Enrolment Officer	Per Halvarsson	2039683A-01	28-09-2026
Bookkeeper	Kristina Slavec	03548930-02	10-05-2022
Supplementary committee member	Liselott Webster	03453417-02	15-03-2022
Supplementary committee member	Ulrika Elvesjö	038530064-02	24-01-2023

School vision and values

Curriculum and learning goals

The school aims to provide progressive and cumulative opportunities for students to develop language and cultural understanding through a program aligned with the Victorian Curriculum F-10¹. Languages.

It also runs an increasingly popular and successful Victorian Certificate of Education (VCE)² program as well as catering for a handful of correspondence students.

School ethos

Within its mix and the commonality of interest of its students, the school promotes multicultural values and more particularly provides a bridge between the cultures and languages that its children share. To facilitate this end, the school endeavours to engender its values outside the classroom as well as inside by encouraging students and parents to attend various excursions and outings throughout the year.

The Melbourne Swedish Community School is committed to develop the student's all-round individual capacity. The curriculum integrates a full range of various studies including Swedish heritage, history, geography and provides for many cultural activities. The desire is to provide knowledge, understanding and practical experiences for the individuals to grow and maintain their sense of cultural belonging.

School management plan

The school operates according to the following framework:

School Committee/Board

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

- The learning needs of the student will be the primary consideration in decision-making
- Loyalty to the School, its Charter, its Administration and Staff will be demonstrated
- Members of the Committee, Staff and Administration will be encouraged to undertake training regarding their responsibilities to current school policies and practices and DET policies and directions
- The views of the school community will be sought and considered on major 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 an important 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

¹ <http://victoriancurriculum.vcaa.vic.edu.au/>

² <https://www.vcaa.vic.edu.au/curriculum/vce/Pages/Index.aspx>

Principal / School Administrator

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 policy 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 Web page is consistently updated

In return, the School Administrator can expect:

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

Child Safe Officer

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

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

School coordinator

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

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

In return School Coordinator can expect:

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

Teaching staff

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

- Implementing the School Charter, Goals and Priorities
- Presenting a positive role model to students
- 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
- 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 share and implement 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 family camp
- Provide reports to students and parents in a clear and accurate form, in accordance with Victorian Curriculum F-10; and
- Encourage parental involvement

In return, all staff can expect:

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



Students

The students will demonstrate a commitment to the school by:

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

In return students can expect to:

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



School Community

The Melbourne Swedish Community School recognises that the parents of its students and the Swedish Church 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 Web page



Curriculum


Alignment with Victorian Curriculum F-10, Languages

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

Areas of studies

To give the language studies context and provide the students with a sense of belonging the teaching focus around areas of studies that highlight the Swedish and Scandinavian heritage.

HERITAGE	Storytelling, songs, games, drama, dance, art.
HISTORY	Swedish and Scandinavian.
LITERATURE	Swedish and Scandinavian
GEOGRAPHY / NATURE	Swedish and Scandinavian
CULTURE / TRADITIONS	Artists Writers Music Easter Traditions Midsummer Celebration Lucia Celebration Christmas Celebrations
SWEDEN TODAY	News, current affairs, media.



Enrichment programs

The classroom teaching is complemented with activities to enrich the learning and understanding.

CULTURE	Scandinavian Day Valborg Spring Celebration Midsummer Celebration Christmas Bazaar
CAMP AND EXCURSIONS	Family Weekend Camp Excursions associated with topics studied

Alignment with VCE Languages curriculum

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

Alignment with the Swedish National Agency for Education

The school's curriculum is also developed in line with the Swedish National Agency for Education (Skolverket), the central administrative authority for the public-school system, publicly organised preschooling, school-age childcare, and for adult education.

The text below is an excerpt of the guidelines provided by Skolverket. Although the guidelines are provided in Swedish, a summary in English may be provided on request to the association.

Skolverkets kursplan för kompletterande svenska i utlandet³

Kursplanen är så långt som det är möjligt uppbyggd på samma sätt som kursplanerna för svensk grundskola och svensk gymnasieskola och den har samma innehåll.

Kursplanen vänder sig till två målgrupper. Den ena är elever som tänker stanna utomlands och vill bevara och upprätthålla sin tvåspråkighet. Den andra gruppen är elever som återvänder till studier i Sverige och då ska göra det utan att behöva läsa in alltför mycket i ämnet svenska.

Mål för kompletterande svenska i utlandet

I undervisningen i kompletterande svenska i utlandet skall strävan vara att eleven: -

- utvecklar sin fantasi och lust att lära genom att läsa litteratur samt gärna läser på egen hand och av eget intresse;
- utvecklar sin fantasi och lust att skapa med hjälp av språket, både individuellt och i samarbete med andra;
- utvecklar sin språkliga förmåga att förstå och uttrycka sig i tal och skrift i olika språkliga sammanhang;
- utvecklar sitt ordförråd och sin begreppsbildning;
- utvecklar sin förmåga att i samtal med andra uttrycka de känslor och de tankar litteraturen väcker;
- får möjlighet att komma i kontakt med svenskt kulturarv såsom sånger, traditioner, geografi, historia och litteratur;
- får möjlighet till inblick i vad som händer i Sverige idag.

Mål för de elever som inte avser att fortsätta sina studier i Sverige

Eleven skall: -

- kunna i vardagliga sammanhang läsa och samtala om texter av olika slag;
- kunna uttrycka erfarenheter, känslor och åsikter i tal och skrift;
- känna till förhållanden och traditioner i Sverige, både vad avser modern tid och äldre tider.

Mål som skall ha uppnåtts i slutet av det som motsvarar femte skolåret i svensk grundskola

Eleven skall: -

- kunna läsa med flyt både högt och tyst och uppfatta skeenden och budskap i böcker och saklitteratur skrivna för barn och ungdom, kunna samtala om läsningens upplevelser samt reflektera över texter;
- kunna producera texter med olika syften som redskap för lärande och kommunikation;
- kunna muntligt berätta och redogöra för något så att innehållet blir begripligt och levande;
- kunna tillämpa de vanligaste reglerna för skriftspråket och de vanligaste reglerna för stavning samt kunna använda ordlista.

³ <https://www.skolverket.se/publikationer?id=2718>

Policies and procedures – General

Enrolment and withdrawal policy and procedures

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.

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

Behaviour management policy

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

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

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

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

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

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

FIRST STEP	Warning and consequences of continued misbehaviour will be explained to the student.
SECOND STEP	The student will be sent to another classroom with work to be completed.
THIRD STEP	The student will be counselled by the school's disciplinary officer.
FOURTH STEP	Parents will be informed and requested to attend a meeting together with the student, with the school's disciplinary officer, in order to try to resolve the problem.
FIFTH STEP	The student will be suspended or expelled from the school.

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

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

Grievance policy and procedure

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

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

Table 3: Grievance procedure responsibilities

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

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

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

Bullying prevention policy

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

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

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

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

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

Cyber safety policy

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

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

Students at our school will:

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

Special needs policy

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

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

The school strives to ensure:

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

Hot weather policy

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

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

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

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

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

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

SunSmart policy

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

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

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

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

Equal opportunity policy

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

Information privacy and records policy

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

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

To the extent required by the PDP Act:

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

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

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

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

- process applications for student enrolment
- manage annual enrolments

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

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

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

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

Photographing and filming students policy

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

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

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

Visitor and parental volunteer policy

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

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

Student attendance policy

Students are required to attend classes on a regular basis. Absences may mean that students miss assessments and may not have the opportunity to demonstrate achievements of the relevant standards.

The school maintains accurate, dated records of student attendance each week. Parents should notify the school of student absences in advance, where possible.

Student collection policy

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

The school will ensure parents/guardians are:

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

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

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

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

- only allow students to be collected by their parents (subject to any specific court orders) or by a person who has been authorised by the parents to pick up their child
- request and verify the identity of an authorised person who is not known to the school by using suitable photo identification (such as a driver's licence)

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

Child Safe Standards and Working With Children Check Policy

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.

The Standards incorporate three principles related to identifying and responding to the needs of Aboriginal and Torres Strait Islander children; children from culturally and linguistically diverse communities; and children with a disability.

The school complies with current Child Safe Standards and all staff, volunteers and committee members must attend Child Safe Standards training upon commencement and every two years, as well as sign a Child Safe Standards Code of Conduct annually, which establishes clear expectations for appropriate behaviour with children.

The Child Safe Standards Policy and Child Safe Code of Conduct are kept on file at the school.

Working with Children (WWC) Checks

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

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

First Aid and Medical Emergencies Policy

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

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

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

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

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

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

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

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

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

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

Assessment and student reporting policy

Reports will be written each Semester, 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. A student will receive a NA (not assessed) or UG (ungraded) on the report if he/she has been absent for more than 30% of the lessons in a semester.

Absences may mean that students miss assessments for certain Victorian Curriculum F–10 dimensions and may not have the opportunity to demonstrate achievements of the relevant standards. If there is an issue with a student being absent for an extended period, the teacher will notify the parents prior to the report being written.

Expense reimbursement policy

Acceptable expenses

Details on the acceptable type and amount of expenses covered by this policy will be determined each year as part of the budget meeting. The budget meeting will be recorded with relevant details shared on the school's website (<http://svenska.svenskaskolanmelb.org.au/>).

Policies and procedures – VCE specifics

VCAA documentation

The Victorian Curriculum Assessment Authority (VCAA) requires VCE student to fill out certain documents each year. These documents are formulated by the VCAA and are an essential part of the VCE enrolment process. These documents are provided by your home school.

- 1 The subject information form provides the information about the subject you are studying. This information is entered into the VASS system, and this establish your VCE enrolment in the subject.
- 2 The Personal Details form must be filled in for each year of VCE study. It allows you to provide correct and current information regarding your name, date of birth and other contact details for your VCE Certificate and for the delivery of your results. This form is also a legal document, which you need to sign agreeing to several conditions as set out in the form.
- 3 Since it is essential that the VCAA has correct details of your subject and your personal details it is important that you carefully check this information and rectify it where necessary.

VCE Assessment

School-based assessment

For a student to receive a satisfactory completion of a unit, the student must demonstrate achievement of each of the outcomes specified in the Study Design. The teacher of the unit decides as to what constitutes “satisfactory completion”. The school-assessed coursework is a part of the on-going learning. Students will receive feedback from the teacher on the work being assessed. The student is advised to retain all coursework until the end of the school year if the Victorian Curriculum & Assessing Authority wishes to examine the material.

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student’s own
- There has been no breach of rules

If all outcomes are achieved, the student receives “S” for the unit. If any one of the outcomes is not achieved, the student receives “N” for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded “N” for Unit 1 or 2, a “J” for Unit 3 or 4. This means the unit is not able to count towards VCE graduation requirements, nor able to contribute to the calculation of the ATAR.

Please note: Mobile phones may not be taken into any school-based assessment task or exam.

Policy for satisfactory completion of VCE studies

For a satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher’s judgement of the student’s performance on assessment tasks designated for the unit. VCE units will be attributed to your VCE only upon satisfactory completion of all requirements set for that unit. The granting of an “S” for a unit indicates that you have done so. It is important for students to note that your level of performance in a particular task does have significance. It is not the case that simply completing a piece of work to any standard will suffice. The allocation of an “N” for any outcome will mean a failure of the unit.

Assessment tasks

All School Assessed Coursework Tasks will be conducted during class time. It is imperative that students attend all these sessions.

If a student is absent from an assessment task and there are no extenuating circumstances with supporting documentation, the student will not receive a score for the task.

Unit 3 & 4

You are assessed on two levels in Units 3 and 4. The satisfactory completion of all outcomes will be reported as S or N, the same as for Units 1 and 2. You will be doing several School Assessment Tasks/Coursework (SACs); they can be essays, projects, tests etc. The marks you get for these will be your school assessed task/coursework mark and will be sent to the VCAA. The total mark of these will then be statistically moderated against the external examination and your external examination result, which are finally combined to determine your final result. This will be reported by the VCAA as Study Score.

If a student is absent from a SAC, they must complete a form on which a statement is made explaining the reasons for the absence supported by the relevant documentation including a doctor's certificate if ill. The Principal will consider this application. The decision will be communicated to the student. A date will be set on which the student is to attempt the rescheduled task.

Unit 1 & 2

These are also reported on two levels. First, your teacher will determine whether you have satisfactorily completed all outcomes in a Unit. This will be shown on your end of semester report as S or N and will be reported to the VCAA. A Satisfactory Completion (S) indicates that various subjects-specific tasks have been completed; it does not indicate a level of performance nor understanding. Non-Satisfactory (N) completion means that one or more Learning Outcomes have not been satisfactorily completed. Second, your performance in the subject will be graded from A+ to F. This performance grade is not reported to the VCAA.

If a student is absent from an assessment task, the student needs to request permission to attempt a re-scheduled task in order to achieve a score. The student will need to provide a medical certificate or other relevant documentation to account for the absence. The student will then be required to complete the task in their next study period unless an alternative arrangement has been made with the teacher. Students who do not provide adequate information for missing an assessment task will not be graded for that piece of work and may receive an "N" for the unit. If an "N" is received an alternative task may be completed to receive an "S", but the task will remain ungraded.

Attendance

Units 1 and 2: Students at Unit 1 and 2 level must attend a minimum of 90% of all scheduled classes in a unit to meet the requirements for satisfactory completion of that unit.

Units 3 and 4: It is important for all students to note that, the failure to meet the 90% attendance requirements may result in the student receiving a "J" result for that unit. In effect, this result equates to non-completion of the unit in question. It is vital that all students note that attendance and punctuality at scheduled classes is regarded as an essential component of satisfactory completion of a unit.

Feedback to students

After work is submitted and marked, the teacher will provide feedback to students. Appropriate feedback would include:

- advice on problem areas, and
- advice on where and how improvements can be made for further learning

Disclosure of scores – units 3 & 4

As a part of this feedback students will receive their raw scores for individual coursework tasks. However, it is important to understand that a student's total coursework score will be subjected to statistical moderation and is therefore likely to change.

Authentication

The VCAA sets down the following rules, which a student must observe when preparing work for assessment by the school. These rules are as follows:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own. Students must only submit for assessment work that is their own. Students are responsible for ensuring that the teacher has no difficulty in authenticating their work. Non-compliance may result in the award of an "N" result for a VCE unit.
- A student must acknowledge all resources used, including:
 - text, websites and source material
 - the name/s and status of any person/s who provide assistance and the type of assistance provided.
- A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which has been transformed by the student and used in a new context
- prompting and general advice from another person or source which leads to refinement and/or self-correction.

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without
- acknowledgment, corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study.
- A student who has knowingly assists other students in a breach of rules may be penalised.
- A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
- A student must sign a general declaration that he/she will obey the rules and instructions for the VCE and accept its disciplinary provisions.

Breach of VCAA rules

If there has been a breach of the VCAA or the Swedish School rules, a Breach of Rules Hearing may be required. This is a formal process governed by VCAA regulations. The VCAA rules governing the VCE can be found at:

http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Students will be given written notification to attend a meeting to explain the circumstances of the breach.

The Chairman and the Principal will investigate any breach of VCE rules. The teacher will notify the Chairman and the Principal if a breach of rules is suspected.

Redemption

A student will be given an opportunity to redeem an N result for an Assessment Task by completing a comparable task. However, this redemption will only alter an N to an S; it will not alter the initial score for this Assessment Task. Attention is focused on the requirement that to attain Satisfactory Completion of a

unit, all Learning Outcomes must be assessed as Satisfactory (S). The process is necessary in cases where:

- no work is submitted
- no extension is granted and work is submitted after the due date
- an extension has been granted and work is submitted after the extended date
- an “N” grade is in dispute.

In such cases, the student is called before the Principal who may grant the student a redemption at their discretion. Unless extenuating circumstances can be demonstrated students will only be offered one opportunity for redemption.

Examination

VCAA decides the timing of the external examinations. There is one major scheduled assessment period during the year, October - November. The timetable and approved materials and equipment for examinations will be published by the VCAA in early Term 2. The student will receive a notice from the home school stating the time and the location for the external exam.

Special provision

There are four forms of Special Provision for the VCE:

- Student programs
- School-based assessment
- Special Examination Arrangements
- Derived Examination Scores

In each case there are specific eligibility requirements that apply. For student programs and school-based assessment, the Home School is responsible for determining eligibility and the nature of the provisions granted. For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval.

Student Programs

The purpose of Special Provision in student program is to help students in defined circumstances to complete the VCE in a reasonable time frame. A student is eligible for this provision if the student is significantly adversely affected by illness or other serious causes, or if the student is disadvantaged by a disability or impairment. Prolonged absence from school or study is not in itself grounds for special provision. The usual provisions granted in this category may include a three-year VCE.

School-based Assessment

Students are eligible for Special Provision for school-based assessments if they are adversely affected by illness, impairment and traumatic personal and family circumstances. The usual provisions granted in this category may include allowing the student to undertake the task at a later date, allowing the student extra time to complete the task, substituting or replacing one task with another task, using technology to complete the task. All these possible provisions must be dependent of the resources of the school.

Derived Examination Score

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be fair or accurate indication of their learning or achievement in the study. Students are eligible for a DES if immediately before or during an examination period they can demonstrate that they have been affected by the onset of an illness or experienced an accident or personal trauma that has affected their performance in the examination or has prevented them from attending the examination. “Immediately before” is within two weeks of an examination period.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study.

Students do not have grounds for Special Provision if they:

- are absent from school or study prolonged periods without evidence of significant hardship
- are affected by teacher absence and other teacher-related difficulties
- are affected by faulty technology in the preparation of work
- misread an examination timetable or an examination paper.

How to apply for special provision

The Home School is the first point of contact regarding Special Provision. They will make the final decision on the nature of special provision.

Permanent Disability

The school must be informed in writing of any permanent disability by the end of the second week of the first semester. Medical and/or psychological documentation must be included.

Extended Absence from School

The school must be notified in writing far in advance of the proposed absence, or in the case of unexpected circumstances, as soon as reasonable possible. The communication must outline clearly the reasons for the absence (where relevant, accompanied by medical documentation) and be signed parents. Parents may be requested to attend an interview to discuss the matter.

Family Problems and/or Ill Health

The school must be informed in writing of any request for consideration based on these grounds as soon as reasonably possible. The request must be accompanied by documentation from a professional and signed by parents. Parents may be asked to attend an interview to discuss the request.

Glossary of terms used in the VCE

ATAR – Australia Tertiary Admission Rank. The method of ranking VCE students to allow comparability over all students who apply for tertiary entrance. The ATAR is expressed as a percentile.

Derived Examination Score – Provision to obtain an examination score for Unit 3 and 4 students who have missed an examination or whose examination performance has been impaired due to illness or other circumstances.

GAT – General Achievement Test. This is taken by all students enrolled for any Unit 3 and 4. It is used by Victorian Curriculum and Assessment Authority as a measure of checking correct and fair assessment of school-based assessment for Learning Outcomes.

Learning Outcomes – the basic work required of VCE students in each unit to demonstrate achievement of a unit. Each piece earns 'S' or 'N' for the completion of assessment tasks as set out in study designs and decides if a student has successfully completed a unit or not.

'S' or 'N' – satisfactorily completing or not satisfactorily completing individual assessment tasks and whole units. Granting of the VCE Certificate depends on gaining 'S' for all Learning Outcomes in the Units.

Semester – half an academic year. The time allowed for the completion of a VCE unit.

VASS – VCE Administrative Support System (computer database).

VCAA – Victorian Curriculum and Assessment Authority, the body responsible for administering VCE.

VCE Study – individual subject approved by VCAA and offered at school to students in Units 1-4.

VTAC – Victorian Tertiary Admission Centre. The body responsible for administering entry of students to tertiary institutions (TAFE Colleges and Universities).

Management of Personnel and Resources

Staff Professional Learning

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

Record Keeping Practices

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

Annual Reporting

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

Appendix

Community Language Schools Guidelines for Parent/Guardian complaints

Additional copies of these Guidelines and the Complaint Form are available from:
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/clsschools.aspx#link74>

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

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

General issues best raised with the school principal could include:

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

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

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

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

STEP 1: Raising an issue with the teacher

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

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

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

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

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

Parents/guardians may also seek to have the services of the Dispute Settlement Centre Victoria engaged if dissatisfied with the way the complaint was handled by CLV. Further information is available at: <http://www.disputes.vic.gov.au/>

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

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

Community Language Schools Parent/Guardian Complaint Form

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

1. PERSONAL DETAILS OF COMPLAINANT (Parent/Guardian)

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

2. STUDENT DETAILS (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

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

Applicant's
Signature:

Date:

Send completed form
to:

Mr Stefan Romaniw
Executive Director
Community Languages Victoria/Community Languages Australia
CO.AS.IT
Level 1, 189 Faraday Street, CARLTON, 3053
Tel: 9349 2583
Email: sromaniw@bigpond.net.au
Website CLA: www.communitylanguagesaustralia.org.au
Website CLV: www.communitylanguages.org.au