

“ARISTOTELIS” GREEK LANGUAGE EDUCATION

SCHOOL HANDBOOK & STUDY GUIDE

**Incorporates
Policies & Procedures**



**An initiative of the Hellenic Centre for Language
& Culture of Australia Inc.**

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Minister's Award Recipients for 2012



Savvas Kritharides, Vicky Markopoulos, Katherine Zoioglou and James Wainwright. (Absent from the photos is Maria Tsakonas)



Locations—Days & Times of Operation

CARLINGFORD – Roselea Public School:

Wednesdays: 3.50 - 5.50pm

MANLY – Balgowlah Boys High School Campus:

Thursdays : 4.00 - 6.30pm

CONCORD – Strathfield North Public School:

Fridays : 4.30 - 6.45 pm

Tuesdays : 6.00 – 8.00pm (adult class, to be confirmed)

WEST RYDE – West Ryde Public School:

Saturdays: 10.30am - 1.00pm

Operation of any location is subject to enrolments.

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Welcome to all students, parents and friends.

“Aristotelis” Greek Language Education is a Community based, exclusive and independent educational institution operating from a number of locations in Sydney. We are all very proud of “Aristotelis” Greek Language Education and we know you will learn a great deal about our school from this publication. There is information about our school philosophy, our high-quality programs, curriculum, policies, our staff and what students will be learning at each level of study. The school operates on a professional basis, although it is an afternoon and Saturday school, with fully qualified



Welcome!

staff, strict adherence to the Community Languages Program of the NSW Department of Education & Training guidelines, and full implementation of the NSW Board of Studies syllabus.

This year we will continue our focus on engaging our students in authentic real-life educational activities. We are also focusing on effective effort as the most important ingredient for success in learning Greek. Our students supply the motivation to work hard and the staff teaches them the strategies to work smart and achieve better results. We say to our students, "Learning Greek is fun and easy. You can do it - we will always be there for you."

In 2012, our students were exposed to a number of exciting learning experiences and were able to perform to the best of their abilities. This is evident in the results shown from our assessment and evaluation strategies and from students' increased enthusiasm towards learning Greek. The end of year festivities and awards presentation in all locations were extremely successful and the parent-caregiver turnout was exciting and pleasing for both students and staff. Thank you all for your enthusiastic involvement in the school activities, which provide the impetus to students to engage more thoroughly and vigorously in the learning of the Greek language.

A key objective of the future must be to continue providing passion and pride in learning Greek at "Aristotelis" Greek Language Education, through the highest quality and flexible provision of education. Since 2007, "Aristotelis" Greek Language Education has been producing the Study Guide, which incorporates Policies & Procedures, to assist both parents and students in establishing a better work practice with specific outcomes. As a school recognised by the Community Languages Program of the NSW Education Department & Training, the school must comply with all the requirements to be eligible for the per capita funding and continue to operate within the legislation and parameters set by the appropriate authorities. In meeting these obligations, "Aristotelis" will serve as an educational resource centre and will further strengthen personal communication with parents and students.

Let us work together now sensitively yet confidently, building on the best of our achievements so far, to make 2014 the best year in the School's history and a major pivot in our long-term future.

COMMENCEMENT OF CLASSES

Classes commence the week beginning on 11th February 2013.

Please see the last page for further details in relation to each location. Also note that the operation of any location is subject to the number of enrolments and at the discretion of Aristotelis Greek Education management.

ENROLMENT FORM

Enrolment forms must be completed for each student. No student can be admitted to any class without a duly completed and signed form by the parent/s, caregivers or any other person who has the authority to do so.

Completed and signed forms must be returned to the Principal at each location on the first day of commencement of their respective class at each location. Alternatively, completed enrolment forms may be posted in the self-addressed envelope found in the package. Online enrolment is also available; however a hard copy form must also be completed. Incomplete enrolment forms may delay student placement in the appropriate class.

Parents, Caregivers and persons who act under authority for the students' education, consent that ALL particulars contained in the enrolment form can and will be made available to the Community Languages Program of the NSW Department Education & Training or when required by law.

ASSESSMENT AND REPORTING

1. Written reports regarding students' progress are provided to parents twice a year. The second report pertains to the End of Year Certificate, which clearly states the student's achievements and progress throughout the year. Copies of Reports and Certificates are kept at the School's Database.

2. Students are assessed weekly on their homework and during class activities. Teachers provide weekly feedback to students regarding their work, and offer constructive comments on their performance. Some teachers may choose to provide a progress card for each student that stipulates homework requirements, achievements or areas of concern. Parents are requested to peruse the cards, (if available in your child's class) write their own comments and sign it to ensure that the communication process remains intact.



Introduction

3. Parents are encouraged to discuss their children's progress with class teachers who are the first point of contact. If unhappy, matters of concern may be referred to the Principal. If there is no resolution, parents may write to the Education Committee of the school, which comprises of parents, teachers and administration officers.

WEEKLY HOMEWORK SCHEDULE

Lessons proper commence on the second day of school to enable parents to complete the enrolment process during the first day. Each week students are advised of their homework and other tasks. Students who are absent can contact the office to obtain their weekly homework. On occasions, in particular for students in Kindergarten and Year 1, homework is not necessarily part of their weekly learning, which takes place in the classroom through verbal instruction and communication with their teacher.

PLEASE NOTE:

Afternoon classes operate for a minimum period of two hours.

Recess time is reduced. There are however, allowances for additional recess time for younger students. Kindergarten & Year 1 students may be picked up earlier but not before the first hour of instruction. Students MUST be collected from their classroom and the teacher is notified.

Students are advised to bring their own snack and drink.

Curriculum remains the same, for both Afternoon and Saturday classes.

TEACHING STAFF

“Aristotelis” Greek Language Education employs qualified teaching staff, or engages suitably qualified volunteers who attend teacher training courses and professional development programs on a regular basis. The purpose of these courses is to enhance and develop their knowledge and skills. Professional Development is a strict requirement set by the Community Languages Department. Teachers who do not possess formal teaching qualifications from either Australia or Greece must undertake a LOTE Teaching certificate course paid by the school and subsidized by the Community Languages Department. All staff at “Aristotelis, including volunteers and administration staff who may come into contact with students at any time are screened by the NSW Education Department & Training. No staff member in paid or unpaid capacity is allowed to enter the school unless screened under the “Working with Children Check” Act.

SCHOOL FEES AND PAYMENT OPTIONS

Every effort is made to keep the fees to a minimum whilst continuing to provide a high quality educational program for our students hence a small increase has been applied in line with CPI. Please read carefully the Terms & Conditions in the Enrolment Form and in the Handbook as the Educational Committee will vigorously enforce the recovery of fees. Parents and caregivers who have already made arrangements will not be affected by the increase in fees but must comply with payment options.

Every family will be issued with personalized Tax Invoice upon request. We encourage parents to enroll students prior or at the commencement of the Term 1 because late enrolments disadvantage students who have already commenced their studies. *Enrolment implies that students will attend the entire school year.*

Withdrawal of students does not absolve parents from their responsibility to pay the fees for the ENTIRE YEAR.

Payment of fees may be made by cheque, money order, cash or credit card

Based on a minimum 36-week instruction which the minimum requirement set by the Community Languages Program of the Department of Education & Training “Aristotelis” Greek Language Education is an independent Educational Institution specialising in the instruction of the Greek Language and Culture for both young people and adults. The school is under the auspices of the Hellenic Centre for Language & Culture of Australia Inc., a not-for-profit organisation administered by a Management Committee comprising of parents, teachers and educational administrators. The operation of the school relies heavily upon the fair and equitable contribution of parents and caregivers to ensure that it meets all its obligations, both educational and financial. **Parents Undertake and Understand that: Enrolment of any student is for the entire school year. Fees are payable for the entire year regardless of attendance when an enrolment form has been submitted**

Teachers are engaged on an annual basis and if unavailable a suitable replacement will be made available. Failure to meet their obligations may result in suspension of the student/s and possible vigorous recovery of the fees.

Fees Structure

Each location has a different fees structure. Please examine the enrolment form inserted separately in the Handbook at each location for the amounts payable and the method of payment.



Year 1 students perform at the End of the Year celebrations at Strathfield North

- 1) **The school accepts enrolments on the basis that the student will attend the whole school year.**
 - 2) In case of cancellation, refund will be issued for fees that have been paid in advance, provided that:
 - a. Exceptional circumstances are in existence and the school has been notified in writing. (Hard copy signed by the parent/caregiver is required as emails will not be accepted.)
 - b. The current school term's fees are covered.
 - c. The amount of \$50 representing the administrative and educational expenses (included in the annual fees), is covered.
 - 3) **At all times it is at the school's discretion to determine the level of refund.**
 - 4) The school reserves the right to recoup administrative expenses from parents who consistently fail to respond to its reminders for outstanding fees.
 - 5) Extension for payment of the fees may be sought from the Principal or by the Educational Committee in writing.
 - 6) **A late payment fee of \$35 is charged on all accounts which have not been paid within 15 days of the prescribed due date.**
1. *Teacher/s will be present at the Strathfield North location fifteen (15) minutes prior to the commencement of the lesson and will remain at the school fifteen (15) minutes after the conclusion of classes. At all other locations teacher/s will be present five (5) minutes before*

General Rules

- and five (5) minutes after the scheduled class duration due to long distances and unpredictable road traffic. Parents must ensure that students are picked up on time.*
2. *Subject to Division Three of the Equal Opportunity Act 1995, the school reserves the right to decline a student's enrolment without providing any reason for its decision.*
 3. *In accepting an offer of a place for their child, parents enter into a contract with the school whereby they agree to pay all fees and be subject to the business regulations of the school.*
 4. *Parents agree that the admission and continued attendance of a student at the school is conditional upon the observance by the student of the School Policies & Regulations. Parents are responsible for the drop-off and pick-up of all students at all times. In the event that a student will be picked up by someone other than the parent/guardian, the teacher must be informed.*
 5. *On occasions that teacher/s are late in arriving at the school locations (especially Manly & Carlingford) due to long distances and heavy and unpredictable traffic, a nominated parent from each location will be contacted to advise all parents of the delay.*

Aims:

- * to develop children's interest in the Greek language and culture.
- * to help children understand and cultivate the Greek language and culture through themes, activities and games appropriate to their age and understanding.
- * to provide the opportunity for children to learn to communicate effectively in Greek, in real - life situations.
- * to extend their conceptual development.
- * to teach children to develop their social skills and appreciate and respect individuality.
- to ensure enjoyment through participation while learning the Greek language.

GUIDELINES AND STANDARDS

"Aristotelis" Greek Language Education implements the NSW Board of Studies syllabus and curriculum. The syllabus can be accessed from the following website:





www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/modern_greek_k10_syllabus.doc

The teachers will also implement all the recommendations by the Quality Assurance Taskforce (once published) in the provision of learning experiences, which will assist students in the development of both communication skills and with intercultural knowledge and language awareness.

TEACHING STRATEGIES AND RESOURCES

KINDERGARTEN / PRIMARY

Books (written & published in Greece for Greeks Abroad & books & journals written by our staff)
Discussion
Poems, songs
Communication games
Visual aids
Projects
Developmental play
Greek videos

SECONDARY

Books (written & published in Greece for Greeks Abroad & books & journals written by our staff)
Discussion / Debates
Poems, songs
Visual aids
Projects
Role plays
Greek videos

Books, written and published in Greece for Greeks Abroad, are distributed to students at no cost. They are provided free of charge by the Ministry of Education in Greece.

Ellinika Me Tin Parea Mou (Volume 1)
Ellinikos Politismos (Greek Civilisation) 1
Ellinikos Politismos (Greek Civilisation) 1 – Exercises
Ellinikos Politismos (Greek Civilisation) 2
Ellinikos Politismos (Greek Civilisation) 2 - Exercises
Emeis Kai Oi Alloi (Level 1)
Emeis Kai Oi Alloi (Level 2)
Grammata Pane Ki Erhontai – Ellinika Ston Kosmo
Grammata Pane Ki Erhontai – Ellinika Ston Kosmo (Exercises)
Karavaki Mou Xenika
Karavaki Mou Xenika (Volume 1 – Exercises)
Karavaki Mou Xenika (Volume 2 – Exercises)
Matheno Ellinika – Oral Preliminary Study
Matheno Ellinika – 1 Part A
Matheno Ellinika – 1 Part B
Matheno Ellinika – 1 +

Book List

Matheno Ellinika – 2 Part A
Matheno Ellinika – 2 Part B
Matheno Ellinika – 3 Part A
Matheno Ellinika – 3 Part B
Matheno Ellinika – 4 Part A
Matheno Ellinika – 4 Part B
Matheno Ellinika – 5 Part A
Matheno Ellinika – 5 Part B
Milo Kai Grafo – Ellinika Stis Geitonies Tou Kosmou (Level 2, Volume 1)
Milo Kai Grafo – Ellinika Stis Geitonies Tou Kosmou (Level 2, Volume 2)
Milo Kai Grafo – Ellinika Stis Geitonies Tou Kosmou (Level 2, Volume 2 – Exercises)
Pragmata Kai Grammata – Play & Learn (Level 1, Volume 1)
Pragmata Kai Grammata – Play & Learn (Level 1, Volume 1 – Exercises)
Pragmata Kai Grammata – Play & Learn (Level 1, Volume 2)
Pragmata Kai Grammata – Play & Learn (Level 1, Volume 2 – Includes Card Game)
Pragmata Kai Grammata – Read & Write (Level 1, Volume 5)
Pragmata Kai Grammata – Read & Write (Level 1, Volume 5 – Exercises)
The Greek Language
Vlepo Kai Diavazo (Level 1, Volume 3)
Vlepo Kai Diavazo (Level 1, Volume 3 – Exercises)

These books are provided by the Greek State through the Education Office of the Consulate General of Greece in Sydney and they are provided to students **FREE** of charge.

Our educational book series was released in 2007 through the Hellenic Centre for Language and Culture Australia Inc. It is incorporated into the Stage 1 curriculum from 2008. These books are purchased by parents if required by the class teacher to enhance the diversity of material.

STAGE 1

KINDERGARTEN

In Kindergarten, the student should be able to:

Listening

Demonstrate comprehension of Greek words and phrases by following routine classroom instructions, using single words or very short phrases, and identifying objects and numbers 1-10.

Speaking

Use single words (objects, colours, and numbers) or short phrases in action-related activities, songs and games in Greek.

Reading

Recognise the letters of the Greek alphabet. Recognise single words or phrases in texts and provide key words in a story that is read in class.

Writing

Trace words and phrases, or copy words to identify an image. Write their name.

Themes

Me – Celebrations - My family – Colours - Friends – Numbers – Seasons - Animals - Fairy Tales – Special Days



YEAR 1

In Year 1, the student should be able to:

Listening

Demonstrate an understanding of single items of information, such as number, color and location, through action, drawing, mime, drama, or by responding to questions.

Speaking

Respond to questions in everyday classroom and social routines (e.g. greetings, self, friends, belongings, roll call, date, weather, birthday song, naming objects, stating number).

Reading

Read words, labels/captions, short phrases and simple sentences.

Writing

Write and spell single words or phrases.

Themes

Me - Family / Home – Friends - School Environment - Special Days - Greek celebrations – Environment – Animals - Customs & traditions – Celebrations – Seasons – Numbers -Colours

YEAR 2

In Year 2, the student should be able to:

Listening

Demonstrate an understanding of single items of information, such as numbers, colours and locations, through action, drawing, mime, drama, or by responding to questions.

Speaking

Respond to questions in everyday classroom and social routines (e.g. greetings, self, friends, belongings, roll call, date, weather, birthday song, naming objects, stating number).

Reading

Read words, labels/captions, short phrases and simple sentences.

Writing

Write and spell single words or phrases correctly to complete a simple sentence.

Themes

Me – Myself – Body Parts- Customs & traditions - My family / My home – Friends - School - Special Days - Environment – Animals

STAGE 2

YEARS 3 & 4

In Years 3 & 4, the student should be able to:

Listening

Demonstrate an understanding of simple, factual information through answering questions, completing a grid and substituting words in a story.

Speaking

Make statements and ask simple questions to exchange greetings and personal information, seek help or instructions, and describe a friend, everyday object or event.

Reading

Identify specific items of information in labels/captions, illustrated stories and poems, and use the information to make choices.

Writing

Write and spell short sentences correctly to convey a personal message, record factual information and describe images.

Themes

My identity – School - Family & relatives - Environment -National celebrations - Cultural traditions - Animals - Seasons - Fairy Tales

STAGE 3

YEAR 5

In Year 5, the student should be able to:

Listening

Demonstrate comprehension of main ideas in social interaction and in informational texts by responding orally to questions, or by ordering and presenting information in a given written format, such as a diagram, graph or chart.

Speaking

Ask for and provide factual information about people, places or events; express feelings and preferences, and complete transactions.

Reading

Sequence, classify and compare key points of information and use the information to make a decision, complete a grid, or present results of, for example, a simple survey.

Writing

Write a paragraph to convey personal information, a sequence of events and information gained from other sources, in narratives, simple letters, charts, postcards, invitations.

Themes

My identity / My friends – Family - Picnics / Holidays -Customs & traditions (social, cultural, national, religious) - Cultural Celebrations

STAGE 4

YEAR 6

In Year 6, the student should be able to:

Listening



Demonstrate comprehension of main ideas and supporting details in social interaction and in informational texts by responding orally to questions, or by ordering and presenting information in a given written format, such as a diagram, graph or chart.

Speaking

Ask for and provide factual information about people, places or events; express feelings and preferences, participate in social communication, and complete transactions.

Reading

Sequence, classify and compare key points of information and use the information to make a decision, complete a grid, or present results of, for example, a simple survey.

Writing

Write two paragraphs to convey personal information, a sequence of events and information gained from other sources, in narratives, simple letters, charts, postcards, invitations.

Themes

My identity / My friends – Family - Picnics / Holidays - Television – Animals -Mythology Customs & traditions (social, cultural, national, religious) - Cultural Celebrations

STAGE 5

YEAR 7 & 8

In Years 7 & 8, the student should be able to:

Listening

Demonstrate an understanding of overall meaning and supporting details in authentic and modified written texts, oral discussions or presentations by using the information to solve simple problems, provide concrete reasons for an action/decision, or express a personal view on the topic.

Speaking

Present and request information and opinions (including evaluative comments) on memorable experiences, current and past events, and topics of interest, in class discussions, conversations and oral presentations.

Reading

Identify main characters, events and themes in imaginative texts, extract details from informational texts and use the ideas to provide advice, make decisions, and solve problems.

Writing

Convey personal experiences; describe events, facts and opinions on topics of interest, or a topic of research through different types of text, such as letters, narratives, poems and reports.

Themes

Greece (History, Culture, Geography) - Special Days - Human relationships - Technology and environment - Daily Life – Experiences from different cultures

STAGE 5 EXTENSION

YEARS 9 & 10

In Years 9 & 10, the student should be able to:

Listening

Demonstrate an understanding of major themes, ideas and cultural aspects by summarising, explaining, expressing an opinion and presenting information from a range of sources in another format.

Speaking

Present and request information coherently in conversation or talks and outline a point of view on topics related to issues of concern to young people.

Reading

Identify ideas, opinions, events, roles, themes and cultural perspectives in imaginative and informational texts, comment on them, and use them to provide a summary, a personal reflection, a solution or a comparison.

Writing

Convey ideas and opinions, and develop a simple argument on topics of social or cultural importance in imaginative and informational texts, such as correspondence, stories, summaries, reports.

Themes

Family and Culture - Special days - Greek Mythology - Greeks Abroad - Daily Life - Life in Greece - Occupations.

Christmas Concerts

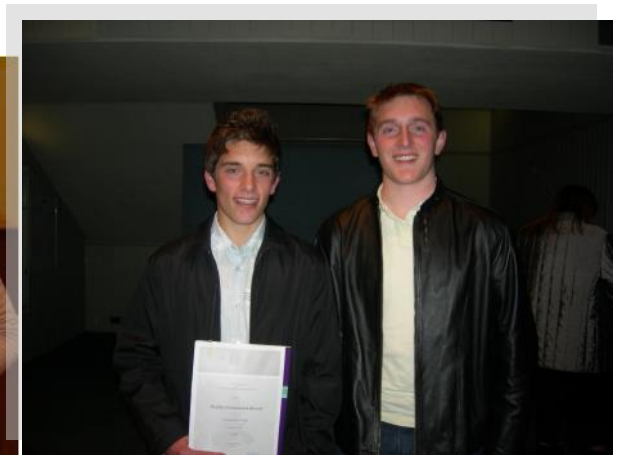


Minister Awards Recipients



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Greek Ethnic School in Sydney

*Past and present recipients of the
Minister's Award*

Ελληνομάθεια Recipients

More than ten students from Aristotelis Greek Language Education participated and successfully passed the exams to receive the Certificate of Attainment in Greek. Congratulations to all.



Christmas Concerts



Christmas concerts



Christmas concerts



Parents and grandparents play a vital role in our students learning by assisting teachers at all times.



Christmas concerts



Christmas concerts are the perfect opportunity for all students to get together and showcase their love and skills for their Greek heritage



Our student Koula Pavlis in traditional Greek costume welcomes Premier Barry O'Farrell at the State Conference of Community Language Schools



Principle 2

All individuals and public institutions should respect and make provision for the culture, language and religion of others within an Australian legal and institutional framework where English is the common language.

Principle 3

All individuals should have the greatest possible opportunity to make use of and participate in relevant activities and programs provided or administered by Government of NSW.

Principle 4

All institutions of NSW should recognise the linguistic and cultural assets in the population of NSW as a valuable resource and promote this resource to maximise the development of the State

ATTENDANCE POLICY

The school asks parents to inform us when children will be absent or late on a particular afternoon or Saturday. This procedure should remove any doubts about a child's whereabouts if they are not in class. Please help us by ensuring that your children arrive at school ON TIME or that a telephone call to the principal is received well before the commencement of the class.

LEAVING EARLY

The procedure for the collection of students before the class is dismissed is as follows:-

Parent should inform the principal or teacher of their intention to collect their child/children before the scheduled dismissal time.

Parents or the authorized person may attend at the student's class and collect the student, whilst informing the teacher.

BEHAVIOUR MANAGEMENT POLICY

The school's Behaviour Management Policy emphasises positive behaviour with the expectation that students have a choice and they are responsible for their own behaviour. Each classroom has a clearly defined set of rules at the teacher's discretion that enables students to be rewarded for positive behaviour or experience a set of graduated consequences for negative behaviour.

Positive behaviour is encouraged by teachers with a wide variety of rewards including praise, stickers, prizes, etc. Negative Behaviour is discouraged through a series of consequences, which are outlined below. Every effort will be made to ensure that students are not disadvantaged by isolation from class and may be sent to another class to continue their work.

Consequences

1st time Name listed. Warning and reinforcement of correct behaviour.

2nd time Name x 5 min in-class time-out.

3rd time Name xx 15 min isolation from class or moved temporarily to another class.

4th time Name xxx In-school suspension, letter home and a parent interview requested.

Additional Information

The above consequences are for one day only and are not "carried over" to the following day. Repeat offenders are however monitored.

In severe breaches of discipline, children may move immediately to the highest consequence level or be suspended from school.

Repeated in-school suspensions may also lead to suspension from school.

The teacher or principal may request parent interviews at any stage.

Parental support of school policy is always encouraged and appreciated.



BUDGETING POLICY

Rationale

The school derives its financial resources from fees and the per capita funding provided by the Community Languages Program (CLP) of the NSW Department of Education & Training. Targeted resource allocation is essential in ensuring the best possible results for students are achieved from limited resources.

Aims

To ensure that funds are used as effectively as possible.

Implementation

- The school has access to limited funds, including limited locally raised funds.
- The school operates under the auspices of the Hellenic Centre for Language & Culture of Australia Inc. a not for profit organisation (herein referred to as HECLCA), hence careful monitoring of funds allocation is put in place.
- Some funds are required to be spent in certain ways or on specific projects.
- The remaining funds may be spent at the Educational Committee's discretion.
- A Finance subcommittee of the Hellenic Centre for Language & Culture of Australia Inc. will – assist the principal in the formation, prioritisation and monitoring of all budgets.
- The school's priority programs will attract a high priority when budgets are being decided.
- Budgets will not be based on historical allocations, but will instead be targeted toward areas of greatest need and comply with HECLCA's constitution and the Community Languages Program's requirements.
- Whilst the principal always retains overall responsibility for the day-to-day financial management, the principal may delegate individual staff members the responsibility of management of specific budgets.
- The expenditure of, and outcomes achieved by each budget will be monitored and reported in full to HECLCA's Management Committee, membership and CLP. These procedures ensure risk management and fraud control.

CLASS FORMATION POLICY

Rationale

A clearly defined, collaborative process for the placement of children into classes will lead to greater efficiency, increased understanding and improved opportunities for learning.

Aims

- To continue with the most effective teaching environments, by providing one of the lowest teacher to student ratios.
- To provide each child with the opportunity to be part of a class of children that will allow them the best opportunity to learn.
- To form well balanced classes of children that take into account the social, emotional, academic and physical characteristics of each child.
- To ensure that optimum use is made of the prior knowledge that teacher, parents and others have of each child prior to class placement.

Implementation

- While the allocation of children to various classes, class structures and class compositions are all ultimately responsibilities of the Principal, a collaborative process that includes the class teachers and on occasions, parents of some students.
- The process of forming classes will take place in Week 2 of Term 1 subject to the timing of enrolment.
- The Principal, in consultation with staff and after considering student numbers, will determine the number of classes for the current school year, class sizes and the grade levels of each class.
- Every effort will be made to ensure that student numbers in each class remain low, subject to enrolments and staff availability.
- Staff members will work collaboratively to create draft classes of students.
- Consideration will be given to gender, the previous class, each child's ability, behaviour, friendship groups and teacher characteristics. Individual needs and a whole school perspective



Policies

- must be considered.
- Junior classes will be restricted to 18 children whenever possible.
- Where possible, composite classes will be established, for students whose linguistic ability prevents them from advancing to the next level.
- Details relating to the school organisation, classes of children, and the roles of teachers will be released to parents during the third week of Term 1.
- Parental concerns regarding placement must be directed to the Principal.

YARD BEHAVIOUR POLICY

Our teaching values and professionalism also underpin expectations of student behaviour in the yard. During recess, there are at least two staff members in the yard to support students to manage their behaviour in the yard (dependant on the number of students at each location)

Students are expected to:

- treat each other and the environment with respect
- be trusted to play safely
- be fair to all and maintain a harassment free zone
- develop social cohesion by including others, respecting different cultures, skills and beliefs

Students who are unable to work within these guide-lines are reminded by staff and often provided with opportunities to rehearse appropriate behaviour.
Students who continue to behave in ways that are not acceptable in the yard are referred to the Principal or an authorised person replacing the principal on the day.

Staff on duty support students to:

- talk through issues with individuals or small groups
- explore a range of options to change behaviours
- rehearse new or different ways of interacting with others.

COMPLAINT RESOLUTION POLICY

Rationale

Our school prides itself on clear, consultative and open communication with staff parents and children. There may, however, still be times when members of the school community disagree or are confused about the things that we are doing.
Positive, clear and effective processes for resolving complaints between the school and community members assist in the building of strong relationships, dispel anxiety, and ultimately provide students with an enhanced learning environment.

Aims

To provide clear, positive and fair processes that allow complaints to be aired and resolved in a timely and effective manner.

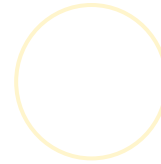
Implementation

While we accept our responsibility to consult, and to communicate both clearly and effectively with the community, parents and caregivers also have an obligation to read notices and newsletters, to attend briefings, and to seek clarification when required.

The established process, as outlined below, will be followed to resolve complaints:

- Try to establish the facts as clearly as you possibly can and be wary of hearsay.
- If the matter involves your child or an issue of everyday class operation, make an appointment to see their classroom teacher, detailing the reasons for the appointment. All appointments must be scheduled after class time to avoid teachers being delayed attending their classes.
- An appointment should be made with the Principal to discuss issues involving school policy, financial issues, operations beyond your child's classroom, and concerns about staff, or complaints that is probably not easily resolved.
- The Principal will advise the concerned parent or caregiver about the relevant documentation as stated in the school's policies and procedures.
- Parents and Friends Association is not conduit for parent/caregiver complaints. 'In principle' support may be sought but specific complaints shall be referred to the Principal or the Educational Committee of HECLCA.

Policies



- All grievances are to be kept as confidential as possible.
- All formal discussions and processes involving complaints will be documented.

CONDUCT POLICY

Rationale

In providing a high quality education that is relevant to the needs of the students “Aristotelis” Greek Language Education recognises the importance of parental support and involvement in the school. The basis of relationships between all members of the school community (the staff, children and parents) will be one of mutual respect.

Aims

To ensure that all members understand and support the school's position in relation to standards of behaviour.

Implementation

The members of the school community will:

- Provide positive role models;
- Support school rules, codes of practice, programs, activities and decisions;
- Support the implementation of all school policies;
- Promote a positive image of the school;
- Provide support and actively participate in school events and extra curricular activities;
- Acknowledge and accept the school protocol for complaint resolutions;
- Have high but realistic expectations of all members of the school community;
- Respect the rights and the property of all school neighbours; and
- Respect the rights and the property of the host school and its regular day students.

DISABILITIES POLICY

Rationale

“Aristotelis” Greek Language Education is aware of community expectations for students with disabilities and impairments and their unique educational needs as members of society.

The school recognises that the development and implementation of learning programs which allow children with disabilities and impairments to learn and be taught requires active and co-operative partnership between school, parents and students. “Aristotelis” Greek Language Education is dependant upon the Government school premises in the provision of accessibility to classrooms.

Aims

To provide all students with learning opportunities which cater for their individual needs.

Implementation

- The Principal or nominee of the Principal shall co-ordinate and oversee the enrolment of students with disabilities and impairments and the implementation of the program.
- The school will support staff to enable them to access appropriate professional development opportunities.
- The school will encourage the acceptance and support of students with disabilities and impairments by members of the whole school community.

EQUIPMENT POLICY

Rationale

To ensure adequate levels of quality equipment are available for use by staff when needed, a planned approach to equipment purchases and maintenance must be developed and maintained.

Aims

Government schools usually do not allow the usage of their equipment, therefore equipment purchases must be kept within budget and reasonable usage.

To provide a process for prioritising equipment purchases to ensure adequate, high quality equipment is available when needed.

To provide a level of consistency with equipment purchases that enables an ease of maintenance, portability of minor components (leads, remote controls etc), and a similarity of operation.



Implementation

- For the purpose of this policy, equipment is defined as non-consumable classroom teaching related items that have a value of greater than \$150.00. Typical equipment items include televisions, videos, projectors, laptops etc.
- The principal will be allocated the responsibility of coordinating the purchase and maintenance of all equipment purchases.
- Safety, ease of operation, durability, serviceability, and upgradeability will be considered as well as price.
- Equipment will not be purchased for the sole use of a particular teacher or group unless it is clearly demonstrated that this equipment will be conducive to teaching/learning throughout the year.

INCIDENT POLICY

An Incident Report Card is to be maintained at every location.

ACTION TO BE TAKEN BECAUSE OF A TRAUMATIC EVENT, WHICH INVOLVES THE SCHOOL

Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases. At "Aristotelis", the possibility of such incident/s is extremely remote due to limited number of teaching hours and non provision of outings and excursions; however the following 4 principles must be followed:

- Provision of clear accurate information.
- Description of action to be followed.
- Provision of help for all affected.
- Maintenance of normal school program.
- Obtain accurate information. Deal only with substantiated facts.
- As soon as possible, inform staff, especially those most directly involved, and the Principal.
- Inform close friends and family individually. Allow questions and discussion as they arise. Dispel rumours.
- Approach the Community Languages Program and/or the NSW Department of Education & Training to appoint a skilled Support Team to assist in the management of the incident. The team may include staff members, counsellors, external DE&T personnel, support agencies etc.
- The size and composition of the team will be related to the nature of the incident.
- To ensure that prompt assistance is provided to students, parents and caregivers consent unequivocally to the following Medical Attention – Consent. It is the parent's/caregiver's responsibility to inform the school of any ongoing illness – allergies of the students and steps required to thwart an escalation of the problem.

MEDICAL ATTENTION – CONSENT

It is the policy of the school to notify a parent, when a child is ill or needs medical attention. Occasionally we cannot contact parents and we may need to get immediate help for the child. Our procedure is to take the child to the nearest emergency service

You hereby give authorization to any member of the primary contact staff of the Greek Community Language School "Aristotelis" to seek urgent medical or dental treatment by a preferred doctor or dentist nominated by you, or other doctor or dentist, take the student to a public hospital, use an ambulance service, or take the assistance from some other person or body nominated by you as the parent or person responsible, for the student stated in the enrolment application, if the member is of the opinion that it is necessary to do so because the student has been injured, or is ill, whilst in attendance at the Community Greek Language School "Aristotelis".

You agree to pay for the ambulance service and any other expenses accrued in providing the student with emergency health care.

You understand that if any treatment is sought or obtained that the Greek Community Language School "Aristotelis" will use every reasonable means to ensure that you are notified as soon as possible.

You understand that none of the above affects the ability of a doctor or dentist to carry out emergency medical or dental treatment on my child without my consent.



MEDICATION POLICY

Rationale

Teachers are occasionally asked by parents to administer medication for their children while at school. It is important that such requests are managed in a manner that is appropriate, ensures the safety of students, and fulfils the duty of care of staff.

Aims

To ensure that medications are administered appropriately to students in our care.

Implementation

- Children who are unwell should not attend school.
- Non-prescribed oral medications (e.g.: head-ache tablets) will not be administered by school staff without parent authorisation.
- All parent requests to administer prescribed medications to their child must be in writing and must be supported by specific written instruction from the medical practitioner or pharmacist including the name of the student, dosage and time to be administered (original medications bottle or container should provide this information).
- Consistent with current Asthma policies, students who provide written parent permission may carry an asthma inhaler with them.
- Classroom teachers will oversee the administering of medication as prescribed and sign the relevant school documentation.
- Parents/caregivers of students who may require injections are required to meet with the principal to discuss the matter.

MOBILE PHONES & HI – TECH EQUIPMENT POLICY

Rationale

The use of mobile phones and similar devices is disruptive to the learning environment of students and is discouraged.

Aims

To enable children to access modern technology for safety reasons.
To avoid unnecessary and unwanted interruption during school hours.

Implementation

- Any use of mobile phones is not permitted at school during class times.
- Use of mobile phones is permitted only during recess.
- Mobile phones are brought to school at the owner's risk.
- Inbuilt phone cameras are not to be used anywhere a normal camera would be considered inappropriate.
- The Community Languages Program or “Aristotelis” Greek Language Education do not hold insurance for personal property brought to schools and it will not pay for any loss or damage to such property. Students are discouraged from bringing any unnecessary or particularly valuable items to school.

OCCUPATIONAL HEALTH & SAFETY (OH&S) POLICY

Rationale

A healthy and safe working environment is vital to the successful functioning of “Aristotelis” Greek Language Education, especially when operating from many different locations. Promotion and maintenance of a safe working environment is a responsibility shared by all.

Aims

To ensure that appropriate standards of workplace safety are maintained at all times.
To promote a team approach to health and safety issues.
To prevent accident, injuries and disease in the workplace.

Implementation

Adequate resourcing will be available to ensure that the workplace meets the appropriate Occupational Health and Safety standards. This is conditional upon the state of the Government school premises where our school conducts its classes.



We shall be requesting from the regular day school Principal to communicate to our staff all issues relating to OHS, for example building works being conducted at the school. Process of reporting, recording and investigating incidents, including an Incident Report Card, will be adhered to and maintained.

PARKING – CHILD SAFETY POLICY

North Strathfield Location:

There is adequate parking available in Cumming Avenue and Correys Avenue enabling parents to drop off and pick up their children. In the interest of child safety, driving into the school grounds is **STRICTLY PROHIBITED**. Your cooperation is appreciated.

Carlingford Location:

Upon consultation with the Principal of Roselea Public School, parents dropping off students for the afternoon school are NOT allowed to drive into school grounds. All students are to be escorted by their parents/caregivers from North Rocks Road downstairs to access the classrooms.

PRIVACY POLICY

“Aristotelis” Greek Language Education is required by law to protect the personal and health information the school collects and holds.

The NSW privacy laws, the Information Privacy Act 2000 and the Health Records Act 2001, provide for the protection of personal and health information.

Students particulars and/or enrolment forms can and will be available to the Community Languages Program of the NSW Department of Education & Training, which are also governed by similar privacy laws, or when required by law.

Additionally, the school will use and disclose personal information about a student, parent and staff when:

- it is required for general administration duties and statutory functions
- it relates to the purposes for which it was collected, and for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual and there is no reason to believe they would object to the disclosure.

The school can disclose personal information for another purpose when:

- the person consents, or
- it is necessary to lessen or prevent a serious or imminent threat to life, health or safety, or is required by law or for law enforcement purposes.

“Aristotelis” Greek Language Education will generally seek the consent of the student's parents and will treat consent given by the parent as consent given on behalf of the student.

Definitions:

Personal information means information or opinion that is recorded in any form and whether true or not, about an individual whose identity is apparent, or can be reasonably determined from the information or opinion. For example, this includes all paper and electronic records, photographs and video recordings. Health information is defined as including information or opinion about a person's physical, mental or psychological health, or disability, which is also classified as personal information. This includes information or opinion about a person's health status and medical history, whether recorded or not.

Sensitive information is defined as information relating to a person's racial or ethnic origin, political opinions, religion, trade union, or other professional, or trade association membership, sexual preferences, or criminal record that is also classified as personal information about an individual.

In this policy personal information refers to personal information, health information and sensitive information unless otherwise specified.

Parent in this policy in relation to a child, includes step parent, an adoptive parent, a foster parent, guardian, or a person who has custody or daily care and control of the child.

Staff in this policy is defined as someone who carries out a duty on behalf of the school, paid or unpaid, or who is contracted to, or directly employed by the school. Information provided to a school through job applications is also considered staff information.

The above policy must be read in conjunction with Privacy-NSW Office of NSW Privacy Commissioner
http://www.lawlink.nsw.gov.au/lawlink/privacynsw/ll_pnsw.nsf/pages/PNSW_index



PROFESSIONAL DEVELOPMENT POLICY

Rationale

Relevant Professional Development programs provide opportunities for professional growth, enhanced diversity, improved student learning and effective school governance and decision-making.

Aims

To provide opportunity for all staff to further their professional skills, knowledge and/or qualifications.
To ensure all staff and effectively the school, comply with the Community Languages Program requirements.

Implementation

Professional Development is a shared responsibility between the school and the staff members.
The Professional Development budget provides funds for whole school and individual Professional Development interests, with preference given to CLP priorities and school initiatives.
Staff or volunteers attending Professional Development (other than LOTE Teaching Certificate) have a responsibility to report briefly to the remainder of staff/volunteers about the activity and its benefits etc.

SUNSMART POLICY

Rationale

Over exposure to the sun presents a serious health risk. Students must therefore be educated as to the need for suitable sun protection, and protected from over exposure to the sun whilst at school. Although "Aristotelis" classes are usually operational during afternoons and recess is short, we shall continue to encourage students to protect themselves even if exposed to the sun for brief periods.

Aims

To educate students as to suitable sunsmart protection strategies.
To encourage children to protect themselves from the harmful effects of the sun.

Implementation

- Children should be encouraged to wear hats or other headgear during Terms 1 and 4 whenever they are outside, especially at the West Ryde Location, which is operational during daytime on Saturdays.
- Children without hats will be restricted to playing in designated shaded areas.
- The wearing of sunglasses by children in the playground is acceptable.
- The school assemblies will be used to highlight and reinforce the sunsmart policy.

Additional information may be obtained from the NSW Cancer Council Website or by following the link: <http://www.cancercouncil.com.au>



Policies

Hurry!
Enrolments are taking place on the first week back at school !!

Policies

P.O. Box 1047, Bankstown NSW, 1885
Telephone: 1300 761213 Facsimile: (02) 9793 1962
Email: admin@aristotelis.nsw.edu.au - info@heclca.org.au
Web: www.aristotelis.nsw.edu.au, www.heclca.org.au

An initiative of the Hellenic Centre for Language & Culture of Australia Inc.





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P.O. Box 4621, Casula Mall NSW, 2170
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Web: www.aristotelis.nsw.edu.au, www.heclca.org.au
Follow us on Facebook: www.facebook.com/aristotelis.education

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LOCATIONS

CARLINGFORD – Roselea Public School:

North Rocks Road

Wednesdays: 3.50 - 5.50pm

MANLY – Balgowlah Boys High School Campus:

Maretimo St., Balgowlah

Thursdays : 4.00 - 7.15pm (Times to be confirmed)

CONCORD – Strathfield North Public School:

Concord Road

Fridays : 4.30 - 6.45 pm

Tuesdays : 6.00 – 8.00pm (adult class, to be confirmed)

WEST RYDE – West Ryde Public School:

Endeavour Street

Saturdays: 10.30am - 1.00pm