# **Evidence Tool**

# **Independent school review**

**Associated documents**

* [Guidelines to the Minimum Standards and Requirements for School Registration](https://content.vic.gov.au/sites/default/files/2024-03/Guidelines-to-the-Minimum-Standards-and-Requirements-for-School-Registration.docx)
* [Guidelines on Bushfire Preparedness: Registered schools and school boarding premises](https://content.vic.gov.au/sites/default/files/2024-02/Guidelines-on-Bushfire-Preparedness-registered-school-and-school-boarding-premises.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)

**Purpose**

In Victoria, the Victorian Registration and Qualifications Authority (VRQA) reviews schools to make sure they meet the minimum standards for registration of schools (minimum standards) and other requirements for registration. The VRQA may conduct a general review or a specific review of a school, either as part of its cyclical review program, or at any time if it becomes aware of issues.

This tool is designed to help non-government schools self-assess their compliance with the *Guidelines to the* *Minimum Standards and Requirements for School Registration* (the Guidelines).

Use this tool in conjunction with the Guidelines to either:

* submit requested documents during a review.

This tool and its guidance are not legal advice and if you have any concerns regarding your circumstances, you should seek independent advice.

The Guidelines set out the information, documentation and evidence required to demonstrate that a school meets the requirements of the minimum standards and other requirements for school registration. This tool is not intended to replace the Guidelines.

### Using this tool to submit requested documents during a review

#### Instructions

When submitting requested documentation to the VRQA each document submitted should be individually listed in the ‘**Notes /** **Our evidence is’** section for each standard. While the submission tool includes all requirements of the Minimum Standards and Requirements for School Registration, **please complete and provide evidence only for the scope listed under 'Scope of School Review' in your program notification letter**.

When providing electronic copies of documents, please ensure each document is clearly labelled as per the instructions below.

**How to submit this tool and requested documentation**

**Electronic Submission**

**Option 1: Email**

Email your files directly to: [vrqa.schools@education.vic.gov.au](mailto:vrqa.schools@education.vic.gov.au).

If sending a large number of files, consider using file compression software such as WinZip. Alternatively, Option 2 may be more appropriate.

**Option 2: Cloud-based document sharing service**

Upload your documents to the cloud-based service (e.g. Dropbox, Google Drive). Email the link, login details and any necessary instructions to [vrqa.schools@education.vic.gov.au](mailto:vrqa.schools@education.vic.gov.au).

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*Limit file names to less than 30 characters*

*Do not use the following special characters:**~ " # % & \* : < > ? / \ { | }.*

### Part One – School information

The minimum standards require a registered school to ensure that the VRQA has accurate and current information about their school.

Please follow the link to the [VRQA State Register](http://www.vrqa.vic.gov.au/StateRegister/Search.aspx/Search?SearchType=0) and check that the details for each of the areas below are correct.

If any details are incorrect, please email [vrqa.schools@education.vic.gov.au](mailto:vrqa.schools@education.vic.gov.au) with the updated information.

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| **General information** | **Correct** |  | **Campuses** | **Correct** |
| Name |  | Correct number of campuses are listed |  |
| Trading name |  | Details for each campus |  |
| Number of campuses |  | Registered to provide |  |
| Main campus name |  | **School education** |  |
| Campus type |  | Type of school |  |
| ABN |  | Single sex or co-educational |  |
| Organisation type |  | Denomination |  |
| Address (main campus) |  | Year levels taught |  |
| Phone |  | **Senior secondary/foundation secondary** |  |
| Email |  | Correct qualifications are listed |  |
| Website |  | **SEO / CRICOS / RTO registration** |  |
| Postal address (if different from above) |  | Listed information |  |
| Primary contact |  |  | |
| Primary contact’s position |  |

### Part Two – Evidence of compliance with the minimum standards and requirements for school registration

#### School governance

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| **Governance**  The proprietor must structure the governance of a school to allow it to effectively manage the school’s finances and development of its strategic direction, and fulfil its legal obligations. | | | **Notes / Our evidence is** |
| Evidence requirements | For a non-government school: | | |
| * an outline of the governing body's structure and membership, including details of the experience and expertise of the members of the board or governing body, the name of the school’s proprietor and the legal entity type |  |  |
| * details of the member(s) of the company, if the school is a company limited by guarantee or incorporated association (for example, the register of members) |  |  |
| * a diagram of the school governance structure identifying the proprietor, the school governing body, committees of the board and any related entities or affiliated organisation or person |  |  |
| * copies of all delegations from the governing body. For example, financial and non-financial delegations made from the school governing body to the school principal |  |  |
| * the company or association's approved constitution or rules of association. For non-government schools operating or intending to operate an early learning centre (ELC) that is a feeder for enrolments to the school, there must be a provision in the constitution or rules of association for the delivery of ELC services |  |  |
| * 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 of interest or duty will be managed |  |  |
| * the most recent financial statement for the company or association which must be audited by a registered auditor |  |  |
| * the school's governance charter, outlining the key functions and responsibilities of the school board and any subcommittees |  |  |
| * the school's strategic plan |  |  |
| * the school’s business plan which is validated by an independent qualified accountant\*, and which must include: * enrolment estimates and assumptions * the Direct Measure of Income (DMI) score for the school, or the equivalent thereof, if the Commonwealth Department of Education cannot calculate a DMI score for the school * estimated State and Commonwealth grant funding * 5-year financial forecasts.   \* 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 financials and underlying assumptions. |  |  |
| Information concerning the school’s performance that is made available to the school community at least once a year. |  |  |
| Regulatory context | The proprietor must structure the governance of a registered school to enable:   1. the effective development of the strategic direction of the school; and 2. the effective management of the finances of the school; and 3. the school to fulfil its legal obligations.   Schedule 4 clause 15(1) of the Education and Training Reform Regulations 2017 | | |
| **Not-for-profit status**  A registered school must be not-for-profit as defined in regulation 7 and 7A. The proprietor must have sufficient controls in place to prevent breaches of the not-for-profit requirements. | | | **Notes / Our evidence is** |
| Evidence requirements | For a non-government school: | | |
| * a statutory declaration of the school’s not-for-profit status executed by the chair of the school governing body |  |  |
| * copies of agreements, contracts, 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) |  |  |
| * copies of any loan agreements, guarantees and the like to or from third parties that are **related entities** and/or **affiliated** organisations or persons |  |  |
| * details of the related entity and/or affiliated organisation or person and the relationship between the school and that entity or person. |  |  |
| Schools must have a legally binding written agreement for any loans or arrangements for the delivery of services to the school or to its students. With the exception of schools registered to provide an accredited senior secondary or foundation secondary course, schools are **only required to provide copies of written agreements with related entities**. Such agreements may include but are not limited to arrangements for the provision of:   * administrative, management and financial services * education services, including where the school contracts with another school, a Registered Training Organisation (RTO) or any other provider * leases or licences for premises occupied or used by the school * loans or security. |  |  |
|  | For a non-government school operating or intending to operate an ELC, there must be evidence of:   * a published statement to the effect that a proportion of funds raised or fees collected by the school may be used to support the operation of the ELC. The statement must be published in general policies, such as the enrolment policy, enrolment agreement, fee schedule or policy, and promotional materials   Note: this is required if the school uses school money (other than government funding) and/or assets to subsidise or support its ELC e.g. provides use of land or assets at low or no cost, uses school money to subsidise the ELC’s operations, the ELC does not pay its portion of overheads and the like). Government funding must not be used to subsidise, support or establish an ELC.   * separate financial records for the school and ELC, with cross-subsidisation clearly identifiable * copies of any loan or security arrangements for the purpose of constructing or maintaining ELC supporting the ELC.   The [Not-for-profit status section of the Guidelines](https://www.vrqa.vic.gov.au/Documents/schoolstandards.docx) provides more information about not-for-profit requirements under the Education and Training Reform Regulations 2017. |  |  |
| Regulatory context | 1. A registered school must be a not-for-profit school. 2. The proprietor of a registered school must have sufficient controls in place to ensure that school property and assets are not distributed or used for the profit or gain of another person or entity. 3. Subclause (2) does not apply in relation to any money (other than government funding) or property of a registered school, which the proprietor of the school– 4. uses to conduct an early learning centre that is a feeder for enrolments to the school; or 5. provides to a person or entity to conduct an early learning centre that is a feeder for enrolments to the school; or 6. uses to conduct a school boarding premises including providing school boarding services at the premises to students enrolled at or attending the registered school, and where those services are not provided for the purposes of profit or gain; or 7. provides to the provider of school boarding services at a school boarding premises to provide those services to students enrolled at or attending the registered school, and where those services are not provided for the purposes of profit or gain.   Schedule 4 clause 17 of the Education and Training Reform Regulations 2017 | | |
| **Probity**  All responsible persons in a school must be fit and proper and able to carry out their legal responsibilities in relation to the operation of the school. | | | **Notes / Our evidence is** |
| Evidence requirements | A completed [Fit and Proper Person Declaration](http://www.vrqa.vic.gov.au/Documents/FitPropDec.docx) from each responsible person. |  |  |
| A list of each responsible person, their role and a summary of their qualifications and experience. |  |  |
| Regulatory context | In a non-government school, every responsible person must be a fit and proper person.  Schedule 4 clause 15 of the Education and Training Reform Regulations 2017  A *fit and proper person* means a responsible person who—   1. is able to carry out the person’s responsibilities in relation to the operation of the school in compliance with the laws of Victoria, the Commonwealth, another State or a Territory relating to the provision of school education; and 2. has not been found guilty of an offence which is, or which would if committed in Victoria be, an indictable offence; and 3. has not been—    1. in the case of an individual, insolvent under administration; or    2. in the case of a body corporate, an externally-administered body corporate; and 4. is not a represented person; and 5. if the person is given an assessment notice under the *Worker Screening Act 2020* in relation to the school, complies with—    1. all requirements under the Act on the person as a holder of an assessment notice; and    2. all requirements under the Act where the assessment notice is revoked or suspended; and 6. has not been the subject of or associated with an adverse finding or the subject of action taken by a court, tribunal, commission of inquiry, professional discipline body or regulatory authority (in Victoria or elsewhere) where the adverse finding or the action relates to —    1. dishonest, misleading or deceptive conduct; or    2. non-compliance with a legal obligation relating to the provision of education; or    3. a breach of duty (including a duty of disclosure).   Notes:  For the purposes of clause 15(5)(f), an adverse finding or action may include a decision by a registering body to limit, suspend or cancel a registration or permit granted to a responsible person individually, or to a body or entity that the responsible person has been associated with governing.  In the case of government schools, the Minister may make provision for the membership of school councils in an Order made under section 2.3.2 of the Act and the eligibility of principals is dealt with under Part 2.4 of the Act (including applicable Ministerial Orders).  Schedule 4 clause 15 of the Education and Training Reform Regulations 2017  Responsible person means—   1. if the proprietor is an individual, that person; or 2. if the proprietor is a body, that body and any person who is concerned in, or takes part in, the management of the body; or 3. each person with responsibility in the school governance structure for managing the school or its finances, including each member of the governing body of the school; or 4. the principal of the school; or 5. any other person who by the person’s conduct assumes a position of authority over the governance or management of the school.   Part 1 of the Education and Training Reform Regulations 2017 | | |

#### Enrolment

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| **Student enrolment numbers**  A school must have sufficient students to be able to provide a range of curriculum programs and learning experiences to support students’ academic and social development. | | | | **Notes / Our evidence is** |
| Evidence requirements | | An enrolment register that records that the school has as many or more students than the minimum number required by the minimum standard, or the minimum number that has otherwise been approved by the VRQA. Schools with less than the required minimum number must request an exemption from the VRQA. |  |  |
| Regulatory context | | 1. A registered school must have a minimum of 20 students enrolled in the school. 2. A secondary school must have an average enrolment of 10 or more students for each year level for which the school is registered. 3. Subclause (1) does not apply to a school with an enrolment of 11 or more students if the school is– 4. a primary school that is not located within–    1. the Melbourne Statistical Area; or    2. an Urban Centre in Victoria with a population of 20 000 or more; or 5. a specialist school.   Schedule 4 clause 7 of the Education and Training Reform Regulations 2017  Exemption from student enrolment numbers standard  The Authority may approve an enrolment number for a school that is lower than the enrolment number specified under clause 7(1), (2) or (3) of Schedule 4 for that school if the Authority is satisfied —   1. that sufficient students are enrolled at the school to enable the school to provide opportunities for students to receive instruction commensurate with the year level of education in which students are enrolled—    1. that taken as a whole, substantially addresses the learning areas set out in Schedule 1 to the Act unless the school is exempt under regulation 61; or    2. in the case of a school registered or to be registered for a specific purpose, that reflects the type of educational program relating to that registration; or 2. that special circumstances apply, in which case the Authority must publish the reason for approving the lower enrolment number on the Authority’s website.   Regulation 62 of the Education and Training Reform Regulations 2017 | | |
| **Enrolment policy**  A school must have a clear enrolment policy that complies with all applicable State and Commonwealth laws, including those relating to discrimination and the duty to make reasonable adjustments, equal opportunity, privacy, immunisation and the Australian Consumer Law. | | | | **Notes / Our evidence is** |
| Evidence requirements | The school’s enrolment policy and procedures which make clear who is eligible for enrolment as a domestic student. | |  |  |
| The school’s enrolment agreement with parents or guardians 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, parents and guardians • fees * educational services provided • grounds on which the agreement may be terminated. | |  |  |
| Regulatory context | 1. A registered school must have a clearly defined enrolment policy that complies with all applicable State and Commonwealth laws. 2. Despite clause 1(1), a registered school established by a particular religious denomination or by a group of religious denominations may have an enrolment policy that gives preference to adherents of that religious denomination or denominations or their children.   Schedule 4 clause 8 of the Education and Training Reform Regulations 2017 | | | |
| **Register of enrolments**  A school must maintain an enrolment register that contains the required information and allows for accurate data collection for census purposes. | | | | **Notes / Our evidence is** |
| Evidence requirements | The school’s enrolment register containing the required information. | |  |  |
| Processes and procedures to ensure the enrolment register is kept up-to-date. | |  |  |
| Regulatory context | A registered school must maintain a register of enrolments that contains the following information in relation to each student enrolled at the school—   1. the student’s name, age and address; 2. the name and contact details of any parent or guardian of the student; 3. the date of enrolment of the student; 4. the Victorian student number allocated to the student under Part 5.3A of the Act; 5. the date that the student ceases to be enrolled at the school (if applicable).   Schedule 4 clause 9 of the Education and Training Reform Regulations 2017 | | | |
| **Attendance register**  A registered school must maintain a student attendance register recording the attendance of students of compulsory school age (6–17 years). | | | | **Notes / Our evidence is** |
| Evidence requirements | An attendance register that records attendance of all students enrolled at the school, for each calendar year. The register must show twice-daily attendance checks and any given or apparent reasons for absence. | |  |  |
| Regulatory context | A registered school must maintain a student attendance register in which–   1. the attendance at the school of any student of compulsory school age is noted at least twice on each school day 2. any reason given or apparent for the absence of the student from the school is noted.   Schedule 4 clause 11 of the Education and Training Reform Regulations 2017 | | | |
| Legislative context | 1. The principal of, or a teacher at, a registered school at which a child of compulsory school age is enrolled may ask a parent of the child for an explanation of the reason for the child’s failure to attend the school at a time when the school was open for the child’s instruction. 2. The principal must ensure that a record in writing is made of the reason (if any) given by the parent.   Part 2.1.4 of the *Education and Training Reform Act 2006* | | | |

#### Curriculum and student learning

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| **Curriculum framework**  A school provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education. | | | | | **Notes / Our evidence is** |
| Evidence requirements | | A curriculum plan showing how the learning areas will be substantially addressed and how the curriculum will be organised and implemented, including the number of teaching hours delivered in each of the 8 key learning areas. | |  |  |
| Timetables that demonstrate how the 8 key learning areas are delivered. | |  |  |
| An explanation of how and when the curriculum and teaching practice will be reviewed. | |  |  |
| An outline of how the school will deliver its curriculum. | |  |  |
| Regulatory context | | | A registered school must have a curriculum framework in place–   1. for the organisation and implementation of the school’s curriculum and teaching practices 2. to ensure that, taken as a whole, the learning areas set out in Schedule 1 to the Act are substantially addressed 3. to provide for the review of the curriculum and teaching practices.   Schedule 4 clause 6 of the Education and Training Reform Regulations 2017 | | |
| **Student learning outcomes**  A school must have appropriate processes in place to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes. | | | | | **Notes / Our evidence is** |
| Evidence requirements | A documented strategy to improve student learning outcomes. The strategy must include: | | | | |
| * policies and procedures for reviewing the curriculum and teaching practices | | |  |  |
| * 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. | | |  |  |
| Regulatory context | The registered school must have processes in place that enable it to plan for, and achieve improvement in, student learning outcomes.  Schedule 4 clause 2 of the Education and Training Reform Regulations 2017 | | | | |
| **Monitoring and reporting on students’ performance**  A school must undertake ongoing assessment, monitoring and recording of all students' performance and report on performance, in writing, to parents and guardians at least twice a year. | | | | | **Notes / Our evidence is** |
| Evidence requirements | 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 the school meets Commonwealth Government student reporting requirements. | | |  |  |
| Regulatory context | 1. A registered school must ensure that– 2. there is ongoing assessment, monitoring and recording of each student’s performance at the school; and 3. each parent of a student enrolled at the school and the student has access to accurate information about the student’s performance at the school. 4. The access to information must include at least 2 written reports, relating to the student’s performance, from the registered school to the parent in each year of enrolment of the student.   Schedule 4 clause 3 of the Education and Training Reform Regulations 2017 | | | | |
| **Information about school performance**  A school must monitor and report to the school community on its performance as outlined in the ETR Regulations. | | | | | **Notes / Our evidence is** |
| Evidence requirements | The information must include: | | | | |
| * a copy of the school’s annual report that contains the mandatory information | | |  |  |
| * information required under regulation 60 of the Australian Education Regulation 2013, which lists the information a school must make publicly available as a condition of Commonwealth funding and details of how the school community can access the information. | | |  |  |
| Regulatory context | 1. A registered school must make available to the school community information concerning the school’s performance at least once a year. 2. The information must include– 3. a description and analysis of student learning outcomes achieved by the school’s students in statewide tests and examinations in which the school participates for– 4. the current year; and 5. if the school has been established for more than 2 years, the previous 2 years; and 6. a description and analysis of rates of student attendance for the year; and 7. a report of the school’s financial activities; and 8. copies of any other reports the school is required to prepare for the school community under any funding agreements with the State or the Commonwealth.   Schedule 4 clause 18 of the Education and Training Reform Regulations 2017 | | | | |

#### Care, safety and welfare of students

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| A school must have policies and procedures to provide students with a safe environment where the risk of harm is minimised and students feel safe. The school is responsible for ensuring all staff are aware of their legal obligations. | | | | **Notes / Our evidence is** |
| Evidence requirements | | The school’s policies and procedures for: | | |
| * the duty of care owed to students, 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 (and other persons) 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. |  |  |
| * when it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community |  |  |
| managing student wellbeing, including: | | |
| * + anti-bullying and harassment, including cyber bullying |  |  |
| * + appropriate arrangements for on-site supervision of students |  |  |
| * + appropriate arrangements for supervision of students when engaged in off-site activities and which include consideration of the risk of bushfire in the activity location (refer Emergency Bushfire Management requirements in the Guidelines) |  |  |
| * + ensuring the safety and welfare of students learning with another provider (when the school contracts with another school, an RTO or an organisation not registered as an education or training provider) |  |  |
| * + arrangements for ill students |  |  |
| * + accidents and incident register |  |  |
| * + first aid |  |  |
| * + distributing medicine |  |  |
| * + internet use |  |  |
| * managing complaints and grievances, including how the school’s policies and procedures:   + ensure procedural fairness   + are accessible to the school community and are consistent with the school’s enrolment agreement. |  |  |
| The school’s: | |  |
| * current register of staff trained in first aid |  |  |
| * records of student medical conditions and management |  |  |
| * emergency management plan which must be updated as required, and reviewed at least annually and immediately after any significant incident (this plan must be site specific and include local threats, hazards and corresponding response procedures). |  |  |
| There must also be evidence of how the school communicates policies and procedures on the care, safety and welfare of students to staff, students, parents, guardians and the school community. |  |  |
| Regulatory context | | A registered school must ensure that–   1. the care, safety and welfare of all students attending the school is in accordance with any applicable State and Commonwealth laws; and 2. all staff employed at the school are advised of their obligations under those laws.   Schedule 4 clause 12 of the Education and Training Reform Regulations 2017 | | |
| **Child safety** | | | | **Notes / Our evidence is** |
| Evidence requirements | The school must have developed policies and procedures for ensuring all staff understand: | | | |
| * mandatory reporting | |  |  |
| * the failure to disclose offence | |  |  |
| * the failure to protect offence | |  |  |
| * the grooming offence under the *Crimes Act 1958* | |  |  |
| Further information regarding these offences is contained in Appendix 1 of the Guidelines. | | | |
| **Child Safe Standards**  A registered school must have developed 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 premise (Ministerial Order No. 1359) | | | | **Notes / Our evidence is** |
| Evidence requirements | A registered school must have developed policies, procedures, measures and practices which are:   * in accordance with [Ministerial Order No. 1359](https://www.vrqa.vic.gov.au/childsafe/Pages/documents/Min%20Order%20870%20Child%20Safe%20Standards.pdf) * appropriate for the school’s student cohort * consistent with the school’s philosophy.   The VRQA has resources to help schools. For more information, see:   * [www.vic.gov.au/child-safe-standards-education-providers](http://www.vic.gov.au/child-safe-standards-education-providers) * [Child Safe Standards Action List – non-government schools (DOCX, 386KB)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/2022_CSS_Action_list_non_gov_schools.docx)   For a copy of Ministerial Order No. 1359, see:   * [Ministerial Order No. 1359](https://www.vrqa.vic.gov.au/Documents/Ministerial-Order-1359-Child-Safe-Standards-School-Boarding-Jan-2022.pdf) | |  |  |
| Legislative context | The school (must have) developed policies, procedures, measures and practices in accordance with a Ministerial Order for compliance with the Child Safe Standards  Section 4.3.1(6)(d) of the *Education and Training Reform Act 2006*  The school (must) comply with the Child Safe Standards  Section 4.3.1(6)(e) of the *Education and Training Reform Act 2006* | | | |
| **Anaphylaxis management policy**  A registered school must have developed a policy and have procedures in place for any student at risk of anaphylaxis. | | | | **Notes / Our evidence is**  A school is only required to submit evidence to demonstrate its compliance with Ministerial Order No. 706 if it has enrolled a student in circumstances where the school knows, or ought reasonably to know, that the student has been diagnosed as being at risk of anaphylaxis |
| Evidence requirements | | The school must have developed a policy and have procedures in place for any student at risk of anaphylaxis.  The policy and procedures must be in accordance with Ministerial Order No. 706 – Anaphylaxis Management in Victorian schools and school boarding premises. ([Ministerial Order No. 706](https://content.vic.gov.au/sites/default/files/2023-10/Ministerial-Order-706-Incorporating-Amendments-Ministerial-Order-1325-Apr-2021.pdf)). |  |  |
| **School’s anaphylaxis policy**  There must be evidence that the policy contains:   * a statement that the school or provider of school boarding services will comply with [Ministerial Order No. 706 – Anaphylaxis Management in Victorian Schools](https://content.vic.gov.au/sites/default/files/2023-10/Ministerial-Order-706-Incorporating-Amendments-Ministerial-Order-1325-Apr-2021.pdf) * a statement that the school or provider of school boarding services will comply with guidelines related to anaphylaxis management in schools or school boarding premises as published and amended by the Department of Education from time to time. |  |  |
| **Individual Management Plans**  There must be evidence that the policy provides:   * that the principal of the school or provider of school boarding services is responsible for ensuring than an Individual Anaphylaxis Management Plan is developed, in consultation with the student’s parents, for any student who has been diagnosed by a medical practitioner as having a medical condition that relates to allergy and the potential for anaphylactic reaction, where the school or provider of school boarding services has been notified of that diagnosis * that the Individual Anaphylaxis Management Plan must be in place as soon as practicable after the student enrols at the school, or is accepted to board at that school boarding premises, and where possible before the student’s first day of attendance at that school or first day boarding at that school boarding premises * that the Individual Anaphylaxis Management Plan includes: * information about the medical condition that relates to the allergy and the potential for anaphylactic reaction, including the type of allergy or allergies the student has (based on a written diagnosis from a medical practitioner) * strategies to minimise the risk of exposure to known and notified allergens while the student is under the care or supervision of school staff or school boarding premises staff, for in-school and out of school or school boarding premises settings, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the school or school boarding premises * the name of the person/s responsible for implementing the strategies * information on where the student’s medication will be stored * the student’s emergency contact details * an action plan for anaphylaxis in a format approved by the ASCIA (ASCIA Action Plan), provided by the parent * that the school or provider of school boarding services will review the student’s individual Anaphylaxis Management Plan in consultation with the student’s parents in all of the following circumstances: * annually * if the student’s medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes * as soon as practicable after a student has an anaphylactic reaction at school or at the school boarding premises * when a student is to participate in an off-site activity such as camps and excursions, or at special events conducted, organised or attended by the school or at the school boarding premises * that it is the responsibility of the parent to: * provide the ASCIA Action Plan * inform the school or at the school boarding premises in writing if their child’s medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant provide an updated ASCIA Action Plan * provide an up to date photo for the ASCIA Action Plan when that plan is provided to the school or at the school boarding premises and when it is reviewed * provide the school or at the school boarding premises with an adrenaline autoinjector that is current and not expired for their child. |  |  |
|  | | **Prevention Strategies**  There must be evidence that the school’s or school boarding services’ anaphylaxis management policy includes prevention strategies used by the school or school boarding services to minimise the risk of an anaphylactic reaction. |  |  |
| **School’s and school boarding premises’ management and emergency response**  There must be evidence that the school’s or provider of school boarding services’ anaphylaxis management policy:   * includes details of how the policy integrates with the school’s or provider of school boarding services’ general first aid and emergency response procedures * includes procedures for emergency response to anaphylactic reactions including: * a complete and up to date list of students identified as having a medical condition that relates to allergy and the potential for anaphylactic reaction * details of Individual Anaphylaxis Management Plans and ASCIA Action Plans and where these are located:   + - during normal school or school boarding premises activities including in the classroom, in the school yard, in all school or school boarding premises buildings and sites including gymnasiums and halls     - during off-site or out of school or out of the school boarding premises activities including on excursions, camps and at special events conducted, organised or attended by the school * information about storage and accessibility of adrenaline autoinjectors including those for general use * details how communication with school or school boarding premises staff, students and parents is to occur in accordance with a communication plan that complies with clause 11 of Ministerial Order No. 706. * states that when a student with a medical condition that relates to allergy and the potential for anaphylactic reaction is under the care or supervision of the school outside of normal class activities, including in the school yard, at camps and excursions or at special events conducted, organised or attended by the school, the principal must ensure that there is a sufficient number of school staff present who have been trained in accordance with clause 12 of Ministerial Order No. 706. * states that when a student with a medical condition that relates to allergy and the potential for anaphylactic reaction is under the care or supervision of school boarding premises staff outside of normal activities of the school boarding premises, including at camps and excursions, or at special events conducted, organised or attended by the school boarding premises, the provider must ensure that there is a sufficient number of staff present who have been trained in accordance with clause 12 of Ministerial Order No. 706 * states that in the event of an anaphylactic reaction, the emergency response procedures in the school’s or provider of school boarding services' anaphylaxis management policy must be followed, together with the school’s or provider of school boarding services' general first aid and emergency response procedures and the student’s ASCIA Action Plan. |  |  |
| **Adrenaline Autoinjectors for General Use (School)**  There must be evidence that the school’s anaphylaxis management policy prescribes the purchase of adrenaline autoinjectors for general use as follows:   * the principal is responsible for arranging for the purchase of additional adrenaline autoinjector(s) for general use and as back up to those supplied by parents * the principal will determine the number and type of adrenaline autoinjector(s) for general use to purchase and in doing so consider all of the following: * the number of students enrolled at the school that have been diagnosed with a medical condition that relates to allergy and the potential for anaphylactic reaction * the accessibility of adrenaline autoinjectors that have been provided by parents * the availability of a sufficient supply of adrenaline autoinjectors for general use in specified locations at the school, including in the school yard, and at excursions, camps and special events conducted, organised or attended by the school * that adrenaline autoinjectors have a limited life, usually expire within 12-18 months, and will need to be replaced at the school’s expense, either at the time of use or expiry, whichever is first. |  |  |
|  | | **Adrenaline Autoinjectors for General Use (Provider of school boarding services)**  There must be evidence that the school boarding services’ anaphylaxis management policy prescribes the purchase of adrenaline autoinjectors for general use as follows:   * the provider of school boarding services is responsible for arranging for the purchase of additional adrenaline autoinjector(s) for general use and as back up to those supplied by parents * the provider will determine the number and type of adrenaline autoinjector(s) for general use to purchase and in doing so consider all of the following: * the number of students boarding at the school boarding premises that have been diagnosed with a medical condition that relates to allergy and the potential for anaphylactic reaction * the accessibility of adrenaline autoinjectors that have been provided by parents * the availability of a sufficient supply of adrenaline autoinjectors for general use in specified locations at the school boarding premises, including other locations provided by the provider of school boarding premises for a child’s use, including at excursions, camps and special events conducted, organised or attended by the school boarding premises * that adrenaline autoinjectors have a limited life, usually expire within 12-18 months, and will need to be replaced at the provider of school boarding services’ expense, either at the time of use or expiry, whichever is first. |  |  |
| **Communication Plan (School)**  There must be evidence that the school’s anaphylaxis management policy contains a communication plan that includes the following information:   * that the principal of a school is responsible for ensuring that a communication plan is developed to provide information to all school staff, students and parents about anaphylaxis and the school’s anaphylaxis management policy * Strategies for advising school staff, students and parents about how to respond to an anaphylactic reaction: * during normal school activities including in the classroom, in the school yard, in school buildings and sites including gymnasiums and halls * during off-site or out of school activities, including on excursions, school camps and at special events conducted, organised or attended by the school * procedures to inform volunteers and casual relief staff of students with a medical condition that relates to allergy and the potential for anaphylactic reaction and their role in responding to an anaphylactic reaction of a student in their care * that the principal of a school is responsible for ensuring that the school staff that identified as requiring training under clause 12.1 of Ministerial Order No. 706 are: * trained in accordance with clause 12, **and** * briefed at least twice per calendar year in accordance with clause 12. |  |  |
| **Communication Plan (Provider of school boarding services)**  There must be evidence that the provider of school boarding services’ anaphylaxis management policy contains a communication plan that includes the following information:   * that the provider of school boarding services is responsible for ensuring that a communication plan is developed to provide information to all school boarding premises staff, students and parents about anaphylaxis and the provider of school boarding services’ anaphylaxis management policy * strategies for advising school boarding premises staff, students and parents about how to respond to an anaphylactic reaction: * during normal activities at the school boarding premises, including at meal-times * in other setting in and out of the school boarding premises for a child’s use, including on excursions, camps, and at special events conducted, organised or attended by the school boarding premises * procedures to inform volunteers and casual relief staff of students with a medical condition that relates to allergy and the potential for anaphylactic reaction and their role in responding to an anaphylactic reaction of a student in their care * that the provider of school boarding services is responsible for ensuring that the school boarding premises staff that identified as requiring training under clause 12.4 of Ministerial Order No. 706 are: * trained in accordance with clause 12, and * briefed at least twice per calendar year in accordance with clause 12. |  |  |
|  | | **Staff Training (School)**  There must be evidence that the school’s anaphylaxis management policy states that the following school staff must be trained in accordance with clause 12 of Ministerial Order No. 706:   * school staff who conduct classes that students who are at risk of anaphylaxis attend * any further school staff that the principal identifies, based on an assessment of the risk of an anaphylactic reaction occurring while the student is under the care or supervision of the school   There must also be evidence that the school’s anaphylaxis management policy states that these school staff have successfully completed:   * an anaphylaxis management training course in the three years prior **or** * an online anaphylaxis management training course in the two years prior **and** * participate in a briefing, to occur twice per calendar year with the first one to be held at the beginning of the school year, by a member of school staff who has successfully completed an anaphylaxis management training course referred to in clause 12.2.1 in the two years prior on: * the school’s anaphylaxis management policy * the causes, symptoms and treatment of anaphylaxis * the identities of the students with a medical condition that relates to allergy and the potential for anaphylactic reaction, and where their medication is located * how to use an adrenaline autoinjector, including hands on practise with a trainer adrenaline autoinjector * the school’s general first aid and emergency response procedures * the location of, and access to, adrenaline autoinjectors that have been provided by the parents or purchased by the school for general use.   If the training and briefing has not yet occurred, there must be evidence that:   * the principal has developed an interim plan in consultation with the parents of any affected student with a medical condition that relates to allergy and the potential for anaphylactic reaction * the training will occur as soon as possible thereafter. |  |  |
|  | | **Staff Training (School boarding services)**  There must be evidence that the provider of school boarding services’ anaphylaxis management policy states that the following staff must be trained in accordance with clause 12 of Ministerial Order No. 706:   * school boarding premises staff that care or supervise students boarding at the premises; and * any further staff the provider of school boarding services identifies, based on an assessment of the risk of an anaphylactic reaction occurring while a student is under the care or supervision of the provider of school boarding services.   There must also be evidence that the provider of school boarding services’ anaphylaxis management policy states that these staff have successfully completed:   * an anaphylaxis management training course in the three years prior **or** * an online anaphylaxis management training course in the two years prior **and** * participate in a briefing, to occur twice per calendar year with the first one to be held at the beginning of the school year, by a member of school boarding premises staff who has successfully completed an anaphylaxis management training course referred to in clause 12.4.1 in the two years prior, on: * the provider of school boarding services’ anaphylaxis management policy * the causes, symptoms and treatment of anaphylaxis * the identities of the students with a medical condition that relates to allergy and the potential for anaphylactic reaction, and where their medication is located * how to use an adrenaline autoinjector, including hands-on practice with a trainer adrenaline autoinjector * the provider of school boarding services’ general first aid and emergency response procedures * the location of, and access to, adrenaline autoinjectors that have been provided by the parents or purchased by the provider of school boarding services for general use.   If the training and briefing has not yet occurred, there must be evidence that:   * the provider of school boarding services has developed an interim plan in consultation with the parents of any affected student with a medical condition that relates to allergy and the potential for anaphylactic reaction * the training will occur as soon as possible thereafter. |  |  |
| **Annual Risk Management Checklist**  There must be evidence that the school’s or provider of school boarding services’ anaphylaxis management policy includes a requirement that the principal or the provider of school boarding services (respectively) complete an annual Risk Management Checklist to monitor their obligations, as published and amended by the Department from time to time. |  |  |
| Legislative context | | If the school has enrolled a student in circumstances where the school knows, or ought to reasonably know, that the student has been diagnosed as being at risk of anaphylaxis, the school has developed an anaphylaxis management policy containing matters required by a Ministerial Order to be included in the policy.  Schedule 4.3.1(6)(c) of the *Education and Training Reform Act 2006* | | |
| **Emergency bushfire management (all schools and school boarding premises)**  All registered schools are required to meet the VRQA *Guidelines on Bushfire Preparedness - Registered Schools and School Boarding Premises*. | | | | **Notes / Our evidence is** |
| Evidence requirements | | An Emergency Management Plan that includes policies and procedures for the planning and approval of off-site activities which consider the risk of bushfire in the activity location. |  |  |
| A schedule for monitoring and removal of materials that may be easily ignited including branches overhanging buildings, debris and rubbish around and under buildings, including gutters, and dry grass and vegetation. |  |  |
| Procedures to ensure: | | |
| * the safe storage of flammable materials |  |  |
| * building exits are continuously kept clear of obstructions |  |  |
| * assembly points are designated and have appropriate access to emergency equipment |  |  |
| * there is access to facilities and grounds for emergency vehicles. |  |  |
| Regulatory context | | A school must ensure that the care, safety and welfare of students is in accordance with any applicable State and Commonwealth laws and that staff are advised of their obligations under those laws.  Schedule 4 clause 12 of the Education and Training Reform Regulations 2017  A school’s buildings, facilities and grounds must comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws  Schedule 4 clause 13 of the Education and Training Reform Regulations 2017 | | |
| **Emergency bushfire management (schools and school boarding premises on the Bushfire-At-Risk Register)** | | | | **Notes / Our evidence is** |
| Evidence requirements | | An Emergency Management Plan (EMP) that details the school’s response to managing bushfire risk on Catastrophic fire danger rating days and non-Catastrophic fire danger rating days. |  |  |
| Records of: | | |
| * the provision of information on bushfire preparedness policy and procedures to all staff (including relief staff) and parents/guardians |  |  |
| * the school closure arrangements for Catastrophic fire danger rating days as per the school’s EMP |  |  |
| * training of staff with specific roles and responsibilities in preparing for, monitoring and executing emergency bushfire procedures, including the effective operation of relevant emergency equipment |  |  |
| * the practice of evacuation drills at least once per term during the October–April bushfire season. School evacuation drills must involve all students and all staff moving to either a nominated on-site ‘shelter-in-place’ or an off-site evacuation point as per the school’s EMP. |  |  |
| * annual visitation or consultation with relevant local agencies (the Country Fire Authority, Fire Rescue Victoria, local council), where possible and appropriate, on the school’s bushfire preparedness and compliance with local bushfire regulation of buildings, facilities and grounds |  |  |
| * certifying that any on-site ‘shelter-in-place’ is compliant with relevant standards. |  |  |
| An updated register of bushfire emergency equipment, in working order, which may include water supplies and equipment, fire hydrants, hose reels and extinguishers, sprinkler systems, alarms, first aid materials and medical equipment, fire blankets and communication systems. The register must be updated at least once per school term during the October-April bushfire season. |  |  |
| Notices of bushfire evacuation procedures and updated bushfire emergency contact numbers located appropriately around the school |  |  |
| Regulatory context | | A school must ensure that the care, safety and welfare of students is in accordance with any applicable State and Commonwealth laws and that staff are advised of their obligations under those laws.  Schedule 4 clause 12 of the Education and Training Reform Regulations 2017  A school’s buildings, facilities and grounds must comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws  Schedule 4 clause 13 of the Education and Training Reform Regulations 2017 | | |
| **Student behaviour management (discipline)**  A school must have policies and procedures to promote a consistent and fair approach toward managing student behaviour. | | | | **Notes / Our evidence is** |
| Evidence requirements | A policy that explicitly prohibits corporal punishment. | |  |  |
| A behaviour management policy and procedures that include an explanation of the school’s approach to behaviour management and how it affords procedural fairness to students. | |  |  |
| A policy that outlines the steps for managing suspensions and expulsions of students and how this is communicated to parents and guardians including:   * procedures for maintaining a register of suspensions and expulsions * an outline of how the school communicates these policies and procedures to the school community. | |  |  |
| Legislative context | A school’s policies relating to the discipline of students are based on principles of procedural fairness and must not permit corporal punishment.  Section 4.3.1(6)(a) of the *Education and Training Reform Act 2006* | | |  |
| **ttendance monitoring**  A school must ensure the safety of students while engaged in school activities. A school must have policies and procedures to monitor student attendance and to follow up unexplained absences. | | | | **Notes / Our evidence is** |
| Evidence requirements | | The school’s policy and procedures to: | |  |
| * check and record the daily attendance of all students |  |  |
| * monitor attendance twice daily 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. |  |  |
| Regulatory context | | A registered school must–   1. monitor the daily attendance of each student enrolled at the school; and 2. identify any absences of a student from school including classes; and 3. follow up any unexplained absences of a student from the school or classes; and 4. notify any parent or guardian regarding a student’s unsatisfactory school or class attendance; and 5. record information regarding a student’s unsatisfactory attendance at school or classes on the student’s file.   Schedule 4 clause 10 of the Education and Training Reform Regulations 2017 | | |

#### Staff employment

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| **Teachers’ requirements**  A school can only employ teachers registered with the Victorian Institute of Teaching (VIT), or those who have permission to teach under Part 2.6 of the Act. | | | **Notes / Our evidence is** |
| Evidence requirements | A register of teachers containing each teacher’s:   * name * Victorian Institute of Teaching (VIT) teacher registration number * expiry and renewal date * VIT category of registration (full registration, permission to teach). |  |  |
| Procedures for maintaining the register. |  |  |
| Procedures for managing teachers with conditions, limitations or restrictions on their registration or permission to teach. |  |  |
| Regulatory context | All teachers employed to teach at a registered school must–   1. be registered under Division 3 of Part 2.6 of the Act or be granted permission to teach under Division 4 of that Part, and 2. comply with any condition, limitation or restriction of that registration or permission to teach.   Schedule 4 clause 4 of the Education and Training Reform Regulations 2017 | | |
| **Compliance with the *Worker Screening Act 2020***  All people employed at a school must meet the requirements of the *Worker Screening Act 2020.* | | | **Notes / Our evidence is** |
| Evidence requirements | Procedures to ensure all employees and volunteers required to do so by the *Worker Screening Act 2020* have a current working with children clearance (WWC clearance). |  |  |
| A register of all employees and volunteers with a WWC clearance which includes each employee’s:   * name * card number * expiry date. |  |  |
| Procedures for maintaining the register. |  |  |
| Regulatory context | The requirements of the *Worker Screening Act 2020* must be complied with in respect of all staff at a registered school.  Schedule 4 clause 5 of the Education and Training Reform Regulations 2017 | | |

#### School infrastructure

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| **Buildings, facilities and grounds**  A school's buildings, facilities and grounds must meet all legal and health and safety requirements. | | | **Notes / Our evidence is** |
| Evidence requirements | A permit to operate an education centre on the site (or certificate of continual use). |  |  |
| Building and facility compliance with local planning regulations and with the Building Code of Australia, Class 9b or equivalent. |  |  |
| An essential safety measures register. |  |  |
| A maintenance schedule for buildings, facilities and grounds. |  |  |
| Policy and procedures to ensure the school complies with *Occupational Health and Safety Act 2004.* |  |  |
| Documentation that reasonable adjustments have been made for students with disability. |  |  |
| Regulatory context | A registered school’s buildings, facilities and grounds must comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws.  Schedule 4 clause 13 of the Education and Training Reform Regulations 2017 | | |
| **Educational facilities**  A school's facilities must be adequate for delivery of the school's curriculum and co-curricular programs and suitable for the aged and needs of its student cohort. The school must be prepared to make reasonable adjustments to accommodate students with additional needs. | | | **Notes / Our evidence is** |
| Evidence requirements | A plan of the school showing the location of facilities available for each program offered across the school day. |  |  |
| Regulatory context | The educational facilities of a registered school must be suitable for the educational programs offered by the school and the age levels of the students attending the school.  Schedule 4 clause 14 of the Education and Training Reform Regulations 2017 | | |

### Part Three – Minimum standards for schools offering a senior secondary or foundation secondary course

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| **Governance and probity**  A registered school delivering an accredited senior secondary or foundation secondary course must have its governance structured to effectively manage its finances, physical environment of each place where the course is offered, staff and students. | | | | **Notes / Our evidence is** |
| Evidence requirements (in addition to the requirements listed under the *Governance and Not-for-profit* [*status* sections above](https://www.vrqa.vic.gov.au/Documents/schoolstandards.docx)) | The physical environment is sufficient to support the delivery of the senior secondary and.or foundation secondary course. | |  |  |
| There are procedures to support students to undertake a course best suited to their abilities. | |  |  |
| There are sufficient financial resources to deliver the course to the standards of the awarding body. | |  |  |
| Regulatory context | 1. The governance and management of a senior secondary education provider or foundation secondary education provider must be structured to enable the provider to effectively manage–   * 1. the finances of the provider; and   2. the physical environment of each place where the course is offered by the provider; and   3. the staff of the provider; and   4. the students enrolled in the course offered by the provider.   2. A senior secondary education provider or a foundation secondary education must ensure that suitable arrangements are in place to enable–   * 1. the provider to respond to and supply any information requested by the Authority in regard to matters listed in section 4.3.11 (2) of the Act; and   2. the provider to comply with any relevant guidelines issued by the Authority under section 4.3.11 (3) of the Act; and   3. the Authority to conduct an audit on the operation of the person, body or school in relation to the prescribed minimum standards.   3. If a senior secondary education provider or a foundation secondary education provider is not the owner of an accredited senior secondary or foundation secondary course, the provider must—   * 1. be authorised by the owner of the course to provide that course; and   2. comply with the conditions relating to that authorisation.   4. A senior secondary education provider or a foundation secondary education provider must not provide instruction in an accredited senior secondary or foundation secondary course at a school unless it is a registered school.  Schedule 8 clause 6 of the Education and Training Reform Regulations 2017 | | | |
| **Student learning outcomes**  A registered school must deliver the course to the awarding body’s standards and ensure students who complete the course requirements are awarded the qualification. | | | | **Notes / Our evidence is** |
| Evidence requirements | Course curriculum and assessment documentation, and student attainment and administration documentation in accordance with the requirements of the awarding body. | |  |  |
| Documentation to demonstrate that the school provides staff and students with current and accurate information about the awarding body’s requirements, including course standards, timelines and qualification requirements. | |  |  |
| Regulatory context | A senior secondary education provider or foundation secondary education provider that provides, or proposes to provide, an accredited senior secondary or foundation secondary course must:   1. deliver the course to the standards established by the awarding body for the qualification; and 2. ensure that a student who satisfactorily completes all of the course requirements will be entitled to be awarded the registered qualification.   Schedule 8 clause 2 of the Education and Training Reform Regulations 2017 | | | |
| **Student records and results**  A school must have policies and procedures to ensure the integrity of assessment, the accuracy of records and the monitoring of student participation, completion rates and student outcomes. The policies and procedures must also cover results analysis and student participation in accordance with the requirements of the awarding body. | | | | **Notes / Our evidence is** |
| Evidence requirements | Policies and procedures to ensure the:   * integrity of assessment * accuracy of records * monitoring of student participation, completion rates and student outcomes. | |  |  |
| The policies and procedures must also cover results analysis and student participation in accordance with the requirements of the awarding body. | |  |  |
| Regulatory context | 1. A senior secondary education provider or a foundation secondary education provider must have policies and procedures in place– 2. to maintain accurate student records and ensure the integrity of student assessments; and 3. if the provider is: 4. not the awarding body, to enable compliance with the requirements of the awarding body for the course with regard to the assessment program and the timely provision of student enrolments and results; or 5. also the awarding body, to deal with the assessment program and the timely provision of student enrolments and results; and 6. to monitor patterns of student participation and completion rates, and the quality of outcomes of students in the registered senior secondary education qualification; and 7. to undertake an annual analysis (that is made publicly available) of student participation and completion rates and outcomes. 8. A senior secondary education provider or a foundation secondary education provider must: 9. prepare and maintain records of student assessments; and 10. comply with appropriate requests to provide copies of a student’s records to the student or a person authorised by the student to receive the records. 11. A senior secondary education provider or a foundation secondary education provider must have processes in place that comply with the requirements of the awarding body for the course for: 12. the accurate and timely issuing of qualifications; and 13. for the retention, archiving and retrieval of sufficient information about student enrolments and results to enable the re-issue of statements and certificates if required.   Schedule 8 clause 4 of the Education and Training Reform Regulations 2017 | | | |
| **Student welfare**  **A school must have policies and procedures to ensure the care, safety and welfare of its students. There must also be opportunities for students with special needs to access the course.** | | | | **Notes / Our evidence is** |
| Evidence requirements | The evidence requirements to meet this standard are covered in Care, safety and welfare of students section of the Guidelines. The policies and procedures must cover any arrangements the school has in place for senior secondary or foundation secondary students, for example:   * how attendance is monitored for students participating in courses provided by another senior secondary or foundation secondary course provider * supervision of students outside scheduled classes. | |  |  |
| The policies and procedures should also address how the school identifies students’ special needs and how opportunities are provided so those students can access the senior secondary or foundation secondary course. | |  |  |
| Regulatory context | 1. A senior secondary education provider or foundation secondary education provider must have policies and procedures in place that are consistent with any relevant laws and legislation to ensure the care, safety and welfare of students and the provision of opportunities for students with special needs to access the course. 2. If 2 or more senior secondary education providers or foundation secondary education providers share the responsibility for providing an accredited senior secondary course or its components, or foundation secondary course or its components to a student, each of those providers must have procedures in place to identify and satisfy the legal duties owed to the student while the student attends, travels between or undertakes an excursion with the providers.   Schedule 8 clause 3 of the Education and Training Reform Regulations 2017 | | | |
| **Teaching and learning**  A school must have suitable teaching resources, physical facilities, and competent and qualified staff to teach and assess the course. | | | | **Notes / Our evidence is** |
| Evidence requirements (in addition to those listed under the *Staff employment* section) | | Suitably qualified and competent staff to teach the course |  |  |
| An overview of teaching resources and facilities and that they meet the current requirements of the awarding body. |  |  |
| Policies and procedures: | | |
| * to ensure the assessment of senior secondary or foundation secondary courses is fair, valid and reliable |  |  |
| * to oversee the conduct of assessments including: * addressing cheating, including plagiarism * conducting investigations and hearings and if necessary, amending or cancelling assessments. |  |  |
| A student handbook and resources that address the senior secondary or foundation secondary course rules and procedures for assessment. |  |  |
| Regulatory context | | A senior secondary education provider or a foundation secondary education provider must have:   1. qualified and competent staff to teach and assess the course; and 2. suitable teaching resources and physical facilities to provide the course; and 3. processes to ensure the consistent application of assessment criteria and practices; and 4. processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings and, if necessary, amend or cancel assessments.   Schedule 8 clause 5 of the Education and Training Reform Regulations 2017 | | |