

# Melbourne Chinese Ethnic School Charter 2019 to 2021

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## MELBOURNE CHINESE ETHNIC SCHOOL

Assessing School Number: 01828

### Document Control

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<b>Author(s)</b>	Jingling Chen
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<b>Authorised by Principal</b>	Peixia Mo
<b>Date of Authorisation</b>	01 <sup>st</sup> of July 2018

# School Profile

## Brief History

Melbourne Chinese Ethnic School (MCES) is a leading educational institution in the 21<sup>st</sup> century. This Charter provides the framework to ensure that the school continues to provide the utmost of excellence in tuition to students since the Year 2011 and onward as a vital and forward looking and progressive institution. MCES has strongly established its core purpose and has forged an effective partnership between students, teachers, parents, the wider community and other neighbouring ethnic schools. These vital partnerships help promote a relevant and engaging educational program designed to equip students with language skills and knowledge necessary to participate effectively in the local communities as well as the global community.

The educational program adopted at Melbourne Chinese Ethnic School is designed to support the development of the whole person; a person with a positive self-image, who seeks excellence and respects the rights of others. All students should develop an understanding of Chinese language, and acquire necessary language skills, which will allow them to operate successfully as global citizens.

The school will provide a supportive and caring environment, which promotes positive student teacher relationships and engenders a positive attitude to learning in all students.

## Typical Student/Family Profile

Melbourne Chinese Ethnic School, an institution for teaching Chinese language and culture, was established in 1975. The founders are Mr. John Wu and Mrs. Easter Wu.

Majority of students attending Melbourne Chinese Ethnic School has an Asian language background, and our students are multilingual. Many families immigrated to Australia for many years and wish their child/ren to continue learning the language and the culture of the target language.

In 2018, the school will be celebrating its 43 birthday, and is considered to be one of the very few matured and proven Chinese Schools in Australia.

## School Staff

Teachers who had or have worked at Melbourne Chinese Ethnic School are all well developed professional staff. Before a teacher is able to run his/her individual classes, he or her must complete as least four or more weeks of observations. Before pre-teachers or teachers visiting the school for any reason they must obtain a Volunteer WWC Card. Teachers will then appoint to a level then they will have to obtain his/her Employee WWC Card. A VIT registered teacher must also observed as many classes as possible before getting their own class of students. It is

fundamental that our teachers has appropriate trainings and also allowing teachers to develop professionally by sending teachers to Professional Develop sessions, and we also required teachers to attend regular meetings.

### **School Committee/Board**

A committee elected by the parents (members) is responsible for the running of the school. Its current constitution was revised in 01<sup>st</sup> of July 2018. This charter is required to be renewed annually.

The following table details the members of the School Committee/Board as elected at the 2018 Annual General Meeting.

<b>Name of Member</b>	<b>Committee Role</b>
JingJing Chen	Teacher/Admin
Shirley Shiwei Chen	VCE Coordinator/Teacher
Ken Benson	Chair Person
Sally Wu	Secretary
Peixia Mo	Principal
Shirley Lixuan Ye	Deputy Principal (Burwood)
Hua Jiang	Deputy Principal (Footscray)
Kangning Zheng	Deputy Principal (Springvale)
Lin Fan	Bookkeeper
LianPang Chew	Volunteer parent
Florence Chhin	Volunteer parent
My Toan Mok	Volunteer parent

# School Vision and Values

## Curriculum and Learning Goals

The school aims to provide progressive and cumulative opportunities for students to develop language and cultural understanding through a program aligned with the Victorian Curriculum.

- (a) To provide all students with a curriculum program that encompasses the language skill, the linguistic skills and the culture behind Chinese language. In addition, ascertain that all students make progress during their time at our school.
- (b) To attach importance to education in daily life as well as to assist students to strive for high achievements at the entrance examination to qualify for tertiary education.
- (c) To implement the prescribed Teaching and Learning Charter.
- (d) To improve and extend the use of appropriate learning techniques to enhance educational outcomes for all students.
- (e) Accredited to run VCE Chinese course (Approval No. 1828).

### Curriculum Goal Achievement Measures:

- (A) Past performance in the VELS and working towards Victorian Curriculum
- (b) Achievement levels in the VELS and working towards Victorian Curriculum
- (c) State-wide achievement in the VCE.

## School Ethos

### School Goals - Curriculum Perspective

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### **Melbourne Chinese Ethnic School**

#### **School Goals - Management Perspective:**

Continuous implementing methods and procedures to enhance school management, and supporting structure in educational program offered to students.

#### **Management Goal Achievement Measures:**

- (a) Parent opinion survey.
- (b) Staff attendance.
- (c) Staff professional development.

#### **School Goals – Resources Perspective**

To provide and ascertain necessary financial resources to facilitate the achievement set in the charter goals and priorities.

#### **Management Goal Achievement Measures:**

- (a) Receipts and payment report.
- (b) Programmed budget.

### **Melbourne Chinese Ethnic School**

#### **Priorities:**

##### **1 – Care of Students as Individuals**

Addressing the needs of each individual student within the school community must continue to be a key priority of all staff. Parents and students can expect that all students will make progress and that students will be challenged to achieve their best by teachers who care about the growth and development of each individual.

#### **Targets:**

- (1) Improving level of engagement of students in their education program.
- (2) Conduct four term examinations of all students from Prep to Year 8 to determine their level of satisfaction and engagement in the program.
- (3) Full implementation of reporting to parents against the Victorian Curriculum (F-10) in the LOTE area.

#### **Priorities:**

##### **2 – Quality of Teaching & Learning.**

Key issue confronting the school is the quality of teaching and learning that occurs and the extent to which each student is fully engaged in their learning. Significant progress was made in the past couple of years, and the challenge is to continue to develop skill of teachers to empower students to take control and responsibility for their own learning and to ensure that improved learning outcomes are achieved for each student.

Latest update: 01 July 2018

To be reviewed: July 2019

**Targets:**

(1) To offer and provide extensive range of professional development opportunities to staff in focusing on Teaching and Learning.

(2) To develop a broad range of teaching and learning strategies that will contribute in providing all students with the opportunity and ability to become self-directed learners.

Melbourne Chinese Ethnic School has three (3) campuses strategically located to meet and serve the needs from the vast and extensive communities in Melbourne.

Approximately over seven hundred students attend these campuses on Saturday. The school year is divided into four (4) terms, and commencement and completion dates are basically in line with government funded day schools. These three (3) campuses, and their locations and school operational hours are:

**Burwood Campus:**

Melbourne Chinese Ethnic School,  
At Forest Hill College,  
Mahoneys Road,  
Burwood East, Victoria.

School Operational Hours: Saturday, 9:00 am – 12:00 noon.

**Footscray Campus:**

Melbourne Chinese Ethnic School,  
At Gilmore College for Girls,  
298 Barkly Street,  
Footscray, Victoria.

School Operational Hours: Saturday, 9:30 am – 12:30 pm.

**Springvale Campus:**

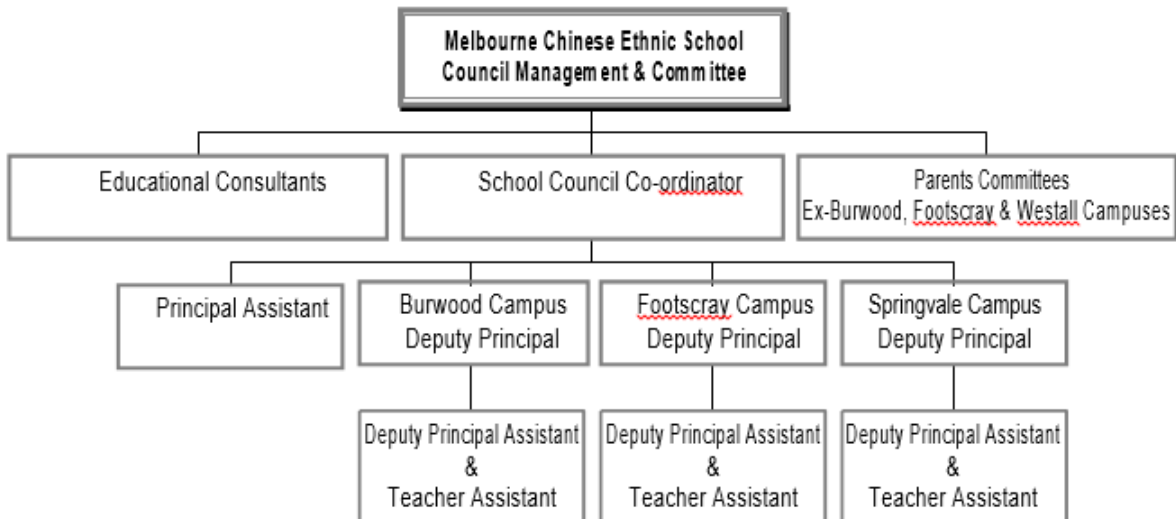
Melbourne Chinese Ethnic School,  
At Westall Secondary College,  
Rosebank Avenue,  
Clayton South, Victoria.

School Operational Hours: Saturday, 2:00 pm – 5:00 pm.

## School Management Plan

The school operates according to the following Code of Conduct.

### School Committee/Board



School Council Management comprising:

- President.
- Vice President.
- Secretary.
- Treasurer.
- Committee Members.
- Executive Officer (School Principal).

School Council Committee comprising:

- Principal.
- Principal Assistant.
- Deputy Principals & Assistants (2 per each campus).
- Parent Representatives (1 per each campus).
- Student Representatives (1 per each campus).

The school acknowledges that it operates within its Constitution and the Department of Education and Training (DET)'s *Community Language Schools Funding Program* guidelines'. Within these regulations and guidelines, the school has resolved that it will operate with integrity and observe the following principles:

- The learning needs of the student will be the primary consideration in decision-making
- Loyalty to the school, its Charter, its Administration and Staff will be demonstrated
- Members of the Committee, Staff and Administration will be required to undertake training regarding their responsibilities to current school policies and practices and DET guidelines
- The views of the school community will be sought and considered on key issues

- Decisions of the school Committee will be available to the members of the School Association
- Encourage parents to become involved in the school's programs, excursions, camps and other activities
- Use the skills and experiences within the community as a valuable resource
- The committee will meet at least once per term in addition to the Annual General Meeting
- Minutes of the meetings will be kept, and business will be conducted according to normal meeting procedures; and
- The Administrator will advise all members of the scheduled meeting, ensure that an agenda is prepared in advance of the meeting, minutes are taken, and decisions of the committee are implemented

## **Principal / School Administrator**

### **Role of School Council:**

1. Established sub-committees which make recommendation to council on matters relate to their spheres of operation.
2. Meet four times a year, once per term.
3. Ensure that the role of the Council Office Bearers and that of the Principal as Executive Officer are clearly understood.
4. Follow meeting procedures in accordance with the education regulations and policies.
5. Approve standing orders.
6. Ensure that council members are aware of their responsibilities to declare when conflict or interest exist in relation to any matter that the Council is considering.
7. Conduct Annual General Meeting, which will be held in Term 4 to elect Council Members and Office Bearers for the following year.
8. Follow meeting procedures in accordance with the education regulations and policies.
9. Approve standing orders.
10. Ensure that council members are aware of their responsibilities to declare when conflict or interest exist in relation to any matter that the Council is considering.
11. Conduct Annual General Meeting, which will be held in Term 4 to elect Council Members and Office Bearers for the following year.

### **Role of Principal:**

1. Act as Executive Officer of the School Council.
2. Ensure that the relevant information and advice are available to Council



3. Be responsible for implementation of Council's decision.
4. Provide adequate support and resources for the conduct of Council Meetings.

#### **Reporting to School Community:**

##### ***1. End of Term Reports:***

There are four term examinations per year for Prep to Year 8 levels. The results of students' performance and progress are recorded in the "Student Study Progress Reports". Students are required to show their parents the reports, and the parents shall sign the reports before returning to school.

##### ***2. Discussion with Parents:***

If any student is not doing well in the term examination or finding the work beyond his/her ability, parents are requested to attend the informal meeting after school with the teacher, and if required with the Principal. The main purpose of this meeting is to work out appropriate ways to assist student with school works and study habits.

##### ***3. Informal Meeting with the Principal:***

Parents are encouraged to discuss with the Principal either during or after school hours on their student's progress and performance.

##### ***4. School Activity Days:***

- (a) End of term Sausage Sizzle Celebration for the whole school community.
- (b) End of year annual school concert for the whole school community.
- (c) Mother's Day Celebration in May for the whole school community.

The School Administrator is responsible to provide effective management of the school in accordance with the School Charter, DET guidelines, expectation and code of practice.

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

In return the School Administrator can expect:

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

### **Child Safe Officer**

The school appoints a Child Safe Officer at each campus. The Child Safe Officer provides advice across the organisation on all policies and procedures that relates to child safety in accordance with the Victorian Child Safe Standards:

- Perform the role under delegation from the principal, and report to the board of management
- Provide a first point of contact/central point for reporting allegation of abuse
- Implement quality business and practice systems and standards
- Oversee that child protection services that are provided comply with relevant legislation, delegations, policies, quality standards and our Child Safety Practice Manual
- Have a clear process in place to report allegations of child abuse.
- Establish enduring productive partnerships with foster and kinship carers, the community
- Oversee ongoing professional development and management of staff in relation to the Child Safe Standards
- Convene internal child safety meetings, on a regular basis.

### **School Coordinator**

The school coordinator is responsible to ensure that the school's charter and the codes of practice that apply to the teaching staff and students are implemented. The school coordinator shall also:

- Promote and support good relations between the School and its members
- Communicate with parents, teachers and students
- Ensure a safe and pleasant learning environment
- Ensure the roster for school yard duties is implemented
- Select staff and designate tasks
- Monitor the quality of education for all students
- Ensure the implementation of the school policy on assessment and of student progress; and

In return School Coordinator can expect:

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

### **Teaching Staff**

The staff code of practice set out the professional expectations of all staff employed at Melbourne Chinese Ethnic School. Certain expectations are common to all staff at the school while others apply specifically to teaching.

Teaching staff are expected to:

- (a) Implement school's teaching and learning charter as prescribed in School Year Plan, Course Outlines (see Appendix Section for appropriate documentation).
- (b) Possess and maintain a high level of knowledge in their linguistic skills.

- (c) Regularly monitor the progress of student learning and achievement, and provision of frequent and meaningful feedback to students and parents.
- (d) Contribute to the wider school program.
- (e) Promote self-esteem and confidence among students.
- (f) Adhere to rules as prescribed in the “Pre-Requisition for A Teacher” endorsed by the school (see Appendix Section for appropriate documentation).

The teaching staff will demonstrate a commitment to the school by:

- Implementing the School Charter, Goals and Priorities
- Presenting a positive role model to students
- Demonstrate a high standard of professional behaviour
- Supporting other staff members; and
- Treating all students equitably and justly

In addition to specific role statements, teachers will:

- Provide a positive learning environment, catering to individual needs
- Will be in attendance before school commences, be well prepared and ready to begin lessons at the given time
- Supervise children during recess by setting up a roster system for yard duties
- Participate in the teachers' meeting held each term and at the annual curriculum planning day, as well as demonstrate a commitment to sharing and implementing new ideas
- Develop professionally through courses provided through DET, internal workshops and professional reading
- Support the school's committee, Principal, coordinator and the school community generally
- Participate in all school activities including school excursions and the annual family camp
- Provide reports to students and parents in a clear and accurate form, in accordance with the Victorian Curriculum; and
- Encourage parental involvement

In return all staff can expect:

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

## Students

Code of Conduct for students is consistent with Department of Education Guidelines & Regulations. The Code of Conduct recognises that school shall provide all students with a safe and orderly learning environment in which the expectations of students' behaviour are clearly articulated, and that students receive the guidance and support necessary to promote effective learning and to achieve positive educational outcomes.

All students have the right to:

- (a) Be valued individuals and treated with respect.
- (b) Have a secured environment where they are free from intimidation and bullying.
- (c) Be treated fairly, reasonably and consistently.

- (d) Be provided with exemplary role models by all school staff.
- (e) Be regularly informed of their learning progress.

All students have obligation to:

- (i) Respect the rights of fellow students and school staff members.
- (ii) Behave in a reasonable manner which does not disrupt the learning of other students.
- (iii) Take responsibility for their-own learning.
- (iv) Adhere to school regulation as prescribed in the "Student Regulation" endorsed by the school (see Appendix Section for appropriate documentation).

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 environment; and
- Acting in a safe and responsible manner for themselves and others

In return students can expect to:

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

### **School Community**

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

- The committee
- The teachers; and
- The administration

Opportunities for participation and contribution will be provided through:

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

This will be achieved through communication via:

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

# Curriculum

## Alignment with Victorian Curriculum

The school's curriculum is developed in line with the Victorian Curriculum, Languages. The languages curriculum is organised through themes and topics which are arranged to provide progressive and cumulative opportunities for students to develop language and cultural understandings.

## Assessment and Student Reporting

- (a) New students will be assigned to appropriate level of study based on results of an enrolment examination and interview.
- (b) Teacher will assign homework every Saturday, and will correct homework every week.
- (c) Holiday assignments for students will be on display after each school term. Principal will award certificates of excellence to students with good performance and \$2.00 for copyright award.
- (d) Four examinations are held each year, one at the end of each term. Students are classed according to their results from the examination.
- (e) Reports are issued to every student on the first day of Terms 2, 3 and 4, and on the last day of Term 4. Principal will award certificates that acknowledge full attendance, willingness to help others and academic achievement (see Appendix Section for appropriate documentations on progress report, attendance and etc).

Reports will be written each term, outlining a student's progress and the ways in which parents can support their child's learning. It is important that parents acknowledge that absences will have an impact on a student's report.

# School Policies and Procedures

## Enrolment and Withdrawal Procedures

Students enrolled at Melbourne Chinese Ethnic School are required to enrol annually for each year level. Students will begin to enrol at the beginning of February each year. MCES also allows late enrolment which students are still able to enrol into out school till early April. Our students are not enrolled into their year level according to age but according to their Chinese proficiency. New students will be interviewed by principal and do an entry exam before allocated students into their capable levels. Parents who wish to withdrawn from their child/ren are required to meet school principal and also conduct a meeting with the child/ren and make a best decision based on students interest. Student is welcome to enrol back to MCES at any time.

The procedure for enrolling in and withdrawing from the school is outlined on the school's social website.

## Discipline Procedures

At Melbourne Chinese Ethnic School all students are required to do the following:

- Excellence attendance, punctuality, effort, and respect are required for success.
- All students are required to line up at the courtyard before entering their classroom.
- No eating or drinking inside classroom.

- All students must leave their classroom during break times.
- No students are allowed to leave classroom when school bell did ring.
- Students are only allowed to go to the bathroom in pairs.
- Student must complete weekly homework and holiday homework with in submission time.
- Students are not permitted to use any electronic device in classroom, unless teacher required students to use it for schoolwork only.
- If student is too ill to remain in school, a parent/guardian will be contacted and are expected to pick him/her up. The student must be officially signed out at the main office.

#### Student Code of Behaviour

The school is a place of learning; therefore, the environment must be based on mutual respect. All students should demonstrate a desire to get the best education possible.

- Be courteous,
- Respect property, rights and the feelings of others,
- Respect school property,
- Mutual respect
- Vandalism, bully and harassment are not acceptable.

If a student behaves in an unacceptable way, the following steps will be taken:

- FIRST STEP      Warning and consequences of continued misbehaviour will be explained to the student.
- SECOND STEP     The student will be sent to another classroom with work to be completed.
- THIRD STEP      The student will be counselled by the school principal.
- FOURTH STEP    Parents will be informed and requested to attend a meeting together with the student, with the school's principal, to try and resolve the problem.
- FIFTH STEP      The student may be suspended or expelled from the school.

### Grievance Procedures

The school adheres to the Department's *Guidelines for Parent/Guardian Complaints* procedure. A copy of the document can be downloaded from the [Department's website](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/clsschool.s.aspx) at:

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

### Anti-Bullying Policy

At Melbourne Chinese Ethnic 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.

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

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

## Equal Opportunity Policy

At Melbourne Chinese Ethnic School operates in accordance with Victorian and Commonwealth equal opportunity legislation which aims to promote everyone's right to equal opportunities; eliminate, as far as possible, discrimination and sexual harassment; and provide redress for people whose rights have been breached. All employees, students, parents, school council members, contractors and volunteers are required to act in accordance with equal opportunity, anti-discrimination, harassment and vilification legislation.

## Privacy Policy

At Melbourne Chinese Ethnic School parents are required to read the enrolment form thoroughly and fully understand the privacy page before providing any information to the school.

Our school follow the [Victorian Department of Education and Training's Information privacy policy](#)

The school is committed to protecting the privacy of personal information. The school is required by the Privacy Act 1988 (Cth) (Privacy Act) to comply with the National Privacy Principles (NPP), subject to the other provisions of the Privacy Act. The NPPs regulate the way personal information is handled throughout its life cycle, from collection to use and disclosure, storage, accessibility and disposal.

To the extent required by the Privacy Act:

- The school will not collect personal information unless that information is necessary for one or more of our functions or activities
- The school will collect personal information only by lawful and fair means and not in an unreasonably intrusive manner

To the extent required by the Privacy Act, the school will take reasonable steps to:

- make sure that the personal information that we collect, use and disclose is accurate, complete and up to date
- protect the personal information that we hold from misuse and loss and from unauthorised access, modification or disclosure
- destroy or permanently de-identify personal information that is no longer needed for any purpose that is permitted by the Privacy Act

The school collects personal information for a range of purposes, including to:

- process applications for membership and membership renewals
- manage the membership lifecycle
- record and maintain membership details and profile information
- coordinate payment of fees to The school
- provide teachers with adequate information for them to plan their classes
- communicate information about the school to members, for example term schedule and news letters
- notify members about school events

The school may contact parents/guardians in a variety of ways, including by post, email, SMS or telephone call. In performing our functions and activities, we may need to disclose personal information to third parties. Third parties with whom the school may share personal information include, where appropriate:

- government and regulatory bodies such as the Ethnic Schools Association of Victoria (ESAV) and Department of Education and Training for funding purposes
- financial institutions for payment processing.

Parents/guardians should contact the school if they have any queries about the personal information that the school holds about them or the way it handles that personal information.

## **Student Attendance Policy**

At Melbourne Chinese Ethnic School all students enrolled are required to attend classes every week. Students are required to attend classes on a regular basis. Absences may mean that students miss assessments and may not have the opportunity to demonstrate achievements of the relevant standards.

All teacher has a attendance sheet on recording of students attendance.

If student does not turn up to class parent or guardian must contact the school and classroom teachers are informed of student absence. If student continue to miss class for consecutive of two weeks. It is classroom teacher's reasonability to contact student's parents to find out why student is not attending classes.

Classes may be cancelled in cases of extreme heat. Extreme heat is defined as when the predicted temperature for the school day exceeds 40°C. The Bureau of Meteorology (BOM) website will be used as the definitive source of the forecast. During periods of elevated temperatures, all parents should monitor the predicted temperature to prepare for any eventual cancellation of classes.

## **Student Collection Policy**

At Melbourne Chinese Ethnic School we follow the [Department's website](#) of student collection policy which you can visit at

<http://www.education.vic.gov.au/school/principals/spag/safety/pages/studentcollection.aspx>

The school has the following procedures in place for the safe collection of students from school, both during and after normal school hours:

- Early leave, parent/guardian must inform the main office for their child/ren's early leave, school assistant teacher will inform classroom teacher.
- Students under age of 10 must be signed in and out of their classroom by parents/guardian.
- No students are allowed to stay at the school by themselves after school hours.

## **Child Safe Standards and Working With Children Check Policy**

The school complies with current Child Safe Standards and all staff, volunteers and committee members are required to have a valid Working With Children Check or current Victorian Institute of Teaching registration. Copies of these are to be kept on file.

# **Management of Personnel and Resources**

## **Staff Professional Learning**

All staff are required to undertake a minimum of 20 hours of professional learning each year. And also required to attend every thirty minutes of meeting each Saturday during school terms.

## **Record Keeping Practices**

The school maintains accurate records of all financial transactions. Student records such as enrolment forms and attendance records are also held in accordance with the school's privacy policy.

## **Annual Reporting**

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