

Non-Government School Registration Standards

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Introduction

The *Non-Government School Registration Standards* apply to non-government schools delivering education for Transition to Year 12 students, including distance education and boarding. Organisations seeking to register early learning centres, long day care, preschools or out-of-school-hours care should refer to the [National Quality Framework](#) for regulatory requirements.

The *Non-Government School Registration Standards* describe the minimum requirements a non-government school must meet to gain or retain registration under the *Education Act 2015 (NT) and Education Regulations 2015 (NT)*, including for distance education and boarding services. The standards address the following areas of non-government school regulation:

- new non-government school registrations
- varying existing registration
- initial assessment of registration
- routine assessments
- annual self-assessments
- complaints and special investigations.

Schools, governing bodies, system authorities, the Registrar Non-Government Schools, and assessors are duty holders with an obligation to ensure that these standards are complied with.

At the time of initial registration and thereafter, through the annual self-assessment, annual reporting requirements, initial assessment and routine assessments, schools must demonstrate ongoing compliance with each registration standard and any other conditions required by the registrar.

Legislation and policy

Section 125 of the *Education Act 2015 (NT)* requires non-government schools meet the following registration requirements:

- s125(a) – the school must be accountable for its safe, legal and financially viable operation and have in place corporate governance arrangements to support its safe, legal and financially viable operation
- s125(b) – the school must have curricula, teaching and assessment policies and practices and engage sufficient staff to effectively deliver education services for each stage of schooling delivered by the school and to monitor its education achievements
- s125(c) – the school must provide a safe, healthy and supportive learning environment that minimises the risk of harm to students and promotes the wellbeing of students
- s125(d) – the school must comply with any standards for registration of schools, as approved by the registrar from time to time under section 123D
- s125(e) – any other requirements prescribed by regulation.

Section 4(1)(h) of the Act requires all schools in the Northern Territory (NT) to apply the 10 principles for child safe organisations in the [National Principles for Child Safe Organisations](#).

All educators and education providers in Australia have obligations under the [Disability Discrimination Act 1992 \(Cth\)](#) and the [Disability Standards for Education 2005](#) to support students with disability.

Schools must also comply with any other NT and Commonwealth legislation, policy or standards as required by the standards.

Five areas of regulation

The Non-Government School Registration Standards address five regulatory areas, consistent with section 125 of the Act:

- **Governance and Finance** – standards that must be met by all schools to assure effective governance, leadership, financial management, safety and accountability across the school including policies, strategic plans, self-assessment and monitoring and reporting.
- **Curriculum, Teaching, Assessment and Reporting** – standards that must be met to assure quality curricula, teaching, assessment and reporting policies and practices and staffing.
- **Child Safety and Wellbeing** – standards that must be met to assure safe, supportive and culturally responsive policies and practises that protect the wellbeing of students and embed *the National Principles for Child Safe Organisations* in school-wide practice.
- **Distance Education** – additional standards that must be met to assure appropriate curricula, teaching, assessment and reporting, staffing, supervision and care for distance education students. There is significant alignment between the requirements of the Distance Education Standards and the **Governance and Finance, Curriculum, Teaching, Assessment and Reporting, and Child Safety and Wellbeing Standards**. Schools may use existing policies and procedures to address the Distance Education Standards where appropriate or create standalone policies and procedures.
- **Boarding** – additional standards that must be met by schools providing boarding to assure safe, healthy, supportive and culturally responsive residential facilities and practices. There is significant alignment between the requirements of the Boarding Standards and the **Governance and Finance and Child Safety and Wellbeing Standards**. Schools may therefore use existing policies and procedures to address the Boarding Standards where appropriate or create standalone policies and procedures.

Guiding principles

Section 4 of in the *Education Act 2015* (NT) requires that everyone involved in the administration of the Act or the education of children in the NT applies the following guiding principles:

- all students are entitled to an education of a quality that is capable of enabling them to reach their potential and so maximise their achievements and contribution to the community
- education provides the foundation for the social and economic advancement of the NT
- students and staff of schools are entitled to a safe environment
- parents play a vital role in the education of their children
- the best educational outcome for students are achieved by parents, schools, communities and non-government organisations working together
- learning environments should be culturally appropriate and reflect the diversity of the NT
- the social and family context and general wellbeing of students play an important role in their engagement with education and achievement of outcomes
- the document issued by the Australian Human Rights Commission outlining national principles for the operation of child-safe organisations.

Applying the National Principles for Child Safe Organisations

Consistent with the requirement for all NT schools to apply the Australian Human Rights Commission's *National Principles for Child Safe Organisations* (NPCSO), standards 3.1 and 9.1 require evidence that the school is complying with this requirement.

Governance and Finance Standard 3.1 requires schools to oversee implementation of the NPCSOs, and Child Safety and Wellbeing Standard 9.1 requires schools to apply the NPCSOs.

To provide evidence of meeting these standards, non-government schools may create stand-alone policy that details how you will apply the NPCSOs across the school, **or** update existing policies or documents to include the principles. References to the NPCSO are included in the standards to assist schools apply them.

Using this document

In the *Non-Government School Registration Standards* document you will find:

- Tables summarising the standards
- Detailed descriptions of each standard
- Required evidence to demonstrate compliance with a standard
- Suggested actions that may contribute to complying with a standard
- References to the 10 National Principles for Child-Safe Organisations within relevant standards
- Legislation and resource links.

Please contact Education Regulation if you have any issues accessing resource links or would like advise us of additional resources that may be helpful to include as resources.

Contacts and support

Further information about non-government school regulation and Information about changes to the Education Act 2015 (NT) is available [here](#).

You may also contact the office of the registrar at email registrarngs.doe@education.nt.gov.au or telephone 8901 4944

At a Glance: Non-Government School Registration Standards

Standard	Title	Description
Governance		
Standard 1	Governance	The governing body has measures in place for the school's safe, legal and financially viable operation
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
1.2	School purpose	The school is legally established and its principal purpose is the provision of school education
Standard 2	Accountability	The governing body has measures in place for the effective administration of the school's finances, teaching and learning and student safety and wellbeing
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 organisation
2.2	Financial viability	The school is financially viable
2.3	Student safety and wellbeing	The school oversees policy for safe learning environments and approaches for the safety, health and wellbeing of students
2.4	Safe grounds and facilities	The school oversees policy for ensuring built environments, infrastructure, grounds, and facilities are safe
2.5	Emergencies and critical incident management	The school oversees policy for responding to emergencies and critical incidents
2.6	Teaching and learning	The school ensures curriculum, teaching, assessment and reporting policy and practice meets student needs
2.7	Leadership and staffing	The school has appropriate school leadership and sufficient staff to deliver its services
2.8	School policies	The school has a schedule for the review of school policies
2.9	Annual reporting	The school complies with annual, financial, and self-assessment reporting requirements
2.10	Complaint management	The school has a policy for managing complaints
Standard 3	Information and records management	The governing body has measures in place for appropriate records and information management
3.1	Student records	The school has processes for obtaining a complete, retrievable record for each student
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
3.3	Records management	The school implements and oversees systems and processes to assure orderly creation, storage and retention of school records
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

Standard	Title	Description
Curriculum, Teaching, Assessment and Reporting		
Standard 4	Curricula	Approved curricula for each relevant stage of schooling is delivered
4.1	Approved curriculum	The school delivers the Australian Curriculum or other approved curriculum to meet student learning needs
4.2	Scope and sequence	The school has scope and sequence documents that detail content, sequence and assessment for each curricula it delivers
Standard 5	Teaching	Teaching and learning approaches are evidence-informed to meet the diverse learning needs of students
5.1	Instructional approaches	The school uses evidence-informed instructional approaches
5.2	Differentiated teaching	The school plans for and implements differentiated teaching to meet the diverse learning needs of students
5.3	Teaching and learning resources	The school has sufficient and appropriate resources, information technology and connectivity to deliver quality teaching and learning programs
Standard 6	Academic monitoring, assessing, and reporting	Student progress and performance are monitored, assessed and reported
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
6.2	Mandated assessment program participation	The school participates in mandated assessment program activities
6.3	Reporting to parents	The school provides written reports to parents at least once a semester about their child's academic performance
6.4	Reporting to community	The school reports at least once a year to the school community on school performance and student outcomes
6.5	Verification of student work	The school has policies to address undue levels of assistance and plagiarism
Standard 7	Appropriate staff NPCSO 5	Adequate staff, contractors and volunteers
7.1	Staff numbers	The school has adequate staff to deliver the school's education programs
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
7.3	Professional learning and capacity building	The school implements a whole-school induction and professional learning agenda to build staff capability

Standard	Title	Description
Child Safety and Wellbeing		
Standard 8	Embedded approach to child safety	Child safety and wellbeing are embedded in school leadership, governance, and culture
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
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
8.3	Behaviour management	The school has a behavior management policy and supports positive behaviours
Standard 9	Children's rights and responsibilities	Children are informed about their rights and responsibilities and children participate in decisions affecting them
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
Standard 10	Family and community involvement	Families and communities are informed about and involved in promoting child safety and wellbeing
10.1	Promoting child safety and wellbeing	The school informs and involves parents and the school community in promoting child safety and wellbeing
Standard 11	Equity and diversity	Policy and practice uphold equity and respect diverse needs
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 <i>Disability Discrimination Act 1992</i> (Cth), the <i>Anti-Discrimination Act 1992</i> (NT), and other relevant legislation and standards that support students with diverse needs
11.2	Cultural safety and inclusivity	The school provides a culturally responsive, safe, and inclusive environment
Standard 12	Staff capacity building	Staff and volunteers are supported to have the necessary knowledge and skills to keep children safe
12.1	Child safety training	The school has a child safety training schedule and supports staff and volunteers to participate in child safety training
Standard 13	Safe physical and online environments	Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed
13.1	Risk mitigation	The school conducts regular risk identification and mitigation activities for safe physical and online environments
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

Distance Education

Standard DE1	Governance and finance	Policies and practice include and address distance learning governance, budgeting and financial management
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
DE1.2	Enrolment and attendance	The school has policy for the enrolment of distance education students and verification of attendance
Standard DE2	Curriculum, teaching, assessment and reporting	The school has distance education curriculum, teaching, learning, assessment and reporting policies
DE2.1	ICT capacity and place to learn	The school only enrolls students who meet the school's minimum distance education ICT requirements and have an appropriate place for learning inclusive of sufficient resources
DE2.2	Verification of student work	The school has policy for verifying distance education student work
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
Standard DE3	Safety and wellbeing	Safety and wellbeing policies and practice are inclusive of students studying by distance education
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
DE3.2	Residential programs	The school has policy for the safe travel, accommodation and supervision of any distance education residential component

Standard	Title	Description
Boarding		
Standard B1	Boarder safety and wellbeing	Systems are in place to ensure the health, safety and wellbeing of boarders
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
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
B1.3	Providing for boarder needs	The school has policy for meeting diverse boarder health, nutrition and wellbeing needs
B1.4	Emergencies and critical incidents	The school has policy for responding to, recording and communicating boarding facility and student emergencies and critical incidents
B1.5	Boarder behaviour management	The school has policy for managing behavior in the boarding facility
B1.6	Complaint and conflict management	The school has mechanisms for recording and managing boarding complaints and conflicts
B1.7	Student transport and travel	The school has policy for ensuring boarder transport and travel arrangements are appropriate and safe
B1.8	Facility access	The school has documented protocols and procedures for families, visitors, trades peoples and others visiting the boarding facility
Standard B2	Boarding staff	Sufficient, appropriate staff to deliver quality boarding services
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
Standard B3	Communication and community relationships	Communications to facilitate positive community relationships
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
Standard B4	Boarding facilities and resources	Boarding facilities and resources are well-maintained, safe, functional and fit-for-purpose
B4.1	Fit-for-purpose facilities	The school has adequate accommodation, homework, recreation, dining, medical and other facilities for boarders and staff
B4.2	Secure, well-maintained facility	The boarding facility is secure and well-maintained

Governance and Finance Standards

Governance and Finance Standards set out the minimum requirements to ensure the school is effectively governed and its financial responsibilities are met.

Relevant governance and finance policies and practice must be inclusive of distance education and boarding facilities where these services are provided by the school.

Standard 1 Governance

The governing body has measures in place for the school's safe, legal and financially viable operation

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

Evidence to demonstrate compliance with this standard

- 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
- A copy of the constitution of the governing body
- List of governing body members that includes member's skills and experience necessary for the proper administration of the school
- Evidence of governing body meeting minutes
- Documentation of school leadership reporting to governing body
- Evidence of governing body reporting to the school community.

Suggested actions to contribute to complying with this standard

- ❖ The governing body:
 - sets and monitors the strategic direction of the school
 - complies with requirements detailed in the Education Act for non-government school governing body
 - ensures the school fulfils its legal obligations as a registered entity and a registered school and complies with all relevant Commonwealth and NT laws
 - observes appropriate conflict of interest management
 - is provided with regular financial reports to ensure oversight and accountability
 - meets regularly and communicates decisions to the school

- records and retains minutes of meetings in an accessible format
 - supports leadership staff to provide education services through appropriate governance oversight of the school's operating activities
 - nominates and records a person with an appropriate level of authority who is responsible for compliance with these Standards.
- ❖ The governing body has, and is bound by, a constitution that includes statements of its governance arrangements, functions and powers, and:
- complies with the legal requirements of its incorporating entity/entities
 - sets out the rules outlining how the school operates
 - includes statements regarding the size, composition, length of term and method of recruitment of members of the body
 - articulates how the body's governance is separated from school's operational management
 - sets out types of transactions that the body is authorised to approve, for example appointment of staff, approval of leave, purchase of equipment, reimbursement of expenses
 - outlines the body's governance oversight responsibilities, for example monitoring academic performance, reporting to the school community, overseeing the school's compliance with student and staff health and safety requirements, and the body's schedule for undertaking risk assessments.
- ❖ The school, or the system authority, maintains a list of current members and office bearers of the governing body, including:
- identity information of the school governing body, such as a copy of a driver's licence
 - relevant skills and experience, for example, a curriculum vitae
 - child protection and other relevant clearances for members of the governing body, for example criminal history, Working with Children (Ochre card)
 - records of relevant training undertaken by members, for example, mandatory reporting of child abuse and neglect; ICAC training
- ❖ The school, or the system authority, undertakes succession planning for critical staff and the governing body.
- ❖ All governing body members meet Commonwealth and NT child protection legislation requirements, for example, hold a Working with Children Clearance (Ochre Card)
- ❖ Where the school chooses to remunerate the members of its governing body, it should have a policy that outlines this approach
- ❖ The school, or the system authority, has an approved process or mechanism to take action if a member or members of the governing body are deemed not to be **fit and proper person**.

Legislation and resources

- [Education Act](#) 121A
- [Associations Act 2003](#) s 21
- Fit and proper person – refer to glossary
- Governing body – refer to glossary

1.2 School purpose

The school is legally established and its principal purpose is the provision of school education

Evidence to demonstrate compliance with this standard

- Evidence of the school's legal entity status
- Publicly available strategic plan, report or other detailed documents that articulate the school's mission, vision and education services.

Suggested actions to contribute to complying with this standard

- ❖ The school and stakeholders develop a mission, vision or purpose that guides its approach to education and student support
- ❖ The school provides information about its education publicly in policies and/or handbooks, and/or communications.

Legislation and resources

- [Education Act](#) 122, 125, 126, 140(3)
- [Australian Charities and Not-for-Profits Commission Act 2012 \(Cth\)](#)
- [Associations Act 2003](#)

Standard 2 Accountability

The governing body has measures in place for the effective administration of the school's finances, teaching and learning and student safety and wellbeing

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 organisation

Evidence to demonstrate compliance with this standard

- 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.
- 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.

Suggested actions to contribute to complying with this standard

- ❖ The school implements good-practice financial accounting
- ❖ The school's finance officers are supported to know and understand their financial accounting responsibilities
- ❖ The school makes staff aware of relevant requirements of the Independent Commissioner Against Corruption Act to identify and report improper conduct.
- ❖ The school is aware of and complies with NT and Australian Government financial reporting and acquittal requirements
- ❖ The governing body oversees budget development inclusive of distance education and boarding expenditure
- ❖ The governing body monitors distance education and boarding expenditure.

Legislation and resources

- [Education Act](#) s125, 140, 143
- [Independent Commissioner against Corruption Act 2017 \(NT\)](#) sections 16 and 22

2.2 Financial viability

The school is financially viable

Evidence to demonstrate compliance with this standard

- 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.

Suggested actions to contribute to complying with this standard

- ❖ The governing body or the system authority has processes for assessing the school's financial viability and, should the school become unviable, a process to notify the registrar through its annual self-assessment, or at any other time the registrar requests this information
- ❖ The school maintains records to demonstrate financial viability, either independently or with the guarantee of the system authority

- ❖ The school ensures adequate finances, either independently or with the guarantee of the system authority, to provide sufficient resources and teaching staff across all services
- ❖ The school and its buildings and assets are adequately insured.

Legislation and resources

- [Education Act s125 s145](#)
- [Australian Government School funding Glossary](#)
- [Australian Education Act \(2013\)](#) – Part 1 Division 2 Section 6, and Part 1 Division 2 Section 19 for information about Australian Government distance education funding
- Australian Government Department of Education: Distance Education enrolment, funding and reporting [Fact Sheet](#) and [SchoolsHUB](#)
- Services Australia [Distance and Online Education ABSTUDY and Youth Allowance](#)

2.3 Student safety and wellbeing

The school oversees safe learning environments and approaches for the safety, health and wellbeing of students

Evidence to demonstrate compliance with this standard

- The school regularly reviews implementation of the National Principles for Child Safe Organisations
- 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)
- The school has a mandatory reporting policy.
- There is regular reporting of school safety incident data to the school's governing body
- The governing body includes behaviour management on meeting agendas.
- The school has a policy for off-campus activities such as excursions and school trips including parental consent requirements, daily care and supervision, travel, accommodation, and student health, safety and wellbeing

Suggested actions to contribute to complying with this standard

- ❖ The school or governing body monitors student suspension and expulsion data and uses it to inform behaviour management support and initiatives
- ❖ Parent or guardian consent is required for excursions, school trips or other off-campus activities
- ❖ The governing body has a developed risk management approach, which focus on preventing, identifying and mitigating risks to children and young people
- ❖ The governing body and school leadership facilitate implementation of child safety and wellbeing policies and processes at all levels
- ❖ The school has processes that comply with the National Principles for Child Safe Organisations
- ❖ The school has a suite of child safety documents which are regularly reviewed, written in child-friendly language and are easily accessible to the school community
- ❖ The school has a policy, procedure, code of conduct statement or other documentation that sets out expected behavioural standards and responsibilities for staff and visitors
- ❖ The school makes students aware of their right to be safe at school, how the school will work to keep them safe at school, how adults at the school will behave, and who to talk to if they feel unsafe at school

- ❖ All staff and volunteers are informed of their obligations to ensure the safety of all children in their care are supported to report any concerns. Such obligations extend to facilities, school camps, excursions, placement of students with other providers for part of their schooling (for example, vocational education and training, specialist studies)
- ❖ The school supports staff and volunteers to ensure attendance at Mandatory Reporting of Harm and Exploitation of Children and other child safety and wellbeing training
- ❖ The school develops a statement of commitment to child safety which is displayed publicly and reviewed as needed
- ❖ All staff and volunteers are regularly reminded of their requirement to attend child safety training and are provided with support to attend this training, including time away from the workplace and payment of course fees where appropriate
- ❖ The school maintains a register of staff attendance and completion at child safety training, including Mandatory Reporting obligations, and training on how to identify signs of child abuse, harm and grooming behaviours
- ❖ The school communicates training opportunities and encourages staff to undertake training relating to child safety under the *Care and Protection of Children Act 2007*
- ❖ The governing body regularly reviews policies relating to child safety training.
- ❖ The governing body's risk management policy, including evidence of child safety risk assessments and how identified risks will be mitigated
- ❖ Inclusion of the school's commitment to child safety in staff performance review documents.
- ❖ Staff meetings or other formal and informal processes where the governing body and school share good practice and learnings about child safety and wellbeing
- ❖ A statement of commitment to child safety is publicly available
- ❖ Communications with staff promoting child safety and wellbeing training
- ❖ Strategic plan, policy or other documentation that demonstrate:
 - WHS requirements inclusive of students, staff, families, contractors, visitors and volunteers
 - hazards and risk identification and management, incident management and recording processes
 - building and facility maintenance and safety checks
 - emergency procedures
 - how unreasonable or unsafe behaviour by students, staff, families, contractors, visitors and volunteers is managed
- ❖ The school informs students, staff, families, contractors and volunteers about safety policy and protocols.

Legislation and resources

- [Education Act](#) s3(d), s4(c), s125, division 7A
- [Work Health and Safety \(National Uniform Legislation\) Act 2011](#)
- [NT WorkSafe](#)
- [Care and Protection of Children Act 2007 \(NT\)](#) s185
- [National Principles for Child Safe Organisations](#)
- [Positive and respectful behaviour in schools](#)
- [NSW Ombudsman – managing unreasonable conduct](#)
- [Professional Reporters Guide – Reporting Child Harm or Exploitation](#)
- [Mandatory Reporting Training](#)
- [Mandatory Reporters Guide](#)
- [Reporting Child Abuse](#)
- [SAFE NT](#)
- [People who do not need working with children clearance](#)
- [Employer responsibilities](#)
- [Working with Children Clearance TRB NT](#)
- [Teacher Registration Board of the Northern Territory](#)
- [National Police Check](#)
- [Final Report of the Royal Commission into Institutional Response to Child Sexual Abuse](#) vol. 6

2.4 Safe grounds and facilities

The school oversees policy for ensuring that built environments, infrastructure, grounds, and facilities are safe

Evidence to demonstrate compliance with this standard

- 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
- Documentation that the site and the buildings, whether owned or leased/rented, comply with legislation and regulations for zoning, planning and building development
- Certificate(s) of occupancy for each new or renovated building demonstrating compliance with relevant legislation.

Suggested actions to contribute to complying with this standard

- ❖ The governing body owns or appropriately leases all grounds, buildings and facilities required for the delivery of education
- ❖ The governing body meets its duty of care obligations by ensuring grounds, buildings and facilities are fit for education purpose, and are safe and maintained, including any necessary checks and clearances including following emergency or disaster events
- ❖ Documentation of the ownership of the site or sites, on which the school is located
- ❖ The governing body ensures grounds, buildings and facilities comply with NT Government building and renovation requirements including certification of correct installation of playground equipment
- ❖ Evidence of compliance with pool safety laws where there is a pool on school grounds.

Legislation and resources

- [Education Act](#) s145 C-G
- [Final Report of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability](#)

2.5 Emergencies and critical incident management

The school oversees policy for responding to emergencies and critical incidents

Evidence to demonstrate compliance with this standard

- The school has policy and procedures for managing natural disasters, emergencies, community unrest and critical incidents
- The school has a process for communicating emergency and critical incident policy and procedures to staff, students, families and other stakeholders.

Suggested actions to contribute to complying with this standard

- ❖ Procedures for responding to natural disasters, including cyclones, bushfires and floods
- ❖ Procedures for responding to community unrest, evacuation and lockdown, including fire safety planning and maintenance
- ❖ Processes for managing and responding to noxious or hazardous substances, including maintaining an asbestos register where required.
- ❖ Risk assessments are regularly conducted and responded to as needed
- ❖ The school makes emergency management training available to staff
- ❖ The school regularly communicates processes for responding to emergencies and critical incidents are communicated to stakeholders
- ❖ If the school is a designated public emergency shelter, the school has processes and procedures for use of the shelter during the emergency event, compliant with the *Emergency Management Act 2013* and any other associated legislation.

Legislation and resources

- [Education Act s145 B \(1\) and \(3\), 145B \(2\)](#)
- [Final Report of the Royal Commission into Institutional Response to Child Sexual Abuse vol.6](#)
- [Emergency Management Act 2013](#)
- [NT Emergency Management Plan](#)
- [Australian Emergency Management Institute, Disaster Resilience Education for Schools](#)
- [Emergency management framework](#)
- [Emergency management school preparedness policy](#)
- [Emergency management sub plan all regions emergency shelter group](#)
- Department of Infrastructure, Planning and Lands: [Building and renovation: permits and processes ; Getting occupancy certification](#)
- NT WorkSafe: [Laws and compliance](#)
- [Australian Standard AS/NZS ISO 31000:2009, Risk management fact sheet](#)
- [Asbestos management - legislation and codes of practice](#)
- [Australian Standard 3745-2010, Emergency control organisation and procedures for buildings, structures and workplaces](#)
- [Australian Standard AS/NZS ISO 31000:2009, Risk management fact sheet](#)

2.6 Teaching and learning

The governing body ensures curriculum, teaching, assessment and academic reporting policy and practice meets student needs

Evidence to demonstrate compliance with this standard

- The governing body oversees the appropriateness of curriculum, teaching, assessment and reporting policies and practice for the student cohorts

Suggested actions to contribute to complying with this standard

- ❖ Curriculum, teaching, assessment and reporting is included on governing body meeting agendas
- ❖ The governing body is kept informed of any changes to the curriculum.

Legislation and resources

- AITISL [Australian Professional Standards for Principals](#)

2.7 Leadership and staffing

The school has appropriate school leadership and sufficient staff to deliver its services

Evidence to demonstrate compliance with this standard

- 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
- The governing body has processes for appointing principals with the required skills, knowledge and experience, providing capacity building opportunities, and conducting performance reviews.

Suggested actions to contribute to complying with this standard

- The school maintains up to date job descriptions for principals and teaching and non-teaching employees
- School staffing is included on governing board meeting agendas.

Legislation and resources

- AITISL [Australian Professional Standards for Principals](#)

2.8 School policies

The school has a schedule for the review of school policies

Evidence to demonstrate compliance with this standard

- A list of school policies and a policy review schedule inclusive of key stakeholders and evidence that reviews have been conducted.

Suggested actions to contribute to complying with this standard

- ❖ The school identifies all policies and procedures across the school including boarding and distance education
- ❖ The school develops and maintains a current policy review schedule including information about when each policy was last reviewed.
- ❖ The school includes key stakeholders in the development, review and revision of policies
- ❖ The school conducts regular policy reviews and revises policies as appropriate.

Legislation and resources

- [Education Act](#) s4

2.9 Annual reporting

The school complies with annual, financial, and self-assessment reporting requirements

Evidence to demonstrate compliance with this standard

- The school's annual financial statement has been provided to the Registrar by 30 April of the following year
- The school's most recent annual report has been provided publicly and to the Registrar by 30 April of the following year
- 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
- 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.

Suggested actions to contribute to complying with this standard

- ❖ The governing body prepares a calendar year annual financial statement as required under section 143 of the Education Act
- ❖ The governing body produces an annual report as required under section 144 of the Education Act that includes:
 - Assessment of the school's performance and its relationship with parents and community
 - Events the governing body considers major including matters relating to occupational health and safety
 - How any government financial assistance or support has been used by the school
 - Information about the condition of buildings, structures, facilities and any plans for new buildings, structures or facilities
- ❖ The governing body establishes and maintains a system to meet the annual self-assessment requirements detailed in section 145 of the Education Act and provides a report of the outcome of the self-assessment to the registrar by 31 December each year, or at any other time the registrar requests.

Legislation and resources

- [Education Act](#) s143, 144, 145
- Australian Government Department of Education
 - [How to report day, boarding and distance education students](#)
 - [Data collections](#)

2.10 Complaints management

The school has a policy for managing complaints

Evidence to demonstrate compliance with this standard

- A complaints framework, policy or procedures applicable to students, staff, parents and other stakeholders is available, communicated and implemented
- Information is available on the school's website about how to make a complaint and includes a whistle-blower protection statement
- A complaints register is maintained that includes information about steps taken to resolve the complaint and the outcome.

Suggested actions to contribute to complying with this standard

- ❖ The school and stakeholders develop a complaints framework, policy or process consistent with s145B of the Act
- ❖ A complaints resolution framework, policy or process describes how the school will manage complaints in a timely manner and how procedural fairness will be included in the complaint management and resolution process
- ❖ The complaint resolution process is communicated to students, staff, families and other stakeholders and is easily accessible to the school community
- ❖ The school makes students aware of their right to raise concerns and the processes for making a complaint
- ❖ The school has a process for the secure recording and retention of complaints
- ❖ The school supports staff to participate in complaints management training.

Legislation and resources

- Education Act 145B
- [WA Commissioner for Children and Young People – Child-friendly complaint processes](#)
- [National Principles for Child Safe Organisations – principle 6](#)

Standard 3 Information and records management accountability

The governing body has measures in place for appropriate records and information management

3.1 Student records

The school has processes for obtaining a complete, retrievable student record for each student

Evidence to demonstrate compliance with this standard

- The governing body oversees policy and procedures for a secure student record keeping system that enables efficient retrieval of student records
- The school has and protocols for appropriately transferring student records to another school or agency
- The school keeps student records that must contain the information prescribed in section 41A of the Education Regulations.

Suggested actions to contribute to complying with this standard

- ❖ The school has a system to keep a complete and retrievable record for each student currently enrolled at the school
- ❖ Student records are maintained, in accordance with section 41A of the Education Regulations, and must include:
 - student's name
 - student's residential address
 - student's age and date of birth
 - student's unique pupil number
 - name and contact details of a parent of the student
 - date the student was enrolled at the school
 - name of the person who enrolled the student at the school
 - student's level of education when they were enrolled at the school
 - name and address of the last school at which the student was enrolled

- student's attendance at the school
 - student's educational performance including a comparison with any national standards of education that are the subject of intergovernmental agreement to which the school is a party
 - any known medical conditions or allergies and any medications taken by the student
 - student's immunisation record
 - any injuries or illnesses suffered by the student at the school.
- ❖ The school observes appropriate recordkeeping standards that ensure it can provide detailed information for every student at the transition points between phases of education within or across educational institutions
 - ❖ The school has a process for the prompt transfer of records when a student transfers to another school, including relevant safety and wellbeing records, or where a student may pose risks to other children
 - ❖ The school has a policy about information sharing and record exchange, including appropriate safeguards to ensure information is shared on a 'need-to-know basis'
 - ❖ The school shares student records when required, for example, under section 161 of the Education Act or sections 32 to 38 of the *Care and Protection of Children Act*.

Legislation and resources

- [Education Regulations](#) s41A (student records+)
- Chief Executive Department of Education requests for data [Education Act](#) s161
- Transferring student data when moving interstate – [Administration and reporting for schools - Department of Education, Australian Government](#)
- [Care and Protection of Children Act](#) s32-38
- NT [Child-Safety and Wellbeing Information-Sharing Framework](#)
- [Final Report of the Royal Commission into Institutional Responses to Child Sexual Abuse Volume 8 - Recommendations 8.05, 8.13, 8.14 and 8.15](#)

3.2 Recording and monitoring enrolment and attendance

The school has a policy for student enrolment and monitors student enrolment and attendance and implements strategies to address non-attendance

Evidence to demonstrate compliance with this standard

- The school has a policy on enrolment and attendance, inclusive of any mature-age, distance education and international students
- 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
- The school has policy and procedures for responding to short and long-term non-attendance data.

Suggested actions to contribute to complying with this standard

- ❖ The school has policies, procedures and systems for recording and monitoring student enrolment and attendance, including:
 - enrolled students must be NT residents
 - daily recording of the attendance and absences for all enrolled students
 - monitoring and following up absences, including for children living independently
 - strategies in place to minimise non-attendance for individual students or cohorts of students
 - focussed engagement and re-engagement strategies
 - communicating with parents/guardians on attendance/non-attendance

- reporting non-attendance to the appropriate authority as required
 - responding to information sharing requests from other schools, authorities and the Chief Executive of the Department of Education in line with policy and legislation
 - develop agreements or processes with allied health and other agencies to address non-attendance as appropriate
 - requiring information/declaration of student special needs at time of enrolment
- ❖ The school monitors attendance of international students on subclass 500 visas to ensure compliance with visa attendance requirements
 - ❖ Enrolment procedures for mature-age students (students 18-years or older) comply with Part 5 of the Education Act:
 - procedures apply to mature age students who are not currently enrolled and have not been enrolled in a school for 12 months
 - a criminal record report is required, and the school (vetting entity) must determine if any conviction is for a disqualifying offence prescribe by the regulations
 - the vetting entity determines if it will approve or not approve any application.

Legislation and resources

- *Education Act s39, s57-65 Compulsory enrolment*
- *Education Regulations s4 (a) to (f) Mature-age students*
- *Education Services for Overseas Students Act (Cth)*
- [National Principles for Child Safe Organisations](#)

3.3 Records management

The school implements and oversees systems and processes to assure orderly creation, storage and retention of school records

Evidence to demonstrate compliance with this standard

- The governing body oversees implementation and review of secure, effective records management across the school
- Staff and volunteers are made aware of record keeping processes and their record-keeping obligations
- Training on records management is available for staff and the governing body.

Suggested actions to contribute to complying with this standard

- ❖ The school has a system for archiving and maintaining records once a student or staff member leaves the school
- ❖ The school, or the system authority, has a process for maintaining and archiving records of the governing body, for example, minutes of meetings and past membership lists
- ❖ The school has a records management system that includes capacity to monitor and analyse child safety incidents
- ❖ The governing body has a policy for minimum retention periods for student and staff records, including a minimum retention period of at least 45 years for records that relate to child harm.

Legislation and resources

- [Volume 8 of the Final Report of the Royal Commission into Institutional Responses to Child Sexual Abuse - Recommendation 8.4](#)
- [Record keeping and information sharing](#)

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

Evidence to demonstrate compliance with this standard

- 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.

Suggested actions to contribute to complying with this standard

- ❖ The governing body has data security policies and strategies to prevent misuse, loss and unauthorised access to information and information systems
- ❖ The school's information management processes are compatible with the requirements of the *Privacy Act 1988 (Cth)* and Australian Privacy Principles
- ❖ Recordkeeping and information systems, policies and procedures comply with the *Education Act 2025 (NT)*, *Privacy Act 1988 (Cth)* and the associated Australian Privacy Principles
- ❖ The school keeps hard copy and digital student and other sensitive information secure
- ❖ The governing body ensures that third party providers who are given access to student information comply with child protection and other relevant legislation.
- ❖ Process for recording and responding to information sharing requests
- ❖ Staff are made aware of their information management and privacy responsibilities.

Legislation and resources

- [Education Act s161](#)
- [Privacy Act 1988 \(Cth\)](#)
- [Australian Privacy Principles](#)

Curriculum, Teaching, Assessment and Reporting Standards

The **Curriculum, Teaching, Assessment and Reporting Standards** set out the minimum requirements for providing curriculum, teaching, assessment, and reporting that meet the needs of the student cohort.

Relevant curriculum, teaching, assessment and reporting policies and practice must be inclusive of distance education and boarding facilities where these services are provided by the school.

Standard 4 Curricula

The school delivers approved curricula for each relevant stage of schooling

4.1 Approved curriculum

The school delivers the Australian Curriculum or other approved curriculum to meet student learning needs

Evidence to demonstrate compliance with this standard

- 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
- 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*.

Suggested actions to contribute to complying with this standard

- ❖ The school delivers curricula that meets any NT and Commonwealth Government requirements. This might be the Australian Curriculum or other approved curriculum as described in the NT Board of Studies *Curriculum, assessment, reporting and certification for early childhood to Year 12 policy*
- ❖ The school identifies and implements flexible learning options to support diverse student learning needs and aspirations.

Legislation and resources

- [Education Act](#) part 3.
- NT Board of Studies [Curriculum, assessment, reporting and certification for early childhood to Year 12 - policy](#)
- [NT Board of Studies policies and guidelines](#)
- [Australian Curriculum](#)
- [Australian Education Regulations 2023 \(Cth\)](#) s42

4.2 Scope and sequence

The school has scope and sequence documents that detail content, sequence and assessment for each curricula it delivers

Evidence to demonstrate compliance with this standard

- 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.

Suggested actions to contribute to complying with this standard

- ❖ The school develops scope and sequence documents for each subject taught at the school that include the content, sequence of content, assessments and intended learning outcomes
- ❖ The scope and sequences are reviewed regularly as part of the school's curriculum planning

Legislation and resources

- [Australian Curriculum](#)

Standard 5 Teaching

The school's teaching and learning approaches are evidence-informed to meet the diverse learning needs of students

5.1 Instructional approaches

The school uses evidence-informed instructional approaches

Evidence to demonstrate compliance with this standard

- A policy or documented approach for identifying evidence-informed instructional approaches appropriate to the school's different learner groups and needs
- Policies and/or procedures for reviewing the effectiveness of the instructional approaches.

Suggested actions to contribute to complying with this standard

- ❖ The school identifies and delivers evidence-informed instructional approaches that target improved outcomes for the range of learners including those who:
 - have specific learning needs
 - have English as an additional language
 - are not meeting year-level expectations
 - require extended learning due to high ability or potential
 - are learning through distance education
 - are disengaged.
- ❖ The school uses external and internal performance data to inform regular reviews of its instructional approaches and any adjustments to improve student outcomes
- ❖ Alternative teaching and learning approaches or programs are available for disengaged students.

Legislation and resources

- [Teacher Standards \(aitsl.edu.au\)](https://aitsl.edu.au)

5.2 Differentiated teaching

The school plans for and implements differentiated teaching to meet the diverse learning needs of students

Evidence to demonstrate compliance with this standard

- Whole-school participation in planning, programming and professional learning for differentiated teaching
- Plans and structures for implementing the selected instructional approaches across the school to meet the diverse needs of students.

Suggested actions to contribute to complying with this standard

- ❖ The school provides staff with opportunities to identify the specific or additional teaching support requirements for students and undertakes planning to meet these requirements
- ❖ The school develops a data-informed differentiated teaching plan, framework or other documentation.

Legislation and resources

- [Australian Institute for Teaching and School Leadership \(AITSL\) teacher standards](#)

5.3 Teaching and learning resources

The school has sufficient and appropriate resources, information technology and connectivity to deliver quality teaching and learning programs

Evidence to demonstrate compliance with this standard

- 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
- A process for monitoring ICT connectivity and capacity.

Suggested actions to contribute to complying with this standard

- ❖ The school has a process for monitoring that there are sufficient text books and other hard copy resources to deliver teaching and learning programs
- ❖ The school has a process for responding to instances of use of or access to inappropriate resources
- ❖ The school maintains an inventory of ICT resources used to deliver teaching and learning
- ❖ The school identifies and procures resources to the facilitate quality teaching and learning across the school.

Legislation and resources

- [Australian Institute for Teaching and School Leadership \(AITSL\) teacher standards](#)

Standard 6 Student academic progress is monitored, assessed and reported

The school monitors, assesses and reports on student progress and performance

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

Evidence to demonstrate compliance with this standard

- 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*
- Policy or procedures that describe processes or structures for using performance data to inform strategies for improving student progress

- Examples of monitoring, assessing and reporting documents or templates appropriate to the year level and curriculum.

Suggested actions to contribute to complying with this standard

- ❖ The school has processes to monitor and assess student performance
- ❖ The school's method of student assessment meets the requirements of the NT Board of Studies.
- ❖ The school monitors assessment data to inform planning and strategies to support student performance and progress.

Legislation and resources

- [SACE Board](#)
- NT Board of Studies [Curriculum, Assessment, Reporting and Certification for Early Childhood to Year 12 Policy](#)
- [Education Act](#) part 3
- [NT Board of Studies](#)
- [Teacher Standards \(aitsl.edu.au\)](https://aitsl.edu.au)

6.2 Mandated assessment program participation

The school participates in mandated assessment program activities

Evidence to demonstrate compliance with this standard

- Data providing evidence of participation in NAPLAN (schools with Year 3 to 9 students), and any other mandated tests

Suggested actions to contribute to complying with this standard

- ❖ The school makes suitable arrangements for participation in annual NAP
- ❖ The school has a process for distributing NAP reports to parents.
- ❖ Schools participate in other assessment programs such as the Program for International Student Assessment (PISA) as required by the Australian Education Regulations.

Legislation and resources

- [Australian Education Regulations 2023 \(Cth\)](#) s 42, s43(1)
- NT Board of Studies [Curriculum, Assessment, Reporting and Certification for Early Childhood to Year 12 Policy](#)

6.3 Reporting to parents

The school provides written reports to parents at least once a semester about their child's academic performance

Evidence to demonstrate compliance with this standard

- 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*
- 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
- Sample of a semester report for Year 11 and 12 student performance against the subject-specific SACE subject outline.

Suggested actions to contribute to complying with this standard

- ❖ The school assesses, monitors and records student performance consistent with the NT Board of Studies *Curriculum, Assessment, Reporting and Certification for Early Childhood to Year 12 Policy*
- ❖ The school provides formal and informal opportunities for parents to speak with teachers and educators about their child's schooling.

Legislation and resources

- NT Board of Studies [Curriculum, Assessment, Reporting and Certification for Early Childhood to Year 12 Policy](#)
- [Australian Education Act](#)
- [Education Act](#) s142
- [SACE Board](#)

6.4 Reporting to community

The school reports at least once a year to the school community on school performance and student outcomes

Evidence to demonstrate compliance with this standard

- The school's most recently annual report is publicly available
- Samples of communications to the community, for example on the school website or newsletter.

Suggested actions to contribute to complying with this standard

- ❖ The school communicates with the school community regularly
- ❖ The school seeks community input to inform the content of reporting to the community.

Legislation and resources

- [Education Act](#) s142-144

6.5 Verification of student work

The school has policies to address undue levels of assistance and plagiarism

Evidence to demonstrate compliance with this standard

- 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:
 - identifying undue levels of assistance and plagiarism
 - fairly and transparently reviewing instances of suspected undue levels of assistance and plagiarism
 - consequences for undue levels of assistance and plagiarism.
- 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*
- The school communicates verification of student work policies and processes to students, teachers and families.

Suggested actions to contribute to complying with this standard

- ❖ The school established policies and processes to authenticate as far as possible that work submitted by a student is their own and

- ❖ The school communicates its policy for verification of student work to students, staff, families and the school community
- ❖ Students are made aware of the consequences of undue levels of assistance and plagiarism
- ❖ Verification of student work policies and processes are transparent and fair.

Legislation and resources

- SACE Board of South Australia [Supervision and Verification of Students' Work Policy and Procedures](#)
- [Australian Education Regulations 2023 \(Cth\)](#) s 42:

Standard 7 Appropriate staff, contractors and volunteers

The school has appropriate staff, contractors and volunteers and supports them

7.1 Staff numbers

The school has adequate staff to deliver the school's education programs

Evidence to demonstrate compliance with this standard

- Policy or documentation identifying staff-student ratios for different student groups and activities, including contingencies if these ratios cannot be met

Suggested actions to contribute to complying with this standard

- ❖ The school has sufficient staff to effectively deliver education services for each stage of schooling
- ❖ The school's staff/student ratios are appropriate to the student cohort and activity.

Legislation and resources

- [Education Act](#) – Section 125 (b)

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

Evidence to demonstrate compliance with this standard

- Staff recruitment and employment policy that includes the requirements that:
 - teachers are registered with the Teacher Registration Board of the NT (TRB)
 - all persons working or volunteering at the school have required clearances.
- Current register or registers that contain:
 - dates of TRB registration and expiry of all teachers employed by the school at anytime
 - Working with Children clearance number and expiry date for all teachers employed by the school at any time.

Suggested actions to contribute to complying with this standard

- ❖ The school ensures staff hired to teach at the school hold required teacher registration.
- ❖ The school ensures non-teaching staff have the appropriate experience or qualifications required for their duties

- ❖ Contractors and short-term workers and employees are screened and have appropriate clearances
- ❖ Staff are advised of their rights and responsibilities under work health and safety legislation
- ❖ Register of staff induction and training that includes child safety training.

Legislation and resources

- [Teacher Registration \(Northern Territory\) Act 2004](#)
- [Teacher Registration NT](#)

7.3 Professional learning and capacity building

The school implements a whole-school professional learning agenda to build staff capability

Evidence to demonstrate compliance with this standard

- 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
- Samples of individual staff professional improvement plans
- Professional development register.

Suggested actions to contribute to complying with this standard

- ❖ New staff participate in an induction program that supports them to understand their role and responsibilities
- ❖ The school has a whole-school professional learning agenda that is linked to staff capacity building and improved student outcomes
- ❖ The school plans for and supports performance improvement for all staff through the provision of relevant and regular professional development. This includes contractors and volunteers where appropriate
- ❖ The school ensures staff, contractors, volunteers and visitors are regularly informed of their obligations for child protection and mandatory reporting.

Legislation and resources

- **Teacher Registration Board NT** – [Professional Development Framework](#)
- [Professional Reporters Guide – Reporting Child Harm of Exploitation](#)
- [National Police Certificate](#)
- [Care and Protection of Children Act \(2007\)](#)
- [Care and Protection of Children \(screening\) Regulations 2010.](#)

Child Safety and Wellbeing Standards

The **Child Safety and Wellbeing Standards** set out the minimum requirements for providing a safe, healthy and supportive school environment that minimises the risk of harm and promotes student wellbeing.

Relevant child-safety and wellbeing policies and practice must be inclusive of distance education and boarding facilities where these services are provided by the school.

Standard 8 Embedded approach to child safety

The school embeds child safety and wellbeing in school leadership, governance, and culture

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

Evidence to demonstrate compliance with this standard

- 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*.

Suggested actions to contribute to complying with this standard

- ❖ The school has a process to review child safety policies and procedures that includes a review schedule
- ❖ Identifying situations that will lead to reviews out of schedule, for example following a verified child safety complaint
- ❖ The governing body's work plan or similar includes safety and wellbeing policies and procedures
- ❖ The school incorporates the *National Principles for Child Safe Organisations* in its policies, processes and practice
- ❖ Students, school staff, the governing body and community are informed about the *National Principles for Child Safe Organisations*.

Legislation and resources

- [Final Report - Recommendations \(childabuseroyalcommission.gov.au\)](https://www.childabuseroyalcommission.gov.au/final-report-recommendations)
- [National Principles for Child Safe Organisations](#)

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

Evidence to demonstrate compliance with this standard

- Policy that addresses how the school will comply with student safety, health and wellbeing laws, standards and policies
- The school has policy or procedures addressing how it promotes and supports student health and wellbeing consistent with laws, policy and any relevant standards.

Suggested actions to contribute to complying with this standard

- ❖ The school has procedures and recording systems for daily student activities and emergency situations, including:
 - recording students' daily school activities, for example, through timetabling
 - recording and responding to accidents and critical incidents, for example how the school will manage: deaths, suicides, injuries to students, assaults on a student, severe verbal or psychological aggression, events that require emergency services
 - administering medication, supporting student's chronic illness management, first aid and responding to medical emergencies, such as anaphylaxis or asthma
 - reducing transmission of communicable diseases within the schools with appropriate mitigations identified, for example, mitigations that are adjusted for age of student cohort
 - emergency management, including natural disasters such as cyclones, bushfire and floods
 - evacuation and lockdown, including fire safety planning and maintenance
 - managing and responding to noxious or hazardous substances, including maintaining an asbestos register where required
 - appropriate risk assessment for student activities both on and off grounds, such as yard/ground supervision, excursions or camps, with mitigations identified that appropriately reflect the relative risk
 - responding to community unrest.
- ❖ The school maintains a register of staff training, including first aid and fire safety/warden.
- ❖ The governing body regularly reviews policies relating to student health and safety.
- ❖ The school's practices for keeping children safe, including mandatory reporting requirements and external reporting are clear
- ❖ The school communicates Working with Children clearance (Ochre Card) requirements to including all staff, and any contractors, volunteers and visitors who engage in child related and the procedures for compliance with these requirements
- ❖ The school has a process for obtaining authority to use a student's image or share student information
- ❖ A reminder process for renewal of Working with Children clearance and contingencies where an employee's Working with Children clearance has lapsed
- ❖ Circumstances where criminal history checks will be required for staff and contractors, for example, taking into account levels of risk associated with varying financial or other delegations, or level of system access provided and criminal history that will be considered relevant to employment decision-making
- ❖ Natural justice provisions for any non-child related criminal history
- ❖ The school records student behaviour and welfare matters, including:
 - student pastoral care appropriate to the school context
 - early intervention approaches and policies
 - child protection initiatives including mandatory reporting
 - anti-harassment and bullying
 - grievance and complaint resolution processes
 - ICT use and security, including cyber safety and use of social media
 - personal development responsibilities or behaviour education/management
 - communicating with emergency contacts
 - recording staff training
 - maintaining incident reports and records of communications with parents
 - develop agreements or processes with allied health and other agencies as appropriate.
- ❖ whole-school wellbeing and positive behaviour plan or similar, that takes into account:

- the requirements outlined in section 145F of the Education Act,
 - safety for staff and other students,
 - reasonable adjustments
 - restorative practices
 - trauma-informed practices
 - culturally appropriate practice and
 - skill building in reducing school suspension.
- ❖ The school responds to, and ensuring compliance with, legal arrangements for children, for example, court orders, parenting plans, parenting plans
 - ❖ The school records incidents of child harm or welfare concerns, and any actions taken to address these concerns, and maintains these records in line with best practice recordkeeping procedure.
 - ❖ The school maintains a register of staff who have undertaken health and wellbeing training
 - ❖ The governing body regularly reviews policies relating to student welfare.

Legislation and resources

- [National Principles for Child Safe Organisations](#)
- Department of Education Victoria – [Cybersafety and Responsible use of Digital Technologies](#)
- [Care and Protection of Children Act 2007](#)
- [Mandatory Reporting](#)

8.3 Behaviour management

The school has a behavior management policy and supports positive behaviours

Evidence to demonstrate compliance with this standard

- The school implements behaviour management policy and procedures that include approaches to supporting positive behaviours
- The school's suspension, exclusion and expulsion policy and practice is consistent with division 7A of the Act.

Suggested actions to contribute to complying with this standard

- ❖ The school's approaches to promoting positive student behaviour are developed in consultation with the school community
- ❖ The school has and implements processes to support students who are excluded from the school under section 145D of the Education Act, including how it will ensure their continued access to education
- ❖ The school's behaviour management policy provides for the review of a decision to exclude or expel a student as set out in section 145G of the Education Act
- ❖ The school has a policy that explains how to request review or appeal of expulsions or exclusions, and this is easily accessible and clearly communicated
- ❖ The school or governing body has and implements processes to report exclusions and expulsions to the registrar as soon as practicable
- ❖ The school has approaches to promote positive student behaviour, which aim to reduce and deescalate conflict and are developed in consultation with the school community
- ❖ Staff participate in behaviour management professional learning
- ❖ Approaches and processes:

- that promote a consistent and fair approach toward managing students, including demonstrated commitment to procedural fairness and natural justice.
 - That explicitly state that corporal punishment will not to be used at the school.
 - for students who are living independently.
 - that promote student wellbeing
 - for appropriate suspension, exclusion and expulsion processes, including procedural fairness and natural justice, re-engagement strategies and evidence of meaningful family engagement before decisions are made
 - information about the review or appeal of decisions that is easily accessible, for example on the school's website.
- ❖ Communication with school community on behaviour management and positive behaviour policies
 - ❖ Regular staff communications or meetings, including appropriate information sharing
 - ❖ Processes are in place to ensure all staff and other people engaged in child-related employment are hired in accordance with legislation and policy
 - ❖ Parents, families and community members are welcomed to attend the school and informed of their rights and shared responsibilities, including modelling respectful and positive behaviours and helping to keep others safe
 - ❖ The school or governing body implements policies to manage behaviours from students, staff, parents, families, visitors or volunteers that create or contribute to an unsafe environment for others.

Standard 9 Children's rights and responsibilities

Children are informed about their rights and responsibilities and participate in decisions affecting them

9.1 Children are informed about their rights and responsibilities

The school informs children about their rights and responsibilities and about participating in decision-making that affects them

Evidence to demonstrate compliance with this standard

- 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.
- Establishment of a student voice body or other mechanism/s through which students can contribute to decision-making about matters that affect them.

Suggested actions to contribute to complying with this standard

- ❖ The school has processes to educate students about their personal safety, rights of children, how adults should behave and how to raise concerns or complaints
- ❖ The school provides culturally appropriate protective behaviours and other child safety and wellbeing education
- ❖ The school established student voice bodies and supports students to be actively involve.
- ❖ The school has documented processes to report student body concerns to responsible staff and for the responsible staff to provide response to the student body.

Legislation and resources

- [National Principles for Child Safe Organisations](#)
- [National Association for Prevention of Child abuse and Neglect \(NAPCAN\)](#)

Standard 10: Family and community involvement

Families and communities are informed about and involved in promoting child safety and wellbeing

10.1 Promoting child safety and wellbeing

The school informs and involves parents and the school community in promoting child safety and wellbeing

Evidence to demonstrate compliance with this standard

- 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
- Parent representation on formal and informal school bodies.

Suggested actions to contribute to complying with this standard

- ❖ Inclusion of parent and community voices in and through policy development, consultation and formal and informal school bodies
- ❖ Parent representation on the school's governing body or leadership or management group, or surveys on parents' opinions and wishes.

Legislation and resources

- [National Principles for Child Safe Organisations](#)

Standard 11 Equity and diversity

Policy and practice uphold equity and respect diverse needs

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

Evidence to demonstrate compliance with this standard

- Policy and procedures for meeting diverse student needs including:
 - how reasonable adjustments are identified and implemented
 - the behavioural expectations of others in their interactions with students with diverse needs
 - how the school will take reasonable action to eliminate discrimination, sexual harassment or victimisation at the school
 - supporting staff to participate in anti-discrimination training.
- The school has and implements policy for identifying at-risk students and supporting their safety and wellbeing

- The school complies with collection and reporting requirements of the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

Suggested actions to contribute to complying with this standard

- ❖ The school has established approaches for identifying and supporting students who are at risk
- ❖ Policy and procedures are in place for the school's daily care and supervision of all students including those at-risk
- ❖ The school complies with its relevant legal obligations for education providers that are legislated through the Disability Discrimination Act 1992 (Cth) and expanded in the Disability Standards for Education 2005.
- ❖ The school supports prospective students with a disability to access and participate in education on the same basis as prospective students without disability.
- ❖ The school has processes to assess and, where required, provide reasonable adjustments for students to enable their access and participation and reasonable accommodations for the special need or attribute of a student, employee, families, contractor or volunteer.
- ❖ The school or governing body complies with its positive legal obligation to take reasonable and proportionate measures to eliminate discrimination, sexual harassment or victimisation for students, employees, families, contractors or volunteers.
- ❖ The school or governing body complies with the legal obligations for education authorities under the Anti-Discrimination Act 1992 (NT).
- ❖ The school has processes and frameworks that explicitly recognise and promote inclusive education practices, including through clear and accessible guidance to school staff.

Legislation and resources

- [National Principles for Child Safe Organisations](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005](#)
- [Fact sheet: Disability Discrimination Act 1992](#)
- [Anti-discrimination Act 1992 \(NT\)](#)

11.2 Cultural safety and inclusivity

The school provides a culturally responsive, safe, and inclusive environment

Evidence to demonstrate compliance with this standard

- The school has policy, procedures and practices to promote culturally responsive, safe and inclusive environments, structures and practices.
- A commitment to cultural inclusivity and safety is publicly available.

Suggested actions to contribute to complying with this standard

- ❖ The school actively supports and encourages students and staff to express their cultural identity
- ❖ The school communicates training opportunities and encourages staff to undertake training relating to cultural awareness and appropriate behaviours
- ❖ The school has processes and procedures for addressing any instances of racism, including from students, staff, parents, contractors or volunteers.
- ❖ The school child safety policies include cultural safety
- ❖ The school has a Reconciliation Action Plan

- ❖ Recruitment practices are culturally inclusive
- ❖ Establish family and community advisory groups that represent the cultural diversity of the school
- ❖ Establish Aboriginal employee advisory groups
- ❖ Use of interpreters where needed to ensure students and families who have English as an additional language or dialect (EALD) are supported and empowered in school discussions

Legislation and resources

- [National Principles for Child Safe Organisations](#)
- [Victorian Government Schools – culturally safe environment guidance](#)
- [Interpreting and Translating Service NT](#)
- Secretariat of National Aboriginal and Islander Child Care (SNAICC) [resources](#)
- Victorian Commissioner for Children and Young People [resources](#)

Standard 12 Staff capacity building

Staff and volunteers are supported to have the necessary knowledge and skills to keep children safe

12.1 Child safety training

The school supports staff and volunteers to participate in child safety training

Evidence to demonstrate compliance with this standard

- The school supports staff to participate in child safety training, professional learning or mentoring
- The school maintains a register of child safety training, professional learning or mentoring participation.

Suggested actions to contribute to complying with this standard

- ❖ Staff and volunteers identify and communicate their child safety training needs
- ❖ The school develops an annual child safety professional learning program
- ❖ Staff and volunteers participate in child safety training, professional learning or mentoring.

Legislation and resources

- [National Principles for Child Safe Organisations](#)

Standard 13: Safe physical and online environment

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed

13.1 Risk mitigation

The school conducts regular risk identification and mitigation activities for physical and online environments

Evidence to demonstrate compliance with this standard

- 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.
- 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.
- The school communicates to parents and students about online safety, eSafety and available resources.

Suggested actions to contribute to complying with this standard

- ❖ The school undertakes regular risk assessment activities of how to keep students safe at school and online
- ❖ The governing body of the school or system authority regularly reviews risk documentation
- ❖ The school communicates identified risks and appropriate information about the risk assessment process with staff, so there is an understanding the reason for child safety procedures
- ❖ The school has a policy on criminal history checks for mature age students (18 years and over)
- ❖ Where the school provides boarding facilities, it has policies and procedures for keeping children safe in those facilities, including appropriate adult supervision and separation of age and gender groups
- ❖ The school has policies and procedures for keeping children safe when interacting with third party providers including allied health professionals
- ❖ The school has a process for provision of services that occur in one-on-one situations, including allied health services, so that preference is given to having another adult in the room with the child. This process should include scheduling of allied health services through the school's email or other traceable systems
- ❖ The school communicates students, staff, families and visitors (where appropriate) about positive behaviour expectations in physical and online environments, including consequences where behaviour does not meet these expectations.

Legislation and resources

- [National Principles for Child Safe Organisations](#) - Principle 8
- [eSafety Commissioner](#) resources.

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

Evidence to demonstrate compliance with this standard

- Register of community groups that access school facilities including information about clearance notice requirements and/or status
- Working with children requirements clearly stated in facility access agreements
- Records of agreements, sign-in sheets and other correspondence with community groups.

Suggested actions to contribute to complying with this standard

- ❖ The school requires community groups or individuals that access school facilities to hold working with children clearances if they will come into contact with students
- ❖ The school has policies that ensure any contact between community groups and students is supervised by a staff member who has appropriate working with children clearance
- ❖ A written agreement is in place with community groups using the school facilities, including the requirement for the community group to observe the school's relevant child safety and wellbeing related policies
- ❖ The school maintains appropriate records of community group usage agreements.

Legislation and resources

- [National Principles for Child Safe Organisations](#)
- [NSW Education Department - use of school facilities by an external party](#)

Distance Education Standards

The **Distance Education Standards** describe additional minimum requirements for to students enrolled at the school and studying off campus by distance education.

There is significant alignment between the requirements of the Distance Education Standards and the **Governance and Finance, Curriculum, Teaching, Assessment and Reporting, and Child Safety and Wellbeing** standards. Schools may therefore use existing policies and procedures to address the Distance Education Standards where appropriate.

Standard DE1 Governance and finance

Governance and finance policies and practice include and address distance learning governance, budgeting and financial management

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

Evidence to demonstrate compliance with this standard

- The school's financial and annual reporting includes distance education funding and student enrolment and attendance data.

Suggested actions to contribute to complying with this standard

- ❖ To attract Australian Government recurrent funding for distance education students, the school must be registered under Part 7 of the *Education Act 2015* (NT) as a non-government distance education school or campus
- ❖ At the time of registration, notify the Australian Government through [SchoolsHUB](#)
- ❖ Comply with Australian Government distance education student reporting requirements
- ❖ Only include distance education students in the annual August Census if the students:
 - were enrolled as a distance education student at the school on census day
 - have a pattern of regular school attendance during the year
 - attended distance education classes on at least one day during the census reference period
 - reside in the NT.
- ❖ The school's maintains distance education financial and student enrolment and attendance data for annual and financial reporting purposes.

Legislation and resources

- *Australian Education Act (2013)* – Part 1 Division 2 Section 6, and Part 1 Division 2 Section 19 for information about Australian Government distance education funding
- Australian Government Department of Education: Distance Education enrolment, funding and reporting [SchoolsHUB](#)
- Services Australia [Distance and Online Education ABSTUDY and Youth Allowance](#)

DE1.2 Enrolment and attendance

The school's enrolment and attendance policy and processes are inclusive of distance education students

Evidence to demonstrate compliance with this standard

- The school maintains a separate register of distance education students that includes the student's NT residential address
- The school's enrolment form or processes differentiate distance education student enrolments
- The school implements policy or documented process for recording, verifying and monitoring distance education student enrolment and attendance.

Suggested actions to contribute to complying with this standard

- ❖ Policy or documented process for recording, verifying and monitoring distance education student attendance
- ❖ Maintain a separate distance education student register, to enable engagement in the teaching and learning program, declaration that students enrolled in the distance education school are resident in the NT.

Legislation and resources

- AITSIL [What works in online/distance teaching and learning?](#)

Standard DE2 Curriculum, teaching, assessment, and reporting NPSCO 10

The school has distance education curriculum, teaching, learning, assessment and reporting policies

DE2.1 ICT capacity and place to learn

The school only enrolls students who meet the school's minimum distance education ICT requirements and have an appropriate place for teaching and learning inclusive of sufficient resources are enrolled

Evidence to demonstrate compliance with this standard

- 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
- 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.

Suggested actions to contribute to complying with this standard

- ❖ Minimum access to telephone, computer and the internet
- ❖ Access to an appropriate place to learn and educational resources.

Legislation and resources

- AITSIL – [What works in online/distance teaching and learning?](#)

DE2.2 Verification of student work

The school has policy for verifying distance education student work

Evidence to demonstrate compliance with this standard

- The school has and implements policy or procedures that detail:
 - how a distance education student's teaching and learning is supervised
 - how distance education student's work is verified
 - how external examinations are invigilated.

Suggested actions to contribute to complying with this standard

- ❖ The school has procedures in place for appropriate supervision of the student's daily work
- ❖ Procedures are in place to verify that projects and other tasks submitted for assessment are the enrolled student's work
- ❖ The school has arrangements in place for the invigilation of externally assessed subjects or courses.

Legislation and resources

- AITSIL [What works in online/distance teaching and learning?](#)

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

Evidence to demonstrate compliance with this standard

- 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.

Suggested actions to contribute to complying with this standard

- ❖ Only hire teachers to deliver distance education who are registered with the Teacher Registration Board of the NT
- ❖ Maintain a register of teachers delivering distance education.

Legislation and resources

- [Teacher Registration \(Northern Territory Act\) 2004 s73](#)
- [Teacher Registration Board of the Northern Territory](#)

Standard DE3 Safety and wellbeing

Safety and wellbeing policies and practice are inclusive of students studying by distance education

DE3.1 Daily care and supervision

The school has policies for the daily care and supervision responsibilities of the school, family and any other stakeholders delivering or supervising the distance education program

Evidence to demonstrate compliance with this standard

- 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
- The school has provided information to parents and other supervisors about their distance education duty of care responsibilities
- The school's critical incident policy includes procedures for incidents involving or affecting an distance education student.

Suggested actions to contribute to complying with this standard

- ❖ An adult at the place of learning is responsible for daily care and supervision of the student
- ❖ Information about their duty of care responsibilities is provided to parents and other supervisors
- ❖ Arrangements for any visits by a distance education teacher or school officer.

Legislation and resources

- AITSIL – [What works in online/distance teaching and learning?](#)
- [Duty of care](#)

DE3.2 Residential programs

The school has policy for the safe travel, accommodation and supervision of any distance education residential component

Evidence to demonstrate compliance with this standard

- The school has policies that address the duty of care, safe travel, accommodation and recreational arrangements for distance education students participating in residential programs.

Suggested actions to contribute to complying with this standard

- ❖ Procedures that addresses the school's duty of care, travel and accommodation arrangements for distance education students participating in residential programs
- ❖ Parental consent form including medical and emergency contact information
- ❖ Process for checking that residential staff and volunteers have Working with Children clearance.

Legislation and resources

- AITSIL – [What works in online/distance teaching and learning?](#)
- Teacher Registration Board – Protective practices guidelines – <https://www.trb.nt.gov.au/professional-responsibilities/teaching-practice/protective-practice-guidelines>
- [Duty of care owed by teachers fact sheet](#)

Boarding Standards

The **Boarding Standards** describe the minimum requirements for providing safe and supportive accommodation for boarding students.

There is significant alignment between the requirements of the boarding Standards and the **Governance and Finance** and **Child Safety and Wellbeing** standards. Schools may use existing policies and procedures to address the Boarding Standards where appropriate.

B1 Boarder safety and wellbeing

Systems are in place to ensure the health, safety and wellbeing of boarders

B1.1 Mission statement

The school has and communicates to boarders and stakeholders a mission statement outlining the boarding facility's philosophy, core values, health safety measures, boarding community responsibilities and behavioural expectations

Evidence to demonstrate compliance with this standard

- 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.

Suggested actions to contribute to complying with this standard

- ❖ Boarding facility philosophy, core values, responsibilities and behavioural expectations and processes for students, staff and visitors, are documented in a mission statement or similar form
- ❖ The mission statement is communicated to students, staff, families and the boarding community and made available to stakeholders.

B1.2 Care and supervision of boarders

The school has policy for the safety, security and supervision of boarders whether onsite or offsite

Evidence to demonstrate compliance with this standard

- 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.
- 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*.

Suggested actions to contribute to complying with this standard

- ❖ Policy and procedures for the safety, care and supervision of students address the *National Principles for Child Safe Organisations*
- ❖ Processes for safe travel arrangements for boarder's travelling to and from home
- ❖ Policy, procedures and processes for boarder supervision on and off site including out-of-school-hours excursions and activities
- ❖ Boarding staff and other carers are aware of and meet their duty of care responsibilities
- ❖ Staff participate in professional learning to build their capacity keep students safe
- ❖ Staff supervision rosters are maintained.

B1.3 Providing for boarder needs

The school has policy for meeting diverse boarder health, nutrition and wellbeing needs

Evidence to demonstrate compliance with this standard

- 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

Suggested actions to contribute to complying with this standard

- ❖ A register is maintained of additional student needs
- ❖ Processes are in place for liaising with allied health services
- ❖ Contagious diseases management processes are communicated to stakeholders
- ❖ Protocols for the registering and distribution of medications are in place
- ❖ Policy and procedures for the health and wellbeing of boarding students are inclusive of the *National Principles for Child Safe Organisations*
- ❖ Students nutritional and dietary needs are known and accommodated
- ❖ Boarders' religious and cultural needs are considered.

B1.4 Emergencies and critical incidents

The school has policy for responding to, recording and communicating boarding facility and student emergencies and critical incidents

Evidence to demonstrate compliance with this standard

- Policy for responding to and recording critical incidents involving boarding students is in place
- Boarding staff have been informed about policy and procedures for responding to critical incidents involving boarding students
- Critical incident response training or professional learning or mentoring inclusive of cultural considerations is available for boarding staff.

Suggested actions to contribute to complying with this standard

- ❖ Boarding staff are provided with information about the procedures for responding to critical incidents involving boarders
- ❖ Boarding staff participate in critical incident response training or professional learning or mentoring inclusive of cultural considerations.

B1.5 Boarder behaviour management

The school has policy for managing behaviour in the boarding facility

Evidence to demonstrate compliance with this standard

- Behaviour management policy and processes for boarders are implemented and communicated to staff, families and boarders
- Behaviour management training or professional learning or mentoring inclusive of cultural considerations is available for boarding staff.

Suggested actions to contribute to complying with this standard

- ❖ Boarding staff are provided with information about managing boarder behaviour within the boarding facility, out-of-school-hours excursions, recreational activities and mealtimes.
- ❖ Boarding staff participate in behaviour management capacity building or professional learning

B1.6 Complaint and conflict management

Ther school has mechanisms for recording and managing boarding complaints and conflicts

Evidence to demonstrate compliance with this standard

- Behaviour management policy and processes for boarders are implemented and communicated to staff, families and boarders
- Behaviour management training or professional learning or mentoring inclusive of cultural considerations is available for boarding staff.
- Information about the boarding complaints management process is publicly available.

Suggested actions to contribute to complying with this standard

- ❖ Policy or procedures guide the management of responses to boarding complaints
- ❖ Boarding staff are provided with information and training about managing boarder behaviour within the boarding facility, out-of-school-hours excursions, recreational activities and mealtimes
- ❖ Boarding staff participate in behaviour management capacity building or professional learning.

B1.7 Student travel

The school has policy for ensuring vehicles for ensuring boarder transport and travel arrangements are appropriate and safe

Evidence to demonstrate compliance with this standard

- The governing body oversees the implementation of policy or procedures for safe student travel measures and practices and
- Documentation of insurance and roadworthiness of school-owned or hired vehicles that are used to transport boarding students and staff.
- Register of drivers approved to transport boarders including license class and expiry date.

Suggested actions to contribute to complying with this standard

- ❖ Vehicles are regularly serviced and maintained
- ❖ Vehicle passenger limits are observed on all occasions
- ❖ Seat belts where fitted must be worn by all passengers
- ❖ Vehicles are registered and comprehensively insured
- ❖ All drivers must have a current driver's license commensurate with the type of vehicle being driven and appropriate clearances.

B1.8 Facility access

The school has documented protocols and procedures for families, visitors, trades people and others visiting the boarding facility

Evidence to demonstrate compliance with this standard

- The school has policy and procedures for visitors to the boarding facility who are not staff or boarding students
- The school communicates to boarders, staff and their families procedures for visitor access to the boarding facility.

Suggested actions to contribute to complying with this standard

- ❖ Boarders, boarding staff and families are made aware of procedures for visitor access to the facility
- ❖ A register of visitors is maintained
- ❖ Weapons, firearms or other dangerous goods may not be brought onto or stored at the boarding facility.

Standard B2 Staff

Sufficient, appropriate staff to deliver quality boarding services

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 needs

Evidence to demonstrate compliance with this standard

- 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
- Professional learning or capacity building activities are available.

Suggested actions to contribute to complying with this standard

- ❖ A staffing structure for boarding identifies boarding staff roles and responsibilities and the number of boarding staff required to deliver services that comply with the Boarding Standards
- ❖ The number of staff is adequate to deliver services that comply with the Boarding Standards
- ❖ Recruitment processes include defined role descriptions, recruitment procedures, induction programs and professional development
- ❖ Recruitment of appropriate, qualified boarding staff compliant with legislation and employee clearance requirements
- ❖ Activities are made available to build boarding staff understandings of their responsibilities and strengthen their capacity to meet them
- ❖ Boarding staff participate in training that builds their ability to support the needs of diverse boarders
- ❖ An annual boarding staff training register is maintained of boarding staff training targeting boarding staff responsibilities and skills to deliver boarding services compliant with the Boarding Standards.

Standard B3 Communication and community relationships

Communications to facilitate positive community relationships

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

Evidence to demonstrate compliance with this standard

- The school has structures and processes in place for communicating boarding-related information to parents
- Information about boarding is available on the school's website
- 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.

Suggested actions to contribute to complying with this standard

- ❖ Parents are regularly informed of boarding services, policies and procedures and other matters of relevance
- ❖ Boarding information is included in the school's newsletter
- ❖ Stakeholder expectations are sought to inform communications processes
- ❖ Activities and initiatives are put in place to encourage and facilitate community engagement and participation in the boarding community
- ❖ Parent or community representation on committees or forums
- ❖ Parent satisfaction survey.

Standard B4 Boarding facilities and resources

Boarding facilities and resources are well-maintained, safe, functional and fit-for-purpose

B4.1 Fit-for-purpose facilities

The school has adequate accommodation, homework, recreation, dining, medical and other facilities for boarders and staff

Evidence to demonstrate compliance with this standard

- 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

Suggested actions to contribute to complying with this standard

- ❖ Boarders have access to sufficient bathrooms
- ❖ Dining, laundry and recreational facilities are appropriate
- ❖ A place for isolation/sickroom is available

- ❖ Boarders have access to medical services.

B4.2 Secure, well-maintained facilities

The boarding facility is secure and well-maintained

Evidence to demonstrate compliance with this standard

- The school has measures in place to deter unauthorised access
- The school has a schedule for assessing the condition and functionality of safety infrastructure, systems and measures
- Boarding facilities and infrastructure are clean, orderly and well-maintained.

Suggested actions to contribute to complying with this standard

- ❖ Safety measures may include fencing, security screens, security patrols, alarms and CCTV are in place
- ❖ Regular maintenance checks of safety infrastructure are conducted.

Legislation references and resources

- [Boarding Standards for Australian Schools and Residences](#)
- [National Principles for Child Safe Organisations](#)
- [Education Act NT \(2015\) s121](#)
- [Care and Protection of Children Act 2007](#)
- [Mandatory Reporting](#)

Glossary

Assessor

One or more persons appointed by the registrar under section 123B of the Act to conduct initial assessments, routine assessments, special investigations or reviews of applications to register a school or vary a school's registration.

Attending school

A child attends school if they are present at the school in which they are enrolled at the times during the school day when instruction is provided at the school for the child.

Boarding

Boarding means a residential facility, as defined under *facilities* in section 121 of the *Education Act 2015* (NT), used for the purposes of a registered non-government school, and the boarding services provided by that facility and the registered non-government school.

Chair of governing body

The Chair of the school's governing body receives registration communications from the Registrar unless otherwise delegated in writing to another governing body member

Community

Community means both the physical location, or town or city, people who access the school, the broader family and other relationships associated with parents and students who attend the school.

Compliant

Compliant means a non-government school is abiding by its responsibilities as a registered school as required by Part 7 of the *Education Act 2015* (NT), related Regulations and the Non-Government School Registration Standards.

Critical incident

A critical incident is an unplanned and unanticipated event that poses a risk to the safety, health and wellbeing of students, staff or the school community and/or disrupts or affects school operations or educational programs.

Curricula

The plural of curriculum. Refers to more than one set of courses across different programs: for example, the F-10 Australian Curriculum and Northern Territory Certificate of Education and Training are different curricula, one for Foundation to Year 10 students and the other for senior secondary students.

Curriculum

Refers to a single course of study, typically a pack of subjects/courses, offered by a school focusing on a single program. For example, the F-10 Australian Curriculum is a set of subjects/courses for Foundation to Year 10 students.

Daily care and control

A person has daily care and control of a child if the person is entitled to exercise all the powers and rights, and has all the responsibilities, in relation to the day-to-day care and control of the child.

Distance education

Refers to teaching and learning delivered through the distance education mode to students not attending or not able to attend the registered non-government school in a traditional classroom setting.

Distance education student

Refers to a student who is geographically isolated, has limited educational choice or is unable to attend the registered non-government school in a traditional classroom setting **and** is enrolled in a program offered by the registered non-government school through the distance education mode.

Duty holder

Duty holder means a person, group or organisation with a responsibility for complying with or upholding non-government school registration legislation, regulations, policy, standards or other requirements.

Duty of care

Duty of care means the legal obligation that requires a person or entity to take reasonable care to avoid harm being caused to another. Duty of care is held by organisations or individuals in positions of authority or trust including schools, teachers and school support staff. A person or organisation violating their duty of care may be liable for any harm that another person suffers as a result of the behaviour.

Education Act

Education Act in this document means the *Education Act 2015* (NT), which commenced on 2 January 2024. The *Australian Education Act 2013* is referred to as such.

Education services

Education services refers to all of the teaching and learning programs, activities, support services, resources and facilities provided by the school or its approved partners in delivering on its primary functions.

Evidence

Evidence means the policies, plans, documents, systems, procedures or other means by which compliance with a non-government school registration standard is demonstrated.

Exclusion

Applies to a student enrolled at the school who is charged with an offence punishable by a prison term of more than 2 years

Expulsion

Where a principal by written notice expels a student enrolled at the school in the interests of other persons at the school.

Fit and proper person

Fit and proper person is a term derived from common law term enshrined in legislation that refers to the reasonable ability to discharge a person's functions based on personal character and professional attributes, including the absence of past infamy, misconduct or incapacity.

Governing body

Governing body means the body corporate established under 121(A) of the Act. The governing body administers the registered non-government school and is the entity responsible for a school's compliance with its registration requirements.

Guiding principles

Guiding principles refers to the eight principles that everyone involved in administering the *Education Act 2015* (NT) or the educating children in the NT must apply.

Independent school

Independent school means a school that operates independently of a system authority (see also 'System Authority'). An independent school is responsible for its own policies, educational programs, financial arrangements, and staffing. It is accountable to its own governing body, which is accountable to the Registrar Non-Government Schools in accordance with the *Education Act 2015* (NT).

Initial assessment

An assessment conducted by an assessor of a newly-registered non-government school within 6 months to 2 years of initial registration to assure compliance with registration requirements.

Mandatory reporting

Mandatory reporting is a compulsory requirement for everyone in the NT, including those under 18 years of age, to report known or suspected cases of abuse and neglect to Territory Families or NT Police.

National Principles for Child Safe Organisations

The *National Principles for Child Safe Organisations* are recommendations of the Royal Commission into Institutional Response to Child Sexual Abuse. They provide organisations with guidance on how to provide safe environments for children and must be applied by all schools in the Northern Territory.

Non-government school sector

The non-government school sector refers to schools that are owned and managed by non-government organisations.

Parent

Parent means a child's mother, father, legal guardian or someone who has daily parental responsibility, including under Aboriginal tradition, as defined in section 6 of the Education Act.

Policy

For the purposes of the standards, policy refers to all of the school's policies, guidelines, procedures, frameworks and documented processes. Schools must be able to demonstrate adherence with policies.

Registrar

Registrar means the Registrar of Non-Government Schools, as defined in section 123 of the Education Act. The registrar is appointed by the Minister for Education and makes decisions about non-government school regulation including developing and approving standards for the registration of non-government schools. Section 123A of the Act describes the functions of the registrar.

Regulation

Regulation refers to the practices that apply to non-government schools, as set out in by Part 7 of the *Education Act 2015* (NT), related Regulations and the Non-Government School Registration Standards, that aim to provide quality assurance of education services and minimise the risk of harm. The key components of non-government school regulation in the NT are: regulators, actions to manage non-compliance and the regulated entities (non-government schools).

Residential program

Residential program refers to any part of distance education teaching and learning where the distance education student participates in the teaching and learning at a place other than the approved usual place of teaching and learning and where they are required to live away from home for a period of time under the supervision of the distance education school.

Routine assessment

Is a five-yearly assessment conducted by an assessor of a school's compliance with its registration requirements

School

For the purposes of these standards, school refers to a registered non-government school, any additional campuses registered to the school, any residential facilities for which the school is responsible, any distance education campuses registered to the school, school staff and the school's governing body.

Serious incident

Any serious event, incident or occurrence that may affect the health, safety or wellbeing of students or staff.

Special investigaton

An unscheduled investigation under section 147 of the Act, into potential non-compliance with registraton requirements or in response to a serious incident that may affect student health, safety or wellbeing.

Suspension

Where a student is suspended form attending school for a period not exceeding 20 days.

System authorities/systemic schools

The Education Act provides for a governing body to administer more than one non-government school.

The term 'system authority' is used to refer to an organisation that administers a group of schools.

Systemic schools are formally affiliated with a group or system of schools. Non-government school system authorities in the NT are:

- Catholic Education NT;
- Lutheran Education SA, NT and WA; and
- NT Christian Schools.

The Independent Schools of the NT Limited is not a system authority because it does not determine policy, receive funding for, or have governance or other responsibilities for individual independent schools.

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