

**REGISTRATION AND RENEWAL OF
NON-GOVERNMENT SCHOOLS IN
WESTERN AUSTRALIA**

**STANDARDS
AND
OTHER REQUIREMENTS**

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REGISTRATION AND RENEWAL OF REGISTRATION OF NON-GOVERNMENT SCHOOLS IN WESTERN AUSTRALIA

The *School Education Act 1999 (Part 4 – Non-Government Schools)* requires that non-government schools in Western Australia be registered by the Minister for Education and Training and makes various provisions for their operation and funding. In particular it deals with the registration and renewal of registration of non-government schools that meet required standards (*Division 2 of Part 4 of the Act*), and the inspection of registered schools and the provision of information to the Minister (*Division 4 of Part 4 of the Act*).

The governing bodies of schools applying for registration or renewal of registration must demonstrate that they have policies and procedures in place that will enable them to meet the requirements of the *School Education Act 1999* and the *School Education Regulations 2000*. All registered schools should provide a safe and supportive environment as well as teaching and learning programs that meet the needs of all their students, so that they can achieve the agreed learning outcomes for all students in Western Australia.

Standards and Requirements

The State Government has a responsibility to ensure that non-government schools meet the minimum standards for registration, agreed to in consultation with the Catholic Education Office and the Association of Independent Schools of Western Australia, as prescribed in regulation 131 of the Regulations.

The standards, which may be interpreted as “minimum requirements”, provide benchmarks for the fair, valid, consistent and flexible judgement of a school’s demonstration of compliance with the requirements of the Act and the Regulations.

Registration Process

The registration and renewal of registration procedures require the governing bodies of non-government schools to account for the quality of the educational programs that they provide.

Non-government schools may be registered as system or non-system schools.

System schools

The requirements for registration as a system school are covered under the terms of a system agreement entered into between the Minister for Education and Training and the governing body of the recognised school system (*Division 3 of Part 4 of the Act*).

In a case where the Minister has made an agreement with a school system, provision may be included by which the Minister delegates to the governing body of the system the performance of functions relating to the registration or renewal of registration of schools in the system. The Catholic Education Commission of Western Australia, as the governing body of the system responsible for Catholic schools in the State, has entered into such an agreement with the Minister.

Non-system (independent) schools

To be registered or to have registration renewed, non-system schools must comply with the requirements of the Act and the Regulations, in particular the agreed standards determined in relation to the matters to be considered by the Minister in section 159 (1) of the Act as follows:

Matters to be considered

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

- (a) *the location of the premises to be used by the school;*
- (b) *the school's curriculum;*
- (c) *the year levels of education to be provided;*
- (d) *the number of days in each year on which the school is to be open for instruction;*
- (e) *the qualifications of the teachers;*
- (f) *the school buildings, if any;*
- (g) *the facilities to be provided;*
- (h) *the number of children to attend the school;*
- (i) *the enrolment and attendance procedures;*
- (j) *the means by which disputes and complaints about the provision of education at the school may be dealt with;*
- (k) *the arrangements (if any) for board and lodging for students on school premises or premises associated with the school;*
- (l) *the sufficiency of the school's financial resources; and*
- (m) *any other matter prescribed by the regulations.*

In addition to these matters, the Minister is to register a school if satisfied that the school meets the requirements under section 160 (1) of the Act, as follows:

Grant or refusal of registration

The Minister is to register the school if the Minister is satisfied that –

- (a) *the constitution of the governing body of the school is satisfactory for the purposes of this Act;*
- (b) *the members of the governing body are fit and proper persons to operate a school;*
- (c) *the school will meet any standards determined by the Minister under section 159 (2) (of the Act);*
- (d) *the school will provide a satisfactory standard of education of the kind for which registration is sought;*
- (e) *the school will provide satisfactory levels of care for the students concerned;*
- (f) *the school will not have a detrimental effect on the ability of an existing school to function as a school; and*
- (g) *the school complies, or will be able to comply, with any written laws affecting the operation of the school.*

Standards Document

The information in this document has been developed in consultation with the Association of Independent Schools of Western Australia and the Catholic Education Office to provide information on the requirements of the legislation for the registration and renewal of registration of non-government schools in Western Australia. It consists of two parts:

PART 1: MATTERS TO BE CONSIDERED

This section provides a description of the standards that a non-government school is required to meet in the matters that the Minister is to take into account under section 159 (1) of the Act in considering its application for registration or renewal of registration.

For independent schools, guidelines are provided to assist them in their interpretation of the standards. These guidelines are reviewed and updated regularly, in consultation with the Association of Independent Schools of Western Australia.

PART 2: GRANT OR REFUSAL OF REGISTRATION

Part 2 refers to section 160 (1) of the Act where the Minister, having (1) considered the matters in Section 159 (1), either grants or refuses registration if he/she is satisfied, or not satisfied, in relation to the matters included under section 160 (1).

Again, for independent schools, this part provides a description of compliance with the requirements of this section of the Act for the purposes of registration or renewal of registration.

These guidelines were developed in consultation with the Association of Independent Schools of Western Australia.

PART 1: MATTERS TO BE CONSIDERED

SCHOOL LOCATION

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the location of the premises to be used by the school;

[School Education Act 1999, s 159(1) (a)]

Standard

The standard is that a clear specification of the physical location/s of the school be provided in an application for registration or renewal of registration of a school.

Refer also to the following section in this document:

ANY OTHER MATTER [Section 159 (1) (m)]

CURRICULUM

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the school's curriculum;

[School Education Act 1999, s 159 (1) (b)]

Standard

The standard is that the school's curriculum:

1. provides schooling in accordance with the most recent *Curriculum Framework* approved by the Curriculum Council, as required by the *Curriculum Council Act 1997*; and
2. through its teaching and learning programs and enriching experiences, provides the opportunities for students, including students with disabilities, to achieve the learning outcomes and develop the core shared values set out in the *Western Australian Curriculum Framework*.

Implementation of the *Curriculum Framework*

Catholic schools

The Catholic Education Office monitors the implementation of the *Curriculum Framework* in Catholic schools as part of the school audits conducted under the System Agreement for school registration and renewal of registration. It reports annually to the Curriculum Council on the compliance of Catholic schools with this standard.

Independent schools

Independent schools develop policy for the implementation of the *Curriculum Framework* at the school level, with guidance from the Association of Independent Schools of Western Australia (see *Guidelines*). Each independent school reports annually to the Curriculum Council on its compliance with this standard.

Exemptions

Where a school believes that it is unable to implement a particular learning outcome of the *Curriculum Framework* on religious, cultural, moral or similar grounds, it may apply to the Minister for exemption, through the Curriculum Council. Exemptions will only be granted for individual outcomes and not for whole learning areas. Exemptions will not be granted on the grounds of lack of resources to provide suitable learning programs.

Application of standards to schools using non-traditional approaches to curriculum delivery

The standards apply to all schools.

Guidelines

The following statements are provided as guidance for independent schools in their implementation of the *Curriculum Framework*:

- 1. Implementation is supported by whole-school planning**
 - Processes are in place for whole-school planning that takes into account continuity and coherence of the curriculum across the span of schooling.
 - Planning at the classroom level links to whole-school planning.
 - Planning enables links to be made across the learning areas and phases of development, as appropriate.
 - Planning facilitates communication of information about students' progressive achievement of *Curriculum Framework* outcomes within the school.

- 2. Mechanisms are in place for ongoing monitoring and review of the effectiveness of implementation of the *Curriculum Framework* in the school**
 - Data on student achievement are used to inform whole school and classroom curriculum planning.
 - The focus of curriculum planning is on continuing achievement of *Curriculum Framework* outcomes and accounts for particular contexts and group/individual learning needs.
 - A cycle of review informs ongoing curriculum planning.

- 3. Students' progressive achievement of the *Curriculum Framework* outcomes is monitored**
 - Students' progressive achievement of *Curriculum Framework* outcomes is monitored using a progress map.
 - Student achievement of the outcomes is communicated within the school as a basis for ongoing curriculum planning.
 - Student achievement of the outcomes is reported to parents, and the school community, as appropriate.

YEAR LEVELS

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the year levels of education to be provided;

[School Education Act 1999, s 159 (1) (c)]

Standard

The standard is that the school provides an accurate statement of the designated year levels, between Kindergarten and Year12, for which it is seeking registration or renewal of registration.

In determining an application for the initial registration of a school (the “proposed school”) the Minister must take into account the matters referred to in Schedule 3 of Regulation 130 of the *School Education Regulations 2000* (as amended).

Refer also to the following section in this document:

ANY OTHER MATTER [Section 159 (1) (m)]

THE NUMBER OF DAYS OPEN FOR INSTRUCTION

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the number of days in each year on which the school is open for instruction;

[School Education Act 1999, s 159 (1) (d)]

Standard

The standard for the number of days in each year on which the school is to be open for instruction is as follows:

1. Flexibility is allowed to enable the most effective learning experiences to take place for achievement of the *Curriculum Framework* outcomes by all students.
2. Times allocated to the educational program should be similar in total hours to those at government schools for instruction throughout the year.

Guidelines

The times allocated for government schools are in accordance with regulations 24 –27 of the School Education Regulations 2000 as follows:

- kindergarten programs at least 11 hours instruction per week;
- pre-primary and primary programs at least 25 hours and 50 minutes instruction per week and a minimum of 4 hours and 10 minutes each day.
- secondary programs at least 26 hours and 40 minutes instruction each week, including up to 50 minutes form time and a minimum of 4 hours and 10 minutes instruction each day.

In 2007 government schools will be open for 191 days of instruction in the school year.

See Department of Education and Training website: www.eddept.wa.edu.au/termdates/index.htm.

Refer also to the following section in this document:

ANY OTHER MATTER [Section 159 (1) (m)]

TEACHER QUALIFICATIONS

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the qualifications of the teachers;

[School Education Act 1999, s 159 (1) (e)]

Standard

The standard is that

teachers are registered by the Western Australian College of Teaching under the *Western Australian College of Teaching Act 2004*; and

from 1 January 2007 teachers new to the profession, and/or to teaching in Western Australia, are required to have a working with children check and hold a *Working with Children Card*.

Guidelines

It is recommended that

teachers have the knowledge, and the qualifications and/or teaching experience, relevant to the area/s in which they are appointed to teach.

Information about the registration of teachers is available on the Western Australian College of Teaching's website at www.wacot.wa.edu.au.

Information about the *Working with Children Check* for teachers in Western Australia is available on the Department of Community Development website at www.checkwwc.wa.gov.au.

SCHOOL BUILDINGS AND FACILITIES

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the school buildings, if any; and the facilities to be provided;

[School Education Act 1999 s 159 (1) (f) and (g)]

Standard

The standard is that the school buildings and facilities:

1. provide a pleasant environment for the promotion of the health, safety, educational progress and wellbeing of students;
2. provide safe access, including appropriate drop off and pick up arrangements, particularly for students in the early years;
3. are suitable and sufficient for the variety of learning experiences required for the achievement of the *Curriculum Framework* outcomes;
4. comply with the Building Code of Australia and other local planning regulations, where relevant;
5. comply with all minimum safety and health requirements for school purposes, particularly where dangerous materials and equipment are used and high levels of fumes or dust are present;
6. have associated plans and procedures in place for minimising and managing health, safety and security risks;
7. are accessible and suitable for all students enrolled in the school, including those with disabilities; and
8. are satisfactory in terms of:
 - extraction
 - hygiene
 - maintenance
 - natural and artificial light
 - natural and mechanical ventilation
 - safe
 - security
 - space.

Guidelines

- **Provision of facilities for people with disabilities**

The Western Australian *Disability Services Act 1993*, the Australian Government *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* stipulate requirements for the provision of facilities for people with disabilities. Complying with the Building Code of Australia or other local planning regulations does not necessarily mean that facilities will comply with this legislation.

Detailed information on action that should be taken to meet the requirements of the legislation is contained in the Human Relations and Equal Opportunity Commission (HREOC) advisory notes on access to premises, on the Commission's website at www.hreoc.gov.au/disability_rights/buildings/access_to_premises.html.

- **Australian Government standards**

Although non-government schools are not necessarily expected to provide facilities at exactly the same level as those indicated in the Australian Government standards, these standards provide a good guide to the level of facilities that should be considered.

See Australian Government *Programmes for Schools Quadrennial Administrative Guidelines*, available at www.dest.gov.au.

NUMBER OF CHILDREN

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account

the number of children to attend the school;

[School Education Act 1999, s 159 (1) (h)]

Standard

Sections 1-3 of this standard apply to applications for registration, but do not apply to applications for renewal of registration.

The standard is as follows:

1. The number of children to attend a school making application for registration to provide **kindergarten, pre-primary, and primary** education is a minimum of 180 students when located in an urban area, and a minimum of 90 students when located in a rural area with a population of less than 5,000.
2. The number of children to attend a school making application for registration to provide **secondary education** is a minimum *average* of 40 students *per year level* when located in an urban area, and a minimum *average* of 25 students *per year level* when located in a rural area with a population of less than 5,000.
3. A school making application for registration to provide a **combination of kindergarten and pre-primary, primary, and secondary** education is required to meet the respective minimum number of children specified above.

The relevant minimum number of children to attend an applicant school is to be reached within **five (5) years** of the year in which the school opens. If the minimum number is not reached within that period, the school may be required to show cause why the Minister for Education and Training should not impose a condition on the school's registration or give a direction to observe this standard.

The Minister for Education and Training may exempt an applicant school from this standard if satisfied the school will serve an identifiable group in an area where an appropriate schooling option is not available to the members of that group and the school will be educationally and financially viable and not have a detrimental effect on any existing school.

The Minister for Education and Training may exempt an applicant school from the minimum number of children standard if the school intends making application for registration to provide kindergarten and/or pre-primary education only.

This standard also applies to a registered school making application to significantly change the kind of education program it provides (i.e. to add a kindergarten and/or pre-primary, primary, or secondary education program, as the case may be).

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Standard cont...

Section 4 of this standard applies to applications for registration or for renewal of registration.

4. Class sizes

For kindergarten and pre-primary classes, specific requirements are laid down. These are derived from a combination of historical standards for early childhood education and current best practice in government schools. The basis for these standards is preservation of acceptable adult-child ratios according to the educational and supervision needs of young children.

Subject to the facilities satisfying floor space requirements and the appropriate adult-child ratios being met:

- (a) the maximum number of children allowed in a pre-primary group with a staff of a teacher and an educational assistant is 30;
- (b) the maximum number of children allowed in a kindergarten or mixed kindergarten/pre-primary group with a staff of a teacher and an educational assistant is normally 20; however, the number may be extended to 25 in certain circumstances. Schools wishing to cater for more than 20 children must make a specific request at the time of applying for registration;
- (c) the maximum number of children allowed in a kindergarten or mixed kindergarten/pre-primary group with a staff of a teacher and two educational assistants is 30; and
- (d) pre-primary groups with 15 or more children regularly attending, or kindergarten or mixed kindergarten/pre-primary groups with 12 or more children regularly attending, must be staffed by a teacher and an educational assistant.

Acceptable class sizes in Year 1 to Year 12 should be based, where possible, on the current standards in government schools. (See Guidelines below.)

Guidelines

The Department of Education and Training includes the following information on class sizes in primary and secondary government schools in the *Government Schools Teachers' and School Administrators' Certified Agreement 2004*. Non-government schools should regard the information as a guide only, and not a requirement.

Year	Class Size
1 - 3	24
4 - 7	32
8 - 10	32
11 - 12	25

Refer also to the following sections in this document:

ANY OTHER MATTER [Section 159 (1) (m)]

ENROLMENT AND ATTENDANCE PROCEDURES

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the enrolment and attendance procedures;

[School Education Act 1999, s 159 (1) (i)]

Standard

The standard is that the school's enrolment and attendance procedures:

1. comply with the following legislation:
 - (a) *School Education Act 1999 - Part 2 – ENROLMENT AND ATTENDANCE*
Division 1 – Compulsory education
Division 2 – Enrolment, all schools
Division 3 – Attendance, all schools
Division 5 – Absentee students
 - (b) *School Education Regulations 2000 - Part 2 – ENROLMENT AND ATTENDANCE*
Division 1 – Enrolment, all schools
Division 3 – Attendance
 - (c) *Acts Amendment (Higher School Leaving Age and Related Provisions) Act 2005*
 - (d) *Acts Amendment (Higher School Leaving Age and Related Provisions) Act Regulations 2005*
 - (e) *Curriculum Council Act Regulations 2005*
2. comply with the Australian Government *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, and the Western Australian *Equal Opportunity Act 1984* in the enrolment of any student with a disability for whom enrolment at the school is sought, except in those circumstances where their enrolment would impose unjustifiable hardship on the school to support the needs of the particular student. This depends on the particular facts of each case;
3. comply with the Australian Government *Sex Discrimination Act 1984* and the Western Australian *Equal Opportunity Act 1984* in the enrolment of any student of either sex, except where a school is solely for students of the opposite sex to the sex of the applicant;
4. comply with the Australian Government *Racial Discrimination Act 1975* and the Western Australian *Equal Opportunity Act 1984* in the enrolment of any student of any race for which enrolment at the school is sought; and
5. comply with the Western Australian *Equal Opportunity Act 1984* in the enrolment of a student of any religion, except where a school is conducted in accordance with a particular religion. In this circumstance the school can discriminate in favour of persons of the same religion.

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Guidelines

Student attendance issues

Section 23 of the *School Education Act 1999* requires a student to attend the school at which he or she is enrolled or otherwise to participate in an educational program of the school whether at the school or elsewhere. Section 24 of the Act provides for arrangements alternative to attendance.

Students who do not attend school regularly must be case-managed, and encouraged to resume regular school attendance. The Act provides for persistent breaches of Section 23 to be referred to a School Attendance Panel and, ultimately, to a court of law.

Non-government schools will find *Improving Attendance: a resource package for schools* a useful guide to the management of attendance issues. This resource was sent to all government and non-government schools in Term 2, 2006. Additional advice and assistance in the case management of students with attendance issues can be obtained from the local Department of Education and Training District Education Office. District Attendance Coordinators provide support for students from K-10. Participation Coordinators provide support for students 16 years of age and over. Contact details for each office can be obtained at www.det.wa.edu.au/education/districts.index.htm.

Exemption from school enrolment

Under Section 11 of the *School Education Act 1999*, the Minister for Education (through the Chief Executive Officer of the Department of Education Services) may exempt a child of compulsory education age from the requirement to be enrolled at a registered non-government school.

Parents of non-government school students seeking exemption, usually for the purpose of entering full-time employment, traineeships or apprenticeships, should apply to the Department of Education Services using the *Application for Exemption from School Enrolment* form.

Students in these circumstances will be exempted from school enrolment only until the end of Year 10 (or until the end of the year in which the student reaches 15).

When a student reaches the year in which he/she turns 16 (and ordinarily would enrol in Year 11) and wishes to continue employment, a traineeship or an apprenticeship, one of three forms from the Department of Education and Training (DET) must be completed, which seeks the Minister's acknowledgement of the student's participation in one or more education, training or employment options.

DET forms are

Form A: Notice of Arrangements

(Registration to participate in approved courses, traineeships or apprenticeships)

This form needs to be submitted for any young person who, at any time during the year they turn 16, wishes to engage in any full-time education or training option other than full-time schooling.

Form B: Application to Participate in a Combination of Options

This form needs to be submitted for any young person who, at any time during the year they turn 16, wishes to engage in combinations of any approved options including school, TAFEWA or private RTO training courses, university, gazetted courses, traineeships, apprenticeships and employment. While each of these options may form part of the combinations, when put together they must be deemed to make up full-time engagement.

Form C: Application to Participate in Full-time Employment

This form needs to be submitted for any young person who, at any time during the year they turn 16, wishes to engage in full-time employment.

cont\...

Guidelines cont...

The *Acts Amendment (Higher School Leaving Age and Related Provisions) Act 2005* requires all students to participate full-time in education, training or employment, or a combination of these, until the end of year they turn 16 (in 2006 and 2007) or until the end of year they turn 17 (from 2008). Completion of a DET form satisfies a parent's legal obligation under the Act.

Non-government school students applying for an exemption from school enrolment to the end of Year 10 (*Application for Exemption from School Enrolment* form can be downloaded from www.des.wa.gov.au) must also complete one of the above DET forms (*Form A*, *Form B* or *Form C*) at the same time. Both forms must be submitted together to the Department of Education Services.

By arrangement with DET, the Department of Education Services will forward the completed DET form to DET for activation at the end of the year prior to when a student would ordinarily commence in Year 11 under the new legislative requirements for compulsory education.

DET forms and information on the new school leaving age can be downloaded from the Department of Education and Training website (www.det.wa.edu.au).

DISPUTES AND COMPLAINTS

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the means by which disputes and complaints about the provision of education at the school may be dealt with;

[School Education Act 1999, s 159 (1) (j)]

Standard

The standard for the means by which disputes and complaints about provision of education at the school are dealt with, is as follows:

1. Complainants are able to raise concerns and lodge complaints and have them dealt with fairly and efficiently by the principal, the principal's delegate, or the chairperson of the school's governing body.
2. The school will have clear, open and accessible dispute and complaint resolution policies and procedures for the management of complaints.

These should include the following requirements:

- confidentiality;
 - prompt written acknowledgment of the complaint;
 - action taken within stated timeline;
 - procedural fairness for all parties;
 - formal examination and investigation of the complaint by an authorised person;
 - substance of the complaint provided to the subject of the complaint;
 - chairperson of governing body informed, where appropriate;
 - action being taken communicated to the complainant;
 - clear record kept of the complaint, the action taken and the outcome;
 - involvement where necessary of a third party within the school community, or an independent arbiter
 - referral, where required, to an external authority such as the Department for Community Development or the Western Australian Police Service for advice or immediate action.
 - written report given to the complainant; and
 - action evaluated and procedures reviewed.
3. Information about the process for raising concerns and lodging complaints must be made available to parents, students and staff.
 4. Staff should be trained in handling complaints according to the school's documented procedures, especially regarding child protection matters.

BOARD AND LODGING

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the arrangements (if any) for board and lodging for students on school premises or premises associated with the school;

[School Education Act 1999, s 159 (1) (k)]

Standard

The standard is that the school's arrangements for the health, safety and wellbeing of boarding students should support their emotional, physical, academic and social needs and development at all times.

These arrangements should include, but not be limited to, the following:

Policies and procedures

Policies and procedures should be in place for boarding that address the school's overarching policies, while being adapted for the particular provision of a safe, healthy, secure and supportive boarding environment for all enrolled boarders, including those with disabilities.

Students, parents and staff should be given a clear and comprehensive statement of these policies and should support their implementation at all times.

Records for boarding

Accurate written records for boarding should be maintained and retained for legal compliance.

In particular, it is imperative that accurate, detailed and confidential medical records are kept and preserved for legal compliance.

Buildings and surroundings

All buildings used to accommodate boarding students should meet appropriate standards for the health and safety of all enrolled students, including those with disabilities.

This applies to buildings on-site as well as any buildings in which boarders may be accommodated on short trips away from the school site.

The physical environment should provide a pleasant and suitable setting for the promotion of the health, safety, educational progress and wellbeing of its boarding students.

Facilities and equipment

The facilities, vehicles, furniture and equipment should conform to fire and safety regulations, be sufficient, appropriate, provide personal privacy, be clean and well maintained for all of the communal and private aspects of boarding.

Where there are students with disabilities, their accommodation should be suitably adapted for access to all necessary facilities and areas.

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Standard cont....

Boarding staff

The skills and number of boarding staff should be suitable for the number and needs of the boarders and for the activities and responsibilities involved.

All boarding staff should:

- have successfully completed a prescribed criminal record check, to confirm that they have no conviction which renders them unfit to work in a boarding school. (This applies also to volunteers who work closely with children);
- be qualified and competent to administer first aid;
- know, understand and practice their legal duty of care responsibilities;
- know and practice the school's boarding policies and procedures;
- have up to date information, induction and training in all matters necessary for the safety and health of boarding students; and
- provide close and caring supervision at all times.

Guidelines

For further details on boarding arrangements see Appendix A.

FINANCIAL RESOURCES

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

the sufficiency of the school's financial resources;

[School Education Act 1999, s 159 (1) (l)]

Standard

The standard is that the school's financial resources should be sufficient to provide a satisfactory standard of education of the kind for which it is registered.

Guidelines

Establishment and registration of new independent schools

Each application for the establishment of a new school should include a comprehensive budget of income and expenditure covering the first five years of the proposed operation.

Renewal of registration of existing independent schools

As part of the renewal of registration process, schools may be required to provide the following evidence of financial viability:

- financial statements, audited by a qualified accountant, of income and expenditure for the twelve-month period prior to their application;
- evidence that the matters raised in the auditor's report have received prompt attention; and
- a copy of the most recently completed Australian Government *Financial Questionnaire for Non-Government Schools*.

Other sources of evidence

In addition to the auditor's report and the Australian Government *Financial Questionnaire for Non-Government Schools*, the Minister may seek, if necessary, further information to demonstrate sufficiency of financial resources. This may include:

- the annual budget in relation to the school's development plan;
- documentation on the school's financial planning and management process;
- the financial reports approved by the school's governing body;
- more comprehensive budgetary information of income and expenditure; and
- other evidence of efficient and effective use of financial resources.

School insurance

The school should maintain insurance policies to cover, for example:

- public liability;
- professional indemnity; and
- building and all risks.

ANY OTHER MATTER

The Minister, in determining an application for registration, or for renewal of registration, of a school is to take into account –

any other matter prescribed by the regulations;

[School Education Act 1999, s 159 (1) (m)]

Currently, there are two other matters as follows:

1. HOURS OF INSTRUCTION

“...the Minister is to take into account the hours of instruction proposed for a school in determining an application for registration, or for renewal of registration, of the school”.

[School Education Regulations 2000, r 129]

Standard

The standard is the same as the standard for *The Number of Days Open for Instruction* for compliance with s 159(1)(d) of the *School Education Act 1999*.

See page 10 of this document for a description of the standard.

2. EFFECT ON AN EXISTING SCHOOL

In determining an application for the initial registration of a school (the “proposed school”), the Minister must take into account the matters listed in *Schedule 3* of the *School Education Amendment Regulations 2005*.

Standard

The standard is the same as the standard for *School Location, Year Levels and Number of Children* for compliance with sections 159 (1) (a), (c) and (h) respectively of the *School Education Act 1999*.

This regulation/standard does not apply to an application for renewal of registration of a school, unless the school is proposing significant change.

Refer also to the following sections in this document:

SCHOOL LOCATION [Section 159 (1) (a)]

YEAR LEVELS [Section 159 (1) (c)]

THE NUMBER OF DAYS OPEN FOR INSTRUCTION [Section 159 (1) (d)]

NUMBER OF CHILDREN [Section 159 (1) (h)]

PART 2: GRANT OR REFUSAL OF REGISTRATION

CONSTITUTION OF THE GOVERNING BODY

The Minister is to register the school if satisfied that –

the constitution of the governing body of the school is satisfactory for the purposes of this Act;

[School Education Act 1999, s 160 (1) (a)]

Guidelines

For the constitution of a governing body to be deemed satisfactory for the purposes of the Act, a document must be available which outlines the objects, powers, structure, roles and responsibilities of the legal entity that governs the school.

Most governing bodies in independent schools are incorporated under the *Associations Incorporation Act 1987*, and their constitutions registered with the Western Australian Department for Consumer and Employer Protection.

Definition of governing body

As defined in section 150 of the *School Education Act 1999*, “governing body” means –

- (a) *in relation to a school or proposed school, the person or body of persons that has the ownership, management or control of the school or proposed school; and*
- (b) *in relation to a system of non-government schools, the person or body of persons that exercises a supervisory role over the schools in the system.*

Responsibilities of the governing body

As clarified in the second reading of the *School Education Bill 1997*, in the Parliament of Western Australia, on 30 June 1998:

- the government has a responsibility to ensure that governing bodies maintain a certain minimum standard for children who attend non-government schools; and
- the registration and re-registration procedures will require the governing bodies to account for the quality of the educational programs which they provide.

cont\...

Guidelines cont...

Not-for-profit status

Incorporation of the governing body under the *Associations Incorporation Act 1987*, or some other evidence of an independent school's not-for-profit status, is a pre-requisite for the provision of public funding.

Grant or refusal of registration

Section 160 (3) of the *School Education Act 1999* states:

“If the Minister is not satisfied as to the matter mentioned in subsection (1) (a) he or she may impose a condition that within a specified period –*

- (a) the school is to have a governing body that is a body corporate; and*
- (b) the constitution of the governing body is to be approved by the Minister as being satisfactory for the purposes of this Act.”*

* subsection (1) (a) requires the Minister to be satisfied that... *“the constitution of the governing body of the school is satisfactory for the purposes of this Act.”*

Further Information

The Association of Independent Schools of Western Australia has published material entitled *Governance Fact Sheets* to assist member schools with practising the principles of good governance.

FIT AND PROPER MEMBERS OF GOVERNING BODY

The Minister is to register the school if satisfied that –

the members of the governing body are fit and proper persons to operate a school;

[School Education Act 1999, s 160 (1) (b)]

Guidelines

For the members of the governing body to be deemed fit and proper persons for the purposes of the Act they should:

- be of good character and repute as appropriate for the task of management of a school;
- have no conviction that renders them unfit for involvement in the governance of a school;
- have a Working with Children Card, if their usual duties in the school require close contact with students; and
- have appropriate skills, knowledge and experience to enable the governing body to provide sound and comprehensive governance of the school.

Separation of governance and management

It is important to maintain a clear distinction between the roles and responsibilities of governance and management in a school, with the principal normally an ex-officio member of the governing body rather than a voting member.

STANDARDS TO BE MET UNDER SECTION 159 (2) OF THE ACT

The Minister is to register the school if satisfied that—

the school will meet any standards determined by the Minister under section 159 (2);

[School Education Act 1999, s 160 (1) (c)]

The standards referred to are those described in PART 1 of this document *Matters for Consideration*, for sections 159 (1) (a) to (m) of the *School Education Act 1999*.

SATISFACTORY STANDARD OF EDUCATION

The Minister is to register the school if satisfied that –

the school will provide a satisfactory standard of education of the kind for which registration is sought;*

[School Education Act 1999, s 160 (1) (d)]

Guidelines

The State Government has a responsibility to ensure that a certain minimum standard of education is maintained for children who attend independent schools.

Governing bodies of independent schools are required to account for the educational programs that they provide and in particular the school's implementation of the *Curriculum Framework*.

The Minister may seek further information of an educational or statistical nature from these schools at any time (as per section 181 of the *School Education Act 1999*).

Evidence that a school is demonstrating its provision of a satisfactory standard of education may include the following:

- standards in section 159 (1) (a) to (m) of the *School Education Act 1999* achieved
- resources satisfactory for delivery of the curriculum;
- class sizes and teacher-student ratios appropriate;
- programs meet the requirements of all enrolled students, including those with disabilities;
- school and classroom environment positive, inclusive, safe and supportive;
- attendance rates satisfactory;
- staff performance management procedures effective;
- professional learning of teachers relevant and ongoing;
- literacy and numeracy standards satisfactory;
- records of each student's progressive achievement of *Curriculum Framework* outcomes;
- reporting to parents on child's progress regular, clear and comprehensive;
- accountability to school community through regular reporting on school's performance in relation to its stated philosophy and goals; and
- external indicators positive eg literacy, numeracy and other benchmark test results; academic results in senior secondary years; and students' post-secondary education and training pathways.

* *A school is to be registered as providing educational programmes of a general or any specific kind for one or more of the following -*

- (a) *education for children in their pre-compulsory education period or for any specified part of that period;*
- (b) *education for children in their compulsory education period or for any specified part of that period; or*
- (c) *education for children in their post-compulsory education period or for any specified part of that period.*

[School Education Act 1999, s 156 (3)]

LEVELS OF CARE

The Minister is to register the school if satisfied that –

the school will provide satisfactory levels of care for the children concerned;

[School Education Act 1999, s 160 (1) (e)]

Guidelines

The care, safety, health and wellbeing of students are of paramount importance in considering registration of independent schools.

Duty of care

A school should have policies and procedures in place for duty of care that cover, but are not necessarily limited to, the following areas in order to ensure that all students are provided with a safe and secure environment. For convenience, the areas are listed in alphabetical order:

- Accidents and illness
- Allergies
- Asthma care
- Behaviour management (& use of physical restraint)
- Boarding
- Bullying and harassment
- Child protection *
- Discrimination
- Diseases – communicable & infectious
- Evacuation procedures
- Excursions
- Food and nutrition
- Medication –administration and storage
- Occupational Safety and Health
- Playground supervision
- Privacy principles
- Records *
- Risk management
- Safety and health *
- Staff recruitment *
- Student access (eg Family Court orders)
- Substance abuse/dealing
- Sun protection
- Terrorist/bomb threats
- Technology – use of email, internet & mobile phones
- Water-based activities

* For these matters, additional guidelines are provided.

■ Child protection

Every independent school registered under the *School Education Act 1999* must develop and implement a child protection policy as a component of its duty of care obligations to its students. The policy should include procedures for:

- safeguarding students from harm;
- identifying neglect or emotional, physical or sexual maltreatment;
- responding to allegations of students being harmed or put at risk;
- dealing with allegations of misconduct within the school; and
- referring situations of maltreatment or neglect to relevant outside agencies.

Child protection is best achieved when the school shares with the parents the responsibility of protecting its students from harm. In addition a school should:

- ensure the awareness of staff, parents and students of the need to safeguard their safety; and
- provide access to qualified counselling support.

cont\...

Guidelines cont....

■ Staff recruitment

Teaching and non-teaching staff, and certain volunteers, must obtain the required criminal record check. For detailed information refer to the following websites: www.wacot.wa.edu.au and www.checkwwc.wa.gov.au for information.

■ Safety and Health

Safety

A school's safety and health policies should be reviewed regularly and should include, but not be limited to the following requirements to protect the safety of its students:

- All potential hazards and risk areas around the school must be identified, documented, and steps taken to eliminate the risk.
- Use and storage of hazardous substances must comply with the requirements of government regulations.
- There should be adequate supervision of students at all times.
- All communal activities should be diligently supervised.
- Security arrangements must be stringently supervised and staff should know about each student's general whereabouts at all times.
- There must be protection from unsupervised access and contact at all times.
- The wellbeing of students must be safeguarded while on school excursions.
- There must be emergency procedures in place when students are reported missing.
- Behaviour management practices must be applied consistently [#].
- School buildings should be secure from unauthorised entry, while still allowing quick exit in an emergency.
- All buildings must have clear and regularly rehearsed emergency and crisis management plans to address all known contingencies, including:
 - fire
 - missing students
 - intruders
 - terrorism/bomb attack
 - earthquake
- All escape charts and emergency procedures should be appropriately displayed in the buildings.
- Exit signs should be clearly visible.
- There should be sufficient and well maintained emergency equipment.
- Counselling services should be made available in the case of a major incident.

[#] *A school that intends to use corporal punishment as part of its overall policy for managing student behaviour should make this known to prospective parents prior to enrolment, have documented procedures and keep records of all corporal punishment administered.*

cont\...

Guidelines cont....

Health

A school should have clear, comprehensive and up to date safety and health policies and procedures that meet the following requirements for health:

- All students should have adequate medical insurance cover.
- There should be clearly documented procedures for the arrangement of medical treatment for students while in the care of the school.
- Appropriate provision should be made for students who are ill.
- There should be appropriate first aid equipment and staff with first aid qualifications.
- It is imperative that detailed, accurate and confidential medical records are kept and preserved for legal compliance.

■ **Records**

Accurate written records should be maintained and retained and should cover, but not necessarily be limited to, the following matters:

- Access to students (Family Court Orders);
- Behaviour management, including significant punishments, corporal punishment and the use of physical restraint;
- Checks on persons other than staff, having access to boarders;
- Child protection allegations or suspicions;
- Disputes and complaints;
- Emergency drills.
- Individual student records;
- Medical records, including: administration of medication, treatment and first aid; serious illnesses and injuries; and parental permission for medical and dental treatment;
- Parental permission and information forms;
- Property left in the care of staff;
- Risk management;
- Sexual harassment;
- Staff recruitment checks; and
- Staff rosters.

Refer also to the following sections in this document:

SCHOOL LOCATION [Section 159 (1) (a)]

TEACHER QUALIFICATIONS [Section 159 (1) (e)]

SCHOOL BUILDINGS AND FACILITIES [Section 159 (1) (f) and (g)]

BOARD AND LODGING [Section 159 (1) (k)]

THE SCHOOL COMPLIES WITH WRITTEN LAWS [Section 160 (1) (g)]

EFFECT ON AN EXISTING SCHOOL

The Minister is to register the school if satisfied that –

the school will not have a detrimental effect on the ability of an existing school to function as a school;

[School Education Act 1999, s 160 (1) (f)]

Guidelines

New schools and proposed changes to existing schools

The Minister can refuse to register a school if not satisfied on this matter.

In considering Schedule 3 of Regulation 130 of the *School Education Regulations 2000* (as amended), which is related to this matter, the Minister can refuse to register a school if he or she considers that its proposed educational program would have a detrimental effect on enrolments, staffing and resources, and the capacity of each existing school, or a section of any existing school in the catchment area of the proposed school, to continue to provide the educational programs they currently provide.

Refer also to the following sections in this document:

SCHOOL LOCATION [Section 159 (1) (a)]

YEAR LEVELS [Section 159 (1) (c)]

THE NUMBER OF CHILDREN [Section 159 (1) (h)]

ANY OTHER MATTER [Section 159 (1) (m)]

SCHOOL COMPLIES WITH WRITTEN LAWS

The Minister is to register the school if satisfied that –

the school complies, or will be able to comply, with any written laws affecting the operation of the school.

[School Education Act 1999, s 160 (1) (g)]

Guidelines

The governing body of an independent school is responsible for ensuring that a school complies with the many legal requirements associated with its operation and in meeting the requirements of the *School Education Act 1999*.

Relevant legislation includes, but is not limited to the following:

State Government Acts / Regulations

- *Acts Amendment (Higher Leaving Age and Related Provisions) Act 2005 and Regulations 2005*
- *Animal Welfare Act 2003; General Regulations 2003; and Regulations for Scientific Purposes 2003*
- *Associations Incorporation Act 1987*
- *Children and Community Services Act 2004*
- *Contaminated Sites Act 2003 (commencing in 2006)*
- *Criminal Code 1913*
- *Curriculum Council Act 1997 and Regulations 2005*
- *Disability Services Act 2003*
- *Education Service Providers (Full Fee Overseas Students) Registration Act 1991*
- *Environmental Protection Act 1986*
- *Equal Opportunity Act 1984*
- *Evidence Act 1906*
- *Family Court of Western Australia (Orders of Registrars) Act 1997*
- *Family Law Reform Act 1995*
- *Gas Standards Act 1972 and Gas Standards (Use of Gas Appliance) Order 2005*
- *Health Act 1911 and Regulations*
- *Limitations Act 1935*
- *Liquor Licensing Act 1988*
- *Minimum Conditions of Employment Act 1993*
- *Occupational Safety and Health Act 1984 and Regulations*
- *Road Traffic Act 1974*
- *School Education Act 1999 and Regulations 2000*
- *Vocational Education and Training Act 1996*
- *Volunteers (Protection from Liability) Act 2002*
- *Western Australian College of Teaching Act 2004 and Western Australian College of Teaching Regulations 2004*
- *Working with Children (Criminal Record Checking) Act 2004 and Regulations 2006 (including all amendments)*

All State Government Acts/Regulations can be accessed at www.slp.wa.gov.au.

cont\...

Guidelines cont...

Australian Government Acts / Regulations / Standards

- *Affirmative Action (Equal Opportunity for Women in the Workplace) Act 1986*
- *Circuits Layouts Act 1984*
- *Copyright Act 1968*
- *Copyright Amendment (Digital Agenda) Act 2000*
- *Copyright Amendment (Moral Rights) Act 2000*
- *Designs Act 1906*
- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- *Education Services for Overseas Students Act 2000*
- *Family Law Act 1975*
- *Family Law Reform Act 1995*
- *Human Rights and Equal Opportunity Commission Act 1986*
- *Patents Act 1992*
- *Plant Breeders Rights Act 1994*
- *Privacy Act 1998*
- *Racial Discrimination Act 1975*
- *Racial Hatred Act 1995*
- *Sex Discrimination Act 1984*
- *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*
- *Workplace Relations Act 1996*

All Australian Government Acts/Regulations can be accessed at www.publications.gov.au

Guidelines (detailed arrangements for compliance with the standard)

BOARD AND LODGING STANDARD

A school should consider the following areas to satisfy the standard outlined on pages 16-17 of this document. They should include, but not be limited to:

(a) Policies and procedures

Policies and procedures should be in place for boarding which address the school's overarching policies, while being adapted for the particular provision of a safe, secure and supportive boarding environment.

They should not be discriminatory and should address the needs of any enrolled boarders with disabilities.

Students, parents and staff should be given a clear and comprehensive statement of these policies and should support their implementation at all times.

All policies and procedures should be reviewed regularly.

(b) Duty of care

A school should have policies and procedures in place for duty of care that cover, but are not necessarily limited to, the following areas in order to ensure that boarders are provided with a safe and secure environment:

- Accidents and illness
- Allergies
- Asthma care
- Behaviour management
- Bullying and harassment
- Child protection
- Disability discrimination
- Diseases
- Disputes and complaints
- Evacuation procedures
- Excursions
- Food and nutrition
- Information for new boarders
- Medication - administration and storage
- Occupational safety and health
- Privacy
- Risk management
- Staff recruitment
- Student access (NB Family Court Orders and residential parent matters)
- Substance abuse/dealing
- Sun protection
- Supervision arrangements for boarders at all times
- Technology – acceptable use of email, internet and mobile phones
- Terrorist/bomb threats
- Water-based activities

(c) School records for boarding

Accurate written records for boarding should be maintained and retained and should cover, but not necessarily be limited to, the following matters:

- Access to students (Family Court Orders)
- Behaviour management, including significant punishments, corporal punishment and the use of physical restraint
- Boarders' property left in the care of staff
- Checks on persons, other than staff, having access to boarders
- Child protection allegations or suspicions
- Disputes and complaints
- Emergency drills
- Individual student records
- Medical records, including: administration of medication, treatment and first aid; serious illnesses and injuries; and parental permission for medical and dental treatment
- Parental permission and information forms
- Risk management
- Sexual harassment
- Staff rosters
- Staff recruitment checks

(d) Buildings and surroundings

All buildings should meet appropriate standards for the health and safety of all enrolled boarding students, including those with disabilities and should have been approved by the relevant Local Government Authority for use for student residential purposes.

This applies to buildings on-site as well as any buildings in which boarders may be accommodated on short trips away from the school site.

The physical environment should provide a pleasant and suitable setting for the promotion of the health, safety, educational progress and wellbeing of its boarding students.

Buildings and surroundings should be:

- adequately heated/cooled
- conform to fire and safety regulations
- equipped for emergencies
- free of significant hazards
- hygienic
- safe for all boarders
- secure from intrusion
- sufficiently private
- well lit
- well maintained
- well ventilated
- accessible to all boarders
- sufficiently spacious for study, sleep, meals, storage and recreation

See also:

- Standards for *School Buildings and Facilities* on pages 10-11 of this document.
- *Appendix 2.2E* in Australian Government *Programmes for Schools Quadrennial Administrative Guidelines* (available at www.dest.gov.au).

(e) **Facilities and equipment**

The facilities, vehicles, furniture and equipment should conform to fire and safety regulations, be sufficient, appropriate, provide personal privacy, be clean and well maintained for all of the following communal and private aspects of boarding:

- changing
- health/illness
- laundry
- meals
- recreation
- sleeping
- storage
- studying
- swimming
- toilets
- washing

Where there are students with disabilities, accommodation should be suitably adapted for their access to all necessary facilities and areas.

(f) **Boarding staff**

The skills and number of boarding staff should be suitable for the number and needs of the boarders and for the activities and responsibilities involved.

All boarding staff should:

- have the prescribed documented criminal record check, to confirm that they have no conviction which renders them unfit to work in a boarding school (this applies also to volunteers who work closely with children);
- be qualified and competent to administer first aid;
- know, understand and practice their legal duty of care responsibilities;
- know and practice the school's boarding policies and procedures;
- have up to date information, induction and training in all matters necessary for the safety and health of boarding students; and
- provide close and caring supervision at all times.

(g) **Health, safety and well-being**

The duty of care in a boarding establishment requires clear and comprehensive safety and health policies and procedures that meet the following requirements:

Health

- All students should have adequate medical insurance cover.
- There should be clearly documented procedures for the arrangement for medical and dental treatment for boarders.
- Appropriate provision should be made for students who are ill.
- There should be a well-equipped and stocked health centre with fully qualified staff.
- Access to medical treatment outside the school should be arranged as required.
- It is imperative that detailed, accurate and confidential medical records are kept and preserved for legal compliance.
- Well-documented and understood policies and procedures should be in place to safeguard the following aspects of student health:
 - **general health care**
including the development of good school and individual health practice such as food safety, sun protection, exercise, and nutritional responsibility;
 - **food and nutrition**
the food provided should be wholesome and well-presented;
 - **drinking water**
good drinking water should be freely available;
 - **medical conditions** eg asthma; diabetes
including the storage and supervised administration of medication;
 - **communicable diseases**
including the management of diseases such as STD, HIV/AIDS, Hepatitis and Meningococcal Meningitis;
 - **infectious diseases**
including standard precautions for the prevention or control of the spread of infectious diseases;
 - **specific disabilities;**
 - **accidents and emergencies** (for all known contingencies)
including the regular review of first aid procedures; and
 - **supervision when ill**

Safety

A school's safety policies and procedures should be adapted to the needs of the boarding context and they should be reviewed regularly. They should include, but not be limited to the following:

- All potential hazards and risk areas around the boarding house/s must be identified, documented and steps taken to eliminate the risk.
- Storage of hazardous substances must comply with the requirements of government regulations.
- There should be sufficient staff to meet all necessary supervision requirements at all times
- All communal activities should be diligently supervised.
- Night supervision and security arrangements must be stringently supervised and staff should know about each student's general whereabouts at all times.
- There must be protection from unsupervised access and contact at all times.
- The wellbeing of boarders must be safeguarded while on school excursions.
- There must be emergency procedures in place when students are reported missing.
- Behaviour management practices must be applied consistently.
- Boarding accommodation should be secure from unauthorised entry, while still allowing quick exit in an emergency.
- Boarding houses must have clear and regularly rehearsed emergency and crisis management plans to address all known contingencies, including:
 - fire
 - missing students
 - intruders
 - terrorism/bomb attack
 - earthquake.
- All escape charts and emergency procedures should be appropriately displayed in the buildings.
- Exit signs should be clearly visible.
- There should be sufficient and well maintained emergency equipment.
- Counselling services should be made available in the case of a major incident.

Well-being

The well-being of boarders is the mutual responsibility of a school and boarding staff, in close communication with parents. Staff should maintain close supervision of all boarders while providing support and guidance according to the individual needs of each student.

- *Access to counselling*

Students, parents and staff should be aware of the specialist counselling services available to boarders (eg school counsellor, school chaplain).

- *Communication with parents*

Parents should be:

- fully informed of the school's boarding policies and procedures
- contacted immediately in an emergency concerning their child
- informed of the school's dispute/complaints policy and procedures
- required to provide signed authorisation and other information as needed

This could include, but not be limited to, forms for excursions, water-based activities, medical details, travel by taxi, use of mobile phones, television and video viewing and acceptable use of the internet.

- *Communication between boarding house and school*

There should be a clearly documented liaison processes between the boarding house and the school on each boarder's academic progress and their social and personal development.

- *Cultural needs*

Provision should be made for the particular cultural or religious needs of the boarders.

- *Protection from bullying, harassment and maltreatment*

School policy to prevent and respond to any forms of oppressive behaviour, such as bullying, harassment and maltreatment in the school should be adapted for the boarding environment.

- *Privacy*

Students' privacy should be respected.

- *Behaviour management*

Students should be fully informed of procedures, rules and behaviour management policy.

This should be fair and consistent and student supervision practices should foster appropriate self-discipline.

A school using corporal punishment as part of its behaviour management procedures must inform prospective parents prior to enrolment. All records of all corporal punishment administered must be kept.

A record must also be kept where physical restraint has been used to manage student behaviour.

Student supervision practices should foster acceptable standards of student behaviour and appropriate self-discipline.

- *Recreational activities*

Boarders should have access to an appropriate range and choice of organised recreational activities.

- *Academic support*

Staff should provide effective academic support by monitoring academic progress with the teachers of each boarder.

Appendix B

AUSTRALIAN GOVERNMENT AREA STANDARDS

1. The Australian Government global area standards for school buildings are 6.13 m² per student for Primary schools and 9.75 m² per student for Secondary schools.
2. The following table gives advisory low and high areas in square metres per student for each functional space for Primary and Secondary schools as derived from national studies of school buildings. Schools with small enrolments are likely to be at the high end of the range while schools with larger enrolments will be at the lower end. Primary schools, however, are less sensitive than Secondary schools to the effects of the school's size.

Area ranges for functional spaces

Functional spaces	Primary Low	Primary High	Secondary Low	Secondary High
Area per student (m ²)				
Library	0.30	0.50	0.40	0.60
Resource Centre	ND	ND	ND	ND
General Learning Area	2.60	3.60	1.60	2.60
Physical Education	0.25	0.55	0.40	1.20
Administration Staff	0.40	0.70	0.80	1.00
Pupils' Amenities	0.25	0.55	0.25	0.65
Travel/Engineering	0.60	1.70	1.50	2.50
Science			0.55	0.75
Art			0.30	0.50
Manual/Industrial Art			0.50	0.80
Home Economics			0.25	0.45
Technology/Applied Studies			ND	ND
Hospitality/Catering			ND	ND
Business Studies			ND	ND
Music/Drama/Dance			0.10	0.30
Music/Drama/Dance (with performance space)			ND	ND

ND = Not Developed

3. The advisory areas for school sites are:

3.1 Primary schools for enrolments:

- Up to 100 students 1.5 hectares
- 101 to 200 students 2.4 hectares
- More than 200 students add 0.2 hectares for each additional 100 students

3.2 Secondary schools for enrolments:

- Up to 100 students 3.0 hectares
- 101 to 200 students 4.8 hectares
- More than 200 students add 0.4 hectares for each additional 100 students

Further Advice and Information

For clarification on any matters in this document please contact the Department of Education Services (Non-Government Education) Ph: (08) 9441 1900.

Further information about establishing, registering and funding non-government schools is also available on the Department of Education Services website at www.des.wa.gov.au.

Useful Sources of Information

- Association of Independent Schools of Western Australia, *Policies and Procedures Guidelines for Schools*.
(The manual can be accessed at www.ais.wa.edu.au under “About AISWA”. A hard copy is also available to member schools by contacting the Association of Independent Schools of Western Australia).
- Association of Independent Schools of Western Australia, *Governance Fact Sheets*.
(A copy is available to member schools by contacting Association of Independent Schools of Western Australia).
- Catholic Education Office of Western Australia policies and procedures are available at www.ceo.wa.edu.au
- Department of Education Services
www.des.wa.gov.au
- Department of Education and Training, *Regulatory Framework*
www.eddept.wa.edu.au/regframe
- Department of Education, Science and Training
www.dest.gov.au
- Department for Community Development, *Working with Children (Criminal Record Checking) Act 2004*
www.checkwwc.wa.gov.au
- Disability Standards for Education
www.dest.gov.au/research/publications/disability_standards
- The National Safe Schools Framework
www.mceetya.edu.au/pdf/natsafeschools.pdf
- Western Australian College of Teaching
www.wacot.wa.edu.au
- State Law Publisher for State Government Acts and Regulations
www.slp.wa.gov.au
- Australian Government Acts and Regulations
www.publications.gov.au

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