

Non-government Schools Registration Board Guidelines

Guidelines for an application for a change of education type to include Years 11 & 12

Purpose of this document

The purpose of this document is to provide schools seeking to apply for a change of education type to include senior secondary education (years 11 and 12) with an understanding of the matters the Board will take into account when determining whether a school meets the Standards.

This document contains the information which schools must provide to the Office of the Education Registrar as part of an application for a change of education type to include senior secondary education (Years 11 and 12).

How to use this document

This document must be read in conjunction with the *Guidelines for the re-registration of a non-government school*. It is expected that a school must be compliant with all aspects of those Standards. The content of these Years 11 & 12 Guidelines is in addition to *Guidelines for the re-registration of a non-government school*.

For each Standard – refer to the guidelines to determine what documents need to be provided at the time you are submitting your application. You should also check to ensure that you understand what the Board needs to know in order to assess your application against the Standards and how the Board will assess that information.

Each Guideline sets out the full Standard in accordance with the regulations and then provides explanatory information as to what the Board will be looking for in its assessment and a list of information required to be provided to the Office of the Education Registrar in satisfaction of the Standard.

It is important that evidence demonstrates that a school is ready to implement and to provide years 11 & 12. It is not enough to provide evidence of only planning, or ideas of how years 11 and 12 may be delivered.

A school **MUST** be ready to commence delivery of years 11 and 12 at the beginning of the year of which approval is given by the Registration Board.

The Board will be seeking evidence to confirm that a School has given consideration to enrolment numbers, class sizes and staffing numbers to provide evidence of viability and the provision of a quality learning experience for students.

The Board, Registrar or the Registration Officers may request any additional information at any time in the review process.

The following Registration Standards have been determined as the *Relevant Standards* by the Registration Board.

Standard 2 – Student Learning

Standard 3 – Curriculum

Standard 4 – Assessment and Reporting

Standard 6 – Financial Resources

Standard 7 – Staff

Standard 8 – Facilities

Standard 9 – Enrolment and Attendance

Standard 10 – Number of Students

Standard Two – Student Learning

Legislative Requirement

(1) The governing body of a registered individual school must demonstrate to the satisfaction of the Board that the school must provide education that is satisfactory for –

- (a) a registered school of the type for which it is registered; and
- (b) the kind of students that attend the school.

(2) The governing body of a registered individual school must provide a differentiated learning program to cater for the learning needs of all of its students.

(3) The governing body of a registered individual school must have processes that allow it to plan for, and achieve, improvement in student learning.

Supporting evidence

The following evidence must be provided as part of the School's application.

Student Learning

Documentation demonstrating that:

- a) The School will be able to meet the Standards required for the delivery of TASC, VET and or IB courses and learning programs for the types of students attending.
- b) All students create and are supported by an individual 'pathway plan'.
- c) The courses provided will support all students to complete Year 12 and to achieve a qualification.
- d) The School has sufficient learning and assessment resources to support the delivery of each course being delivered, including those that are 'on-line' and those auspiced by an external provider.
- e) Courses to be offered are identified in advance and comprehensive scope and sequence documents are constructed by the teachers who will deliver and assess the courses.
- f) If on-line learning programs and VET courses delivered by an external RTO are to be used, that memorandums of understanding have been agreed to.

Appropriate pedagogical practices include:

- *Teaching, learning and assessment approaches that will support students in meeting TASC, VET and IB standards both internally and externally.*
- *A template or example of 'differentiation' strategies for submission to TASC for 'special consideration' for a student will need to be made available on request by the reviewer.*

Kinds of students

- g) Form Standard 2 – Student Learning (Kinds of Students)
- *This form should contain the number of students who will be submitted to TASC for 'special consideration'.*

Improvement in student learning

- h) There must be evidence in the form of a documented strategy to plan for and improve student learning outcomes.

Such a strategy must include statements of:

- *Reports on teachers' observations of the DoE Moderation processes and their understanding of how assessment adjustments are made.*
- *Differentiation plans to support diverse students in meeting TASC, VET and IB learning outcome standards and competencies.*
- *Formative and summative assessment reporting processes and their accessibility for students and parents.*

Standard Three – Curriculum

Legislative Requirement

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(Please refer to the Board Guidelines for the Re-registration of a Non-government School to view the full legislative requirements associated with Standard Three - Curriculum for kindergarten, primary and secondary education types).

(5) The governing body of a registered individual school that provides senior secondary education must have a curriculum for that senior secondary education that–

(a) is accredited or recognised by –

(i) the Office of Tasmanian Assessment, Standards and Certification, as continued under [section 7 of the Office of Tasmanian Assessment, Standards and Certification Act 2003](#) ; or

(ii) the International Baccalaureate; or

(iii) an Australian Curriculum, Assessment and Reporting Authority-approved course for senior secondary education; or

(b) is vocational educational and training within the meaning of the [Training and Workforce Development Act 2013](#) .

Supporting evidence

For senior secondary schooling, the subjects to be offered must be TASC accredited or recognised, the International Baccalaureate, nationally recognised Vocational Education and Training (VET) or other course approved by ACARA.

The following documents must* be provided as part of the School's application.

* A school may elect to provide the Registration Officer/s with access to the School's Learning Management System rather than providing printed hard copy documents as evidence for the following:

- a) Evidence that preparations have been made to (that registration with TASC has taken place) register with TASC, in order to deliver TASC courses. There is information about this process (due by mid-February of the year of providing/due by October of the year prior to the delivery of courses) on their website at: www.tasc.tas.gov.au
- b) Evidence must be sighted that the School is able to meet the ten standards required by TASC to provide accredited Tasmanian senior secondary courses.

(The standards are contained in the document STANDARDS FOR THE PROVISION OF TASC-ACCREDITED SENIOR SECONDARY COURSES (2020).)

c) Evidence the School has the capacity and experience to be involved in the following TASC QA actions/activities:

- **An on-site audit.** This is usual practice for independent schools in their first year or so of Year 11/12. An OER Officer may act as an observer at the TASC audit.
- **Desktop audits.** These usually happen in the first part of the year. Whether the school will be involved will depend on which courses it is delivering, as only some courses are selected for this type of QA.
- **QA Meetings.** Whether the school will be involved will depend on which courses it is delivering that year as only some courses are selected for this type of QA.

Meetings are held in September and a report sent to schools by the start of Term 4. A second report is sent the following year in the first week or so of Term 1. It is recommended that the school sends representatives/observers to several TASC QA.

Meetings in the previous year in order to provide evidence of their professional learning, skills development and readiness.

- **Regional QA Workshops.** These are designed to empower schools new to Year 11 and 12 to better understand TASC's requirements, to undertake self-evaluation of systems and procedures, and to formulate a QA Improvement Plan to guide future continuous improvement.
- Evidence that they have the capacity and experience to undertake any 'moderation' activities co-ordinated by Curriculum Services.

See <https://11and12.education.tas.gov.au/moderation/>

It is highly recommended that the school sends representatives/observers to several 'moderation' meetings in the previous year in order to provide evidence of their professional learning, skills development and readiness.

- Where schools intend to provide VET or IB courses, evidence that those courses are in accord with the ASQA and International Baccalaureate requirements.

Standard Four – Assessment and Reporting

Legislative Requirement

The governing body of a registered individual school must have a student assessment policy and a reporting policy that are consistent with the relevant requirements of the Australian Government.

Supporting evidence

The following documents must be provided:

- a) For schools who use a parent/student portal for continuous reporting, evidence must be provided of how this operates. Schools utilising a term or semester style of reporting should provide evidence of the documents used.
- b) Evidence must be provided of the communications with students and parents regarding the assessment policies and processes (both internal external) managed by TASC, ASQA (Australian Skills Quality Authority) and IB (International Baccalaureate).
- c) Evidence must be provided that TASC Standards 3, 4, 5, 6, 7, 8 and 9 for the provision of TASC accredited senior secondary courses will be met.

Standard Six – Financial Resources

Legislative Requirement

A registered individual school must have sufficient financial resources to provide education and learning programs of the kind referred to in [clause 3\(1\)](#) and [\(2\)](#).

Supporting evidence

The following evidence must be provided as part of the School's application.

- a) budget and forecast budget entries that take account of the specific costs of providing for this level of education.
- b) Details of staffing costs, capital development and general teaching, learning and co-curricular resource allocation should be made clear.

Schools may be requested to submit additional evidence in relation to ongoing financial viability and management.

Standard Seven – Staff

Legislative Requirement

- (1) The governing body of a registered individual school must demonstrate that all staff employed at the school in teaching roles are, registered teachers, within the meaning of the [Teachers Registration Act 2000](#).
- (2) The governing body of a registered individual school must demonstrate that all staff employed at the school, whether in teaching roles or other roles, are, , registered under the [Registration to Work with Vulnerable People Act 2013](#) to engage in the regulated activity of a child-related service, within the meaning of [Division 1 of Part 2 of the Registration to Work with Vulnerable People Regulations 2014](#).
- (3) The governing body of a registered individual school must demonstrate that the school complies with the [Registration to Work with Vulnerable People Act 2013](#) in relation to all staff and volunteers at the school.
- (4) The governing body of a registered individual school must have professional development plans, for all professional staff employed at the school, that are consistent with guidelines issued by the Australian Institute for Teaching and School Leadership Limited (ABN 17 117 362 740).

Supporting evidence

The following evidence must be provided as part of the School's application:

- c) Evidence that teaching staff are qualified, current and experienced to deliver and assess courses at this level in accordance with the quality assurance processes of the school and all relevant external bodies.
- d) Evidence that teaching staff have attended professional learning and training regarding the appropriate pedagogical approaches, development of scope and sequence and the standards required by the various assessment and qualifications authorities (TASC, IB and ASQA).

Standard Eight – Facilities and Environment

Legislative Requirement

- (1) The governing body of a registered individual school must demonstrate that the buildings, facilities and grounds of the school comply with all relevant laws.
- (2) The governing body of a registered individual school must provide a physical environment and facilities that –
- (a) are safe; and
 - (b) are suitable for the age groups of the students that will be in that environment and using those facilities; and
 - (c) enable the delivery of the curriculum to students; and
 - (d) enable the delivery to the students of a diverse range of experiences which promote learning and development.

Supporting evidence

The following evidence must be provided as part of the School's application:

- a) The School has appropriate facilities available to provide a senior secondary curriculum including TASC approved, VET and IB courses.

If the School is intending to commence Years 11 and 12 before facilities subject to capital grants are ready for use, evidence of that the temporary facilities the school will use in the meantime are suitable.

Standard Nine – Enrolment and Attendance

Legislative Requirement

(1) The governing body of a registered individual school must demonstrate that the school has enrolment and attendance procedures that –

- (a) comply with all relevant laws; and
- (b) are detailed in written documents in a clear and concise manner.

(2) The governing body of a registered individual school must demonstrate that the school complies with all relevant Ministerial instructions relating to evidence of the identity of students and their parents.

Supporting evidence

The following evidence must be provided as part of the School's application.

- a) Enrolment policy and procedures that includes a process for 'independent' students.

Consideration should be given to including terms and conditions if a student enrolls as 'independent' or becomes 'independent' during the time of their enrolment.

Students who enrol as 'independent', accepting of their responsibility to meet the requirements of the Education Act 2016, should complete an enrolment application form acknowledging this.

The same should apply to students who become 'independent' following the completion of the enrolment application made by their parents/guardians. Reporting lines, next of kin and fees agreements should be clarified.

- b) Attendance policy and procedures that includes a process for monitoring and recording student attendance should 'free lines' occur either at the beginning of the school day or towards the end of the school day. For any time during the school day.

Standard Ten – Number of Students

Legislative Requirement

- (1) The governing body of a registered individual school must demonstrate that the number of students who attend the school, in the year levels for which the school be registered, are sufficient to establish and maintain the school's financial and educational viability.
- (2) The governing body of a registered individual school must ensure that the school class sizes are appropriate to meet the educational, social and supervision needs of the students in those classes.
- (3) The governing body of a registered individual school must demonstrate that not more than half of its students are the children of the principal and staff of the school.

Supporting evidence

The following evidence must be provided as part of the School's application:

- a) Where numbers of senior secondary students are small, the School is able to provide access to age appropriate socialising opportunities outside of the school.

Appropriate socialising opportunities outside of school may include participation in debating teams, sporting teams, performance opportunities, community involvement with senior secondary students from other schools etc.