Application for renewal of registration

Non-Government School Regulation

# Renewal of registration

Renewal of registration is one of the principal processes through which the Director General of the Department of Education assesses a school’s compliance with Part 4 of the *School Education Act 1999* (the Act).

The Director General’s decisions about renewal of registration are informed in part by a risk-based approach which takes account of relevant information about the school, including information about past and current compliance with quality improvement notices, conditions and/or directions on registration and with other requirements of the Act.

The risk-based approach enables an individualised assessment of each school’s registration renewal. It ensures that the scope, depth and nature of regulatory activity is proportionate to any non-compliance and/or risk of future non-compliance. Information provided in this application form, together with publicly available information and information already held by the Department are considered in determining the:

* type and depth of additional information requested, if required; and
* scope of a registration visit or video conference with governing body members and school staff to the school (if required).

Any risks identified would be expected to cause more focused examination of compliance, proportionate to the concerns that have been raised.

The registration standards and other requirements must be complied with at all times.

We acknowledge and respect the Traditional Custodians of the lands and waters on which students live and are educated, and where staff live and work, throughout Western Australia.

# How to complete this application

## Part A and Part B

Please complete Parts A and B and attach the requested information:

* Part A – details about the governing body and school
* Part B – responses, attachments and declarations about the standards and other requirements

Submit Parts A and B to the Department of Education at least six months before, but no more than 12 months before, the registration expiry date on the current certificate of registration. Parts A and B, once completed and submitted as required, constitute an application for renewal of registration.

*Required attachments are designated by the paperclip icon* paperclip icon

*Hover over the information icon*  *for additional information about that item.*

## Part C (Matters for clarification)

Following submission of Parts A and B, schools may be asked to provide further information which will be specified in Part C. Part C is the first request for further information which the Director General may make under section 159A(5) of the Act. A due date for submission will be specified. The Director General may also request further information following receipt of the Part C documentation. Please note that failure to respond to these requests for information in full may result in the Director General refusing to consider the application [section 159A(6) of the Act applies].

## Registration visit/video conference

To facilitate renewal of registration, a visit to the school or video conference with governing body members and school staff may be required. If a visit/video conference is to be undertaken, schools are advised of the scheduled date well before the visit/video conference.

Closer to the date of the visit/video conference, the Department will contact the governing body/school to discuss the aspects of the standards and other requirements that will be the focus of the visit/video conference and further information, if any, to be made available on the day of the visit/video conference.

## Submission

Applicants are provided access to Microsoft OneDrive folder/s created specifically for their application and are requested to submit their application via this folder, alternatively a governing body/school may create a folder and share the submission with [ngsregulation@education.wa.edu.au](mailto:ngsregulation@education.wa.edu.au) and the specified case manager. Please include two copies of the application:

* Electronic Microsoft Word version
* Signed and scanned version

## Enquiries

T: (08) 9441 1900

E: [*ngsregulation@education.wa.edu.au*](mailto:ngsregulation@education.wa.edu.au)

Application form published 29 September 2023

# Part A – applicant details

## Governing Body

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Governing body name | Click/tap to enter. | | | | | | |
| Governing body address | Click/tap to enter. | | | | | | |
| Suburb | Click/tap to enter. | | | | | Postcode | Click/tap |
| Governing body postal address | Click/tap to enter. | | | | | | |
| Suburb | Click/tap to enter. | | | | | Postcode | Click/tap |
| Australian Business Number (ABN) or Australian Company Number (ACN) | | Click/tap to enter. | | | | | |
| Name of governing body chair | Click/tap to enter. | | | | | | |
| Chair’s email address[[1]](#footnote-1) | Click/tap to enter. | | | | | | |
| Chair’s telephone numbers1 | Landline: | | Click/tap to enter. | Mobile: | Click/tap to enter. | | |

## School details (for multiple schools contact NGSR on 9441 1900 to request a multiple school application form)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School name | Click/tap to enter. | | | | | | | | |
| Main address | Click/tap to enter. | | | | | | | | |
| Suburb | Click/tap to enter. | | | | | | Postcode | | Click/tap |
| Postal address | Click/tap to enter. | | | | | | | | |
| Suburb | Click/tap to enter. | | | | | | Postcode | | Click/tap |
| School website | Click/tap to enter. | | Log in[[2]](#footnote-2) | Click/tap | | Password2 | | Click/tap | |
| Telephone number | Click/tap to enter. | School email address | | | Click/tap to enter. | | | | |

## Other campuses/sites and/or off campus sites related to this registration.

Attach a separate schedule if space is insufficient.

|  |  |  |  |
| --- | --- | --- | --- |
| Campus/site name | Click/tap to enter. | | |
| Campus/site address | Click/tap to enter. | | |
| Suburb | Click/tap to enter. | Postcode | Click/tap |
| Name of contact person | Click/tap to enter. | | |
| Role of contact person | Click/tap to enter. | | |

## Administration

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of school Principal | Click/tap to enter. | | | |
| Date of appointment | Click/tap to enter. | | | |
| School Principal’s email address | Click/tap to enter. | | | |
| Principal’s telephone numbers | Landline: | Click/tap to enter. | Mobile: | Click/tap to enter. |

# Part B – responses and declarations

## School Governance

1. Which of the following does the governing body have of the school (check all which apply):

|  |  |
| --- | --- |
|  | Ownership |
|  | Management |
|  | Control |

1. When was the constitution approved at a General Meeting?

Click/tap to enter.

1. How are conflicts of interest managed by the governing body (check all which apply)? [](#Item3)

|  |  |
| --- | --- |
|  | The constitution or policy specifies how conflicts of interest are to be managed |
|  | Conflicts of interest are a standing item for governing body meeting minutes |
|  | Conflicts of interest are minuted in governing body meeting minutes |
|  | A member is required to withdraw during governing body discussion of a matter about which the member has a conflict of interest |
|  | The governing body maintains a register of members’ conflicts of interest |
|  | Other (please specify): Click/tap to enter text. |

1. How does the governing body ensure a separation between its overall governance of the school and the day-to-day management and control of the school by the Principal (check all which apply)?

|  |  |
| --- | --- |
|  | The constitution or policy specifies a separation |
|  | The governing body has formally delegated powers and/or functions to the Principal |
|  | The governing body has a process by which it assesses the Principal’s performance |
|  | Other (please specify): Click/tap to enter text. |

1. What are the quorum requirements for a governing body meeting?

Click/tap to enter text.

1. Have the quorum requirements been met for every governing body meeting in the past two years? If not, what has the governing body done to address this?

Click/tap to enter text.

|  |  |
| --- | --- |
| paperclip icon | * Certificate registering the legal entity (e.g., Certificate of Incorporation and/or Certificate of Registration of Business Name) * Where ownership, management and control are shared between two or more entities, evidence that the entity nominated as the governing body has the authority and security of tenure to operate the school and be accountable as required. * Constitution/rule book and other complementary documents e.g. Governance Handbook/Charter * Supporting documentation that describes the operation of the governing body e.g., committee structure and relationship between the governing body and the principal (where not evident from the constitution itself), delegations, and governing body policies and procedures such as those relating to conflicts of interest. * Any instruments executed by the governing body delegating powers and functions, including but not limited to financial powers, to a sub-committee, Principal, business manager and/or bursar and the curriculum vitae of each person with a delegation. * Governing body meeting agendas (including reports) and minutes for the past twelve months * Summary of governing body considerations and instructions to school leadership and outcomes in response to the accountabilities (typically only for the preceding twenty-four months) * Schedule of professional learning undertaken by governing body members relevant to their role on the governing body * Principal’s job description * Strategic plan endorsed by the governing body * School improvement plan(s) endorsed by the governing body * Annual schedule of financial reports provided to the governing body * Any policy referred to in item 3 or 4 |

## Standard 1 – Curriculum

1. Which of the following are offered by the school?

|  |  |
| --- | --- |
|  | Curriculum consistent with the Early Years Learning Framework (Pre-Kindergarten and Kindergarten) |
|  | Western Australian Curriculum and Assessment Outline (Pre-Primary to Year 10) |
|  | Curriculum that will enable students to meet the minimum requirements for the Western Australian Certificate of Education (WACE) |
|  | Nationally recognised Vocational Education and Training (VET) courses |
|  | Cambridge International A Levels |
|  | International Baccalaureate Diploma |
|  | Alternative delivery of the Western Australian Curriculum and Assessment Outline (Pre-Primary to Year 10) authorised by the School Curriculum and Standards Authority (please specify)  Click/tap to enter text. |
|  | Alternative reporting on student achievement authorised by the School Curriculum and Standards Authority (please specify):  Click/tap to enter text. |
|  | Other (please specify)  Click/tap to enter text. |

1. Which of the following are provided by the school?

|  |  |  |
| --- | --- | --- |
|  | Education to onsite Australian residents | |
|  | Education to international student visa holders [](#Item8) | |
|  | Vocational Education and Training (VET) qualifications and/or courses: | |
|  |  | School is a Registered Training Organisation (RTO) |
|  |  | Name of RTO(s) used to provide qualifications (please specify)  Click/tap to enter text. |
|  | Online-only learning (please specify year levels) [](#Item8) Click/tap to enter text. | |
|  | Other (please specify)  Click/tap to enter text. | |

|  |  |
| --- | --- |
| paperclip icon | * Curriculum plans that articulate the school’s provision for the:   + final year of the early education period (Pre-Kindergarten) and pre-compulsory education period (Kindergarten)   + first to the eleventh year of compulsory education period (Pre-Primary to Year 10)   + final two years of compulsory education period, including learning plans for students who have additional support needs and are not predicted to meet the requirements for a WACE by the time they finish year 12 (if applicable). * The school’s Assessment and reporting policy * De-identified sample Individual Education Plans * De-identified sample plans for students who required curriculum modification and/or adjustment * De-identified sample reports to parents for Pre-Primary, and for Years 1 to 12 (as applicable) * The Principal’s National Quality Standard internal audit as submitted to the governing body and documentation of actions approved by the governing body (where applicable – Pre-Kindergarten to Year 2) * Where applicable, evidence of the Director General’s approval for an alternative pathway for Year 11 and 12 students |

## Standard 2 – Staff to student ratios

1. Please specify the staff to student ratio information below

|  |  |
| --- | --- |
| Calendar Year | Click/tap to enter. |
| Total # of students | Click/tap to enter. |
| Total # of teaching staff [](#Item9) | Click/tap to enter. |
| Total # of education support staff [](#Item9) | Click/tap to enter. |
| Total # of other staff [](#Item9) | Click/tap to enter. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Calendar Year** | Click/tap to enter. | **Pre-Kindergarten (Pre-K) and Kindergarten (K)** | **Pre-Primary (PP) to Year 6** | **Year 7 to Year 12** |
| **Teacher to student ratio** | Maximum [](#Item9" \o "The maximum ratio is the class which has the highest number of students per teacher) | Click/tap to enter. | Click/tap to enter. | Click/tap to enter. |
| Average | Click/tap to enter. | Click/tap to enter. | Click/tap to enter. |
| **Classroom staff to student ratio** | Maximum [](#Item9) | Click/tap to enter. | Not applicable | Not applicable |
| Average | Click/tap to enter. | Not applicable | Not applicable |

## Standard 3 – Days and hours of instruction

1. For which days is the school open for students this year?

*Not including any public holidays or other days (eg. school planning days) when students do not attend.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Start date** | **End date** | **# days open** |
| **Term 1** | Click/tap to enter date. | Click/tap to enter date. | Click/tap to enter text. |
| **Term 2** | Click/tap to enter date. | Click/tap to enter date. | Click/tap to enter text. |
| **Term 3** | Click/tap to enter date. | Click/tap to enter date. | Click/tap to enter text. |
| **Term 4** | Click/tap to enter date. | Click/tap to enter date. | Click/tap to enter text. |
|  |  | *Total days open* | Click/tap to enter text. |

1. How many hours of instruction does each year level receive?

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Pre-K** | **K** | **PP** | **1** | **2** | **3** | **4** | **5** | **6** |
| Max. weekly hours [](#Item11) | Click/tap | Click/tap | -- | -- | -- | -- | -- | -- | -- |
| Annual hours [](#Item11) | -- | -- | Click/tap | Click/tap | Click/tap | Click/tap | Click/tap | Click/tap | Click/tap |
|  |  |  |  |  |  |  |  |  |  |
|  | **7** | **8** | **9** | **10** | **11** | **12** |  |  |  |
| Annual hours | Click/tap | Click/tap | Click/tap | Click/tap | Click/tap | Click/tap |  |  |  |

## Standard 4 – Staff

1. How does the school ensure:

*Describe process or insert policy name*

|  |  |
| --- | --- |
| ongoing compliance with teacher registration and working with children law in relation to staff and volunteers. | Click/tap to enter text. |
| early childhood teachers hold an approved early childhood qualification or have sufficient experience to teach early childhood. | |  |  |  | | --- | --- | --- | | Name | Year level | [ACECQA qualification](https://www.acecqa.gov.au/qualifications) | | Click/tap to enter. | Click/tap to enter. | Click/tap to enter. | | Click/tap to enter. | Click/tap to enter. | Click/tap to enter. | | Click/tap to enter. | Click/tap to enter. | Click/tap to enter. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Other staff required to meet the Pre-Kindergarten and Kindergarten staff to student ratio hold, or are working towards, the required qualifications. | |  |  |  | | --- | --- | --- | | Name | Year level | [ACECQA qualification](https://www.acecqa.gov.au/qualifications) | | Click/tap to enter. | Click/tap to enter. | Click/tap to enter. | | Click/tap to enter. | Click/tap to enter. | Click/tap to enter. | | Click/tap to enter. | Click/tap to enter. | Click/tap to enter. | |
| there are staff on the premises, at all time that Pre-Kindergarten and Kindergarten students are present, with the required first aid, anaphylaxis and asthma training. | Click/tap to enter text. |
| all new staff, including staff who commence after the beginning of the school year, are inducted into:   * the Code of Conduct, * student safety and wellbeing policies, procedures and practices, and * the law with respect to mandatory reporting of child sexual abuse. | Click/tap to enter text. |
| professional development of *all* staff | Click/tap to enter text. |
| regular performance management of *all* staff | Click/tap to enter text. |

|  |  |
| --- | --- |
| paperclip icon | * Any policies identified at Item 12 * A sample image or template showing how, for Pre-Kindergarten and Kindergarten, a contemporaneous record is kept of the early childhood teacher or substitute teacher who was actually present at any time and each other person or people working directly with the students at any one time. |

## Standard 5 – Premises and Facilities

1. Briefly describe any new buildings constructed or repurposed since last renewal.

Click/tap to enter text.

1. What indoor and outdoor space is available for Pre-Kindergarten and/or Kindergarten students, and how many students use these at any one time?

*Only applicable for premises built or commissioned for Pre-Kindergarten and/or Kindergarten since August 2012.*

|  |  |
| --- | --- |
| Unencumbered indoor space (sqm) | Click/tap to enter text. |
| Unencumbered outdoor space (sqm) | Click/tap to enter text. |
| Maximum number of students who have used this space at any one time in past 12 months | Click/tap to enter text. |

1. How does the school ensure:

*Describe process or insert policy name*

|  |  |  |
| --- | --- | --- |
| compliance with the Building Code of Australia and local planning regulations | | Click/tap to enter text. |
| compliance with work health and safety requirements | | Click/tap to enter text. |
| the premises and facilities, are safe and well maintained (including for boarding students if applicable) | | Click/tap to enter text. |
| vehicles used for student transport, including, as applicable, contracted vehicles, vehicles owned by the school and/or parent/staff vehicles are safe and well maintained | | Click/tap to enter text. |
| the premises and facilities are sufficient and appropriate for the provision of a satisfactory standard of education and satisfactory levels of care, including for boarding students (if applicable) | | Click/tap to enter text. |
| paperclip icon | | * Occupancy certificates for any new buildings since last renewal * Any policies the school has in relation to students’ access to each part of the school’s premises and their use of facilities * Risk management audits including hazard reduction measures for the preceding 12 months * Policies and procedures relating to emergency evacuation and schedule of completed emergency response trials for the preceding 12 months * Any policies identified at Item 15 | | |

## Standard 6 – Enrolment and attendance procedures

|  |  |
| --- | --- |
| paperclip icon | * Policies for enrolment and attendance * A de-identified image showing a sample of the school’s enrolment register (showing all fields which have to be completed for each student) * A de-identified summary of actions taken by the school in response to a non-attending student including outcome and de-identified image of enrolment register relating to student. |

## Standard 7 – Critical and emergency incidents

1. Where are the following items specified in the school’s policy(s) for managing critical and emergency incidents?

|  |  |
| --- | --- |
|  | **Page or section #** |
| correctly list reportable incidents (i.e. those which must be reported to the Director General) [](#Item16) | Click/tap |
| includes other critical and emergency incidents (i.e. which do not have to be reported to the Director General) | Click/tap |
| require staff to report and document all incidents | Click/tap |
| require the Principal to report all incidents to the governing body | Click/tap |
| require that the Director General is notified of every reportable incident as soon as practicable, and in any event within 48 hours, using the published form | Click/tap |

1. How does the school ensure each of the following in respect of critical and emergency incidents?

*Please specify relevant policy, etc. and page/section, or provide a brief description.*

|  |  |  |
| --- | --- | --- |
| that incidents must be managed in such a way as to give highest priority to the best interests of students | | Click/tap |
| that incidents are to be managed in such a way as to minimise trauma and distress to students and staff | | Click/tap |
| that incidents are to be managed in such a way as to minimise property damage | | Click/tap |
| that incidents are to be managed in such a way as to ensure the education program is maintained or resumed | | Click/tap |
| paperclip icon | | * Policy(s) for managing critical and emergency incidents * Any other policy referred to at item 17 | | |

## Standard 8 – Boarding

1. Describe the process undertaken for consulting with boarding students, the topics on which students were consulted, and the extent of agreement reached.

|  |  |
| --- | --- |
| paperclip icon | * Policies specific to boarding students, including recruitment of boarding supervisory staff |

## Standard 9 – Complaints

1. Where are the following items satisfied in the school’s complaint handling policy?

|  |  |
| --- | --- |
|  | **Page or section #**  if applicable |
| clearly outlines the roles and responsibilities of leadership, staff and volunteers | Click/tap |
| clearly outlines approaches to dealing with different types of complaints | Click/tap |
| clearly outlines obligations to act and report, including to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement | Click/tap |
| informs the school community about the role of the Director General in monitoring compliance with the registration standards | Click/tap |

1. How does the school ensure each of the following in respect of its complaint handling system?

*Please specify relevant policy, etc. and page/section, or provide a brief description.*

|  |  |
| --- | --- |
| is understood by children and young people, staff, families and volunteers | Click/tap |
| is culturally safe [](#Item20) | Click/tap |
| complaints are taken seriously, and responded to promptly and thoroughly | Click/tap |
| conforms to the rules of procedural fairness [](#Item20) | Click/tap |
| ensures reporting, privacy and employment law obligations are met | Click/tap |
| complaints are analysed to identify causes and systemic failures so as to inform continuous improvement | Click/tap |

1. How does the school inform the school community of its complaints process and the results of reviews undertaken?

Click/tap to enter text.

1. How does the school ensure the child-friendliness of its complaints process?

Click/tap to enter text.

|  |  |
| --- | --- |
| paperclip icon | * Policy(s) for managing complaints * Deidentified summary of review of complaints to identify trends/issues undertaken in preceding 12 months * Any other policy(s), etc. referred to at item 20. * Any publications referred to at item 21 or 22. |

## Standard 10 – Preventing and responding to child abuse

1. Describe the steps taken by the school to implement the National Child Safe Organisation Principles?

Click/tap to enter text.

1. Describe the process undertaken when reviewing the school’s student safety and wellbeing policies, procedures and practices, including the topics on which students were consulted, and the extent of agreement reached?

Click/tap to enter text.

1. Where are the following items set out in the school’s Code of Conduct?

|  |  |
| --- | --- |
|  | **Page or section #**  if applicable |
| applies to all staff, governing body members and volunteers, and boarding staff (if relevant) | Click/tap |
| requires reporting of objectively observable behaviour which breaches or is suspected of breaching the Code, other than those subject to mandatory reporting obligations, to the Principal, a designated senior staff member, or the chair of the governing body | Click/tap |
| assures protection from victimisation or other adverse consequences if reports are made in good faith | Click/tap |

1. How does the school ensure that the Code of Conduct is consistent with the:

* Example Code of Conduct published by the Australian Human Rights Commission; and
* National Child Safe Organisation Principles.

Click/tap to enter text.

1. How does the school ensure that *all* people to whom the Code of Conduct applies, including people who may be absent during scheduled sessions, receive at least annual professional learning which covers:

* the law with respect to mandatory reporting of child sexual abuse;
* the school’s policies, procedures and practices that aim to ensure students’ safety and wellbeing at school and during school related activities (including child-safe physical and online environments)

Click/tap to enter text.

1. If the school uses an ‘off the shelf’ protective behaviours and sexual abuse prevention education program, please specify the program? [](#Item28)

Click/tap to enter text.

1. Which of the following items about the school’s protective behaviours and sexual abuse prevention program are satisfied?

|  |  |
| --- | --- |
|  | age and developmental-stage appropriate |
|  | integrated into the school’s curriculum and makes relevant subject-matter links |
|  | includes e-safety education |
|  | builds practical self-protective skills and strategies |

1. How does the school ensure that the protective behaviours and sexual abuse prevention program is culturally appropriate for all students?

Click/tap to enter text.

1. How has the school integrated the protective behaviours and sexual abuse prevention program into the school’s curriculum, with relevant subject-matter links?

Click/tap to enter text.

1. Where are the following items set out in the school’s student code of conduct?

|  |  |
| --- | --- |
|  | **Page or section #**  if applicable |
| Sets out minimum standards of conduct | Click/tap |
| Prohibits bullying, harassment and other forms of peer-to-peer abuse | Click/tap |
| Requires respect for the privacy and human dignity of other students, and boarders (where relevant) | Click/tap |

1. Describe the process undertaken for consulting students in the development/review of the student code of conduct, including the topics on which students were consulted and the dates on which this occurred, and the extent of agreement reached?

Click/tap to enter text.

1. Which of the following required items about records of complaints, allegations and findings related to grooming and child abuse, whether involving former or current staff or student records, are satisfied?

|  |  |
| --- | --- |
|  | contain as much detail as possible |
|  | stored securely |
|  | not destroyed without the approval of the Director General |

|  |  |
| --- | --- |
| paperclip icon | * Code of Conduct * Student code of conduct * Policies relevant to child abuse prevention, reporting and response * Schedule of review for policies, procedures and practices relevant to child abuse prevention, reporting and response * Schedule of learning opportunities about for those to whom the Code of Conduct relates about:   + the law with respect to mandatory reporting of child sexual abuse;   + the school’s policies, procedures and practices that aim to ensure students’ safety and wellbeing at school and during school related activities (including child-safe physical and online environments) |

## Standard 11 – Financial resources

*No questions for this Standard*

|  |  |
| --- | --- |
| paperclip icon | * Most recent audited financial statements, independent audit report, independent auditor’s management letter, and management responses to the letter. * A schedule of loan agreements is required, including loans made to and by the school, all external commercial loans with financial institutions, any private loans with individuals or businesses, and any loans with governing body members or employees. The schedule should include a description of the loan, interest rate, interest/principal payments and the outstanding balance. * A schedule of property lease or rental agreements is required, including the length of the lease or rental agreement and the annual cost of accommodation services. * Current year’s budget and forecast budgets providing information about predicted future enrolment trends, income, expenditure and cash flow. * Public liability, professional indemnity, buildings and contents insurance and other insurance policies that may be applicable such as child sexual abuse liability. |

## Standard 12 – Management of students’ behaviour

1. List all school publications (and page/section numbers) which explicitly forbid the use of any form of child abuse, corporal punishment or other degrading punishment and define each of those terms consistently with the standards. [](#Item35)

Click/tap to enter text.

|  |  |
| --- | --- |
| paperclip icon | * All publications referred to at item 35. |

## Standard 13 – Minimum age of enrolment

1. For schools registered for Pre-Kindergarten, please specify the date of birth range of students enrolled in Pre-Kindergarten.

Click/tap to enter text.

## Standard 14 – Delivery of the curriculum

*Only for schools delivering educational programmes exclusively online* [](#Std14)

|  |  |
| --- | --- |
| paperclip icon | * Policy for assessing the eligibility of students to enrol in online-only learning |

## Standard 15 – Numbers of children enrolled

*Only for CARE schools*

1. How does the school ensure that the total number of students enrolled does not exceed the number whose needs and safety can be effectively catered for and protected within the financial and other resources of the school?

Click/tap to enter text.

## Standard of education

1. What does the school consider comprises a ‘satisfactory standard of education’ for its students?

Click/tap to enter text.

1. How does the school ensure, and what evidence does it have, that its students across all year groups, and a wide range of subjects and capabilities, make satisfactory progress?

Click/tap to enter text.

1. How does the school ensure, and what evidence does it have, that its indigenous students across all year groups and a wide range of subject and capabilities, make satisfactory progress?

Click/tap to enter text.

1. How does the school ensure, and what evidence does it have, that its students with additional support needs and/or disabilities make satisfactory progress?

Click/tap to enter text.

1. How does the school ensure, and what evidence does it have, that it is maintaining (or making progress towards) achievement in English and mathematics close to or above national averages?

Click/tap to enter text.

1. How does the school, and to what extent is it successful, in supporting consistent improvement for students with low attainment?

Click/tap to enter text.

1. How does the school ensure, and what evidence does it have, that its students are well prepared for the next stage of their education, employment or training?

Click/tap to enter text.

|  |  |
| --- | --- |
| paperclip icon | * An explanation as to how and when the following are monitored and reported to the governing body:   + student learning and growth in student achievement (progress)   + curriculum and assessment delivery   + student attendance, behaviour and engagement   and governing body members response/actions to the above reports.   * Policies and processes, plans, models, programs and/or frameworks for achieving improvements in student learning endorsed by the governing body including reporting of progress in implementation of identified strategies and student outcomes. * An analysis of student achievement in all learning areas by year cohort over time, including comparisons against like-school, state and national expectations for NAPLAN data and/or other external assessments. * Schedule of staff professional learning undertaken in the preceding 12 months for the implementation of evidence based planned strategies/initiatives to improve teaching practice and student learning. * Summary of progress on the alignment of the school’s strategic and operational planning that provides the foundation for the delivery of the Western Australian Curriculum or approved alternative curriculum. * Where applicable, an online-only learning policy outlining how the school will ensure that students participating online receive a standard of education equivalent to that provided for students attending in person. * Where applicable, the actions implemented by the school in response to the school’s most recent National Quality Standard internal audit for Pre-Kindergarten to Year 2. * Where applicable, documentation of the Year 11 and 12 pathways provided and evidence that parents/carers have been notified of the post-school pathways for which their children will be eligible on graduation. * Where applicable, an analysis of the most recent Year 12 outcomes and destinations data. * Documentation of planning and implementation to ensure that teaching and learning programmes meet the diverse learning needs of all students including consideration of student achievement, progress, attendance, behaviour and wellbeing. * Documentation of planned interventions, their implementation and the analysis of outcomes for teaching and learning assessment programmes designed to meet the diverse learning needs of all students. * Documentation of the re-engagement strategies implemented when a student’s unapproved absences are having a significant impact on the student’s progress with the learning programme. * Analysis of parent, staff and student survey results and evidence of changes made in response to any concerns raised about the quality of the school’s educational programmes or the standard of education provided. * Any other documentation the school considers relevant to its context. |

## Levels of care

1. How does the school ensure, and what evidence does it have, that it provides satisfactory levels of care for its students?

Click/tap to enter text.

1. How does the school identify and mitigate onsite and offsite risks to students?[](#Item44)

Click/tap to enter text.

|  |  |
| --- | --- |
| paperclip icon | * Summary of how the governing body demonstrates it is accountable for its non-delegable duty of care for the students including consideration of:   + how and when student wellbeing is monitored and reported to the governing body as well as the response/actions by governing body members to the information.   + information the governing body receives about any safety breaches and the measures implemented to prevent further occurrences. * Summary of policies relating to the support of student wellbeing and scheduled review dates. * Evidence of risk management relating to the provision of satisfactory levels of care. * Policies, procedures, frameworks, programs and evidence of implementation and staff development to maintain, develop and promote student wellbeing. Student wellbeing includes provisions for safety such as managing catastrophic weather events, the management of physical and mental health and a positive school environment to support engagement and learning. * Where applicable, evidence of the school reviewing its care policies and procedures and making necessary adjustments following incidents. * Evidence of compliance with the [*Disability Standards for Education 2005*](http://www.legislation.gov.au/Details/F2005L00767) for students with disabilities, the *Reportable Conduct Scheme*, and *Mandatory and Non-mandatory Reporting Requirements*. * Schedule of staff professional learning undertaken in the preceding 12 months relating to student wellbeing, including the prevention and response to suicidal behaviour and non-suicidal self-injury prevention. * Analysis of parent, staff and student survey results and evidence of changes made in response to any concerns raised about students’ wellbeing. * Summary of emergency responses to scheduled trials and actual events for the preceding 12 months, including outcomes of response reviews undertaken by the school. * Where applicable, evidence of the school reviewing its wellbeing policies and procedures and making necessary adjustments following incidents. * Any other documentation the school considers relevant to its context. |

# Premises and facilities declaration

The school’s buildings, facilities and grounds (including off-campus sites) are required to meet all legal standards and fully comply with safety and health requirements.

## Buildings and grounds

|  |
| --- |
| The school’s buildings, facilities and grounds: |
| 1. Are suitable for the programs offered by the school and the students’ age levels. |
| 2. Comply with the Building Code of Australia and local planning regulations, where relevant. |
| 3. Comply with all applicable local government safety and health by-laws. |
| 4. Comply with the *Work Health and Safety Act 2020* (WA) and *Work Health and Safety* *(General) Regulations 2022*. |
| 5. Comply with the *Disability (Access to Premises – Buildings) Standards 2010* (Cth), if applicable. |

## Vehicles

|  |
| --- |
| Vehicles owned or leased by the school: |
| Comply with all licensing, inspection, maintenance and safety requirements for vehicles used to transport students. |

## Boarding – buildings and facilities (if applicable)

|  |
| --- |
| The school’s buildings and facilities for boarding: |
| 1. Provide or will provide a suitable and pleasant environment for the promotion of the health, safety, educational progress and wellbeing of its students. |
| 2. Comply with the Building Code of Australia and other local planning regulations, where relevant. |
| 3. Comply with all applicable local government by-laws. |
| 4. Comply with the *Work Health and Safety Act 2020* (WA) and *Work Health and Safety* *(General) Regulations 2022*. |
| 5. Comply with the *Disability (Access to Premises – Buildings) Standards 2010* (Cth), |
| 6. Are or will be fit for purpose, safe, hygienic, well-maintained, sufficient and appropriate for the accommodation of boarding students and for the numbers of students to be accommodated. |

Signed for and on behalf of the governing body \* by:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Click/tap to enter text. |  | Click/tap to enter text. |  |  |  | Click/tap to enter date. |
| Name |  | Position |  | Signature |  | Date |

\* A signatory who is not the Chair of the governing body named as the applicant must attach evidence of authority to make this declaration on behalf of the governing body.

# Enrolment and attendance declaration

The school’s enrolment and attendance policies and procedures:

* + comply with the *School Education Act 1999* - Part 2 - Enrolment and attendance;
  + comply with the *School* *Education Regulations 2000* - Part 2 - Enrolment and attendance;
  + comply with the *Racial Discrimination Act 1975* (Cth), *Sex Discrimination Act 1984* (Cth), *Disability Discrimination Act 1992* (Cth), the *Disability Standards for Education 2005* (Cth), and *Equal Opportunity Act 1984* (WA);
  + comply with *Education Service Providers (Full Fee Overseas Students) Registration Act 1991* (WA), the *Education Services for Overseas Students Act 2000* (Cth) (ESOS) and the *National Code of Practice for Providers of Education and Training for Overseas Students 2018* (the National Code), where applicable;

The school protects the confidentiality of personal information it collects about students and their parents/ guardians in accordance with the Australian Privacy Principles subject, where appropriate, to the applicable information sharing provisions of the *Children and Community Services Act 2004* (WA), sections 28A-C.

Unless approved otherwise by the Director General, the school does not enrol any child before the final year of their early education period and the child has turned 3 years of age.

If the school is a CARE school, the school does not enrol any child before the eighth year of their compulsory education period, and the total number of students enrolled in the school does not exceed the number whose needs and safety can be effectively catered for and protected within the financial and other resources of the school.

Signed for and on behalf of the governing body \* by:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Click/tap to enter text. |  | Click/tap to enter text. |  |  |  | Click/tap to enter date. |
| Name |  | Position |  | Signature |  | Date |

\* A signatory who is not the Chair of the governing body named as the applicant must attach evidence of authority to make this declaration on behalf of the governing body.

# Register of governing body members

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Start date | End date (members removed during the current period of registration) | Director Identification Number (if applicable) | Title  (Dr, Mr, Ms, etc) | Full legal name | Role  (i.e. Chair, Treasurer, Member, etc) | Experience and qualifications relevant to role | Voting or non-voting  (V/NV) |
| Click/tap | Click/tap |  | Click/tap | Click/tap | Click/tap | Click/tap | Click/tap |
| Click/tap | Click/tap |  | Click/tap | Click/tap | Click/tap | Click/tap | Click/tap |
| Click/tap | Click/tap |  | Click/tap | Click/tap | Click/tap | Click/tap | Click/tap |
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| Click/tap | Click/tap |  | Click/tap | Click/tap | Click/tap | Click/tap | Click/tap |

Signed on behalf of the governing body \* by:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Click/tap to enter text. |  | Click/tap to enter text. |  |  |  | Click/tap to enter date. |
| Name |  | Position |  | Signature |  | Date |

\* A signatory who is not the Chair of the governing body named as the applicant must attach evidence of authority to submit this register on behalf of the governing body.

***Important Note***: On the appointment of a new member to, or the retirement of an existing member from, the governing body, a completed [Notice – Change of Constitution or Governing Body Member](https://www.education.wa.edu.au/ongoing-obligations) must be provided within 30 calendar days to the Director General together with a statutory declaration made by the Chair as to each new member’s fitness and propriety.

# Statutory declaration

*Oaths, Affidavits and Statutory Declarations Act 2005*

This Statutory Declaration must be completed by the Chair of the school’s governing body. Enter or select information in the highlighted fields then print the document. Have your signature witnessed by an authorised witness.

I, Click/tap to enter full name of Click/tap to enter address (address), Click/tap to enter occupation, sincerely declare as follows:

1. I am the chair of Click/tap to enter governing body name, the governing body of Click/tap to enter school name and make this declaration in that capacity concerning the members of the management committee, council or board of directors of Click/tap to enter governing body name herein referred to as “the members”.
2. In this declaration, as required by *School Education Act 1999*, section 160(5), a relevant relationship refers to a relationship between a board member and another person, or between two or more board members, which fits one of the following:

* employer and employee
* business partners
* director of a body corporate and the body corporate
* involved in the control or management of a body corporate and the body corporate
* holds an interest in at least 5% of the share capital of a body corporate and the body corporate
* joint trustee or joint beneficiary.

## Chair’s assessment of members’ fitness and propriety

1. The members are required to provide evidence of their eligibility, fitness and propriety to serve as members to me as chair and I have assessed the evidence so provided.
2. On the basis of my assessment, I am satisfied that all of the members are eligible to serve, and are not disqualified from serving, on a management committee, council or board of directors in accordance with (**select one which applies**):

|  |  |
| --- | --- |
|  | *Associations Incorporation Act 2015* (WA) sections 39 and 40 |
|  | *Corporations Act 2001* (Cth) Part 2D.6 |
|  | *Corporations (Aboriginal and Torres Strait Islander) Act 2006* (Cth) Division 279 |
|  | Other (please specify)  Click/tap to specify if ‘other’ legislation selected |

1. On the basis of my assessment, I am satisfied that none of the members:
   1. has ever been refused a Working With Children Card or its equivalent in Australia or any other country, except on the basis that they were not engaged in child-related work (Note: in WA this refusal includes being issued with an interim negative notice or a negative notice under the *Working with Children (Criminal Record Checking) Act 2004*); or
   2. has a conflict of interest that cannot be effectively managed by the governing body in accordance with the applicable legislation.
2. I have obtained a statement from each member as to his or her knowledge of the past conduct of the persons and companies with whom he or she has a relevant relationship (as defined in clause 2) and I am of the opinion that **(select one which applies**):

none of the members is aware of having a relevant relationship with a person or company who has been convicted within the last five years or, if convicted and imprisoned, released within the last five years, in respect of an offence involving fraud, theft or breach of a fiduciary relationship, however described, whether committed in Australia or elsewhere.

OR

in each case of a member who is aware of having a relevant relationship with a person or company who has been convicted within the last five years or, if convicted and imprisoned, released within the last five years, in respect of an offence involving fraud, theft or breach of a fiduciary relationship, however described, whether committed in Australia or elsewhere, the relationship should not preclude that member from membership of the governing body for reasons I have documented.

## Chair’s fitness and propriety

1. I am eligible to serve and am not disqualified from serving as both member and chair of the management committee, council or board of directors of Click/tap to enter governing body name in accordance with **(select one which applies)**:

|  |  |
| --- | --- |
|  | *Associations Incorporation Act 2015* (WA) sections 39 and 40 |
|  | *Corporations Act 2001* (Cth) Part 2D.6 |
|  | *Corporations (Aboriginal and Torres Strait Islander) Act 2006* (Cth) Division 279 |
|  | Other (please specify)  Click/tap to specify if ‘other’ legislation selected |

1. I:
   1. have never been refused a Working With Children Card or its equivalent in Australia or any other country, except on the basis that I was not engaged in child-related work (Note: in WA this refusal includes being issued with an interim negative notice or a negative notice under the *Working with Children (Criminal Record Checking) Act 2004)*; and
   2. have no conflict of interest that cannot be effectively managed by the governing body in accordance with the applicable legislation.
2. I: **(select one which applies)**

am not aware of having a relevant relationship with a person or company who has been convicted within the last five years or, if convicted and imprisoned, released within the last five years, in respect of an offence involving fraud, theft or breach of a fiduciary relationship, however described, whether committed in Australia or elsewhere.

OR

am aware of having a relevant relationship with a person or company who has been convicted within the last five years or, if convicted and imprisoned, released within the last five years, in respect of an offence involving fraud, theft or breach of a fiduciary relationship, however described, whether committed in Australia or elsewhere, and attach a statement as to the nature of that relationship in a sealed envelope addressed to the Director General, Department of Education, and marked “confidential”. Further, I have made the members aware of this relationship.

## Declaration

This declaration is true and I know that it is an offence to make a declaration knowing that it is false in a material particular.

This declaration is made under the *Oaths, Affidavits and Statutory Declarations Act 2005* (WA) at Click/tap to enter full name on Click/tap to enter date by:

|  |
| --- |
| (signature) |
| Click/tap to enter full name |

in the presence of:

|  |
| --- |
| (signature of authorised witness) |
| Click/tap to enter full name of authorised witness and qualification\* as such a witness |

|  |  |  |
| --- | --- | --- |
| \*Important: This declaration must be made before one of the following persons: | | |
| Academic (post secondary institution) | Engineer | Patent attorney |
| Accountant | Industrial organisation secretary | Physiotherapist |
| Architect | Insurance broker | Podiatrist |
| Australian Consular Officer | Justice of the Peace | Police officer |
| Australian Diplomatic Officer | Landgate officer | Post office manager |
| Bailiff  Bank manager  Chartered secretary  Chemist  Chiropractor  Company auditor or liquidator  Court officer (magistrate, registrar or clerk) | Lawyer  Local Government CEO or deputy CEO  Local government councillor  Loss adjuster  Marriage celebrant  Member of Parliament  Midwife | Psychologist  Public notary  Public servant (Commonwealth)  Public servant (State)  Real estate agent  Settlement agent  Sheriff or deputy sheriff  Surveyor |
| Defence force officer | Minister of religion | Registered teacher |
| Dentist | Nurse | Tribunal officer |
| Doctor | Optometrist | Veterinary surgeon |
| Electorate officer of a member of State Parliament | Paramedic |  |

# Submission of Application for renewal of registration

This application for renewal of registration is made by me on behalf of Click/tap to enter governing body name.

I certify that, to the best of my knowledge and belief, all of the information provided in and with this application is true and correct and that the school complies with the requirements of the *School Education Act 1999* and all other State and Australian Government legal requirements associated with its operation.

I declare that the registered governing body of the school is not-for-profit. *(Strike out if the school does not receive public funding.)*

Signed for and on behalf of the governing body \* by:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Click/tap to enter text. |  | Click/tap to enter text. |  |  |  | Click/tap to enter date. |
| Name |  | Position |  | Signature |  | Date |

\* A signatory who is not the Chair of the governing body named as the applicant must attach evidence of authority to make this application on behalf of the governing body.

# Part C: Further information (Matters for clarification) which may be requested by the Director General under the *School Education Act 1999*, Section 159A(5)

The Director General may request further information once an application for renewal of registration has been received (i.e. Parts A and B of this form).

The governing body will receive a request for an itemised list of further information to be provided to the Department.

The Director General may refuse to consider an application if any request for further information is not complied with as per section 159A(6) of the Act.

1. Please ensure that these are direct contact details for the Chair (it is not sufficient to provide the Principal’s or school’s phone and email address here). [↑](#footnote-ref-1)
2. Some schools publish policies and procedures to a section of the website accessible only to staff and parents/students. Access to these sections of a website can assist the Department in assessing an application, and may reduce the amount of information required to be provided by the school. [↑](#footnote-ref-2)