



**STS ANARGIRI**  
**GREEK LANGUAGE CENTRE**

KNOWLEDGE • LEARNING • TRADITION

ΓΝΩΣΗ • ΜΑΘΗΣΗ • ΠΑΡΑΔΟΣΗ

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**STS ANARGIRI GREEK LANGUAGE CENTRE**  
**SCHOOL HANDBOOK**

# GENERAL INFORMATION

## CONTACT DETAILS

**Postal** 77-73 81 Willesden Road, Hughesdale, VIC 3166

**Telephone** (03) 8554 0055

**Website** [www.stsanargiriglc.vic.edu.au](http://www.stsanargiriglc.vic.edu.au)

**Email** [info@stsanargiriglc.vic.edu.au](mailto:info@stsanargiriglc.vic.edu.au)

## LOCATION

Sts Anargiri Greek Language Centre - Oakleigh Campus

77-73 81 Willesden Road,  
Hughesdale, VIC 3166

## LEADERSHIP TEAM

Kostas Pataridis – Coordinator ([kpataridis@stsanargiriglc.vic.edu.au](mailto:kpataridis@stsanargiriglc.vic.edu.au))

Eleni Stefanidou – Coordinator ([Estefanidou@stsanargiriglc.vic.edu.au](mailto:Estefanidou@stsanargiriglc.vic.edu.au))

## PARISH PRIEST

Father George Adamakis

## PRESIDENT OF THE GREEK ORTHODOX COMMUNITY OF OAKLEIGH AND DISTRICTS

Angelo Sardellis

## **WELCOME TO STS. ANARGIRI GREEK LANGUAGE CENTRE**

Sts Anargiri Greek Language Centre is located in the Melbourne suburb of Oakleigh with over 400 students enrolled across the four days (Wednesday, Thursday, Friday, Saturday) which the school offers classes on. Today, the language centre continues a long tradition of service to the local Greek community, which began over 50 years ago. Operating under the auspices of the Greek Orthodox Community of Oakleigh and Districts through the teaching and learning of the Greek language our core aim is for our students to maintain their Greek cultural identity.

Having an established relationship with Oakleigh Grammar, operating classes out of their premises, Sts Anargiri Greek Language Centre is a leading provider of Greek educational and cultural classes with access to modern state of the art teaching facilities. At Sts. Anargiri Greek language Centre we offer Greek language educational programs for 3 year old and 4 year old Kinder aged students, Modern Greek Prep to VCE classes, advanced Greek classes based on curriculum taught in Greece and VCAA Accredited Classical (Ancient) Greek classes.

Our curriculum and text books are also carefully collated to specifically address the needs of students studying Greek as a LOTE (Language Other than English). Understanding that the needs of students have changed over the years in relation to undertaking the study of the Greek language, our educational programs reflect this transition and incorporate learning strategies that assist students in developing their language skills to a competent level.

Our dedicated and highly skilled teachers undertake professional learning to continually improve the teaching and learning programs and deliver engaging and relevant curriculum. Students at Sts Anargiri Greek Language Centre together with the guidance of their teachers develop a strong working relationship built on mutual respect and a passion for learning. Classes are inclusive and students develop the appropriate skills to complete VCE successfully.

We believe that learning is not only what occurs within the classroom. At Sts Anargiri Greek Language Centre we offer a range of extra curricula activities providing students with a well-rounded education including dance lessons, cultural programs and music lessons (bouzouki). A number of our students undertake the examination for the Certificate of Attainment in Greek achieving excellent results in comparison to other schools in the local area.

It is our aim at Sts Anargiri Greek Language Centre to create an environment where teachers and parents work together to provide our students with a priceless gift, that being the opportunity to learn the Greek language. To achieve this goal, teachers work closely with students in order to establish a safe and engaging learning environment focused on student well-being and their educational development. Through various innovative programs, students are in a stronger position to flourish during the duration of their studies, as competent and independent learners who develop a positive attitude towards their learning of the Greek language.

Kosta Pataridis

Eleni Stefanidou

## **VISION**

To be a school of choice and leader in Greek language and cultural education

## **MISSION**

We strive to offer a safe and engaging learning environment with the aim to instil within our students a great appreciation and knowledge of the rich linguistic, cultural and historical traditions of our Hellenic heritage.

## **VALUES**

Inspired and guided by Orthodox Christian values we focus on:

- Respect
- Integrity
- Responsibility
- Engaging Teaching and Learning
- Hellenic traditions

## **OUR CHILD SAFETY COMMITMENT**

At Sts. Anargiri Greek Language Centre we are committed to providing every child under supervision an environment in which they feel WELCOME AND SAFE. As such we are committed to the PROTECTION and SAFETY of all children under our care.

## **SCHOOL HOURS**

Lessons begin during the first week of February.

Classes operate on the following days and times at the Oakleigh Campus:

Wednesday            5.00pm – 8.30pm

Thursday              5.00pm – 8.15pm

Friday                 5.00pm – 8.30pm

Saturday               9.30am – 1.00pm

Supervision of the front yard and corridors is provided 10 minutes prior to the commencement of lessons. Children are expected to be punctual. Students will only enter a classroom under the supervision of a teacher. Students should only gather in the front yard or outside of their classroom. Before school, during recess and after school, students should not be in out of bounds areas.

Students from Kinder to Grade 4 should be dropped off and picked up from the classroom. In an instance where a parent is running late, the school should be advised. Contact details of the coordinators are as follows: 0405 163 578 (Eleni Stefanidou) or 0433 188 992 (Kosta Pataridis).

Students leaving early need to be signed out by their parents through their classroom teacher.

Contact can be made with one of the school's Coordinators outside of the Language Centre's operating hours via email or telephone.

## **COMMUNICATION WITH PARENTS**

The building of good relationships with our parents is of great importance to our school.

Communication is provided in the following ways:

- Term calendar
- Notices
- letters to parents
- telephone calls
- emails

Contact can be made with one of the school's Coordinators outside of the Language Centre's operating hours via email or telephone.

Eleni Stefanidou

0405 163 578

[Estefanidou@stsanargiriglc.vic.edu.au](mailto:Estefanidou@stsanargiriglc.vic.edu.au)

Kosta Pataridis

0433 188 992

[kpataridis@stsanargiriglc.vic.edu.au](mailto:kpataridis@stsanargiriglc.vic.edu.au)

Parents that need to discuss a concern are asked to firstly discuss the concern with their child's teacher. If the concern is not resolved then the issue is to be raised with the School Coordinators.

Any parent concerns will be dealt with in a respectful and timely manner.

Parents are reminded that their concerns are to be communicated in a respectful manner.

## **ABSENCES FROM SCHOOL**

Regular school attendance is essential for the overall development of children. The school should be notified of any absence via [info@stsanargiriglc.vic.edu.au](mailto:info@stsanargiriglc.vic.edu.au).

If a parent has not communicated a student's absence, the school will contact parents if a student has been absent for two or more weeks.

Extended absences, due to health issues or family holidays, need to be communicated to the school in writing.

Sometimes it may be necessary for parents/guardians pick up their children early. On such occasions advance notice is appreciated with the classroom teacher. Under no circumstances may a child leave school without a parent/guardian signing them out. Students leaving early need to be signed out by their parents through their classroom teacher.

## **SCHOOL CANTEEN**

The school canteen currently operates on Friday evenings during primary and secondary school recess times.

## **STUDENT ATTIRE AT SCHOOL**

We do not have a school uniform at Sts. Anargiri Greek Language Centre, however, we do request that students are dressed appropriately at all times.

For health and safety purposes we encourage parents/guardians to ensure that children in the warmer weather come to school wearing appropriate footwear.

Please note that it is preferable that all students wear closed shoes to school as they continue to conduct dance lessons and either play ball games or play on the playground facilities.

The wearing of closed shoes will enable students to conduct these activities in a much safer manner.

# **STRATEGIC PLAN FOR SCHOOL IMPROVEMENT**

**PRIORITIES, GOALS AND ACTIONS**

## **PRIORITY/GOAL 1: SCHOOL COMMUNITY**

To establish a strong connection between students, families, the wider community through improving communication channels and encouraging involvement of all stakeholders

*Areas of improvement/strategies to achieve the goal:*

Communication with students/parents:

- Distribution of a calendar of important key dates at the beginning of each term
- Website containing important information for parents and the wider community
- Homework booklet provided at the beginning of each term
- Notices/newsletter sent home
- Teacher and Parent Meet and Greet Sessions conducted in the first 3 weeks of the beginning of Term 1 and during the year welcome parents to participate within lessons
- Family and teachers communicate about the content of lessons
- Teacher and Parent interviews twice a year/school reports provided 4 (interim and end of semester reports) times a year
- School celebrations – Greek Independence Day 25<sup>th</sup> March, end of year celebrations, beginning of lent, Mother's/Father's/Grandparents day
- Informal updates provided by the classroom teacher on the academic progress of their children
- Through the Parent's Association the school creates opportunities for families to contribute to school activities, families provide materials and resources for the school through fundraising and donations
- The school seeks and welcomes feedback from families (by encouraging family comments and surveys)
- Encourage parents to attend special celebrations with their children – Greek National Day March at Shrine of Remembrance, Oakleigh Greek Glendi

Communication with the wider community:

- School website
- Participation in community events
- Invite the community to participate in school celebrations
- Invite guest speakers to give talks to student, parents and the wider school community
- Provide opportunities for the wider school community to become involved in the school (e.g. support through sponsorship)

*Measured by:*

- Attendance rates at school events

- Attendance at Parent Teacher interviews
- Family assistance received in regards to participation in the Parent's Association and assisting in the conducting of school concerts and organisation of other school celebrations and events
- Feedback received from families
- Enrolment numbers
- Contribution to the development of the broader language community (teacher involvement in associations such as Modern Greek Teacher's Association Of Victoria - MGTAV)
- Positive relationship developed with school that we rent the premises from (Oakleigh Grammar)
- Quality of reports provided by teachers and student improvement made following the report being provided
- Staff attendance at the ESAV annual conference and MGTAV annual conference

## **PRIORITY/GOAL 2: TEACHING AND LEARNING**

Improve the quality of teaching practice in order to increase learning outcomes

*Areas of improvement/strategies to achieve the goal:*

Professional development:

- Continually provide professional development opportunities for all staff (at least 20 hours)
- Provide staff with approved first aid, anaphylaxis and asthma training
- Conduct Victorian Curriculum professional learning for all staff
- Establish Professional learning teams: opportunity for staff to collaborate and engage professionally
- Encourage staff to attend professional learning sessions conducted by the ESAV
- Encourage staff to attend professional learning sessions related to the VCE
- Provide teacher's with the support of the school who wish to take up various opportunities to develop their skills and knowledge in both their own personal time and school time

Formal training:

- Provide opportunity for staff to undertake methodology courses

Memberships to professional bodies:

- Provide staff with membership of Modern Greek Teacher's Association of Victoria

Annual Review Reflection Process:

- Continue to conduct the Annual Review Reflection Process
- Review the Annual Review Reflection Process

*Measured by:*

- Student feedback provided through teacher opinion surveys
- Student engagement levels
- Student results on tests
- Results achieved in the Certificate of Attainment in the Greek Language conducted by the Consulate of Greece

- Improvement in VCE results

### **PRIORITY/GOAL 3: LEADERSHIP AND MANAGEMENT**

To create a vibrant learning community characterised by a shared vision, a strong sense of teamwork and focused on continuous improvement in learning and teaching.

*Areas of improvement/strategies to achieve the goal:*

Communicate with the wider community:

- Communicate the shared vision of the school with the community
- Encourage and educate community on the benefits of bilingualism
- Advertise/write articles in local and community newspapers
- Encourage membership of the school association and committee
- Establish teachers as members of language associations

School policies and procedures:

- Development and implementation of appropriate school policies
- Close working relationship between the leadership team of the school and Management committee
- Minutes of staff meetings and Management committee meetings
- Provide open lines of communication
- Follow funding requirements

Effective communication with parents and other stakeholders:

- Use of modern technology to communicate with school members where possible
- Community members are kept-up-to date with school information
- Give opportunities to for members of the school community to express opinions

Leading staff:

- Keep staff and other members of the school community informed about educational changes (e.g. implementation of Victorian Curriculum) and changes in student's needs (e.g. learning styles and differentiating learning programs)
- Lead and facilitate professional learning programs
- Mentor staff
- Encourage teamwork

- staff to develop their skills through professional learning teams
- staff and parents understand that a successful partnership is needed for the best learning outcomes of students
- value the work of teachers and volunteers through recognition and celebrations (celebrate birthday days/name days, staff social functions)
- Clearly define duties of positions of responsibility

*Measured by:*

- Number of articles published in local and community newspapers
- Number of notices sent home and response to requests made
- Policies developed are implemented and supported by all stakeholders (parents, teachers and students)
- Provide opportunities for staff to develop their skills – professional learning provided (at least 20 hours)
- Provide opportunities for staff to develop their leadership skills
- Minutes of staff meetings
- Distribution of a school newsletter (at least one per term)
- Attend inservice workshops for leaders of Community Language Schools
- Surveys of staff, students and parents

#### **PRIORITY/GOAL 4: STUDENT WELLBEING**

Improve student wellbeing outcomes as an after hour language provider

Areas of improvement/strategies:

Curriculum: Teachers to ‘know the students they teach and how they learn’:

- Ice-breaker activities at the start of the year
- Teacher is sensitive to student needs
- Implement a ‘What I wish my teacher knew’ program at the beginning of the year
- Understand how students best learn by asking them and setting motivating activities
- Use a variety of activities which appeal to different types of learners
- Use a range of resources which are up-to-date
- Students engage in meaningful learner according to the Victorian Curriculum (e.g. teach culture)
- Teacher continuity
- Promote open communication between parents, students and teachers based on mutual respect
- Set group work to encourage students to build respectful relationships
- Encourage parents to assist with student learning – within the classroom setting and at home (e.g. by completing homework, making learning Greek fun at home through games, activities and relating the language to everyday routines)

Child Safe Standards:

- Implementation of Child Safe Standard policies and communicate these with the wider school community (notices and website)

- implementing standard 7 of the Child Safety Standards: empowering students: provide opportunities for students to express themselves through various means within the classroom and outside of the classroom

Creating an educational environment which is free from student discipline issues:

- make school rules explicit to students (and parents)
- set clear expectations of students based on school values
- communicate the school rules in an accessible manner (website, beginning of the homework booklet of each term, with the calendar)
- set clear approaches for staff to deal with discipline issues (step by step approach)
- establish Restorative practices within the whole school
- Zero Bullying policy
- Engage the support of parents to implement the school rules

*Measured by:*

- Student survey responses
- Student retention rates (how many students leave throughout the year)
- Number of complaints/reports of bullying
- Student participation in special school events (e.g. school concerts, 25<sup>th</sup> March celebrations)

# **SCHOOL CURRICULUM AND PROGRAMS OFFERED AT STS. ANARGIRI**

# GREEK LANGUAGE CENTRE

## **PROGRAMS OFFERED AT STS ANARGIRI GREEK LANGUAGE CENTRE**

At Sts. Anargiri Greek Language Centre we offer the following programs:

3 and 4 year old kinder classes with qualified early childhood educators

Foundation to Year 10 based on the Victorian Curriculum

VCE – Year 11 and 12

Advanced classes

VCE Classical Greek class (junior secondary is also available)

Adult classes

Dance/cultural immersion lessons

Music lessons (bouzouki)

## **SCHOOL CURRICULUM AT STS. ANARGIRI GREEK LANGUAGE CENTRE**

### **KINDER PROGRAM – 3 AND 4 YEAR OLD**

Research shows that learning a second languages can increase ones IQ, so what better for students than learning the Greek Language and Culture, improving their competency and having fun at the same time?

At Sts. Anargiri Greek Language Centre we are offer an educational program for 3 year old and 4 year old children.

Children are able to learn the Greek Language through:

- educational games
- songs
- story books
- role playing
- dance

- begin to develop their writing skills
- begin to recognise letters of the Greek alphabet.

### **When do Kindergarten classes run?**

Wednesday and Friday classes run from 5:00 pm to 8:30 pm

Saturday class runs from 9:30 am to 1:00 pm.

## **FOUNDATION TO YEAR 10**

The school's curriculum is developed according to the Victorian Curriculum.

### **Rationale**

Students acquire communication skills in Modern Greek. They develop an understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

## **Learning Languages:**

- contributes to the strengthening of the community's social, economic and international development capabilities
- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

## **Aims**

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

## **Structure - Sequences of learning**

The Modern Greek curriculum recognises that there are different entry points into language learning across F–10, which reflects current language teaching practice.

There are two possible learning sequences:

- **F–10 sequence** for students who begin to learn the language in primary school and continue to Year 10.
- **7–10 sequence** for students who begin to learn the language in Year 7.

## **Strands and Sub-strands**

The content descriptions of the Languages curriculum F–10 are organised through two interrelated strands. The two strands are Communicating and Understanding. Each strand contains several sub-strands.

<b>Strand</b>	<b>Communicating</b>	<b>Understanding</b>
	Using language for communicative purposes in interpreting, creating and exchanging meaning.	Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.
<b>Sub-strands</b>	<b>Socialising</b> Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings, and participating in planning, negotiating, deciding and taking action.	<b>Systems of language</b> Understanding language as a system that includes sound, writing, grammatical and textual conventions.
	<b>Informing</b> Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts, developing and applying knowledge.	<b>Language variation and change</b> Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	<b>Creating</b> Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	<b>The role of language and culture</b> Analysing and understanding the role of language and culture in the exchange of meaning.
	<b>Translating</b> Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	
	<b>Reflecting</b> Participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity.	

### **Achievement standards**

In Modern Greek, students progress along a curriculum continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

- F–10 Sequence - the first achievement standard is provided at Foundation–Level 2 and then at Levels 4, 6, 8 and 10.
- 7–10 Sequence - the first achievement standard is provided at Level 8 and then at Level 10.

**For more information visit:**

<http://victoriancurriculum.vcaa.vic.edu.au/languages/modern-greek/introduction/rationale-and-aims>

## **VCE – UNITS 1 – 4 GREEK**

### **THE LANGUAGE**

The language to be studied and assessed is the modern standard version of Greek. Students are expected to know that dialects and language variations exist, but they are not required to study them.

### **RATIONALE**

Greek is the official language of Greece and Cyprus. It is spoken throughout the world wherever

there are Greek communities. It is one of the languages of the European Union and an Australian community language.

Greek is shaped by over 3,000 years of historical, linguistic and cultural continuity. It gives expression to an eventful history and to a rich and varied modern culture. It also encapsulates two great historical traditions; the Classical and the Byzantine.

The heritage of ancient Greece forms the basis of Western civilisation and has been integral to European thought. It continues to influence such fields of human endeavour as the arts, architecture, literature, philosophy, politics and the sciences. Many concepts in these fields derive from the classical period, and many others are labelled with terms derived from the Greek language.

The heritage of Greek Byzantium has particularly influenced Russia, various Balkan countries and countries around the eastern Mediterranean, and the Black Sea. It helped give impetus to the Renaissance in Western Europe. Today, the Byzantine influence is most visible in the art, architecture, music, ritual and theology of Eastern Orthodox Christianity.

Greek is one of the most widely used languages in Australia. Historically, Greeks have made and continue to make a significant contribution to the development of Australian society. The study of Greek contributes to the overall education of students, particularly in the areas of communication, cultural understanding, literacy and general knowledge. The ability to communicate in Greek may, in conjunction with other skills, also enhance vocational opportunities in fields such as the arts, banking, diplomacy, education, law, medicine, shipping, social services and tourism.

### **AIMS**

This study is designed to enable students to:

- use Greek to communicate with others;
- understand and appreciate the cultural contexts in which Greek is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Greek and English, and/or other languages;
- apply Greek to work, further study, training or leisure.

### **STRUCTURE**

The study is made up of four units. Each unit deals with specific content and is designed to enable

students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

## **ENTRY**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Greek is designed for students who will, typically, have studied the language for

at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students

with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum.

## **DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated

achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's

assessment of the student's overall performance on assessment tasks designated for the unit.

Designated

assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment

Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement

of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as

S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum

and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional

information on levels of achievement.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school

decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### **Units 3 and 4**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Greek the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study.

Percentage contributions to the study score in Greek are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations: oral component 12.5 per cent  
written component 37.5 per cent

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Greek-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> <i>For example, personal opinions and values, adolescence, Greek-Australian identity, identity through poetry and song.</i></li> <li>• <b>Relationships</b> <i>For example, friends, family, school/ social relationships, peer group pressure, neighbourhood/community.</i></li> <li>• <b>The school experience</b> <i>For example, experiences of schooling, subject choices and future aspirations, student exchange.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, daily life, Greek-Australian lifestyles, living in a Greek community, living in Greece/Cyprus, tourism and travel, health and leisure.</i></li> <li>• <b>The Greek cultural heritage</b> <i>For example, myths and legends, folklore, festivals and celebrations, customs, famous Greeks in a selected field of endeavour (the arts, sports, business), Olympic Games.</i></li> <li>• <b>Historical/contemporary people and events</b> <i>For example, important historical events (national days, Greek Revolution, the Asia Minor issues, Greece in World War II), Greece in the European Union.</i></li> <li>• <b>The migrant experience</b> <i>For example, early Greek migration to Australia, post-war migration to Australia, a selected Greek immigrant community, immigrants in contemporary Greece.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contemporary issues</b> <i>For example, entertainment choices, sport and sportsmanship, environment, urbanisation, globalisation, cultural diversity, hopes and concerns, technological change.</i></li> <li>• <b>The world of work</b> <i>For example, Greek used in the workplace, occupations and careers, unemployment, jobs of the future, life long learning and flexible working environments, work experience and vocational pathways.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

### Information obtained from

<http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/greek/greekindex.aspx>

### ADVANCED CLASSES

Our Advanced Greek classes are based on the curriculum provided by the department of Education in Greece. Books and teaching materials used are those that are currently used within schools in Greece. Experienced teaching staff who have teaching experience in the Greek educational system as responsible for the development of an innovative and engaging curriculum which addresses the needs of students attending these advanced Greek classes.

Students have the opportunity to become familiar with our rich cultural heritage through Greek history, art and culture.

Students, also, learn about the magical world of mythology exploring the adventures of heroes such as Hercules, Theseus and Odysseus.

Most importantly students learn the Greek language in a practical setting, participating in plays and choirs. Students prepare sketches and songs which they present at the school's end of year concert.

Wednesday and Thursday classes run from 5:00 pm to 8:15 pm.

**PLEASE NOTE:**

Students that wish to partake in advanced classes must sit an entrance test to determine an adequate level of ability

**CLASSICAL GREEK – VCE UNITS 1 – 4**

Sts, Anargiri Greek Language Centre is one of a small number of schools that offer Ancient/Classical Greek classes for students in years 7 to 10. The students have the ability to continue their studies in Classical Greek undertaking our fully accredited VCAA VCE classes.

The Greek philosophers, poets and writers are among those great spirits who have influenced many people worldwide. The Ancient/Classical Greek Language has maintained an amazing cohesion of structure and vocabulary for thousands of years, having contributed to the structure of other languages too, so why shouldn't all the students take advantage of its positive influence?

With skilled teaching staff and appropriate teaching material, students learn by translating, summarising or responding to questions based on the classical Greek texts. Students develop lexical skills and they consolidate knowledge of grammatical and spelling rules. By studying the Greek famous writers and philosophers students understand the influence and contribution of the Ancient Greek civilization. The added advantage with studying Classical (Ancient) Greek at VCE level is that it scales up for ATAR. For example in 2013, 16 extra points were awarded to a student achieving a study score of 30.

(source: [http://www.vtac.edu.au/pdf/scaling\\_report.pdf](http://www.vtac.edu.au/pdf/scaling_report.pdf))

Wednesday (VCE) and Thursday classes (Junior Secondary) run from 5:00 pm to 8:00 pm

**ASSESSMENT AND REPORTING**

Assessment is based on the achievement standards as provided by the Victorian Curriculum.

Tools used at SAGLC to assess student performance include

- diagnostic
- formative
- summative

Parents receive reports four times a year. Teachers also provide feedback on student performance through various means such as conversations conducted with parents, test results

and Parent Teacher Interviews.

Parents need to support their child's learning by ensuring that they assist their child in completing their set homework tasks. Further regular attendance at school is also important to the development of key language skills. Continual absences will lead to student missing out on key skill development sessions and will therefore be disadvantaged at assessment time.

## **FACILITIES AND RESOURCES**

When making choices about your child's education it is important to take into consideration what the school can offer to provide the best possible outcomes for their learning. When making this choice, why not choose a school that can provide the best.

**At Sts. Anargiri Greek language Centre we offer the following facilities:**

- Interactive whiteboards
- Televisions with AppleTV capabilities
- Activities and Youth Centre with audio visual facilities
- Playgrounds for kinder and primary school aged children
- Access to sporting facilities (indoor gym, basketball court and 5 a side soccer court)
- Hall facilities where end of year concerts are conducted
- Library with access to Greek text books, encyclopedias and story books
- Safe and fun learning environment
- Dedicated and experienced educators

## **EXTRA CURRICULA ACTIVITIES AT STS ANARGIRI GREEK LANGUAGE CENTRE**

### **DANCE LESSONS**

All students at St Anargiri Greek Language Centre have the opportunity to attend Greek cultural dance lessons as part of their curriculum.

The school is very proud to be able to provide lessons in traditional and modern Greek dance from many different regions of Greece such as Macedonia, Thrace, Pontos, Epirus and Crete.

Greek dance is an important part of our historical and cultural make up and plays a crucial role within a holistic language and cultural education for all students.

## **MUSIC LESSONS**

Music plays an important role in increasing academic performance and forming positive characters as it increases a student's attention, social nature and creative skills.

Learning how to play a musical instrument contributes positively to the learning development of a student as it will increase their ability to retain information, increasing their memory and attention span. It also provides a student with confidence and social skills as they participate in a group setting whilst creating a better understanding of people's emotions and adding to their creative nature.

Taking all of the aforementioned into consideration the school, committed to providing the best possible educational programs to our students, in an attempt to broaden the curriculum offers the opportunity for students to undertake bouzouki lessons through an external music instructor.

The school facilitates this service. Parents wishing to enroll their child in the music program will need to discuss arrangements directly with the music instructor.

## **HOMEWORK POLICY**

At the beginning of each term students receive a Weekly Homework Booklet. In this booklet, students and parents will find the weekly homework that needs to be completed at home that week. If for any reason a student is absent, they can complete that week's homework as indicated in the homework sequence contained within the booklet.

Homework helps students by:

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children

Homework set provides students with opportunities to practice skills, review content and deepen understanding of concepts learned. Homework and practice can also help students to develop self-regulation processes, such as time management and study skills.

The table below describes quality homework practice for the different year levels.

Year	Homework
Prep to 4	<ul style="list-style-type: none"> <li>▪ can foster a sense of self-discipline and responsibility and prepare students for upper grades</li> <li>▪ enables the extension of class work by practising skills or gathering of extra information or materials</li> <li>▪ will mainly consist of daily reading to, with, and by parents/carer or older siblings</li> </ul>
5 to 9	<ul style="list-style-type: none"> <li>▪ should include daily independent reading</li> <li>▪ should be coordinated across learning areas in secondary schools to avoid unreasonable workloads for students</li> <li>▪ may extend class work, projects and assignments, essays and research.</li> </ul>
10 to 12	as a general guide, from Year 10 to 12 would be expected to increase, and require from 1 up to 3 hours per week night with up to 6 hours on weekends during peak VCE periods.

**Information obtained from:**

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/guidelines.aspx>

## **SCHOOL EVENTS AND PARTICIPATION IN COMMUNITY EVENTS**

Throughout the year the school organises a variety of events which enhance the building of relationships with students, parents and the wider school community. These events include:

- Parent Meet and Greet Sessions held in the first 3 weeks of Term 1
- Apokries activities (Beginning of Lent celebrations)
- Greek Independence Day celebrations
- Parent Teacher Interviews
- Mother's Day and Father's Day celebrations
- End of year celebrations/concert
- Talks for the Battle of Crete and other important historical events

The school also participates in the following community events:

- Greek Independence Day celebrations held at the Shrine of Remembrance
- Student participation in the Certificate of Attainment in the Greek language organised by the Education Office of the Greek Consulate of Melbourne
- Student participation in the Greek Film Festival
- Student participation in competitions held by various Greek organisation
- Oakleigh Glendi

**ENROLING YOUR  
CHILD AT  
STS. ANARGIRI  
GREEK LANGUAGE  
CENTRE**

## **ENROLMENT FORM**

A student's application for enrolment will only be accepted upon the completion and return of the enrolment form and the health form.

All sections of the enrolment form and health form need to be completed in order for it to be processed. Student's are considered enrolled only when the parent declaration form is signed by parents/guardians.

## **ENROLMENT POLICY**

Parents/guardians are to read and take the following into careful consideration:

NOTE: Sts. Anargiri Greek Language Centre herein is referred to as the School

1. The School accepts enrolments on the basis that the student will attend the whole school year. Therefore fees are payable taking this into consideration.
2. Acceptance of enrolments:
  - i. The school will communicate a formal acceptance of enrolment in writing after the submission of the enrolment form, health form and parent declaration form (Page 9 of 9 of the Enrolment Policy).
  - ii. Enrolments will not be accepted unless the aforementioned forms are returned.
  - iii. The School reserves the right to not accept or cancel the proposed enrolment of a student should it be determined that we are not able to meet the specific needs of the student.
3. All parents and students are required to attend a brief induction to the school conducted by the Coordinators of the school prior to commencement. This is to ensure that, as far as possible, those who are accepted are likely to benefit from the courses and programs provided.
4. The schedule of current fees and business regulations, as included herein, are accepted in their entirety.
5. Charges, in addition to the published fees may be incurred if students are required to participate in special activities, functions or services not completely covered by government funding or school fees.
6. Students may not be permitted to return to the School while any part of a fee instalment is in arrears for more than two terms. The School retains the right to withhold reports as well as to cancel the enrolment of a student, if fees remain unpaid by the due date without an appropriate extension discussed and approved by the School Administration Officer in writing.

7. a. A minimum of one **academic term's notice** (approx. 10 weeks) in writing to the Coordinator's must be given before the removal of a student from the School, otherwise the School reserves the right to withhold refunds or charge the fees for that term.

- b. In case of cancellation or withdrawal of a student from the School, a refund will be issued for fees that have been paid in advance, provided:
- i. The School has been informed in writing with a minimum of one academic terms notice given
  - ii. The current school term's fees are paid in full.
  - iii. The amount of \$100 representing the administrative and educational expenses (included in the annual fees), is covered.

If the fees have not been paid in full, the parents must meet all the above commitments as specified in 7. b. i,ii,iii.

8. Management may undertake an annual review of fees taking into account expenses to deliver a quality service. As a not-for-profit organisation we are mindful and sensitivity of fee adjustments and make every effort to keep fees at reasonable levels. Any increase in fees will be communicated to parents in a prompt manner via written correspondence.

9. A pro rata charge is made for new students entering the School for the first time after a term has commenced. If a student leaves during a term without giving the required notice, no refund will be made for the remaining portion of that fee instalment.

10. Refunds/Discounts will not apply for students who are away temporarily.

11. If a student is absent for an extended period of time due to a family holiday (5 weeks or more), half the Term's school fees will be charged. The School enrolls students at the beginning of the year on the basis that they will be present for all teaching weeks (38 weeks) and therefore expenses are determined and allocated accordingly for each student based on this assumption.

12. For extended periods of absence due to illness the Leadership Team reserves the right to make a considered determination in regards to school fees upon discussion taking place with parents/guardians.

13. All extended periods of absence need to be communicated in writing to [info@stsanargiriglc.vic.edu.au](mailto:info@stsanargiriglc.vic.edu.au)

14. At all times it is at the School's discretion to determine the level of refund.

15. Students and parents are expected to show an interest in and participate in the school's extra-curricular activities. Attendance at events such as 25th March celebrations held at the Shrine of Remembrance and school concerts are compulsory.

16. It is a condition upon enrolment of the student that the parents on their own behalf and on behalf of the student, agree to abide by the School rules. Parents acknowledge that they are aware of the content of the rules. The School, through the Coordinators, retain the right to suspend or dismiss any student from the School, or otherwise discipline the student, on the grounds of the student's unsatisfactory conduct or performance, or failure to observe any rule. A student dismissed for breaches of conduct will not be entitled to a refund.

17. Parents are responsible for payment for avoidable breakages or damage to School property by a student. Items such as computers, Library books and resources, specialist equipment and tools etc. are included.

18. Parents who wish to insure their children for accidental injury that may occur at Sts. Anargiri Greek Language Centre, or as a result of curricular or extra-curricular activities, may undertake this privately. The School does, however, insure students under a general policy, resulting in a blanket cover for all students. Parents requiring more information or details in relation to the cover provided, may obtain these details from the School.

## SCHOOL FEES AND GOVERNMENT FUNDING/GRANTS

The operation of the School depends on two main sources of income:

1. The fees and levies paid by the parents of the School, and
2. The funding provided by the State Government for Prep to VCE students

### Dates for payments of fees

Fees for each term are to be paid by the date specified on the invoice issued at the beginning of the school year.

### Payment Options

Cash, Cheque/Money Order should be made payable to The Greek Orthodox Community of Oakleigh and Districts.

EFTPOS, credit cards and direct debit facilities are also available. Please note that the School will not levy a surcharge on credit card payments.

### Delays in payment

Prompt payment of fees is essential. **A late payment fee of \$50.00** is charged on all accounts which have not been paid within 30 days of the prescribed due date. Parents are encouraged to discuss any financial difficulties in meeting the due dates with the School Coordinators in order to avoid the late payment fees. The School reserves the right to take whatever other action it considers appropriate, to recover outstanding debts.

### Available Discounts on Fees

#### Pre-Payment

5% discount on the current year's tuition fees, if the full amount of all fees owing are paid in full by the first instalment date.

#### Travelling more than 10 kilometres

A 10% discount, **ONLY with upfront payment**, is available for parents who travel more than 10 kilometres to bring their child/ren to school. **(Not available with any other discount)**

#### Health Care Card discount

A 10% discount is provided to parents that possess a health care card. Proof of possession of a Health Care Card is required. **(Not available with any other discount)**

### Specialist Classes - Advanced Greek and Classical Greek

Although there is no direct discount applicable for these classes, the community subsidises running costs in order to maintain our interest in Classical Greek and as an incentive for children to progress in advance levels of Modern Greek study. As such these classes are offered at a reduced cost from nominal class fees. Any child that wishes to study Classical Greek has access to the Classical Greek classes at the subsidised rate as listed on the fee structure table. However access to the Advanced Greek classes is assessment based. For a child to access the Advanced Greek classes, at a subsidised rate as listed on the table below, he/she must sit for an assessment test to determine their ability at the Advanced Greek Level. Successful test results will allow the child to access the Advanced Greek class.

## PRIVACY OF INFORMATION

1. The School collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for the student, in accordance with current Privacy Act laws.
2. Some of the information we collect is to satisfy the School's legal obligations, particularly to discharge its duty of care, under current Occupational Health and Safety provisions. Also information we require is needed for government funding application purposes.

At times, we will request you to provide information on the following:

- the sex of your child
- the country of birth of your child
- the indigenous status of your child
- your occupation and educational qualifications (in very broad terms), and
- the main languages spoken at home by yourself and your child.

The School is required to collect this information on behalf of the Department of Education.

3. Certain laws governing or relating to the operation of schools require that certain information be collected. These include Public Health regulations and Child Protection laws.
4. Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. The Registration Form for students contains a section requesting parents to disclose any medical condition that is critical to the proper care of the student. The School from time to time may disclose personal and sensitive information to others for administrative and educational purposes. Medical conditions may be recorded on camp excursion, sporting activities and incursion forms. Other schools, government departments, medical practitioners and people providing services to the School, including specialist visiting teachers, educational or medical consultants, sports coaches and possibly volunteers may be included in this disclosure. If you wish to discuss this matter please contact the Privacy Officer at the School.
5. If we do not obtain the information referred to in the Registration Form the School may not be able to enrol or continue the enrolment of a student.
6. On occasions information such as academic achievements, pupil activities and other news may be published in school publications or on the School website or. Student images or other photographic material related to the School activities, may be used by the School in its various publications or for publicity purposes. Please indicate your preference on the enrolment form. Further permission will not be sought from families if parents have provided permission on the enrolment form.
7. Photographs: Please note that photographs of students may, from time to time, be included in newsletters, magazines and other routine promotional materials. If for any reason you do not wish your son's or daughter's name or photo to be used in these publications, please notify the School of this by indicating it on the student's enrolment form.
8. Parents may seek access to personal information collected about them and their children by contacting the School. Pupils may also seek access to personal information about themselves. However, there will be occasions when access may be denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a

breach of the School's duty of care to the pupil, or where pupils or parents/guardians have provided information in confidence.

9. As you may be aware, the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist the School's fundraising activities solely for that purpose (Parents' Association).
10. Parent/Guardian contact details may be included in a class list and School directory that may be made available to other parents / guardians of the School. Should it be the wish of a family for details not to be made available, this should be indicated to the School in writing.
11. If you have provided the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and the reason for this. This is in order that they may access that information if they wish and for them to know that the School will not disclose information to third parties.

# **STUDENT DISCIPLINE AND WELLBEING AT STS. ANARGIRI GREEK LANGUAGE CENTRE**

## **CHILD SAFE STANDARDS – OUR COMMITMENT**

At Sts. Anargiri Greek Language Centre we are committed to providing every child under supervision an environment in which they feel WELCOME AND SAFE. As such we are committed to the PROTECTION and SAFETY of all children under our care.

At Sts. Anargiri Greek Language Centre we are committed to providing every child in our care an environment in which they feel welcome and safe. We aim to achieve this through:

- Creating an inclusive and welcoming teaching and learning environment
- Promoting respect and having a zero tolerance to bullying
- Actively working towards listening to and empowering children
- Creating a learning environment in which children of all levels of ability can achieve their best.
- Committing to embedding within the school a culture of respect, inclusion and empowerment of all stakeholders
- Promoting a zero tolerance for child abuse
- Implementing systems to protect children from abuse, and taking all allegations and concerns very seriously and responding to them consistently in line with the organisation's policies and procedure
- Making a commitment to providing equal opportunities for children of all backgrounds, and to providing a safe environment for children with a disability

## **STUDENTS AND THEIR PARENTS – COMMITTING TO THE SCHOOL'S VISION, VALUES AND CODES OF CONDUCT**

The students will demonstrate a commitment to The School by:

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

Parents are asked to ensure that their child/children understand and adhere to these guidelines of behaviour.

In return students can expect to:

To learn, work and play in a supportive environment  
Be heard and able to express their opinions appropriately  
Be safe and secure in the school environment; and  
The Code of Conduct for students also applies to the parents.

## **ANTI-BULLYING POLICY**

Every child should feel safe at school.

All cases of bullying are taken seriously by staff. Our community is united in stating that bullying will not be tolerated in any form at Sts. Anargiri Greek Language Centre. This means that all members of our community – students, staff and parents/carers treat each other with dignity and respect by modelling polite speech and socially acceptable interactions. Parents will be notified if a child is bullied or is accused of bullying through a phone call or letter. All reports of bullying behaviour will be taken seriously and acted upon.

The School does not tolerate harassing or bullying behaviour by any member of its staff or student body. Every member of the School has a responsibility to refrain from harassing or bullying others, to actively discourage harassment and bullying and to support all parties involved in situations of potential conflict. Breaches of school policy will be immediately acted upon by the Principal, and where appropriate, by the School Committee.

To protect all parties in complaints of student or workplace bullying, the following principles of natural justice and restorative practice will be followed in all formal investigations.

- a) All allegations will be investigated promptly
- b) The person accused of harassment or bullying will be treated as innocent unless the allegations are proved to be true
- c) All allegations are clearly explained to the person they are made against
- d) The person is given a chance to explain his or her version of events
- e) If the complaint is upheld, any action taken will be commensurate with the seriousness of the matter
- f) Mitigating factors will be taken into account when assessing if action is necessary
- g) Their Right of Appeal is explained to both parties
- h) No retaliatory behaviour is taken against any complainant or any participant in the complaint process.

Implementation of this policy would normally be successful in resolving the complaint. If not, other measures may be considered and external agencies may be used.

## CYBER BULLYING

In its aim to protect its students and staff from bullying and harassment, the School is taking steps to prevent the harm that can be caused by the misuse of online technology.

Cyberbullying is "the use of technology to harass, threaten, embarrass, or target another person".

Cyberbullying differs from traditional bullying in several ways:

- a) Availability - It can occur anywhere and at any time. There may be a misperception that there are no real-world consequences for online actions.
- b) Anonymity - The impression of anonymity in the 'online world' leads people to feel less accountable for their actions and provides a false bravado to would-be bullies.
- c) Geography - cyberbullying can operate wherever anyone uses the internet or a mobile phone.
- d) Impact - The internet provides the means for 'bullying' comments to be available to a wider audience. Through social networking sites, these comments can be viewed by a potentially unlimited number of people. The impact of and embarrassment caused by these statements is increased many times over.
- e) Intent - A private message or joke that is forwarded may become offensive or harassing even though that was not the intention of the original sender.
- f) Permanence - Verbal comments are fleeting. Online content is tracked and stored and can potentially resurface at any time.
- g) Democracy - Anyone can be a victim - students, teachers, parents.

Risks associated with online usage include:

- children posting private information accessible to anyone
- unsupervised contact between students and strangers
- opportunities to access inappropriate content
- potential increase in mental health issues
- not seeking support offline when there is a personal issue
- covert bullying - anonymity may result in an increase in online bullying as a student or staff member being bullied may choose to retaliate online rather than face-to-face
- 'sexting' - sending sexually explicit messages or photographs which may lead to public humiliation
- lack of ethical decision making; not distinguishing between right and wrong
- illegally using (or stealing) images, music or videos
- plagiarising ideas or information created or owned by others.

## **CYBER SAFETY PROCEDURES**

The School addresses these risks as part of its whole school approach to staff and student wellbeing. The school will continually develop staff skills and experience in the use of electronic communication. The School Committee nominates a cyber-safety contact person for the school each year and develops procedures which include:

- Explicit guidelines for acceptable and appropriate online behaviour Expectations of online behaviour and clear consequences for engaging in hostile behaviour online
- Methods for redressing inappropriate behaviour
- 'Bystander' reporting rules
- A clear and explicit process for investigating complaints and the follow up support and protection of the reporter

The school informs the wider school community of these issues through notices/newsletters/calendar updates.

Staff undertake professional development in regards to Cyber Bullying and Correct Use of Social Media through the Department online services.

## **STRATEGIES TO PREVENT STUDENT BULLYING**

The school aims to prevent student bullying in all forms by:

- Involving children in prevention strategies, through class meetings and whole school forums which educate the School community that bullying is never acceptable
- providing guidelines for teachers to deal with bullying should it occur
- providing professional development in regards to all forms of bullying
- establishing procedures which promote the elimination of bullying and unmanaged anger
- providing the opportunity to use restorative practice approaches to resolve bullying issues in the short, medium and long-term. In addition to the children affected, this may involve peer mediators as well as staff.
- The Bully Stopper School Pledge Poster is displayed appropriately in the school premises.

# Bully Stoppers School Pledge

We know that bullying, in all its forms, must be stopped because schools should be safe places for everyone.

We're making our school safe by:

- **S**peaking up when others need help
- **A**ppreciating others and being a good friend
- **F**eeling empowered to do what's right
- **E**ncouraging people around us to *Make a Stand, Lend a Hand* against bullying.

Together, we pledge to stand up for each other and stop bullying in our school.

Principal \_\_\_\_\_

School Council President \_\_\_\_\_

Student Representative \_\_\_\_\_

## **ANAPHYLAXIS MANAGEMENT**

Staff at SAGLC are trained in anaphylaxis management. This forms part of our school's ongoing commitment to providing a safe and supportive learning environment for all children and young people in compliance with Ministerial Order 706 – Anaphylaxis Management.

It is the responsibility of parents/guardians to indicate at the time of enrolment on the enrolment/health form if the student has anaphylaxis.

It is the responsibility of the parents to:

- obtain the ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the school as soon as practicable
- immediately inform the school in writing if there is a change in their child's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, and if relevant obtain an updated ASCIA Action Plan for Anaphylaxis
- provide an up to date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the school and each time it is reviewed
- provide the school with an adrenaline autoinjector that is current (ie the device has not expired) for their child
- participate in annual reviews of their child's Plan.

## **ASTHMA MANAGEMENT**

Staff at SAGLC are trained in asthma management. This forms part of our school's ongoing commitment to providing a safe and supportive learning environment for all children and young people.

It is the responsibility of the parents/guardians at the time of enrolment and during the students enrolment at SAGLC to provide the school with information if a student suffers from asthma. An Asthma Foundation Victoria Asthma Care Plan for Schools should be:

- completed by the student's medical/health practitioner in consultation with the parents/guardians
- provided annually by the:
  - doctor to the parents/guardian
  - parents/guardians to the school.

### **PLEASE NOTE:**

**Students that have been identified to have anaphylaxis, asthma or any other allergy are required to have their prescribed medication on them at all times. If the student does not have the adequate medication with them, the school reserves the right to not accept the student at school until such time that the adequate medication they require according to their Action Plan is on their person.**

(For further information please refer to the School's Anaphylaxis and Asthma Management policy)

## **BASIC PRINCIPLES GUIDING OUR SCHOOL RULES**

As a language school our core aim is to provide students with the opportunity to learn the Greek language and traditions in a positive educational setting.

Strategies for positive reinforcement behaviour are implemented in order to achieve this important goal. The goal of this (and any) behaviour plan is to help students feel safe and happy at school. In order to achieve this core aim it is imperative that all stakeholders work together to ensure that student discipline is maintained.

The school, however, will need to intervene and enforce the school rules where appropriate.

According to our vision, mission and values three principles form the basic rules that are expected to be followed by students. These rules will help us achieve our aims and support the rights and responsibilities of all stakeholders:

*We show courtesy and respect for others.*

*We allow students to learn and teachers to teach.*

*We care for the environment in which we work and live.*

## **SCHOOL RULES AND EXPECTATIONS**

Our rules and expectations are as follows:

- be a Responsible Learner
- develop a genuine love of learning
- pursue excellence and high standards
- take pride in your work
- contribute to class discussion and respect the views and ideas of others
- encourage creative thinking about issues and problems
- accept roles in group activities
- exhibit a strong sense of fairness and social justice in the classroom and beyond
- respect the rights of other learners
- arrive on time for class and be prepared for each learning session
- follow class rules, speak courteously and cooperate with instructions and learning activities
- Respect Yourself and Others
- treat staff, other students and members of the school community with dignity, care and respect
- actively participate as a responsible citizen
- behave safely, considerately and responsibly including when travelling to and from school
- Care for Your School and Others in regards to both the person and property
- care for property belonging to yourself, the school and others
- maintain a neat appearance and wear appropriate clothing and footwear (e.g. closed shoes, no dangerous jewellery)

Any behaviour that infringes on other people's safety such as harassment, bullying or any illegal behaviour will not be tolerated at our school.

## **RESTORATIVE PRACTICES**

In addressing major issues of student discipline, Sts. Anargiri Greek Language Centre adopts Restorative Practice approaches which acknowledge that harm has been done, relationships are damaged and that restoration is needed. In trying to resolve such matters, teachers focus on the following guiding questions with those involved:

1. What happened?
2. Who has been hurt?
3. What are their needs?
4. Whose obligations are these?
5. Who has a stake in the situation?
6. What is the appropriate process for involving stakeholders in an effort to put things right?

The emphasis on behaviour management at Sts. Anargiri Greek Language Centre focuses on re-educating students about pro-social values and behaviours. Based on our Christina principles personal responsibility and self-discipline is encouraged within our students.

Restorative practices encourage engagement and build pride, respect and responsibility in each individual student.

Restorative practices are intended to:

- move away from a punitive consequence that is based on the establishment of wrong doing. - seek to value and support those involved so that they feel empowered to take positive action to address the situation and move forward.
- establish respect for every member of our school community, encourage responsible behaviour and actions and ensure that personal pride and dignity is maintained.

## STUDENT RIGHTS AND RESPONSIBILITIES

Based on the school’s vision, mission and values *students have following rights and responsibilities:*

Rights	Responsibilities
I have the right to be respected and treated as an individual.	I have the responsibility to treat everyone with respect. I have the responsibility to respect the right of others to be different.
I have a right not to be laughed at, teased, abused or to have my feelings hurt.	I have the responsibility not to laugh at, tease unkindly, abuse or hurt the feelings of others.
I have the right to work and play safely in areas that are indicated as appropriate.	I have the responsibility to abide by the School rules and to play safely in supervised areas. I have the responsibility to not play in areas that are out of bounds and unsupervised.
I have the right not to be hurt by anyone else’s dangerous or careless behaviour.	I have the responsibility not to hurt anyone else by dangerous or careless behaviour.
I have the right to expect that the School will be a pleasant place.	I have the responsibility to do everything I can to make sure the School will be a pleasant place.
I have the right to expect that the things I own will be safe at the School.	I have the responsibility not to touch or damage the property of others or School property.
I have the right to a clean, tidy, safe and comfortable School.	I have the responsibility to keep my School neat, clean, tidy and safe and to report any possible dangers.
I have the right to be told the truth.	I have the responsibility to be honest and truthful.
I have the right to explain my behaviour in a civil manner and to be listened to.	I have the responsibility to listen courteously while others are talking.
I have the right not to be disturbed by others during work or play.	I have the responsibility to ensure that my actions do not disturb others at work or play.
I have the right to feel safe and secure while at the School.	I have the responsibility to try to achieve my best in all School activities.

## **EXPECTATIONS OF STUDENTS DURING RECESS TIME**

### **Expectations:**

Students receive a 15 minute recess break. Students are expected to play in a safe and orderly manner at recess time in the designated play/social areas which are supervised by teachers. Students are expected to respect the physical and natural environment by not causing property damage or littering.

### **Wet day timetable:**

Students will remain in their classrooms for the 15 minute recess period. Students will be allowed to eat their snack and participate in orderly activities which will allow them time to rest. Students will be allowed to go to the toilet and get a drink during this time. Students should be allowed in pairs and informed that they should be back in a reasonable timeframe. If a student is not back within a reasonable timeframe, one of the School Co-ordinators should be informed.

### **Out of Bounds areas:**

Supervision is provided in the appropriately designated play/social areas at recess time. Students should not be in out of bounds areas. This means:

- areas of the school (inside and outside of buildings) where SAGLC students would otherwise not be expected to be in. These include;

- staff offices
- rooms not used by the language centre – science rooms, art rooms, any other building not used by the language centre
- The Art Area/Photocopier room: back of upstairs corridor in the secondary building
- Locker Area: back of downstairs corridor in the secondary building
- Behind the Primary school building
- Behind any building which would make a student 'out of sight' to a teacher

For their own safety students should ensure that they are visible to teachers at all times during recess sessions.

Students should be respectful of facilities that are provided to them. Any property damage will be dealt with as per the enrolment policy.

Any breach of this school rule will be dealt with accordingly by the School Coordinators.

### **Litter and respect for school facilities**

Students should respect the school facilities by not littering. Students should ensure that they pack up after themselves and ensure that the areas that they have used – inside and outside – are left in an orderly state.

## **GRIEVANCE PROCEDURES**

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

- a) Any student complaint will be immediately investigated by the School Coordinators
- b) All parties involved, including bystanders where possible, will be interviewed by the School Coordinators.
- c) A course of action will be determined in consultation with the student's parents, teachers and School Coordinators.
- d) Counselling and support will be offered to both parties if appropriate.
- e) A restorative justice approach will be used to address the harm caused and to ensure that a respectful agreement is made between all parties.
- f) A report on action taken will be made in a timely manner of the complaint being presented.
- g) All notes and reports of the complaints process and its outcomes will be recorded and filed securely.

Any student found to have been engaged in bullying may be subject to action up to and including expulsion. The School Coordinators will consider the suspension or expulsion of the offending student for a fixed period or on a permanent basis:

- a) If no further improvement in behaviour is secured and it is clear that the student is not willing to accept the stated values of the school, or
- b) If the student's behaviour in itself is such that all other sanctions are inappropriate.
- c) In accordance with the Education Training Reform Act 2006 corporal punishment is not permitted under any circumstances.

If the complainant student or their parents feels that an appropriate resolution of the investigation or complaint has not been reached, they will be advised to contact the School Coordinators or the School Committee, as appropriate.

## **COMPLAINTS AND APPEALS PROCESS**

### **Purpose**

- a) The School acknowledges that students have a right, where reasonable grounds exist, to make and to have a complaint or appeal heard.
- b) The purpose of the Complaints and Appeals Policy is to provide a student with the opportunity to access procedures to facilitate the resolution of a dispute or a complaint.
- c) The school seeks to resolve internal complaints and appeals in a conciliatory manner.

### **Complaints against other students**

- a) Grievances brought by a student against another student will be dealt with under the school's Zero Bullying Tolerance Policy.

### **Informal complaints resolution**

- a) In the first instance the School requests that there is an attempt to informally resolve the issue through mediation or other informal resolution of the complaint.
- b) To this end, students should contact their teacher.
- c) If the matter cannot be resolved through mediation, the matter will be referred to the School Coordinators and the School's internal formal complaints and appeals handling procedure may be followed.

### **Procedure for formal complaint**

- a) The process of this complaints procedure will be handled with confidentiality. There may be occasions when information provided may need to be presented to other parties in an effort to investigate or resolve the complaint.
- b) The student must notify the school in writing of the nature and details of the complaint or appeal.
- c) Written complaints or appeals are to be lodged with the School Coordinators or the school Board.
- d) Where the internal complaints or appeals process is being accessed because a student has received notice by the school that the school intends to report him/her for unsatisfactory course attendance, unsatisfactory course progress, suspension or cancellation of enrolment, the student has twenty (20) days from the date of notification in which to lodge a written appeal.
- e) Internal complaints and appeals processes are available to students at no cost.
- f) Each complainant has the opportunity to present his/her case to the School Coordinators.
- g) Students may be accompanied by a support person at all relevant meetings.
- h) The formal complaints process will commence within ten working days of the lodgement of the complaint or appeal with the School Coordinators.
- i) Once the complaints process is finalised, the School will immediately implement the decision and any corrective and preventative action required.
- j) The School undertakes to finalise all complaints and appeals procedures in a timely manner. The school maintains a record of complaints and appeals and informs parents as soon as is practicable.
- k) For the duration of the complaints and appeals process, the student is required to maintain enrolment and attendance at all classes as normal unless the student is otherwise suspended or had his/her enrolment cancelled.

## **External appeals process**

- a) If the complaints procedure does not find in favour of the student or the student is dissatisfied with the result of the complaints procedure, he/she will be informed of the external complaints and appeals process available to them at minimal or no cost.
- b) An independent third party can be consulted when necessary upon recommendation and negotiation.

# **ADDITIONAL POLICIES AND PROCEDURES**

## GENERAL POLICIES

All schools are responsible for the well-being and safety of students and staff and must also comply with, and be accountable for funding and administration of government programs. The following are links to further regulations and advice as outlined on the Department of Education and Training website or the Independent Schools Victoria website:

- Sun Smart  
<http://www.education.vic.gov.au/school/principals/spag/health/Pages/sun.aspx>
- Smoking on and around school premises  
<http://www.education.vic.gov.au/school/principals/spag/governance/Pages/smokingban.aspx>
- Illicit drugs  
<https://www.is.vic.edu.au/managing-a-school/compliance-framework/school-operations/illicit-drugs/>
- Head lice Management  
<http://www.education.vic.gov.au/school/principals/health/Pages/headlice.aspx>
- Infectious disease  
<http://www.education.vic.gov.au/school/principals/spag/health/Pages/infectiousdiseases.aspx>
- Supervision and Access  
<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/supervisionaccess.aspx>
- Students using mobile phones  
<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/mobilephones.aspx>

## **ACCIDENT AND INCIDENT REGISTER**

It is the school's responsibility to maintain a record of all accidents and incidents.

The accident and incident register should include the following details for each incident:

- name and year level of the student involved
- date and time of the accident/incident
- exact location of where the accident/incident occurred
- how the accident/incident occurred
- nature of the injury/illness
- names of any witnesses to the accident/incident, and
- date of notification of the accident/incident.

**Note:** The incident report form should be completed and submitted to the School Coordinators. The information contained within this report is to be treated with respect and with confidence.

