Community Languages Program
Policy and implementation framework

February 2016
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Community Languages Program—Policy and implementation framework is available for viewing and download in a variety of formats, including this version from the Office of Multicultural Interests website: www.omi.wa.gov.au.

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List of acronyms

ACARA—Australian Curriculum Assessment and Reporting Authority
AFESA—Australia Federation of Ethnic Schools Associations
AIMWA—Australian Institute of Management Western Australia
CaLD—Culturally and Linguistically Diverse
CCAFL—Collaborative Curriculum and Assessment Framework for Languages
CLA—Community Languages Australia
CLP—Community Languages Program
CLS—Community Language School
DLGC—Department of Local Government and Communities
DoE—Department of Education
ESAWA—Ethnic Schools Association of Western Australia
KPI—Key Performance Indicator
MAGCL—Ministerial Advisory Group on Community Languages
MLTAWA—Modern Language Teachers Association of Western Australia
OMI—Office of Multicultural Interests
SAP—School Accreditation Program
SCSA—School Curriculum and Standards Authority
WACE—Western Australian Certificate of Education
WAPPA—Western Australian Primary Principals' Association
WASSEA—Western Australian Secondary Schools Executives Association
Language learning is valuable to individuals, communities and to the State of Western Australia. Language learning strengthens intercultural capabilities, which are important in our increasingly diverse society and for enhanced global engagement—socially, culturally and economically. It enhances creative and critical thinking, encourages respect for difference, strengthens intellectual and analytical capabilities and extends our understanding of ourselves and our own heritage, culture and identity.

The community languages sector plays a key role in promoting and supporting language learning.

Community language schools (CLS) are acknowledged as complementary language education providers, facilitators of language maintenance and contributors to social cohesion.

As part of its commitment to language learning the State Government, through the Office of Multicultural Interests (OMI) and the Department of Local Government and Communities (DLGC) will support the community languages sector through its Community Languages Program (CLP) by:

- promoting the value of language learning for all Western Australians
- funding eligible organisations to support the establishment and sustainability of CLSs
- furthering the delivery of quality teaching and learning in CLSs through quality assurance processes and professional learning opportunities for teaching and administrative staff
- encouraging partnerships between CLSs and relevant State and interstate government and non-government agencies, community networks and homeland countries.
Languages education is intrinsically valuable. For the learner, it contributes to first language literacy, problem solving, and intercultural and communication skills. With a population that is increasingly culturally and linguistically diverse, and an economy that is becoming progressively globalised, languages education is becoming ever more vital to Western Australia.

It is an important contributor to social cohesion by supporting the maintenance of community languages and developing intercultural understanding.

Within the workplace, cultural competency and linguistic knowledge are increasingly recognised as key skills. Proficiency in a range of languages is becoming more valuable to business and industry in negotiating international markets and developing and maintaining strong diplomatic relationships.

Language is relevant to all spheres of social, cultural and economic life—from food, fashion and the arts, to sport, travel and international relations.

Western Australia’s CLP is an integral component of languages education in the State, complementing the role played by the formal education sector.

Western Australia is home to people from more than 190 countries, speaking approximately 270 languages and dialects (including around 50 Aboriginal and Torres Strait Islander languages).

However, the range of languages offered through the formal education sector is limited. Languages currently available are Aboriginal languages, Arabic, Auslan, Chinese (Mandarin), Danish, Dutch, French, German, Greek, Hebrew, Indonesian, Italian, Japanese, Latin, Spanish and Turkish.\(^1\)

The community language sector, through CLSs, broadens the range of languages that can be learned and offers an opportunity for communities to respond to a dynamic linguistic environment with alternative learning options.

In 2015, for example, languages offered by community language schools included Korean, Macedonian, Polish, Punjabi, Russian, Sinhala, Swedish, Tamil, Tigrinya, Amharic and Vietnamese.

CLSs also provide a bridge between families and communities and the formal education system. This is consistent with the Department of Education’s Excellence and Equity—Strategic Plan for WA Public Schools 2012–15, which highlights a move towards partnerships between schools and business, industry and community organisations to benefit schools and families.\(^2\)

The CLP is therefore a vital component of Western Australia’s language education structure. It provides a mechanism that enables the State to respond promptly and flexibly to the State’s changing linguistic and cultural landscape, nurture language education in the languages of new and emerging communities, and support the ongoing maintenance of the languages spoken by more established communities.

At the same time, it provides a foundation for the promotion of language learning across the Western Australian community, and advances an appreciation of the importance of languages and the cultures they represent in our contemporary world.

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1. School Curriculum and Standards Authority (2015) The State of Play: Languages Education in Western Australia
Key related policies

National
Nationally, a range of policy documents articulate the importance of language learning within the formal education system. These include:

- The Coalition’s Policy for Schools: Students First (2013)—which states a plan ‘to support and revive the teaching of languages in Australia’.3
- National Education Reform Agreement (2013)—which includes, as part of the reform of the Australian school curriculum, a commitment ‘to provide significant exposure to the studies of Asia and work towards provision of continuous access to a priority Asian language.’4
- Australia in the Asian Century: Australian Government White Paper (2012)—which includes as one of its objectives that ‘All Australian students will have the opportunity, and be encouraged, to undertake a continuous course of study in an Asian language throughout their years of schooling’5
- the 2011 Australian Curriculum Assessment and Reporting Authority (ACARA) publication The Shape of the Australian Curriculum: Languages—guides the development of ACARA’s languages curriculum and articulates a rationale for learning languages, highlighting the role this plays in developing communication skills, intercultural capability and an understanding of the role of language in human communication.
- the Melbourne Declaration on Education for Young Australians (2008)—which states as part of Goal 2 that ‘All young Australians become successful learners, confident and creative individuals, and active and informed citizens’, noting that for students to become active and informed citizens, students should be ‘able to relate to and communicate across cultures, especially the cultures and countries of Asia’.
- The Australian Curriculum, Assessment and Reporting Authority (ACARA) developed a Pre-primary to Year 10 (P–10) languages curriculum that was endorsed by all States and Territories in September 2015.

State
At the State level, languages are one of the eight key learning areas identified in the Western Australian Curriculum and Assessment Outline. The Western Australian Curriculum and Assessment Outline (the Outline) replaces the Curriculum Framework and is the source of the Kindergarten to Year 10 curriculum for Western Australian students and support materials for teachers.

Language courses (22 courses across seven languages) are available as part of the Western Australian Certificate of Education.

In 2014, the School Curriculum and Standards Authority’s (SCSA) board requested that a comprehensive overview of the current provision of Pre-primary to Year 12 languages in Western Australia—both in and out of school settings—be prepared. This review was commissioned to provide the board with a sound basis on which to make informed decisions about the future development and provision of language education policy and curriculum in Western Australia. A policy position regarding the Western Australian Languages curriculum will be developed to ensure manageable future implementation in schools.

In November 2015 SCSA’s board approved a languages policy that will see the delivery of languages education from Years 3–8. The policy will begin with Year 3 in 2018 and increase by one cohort each year, with full implementation by 2023. This policy will enable Western Australian school students to gain language skills in addition to English while providing the flexibility for schools to focus on literacy and numeracy in the early years. The authority’s languages syllabuses will be available for familiarisation by teachers from July 2016 with full implementation by schools in 2018.

3 The Coalition’s Policy for Schools: Students First (August 2013) p. 2
4 Council of Australian Governments (April 2013), National Education Reform Agreement p. 15
Program strategy

Purpose
The purpose of the Western Australian CLP is to:
- contribute to social cohesion through support for language and cultural maintenance
- complement language education provided in schools.\(^7\)

The primary mechanism to achieve these objectives is through funding and support for quality language learning delivered by CLSs.

Strategic alignment
OMI’s role is to assist the Minister for Citizenship and Multicultural Interests and the State Government to achieve the full potential of multiculturalism. This requires strategies that relate to the whole community, including business and industry groups, government and non-government agencies, culturally diverse communities and the wider community.

The role of OMI is as an ‘enabler’—providing information, advice, funding, training and support, and facilitating partnerships and collaboration to achieve:
- a society that values, respects and maximises the benefits of its cultural, religious and linguistic diversity
- the development of organisations whose policies, programs and services are accessible and responsive to the needs of a diverse community
- strong communities whose members foster and share their diverse cultures and actively participate in all aspects of Western Australian life.

OMI has management oversight of the CLP. The CLP is aligned to OMI’s vision for:

An inclusive and cohesive society which draws on its cultural and linguistic diversity to enhance the social, economic, cultural and civic development of Western Australia and the wellbeing of all community members.

The CLP will contribute to meeting the following objectives and strategies in OMI’s 2014–2018 Strategic Plan:

**Objective:** Strengthen the capacity of culturally diverse communities

**Strategy:** Fund and support community initiatives to maintain, share and promote diverse cultures, traditions and languages.

**Objective:** Support the development of culturally inclusive policies, programs and services

**Strategy:** Develop policy, guidelines and tools to increase cultural competency and encourage the delivery of language services.

**Objective:** Facilitate full participation by culturally diverse communities in social, economic, cultural and civic activities

**Strategy:** Identify opportunities and/or fund initiatives which enhance the participation of culturally diverse communities in social and cultural life.

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\(^7\) Community Languages Australia (2007) Community Language Schools—Contributing to Quality Languages Education in Australia—A Statement by Community Languages Australia
Vision

The CLPs vision is for a vibrant, dynamic and thriving community languages sector that is recognised and valued as a complementary provider of quality languages education.

The aim is for the CLP to be recognised and valued for supporting delivery of quality language education by CLSs that are strongly connected to their students, their communities and the wider education sector.

To achieve this, the CLP will support CLSs to:

- achieve quality language education outcomes for students in a safe and engaging environment
- establish transparent management practices and leadership that provides parents and the community with confidence in the school and the services being delivered
- engage parents and community members in the school’s management, activities and events, and elicit community pride in their operation
- be accessible, inclusive and provide value to the broader community
- build strong connections and working relationships with mainstream education providers and policy makers.

Principles

The program is underpinned by the following principles:

- **Equity**—in access to the program and distribution of funding
- **Diversity**—acknowledging the wide range of languages and cultures as well as the various stages of development and establishment of CLSs in Western Australia
- **Quality**—in teaching, leadership and effective management of schools, acknowledging that this is relevant to success in both the maintenance of language and culture as well as educational outcomes, achieving the best use of available resources and achieving the sustainability of schools
- **Accountability and transparency**—by government, sector representative organisations and communities, acknowledging that both are investing significant resources, time and energy into the program
- **Responsiveness and flexibility**—recognising that the cultural and linguistic landscape is continually changing
- **Inclusivity**—noting that the program should not exclude the potential to support the teaching of any language
- **Viability and sustainability**—acknowledging the importance for CLSs to become sustainable entities in their own right over time
- **Partnerships and collaboration**—acknowledging the benefits to be gained through the sharing of information, knowledge, skills and resources by all stakeholders.
Definitions

For the purposes of this program a community language is defined as one used on a day-to-day basis by members of cultural/linguistic groups resident in Western Australia to communicate with family members and within their own community.

CLSs are defined as those that:

- are not for profit
- are open to all students, irrespective of their linguistic and cultural backgrounds
- complement languages education provided in mainstream schools
- provide authentic cultural contexts for languages learning
- promote the learning of a wide range of languages and an understanding of different cultures within Australian society
- are funded by communities, with additional funding support from the Australian and Western Australian Governments.8

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8 Derived from Community Languages Australia (2007) Community Languages Schools: Contributing to Quality Languages Education in Australia
Community Languages Program structure

Program governance

Office of Multicultural Interests

The CLP is managed by the Office of Multicultural Interests (OMI). OMI’s Executive Director is the program sponsor, overseeing implementation of the program and ensuring alignment to OMI’s Strategic Plan 2014–18.

The Minister for Citizenship and Multicultural Interests oversees appointment of members of the Ministerial Advisory Group for Community Languages (MAGCL). The MAGCL comprises stakeholders from the community language and education sectors. It meets every three months to provide advice and support to the Minister and OMI’s Executive Director on the CLP’s direction and implementation.

A program management team within OMI has been established and is led by the Director of Community Engagement and Funding. Other team members include the Manager Strategy and Planning, Senior Grants Officer and Grants Administrator.

The CLP Program Management Team work closely with a wide range of key stakeholders including:

- **Ethnic Schools Association of WA (ESAWA)**—provides professional learning, advocacy and other support for CLS, their teachers and administrators and advises both the MAGCL and program management team of issues arising in the community languages sector and within the CLP.

- **Local government**—supports community language schools through the provision of, for example, venues, local promotion of community language schools, and ongoing support to CaLD communities.

- **Modern Language Teachers Association of Western Australia (MLTAWA)**—provides advice, support and professional learning regarding the teaching of languages, current language teaching practice and policy, and may advocate in the interests of community language school teachers.

- **School Curriculum and Standards Authority (SCSA)**—supports professional learning and provides ongoing advice and support regarding the alignment of the CLP and CLS programs to current curriculum policy in WA.

- **Western Australian Primary Principals’ Association (WAPPA)**—provides advice and support regarding the promotion of the CLP and CLSs within mainstream schools systems, development of agreements and partnerships between CLSs and mainstream schools for the use of schools for language classes, and advocacy of CLSs as complementary providers of language education.

- **Western Australian Secondary School Executives Association (WASSEA)**—provides advice and support regarding the promotion of the CLP and CLSs within mainstream schools systems, assists with development of agreements and partnerships between CLSs and mainstream schools for the use of schools for language classes, and advocates for CLSs as complementary providers of languages education.
**Insurance**
CLSs that participate in the CLP are required to obtain appropriate insurance as outlined in the grant conditions.

**Program planning**
A program plan has been developed and will be implemented by OMI.

The program plan has been developed in consultation with the MAGCL and other relevant stakeholders.

The program plan includes:
- objectives and key performance indicators for the development of the CLP over the plan timeframes
- strategies for achieving those objectives.

Its purpose is to ensure that the CLP:
- is able to respond to changing environmental factors (such as changes in available budget, curriculum structures or demand for language education), contemporary teaching and learning methodologies, sector innovations and policy changes
- continues to meet the needs of its target audience
- continues to meet the needs of the Western Australian community.

The plan will be subject to an annual review conducted as part of the annual CLP evaluation.

**Program evaluation and reporting**
An annual evaluation of the CLP will be conducted to determine its success against the program objectives and key performance indicators (KPIs). The evaluation will support the review of the plan and contribute to regular assessment of the effectiveness of the policy and implementation framework.

An evaluation framework will be established by OMI and may include but not be limited to:
- a survey of community language school teachers and administrators to assess their needs, challenges and successes and their views on the ongoing implementation of the CLP
- case studies that describe the successes and challenges of various CLSs throughout Western Australia
- an analysis of grant and accreditation data to identify any strengths and weaknesses within the community languages school sector
- a desktop analysis of any new research, policy or practices relevant to the Community Language Program.

An annual report based on the evaluation of the CLP will be prepared for the Minister, MAGCL and program stakeholders. The report will:
- identify emerging challenges and opportunities within the sector
- provide recommendations to update the program plan, and the policy and implementation framework.

**Professional learning program**
The focus of the Community Language Program is the provision of quality language education to school-aged students in Western Australia.

The CLP includes an annual professional learning program for CLS teachers and administrators. The purpose of the professional learning program is to:
- support the delivery of consistent and quality language education and administration
- build the capacity of CLSs to deliver language
education to complement language education in mainstream schools.

Participation in the professional learning program is a prerequisite for any school that secures grant funding under the CLP. CLSs that are not funded by the CLP are also able to access the professional learning program.

The annual program of professional learning activities will be released at the beginning of each calendar year.

The professional learning program includes:

- networking events for community language school leaders, administrators and teachers. This provides people involved in CLSs with the opportunity to meet, exchange knowledge and ideas relating to community language teaching, identify common needs and make connections across the sector. These events may lead to collaborative efforts between CLSs
- a program of training sessions to address the range of language teaching skills, recognising that CLS teachers have varying teaching credentials and capabilities. The program will support teachers by developing skills associated with basic teaching, such as classroom management and curriculum development, as well as advanced teaching skills associated specifically with the delivery of language education
- a program of training sessions to develop the skills and knowledge required to administer and manage CLSs. This program will support leaders and administrators to build a wide range of skills that assist in managing schools safely and professionally. Programming may include specific knowledge and skills such as understanding of legal obligations, occupational health and safety and security policies, and accountability requirements. It may also address skills and knowledge associated with marketing and promotions, student retention, leadership and management.

OMI will maintain a confidential centralised database to track completion of professional learning training. The purpose of the record is to:

- provide evidence of teacher, leader and administrator completion of professional learning to support school eligibility, acquittal and accreditation processes
- assist schools to identify any knowledge and skills gaps they may have and understand future training needs
- inform program management of the range of knowledge and skills within the community languages sector and guide planning for future professional learning.

School accreditation program

A CLS Accreditation Program (SAP) will be developed in 2016. The purpose of the SAP is to improve the quality of education and administration of Western Australia’s CLSs. The SAP will be based on:

- grant funding eligibility criteria
- input from CLS and stakeholders
- the quality assurance framework provided in the report Community Languages Schools: Contributing to Quality Languages in Education in Australia (2007: Community Languages Australia) and the Community Languages Schools Quality Assurance Framework: Implementation Guidelines for Schools, prepared for Community Languages Australia (2008: Erebus).

It is anticipated that the accreditation program will first be piloted before being incorporated fully into the CLP policy and implementation framework.
Participation in the SAP will provide:
- schools with an understanding of, and target for, achieving high-quality teaching standards and high-performance administrative practices
- communities with confidence in the quality of education CLSs provide and the professionalism of CLS administration
- pathways for students and teachers to further study and work in professions such as teaching or interpreting.

Schools will be required to achieve a basic level of accreditation in order to be eligible for the per capita and project development categories of CLP grant funding. Accreditation levels will continue to be developed.

**Grants program**

Annual CLP grants provide support to CLSs to:
- improve and enable the delivery of quality language teaching
- develop and maintain effective administration of management systems and processes.

The following sections describe the grant program structure including the eligibility requirements, the available grants and their purpose, the process for assessing grant applications and how applicants can appeal a decision.

**Eligibility**

In order to be eligible for an establishment or per capita grant, CLSs must achieve the following basic eligibility requirements:
- be a not-for-profit entity with legal ‘incorporated association’ status and based in Western Australia
- have a constitution or school charter stating that the organisation’s purpose is to provide language education
- have a board or management committee that includes representation from at least one member of the language group’s community and one parent of a student at the school
- be open to students between Kindergarten and Year 12
- hold classes outside of school hours
- provide a minimum of one-and-a-half hours of face-to-face language teaching per lesson based on an educational program that is linked to the Australian Curriculum where available
- have a minimum of 10 students enrolled in the school in a calendar year
- provide at least 35 weeks of language classes each year or the equivalent number of classes pro rata.
- be committed to all teaching staff and at least one administrator attending a minimum of two professional learning sessions over the duration of the grant period
- comply with the requirements of the *Working with Children (Criminal Record Checking) Act 2004*
- be located at least five kilometres from another CLS that teaches the same language.

Specific grants carry additional eligibility criteria over and above the basic eligibility requirements. These are detailed in the grant descriptions on the next page.

Schools or organisations that have overdue grant acquittals with OMI or DLGC are not eligible to receive CLP grants.

CLSs are not guaranteed to receive grant funding. Grant funding is awarded based on demonstrated eligibility and the degree to which applications meet the assessment criteria described in the following sections.
General funding guidelines
OMI provides funding based on the extent to which applicants:

- progress the objectives identified in the OMI Strategic Plan 2014–2018 to promote the benefits of multiculturalism to the broader Western Australian community
- build the capacity of all ethnic community organisations to deliver positive outcomes for community members, including civic and community participation
- provide value for money
- provide fair and equitable distribution of funding across all multicultural communities
- maximise funding value by supporting partnerships between culturally diverse communities and organisations, and other experienced service providers
- promote the value of language learning.

General grant assessment criteria
Applications will be assessed on the degree to which they demonstrate:

1. the community need for the language program and funding support
2. the applicant organisation’s capacity to deliver the program
3. a plan for engaging with the school community.

In addition, category-specific criteria apply to some grants.

Grant descriptions

New school grant
The purpose of new school grants is to provide new CLSs with one-off foundation funding to support new schools build their capacity to address the criteria to qualify for a per capita grant.

To qualify for a new school grant, in addition to achieving the basic eligibility requirements, the school must demonstrate that it has been operating for a period between 12 and 52 weeks.

In addition to the general assessment criteria, applications will also be assessed on the degree to which they demonstrate:

1. a clear and realistic budget that identifies other sources of funding
2. a plan for professional learning of school administration and teaching staff
3. a proposed teaching and learning program that provides students with all five language modes: speaking, listening, reading, writing and viewing, as well as cultural activities that meet the intercultural requirements of a robust languages program.

New school grant funding may be used for:

- rent of a school venue
- teaching materials, resources and equipment, stationery and photocopying
- payments to teachers (including wages, travel allowance and honorariums)
- professional learning for teachers and school administrators
- payment of membership fees to representative peak industry bodies/associations (e.g. ESAWA)
- expenses associated with the administration of the school.
Funding may not be used for capital purposes such as buildings, building repairs, maintenance, or renovations, or for domestic or international travel.

If schools receive a new school grant they may not apply for a per capita grant in the same calendar year.

**Per capita grant**

The purpose of per capita grants is to assist established CLSs with the costs of operating the school. The grant amount is based on the number of students enrolled in the school.

To qualify for a per capita grant, in addition to achieving the basic eligibility requirements, the school must demonstrate that:

1. it has been operating for at least 12 months
2. its student enrolment and attendance records are accurate and available for auditing by OMI
3. it achieves average attendance rates of at least 70 per cent over the school year.

In addition to the general assessment criteria, applications will be assessed on the degree to which they demonstrate:

1. a clear and realistic budget that identifies any other sources of funding or states whether the CLP funding is the sole source of income, and a statement of income and expenditure for the previous financial year
2. a plan for professional learning of school administration and teaching staff
3. a proposed teaching and learning program that provides students with all five language modes: speaking, listening, reading, writing and viewing, as well as cultural activities that meet the intercultural requirements of a robust languages program.

In addition, schools with students completing languages courses as part of their Year 11 or 12 WACE studies can apply for a bonus per capita grant for each student completing this level of study. To qualify for the bonus, schools must provide evidence of student enrolment in Years 11 and 12 languages study.

Per capita grant funding may be used for:

- rent of a school venue
- teaching materials, resources and equipment, stationery and photocopying
- payments to teachers (including wages, travel allowances and honorariums)
- professional learning for teachers and school administrators
- payment of membership fees to representative peak industry bodies/associations (e.g. ESAWA)
- expenses associated with the administration and operation of the school including participation in the CLP insurance scheme.

Per capita grant funding may not be used for capital purposes such as buildings, building repairs, maintenance, or renovations, or for domestic or international travel.

**Program development grants**

Program development grants are open to Western Australian CLSs whether or not they receive new school or per capita funding.

The purpose of program development grants is to assist schools to develop their language education program by providing one-off support for projects that will build the ongoing quality of language curriculum, teaching or education tools and potentially contribute to improving the school’s level of accreditation.
To qualify for a program development grant, in addition to achieving general eligibility requirements, the school must demonstrate that there is evidence of community consultation, research and demonstrable need for the project.

In addition to the general assessment criteria, program development applications will be assessed on the degree to which they demonstrate:

1. the benefit of the project to students or teachers of the CLS
2. effective project planning including a budget and timeline.

Partnerships between CLSs are encouraged. Applications that demonstrate a collaborative effort and/or other sources of funding will be highly regarded.

Program development grants are not retrospective and may not be used for projects implemented or developed before the grant period, or for administrative or operations costs of the school, including insurance.

Program development grants may not be used for international travel. Domestic travel will be assessed on a case-by-case basis.

Grant application and assessment process

The grant application process can take up to three months from submission of applications to award and payment of grant funds to successful applicants.

The following outlines the basic CLP grant application process:

Applications are drafted by organisations with assistance from OMI

Applications are submitted prior to the funding round deadline

Applications are assessed by OMI staff against eligibility criteria

Eligible applications are assessed by an independent panel\(^9\) against assessment criteria

Funding recommendations are collated and submitted for approval by the Minister for Citizenship and Multicultural Interests

Approved applicants are notified

Funding agreements are developed

Grants are paid to successful funding recipients

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\(^9\) The independent panel may comprise representatives from the CLP stakeholder group who do not have a conflict in the awarding of grants, for example representatives from DoE, SCSA, CLA or MLTAWA. The panel will be vetted by OMI and may be subject to review by the MAGCL.
**Appeal process**

Schools can only appeal a funding decision if there are concerns regarding the application assessment process. Appeals must be lodged in writing within 28 days of the date of receiving the notification of the decision.

If the review panel finds evidence that due process was not observed in reaching the original decision, it shall direct that the application be reassessed.

The decision of the review panel is binding on all parties.

Grants may not be used for capital purposes such as buildings, building repairs, maintenance or renovations.

Appeals can be made on the following grounds:

- the person(s) making the decision failed to consider all material that was relevant to the assessment process
- the person(s) making the decision considered information or material that was irrelevant to the decision. This includes discrimination on grounds of race, colour, descent, national or ethnic origin or any other basis irrelevant to the decision
- the preparation of the application was adversely affected by incorrect or misleading advice provided by OMI staff
- the person(s) making the decision had a conflict of interest, such as direct or indirect financial interest, or a personal interest in the outcome of the application resulting in a decision based on matters other than the merits of the application.

**Reporting requirements for CLP grant recipients**

Funded schools will be required to report against the progression of their grant. Reporting requirements will vary according to the grant category and the amount of funding provided. All schools must provide audited accounts upon request by OMI.

**New school grant category**

Recipients of new school grant funding will be required to submit the following reports within 60 days of the end of the funding period:

- a statement of income and expenditure certified by the Chairperson, CEO or equivalent at the school
- an acquittal report as supplied by OMI.

**Per capita grant category**

Schools receiving per capita grant funding of $10,000 or less will be required to submit the following reports within 60 days of the end of the funding period:

- a statement of income and expenditure certified by the Chairperson, CEO or equivalent at the school
- an acquittal report as supplied by OMI.

Schools receiving per capita grant funding of between $10,001 and $50,000 will be required to submit the following reports within 60 days of the end of the funding period:

- a statement of income and expenditure certified by the Chairperson, CEO or equivalent at the school
- an acquittal report as supplied by OMI
- an annual report detailing the achievements of the school and/or outcomes during the funded period.
Schools receiving per capita grant funding of $50,001 and over will be required to submit the following reports within 60 days of the end of the funding period:

- financial statements certified by the Chairperson, Chief Executive Officer or equivalent and certified by a professional auditor who is:
  - not an officer or employee of the school
  - registered as a company auditor or equivalent under a law in force in Western Australia, or
  - a member or fellow of the Institute of Chartered Accountants, the Australian Society of Certified Practising Accountants or the National Institute of Accountants
- an acquittal report as supplied by OMI
- a report describing the methodology and outcomes of an annual internal evaluation that identifies any challenges and opportunities for the school and includes the results of an annual survey of students, parents, teachers and administrators.
- an annual report detailing the achievements of the school and/or outcomes during the funded period.

**Program development grant category**

Recipients of program development grant funding will be required to submit the following reports within 60 days of the end of the funding period:

- a statement of income and expenditure certified by the Chairperson, CEO or equivalent at the school
- an acquittal report as supplied by OMI.

Schools will be subject to regular visits from OMI program management. At least 24 hours’ notice of a school visit will be provided.

**Failure to comply**

Failure to comply with the grant conditions may be considered a breach of the contract. The CLS may be required to repay the grant funding if it is found that:

- grant funds were not used as directed
- the organisation no longer has not-for-profit status
- the required reports were not submitted within the specified time frame
- the organisation failed to comply with additional requirements of the grant (for example, working with children checks, insurance requirements).