Community Language Schools

South Australian Certificate of Education (SACE) Provider Guidelines

Overview

A Community Language School (CLS) is a not-for-profit, after-hours language and culture school, open to all students irrespective of their linguistic background.

The Government of South Australia provides annual funding to support CLS to deliver language and cultural programs. These programs are delivered to South Australian school-aged students outside school hours.

This funding can be used to support language and cultural learning programs and the delivery of South Australian Certificate of Education (SACE) language subjects.

A CLS offering SACE subjects must comply with *all* the accreditation requirements of a CLS as outlined in the **Community Language Schools - Accreditation Guidelines**. This guideline provides the eligibility criteria and the process for a Community Language School to be eligible to be a provider to offer South Australian Certificate of Education (SACE).

These SACE Provider Guidelines **must** be read in conjunction with the **Community Language Schools - Accreditation Guidelines and Funding Guidelines.**

Contents

Definitions

SACE Board of SA – responsible for the accreditation of subjects, the recognition of learning, and the assessment of student learning that contribute to meeting the completion requirements of the SACE.
External Relations – a directorate as part of the Department for Education, who manages the Community Language Schools program.

Regular Attendance – students must attend the majority of sessions that the CLS operates each term. Students may be absent for classes if an appropriate reason has been provided in writing (or text) to the CLS Administrator or CLS Principal.

Department for Education – State Government body that provides a range of integrated education, training, health, and child development services.

Community Language School (CLS) – a body that provides out-of-school-hours language and cultural tuition that complements language education provided by mainstream schools with a particular focus on enabling students to learn a new language or maintain their mother tongue / heritage language.

The Ethnic Schools Association of SA Inc. trading as Community Language Schools SA (CLSSA) – a not-for-profit, non-government educational association which is incorporated under the South Australian Associations Incorporation Act 1985. CSSA is the peak member body for each separately incorporated CLS.

Community use of School Facilities Agreement – *a* written agreement between the CLS and the body responsible for the school site. This document must set out the conditions of use and be agreed by each party.

Eligibility Criteria

All CLS wishing to offer SACE subjects must first meet the eligibility criteria set out in the **Community Language Schools - Accreditation Guidelines.**
A CLS must be accredited before registering with the SACE Board.

In addition to meeting the Eligibility requirements for a CLS, to receive funding for delivering SACE subject(s) a CLS is required to meet the following additional requirements:

- Employment of suitably qualified and registered teachers (see *below).
- Comply with all requirements mandated by the SACE Board as detailed on the [SACE website](#) (including NOT registering any interstate or overseas based students into the SACE subject).
- Demonstrate evidence of the organisation's provision for ongoing quality professional development for teachers and other staff.
- Appropriate affiliations with state and/or national language organisation(s).
- Provision for staff to attend upskilling on content or pedagogy for teaching a language.
- The analysis of the organisation's learning outcomes data against individual and organisation expectations.
- Annual reporting of student achievement.
- Management systems for effective monitoring of student performance and achievement.
- Sufficient and appropriate areas for classroom-based and individual study and learning.
- Sufficient IT equipment and facilities and any other facilities and infrastructure necessary for the delivery and quality assurance of SACE Board accredited subjects.

- Adequate learning resources and materials in both hard copy and electronic formats.
- Secure storage areas for examination papers (if applicable) and/or external assessment materials.

*Teachers

To offer SACE Stage 1 and Stage 2 subjects all teachers (including TRT teachers) must have a current registration with the Teachers Registration Board or completed the Teachers Accreditation/Foundation Course (including classroom observation) run by CLSSA and also undertake an 8-week SACE Educators Course. For TRB registered teachers with some SACE languages teaching experiences, an Advanced SACE Course is offered. For TRB registered teachers with sufficient SACE languages teaching experiences, there is no extra training required.

It is the role of the CLS to ensure that all teachers of SACE Stage 1 and Stage 2 subjects are capable of teaching at SACE level (skilled and experienced) and have appropriate qualifications.

Alternative qualifications and experience as may be agreed from time to time by the SACE Board at its discretion, subject to any conditions imposed by the SACE Board including the granting of provisional registration or special authority to teach by the Teachers Registration Board of South Australia (TRB).

Refer to Teachers Registration Board for details on the prescribed qualification, experience and requirements for registration as determined by the TRB in South Australia, including arrangements for applicants who hold overseas teaching qualification or who do not meet the SACE Board's minimum qualification requirement.

How to apply for SACE registration.

Contact CLSSA to advise the CLS intention to offer SACE subjects. CLSSA will assist in preparing the application. Each CLS is required to develop a Learning and Assessment Plan before moving forward with the submission of their SACE Providers Application.

Request a SACE Providers (Conditional) Application Form from CLSSA. Fill out the application form and email back to CLSSA for overview and feedback.

CLSSA will endorse and submit the application to the SACE Board on behalf of the CLS.

Roles and responsibilities

Role of an accredited Community Language School:

All accredited schools will be required to:

- Maintain and comply with all eligibility terms and conditions of accreditation as set out in these Guidelines.
- Comply with the relevant laws in force in South Australia and Australia.
- Ensure mandatory training is up to date.
- Provide an annual declaration to CLSSA to confirm the CLS is maintaining its accreditation.
- Allow the External Relations and CLSSA to monitor CLS processes by assessing submitted reports and conducting site visits. In some cases, the department may request further information.

- Contact the CLSSA and the External Relations immediately when you become aware of a significant issue.
- Deliver training to South Australian residents only without written approval from the SACE Board in advance.

Role of Community Language Schools SA:

- Support a CLS to apply for or maintain accreditation and SACE subject registration.
- Provide training and professional development for the CLS personnel.
- Distribute funding to CLS in accordance with the approved program of funding
- Assist CLS complete its Working with Children Checks and First Aid Training.
- Support the department with site inspections and site visits.
- Support the CLS with finding a safe and suitable location to operate its CLS classes.

Role of the Department for Education:

- Provide funding to the CLSSA to distribute to CLS.
- Assess and determine applications for accreditation (new and existing schools).
- Provide guidelines for the operation of the program, the calculation and distribution of funding including for those schools that include a SACE component within its program.
- Assist Finance with collecting host school data (number of students using the government school).

Refusal or Suspension of SACE Accreditation

This section describes the circumstances in which accreditation or re-accreditation may be refused or suspended.

Behaviour

The department can decide not to accredit an organisation or to suspend an organisation's existing accreditation. It can do this if the organisation, its officer, board member, employee, member, volunteer, subcontractor representative or agent:

- Behaves in a way that the department believes its continued association with the organisation may be detrimental to the reputation of the CLS Program and the department.

- Is not a fit and proper person, having regard to the special nature of working with children in a school setting.

- Has a conviction or findings of guilt for a sexual offence.

- Is convicted of a crime punishable by a term of imprisonment.

- Induces or attempts to induce any student to convert to a particular religion.

   Is critical of or denigrates another religion, religious tradition, religious belief, or religious practice denigrates, offends or instils hatred for other minority group(s), language(s) and culture(s).

Funding Availability

Funding is provided to CLSSA by the Department for Education as part of the CLS program.

SACE specific funding is provided to accredited CLS who offer Stage 1 and Stage 2 SACE subjects with the following amount allocated:

- Stage 1 SACE Subjects – CLS will receive $570 (ex GST) for each enrolled South Australian student completing SACE 1 per calendar year.

- Stage 2 SACE Subjects – CLS will receive $880 (ex GST) for each enrolled student South Australian completing SACE 2 per calendar year.

Further information on funding for CLS is detailed in the **Community Language Schools - Funding Guidelines**

Related policies

Community Language Schools – Accreditation Guidelines
Community Language Schools - Funding Guidelines
Community Language Schools - Policies
All Policies, guidelines, and procedures related to the teaching of SACE subjects can be accessed at
https://www.sace.sa.edu.au/about/policies

Related legislation

Associations Incorporation Act 1985 (SA)
Corporations Act 2001 (Cwth)
Teachers Registration and Standards Act 2004

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