



Office of the  
Education  
Registrar

# Non-Government Schools Registration Process

2021 Survey Outcomes

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## Introduction

The Registrar, Education is responsible for administering the non-government school's registration process and for the operational aspects of the regulatory process. The Registrar then reports to and advises the Non-Government Schools Registration Board.

The Registrar and the Office of the Education Registrar (the OER) is committed to improving its processes associated with the re-registration of non-government schools in Tasmania.

The OER recognises that it is important to be aware of, and to action areas where improvement is necessary. Improvements extend to the provision of quality of information and advice about the registration process, as well as the interactions with school staff before, during and after the registration visit by the OER and our Registration Officers.

In 2021, the OER undertook a feedback survey to identify areas for improvement as well as areas that are currently done well.

Survey participants were requested to provide open and honest feedback so that the OER can review our processes and to work on areas for improvement.

Feedback sought to identify areas that our staff and Registration Officers may need professional development to further develop their knowledge and skills in the regulation of registered non-government schools in Tasmania.

## Survey design

The Survey was split over 2 parts and each part focused on different areas of the registration process.

### Part I – Information Sessions and Board Guidelines

Part I of the Survey sought to obtain feedback about the Information Sessions conducted by the Education Registrar.

A number of questions centred around a Principal's understanding of the registration process, the Registration Standards as well as the *Board Guidelines for the re-registration of a non-government school*.

Part I asked questions about the Board Guidelines to confirm if they were fit for purpose and provided school staff with information about the Registration Standards and what documentation was required to be provided as part of the re-registration process.

In August 2020 and 2021, the Registrar held information sessions for schools who were required to undergo the re-registration process in the following year.

These sessions were co-hosted by the OER and IST Tasmania whose continued support is much appreciated.

## Part 2 – Registration Process

Part 2 sought to obtain feedback about the registration process. The OER uses a two-step process during a review. The first step consists of a desktop assessment of the documentation provided to determine if the documents provide meet the Registrations Standards. Documents include school policies and procedures and other types of documents such as plans and risk registers.

The second part consists of a visit to the school to meet with the School's Leadership team including members of the School Governing Board and the School Business Manager (finance manager or school treasurer).

The purpose of the registration visit is to review the school's policies and procedures and to see these documents being used in the school environment.

The Board feels very strongly that whilst a school can have well documented policies and procedures, it is the practice and testing of these that demonstrates whether a school is compliant with the Registration Standards.

## Survey Participants

### 2021 (4)

Glenn Mace, Principal	Leighland Christian School
Wendy Rubrick, Principal	Eastside Lutheran College
Adrian Bosker, Principal	Launceston Christian School
Margaret Louw, Principal	Channel Christian School

### 2020 (12)

Julie Leitch, Principal	The Cottage School
Sean O'Rourke, Deputy Principal	The Friends School
Scott Winkler, Principal	Emmanuel Christian School
Nic Page, Principal	Indie School Devonport
David Noble, Principal	Australian Christian College – Hobart
Ron West, Principal	Australian Christian College – Burnie
Martin Howell, Principal	Australian Christian College – Launceston
Stephen Littlewood, Principal	Hilliard Christian School
Daniel Coote, Principal	John Calvin School
Rosemary Lincolne, Principal	Geneva Christian School
Brayden Morton, Principal	NorthWest Christian School
Dianne Hooley, Principal	Newstead Christian School

## Findings of Survey and internal review by OER

Overall, the response to the Survey was very positive.

Part one shows that participants increased their level of knowledge about the Registration Standards, Board Guidelines, and the registration process generally.

- a) Prior to the Sessions, Principals were 'somewhat familiar' or were 'very familiar' with the Registration Standards and the Board Guidelines.
- b) The information provided at the sessions were 'very useful' when preparing for the re-registration process. Almost all Principals felt that their understanding of the registration requirements was 'better', or 'much better'.
- c) The face-to-face delivery of the sessions was well received, with some participants finding the sessions reassuring to be offered guidance and support as needed throughout the process.
- d) Principals appreciated the opportunity to develop a shared understanding about the language and terminology used in the Board Guidelines, as well as to what to expect at the registration visit.
- e) It was apparent that the contents of the Board Guidelines and the evidence that is required to be provided as part of the process is clear. No participant was of the view that the Guidelines are 'not so clear'.

Part two shows that the Registration Officers are responsive to queries, provide good advice about the process and demonstrate that they wish to support schools in achieving compliance with the Standards.

- a) The provision of advice from the OER was of a high quality. However, the timeliness and responsiveness to enquiries is an area where improvement can be made. Principals were of the view that the Registrar and OER staff are well informed, professional, helpful with a supportive approach.
- b) Principals were of the view that Registration Officers were also well informed of the registration requirements and were able to provide advice that was helpful to them. Overall, Registration Officers were responsive in a timely manner and were able to quickly provide them with the advice sought.
- c) It was apparent that leading up to, and during the registration visits, Principals felt well supported by Registration Officers. Principals were always provided with opportunities to provide additional information or clarifying statements concerning the school's documentation and practice. However, a small number of principals advised that some of the evidence had already been provided and had been overlooked.
- d) It was apparent that Registration Officers spent an appropriate amount of time at the school for the visit.
- e) The comments contained within the Registration Reports were useful to Principals and most were likely to use these for ongoing improvement of their school's practices.
- f) Overall, most Principals rated the registration process as positive or very positive.
- g) Most Principals were of the view that the OER and the Registration Officers conduct the registration process in a supportive and helpful way whilst also ensuring that Schools meets the regulatory requirements, or to help them achieve those requirements.

## Areas of Improvements arising from Survey

Area of focus	Strategies for improvement
<p><b>Timeliness: responding to stakeholders</b></p> <p>A common thread from respondents was that OER Staff were difficult to get hold of, or that a person waited some time before contact from the Office was made</p>	<p>Development and mentoring of Operations Support Officer about the NGS Registration Process, and/or development of knowledge about the other streams of OER work.</p> <p>Review task and duties performed by Assistant Registrar to enable adequate time to complete tasks relating to the registration of NGS and supporting the NGSRB.</p> <p>Review Staffing resources allocated to support the Assistant Registrar and Registrar in the regulatory process</p>
<p><b>One person dependencies within the Office of the Education Registrar</b></p> <p>The OER has two staff members who work within the NGS stream of work. This concern is also connected to the timeliness in responding to stakeholders.</p>	<p>Development and mentoring of Operations Support Officer about the NGS Registration Process, and/or development of knowledge about the other streams of OER work.</p> <p>Review task and duties performed by Assistant Registrar to enable adequate time to complete tasks relating to the registration of NGS and supporting the NGSRB.</p> <p>Review Staffing resources allocated to support the Assistant Registrar and Registrar in the regulatory process</p>
<p><b>Requirement to provide 'Signed' Copies of Documentation - Standard I</b></p>	<p>Advise Registration Officers at 2022 Personal Development Session and Registration Briefing that these documents must be endorsed by the Governing Body. However, evidence of this endorsement can be provided in various ways, such as the Chair's signature on the document including an e-signature, a minute of a Board meeting, or a letter from the Chair.</p>

## Areas of Improvements arising from an internal review and reflection

In mid-2021, the Registrar and Assistant Registrar undertook a review of the OER processes associated with re-registering a school and identified the following areas for improvement. Work was undertaken to make improvements, to implement new processes, or to provide information to School Principals.

Area of focus	Strategies for improvement
<p><b>Consistent advice and assessment of compliance against the Standards</b></p> <p>Overall, the Survey showed that Registration Officers have a very high understanding of the Registration Standards and the interpretation of the required evidence to demonstrate compliance.</p>	<p>To support the ongoing development of Registration Officers, the Registrar will continue to hold professional development sessions for these staff.</p> <p>The Registrar will continue to invite Registration Officers to attend any information briefings held for NGS to again hear the information provided, and the messaging. This is to ensure that similar messages and interpretation of the Standards are being heard by both the Schools and the RO's.</p>
<p><b>Registration documentation to be provided by Schools.</b></p> <p>Schools are required to provide documentation as outlined in the Board Guidelines. On occasions, schools forget to include some documentation.</p>	<p>In 2022, the OER has provided a blank report template that can be used by schools as a checklist to confirm that they have submitted the required documentation.</p> <p>The Blank Report Template will also serve to provide information about the what the Registration Report looks like, and what to expect when receiving the</p>

Area of focus	Strategies for improvement
	completed report once the registration process is completed.
<p><b>Non-Government School Briefings</b>  <b>Time allocated for briefing</b>  Insufficient time allocated for briefings resulting in rushed delivery of content and inability to tease out aspects of evidence required.</p>	<p>In 2022, the Registrar will continue to hold Briefings for Schools due to undergo the re-registration period the following year.  The time allocated for these briefings will be increased from 2 hours to at least 3-4 hours due to the amount of information to be shared.</p>
<p><b>Length of Registration Periods</b>  Consistent recommendations made to the Board about the length of registration for individual schools</p>	<p>In 2021, the NGSRB and the Registrar developed a Rubric which outlines the matters that the NGSRB considers when determining the length of registration period.  In 2022, the Rubric will be made available on the NGSRB and OER websites. It will also be distributed to all NGS, IST Tasmania and Catholic Education Tasmania.</p>
<p><b>Provide an opportunity to rectify areas of non-compliance</b> before registration report is considered by the NGSRB</p>	<p>In 2021, the OER began a new process whereby a Registration Report was reviewed by Registrar and where there were areas of non-compliance, the school was provided with an opportunity to rectify any issues before the Report was presented to the Board.  This process will continue in 2022, and schools will be provided with an opportunity to respond and rectify issues.  Schools will also be provided with the Length of Registration Period Rubric, which outlines the matters that the NGSRB considers when determining the length of registration period.</p>
<p><b>Review of OER Website – content relating to non-government schools</b>  Review of its website information relating to Non-government Schools.</p>	<p>In 2021 a review of the websites was undertaken which resulted in new headings and the linking of information relevant to the Registration Standards.</p>
<p><b>Management of Complaints</b>  Develop a Complaints management Policy that outlines how the Board will handle complaints concerning non-government schools.</p>	<p>In 2021, the OER developed a Complaints Management Policy. This policy is available on the Board's website as well as the OER website under Non-Government Schools.  The Assistant Registrar is responsible for the handling of complaints and responding to enquiries to support persons making a complaint as well as for providing impartial advice about the process to the school concerned.</p>

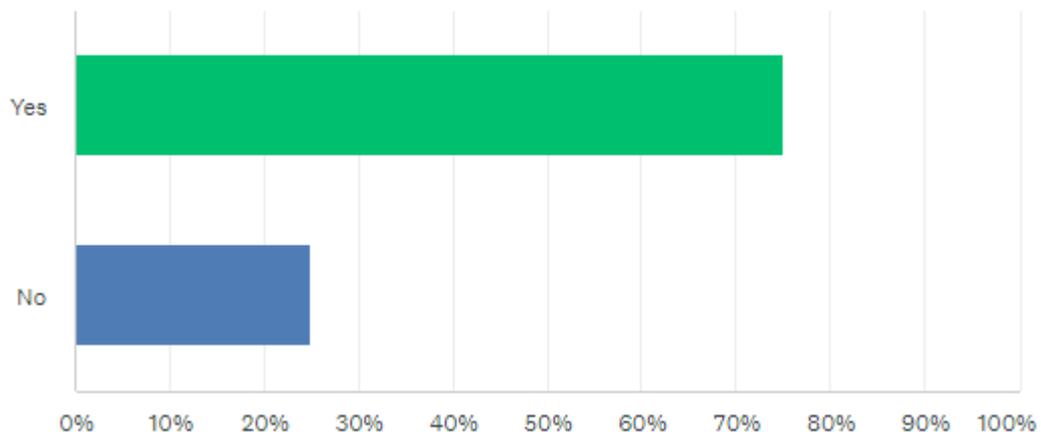
# Results: Part I – Information Sessions & NGSRB Guidelines

## Q1 Names of person responding to survey

Refer to page 4 above, Survey Participants.

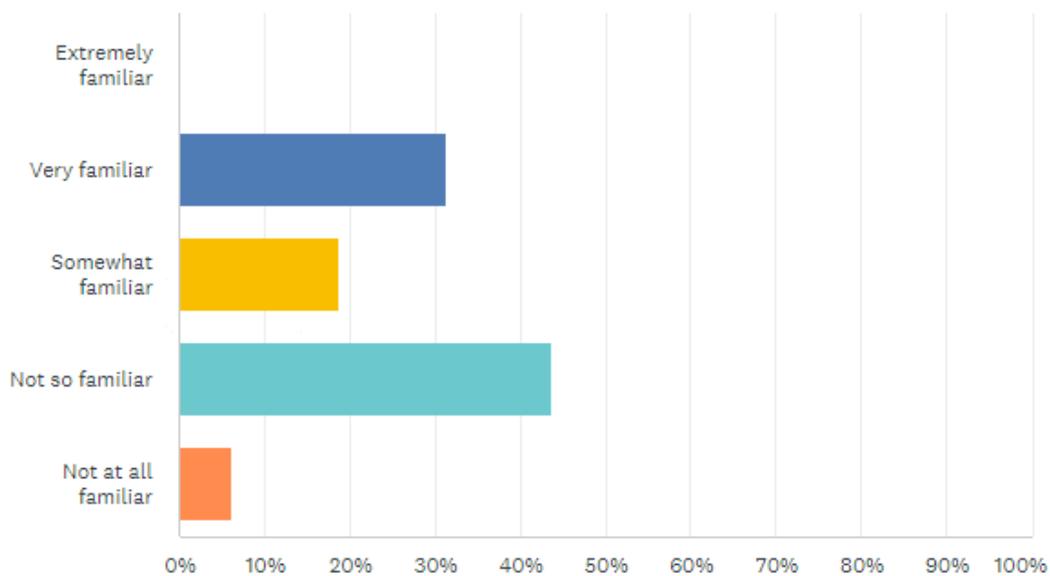
## Q2 Did you attend a Non-government Schools information session in 2019 or 2020

Answered: 16 Skipped: 0



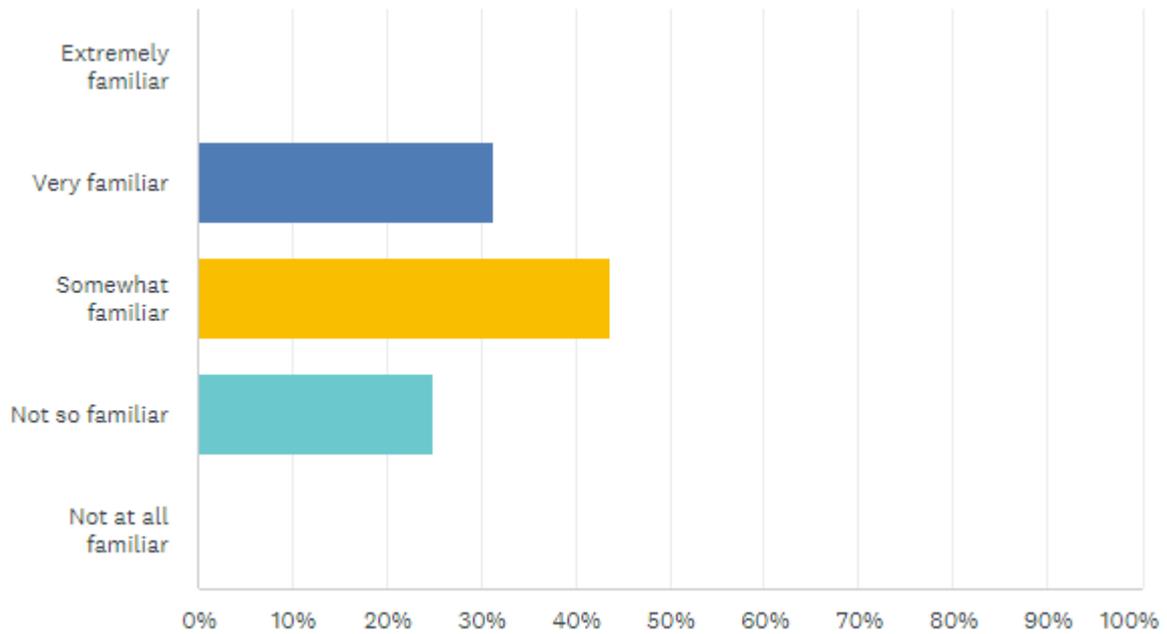
## Q3 Thinking back to 2019 or 2020 and prior to attending the Information Session, how would you have described your understanding of the Re-registration Process?

Answered: 16 Skipped: 0



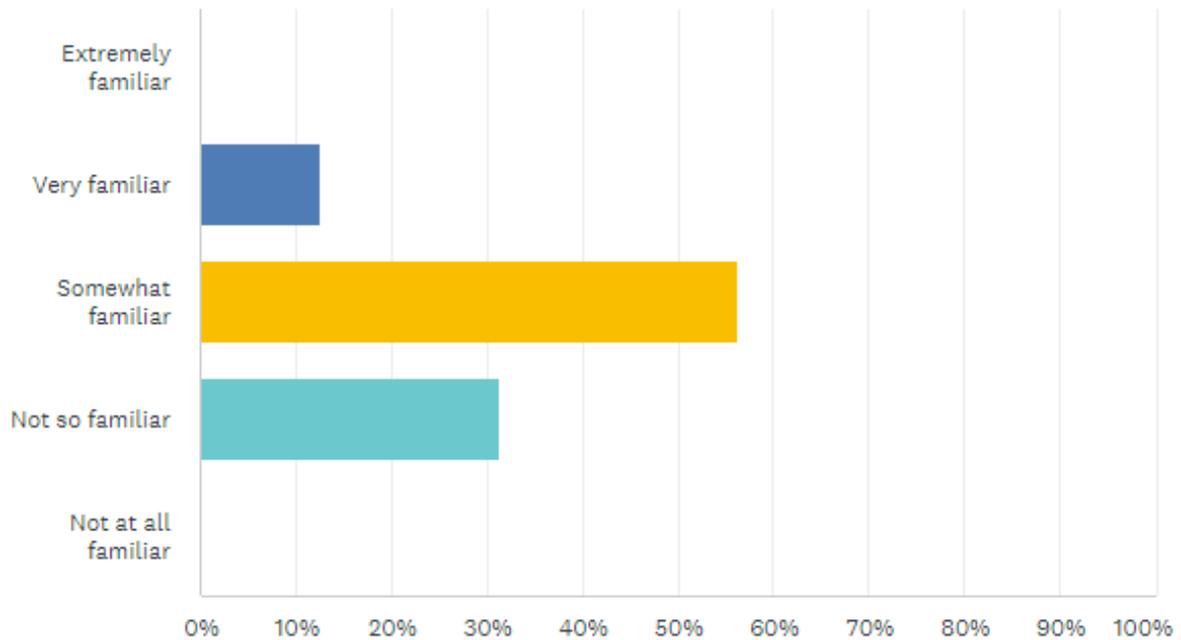
Q4 Thinking back to 2019 or 2020, and prior to attending the Information Session, how would you have described your understanding of the Registration Standards?

Answered: 16 Skipped: 0



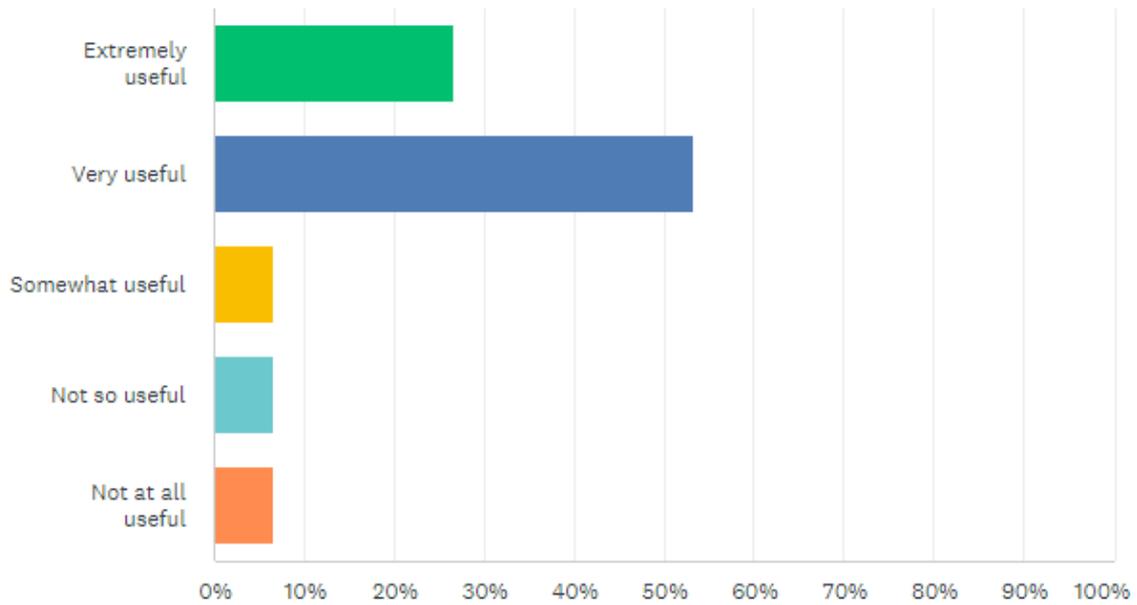
Q5 Thinking back to 2019 or 2020 and prior to attending the Information Session, how would you have described your understanding of the Board Guidelines?

Answered: 16 Skipped: 0



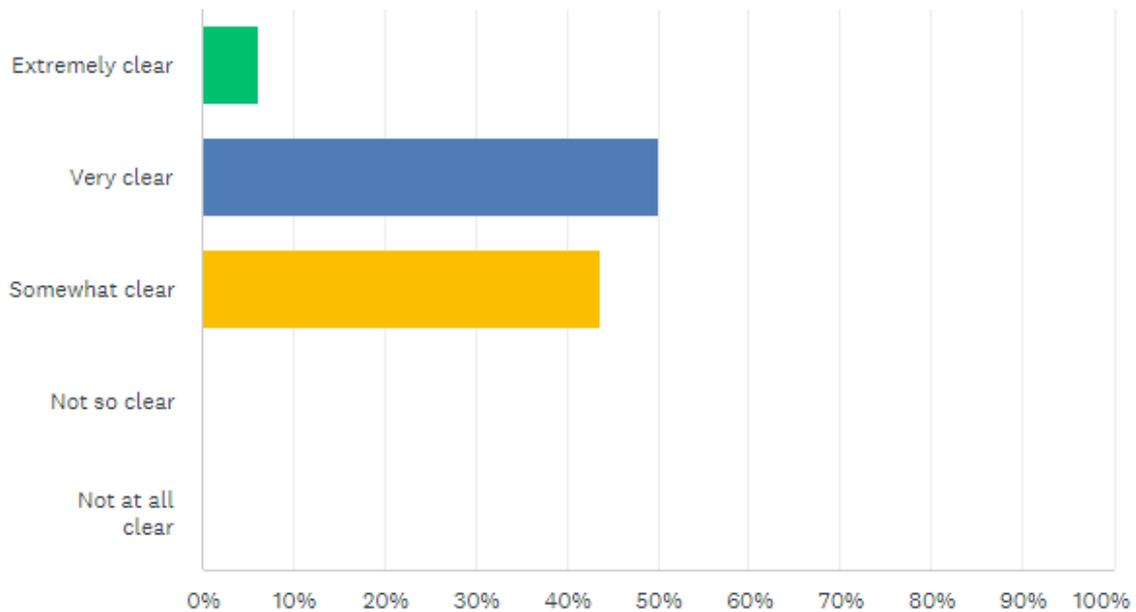
Q6 How useful was the information provided at the Session to prepare for the re-registration process

Answered: 15 Skipped: 1



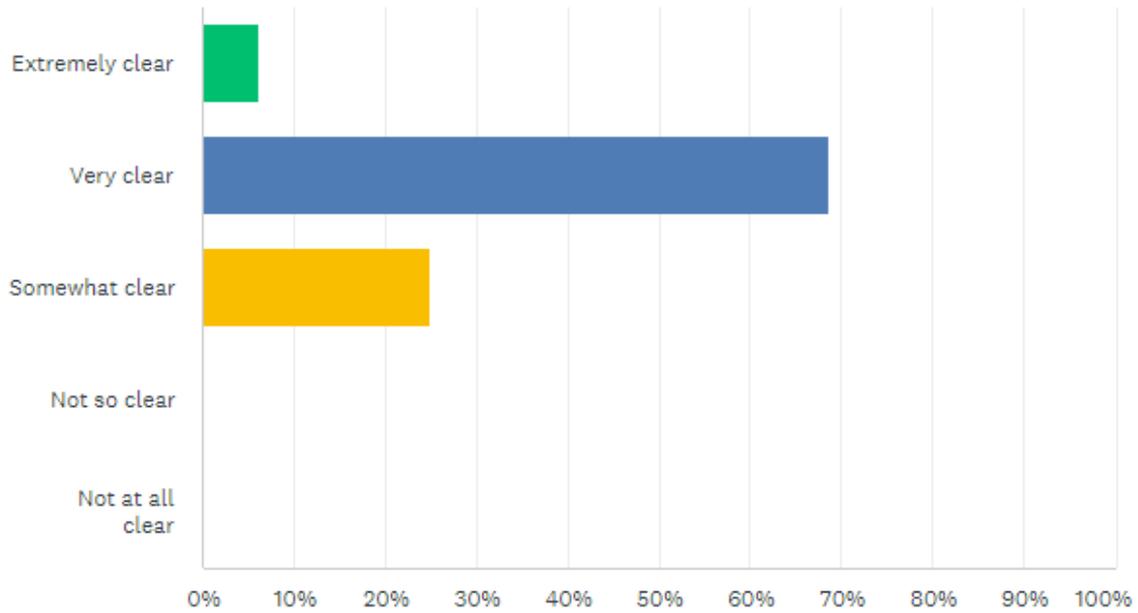
Q7 Considering the information contained in the Board Guidelines, how straightforward or understandable is the information contained in the Board Guidelines?

Answered: 16 Skipped: 0



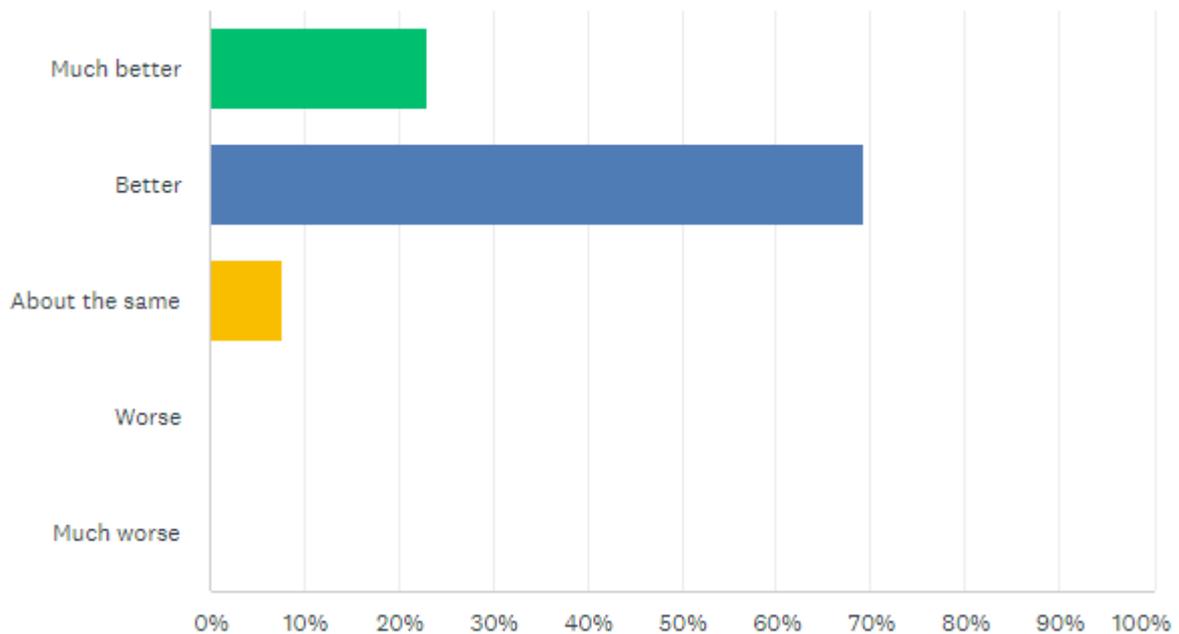
Q8 Are the Guidelines clear as to what evidence (documentation) you needed to provide for the registration process, and to demonstrate compliance against a registration standard?

Answered: 16 Skipped: 0



Q9 Thinking back to after the Information Session, was your understanding of the Registration Process, Standards and Guidelines improved in any way?

Answered: 13 Skipped: 3



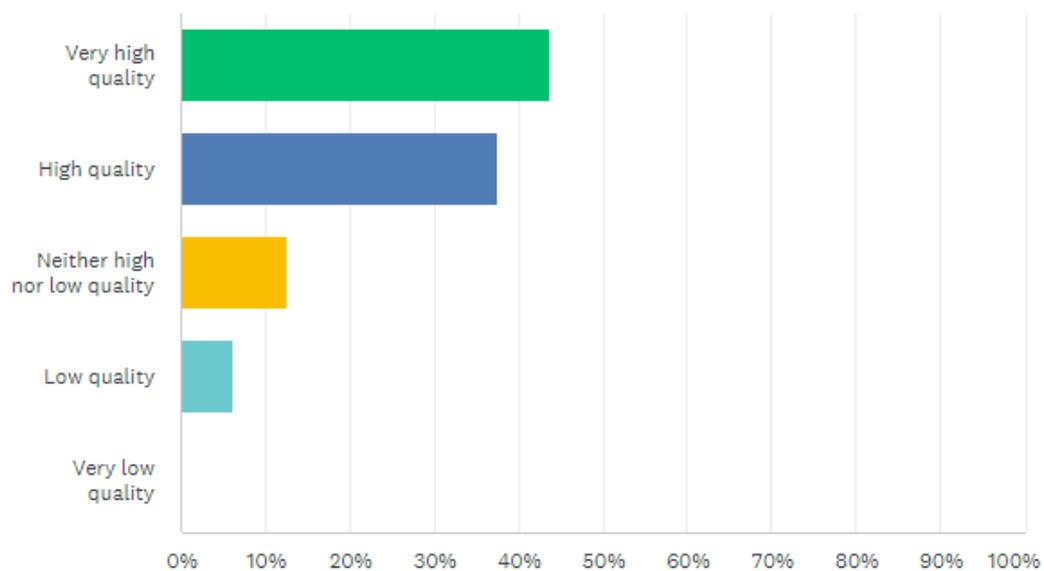
## Results: Part 2 – Registration Process

Part 2 of the Survey sought to find out how the Office and staff interacted with stakeholders and if advice being provided was consistent, supportive, and responsive for them.

Its intention was to also identify how the registration process was working in practice and if anything required review. This Part also sought to identify if the content of the registration reports was useful.

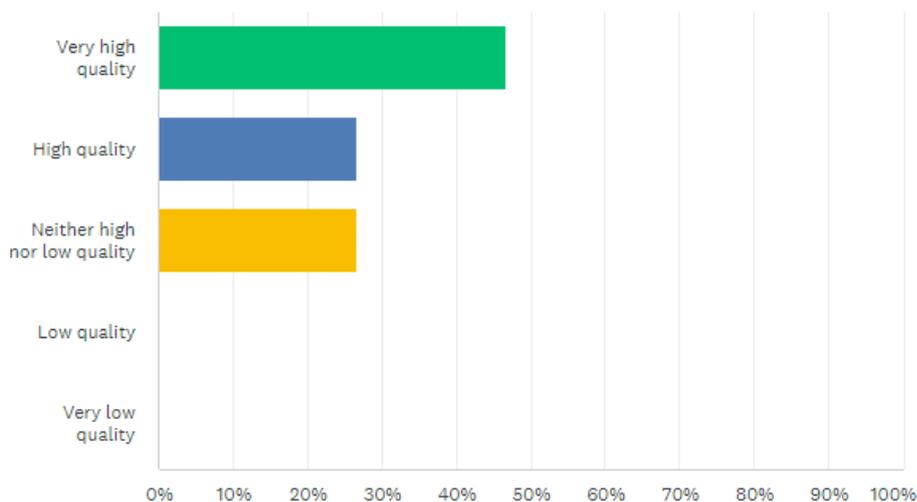
Q1 How would you describe your interactions with the OER about the registration process? - Quality of communication with the OER Staff (not registration officers).

Answered: 16 Skipped: 0



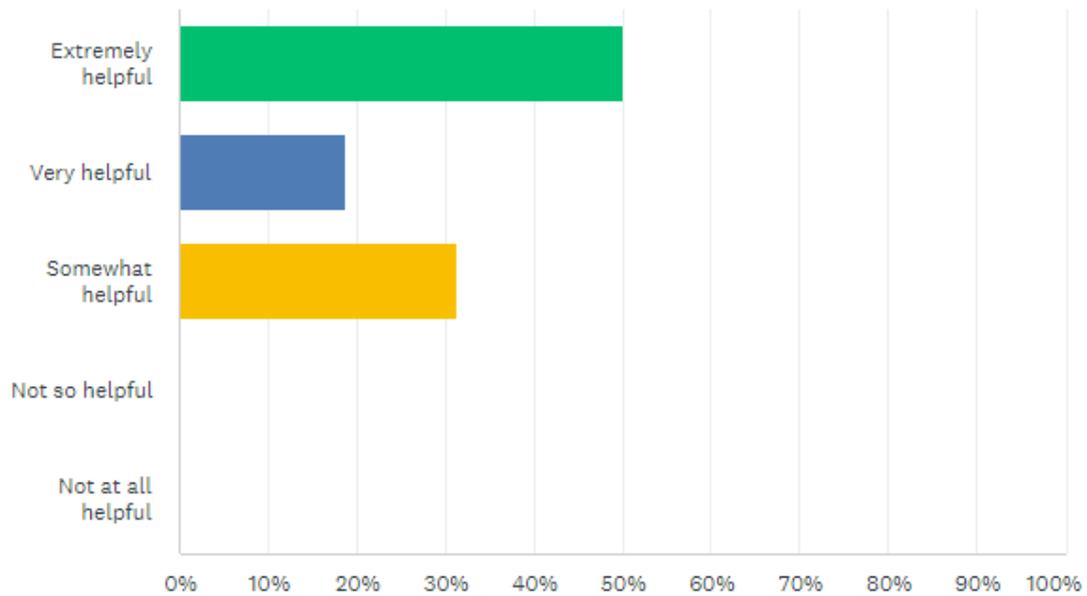
Q2 How would you describe your interactions with the OER about the registration process? - Quality of information provided by the OER Staff (not registration officers).

Answered: 15 Skipped: 1



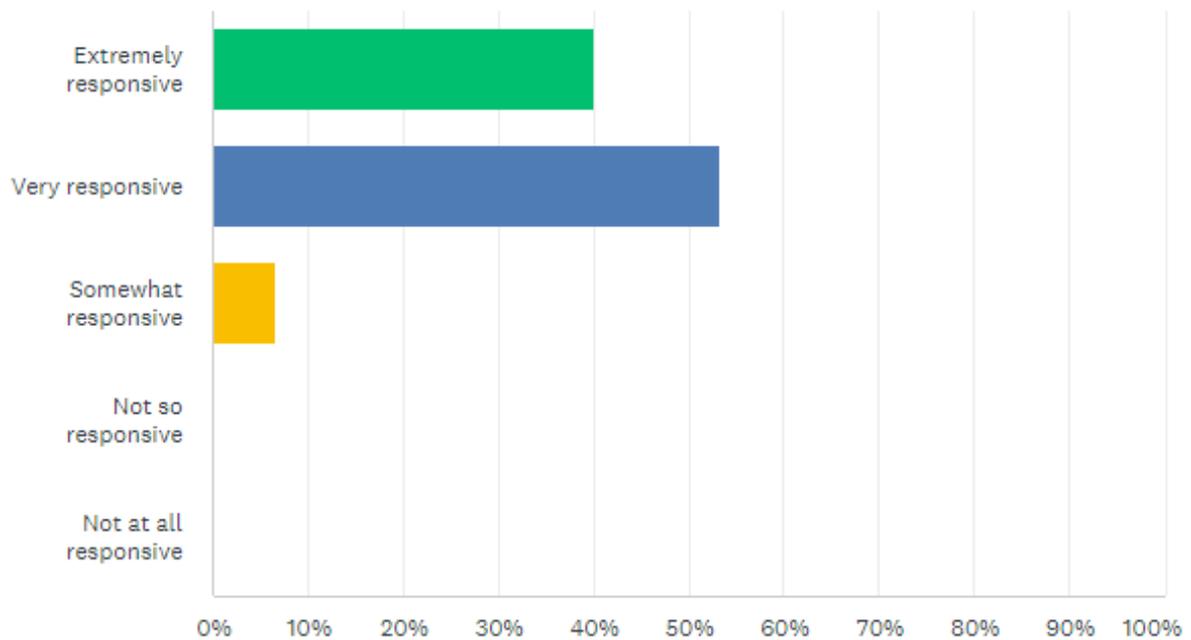
Q3 How helpful was the advice provided by the Registration Officers in response to your questions or concerns

Answered: 16 Skipped: 0



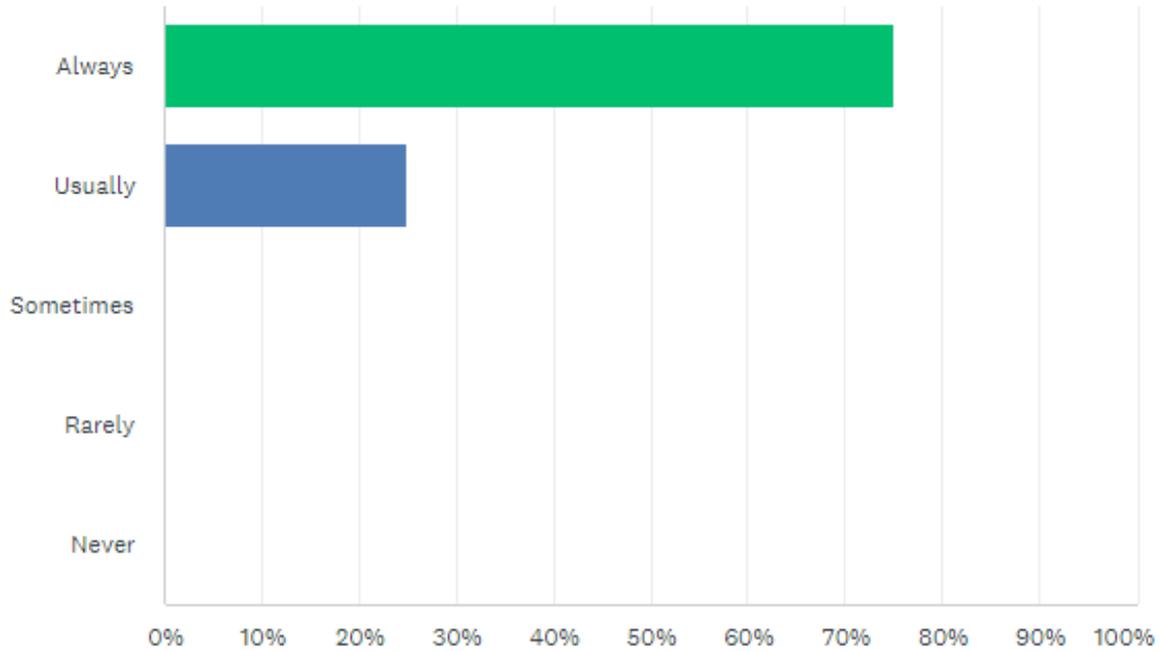
Q4 How responsive were the Registration Officers to your questions or concerns about the registration process?

Answered: 15 Skipped: 1



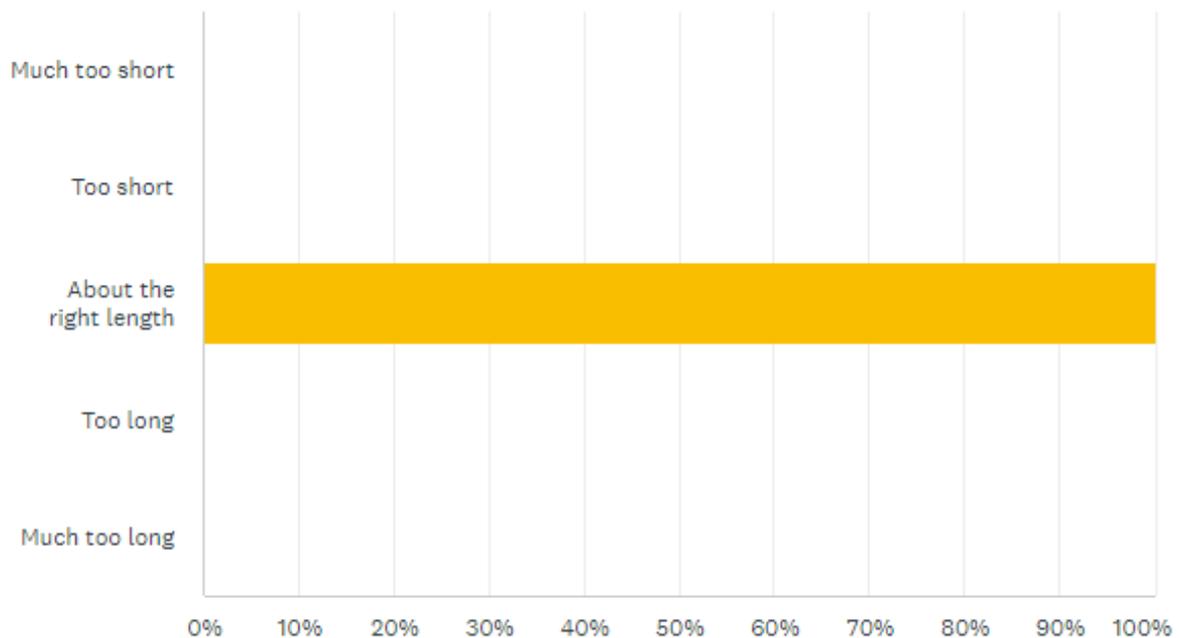
Q5 Prior to, during, and after the Registration Visit, did the Registration Officers provide you with opportunities to provide additional documentation or clarifying statements concerning the school's documentation and practice.

Answered: 16 Skipped: 0



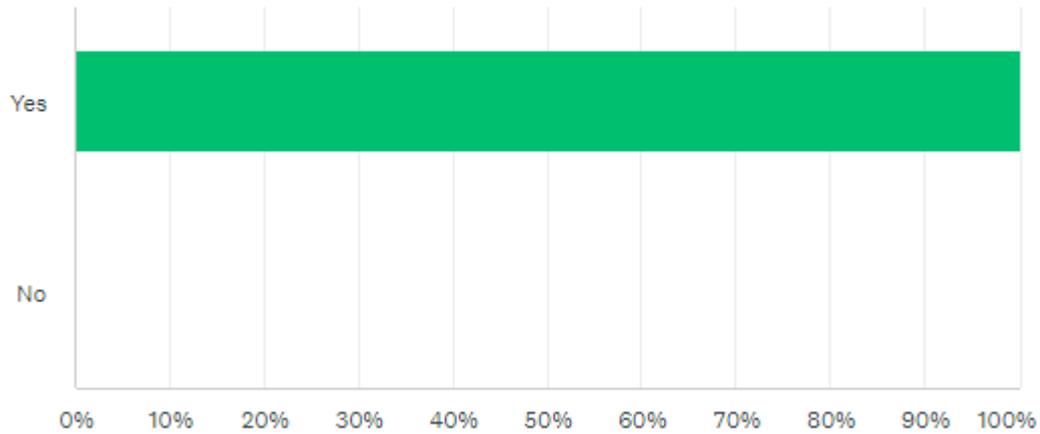
Q6 Did the Registration Officers spend an appropriate amount of time at the School for the visit?

Answered: 16 Skipped: 0



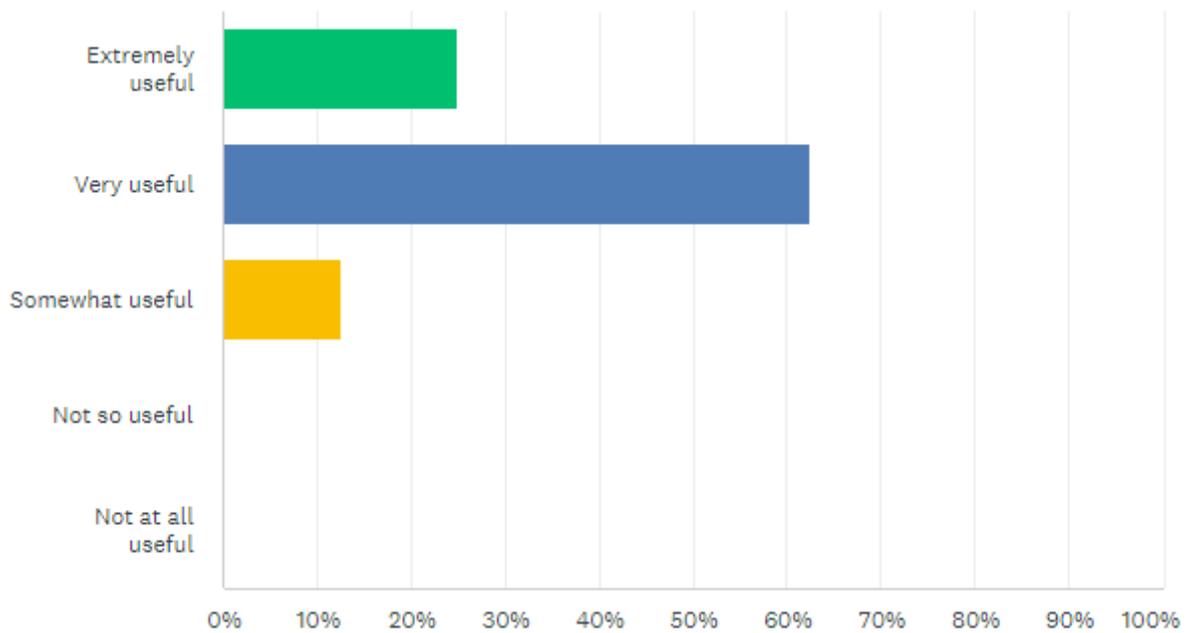
### Q7 Did you receive a copy of the Registration Report?

Answered: 16 Skipped: 0



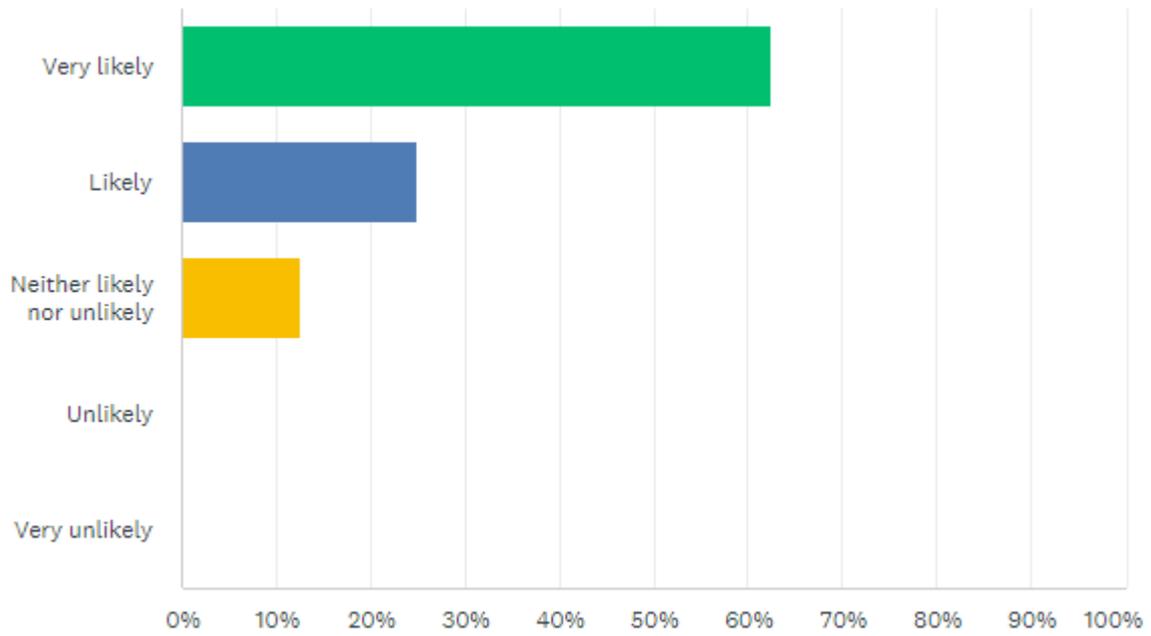
### Q8 How useful were the comments contained in the Registration Report

Answered: 16 Skipped: 0



### Q9 How likely are you to use the information /comments contained in the Registration Report for ongoing improvement of the School?

Answered: 16 Skipped: 0



Q10 Overall, how would you rate the registration process experience?

Answered: 16 Skipped: 0

