

Ethnic and community language schools funding and accreditation procedure

This is a mandated procedure under the operational policy framework. Any edits to this page must follow the process outlined on the [creating, updating and deleting operational policies](#) page.

Overview

The South Australian Government provides annual funding to support ethnic and community language schools to deliver language and cultural programs to South Australian school-aged students outside school hours.

An ethnic and community language school is a not-for-profit, after-hours language and culture school, open to all students irrespective of their linguistic background. All ethnic and community language schools work to sustain and develop the languages and cultures of South Australian communities.

This procedure outlines the process that new and existing ethnic and community language schools must follow, and the documentation they must provide when applying for accreditation or re-accreditation with the South Australian Government. State government funding is contingent on compliance with the conditions outlined in this document.

Scope

New and existing ethnic and community language schools that apply for and are granted accreditation or re-accreditation will be eligible for state government funding to support language and cultural learning programs under this procedure. The External Relations directorate, Department for Education (the department) is responsible for administering the program on behalf of the South Australian Government.

Detail

Setting up a new ethnic and community language school

Accreditation process

Step 1

The first step in establishing an ethnic and community language school is to consult with The Ethnic Schools Association of South Australia (ESASA) about set-up requirements.

Contact the ESASA on 8301 4814 or email Education.ESA@sa.gov.au.

Step 2

To receive accreditation and state government funding, a new ethnic and community language school authority must:

- be a properly constituted body representing parents, teachers, instructors and community
- operate not-for-profit
- have a current Australian Business Number (ABN)
- be a current member of the ESASA
- demonstrate successful operation for 1 term before submitting an application for provisional accreditation
- have a minimum of 8 eligible students regularly attending
- be delivering a language and culture program of at least 2 hours duration with the intention of operating for a minimum of 36 weeks per year
- be dedicating at least 1.5 hours of the required 2 hours instruction to the formal teaching and learning of the language
- be conducting classes in mainstream school premises or such other premises as have been approved for education purposes by the relevant local government council
- have submitted a [child safe environments compliance statement](#) (compliance statements with items in progress will be acceptable)
- have in place current public liability insurance for not less than \$20 million for any one claim
- operate a separate bank account in the name of the ethnic and community language school authority
- be operated by a management committee that has representation of parents and caregivers of children attending the ethnic and community language school and teachers or instructors of that school
- make sure that all staff attend responding to abuse and Neglect (formerly Child Safe Environments) training every 3 years. New staff must complete this training before they begin work in an ethnic and community language school. All existing staff must already be trained
- before they begin work with the school – employ only teachers and instructors who have provided an assessment of their relevant history (including a clearance to work with children) undertaken through Department of Human Services (DHS) Screening Unit
- establish and maintain a suite of policies and procedures as prescribed by the External Relations directorate, ensuring consistency with all legislative requirements in particular the Child Safe Environment Compliance Statement (refer [supporting documentation section](#) in this procedure for full list).

Step 3

To apply for accreditation, the ethnic and community language school authority must:

- submit an application for accreditation, ensuring that all campuses of the school are included in the application
- provide all documents requested in the [document checklist for preparing ethnic and community schools funding accreditation \(DOCX, 133.8 KB\)](#).

To reduce administrative burden, the External Relations directorate will source as many of the documents required in this procedure as possible from those you have already supplied to the ESASA. The checklist provides a guide of documents likely to be sourced from ESASA.

If an ethnic and community language school offers more than 1 language, a separate application must be completed for each language (funding is language-specific).

Step 4

The External Relations directorate will arrange an accreditation visit after they receive all documents requested in step 3.

Once all requirements following the accreditation visit have been met, state government funding will be provided on a pro-rata basis (to the end of the following financial year) subject to signing of a funding agreement.

Step 5

An ethnic and community language school with accreditation status can apply for full accreditation following 12 months of operation (from the accreditation date).

The ethnic and community language school must:

- submit an application for full accreditation
- provide documentation items requested in the [document checklist for preparing ethnic and community schools funding accreditation \(DOCX, 133.8 KB\)](#).

To reduce administrative burden, the External Relations directorate will source as many of the documents required in this procedure as possible from those you have already supplied to the ESASA.

The checklist provides a guide of documents likely to be sourced from ESASA.

Existing ethnic and community language school

The ethnic and community language school must apply for re-accreditation every 4 years based on the school's assigned anniversary date. As part of 4 year accreditation a school must meet annual requirements (see [funding terms and conditions \(PDF, 121.2 KB\)](#)).

To apply for re-accreditation the school must:

- submit an application for re-accreditation, ensuring that all campuses of the ethnic and community language school are included in the application
- provide all items of documentation requested in the [document checklist for preparing ethnic and community schools funding accreditation \(DOCX, 133.8 KB\)](#).

If an ethnic and community language school offers more than 1 language, a separate application must be completed for each language (funding is language-specific).

All ethnic and community language schools

State government funding will be provided on an annual basis subject to:

- signing a funding agreement
- meeting the [funding terms and conditions \(PDF, 121.2 KB\)](#)
- submission of ESASA data and information collection requirements
- annual submission of an acquittal of funding.

Non-eligible enrolment

An accredited ethnic and community language school cannot claim funding for students:

- for whom tuition is being provided as a result of an agreement with a day school
- who are temporarily residing in Australia (all categories of temporary visas are excluded)
- from overseas (international students) who pay full fees to attend government or non-government schools in Australia
- for whom the ethnic and community language school is providing tuition or coaching in other subjects (such as mathematics, English and music), even if the course or program is also conducted in the community language)
- attending language classes at a non-approved or non-accredited campus of an ethnic and community language school who have transferred to another ethnic and community language school
- who are not enrolled in a South Australian mainstream government or non-government school
- who are under 4 years of age or an adult
- who are also attending another ethnic and community language school studying the same language (the department will only provide 1 per capita grant per student per language outside of school hours)
- online enrolments.

Purpose of funding

This section describes the activities of an ethnic and community language school that funding can and cannot be used to support.

Ethnic and community language schools provide out-of-school-hours language and cultural tuition that complements language education provided by mainstream schools with a particular focus on enabling students to maintain their mother tongue or heritage language.

Funding uses

Department funding is provided to support the teaching of languages. It can be used for:

- accounting services to complete acquittal
- teacher and instructor salaries
- professional learning activities for teachers and instructors
- purchase of language curriculum resources
- equipment to support the language program such as audio-visual equipment, computers, computer hardware and software
- costs associated with classroom facilities such as heating, lighting, cleaning, rental of premises
- needs based for furniture.

Application can be made for consideration to deliver network based or online peer-to-peer study where the student:

- is undertaking the study as a SACE subject (South Australian Certificate of Education)
- resides within the state of South Australia
- will be in attendance at least 2 hours duration for a minimum of 36 weeks per year.

Funding not supported

Each application will be considered on an individual basis. Department funding cannot be used to support:

- political, religious and/or cultural programs such as distinct and separate programs that teach traditional arts, crafts, music, dance or the study of religious texts
- capital, minor or building works
- administrative costs not directly related to supporting the learning of the language
- activities designed specifically to orient recently arrived students to the South Australian education system, or to living in the South Australian community.

Refusal or suspension of accreditation

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

Behaviour

The department reserves the right to not 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 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).

The ethnic and community language school no longer offers the language

An ethnic and community language school that does not provide a language program for 2 consecutive years will lose its accreditation. The school must apply as a new school to regain accreditation.

Failure to meet the eligibility requirements

An ethnic and community language school that does not meet the requirements under step 2 of the accreditation process, including meeting requirements for minimum numbers of enrolled students, will not be accredited, re-accredited or receive state government funding.

Failure to complete the required documentation

An ethnic and community language school that does not complete and submit the required documentation by the due date and/or satisfy the (re-)accreditation requirements will not be accredited or re-accredited. This includes completion of annual self-assessment documentation.

On-site inspection

The External Relations directorate may undertake annual random and/or un-announced on-site inspections to check for compliance.

Ethnic and community language schools will be randomly selected for audit. The evidentiary requirements for audit will include those elements that ethnic and community language schools need to have completed as part of their annual self-assessment.

South Australian Certificate of Education (SACE) provider requirements

The SACE Board (hereafter referred to as 'the Board') must be satisfied that the delivery and assessment of SACE Board-accredited subjects meets all documented SACE Board policies and procedures. To reduce duplication of effort, some components of the SACE Board requirements are monitored through compliance with this accreditation process, and some are monitored separately by the Board. School must satisfy requirements from both organisations.

Step 1

Any ethnic and community language school wishing to offer SACE Board-accredited subjects must contact the SACE Board of SA on 8372 7400 about curriculum and assessment requirements.

It's recommended that ESASA be advised of your intention to provide SACE Board-accredited subjects.

Step 2

An ethnic and community language school must also provide evidence to the External Relations directorate to demonstrate compliance with the following.

Teaching qualification requirements

Each teacher delivering a SACE subject must have prescribed qualifications, experience and requirements for registration as a teacher under one of the following:

- [Teachers Registration and Standards Act 2004](#)
- equivalent qualifications, experience and requirements as required by a body that is empowered to assess and approve applicants as professional educators
- such alternative qualifications and experience as may be agreed from time to time by the Board at its discretion, subject to any conditions imposed by the Board including the granting of a provisional registration or special authority to teach by the Teachers Registration Board of South Australia (TRB). These conditions would include, but not be limited to, completion of the 4 day accreditation course provided by the Ethnic Schools Association, child protection compliance and the ability to teach at the year 11 or 12 level.

Refer to [Teachers Registration Board of South Australia](#) 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 qualifications or who do not meet the Board's minimum qualification requirements.

Other requirements of teachers

Requirements as determined by the SACE Board that satisfy the Board in respect of an individual's fitness and propriety to deliver Board-accredited SACE subjects, or to assist in the delivery, management or administration of the organisation's program of learning, including but not limited to consent for a criminal history check, satisfactory English language proficiency, and completion of mandatory notification training. External Relations directorate will source these documents from ESASA where possible.

See [Teachers Registration Board of South Australia](#) for information about fitness and propriety requirements, in particular information relating to mandatory notification training, English proficiency requirements and concept of 'fitness and propriety' including criminal history checks.

Also refer to:

- [Teachers Registration and Standards Act 2004](#)
- [Teachers Registration and Standards Regulations 2016](#).

School requirements

The delivery and assessment of SACE Board accredited subjects:

- Criteria:
 - demonstrate evidence of the organisation's provision for ongoing quality professional development for teachers and other staff.
- Suggested evidence:
 - appropriate affiliations with state or national language organisations, or
 - provision for staff to attend upskilling on content or pedagogy for teaching a language.
- Criteria – provide evidence of:
 - 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.
- Suggested evidence:
 - set goals for student achievement on an annual basis, check outcomes and review teaching and pedagogy.

Protection for the safety, health and welfare of students:

- measures to protect the physical safety of students, such as certificates of occupancy for new or refurbished facilities, maintenance schedules for buildings, facilities and resources, safety audits, and adequate shade facilities
- policies and procedures to ensure the physical safety of students such as on-site supervision of students, off-site supervision of students, and documented emergency procedures
- enrolment and attendance policies and procedures such as a student enrolment policy, procedures for monitoring the attendance and absence of students, strategies for addressing poor or non-attendance and notification to parents and caregivers of unsatisfactory or unexplained absence
- documented communication procedures with parents and caregivers on student health matters
- documented first aid policies and procedures, including policies and procedures for distribution and monitoring of medication, a register of staff trained in first aid and records of student medical issues and management
- proactive student health policies and practices such as sun protection and drug policies
- documented policies and practices related to student welfare including discipline and behaviour management, bullying and harassment, pastoral care, and use of information technology
- documented processes for informing staff of their obligations in respect of child protection, mandatory reporting procedures, criminal history record checks, internet use, and records of parent or guardian access if applicable.

Operational requirements and physical facilities:

- documented financial management planning, strategic planning, and governance arrangements
- 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.

Child safe environments compliance statement:

Under Section 114 of the [Children and Young People \(Safety\) Act 2017](#), a prescribed organisation (persons or bodies who provide a service or undertake an activity that constitutes child related work) must lodge a department issued child safe environment compliance statement and provide copies of their child safe environments policies and procedures to the Chief Executive when required.

The manner and form of this statement certifying that a prescribed organisation has child safe environments and procedures in place is determined by the Chief Executive. Refer to [child safe environments](#).

Supporting documentation

Ethnic and community language schools are required to provide evidence to support their application for accreditation or re-accreditation. The list and nature of required documents may change in future years.

The following documents are required for accreditation and re-accreditation:

- certificate of incorporation or registration
- school constitution or other governing documents
- Australian business number (ABN)
- evidence of suitability of premises
- insurances
- emergency management plan
- first aid certificates
- working with children checks or TRB registration (for all instructors, teachers and volunteers)
- enrolment procedure
- approved student attendance roll books, accurately maintained
- student attendance policy
- child safe environments policy
- risk management policy
- staff selection procedures and recruitment policy
- grievance and complaints policy
- teacher/instructor code of conduct
- student code of conduct
- personal information and photograph release policy
- communication policy
- management committee guidelines
- data and information policy
- copyright policy
- school safety and security policy
- work health and safety policy
- visitor and parental volunteer policy
- behaviour management policy
- excursions and incursions policy
- medication, accident and first aid policy
- anti-bullying policy
- cyber-safety policy
- special needs policy
- hot weather policy
- sun smart policy

- immunisation and infection control policy
- screening DVDs and movies policy
- student drug policy.

The following documents also need to be included, refer to [examples of supporting documents \(DOCX, 2.5 MB\)](#) for examples:

- school charter
- evacuation plan
- professional learning outline
- student progress reports
- student supervision policy and schedule.

When supplying evidence make sure that:

- the evidence is in English, or is bilingual (including English translation)
- only relevant evidence is supplied.

Roles and responsibilities

Ethnic and community language schools

Implement and adhere to the requirements of this procedure.

External Relations directorate

Responsible for the administration of this procedure on behalf of the South Australian Government.

Make sure the requirements of this procedure are met by ethnic and community language schools.

Monitor, evaluate and review this procedure.

Definitions

procedure

A series of mandatory step-by-step instructions that state how a policy or decision by executive directors must be implemented.

External Relations directorate

Formerly Non-Government Schools and Services unit.

Supporting information

[Document checklist for preparing ethnic and community schools funding accreditation \(DOCX, 133.8 KB\)](#)

[Funding terms and conditions \(PDF, 121.2 KB\)](#)

[Examples of supporting documents \(DOCX, 2.5 MB\)](#)

Related legislation

[Children and Young People \(Safety\) Act 2017](#)

[Teachers Registration and Standards Act 2004](#)

[Public Finance and Audit Act 1987](#)

Related policies

[Treasurer's Instruction 15 – Grant Funding](#)

[Premier and Cabinet Circular 44 – South Australian Funding Policy for the Not for Profit Sector](#)

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