SACE Providers Policy

**P**urpose

The SACE Providers Policy defines the criteria and other requirements that organisations and institutions must meet in order to be awarded SACE Provider status and receive a SACE Provider number.

A SACE Provider is an organisation or institution that offers one or more SACE Board-accredited subjects for the purpose of achievement in the SACE.

Prospective SACE Providers must meet specific operational requirements in order to satisfy the SACE Board that the provider can deliver SACE Board-accredited subjects and assess students in those subjects.

Definitions and scope

1. As the SACE Board is the statutory authority with responsibility for certifying student achievement in the South Australian Certificate of Education (SACE), its legislative authority relates to senior secondary education only.
2. The SACE Providers Policy is in the context of organisations and institutions delivering SACE Board-accredited subjects; the scope of the policy does not include organisations and institutions that exclusively deliver other subjects and courses (such as vocational education and training or university subjects) that are recognised towards the SACE.
3. Organisations and institutions that apply for a SACE Provider number can be categorised as either (i) a school that has been registered as such by the Education and Early Childhood Services Registration and Standards Board of South Australia (EECSRSB), or (ii) an organisation that is registered with the External Relations directorate (Department for Education).
4. A school registered by the EECSRSB includes government (Department for Education) schools and non-government (Catholic Education South Australia [CESA] and Association of Independent Schools South Australia [AISSA]) schools.
5. Government and non-government schools registered by the EECSRSB provide education programs that span Foundation (pre-school) to Year 12. Some of these schools will provide an education program spanning all levels from Foundation to Year 12 while others will offer an education program for different year levels.
6. **A government or non-government school registered by the EECSRSB will, in general, be awarded a SACE Provider number on the basis that they have met the requirements for registration established by the *Education and Early Childhood Services (Registration and Standards) Act 2011* and that their primary purpose is to deliver an educational program in which students undertake SACE Board-accredited subjects with the principal objective of SACE completion. Government or non-government schools registered by the EECSRSB to deliver programs that span Foundation to Year 10 (F–10) are not eligible to apply for SACE Provider status. As they have registered with the EECSRSB, F–10 schools will be required to seek registration from the EECSRSB to extend their program delivery to Years 11 and 12 to be able to deliver the SACE.
7. Ethnic and community language schools are not registered with the EECSRSB. Their primary purpose is to deliver instruction in a community language and culture in order that the cultural heritage of diverse cultural groups is maintained and developed. Ethnic and community language schools may choose to deliver a SACE Board-accredited language subject at Stage 1 and/or Stage 2.
8. Ethnic and community language schools that are not registered with the EECSRSB operate under the purview of the External Relations directorate (Department for Education), which is responsible for administering government funding for non-government schools (including ethnic and community language schools).
9. In order to receive government funding, ethnic and community language schools must meet a range of requirements including membership of the Ethnic Schools Association of South Australia Inc. (ESASA). In broad terms, the requirements that ethnic and community language schools must meet are equivalent to those set by the EECSRSB when registering schools.

Policy principles

1. A SACE Provider must meet the definition and criteria as set out in points 3, 6, and 9 before they are awarded a SACE Provider number.
2. A SACE Provider must be able to demonstrate their compliance with the protocols set out by EECSRSB, ESASA, and the External Relations directorate (Department for Education) before they are awarded a SACE Provider number.
3. A SACE Provider is an organisation or institution that offers one or more SACE Board-accredited subjects for the purpose of achievement in the SACE, and has demonstrated that it has satisfied the SACE Board in respect of other considerations established by the Board.

Such considerations will include, but not be limited to, the following:

the qualifications, experience and suitability of the personnel delivering the SACE Board-accredited subjects

the health, safety, and welfare of students enrolled by the organisation

compliance with SACE policies and operational procedures and protocols established by the SACE Board

such operational, financial, and other considerations that enable the effective delivery and assessment of subjects at the organisation.

1. A SACE Provider that is a government or non-government school registered by the EECSRSB will have met the requirements of the *Education and Early Childhood Services (Registration and Standards) Act 2011* and the Education and Early Childhood Services (Registration and Standards) Regulations 2011.

These organisations will be deemed to have satisfied the SACE Board that they meet all requirements as a SACE Provider and will be awarded SACE Provider status.

1. SACE Provider status will be awarded to an ethnic and community language school that (i) has met the requirements for registration as an accredited ethnic and community language school (including membership of the ESASA), (ii) receives government funding through the accreditation procedure administered by the External Relations directorate (Department for Education), and (iii) wishes to deliver a SACE Board-accredited language subject.

The External Relations directorate (Department for Education) and the ESASA are jointly responsible for ensuring that ethnic and community language schools delivering SACE Board-accredited language subjects meet the same compliance requirements as other SACE Providers.

It is up to the External Relations directorate (Department for Education) and the ESASA to determine their own measures for ensuring that ethnic and community language schools meet these compliance requirements, in accordance with their own responsibilities and functions. In general, it is expected that the External Relations directorate (Department for Education) will be responsible for determining and regulating compliance requirements related to the care, protection, and welfare of children and other operational matters, while the ESASA will be responsible for determining and regulating compliance requirements related to the delivery and assessment of the SACE Board-accredited subject/s.

The SACE Board is responsible for quality-assurance process related to SACE results and for providing ethnic and community language schools with the same level of support and operational assistance as is provided to other SACE Providers, including access to and training in the use of Schools Online as well as curriculum and assessment support.

Policy statement

The SACE Board’s enacting legislation, the *SACE Board of South Australia Act 1983*, includes legislative principles which state that ‘all young people are to be encouraged to obtain a formal education qualification that helps them to live and participate successfully in the world as it constantly changes, after taking into account their goals and abilities’.

These principles also recognise that young people ‘acquire skills, values and knowledge associated with their education through their individual endeavours and through a range of learning experiences and in a variety of situations that may include, as well as schools, workplaces and training and community organisations’.

The SACE Board recognises that schools offer young people a range of learning opportunities and experiences that will underpin their future career and study pathways. The SACE Board also recognises that young people’s pathways are diverse and reflect their interests, ambitions, and abilities. The SACE reflects this diversity by offering the students flexibility to undertake a range of subjects and courses in settings and contexts other than traditional classroom settings. Such settings and contexts include providers of vocational education and training, community learning providers, and other institutions offering programs of learning.

The SACE Board requires organisations and institutions that wish to deliver Board-accredited subjects to apply for a SACE Provider number. The SACE Board will assign a SACE Provider number to those organisations that the SACE Board has deemed meet the criteria and requirements as set out in this policy, with no regard to the quantity of subjects or courses that the organisation proposes to deliver.

The SACE Board has the discretion to refuse to assign a SACE Provider number to those organisations that the SACE Board has deemed do not meet the criteria and requirements as set out in this policy.

Definition of a SACE Provider

The SACE Board accepts as such, signified by the awarding of SACE Provider status, an organisation or institution that provides a program of learning based on one or more SACE Board-accredited subjects, and the organisation or institution is able to satisfy the SACE Board in respect of the following.

* The organisation or institution has satisfied the EECSRSB that it has met requirements for registration as a government or non-government school.
* The organisation or institution is an ethnic and community language school that has not met the requirements for registration by the EECSRSB, and has met the requirements for registration established by the External Relations directorate (Department for Education) and the ESASA as an accredited ethnic and community language school.
* Personnel delivering SACE Board-accredited subjects are either registered by the Teachers Registration Board of South Australia or have undertaken a similar process through a body that is empowered to assess and approve applicants as professional educators.
* Personnel delivering SACE Board-accredited subjects who are not registered by the Teachers Registration Board of South Australia and have not undertaken a similar process through an appropriate body will be required to seek either provisional registration or a special authority to teach in the specified SACE-accredited subjects by the Teachers Registration Board of South Australia and meet any conditions set by that Board.
* The organisation or institution, and the personnel delivering SACE Board-accredited subjects, have satisfied the SACE Board that adequate provision has been made for the health, safety, and welfare of students enrolled by the organisation, including the following:
* Child-related employment and working with children checks have been, or will be, carried out on all personnel employed by and/or working within the organisation or institution.
* Personnel employed by and/or working within the organisation or institution have undertaken or will undertake mandatory notification training.
* Personnel employed by and/or working within the organisation or institution are deemed to be ‘fit and proper’ persons.
* Any other matter that the SACE Board, at its discretion, determines.

As such, an organisation will be awarded SACE Provider status.

Operational requirements

An organisation that is registered with the EECSRSB, or the External Relations directorate (Department for Education) and Ethnic Schools Association, is awarded a SACE Provider number, as their registration satisfies the Board in respect of the following operational requirements.

* The organisation has adequate physical facilities and infrastructure, including:
* sufficient and appropriate areas for classroom-based and individual study and learning
* sufficient ICT equipment and facilities
* any other facilities and infrastructure necessary for the delivery of the SACE Board-accredited subjects delivered by the organisation.
* The organisation has appropriate learning resources, including adequate learning resource materials in hard copy and electronic versions to support the delivery of the SACE Board-accredited subjects delivered by the organisation.
* The organisation either has access to Schools Online, the SACE Board’s online student enrolment management system, or makes suitable arrangements with another organisation that does have access to Schools Online.
* The organisation is able to meet all requirements established by the SACE Board in its policies, including those related to quality assurance, assessment integrity, grievance and appeals, special provisions, and SACE data and information management.

Requirements for individuals delivering SACE board-accredited subjects

Individuals delivering SACE Board-accredited subjects who are registered with the Teachers Registration Board of South Australia have met the requirements for registration specified in the *Teachers Registration and Standards Act 2004*. To be eligible for registration, individuals must satisfy the Teachers Registration Board of South Australia in respect of the following:

* They have qualifications and experience prescribed by Regulation or determined by the Teachers Registration Board of South Australia to be appropriate for registration.
* They have met any other requirements for registration prescribed by Regulation or contained in the professional standards for teachers, or determined by the Teachers Registration Board of South Australia to be necessary for registration.
* They are a fit and proper person to be registered as a teacher. Applicants for registration must consent to the conduct of a working with children check, which is one criterion used by the Board to assess an applicant’s fitness and propriety. The concept of fitness and propriety is well known and defined in law, and embraces both mental and physical capacity as well as knowledge, skills, and integrity.
* Individuals applying for registration must also provide proof of mandatory notification training before they are registered. To meet this requirement, applicants must have undertaken a full-day mandatory notification training course in South Australia within 12 months of submitting their application.
* Individuals applying for registration must also meet the requirements of the Board’s English language proficiency policy.

Individuals who are not registered with the Teachers Registration Board of South Australia may have undergone a similar process with a body that has the authority to assess an individual’s suitability for a position as an educator (i.e. a body in another Australian jurisdiction that is equivalent to the Teachers Registration Board of South Australia).

Such individuals will be deemed to have satisfied the SACE Board that they meet the requirements of this policy for the purposes of delivering SACE Board-accredited subjects, on the condition that they meet any other requirements set by the SACE Board; for example, consent to a working with children check and/or undertake mandatory notification training.

Individuals who are not registered with the Teachers Registration Board of South Australia and who have not undertaken a similar process with any authorised body will be required to seek either provisional registration or a special authority to teach in the specified SACE-accredited subjects by the Teachers Registration Board of South Australia and meet any conditions set by the Teachers Registration Board of South Australia.

Memorandum of agreement

In general, organisations that are registered with the EECSRB will, by virtue of this registration process, have satisfied the SACE Board’s requirements for becoming a SACE Provider. However, the SACE Board reserves the right to require confirmation of a school’s compliance with these operational requirements.

Ethnic and community language schools that have met the requirements for registration as an accredited ethnic and community language school as set by the External Relations directorate (Department for Education) and the ESASA will, by virtue of having met this requirement, have satisfied the SACE Board’s requirements for becoming a SACE Provider. In addition, the Ethnic and Community Language Schools Funding and Accreditation Procedure developed by the External Relations directorate (Department for Education), in consultation with the SACE Board and the ESASA, will identify the External Relations directorate and the ESASA as the appropriate responsible entities for ensuring ethnic and community language schools’ compliance with any requirements established by legislation or by the SACE Board for the provision of SACE Board-accredited subjects.

Such organisations will, in general, be awarded SACE Provider status.