

Guide to the registration standards and other requirements for Non- Government Schools Effective 1 January 2024

Summary of changes/additions

Note: frequently used terms and other places throughout this Guide – he or she, him or her replaced by the child/student/their

Page number	Description
2	<p>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.</p> <p>Explanatory notes and Director General considerations content amended following consultation with Catholic Education Western Australia, Association of Independent Schools of Western Australia and directorates within the Department of Education. The changes are effective 1 January 2024. No change to wording of Standards approved by the Minister.</p> <p>Previous version content updated to reflect July 2022 Guide Consultation – inclusion of independent non-government schools</p>
4	The registration standards and other requirements must be complied with at all times.
5	<p>CARE school corrected to read Curriculum and Re-engagement in Education school</p> <p>Deletion of CPFS replaced by SCPU Specialist Child Protection Unit, WA Department of Communities</p> <p>MRS reference to CPFS updated to WA Department Communities</p> <p>WWCC Card deleted</p> <p>WWC reference to CPFS updated to 'WA Department Communities' and amendment to read WWCC</p>
6	<p>Constitution inclusion:</p> <p>Recognition of the constitution under the <i>Associations Incorporation Act 2015 (WA)</i>, <i>Corporations Act 2001 (Cth)</i>, <i>Corporations (Aboriginal and Torres Strait Islander) Act 2006</i> or other legislation is for incorporation</p>

	<p>purposes only and does not necessarily mean that the constitution satisfies the requirements for registration as a school.</p> <p>For clarity it is recommended that, the constitution/rule book or other complementary documents e.g. Governance Handbook/Charter, make explicit reference to the above as objects of the association or company, as well as the operation of a school. Where this does not occur, further evidence may be sought from a governing body.</p>
7	<p>Fit and proper members inclusion:</p> <p>Specific knowledge related to school governance may, alternatively or in addition, be acquired by undertaking professional development and participating in appropriate training and accessing external support from appropriate experienced professionals.</p>
8	<p>Fit and proper members inclusion:</p> <p>While a governing body may contract any skill from time-to-time to inform its decision making, where it attempts to recruit the typical skills used in governing a school, the following are often evident in the background of one or more Governing Body Board members of a non-government school, or those attending Board meetings e.g. Principal, Business Manager. These are examples only and may vary depending on the particular needs of a school at different stages.</p> <ul style="list-style-type: none"> • Experience in educational leadership • Financial / Accounting acumen • Legal expertise • Project Management • Marketing • Student parent representation <p>Although a minority of those applicable statutory rules may allow a conflicted member to remain in the room during discussions in certain circumstances, the Director General would normally expect that a conflicted member leave the room while the any matter relevant to the School Education Act is being discussed.</p>
9	<p>Accountability inclusion:</p> <p>it does not receive and discuss regular reports on student attendance and achievement from the principal or other senior staff'</p>
10	<p>Evidence related to governance amendments:</p> <ul style="list-style-type: none"> • Constitution of the entity (eg corporation, association, etc) which owns, manages and/or controls the school. • Governance Handbook/Charter • Register of governing body members recording the role of each member and their qualifications for that role. All members must be recorded on the register, including ex officio and other non-voting members.

	<ul style="list-style-type: none"> • A correctly completed and witnessed statutory declaration from the governing body chair (1) relevant to their own fitness and propriety and (2) confirming their assessment as to the fitness and propriety of each board member. • 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. • Evidence of training opportunities offered to and undertaken by members which target gaps in members' knowledge and expertise as well as providing regular updates covering accountable and ethical decision making, management of conflicts of interest, complaint handling, duty of care and protective behaviours with particular attention paid to the context of school boarding facilities where applicable. • Where it is not evidence from the governing body meeting minutes a summary of governing body considerations, instructions to school leadership and outcomes in response to the accountabilities (typically only for the preceding 12 to 24 months).
12	Child abuse prevention replaced by Preventing and responding to child abuse
13	<p>Individual Education Plan inclusion of explanatory information:</p> <p>In those cases, where a student requires an Individual Education Plan delivering a programme of study in this way will be acceptable, provided the school should be able to demonstrate that the Plan is designed to meet the student's individual needs. Each Learning Area covered by the Individual Education Plan must be clearly articulated. Any Learning Areas not covered by the Plan are to be provided for within the existing approved, accredited, or recognised curriculum and as such be evident in the school's curriculum delivery planning.</p> <p>Not all students with additional needs require an Individual Education Plan, Instead, some may require other reasonable adjustments to access and participate in the existing <i>approved, accredited, or recognised</i> curriculum as stated in 1.2 (a) and 1.3 (a).</p>
14	<p>Inclusions/amendments:</p> <p>Curriculum plan</p> <p>Schools delivering the Western Australian Curriculum are required to have a curriculum plan for Pre-Primary to Year 10 which is in accordance with the SCSA published requirements and timelines for the implementation of the Western Australian Curriculum and Assessment Outline for Years Kindergarten to 6 and Years 7 to 10.</p> <p>Curriculum planning should account for the needs of all students. This includes the enrolment of students with disability in regular classes, education support classes and education support schools.</p>

	<p>Modified curriculum and assessment</p> <p>Schools implementing a modified curriculum to cater for individual student learning needs (for example, gifted and talented students, students with disability, students for whom English is an additional language/dialect) should be able to demonstrate:</p> <ul style="list-style-type: none"> • negotiation of any variation to the Western Australian curriculum and assessment with the student and their parents/carers • That it is in the best interest and immediate learning needs of the student, and documentation of the decisions made (for example, a documented Individual Education Plan). <p>Staff may support the concept of catering to individual needs through differentiated instruction. It is expected that approach includes tailoring instruction to meet the individual needs of students.</p> <p>Assessment and reporting – Pre-Primary to Year 10</p> <p>The assessment and reporting policy for Pre-Primary to Year 10 must be in accordance with the reporting policy requirements and policy standards of the <i>Western Australian Curriculum and Assessment Outline</i>.</p> <p>Assessment and reporting – WACE Deletion of ‘and School Activities Schedule’</p>
17	For the purpose of Standard 2.2 a person is working directly with the students in Pre-Kindergarten and/or Kindergarten when the child is:
19	<p>Required by SCSA amendment</p> <p>The WACE requirement is 20 units, generally undertaken over the final two years of senior secondary schooling. “A unit is a component of content that can be feasibly taught in about half a ‘school year’ (approximately 50-60 hours duration including assessment and examinations) of senior secondary studies” [WACE Manual 2023, page 129].</p>
20	<p>Time for instruction amendment</p> <p>Non-government schools must provide a minimum number of hours of instruction equivalent to those provided by Government schools. Term dates published in the Western Australian Government Gazette for primary and secondary students in public schools in Western Australia are available on the Department’s website.</p>
27	<p>Appropriate boarding premises amendment</p> <p>Appropriateness of boarding premises will be considered with regard to such factors as whether it is:</p>

	<p>Risk management audits amendment</p> <p>Schools are expected to undertake regular assessment of risks to health and safety in respect of premises and facilities. These assessments should give consideration to student, staff, parent, volunteer and other visitor wellbeing.</p> <p>Hazard reduction measures identified in risk assessments must be appropriately implemented.</p>
28	<p>Off-site premises owned or leased by the school and attended by students on a short-term basis are subject to the same requirements.</p> <p>Ancillary support – Standard 5.5 deletion of content regarding student recruitment policy.</p>
30	<p>Legal requirements – immunisation change</p> <p>Two requirements were introduced in 2019. The first requires schools to record the immunisation status of every new enrollee; the second prevents schools enrolling any student into Pre-Kindergarten or Kindergarten:</p> <ul style="list-style-type: none"> • whose AIR Immunisation History Statement is not ‘up-to-date’ • who is not following an approved catch-up schedule as indicated on the child’s AIR Immunisation History Statement • who does not have a valid immunisation certificate issued or declared by the Chief Health Officer or • if the school is not satisfied the child is exempt because of particular family circumstances.
32	<p>The Principal believes on reasonable grounds that the student is enrolled in another school or is no longer resident in WA;</p>
33-34	<p>Restoring attendance amendment and inclusion</p> <p>Schools should develop and implement procedures for following up unexplained absences and improving student attendance where appropriate. This may also include school-based policy on maintaining attendance over a student’s extended period of absence.</p> <p>The school should promote approaches that focus on building student, family, school and community resilience and student wellbeing, and the promotion of protective factors. These approaches may also consider implementation of strategies to prevent poor attendance and provision of support or interventions for those students who are not attending.</p> <p>In order to satisfy the Director General that a school has taken appropriate steps to locate missing students, it is expected that schools will use the following strategies (or others as relevant to their school’s context) to locate missing students:</p>

- written communication to parent/s (social media is not an appropriate medium)
- telephone parent/s
- conduct a home visit
- telephone emergency contacts
- check previous school
- query relatives and peers attending the school
- contact relevant agencies (if involved) e.g. Department of Communities
- consultation with the Student Engagement/Tracking Coordinator, Department of Education (*SWU Request Form* should be completed for missing students within 15 school days of their last date of attendance).

Addressing persistent student absence

School policies and procedures must include all reasonable steps to be taken by school staff to locate a non-attending (location known and contact still possible with student and/or parent/guardian) student and restore attendance by using school, CEWA, AISWA and relevant interagency resources. The Act requires that non-attending students remain on the roll of the school's enrolment register and have their non-attendance recorded. They are not regarded as "Missing" students. These students must not be moved off this roll, unless a transfer note is received from the student's new school (or other allowable reason).

Students whose whereabouts are unknown

Schools should consider the *Students whose whereabouts are unknown* Guidelines and procedures (2018), a cross-sectoral initiative between the Department of Education Western Australia, AISWA and CEWA prior to requesting a placement of student details to the *Students whose whereabouts are unknown list*. Schools should also consider following the strategies outlined in 'Restoring attendance'.

A student can be regarded as 'missing' when they cannot be located and their parent/guardian cannot be contacted and the school has not received advice that the student is being educated elsewhere.

A student is to remain on the roll of the school's enrolment register (s.21 of the Act) until confirmation is received from Student Tracking to move the student from the roll.

The Director General may check student attendance information to ensure that, where the school has been unable to locate a student within 15 days of the start of an absence and the parent/s cannot be contacted, the Principal has regarded the student as missing and contacted the Student Engagement/Tracking Coordinator.

36-37	<p>Contact number amended to read 9441 1900</p> <p>Significant impact characteristics dot point 2 'I' amended to In</p>
38	<p>An individual student's best interests will vary depending on their particular needs and cultural, religious and other identity.</p>
39	<p>Notifications to the Director General amendment and inclusion</p> <p>Where it would be helpful in conveying the relevant information, schools may refer to staff/students as Student A, B, etc.</p> <p>Reportable conduct</p> <p>From January 2023, a reportable conduct scheme was established in WA. It requires that certain matters be reported to the Ombudsman WA and investigated by the reporting organisation (eg. school). Further information about the reportable conduct scheme is available from the Ombudsman WA.</p> <p>It is anticipated that most, if not all, matters which a non-government school would need to report to the Ombudsman would also constitute a reportable incident for the purposes of this standard. Schools are reminded that the submission of a report to the Ombudsman does not meet the concurrent requirement to notify the Director General of a reportable incident, and vice versa.</p>
44	<p>Director General's considerations inclusion</p> <p>Complaint handling and recording</p> <p>The published policies and procedures must also outline how complaints will be analysed to identify causes and systemic issues and inform continuous improvement, as required by key action area 9.2 including effectiveness and efficiency of the complaints management system itself.</p> <p>In respect of the system for review the published policy and procedures must clearly outline the following:</p> <ul style="list-style-type: none"> • how any conflicts of interest will be managed • timeframes associated with the review • how a review may be undertaken, and by whom • the types of matters that might be reviewed, and the nature and scope of review (i.e. merits or process review or both) <p>the types of outcomes which might arise from a review (i.e., undertakings or follow up actions)</p>
47	<p>Notes amendment</p> <p>Further, schools are advised that they may, should they wish to do so, require teachers and other mandatory reporters to inform the governing body chair, Principal or a designated senior staff member when they</p>

	<p>have made a mandatory report and to provide the report number, date and relevant information in confidence for the principal (or designated staff member) to appropriately manage risk at the school.</p> <p>Where the alleged victim is now an adult, the person should be referred to WA Police.</p>
52	<p>Reportable conduct</p> <p>From January 2023, a reportable conduct scheme was established in WA. It requires that certain matters be reported to the Ombudsman WA and investigated by the reporting organisation (eg. school). Further information about the reportable conduct scheme is available from the <u>Ombudsman WA</u>.</p> <p>It is anticipated that most, if not all, matters which a non-government school would need to report to the Ombudsman would also constitute a reportable incident for the purposes of this standard. Schools are reminded that the submission of a report to the Ombudsman does not meet the concurrent requirement to notify the Director General of a reportable incident, and vice versa.</p>
53	<p>Evidence related to financial viability amendment</p> <p>Public liability, professional indemnity, buildings and contents insurance and other insurance policies that may be applicable such as child sexual abuse liability.</p>
55	<p>A school's student behaviour policies and procedures must be sufficiently clear and certain, as well as disseminated to all students, to ensure that students can be confident in knowing what behaviour will breach the student code of conduct (or equivalent), and what consequences may result. While group punishments, where a whole group is punished for the wrongdoing of one or more group members, are not explicitly banned, they will rarely be consistent with providing positive guidance or procedural fairness.</p>
56	<p>Note amendment</p> <p>To be enrolled lawfully in a non-government school a child must be in the final year of their early education period and on or past their third birthday. In addition, the school must be registered to provide Pre-Kindergarten and meet the other standards specific to that year level.</p>
58	<p>Learning support or extension needs cannot be met amendment</p> <p>In some circumstances, however a reasonably accessible school will not be able to cater for a particular student's learning needs whether they be for targeted learning support or a gifted and talented program. In such a case, the proposed school may be required to establish that those learning needs will be or are being met by its online-only programme.</p>

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Evidence related to the standard of education

- 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; and
 - student attendance, behaviour and engagement and governing body members response/actions to the above reports.
- Policies, processes, plans, models, programs and/or frameworks for achieving improvements in student learning endorsed by the governing body. To include reporting of progress in implementation of identified strategies and student outcomes.
- Evidence of the provision of staff professional learning for the implementation of evidence based planned strategies/initiatives to improve teaching practice and student learning.
- Evidence of 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.
- De-identified samples of student work.
- Where applicable, an online-only learning policy outlining how the school will ensure that students participating online receive a standard of education at least equivalent to that provided for students attending in person.
- 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.
- Whole school procedures to observe, monitor, collect and analyse data such as student achievement, progress, attendance and behaviour.
- 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, an analysis of the most recent Year 12 outcomes and destinations data.
- 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.
- 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 recent 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.

Director General's considerations
Curriculum and evaluation and adjustments
How does the school's development of staff capability enhance student learning?

Differentiation of the curriculum: The school's curriculum planning documentation will include information as to how the curriculum is differentiated to respond to the learning needs and previous achievements/progress of all students.

The Director General will therefore require evidence of an appropriately differentiated curriculum including both delivery and assessment methodologies, developed in consultation with the student and/or their parents/guardians [s.5.2 of the Disability Standards] and provision of the selected reasonable adjustment within a reasonable time after the enrolment of the student [s.3.7 of the Disability Standards].

The analysis of student learning should answer two key questions: 'how well are students doing?' and 'how does the school ensure continuous improvement in teaching and learning that effectively raises students' achievement and engagement?' These judgements are made against individual, school, state and national expectations. Information for the analysis is to be gathered from a range of sources including, but not limited to, teacher observation, standardised test results, moderated school assessments, and staff, parent and student surveys. The analysis is also to incorporate information about attendance, behaviour, motivation and engagement.

The analysis of student learning is to provide the basis for decision making at whole school, year cohort, classroom, group and individual level for improvement planning and changes to teaching and learning at the classroom and school levels. It must include consideration of the achievement, progress, behaviour and engagement of individual students and targeted groups of students, e.g. Aboriginal, English as an Additional Language or Dialect, special needs, gifted and talented and at-risk students.

Achieving improvements in student learning

School planning must align with the learning needs of students. A school must be able to demonstrate that it is actively working to achieve improvement for every student in order to be judged to be providing a satisfactory standard of education and school leadership must be able to demonstrate teachers are making valid and reliable judgements when assessing and reporting student achievement.

The school's governing body must receive and discuss regular reports on the analysis of student learning from the principal or other senior staff to enable it to carry out its responsibility for ensuring that the improvement processes implemented by the school are targeted and effective.

	<p>the school's policies and procedures for the provision of a quality education are inadequate or inadequately disseminated to the teaching staff;</p>
<p>65-67</p>	<p>Overview Section 160(1)(h) of the School Education Act requires the Director General to consider whether the school will provide satisfactory levels of care for its students. While the registration standards require the development and implementation of a number of policies and other protections for students' wellbeing, this provision is wider. It could enable the Director General to conclude that even if all relevant registration standards are observed a school nevertheless does not provide satisfactory levels of care for its students.</p> <p>Student wellbeing should be considered at the whole-school and individual student levels and include consideration of, but not limited to student mental and physical health, child protection, student psychological support, culturally responsive Aboriginal education and support for students with disabilities and those with additional learning support needs.</p> <p>The following should be considered as outcomes for a school that has implemented a successful student wellbeing environment:</p> <ul style="list-style-type: none"> • Students are engaged in learning and have the skills and support needed for successful learning. • Students have positive physical and mental health, engage in positive health behaviours, and feel connected and respected in their culture and community. • Students are supported by safe and healthy relationships, experience physical and emotional safety in the school environment, engage in safe behaviours, and are supported to have their needs met. <p>Evidence related to levels of care</p> <ul style="list-style-type: none"> • How and when information on 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. • How the governing body demonstrates it is accountable for its non-delegable duty of care for the students. • How the governing body ensures that policies to support student wellbeing are regularly reviewed. • Evidence of identification, assessment, management, recording and monitoring of risks in 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.

- Analysis and actions from student wellbeing and parent satisfaction surveys.
- Evidence of the implementation of staff training relating to the prevention and response to suicidal behaviour and non-suicidal self-injury prevention training to staff.
- Bullying and harassment policies and procedures.
- Where applicable, evidence of the school reviewing its wellbeing policies and procedures and making necessary adjustments following incidents.
- Evidence of compliance with the Disability Standards for Education 2005 for students with disabilities.
- Evidence of the implementation of National Principles for Child Safe Organisations.
- Any other documentation the school considers relevant to its context.

Director General's considerations

Consideration of the levels of care at a school will apply a global test which is school and context specific. Schools are required to consider all elements of their students' wellbeing.

The Director General recognises the importance of student wellbeing as a prerequisite for effective learning in schools. It is expected that schools will implement strategies to build a positive learning environment and school culture that fosters caring and respectful relationships between students and their teachers. Such strategies should aim to create a safe and supportive teaching and learning community that promotes student wellbeing and values diversity. Evidence-informed practices should guide the prevention of and responses, not limited to harassment, aggression, violence, drug use, online safety and bullying.

Relevant policies and procedures must meet the registration standards where applicable, comply with any applicable State and Commonwealth laws and be effectively disseminated as applicable to governing body members, staff, students and parents. They are to be reviewed following every event affecting their implementation and amended as needed. The school's governing body is expected to undertake comprehensive risk audits in relation to child safety, including wellbeing and ensure implementation of change at the school level.

Policies and procedures must be in accord with the National Principles for Child Safe Organisations and reflect the school's response and planning for students with suicidal behaviour and non-suicidal self-injury. Schools may consider the information provided in the cross sectoral School response and planning guidelines for students with suicidal behaviour and non-suicidal self-injury in developing their policies and procedures.

Policies and procedures are expected to document, where relevant, how students participating in online-only learning are assured of a safe and

healthy learning environment. Policies should be dated and note the date for review. Strategies for ensuring staff and parents (and students, as appropriate) understand the policies are also critical.

Similarly, where a school offers boarding for students, policies and procedures should respond to the particular student wellbeing risks associated with boarding.

Capacity to protect students and promote their wellbeing

The capacity of the governing body and senior staff to implement the school's student wellbeing policies and procedures will be relevant to the Director General's assessment, particularly where the applicant is unable to demonstrate a track record of providing satisfactory levels of care, such as where the application is for initial registration. Governing bodies are reminded that they have a nondelegable duty of care for their students (see [Chapter 1](#)).

Confidence in a school's capacity to provide satisfactory levels of care will be undermined when, for example:

- the school lacks clear, appropriate and up-to-date policies and procedures to deal with catastrophic weather events, other foreseeable emergencies, student violence, bullying and harassment;
- the school's student wellbeing policies and procedures are not relevant to the circumstances of the school or its students, including during off-site VET, workplace learning and/or community service where relevant;
- student care policies are not reviewed following every incident and revised as indicated;
- the school's learning environment is not inclusive and culturally responsive;
- student voice is not evident in decision making;
- the governing body does not receive information about safety breaches and measures implemented to prevent further occurrences;
- the governing body does not support the Principal and other education leaders with sound policy direction and/or is not being accountable for its non-delegable duty of care for the students;
- the school's policies, procedures and practices that aim to ensure students' wellbeing are inadequate or inadequately disseminated as applicable to governing body members, staff, students, parents and regular volunteers;
- the school does not regularly undertake systematic and relevant proactive risk management related to student wellbeing risks.