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| **Name of Registered School** |  |
| **Date of Self-Review** |  |

Standards

Reflection Tool

The Standards Reflection Tool aims to guide schools when undertaking a self-review against the Standards for Registration and Review of Registration. All documentation is for **internal use only** and is ***not*** required to be submitted to the Education Standards Board.

Use this tool to:

* increase your understanding of the Standards and the kinds of evidence that demonstrate each criterion
* gather evidence and consider how it aligns with each criterion
* reflect on current policies, procedures and practices, including version control practices
* ensure relevant State and Commonwealth legislative obligations are being met ([*Refer to Appendix A*](#Appendix_A))
* determine if evidence gathered is *appropriate* and *sufficient* to meet the Standards
* identify criteria that require evidence to be updated, improved or developed further
* assign responsibilities for actions and maintaining documentary evidence

**Key documents**

* + [*The Standards for Registration and Review of Registration of Schools in South Australia (The Standards)*](https://esb.sa.gov.au/schools/standards-and-evidence-guides)
  + [*The Evidence Guide to Review of Registration in South Australia*](https://esb.sa.gov.au/schools/standards-and-evidence-guides) Use the Evidence Guide for a detailed explanation of each criterion.

**Guide for Using the Standards Reflection Tool**

**Plan**

Self-review requires input from your whole school community whether directly or indirectly. Elements of effective planning for a self-review include:

* understanding each Standard and criterion within a Standard
* communicating roles and responsibilities for those leading the process and/or delegate evidence gathering
* considering the types of evidence required to demonstrate each criterion within a Standard
* allocating sufficient time to undertake the self-review.

**Possible ways of working**

A shared and collaborative process will elicit different experiences, perspectives, opinions and perceptions. With this comes a greater understanding of the Standards and specific criteria, and an increased confidence to articulate evidence against these. All staff can actively contribute to the process.

Self-review is most beneficial when it is done in a way that is relevant to the context of your school. This tool can be adapted to suit your school context. Think about:

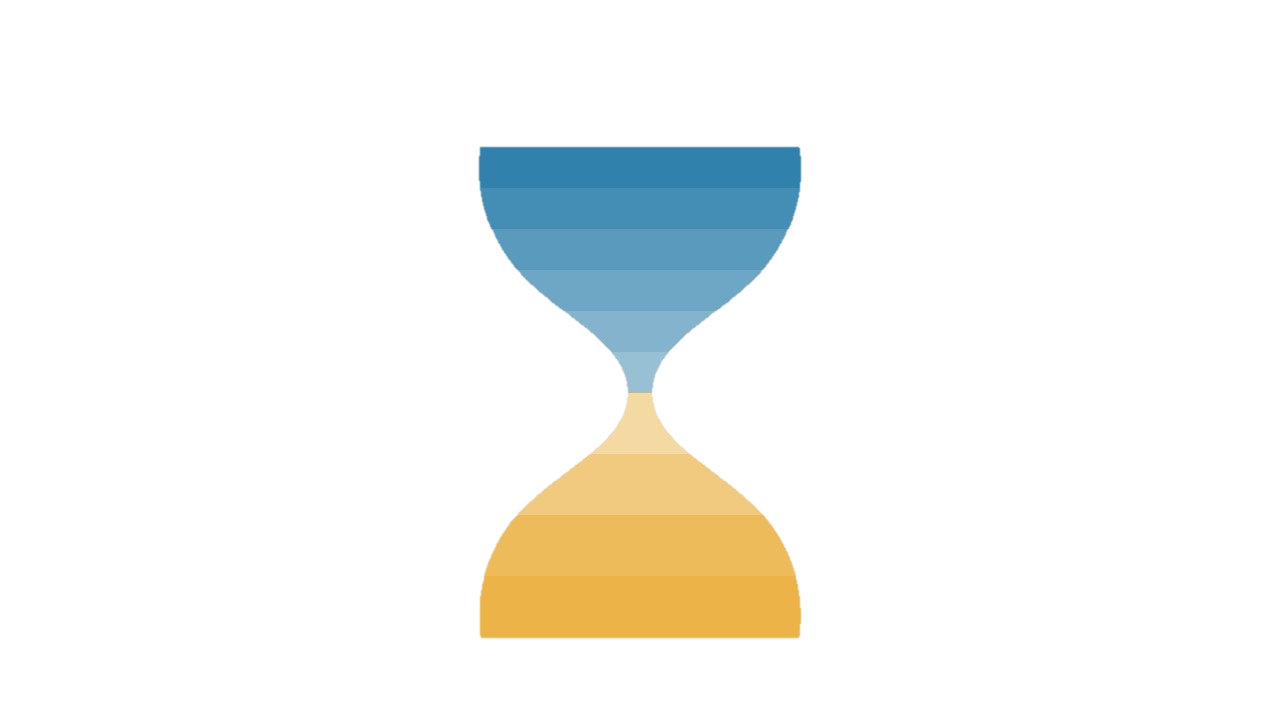
* the governance of your school
* the structure of your school
* your school community

Develop a process to action your school’s self-review. Depending on the size of your school, you may consider:

* establishing a group to lead the self-review. This group may include – but not limited to - leaders, learning area leaders, teachers, non-teacher representatives, and governing council representation.
* delegating the self-review to a school leadership team or another responsible person
* assigning responsibility for assessing specific criteria to relevant staff. For example, 1.3 *financial viability* could be the responsibility of the school’s Business Manager ([*Refer to Appendix B*](#Appendix_B))

This tool includes:

* a table at the start of each Standard to track your school’s progression of self-review
* a series of evidence indicators and reflection questions for each criterion
* space to list documents that demonstrate evidence of each criterion
* space to record notes of any actions to be undertaken by your school criterion
* the opportunity to assign a person/s responsible to follow up on a criterion
* self-review determination of *appropriate* and *sufficient* evidence for each criterion.

**Hour-Glass Model of Reflective Practice**

**Consider broad reflective questions for each Standard**

⬩ What practices do we implement that demonstrate each Standard?

⬩ How do we articulate (or communicate) what informs our practice?

⬩ How do we engage with the school community?

⬩ How do we monitor and review our school policies and procedures to ensure our school continuously meets the requirements of each Standard?

⬩ How are our practices improving outcomes for students?

**Evidence gathered for each criterion**

Based on the collective evidence gathered your school determines whether it is meeting the requirements for each criterion or actions your school will undertake to meet the criterion.

**Self-assessment decision**

Determine if there is *appropriate* and *sufficient* evidence that meets each criterion.

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| **Appropriate** | **Sufficient** |
| * Evidence reflects current school practices | * There is evidence that demonstrates each criterion |
| * Evidence is current and policies are no older than 5 years | * Evidence demonstrates the full breadth of each criterion |
| * Evidence aligns with the criterion | * Evidence demonstrates the details of the explanation of the criterion |

Standard 1 – School Governance

**The school is accountable for its safe, legal and financially viable operation and has corporate governance arrangements in place to lead this**

*This standard addresses the governance arrangements that are in place to effectively govern a financially sound school that meets its legislative responsibilities. The governance arrangements may vary according to the nature of the legal entity of a school.*

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| *You can use this table to track progression of self-assessment, and/or assign a responsible person(s) to gather evidence for each criterion in this Standard* | | | |
| *1.1* | *N/A* | *1.4* |  |
| *1.2* |  | *1.5* |  |
| *1.3* |  | *1.6* |  |

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| **Criterion 1.1** | **The school is established as a body corporate or body politic and its principal purpose is the provision of school education.** |
| All registered schools meet this criterion. | |

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| **Criterion 1.2** | **The school is established by individuals who are fit and proper persons.** |
| *Evidence Indicators*: **There must be evidence that members of your school’s governing body:**   * are fit and proper persons * meet Commonwealth and State child protection legislation requirements *(*[*Refer to Appendix A*](#Appendix_A)*)* * *South Australia Child Safety (Prohibited Persons) Act 2016* * *South Australia Child Safety (Prohibited Persons) Regulations 2019*   *Reflection questions*:   * How does your school ensure members of your governing body are *fit and proper persons* and are *not prohibited persons*? * What processes are in place to ensure the governing body members and/or Principal have been appointed in line with relevant Child Protection legislation? * Do all Board / Governing Council members have valid Working with Children Checks (WWCC)? * Are Screening Reference Numbers and expiry dates recorded? How does your school maintain and monitor expiration dates of WWCC? | |

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| **DOCUMENTARY EVIDENCE:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Governing Council Constitution* | *Pg.10 Section 7: Membership of the Governing Council; criteria for ineligibility for election, appointment or nomination to the Council* | *Principal’s PA to maintain up-to-date checks of eligibility criteria for Board members* |
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| **SELF-ASSESSMENT:** |
| ☐ **Appropriate evidence to meet the criterion** |
| ☐ **Sufficient evidence to meet the criterion** |

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| **Criterion 1.3** | **The school is financially viable.** |
| *Evidence Indicators*: **There must be evidence that your school is financially viable to:**   * deliver education services * provide sufficient learning and assessment resources * provide sufficient teaching and support staff   *Reflection questions*:   * What processes demonstrate that your school has adequate financial resources for its viable operation? * How does your school monitor that there are sufficient funds to resource education services? * How will the financial projections short and long term (i.e., 2 – 5 years) provide for sufficient learning and assessment resources, including staff? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| E.g., *Annual Report to the Community* | *Pg.12 Financial statement showing funding sources: State, Commonwealth, parent contributions, fund raising & other* | *Monthly reporting to Board; Annual audit through independent financial auditor* |
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| **Criterion 1.4** | **The school (or schools that form part of a system) is governed by a body which collectively has the knowledge, skills and experience to effectively govern the school and which is responsible for:** |
| *Evidence Indicators*: **There must be evidence that your school is governed by a body that has responsibility for:**   * ensuring the school fulfils its obligations as a legal, or government entity and as a registered school and complies with relevant Commonwealth and South Australian laws *(*[*Refer to Appendix A*](#Appendix_A)*)*   + *Australian Education Act 2013* * setting and monitoring the strategic direction of the school * ensuring the ongoing financial viability of the school and reporting on the school’s financial performance * determining the school’s educational philosophy and approach * setting the school’s enrolment policy and practices in compliance with Commonwealth and South Australian laws * ensuring the school has the necessary leadership staff to provide education services * ensuring the proprietor of the school, members of the governing authority of the school and principal and other school leaders are fit and proper persons * nominating a person responsible for compliance with these Standards   *Reflection questions:*   * What individual and collective knowledge, skills, and experience do the members of your governing body bring to your school? * What processes ensure the governing authority members, principal and school leaders are *fit and proper* persons? * How does your school ensure it complies with Commonwealth and State legislative obligations? * What is the process for determining your school’s educational philosophy? * How are strategic goals and targets set and monitored? * What processes are in place to ensure that the responsibilities for financial reporting and ongoing financial viability are met? * How is your school’s enrolment and fees policy set? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| E.g*., Principals Report to Governing Council* | *pg. 1 Outlines monitoring of SIP and associated actions (Appendix to GC minutes)* | *Ongoing meetings across all levels at the school - Leadership Team Meetings, Staff Meetings and Learning Area Meetings.* |
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| **Criterion 1.5** | **The school has academic governance arrangements to ensure accountability for the satisfactory quality of the nature and content of the education instruction provided.** |
| *Evidence Indicators*: **There must be evidence that your school’s governing body:**   * has arrangements in place for assuring the quality of education being delivered across the school.   *Reflection questions*:   * What processes are in place to ensure that the governing authority of your school is assured of the quality of education? * What is the organisational structure for the academic governance of your school? * What levels of responsibility exist in your school to lead education instruction? * What arrangements are in place to ensure your school provides assurance of the quality of the education delivered? i.e., delegated to the school Principal and/or further delegated to other leadership staff. | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| E.g., *Educational Leadership Structure* | *Chart showing leadership of learning structure: Three Directors of Teaching & Learning Primary, Middle & Senior Years; five Learning Areas Leads, Special Needs Lead, Leader of Innovation; Role descriptions outlined.* | *Principal’s responsibility in conjunction with the Governing Council’s.* |
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| ☐ **Sufficient evidence to meet the criterion** |

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| **Criterion 1.6** | **The school systematically monitors and informs the school community of its academic and attendance performance in accordance with Commonwealth and South Australian laws.** |
| *Evidence Indicators*: **There must be evidence that your school:**   * monitors and informs its school community about its academic performance * monitors and informs its school community about its attendance performance * reports on academic and attendance performance as required by the *Education Act 1972 (SA)* and the *Education Act 2013 (Cth)* and their successors *(*[*Refer to Appendix A*](#Appendix_A)*)*   *Reflection questions:*   * What processes are in place to ensure your school monitors its academic and attendance performance? * How is information about academic performance and attendance performance gathered? * What data sets are used to inform information about your school’s academic performance? * What data sets are used to inform information about your school’s attendance performance? * How does your school inform the community about student attendance and academic performance? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| E.g., *Annual Report* | *Pg.1 depicts our enrolment data growth over the past 4 years of more than 20%; Pgs. 3-6 school performance data in terms of NAPLAN and SACE.* | *Principal’s Report to the GC and wider community available on our website. This report is provided annually as per regulations.* |
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| **SELF-ASSESSMENT:** |
| ☐ **Appropriate evidence to meet the criterion** |
| ☐ **Sufficient evidence to meet the criterion** |

Standard 2 – Student Learning and Assessment

**The school has curricula, teaching and performance policies and practices and staffing in place to effectively deliver education services for each stage of schooling and monitors its educational achievements.**

*This standard addresses the learning and assessment, resourcing, and staffing arrangements that a school has in place to effectively deliver the Australian Curriculum (or approved equivalent) and meet its obligations under the Education Act 1972 (and successors).*

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| *You can use this table to track progression of self-assessment, and/or assign a responsible person(s) to gather evidence for each criterion in this Standard* | | | |
| *2.1* |  | *2.7* |  |
| *2.2* |  | *2.8* |  |
| *2.3* |  | *2.9* |  |
| *2.4* |  | *2.10* |  |
| *2.5* |  | *2.11* |  |
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| **Criterion 2.1** | **The school’s educational philosophy guides its teaching and learning** |
| *Evidence Indicators*: **There must be evidence that your school delivers its educational program guided by:**   * the philosophy determined by the governing body * a faith or other belief system which underpins the teaching and learning approach   *Reflection questions*:   * What is your school’s Mission, Vision and or Purpose? * What key message(s) does your school’s educational philosophy contain? How does this look in practice? * How do your school’s teaching, learning and assessment methodologies and resources reflect your school’s educational philosophy? * How is your school’s educational philosophy communicated i.e., website, school prospectus etc? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| E.g*., Website statement and photos* | *We have been implementing and refining our approach to Nature Play philosophy to cultivate student wellbeing, collaboration and creativity since 2014. In essence, nature play provides opportunities for students to develop and practice dispositions for success “in the wild” by applying their knowledge in a practical context.* | *Principal’s introductory statement to the community. Whilst our core educational philosophy is a constant, this page also provides a link to our strategic plan which is linked to our educational philosophy. This plan is reviewed every three years.* |
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| **Criterion 2.2** | **The school has curricula for each relevant stage of schooling that meets South Australian and Commonwealth governments’ requirements.** |
| *Evidence Indicators*: **There must be evidence that your school delivers:**   * curricula for each relevant stage of schooling that meets South Australian and Commonwealth governments’ requirements*(*[*Refer to Appendix A*](#Appendix_A)*)* * *Education and Children Services Act 2019 (SA)*    + *Australian Education Act 2013* * the Australian Curriculum or alternative curricula approved by the Australian Curriculum, Assessment and Reporting Authority (ACARA) * the South Australian Certificate of Education (SACE) or equivalent, such as the International Baccalaureate (IB) for Year 11 and 12.   *Reflection questions:*   * What curriculum frameworks does your school deliver? * Are all required learning areas taught and assessed? * Are VET courses offered by your school recognised by the SACE Board? * How is your school’s curriculum organised and implemented? (i.e., overview of learning areas across year or across year levels, overview of learning areas across a term/semester) * Who has responsibility for oversight and management of curriculum documents? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Curriculum Guide* | *Pg. 2 Australian Curriculum across 8 Learning Areas for years R-10. Pg. 5 Years 10 – 12 SACE Curriculum, including VET offerings.* | *Updated annually. Curriculum Committee reports to the Principal.* |
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| ☐ **Appropriate evidence to meet the criterion** |
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| **Criterion 2.3** | **The school has a documented teaching program that details the scope, content and sequence of learning and assessment for each of its curricula.** |
| *Evidence Indicators*: **Teaching programs for each of your school’s curricula must be documented and contain details of:**   * the scope, content and sequence of learning * the scope, content and sequence of assessment   *Reflection questions*:   * Are all reasonable steps taken to ensure that students achieve the learning outcomes expressed in the eight learning areas of the Australian Curriculum (or approved equivalent)? * Are all reasonable steps taken to ensure students achieve the learning outcomes expressed in the South Australian Certificate of Education (SACE) or equivalent, such as the International Baccalaureate (IB) for Year 11 and 12? * Are there teaching programs for each learning area and for all registered year levels? * Is there a process for managing the development of teaching programs R-10? * Is there a process for managing the development of learning and assessment plans in the senior years? * How do teaching programs respond to the changing needs of students? * How are systemic teaching and learning programs contextualised for the school’s student cohort?   *Refer to* [*Appendix C*](#Appendix_C) *for features of scope, content and sequence of learning and assessment* | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Year 2 English – Term 1, Weeks 3-5* | *Unit focus – Exploration of Fables. Outlines learning intentions, weekly lesson overviews, tasks both formative & summative, AC achievement standards*. | *Learning Area Coordinator checks unit plans each semester.*  *Differentiated tasks managed by subject teacher.* |
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| **Criterion 2.4** | **The school has sufficient learning and assessment resources to support the delivery of each teaching program.** |
| *Evidence Indicators*: **There must be evidence that your school has sufficient:**   * learning and assessment resources for each teaching program * whole-of-school and classroom resources that support delivery of teaching programs   *Reflection questions*:   * How does your school ensure there are sufficient resources for teachers to deliver their teaching programs? * How are resources accessed by teachers and non-teaching staff? * How does your school manage specialist curriculum resources such as STEAM/Music? * How does your school provide learning and assessment resources to students for offsite delivery of teaching programs? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Equipment and Asset Register* | *Pg. 5. Lists equipment such as photocopiers, interactive whiteboards, sewing machines, digital video camera.* | *Equipment mapped over depreciation cycle, monitored by teacher/student use.*  *Business Manager is responsible in conjunction with Finance Committee.* |
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| **Criterion 2.5** | **The school uses learning and assessment methodologies appropriate for the support of the learning needs of its student cohorts in achieving the curriculum outcomes.** |
| *Evidence Indicators*: **There must be evidence that methodologies in your school support:**   * the diverse needs of the student cohort * students with disabilities as required under the following legislation ([*Refer to Appendix A*](#Appendix_A)) * *Disability Discrimination Act 1992* * The requirements of*Disability Standards for Education 2005*   *Reflection questions*:   * What learning and assessment methodologies are implemented to support the diverse needs of your student cohort in achieving the curriculum outcomes? * How does your school identify student learning needs? * How is differentiated learning documented for individual students or similar student cohorts? * How are reasonable adjustments documented and made to learning and assessment methodologies for students with disability? * How are students with diverse needs supported in meeting their individual learning goals e.g., OnePlan or IEP? * How are students *at risk* of underachievement identified? * What early intervention, and/or case management, approaches are in place to support students *at risk* of not meeting curriculum outcomes? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., OnePlan* | *For one of our year 3 students. SMARTAR goals identified, and adjustments noted that support the student’s learning needs.* | *Social Worker and Special Education Leader, in collaboration with parent/guardian. The OnePlan is reviewed on an on-going basis to track the student’s performance.* |
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| ☐ **Sufficient evidence to meet the criterion** |

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| **Criterion 2.6** | **The school regularly monitors, reviews and records individual student performance and informs students and their parents about the student’s performance throughout each enrolment year.** |
| *Evidence Indicators*: **There must be evidence that your school regularly:**   * monitors, reviews and records individual student performance * informs students and parents about the student’s performance throughout the year   *Reflection questions*:   * How does your school ensure accurate recording and reporting of student performance? * How does your school regularly monitor, review and record individual student performance? * How does your school’s assessment and reporting policies and/or procedures support student performance? * What strategies are in place to ensure your school’s assessment policy and guidelines reflect the SACE/IB (or equivalent) requirements and support students in senior secondary education? * What strategies are in place for managing, monitoring and implementing improvement practices of your schools resulting system/program? * How is student progress and performance reported to parents/guardians? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Parent – Teacher Interview Letter* | *Invitation via email to parents/guardians inviting them to make an online appointment with home-group teacher and/or subject teacher for a 15-minute conversation about achievements made during the term and learning goals moving forward.* | *Several staff meetings held to discuss format of P/T interviews. Teacher preparation to discuss strengths/areas for improvement with parents/student.*  *Director of Teaching and Learning with class/subject teachers.* |
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| ☐ **Appropriate evidence to meet the criterion** |
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| **Criterion 2.7** | **The school regularly reviews its curriculum, teaching program and learning and assessment approaches for each stage of learning to improve student performance outcomes, using external and internal performance data.** |
| *Evidence Indicators*: **There must be evidence that your school has a system in place to:**   * regularly review curriculum, teaching programs and learning and assessment programs * use external and internal performance data to continually improve student performance outcomes   *Reflection questions*:   * What sources of data are currently used to review practice and inform student improvement? * How and when is this data analysed? * How does your school use performance data to improve student outcomes? * What improvement strategies have been implemented in your school as a result of performance data analysis? * What policies and/or procedures does your school implement that require staff to regularly review curricula and learning and assessment programs across all year levels? * How are teachers supported to monitor, review and adjust their teaching and assessment programs to meet the changing needs of their student cohort? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Strategic Plan* | *5.5 Collecting and analysing data to inform teacher practice and student growth*. | *Dedicated learning area meetings held during the term that report back to the Principal.*  *GC and Principal have overall responsibility.* |
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| **SELF-ASSESSMENT:** |
| ☐ **Appropriate evidence to meet the criterion** |
| ☐ **Sufficient evidence to meet the criterion** |

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| **Criterion 2.8** | **The school employs registered teaching staff to achieve its curriculum outcomes and the school supports their performance through the provision of professional development.** |
| *Evidence Indicators*: **There must be evidence that your school:**   * employs sufficient registered teaching staff to deliver the curriculum * achieves satisfactory student outcomes * meets its obligation under the *Teachers Registration and Standards Act 2004* ([*Refer to Appendix A*](#Appendix_A)) * meets its obligation under the *Australian Education Act 2013* ([*Refer to Appendix A*](#Appendix_A)) * supports teacher’s professional development   *Reflection questions*:   * What kinds of professional development opportunities are provided that enable curriculum outcomes to be met? * How are teaching staff supported in undertaking targeted professional development to support their performance? * What professional learning opportunities has your school planned that align with your strategic directions? * How do the professional development opportunities your school provides align with the Australian Professional Standards for Teachers (AITSL) to support ongoing teacher registration? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Performance Development Cycle and Professional Development* | *Four term cycle of performance planning, professional learning & practice, review. Involves meeting with line manager, consideration of appropriate professional development, collecting evidence via student surveys, lesson observations.* | *Once a semester meeting – teacher and member of leadership staff.* |
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| **SELF-ASSESSMENT:** |
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| ☐ **Sufficient evidence to meet the criterion** |

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| **Criterion 2.9** | **The school has appropriate non-teaching staff, contractors and volunteers to support the achievement of its educational outcomes and the school supports their performance through the provision of professional development as appropriate.** |
| *Evidence Indicators*: **There must be evidence that your school:**   * has a broad range of non-teaching staff to enable it to effectively deliver educational programs and achieve satisfactory student outcomes * supports non-teaching staffs’ professional development   *Reflection questions*:   * What policies and/or processes are in place to ensure the appropriate employment of non-teaching staff in line with child protection guidelines including WWCC? * What non-teaching roles support learning diversity of your student cohort? i.e., ATSI Support Worker, SSO/ESO, School Chaplain, administrative, volunteers. * How does your school support non-teaching staff to undertake professional development that improves outcomes for students? * How does your school recruit volunteers and what professional development opportunities are available to them? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Quality Assurance Strategies**  **Who is responsible?** |
| *E.g., Student Free Day Agenda – sessions for non-teaching staff* | *Session 1:* *Speech Pathologist presentation*  *Session 2: Autism Spectrum Disorder training* | *Deputy Principal in collaboration with Leadership Team has oversight of professional development and training for non-teaching staff.* |
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| **SELF-ASSESSMENT:** |
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| ☐ **Sufficient evidence to meet the criterion** |

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| **Criterion 2.10** | **The school ensures that its teaching and non-teaching staff, contractors, volunteers and visitors are regularly informed of their obligations for child protection and mandatory reporting** |
| *Evidence Indicators*: **There must be evidence that all staff in your school:**   * are regularly informed of their obligations for child protection and mandatory reporting * meet their legal obligations when working with children as required under the following legislation ([*Refer to Appendix A*](#Appendix_A))   + *Children and Young People (Safety) Act 2017*   + *Child Safety (Prohibited Persons) Act 2016*   *Reflection questions*:   * How are staff *regularly* reminded of their on-going obligations regarding safety of students and child protection obligations? * What protective practices and behaviours does your school have in place for staff, contractors (as appropriate) and volunteers interacting with children? * Is there an Induction checklist for new staff that includes Child Protection and Mandatory Reporting responsibilities, and Protective Practices for Staff in their Interactions with Children and Young People? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Staff Meeting Agenda* | *Standing Item: child protection and mandatory reporting obligations* | *Principal’s responsibility to provided regular reminders through Staff Meetings and other communication ie emails* |
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| **Criterion 2.11** | **The school has a built environment, infrastructure, grounds and facilities for teaching and learning and student safety, health and well-being at each of its sites.** |
| *Evidence Indicators*: **There must be evidence that the built environment, infrastructure, grounds and facilities of your school:**   * are suitable for the student cohorts and age levels for the stages of schooling offered * supports student safety, health and well-being * supports the delivery of quality education and achievement of its curriculum outcomes * are well maintained * comply with Commonwealth, State and Local Government laws, such as: *(*[*Refer to Appendix A*](#Appendix_A)*)*   + - *Planning, Development and Infrastructure Act 2016*     - *Disability (Access to Premises – Buildings) Standards 2010*   *Reflection questions*:   * How does your school’s built-environment, infrastructure, grounds and facilities support quality education and achievement of educational outcomes for your students? * How does your school ensure its maintenance register for buildings, facilities and grounds is up to date? * Are *regular* maintenance schedules in place to safeguard students from hazards? * What reasonable adjustments have been made to buildings, facilities and grounds for students with disability? | |

Using the table below, consider undertaking an audit of your school’s buildings, infrastructure, grounds and facilities that could include, but is not limited to, the following aspects:

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| Adequate classroom areas for student enrolments numbers | ☐ |
| Designated areas for specialist subjects appropriate to student cohort i.e., Science Labs, Food technology, Design & Technology, Music suite | ☐ |
| Yard and grounds are well-maintained and safe, including arborist inspections if applicable | ☐ |
| Playground is well-maintained, safe and inspections regularly undertaken | ☐ |
| Playground inspection records identify hazards which are actioned in a timely manner | ☐ |
| Preventative maintenance records are regularly updated | ☐ |
| Operating procedures on display for specialised equipment for student use | ☐ |
| Evacuation/Invacuation procedures clearly displayed | ☐ |
| Emergency exit signs clearly displayed | ☐ |
| Fire extinguishers & fire blankets easily accessible | ☐ |
| Appropriate storage of hazardous chemicals/dangerous goods | ☐ |
| Wheelchair access | ☐ |
| Tagging of electrical equipment up to date | ☐ |
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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Playground quarterly inspection checklist* | *This is applied to playgrounds & outdoor learning areas. It covers surfacing, playground surroundings, equipment, swings, sanded areas. The checklist identifies the minimum risk levels present when a hazard is identified with a timeframe for actioning repair.* | *Ground’s person undertakes regular inspection checks. Teachers who are on yard duty are expected to report hazards in the maintenance logbook. Any that require urgent action are brought to the attention of the Principal.* |
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| **SELF-ASSESSMENT:** |
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Standard 3 – Student Safety, Health and Welfare

**The school provides a safe, healthy and supportive learning environment that protects the well-being of students.**

*This standard addresses the safe, healthy and supportive environment that a school is expected to provide for its students. The quality of the provision is expected to be consistent with generally accepted community standards and be comparable with those in all schools across South Australia. Many aspects of this standard are determined by South Australian and Commonwealth legislation beyond the Education and Early Childhood Services (Registration and Standards) Act 2011, and it is the responsibility of the school to determine which apply to its circumstances.*

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| *You can use this table to track progression of self-assessment, and/or assign a responsible person(s) to gather evidence for each criterion in this Standard* | | | |
| *3.1* |  | *3.6* |  |
| *3.2* |  | *3.7* |  |
| *3.3* |  | *3.8* |  |
| *3.4* |  | *3.9* |  |
| *3.5* |  |  |  |

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| **Criterion 3.1** | **The school complies with Commonwealth and South Australian laws and policies that apply to the safety, health and welfare of its students and any relevant child protection laws and policies for employment of all staff and management of contractors, volunteers, and visitors.** |
| *Evidence Indicators*: **There must be evidence that your school:**   * complies with Commonwealth and South Australian laws such as: *(*[*Refer to Appendix A*](#Appendix_A)*)*   + *Work Health and Safety Act 2012 (SA)*   + *Children and Young People (Safety) Act 2017*   + *Child Safety (Prohibited Persons) Act 2016* * has policies and procedures that protect the safety, health and welfare of students in all aspects of schooling where children are undertaking any school associated activities * has policies in place for employment of all staff and management of contractors, volunteers and visitors that meet the legal obligations for working with or around children   *Reflection Questions*:   * How does your school ensure personnel, whether employed, contracted, volunteering or visiting, meet the legal obligations for working with or around children? (E.g., teaching and non-teaching staff; guest speaker/s; health care nurse; Psychologist contracted onsite; parent/carer and volunteers) * How are visitors and contractors inducted in relation to their responsibilities prior to commencing work on your site? * How does your school protect the privacy of its students? For example, permission to photograph students, storage and retention of student records * How does your school ensure all staff, contractors and volunteers understand their responsibilities related to *Protective Practices Guidelines?* (cross-sectorial guidelines DfE, CESA, and AISSA) * Who is responsible for maintaining currency of child protection, privacy matters, criminal history checks? * How are staff advised of their duty of care obligations when working with children? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Privacy Copyright Consent Form for students* | *This document seeks permission from parents/family to use images, recordings, documents & artwork for the school & sector newsletters, website, social media & to promote the school in newspapers & other media.* | *Leadership oversight in communication with student/parents/guardians.* |
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| **Criterion 3.2** | **The school implements policies and procedures for the safety of students at school sites, off-school locations and external providers where school related activities occur and includes management of emergencies, incidents and risks.** | |
| *Evidence Indicators*: **There must be evidence that your school** implements a comprehensive set of policies and procedures for the *safety* of students:   * on school grounds * off school sites such as camps and excursions * on placement with other providers as part of their schooling such as vocational, advanced or specialist studies, work experience * using boarding facilities, if operated by the school * including management of emergencies, incidents and risks as required by the *Work Health and Safety Act 2012 (SA) (*[*Refer to Appendix A*](#Appendix_A)*)*   *Reflection Questions*   * What practices does your school implement that guide personnel to ensure all reasonable steps are taken for the safety of all children in their care regardless of where they may be located? * How are policies and procedures relating to student safety managed, monitored, reviewed and updated? * Do your school policies and procedures cover all aspects of student safety, including risk assessments? The range of policies and procedures in your school may include – but not limited to: | | |
| **Policies and/or Procedures** | | |
| *Accidents and critical incidents* | |  |
| *Emergency management (e.g., bushfire)* | |  |
| *Evacuation and invacuation* | |  |
| *Hazardous substances, inflammable or noxious substances storage and use* | |  |
| *Use of private motor vehicles (for transporting students)* | |  |
| *Yard duty supervision* | |  |
| *Placement of students for work experience* | |  |
| *Boarding House Staff employment/induction* | |  |
| *School camps and excursions* | |  |
| *TRT safety information e.g., fire, evacuation* | |  |
| *Scheduling of drills for the school year* | |  |
| *Risk analysis of activities* | |  |
| *Reminders of safety expectation notices/posters strategically placed around school i.e., Caution Hot Water, Wash hands, Caution; Wear Eye Protection* | |  |
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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| E.g., *Staff Supervision of Students Policy* | *Purpose of the policy is to provide a safe environment for students throughout the school day as part of their duty of care. Supervision may include actual teacher presence in the playground and/or building areas*. | *This policy, and support document Staff Supervision of Students Procedures,**is reviewed annually by the leadership team. Any amendments presented to staff for consultation. Principal has ultimate responsibility.* |
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| **SELF-ASSESSMENT:** |
| ☐ **Appropriate evidence to meet the criterion** |
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| **Criterion 3.3** | **The school implements policies and procedures for the health of student and includes management of the risks to health, students who are ill or hurt, and students with medical conditions.** | |
| *Evidence Indicators*: **There must be evidence that your school** implements a comprehensive set of policies and procedures for the *health* of students:   * on school grounds * off school sites such as camps and excursions * on placement with other providers for part of their schooling such as vocational, advanced or specialist studies, work experience * using boarding facilities, if operated by the school * that includes management of risks to health, students who are ill or hurt and students with medical conditions * comply with requirements of the *Work Health and Safety Act 2012 (SA) (*[*Refer to Appendix A*](#Appendix_A)*)*   *Reflection Questions*:   * What practices does your school implement to ensure the health of all its students regardless of where they may be located? * Who has responsibility for implementation of your schools’ various policies and procedures for the health of students? * How are policies and procedures relating to student health managed, monitored, reviewed, and updated? * How does your school ensure that staff are suitably supported and trained to manage students who are ill or hurt, and/or have a medical condition? * Do your school policies and procedures cover all aspects of student health? The range of policies and procedures in your school, may include – but not limited to: | | |
| **Policies and/or Procedures** | | |
| *Administrating of medication to students* | |  |
| *Management of anaphylaxis and asthma, e.g., Health Care Plans for students with severe conditions* | |  |
| *Communicable diseases (and notification of these)* | |  |
| *Prevention and management of drugs/alcohol & other illicit substances* | |  |
| *First Aid e.g., register of first aid incidents / kits available for onsite and off-site activities* | |  |
| *First Aid kit/station in specialist areas* | |  |
| *Management of medical emergencies* | |  |
| *Canteen provisions and food safety* | |  |
| *Management of students with severe conditions i.e. photo ID in yard-duty info pack* | |  |
| *Register of First Aid training / qualifications of staff* | |  |
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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| E.g., *Medical Sickness First Aid Procedure* | *Supporting document to**Medical Sickness First Aid Policy.**Procedural guidelines e.g., administration of medication, asthma, allergy, and nut awareness.* | *Reviewed annually by the WH&S Committee and any changes presented to staff for information.*  *Principal has ultimate responsibility.* |
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| **Criterion 3.4** | **The school implements policies and procedures for student welfare that covers pastoral care, early intervention, child protection including mandatory reporting, and behaviour management including associated safety and wellbeing management.** | |
| *Evidence Indicators*: **There must be evidence that your school** implements a comprehensive set of policies and procedures for the *welfare* of students:   * on school grounds * off school sites such as camps and excursions * on placement with other providers for part of their schooling such as vocational, advanced or specialist studies, work experience * using boarding facilities, if operated by the school * that cover pastoral care, early intervention, anti-bullying, child protection including mandatory reporting, and behaviour management including safety and well-being management * comply with requirements of the *Work Health and Safety Act 2012* *(SA)* ([*Refer to Appendix A*](#Appendix_A)) * comply with requirements of the *Equal Opportunity Act 1984 (SA)* are enacted ([*Refer to Appendix A*](#Appendix_A)*)*   *Reflection Questions*:   * How is the *Keeping Safe: Child Protection Curriculum* embedded within teaching and learning programs across all year levels, as appropriate? (mandated in all DfE sites) * What practices does your school implement to ensure the welfare of all its students regardless of where they may be located? * Who has responsibility for implementing your schools’ various policies and procedures for the welfare of students? * How are policies and procedures relating to student welfare managed, monitored, reviewed and updated? * Do your school policies and procedures cover all aspects of student welfare? The range of policies and procedures in your school, may include – but are not limited to: | | |
| **Policies and/or Procedures** | | |
| *Early intervention* | |  |
| *Child Protection, including mandatory reporting* | |  |
| *Anti-harassment, including sexual harassment* | |  |
| *Anti-bullying behaviour, including cyber-bullying* | |  |
| *ICT acceptable use* | |  |
| *Student behaviour & management e.g*., *Student behaviour expectations and procedures* | |  |
| *Pastoral care* | |  |
| *Student Well-being* | |  |
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| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., ICT Procedures* | *Procedural guidelines to support the ICT policy and includes:*   * *Misuse of the network and devices, pg3* * *Termination of user accounts, pg6* | *Reviewed annually by the ICT Committee. Any amendments presented to staff for consultation. Principal has ultimate responsibility.* |
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| **SELF-ASSESSMENT:** |
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| **Criterion 3.5** | **The school maintains an up-to-date register of enrolments that records for each student enrolled, the student’s name, date of birth, place of residence, parent or guardian’s contact details, start of enrolment and when appropriate end of enrolment.** |
| *Evidence Indicators*: **There must be evidence that your school:**   * maintains an up-to-date and accurate register of enrolment records for students, including accurate details of parents/guardians/carers   *Reflection Questions*:   * How is your school’s register of enrolments managed and maintained? * How does your school ensure that student enrolment details are accurate and up-to-date e.g., address, name changes? | |

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| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Software program MAZE* | *Includes details of DOB, photo, language(s) spoken, academic info, family details and alternate family → guardian / grandparent, emergency contacts. Medical conditions flagged i.e. critical condition.* | *Administration team in collaboration with parents/guardians.*  *Director of Student Welfare.* |
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| **Criterion 3.6** | **The school maintains an up-to-date register of attendance which records the attendance for each student enrolled.** |
| *Evidence Indicator*: **There must be evidence that your school:**   * has a register of attendance * maintains an up-to-date and accurate register of attendance for each enrolled student as required by the *Education Act 1972* (and its successors). * *Education and Children Services Act 2019 (SA) (*[*Refer to Appendix A*](#Appendix_A)*)*   *Reflection Question*:   * How does your school ensure its register of attendance is accurate and up-to-date? * Who is responsible for managing and maintaining accurate and up-to-date attendance records? | |

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| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., SEQTA software* | *Reports available for daily, weekly and monthly attendance.* | *ICT Coordinator in collaboration with Principal.* |
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| **Criterion 3.7** | **The school monitors the attendance of each student at school and at classes and has in place processes to minimise non-attendance and to keep parents or guardians and the education authority informed as required by legislation.** |
| *Evidence Indicators*: **There must be evidence that your school:**   * monitors the attendance of each student in school and at classes * has processes in place to minimise non-attendance * informs parents/guardians/cares and relevant authority of attendance matters as required by the *Education Act 1972* (and its successors) * *Education and Children Services Act 2019 (SA) (*[*Refer to Appendix A*](#Appendix_A)*)*   *Reflection Questions*:   * What policies and procedures are in place to monitor students’ attendance? * How is absenteeism and/or patterns of non-attendance identified, monitored and addressed? * What strategies are employed to minimise non-attendance for individual students or cohorts of students? * How are reasons for lateness and/or absence monitored? * How are parents/guardians/carers informed of their child’s absence? * How are unexplained absences followed up? | |

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| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., Attendance**Letter* | *Letter from Principal to parents/guardians re attendance ‘is of a serious concern and may result in further action, such as mandatory notification & truancy referrals.’*  *There is the opportunity for a response and reason for absence*. | *Letter that is sent to families is reviewed by leadership team annually.*  *Deputy Principal with attendance portfolio, responsible to Principal.* |
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| **Criterion 3.8** | **The school communicates with parents and guardians about issues concerning the safety, health and welfare of students.** |
| *Evidence Indicators*: **There must be evidence that your school communicates with parents and guardians about:**   * issues concerning the safety, health and welfare of students.   *Reflection Question*:   * How does your school inform parents and guardians about issues concerning the *safety* of students? * How does your school inform parents and guardians about issues concerning the *health* of students? * How does your school inform parents and guardians about issues concerning the *welfare* of students? * How are individual parents and guardians informed of issues concerning the safety, health and welfare of their child/ren? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Monitoring Strategies & Responsibilities** |
| *E.g., School Newsletter – Term 1, Week 3* | *Child safety reminder – front page article. Focus on parking at the drop off and pick up points to ensure student/community safety. Issues noted of drivers and pedestrians not making safe choices and keeping to road signage.* | *Staff duty roster before school and end of school.*  *Principal at times on duty.* |
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| **Criterion 3.9** | **The school has in place, and implements, policies and procedures for managing complaints and grievances from students, parents, caregivers and the community.** |
| *Evidence Indicator*: **There must be evidence that your school:**   * has policies and procedures for managing grievances from students, parents/caregivers and/or the community? * implements policies and procedures for managing grievances from students, parents/caregivers and/or the community   *Reflection Questions*:   * What policies and/or procedures are in place to manage complaints/grievances by a student, parent, carer or community member including - the receipt of, assessment of, investigation of and resolution of complaints/grievances? * In what ways are the complaints and grievances process appropriate for the age and student cohort? | |

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| **DOCUMENTARY EVIDENCE OF CRITERION:** | | |
| **List your documents that demonstrate this criterion. *(Insert new rows as required)*** | | |
| **Document** | **Details of the document – policy, procedure, guidelines (include page numbers where applicable)** | **Quality Assurance Strategies**  **Who is responsible?** |
| *E.g., Flowchart of grievance process* | *This summarises the process for resolving complaints and grievances in the Grievance Policy. It also includes links to the Complaints Register for recording and details how documents relating to complaints resolution are saved/stored.* | *Principal in collaboration with Board and Leadership Team.* |
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| Action (if required) | Responsibility |
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| **SELF-ASSESSMENT:** |
| ☐ **Appropriate evidence to meet the criterion** |
| ☐ **Sufficient evidence to meet the criterion** |

Appendix A – Legislation

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| **Legislation** | **Section Extract *(not limited to*)** | **Relevant to Criterion** |
| [*Australian Education Act* 2013](https://www.legislation.gov.au/Details/C2013A00067)  (Cth)  *The****main legislation for Commonwealth funding to government and non-government schools****. The Act commenced on 1 January 2014. The Act sets out:*   * *The rights and responsibilities of organisations in order for them to receive Australian Government funding for school education.* * *Broad expectations for compliance, to ensure funding accountability to the Commonwealth and school communities*   [*Australian Education Regulation* 2013](https://www.legislation.gov.au/Details/F2013L01476)  *Regulations under the Australian Education Act 2013* | *Pt1 Div1 3 (3)(a)(b), (4), (5), (6)(a)(b), (7)(a-d), (8)(a)(b)*  **Part 1—Preliminary**  **Division 1—Preliminary**  **3 Objects of this Act**  *Quality teaching*  (3)  All teachers will have the skills, and support they require, to improve their performance over time  and to deliver teaching of a high quality to all of their school students. The work of teachers will:                       (a)  reflect rigorous professional standards and best practice; and                       (b)  be based on evidence of successful teaching methods.  *Quality learning*               (4)  Australian schooling will provide a high-quality educational experience with an environment and curriculum that supports all school students to reach their full potential.  *Empowered school leadership*               (5)  Leaders in schools will have the resources, the skills, and greater power, to make decisions and implement strategies at the local level to obtain the best outcomes for their schools and school students.  *Transparency and accountability*               (6)  Support will be provided to schools to find ways to improve continuously by:                       (a)  analysing and applying data on the educational outcomes of school students (including outcomes relating to the academic performance, attendance, behaviour and wellbeing of school students); and                       (b)  making schools more accountable to the community in relation to their performance and the performance of their school students.               (7)  Data collected on schools and school students will:                       (a)  be of a higher quality; and                       (b)  contain more detail; and                       (c)  be more consistent; and                       (d)  be more available to the public;  than data currently collected on schools and school students.  *Meeting student need*               (8)  Australian schooling will place the highest priority on:                       (a)  identifying and addressing the needs of school students, including barriers to learning and wellbeing; and                       (b)  providing additional support to school students who require it. | 2.8  2.2  1.4 & 1.5  1.6 & 2.7  2.5 |
| *Pt1 Div1 4*  **Part 1 – Preliminary**  **Division 1—Preliminary**  **4 Guide to this Act**  This Act provides Commonwealth financial assistance for schools. The financial assistance is provided to States under section 96 of the Constitution, and to Territories under section 122 of the Constitution. Each school has an approved authority, which is approved by the Minister. For a government school located in a State or Territory, the approved authority is the State or Territory. For a non‑government school, the approved authority is a body corporate that is approved by the Minister for the school.  *Pt6 Div2 74(1-5)*  **Part 6** – **Approving authorities and bodies**  **Division 2 – Approving approved authorities**  **74 Basic requirements for approval**  (1)  This section sets out requirements for a person for the purposes of subparagraph 73(1)(b)(i) and paragraph 81(1)(a).  Note: Approved authorities for government schools may be taken to satisfy the requirements in this section (see section 76).  Body corporate or body politic  (2)  The person is a body corporate or a body politic.  Not‑for‑profit  (3)  The person does not conduct for profit any school in relation to which the application is made.  Financial viability  (4)  The person is financially viable.  Fit and proper person  (5) The person is fit and proper to be an approved authority for one or more schools. | 1.4 |
| [*Children and Young People (Safety) Act* *2017*](https://www.legislation.sa.gov.au/LZ/C/A/CHILDREN%20AND%20YOUNG%20PEOPLE%20(SAFETY)%20ACT%202017/CURRENT/2017.25.AUTH.PDF) (SA)  *An Act to protect children and young people from harm; to provide for children and young people who are in care; and for other purposes.* | *Ch5 Pt1 30(1-3), 31(1-6)*  **Chapter 5—Children and young people at risk**  **Part 1—Reporting of suspicion that child or young person may be at risk**  **30—Application of Part**  (1) The requirements under this Part are in addition to the duty of every person to safeguard and promote the outcomes set out in section 4(2), and in particular the outcome that children and young people be kept safe from harm  (2) To avoid doubt, compliance with the requirements of this Part does not necessarily exhaust a duty of care that may be owed to a child or young person by a person to whom this Part applies  (3) This Part applies to the following persons:  (g) teachers employed as such in a school (within the meaning of the Education and Early Childhood Services (Registration and Standards) Act 2011) or a pre-school or kindergarten;  (h) employees of, or volunteers in, an organisation that provides health, welfare, education, sporting or recreational, childcare or residential services wholly or partly for children and young people, being a person who—  (i) provides such services directly to children and young people; or  (ii) holds a management position in the organisation the duties of which include direct responsibility for, or direct supervision of, the provision of those services to children and young people  **31—Reporting of suspicion that child or young person may be at risk**  (1) A person to whom this Part applies must, if—  (a) the person suspects on reasonable grounds that a child or young person is, or may be, at risk; and  (b) that suspicion was formed in the course of the person's employment, report that suspicion, in accordance with subsection (4), as soon as is reasonably practicable after forming the suspicion. Maximum penalty: $10 000.  (2) However, a person need not report a suspicion under subsection (1)—  (a) if the person believes on reasonable grounds that another person has reported the matter in accordance with that subsection; or  (b) if the person's suspicion was due solely to having been informed of the circumstances that gave rise to the suspicion by a police officer or child protection officer acting in the course of their official duties; or  (c) in any other circumstances prescribed by the regulations for the purposes of this subsection.  (3) A person to whom this Part applies may (but need not), if—  (a) the person suspects on reasonable grounds that the physical or psychological development of an unborn child is at risk (whether due to an act or omission of the mother or otherwise); and  (b) that suspicion was formed in the course of the person's employment, report that suspicion in accordance with subsection (4).  (4) A person reports a suspicion under this section by doing 1 or more of the following:  (a) making a telephone notification to a telephone number determined by the Minister for the purposes of this subsection; Note— This telephone line is currently known as the *Child Abuse Report Line* or *CARL.*  (b) making an electronic notification on an electronic reporting system determined by the Minister for the purposes of this subsection;  (c) by reporting their suspicion to a person of a class, or occupying a position of a class, specified by the Minister by notice in the Gazette;  (d) reporting their suspicion in any other manner set out in the regulations for the purposes of this paragraph, and, in each case, providing—  (e) —  (i) in the case of an unborn child—the name and address (if known) of the mother of the unborn child; or  (ii) in any other case—the name and address (if known) of the child or young person; and  (f) information setting out the grounds for the person's suspicion; and  (g) such other information as the person may wish to provide in relation to their suspicion.  (5) Nothing in this section prevents a person from also reporting or referring a matter to any other appropriate person or body under any other Act.  (6) This section does not limit or derogate from any other provision of this or any other Act. | 2.10  3.1 |
| [*Disability Discrimination Act 1992*](https://www.legislation.gov.au/Details/C2016C00763)  *This Act prohibits discrimination against people with disabilities in many areas of public life including education. Discrimination is defined to include failing to make reasonable adjustments for a person.* | *Pt2 div 2 22(2A)(a)*  **Part 2 – Prohibition of disability discrimination**  Division 2 – Discrimination in other areas  22 Education  (2A) It is unlawful for an education provider to discriminate against a person on the ground of the person’s disability:                       (a)  by developing curricula or training courses having a content that will either exclude the person from participation, or subject the person to any other detriment; | 2.5 |
| [*Disability Standards for Education 2005*](https://www.legislation.gov.au/Details/F2005L00767#:~:text=%20Disability%20Standards%20for%20Education%202005%20%201,participate%20in%20the%20activities%20for%20which...%20More%20)  *The Standards clarify the obligations of education and training providers, and the rights of people with disability, under the Disability Discrimination Act 1992 (DDA). The Standards are subordinate legislation made under the DDA.*  *The Standards seek to ensure that students with disability can access and participate in education on the same basis as other students.* | **All education providers must also comply with the Disability Standards for Education 2005**  *Pt3 3.4 (2)(a-b), (c)(i)(ii)(iii), (d)*  **Part 3 Making reasonable adjustments**  3.4 Reasonable adjustments  (2) In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests, including the following:                 (a)    the student’s disability;                 (b)    the views of the student or the student’s associate, given under section 3.5;                 (c)    the effect of the adjustment on the student, including the effect on the student’s:                            (i)    ability to achieve learning outcomes; and                           (ii)    ability to participate in courses or programs; and                           (iii)    independence;                 (d)    the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students;  *Pt6 6.2 (1), (2)(a-c)(i)(ii)*  **Part 6 Standards for curriculum development, accreditation and delivery**  6.2  (1)   The education provider must take reasonable steps to ensure that the course or program is designed in such a way that the student is, or any student with a disability is, able to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability, and without experiencing discrimination.  2)   If a student is enrolled in the course or program, the provider must:                (a)   consult the student, or an associate of the student, about whether the disability affects the student’s ability to participate in learning experiences of the course or program, or any relevant supplementary course or program; and                (b)   in the light of that consultation, decide whether an adjustment is necessary to ensure that the student is able to participate in those learning experiences on the same basis as a student without a disability who is enrolled in the course or program; and                 (c)    if:                            (i)    an adjustment is necessary to achieve the aim mentioned in paragraph (b); and                           (ii)    a reasonable adjustment can be identified in relation to that aim;                          make a reasonable adjustment for the student in accordance with Part 3. | 2.5 |
| [*Disability (Access to Premises – Buildings) Standards 2010*](https://www.legislation.gov.au/Details/F2010L00668)  *The purpose of the Premises Standards (and corresponding changes to the Building Code of Australia and state and territory building law) is:*   * *to ensure that dignified, equitable, cost-effective and reasonably achievable access to buildings, and facilities and services within buildings, is provided for people with disability, and* * *to give certainty to building certifiers, developers and managers that if the Standards are complied with they* *cannot be subject to a successful complaint under the DDA in relation to those maters covered by the Premises Standards.* | *Pt3 3.1 (1), (2) (a-b), (3)*  *Pt3 3.2 (1), (2) (a-b), (3)*  **Part 3 Requirements of Standards**  3.1 Building certifiers, developers and managers ensure buildings comply with the Access Code\*.  (1) (2) (a-b), (3)  3.2 Compliance with Access Code  (1), (2) (a-b), (3)  **Schedule 1 Access Code for Buildings**  Part A4 Building Classifications  A4.1 Classifications  Class 9 — a building of a public nature:  Class 9b — an assembly building, including a trade workshop, laboratory or the like in a primary or secondary *school*, but excluding any other parts of the building that are of another Class  ***\*Access Code***means the *Access Code for Buildings*, prepared by the Office of the Australian Building Codes Board, a copy of the text of which is set out in Schedule 1. The Access Code is based on provisions of the Building Code of Australia. | 2.11 |
| [*Education and Early Childhood Services (Registration and Standards) Act 2011*](https://www.legislation.sa.gov.au/LZ/C/A/EDUCATION%20AND%20EARLY%20CHILDHOOD%20SERVICES%20(REGISTRATION%20AND%20STANDARDS)%20ACT%202011/CURRENT/2011.46.AUTH.PDF)  *An Act to provide for a national legislative scheme regulating the provision of education and care services; to make provision for local matters associated with the provision of education and care services; to ensure the provision of quality education services to children in the State by providing for the registration of providers of such services; to regulate the provision of education services and early childhood services for the purpose of maintaining high standards of competence and conduct by providers; and for other purposes.* | **Many aspects of this standard are determined by South Australian and Commonwealth legislation beyond the *Education and Early Childhood Services (Registration and Standards) Act 2011* and it is the responsibility of the school to determine which apply to its circumstances**.  *Pt2 13A(a-b)*  Part 2—Adoption of Education and Care Services National Law  13A—Working with children checks A reference to an authorised person in section 170 of the Education and Care Services National Law (South Australia) will be taken to include a reference to a person—  (a) in respect of whom a working with children check has been conducted under the Child Safety (Prohibited Persons) Act 2016 within the preceding 5 years; and  (b) who is not a prohibited person (within the meaning of that Act) | Standard 3  3.1 |
| [*Education and Children Services Act 2019* (SA)](https://www.legislation.sa.gov.au/LZ/C/A/EDUCATION%20AND%20CHILDRENS%20SERVICES%20ACT%202019/CURRENT/2019.19.AUTH.PDF)  *An Act to provide for preschool, primary and secondary education in this State, to provide for children's services, to constitute the teaching service in this State and for other purposes.* | *Pt1 4(1)(e), (2), (3)*  **Part 1 - Preliminary**  4—Application of Act to non-Government schools  (1) The following provisions of this Act apply only to Government schools:  (e) Part 7 Division 3 and Division 4;  (2) A provision of this Act not referred to in subsection (1) that is expressed to apply only to Government schools will be taken not to apply to a non-Government school.  (3) Each other provision of this Act (not being a provision referred to in a preceding subsection) applies to Government and non-Government schools  *Pt 7 div2 –sub-div1 68(1)*  **Part 7 – Provision of Education in Schools**  Division 2—Attendance at school and participation in approved learning programs  Subdivision 1—Compulsory attendance at school and participation in approved learning program  68—Child of compulsory school age must attend school  (1) Subject to this Act, a child of compulsory school age must attend at the school in which they are enrolled on every day, and for such parts of every day, that instruction is provided for the child at the school | 1.6  3.6 |
| *Pt 7 div2 –sub-div1 69(1)*  **Part 7 – Provision of Education in Schools**  Division 2—Attendance at school and participation in approved learning programs  Subdivision 1—Compulsory attendance at school and participation in approved learning program  69**-**Child of compulsory education age must participate in approved learning program   1. Subject to this Act, a child of compulsory education age must participate in an approved learning program in which they are enrolled on every day, and for such parts of every day, that instruction is provided in relation to the program. | 2.2 |
| **Part 7 – Provision of Education in Schools**  Division 2—Attendance at school and participation in approved learning programs  Subdivision 4—Reporting of persistent non-attendance or non-participation  75—Principal etc to report persistent non-attendance or non-participation  (2a) However, a principal of a school will be taken to have notified the Chief Executive under subsection (1) if—  (a) the school records information relating to the persistent non-attendance of students on a record management system (however described);  (b) a report relating to persistent non-attendance of students at the school containing any information required by the regulations is provided to the Chief Executive at least once in each school term. | 1.6  3.6  3.7 |
| [*Equal Opportunity Act 1984 (SA)*](https://www.legislation.sa.gov.au/LZ/C/A/EQUAL%20OPPORTUNITY%20ACT%201984/CURRENT/1984.95.AUTH.PDF)    *An Act which defines sexual harassment, prohibits other forms of unlawful discrimination including on the ground of disability and provides a complaint process through the Equal Opportunity Commission of South Australia* | Pt3 div4 (1)(a-b), (2)(a-d)  **Part 3—Prohibition of discrimination on ground of sex, sexual orientation or gender identity**  Division 4—Discrimination in education  37—Discrimination by educational authorities  (1) It is unlawful for an educational authority to discriminate against a person on the ground of sex, sexual orientation, gender identity or intersex status—  (a) by refusing or failing to accept an application for admission as a student; or  (b) in the terms or conditions on which it offers to admit the person as a student.  (2) It is unlawful for an educational authority to discriminate against a student on the ground of sex, sexual orientation, gender identity or intersex status—  (a) in the terms or conditions on which it provides the student with training or education; or  (b) by denying or limiting access to a benefit provided by the authority; or  (c) by expelling the student; or  (d) by subjecting the student to other detriment | 3.4 |
| [*Planning, Development and Infrastructure Act 2016*](https://www.legislation.sa.gov.au/LZ/C/A/PLANNING%20DEVELOPMENT%20AND%20INFRASTRUCTURE%20ACT%202016/CURRENT/2016.14.AUTH.PDF)  *On 19 March 2021 a new planning system came into effect across South Australia with all building and planning development applications assessed under the Planning, Development and Infrastructure Act 2016.*  *An Act to provide for matters that are relevant to the use, development and management of land and buildings, including by providing a planning system to regulate development within the State, rules with respect to the design, construction and use of buildings, and other initiatives to facilitate the development of infrastructure, facilities and environments that will benefit the community.* | [Planning and Design Code](https://code.plan.sa.gov.au/)  Part 1 - Rules of Interpretation  This Part sets out how the Planning and Design Code (the Code) implements the requirements of section 66 of the *Planning, Development and Infrastructure Act 2016 (the Act),* instructs the user on how the Code is to be read and applied to development assessed under the Act, and provides for other matters relevant to the interpretation and operation of the Code.  Part 7 – Land use definitions  Educational establishment: Means a primary school, secondary school, reception to year 12 school, college, university or technical institute, and includes an associated pre-school or institution for the care and maintenance of children.  [Building Code of Australia and Australian Standards](https://www.sa.gov.au/topics/planning-and-property/land-and-property-development/building-rules-regulations-and-information/the-building-code-of-australia)  Building Codes of Australia – Classes if buildings  Class 9b. An assembly building, including a trade workshop, laboratory or the like, in a primary or secondary school. | 2.11 |
| [*South Australia Child Safety (Prohibited Persons) Act* *2016*](https://www.legislation.sa.gov.au/LZ/C/A/CHILD%20SAFETY%20(PROHIBITED%20PERSONS)%20ACT%202016/CURRENT/2016.49.AUTH.PDF)  *An Act to minimise the risk to children posed by persons who work or volunteer with them; to provide for the screening of persons who want to work or volunteer with children; to provide for a system of accountability for persons working or volunteering with children; to prohibit those who pose an unacceptable risk to children from working or volunteering with children; to provide for a central assessment unit to undertake screening of persons who want to work or volunteer with children; and for other purposes.* | *Pt 4 div 2 s17(1)(b)(i)(ii)*  (1) An employer must take steps before employing person in a prescribed position unless the employer has:   * (b) verified, in accordance with the regulations, that:   + (i) a working with children check has been conducted in relation to the person within the preceding 5 years; and   + (ii) the person is not prohibited from working with children   *Pt 4 div 2 s18(1), (2)(a)(b)*  (1) An employer must not continue to employ a person in a prescribed position unless a working with children check has been conducted in relation to the person within the preceding 5 years.  (2) An employer who employs a person in a prescribed position must, at least once in every 5-year period, verify, in accordance with the regulations, that—  (a) a working with children check has been conducted in relation to the person within the preceding 5 years; and  (b) the person is not a prohibited person | 1.2  2.10  3.1 |
| [*South Australia Child Safety (Prohibited Persons) Regulations 2019*](https://www.legislation.sa.gov.au/LZ/C/R/CHILD%20SAFETY%20(PROHIBITED%20PERSONS)%20REGULATIONS%202019/CURRENT/2019.5.AUTH.PDF)  *Under the Child Safety (Prohibited Persons) Act 2016*. | *11 (1)(a)(b)(i)(ii)(c), (2)(a-c)*  **11—Verification that working with children check etc conducted**  (1) For the purposes of sections 17(1)(b)(i) and 18(2)(a) of the Act, an employer verifies that a working with children check has been conducted in relation to a person within the preceding 5 years by—  (a) accessing the records management system in accordance with any instructions of the Registrar; and  (b) interrogating the records management system in accordance with any instructions of the Registrar to determine the following information relating to the person:  (i) whether there is an entry in the records management system recording that a working with children check has ever been conducted in relation to the person; and  (ii) if a working with children check has been conducted in relation to the person—the date on which the most recent working with children check was conducted in relation to the person; and  (c) obtaining evidence of the interrogation of the records management system in accordance with regulation 19.  (2) For the purposes of sections 17(1)(b)(ii) and 18(2)(b) of the Act, an employer verifies that a person is not a prohibited person by—  (a) accessing the records management system in accordance with any instructions of the Registrar; and  (b) interrogating the records management system in accordance with any instructions of the Registrar to determine whether there is an entry in the records management system recording that the person is prohibited from working with children; and  (c) obtaining evidence of the interrogation of the records management system in accordance with regulation 19. | 1.2  3.1 |
| [*Teachers Registration and Standards Act 2004*](https://www.legislation.sa.gov.au/lz/c/a/teachers%20registration%20and%20standards%20act%202004/current/2004.57.auth.pdf)  *The Act provides a framework for the promotion and oversight of the teaching profession in South Australia. The purpose of the Act is to ensure every teacher working in South Australia is appropriately qualified, competent to teach and a fit and proper person to have the care for children and young people.* | *Pt4 20(1-2), (3)(a)(i-iii),(b)(i-iii)*  **20—Requirement to be registered**  (1) A person must not, for payment or other consideration, personally provide, or offer to provide, pre-school education, or primary or secondary education, unless the person is a registered teacher.  (2) A person must not perform the duties of a principal at a school, or of a director of a prescribed service, unless the person is a registered teacher.  (3) A person (the employer) must not—  (a) employ a person (the employee)—  (i) to personally provide, or offer to provide, pre-school education, or primary or secondary education; or  (ii) as a principal of a school; or  (iii) as a director of a prescribed service; or  (b) require or allow a person employed by the employer (the employee) to—  (i) personally provide, or offer to provide, pre-school education, or primary or secondary education; or  (ii) perform the duties of a principal of a school; or  (iii) perform the duties of a director of a prescribed service, unless the employee is a registered teacher. | 2.8 |
| [*Work Health and Safety Act 2012*](https://www.legislation.sa.gov.au/LZ/C/A/WORK%20HEALTH%20AND%20SAFETY%20ACT%202012/CURRENT/2012.40.AUTH.PDF)(SA)  (and successors)  ***The Act provides for the safety, health and welfare of persons employed or engaged in industry in South Australia****. The Act together with the Work Health and Safety Regulations 2012 (SA) set up health and safety duties to provide protections from hazards and risks in the workplace.* | *Pt1 div3 sub-div 2-7(1)(a-b)(g-h)*  7 – Meaning of a worker   1. A person is a worker if the person carries out work in any capacity for a person conducting a business or undertaking, including work as—   (a) an employee;  (b) a contractor or subcontractor;  (g) a student gaining work experience;  (h) a volunteer;  *Pt 2 div 2 19(1)(a-b), (2), (3(a-g)*  **Part 2 – Health and Safety Duties**  **Division 2 –** **Primary duty of care**  19 - Primary duty of care   1. A person conducting a business or undertaking must ensure, so far as is reasonably practicable, the health and safety of—   (a) workers engaged, or caused to be engaged by the person; and  (b) workers whose activities in carrying out work are influenced or directed by the person, while the workers are at work in the business or undertaking.  (2) A person conducting a business or undertaking must ensure, so far as is reasonably practicable, that the health and safety of other persons is not put at risk from work carried out as part of the conduct of the business or undertaking.  (3) Without limiting subsections (1) and (2), a person conducting a business or undertaking must ensure, so far as is reasonably practicable—  (a) the provision and maintenance of a work environment without risks to health and safety; and  (b) the provision and maintenance of safe plant and structures; and  (c) the provision and maintenance of safe systems of work; and  (d) the safe use, handling and storage of plant, structures and substances; and  (e) the provision of adequate facilities for the welfare at work of workers in carrying out work for the business or undertaking, including ensuring access to those facilities;  (f) and the provision of any information, training, instruction or supervision that is necessary to protect all persons from risks to their health and safety arising from work carried out as part of the conduct of the business or undertaking; and  (g) that the health of workers and the conditions at the workplace are monitored for the purpose of preventing illness or injury of workers arising from the conduct of the business or undertaking  *Pt2 div4 27(1), (5)(a-e)*  **Part 2 -** **Health and Safety Duties**  **Division 4 – Duty of officers, workers and other persons**  27 - Duty of officers   1. If a person conducting a business or undertaking has a duty or obligation under this Act, an officer of the person conducting the business or undertaking must exercise due diligence to ensure that the person conducting the business or undertaking complies with that duty or obligation   (5) In this section, ***due diligence*** includes taking reasonable steps—  (a) to acquire and keep up-to-date knowledge of work health and safety matters; and  (b) to gain an understanding of the nature of the operations of the business or undertaking of the person conducting the business or undertaking and generally of the hazards and risks associated with those operations; and  (c) to ensure that the person conducting the business or undertaking has available for use, and uses, appropriate resources and processes to eliminate or minimise risks to health and safety from work carried out as part of the conduct of the business or undertaking; and  (d) to ensure that the person conducting the business or undertaking has appropriate processes for receiving and considering information regarding incidents, hazards and risks and responding in a timely way to that information; and  (e) to ensure that the person conducting the business or undertaking has, and implements, processes for complying with any duty or obligation of the person conducting the business or undertaking under this Act; and  Examples— For the purposes of paragraph (e), the duties or obligations under this Act of a person conducting a business or undertaking may include:  • reporting notifiable incidents; • consulting with workers.  *Pt2 div4 28(a-d)*  **Part 2 -** **Health and Safety Duties**  **Division 4 – Duty of officers, workers and other persons**  28 – Duties of workers  While at work, a worker must—  (a) take reasonable care for his or her own health and safety; and  (b) take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons; and  (c) comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with this Act; and  (d) co-operate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.  *Pt2 div4 29(a-c)*  **Part 2 -** **Health and Safety Duties**  **Division 4 – Duty of officers, workers and other persons**  29 - Duties of other persons at the workplace  A person at a workplace (whether or not the person has another duty under this Part) must—  (a) take reasonable care for his or her own health and safety; and  (b) take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons; and  (c) comply, so far as the person is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person conducting the business or undertaking to comply with this Act. | 3.1  3.2 |
| *Pt3 – Incident notification*  35—What is a notifiable incident  36—What is a serious injury or illness  37—What is a dangerous incident  38—Duty to notify of notifiable incidents  39—Duty to preserve incident sites | 3.2 |

APPENDIX B

**DESIGNATED RESPONSIBLE PERSON FOR COLLATION OF EVIDENCE**

|  |  |
| --- | --- |
| **Criterion** | **Who has responsibility?** |
| **STANDARD 1 – School Governance** | |
| **1.2** |  |
| **1.2** |  |
| **1.4** |  |
| **1.5** |  |
| **1.6** |  |
| **STANDARD 2 – Student Learning and Assessment** | |
| **2.1** |  |
| **2.2** |  |
| **2.3** |  |
| **2.4** |  |
| **2.5** |  |
| **2.6** |  |
| **2.7** |  |
| **2.8** |  |
| **2.9** |  |
| **2.10** |  |
| **2.11** |  |
| **STANDARD 3 – Student Safety, Health and Welfare** | |
| **3.1** |  |
| **3.2** |  |
| **3.3** |  |
| **3.4** |  |
| **3.5** |  |
| **3.6** |  |
| **3.7** |  |
| **3.8** |  |
| **3.9** |  |

APPENDIX C

*Some features of scope, content and sequence within teaching programs:*

* description of learning area/subject, diversity of learners, year level
* description of knowledge, skills & understandings, what do students need to learn, general capabilities, learning intentions, complimentary support materials
* curriculum content, stages/levels of learning, learning progressions weekly, block of learning
* rubric of achievement standards / performance standards
* measures used to determine how well learners have met the learning intentions, differentiation
* of achievement i.e., by the end of Year, learning activities (formative, summative)

*Note: ACARA, SACE and AITSL references.*

All students are entitled to rigorous, relevant and engaging **learning programs** drawn from a challenging curriculum that addresses their individual learning needs. The Australian Curriculum recognises that the needs of all students encompass cognitive, affective, physical, social and aesthetic curriculum experiences. (ACARA)

**Standard 2.3: Detailed documented teaching programs**

As a guide to determine sufficient detail of teaching programs, check that your school template’s contain equivalent features in the table below.

|  |
| --- |
| **Overview** |
| Learning Area(s) |
| Subject name |
| Unit title/focus |
| Year level/levels |
| Unit length i.e., 3 weeks |
| **Purpose: Learning - What do we want students to learn?** |
| Australian Curriculum / SACE / IB - Content descriptors |
| Overview / Outcomes / Goals\* |
| Learning intentions / Big Ideas / Elaborations / Progressions\* |
| Concept / Essential Questions / Key Understandings\* |
| Prior learning |
| General Capabilities |
| Cross-curriculum priorities |
| **Assessment – Evidence of learning: How will we know what students have learned?** |
| Description of learning activities |
| Assessment: Formative and Summative |
| Assessment conditions i.e., observations, assignment, during lessons, practical, self/peer |
| Rubrics / Success criteria |
| Weightings (if applicable) |
| Feedback to learners |
| **Learning and Teaching Plan: What does it look like?** |
| Teaching and Learning Sequence (i.e., weekly) |
| Models used i.e., Thinkers Keys |
| Differentiation: How will the specific learning needs of individual students be catered for? i.e., extension activities, replacement of tasks |
| Resources / support materials |

\**Note: There are several terms that are used interchangeably, and others may be included.*