What are Homework Clubs?
CMY'sHomework Clubs provide support to students who have had disrupted schooling and/or who have low levels of formal education, disabled young people and those from a language background other than English. They provide support to students, basic literacy and numeracy, social skills and development of parent involvement. The homework clubs provide support and study groups for students with English as an Additional Language (EAL).

Why are they important?
Homework Clubs are an important way of ensuring that students who experience the following factors:
- significant levels of disengagement from education
- a particularly important service for students experiencing the following factors:
- resources and support crucial to the维多利亚政府．CMY’s MY Education program is generously supported by the Victorian Government.

About Centre for Multicultural Youth (CMY)
CMY is a Vietnamese non-profit organisation supporting young people to build skills and resilience to build a better tomorrow. They provide workshops and training to schools and other organisations to help young people to build connections and networks.

About the Australian Communities Foundation (ACF)
ACF is the oldest independent community foundation in Australia and is dedicated to making giving easy and engaging. ACF is the oldest independent community foundation in Australia and is dedicated to making giving easy and engaging.
About this guide

The Australian Government has funded OSHLSPs (Out of School Hours Learning Support Programs) in Victoria since 2008, aiming to help children and young people from disadvantaged backgrounds in their education outcomes. The guide is intended for funders in a non-statutory role, such as school-based, community and school-based programs, and includes both a high-level overview and more detailed considerations for selecting or assessing programs. The guide also includes a series of questions to help funders carry out their roles.

Key features of high quality OSHLSPs

Programs of OSHLSPs will vary according to the specific needs of the target group.

The guide provides suggested minimum standards for all good practice in the delivery of OSHLSPs. The guide also includes more detail about features of high quality programs. Funders are encouraged to use these minimum standards to assess applications for program funding.

The changes made in learning skills as a result of attending the program.

Tutors are offered training at least annually.

Programs offer opportunities for parents and community members to share their interests and skills with children and young people. Programs foster positive cross cultural relationships and links.

Sessions are held regularly at safe and appropriate locations. Programs implement child safety, cultural inclusion and OHS policies.

Programs have basic data collection systems. Program data collection includes data on students’ learning undertaken in the program, to reflect on achievements and to inform program enhancements.

School teaching staff provide input into tutor training to improve and develop consistent pedagogical approaches that take into consideration (and are built upon) the needs of students.

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Tutors are screened for suitability e.g. Working with Children Check; communication skills.

Programs are in place for stakeholder feedback, evaluation and program improvement.

Programs previously identified by the program coordinator.

Programs implement child safety, cultural inclusion and OHS policies.

Programs ensure all children have easy access to the internet and appropriate computer access and support to develop digital literacy skills. Programs make appropriate provision for all student targets, including those with a disability, to achieve educational outcomes is clearly articulated.

Programs have identified and addressed individual student needs, created referral pathways and increased links to school curriculum.

Programs provide safe environments and appropriate learning activities.

Programs provide opportunities for the whole family e.g. adult learning or early childhood activity.

Program coordination includes session planning, promotion and community and school engagement.

Tutor feedback is sought to improve program quality and the tutoring experience. Tutor feedback is sought to improve program quality and the tutoring experience. Tutor feedback is sought to improve program quality and the tutoring experience.