

# Vary the registration of a non-government school

Application

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## 1. Introduction

- Non-government schools operating in the Northern Territory must meet registration requirements set out in Part 7 of the [Education Act 2015](#) (NT), [Education Regulations 2015](#) (NT) and [Non-Government School Registration Standards](#).
- Under the Act, the governing body of a registered non-government school may apply to the Registrar Non-Government Schools to vary the school's registration.
- A variation to registration may include changing the school or governing body's name, adding an additional campus or adding or removing a year level or stage of schooling.

## 2. Process to vary registration

### 2.1. Submit intention to vary school registration

- The Chair of the school's governing body must first email the Registrar Non-Government Schools at [registrarngs.doe@education.nt.gov.au](mailto:registrarngs.doe@education.nt.gov.au) to give of the intention to vary registration
- The notice of intention must include details of the proposed variation, including the proposed start date and any other relevant information.
- Once the notice of intention has been received, the Office of the Registrar Non-Government Schools will contact the applicant about the process to vary the school's registration and the supporting evidentiary documents required with the application. More information about the process to vary registration is available [here](#).

### 2.2. The application

- To vary a non-government school's registration, the Chair of the school's governing body must apply to the Registrar Non-Government Schools.
- This document provides information about the application process and an application form to complete.
- The application must address how the proposed variation meets the registration requirements set out in the [Non-Government School Registration Standards](#) and any other conditions stipulated by the registrar.
- The governing body should be aware of the provisions in section 153 and 154 of the Act and the Non-Government School Registration Standards, fill out the application form at Part 4 of this document and compile the required evidentiary documentation.

### 2.3. When to apply

- Applications to vary the registration of an existing non-government school must be submitted at least 12 months before the school plans to commence the change; however, the timing will depend on the complexity of the proposed variation.

### 2.4. Submit application

- Submit the application and supporting documents by email to [registrarngs@education.nt.gov.au](mailto:registrarngs@education.nt.gov.au).

## 2.5. Pay application fee

- On receipt of the completed application, the governing body may be invoiced for the application fee of 200 revenue units, as prescribed in section 42 of the *Education Regulations*. The value of [revenue units](#) is determined under the *Revenue Units Act 2009* and may change each financial year.
- Once the fee is paid, assessment of the application will commence.
- An application fee does not apply to applications considered by agreement under s153 of the Act.

## 2.6. How the application is assessed

- Once received, applications will be reviewed for completeness. If evidence has not been provided against all applicable registration standards, the application will be returned to the applicant requesting the additional information.
- The registrar will then consider whether the application to vary registration can be progressed by agreement or if it will be referred to one or more assessors to provide recommendations to inform the registrar's decision. Complex variation applications will generally be referred to an assessor.
- When the registrar determines a variation will be progressed by agreement, they will advise the governing body in writing of the approval and provide an updated registration certificate.
- Where an application is referred to an assessor/s, they will make recommendations to the registrar based on:
  - the school's ability to meet the registration standards and any relevant legislation
  - possible effects on the NT educational system and on existing schools in the area
  - level of community support and public comments or concerns
  - effects on government infrastructure, services and resources.
- Additional information or evidence may be sought to inform the registrar's decision.

## 2.7. Registrar decision

- The registrar will approve or refuse the variation based on:
  - the assessor/s recommendations
  - compliance with the registration standards
  - requirements under the Act and any other matters the registrar considers relevant.
- If the application is approved, the governing body will be notified and issued an updated registration certificate.
- If the application is not approved, the governing body of the school can request a review of the decision within 28 days. Further information about reviewable decisions is available [here](#).

## 2.8. Varying school registration to deliver Year 11 and 12

- If the school proposes to deliver the Northern Territory Certificate of Education and Training (NTCET), it must apply to the South Australian Certificate of Education (SACE) Board for a provider number.
- Email [askSACE@sa.gov.au](mailto:askSACE@sa.gov.au) and request an application form. You should obtain the SACE application form and commence completing it early on so that you have all documentation ready to submit to SACE Board as soon as the registrar has approved registration of the new school.
- Complete the application form, including proof of registration, and email to [askSACE@sa.gov.au](mailto:askSACE@sa.gov.au). Approval takes about 2 weeks.
- Once approved, you will be sent a copy of the Schools Online agreement to complete. After completing the agreement, you will be provided with information and log on details for [Schools Online](#).

## 3. Contact

If you have any questions about the registration variation process or evidence requirements, please email [registrarns.doe@education.nt.gov.au](mailto:registrarns.doe@education.nt.gov.au) or telephone 08 8901 4986.

## 4. Application to vary registration

### 4.1. Applicant information

Name of registered school			
Street address of school			
Name of school governing body			
Name of governing body Chair			
Chair's contact details	Email:	Telephone:	Mobile:
Name of school principal			
Principal's contact details	Email:	Telephone:	Mobile:

### 4.2. Current registration details

Check all boxes that apply:

<input type="checkbox"/> Primary Years	<input type="checkbox"/> Middle Years	<input type="checkbox"/> Senior Years	<input type="checkbox"/> Distance Education	<input type="checkbox"/> Boarding facility
<input type="checkbox"/> Other (please state):				

### 4.3. Proposed variation details

#### 4.3.1. Type of variation

Check all boxes that apply:

<input type="checkbox"/> Additional year levels	<input type="checkbox"/> Additional campus or site	<input type="checkbox"/> Distance education
<input type="checkbox"/> Change of governing body	<input type="checkbox"/> Change of name of registered school	<input type="checkbox"/> Change of location of registered school
<input type="checkbox"/> Boarding facility	<input type="checkbox"/> Other (please state):	

#### 4.3.2. Description of the proposed variation

Provide further details regarding each of the variation types selected.


### 4.3.3. Need, consultation and implications

Explain why there is a need for the change in registration, the consultation that has informed the proposal, outcomes of consultations, and the implications for nearby schools.


### 4.3.4. Proposed commencement date of variation

Select date.
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### 4.3.5. Additional campus/site information (if applicable)

If the proposed variation relates to an additional campus or site, will the campus or site be located at the same address as the currently registered school?

Yes: <input type="checkbox"/> No: <input type="checkbox"/>
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Please input the address of the new campus or site:

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## 4.4. Evidence requirements

- This section sets out the Non-Government School Registration Standards that a non-government school must meet to maintain registration and the evidence you must provide to demonstrate how the governing body will meet the requirements.
- While evidence requirements for all standards are identified in the tables following, you only need to include evidence of meeting a standard if the standard is applicable to the proposed variation.
- If attaching a document as evidence, check the relevant box in the tables in this section and write the document’s title and item number in [Checklist of documents](#).
- Existing policies or documents that apply to the variation may be updated and submitted as evidence.

### 4.4.1. Governance and Finance Standards

Standard		Evidence	Tick if attached
1.1	<b>Governing body</b> The school has a governing body that is accountable for the school's safe, legal, and financially viable operation and has corporate governance arrangements for safe, legal, and financially viable operation	a) Policy, plan or other documents that detail: <ul style="list-style-type: none"> <li>o the duties and powers of the governing body</li> <li>o the process for members of the governing body to declare a conflict of interest, and how such conflicts will be managed</li> <li>o approach to remuneration of governing body members</li> <li>o succession planning process for the governing body including recruitment and selection procedure for the continued operation of the governing body</li> <li>o process to identify and take action if a member of the governing body is deemed not to be fit and proper</li> </ul> b) A copy of the constitution of the governing body c) List of governing body members that includes member's skills and experience necessary for the proper administration of the school d) Evidence of governing body meeting minutes e) Documentation of school leadership reporting to governing body f) Evidence of governing body reporting to the school community.	1.1a) <input type="checkbox"/>
			1.1b) <input type="checkbox"/>
			1.1c) <input type="checkbox"/>
			1.1d) <input type="checkbox"/>
			1.1e) <input type="checkbox"/>
			1.1f) <input type="checkbox"/>
1.2	<b>School purpose</b> The school is legally established and its principal purpose is the provision of school education	a) Evidence of the school's legal entity status b) Publicly available strategic plan, report or other detailed documents that articulate the school's mission, vision and education services.	1.2a) <input type="checkbox"/>
			1.2b) <input type="checkbox"/>
2.1	<b>Financial management</b> The school's financial management practices comply with recognised accounting standards, and comply with legislation if operated as a not-for-profit organization	a) Financial and budget planning, management and reporting documents and policies, aligned to education service provision, including boarding and distance education if applicable, that show: <ul style="list-style-type: none"> <li>o governance, procurement, budgeting and internal control processes</li> <li>o salary and wages payment processes, including taxation, superannuation and any other compulsory government requirement</li> <li>o the types of financial records that must be kept by the school or governing body, and how these records will be maintained and archived</li> <li>o process of reporting of financial records and government financial assistance to the governing body</li> <li>o 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</li> <li>o 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</li> <li>o insurance documentation, including public liability, professional indemnity and building and other insurance policies.</li> </ul> b) If the school is an entity registered under relevant not-for-profit legislation (s140), the school's financial records demonstrate any profits made by the school are used to further the school's mission, vision and education service delivery.	2.1a) <input type="checkbox"/>
			2.1b) <input type="checkbox"/>



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Standard		Evidence	Tick if attached
2.2	<b>Financial viability</b> The school is financially viable	a) A financial business plan, strategy or other documents that addresses: <ul style="list-style-type: none"> <li>o key business objectives and assumptions</li> <li>o estimates of operating, maintenance and any capital works costs expenditure</li> <li>o funding, grants and other income, including student fees</li> <li>o student fee structure</li> <li>o staff salary scale</li> <li>o 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</li> <li>o student/staff ratios</li> <li>o projected financial viability.</li> </ul>	2.2a) <input type="checkbox"/>
2.3	<b>Student safety and wellbeing</b> The school oversees safe learning environments and approaches for the safety, health and wellbeing of students	a) The school regularly reviews implementation of the National Principles for Child Safe Organisations	2.3a) <input type="checkbox"/>
		b) The school has a process for checking that all staff, contractors and volunteers who will perform child-related work hold a valid Working with Children clearance (Ochre Card) and a National Police Certificate (national police check), and an overseas criminal history clearance (if the employee has lived overseas for 12 months or more in the last 10 years)	2.3b) <input type="checkbox"/>
		c) The school has a mandatory reporting policy	2.3c) <input type="checkbox"/>
		d) There is regular reporting of school safety incident data to the school's governing body	2.3d) <input type="checkbox"/>
		e) The governing body includes behaviour management on meeting agendas	2.3e) <input type="checkbox"/>
		f) The school has a policy for off-campus activities (excursions, school trips etc.) including parental consent requirements, daily care and supervision, travel, accommodation, and student health, safety and wellbeing.	2.3f) <input type="checkbox"/>
2.4	<b>Safe grounds and facilities</b> The school oversees safe built environments, infrastructure, grounds, and facilities are safe	a) The school has policy and processes to assure buildings, grounds, play equipment and facilities are fit-for-purpose, safe, well-maintained, and comply with applicable Commonwealth, NT and local government legislation and standards	2.4a) <input type="checkbox"/>
		b) Documentation that the site and the buildings, whether owned or leased/rented, comply with legislation and regulations for zoning, planning and building development	2.4b) <input type="checkbox"/>
		c) Certificate(s) of occupancy for each new or renovated building demonstrating compliance with relevant legislation.	2.4c) <input type="checkbox"/>
			2.4d) <input type="checkbox"/>
2.5	<b>Emergencies and critical incident management</b> The school oversees policy for responding to emergencies and critical incidents	a) The school has policy and procedures for managing natural disasters, emergencies, community unrest and critical incidents	2.5a) <input type="checkbox"/>
		b) The school has a process for communicating emergency and critical incident policy and procedures to staff, students, families and other stakeholders.	2.5b) <input type="checkbox"/>
2.6	<b>Teaching and learning</b> The school ensures curriculum, teaching, assessment and reporting policy and practice meets student needs	a) The governing body oversees the appropriateness of curriculum, teaching, assessment and reporting policies and practice for the student cohorts	2.6a) <input type="checkbox"/>
2.7	<b>Leadership and staffing</b> The school has appropriate school leadership and sufficient staff to deliver its services	a) The governing body oversees procedures for the hiring and induction of sufficient and appropriate teaching and non-teaching staff to deliver services provided by the school	2.7a) <input type="checkbox"/>
		b) The governing body has processes for appointing principals with the required skills, knowledge and experience, providing capacity building opportunities, and conducting performance reviews.	2.7b) <input type="checkbox"/>

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Standard		Evidence	Tick if attached
2.8	<b>School policies</b> The school has a schedule for the review of school policies	a) A list of school policies and a policy review schedule inclusive of key stakeholders and evidence that reviews have been conducted.	2.8a) <input type="checkbox"/>
2.9	<b>Annual reporting</b> The school complies with annual, financial, and self-assessment reporting requirements	a) The school's annual financial statement has been provided to the Registrar by 30 April of the following year	2.9a) <input type="checkbox"/>
		b) The school's most recent annual report has been provided publicly and to the Registrar by 30 April of the following year	2.9b) <input type="checkbox"/>
		c) The school's annual self-assessment report has been provided to the Registrar by 31 December annually or at other time as requested by the Registrar	2.9c) <input type="checkbox"/>
		d) The school's governing body has responded to any areas of non-compliance or potential non-compliance identified in the annual financial statement and/or annual self-assessment.	2.9d) <input type="checkbox"/>
2.10	<b>Complaint management</b> The school has a policy for managing complaints	a) A complaints framework, policy or procedures applicable to students, staff, parents and other stakeholders is available, communicated and implemented	2.10a) <input type="checkbox"/>
		b) Information is available on the school's website about how to make a complaint and includes a whistle-blower protection statement	2.10b) <input type="checkbox"/>
		c) A complaints register is maintained that includes information about steps taken to resolve the complaint and the outcome.	2.10c) <input type="checkbox"/>
3.1	<b>Student records</b> The school has processes for obtaining a complete, retrievable record for each student	a) The governing body oversees policy and procedures for a secure student record keeping system that enables efficient retrieval of student records	3.1a) <input type="checkbox"/>
		b) The school has protocols for appropriately transferring student records to another school or agency	3.1b) <input type="checkbox"/>
		c) The school keeps student records that must contain the information prescribed in section 41A of the Education Regulations.	3.1c) <input type="checkbox"/>
3.2	<b>Recording and monitoring enrolment and attendance</b> The school has a policy for student enrolment, records and monitors student enrolment and attendance and implements strategies to address non-attendance.	a) The school has a policy on enrolment and attendance, inclusive of any mature-age, distance education and international students	3.2a) <input type="checkbox"/>
		b) The school maintains a suitable and up-to-date register/s of enrolments and attendance of each student that includes: the student's name; date of birth; place of residence; parent or guardian's contact details; visa subclass number and visa approval dates for all students who are not permanent residents or citizens; start of enrolment and when appropriate end of enrolment	3.2b) <input type="checkbox"/>
		c) The school has policy and procedures for responding to short and long-term non-attendance data.	3.2c) <input type="checkbox"/>
3.3	<b>Records management</b> The school implements and oversees systems and processes to assure orderly creation, storage, and retention of school records	a) The governing body oversees implementation and review of secure, effective records management across the school	3.3a) <input type="checkbox"/>
		b) Staff and volunteers are made aware of record keeping processes and their record-keeping obligations	3.3b) <input type="checkbox"/>
		c) Training on records management is available for staff and the governing body	3.3c) <input type="checkbox"/>
3.4	<b>Information privacy</b> The school oversees procedures for maintaining privacy of staff and student information and for third party access to school information and information systems.	a) The school implements information privacy policy and processes to assure the privacy of school, student and staff information internally and when sharing with outside parties.	3.4a) <input type="checkbox"/>

## 4.4.2. Curriculum, Teaching, Assessment and Reporting Standards

Standard		Evidence	Tick if attached
4.1	<b>Approved curriculum</b> The school delivers the Australian Curriculum or other approved curriculum to meet student learning needs	a) Curriculum policy, plan or handbook showing how learning areas will be addressed and how the curriculum will be organised and implemented across the school to meet learner needs	4.1a) <input type="checkbox"/>
		b) Samples of teaching plans to meet student needs consistent with the Australian Curriculum, Northern Territory Certificate of Education and Training (NTCET) or other approved curriculum as described in the NT Board of Studies <i>Curriculum, Assessment and Certification for Early Childhood to Year 12 Policy</i> .	4.1b) <input type="checkbox"/>
4.2	<b>Scope and sequence</b> The school has scope and sequence documents that detail content, sequence & assessment for each curricula it delivers	a) Sample scope and sequence documents for each year level identifying what is taught, the sequence in which it is taught, assessments and intended learning outcomes.	4.2a) <input type="checkbox"/>
5.1	<b>Instructional approaches</b> The school uses evidence-informed instructional approaches	a) A policy or documented approach for identifying evidence-informed instructional approaches appropriate to the school's different learner groups and needs	5.1a) <input type="checkbox"/>
		b) Policies and/or procedures for reviewing the effectiveness of the instructional approaches.	5.1b) <input type="checkbox"/>
5.2	<b>Differentiated teaching</b> The school plans for and implements differentiated teaching to meet the diverse learning needs of students	a) Whole-school participation in planning, programming and professional learning for differentiated teaching	5.2a) <input type="checkbox"/>
		b) Plans and structures for implementing the selected instructional approaches across the school to meet the diverse needs of students.	5.2b) <input type="checkbox"/>
5.3	<b>Teaching and learning resources</b> The school has sufficient and appropriate resources, information technology and connectivity to deliver quality teaching and learning programs	a) Samples of teaching and learning plans or similar across different year levels that indicate the range of appropriate teaching and learning and ICT resources used to deliver teaching and learning, including distance education	5.3a) <input type="checkbox"/>
		b) A process for monitoring ICT connectivity and capacity.	5.3b) <input type="checkbox"/>
6.1	<b>Student academic progress and performance</b> The school regularly monitors, assesses and reviews individual student performance and has plans and structures to support student progress	a) Policy or procedures that describe processes for monitoring, assessing and reviewing student performance and academic achievement appropriate to each curriculum delivered as set out in the NT Board of Studies <i>Curriculum, Assessment, Reporting and Certification for Early Childhood to Year 12 Policy</i>	6.1a) <input type="checkbox"/>
		b) Policy or procedures that describe processes or structures for using performance data to inform strategies for improving student progress	6.1b) <input type="checkbox"/>
		c) Examples of monitoring, assessing and reporting documents or templates appropriate to the year level and curriculum.	6.1c) <input type="checkbox"/>
6.2	<b>Mandated assessment program participation</b> The school participates in mandated assessment program activities	a) Data providing evidence of participation in NAPLAN (schools with Year 3 to 9 students), and any other mandated tests.	6.2a) <input type="checkbox"/>
6.3	<b>Reporting to parents</b> The school provides written reports to parents at least once a semester about their child's academic performance	a) Reporting policy that requires the school to report twice a year to parents on the academic progress of Transition to Year 12 students consistent with the NT Board of Studies <i>Curriculum, Assessment, Reporting and Certification for Early Childhood to Year 12 Policy</i>	6.3a) <input type="checkbox"/>
		b) Sample of a semester report for Transition to Year 10 student education performance against the Australian Curriculum Achievement Standards, including reporting against NT EAL/D learning progressions for students with English as an additional language/dialect	6.3b) <input type="checkbox"/>
		c) Sample of a semester report for Year 11 and 12 student performance against the subject-specific SACE subject outline.	6.3c) <input type="checkbox"/>

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Standard		Evidence	Tick if attached
6.4	<b>Reporting to community</b> The school reports at least once a year to the school community on school performance and student outcomes	a) The school's most recent annual report is publicly available b) Samples of communications to the community, for example on the school website or newsletter.	6.4a) <input type="checkbox"/>
			6.4b) <input type="checkbox"/>
6.5	<b>Verification of student work</b> The school has policies to address undue levels of assistance and plagiarism	a) The school has policies that address plagiarism and undue levels of assistance or input to a student's work by people or other sources. Policies must include processes for: <ul style="list-style-type: none"> <li>o identifying undue levels of assistance and plagiarism</li> <li>o fairly and transparently reviewing instances of suspected undue levels of assistance and plagiarism</li> <li>o consequences for undue levels of assistance and plagiarism.</li> </ul> b) Schools delivering the Northern Territory Certificate of Education and Training (NTCET) comply with the SACE Board of South Australia's <i>Supervision and Verification of Students' Work Policy and Procedures</i> c) The school communicates verification of student work policies and processes to students, teachers and families.	6.5a) <input type="checkbox"/>
			6.5b) <input type="checkbox"/>
			6.5c) <input type="checkbox"/>
7.1	<b>Staff numbers</b> The school has adequate staff to deliver the school's education programs	a) Policy or documentation identifying staff-student ratios for different student groups and activities, including contingencies if these ratios cannot be met	7.1a) <input type="checkbox"/>
7.2	<b>Staff recruitment</b> The school hires registered teaching staff, relief teachers and appropriate non-teaching staff, contractors and volunteers in compliance with legislation and policy	a) Staff recruitment and employment policy that includes the requirements that: <ul style="list-style-type: none"> <li>o teachers are registered with the Teacher Registration Board of the NT (TRB)</li> <li>o all persons working or volunteering at the school have required clearances.</li> </ul> b) Current register or registers that contain: <ul style="list-style-type: none"> <li>o dates of TRB registration and expiry of all teachers employed by the school at anytime</li> <li>o Working with Children clearance number and expiry date for all teachers employed by the school at any time.</li> </ul>	7.2a) <input type="checkbox"/>
			7.2b) <input type="checkbox"/>
7.3	<b>Professional learning and capacity building</b> The school implements a whole-school induction and professional learning agenda to build staff capability	a) Professional learning policy or plan that identifies new staff induction procedures, professional development, training or information sharing for teaching and non-teaching staff, contractors, and volunteers b) Samples of individual staff professional improvement plans c) Professional development register.	7.3a) <input type="checkbox"/>
			7.3b) <input type="checkbox"/>
			7.3c) <input type="checkbox"/>

## 4.4.3. Child Safety and Wellbeing Standards

Standard		Evidence	Tick if attached
8.1	<b>National Principles for Child Safe Organisations</b> The school applies the National Principles for Child Safe Organisations and has a schedule for regularly reviewing their implementation	a) Policy, procedures or other documents that: <ul style="list-style-type: none"> <li>articulate the school's approach for implementing the <i>National Principles for Child Safe Organisations</i></li> <li>identify how students, staff, the governing body and community are informed about the <i>National Principles for Child Safe Organisations</i>.</li> </ul>	8.1a) <input type="checkbox"/>
8.2	<b>Student safety, health and wellbeing laws compliance</b> The school has policies requiring compliance with legislation, policies, and standards that apply to student safety, health and wellbeing	a) Policy that addresses how the school will comply with student safety, health and wellbeing laws, standards and policies b) The school has policy or procedures addressing how it promotes and supports student health and wellbeing consistent with laws, policy and any relevant standards.	8.2a) <input type="checkbox"/>
			8.2b) <input type="checkbox"/>
8.3	<b>Behaviour management</b> The school has a behavior management policy and supports positive behaviours	a) The school implements behaviour management policy and procedures that include approaches to supporting positive behaviours b) The school's suspension, exclusion and expulsion policy and practice is consistent with division 7A of the Act.	8.3a) <input type="checkbox"/>
			8.3b) <input type="checkbox"/>
9.1	<b>Children are informed of their rights and responsibilities</b> The school informs children about their rights and responsibilities and about participating in decision-making that affects them	a) The school has documented processes for communicating to children: <ul style="list-style-type: none"> <li>their rights and responsibilities</li> <li>how children and adults in the school are expected to behave</li> <li>the process for raising concerns or complaints.</li> </ul> b) Establishment of a student voice body or other mechanism/s through which students can contribute to decision-making about matters that affect them.	9.1a) <input type="checkbox"/>
			9.1b) <input type="checkbox"/>
10.1	<b>Promoting child safety and wellbeing</b> The school informs and involves parents and the school community in promoting child safety and wellbeing	a) Policy, process or strategies for parent and community participation in promoting child safety, and wellbeing communication student safety, health and wellbeing information at whole-school or individual levels b) Parent representation on formal and informal school bodies.	10.1a) <input type="checkbox"/>
			10.1b) <input type="checkbox"/>
11.1	<b>Compliance with anti-discrimination legislation and support for students with diverse needs</b> The school has policies, practices, and training to assure compliance with the <i>Disability Discrimination Act 1992 (Cth)</i> , the <i>Anti-Discrimination Act 1992 (NT)</i> , and other relevant legislation and standards that support students with diverse needs	a) Policy and procedures for meeting diverse student needs including: <ul style="list-style-type: none"> <li>how reasonable adjustments are identified and implemented</li> <li>the behavioural expectations of others in their interactions with students with diverse needs</li> <li>how the school will take reasonable action to eliminate discrimination, sexual harassment or victimisation at the school</li> <li>supporting staff to participate in anti-discrimination training</li> </ul> b) The school has and implements policy for identifying at-risk students and supporting their safety and wellbeing c) The school complies with collection and reporting requirements of the Nationally Consistent Collection of Data on School Students with Disability (NCCD).	11.1a) <input type="checkbox"/>
			11.1b) <input type="checkbox"/>
			11.1c) <input type="checkbox"/>
11.2	<b>Cultural safety and inclusivity</b> The school provides a culturally responsive, safe, and inclusive environment	a) The school has policy, procedures and practices to promote culturally responsive, safe and inclusive environments, structures and practices. b) A commitment to cultural inclusivity and safety is publicly available.	11.2a) <input type="checkbox"/>
			11.2b) <input type="checkbox"/>
12.1	<b>Child safety training</b> The school has a child safety training schedule and supports staff and volunteers to participate in child safety training	a) The school supports staff to participate in child safety training, professional learning or mentoring b) The school maintains a register of child safety training, professional learning or mentoring participation.	12.1a) <input type="checkbox"/>
			12.1b) <input type="checkbox"/>

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Standard		Evidence	Tick if attached
13.1	<b>Risk mitigation</b> The school conducts regular risk identification and mitigation activities for safe physical and online environments	a) The school has policy or procedures to address appropriate use of school devices and safe online use of technology by students and staff with responsibilities and consequences for inappropriate use clearly outlined	13.1a) <input type="checkbox"/>
		b) The school has risk management and mitigation policy or procedures for physical and online risks, articulates positive behaviour expectations, and risk mitigation and management strategies	13.1b) <input type="checkbox"/>
		c) The school communicates to parents and students about online safety, eSafety and available resources.	13.1c) <input type="checkbox"/>
13.2	<b>Community groups are child safe</b> The school monitors that community groups accessing school facilities comply with the school's child safety policies and requirements	a) Register of community groups that access school facilities including information about clearance notice requirements and/or status	13.2a) <input type="checkbox"/>
		b) Working with children requirements clearly stated in facility access agreements	13.2b) <input type="checkbox"/>
		c) Records of agreements, sign-in sheets and other correspondence with community groups.	13.2c) <input type="checkbox"/>

#### 4.4.4. Distance Education Standards (if applicable)

Standard		Evidence required	Tick if attached
DE1.1	<b>Annual and financial reporting</b> The school's annual and financial reports to the Registrar separately identify Australian and NT Government funding and participation data for distance education enrolments	a) The school's financial and annual reporting includes distance education funding and student enrolment and attendance data.	DE1.1a) <input type="checkbox"/>
DE1.2	<b>Enrolment and attendance</b> The school has policy for the enrolment of distance education students and verification of attendance	b) The school maintains a separate register of distance education students that includes the student's NT residential address	DE1.2a) <input type="checkbox"/>
		c) The school's enrolment form or processes differentiate distance education student enrolments	DE1.2b) <input type="checkbox"/>
		d) The school implements policy or documented process for recording, verifying and monitoring distance education student enrolment and attendance.	DE1.2c) <input type="checkbox"/>
DE2.1	<b>ICT capacity and place to learn</b> 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	a) The school has a process for confirming prior to student enrolment that the minimum requirements for ICT and online connectivity are available to the distance education student at the place of learning	DE2.1a) <input type="checkbox"/>
		b) The school has a process for determining prior to enrolment that the place of learning and program resources available to the student are adequate and suitable.	DE2.1b) <input type="checkbox"/>
DE2.2	<b>Verification of student work</b> The school has policy for verifying distance education student work	a) The school has and implements policy or procedures that detail: <ul style="list-style-type: none"> <li>o how a distance education student's teaching and learning is supervised</li> <li>o how distance education student's work is verified</li> <li>o how external examinations are invigilated.</li> </ul>	DE2.2a) <input type="checkbox"/>
DE2.3	<b>NT-registered teachers</b> The school provides a written declaration that all teachers delivering distance education are registered with the Teacher Registration Board of the NT	a) The school maintains a register of all teachers delivering distance education that includes their qualifications, subjects/courses taught, and evidence they are registered with the Teacher Registration Board of the NT.	DE2.3a) <input type="checkbox"/>
DE3.1	<b>Daily care and supervision</b> The school has policy for the daily care and supervision responsibilities of the school, family and any other stakeholders delivering or supervising the distance education program	a) The school has and implements policy for the daily care and supervision of distance education students including duty of care responsibilities for the school, family and supervisors	DE3.1a) <input type="checkbox"/>
		b) The school has provided information to parents and other supervisors about their distance education duty of care responsibilities	DE3.1b) <input type="checkbox"/>
		c) The school's critical incident policy includes procedures for incidents involving or affecting a distance education student.	DE3.1c) <input type="checkbox"/>
DE3.2	<b>Residential programs</b> The school has policy for the safe travel, accommodation and supervision of any distance education residential component.	b) The school has policies that address the duty of care, safe travel, accommodation and recreational arrangements for distance education students participating in residential programs.	DE3.2a) <input type="checkbox"/>

### 4.4.5. Boarding Standards (if applicable)

Standard		Evidence required	Tick if attached
<b>B1.1</b>	<b>Mission statement</b> The school has and communicates to boarders and stakeholders a mission statement outlining boarding facility philosophy, core values, health and safety measures, and community rights, responsibilities and behavioural expectations	a) A statement of the boarding facility's philosophy, core values and behavioural expectations is communicated to students, staff, families, the community and external agencies at least annually.	B1.1a) <input type="checkbox"/>
<b>B1.2</b>	<b>Care and supervision of boarders</b> The school has policy for the safety, security and daily care and supervision of boarders whether onsite or off site	a) Safety and wellbeing policy and procedures that are inclusive of the <i>National Principles for Child Safe Organisations</i> are communicated to boarding staff, leaders, allied health services and other stakeholders and implemented	B1.2a) <input type="checkbox"/>
		b) The school provides training opportunities and encourages staff to participate in training relating to child safety under the <i>Care and Protection of Children Act 2007</i> .	B1.2b) <input type="checkbox"/>
<b>B1.3</b>	<b>Providing for boarder needs</b> The school has policy for meeting diverse boarder health, nutrition and wellbeing needs	a) Policy, procedures and processes that address the diverse health and wellbeing needs of boarders, consistent with the National Principles for Child Safe Organisations are implemented.	B1.3a) <input type="checkbox"/>
<b>B1.4</b>	<b>Emergencies and critical incidents</b> The school has policy for responding to, recording and communicating boarding facility and student emergencies and critical incidents	a) Policy for responding to and recording critical incidents involving boarding students is in place	B1.4a) <input type="checkbox"/>
		b) Boarding staff have been informed about policy and procedures for responding to critical incidents involving boarding students	B1.4b) <input type="checkbox"/>
		c) Critical incident response training or professional learning or mentoring inclusive of cultural considerations is available for boarding staff.	B1.4c) <input checked="" type="checkbox"/>
<b>B1.5</b>	<b>Boarder behaviour management</b> The school has policy for managing behavior in the boarding facility	a) Behaviour management policy and processes for boarders are implemented and communicated to staff, families and boarders	B1.5a) <input type="checkbox"/>
		b) Behaviour management training or professional learning or mentoring inclusive of cultural considerations is available for boarding staff	B1.5b) <input type="checkbox"/>
<b>B1.6</b>	<b>Complaint and conflict management</b> The school has mechanisms for recording and managing boarding complaints and conflicts	a) Behaviour management policy and processes for boarders are implemented and communicated to staff, families and boarders	B1.6a) <input type="checkbox"/>
		b) Behaviour management training or professional learning or mentoring inclusive of cultural considerations is available for boarding staff	B1.6b) <input type="checkbox"/>
		c) Information about the boarding complaints management process is publicly available.	B1.6c) <input type="checkbox"/>
<b>B1.7</b>	<b>Student transport and travel</b> The school has policy for ensuring boarder transport and travel arrangements are appropriate and safe	a) The governing body oversees the implementation of policy or procedures for safe student travel measures and practices	B1.7a) <input type="checkbox"/>
		b) Documentation of insurance and roadworthiness of school-owned or hired vehicles that are used to transport boarding students and staff	B1.7b) <input type="checkbox"/>
		c) Register of drivers approved to transport boarders including license class and expiry date.	B1.7c) <input type="checkbox"/>
<b>B1.8</b>	<b>Facility access</b> The school has documented protocols and procedures for families, visitors, trades peoples and others visiting the boarding facility	a) The school has policy and procedures for visitors to the boarding facility who are not staff or boarding students	B1.8a) <input type="checkbox"/>
		b) The school communicates to boarders, staff and their families procedures for visitor access to the boarding facility.	B1.8b) <input type="checkbox"/>



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Standard		Evidence required	Tick if attached
B2.1	<b>Staff structures, recruitment, and capacity building</b> The school has staffing structures, recruitment processes and capacity building programs for delivering safe, secure and appropriate services for boarders	a) Policy, procedures or other documentation for staffing structures, recruitment processes and capacity building programs that provide for the delivery of safe and appropriate boarding services for the range of boarders b) Professional learning or capacity building activities are available.	B2.1a) <input type="checkbox"/>
			B2.1b) <input type="checkbox"/>
B3.1	<b>Regular communications and community engagement</b> The school has processes for positive family and community engagement and provides boarding-related information to students, families, staff, external agencies and community stakeholders	a) The school has structures and processes in place for communicating boarding-related information to parents b) Information about boarding is available on the school's website c) Community and other stakeholder views and feedback are sought at least annually and used to inform improvement planning, implementing, monitoring, evaluating and reporting on boarding.	B3.1a) <input type="checkbox"/>
			B3.1b) <input type="checkbox"/>
			B3.1c) <input type="checkbox"/>
B4.1	<b>Fit-for-purpose facilities</b> The school has adequate accommodation, homework, recreation, dining, medical and other facilities for boarders and staff	a) Policy, procedures or other documentation that identify the spaces and facilities for boarders are suitable and sufficient to support the numbers, needs and daily operations of the boarding community.	B4.1a) <input type="checkbox"/>
B4.2	<b>Secure, well-maintained facility</b> The boarding facility is secure and well-maintained	a) The school has measures in place to deter unauthorised access b) The school has a schedule for assessing the condition and functionality of safety infrastructure, systems and measures c) Boarding facilities and infrastructure are clean, orderly and well-maintained.	B4.2a) <input type="checkbox"/>
			B4.2b) <input type="checkbox"/>
			B4.2c) <input type="checkbox"/>

#### 4.4.6. Checklist of documents

List all documents you have provided as evidence of meeting each applicable standard. You may include more than one document against a standard. Where the same document is used to meet more than one requirement indicate this in the 'Standard' column.

**Table 2: List of documents included with the application** (add/remove lines as needed)

Standard	Title/s of document/s
e.g. 1.1 a)	
e.g. DE3.2	
e.g. B1.1	
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## 4.5. Declaration

As the Chair of the governing body of (print name of applicant organisation),		
I declare that the information provided in this application is accurate to the best of my knowledge and that the organisation's governing body has approved the application for submission.		
Chair's name:		
Chair's signature		Date

## 5. Collection notice

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

-----OFFICE OF REGISTRAR USE ONLY-----

**Date application received**    Click or tap to enter a date.

**Notes:**

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