COMMUNITY LANGUAGE SCHOOLS FUNDING PROGRAM

Accreditation and funding guide 2019 - 2021

Updated June 2019

THE EDUCATION STATE

VICTORIA State Government | Education and Training

1. INTRODUCTION

The Department of Education and Training's (the Department) *Community Language Schools Funding Program* provides annual per capita funding to support not-for-profit community language schools to deliver community language programs to Victorian school-aged students outside school hours.

This Guide is provided to support schools who wish to receive the per capita funding from the Department and are separated into two interrelated sections, Accreditation and Funding. All schools seeking or receiving Department funding need to comply with all components of accreditation and funding eligibility at all times.

As outlined in **SECTIONS 1–3** of this document a rigorous process for **ACCREDITATION** is in place. The accreditation process is a Department requirement for schools to receive per capita grants. This accreditation does not support a community language school to be registered as an education provider as defined through the Education and Training Reform Act 2006. Accreditation is provided via a 3-yearly cycle and involves schools providing evidence they have met a range of criteria outlined in this document. Schools are required to regularly update and maintain documentation in order to maintain their accreditation for the full 3-year period.

Assessments for accreditation for the current 3-year cycle, 2019–2021 have been finalised. Schools or campuses seeking accreditation mid-cycle will only receive accreditation for two or one years to bring them in line with the 3-year cycle. Accreditation of schools is reinforced through the application process for Department funds and the Funding Agreements between the Department of Education and Training and each school.

The requirements for **FUNDING** are also detailed in **SECTION 4** of this Guide, with the Guide included in the Funding Agreement as part of the Terms and Conditions for funding. All schools needs to ensure that these requirements are met at all times in order to maintain eligibility for funding.

As with accreditation, Funding Agreements are also established on a 3-year basis, 2019–2021, with per-capita funding for each year based on enrolments and the application for funding through SmartyGrants. To maintain the 3-year accreditation and funding cycle the Department will only provide two or one year Funding Agreements to schools or campuses that are accredited mid-cycle.

CHILD SAFE STANDARDS

As from 1 January 2017, all organisations in Victoria that provide services or facilities for children are required to comply with Child Safe Standards to ensure that the safety of children is promoted, child abuse is prevented and allegations of child abuse are properly responded to.

The oversight body for the Child Safe Standards is the Commission for Children and Young People (CCYP) and the Department is the relevant authority with legal responsibility to ensure the Child Safe Standards are complied with by all community language schools receiving funds from the Department.

While compliance with the Child Safe Standards was a part of the 2019–2021 accreditation process, additional and explicit requirements for all funding from 2019, and for all future accreditations of schools or campuses is included in this document. Application of the Child Safe Standards and compliance with all relevant Standards will also be explicitly detailed in the Funding Agreement with each school.

Working with Children's Checks (WWCC) for all school staff and volunteers who have contact with children are an important component, however compliance with the Standards requires schools to have a deeper understanding of the Standards, as well as a range of appropriate policies in place that promote the safety and security of children and young people. The Ethnic Schools Association of Victoria (ESAV) is funded by the Department to ensure each school's compliance with the Child Safe Standards and to assist schools to embed the Standards in the culture of each school and to report, manage and document incidents.

Additional information is included in this Guide and support and resources are available through ESAV at http://www.communitylanguages.org.au/Child-Safe.php , the CCYP https://ccyp.vic.gov.au/child-safety/ and the Department https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/safeenviro.aspx#link48

REPORTABLE CONDUCT SCHEME

In addition to being required to comply with the Standards, some CLS may be required to comply with the Scheme. The Scheme aims to improve organisational responses to suspected child abuse (and other child-related misconduct). The Scheme applies to the conduct of an individual over the age of 18 years who is employed or engaged by an organisation covered by the scheme including employees, religious ministers and leaders, contractors and office holders.

Information on the Scheme, including what constitutes reportable conduct and the organisations the Scheme applies to can be found on the Commission's website: https://ccyp.vic.gov.au/child-safety/resources/reportable-conduct-scheme-information-sheets/.

CLS are responsible for being aware of the Scheme and determining whether the Scheme and the additional reporting and responding requirements apply to them. If, after obtaining your own independent advice, you are unsure whether the Scheme applies to you or have questions about the Scheme, you should contact the Commission either by phone: 8601 5281 or by email: contact@ccyp.vic.gov.au to answer any further questions or concerns.

2. ACCREDITATION

Community language schools must first apply for and be granted accreditation with the Department before they can apply for per capita funding for their students. This applies for both new schools and any new campuses for existing accredited schools. The accreditation process enables the Department to assess whether schools are delivering quality programs and are aware of their obligations for child safety and wellbeing. The accreditation does not support a community language school to be registered as an education provider as defined through the Education and Training Reform Act 2006.

As part of the accreditation process, community language schools must submit an application form and supporting documentation to demonstrate their capacity to deliver high-quality language programs that comply with the Department's requirements and expectations.

Applications for accreditation (or re-accreditation for currently accredited community language schools) are accepted once a year. The accreditation period is one, two or three years, depending on the year in which the application is made, to align with the Department's common 3-year cycle.

APPLYING FOR ACCREDITATION

To apply for accreditation of a new school or new campus of an existing accredited school, a community language school must:

1. Demonstrate that it meets the eligibility requirements to be able to apply for accreditation/re-accreditation as detailed on the following page.

2. Prepare **ALL** required supporting documentation in the required format and manner (see Section 3 of this document). Partially complete applications will **NOT** be processed.

3. Complete the application form (available at https://www.cls.vic.edu.au/forms/) when seeking accreditation for the first time, seeking accreditation for a new campus or seeking re-accreditation. If seeking accreditation for more than one campus, each campus must be detailed in the application form. The Department will **not** fund students attending a campus that has not been approved.

4. At least two members of the school (**including the Principal**) must have checked all documentation to ensure it is complete. Both members must then sign the application form to confirm this.

5. Submit the completed and signed application, together with all supporting documentation via email to clsaccreditation@gmail.com by 31 July of the year prior to which accreditation is sought, or as otherwise specified by the Department.

Once an application for accreditation has been submitted:

- The applicant school will receive acknowledgement in writing that their application has been received.
- The application and supporting documentation will be checked and the applicant school may be contacted for further information if required.
- The Department will endeavour, where possible, to notify applicant schools of the outcome of their application by 31 December of the year prior to which accreditation is sought

Any queries or assistance with preparing applications, please contact the Ethnic Schools Association of Victoria (ESAV) on 9349 2683 or by email: info@esav.org.au

ELIGIBILITY FOR ACCREDITATION

Successful accreditation or re-accreditation is dependent upon community language schools meeting the following criteria:

(A) THE COMMUNITY LANGUAGE SCHOOL MUST DEMONSTRATE SUCCESSFUL OPERATION FOR A MINIMUM OF 12 MONTHS PRIOR TO SUBMITTING AN APPLICATION FOR ACCREDITATION

Prior to applying for accreditation for the first time, a community language school must have operated successfully and independently for a minimum of 12 months. Schools will be asked to confirm this on the application form.

In addition schools are required to provide a copy of their organisation's Certificate of Incorporation or Registration to indicate that the community language school (or the organisation which runs the school) has been incorporated or registered with the relevant body before 31 December of the year prior to applying for accreditation.

(B) THE COMMUNITY LANGUAGE SCHOOL MUST BE NOT-FOR-PROFIT

In order to be eligible for accreditation and therefore funding, the community language school must be not-for-profit (see section 3).

(C) THE COMMUNITY LANGUAGE SCHOOL MUST HAVE A MINIMUM OF TEN ELIGIBLE STUDENTS ENROLLED EACH YEAR

New community language schools applying for accreditation for the first time, and existing accredited community language schools seeking re-accreditation or accreditation for a new campus must have a minimum enrolment of ten school-aged students who are eligible for funding. Where enrolments drop to below ten students in any funding year, a community language school will not be eligible to apply for funding in that year.

(D) IF A COMMUNITY LANGUAGE SCHOOL OFFERS MORE THAN ONE LANGUAGE, A SEPARATE APPLICATION MUST BE COMPLETED FOR EACH LANGUAGE

Accreditation/re-accreditation for subsequent funding from the Department is language-specific. The Department assesses each community language school's capacity to provide a high-quality language program for each language the school may offer. Therefore, if a school wishes to claim per capita funding for more than one language it must seek and be granted accreditation by the Department for each language.

(E) ALL STAFF AND VOLUNTEERS, INCLUDING ALL SCHOOL COMMITTEE MEMBERS, MUST HAVE A CURRENT WORKING WITH CHILDREN (WWC) CHECK OR VICTORIAN INSTITUTE OF TEACHING (VIT) REGISTRATION

Anyone engaging in 'child-related work' must apply for and pass the WWC Check under the *Working with Children Act 2005*. All community language school staff, volunteers and committee members, regardless of whether they have regular contact with students, **must** have current WWC Checks or VIT registration. Copies of WWC Checks and VIT registration must be kept on file at the school.

(F) THE COMMUNITY LANGUAGE SCHOOL MUST COMPLY WITH CHILD SAFE STANDARDS

The community language school must comply with the Victorian Child Safe Standards. New schools seeking accreditation are required to have in place appropriate Child Safe Standard policies and procedures (see Item 8 in section 3).

Each campus of a community language schools must have a Child Safe Standards Officer on staff and all staff and volunteers are required to undertake Child safe Standards training.

Additional support and resources are available:

- ESAV: http://www.communitylanguages.org.au/Child-Safe.php,
- the Commission for Children and Young People: https://ccyp.vic.gov.au/child-safety/
- and the Department: https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/safeenviro.aspx#link48

Additional assistance with Child Safe policies and procedures, contact the ESAV Child Safe and Compliance Officer at: erjaei.neda@communitylanguages.org.au.

(G) THE COMMUNITY LANGUAGE SCHOOL MUST MEET REQUIREMENTS FOR SUITABLE PREMISES.

Each campus of the community language school must meet the requirements for 'suitable premises' including**:**

- premises, furniture and equipment are safe, clean and in good condition with adequate lighting;
- premises include adequate outdoor areas; and
- students have access to appropriate, adequate and convenient toilet facilities.

REFUSAL OR REVOCATION OF ACCREDITATION

The Department reserves the right to deny an application for accreditation, or revoke existing accreditation where:

(a) The community language school does not meet or maintain the eligibility requirements for accreditation or funding as set out in this document.

(b) The community language school does not provide a language program for two consecutive years. To regain accreditation the school is required to apply as a new school.

(c) The community language school commits any act or does anything that is contrary to prevailing community standards, or is otherwise regarded by the public as unacceptable, or that brings the reputation of the Department into disrepute, and as a consequence the Department believes that its association with the community language school would be prejudicial or otherwise detrimental to the reputation of the Department.

(d) An officer, board member, employee, member, volunteer, subcontractor, representative or agent of the community language school:

- is not a fit and proper person, having regard to the special nature of working with children; or
- has a conviction or findings of guilt for a sexual offence; or
- is convicted of a crime punishable by a term of imprisonment; or
- denigrates, offends or instils hatred for particular group(s), language(s) and culture(s).

3. ACCREDITATION DOCUMENTATION

In addition to completion of an application form (https://www.cls.vic.edu.au/forms/) for accreditation community language schools seeking accreditation **must** provide the following documentation **in English** in **PDF format.**

Approved templates and/or samples of all documentation, other than item 8 (Child Safe Standards) are available at https://www.cls.vic.edu.au/evidence/ .

Resources and templates to support compliance with the Child Safe Standards are available through the Commission for Children and Young People: https://ccyp.vic.gov.au/ and the Ethnic Schools Association of Victoria: http://www.communitylanguages.org.au/Child-Safe.php.

For assistance in meeting your obligations for compliance with the Child Safe Standards please contact the ESAV Child Safe and Compliance Officer at: erjaei.neda@communitylanguages.org.au.

1. CERTIFICATE OF INCORPORATION OR REGISTRATION

Each community language school must provide a Certificate of Incorporation as an Incorporated Association through Consumer Affairs Victoria (CAV) or Registration as a Company through ASIC (ideally, community language schools will list its full name and ABN when applying for accreditation). This shows that the community language school is itself registered or is run by an organisation which is registered under one of the following Acts:

- *Associations Incorporation Act 1981*
- *Corporations Act 2001* as a Company Limited by Guarantee
- *Religious and Accessories Charitable Trust Act 1958.*

It is a requirement that the community language school, or the organisation which runs a community language school, has been incorporated or registered no later than 31 December of the year prior to seeking accreditation in order to submit an application for accreditation.

2. SCHOOL CONSTITUTION, RULES OF THE ASSOCIATION OR OTHER GOVERNING DOCUMENTS

Community language schools must be not-for-profit in order to be eligible for accreditation. In the application form, the applicant school must confirm whether it is not-for-profit.

The Australian Tax Office provides information on how to define a "not-for-profit" organisation, as well as information on what constitutes acceptable evidence that an organisation is not-for-profit (see https://www.ato.gov.au/Non-profit/Getting-started/Is-your-organisation-not-for-profit-/).

Usually, evidence is contained within the constitution or other governing documents, through the existence of a "non-profit" clause and a "dissolution" or "winding up" clause.

To assist in determining the not-for-profit status of your community language school, you are required to provide a copy of your constitution or other governing documents. These documents must be in English, or must contain an English translation.

3. SCHOOL CHARTER, INCLUDING ALL SCHOOL POLICES AS LISTED.

Each community language school must have a school charter that includes the community language school's operational and administrative procedures for the full accreditation or re-accreditation period. The charter should make it clear to the reader how the school is structured and how it operates and must include the following polices.

> a. Enrolment and withdrawal policy and procedures
> b. Discipline policy and procedures

c.   Grievance procedure/policy (a copy of the procedure is required to be attached to the School's charter and is available: DET *Guidelines for Parent/Guardian complaints procedure*)

d.   Anti-Bullying (including cyber bullying) policies

e.   Cyber Safety Policy

f.   Special Needs Policy

g.   Hot Weather Policy

h.   Sun Smart Policy

i.   Behaviour Management Policy

j.   Equal Opportunity Policy

k.   Personal Information and Photograph Release Policy

l.   Information Privacy and Records policy (in accordance with the *Privacy and Data Protection Act 2014* and the *Health Records Act 2001*)

m.   Visitor and Parental Volunteer Policy

n.   Student Attendance policy

o.   Student Collection policy

p.   Child Safe Standards policies in accordance with item 8.

For assistance in writing your school charter and the required policies please contact ESAV.

Where possible standardised polices will be developed by the Department for use by all community language schools (similar to the Parent/Guardian complaints procedure)

4.   CURRENT LEASE AGREEMENT

All community language schools must provide evidence of current, formal agreements in place for each of the premises they occupy:

a)   For community language schools operating out of a mainstream government or non-government school, the following document is preferred:

- School council licence agreement (template, if required, available at http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/clsschools.aspx

b)   For community language schools operating out of other premises (e.g. church hall, mosque, community centre, etc.), the following documents are acceptable:

- Documentation (e.g. copy of occupancy permit, lease agreement or booking form, letter confirming the school's ownership of premises) indicating that the community language school has the right to occupy and use the premises.

5.   EMERGENCY MANAGEMENT PLAN

The community language school must provide an emergency management plan (EMP) for each campus which details how it will prepare for and respond to emergency situations. EMPs may already be available for any premises which a community language school leases or occupies. In these cases, the community language school should obtain a copy of the EMP and update it to include names and details appropriate to the community language school.

As a minimum, the EMP must include:

- emergency services contact numbers;
- names and mobile phone numbers for individuals from the community language school with specific responsibilities in emergency situations;
- a detailed description of steps to be taken in a wide range of emergency situations in order to ensure the safety of students and staff;

- an **area map** which gives an aerial view of the campus and labels neighbouring streets, external evacuation routes from relevant school buildings, and an evacuation assembly area; and
- an **evacuation plan** showing the internal evacuation routes from all classrooms used by the community language school, as well as the location of fire extinguishers, exits and the evacuation assembly area.

To assist community language schools to develop a new EMP a template has been created based on the Department's EMP documentation for government schools. The template and instructions for completing it are available at: www.cls.vic.edu.au.

6. FIRST AID CERTIFICATES – COPIES OF DOCUMENTS AS WELL AS COMPLETED FIRST AID CERTIFICATE TEMPLATE

At least one member of staff present at each campus of the community language school at all times must hold a **current** First Aid certificate that has been obtained from an accredited Australian provider.

The community language school must provide copies of current First Aid certificates. In addition, it must list all certificate holders separately in the First Aid certificate template provided at www.cls.vic.edu.au to enable cross-checking.

First Aid certificates are normally valid for three years from the date of issue; however, CPR training should be undertaken every year.

ESAV organises First Aid courses for community language school staff.

7. WORKING WITH CHILDREN CHECKS AND/OR VIT REGISTRATIONS - COPIES OF DOCUMENTS AS WELL AS COMPLETED WWC/VIT TEMPLATE

The community language school must ensure the suitability of anyone working or volunteering at the school, so that children are safe with them.

All staff and volunteers, including all school committee members, must have a **current** Working with Children (WWC) Check. If a person holds a current Victorian Institute of Teaching (VIT) registration they do not need to obtain a WWC Check. Copies of all WWC Checks or VIT registration must be kept on file at the school.

National police or other kinds of criminal checks, are not acceptable.

The community language school must provide copies of the WWC Checks or VIT registrations as part of their application. In addition, it must list all WWC Check/VIT registration holders separately in the WWC/VIT template provided at www.cls.vic.edu.au to enable cross-checking.

Working with Children Checks are valid for five years. Information about WWC Checks can be found at http://www.workingwithchildren.vic.gov.au/.

8. COMPLIANCE WITH THE CHILD SAFE STANDARDS

Under legislation, all community language schools must comply with the Child Safe Standards.

The purpose of the Child Safe Standards is to prevent abuse of children by making organisations safer for children. So that children at community language schools can feel safe and be safe, responsibility for child safety should be understood and accepted by everyone in the organisation.

Every community language school and campus **must** have:

- strategies to embed an organisational culture of child safety, including through effective leadership arrangements;
- a child safe policy or statement of commitment to child safety;
- a code of conduct that establishes clear expectations for appropriate behaviour with children;

- screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel;
- processes for responding to and reporting suspected child abuse;
- strategies to identify and reduce or remove risks of child abuse; and
- strategies to promote the participation and empowerment of children.

More information and resources on the Child Safe Standards is available through:

- Commission for Children and Young People: https://ccyp.vic.gov.au/
- Ethnic Schools Association of Victoria: http://www.communitylanguages.org.au/Child-Safe.php
- Department of Education and Training: https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/safeenviro.aspx#link48

For assistance in meeting your obligations for compliance with the Child Safe Standards please contact the ESAV Child Safe and Compliance Officer at: erjaei.neda@communitylanguages.org.au

9. PROFESSIONAL LEARNING OUTLINE

All community language school teaching staff **must** undertake a minimum of 20 hours of professional learning each year.

The community language school must provide a professional learning plan for all teaching staff for the year in which it applies for accreditation. To maintain accreditation and funding a similar plan must be in place for each subsequent year in the accreditation cycle. The Department may, at any time, make request to view the professional learning plans for teaching staff.

The Department strongly encourages community language schools to participate in the professional development sessions provided by ESAV. In addition, teaching staff who do not have a recognised qualification in languages teaching are strongly encouraged to undertake the accredited Certificate IV in Community Languages Teaching course or Languages Methodology course organised through ESAV.

10. STUDENT ATTENDANCE ROLL

The community language school must keep accurate, dated records of student attendance each week.

For accreditation purposes the school must submit a copy of the student attendance roll for one class at one of the school's campuses for the term immediately preceding the application for accreditation or re-accreditation.

11. STUDENT PROGRESS REPORTS

Community language schools must write student progress reports at least twice a year. Community language schools can determine the timing, additional frequency and format of reports in partnership with students, parents and the local community. Reports should include:

- student achievement against the Victorian Curriculum F-10 achievement standards;
- student achievement and progress related to individual learning goals and targets;
- areas for improvement/future learning;
- what the school will do to support the student's learning;
- what parents /guardians can do to support the student's progress;
- attendance; and
- work habits assessment.

The community language school must provide a copy of a progress report for one student. Evidence of regular communication with parents should be reflected in these reports.

12. STUDENT SUPERVISION SCHEDULE

The community language school must have a student supervision roster during recess times, before and after classes, and while students are being collected to ensure that no students are left behind.

For accreditation processes a copy of the community language school's student supervision schedule/roster for each campus for the term immediately preceding the application for accreditation or re-accreditation must be provided.

13. VCE SINGLE STUDY LANGUAGE PROVIDER APPROVAL (WHERE APPLICABLE)

Community language schools which provide senior secondary VCE classes must also comply with the requirements of the Victorian Curriculum and Assessment Authority (VCAA) and provide evidence of approval as a VCE Single Study Language Provider.

Suitable evidence would be a copy of correspondence with VCAA confirming the approval.

14. VICTORIAN CURRICULUM-ALIGNED COURSE OUTLINE

The community language school must provide information about the curriculum for each year level. The curriculum should include activities addressing all four macro skills, i.e. speaking, listening, reading and writing, as well as activities that reflect the intercultural dimension of a robust languages program.

The curriculum **must** be based on the Victorian Curriculum F-10 - Languages, and taught to each student for a <u>minimum of 2.5 hours per week for approximately 40 weeks per year</u>.

For more details on the Victorian Curriculum, including curriculum information on specific languages, see: http://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages

For accreditation a community language school must provide either:

A. **A single, well-developed unit of work** for one level/combination of levels.

   A sample template is available at www.cls.vic.edu.au. Schools are still required to have and deliver a full curriculum for *all* year levels. Professional learning sessions organised by ESAV are available to community language schools to help develop Victorian Curriculum-aligned units of work.

   OR

B. **A broad scope and sequence overview** of the year's curriculum for each level/combination of levels for the entire year.

   VCAA Scope and sequence documents are available via the CLS website (www.cls.vic.edu.au) for the following languages: Arabic, Chinese, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Turkish, and Vietnamese

Languages for which there is no specific curriculum currently available may adopt the VCAA scope and sequence documents provided via the CLS website (www.cls.vic.edu.au) for either of the following language categories, as appropriate:

- Non-Roman Alphabet Languages (e.g. Burmese, Russian, Serbian).
- Roman Alphabet Languages (e.g. Croatian, Somali, Swedish).

IMPORTANT: Schools that choose option (b) and granted accreditation in the current 3-year cycle (2019–2021) must attend a series of professional learning workshops organised by ESAV on curriculum planning and writing between 2019 and 2021. Failure to participate in these professional learning workshops as required, may lead to loss of accreditation.

4. FUNDING

This information is only for community language schools that have been granted accreditation for funding purposes by the Department of Education and Training for the period 2019–2021.

It is a requirement for funding that all accreditation documents are maintained and updated appropriately for every year of the 3-year accreditation and funding cycle.

STUDENT ELIGIBILITY

Per capita funding is granted on behalf of each **eligible** student enrolled in, and regularly attending accredited campuses of a community language school. For 2019 the deemed enrolment date is **25 March 2019** with students expected to attend classes regularly for the full year**.**

To claim per capita funding, community language schools must provide the Department with accurate student enrolment data for each eligible student in the form of an Excel spreadsheet. (Instructions for this process will be provided separately at the beginning of each year of the 2019–2021 funding cycle.)

The Department **will fund**:

- School-aged students (i.e. Prep – Year 12, between 5-18 years).
- Students who are Australian or New Zealand citizens, permanent residents or hold temporary visas (other than full fee paying international students on visa subclass 500).
- Students whose enrolment details can be matched with a Victorian Student Number (VSN).
- Students who are home-schooled and have a letter from the Victorian Registration and Qualifications Authority (VRQA) confirming their registration for home-schooling in 2019.

The Department will **not** fund:

- Pre-school children or adult students.
- Full-fee paying international students who attend a government or non-government school (i.e. students who hold a student visa subclass 500).
- Students who are enrolled at the Victorian School of Languages (VSL) to learn the **same** language.
- Students who are enrolled at another community language school to learn the **same** language**
- Students who receive tuition or coaching for other subjects such as music and mathematics, even if the course is conducted in the community language.
- Students who are no longer attending the school and/or have withdrawn from the school.

**Where multiple community language schools seek funding for the same student to learn the same language, the Department will only fund the school with the least enrolments.

FUNDING APPLICATIONS

Schools must apply for funding using the SmartyGrants online system, completing the application and uploading a completed spreadsheet with the student enrolment data. Training and detailed instructions will be provided at the Information Sessions that all schools must attend held at the start of each year. Links to complete the online application will be provided after the information sessions to all accredited schools.

The student enrolment details provided in the student enrolment data spreadsheet MUST be the same as the students' mainstream school enrolment as this will ensure that students can be matched to a Victorian School Number (VSN). It is the schools' responsibility to collect, record and provide accurate

information to the Department. International students or students enrolled in the Victorian School of Languages to study the same language will not be eligible for funding.

To ensure data is accurate, the school must confirm enrolment details with the parent or any other party who is enrolling the student at the CLS using any existing school correspondence. The student's mainstream school should not be contacted directly for this confirmation.

This accuracy is required as the Department undertakes a comprehensive process to ensure student eligibility for funding. This requires matching the details provided by the community language school with the student's Victorian Student Number (VSN) that is created when a student first enrolls in a mainstream school. The Department cannot provide per capita funding for students unable to be matched to a VSN.

- Applications for per capita funding for 2019 close Monday 25 March 2019.
- Applications for per capita funding for 2020 will close Monday 23 March 2020*
- Applications or per capita funding for 2021 will close Monday 22 March 2020*

    * unless otherwise informed by the Department

For further information and assistance:
- General enquiries: abubaker.fahry.f@esav.org.au or (03) 9349 2683
- SmartyGrants assistance: service@smartygrants.com.au or (03) 9320 6888

PAYMENT OF FUNDING

The Department will provide per capita funding for each **eligible** student enrolled in, and regularly attending, the community language school as at **25 March 2019**. As of January 2019 the per capita rate is $215.00, but this may be subject to change over the life of the funding cycle.

Payments will be made by the end of June each year, **on the condition that the community language school has submitted an Annual Funding Report for the preceding year to the Department, and returned a signed CFA**.

Delays may occur if a community language school's student enrolment data requires additional verification.

SEPARATE BANK ACCOUNT

As from 2019, accredited community language schools **must** have a separate, dedicated bank account established for Departmental funding, with details of this account included in the SmartyGrants application.

This account must:

- ONLY contain annual per capita funding from the Department - no other funds can be deposited;
- have at least two signatories;
- use the following naming convention:
    - name registered to the Australian Business Number (School name) - DET Funding

      e.g. ABC Learning Inc. (ABC School) - DET Funding.

GOODS AND SERVICES TAX (GST)

If a community language school is registered for GST, the Department is obliged to pay the school a GST-inclusive amount. If the GST status changes, the community language school must notify the Department immediately.

INSURANCE

The Australian Federation of Ethnic Schools Association (AFESA) is the national umbrella body for the Ethnic Schools Association of Victoria (ESAV) and coordinates activities to support and enhance languages programs provided by community language schools in Victoria. Seven dollars ($7.00) per student will be deducted from each school's annual per capita funding and passed on to AFESA to purchase group insurance and to provide administrative support and professional learning activities, including hosting the Victorian annual state conference.

USE OF PROGRAM FUNDING

Funding is provided to support the teaching of languages and can be used for:

- teacher salaries;
- costs associated with classroom facilities e.g. rent, heating, lighting and cleaning;
- offsetting student enrolment fees;
- professional development activities for teachers;
- purchase of language curriculum resources; and
- purchase of equipment to support the language program e.g. audio-visual equipment, computers, computer hardware and software etc.

Funding **must not** be used to support:

- political, religious and/or cultural programs that teach traditional arts, crafts, music, dance or the study of religious texts;
- capital works or the purchase of buildings; and
- activities that orient or support recently arrived students to the Victorian education system, or to living in the Victorian community.

DECISION TO FUND

The Department takes a comprehensive and systematic approach to the management of fraud and corruption risks and prides itself on conducting itself with complete integrity. Accordingly, the Department has a duty to deny or revoke funding in the following circumstances;

- where students cannot be matched to a Victorian Student Number (VSN) due to insufficient or inaccurate data. Therefore, student enrolment data (names, date of birth etc.) should exactly match enrolment information that parents/guardians have provided when enrolling their child in their mainstream school;

- where a community language school commits any act or does anything that is contrary to prevailing community standards, or is otherwise regarded by the public as unacceptable or brings the reputation of the Department into disrepute and as a consequence the Department believes that continued association with the community language school will be prejudicial or otherwise detrimental to the reputation of the Department;

- where an officer, board member, employee, member, volunteer, subcontractor, representative or agent of the community language school:

  - is not a fit and proper person, having regard to the special nature of working with children; or
  - has a conviction or findings of guilt for a sexual offence; or
  - is convicted of a crime punishable by a term of imprisonment; or
  - denigrates, offends or instils hatred for particular group(s), language(s) and culture(s); and

- where a community language school is found to be in breach of the Child Safe Standards or otherwise fails to ensure the safety and security of students enrolled in the school.

Accordingly, the Department provides funding to accredited community language schools at its absolute discretion and funding decisions made by the Department are final. In accordance with the CFA terms and conditions, the Department reserves the right to request and receive a return of funds for students found to be ineligible for funding, and/or students whose data cannot be verified by the Department.

COMMON FUNDING AGREEMENT - FUNDING OBLIGATIONS

Before they can receive funding, accredited community language schools must sign a Common Funding Agreement (CFA) with the Department. For schools accredited for 2019 this will be a 3-year CFA, with schools or campuses accredited for 2020 signing a 2 year CFA and those accredited for 2021 a 1 year CFA. All CFAs will use the name that the school has registered to their Australian Business Number. This should match with the name on the bank account in which funds are paid.

The CFA period corresponds to the community language school's three-year accreditation period from 2019-2021. However, the CFA does not stipulate funding amounts as these are determined through the annual funding applications and enrolment numbers. Community language schools must apply annually for per capita funding.

The CFA sets out the school's financial, reporting obligations and should be read in conjunction with the *Victorian Common Funding Agreement Terms and Conditions* attached to the CFA.

This policy document the *Community Language Schools Funding Program*: *accreditation and funding guide 2019 – 2021* is provided as additional terms and conditions for all accredited community language schools receiving funds from the Department.

Funding is provided on the condition that schools maintain ALL appropriate accreditation documentation and required school policies, with specific reference to the following polices and requirements affecting the safety and privacy of students.

1. WORKING WITH CHILDREN CHECKS (WWCC)/VICTORIAN INSITUTE OF TEACHING (VIT) REGISTRATION

All community language school staff and committee members must hold either a valid Working with Children Check (WWCC) or current Victorian Institute of Teaching (VIT) registration. The community language school must ensure that parents or other visitors to the school also hold valid permissions.

It is the responsibility of the community language school to ensure that WWCC/VIT registration for all staff and committee members is current, that the original documentation is sighted, and a copy of the documentation is kept on file.

Any staff who do not have a current WWCC/VIT registration must not have direct contact with children until they have renewed their WWCC/VIT registration and provided a copy to the school. More information on the WWCC is available at: http://www.workingwithchildren.vic.gov.au/

2. CHILD SAFE STANDARDS

From 1 January 2017, all organisations in Victoria that provide services or facilities for children are required to comply with Child Safe Standards to ensure that the safety of children is promoted, child abuse is prevented and allegations of child abuse are properly responded to. These requirements are outlined as per the *Child Wellbeing and Safety Act 2005*.

The body that oversees the Child Safe Standards is the Commission for Children and Young People (CCYP) and the Department is the relevant authority with legal responsibility to ensure the Child Safe Standards are complied with by all community language schools receiving funds from the Department.

Eligibility for accreditation for the 2019–2021 period included compliance by all community language schools with the Child Safe Standards. However, the accreditation requirements have since been amended to ensure all schools have and maintain high levels of compliance with the Child Safe Standards.

Any school seeking Department funding as from the 2019 funding cycle **must** have and maintain:

- strategies to embed an organisational culture of child safety, including through effective leadership arrangements;
- a child safe policy or statement of commitment to child safety;
- a code of conduct that establishes clear expectations for appropriate behaviour with children;
- screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel;
- processes for responding to and reporting suspected child abuse;
- strategies to identify and reduce or remove risks of child abuse; and
- strategies to promote the participation and empowerment of children.

The purpose of the Child Safe Standards is to prevent abuse of children by making organisations safer for children. So that children at community language schools can feel safe and be safe, responsibility for child safety should be understood and accepted by everyone in the organisation.

More information and resources on the Child Safe Standards are available at:

- Commission for Children and Young People: https://ccyp.vic.gov.au/
- Ethnic Schools Association of Victoria: http://www.communitylanguages.org.au/Child-Safe.php
- The Department of Education and Training: https://www.education.vic.gov.au/school/principals/spag/safety/Pages/childsafestandards.aspx

INFORMATION PRIVACY AND RECORDS

As contracted services providers of the Department, Community Language schools are required to handle personal, sensitive and health information in line with relevant Victorian privacy laws: the *Privacy and Data Protection Act 2014* and the *Health Records Act 2001*. This includes publication of a link on each schools website, to the standard CLS privacy policy provided by the Department. CLS staff must collect, use and secure personal, sensitive and health information consistently with

the CLS privacy policy. Training will be provided on privacy requirements to the principals of all schools, as part of the Community language School Funding Program

ANNUAL FUNDING REPORTS REQUIRED

Accredited community language schools, must submit an annual report to the Department showing how the previous year's funding has been used.

In 2019, annual reports must be submitted through the SmartyGrants online system by **28 February 2019** using the same login details as used for the school's funding application.

Different financial reporting requirements apply depending on the level of funding received, and additional reporting requirements may be requested by the Department at any time:

- Less than $50,000
- Over $50,000

Community language schools which do not submit a satisfactory and appropriately signed annual report by the due date each year will not be eligible for funding the following year.

AUDITS AND RECORD KEEPING

To ensure the integrity of the *Community Language Schools Funding Program* and the appropriate use of government funds, the Department conducts annual compliance audits of community language schools. Community language schools selected for audit are notified of the audit process in advance.

For accountability and audit purposes, community language schools must keep student enrolment forms, school accreditation documentation and financial records on file, and provide them for any audit requested.

DEPARTMENT PRIVACY HANDLING

The Department's handling of personal information is governed by the *Privacy and Data Protection Act 2014 (Vic)*. All Departmental staff have a legal duty to protect the privacy of personal information it receives. The Department does not make available personal information provided by community language schools to other organisations or individuals without individual's consent. Personal information is stored and disposed of in accordance with the Department's Record Management Policy and is handled in accordance with the *Privacy and Data Protection Act 2014 (Vic)*.

In 2019 the Department will use the SmartyGrants online grants management system to collect community language schools' funding applications and annual funding reports. The SmartyGrants privacy policy can be found at: https://www.ourcommunity.com.au/privacy

The Department will publish a list of community language schools on its website. The amount of per capita funding provided to each community language school will also be published in the Department's annual report.

The Department is under no obligation to disclose its confidential information including reports, evaluations and internal communications with community language schools.