



September 2022

SEEKING ELECTION COMMITMENTS FOR VICTORIA'S COMMUNITY LANGUAGE SCHOOL SECTOR

Community language schools are integral in delivering Victoria's language education and social cohesion policies.

Over 40,000 students study over 40 languages in the after-hours community settings. There has been strong, ongoing support by the Victorian Governments over many years for the community language schools.

As a rule, Community Languages Victoria (CLV) and Community Languages Australia (CLA) approach both political parties only once in 4 years to negotiate an increase in per capita funding and a four-year commitment.

Currently, CLS receive \$245 per capita funding. The last increase was \$25 per capita in 2018.

Community Languages Victoria, the peak body for CLS in Victoria, works very closely with the Department of Education (DET), receives recurrent funding of \$390,000 per annum to provide support to CLS and in working with DET in preparing CLS for accreditation, assisting with VCE delivery, providing professional development and teacher training courses through universities, manages an RTO and supports schools in various other ways.

This amount has remained stagnant for over ten years, yet the workload and responsibilities have grown immensely. A moderate increase of \$50,000 is being requested.

In 2018 the State Government committed \$100 000 per annum funding for support and maintaining the early childhood program. We request that this amount be retained as part of recurrent funding to ensure that schools can deliver early childhood education.

The Ask

- That per capita funding be increased by \$30 for both school-aged and pre-school-aged students.
- That the \$100,000 for early childhood learning and support be maintained as part of recurrent funding
- That funding to CLV be increased by \$50,000 as the workload over ten years has grown and is not recognised in the budget.



The Motivation

- Community language schools have not received an increase in 4 years, yet costs continue to rise. In the data provided, up to 47% of the funding received goes back into mainstream schools as rent.
- Schools must provide ongoing training in the Child Safety area to be compliant with legislation.
- The new environment post-COVID has seen the role of technology, training in the virtual and blended classroom increase
- Schools are providing high-level delivery of the curriculum. This is reflected in the high scores achieved by CLS students at VCE in languages and the retention rate of students from primary to secondary in CLS
- Schools require more resources to maintain the high level of standards to comply with the DET Accreditation Process
- Teachers and instructors need professional development and training. Some of this is provided by CLV but must be complemented by schools
- COVID has had an impact, and schools must now work to bring schools back to the 'new norm'.

CLS are critical in ensuring Victoria remains the premium State in delivering language education through the various streams - Government schools, the VSL and the community language schools sector.

Victoria should remain the State that provides the highest level of support to the CLS sector.

Funding for CLV

- CLV provides vital support to DET. It coordinates the sector, ensures schools are compliant, and offers immense help in advice, information, support, training and professional development. These are well documented in the additional information provided further in this submission
- During COVID, CLV trained almost 4,000 teachers and instructors in the new age of Zoom and other platforms
- It provides a vital conduit and mental health support and connectivity
- Played a significant role in the Accreditation process the DET established and which Research RUMMAC delivered with CLV and will continue to do so over the coming years
- Provides a wide range of training and Professional development
- Delivers Certificate IV Community Languages Teaching through our RTO
- Delivers social inclusion programs
- Works with all stakeholders - schools, teachers, parents, and students
- Undertakes a broad range of analytical research and surveys. Results over the past two



years: <https://docs.google.com/document/d/1pRjxBlyn2aOQc96Y1wOIsSZQzKwWS6tl60rXwALFBYs/edit?usp=sharing>

- It is an essential conduit between after-hours CLS and mainstream schools and their communities

CLV and CLA trust that the balanced and moderate funding request in these tough economic times will be committed to and seen as an investment in our children's future, maintaining language and strengthening social harmony.

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