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Amend an independent school’s registration additional campus – virtual

Evidence checklist

Associated documents

* [Guidelines to the Minimum Standards and Requirements for School Registration (the Guidelines)](https://content.vic.gov.au/sites/default/files/2024-03/Guidelines-to-the-Minimum-Standards-and-Requirements-for-School-Registration.docx)
* [Amend an Independent School’s Registration – Application form](https://content.vic.gov.au/sites/default/files/2024-03/Amend-an-independent-schools-registration-application-form.docx)
* [Independent School’s Registration – Information sheet](https://content.vic.gov.au/sites/default/files/2024-03/Application-to-register-an-independent-school-information-sheet.docx)
* [Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises](https://content.vic.gov.au/sites/default/files/2023-10/Ministerial-Order-1359-Child-Safe-Standards-School-Boarding-Jan-2022.pdf)
* [Declaration of a school’s not-for-profit status](https://content.vic.gov.au/sites/default/files/2024-03/Declaration-of-a-schools-not-for-profit-status.docx)

How to complete this document

* use the checklist to collate your evidence portfolio
* provide the requested information only
* items marked with ▼ can be submitted once available, after the closing date but before registration.

Submit an electronic copy of the completed checklist, application form and evidence portfolio via email as a .zip file or a cloud-based service at:

* + [vrqa.schools@education.vic.gov.au](mailto:vrqa.schools@education.vic.gov.au)

Use the format below when naming your electronic files:

* **<checklist\_number>\_<school\_name>.docx**

When naming your documents:

* file names should be numbered as per the item number in the evidence checklist
* keep file names short and do **NOT** use apostrophes, ampersands (&) or dashes
* use school initials rather than full school name
* if your application contains multiple documents for the same item number, include a modifier (i.e. a, b, c…) at the end of the item number
* if documents contain images, please ensure size does not exceed 50 MB
* limit any folders to 1–2 sub-folders.

Consider the following examples:

* 1.1a\_School Governance\_WPS
* 1.1b\_School Governance\_WPS

**Disclaimer:** Applications will only be accepted in electronic format, but the VRQA may request paper copies of documents during the assessment process.

Once we assess your application as complete, an invoice will be sent to your nominated contact. When the application fee is paid, the assessment phase will commence.

Privacy disclaimer

The VRQA requires the information collected in this application for the purpose of registering and regulating schools under the *Education and Training Reform Act 2006* (the Act). Once registered, some information about schools will be made available to the public on the State Register. Information may also be shared with other government organisations if required for their functions, in accordance with the Act. The VRQA is committed to handling all personal information securely in accordance with the *Privacy and Data Protection Act 2014*.

To learn more about how the VRQA handles personal information, see the VRQA privacy policy:

* [Information Privacy Policy](https://content.vic.gov.au/sites/default/files/2024-02/VRQA-Privacy-Policy.docx)

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| **School Name:** | | | | |  | |
| Part A | | | | | | |
| 1. School governance | | | | | | |
| Governance | | | | | | |
| 1.1 | | Will the proposed virtual campus have the same governing body as the registered school? | | | |  |
|  | Yes. | Provide details and evidence of how the school’s governing body will have oversight of the virtual campus. | |  |
| Provide the school’s updated governance charter outlining the key functions and responsibilities of the school board and any subcommittees, including a conflict of interest register for all responsible persons and a plan detaining how any conflict will be managed (as applicable). | |  |
| Include a diagram of the school governance structure identifying the proprietor, the school governing body, and committees of the board, any related entities – as appropriate. This should include the virtual campus. | |  |
|  | No | Provide an outline of virtual campus governing body or subcommittee’s structure and include: | |  |
| * the governance charter | |  |
| * an organisational chart detailing the reporting arrangements from the virtual campus governing body to the school governing body | |  |
| * an outline of the governing body or subcommittee structure and membership including details of the experience and expertise of each member | |  |
| * a conflict of interest register for all responsible persons as defined in the Education and Training Reform Regulations 2017 and a plan detailing how any conflict will be managed. | |  |
| 1.2 | | A copy of the board minutes that evidence approval to apply to add a virtual campus. | | | |  |
| 1.3 | | Copies of all delegations from the governing body. For example, financial or non-financial delegations made from the school governing body to the school principal. | | | |  |
| 1.4 | | Provide evidence demonstrating how the governing body will discharge its duty of care to students learning online and meet its obligations under Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises. | | | |  |
| 1.5 | | A copy of the company or associations constitution or rules of association, ensuring this captures online delivery. | | | |  |
| **Not-for-profit status** | | | | | | |
| 1.6 | | Complete and include:   * [Declaration of a school’s not-for-profit status](https://content.vic.gov.au/sites/default/files/2024-03/Declaration-of-a-schools-not-for-profit-status.docx)   The declaration must be executed by the chair of the school governing body.  For a definition of ‘not for profit’ refer to the Guidelines. | | | |  |
| 1.7 | | Copies of agreements, contracts, leases, licences or arrangements with third parties that are **related entities** (within the meaning of section 9 of the *Corporations Act 2001*) or any person or for profit or not-for-profit organisation affiliated with the school (for example, affiliated religious groups). Schools should refer to the definition of not-for-profit in regulation 7 and ‘prohibited agreement or arrangement’ in regulation 7A. See also, Appendix 1 of the Guidelines. Schools must demonstrate any agreements or arrangements with related entities or affiliated persons or organisations are not prohibited agreements or arrangements and otherwise not a breach of the not-for-profit minimum standard. | | | |  |
| **Probity** | | | | | | |
| 1.8 | | A completed Fit and Proper Person declaration for each member the governing body or subcommittee (if any) and all responsible persons:   * [Fit and proper person declaration](https://content.vic.gov.au/sites/default/files/2024-03/Fit-and-proper-person-declaration.docx)   For a definition of ‘responsible person’. See Appendix 1 of the Guidelines. | | | |  |
| **Philosophy** | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1.9 | Philosophy  Please provide: | C.1.5.i | A statement of the school’s philosophy which includes the vision, mission, values and objectives of the school. |  | | C.1.5.ii | A description of how the school enacts its philosophy. |  | | C.1.5.iii | An outline of where the school has published a statement of its philosophy. |  | | | |  |  |  | | --- | --- | --- | | * Please provide: | C.1.9.i | A statement of the school’s philosophy which includes the vision, mission,  values and objectives of the school. | | C.1.9.ii | A description of how the school enacts its philosophy. | | C.1.9.iii | An outline of where the school has published a statement of its philosophy. | | | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Philosophy  Please provide: | C.1.5.i | A statement of the school’s philosophy which includes the vision, mission, values and objectives of the school. |  | | C.1.5.ii | A description of how the school enacts its philosophy. |  | | C.1.5.iii | An outline of where the school has published a statement of its philosophy. |  | |
| 2. Student welfare | | | | | | |
| Care, safety and welfare of students | | | | | | |
| 2.1 | | The school’s policies and procedures for: | | | | |
| * supervision, including details of any policy regarding expectations for parental supervision | | | |  |
| * internet use | | | |  |
| * anti-bullying and harassment, including cyber bullying | | | |  |
| * accidents and incidents register | | | |  |
| * arrangements for ill students | | | |  |
| * ensuring the safety and welfare of students learning with another provider (when it contracts with another school, a registered training rganization or an rganization not registered as an education or training provider, provide a copy of any executed form, agreement/contract in place – as applicable). | | | |  |
| 2.2 | | Evidence of an appropriate online learning specific risk assessment to ensure the requirements under [Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises](https://content.vic.gov.au/sites/default/files/2023-10/Ministerial-Order-1359-Child-Safe-Standards-School-Boarding-Jan-2022.pdf) are met and contextualised to an online environment.  The policies, procedures, measures and practices must include how obligations and requirements of Ministerial Order No. 1359 will be met in the online environment | | | |  |
| 2.3 | | Behaviour management policy and procedures, including;   * an explanation of the virtual campus approach to behaviour management and how it affords procedural fairness to students * the steps for managing suspensions and expulsions of students. | | | |  |
| 2.4 | | Additional virtual campus attendance policy and procedures, contextualised for an online environment, including procedures to;   * check and record twice-daily attendance of all students * monitor attendance and identify absences from school or class * identify the person(s) with responsibility for monitoring daily attendance * follow up unexplained absences on the day of a student’s absence * notify parents and guardians of unsatisfactory attendance * maintain current contact details for parents and guardians * accurately record attendance on student files. | | | |  |
| 2.5 | | An updated emergency management plan that has been contextualised to consider online environments.  An emergency management plan addresses emergency and critical incidents which include:   * circumstances that pose a critical risk to the health, safety or wellbeing of one or more students or staff * incidents requiring school closure, lockdown, or reduction of number of students or staff attending * death or serious injury of a student or staff member at school or at another location authorised by the school, for example, with another provider such as a registered training organisation. | | | |  |

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| 3. Staff employment | | |
| Teachers’ requirements | | |
| 3.1 | ▼ A register of teachers for the virtual campus containing each teacher’s:   * name * VIT teacher registration number * expiry and renewal date * VIT category of registration (full, provisional registration, permission to teach).   Provide an explanation of where staff will work from, for example, home or another school campus. |  |
|  | Procedures for managing teachers with conditions, limitations or restrictions on their registration or permission to teach. |  |
| Compliance with the *Worker Screening Act 2020* | |  |

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| 3.2 | Procedures to ensure that all employees and volunteers at the virtual campus required to do so by the *Worker Screening Act 2020*, have a current Working with Children Check. |  |
| 3.3 | ▼ A register of employees and volunteers at the virtual campus with a Working with Children Check which includes:   * name * card number * expiry date. |  |
| 3.4 | Procedures for maintaining the register at the virtual campus. |  |
| 4. School infrastructure | | |
| Buildings, facilities and grounds | | |
| 4.1 | Provide the location where instruction will be provided.  Provide the location of other staff and services for students enrolled at the virtual campus. |  |
| 4.2 | Provide details of whether students will attend any in-person learning, extra curricula activities and/or orientation.   * if in-person instruction is also provided, provide documentation of building and facility compliance with local planning regulations and the Building Code of Australia, Class 9B or equivalent for that location. |  |
| 4.3 | Policy and procedures to ensure the school complies with the *Occupational Health and Safety Act 2004*. |  |
| 4.4 | Documentation showing that reasonable adjustments have been made for students with a disability. |  |
| 4.5 | Provide evidence identifying educational facilities for the practical delivery of services and curriculum. |  |

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| Part B – Variations to the current registration details of the school  Complete the relevant sections below **if** they differ from the arrangements, policies or procedures at whole-school level. | | |
| 5. School governance | | |
| Governance | | |
| 5.1 | A business plan\* for the virtual campus, if different from the school’s business plan, which is validated by an independent qualified accountant, and includes:   * enrolment estimates and assumptions * the Direct Measure of Income (DMI) score for the school, or the equivalent thereof, if the Australian Government Department of Education cannot calculate a DMI score for the school * estimated State and Commonwealth grant funding * five-year financial forecast.   \*The business plan must be validated by an independent qualified accountant who is not employed by or associated with the school or a related entity. The accountant should provide a signed statement that confirms the reasonableness of the business plan and validates any underlying assumptions. |  |
| Philosophy | | |
| 5.2 | A statement of the virtual campus philosophy, if different from the school philosophy, which includes the vision, mission, values and objectives of the campus. |  |
| 5.3 | A description of how the virtual campus enacts its philosophy. |  |
| 5.4 | An outline of where the school has published a statement of the virtual campus philosophy. |  |
| 6. Enrolment | | |
| Enrolment policy | | |
| 6.1 | A copy of the virtual campus enrolment policy and procedures, if different from the school’s enrolment policy and procedures, which make clear who is eligible for enrolment as a domestic student. |  |
| 6.2 | A copy of the virtual campus enrolment agreement with parents or guardians, if different from the school’s enrolment agreement, which complies with all State and Commonwealth laws, including the Australian Consumer Law. The agreement must be publicly available and cover, at a minimum:   * codes of conduct for students, and parents and guardians including expectations for online behaviour * fees * educational services provided * the grounds on which the agreement may be terminated. |  |
| 6.3 | Confirmed enrolment numbers including names and dates of birth for each student. |  |
| 7. Curriculum | | |

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| **Curriculum and student learning** | | | |  |
| 7.1 | Curriculum framework   * Please provide: | C.7.1.i | A curriculum plan showing how the learning areas will be substantially addressed and how the curriculum will be organised and implemented, and delivered online, including number of teaching hours delivered in the 8 key learning areas. |  |
| C.7.1.ii | Timetables that demonstrate how the 8 key learning areas are delivered online. |  |
| C.7.1.iii | An explanation of how and when the curriculum and teaching practice will be reviewed. |  |
| C.7.1.iv | An outline of how the school will deliver its curriculum. |  |
| 7.2 | Student learning outcomes   * Please provide: | C.7.2.i | The school’s documented strategy to improve student learning outcomes for students enrolled in the virtual campus, including any students proposed to undertake full-time asynchronous learning online. The strategy must include:   * policies and procedures for reviewing the curriculum and teaching practices for online learning * the processes the school will use to set goals and targets for outcomes for all students including students at risk * what data will be collected, and how it will be analysed and used to improve student learning outcomes. |  |
| 7.3 | Monitoring and reporting on students’ performance   * Please provide: | C.7.3.i | The school’s policies and procedures for assessing and monitoring student progress and achievement, and how this is reported to parents and guardians. This evidence must include statements about how it meets Australian Government student reporting requirements. |  |
| 7.4 | Senior secondary | C 7.4.i | If the virtual campus will deliver senior secondary education, please include evidence of Victorian Curriculum and Assessment Authority (VCAA) virtual delivery authorisation. |  |
| Note: The policies and procedures must be contextualised to the virtual campus. | | | | |

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| 8. Care, safety and welfare of students | | |
| Care, safety and welfare of students | | |
| 8.1 | The school’s policies and procedures for the duty of care owed to students contextualised to the virtual campus including: |  |
|  | * that it owes all students a duty of care to take reasonable measures to protect them from reasonably foreseeable risks of injury * that it owes a duty to take reasonable care that any student (or other person) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises * that it owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation * that different and sometimes greater measures may need to be taken for younger students or students with disabilities to discharge this duty of care.   Ensure this clearly explains how the school will discharge its duty of care to students learning online. |  |
| 8.2 | When it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community, if different from the school’s policy. |  |
| 8.3 | Managing student wellbeing (where these differ from whole-school policies) including:   * anti-bullying and harassment, including cyber bullying * appropriate supervision policy, including details of any policy regarding expectations for parental supervision * ensuring the safety and welfare of students learning with another provider (when it contracts with another school, a registered training organisation or an organisation not registered as an education or training provider, provide a copy of any executed form, agreement/contract in place as applicable) * arrangements for ill students * accidents and incident register * internet use. |  |
| 8.4 | Policies and procedures for managing complaints and grievances, if different from whole-school policies and procedures, including how the policies and procedures:   * ensure procedural fairness * are accessible to the school community and are consistent with the school/campus enrolment agreement. |  |
| 8.5 | Evidence of how the school communicates policies and procedures on the care, safety and welfare of students to staff, students, parents and the school community. |  |

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| **Child safety** | | |
| 8.6 | Policies and procedures, if different from whole-school policies and procedures, for ensuring all staff understand: |  |
| * mandatory reporting |  |
| * the failure to disclose offence |  |
| * the failure to protect offence |  |
| * the grooming offence |  |
| * the Reportable Conduct Scheme. |  |
| For more information about mandatory reporting, the failure to disclose and the failure to protect offence, see: [www.justice.vic.gov.au](https://www.justice.vic.gov.au/child-safe-policy-interacting-with-children)  For more information about the Reportable Conduct Scheme, see: [ccyp.vic.gov.au/reportable-conduct-scheme/](https://ccyp.vic.gov.au/reportable-conduct-scheme/) | |
| 8.7 | Managing the risk of child abuse: |  |
| * All policies, procedures, measures and practices in accordance with [Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises](https://content.vic.gov.au/sites/default/files/2023-10/Ministerial-Order-1359-Child-Safe-Standards-School-Boarding-Jan-2022.pdf) including the school’s child safety risk register contextualised to the virtual campus. The policies, procedures, measures and practices must include how obligations and requirements of Ministerial Order No. 1359 will be met in the online environment, for example code of conduct for staff who provide instruction to students or engage with students online, how the school will comply with the requirement for ongoing supervision and people management of staff and volunteers focuses on child safety and wellbeing.   Meeting the requirements of the ministerial order is the direct responsibility of the school governing body and the school principal. |  |
| **Student behaviour management (discipline)** | | |
| 8.8 | School policy that explicitly prohibits corporal punishment. |  |
| 8.9 | The virtual campus behaviour management policy and procedures, if different from the school policy and procedures, which include:   * an explanation of the school’s approach to behaviour management and how it affords procedural fairness to students * the steps for managing suspensions and expulsions of students. |  |
| 8.10 | Procedures for maintaining a register of suspensions and expulsions that is contextualised to the virtual campus, if different from main campus. |  |
| 8.11 | An outline of how the school communicates these policies and procedures to the school community. |  |

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| Part C  9. Foundation secondary and senior secondary courses  Complete only if you are proposing to deliver a foundation secondary and senior secondary course at the virtual campus | | | | | | | |
| 9.1 | Is your school currently registered to deliver a foundation secondary or senior secondary course virtually/online? | |  | Yes  Go to 9.2 |  | No  Provide evidence of VCAA virtual delivery authorisation. | |
| 9.2 | Is your school seeking to add an additional foundation secondary or senior secondary course (for example, you currently deliver VCE and want to add Victorian Pathways Certificate (VPC) or International Baccalaureate (IB) Diploma Programme)? | |  | Yes  Complete Part D of the [Application to Amend an Independent School’s Registration](https://content.vic.gov.au/sites/default/files/2024-03/Amend-an-independent-schools-registration-application-form.docx) and the associated evidence checklist. |  | No  Go to [9.3](#ninethree) | |
| **Accredited foundation secondary or senior secondary course** | | | | | | |  |
| 9.3 | Indicate which accredited foundation secondary or senior secondary course(s) you are proposing to deliver at the virtual campus: | | | | | |  |
|  | Victorian Certificate of Education (VCE) (including VCE Vocational Major) | | | | | |
|  | Victorian Pathways Certificate (VPC) | | | | | |
|  | International Baccalaureate (IB) Diploma Programme | | | | | |
| 9.4 | **Please complete the** [**Declaration for all schools**](https://content.vic.gov.au/sites/default/files/2024-04/Declaration-for-all-schools.docx) | | | | | |  |