

# FO GUANG CHINESE SCHOOL

## School Charter 2024

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## Document Control

<b>Title</b>	School Charter
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<b>Author(s)</b>	DOMINIQUE CHEUNG
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# School Profile

## Brief History

Fo Guang Chinese School is located at 89 Somerville Road, Yarraville, 3013 of Victoria, within a short walking distance from Yarraville train station.

The School is one of several entities of International Buddhist College of Victoria (**IBCV**), which incorporated in 1993. The School leases its premises from IBCV.

Fo Guang Chinese School was founded in 1995 to achieve Venerable Master Hsing Yun's concept of fostering talent through education. We provide Chinese language classes from Prep to VCE. For over twenty years, our teachers have worked tirelessly to promote Chinese culture and to nurture the oral, written, comprehension and expression skills of our students. Our classes are student-centred and we adapt our teaching styles to suit the needs and skills of individual students, which results in a positive and fun learning environment. In 2021, 68 students were enrolled in the School and 9 classes were offered from Prep to VCE.

Extracurricular activities include classes on moral education conducted by our Venerables throughout the School year. Students are taught moral and ethical principles to instil in them right thoughts and right views on life and on the principle of cause and effect. We strive to nurture and to develop well-rounded individuals and to encourage students to develop their knowledge in a virtuous and character-building environment.

Classes are held every Saturday morning from 9:15am to 12:20pm throughout all four school terms.

## Typical Student/Family Profile

Fo Guang Chinese School accepts all students who are interested to learn Chinese regardless of their ethnic background. We cater for all ages, and all stages of learning, including students for whom Chinese is a second language.

## School Staff

Fo Guang Chinese School implements thorough recruitment processes to ensure we select capable teaching staff. Interviews, reference checks, Child Safe Code of Conduct and Working With Children (WWC) checks are undertaken to ensure all teaching staff are appropriately trained and eligible to work with children.

Our students are reflections of our teachers so we invest regularly in the education and training of our teachers to enhance their professional development. Our teachers participate in teaching programs and training courses for language schools run by the Department of Education and Training (**DET**), Ethnic Schools Association of Victoria (ESAV), and The Chinese School Society of Victoria. In addition, many of our teaching staff are first aid trained.

All of our teaching staff meet the professional requirements to provide education to children in Victorian schools.

## School Committee

The following table details the members of the School Committee as elected at the 2021 Annual General Meeting.

Name of Member	Committee Role	Working With Children Check or VIT registration number	WWC Check or VIT registration expiry
DOMINIQUE CHEUNG	Vice Principal	0639164A-02	11/03/2026
XIAO WEN GUO	Assistant Vice Principal / School Coordinator	0610615A-02	17/02/2026
MING-FEN YANG	Acting Principal	1105555A-03	28/08/2027

# School Vision & Values

## Curriculum and Learning Goals

Fo Guang Chinese School provides progressive and cumulative opportunities for students to develop language and cultural understanding through a program aligned with the Victorian Curriculum F-10, Languages. The School is a VCE Single Study Language Provider registered on the Community Languages Australia list of schools and is registered with the Victoria Regulations and Qualifications Authority. VCE is taught in a nurturing, supportive and fostering environment to produce the best possible results for each student.

Teaching outcomes and student performance are monitored regularly through assessments and communication with parents/guardians. Refinements to the curriculum are made to obtain the desired learning goals. Professional development opportunities are also provided for teaching staff to allow them to develop suitable curriculum plans for multi-level classes.

## School Ethos

### SCHOOL VISION:

To nurture talent through education; to promote traditional Chinese culture, ethics and morality; to instruct students in speaking, listening, reading and writing the Chinese language and to balance the development of knowledge and characters.

### SCHOOL MISSION:

- To teach the listening, speaking, reading and writing skills of the Chinese language
- To foster students' talents through education
- To balance students' development of knowledge and character
- To promote Chinese culture
- To recognise ethics and values
- To promote harmony and tolerance amongst communities.

### SCHOOL GOALS:

#### Curriculum

Goals	Implementation Strategies	Achievement Measure
All students learn through the provision of a sequential, comprehensive and integrated curriculum according to Victorian Curriculum.	<ul style="list-style-type: none"><li>• Teacher logbooks: Class progress are recorded on a weekly basis;</li><li>• Curriculum documents: programs are set for all key learning areas;</li><li>• Adjustment &amp; improvement are made to the current Victorian Curriculum/VCAA curriculum plan;</li><li>• Students are strongly encouraged to be actively involved in their own learning;</li><li>• Parent/guardian involvements with student learning are strongly encouraged.</li></ul>	<ul style="list-style-type: none"><li>• Curriculum review/analysis;</li><li>• Ongoing recording of the class progress and students' progress;</li><li>• School community survey;</li><li>• Feedback from teachers, students and parents;</li><li>• Demonstrating a sequential and continuity program.</li></ul>

To provide a range of assessment procedures which assess and measure the effectiveness of the learning.	<ul style="list-style-type: none"> <li>• Assessment and evaluation policy and programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal record folder;</li> <li>• Curriculum profile;</li> <li>• Formal and informal assessment;</li> <li>• Student work samples;</li> <li>• Descriptive school reports and teachers' annotated records;</li> <li>• Student self-assessment.</li> </ul>
To provide a comprehensive school report that is informative to parents and helpful to the student as a learner.	<ul style="list-style-type: none"> <li>• School reporting policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive school reports;</li> <li>• Interview;</li> <li>• School newsletters;</li> <li>• Assembly;</li> <li>• Parent/guardian information day;</li> <li>• Parent/guardian-Teacher Communication booklet;</li> <li>• Students' work exhibition.</li> </ul>
School curriculum is to be delivered with expertise, imagination and rigour guidelines.	<ul style="list-style-type: none"> <li>• Staff professional development;</li> <li>• Individual staff and team planning;</li> <li>• Teacher appraisal process;</li> <li>• Extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• School community survey;</li> <li>• Demonstration of outcomes during the student performance;</li> <li>• Demonstration of student excellence during the end of the year award presentation;</li> <li>• Classroom observations.</li> </ul>

### Learning Environment

Goals	Implementation Strategies	Achievement Measure
<p><b><u>Social</u></b></p> <p>To provide a compassionate, caring, supportive and positive learning environment where all students experience success and show respect to fellow students, teachers and be proud of their school.</p>	<ul style="list-style-type: none"> <li>• Adherence to the Code of Conduct and Practice;</li> <li>• Adherence to Child Safe Policy;</li> <li>• Class Monitoring System;</li> <li>• Cross age buddy system;</li> <li>• Student counselling services;</li> <li>• Encourage students to attend religious ceremonies;</li> <li>• Religious education.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the Discipline Policy;</li> <li>• Review child safety policies and procedures;</li> <li>• Accurate record keeping and analysis of incidents, accidents and sickness;</li> <li>• Presentation of student awards;</li> <li>• Student participation rate in the morning assembly;</li> <li>• Observation of classroom and playground behaviours.</li> </ul>
<p><b><u>Physical</u></b></p> <p>To provide a safe, attractive and well maintained school environment.</p>	<ul style="list-style-type: none"> <li>• Emergency Procedures Policy</li> <li>• First aid training for staff;</li> <li>• Playground monitoring roster system/Yard Duty;</li> <li>• Mandatory incident/accident reporting procedure;</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities audit;</li> <li>• Staff with current first aid qualifications;</li> <li>• Yard Duty rostering is in place to ensure supervision of students during recess;</li> <li>• Child safety policies and procedures are clear and easily accessible to school personnel and students.</li> </ul>

## Resources

Goals	Implementation Strategies	Achievement Measure
To ensure resources allocation reflects and delivers the established goals and priority of the school.	<ul style="list-style-type: none"> <li>• Allocation of human resources to fulfil the goals;</li> <li>• Fundraising to supplement the management of the school;</li> <li>• Sufficient funding to implement the set goals;</li> <li>• Budget monitoring process.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory financial audit;</li> <li>• Budget monitoring program;</li> <li>• Regularly reviewing allocation of resources;</li> <li>• Ongoing expansion of the school and its facilities.</li> </ul>

## Management

Goals	Implementation Strategies	Achievement Measure
To provide effective streams of communication and facilitate collaborative decision-making policies.	<ul style="list-style-type: none"> <li>• School organisation chart;</li> <li>• Staff and management meetings – twice per term;</li> <li>• Plan weekly events;</li> <li>• Regular distribution of newsletters to parents;</li> <li>• Clear communication of decisions to members of school community.</li> <li>• Regular review of school documents, policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey and parent/guardian survey;</li> <li>• Up-to-date and accurate meeting minutes;</li> <li>• Feedbacks from parents/guardians and teachers.</li> </ul>
To develop and maintain efficient procedures for the management of the school.	<ul style="list-style-type: none"> <li>• School administration calendar;</li> <li>• Coordinated timetable;</li> <li>• Roles and responsibility of Principal and administration staff ;</li> <li>• Annual staff appraisal process;</li> <li>• Regular staff appraisal survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed duty statements – written, published and reviewed annually;</li> <li>• Up-to-date and accurate meeting minutes;</li> <li>• Ongoing development of teacher professional skills.</li> </ul>

## Accountability

Goals	Implementation Strategies	Achievement Measure
<ul style="list-style-type: none"> <li>• To provide a meaningful and ongoing assessment process and procedure for reporting students' progress;</li> <li>• Report to the Department of Education and Training (DET), previously known as Department of Education and Early Childhood Development;</li> <li>• Report to Victorian Registration &amp; Qualifications Authority (VRQA).</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and reporting policy;</li> <li>• Procedures for monitoring and reporting the performance of students;</li> <li>• Review reporting procedures;</li> <li>• Provide annual written reports to the DET;</li> <li>• Report any changes in relation to organisation, management or proposed relocation to VRQA within one week.</li> </ul>	<ul style="list-style-type: none"> <li>• A centralised student information database established;</li> <li>• Parent/guardian/teacher interview;</li> <li>• Parent/guardian survey;</li> <li>• Detailed written student progress report completed twice a year;</li> <li>• Parent/guardian's acceptance and satisfaction with reporting methods.</li> </ul>

## School Management Plan

### School Priorities

#### Priority 1: Implementation and refinement of the current curriculum plan

<b>Priority 1</b>	Ongoing monitoring of the outcome for the current curriculum plan and apply adjustments/refinements according to the needs of the teaching requirements.
<b>Description</b>	The School has developed a curriculum plan according to the LOTE Victorian Curriculum and VCAA guidelines. This plan takes time to implement, and ongoing improvements and fine tuning will help to achieve the intended outcome.
<b>Intended outcome</b>	A refined LOTE Victorian Curriculum and VCE program for all levels accepted by the teachers and the school community. Teachers are fully trained to deliver this curriculum.

Strategy	2024	2025	2026
Implementation of LOTE Victorian Curriculum policy in line with the mission of the school	<ul style="list-style-type: none"> <li>• Provide assistance to teachers during the implementation process;</li> <li>• Monitoring teachers' progress in the implementation phase and the teaching outcomes;</li> <li>• Assess student's progress according to the Victorian Curriculum.</li> <li>• Improve the general guidelines for school-assessed report format.</li> <li>• Consider the use of computers (e-mail, internet, etc.) and develop strategies to authenticate work done by students using information technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish bridging class for pre-VCE students;</li> <li>• Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>
Refinement of the current Victorian Curriculum/VCAA curriculum	<ul style="list-style-type: none"> <li>• Monitoring the teaching outcome and make adjustment to the curriculum in order to obtain the desired outcome;</li> <li>• Incorporate the suggestions from teachers to the curriculum;</li> <li>• Establish a system to keep track of all the changes to the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>

Strategy	2024	2025	2026
Professional development for teachers	<ul style="list-style-type: none"> <li>• Provide advice and support to teachers on how to deliver the curriculum using LOTE methodology;</li> <li>• Assist teacher in the development of the lesson plan, especially in the multi-level class areas;</li> <li>• Multi-level classroom management;</li> <li>• Recommend teachers to attend training courses provided by ESAV, DET, and The Chinese School Society of Victoria.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>
Communication and involvement of parents	<ul style="list-style-type: none"> <li>• Inform parents/guardians about the program through newsletters, parent/guardian/teacher interview and cultural activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>
Monitoring student performance	<ul style="list-style-type: none"> <li>• Conduct student assessment according to the Victorian Curriculum/VCAA guidelines/specifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>
Provision of staff	<ul style="list-style-type: none"> <li>• Employ additional staff if class number expands;</li> <li>• Employ teacher aid to assist the teacher if class size is greater than 20 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Review staff and class size ratio.</li> </ul>	<ul style="list-style-type: none"> <li>• Review staff and class size ratio.</li> </ul>
Funding	<ul style="list-style-type: none"> <li>• Preparation of program budget;</li> <li>• Perform an estimation/forecast on school enrolment numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>

**Priority 2: Develop School Emergency Procedures – Policy and Program**

**Priority 2** To establish a set of clear guidelines and procedures for emergency.

**Description** The School has a written policy for emergency procedures which is reviewed annually (or earlier as required).

**Intended outcome** A formal written policy & program to be introduced to all new and existing staff and volunteers. The policy and program will be monitored and reviewed in due time.

Strategy	2024	2023	2026
Development of the emergency procedures for staff and students to follow if an emergency occurs	<ul style="list-style-type: none"> <li>• Request input from teaching &amp; administration staff;</li> <li>• Research for updates on emergency procedures from other Education Institution;</li> <li>• Establish and implement the drilling process to raise the awareness of the school community;</li> <li>• Ensure school community knows the emergency safety assembly location and they are not allowed to go back where they were until a safety clearance signal is given by authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the policy and program.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review the policy and program.</li> </ul>
Audit and examine the current fire alarm & extinguish systems installed on the premises	<ul style="list-style-type: none"> <li>• Each level of the premises has the fire alarm system installed;</li> <li>• These systems are maintained and being checked periodically by the designated companies.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the policy and program.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review the policy and program.</li> </ul>



### Priority 3: Child Safety

**Priority 3** To foster and support an organisational culture of child safety in its school environment.

**Description** The School is committed to protecting the wellbeing and safety of children and young people. The School believes it is the responsibility of all staff, contractors, parents/guardians and volunteers to keep children and young people safe from physical, sexual, emotional, psychological and cultural abuse and neglect within our school environment. The School has zero tolerance for child abuse in our school environment and is committed to acting in the best interests of children and to keeping them safe at all times. This includes, but is not limited to:

- implementing child safety policies and procedures that support ongoing assessment and amelioration of risk and that provides a safe learning environment for our students;
- undertaking thorough recruitment processes to engage the most suitable people to work with children;
- providing ongoing training, education and support for all school personnel in relation to understanding child abuse, school child safety policies and procedures, and identifying risks and areas for improvements; and
- actively promoting the participation and empowerment of the students in our care.

**Intended outcome** To ensure all new and existing School personnel understand their responsibilities to promote and maintain the wellbeing and safety of children at Fo Guang Chinese School.

Strategy	2024	2025	2026
Development of Child Safe Policy and Code of Conduct for staff, volunteers, parents and students to follow.	<ul style="list-style-type: none"> <li>• Request input from teaching &amp; administration staff;</li> <li>• Ensure school community knows of their rights about child abuse and child safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the policy and its refinement.</li> </ul>	Ongoing.
Development of preventative approaches or initiatives that increase students' awareness of child safety and encourage them to disclose behaviour that makes them feel unsafe.	<ul style="list-style-type: none"> <li>• Request input from teaching &amp; administration staff;</li> <li>• Ensure school community knows of their rights about child abuse and child safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the policy and its refinement.</li> </ul>	Ongoing.
Training, education and support for all School personnel in relation to understanding child abuse and child safety	<ul style="list-style-type: none"> <li>• Provide advice and information on understanding relevant school policies and practices for reporting concerns of child abuse and how to respond.</li> </ul>	Ongoing.	Ongoing.

## Code of Conduct – Child Safety

Fo Guang Chinese School operates according to the following Code of Conduct for Child Safety.

This Code of Conduct aims to protect children and reduce any opportunities for abuse or harm to occur. It also guides staff, teachers, and volunteers on how to best support children and how to avoid or better manage difficult situations. This Code of Conduct applies to all people involved in Fo Guang Chinese School activities, including all management, staff, teachers, volunteers, parents/guardians, and contractors.

Fo Guang Chinese School has zero tolerance for child abuse.

Management, staff, teachers, volunteers, parents/guardians, and contractors at Fo Guang Chinese School (operating under International Buddhist College of Victoria Inc.) are required to abide by this Code of Conduct.

### The School Committee will:

- Ensure staff and teachers understand their roles and responsibilities regarding child safety.
- Always adhere to this Code of Conduct and always uphold the School's statement of commitment to child safety
- Nominate a Child Safety Officer to provide information and support to all staff, teachers, contractors, volunteers, children, students, and their parents/guardians regarding child protection matters.
- Treat students and their parent/guardians with respect, both within and outside the School environment
- Respond promptly to complaints
- Ensure all relevant checks and registrations are up to date (i.e. Working with Children Check, VIT etc)
- Observe all rules and policies of the School including those in the School's constitution and as determined by the School Committee from time to time.

### All people involved in the teaching or care of children on behalf of Fo Guang Chinese School will:

- Operate within the policies and guidelines of Fo Guang Chinese School
- Be responsible for the relevant administration of programs and activities in their area
- Maintain a duty of care towards others involved in programs and activities
- Establish and maintain a child-safe environment in the course of all work
- Be fair, considerate, and honest with others
- Treat children and young people with respect and value their ideas and opinions
- Act as positive role models in their conduct with children and young people
- Be professional in their actions
- Maintain strict impartiality
- Comply with the School's guidelines to minimise or avoid physical contact with children
- Respect the privacy of children, their families and parents/guardians, and only disclose information as strictly necessary;
- Maintain a safe environment for all children
- Immediately report suspected abuse and to **Victoria Police on 000 if there is an immediate concern for a child's safety**
- Report any allegations of child abuse to the delegated Child Safety Officer and/or School Committee and/or Principal
- Report any allegation of abuse to the appropriate authority e.g. Department of Health and Human Services, Victoria Police, DET, CCYP
- Support the safety, participation, wellbeing and empowerment of children
- If physical contact is required for any purpose, ask the child if they are comfortable with this interaction
- Treat students and parents/guardians with respect, both within and outside the School environment
- Treat all who enter the School with courtesy, respect and consideration
- Attend child safeguarding training

- Follow any grievance procedures set down by the School Committee to try to resolve any conflicts with staff, students and guardians
- Declare any conflicts of interest with children, young people and their families.

#### **No person shall:**

- Shame, humiliate, oppress, or demonstrate abusive behaviour toward or in the presence of children and young people
- Discipline using physical force e.g. smacking or hitting
- Communicate with a child through personal or private networks (including online, text messaging, gaming, email)
- Seek contact with children and students outside of any School programme
- Take photographs or video of children or students for School-related activities without the prior consent of the child and parent/guardian
- Take photos or videos of a child or student on a personal device and/or for personal use
- Request that a child keep secrets from other adults, children or parents/guardians
- Discriminate against any child because of disability, age, gender identity, race, culture, sexual orientation, religion or ethnicity
- Develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- Exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps)
- Put children at risk of abuse (for example, by locking doors)
- Ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- Do things of a personal nature that a child can do for themselves, such as toileting or changing clothes (such as accompanying a child to the washroom or toilet)
- Engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- Use inappropriate language in the presence of children
- Have contact with a child or their family outside of the School without the Child Safety Officer's knowledge and/or consent (for example, no babysitting). Incidental contact, such as seeing people in the street, is appropriate.
- Have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters)
- Ignore or disregard any suspected or disclosed child abuse
- Discuss confidential issues of the School with people outside of the School
- Take illegal drugs or consume alcohol when on duty or on School premises
- Harass in any form students, parents/guardians or staff

#### **What happens if you breach this Code of Conduct?**

- Any breach of this Code of Conduct will result in disciplinary action, including termination of employment or cessation of engagement with School as appropriate.

## **Code of Conduct – Students**

Fo Guang Chinese School provides a compassionate, caring and safe environment for student to learn. Students are expected to be well behaved, co-operative and being proud as members of the school community.

This Code of Conduct for students of Fo Guang Chinese School complies with guidelines issued by the DET.

#### **Students have the right:**

- To be treated fairly regardless of gender, ethnicity, ability and spiritual beliefs

- To be encouraged and supported as they develop the language skills and apply what they have earned at the school environment
- To learn and play in a physical safe environment
- To learn free from disturbance and interference
- To be taught by teachers who use the LOTE Victorian Curriculum/VCAA curriculum and methodology techniques.

#### **Students have the responsibility:**

- To ensure their behaviour does not interfere with the learning of other students in the classroom
- To ensure their behaviour does not endanger the physical and emotional health of other students
- To behave in a considerate, courteous, responsible and honest manner
- To abide by classroom and School rules and policies
- To complete work to the best of their ability.

Fo Guang Chinese School operates according to the following framework:

#### **School Committee**

Fo Guang Chinese School operates in accordance with its Constitution and the *Community Language Schools Funding Program* accreditation and funding guidelines of the Department of Education and Training (the **DET**). Within these regulations and guidelines, the School observes the following principles:

- The learning needs of students will be the primary consideration in decision-making
- Members of the School Committee, staff and teachers will be required to undertake training regarding their responsibilities to current School policies, practices and DET guidelines
- Views of the school community will be sought and considered on key issues
- Decisions of the School Committee will be available to the members of the School
- Parents will be encouraged to be involved in the School's programming
- Skills and experiences within the located community are to be used as a valuable resource
- The School Committee will meet at least once per school term in addition to the Annual General Meeting
- Minutes of meetings will be recorded and maintained, and business will be conducted according to normal meeting procedures; and
- The School Administrator will advise members of all scheduled meeting, ensure there is an agenda is prepared in advance of each meeting, minutes are taken, and decisions of the School Committee are implemented.

#### **Principal / School Administrator**

The School Administrator is responsible to provide effective management of the School in accordance with the School Charter, DET guidelines, expectations and codes of practice including the following:

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

In return the School Administrator can expect:

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

#### **Child Safety Officer**

The School has a Child Safety Officer at each campus. The Child Safety Officer provides advice on all policies and procedures regarding child safety in accordance with the Victorian Child Safe Standards and undertakes the following:

- Is supervised by the Principal, and reports to the School Committee
- Provides a first point of contact/central point for reporting allegation of abuse
- Implements quality business and practice systems and standards
- Oversees that child protection services comply with relevant legislation, delegations, policies, quality standards and the School's Child Safety Practice Manual
- Ensures a clear process is in place to report allegations of child abuse
- Oversees ongoing professional development and management of staff in relation to the Child Safe Standards
- Regularly convenes internal child safety meetings.

### **School Coordinator**

The School Coordinator is responsible to ensure 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/guardians, 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's policy on assessing student progress.

In return School Coordinator can expect:

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

### **Teachers**

Teachers will demonstrate a commitment to the School by:

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

In addition to specific role statements, teachers will:

- Provide a positive learning environment, catering to individual needs
- Will arrive before classes commence, be well prepared and ready to begin lessons at the given time
- Supervise children during recess when rostered for yard duties
- Participate in teachers meeting held each term and at the annual curriculum planning day
- Develop professionally through courses provided through Community Languages Victoria, internal workshops and professional reading
- Support the School Committee, Principal, School Coordinator and the school community generally
- Participate in all school activities
- Provide reports to students and parents in a clear and accurate form; and
- Encourage parental involvement.

In return teachers can expect:

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

## **Students**

Students will demonstrate a commitment to the School by:

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

In return students can expect to:

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

## **School Community**

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

- The School Committee
- Teachers; and
- School administrative staff.

Opportunities for participation and contribution will be provided through:

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

This will be achieved through communication via:

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

# Curriculum

## Alignment with Victorian Curriculum F-10, Languages

Fo Guang Chinese School's curriculum is developed in line with the Victorian Curriculum F-10, Languages. The curriculum is organised through themes and topics which are arranged to provide progressive and cumulative opportunities for students to develop language and cultural understandings. The curriculum will provide students with activities covering all four macro skills, for example, speaking, listening, reading and writing, as well as cultural activities that meet the requirements of the intercultural dimension of a robust languages program.

## Assessment and Student Reporting

Student's learning progress is assessed on a regular basis through various assessment methods.

Written reports will be issued at the end of each term, outlining a student's progress and the ways in which parents/guardians can support their child's learning. It is important that parents/guardians acknowledge that absences will have an impact on a student's report.

# School Policies and Procedures

## Enrolment and Withdrawal Policy and Procedures

Parents/guardians seeking to enrol their child at Fo Guang Chinese School will need to complete the Fo Guang Chinese School Enrolment Form and pay applicable tuition fees. Upon enrolling, all students must agree to obey the School's rules and Code of Conduct.

To withdraw a student from the program, a parents/guardian must advise the School **in writing** by completing an official withdrawal notice indicating reason for withdrawal and date of last day of attendance.

## Behaviour Management Policy

The purpose of our Behaviour Management Policy is to ensure 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 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 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 DET's Student Engagement and Inclusion Guidelines. Where appropriate, parents/guardians will be informed about 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 Principal.
- FOURTH STEP** Parents/guardians will be informed and requested to attend a meeting together with the student, with the Principal, to try and resolve the problem.
- FIFTH STEP** The student may be suspended or expelled from the School.

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

Corporal punishment in any form is prohibited.

## Grievance Procedure/Policy

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

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

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

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

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

## Bullying Prevention Policy

Fo Guang Chinese School has zero tolerance for 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

Fo Guang Chinese School 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 will be asked to:

- sign an agreement to abide by the School's cyber safety policy, that aims to prevent bullying and harassment
- ensure 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 the parent/guardian or teacher.

## Virtual Classroom Policy relevant to Covid-19

During the continuance of COVID-19, Fo Guang Chinese School will temporarily deliver Chinese language classes online to minimise risk to health and safety of our teachers and students, and the wider community.

**All people involved in the care of children on behalf of Fo Guang Chinese School will:**

- adhere to the School's Code of Conduct during all remote learning; to prevent online incidents, such as cyber bullying, stalking, "zoom-booming" etc.
- not contact students out of lesson hours without the prior consent of parents/guardians
- notify parents/guardians and students if these rules have been broken
- maintain privacy and confidentiality of personal information when participating in online meetings
- use the Zoom app or Google classroom to communicate with students and parents/guardians
- schedule all Zoom classes/meetings with the prior approval of the Principal
- notify the Principal or the Child Safety Officer of any data breaches as result of lost devices or hacking, phishing, or another external event
- Be vigilant to cybersecurity concerns

**Student responsibilities during remote learning:**

- regularly monitor digital platforms for announcements and feedback from teachers
- do their best work by completing tasks with integrity and academic honesty
- do their best to meet timelines and due dates
- communicate openly with their teachers and proactively raise any concerns or issues
- collaborate and support their classmates
- continue to abide by the School's Code of Conduct
- use common space to join virtual / online class.

## Special Needs Policy

Fo Guang Chinese School welcomes and accepts all students, including those with disabilities and additional needs, and will ensure 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.

Fo Guang Chinese School strives to ensure:

- each student is valued and the diversity of their abilities, needs and learning styles is 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. Fo Guang Chinese 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 staff to stay hydrated throughout lessons 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°C degrees.

## SunSmart Policy

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

Fo Guang Chinese 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 staff, students, parents/guardians, 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>.

Fo Guang Chinese 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 its 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 any personal information we collect, use and disclose is accurate, complete and up to date
- protect the personal information 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
- 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
- promote 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 the the School holds about them or the way it handles that personal information.

## **Photographing and Filming Students Policy**

Fo Guang Chinese School will 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 DET and is available from the CLV website.

The purpose of this policy is to explain to parents/guardians how the School will collect, use and disclose photographs, video and recordings of students, how parent/guardian 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).

Fo Guang Chinese School will ensure that parents/guardians 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/guardians on enrolment and also at the beginning of each school year.

## **Visitor and Parental Volunteer Policy**

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

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

## **Student Attendance Policy**

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

## **Student Collection Policy**

The School has a student supervision schedule and uses a student collection form which has been developed by the DET 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 a student from the School. 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/guardians (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 the School is unable to contact one of authorised nominees by closing time, the School 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 Child Safe 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.

Fo Guang Chinese 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 the School Committee, 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 maintains a current 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.

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

## **Management of Personnel and Resources**

### **Staff Professional Learning**

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

### **Record Keeping Practices**

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

### **Annual Reporting**

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

# Appendix: Community Language Schools Guidelines for Parent/Guardian complaints

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

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

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

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

General issues best raised with the school principal could include:

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

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

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

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

## **STEP 1: Raising an issue with the teacher**

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

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

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

If you still have a concern after talking to the child's teacher, you may choose to meet with the Assistant Principal or Principal of Fo Guang Chinese School.

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

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

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

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

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

Any complaints about possible criminal behaviour and activity relating to Fo Guang Chinese School or our staff should be referred directly to the Victoria Police.



# Community Language Schools Parent/Guardian Complaint Form

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

## 1. PERSONAL DETAILS OF COMPLAINANT (Parent/Guardian)

Title: \_\_\_\_\_  
First Name: \_\_\_\_\_  
Family Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone/Mobile: \_\_\_\_\_  
Email address: \_\_\_\_\_

## 2. STUDENT DETAILS

First Name: \_\_\_\_\_  
Family Name: \_\_\_\_\_  
Year Level: \_\_\_\_\_  
Gender:  Male  Female

## 3. COMMUNITY LANGUAGE SCHOOL DETAILS

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

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

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

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

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

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

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

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Outcome of meeting/s:

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Date/s of meeting with Principal or Assistant Principal:

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Outcome of meeting/s:

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6. COMPLAINT DETAILS: Brief outline of the complaint

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

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Applicant's: Signature:

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Date:

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Send completed form to:

Mr Stefan Romaniw  
Executive Director  
Community Languages Victoria  
Level 2, 189 Faraday Street, CARLTON, 3053  
Tel: 9349 2683  
Email : [stefan.romaniw@communitylanguages.org.au](mailto:stefan.romaniw@communitylanguages.org.au)  
Website: [www.communitylanguages.org.au](http://www.communitylanguages.org.au)