**SACE INTERNATIONAL**

**POLICY FRAMEWORK**

**AND**

**OPERATIONAL PROCEDURES AND PROTOCOLS**

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**CONTENTS PAGE**

1. **SACE International Policy Framework**
2. Context 3
3. Policy Principles 4
4. Program 4
5. **SACE International Procedures and Protocols** 8
6. Accreditation of schools / colleges 8
7. Operational maintenance of SACE International 11

Colleges – management and procedures

**ATTACHMENTS**

**Attachment 1: SACE International – Provision of Preliminary** 16

**Information Checklist**

**Attachment 2: SACE International – Site Inspection Checklist** 19

**Attachment 3: SACE International Providers** 22

**SACE International Colleges – Malaysia** 22

**SACE International Colleges – China** 24

1. **SACE INTERNATIONAL POLICY FRAMEWORK**
2. ***Context***

The SACE International (SACEI) Program, previously known as the South Australian Matriculation (SAM), has been delivered by educational institutions in Malaysia since 1982 and in China since 2005. It was established to provide students in these institutions with a pathway to university, both in-country and internationally.

Since its introduction, approximately 40,000 students have studied the SACE International program in Asia, with many students progressing to leading universities around the world, including in Australia, the United Kingdom, the United States and Asia. Graduates of the SACE International program have gained entry to, among other universities, Oxford, Cambridge, Cornell University, London School of Economics, University of New South Wales, Australian National University and Melbourne University.

The SACE International program complements the SACE Board’s core legislated functions and activities, in addition to providing an important source of revenue for the Board.

The importance of the SACE International Program rests in the capacity for the Board to increase the international reputation and recognition of the South Australian Certificate of Education (SACE) through the delivery of the SACE International to students in off shore institutions. With competition from other similar qualifications expected to increase, it is critical that the SACE International remains recognised as a relevant, high-quality, internationally portable qualification that offers students the best opportunity for their future career and study pathways.

When the SAM was first delivered in Malaysia, it was designed to provide a specific cohort of students – those who were intent on securing a place at a prestigious international university – with a high-quality pre-university program based on Stage 2 of the SACE, with a limited range of SACE Stage 2 subjects from which students would choose five, including English as a Second Language Studies.

The SACE Board serviced the colleges offering the SAM in the same manner as other South Australian or Northern Territory schools – providing a significant level of face-to-face support to ensure teachers in the Malaysian colleges were delivering the subjects in accordance with curriculum requirements, and to a high standard – and this principle of identical and equivalent service is reflected in the current Memoranda of Agreement with these colleges.

The context in which the SACE International now operates is significantly different and requires new approaches to, and greater flexibility in the delivery of the SACE. At the same time, the same commitment to a high-quality qualification that is internationally recognised and regarded as the equal – or better – of similar qualifications is critical.

This Policy Framework and Operational Procedures and Protocols provides a framework within which the SACE International Program is delivered and managed across the organisation.

1. ***Policy principles***

* The SACE International is a world-class program of study allowing students to complete and be awarded the South Australian Certificate of Education.
* The requirements for successful completion of the SACE International Program are the same as those required for successful completion of the SACE, with the exception that students of the SACE International have the option of completing the Research Project and Personal Learning Plan.
* Students who undertake the SACE International Program will develop a range of capabilities - literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding - enabling them to become better thinkers and better learners.
* The SACE International Program is a high quality program characterized by academic rigour, flexibility, quality curriculum and innovative teaching practice. It prepares students for living and working in a rapidly evolving world through its emphasis on developing students’ skills, knowledge, and capabilities.
* The SACE International Program is recognised internationally as a high-quality educational program that provides excellent preparation for students to embark upon tertiary study by facilitating skills in thinking, evaluation, analysis and critical research.
* The SACE International Program provides pathways to the world’s best higher education institutions, including those in South Australia and Australia.
* The SACE International Program can compete on an equal footing with the world’s best and most highly regarded senior secondary programs.
* The SACE International Program is financially sustainable.

1. ***Program***

The SACE International Program is a two-year qualification equivalent to the South Australian Certificate of Education, taught and assessed in English. It is usually undertaken over two years (Stage 1 [Year 11] and Stage 2 [Year 12]).

Students who successfully complete the SACE International Program are awarded the South Australian Certificate of Education (SACE).

Colleges / schools offering the SACE International Program may deliver it in a number of ways to suit their students’ circumstances, including delivery of the program over 12 months, 18 months, or two (or more) years.

Students can gain substantial status (recognition) for the studies they have undertaken in their final years of schooling (e.g. the Sijil Pelajaran Malaysia in Malaysia, or the Senior Middle 2 in China). Where students have gained status for prior study they can complete the SACE International Program in one year.

In such instances students receive up to 110 SACE credits in recognition of their prior studies, deemed to be the equivalent of Stage 1 of the SACE.

Students are also able, and may be required, to undertake a preparatory or bridging program to ensure they are equipped to successfully complete the SACE International. In such circumstances students may complete their bridging studies and the SACE International Program between 18 months and three years, depending on the amount of preparatory studies undertaken and the level of recognition that may be granted for prior studies.

Bridging or preparatory studies may include the equivalent of Year 10 studies, or comprise IELTS (International English Language Testing System) preparation to assist students’ English language proficiency.

*Entrance and eligibility criteria for the program*

In all instances entry into the SACE International program is on the recommendation and at the discretion of the Principal of the college / school.

As a general guideline, students who meet the following criteria are eligible for the SACE International Program:

**Malaysia**:

* have studied the Sijil Pelajaran Malaysia (SPM) or an equivalent program that includes English and mathematics subjects; and
* have achieved a C- grade, its equivalent or higher in the SPM or an equivalent program in at least five subjects.

**China**:

* have achieved an International English Language Testing System (IELTS) score of at least 5.0 or equivalent at Stage 1; and
* an IELTS score of at least 5.5 or equivalent at Stage 2.

*Program structure and completion requirements for the program*

The college / school is able to deliver one of two program types. Irrespective of which program is undertaken, all students must complete **200** credits of subjects, of which **60** credits are at **Stage 2** (with a C- grade or better):

Program 1:

Students *must* undertake the SACE Stage 1 subject, Personal Learning Plan (10 credits) and the SACE Stage 2 subject, Research Project (10 credits).

Program 2:

Students have the *option* of completing the SACE Stage 1 subject, Personal Learning Plan (10 credits) with a C or better; and/or the SACE Stage 2 subject, Research Project (10 credits) with a C- or better.

All students must also complete a literacy and numeracy requirement, which means that they must have undertaken at least one mathematics subject and one English subject, either as part of their SPM / Senior Middle 2 (or equivalent program) or as part of their SACE International Program.

Students may fulfil this requirement by completing English and maths subjects in one or other or both the SPM / Senior Middle 2 and the SACE International program. For example, a student may complete a maths subject in the SPM / Senior Middle 2 and an English subject in the SACE International; alternatively they may complete maths and English subjects in the SPM / Senior Middle 2 prior to commencing the SACE International OR they may complete maths and English subjects as part of the SACE International. In general, however, it is anticipated that most students will have completed English and maths subjects prior to undertaking the SACE International (refer above to *Entrance and eligibility criteria for the program*).

A school / college may partner with an F-10 school in South Australia to offer a program that includes study at pre-SACE levels, i.e. Foundation – Year 10, prior to students undertaking the SACE International Program within the school / college.

It is also possible for a school / college to deliver a SACE International Program in which students complete some of the SACE (i.e. Year 11) in-country, that is, in China, after which they complete the SACE (i.e. Year 12) in South Australia as a VISA 571 student. In such instances the school / college will also partner with a South Australian F-10 school to facilitate this arrangement.

In such instances, the school / college and the South Australian school will establish the formal partnership arrangements including all operational considerations.

*Assessment and admission to tertiary institutions*

*Assessment*

Each subject in the SACE International Program has a Performance Standard that describes five levels of achievement from A to E.

At Stage 2, the final grades for each subject undertaken by students in the SACE International Program are calculated from a combination of school assessment (70%) and external assessment (30%) and are reported from A+ to E-. School assessment comprises up to two or more assessments, for example, a folio, extended study or analysis. External assessment generally comprises an examination or an investigation. Examinations are set by the SACE Board and are marked by trained assessors.

This combination of school and external assessment allows students to build on their knowledge and skills throughout the year, accumulating grades towards their final grade as they study.

*University admission*

To meet the Australian Tertiary Admission Rank (ATAR) requirements for entrance into a university, students must:

* qualify for the SACE, and
* complete at least 90 credits from Stage 2 studies, or equivalent recognised studies.

The ATAR is a universal index, expressed as a percentile rank that is used by tertiary institutions around the world to select students who have completed an Australian upper secondary education qualification.

*TAFE SA admission and selection*

The TAFE SA Selection Score is used by TAFE SA to select students for entry into competitive courses. It is reported to students as a figure between 0 and 60.

Courses are considered competitive if there are limited places available. Non-competitive courses are those in which all interested and qualified students will be accepted.

For competitive Certificate I, II, and III level courses, students must gain the SACE. For non-competitive Certificate IV and higher-level courses, students must gain the SACE. For competitive Certificate IV and higher-level courses, students must gain the SACE and a TAFE SA Selection Score.

To receive a TAFE Selection Score students need to:

* have completed one of

- 60 credits of Tertiary Admissions Subjects (TAS)  
- 50 credits of TAS and 10 credits of recognised studies  
- 40 credits of TAS and 20 credits of recognised studies

* comply with the rules regarding subject combinations.

*Awards and documentation*

Students may be eligible for the following documentation provided to the student by the Board (items (i) and (ii) below), and provided by the South Australian Tertiary Admissions Centre (SATAC) on behalf of the universities and TAFE SA in South Australia (item (iii) below):

1. SACE Record of Achievement (a transcript of results provided to all students);
2. South Australian Certificate of Education (SACE), the award of the qualification provided to students who satisfactorily complete the certificate;
3. Tertiary Entrance Statement, a statement provided by the universities and training institutions in South Australia detailing the Australian Tertiary Admission rank gained by the student.
4. **SACE INTERNATIONAL PROCEDURES AND PROTOCOLS**
5. ***Accreditation of schools / colleges***

To ensure that the excellent reputation of the SACE, the SACE Board and the SACE International Program is maintained and strengthened, any organisation that wishes to deliver the SACE International must comply with the SACE Board’s procedures for accreditation as a provider of the SACE International Program.

* 1. *Provision of preliminary information by the prospective provider*

Prospective SACE International schools / colleges are required to provide information that references a range of criteria related to the delivery of the SACE International.

These criteria include the following:

* The type of program, and program structure that the school / college intends offering (refer to page 4).
* Information on the school / college – its background, governance, management structure, etc.
* Teaching scope – the intended range of year levels that will be offered by the school / college.
* Enrolment numbers – the current and projected numbers of enrolments in all year levels currently offered by and projected to be offered by the school / college.
* Whether or not the school offers other pre-university or foundation programs, and what these are.
* The language of instruction – this must be in English.
* English proficiency – the level of proficiency of students that will be undertaking the SACEI , and whether or not bridging programs will be needed.
* Teaching staff – where and how teachers will be recruited for the program; verification processes for teacher qualifications, professional development programs for teaching staff.
* Access to information technology for both students and teachers.
* Library facilities and other resources required to teach the curriculum.
* Science laboratories and other facilities and resources required for teaching science subjects.
* Secure examination facilities.
* Location - whether or not the school / college is located in an area that overlaps with the student catchment area of existing SACEI schools / colleges and the potential for this to have an impact on the existing college.
* Anticipated commencement dates for delivery of the SACE International.
* Local and/or central government approvals – these will be required before a school / college is accredited as a provider of the SACE International.

Refer to **Attachment 1** – *SACE International Provision of Preliminary Information Checklist.*

* 1. *Leadership Team endorsement*

Once the SACE Board Leadership Team is satisfied that the school / college has provided sufficient information that addresses adequately the above criteria, it will be approved to progress to the next stage of the accreditation process.

* 1. *Site visit*

The Leadership Team may provisionally approve a school / college, with the caveat that additional or supplementary information is provided to the SACE Board, either before or during a site visit undertaken by a senior SACE Board staff member.

The site visit allows the SACE Board to verify that the school / college has the following facilities and resources in place, at a minimum satisfactory standard for the effective delivery of the SACE International:

* Classrooms, teaching and learning areas.
* IT equipment and resources, including computers, whiteboards, TV/DVD etc., and associated IT security measures (e.g. network access, student PIN access, etc.) as well as broadband and internet access.
* Science laboratories and all associated equipment.
* Examination facilities – areas where examinations can take place in a secure environment.
* Library / resource centre, including resources (text books for the subjects offered) and IT equipment (computers, photocopy facilities, etc.).
* Curriculum, including the correct copies of subject outlines, etc.
* Administration support to assist teachers delivering the SACE International.
* Teacher facilities, including staff rooms, office facilities, etc.
* Documentation, including evidence of local government approvals, student results (if delivering other programs), proposed time tables, school policies (e.g. re copyright, plagiarism, etc.), teacher code of conduct, academic standards, etc.
* Contact details for the school, the school / college management, SACE coordinator, and any other relevant staff.

The site visit will provide an opportunity for the information that has been provided by the prospective school / college to be confirmed, and for any other issues to be clarified and discussed with senior management of the school / college. Refer to **Attachment 2** – *Site Inspection Checklist.*

* 1. *Leadership Team and Board approval*

The SACE Board staff member undertaking the site visit will prepare a report of the visit for the Leadership Team and the Board, which will include the recommendation (with or without caveats) that the school / college be approved as a provider of the SACE International program.

On the basis of the Leadership Team’s approval and the site visit report, a recommendation will be put to the Board requesting approval of the new SACE International School / college.

* 1. *SACE Board operations and curriculum support*

Once the Board has approved a school / college to deliver the SACE International, the SACE Board will commence processes to assist the school / college establish program delivery within the school / college. This will include (but not necessarily be limited to) the following:

* A SACE Officer, Schools will be appointed to liaise with the school on all curriculum-related matters, including Learning and Assessment Plans, subject outlines, etc.
* The Assessment Operations workgroup will assign a SACE Provider Number to the school / college, and will contact the school regarding Schools Online training and access, and the identification of the Principal’s Delegate.
* The Executive Coordinator (working with the SACE Officer, Schools, Assessment Operations and the Communications workgroup) will make contact with the school / college to provide any other necessary information and support to the school / college as it establishes delivery of the program. This may include providing hard copies of curriculum materials, and any other teaching and learning resources.
  1. *Signing of the Memorandum of Agreement*

A Memorandum of Agreement (MOA) *may* be signed during the site visit however in general, Board approval will be obtained prior to the signing of the MOA.

Once the Board has approved the school / college as a provider of the SACE International, two copies of the Memorandum of Agreement, signed by the Chief Executive, will be sent to the school / college for counter-signing by the designated principal or other executive officer of the school / college. One copy will be retained by the school / college and one copy returned to the SACE Board.

1. ***Operational maintenance of SACE International Colleges – management and procedures[[1]](#footnote-1)***

The following provides a summary of the roles and responsibilities associated with managing a SACE International school / college once established.

The following section also provides a summary of the expectations of a school / college once it has been approved and established as a SACE International provider.

*2.1 SACE Board roles and responsibilities*

* + 1. *Correspondence / communication*

The SACE Board corresponds with the SACE International schools / colleges on a regular basis. Such correspondence includes Letters from the Chief Executive (an adaptation of the Letters to Principals sent to South Australian and Northern Territory schools), advice regarding SACE International fees, arrangements for staff attending marking and moderation, curriculum and assessment support and advice, advice and assistance regarding operational procedures, etc.

*2.1.1.1 Correspondence / communication relating to SACE policy and procedure*

In general, correspondence relating to SACE policy and procedure is formal correspondence and will be provided in both email and hard copy formats and sent to the school / college from the Office of the Chief Executive under the Chief Executive’s signature.

Such correspondence includes any communication that concerns policy and procedural matters regarding SACE delivery, assessment and certification. It also includes any correspondence relating to the terms and conditions set out in the Memorandum of Agreement with the school / college, e.g. program requirements, fees, copyright, use of trade marks, conduct of examinations and assessment, etc.

*2.1.1.2 Correspondence / communication relating to curriculum and assessment support*

The school / college will also require day-to-day support relating to its delivery of the SACE. Communication with the school / college in this instance will be informal and *ad hoc*, depending on the nature and frequency of the requests for support.

In general, the SACE Officer, Schools, assigned to a school / college will communicate on an as-needed basis with the school / college, however, if such communication identifies that a matter of policy and procedure requires clarification, or a policy breach has occurred, a formal response will be provided through the Office of the Chief Executive.

*2.1.1.3 Correspondence / communication relating to SACE operations*

The school / college will receive operational support relating to access to Schools Online, student enrolment and registration, submission of student assessment materials and student results.

In general, all such correspondence will be coordinated by the Assessment Operations workgroup.

In addition, the Curriculum and Assessment workgroup will liaise with the school / college regarding staff of the school / college who will participate in moderation and/or marking, and will provide any necessary operational support to staff of the school / college travelling to Adelaide to participate in moderation and/or marking. This may include making accommodation bookings, arranging airport transfers, etc.

In addition, the school / college must notify the Coordinator, Operations and Logistics by 15 July of its confirmed enrolments for the year so that the Additional Student Fee applicable to the school / college can be calculated: [SACE.AssessmentOperations@sa.gov.au](mailto:SACE.AssessmentOperations@sa.gov.au)

*2.1.2 Memoranda of Agreement*

Each SACE International school / college enters into a Memorandum of Agreement (MOA) with the SACE Board of South Australia, which defines the terms and conditions of the agreement between the school / college and the SACE Board, and sets out the roles and responsibilities of each.

Each MOA has a life of three years.

The SACE Board, through the Office of the Chief Executive, will liaise with the school / college when a new MOA is due to be established. The following sets out the steps required:

* In general, the MOA commences on 1 January of a given year, and concludes on 31 December of the following third year. The school / college will be advised in September prior to the cessation of the MOA that the MOA is due to be renewed.
* The SACE Board will review the current MOA and amend it accordingly. Changes to the MOA may result from advice received from the Crown Solicitor, or may reflect policy changes approved by the SACE Board Leadership Team, or the Board or its standing committees.
* A copy of the draft MOA will be provided to the school / college for their review and feedback.
* Once the school / college returns the MOA with their feedback, the SACE Board will prepare a final version of the new MOA and provide this to the school / college for signing.
* The school / college returns two signed copies of the MOA. The Chief Executive signs both copies and one signed copy is returned to the school / college.
  + 1. *Fees*

SACE International schools / colleges are invoiced for the following fees:

* Establishment Fee – once only, when the school / college has signed the MOA.
* Annual Fee – annually, generally in March.
* Student Registration Fee – annually, at the same time as the Annual Fee.
* Additional Student Fee – annually, by 31 July (if applicable).

The fees are reviewed annually. In general, the fees are increased in line with the State Government Budget indexation rate, although the Planning, Finance and Performance Committee (PFPC) has discretion to approve an increase over and above the CPI.

The school / college is advised by 30 September each year of the fees that will apply in the subsequent year.

* + 1. *Curriculum Support*

Curriculum support is provided to the school / college through the SACE Officer Schools assigned to the school / college when they are initially established as a provider of the SACE International, and other relevant SACE Board staff as appropriate.

Curriculum support will be provided on a needs-basis, as and when the school / college requires it. Specifically, the SACE Board will support the school / college’s delivery of the SACE in the following ways:

* Copies of subject outlines and other materials relating to the subjects being delivered by the school / college will be provided to the school / college.
* Clarifying workshops will be held annually, with Curriculum and Assessment staff holding face-to-face workshops at a location to be determined by the SACE Board, or by other means (e.g. video-conference) if appropriate and agreed to by the school / college. If face-to-face workshops are held, the cost of these annual workshops will be borne by the SACE Board, excluding internal travel and accommodation costs within China, which are at the school / college’s expense.
* Advice and support will be provided to the school / college as and when required. Such advice and support will be provided in a manner deemed most appropriate by the SACE Board – this could be via email, phone, video conference, or face to face. If the latter, the school / college will bear the cost of SACE Board staff traveling to the school / college.
* External assessment: copies of all examination papers, script books and related materials will be provided to the school / college by the SACE Board. The administration of the exams will be monitored by the SACE Board as necessary and appropriate, and for new schools / colleges, external invigilators will be appointed to oversee the conduct of exams. The school / college will be charged a fee to cover the cost of invigilators. All exams will be marked by the SACE Board in Australia.
* School assessment: the SACE Officer Schools assigned to the school / college will assist the school / college with any matter related to the delivery and assessment of subjects, to ensure that the school / college understands the application of the performance standards and the requirements of the subject. Moderation of subjects delivered by the school / college will be conducted in accordance with SACE Board policies and procedures.
  + 1. *Publications and resources*

The Communications workgroup is responsible for coordinating the production of promotional booklets and other publications about the SACE International program, and any printed materials provided to the school / college (either at their request or as determined by the SACE Board).

The Communications workgroup is also responsible for ensuring the school / college is aware of and understands the use of SACE Board trade marks, logos, word marks, and other SACE Board intellectual property. Guidelines will be provided to the school / college in the use of all SACE Board trade marks, logos and word marks.

* + 1. *IT support and Schools Online*

IT support is provided to each SACE International school / college in the same manner as it is provided to South Australian schools.

When a school / college is established, training will be provided to nominated staff of the school / college in the use of Schools Online, the SACE Board’s data management system. These staff will be the nominated Principals Delegates for the school / college. Ongoing support in the use of Schools Online will then be provided by the Information Services workgroup: [SACE.SchoolsOnlineSupport@sa.gov.au](mailto:SACE.SchoolsOnlineSupport@sa.gov.au)

At any time, the school / college may contact the SACE Board Service Desk for assistance with any IT related issues: [SACE.servicedesk@sa.gov.au](mailto:SACE.servicedesk@sa.gov.au)

* 1. *Expectations of the school / college*

The school / college will be expected to comply with the terms and conditions of the Memorandum of Agreement established between the school / college and the SACE Board of South Australia.

In addition, as a provider of the SACE, the school / college will be bound by the policies and procedures established by the SACE Board for the delivery and assessment of subjects in the SACE. These policies and procedures include, but are not limited to:

*SACE Assessment Responsibilities: SACE Board and Schools Code of Practice*

*Protocols and Procedures for Assessment-related Grievances, Appeals and Investigations*

*Ethical Conduct of Research*

*External Investigations Marking – Stage 2 procedures and Guidelines*

*External Examination Marking – Stage 2 Procedures and Guidelines*

*External Marking (on site) – Stage 2 Procedures and Guidelines*

*Merit Policy and Procedures*

*SACE Assessment and Quality Assurance of Board-accredited Subjects*

*SACE Stage 2 Moderation Overview*

*SACE Data and Information Policy*

*Data Reporting to Third Parties Policy*

*Special Provisions Policy*

Other expectations of the school / college are as follows:

* The school / college should communicate with the SACE Board in a timely manner if and as required by the SACE Board for any purpose or in relation to any request.
* The school / college should ensure that all staff of the school / college have the requisite skills, knowledge and understanding of the SACE in order to be able to deliver and assess SACE subjects in accordance with the subject requirements.
* The school / college should advise the SACE Board immediately if it becomes aware of any breach of SACE policies or procedures in its delivery and assessment of SACE subjects by its staff or any other misconduct that could potentially compromise the delivery and assessment of SACE subjects and students’ successful completion of the SACE.
* If the school / college becomes aware of any actual or potential breach of policy or procedure, or misconduct, the school / college should take whatever action may be necessary to ameliorate or correct the breach or misconduct. The school / college should advise the SACE Board of any action it takes to correct or ameliorate any actual or potential breach or misconduct, and should carry out its own investigation into the circumstances of the breach or misconduct.

**ATTACHMENT 1: SACE INTERNATIONAL PROVISION OF PRELIMINARY INFORMATION CHECKLIST**

|  |  |
| --- | --- |
| Name of School/College |  |
|  | Please provide the name of the School/College that is proposed to be a SACE International Centre, and the name of the Company supporting the application (if applicable). |
| Proposed SACE International Program |  |
|  | Please tick what type of SACE International Program is envisaged at the school/college.  Stage 1 SACE International.  Stage 2 SACE International.  Stage 1 and Stage 2 SACE International. |
| The School/College |  |
| * School/college prospectus * Scope of teaching * Enrolment numbers   Does the school/college offer other:   * Pre-university programs? * University foundation programs? * Size of student cohort | Please attach or provide links to public information on the school/college.  Please list the year levels that are currently offered at the school.  Please list the number of students currently enrolled in the school/college.  Please list the educational programs that are already being offered in the school/college.  Please include the size of the student cohorts undertaking these already existing educational programs. |

|  |  |
| --- | --- |
| Teaching and Learning Resources |  |
| * Languages of instruction * Access to information technology * Library facilities * Science laboratory facilities * Secure examination facilities | Please list the languages in which the students are taught.  What access to information technology/internet do students and teachers have?  Does the school/college have library facilities for students and teachers?  Does the school/college have science laboratory facilities?  Does the school/college have secure facilities to store examination papers? |
| Location |  |
| * Does this school/college overlap with student catchment areas of existing SACE International schools/colleges? | Please comment on the location of the proposed SACE International Centre with respect to pre-existing SACE International schools/colleges |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Cohort |  | | | |
| * Student size of intake * English Language competence | What is the likely size of the student cohort undertaking SACE International?  What is the likely range of English language proficiency in the student cohort (e.g. IELTS or TOEFL likely scores). | | | |
| Anticipated Enrolments |  | | | |
| Year/cycles 1-4 | Please provide an estimate of anticipated student numbers for the first four years of the program: | | | |
| Year 1: | Year 2: | Year 3: | Year 4: |
| Proposed Program |  | | | |
| Commencement date | Please provide information about the proposed commencement date of the program. | | | |
| Government Approvals |  | | | |
| * Local government approval * Regional government approval | Please comment on whether local and regional government approval is being sought/or has been approved. | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Attention: Chief Executive, SACE Board | | | | | | | | | | | |
| Contact details of school/college representative: | | | | | | | | | | | |
| Full Name: |  | | | | | Address: |  | | | | |
| Phone number: | |  | | Mobile: |  | | | Email: | |  | |
| Signature of school/college representative: | | |  | | | | | | Date: | |  |

**ATTACHMENT 2: SACE INTERNATIONAL SITE INSPECTION CHECKLIST**

**School/College:**

**Contact(s):**

**Principal:**

Questions to address on site inspection visit:

**Classrooms**

* No. of students per room – are there enough desks/chairs
* Teaching equipment – computers, whiteboard/blackboards, TV/VCR/DVD

***Comments*:**

**Laboratories**

* Lab set up – benches, sinks, gas outlets, stools
* Teaching equipment – whiteboard/blackboards, TV/VCR/DVD
* Lab equipment – beakers, tools, safety gear etc.

***Comments*:**

# Examinations

* Suitable facility to house exams
* Room set up (desks/chairs etc.)
* Security measures

***Comments*:**

**Computers (in classrooms, labs, library)**

* Network access – student pin access
* Security measures (policy and monitoring processes)
* Broadband
* Internet access

***Comments:***

**Library/Resource Centre**

* No. of resources available to SAM students
* English texts
* Subject based texts
* Computer access
* Photocopy facilities

***Comments:***

# Curriculum

* Present English standard and teaching methods of English
* Teacher perspective
* Student perspective

***Comments:***

**Administration Support**

* Basic administrative support for teachers for faxing, photocopying and typing needs

***Comments:***

**Teacher Facilities**

* Teacher staff room and desk/office
* Use of photocopier, fax, computers, phone
* Relationship with main contacts – school Principal, SAM Coordinator and SACE Board contact

***Comments:***

**Documentation**

* School results – Provincial/State vs school level
* Academic standard
* Proposed timetable
* School policies regarding plagiarism and copyright
* School expectations of teachers – code of conduct

***Comments:***

# Other Comments

Inspection visit undertaken on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)

by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name and sign)

**ATTACHMENT 3**: **SACE INTERNATIONAL COLLEGES**

1. **MALAYSIA**

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| --- | --- | --- |
| **College** | **Program**  **type** | **Subjects (2016)** |
| Taylor’s College Subang Jaya | Program 2 – Stage 2 only, RP optional | English as an Additional Language  English Communications  Physics  Chemistry  Biology  Psychology  Mathematical Methods  Specialist Mathematics  Accounting  Economics  Legal Studies  Nutrition  Malay Background Speakers  Research Project |
| Taylor’s College Sri Hartamas | Program 2 – Stage 2 only, RP optional | English as Second Language Studies  English Communications  Physics  Chemistry  Biology  Psychology  Mathematical Methods  Specialist Mathematics  Accounting  Economics  Legal Studies  Nutrition  Malay Background Speakers  Research Project |
| **College** | **Program**  **type** | **Subjects (2016)** |
| INTEC Education College | Program 2 – Stage 2 only, RP optional | English as Second Language Studies  Physics  Chemistry  Biology  Psychology  Mathematical Studies  Specialist Mathematics  Accounting  Economics  Legal Studies  Malay Background Speakers  Research Project |
| INTI College Nilai | Program 2 – Stage 2 only, RP optional | English as Second Language Studies  Physics  Chemistry  Biology  Psychology  Mathematical Studies  Specialist Mathematics  Accounting  Economics  Legal Studies  Malay Background Speakers  Research Project |
| DISTED College | Program 2 – Stage 2 only, RP optional | English as Second Language Studies  Physics  Chemistry  Biology  Psychology  Mathematical Studies Economics  Specialist Mathematics  Accounting  Legal Studies  Research Project  Malay Background Speakers |

**CHINA**

|  |  |  |
| --- | --- | --- |
| **College** | **Program type** | **Subjects (2016)** |
| Qian Huang International College | Program 2 – Stage 2 only, no RP | English as Second Language Studies  Physics  Chemistry  Mathematical Studies  Specialist Mathematics  Accounting  Economics |
| Beijing Bacui Bilingual School | Program 2 – Stage 2 only, no RP | English as Second Language Studies  Physics  Chemistry  Mathematical Studies  Specialist Mathematics  Accounting |
| Zhengzhou No. 47 Middle and High School, Zhengzhou | Program 2 –  Stage 1 (2016)  Stage 2 (2017)  No RP | English as Second Language Studies  Physics  Chemistry  Mathematical Studies  Specialist Mathematics  Accounting |

1. This section should be read in conjunction with the information provided on the SACE Operations page of the SACE website: [www.sace.sa.edu.au/web/sace-operations/documents](http://www.sace.sa.edu.au/web/sace-operations/documents) [↑](#footnote-ref-1)