Non-Government School Annual Self-Assessment

Report to the Registrar

NORTHERN TERRITORY GOVERNMENT

Contents

1. Introduction

- Through the annual self-assessment process, a school's governing body leads an internal check of the school's compliance with registration requirements and outcomes. The process enables schools to gather evidence about its compliance with the Non-Government School Registration Standards and identify any areas for improvement.

- Non-government schools operating in the Northern Territory (NT) must meet registration requirements set out in Part 7 of the *Education Act 2015* (NT) and Education Regulations and Non-Government School Registration Standards.

- Section 125 of the Act requires non-government schools meet the following registration requirements:

  ➢ be accountable for safe, legal and financially viable operations and have in place corporate governance arrangements to support safe, legal and financially viable operations

  ➢ provide curricula, teaching and assessment policies and practices and sufficient staff to effectively deliver education services for each stage of schooling delivered by the school and to monitor education achievements

  ➢ provide a safe, healthy and supportive learning environment that minimises the risk of harm to students and promotes the wellbeing of students

  ➢ comply with any standards for registration of schools, as approved by the Registrar Non-Government Schools from time to time under section 123D

  ➢ any other requirements prescribed by regulation

- Section 4(1)(h) of the Act requires that all schools in the Northern Territory (NT) apply the National Principles for Child Safe Organisations

- All educators and education providers have obligations under the Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education 2005 to support students with disability.

- More information about non-government school regulation is available here.

2. Annual self-assessment reporting requirements

- Section 145 (1) and (2) of the *Education Act 2015* (NT) requires the governing body of a non-government school to:

  ➢ establish and maintain a system of self-assessment approved by the registrar to monitor the school's compliance with registration requirements and the success of the school's education programs; and

  ➢ conduct a self-assessment of the school's compliance with its registration requirements each calendar year.

- Schools may conduct the self-assessment using processes and resources they consider appropriate to their individual situation.

- More information about compliance assessment and reporting is available online here.

3. Complete the self-assessment report

- The governing body must use this form to report to the Registrar Non-Government Schools on the outcomes of the school's self-assessment.
- Follow the directions in the form and complete all parts of section 6 - Annual self-assessment report to the registrar.
- Because a self-assessment of compliance is an internal process, you are <u>not required</u> to provide documentation or evidence of compliance with the standard.

4. Submit the self-assessment report

- The completed report must be signed by the Chair of the governing body and emailed to registrarngs.doe@nt.gov.au by 31 December each year.
- The registrar may request additional information from the governing body about the self-assessment report.

5. Contact

- If you have any questions, contact the Office of the Registrar Non-Government Schools at email registrarngs.doe@education.gov.au or telephone 08 8901 4986.

6. Annual self-assessment report to the registrar

6.1 Annual self-assessment details

School	Write school name
Self-assessment year	Write the year this self-assessment is for
Self-assessment date	Select date self-assessment completed
Contact person	Write name and email

6.2 Governing body details

Governing body name		
Australian Business Number (ABN)		
Governing body address		
Name of governing body Chair	Name:	
Chair contact details	Chair email:	Chair phone:
Name and role of other governing body members e.g. public officer, secretary, director *Add more rows if needed*	Name:	Role:
	Name:	Role:
	Name:	Role:
	Name:	Role:
	Name:	Role:
	Name:	Role:
	Name:	Role:
	Name:	Role:
	Name:	Role:
	Name:	Role:

6.3 School information

Name school	Write school name
Street address of school	Write all site addresses if more than one campus is registered
Name of principal	Write the name of the current school principal

School services registered for (check all boxes that apply)

☐ Primary (T–6)   ☐ Middle (7-10)   ☐ Senior (11–12)

☐ Distance education   ☐ Boarding   ☐ Other (please state) _____

Student demographics summary	Summarise the geographic locations, language, cultural, needs diversity and other demographic characteristics of the student cohort

Number of enrolled students at the last census at each year level at each campus (add more rows for additional campuses if required)	Name of campus 1:												
	T	1	2	3	4	5	6	7	8	9	10	11	12
	Name of campus 2 (if applicable):												
	T	1	2	3	4	5	6	7	8	9	10	11	12

Student attendance	Add student attendance % using the most recent census data
Number of teaching staff	Teaching staff :
Number of non-teaching staff	Non-teaching staff :
Curricula delivered	Write all approved curricula delivered by the school at all registered campuses

6.4 Annual self-assessment of approved curricula (education programs) outcomes

	Name of education program	Check the box if the school delivers this program	Number of students enrolled in the program at all registered campuses	Outcomes data						Notes (optional)
1.	Australian Curriculum F-10	☐	\<student numbers>	**Current year Semester 1 Australian Curriculum F-10, A-E outcomes** (Add number of enrolled students at each year achieving each grade. Write N/A for years the school is not registered for)						

Current year Semester 1 Australian Curriculum F-10, A-E outcomes

(Add number of enrolled students at each year achieving each grade. Write N/A for years the school is not registered for)

	A	B	C	D	E
Transition					
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Year 7					
Year 8					
Year 9					
Year 10					

				Outcomes data	Notes
2.	Northern Territory Certificate of Education and Training	☐	\<student numbers>	**Previous year NTCET outcomes** (add number of students enrolled and students completing)	

Stage 1		Stage 2	
Enrolled	Completed	Enrolled	Completed

3.	Other F-10 program \<name of program>	☐	\<student numbers>	\<enter student data>	
4.	Other senior secondary program \<name of program>	☐	\<student numbers>	\<enter student data>	
	Add more rows if required				

6.5   Annual self-assessment against the [Non-Government School Registration Standards](#).

6.5.1 Governance and Finance Standards

Standard		Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
1.1	**Governing body** The school has a governing body that is accountable for the school's safe, legal and financially viable operation and has corporate governance arrangements for safe, legal and financially viable operation	a) Policy, plan or other documents that detail: ○ the duties and powers of the governing body ○ the process for members of the governing body to declare a conflict of interest, and how such conflicts will be managed ○ approach to remuneration of governing body members ○ succession planning process for the governing body including recruitment and selection procedure for the continued operation of the governing body ○ process to identify and take action if a member of the governing body is deemed not to be fit and proper b) A copy of the constitution of the governing body c) List of governing body members that includes member's skills and experience necessary for the proper administration of the school d) Evidence of governing body meeting minutes e) Documentation of school leadership reporting to governing body f) Evidence of governing body reporting to the school community.	1.1a) ☐ 1.1b) ☐ 1.1c) ☐ 1.1d) ☐ 1.1e) ☐ 1.1f) ☐		
1.2	**School purpose** The school is legally established and its principal purpose is the provision of school education	a) Evidence of the school's legal entity status b) Publicly available strategic plan, report or other detailed documents that articulate the school's mission, vision and education services.	1.2a) ☐ 1.2b) ☐		

Non-Government School Regulation: Annual Self-Assessment Report to the Registrar

Standard		Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
2.1	**Financial management** The school's financial management practices comply with recognised accounting standards, and comply with legislation if operated as a not-for-profit organization	a) Financial and budget planning, management and reporting documents and policies, aligned to education service provision, including boarding and distance education if applicable, that show: ○ governance, procurement, budgeting and internal control processes ○ salary and wages payment processes, including taxation, superannuation and any other compulsory government requirement ○ the types of financial records that must be kept by the school or governing body, and how these records will be maintained and archived ○ process of reporting of financial records and government financial assistance to the governing body ○ processes for the school and governing body to monitor, identify and report improper conduct, as defined under the ICAC Act and required of a body receiving public resources in the NT ○ asset register for resources acquired or to be acquired, including evidence of registration on any appropriate government registers where these assets remain the property of the Minister for Education, for example shared facilities ○ insurance documentation, including public liability, professional indemnity and building and other insurance policies b) If the school is an entity registered under relevant not-for-profit legislation (s140), the school's financial records demonstrate any profits made by the school are used to further the school's mission, vision and education service delivery.	2.1a) ☐ 2.1b) ☐		
2.2	**Financial viability** The school is financially viable	a) A financial business plan, strategy or other documents that addresses: ○ key business objectives and assumptions. ○ estimates of operating, maintenance and any capital works costs expenditure ○ funding, grants and other income, including student fees ○ student fee structure ○ staff salary scale ○ balance sheet forecast, profit and loss forecast, expected cash flow and financial projections for 5 years, including demonstration of appropriate planning for acquisition of resources to support teaching and learning ○ student/staff ratios ○ projected financial viability.	2.2a) ☐		

Standard		Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
2.3	**Student safety and wellbeing** The school oversees safe learning environments and approaches for the safety, health and wellbeing of students	a) The school regularly reviews implementation of the National Principles for Child Safe Organisations b) The school has a process for checking that all staff, contractors and volunteers who will perform child-related work hold a valid Working with Children clearance (Ochre Card) and a National Police Certificate (national police check) , and an overseas criminal history clearance (if the employee has lived overseas for 12 months or more in the last 10 years) c) The school has a mandatory reporting policy d) There is regular reporting of school safety incident data to the school's governing body e) The governing body includes behaviour management on meeting agendas f) The school has a policy for off-campus activities (excursions, school trips etc.) including parental consent requirements, daily care and supervision, travel, accommodation, and student health, safety and wellbeing.	2.3a) ☐ 2.3b) ☐ 2.3c) ☐ 2.3d) ☐ 2.3e) ☐ 2.3f) ☐		
2.4	**Safe grounds and facilities** The school oversees safe built environments, infrastructure, grounds, and facilities are safe	a) The school has policy and processes to assure buildings, grounds, play equipment and facilities are fit-for-purpose, safe, well-maintained, and comply with applicable Commonwealth, NT and local government legislation and standards b) Documentation that the site and the buildings, whether owned or leased/rented, comply with legislation and regulations for zoning, planning and building development c) Certificate(s) of occupancy for each new or renovated building demonstrating compliance with relevant legislation.	2.4a) ☐ 2.4b) ☐ 2.4c) ☐		
2.5	**Emergencies and critical incident management** The school oversees policy for responding to emergencies and critical incidents	a) The school has policy and procedures for managing natural disasters, emergencies, community unrest and critical incidents b) The school has a process for communicating emergency and critical incident policy and procedures to staff, students, families and other stakeholders.	2.5a) ☐ 2.5b) ☐		
2.6	**Teaching and learning** The school ensures curriculum, teaching, assessment and reporting policy and practice meets student needs	a) The governing body oversees the appropriateness of curriculum, teaching, assessment and reporting policies and practice for the student cohorts.	2.6a) ☐		

Standard		Evidence required		Check the box if compliant	Assessment outcome	
					Overall compliance with standard YES or NO	Actions to address any non-compliant standards
2.7	**Leadership and staffing** The school has appropriate school leadership and sufficient staff to deliver its services	a)	The governing body oversees procedures for the hiring and induction of sufficient and appropriate teaching and non-teaching staff to deliver services provided by the school	2.7a) ☐		
		b)	The governing body has processes for appointing principals with the required skills, knowledge and experience, providing capacity building opportunities, and conducting performance reviews.	2.7b) ☐		
2.8	**School policies** The school has a schedule for the review of school policies	a)	A list of school policies and a policy review schedule inclusive of key stakeholders and evidence that reviews have been conducted.	2.8a) ☐		
2.9	**Annual reporting** The school complies with annual, financial, and self-assessment reporting requirements	a)	The school's annual financial statement has been provided to the Registrar by 30 April of the following year	2.9a) ☐		
		b)	The school's most recent annual report has been provided publicly and to the Registrar by 30 April of the following year	2.9b) ☐		
		c)	The school's annual self-assessment report has been provided to the Registrar by 31 December annually or at other time as requested by the Registrar	2.9c) ☐		
		d)	The school's governing body has responded to any areas of non-compliance or potential non-compliance identified in the annual financial statement and/or annual self-assessment.	2.9d) ☐		
2.10	**Complaint management** The school has a policy for managing complaints	a)	A complaints framework, policy or procedures applicable to students, staff, parents and other stakeholders is available, communicated and implemented	2.10a) ☐		
		b)	Information is available on the school's website about how to make a complaint and includes a whistle-blower protection statement	2.10b) ☐		
		c)	A complaints register is maintained that includes information about steps taken to resolve the complaint and the outcome.	2.10c) ☐		
3.1	**Student records** The school has processes for obtaining a complete, retrievable record for each student	a)	The governing body oversees policy and procedures for a secure student record keeping system that enables efficient retrieval of student records	3.1a) ☐		
		b)	The school has protocols for appropriately transferring student records to another school or agency	3.1b) ☐		
		c)	The school keeps student records that must contain the information prescribed in section 41A of the Education Regulations.	3.1c) ☐		

Standard		Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
3.2	**Recording and monitoring enrolment and attendance** The school has a policy for student enrolment, records and monitors student enrolment and attendance and implements strategies to address non-attendance	a) The school has a policy on enrolment and attendance, inclusive of any mature-age, distance education and international students b) The school maintains a suitable and up-to-date register/s of enrolments and attendance of each student that includes: the student's name; date of birth; place of residence; parent or guardian's contact details; visa subclass number and visa approval dates for all students who are not permanent residents or citizens; start of enrolment and when appropriate end of enrolment c) The school has policy and procedures for responding to short and long-term non-attendance data.	3.2a) ☐ 3.2b) ☐ 3.2c) ☐		
3.3	**Records management** The school implements and oversees systems and processes to assure orderly creation, storage and retention of school records	a) The governing body oversees implementation and review of secure, effective records management across the school b) Staff and volunteers are made aware of record keeping processes and their record-keeping obligations c) Training on records management is available for staff and the governing body.	3.3a) ☐ 3.3b) ☐ 3.3c) ☐		
3.4	**Information privacy** The school oversees procedures for maintaining privacy of staff and student information and for third party access to school information and information systems	a) The school implements information privacy policy and processes to assure the privacy of school, student and staff information internally and when sharing with outside parties.	3.4a) ☐		

6.5.2 Curriculum, Teaching, Assessment and Reporting Standards

Standard		Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
4.1	**Approved curriculum** The school delivers the Australian Curriculum or other approved curriculum to meet student learning needs	a) Curriculum policy, plan or handbook showing how learning areas will be addressed and how the curriculum will be organised and implemented across the school to meet learner needs	4.1a) ☐		
		b) Samples of teaching plans to meet student needs consistent with the Australian Curriculum, Northern Territory Certificate of Education and Training (NTCET) or other approved curriculum as described in the NT Board of Studies *Curriculum, Assessment and Certification for Early Childhood to Year 12 Policy*.	4.1b) ☐		
4.2	**Scope and sequence** The school has scope & sequence documents that detail content, sequence & assessment for each curricula it delivers	a) Sample scope and sequence documents for each year level identifying what is taught, the sequence in which it is taught, assessments and intended learning outcomes.	4.2a) ☐		
5.1	**Instructional approaches** The school uses evidence-informed instructional approaches	a) A policy or documented approach for identifying evidence-informed instructional approaches appropriate to the school's different learner groups and needs	5.1a) ☐		
		b) Policies and/or procedures for reviewing the effectiveness of the instructional approaches.	5.1b) ☐		
5.2	**Differentiated teaching** The school plans for and implements differentiated teaching to meet the diverse learning needs of students	a) Whole-school participation in planning, programming and professional learning for differentiated teaching	5.2a) ☐		
		b) Plans and structures for implementing the selected instructional approaches across the school to meet the diverse needs of students.	5.2b) ☐		
5.3	**Teaching and learning resources** The school has sufficient and appropriate resources, information technology and connectivity to deliver quality teaching and learning programs	a) Samples of teaching and learning plans or similar across different year levels that indicate the range of appropriate teaching and learning and ICT resources used to deliver teaching and learning, including distance education	5.3a) ☐		
		b) A process for monitoring ICT connectivity and capacity.	5.3b) ☐		

Non-Government School Regulation: Annual Self-Assessment Report to the Registrar

Standard	Evidence required	Check the box if compliant	Assessment outcome	
			Overall compliance with standard YES or NO	Actions to address any non-compliant standards
6.1 **Student academic progress and performance** The school regularly monitors, assesses and reviews individual student performance and has plans and structures to support student progress	a) Policy or procedures that describe processes for monitoring, assessing and reviewing student performance and academic achievement appropriate to each curriculum delivered as set out in the NT Board of Studies *Curriculum, Assessment, Reporting and Certification for Early Childhood to Year 12 Policy* b) Policy or procedures that describe processes or structures for using performance data to inform strategies for improving student progress c) Examples of monitoring, assessing and reporting documents or templates appropriate to the year level and curriculum.	6.1a) ☐ 6.1b) ☐ 6.1c) ☐		
6.2 **Mandated assessment program participation** The school participates in mandated assessment program activities	a) Data providing evidence of participation in NAPLAN (schools with Year 3 to 9 students), and any other mandated tests.	6.2a) ☐		
6.3 **Reporting to parents** The school provides written reports to parents at least once a semester about their child's academic performance	a) Reporting policy that requires the school to report twice a year to parents on the academic progress of Transition to Year 12 students consistent with the NT Board of Studies *Curriculum, Assessment, Reporting and Certification for Early Childhood to Year 12 Policy* b) Sample of a semester report for Transition to Year 10 student education performance against the Australian Curriculum Achievement Standards, including reporting against NT EAL/D learning progressions for students with English as an additional language/dialect c) Sample of a semester report for Year 11 and 12 student performance against the subject-specific SACE subject outline.	6.3a) ☐ 6.3b) ☐ 6.3c) ☐		
6.4 **Reporting to community** The school reports at least once a year to the school community on school performance and student outcomes	a) The school's most recent annual report is publicly available b) Samples of communications to the community, for example on the school website or newsletter.	6.4a) ☐ 6.4b) ☐		

Standard		Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
6.5	**Verification of student work** The school has policies to address undue levels of assistance and plagiarism.	a) The school has policies that address plagiarism and undue levels of assistance or input to a student's work by people or other sources. Policies must include processes for: o identifying undue levels of assistance and plagiarism o fairly and transparently reviewing instances of suspected undue levels of assistance and plagiarism o consequences for undue levels of assistance and plagiarism. b) Schools delivering the Northern Territory Certificate of Education and Training (NTCET) comply with the SACE Board of South Australia's *Supervision and Verification of Students' Work Policy and Procedures* c) The school communicates verification of student work policies and processes to students, teachers and families.	6.5a) ☐ 6.5b) ☐ 6.5c) ☐		
7.1	**Staff numbers** The school has adequate staff to deliver the school's education programs	a) Policy or documentation identifying staff-student ratios for different student groups and activities, including contingencies if these ratios cannot be met.	7.1a) ☐		
7.2	**Staff recruitment** The school hires registered teaching staff, relief teachers and appropriate non-teaching staff, contractors and volunteers in compliance with legislation and policy	a) Staff recruitment and employment policy that includes the requirements that: o teachers are registered with the Teacher Registration Board of the NT (TRB) o all persons working or volunteering at the school have required clearances. b) Current register or registers that contain: o dates of TRB registration and expiry of all teachers employed by the school at anytime o Working with Children clearance number and expiry date for all teachers employed by the school at any time.	7.2a) ☐ 7.2b) ☐		
7.3	**Professional learning and capacity building** The school implements a whole-school induction and professional learning agenda to build staff capability	a) Professional learning policy or plan that identifies new staff induction procedures, professional development, training or information sharing for teaching and non-teaching staff, contractors, and volunteers b) Samples of individual staff professional improvement plans c) Professional development register.	7.3a) ☐ 7.3b) ☐ 7.3c) ☐		

6.5.3 Child Safety and Wellbeing Standards

Standard	Evidence required	Check the box if compliant	Assessment outcome	
			Overall compliance with standard YES or NO	Actions to address any non-compliant standards
8.1 National Principles for Child Safe Organisations The school applies the National Principles for Child Safe Organisations and has a schedule for regularly reviewing their implementation	a) Policy, procedures or other documents that: ○ articulate the school's approach for implementing the *National Principles for Child Safe Organisations* ○ identify how students, staff, the governing body and community are informed about the *National Principles for Child Safe Organisations*.	8.1a) ☐		
8.2 Student safety, health and wellbeing laws compliance The school has policies requiring compliance with legislation, policies, and standards that apply to student safety, health and wellbeing	a) Policy that addresses how the school will comply with student safety, health and wellbeing laws, standards and policies b) The school has policy or procedures addressing how it promotes and supports student health and wellbeing consistent with laws, policy and any relevant standards.	8.2a) ☐ 8.2b) ☐		
8.3 Behaviour management The school has a behavior management policy and supports positive behaviours	a) The school implements behaviour management policy and procedures that include approaches to supporting positive behaviours b) The school's suspension, exclusion and expulsion policy and practice is consistent with division 7A of the Act.	8.3a) ☐ 8.3b) ☐		
9.1 Children are informed of their rights and responsibilities The school informs children about their rights and responsibilities and about participating in decision-making that affects them	a) The school has documented processes for communicating to children: ○ their rights and responsibilities ○ how children and adults in the school are expected to behave ○ the process for raising concerns or complaints b) Establishment of a student voice body or other mechanism/s through which students can contribute to decision-making about matters that affect them.	9.1a) ☐ 9.1b) ☐		

Standard	Evidence required	Check the box if compliant	Assessment outcome	
			Overall compliance with standard YES or NO	Actions to address any non-compliant standards
10.1 **Promoting child safety and wellbeing** The school informs and involves parents and the school community in promoting child safety and wellbeing	a) Policy, process or strategies for parent and community participation in promoting child safety, and wellbeing communication student safety, health and wellbeing information at whole-school or individual levels b) Parent representation on formal and informal school bodies.	10.1a) ☐ 10.1b) ☐		

11.1 **Compliance with anti-discrimination legislation and support for students with diverse needs** The school has policies, practices and training to assure compliance with the *Disability Discrimination Act 1992* (Cth), the *Anti-Discrimination Act 1992* (NT), and other relevant legislation and standards that support students with diverse needs	a) Policy and procedures for meeting diverse student needs including:
	  o how reasonable adjustments are identified and implemented
	  o the behavioural expectations of others in their interactions with students with diverse needs
	  o how the school will take reasonable action to eliminate discrimination, sexual harassment or victimisation at the school
	  o supporting staff to participate in anti-discrimination training.
	
	b) The school has and implements policy for identifying at-risk students and supporting their safety and wellbeing
	
	c) The school complies with collection and reporting requirements of the Nationally Consistent Collection of Data on School Students with Disability (NCCD).
		11.1a) ☐
		
		11.1b) ☐
		
		11.1c) ☐		

11.2 **Cultural safety and inclusivity** The school provides a culturally responsive, safe, and inclusive environment	a) The school has policy, procedures and practices to promote culturally responsive, safe and inclusive environments, structures and practices b) A commitment to cultural inclusivity and safety is publicly available.	11.2a) ☐ 11.2b) ☐		
12.1 **Child safety training** The school has a child safety training schedule and supports staff and volunteers to participate in child safety training	a) The school supports staff to participate in child safety training, professional learning or mentoring b) The school maintains a register of child safety training, professional learning or mentoring participation.	12.1a) ☐ 12.1b) ☐		
13.1 **Risk mitigation** The school conducts regular risk identification and mitigation activities for safe physical and online environments	a) The school has policy or procedures to address appropriate use of school devices and safe online use of technology by students and staff with responsibilities and consequences for inappropriate use clearly outlined b) The school has risk management and mitigation policy or procedures for physical and online risks, articulates positive behaviour expectations, and risk mitigation and management strategies c) The school communicates to parents and students about online safety, eSafety and available resources.	13.1a) ☐ 13.1b) ☐ 13.1c) ☐		

	Standard	Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
13.2	**Community groups are child safe** The school monitors that community groups accessing school facilities comply with the school's child safety policies and requirements	a) Register of community groups that access school facilities including information about clearance notice requirements and/or status b) Working with children requirements clearly stated in facility access agreements c) Records of agreements, sign-in sheets and other correspondence with community groups.	13.2a) ☐ 13.2b) ☐ 13.2c) ☐		

6.5.4 Distance Education Standards (if applicable)

Standard	Evidence required	Check the box if compliant	Assessment outcome	
			Overall compliance with standard YES or NO	Actions to address any non-compliant standards
DE1.1 **Annual and financial reporting** The school's annual and financial reports to the Registrar separately identify Australian and NT Government funding and participation data for distance education enrolments	a) The school's financial and annual reporting includes distance education funding and student enrolment and attendance data.	DE1.1a) ☐		
DE1.2 **Enrolment and attendance** The school has policy for the enrolment of distance education students and verification of attendance	a) The school maintains a separate register of distance education students that includes the student's NT residential address b) The school's enrolment form or processes differentiate distance education student enrolments c) The school implements policy or documented process for recording, verifying and monitoring distance education student enrolment and attendance.	DE1.2a) ☐ DE1.2b) ☐ DE1.2c) ☐		
DE2.1 **ICT capacity and place to learn** The school only enrols students who meet the school's minimum distance education ICT requirements and have an appropriate place for learning inclusive of sufficient resources	a) The school has a process for confirming prior to student enrolment that the minimum requirements for ICT and online connectivity are available to the distance education student at the place of learning b) The school has a process for determining prior to enrolment that the place of learning and program resources available to the student are adequate and suitable.	DE2.1a) ☐ DE2.1b) ☐		
DE2.2 **Verification of student work** The school has policy for verifying distance education student work	a) The school has and implements policy or procedures that detail: o how a distance education student's teaching and learning is supervised o how distance education student's work is verified o how external examinations are invigilated.	DE2.2a) ☐		
DE2.3 **NT-registered teachers** The school provides a written declaration that all teachers delivering distance education are registered with the Teacher Registration Board of the NT	a) The school maintains a register of all teachers delivering distance education that includes their qualifications, subjects/courses taught, and evidence they are registered with the Teacher Registration Board of the NT.	DE2.3a) ☐		

Standard		Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
DE3.1	**Daily care and supervision** The school has policy for the daily care and supervision responsibilities of the school, family and any other stakeholders delivering or supervising the distance education program.	a) The school has and implements policy for the daily care and supervision of distance education students including duty of care responsibilities for the school, family and supervisors	DE3.1a) ☐		
		b) The school has provided information to parents and other supervisors about their distance education duty of care responsibilities	DE3.1b) ☐		
		c) The school's critical incident policy includes procedures for incidents involving or affecting a distance education student.	DE3.1c) ☐		
DE3.2	**Residential programs** The school has policy for the safe travel, accommodation and supervision of any distance education residential component.	a) The school has policies that address the duty of care, safe travel, accommodation and recreational arrangements for distance education students participating in residential programs.	DE3.2a) ☐		

6.5.5 Boarding Standards (if applicable)

Standard		Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
B1.1	**Mission statement** The school has and communicates to boarders and stakeholders a mission statement outlining boarding facility philosophy, core values, health and safety measures, and community rights, responsibilities and behavioural expectations.	a) A statement of the boarding facility's philosophy, core values and behavioural expectations is communicated to students, staff, families, the community and external agencies at least annually.	B1.1a) ☐		
B1.2	**Care and supervision of boarders** The school has policy for the safety, security and daily care and supervision of boarders whether onsite or off site	a) Safety and wellbeing policy and procedures that are inclusive of the *National Principles for Child Safe Organisations* are communicated to boarding staff, leaders, allied health services and other stakeholders and implemented b) The school provides training opportunities and encourages staff to participate in training relating to child safety under the *Care and Protection of Children Act 2007*.	B1.2a) ☐ B1.2b) ☐		
B1.3	**Providing for boarder needs** The school has policy for meeting diverse boarder health, nutrition and wellbeing needs	a) Policy, procedures and processes that address the diverse health and wellbeing needs of boarders, consistent with the *National Principles for Child Safe Organisations* are implemented.	B1.3a) ☐		
B1.4	**Emergencies and critical incidents** The school has policy for responding to, recording and communicating boarding facility and student emergencies and critical incidents	a) Policy for responding to and recording critical incidents involving boarding students is in place b) Boarding staff have been informed about policy and procedures for responding to critical incidents involving boarding students c) Critical incident response training or professional learning or mentoring inclusive of cultural considerations is available for boarding staff.	B1.4a) ☐ B1.4b) ☐ B1.4c) ☐		

	Standard	Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
B1.5	**Boarder behaviour management** The school has policy for managing behavior in the boarding facility	a) Behaviour management policy and processes for boarders are implemented and communicated to staff, families and boarders b) Behaviour management training or professional learning or mentoring inclusive of cultural considerations is available for boarding staff.	B1.5a) ☐ B1.5b) ☐		
B1.6	**Complaint and conflict management** The school has mechanisms for recording and managing boarding complaints and conflicts	a) Behaviour management policy and processes for boarders are implemented and communicated to staff, families and boarders b) Behaviour management training or professional learning or mentoring inclusive of cultural considerations is available for boarding staff c) Information about the boarding complaints management process is publicly available.	B1.6a) ☐ B1.6b) ☐ B1.6c) ☐		
B1.7	**Student transport and travel** The school has policy for ensuring boarder transport and travel arrangements are appropriate and safe	a) The governing body oversees the implementation of policy or procedures for safe student travel measures and practices b) Documentation of insurance and roadworthiness of school-owned or hired vehicles that are used to transport boarding students and staff c) Register of drivers approved to transport boarders including license class and expiry date.	B1.7a) ☐ B1.7b) ☐ B1.7c) ☐		
B1.8	**Facility access** The school has documented protocols and procedures for families, visitors, trades peoples and others visiting the boarding facility	a) The school has policy and procedures for visitors to the boarding facility who are not staff or boarding students b) The school communicates to boarders, staff and their families procedures for visitor access to the boarding facility.	B1.8a) ☐ B1.8b) ☐		

Standard		Evidence required	Check the box if compliant	Assessment outcome	
				Overall compliance with standard YES or NO	Actions to address any non-compliant standards
B2.1	**Staff structures, recruitment and capacity building** The school has staffing structures, recruitment processes and capacity building programs for delivering safe, secure and appropriate services for boarders	a) Policy, procedures or other documentation for staffing structures, recruitment processes and capacity building programs that provide for the delivery of safe and appropriate boarding services for the range of boarders b) Professional learning or capacity building activities are available.	B2.1a) ☐ B2.1b) ☐		
B3.1	**Regular communications and community engagement** The school has processes for positive family and community engagement and provides boarding-related information to students, families, staff, external agencies and community stakeholders	a) The school has structures and processes in place for communicating boarding-related information to parents b) Information about boarding is available on the school's website c) Community and other stakeholder views and feedback are sought at least annually and used to inform improvement planning, implementing, monitoring, evaluating and reporting on boarding.	B3.1a) ☐ B3.1b) ☐ B3.1c) ☐		
B4.1	**Fit-for-purpose facilities** The school has adequate accommodation, homework, recreation, dining, medical and other facilities for boarders and staff	a) Policy, procedures or other documentation that identify the spaces and facilities for boarders are suitable and sufficient to support the numbers, needs and daily operations of the boarding community.	B4.1a) ☐		
B4.2	**Secure, well-maintained facility** The boarding facility is secure and well-maintained	a) The school has measures in place to deter unauthorised access b) The school has a schedule for assessing the condition and functionality of safety infrastructure, systems and measures c) Boarding facilities and infrastructure are clean, orderly and well-maintained.	B4.2a) ☐ B4.2b) ☐ B4.2c) ☐		

6.5.6 Declaration

I, the undersigned, confirm the information provided in this report is an accurate representation of the outcomes of the school's annual self-assessment against the requirements and conditions of non-government school registration.

Governing body Chair's name:	Write name
Chair's signature:	
Date:	Select date.

7. Collection notice

The information collected in this form will only be used for the purpose for which it is being collected. All information will be treated confidentially, stored in a secure location, and destroyed in line with legislated retention and disposal schedules to ensure that everyone's right to privacy is maintained. For more information, read the Privacy Policy here.

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Notes: