



COMMUNITY LANGUAGES AUSTRALIA

Annual Report 2023



*Where language and
culture come together*



Australian Government

Department of Education

The Department of Education is supporting Community Language School Education in Australia through the 2019-2022 Project Plan which was extended until September 2024.

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***AFESA - Community Languages Australia acknowledges the
Traditional Owners of Country throughout Australia and
their continuing connection to land, waters and community.
We pay our respects to them, their cultures, languages, and
Elders past, present and emerging.***





Our Work



In this together, thinking nationally, acting locally

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Introduction

In the year 2023, the community language schools sector continued to navigate the challenges presented by the ever-evolving landscape of education in Australia. As community language schools faced the ongoing impacts of the COVID-19 pandemic, they also made significant advancements in adapting to new modes of learning and teaching.

One of the notable developments of the year was the continued collaboration and support provided by AFESA-CLA to schools, educators, and students. The insights gathered from these interactions were instrumental in enhancing existing programs and tailoring support to meet the specific needs of the community language education sector. Additionally, the partnership with State and Territory Associations proved to be invaluable in addressing the challenges faced by schools and ensuring the continued delivery of quality language education.

Despite the obstacles encountered, community language schools across the country demonstrated remarkable resilience and dedication to preserving multilingual education. The collective efforts of educators, administrators, and students showcased the sector's unwavering commitment to promoting linguistic diversity and cultural understanding.

In this Annual Report for 2023, we aim to highlight the achievements and challenges faced by the community language education sector throughout the year. By sharing insights into ongoing initiatives and identifying key focus areas for the future, we seek to foster a culture of collaboration and innovation within the sector.

As we look ahead to the coming year, AFESA-CLA remains committed to supporting and promoting multilingual education in Australia. We express our gratitude to the Department of Education for their continued partnership and support, and we are excited to showcase the achievements and aspirations of the community language sector in this Annual Report for 2023.



Tassos Douvartzides
Chairman



Stefan Romaniw, OAM
Executive Director



About Community Languages Australia

Organisational Structure

Community Languages Australia (CLA), officially called AFESA-Community Languages Australia (AFESA-CLA) is a national incorporated not-for-profit organisation. It is registered with Consumer Affairs Victoria and must provide an annual audited statement and report from the Annual General Meeting.

The National Council, which consists of two representatives of each state and territory, drives CLA's policy developments. A National Secretariat undertakes the management of the operations.

Members of AFESA-CLA are:

- Australian Capital Territory Community Languages Schools Association (ACTCLSA)
- Community Languages Northern Territory (CLNT)
- Ethnic Schools Association Queensland Inc. (ESAQ)
- Community Languages Tasmania (CLTAS)
- Community Languages Victoria Inc. (CLV)
- Community Languages Western Australia Inc. (CLWA)
- New South Wales Federation of Community Language Schools (NSWFCLS)
- Community Language Schools of South Australia (CLSSA)

About Community Languages Australia

Council Members

Chairman

Mr Tassos Douvartzides (CLV)

Deputy Chair

Mr Enzo Sirna AM (CLWA)

Secretary

Dr Fuxin Li (CLSACT)

Treasurer

Mr Rafiul Alam (ESAQ)

Members

Mrs Lucia Johns (NSWFCLS)

Mr Michael Christodoulou AM (NSWFCLS)

Mr Fahry Abubaker (CLV)

Mrs Irene Bayldon (ESAQ)

Mr C.K Bharathy (CLTAS)

Mr Kazi G Sabbir (CLTAS)

Mr Mohamed Ferozkhan (CLNT)

Mr Brett Shuttleworth (CLSSA)

Mrs Irene Rowe (CLSSA)

About Community Languages Australia

The Secretariat



STEFAN ROMANIW, OAM

EXECUTIVE DIRECTOR

Stefan Romaniw OAM is currently Executive Director of Community Languages Australia and was previously chairperson of the Victorian Multicultural Commission and Multicultural Arts Victoria. Stefan received Medal of the Order of Australia for service to education and language learning through the coordination and provision of services for people from linguistically and culturally diverse backgrounds.



FAHRY ABUBAKER

EXECUTIVE OFFICER

Fahry Abubaker is the Executive Officer of Community Languages Victoria. His over 20 years of service includes supporting community language schools with registration, accreditation, funding applications, VCE registrations, and professional learning activities for language teachers and instructors. As part of the CLA Secretariat he also supports all state and territory associations. He holds a Bachelor's degree in Computer Science and a Diploma in Software Development. He is the mastermind behind CLA's comprehensive database management system which assists member states in managing their community language schools' information and enrolments.



NEDA ERJAEI

CHILD SAFETY & COMPLIANCE OFFICER

Neda holds a Bachelor's degree of English Translation, an Advanced Diploma of Research, a Diploma of Training and Assessment, and Cert IV in Community Language Teaching. She is an experienced Child Safety and Compliance Officer. Her role is to ensure that all schools adhere to the Child Safe Standards and National Principles for Child Safety. She trains and educates community language schools on all aspects of child safe policies and procedures.



HEBA EL-HAKIM

PROJECTS & COMMUNICATIONS OFFICER

Heba holds a B.Sc. in Microbiology & Immunology and an MBA from top universities in Montreal, Canada. Her professional experience is vast and includes leadership and business development, strategic planning and online education. Her most recent project in the community languages sector involves launching the newly revised Quality Assurance Framework. She continues to support and organise streamlined professional learning programs to community language schools.



About Community Languages Australia

Governance Policy

CLA developed a CLA Council Governance Policy, to assist the Council in managing its work. It covers a range of areas that enhance good management and compliance, based on the following principles:

- **Participatory:** Participation is a crucial cornerstone of good governance.
- **Consensus-oriented:** There are several actors and as many viewpoints. Good governance requires mediation of the different interests.
- **Accountability:** Who is accountable to who.
- **Transparency:** Decisions taken, and their enforcement are easy for others to see, implying openness, clear communication and accountability.
- **Responsiveness:** Good governance requires institutions and processes to serve all stakeholders within a reasonable timeframe.
- **Effectiveness and Efficiency:** Good governance means that processes and institutions produce results that meet stakeholders' needs while making the best use of resources at their disposal.
- **Equitability and Inclusivity:** A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from society's mainstream.
- **Follows the Rule of Law:** Good governance requires fair legal frameworks that are enforced impartially.



The Department of Education's Project Plan

The Department of Education (DoE), primarily funds AFESA-CLA, to provide national coordination and support to community language schools.

The signed funding agreement for the 2019-2022 period was extended until September 2024 and outlines the objectives to support:

- community languages education for Australian school students,
- community languages schools to provide quality community languages education to support the increase in Australian school students undertaking community language studies; and
- professional development of community languages teachers.

AFESA-CLA is required to prepare a Project Plan developed in cooperation with the Council and endorsed by DoE. The Secretariat reports regularly to DoE on its activities.

The Council refers to the Project Plan during its council meetings to ensure that the planned deliverables are met. The Council also relies on state and territory associations to cooperate in providing and disseminating information, which assists in planning and delivering programs and initiatives on a national level.

The Secretariat is responsible for the initial planning and implementation of the Project Plan and reports to the Council at each meeting.



Strategic Position

Our Strategic Purpose

Community Languages Australia (CLA) is dedicated to representing and advocating for the community language school sector at a national level. By collaborating with state and territory federations and associations, CLA strives to promote the importance of community language education across Australia.

In addition to advocacy, CLA focuses on fostering synergies and standardisation among associations, federations, and schools. This ensures consistency and effectiveness in the delivery of community language education throughout the country.

CLA is committed to supporting community language schools in providing high-quality education. By offering resources, professional development opportunities, and guidance, CLA empowers schools to facilitate effective language learning and community building.

Recognising the importance of emerging communities, CLA also aims to support the establishment and growth of these communities by providing them with the necessary tools and resources to develop their community language schools.

CLA places great value on research and data collection. By engaging in research activities and supporting research initiatives, CLA not only informs policy-making in the community language education sector but also contributes to its future-proofing.

In summary, CLA's strategic purpose can be defined by five key statements:

1. Advocating for the community language sector.
2. Promoting national standardisation and synergies.
3. Facilitating high-quality languages education and community building.
4. Supporting the establishment of emerging communities.
5. Conducting research and future-proofing the sector.



Strategic Position

Support to Member Associations

CLA plays a crucial role in bridging the gaps and disparities that exist across different states and territories in Australia. Not only does CLA represent state and territory associations, but it also actively supports them in their efforts to provide assistance and guidance to community language schools, with the ultimate aim of achieving national consistency.

To achieve this strategic objective, CLA has undertaken various initiatives and activities throughout the year. These include facilitating meetings with key stakeholders such as the Departments of Education and Multicultural Affairs in Queensland, Northern Territory, Western Australia, Tasmania, and the Australian Capital Territory. These meetings serve as platforms for collaboration, discussion, and the exchange of ideas to address the unique challenges faced by each jurisdiction.

CLA has also taken the initiative to develop strategic plans tailored to the specific needs of associations in different states and territories. These plans provide a roadmap for associations to navigate their way towards achieving their goals and objectives effectively.

Recognising the importance of leadership in driving change, CLA has introduced Educational Leaders' Networks in various jurisdictions. These networks serve as platforms for educational leaders to connect, share best practices, and receive ongoing support from CLA. Additionally, CLA has delivered professional development sessions for leadership teams to enhance their skills and knowledge in effectively managing community language schools.

CLA has also extended its support to associations in the development of funding submissions. By providing guidance and assistance in the writing of these submissions, CLA aims to help associations secure the necessary funding to sustain their operations and provide the support needed by community language schools.

Lastly, CLA has played a pivotal role in assisting associations in developing their constitutions and model rules for incorporation. These legal frameworks ensure the smooth functioning and governance of associations, enabling them to effectively support community language schools.



Quality Assurance Framework

Purpose

The Quality Assurance Framework (QAF) provides teachers, administrators, parents and other school community members with a practical way of understanding best practice provision of community languages education, and a tool for assessing whether the various elements of quality community language schooling are being practised.

It also serves as a reference manual to enhance the quality of teaching and learning in community languages schools.

The Quality Assurance Framework is not intended as a means of assessing an individual or their performance, but as a means to enhance teaching and learning practices across school communities.

Using the Framework can also demonstrate that a quality approach is currently being adopted by the school.

Background

The QAF was initially developed in 2008 and was built from an analysis of known best practices in school operations, in teaching and in learning. It was developed in consultation with key stakeholders from community language schools in each state and territory. Its contents were field tested with a range of stakeholders.

The Framework which identifies 8 areas of school operation has some similarities to frameworks applicable to all schools but has a distinctive character that is aligned with the unique nature of community languages schools.

The Framework provides a rigorous tool for analysis of the status of community language schools and provides direction for future areas of development. In this regard, implementation of the Framework has been challenging for many community language schools. A program of targeted professional learning about use of the Framework was developed and implemented at the time of the release of the Framework. However, since 2008 the knowledge and research underpinnings of best practice has advanced. Over the period of implementation, schools' use and understanding of the Framework remained variable. Therefore, it is timely for the Framework to be systematically reviewed in terms of its content and ongoing utility.



Quality Assurance Framework

The Newly Revised QAF

In collaboration with Erebus International, the initial developers of the QAF, CLA undertook a comprehensive revision of the QAF by examining its contents and organisation considering other contemporary school effectiveness frameworks in mainstream schools. Erebus International conducted a series of consultations and surveys to relevant community language schools to better understand their use and familiarity with the QAF. This research and surveying of the current landscape was conducted in 2021 and parts of 2022. The rollout of the newly revised QAF occurred in 2023.

CLA assisted in developing the new materials and resources for the newly revised QAF. The newly revised QAF is short and concise, less complex, contains less educational jargon and more easy-to-understand terms. It reflects current evidence on teaching and learning. It also has a greater emphasis on the use of technology and remote learning reflecting the recent COVID-19 pandemic experience. There was also less emphasis placed on the use of the Framework for measurement and reporting and greater emphasis on school improvement.

The Eight Dimensions of the QAF

The QAF consists of eight interrelated dimensions, that combine to provide an overview of best practice in teaching and learning and school operation and management within the community languages sector in Australia.

The Framework reflects the current research literature in relation to effective school practices generally, as well as what is known about the promotion of mother tongue maintenance and cultural understanding in particular.

It draws on the practical experience of teachers and principals in many community language schools across Australia.

The revised Framework continues to be based on the belief that all of these dimensions need to be addressed to achieve quality in a school or a program.

The dimensions work together in an integrated way, and overlap to some extent. The Dimensions of the revised Framework are represented in the figure on the next page.

Quality Assurance Framework

The Eight Dimensions of the QAF



Teaching Effectively

Those strategies undertaken by teachers to maximise student learning outcomes, reflecting best practice in classroom teaching and learning.

Leading Effectively and Efficiently

The practices involved in inspiring school community commitment to student learning and ensuring resources for teaching and learning are being used efficiently.

Promoting Family Participation

The active participation of families in all aspects of community language school life.

Encouraging Community Partnerships

Those relationships with other key stakeholders/organisations that produce reciprocal benefits for students in community language schools.

Quality Assurance Framework

The Eight Dimensions of the QAF



Engaging Students in Purposeful Learning

Ensuring student participation in learning activities that focus on their needs and goals in relation to the community language being taught.

Enhancing Curriculum Relevance

Ensuring the curriculum is relevant to student learning needs, mandatory external curriculum requirements, and delivered through authentic cultural and community contexts.

Ensuring Student Wellbeing

The promotion of a positive, safe and secure learning environment that ensures each student is treated as a unique learner.

Evidence-Based Decision Making

Strategies undertaken to seek and report information in relation to student outcomes at both classroom and whole school level and to use this information to improve teaching and learning.



Quality Assurance Framework

Promotional Video

A video was produced in collaboration with Dal-Media Productions to introduce the newly revised Quality Assurance Framework training program and quiz. Since its premier on the CLV YouTube channel on 11 May 2023 it has received 643 views.

[Watch Video](#)

The QAF Quiz

The Quality Assurance Framework (QAF) Online Quiz is designed to encourage schools to assess their strengths and weaknesses and determine their Community Language School Quality Readiness Score. Serving as a call-to-action from the Promotional Video, this quiz aims to inspire schools to take action and engage with the QAF. It serves as an engaging lead magnet to attract schools interested in learning more about the QAF and helps build a database of schools looking to enhance their language education programs.

A full report of the performance of the quiz funnel and statistical data and analysis can be provided upon request.

[Take The Quiz](#)

The QAF Training Materials

A complete rebranding and re-work of the Workshop training slides have been developed and used for the June and August 2023 face-to-face and online workshops.

[Access Workshop Slides](#)

Quality Assurance Framework

The QAF Resources

Three resource guides have been rebranded and completely reworked/revised and serve as the primordial tools for using the Quality Assurance Framework.

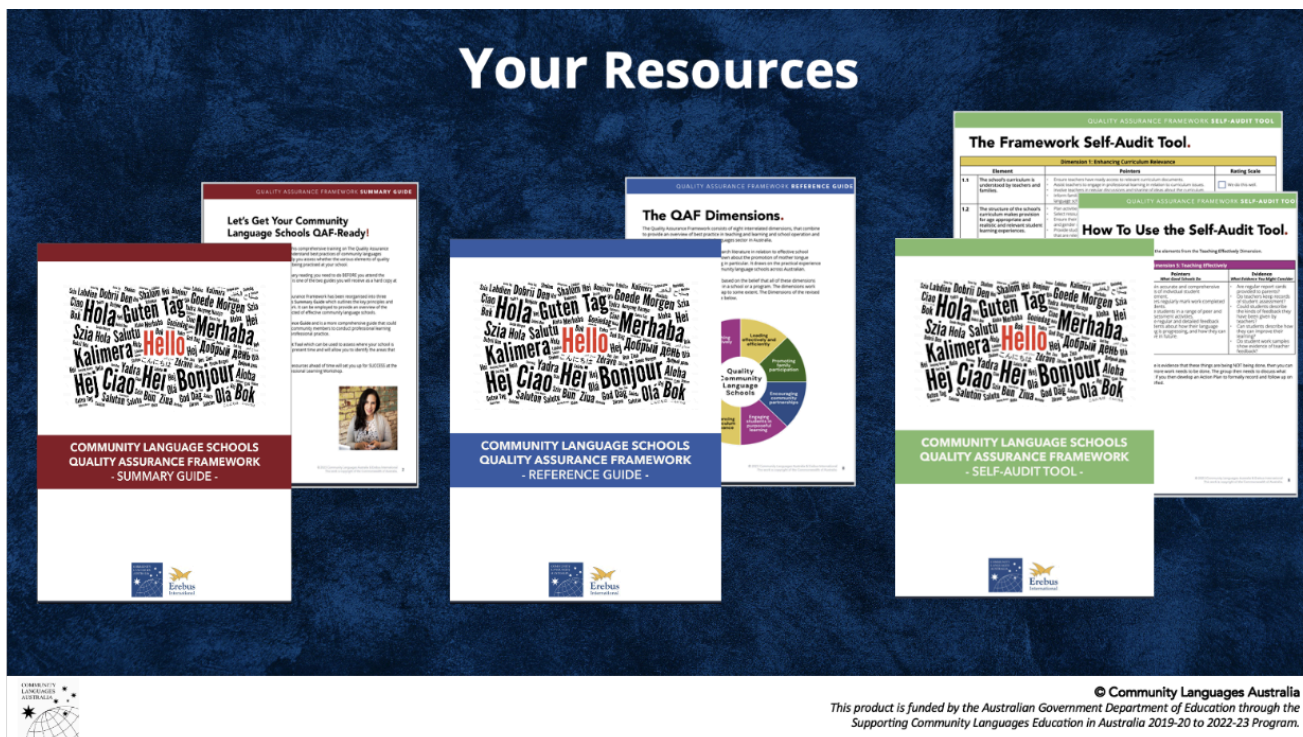
The three resources are:

1. A **Reference Guide** that provides the full detailed Framework, including Pointers that describe each Element in practice.
2. A **Summary Guide** that provides an overview of the eight Dimensions and related elements that make up the Framework.
3. A **Self-Audit Tool** that provides a two-pointer scale rating and allows the user of the tool to assess areas of improvement and areas of mastery.

[Download Reference Guide](#)

[Download Summary Guide](#)

[Download Self-Audit Tool](#)



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This product is funded by the Australian Government Department of Education through the Supporting Community Languages Education in Australia 2019-20 to 2022-23 Program.

Quality Assurance Framework

The QAF Workshops

The following workshops and presentations have been delivered since the beginning of the launch in May 2023:

State	No	Topic	Presenter	Date	# Registered	# Participated	% Show Up Rate
NSW	1	The Newly Revised Quality Assurance Framework for Community Language Schools (FACE-TO-FACE)	Dr Bob Carbines & Dr Tim Wyatt	9-June-2023	34	33	97.06%
VIC	2	The Newly Revised Quality Assurance Framework for Community Language Schools (FACE-TO-FACE)	Dr Bob Carbines & Dr Tim Wyatt	15-June-2023	36	32	88.89%
WA	3	The Newly Revised Quality Assurance Framework for Community Language Schools (FACE-TO-FACE)	Dr Bob Carbines & Dr Tim Wyatt	24-June-2023	26	22	84.62%
NATIONAL	4	The Newly Revised Quality Assurance Framework for Community Language Schools	Dr Bob Carbines & Dr Tim Wyatt	7-Aug-2023	37	26	70.27%
NATIONAL	5	The Newly Revised Quality Assurance Framework for Community Language Schools	Dr Bob Carbines & Dr Tim Wyatt	10-Aug-2023	32	16	50.00%
NATIONAL	6	The Newly Revised Quality Assurance Framework for Community Language Schools	Dr Bob Carbines & Dr Tim Wyatt	11-Aug-2023	36	17	47.22%
QLD	7	The Newly Revised Quality Assurance Framework for Community Language Schools (FACE-TO-FACE)	Dr Bob Carbines & Dr Tim Wyatt	11-Oct-2023	35	30	85.71%

Keynote Address at 2023 Victorian Conference

At the CLV 2023 Victorian State Conference in July, the Quality Assurance Framework was delivered as a Keynote Address by Heba El-Hakim who has been leading the QAF project from the start.

Keynote Address:

From Theory to Practice – Putting a Quality Assurance Framework into Action for Community Language Schools



Quality Assurance Framework

Keynote Address at 2023 Victorian Conference

The Keynote address focused on the newly revised Quality Assurance Framework (QAF) and provided insights into the 8 Dimensions. This session aimed to empower community language schools to embrace the QAF, develop school improvement plans, and evaluate progress through concrete measures and qualitative methods such as record-keeping and establishing the school's language education profile.

During the session, attendees learned:

- The purpose of the revised Quality Assurance Framework
- Highlights from recent face-to-face workshops in Sydney, Melbourne, and Perth
- How to effectively utilise the QAF and access resources and support
- Steps to integrate the QAF into the school's culture and ethos, and the importance of implementation.

[Download the Keynote Slides](#)

The 2023 Victorian Conference Program

The focus of the 2023 Victorian State Conference revolved around the 8 Dimensions of the QAF, with each workshop led by different faculty members corresponding to a specific Dimension.

PROGRAM	
8.30am – 9.30am	REGISTRATION
9.00am – 9.30am	MUSIC ARTIST PERFORMANCE: IAKI VALLEJO
9.30am – 9.45am	OPENING & NATIONAL ANTHEM
	WELCOME TO COUNTRY Prof Mark Rose
	OPENING REMARKS Mr Stefan Romanich OAM Executive Director, Community Languages Australia
	REMARKS AND VOTE OF THANKS Mr Tassos Douvatzides President, Community Languages Victoria
9.45am – 10.30am	ENGAGING WITH KEY STAKEHOLDERS SESSION
	<i>How to Deal with Government</i> Mo Elrafih CEO of Ethnic Communities Council of Victoria
	<i>Student Voices</i> Shenka Sivanathan, Victorian Tamil Association Vik Tsurouhas, Omiros College Suzane Pi, New Chinese Culture Language School
	<i>Bharatha Naddiyam Cultural Dance Performance</i> Victorian Tamil Association
	<i>Permission to Teach VICE Languages: Overview of the 2024/2025 Process</i> Kylie Witt Languages Unit Manager, Victorian Curriculum & Assessment Authority (VCAA)
10.30am – 11.30am	KEYNOTE ADDRESS
	<i>From Theory to Practice - Putting a Quality Assurance Framework into Action for Community Language Schools</i> Mrs Heba El-Hakim, BSc, MBA McGill University (Montreal, Quebec, Canada) Project Coordinator, Community Languages Victoria Business Coach, The ASK Method Company
11.30am – 12.30pm	CONCURRENT WORKSHOPS SESSION #1
	LEADING EFFECTIVELY & EFFICIENTLY <i>The Language of Behaviour Leadership</i> Dr Bill Rogers Education Consultant
	TEACHING EFFECTIVELY <i>Teaching Languages Effectively: How Can Artificial Intelligence Assist Our Teachers?</i> Dr Jing Qi Senior Lecturer, Social and Global Studies Centre, RMIT University
	EVIDENCE-BASED DECISION-MAKING <i>Evidence-Based Decision-Making in the Classroom</i> Mrs Majida Ali Principal, Assira Arabic Language School
	ENGAGING STUDENTS IN PURPOSEFUL LEARNING <i>Boosting Confidence in Speaking: Engaging Activities</i> Mrs Sarah Pary Education Consultant
	ENSURING STUDENT WELLBEING <i>Putting Students First: The 4 Rs of Safeguarding Children and Ensuring their Wellbeing</i> Mrs Neda Ertaji Child Safe and Compliance Officer, Community Languages Victoria
	ENGAGING STUDENTS IN PURPOSEFUL LEARNING <i>Purposeful Teaching for Belonging, Connecting and Learning</i> Dr Teresa De Fazio OAM (MACD)
12.30pm – 2.00pm	LUNCH AND LIVE PERFORMANCE BY PEROLAS MUSIC
2.00pm – 3.00pm	CONCURRENT WORKSHOPS SESSION #2
	LEADING EFFECTIVELY & EFFICIENTLY <i>The Language of Behaviour Leadership</i> Dr Bill Rogers Education Consultant
	TEACHING EFFECTIVELY <i>Lesson Design for Effective Teaching</i> Mrs Sarah Pary Education Consultant
	ENCOURAGING COMMUNITY PARTNERSHIPS <i>Leading the Way in Creating Strong Community Partnerships</i> Dr Teresa De Fazio OAM (MACD)
	PROMOTING FAMILY PARTICIPATION <i>Promoting Family Participation: The Idea of a Bilingual 'Literacy Café'</i> Dr Jing Qi Senior Lecturer, Social and Global Studies Centre, RMIT University
	ENHANCING CURRICULUM RELEVANCE <i>Planning an Effective Lesson Plan in Line with the Victorian Curriculum</i> Mrs Majida Ali Principal, Assira Arabic Language School
	ENGAGING STUDENTS IN PURPOSEFUL LEARNING <i>Creating Educational Material for Language Classrooms</i> Mrs Maloula Douvatzides Educator & Vice Principal, Omiros College
3.00pm – 3.15pm	Break
3.15pm – 4.15pm	Panel Discussion
4.15pm – 4.30pm	Closing Remarks

2023 COMMUNITY LANGUAGE SCHOOLS STATE CONFERENCE
NAVIGATING THE CHALLENGES IN
COMMUNITY LANGUAGES EDUCATION



National Events

Council Meetings

Council meetings address issues of coordination and support, evaluate the delivery of the Project Plan, share information and experiences. Four CLA Council Meetings were held in 2023 on **March 3** in Carlton, **July 7** in Carlton, **September 22** in Adelaide and **December 11** virtually.

Academic Forums

The Annual Academic Forum hosted by CLA on March 3rd, 2023 in Carlton was a resounding success with a strong turnout. This forum serves as a crucial platform for discussing and advocating for national language policies and strategies, making it an essential advisory body in the education sector. Attendees at the forum represent a diverse range of universities and agencies from across Australia, bringing together a wealth of knowledge and expertise in the field of language education. Participants were actively encouraged to nominate other individuals who may be interested in contributing to the Forum, further enriching the discussions and collaborations within the community language sector.

Executive Officer Forums

Most state and territory associations have an Executive Officer who manages local day-to-day community language schools' affairs. Three Executive Officer Forums were held in 2023 (**March 3, July 7 and September 22**) and regular contact was kept with individual state and territory associations' Executive Officers throughout the year.

National Conference

In late September, CLSSA hosted a two-day conference at the University of Adelaide campus. This was the first time since 2012 that South Australia had the honor of arranging the National Community Language Conference.

Across the conference, they had 30 speakers, over 300 attendees and provided 10 hours of TRB-approved professional development to more than 85 people. 164 attendees were from 53 South Australian CLSSs, 67 were from interstate CLSSs and governance structures. Over 15 mainstream schools were also represented.



Academic Forum

Purpose

Community Languages Australia established the Academic Forum several years ago with the aim of enhancing the delivery of language education in community language schools (CLS). The Forum serves as a platform for providing CLA with valuable advice, innovative ideas to improve program delivery, and guidance on potential areas of research. By acting as an incubator for new initiatives and collaborations, the Academic Forum plays a pivotal role in assisting CLA to achieve its overarching objective of promoting and supporting multilingual education in Australia.

The Agenda

1. Overview of CLA activities in 2022 by Stefan Romaniw, OAM
2. Participants - Sharing & Caring
 - Brief shares of exciting activities in participants' workspaces
3. Discussion on Accreditation Process
 - Common criteria for national accreditation process
 - Accommodating different state and territory requirements
 - Supporting schools with varying capability levels
 - Collaboration on support at state/territory and national levels
4. Imagining the Future by Dr Maria Gindidis and Heba El-Hakim
 - Assessing current needs and expectations
 - Thinking outside the box
 - Communities of Practice
 - Future of schools and goals of CLS programs
 - Case Study - Albert Park College (Thinking Outside the Box)
5. Indigenous Relationships by Prof Mark Rose
6. Other Issues
 - Conference of Academics
 - CLS needs and future
 - Required research for obtaining answers



Academic Forum

Participants

Dr Mandy Scott
Australian National University

Dr Jing Qi
RMIT University

Enzo Sirna
Community Languages WA (CLWA)

Dr Fuxin Li
ACT Community Language Schools Association (CLSACT)

Palutea Naufahu
ACT Community Language Schools Association (CLSACT)

Brett Shuttleworth
Community Language Schools SA (CLSSA)

Binh Nguyen
Community Language Schools SA (CLSSA)

Irene Bayldon
Ethnic Schools Association Queensland (ESAQ)

Tassos Douvartzides
AFESA-CLA

Prof John Hajek
University of Melbourne

Dr Teresa De Fazio OAM (MAICD)

Assoc Prof Kerry Mullan
RMIT University



Academic Forum

Participants

Kazi Golam Sabbir
Community Languages Schools Tasmania (CLSTAS)

Prof Jane Southcott
Monash University

Lúcia Johns
NSW Federation of Community Language Schools (NSWFCLS)

Alex Di Prinzio
NSW Federation of Community Language Schools (NSWFCLS)

Michael Christodoulou
NSW Federation of Community Language Schools (NSWFCLS)

Dr Liliana Yazdanpanah
Monash University

Prof Mark Rose
Deakin University

Ken Cruickshank
University of Sydney

Angela Scarino
University of SA

Dr Maria Gindidis
Monash University

Prof Roland Sussex
The University of Queensland

Stefan Romaniw, OAM, Fahry Abubaker, Neda Erjaei and Heba El-Hakim
The CLA Secretariat

Academic Forum





National Conference

Overview

In late September, CLSSA hosted a two-day conference at the University of Adelaide campus. This was the first time since 2012 that South Australia had the honor of arranging the National Community Language Conference.

Across the conference, they had 30 speakers, over 300 attendees and provided 10 hours of TRB-approved professional development to more than 85 people. 164 attendees were from 53 South Australian CLSs, 67 were from interstate CLSs and governance structures. Over 15 mainstream schools were also represented.

Day 1 - The Academic Ideas Forum And Language Leaders Forum

Day 1 included a Ted-X style forum with 14 sector experts and academics sharing ideas and knowledge with 137 CLS leaders. Talk topics ranged from the use of anime in teaching Japanese through to developing multilingual capabilities in SACE.

Day 1 concluded with an evening of intercultural festivities with 147 people in attendance from CLSs, the South Australian Government and other multicultural organisations.

Day 2 - The Language Educators Conference

The second day presented two keynote speakers and 13 workshops of which the 247 guests could choose up to 3 to attend. Workshops presented practical and interactive sessions, some topics including the benefits of intergenerational learning, protecting children through effective school governance and utilizing rap as a language learning tool.

Attendees spoke openly with CLSSA staff about the benefits of the conference in building their capacity to run CLSs, build effective curriculums and provide outcomes for their students.

Resources

A copy of the speakers and workshop resources can be found on the CLSSA website: <https://www.clssa.sa.edu.au/event/nclc-2023/>

National Conference

Day 1

Friday 22 Sept



**Community
Language
Schools SA**
#NCLC2023

09:00	Registrations	Engineering South Courtyard
09:30	Morning Tea and Networking	Engineering South Courtyard
10:00	Welcome Binh Nguyen	S112
10:15	Awakening new possibilities: Speak a new language, deliver a new pedagogy Noel Mifsud	S112
10:30	Stream A Speakers	S112
12:00	Lunch and Networking	Engineering South Courtyard
12:45	Performance	S112
13:00	Stream B Speakers	S112
14:15	Afternoon Tea and Networking	Engineering South Courtyard
14:45	Stream C Speakers	S112
15:45	Performance	S112
16:00	Considering the student experience of learning community languages Associate Professor Angela Scarino & Dr Michelle Kohler	S112
17:00	Conference Day 1 Close	
17:30	Language Leaders Forum	The Atrium
19:30	Event Close	

National Conference

Stream A Speakers

Taking a systems approach to internationalizing education

Dr. Peta Smith, Executive Director, Strategic Policy and External Relations
[Department for Education]

Teacher as text: Authenticity in teaching languages

Dr Peter Mickan, Visiting Research Fellow
[University of Adelaide]

Empowering students to empower community: Moving from diversity to belonging

Dr. Teresa De Fazio OAM, Director [Intersect Global Partners]

The future of community language schools and culture: Searching for integration

Professor Joseph Lo Bianco, Professor Emeritus [University of Melbourne]

Stream B Speakers

Rethinking the community language teaching structure

Mark Yao, Principal [South Australian Chinese Community School]

E-Learning technology in second language studies

Cathy Zhou, Director of Operations [Elite Wings Education College]

Swinging within cultures: Hybrid identities and negotiating belonging

Dr. Nada Ibrahim, Research Fellow, Centre for Social Impact
[Flinders University]

Imagining sustainable futures: A community language perspective

Associate Professor Shoko Yoneyama [University of Adelaide]

Stream C Speakers

Thriving through multicultural and multilingual capabilities in SACE

Sally Letcher, Education Consultant English and Languages Faculty
[SACE Board]

Instructional model for today's language classroom

Majida Ali, Principal [Assiraj Arabic School]

Creating positive solutions: Working together

Andrea Rivett, Principal Consultant - Course Development [Skills SA]

Empowering Multilingual Students

National Conference

Day 2

Saturday 23 Sept



09:00	Registrations	The Atrium
09:30	Morning Tea and Networking	The Atrium
10:00	Welcome Binh Nguyen	Braggs Lecture Theatre
10:15	Opening Address Hon. Zoe Bettison MP	Braggs Lecture Theatre
10:25	Performance	Braggs Lecture Theatre
10:35	Presentation Tassos Douvartzides	Braggs Lecture Theatre
10:40	Improving student learning through emergent experiences Dr Kathy Swinkels	Braggs Lecture Theatre
11:20	Student Panel	Braggs Lecture Theatre
12:00	Lunch and Networking	The Atrium
12:40	Workshop Series 1	Barr Smith South
13:30	Workshop Series 2	Barr Smith South
14:20	Workshop Series 3	Barr Smith South
15:10	Afternoon Tea and Networking	The Atrium
15:45	Engaging 21st century learners in language education Thespinis Asimina	Braggs Lecture Theatre
16:45	Closing Address Hon. John Gardner MP	Braggs Lecture Theatre
17:00	Conference Day 2 Close	

National Conference

Workshop Series 1

Leadership matters

Dr. Teresa De Fazio
OAM, Director [Intersect
Global Partners]

Instructional model for today's language classroom

Majida Ali, Principal
[Assiraj Arabic School]

The value of intergenerational learning

Dana Lavenant, Principal
Consultant [Spark
Curiosity Consulting]

Implementing the Quality Assurance Framework to improve the student learning experience

Heba El-Hakim, Project &
Communications Officer
[Community Languages Victoria]

A simple approach to teaching letters of a language & hands-on activities using online tools

Rosary Peter, Administrator [South
Australia Tamil School]

Workshop Series 2

Building effective language curriculum

Andrea Hughes, Principal [Brazilian
Ethnic School of South Australia]

The importance of effective school governance

Neda Erjaei, Child Safety &
Compliance Officer [Community
Languages Victoria]

Strategic directions that nurture intergenerational and intercultural language communities

Khuyen (Quin) Tran, Lecturer and
Teaching Academic [University of
SA Business School]

A multicultural vision for Australia's next generation

Samoda Silva, Student Representative
[Multicultural Education & Languages
Committee]

Workshop Series 3

Building strong foundations for learning: Nurturing growth mindsets

Christine Vlass,
Kindergarten Teacher
[Port Adelaide Greek
School]

Intercultural communications

Ukash Ali Ahmed,
Coordinator,
Programs [Multicultural
Communities Council of
South Australia]

Rap as a language learning tool

Alex Wiegand, Musician
& Jian Lan, Teacher
[OCA Ethnic Chinese
Language and Cultural
School]

Partnerships as a resource: Enhanced outcomes through impactful collaboration

William Littleton, Business
Development Manager [Australian
Refugee Association]

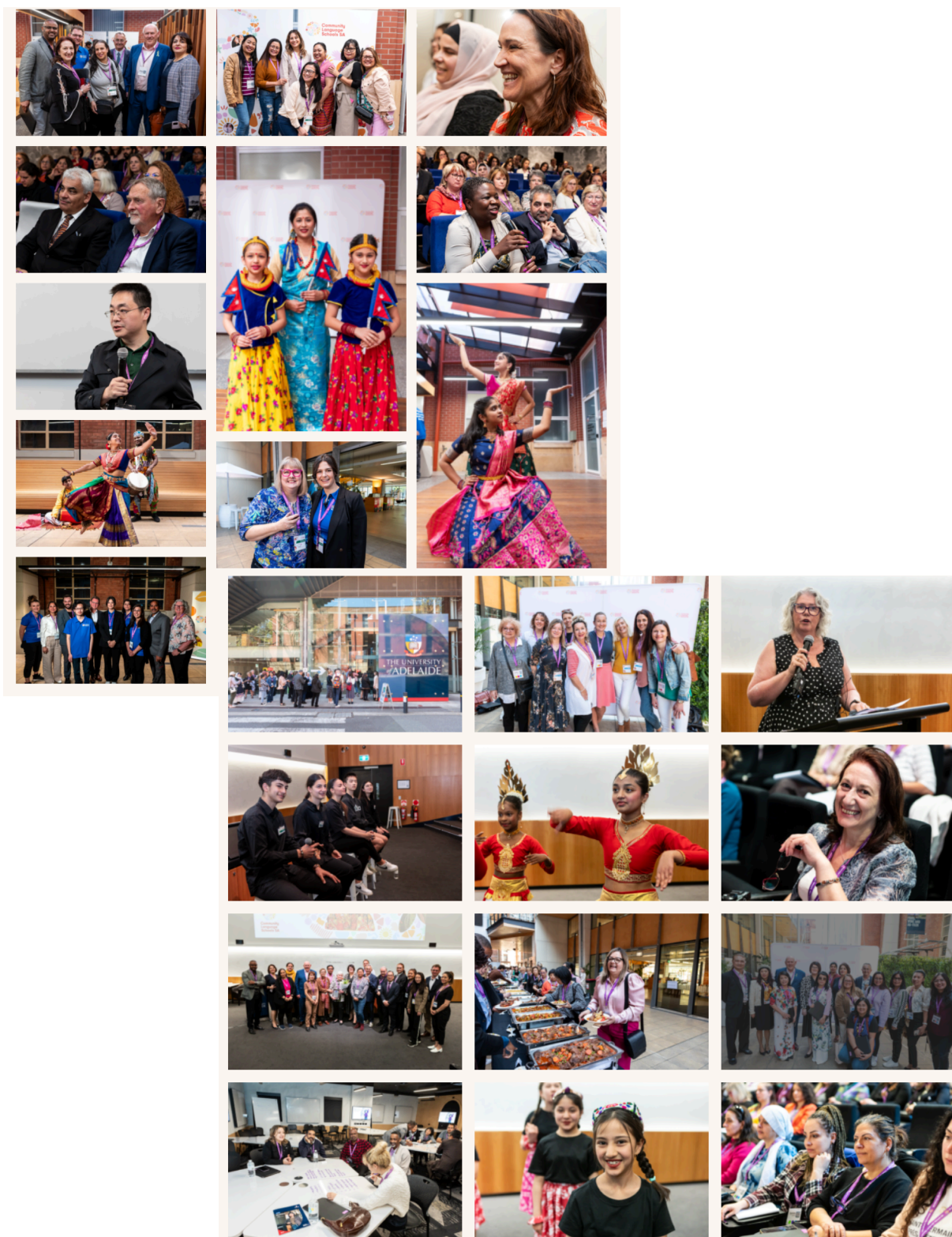
Building the student learning experience: Using digital technologies to engage students and enhance learning outcomes

Maria Batzavalis, Teacher [Norwood
International Highschool]

Empowering Multilingual Students

2023 National Community Language Conference

Empowering multilingual students



State & Territory Events

2023 Art Showcase – South Australia

The 2023 Art Showcase exhibited the work of 70 children from 14 CLSs. Through these pieces, children celebrated the diversity of our schools and spoke about the importance of learning language.

We were lucky to have the following people act as judges for the Art Showcase:

- **Mick Bolognese** – Programs and Policy Officer from the Multicultural Affairs team of the Department of Premier and Cabinet
- **Irene Rowe** – Newly Elected Chairperson of the CLSSA Board, and,
- **Leah Leventeris** – Local Artistic Expert

29 winners were selected across 4 age groups in 3 categories – Art/Drawing, Creative Handmade and Writing.

[View the Winners](#)

Multicultural Festival 2023 – South Australia

On Sunday 12th November, Community Language Schools SA was part of the 2023 Multicultural Festival that took place in Victoria Square/ Tarntanyangga. It was a beautiful day celebrating interculturalism through respect and understanding. Over 10,200 people attended throughout the day. 82 students across 8 CLSs helped us in representing the Community Language sector. Performances from the Overseas Chinese Association of SA, South Australia Tamil School and Sinhala Buddhist School demonstrated the influence CLSs have on the future of multicultural South Australia.

Students and volunteers from the Bangla School, Uyghur Language School of SA, SA Chinese Community Language School, South Australia Tamil School and Kenya Swahili of Adelaide Inc paraded through the crowd in traditional dress.



State & Territory Events

Western Australian Outstanding Community Language Teacher Award

The Western Australian Outstanding Community Language Teacher Award is an annual event that was first organised in 2018 by CLWA in conjunction with the Office of Multicultural Interests to recognise and celebrate the contribution and professionalism of teachers working in community languages schools across the State.

Previous recipients of this prestigious award include:

- 2018 – Irina Yakimenko; Nominated by the Russian Cultural Learning Centre Mosaica.
- 2019 – Nirosha Dilhani Kapu Arachchilage; Nominated by the Perth Sinhala School.
- 2021 – Anja Reid; Nominated by the German Goethe Society Community Language School.
- 2022 – Cristina Tian; Nominated by the Chung Wah School – Morley Campus.
- 2023 – Poornima Mayurathan; Nominated by the South Tamil School of WA.

Details of the upcoming awards, including the nomination form and selection criteria, will be made available to participating community language schools at the appropriate annual date.



State & Territory Events

Principals Forum/Dinner – New South Wales

The Principals Forum/Dinner was held on Saturday, November 18, 2023, from 7pm to 9pm at Petersham RSL. It was a successful event with the Secretary of the Department of Education, Mr Murat Dizdar, and specifically for those schools that host an out of school-hours community language schools funded through the Community Language Schools Program. Principals and vice principals from main stream schools who host community language schools were invited and recognised for their invaluable support.

[Read the Federation's Dec '23 Newsletter](#)





Professional Development

Registered Training Organisation

In 2023, an extension of the RTO re-registration application deadline was requested.

Course materials were sent to the VRQA for assessment. A request was also made to transfer the registered name from AFESA to CLV.

If approval is given, the Council is to vote on closing AFESA officially.

Professional Development

National Trainings - ACT

The following are the professional development trainings conducted by CLSACT:

State	No	Topic	Delivery Mode	Presenter	Date
ACT	1	First Aid Training	In person	Canberra First Aid	18 Mar 2023
ACT	2	Lesson Planning & Delivery	Online	Jo Chilver, MLTA ACT	8 June 2023
ACT	3	First Aid Training 2nd Workshop	In person	Canberra First Aid	17 June 2023
ACT	4	IT Tools for Teaching	Online	Mei Turnip, MLTA ACT	17 Aug 2023
ACT	5	IT Tools – Online Tools to Teach Vocabulary	Online	Mai Vannavong, MLTA ACT	14 Sept 2023
ACT	6	Differentiation Tools and Games for the Language Classroom	In person	Tina Rodriquez, MLTA ACT	26 Oct 2023

Professional Development

National Trainings - VIC

The following are the professional development trainings conducted by CLV:

State	No	Topic	Delivery Mode	Presenter	Date
VIC	1	Classroom Management & Mixed Levels	Online	Dr Teresa De Fazio	27 Apr 2023
VIC	2	Group Activities To Enhance Learning Using The Curriculum	In person	Elizabeth Karakehagias	2 May 2023
VIC	3	Effective Instructional Model for the Language Classroom	Online	Majida Ali	3 May 2023
VIC	4	Managing Challenging Classroom Behaviours	Online	Dr Teresa De Fazio	9 May 2023
VIC	5	Classroom Strategies: Aiming for a Calm, Productive Learning Environment	In person	Elizabeth Karakehagias	9 May 2023
VIC	6	Assessment (Formative and Summative) and Reporting of Students Learning	Online	Majida Ali	17 May 2023
VIC	7	Meaningful Intercultural Language Teaching Strategies and Classroom Ideas	Online	Dr Teresa De Fazio	23 May 2023
VIC	8	Problem-Based Learning Approaches To Engage Student Interest	Online	Dr Teresa De Fazio	1 June 2023
VIC	9	Creating Educational Material for Language Classrooms	Online	Matoula Douvartzides	13 June 2023

Professional Development

National Trainings - VIC

The following are the professional development trainings conducted by CLV:

State	No	Topic	Delivery Mode	Presenter	Date
VIC	10	Creating Educational Material for Language Classrooms	Online	Matoula Douvartzides	14 June 2023
VIC	11	The Newly Revised Quality Assurance Framework for Community Language Schools	In person	Dr Bob Carbines & Dr Tim Wyatt	15 June 2023
VIC	12	Engaging Students Through Positive Classroom Techniques	Online	Dr Teresa De Fazio	19 June 2023
VIC	13	Effective Feedback for Student Improvement	Online	Sarah Pavy	21 June 2023
VIC	14	Differentiation for the Languages Classroom: Tips and Tools	Online	Dr Teresa De Fazio	22 June 2023
VIC	15	Preparing the 2023 Stage 2 Form (Curriculum and Assessment Plan)	Online	Kylie Witt	12 July 2023
VIC	16	Part 1: Revised VCE Study Design, CCAFL Languages (For VCE teachers of CCAFL Languages)	Online	Maria Dikaiou & Kylie Witt	18 July 2023
VIC	17	Part 2: Revised VCE Study Design, CCAFL Languages (For VCE teachers of CCAFL Languages)	Online	Maria Dikaiou & Kylie Witt	25 July 2023
VIC	18	Teaching Mixed Ability Classes	Online	Elizabeth Karakehagias	10 Oct 2023
VIC	19	Effective Feedback for Student Improvement (Teaching Session)	Online	Sarah Pavy	11 Oct 2023

Professional Development

National Trainings - VIC

The following are the professional development trainings conducted by CLV:

State	No	Topic	Delivery Mode	Presenter	Date
VIC	20	Streamlining School Administration with Google Drive and Google Sheets	Online	Heba El-Hakim	16 Oct 2023
VIC	21	Effective Feedback for Student Improvement (Follow-Up Session)	Online	Sarah Pavy	18 Oct 2023
VIC	22	Creating Educational Material for Language Classrooms	In person	Matoula Douvartzides	25 Oct 2023
VIC	23	Evidence-Based Decision-Making in the Classroom	Online	Majida Ali	25 Oct 2023
VIC	24	Differentiation for the Languages Classroom: Tips and Tools (Teaching Session)	Online	Sarah Pavy	1 Nov 2023
VIC	25	Implementing the Quality Assurance Framework to Improve the Student Learning Experience	Online	Heba El-Hakim	6 Nov 2023
VIC	26	Differentiation for the Languages Classroom: Tips and Tools (Follow-Up Session)	Online	Sarah Pavy	9 Nov 2023
VIC	27	Streamlining School Administration with Google Drive and Google Sheets	Online	Heba El-Hakim	13 Nov 2023
VIC	28	Classroom Management & Mixed Levels	Online	Dr Teresa De Fazio	14 Nov 2023

Professional Development

National Trainings - VIC

The following are the professional development trainings conducted by CLV:

State	No	Topic	Delivery Mode	Presenter	Date
VIC	29	Boosting Confidence in Speaking: Engaging Activities	In person	Sarah Pavy	16 Nov 2023
VIC	30	Planning an Effective Lesson Plan In Line with the Victorian Curriculum	Online	Majida Ali	17 Nov 2023
VIC	31	Implementing the Quality Assurance Framework to Improve the Student Learning Experience	Online	Heba El-Hakim	20 Nov 2023
VIC	32	Maximising Student Talk through Functional Language	Online	Linton Roe	21 Nov 2023
VIC	33	Assessment (Formative and Summative) and Reporting of Students Learning	Online	Majida Ali	29 Nov 2023
VIC	34	Meaningful Intercultural Language Teaching Strategies and Classroom Ideas	Online	Dr Teresa De Fazio	5 Dec 2023
VIC	35	Maximising Student Talk through Functional Language	Online	Linton Roe	11 Dec 2023

Professional Development

National Trainings - WA

The following are the professional development trainings conducted by CLWA and some were facilitated for CLWA by CLA:

State	No	Topic	Delivery Mode	Presenter	Date
WA	1	The Newly Revised Quality Assurance Framework for Community Language Schools *Organised by CLA	In person	Dr Bob Carbines & Dr Tim Wyatt	24 June 2023
WA	2	Lesson Planning Workshop (MukaMai School)	In person	Moya McLaughlan	2 July 2023
WA	3	How to Teach Well Workshop (South Tamil School)	In person	Moya McLaughlan	15 July 2023
WA	4	How to Teach Well Workshop (UWA)	In person	Moya McLaughlan	18 July 2023
WA	5	Introduction to the New Curriculum: Hindi, Korean, Tamil	In person	Department of Education WA/OMI/CLWA	22 Aug 2023
WA	6	Child Safeguarding Information Session	In person	ECCWA (DLGSC/OMI/CLWA)	24 Aug 2023
WA	7	Child Safeguarding Information Session	In person	ECCWA (DLGSC/OMI/CLWA)	5 Sept 2023
WA	8	Pedagogies and Instructional Strategies for the Language Class – Sports and Recreational Centre, Leederville	In person	Department of Education WA/OMI/CLWA	19 Sept 2023
WA	9	Effective Feedback for Student Improvement *Organised by CLA	Online	Sarah Pavy	21 Nov 2023

Professional Development

National Trainings - WA

The following are the professional development trainings conducted by CLWA and some were facilitated for CLWA by CLA:

State	No	Topic	Delivery Mode	Presenter	Date
WA	10	Differentiation for the Languages Classroom: Tips and Tools <i>*Organised by CLA</i>	Online	Sarah Pavy	23 Nov 2023
WA	11	Creating Educational Material for Language Classrooms <i>*Organised by CLA</i>	Online	Matoula Douvartzides	29 Nov 2023
WA	12	Meaningful Intercultural Language Teaching Strategies and Classroom Ideas <i>*Organised by CLA</i>	Online	Dr Teresa De Fazio	30 Nov 2023
WA	13	Creating Educational Material for Language Classrooms <i>*Organised by CLA</i>	Online	Matoula Douvartzides	5 Dec 2023
WA	14	Implementing the Quality Assurance Framework to Improve the Student Learning Experience <i>*Organised by CLA</i>	Online	Heba El-Hakim	7 Dec 2023

Professional Development

National Trainings – NSW

The following are the professional development trainings conducted by the NSWFLCS:

State	No	Topic	Delivery Mode	Date
NSW	1	<p>Annual State Community Language Teachers Conference and Professional Development Training Day</p> <p>Keynote speakers</p> <ul style="list-style-type: none"> • Prof. Stephen Krashen // Bilingual Education and Heritage Language Development • Dr Bill Rogers // The Language of Behaviour Leadership - How we use language to lead for behaviour and learning • Dr Criss Jones Diaz // Multilingualism and languages learning for young children attending Early Childhood Education and Care settings <p>Workshops</p> <ul style="list-style-type: none"> • Lyndall Franks and Vera Szyjan // Community Languages Schools Program Information for Principals and Management Committees • Nathan Patrick // What are the key governance topics faced by language schools, including strategy, risk management, people and sustainability? • Keith Whelan // Grants Workshop for the Community Sector • Dr Patricia Koromvokis // Teach students how to learn beyond class: examples of language tasks that teach communication strategies and enhance communication skills • Elisabetta Romano // Compassionate classrooms: Empowering Educators with Humane Education Strategies • Dr Gloria Pino Escobar // Little Multilingual Minds (LMM), an evidence-based method for children's language learning: Aligning NESA, school outcomes, and children's engagement • Dimitrios Kametopoulos // Having fun in the classroom to teach my language! Some great activities students will love whilst learning their language! • Enya Gannon // The Creative Classroom: Digital Storytelling • Pavel Stanislav // How to use Jamboard, Canva, and Readmio as Tools to Motivate, Engage, and Enhance students' Learning • Kati Varela // Students experiencing success in their language learning: a powerful advocacy strategy • Alex Di Prinzio // Integrate, engage and create. Task-based teaching and learning • Enza Currenti // The Gamification of Learning • Marie Mercado // Make a Change: Apply the NSW 10 Child Safe Standards • Kara Matheson // Increasing Student Centred Learning • Vicki Tomaras // Incorporating and Creating Short Films in the Language Class • Arpy Tavitian // Enrich Students' Vocabulary through Active Learning • Dr Van Tran // Home language maintenance among Vietnamese-Australian families: Key associated factors 	U of T, Sydney	22 April 2023

Professional Development

National Trainings – NSW

The following are the professional development trainings conducted by the NSWFLCS:

State	No	Topic	Delivery Mode	Date
NSW	1	Vietnamese Language Specific Conference (supplementary concurrent sessions in Vietnamese) • Dr Van Tran // Home language maintenance among Vietnamese-Australian families: Key associated factors • Liem Vo // May I Help You?	U of T, Sydney	22 April 2023
NSW	2	Amanpreet Kamal // Using Adobe Express Character Animator Tool	Online	22 March 2023
NSW	3	Fernanda Batista // Ways to make lessons more dynamic in the first stage year	Online	10 May 2023
NSW	4	Penelope Johnstone // Curriculum Reform: Developing learner capabilities in the primary languages classroom through the 4C's Transformative Learning Practices	Online	9 August 2023
NSW	5	Neda Erjaei // Child Safe Principles - A Workshop for Teachers and Management <i>*Organised by CLA</i>	Online	13 Sept 2023
NSW	6	Nathan Patrick // Key Governance Topics Strategy, risk Management, People and Sustainability	Online	27 Sept 2023
NSW	7	Voula Valanidas // Dealing with Parents	Face-to-face	11 October 2023
NSW	8	Elisabetta Rossi & Elisabetta Romano // Unleashing Brilliance - A Workshop on High Potential Gifted Education	Face-to-face	25 October 2023

Professional Development

National Trainings – NSW

The following are the professional development trainings conducted by the NSWFLS:

State	No	Topic	Delivery Mode	Date
NSW	9	Alex Di Prinzio // Introduction to Additio Integrating the upgraded teachers' Learning Management System	Online	22 Nov 2023
NSW	10	Alex Di Prinzio // Next steps in using the upgraded Learning Management System – Additio	Online	6 December 2023
NSW	11	Voula Valanidas // The Steps to Take the Challenge Out of Behaviour Part 1	Online	14 May 2023
NSW	12	Voula Valanidas // The Steps to Take the Challenge Out of Behaviour Part 2	Online	24 May 2023
NSW	13	Voula Valanidas // The 5 Most Important Things the Child with ASD Wants You to Know	Online	28 June 2023
NSW	14	Voula Valanidas // Disability and Behaviour in the Classroom: How to Get Through	Online	12 July 2023
NSW	15	Voula Valanidas // Talking to Parents	Online	26 July 2023
NSW	16	Western Sydney University Short Course with Dr Maree Skillen and Dr Katina Zammit 7 Aug 2023: <i>Introduction to short course - An Australian way of teaching: is there one?</i> 14 Aug 2023: <i>Types of questions and their function</i> 21 Aug 2023: <i>Questions in the classroom</i> 28 Aug 2023: <i>Questions to encourage interaction</i> 4 Sept 2023: <i>Questions to build understanding</i> 11 Sept 2023: <i>Effective questioning</i> 18 Sept 2023: <i>Assessing learning: open vs closed questions</i>	Online	Aug-Sept 2023

Professional Development

National Trainings – NSW

The following are the professional development trainings conducted by the NSWFLS:

State	No	Topic	Delivery Mode	Date
NSW	17	<p>Sub-Continent Community Language Schools Conference 2023 Western Sydney University</p> <p>Keynote Speakers</p> <ul style="list-style-type: none"> • Prof. Joseph Lo Bianco (Melbourne University): <i>Keeping Languages Alive and Active Across the Generations</i> • A/Prof Peter Friedlander (Australian National University): <i>Language Education in a Multi-cultural Context</i> <p>Conference Workshops</p> <ul style="list-style-type: none"> • Thiru Thirunanthakumar: <i>Assessment in Tamil Classrooms</i> • Sivakamy Thayanithy: <i>Engaging Young Students in Active Language Learning</i> • Mona Sidhu: <i>Teaching and Learning with a Difference</i> • Dr Kavitha Sood/Swathi Doshi: <i>Significance of Planning and Structuring in Teaching</i> • Alex Di Prinzio: <i>Proactive Strategies for Maintaining a Healthy Relationship with Host Schools</i> • Alex Di Prinzio: <i>Technology –Using the Learning Management System</i> • Nirmala Liyanage: <i>Unlocking Sinhala Sounds: Nurturing Vowel Proficiency in Reading in Australian Students with Sri Lankan Roots</i> • Dr Meenakshi Srinivasan: <i>Saumya Raman, Sowmya Sundar Sustaining Languages – Unlocking Opportunities</i> • Balu Moothedath: <i>Strategies for Shaping Smart Language Learners</i> • Varsha Daithankar: <i>How do I get there?</i> 	Face-to-face (Bankstown)	7 October 2023



Professional Development

National Trainings - NSW

The following are the professional development trainings conducted by the NSWFCLS:

State	No	Topic	Delivery Mode	Date
NSW	18	First Aid Courses - Provide CPR (HLTAID9), and Provide First Aid in an Education and Care Setting (HLTAID12) 26 February 2023 19 March 2023 30 April 2023 28 May 2023 25 June 2023 17 September 2023 8 October 2023 26 November 2023	Face-to-face & Online	Various dates
NSW	19	Principals' Forum/Dinner 160 principals and deputy principals of NSWFCLS member community language schools and the NSW Department of Education host schools attended a management-specific event with special guest Mr Murat Dizdar, Secretary of the NSW Department of Education.		19 Nov 2023



Principals attending the 2023 Principal's Forum/Dinner



Child Safety

Child Safe Organisations

A Child Safe Organisation puts the best interests of children and young people first.

Children can gain great benefits from being involved with organisations of various kinds – such as local sports clubs, pre-schools, schools or youth centres.

Organisations can enable children to meet friends, learn new skills and be active participants in their community.

The vast majority of organisations, staff and volunteers are motivated to do what is best for children and young people. Many organisations are already working to ensure child safety and wellbeing, for example, by having a child safety and wellbeing policy or screening workers for suitability to work with children.

The Australian community should be confident that all organisations working with children and young people provide safe environments where their rights, needs and interests are met.

A Child Safe Organisation consciously and systematically:

- Creates an environment where children's safety and well-being are at the center of thought, values and actions.
- Places emphasis genuine engagement with and valuing of children and young people.
- Creates conditions that reduce the likelihood of harm to children and young people.
- Creates conditions that increase the likelihood of identifying any harm.
- Responds to any concerns, disclosures, allegations or suspicions of harm.

There are a number of practical tools and resources that can help organisations implement the National Principles for Child Safe Organisations, and help parents and carers learn about child safety organisations.

Some of these resources are found on the CLA website.

Child Safety

National Principles

The National Principles give effect to the child-safe standards recommended by the *Royal Commission into Institutional Responses to Child Sexual Abuse* (the Royal Commission).

The National Principles set out a nationally consistent approach to creating organisational cultures and practices that promote the safety and well-being of children in Australia. The National Principles include information on how to implement them in practice through key actions and performance measures.

National Principles for Child Safe Organisations

1. Child safety and well-being is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld, and diverse needs are respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and well-being values in practice.
6. Processes for complaints and concerns are child-focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and well-being while minimising the opportunity for children and young people to be harmed.
9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

Child Safety



Child Safe
Organisations
National Principles

National Principles for Child Safe Organisations

1

Child safety and wellbeing is embedded in organisational leadership, governance and culture.

6

Processes to respond to complaints and concerns are child focused.

2

Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

7

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

3

Families and communities are informed, and involved in promoting child safety and wellbeing.

8

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

4

Equity is upheld and diverse needs respected in policy and practice.

9

Implementation of the national child safe principles is regularly reviewed and improved.

5

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

10

Policies and procedures document how the organisation is safe for children and young people.



Child Safety

National Principles

The National Principles are:

- Underpinned by a children's rights using a strength-based approach;
- Designed to allow for flexibility in implementation across all sectors engaging with children and young people, and in organisations of various sizes;
- Aligned with existing child safe approaches at the state and territory level.

As part of the Project Plan, every community language school has been instructed to nominate a Child Safe Officer. The Child Safety Code of Conduct applies to all school employees, contractors, volunteers, and any other school community members involved in child-related work with students at the school.

In 2023, CLA continued to conduct mandatory 3-hour trainings on Child Safety as a professional learning activity for all community language teachers and committee members.

We also conducted trainings nationally for NSW, SA and QLD.

ACT, SA, NT, NSW, WA, TAS & QLD are currently following the 10 National Principles of Child Safe Standards. VIC is now under the 11 Child Safe Standards which came into effect on the 1st of July 2022.

In some states and territories, audits have been conducted to ensure schools are:

- Compliant in their policies and procedures;
- Up-to-date in terms of having the proper registrations and certifications based on their respective state and territory legislations;
- Conducting regular self-audits using the provided Self-Audit Tool;
- Appointing Child Safe Officers on each campus;
- Ensuring appropriate checks and balances are in place.



Resources & Policies

Child Safety, Equal Opportunity & Cyber Safety

In 2023, CLA continued its efforts to prioritise the safety and well-being of students and teachers within community language schools. Building upon the progress made in 2021 and 2022, CLA further developed its Child Safety Policy and national guidelines to ensure associations and state & territory community language schools met their legislative responsibilities.

To support these efforts, CLA conducted ongoing reviews and provided training on national legislation pertaining to Child Safety, Equal Opportunity, and Cyber Safety. This comprehensive approach aimed to address key areas of concern and promote a safe learning environment for all stakeholders.

Specifically, CLA updated its ***Child Safety Policy***, its ***Child Safety Code of Conduct*** and the ***Student Safety and Staff Welfare Policies and Procedures Manual for Community Language Schools*** in July 2022.

Workshops were conducted in September and October as needed to inform jurisdictions about updates to Child Safety legislations and provide relevant information to associations and schools. Additionally, CLA developed a Child Safety Manual and Instruction Plan to assist state & territory associations in delivering the important information relevant to their jurisdiction to their members.

To ensure compliance with the Child Safety Policy, CLA collaborated with state & territory associations to conduct audits and ensure that all schools met the necessary requirements. Furthermore, CLA remained proactive in keeping Cyber Safety and Equal Opportunity policies up-to-date, reflecting the evolving landscape of online safety and promoting inclusivity within community language schools.

To make these resources easily accessible, CLA maintained an updated website, providing the latest documents and information related to Child Safety, Equal Opportunity, and Cyber Safety.

Through these continued efforts, CLA demonstrated its unwavering commitment to prioritise the safety and well-being of students and teachers in community language schools. By developing comprehensive policies, guidelines, and resources, CLA aimed to foster a safe and inclusive learning environment for all stakeholders involved.



Communications Strategy

Communications Principles

CLA's integrated communications strategy adheres to the following set of principles:

Easy to understand

Using clear and straightforward language to communicate, ensuring that all communications are understandable and accessible to the community language schools key stakeholders (principals, teachers and school administrators).

Easy to access

Using the most effective communications channel for each audience, ensuring content is optimised and easy to find across relevant channels and platforms.

Informative

Ensuring communications help to solve a problem or tell a story. Pre-empting questions wherever possible with solutions, so that the audience doesn't need to search too far. Taking time to recognise and communicate what we have done and not just what we are doing.

Diverse

Balancing the importance of 'traditional' communications mediums such as email, newsletters, media releases, posters and brochures with the opportunities available through using digital communications channels to ensure content is appropriate to the broad spectrum of backgrounds, ages, races and sizes.

Consistent

Ensuring that a high standard for CLA's communication is maintained through the CLA's communications channels, by using one clear voice throughout all channels, ensuring design and visual elements are consistently applied to help create a consistent 'look and feel', and writing and design style are applied consistently.

Responsive

Technology and communications preferences will continue to change the way we communicate and we must be responsive to those changes.

Two-way

Allowing communication to flow both ways, both providing information and receiving feedback. Listening to schools builds better trust and credibility and ensures the better adherence to policies and procedures.



Communications Strategy

Communications Objectives

CLA's communications strategy has the following main objectives:

Increase Awareness

Improve the school communities' knowledge about the community language school sector and languages education policy.

Increase Engagement

Improve stakeholder awareness of/and engagement with CLA's services, events, community facilities, projects and consultation.

Increase Access

Reduce barriers to communication by refining communications channels and developing digital channels that enable regular engagement with key stakeholders and improve the opportunities to develop collaborative partnerships.

Improve Target Audience Focus

Understanding and targeting the right audience is key. Communication objectives are tailored to resonate with the intended target audience, ensuring that the message is delivered, received, and acted upon effectively. Community language schools are much more than language learning centres. They provide purposeful learning in an authentic, local language community. They provide purpose, a sense of belonging and identity to many. They give children the chance to make friends and adults stay connected to rich cultural heritage and networks.

Enhance Transparency

Ensure that CLA's communication is proactive, open and honest; making information about council decisions, policies and operations available to all.

Enhance CLA's Brand

Create a consistent Brand Awareness surrounding CLA's Brand Identity by promoting CLA's role as promoting and advocating for community language schools across Australia.

Communications Strategy

2023 Achievements

CLA's achievements in 2023 in relation to communications:

Brand

- Continued to use CLA's new brand kit in all forms of communications (reports, emails, letters, newsletters, etc) according to its guidelines to ensure brand consistency.

Website

- Regular updates to the whole website to ensure accuracy of information.
- Updates to News section with what's happening across the country in the sector.
- Updates to National CLS Day section to reflect focus of the year.

Social Media

- Increased posts on social media page and to group.
- Promoted National Community Languages Schools Day on Facebook page.
- Promoted National Conference on Facebook page.
- Promoted relevant news and updates about other schools on Facebook page.
- Planning to establish a Google Classroom support group for schools in 2024.
- Cross-promoting other member associations events on CLA Facebook page.

Outbound Email Communications

- Continued use of ActiveCampaign to deliver all important communications and news.
- Made use of Automations to handle registrations for the Professional Development program.
- Managed lists of community language schools, council members and other specific lists from within the email tool.
- Email still remains a huge part of our outbound communication strategy to key stakeholders.

Communications Strategy



Community Languages Australia

Published by Heba El-Hakim



September 3, 2023 · 🌐



Great article highlighting the importance of language education.



Stanley Wang

August 28, 2023 · 🌐

For those passionate about languages and education, here is my latest opinion piece for ABC Education. Looking forward to furthering the conversation!



ABC.NET.AU

Learning a language helps students better understand others in an increasingly diverse Australia - ABC Education



Community Languages Australia

Published by Heba El-Hakim



May 10, 2023 · 🌐



🌟Premiering TOMORROW Thursday 11 May at 4:00pm!🌟

Come and see what the hype is all about with the NEWLY Revised Quality Assurance Framework and why it's important to learn and implement it in your community language school.



YOUTUBE.COM

The Newly Revised Quality Assurance Framework

The revised Quality Assurance Framework provides teachers, administrators, parents an...



Communications Strategy

May 20, 2023 · 🌐

Happy National Community Languages Schools Day!



Today, we celebrate the vital role that Community Language Schools play in Australia's diverse society. CLS promotes cultural continuity and social cohesion, providing an authentic setting for language and cultural learning.

Let's recognise and honour the important work of these schools in maintaining our multicultural, multiethnic, and multilingual landscape

WE HAVE A COMPETITION!

Best Recipe Video Competition

This year's Community Language School Day's topic is food.

We hope your school is interested in participating in this fun activity and competition.

Find out more about how to participate here 🙌🙌🙌

<https://www.communitylanguagesaustralia.org.au/nationalc.../>

The task for each school is to submit a maximum 10-minute video with cooking instructions on how to make the dish using both languages (translating into English). CLA will then decide who is shortlisted and who is the winner. The school winning the competition will receive \$500 for their school. The videos will also be shared on social media, newsletters and on the CLA website.

Competition ends on 22nd July, 2023 and winner will be announced in August 2023.

SUBMIT YOUR VIDEOS HERE: <https://bit.ly/NationalCLSDayCompetition>

We hope to see many schools participating!!!!

#communitylanguages #communitylanguageschoolsday #languageschool
#australianschools #nationalcommunitylanguageschoolsday



Communications Strategy



Community Languages Australia

Published by Heba El-Hakim

August 30, 2023 · 🌐

...

MEDIA RELEASE - \$15 MILLION INVESTMENT IN LANGUAGE EDUCATION FOR AUSTRALIA'S FUTURE

On Monday 28 August 2023, Minister for Immigration, Citizenship and Multicultural Affairs, The Hon [Andrew Giles MP](#) announced the \$15m Funding Program for Community Languages Schools. The program is for two years.

The grants program will go live this Friday, September 1, 2023.

The announcement was made in Perth at the Italo-Australian Welfare Centre and hosted by Community Languages Australia, Deputy Chair and President of Community Languages WA Enzo Sirna OAM.

[Community Languages Australia](#) Executive Director [Stefan Romaniw](#), OAM attended the event in Perth, participated in the media conference and thanked the Minister and the Australian Government for the support.

Information sessions will soon be arranged for community language schools in each State & Territory.

There will be three tiers of funding depending on student numbers.



THE HON. ANDREW GILES MP
MINISTER FOR IMMIGRATION, CITIZENSHIP AND MULTICULTURAL AFFAIRS

MEDIA RELEASE

August 28 2023

\$15 MILLION INVESTMENT IN LANGUAGE EDUCATION FOR AUSTRALIA'S FUTURE

The Albanese Labor Government is investing \$15 million over two years to support kids wanting to learn a language other than English, today announcing the delivery of its election commitment to establish a new Community Language Schools grant program.

Grants of up to \$30,000 over two years will be available to eligible community language schools, enabling them to expand classes to pre-school-aged children, purchase new resources, build quality learning environments, cover costs such as rent or teacher training, or provide fee-relief for disadvantaged students.

In Perth today for the announcement, Minister for Immigration, Citizenship and Multicultural Affairs will visit one of Western Australia's 59 community language schools and meet with teachers and students at the Italo-Australian Welfare & Cultural Centre.

Community language schools play a crucial role in preserving cultural heritage and fostering a bond between young learners and the languages spoken by their parents or grandparents. With a history dating back to 1857, there are now more than 700 language schools operating across Australia, teaching over 100,000 students in over 85 languages.

From Friday September 1, further information about the program, and an easy to complete application form will go live on GrantConnect, the Government's grant information system, www.grants.gov.au. Applications for the Community Language Schools Grant will be open from September 1 to October 9 2023.

Attributable to Minister for Immigration, Citizenship and Multicultural Affairs,
Andrew Giles:
"Languages help connect Australians to each other, and to the world. The Albanese Labor



Communications Strategy

2023 Achievements

Automations & Campaigns

- Facilitated over 40 professional learning activities (face-to-face and online) through automated email campaigns handling over 800 registrations to the PD sessions offered.
- Automations are a way to send out scheduled emails in bulk through a pre-set email sequence.
- Prepared and sent 42 automations to deliver the 40+ professional development sessions organised for VIC, WA, QLD and ACT.
- Sent 150 email campaigns throughout 2022 for various communications.
- Statistics on each automation and campaign can be extracted from ActiveCampaign.
- The next page shows some interesting statistics on the Open/Read emails by week day and by hour indicating to us more information about our target audience.
- Our email interaction rate (average opens/clicks over the last 10 campaigns) is very high sitting at 68% indicating that our emails are reaching our target audience and are generally opened and read.

Communications Strategy

2023 Achievements

List All Lists Tag All Tags Date 2022-01-01 - 2022-01-01

Opens by week day

The number of times your communications are opened by week day within the given time range (default to the last 30 days).



Opens by hour

The number of times your communications are opened by hour of day within the given time range (default to the last 30 days).

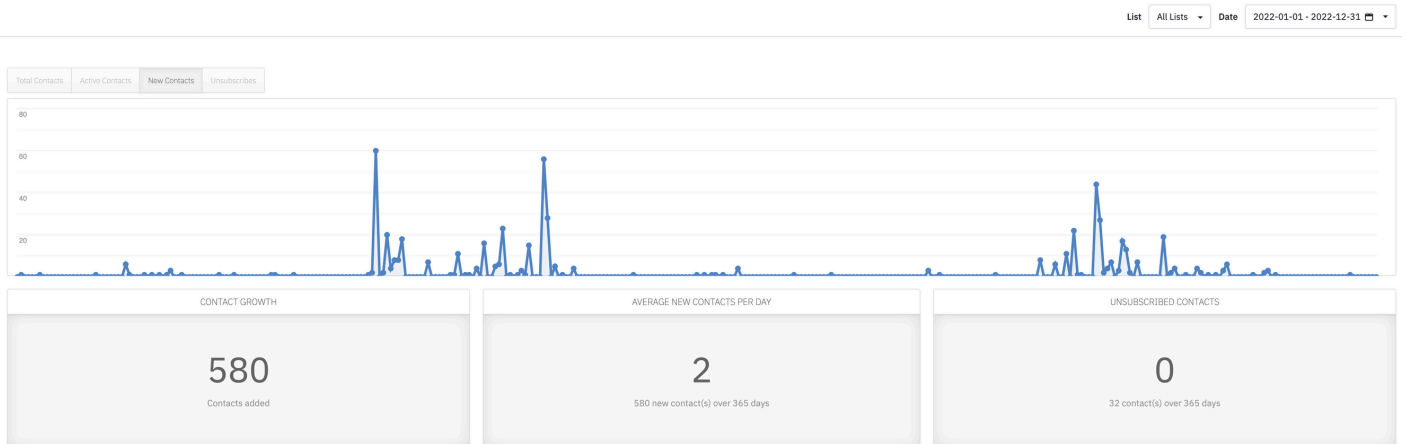
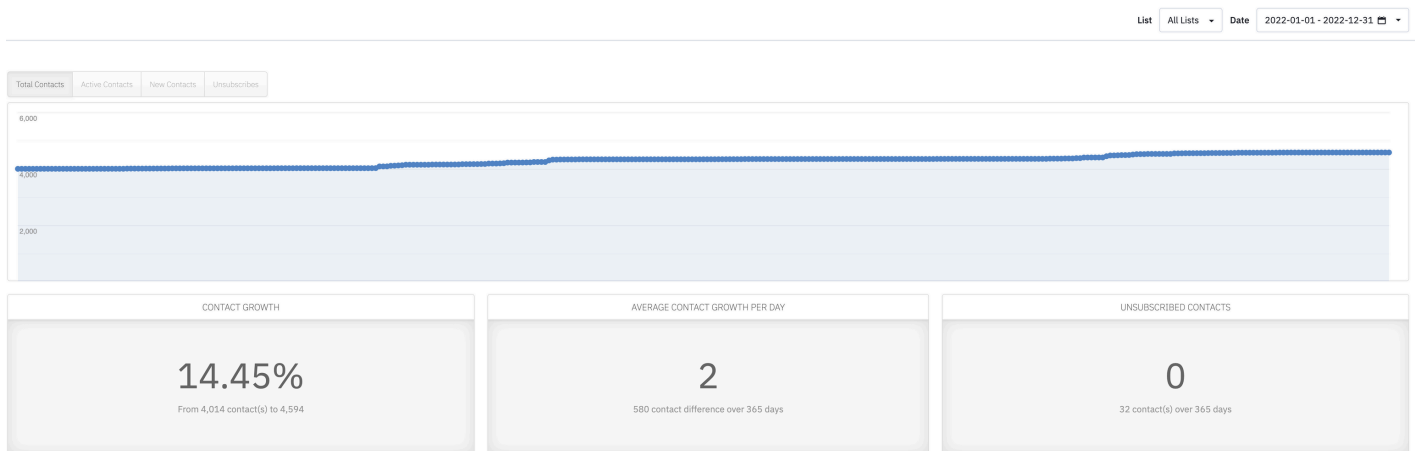


Communications Strategy

2023 Achievements

Contact Trends

- This chart represents the contacts growth average from for the year 2022.
- Due to the number of registrations to our professional development sessions, our email list increased by 580 contacts in 2022 (average of 2 contacts per day)
- No contacts unsubscribed from our lists indicating a high rate of engagement





Communications Strategy

2023 Achievements

Annual Report Publication

- The publication of our official Annual Report for each year happens in July of the following year and reflects the activities of the reporting year.
- All the Annual Reports can be downloaded from the CLA Website under the Publications section.

Sector Research

Student Voices by Monash University

The following is an excerpt of the Community Languages Australia's Student Voices Research conducted by Monash University which is still in draft form. Once the research is published, a full report can be provided.

***Imagined Communities Through the Lens of Students Voices
and Australia's Homage to Community Languages Schools***

Excerpt provided by Dr Maria Gindidis

This research utilises ethnographic methods to examine identity and community within one community school's student population of 108 students whose ages ranged from 11 to 16 years old. Using data from participant-observation, as well as themes gleaned from semi-focused/individual interviews and personal narrative, I document the construction, by student voice, of a broader imagined community of "belongingness".

Imagined communities refer to groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination. In our daily lives we interact with many communities whose existence can be felt concretely and directly. These include our neighbourhood communities, our workplaces, our educational institutions, and our religious groups. Students in community languages schools connect powerfully to a country they have never visited. Community language schools by their very existence and replicated structure of a micro-community differ from second language learning in language schools or mainstream educational contexts.

Analysing funds of knowledge theory (FoK) through a student lens, I argue that this imagined second language "community" as experienced through a community language school is best understood as an expression of 'communitas' and that third-generation students are liminal figures themselves, understanding their identity as supported and "imagined" in Australian community languages schools.

As Wenger (1998) notes, direct involvement with community practices and investment in tangible and concrete relationships—what he calls engagement—is not the only way in which we belong to a community. For Wenger, imagination, "a process of expanding oneself by transcending our time and space and creating new images of the world and ourselves" (p. 176)—is another important source of community.

Sector Research

Student Voices by Monash University

Imagined Communities Through the Lens of Students Voices and Australia's Homage to Community Languages Schools (Draft Title)

Excerpt provided by Dr Maria Gindidis

I argue with this data the importance of community languages schools as integral to the motivation and future sustainability of a multilingual Australia. Findings thus far from the thematic analysis of interviews include a fluidity in children's understandings of identity and an "investment" in learning their heritage, community language as a marker of distinction, a liberation from monoglossic ideologies. In their interviews, students challenged the idea of a monoglossic Australia, seeing themselves as a distinct and preferable example of what being Australian means.

Further, it is important to recognise that the imagined communities a community school offers for its students to a large extent reflects society's collective visions. As Cummins (2000) points out, even committed and caring teachers may not question the current educational structures that fail to reach non-mainstream students, and instead focus on all the sources of linguistic underachievement within the students and their backgrounds. Several of the older students interviewed stated that they 'see' the multilingualism and multiculturalism that exists in their community school as an asset; they referred to peers who had parents from two community languages and the intersectionality of English for communication as "so great".

A large number of younger students did not see the academic focus of learning their community language as the most important factor –

"I love learning about the culture and where I came from but I don't speak really good Greek, I still feel Greek."

A number of students stated that their own children will one day attend a community language school.

"I know sport on the weekend is important but learning another language is important too, I want to travel and visit my Pappou's (παππού - grandfather's) horio (χωριό - village). When I go I want to be able to speak and understand what they tell me."

There was a strong articulation and understanding that the community language school they attended was part of their innate view of what made them special and what constituted as "belonging" to something greater than themselves.

Sector Research

Surveys

CLS Back to School Survey

At the start of the 2022 school year, CLA conducted a national “Back to School” survey to get a better understanding of the number of schools that are returning to onsite learning and what are the challenges faced since returning onsite or remaining online. The results of this survey can be provided upon request. We had responses from QLD, ACT and VIC.

Status ▾	Favorites ▾	Name ▾	Participants ▾	Completions ▾	Opt-ins ▾	Opt-ins Rate ▾	Last Modified ▾	
Active	☆	ESAQ - Back to School 2022	16	12	8	50.0%	Jun 22, 2023	⋮
Active	☆	ACTCLSA - Back to School 2022	27	23	16	59.3%	May 24, 2023	⋮
Active	☆	CLV - Back to School 2022	88	75	67	76.1%	Mar 09, 2023	⋮
Active	☆	CLNT - Back to School 2022	0	0	0	0.0%	Feb 10, 2022	⋮
Active	☆	ESASA - Back to School 2022	0	0	0	0.0%	Feb 10, 2022	⋮
Active	☆	NSWFCLS - Back to School 2022	1	1	1	100.0%	Feb 10, 2022	⋮
Active	☆	CLWA - Back to School 2022	0	0	0	0.0%	Feb 10, 2022	⋮



Sector Research

Surveys

Feedback on Professional Development Trainings

For every professional learning activity offered, a feedback form link is sent out shortly after each session to take advantage of participants having the session fresh in their minds to provide relevant feedback. The results of these feedback forms can be provided upon request.

The following questions are asked of each participant:

Q1. Are you a Teacher or a School Leader?

Q2. When it comes to running your community language school (as a School Leader) OR conducting your classroom (as a Teacher) more efficiently, what is your single biggest challenge, concern or frustration right now?

Q3. On a scale of 1-10 (10 being extremely good), how would you rate this Professional Development Session?

Q4. What did we do well in this Professional Development session?

Q5. What could we have done better? Was there anything you didn't like?

Q6. What might we try in a future Professional Development session? Any suggestions?



Advocacy & National Involvement

AFMLTA

CLA is part of the AFMLTA Project Advisory Group, which works towards a National Languages Strategy. Besides participation in the Advisory Group, CLA takes an active role in distributing the project's surveys amongst community language schools in Australia.

CLA encourages school participation in the surveys to ensure community language schools are represented and heard in the National Language Strategy development.

Several emails with project information and survey links were shared amongst community language schools across Australia via CLA's state and territory associations.

As reported in 2021, CLA distributed the surveys across community language schools in Australia through the state & territory associations and now is awaiting the outcomes of the surveys.

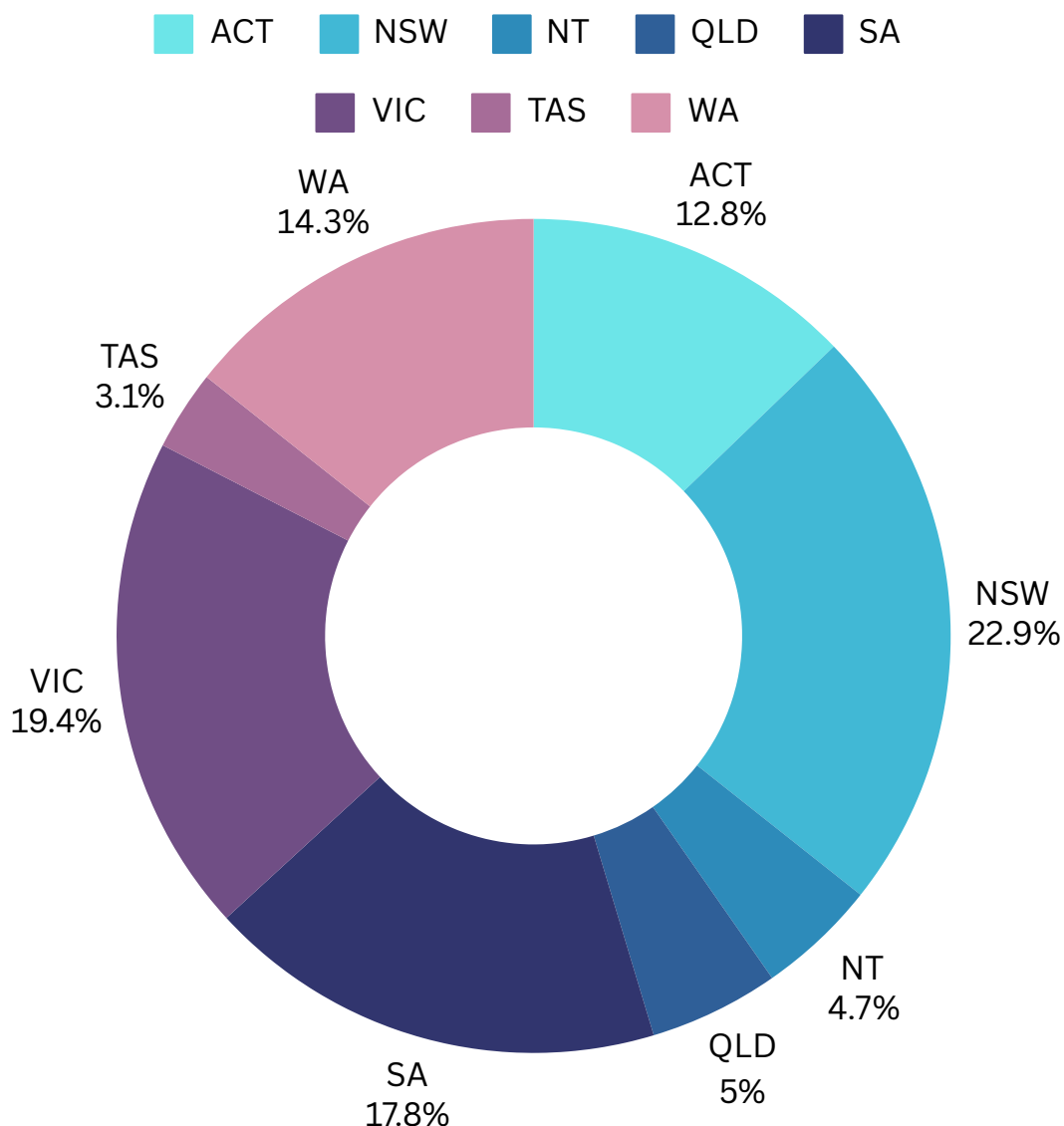
Community Language Schools Across Australia - A Snapshot

2023 National Data

In total there were approximately 631 community language schools operating across Australia in 2023, over 100 languages were taught to over 100,000 students.

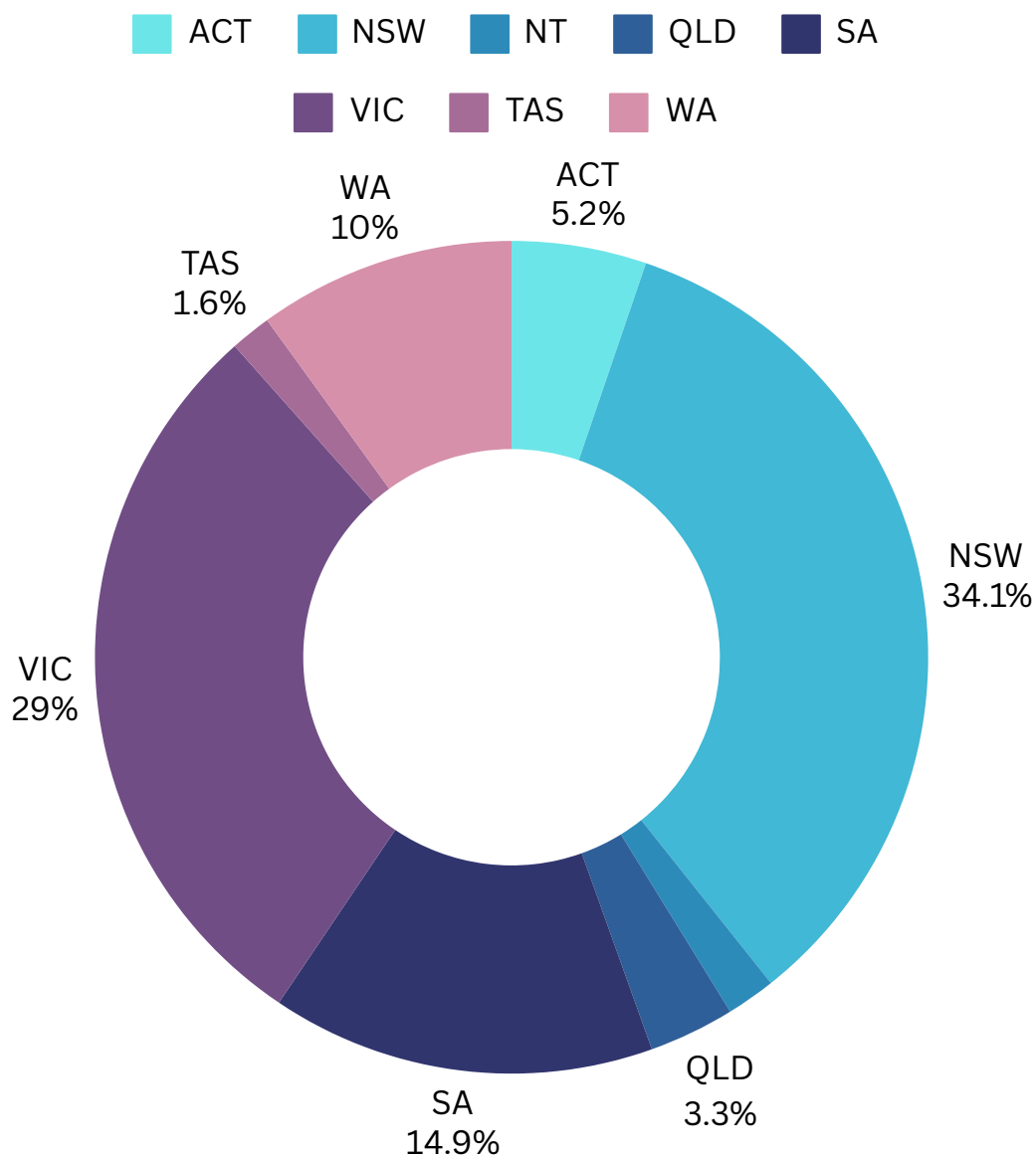
The following charts visually display the number of languages, schools, students and teachers across the state & territory jurisdictions giving a snapshot of the data at a given point in time.

Languages Taught



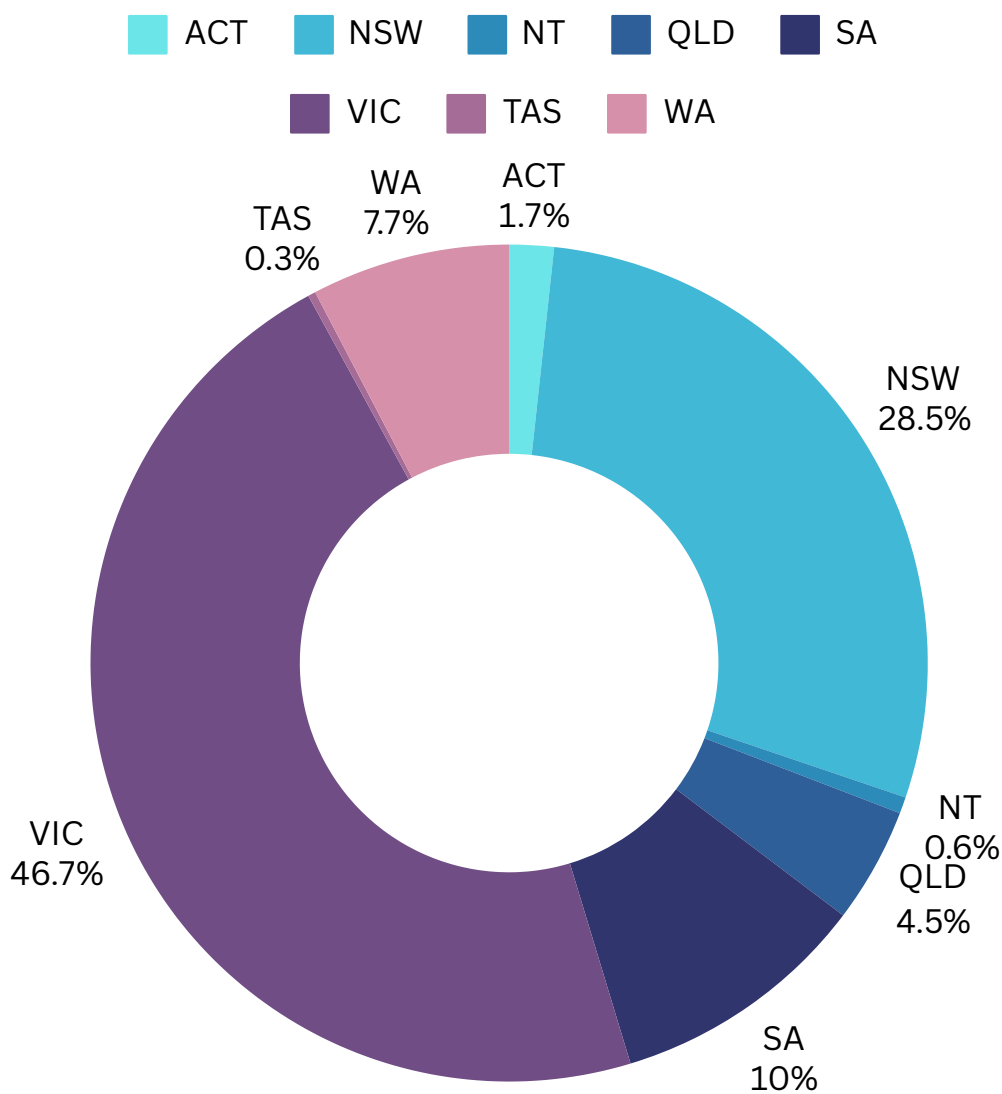
Community Language Schools Across Australia - A Snapshot

Number of Schools



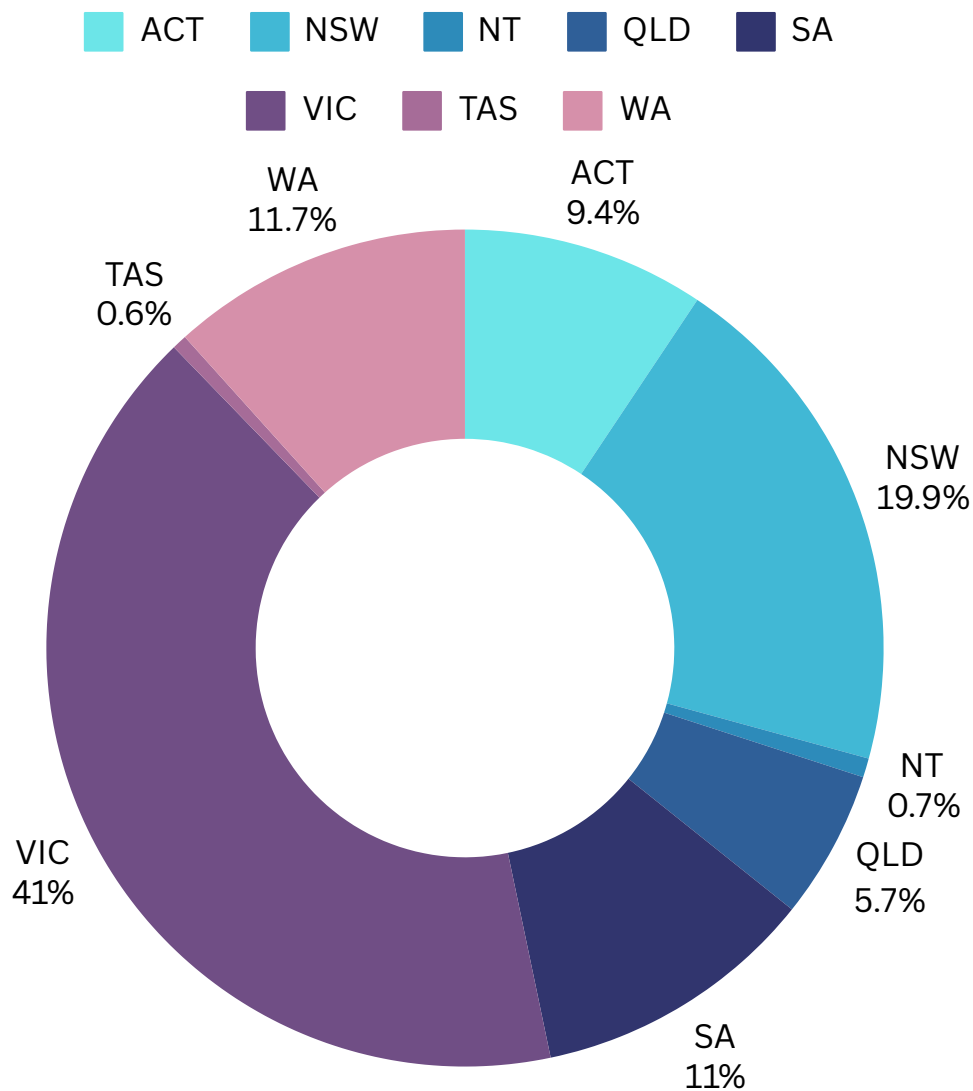
Community Language Schools Across Australia - A Snapshot

Number of Students



Community Language Schools Across Australia - A Snapshot

Number of Teachers



Community Language Schools Across Australia - A Snapshot

Summary Table (Numbers)

State	Languages	Schools	Students	Teachers
ACT	33	33	1,616	672
NSW	59	215	26,769	1,427
NT	12	12	597	53
QLD	13	21	4,190	412
SA	46	94	9,413	788
TAS	8	10	276	41
VIC	50	183	43,906	2,945
WA	37	63	7,207	837

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Acholi	1	9	1
Amharic	2	53	5
Arabic	76	10,456	730
Armenian	6	290	62
Assyrian	5	795	47
Bangla	10	885	74
Bengali	6	227	16
Bosnian	2	104	3
Bulgarian	2	50	7
Burmese	2	99	7
Cantonese	2	578	13
Chin Falam	1	62	5

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Chin Hakha	1	101	8
Chinese	68	27,367	1,393
Chinese Traditional	1	229	19
Coptic	2	316	70
Croatian	6	538	34
Dari	6	780	73
Dinka	4	339	24
Dutch	2	177	5
Dzongkha	1	200	39
Farsi	7	644	71
Filipino	6	133	38

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Finnish	1	60	4
French	2	158	10
German	9	924	89
Greek	38	6,110	413
Gujarati	5	412	57
Harari	1	50	7
Hebrew	5	451	33
Hindi	11	804	113
Hindi/Punjabi	1	48	4
Hungarian	8	207	26
Igbo	1	50	5
Italian	7	653	66

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Japanese	16	2,821	168
Jewish	1	43	26
Kannada	2	176	22
Karen	1	23	35
Khmer	3	150	14
Kirundi	2	224	19
Kiswahili	2	83	9
Korean	23	2,321	163
Kriol	1	80	2
Lao	2	60	9
Latvian	2	43	11
Macedonian	5	188	39
Malay	1	18	3

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Malayalam	7	534	124
Maltese			
Maltese	2	15	4
Mandaean	1	63	2
Mandarin	22	4,828	184
Maori	1	16	32
Marathi	2	80	10
Modern Greek	2	313	1
Mongolian	2	45	7
Nepalese	11	925	517
Nuer	1	70	4
Oromo	2	197	17
Otuho	1	19	2

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Pashto	1	55	5
Persian	9	703	110
Polish	16	760	127
Portuguese	6	279	9
Punjabi	13	1,716	128
Romanian	1	10	1
Russian	21	1,827	197
Samoan	2	70	13
Sanskrit	1	10	1
Serbian	4	422	22
Shona	1	276	19
Sinhala	15	2,012	209
Slovak	2	87	5

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Somali	7	552	40
Spanish	9	753	42
Susu/Madingo/ Fullah/Pulaar	1	30	5
Swedish	4	284	12
Tamil	24	5,441	757
Telugu	6	598	80
Thai	4	278	40
Tibetan	2	99	23
Tigrigna	2	212	12
Tongan	3	86	12
Turkish	9	482	31
Ukrainian	6	350	49

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Urdu	6	675	53
Uyghur	3	185	26
Vietnamese	27	7,963	528
Yiddish	1	17	3
Yoruba	2	48	6



Looking Ahead

As we reflect on 2023, CLA is proud to highlight the milestones achieved and the strides made in advancing our mission across three key areas in alignment with our Project Plan:

- 1. National Leadership and Advocacy**
- 2. Enhanced Quality Assurance Framework**
- 3. Comprehensive Support for Community Language Schools**

This year, CLA achieved critical objectives and gained invaluable insights across several dimensions, including:

- Strengthening our role as a leading advocate, collaborating closely with government bodies to further the goals of community language education.
- Expanding on essential policies, such as Child Safety, Equity and Inclusion, and Cyber Safety, to safeguard and support our students and educators.
- Hosting Academic and Executive Officer Forums to address current challenges and share best practices.
- Supporting and promoting the implementation of a National Minimum Accreditation Standards, reinforcing quality and consistency in language education.
- Promoting the National Community Languages Schools Day, which continues to grow in visibility and engagement.
- Boosting digital engagement through enhanced communications, social media growth, and a more interactive website experience.
- Conducting a comprehensive national survey of community language schools to inform future initiatives.
- Launching the revised National Quality Assurance Framework, now available to schools across Australia.
- Undertaking research projects that bring to light the voices and experiences of community language students.
- Organising targeted professional development sessions for state and territory associations to address emerging educational needs.
- Providing crucial Child Safety Training to schools, aligning with the latest legislative requirements.
- Advancing our Strategic Plan through a refined governance framework, along with updates to governance documents that support accountability and transparency.

These achievements highlight the value of national coordination for community language schools. CLA remains dedicated to supporting the sector's growth, quality, and success, with ongoing efforts to empower schools, educators, and students.



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