

Proformas for document audits for individual schools

The following proformas (A to D) list the documentation that a non-government school must maintain during any period of registration in order to demonstrate compliance with the requirements for registration and accreditation.

Proforma A: requirements for registration and accreditation

Proforma B: requirements for schools with boarding facilities

Proforma C: requirements for approving an outside tutor and/or accessing an external provider

Proforma D: requirements in relation to school annual reports

The requirements for registration and accreditation are detailed in the *Registered and Accredited Individual Non-government Schools (NSW) Manual* ('the Manual').

By listing the required documentation as detailed in the Manual, the proformas provide a useful checklist for schools undertaking a self-review or document audit process. They aim to assist a school to identify the policies and procedures currently in place at the school to meet the requirements. Once completed, the proformas provide a record of the location of these policies and procedures.

The proformas are intended to supplement, not replace, the Manual. The Manual provides a full description of the requirements.

Proforma A: Identifying existing school documentation that meets the requirements for registration and accreditation

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Proprietor						
evidence that the school's proprietor is a legal entity approved by the Minister to operate an individual registered non-government school (e.g. memorandum, constitution, article of association, a trust deed or incorporation document)	3.1					
Staff – Teaching staff responsible for delivering the curriculum						
A non-government school must have a teacher accreditation authority that has been approved under NESAs TAA Guidelines.	3.2.1					
copies of qualifications used to determine the suitability of each teacher and copies of teacher accreditation documentation	3.2.1					
details, including the qualifications and teaching experience, of all part-time and full-time teaching staff	3.2.1					
the school's documented plan for providing alternate qualified teaching staff in the event that regular teaching staff are unavailable	3.2.1					
how the <i>Australian Professional Standards for Teachers</i> and other policies of NESAs as provided by the TA Act are being implemented, including: <ul style="list-style-type: none"> – processes for supporting teachers in attaining and maintaining accreditation, including the induction, mentoring and professional development of teachers – processes for improving the collective standard of teaching at the school including, professional collaboration aimed at improving teacher practices and student outcomes 	3.2.1					
Curriculum – Primary and Years 7–10 (registration only)						
timetables for each Year/class showing allocation of time and teaching staff for each KLA	3.3.1.1 3.3.1.2					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Curriculum – Primary and Years 7–10 (registration only) (continued)						
an overview of the school's educational program indicating: <ul style="list-style-type: none"> – the scope and sequence of learning/units of work in relation to the outcomes of NESA syllabuses for each KLA for each Year – an assessment plan indicating how students' performance in each KLA is assessed, monitored and recorded 	3.3.1.1 3.3.1.2					
an overview of the process for reporting student achievement	3.3.1.1 3.3.1.2					
evidence relating to the standard of teaching that includes: <ul style="list-style-type: none"> – consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs, assessment records and samples of student work – records of teacher reflection/evaluation of the effectiveness of teaching and learning activities – records of the progressive achievement of students over time – records of the school's analysis of student achievement data to inform teaching and learning – records of teaching strategies to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students 	3.3.1.1 3.3.1.2					
evidence relating to student engagement in learning, that includes records of: <ul style="list-style-type: none"> – students' learning progress over time – teaching strategies and programs designed and implemented to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students 	3.3.1.1 3.3.1.2					
a school must have resources and equipment available for providing the required KLAs/courses	3.3.1.1 3.3.1.2					

Proforma A: Requirements for registration and accreditation

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Curriculum – Primary and Years 7–10 (registration only) (continued)						
evidence that the school, if registered or exempt from registration only, informs parents of students in writing each year that the school is not eligible to enter candidates for the Record of School Achievement ('RoSA') and indicates the consequences for potential candidates for that credential of the school not being accredited	3.3.1.2					
teaching programs for each unit of work for the current calendar year	3.3.1.1 3.3.1.2					
samples of student work for the current calendar year	3.3.1.1 3.3.1.2					
Curriculum – Years 11 and 12 (registration only)						
timetables for each Year/class showing allocation of time and teaching staff for each course	3.3.1.3					
an overview of the school's educational program indicating: – the scope and sequence of learning/units of work in relation to the outcomes of NESA syllabuses for each course for each Year – an assessment plan indicating how students' performance in each course is assessed, monitored and recorded	3.3.1.3					
an overview of the process for reporting student achievement	3.3.1.3					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Curriculum – Years 11 and 12 (registration only) (continued)						
evidence relating to the standard of teaching that includes: – consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs, assessment records and samples of student work – records of teacher reflection/evaluation of the effectiveness of teaching and learning activities – records of the progressive achievement of students over time – records of the school's analysis of student achievement data to inform teaching and learning – records of teaching strategies to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students	3.3.1.3					
evidence relating to student engagement in learning, that includes records of: – students' learning progress over time – teaching strategies and programs designed and implemented to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students.	3.3.1.3					
A school must have resources and equipment available for providing the required KLAs/courses.	3.3.1.3					
evidence that the school, if registered or exempt from registration only, informs parents of students in writing each year that the school is not eligible to enter candidates for the Higher School Certificate ('HSC') and indicates the consequences for potential candidates for that credential of the school not being accredited	3.3.1.3					
teaching programs for each unit of work that correspond to those identified in the scope and sequence for the current calendar year	3.3.1.3					
samples of student work that relate to the teaching program for the current calendar year	3.3.1.3					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member

Curriculum – School of a kind						
documentation to certify that each student is a foreign national or a child of a foreign national, or a child of a kind as prescribed by the Regulations	3.3.4					
documentation that indicates how the curriculum delivered by the school meets the needs of the students	3.3.4					
timetables for each Year/class showing the allocation of time and teachers for each learning area/course	3.3.4					
an overview of the school's educational program indicating: <ul style="list-style-type: none"> – the scope and sequence of learning/units of work in relation to each learning area/course for each Year/class – an assessment plan indicating how students' performance in each learning area/course is assessed, monitored and recorded 	3.3.4					
an overview of the process for reporting student achievement	3.3.4					
evidence relating to the standard of teaching that includes: <ul style="list-style-type: none"> – consistency between the various elements of the school's curriculum including scope and sequence, teaching programs, assessment records and samples of student work – records of teacher reflection/evaluation of the effectiveness of teaching and learning activities – records of the progressive achievement of students over time – records of the school's analysis of student achievement data to inform teaching and learning – records of teaching strategies to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students 	3.3.4					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Curriculum – School of a kind (cont)						
evidence relating to student engagement in learning, that includes records of: – students’ learning progress over time – teaching strategies and programs designed and implemented to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students	3.3.4					
A school must have resources and equipment available for providing the required learning area/courses.	3.3.4					
evidence that, if the school is a secondary school that is registered or exempt from registration only, the school informs parents of students in writing each year that the school is not eligible to enter candidates for the RoSA and/or the HSC and indicates the consequences for potential candidates for that credential of the school not being accredited	3.3.4					
evidence that teaching programs for each unit of work for the current calendar year correspond to those identified in the scope and sequence	3.3.4					
samples of student work that relate to the teaching program for the current calendar year	3.3.4					
evidence, where applicable, that where the school is registered to provide education for children who are foreign nationals or the children of foreign nationals, the teaching staff hold qualifications that are deemed appropriate by the relevant education authority (or equivalent) to teach the curriculum being delivered	3.3.4					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Accreditation – Record of School Achievement						
timetables showing the allocation of time and teaching staff for each Year/class	5.1					
documentation to indicate the total number of hours allocated to each course	5.1					
an overview of the school's educational program indicating: – the scope and sequence of learning/units of work for each course mapped against the content and outcomes of the relevant NESA syllabus	5.1					
confirmation that the school has policies for disability provisions in accordance with the <i>ACE</i> website	5.1					
assessment policies and procedures that comply with the requirements documented on the <i>ACE</i> website and in NESA Official Notices, including statements of school procedures and records in relation to the allocation of grades in each Year 10 course	5.1					
an overview of the process for reporting student achievement	5.1					
evidence relating to the standard of teaching, that includes: – consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs, assessment records and schedules and samples of student work – records of teacher reflection/evaluation of the effectiveness of teaching and learning activities – records of the progressive achievement of students over time – records of the school's analysis of student achievement data to inform teaching and learning – records of teaching strategies to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students	5.1					

Proforma A: Requirements for registration and accreditation

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Accreditation – Record of School Achievement (continued)						
evidence relating to student engagement in learning, that includes records of: <ul style="list-style-type: none"> – students’ learning progress over time – teaching strategies and programs designed and implemented to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students 	5.1					
A school must have resources and equipment available for providing the required KLA/courses	5.1					
teaching programs for each unit of work for each course for each Year/class for the current calendar year, corresponding to those identified in the scope and sequence for that year	5.1					
samples of student work that relate to the teaching program for the current calendar year	5.1					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
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Accreditation – Higher School Certificate						
timetables showing the allocation of time and teachers for each Year/class	5.2.1					
documentation to indicate the total number of hours allocated to each Preliminary and HSC course	5.2.1					
evidence of courses of study for each student for each year that comply with a pattern of study for Year 11 and Year 12 as described on the ACE website for candidates for the HSC (ACE 8005)	5.2.1					
an overview of the school's educational program indicating: – the scope and sequence of learning/units of work mapped against the content and outcomes of the relevant NESA syllabus for each course	5.2.1					
assessment policies and procedures which comply with the requirements documented on the ACE website and in NESA Official Notices in relation to:	5.2.1					
– statements of school procedures in relation to the allocation of grades in each Preliminary course	5.2.1					
– organisational details of the school's assessment program for each course, giving the number and types of assessment tasks, components and weightings and scheduling of the tasks	5.2.1					
– marking, recording and reporting student achievement in assessment tasks	5.2.1					
– administrative arrangements associated with absence from an assessment task, late submission of tasks due to illness/misadventure, malpractice and invalid or unreliable tasks	5.2.1					
– student appeals against assessment rankings	5.2.1					
– 'N' determinations	5.2.1					
– providing students with written advice about the school's requirements for assessment in each course	5.2.1					
confirmation that the school has policies for disability provisions in accordance with the ACE website	5.2.1					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Accreditation – Higher School Certificate (continued)						
An overview of the process for reporting student achievement	5.2.1					
evidence relating to the standard of teaching, that includes: – consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs, assessment records and schedules and samples of student work – records of teacher reflection/evaluation of the effectiveness of teaching and learning activities – records of the progressive achievement of students over time – records of the school's analysis of student achievement data to inform teaching and learning records of teaching strategies to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students	5.2.1					
evidence relating to student engagement in learning, that includes records of: – students' learning progress over time teaching strategies and programs designed and implemented to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students	5.2.1					
A school must have resources and equipment available for providing the required KLA/courses	5.2.1					
teaching programs for each unit of work for each course for each year/class for the current calendar year, corresponding to those identified in the scope and sequence for that year	5.2.1					
samples of student work that relate to the teaching program for the current calendar year	5.2.1					

Proforma A: Requirements for registration and accreditation

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Accreditation – Quality of the educational program for the Record of School Achievement and the Higher School Certificate						
records to demonstrate student achievement and student engagement in learning	5.3.1					
records to demonstrate the standard of teaching of courses	5.3.2					
have the facilities required for each of the courses of study offered for the RoSA and/or HSC taking into account: the number of students undertaking each course, any specialist requirements of the course, the range of student learning needs, if the facilities are provided off-site, an ongoing arrangement that ensures the availability of the off-site facilities for the duration of the course	5.3.3					

Proforma A: Requirements for registration and accreditation

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		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Premises and buildings						
policies for assessing and monitoring the current standard and state of repair of the school's premises and buildings, making reference to current building requirements	3.4					
details of the annual fire safety statements which comply with Part 9 Division 5 of the <i>Environmental Planning and Assessment Regulation 2000</i>	3.4					
confirmation that the school has policies and procedures to meet the requirements of the <i>Disability Discrimination Act 1992</i> in terms of the school's buildings and premises	3.4					
Facilities						
Have the facilities required for each course of study offered, taking into account the number of students undertaking each course, any specialist requirements of the course, the range of student learning needs and if the facilities are off-site, an ongoing arrangement that ensures the availability of the off-site facilities for the duration of the course	3.5					
documentation to indicate that the school assesses and monitors the current standard and state of repair of facilities, taking into account the <i>Explosives Act 2003</i> and the <i>Work Health and Safety Act 2011</i>	3.5					

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		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Safe and supportive environment – Legislative obligations						
policies and procedures to ensure that staff who have direct contact with students are informed annually of their legal responsibilities related to child protection, and other relevant school expectations	3.6.1					
policies and procedures to ensure that requirements to notify and investigate allegations of reportable conduct in compliance with the <i>Ombudsman Act 1974</i> are made known to staff annually	3.6.1					
policies and procedures to ensure that all persons engaged in child-related work at the school, as defined by the <i>Child Protection (Working with Children) Act 2012</i> , have a working with children check clearance from the Office of the Children’s Guardian, as required	3.6.1					
policies and procedures to ensure that evidence of working with children check clearances is maintained by the school for all persons in child-related work at the school as required under the <i>Child Protection (Working with Children) Act 2012</i>	3.6.1					
policies and procedures to respond to reportable matters in accordance with legislative requirements	3.6.1					
policies and procedures to ensure that all staff who are mandatory reporters under the <i>Children and Young Persons (Care and Protection) Act 1998</i> are informed annually of their obligations and the process that the school has in place in relation to mandatory reporting	3.6.1					
policies and procedures to set clear guidelines and expectations for stakeholders regarding complaints or allegations of staff misconduct or reportable conduct	3.6.1					
policies and procedures to publish the school’s complaint handling procedures regarding allegations of staff misconduct or reportable conduct	3.6.1					

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		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Safe and supportive environment – Student welfare						
have in place and implement policies and procedures in relation to security, with specific reference to:	3.6.2					
– students						
– buildings and facilities	3.6.2					
– evacuation procedures	3.6.2					
have in place and implement policies and procedures in relation to supervision, with specific reference to protocols and guidelines, including risk management, for students undertaking on-site and off-site activities	3.6.2					
have in place and implement policies and procedures in relation to codes of conduct for members of the school community, with specific reference to:	3.6.2					
– rights and responsibilities of students and staff within the school community						
– behaviour management	3.6.2					
– anti-bullying including contact information for School Liaison Police and/or Youth Liaison Officers and other support services available in the school community	3.6.2					
– if relevant, staff supervision of any student leadership system if it provides authority for students to discipline or direct other students at the school	3.6.2					
– management and reporting of serious incidents and emergencies	3.6.2					
have in place and implement policies and procedures in relation to complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students and/or parents	3.6.2					
have in place and implement policies and procedures in relation to pastoral care, with specific reference to:						
– personnel responsible for pastoral care including access to counselling	3.6.2					
– identification of and provision of support for students with special needs	3.6.2					
– health and the distribution and monitoring of medication	3.6.2					

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		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Safe and supportive environment – Student welfare (continued)						
– response to serious incidents and emergencies	3.6.2					
maintaining a student enrolment and attendance register	3.6.2					
have in place and implement policies and procedures in relation to student attendance, with specific reference to: – processes for monitoring attendance data – intervention strategies to improve unsatisfactory attendance including implementing strategies designed to improve student engagement in school and learning	3.6.2					
have in place and implement policies and procedures in relation to communication, with specific reference to formal and informal mechanisms available between stakeholders interested in a student’s education and wellbeing	3.6.2					
Discipline						
have in place and implement policies related to the discipline of students, including but not limited to the suspension, expulsion and exclusion of students, that are based on procedural fairness	3.7.1					
have in place and implement policies related to the discipline of students that either expressly prohibit corporal punishment or clearly and exhaustively list the school’s discipline methods so as to plainly exclude corporal punishment	3.7.2					
have in place and implement policies related to the discipline of students that do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school	3.7.2					
Attendance						
maintain a register of enrolments that includes the following information for each student: – name, age and address	3.8					

Proforma A: Requirements for registration and accreditation

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		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Attendance (continued)						
– the name and contact telephone number of parent(s)/guardian(s)	3.8					
– date of enrolment and, where appropriate, the date of leaving the school and the student’s destination	3.8					
– for students older than six (6) years, previous school or pre-enrolment situation	3.8					
– where the destination of a student under seventeen (17) years of age is unknown, evidence that the Department of Education has been notified of the student’s name, age and last known address, last date of attendance, parents’ names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known work health and safety risks associated with contacting the parents or student	3.8					
the register of enrolments retained for a minimum period of five (5) years before archiving	3.8					
have in place and implement policies and procedures to:						
– monitor the daily attendance/absence of students	3.8					
– identify absences from school and/or class(es)	3.8					
– follow up unexplained absences	3.8					
– notify parent(s) and/or guardian(s) regarding poor school and/or class attendance	3.8					
– transfer unsatisfactory attendance information to student files	3.8					
maintain a register of daily attendance that includes the following information for each student:	3.8					
– daily attendance which may be recorded by noting daily absences						
– absences	3.8					
– reason for absence	3.8					
– documentation to substantiate reason for absence	3.8					

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Attendance (continued)						
the register of daily attendance retained for a minimum period of seven (7) years after the last entry was made Note: The common code approved by the Minister must be used from 2012	3.8					
have in place and implement policies and procedures for exercising the Minister's delegation regarding exemption from being enrolled in and attending school under section 25 of the <i>Education Act 1990</i>	3.8					
maintain records of the exercise of the above delegation including copies of all certificates issued under the delegation	3.8					
Management and operation of the school						
Responsible persons – fit and proper documented policies and procedures in relation to:	3.9.1					
– maintaining information to demonstrate that the school's 'responsible persons' and governing body have the experience and expertise to administer a school that provides an education for school students						
– each 'responsible person' for the school signing a fit and proper statutory declaration prior to commencing as a 'responsible person' for the school and at least on an annual basis while the person continues to be a 'responsible person' for the school						
– maintaining a copy of each 'responsible persons' declarations for a period of seven (7) years after ceasing to be a 'responsible person' for the school						
– responding to information suggesting that a 'responsible person' for the school may not be fit and proper in order to ensure that the school's 'responsible persons' and governing body are fit and proper at all times						
– notifying NESAs as soon as practicable if the school's proprietor or a 'responsible person' or governing body of the school determines that a 'responsible person' or governing body of the school is not fit and proper.						

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
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Management and operation of the school (continued)						
Responsible persons –previous refusal or cancellation of registration documented processes of notification and disclosure by which the school can assure NESA that any refusal or cancellation of registration in relation to a non-government school or proposed non-government school in the past five (5) years has not largely been attributable to the actions of a ‘responsible person’ for the school.	3.9.2					
Proper governance – policies and procedures policies and procedures for the proper governance of the school in relation to: <ul style="list-style-type: none"> – a school charter or document identifying the governance structure of the school and the respective authority, role and responsibilities of each of the school’s ‘responsible persons’ and any other person or body concerned in the management of the school – a delegations schedule to <ul style="list-style-type: none"> o identify the respective authority within the governance structure o describe the process for withdrawing a delegated authority – a document to set out supervisory arrangements and reporting requirements for the school’s ‘responsible persons’ including any governing body and school executive – a code of conduct for the school’s ‘responsible persons’ – maintenance of records of governance decisions and actions made by the school’s ‘responsible persons’, on and from 1 September 2014 and retaining such records for a minimum period of seven (7) years before archiving – a document describing the school’s legal compliance process to facilitate the school’s compliance with all relevant legislation and reduce any risk of non-compliance 	3.9.3.1					

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Management and operation of the school (continued)						
<ul style="list-style-type: none"> – a document describing the school’s risk management framework or plan for developing, implementing and reviewing risk management strategies in relation to strategic direction, governance, operation and finance and the associated risk register 	3.9.3.1					
<p>Proper governance – conflict of interest</p> <p>policies and procedures in relation to dealing with conflict of interest including:</p> <ul style="list-style-type: none"> – an overarching statement defining conflict of interest within the context of the school’s governance structure – documented processes for <ul style="list-style-type: none"> ○ an annual declaration by each ‘responsible person’ for the school in relation to any actual, perceived or potential conflict ○ maintaining records of the annual declaration of each ‘responsible person’ for the school on and from 1 September 2014 and retaining such records for a period of seven (7) years before archiving or disposing ○ requiring each ‘responsible person’ at formal meetings of the school’s ‘responsible persons’ to raise any actual, perceived or potential conflict with regard to items on the agenda for the meeting and for recording in the minutes of the meeting any conflict that is raised ○ each ‘responsible person’ with a conflict of interest (including but not limited to a pecuniary interest or a related party transaction) mitigating the ensuing risk in a way that is acceptable to the other ‘responsible persons’ involved (for example, by absenting themselves from participating in any associated decision-making or advisory role) 	3.9.3.2					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
<i>Management and operation of the school (continued)</i>						
<p><i>Proper governance – related party transactions register</i> policies and procedures related to related party transactions:</p> <ul style="list-style-type: none"> – requiring each ‘responsible person’ for the school to disclose any related party transactions made on behalf of the school’s proprietor or governing body – maintaining a register of all related party transactions on and from 1 September 2014 and retaining such records for a period of seven (7) years before archiving or disposing – arranging for an external audit of the school’s register of all related party transactions on an annual basis – retaining a record of each external audit report of the register of all related party transactions on and from 1 September 2014 and retaining such records for a period of seven (7) years before archiving – notifying NESAs if the contract or arrangement with the school’s external auditor is terminated by the school or external auditor prior to the expiry of the term of the contract or arrangement and the reason(s) for that termination 	3.9.3.3					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Management and operation of the school (continued)						
<p>Proper governance – professional learning for ‘responsible persons’ policies and procedures for the ongoing professional learning of the school’s ‘responsible persons’ with specific reference to:</p> <ul style="list-style-type: none"> – the mandatory completion of a minimum twelve hours of professional learning with regard to governance for each ‘responsible persons’ for the school over each three year period from the time of commencing as a ‘responsible person’; to be delivered by a NESAs approved training provider – relevant professional learning for ‘responsible persons’ with responsibilities for areas of governance requiring particular qualifications, skills or expertise, for example in relation to finance, compliance, risk management and/or education, delivered by a NESAs approved training provider – maintaining a register of professional learning and training undertaken by each ‘responsible person’ for the school including the following details for each year: <ul style="list-style-type: none"> o name of ‘responsible person’ o role or position of responsibility o professional learning (date, nature, provider and hours) – retaining the register of professional learning on and from 1 September 2014, including relevant records such as evidence of completion of professional learning, and retaining such records and each entry into the register from the date of entry for a minimum period of seven (7) years before archiving or disposing 	3.9.3.4					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Management and operation of the school (continued)						
<p>Proper governance – induction of new ‘responsible persons’ policies and procedures for the induction of new ‘responsible persons’ with specific reference to:</p> <ul style="list-style-type: none"> – an induction process for new ‘responsible persons’ including, at a minimum, the mandatory successful completion of a NESA approved training program by a NESA approved training provider in relation to proper governance prior to taking up the role of ‘responsible person’ or within three months of becoming a ‘responsible person’ for the school – a school-based induction program to provide each new ‘responsible person’ with a copy of the following documents <ul style="list-style-type: none"> o a copy of all the school’s documents, policies and procedures specified at 3.9.3.1 of the Manual and any other key policy document for the school o the school’s most recent audited financial statements o recent minutes of meetings of the school’s ‘responsible persons’ – maintaining evidence that each new ‘responsible person’ has received a copy of all of the documents specified above – maintaining a register of the induction process identifying the following details for each new ‘responsible person’ <ul style="list-style-type: none"> o name o date of becoming a ‘responsible person’ for the school o position of responsibility o details of any qualification and/or experience relevant to the particular position of responsibility o details of the successful completion of a NESA approved training program in relation to proper governance (date(s), provider, nature of training) – retaining the register of induction on and from 1 September 2014 and retaining each entry into the register from the date of entry for a minimum period of seven (7) years before archiving or disposing 	3.9.3.5					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Management and operation of the school (continued)						
<p>Proper governance – external independent attestation audit of annual financial statements</p> <p>provide evidence that the audit and accompanying certificate:</p> <ul style="list-style-type: none"> – have been completed by an auditor recognised by CPA Australia, the Chartered Accountants Australia and New Zealand, the Institute of Public Accountants or another recognised accounting body approved by NESAs – comply with any other requirements imposed by Commonwealth or NSW Government agencies providing funding to the school – have not been completed by a person or body with whom the school has another business relationship in addition to audit services or with whom any of the responsible persons of the school has a conflict of interest <p>Policy and procedures for notifying NESAs if the contract or arrangement with the school's external auditor is terminated by the school or external auditor prior to the expiry of the term of the contract or arrangement and the reason(s) for that termination.</p> <p>The school's audited and certified annual financial statements in relation to any period on and from 1 September 2014 are to be available for inspection and are to be retained for a minimum period of seven (7) years after the end of the period to which the annual financial statements refer before archiving or disposing.</p>	3.9.3.6					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Management and operation of the school (continued)						
Financial viability – evidence to demonstrate the current financial viability of the school in the form of a certification or warrant by a body or person approved by NESA – policies and procedures to assess the school’s financial viability and notify NESA where required	3.9.4					
Notifications to NESA documented processes by which: – the proprietor of the school, and, if the proprietor is a corporation, each director, trustee or person concerned in the management of the school, – each member of the governing body of the school, and – the principal are informed of their responsibilities under the Act, any Regulation under the Act and NESA requirements, including any duties of disclosure or notification	3.9.5					
documented processes by which a return is made to NESA if, following an investigation by a relevant agency or authority, the school is formally notified in writing by that agency or authority of an alleged breach by the school of any of the legislation specified in section 3.9.5 of the Manual	3.9.5					
processes by which a return is made to NESA using NESA’s online facility, RANGS Online, when changes as specified in section 3.9.5 of the Manual occur	3.9.5					

Proforma A: Requirements for registration and accreditation

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Education and financial reporting						
ensure participation in annual reporting to publicly disclose the educational and financial reporting measures and policies of the school as identified by the Minister (see 3.10.1 in the Manual) in an online or appropriate electronic form provided to NESAs no later than 30 June in the year following the reporting year (see Proforma D for details)	3.10.1					
ensure that the school provides data to the Minister, if requested by the Minister in order to report to Parliament on the effectiveness of schooling in the State and that such data will be provided to NESAs in an online or appropriate electronic form within three (3) months of being notified that the information is required	3.10.2					
Schools with boarding facilities						
See Proforma B	3.11					

Proforma B: Identifying existing school documentation that meets the requirements for schools with boarding facilities

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Schools with boarding facilities						
have in place and implement policies and procedures that include:	3.11.1					
– the aims and organisation of boarding at the school						
– the enrolment policy, if different from the day school enrolment policy	3.11.1					
– any special aspects of the school’s boarding facilities, for example co-educational, week-day only boarding	3.11.1					
– a description of the facilities and support services provided for boarders	3.11.1					
– how the school’s policies for boarding relate to day school policies	3.11.1					
– communication mechanisms	3.11.1					
evidence that the school:						
– assesses and monitors the standard and state of repair of boarding premises, buildings and facilities, taking into account the requirements of relevant legislation including the <i>Explosives Act 2003</i> and the <i>Work Health and Safety Act 2011</i>	3.11.2					
– undertakes and maintains details of annual fire safety statements which comply with Part 9 Division 5 of the <i>Environmental Planning and Assessment Regulation 2000</i>	3.11.2					
– maintains written evidence that any school premises and/or buildings first occupied after 2003 comply with all legislation relevant at the time of occupation	3.11.2					
– maintains written evidence that any school premises and/or buildings that are the subject of a development application after 2003 comply with all legislation relevant at the time of occupation	3.11.2					
– has policies and procedures to meet the requirements of the <i>Disability Discrimination Act 1992</i> in terms of the school’s boarding buildings and premises	3.11.2					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Schools with boarding facilities (continued)						
have in place and implement policies and procedures that include:	3.11.3					
– codes of conduct for members of the boarding community describing the rights and responsibilities of boarders and, if relevant, staff supervision of any student leadership system in the boarding school organisation if it provides authority for students to discipline or direct other students at the school	3.11.3					
– management of student behaviour including but not limited to processes for suspension, expulsion and exclusion based on procedural fairness	3.11.3					
– a process for handling complaints that describes how matters of concern can be raised and a process for responding to those concerns	3.11.3					
have in place and implement policies and procedures to:						
– ensure that all staff directly involved with the supervision of boarders are informed annually of their legal responsibilities related to child protection, and other relevant school expectations	3.11.4					
– ensure that requirements to notify and investigate allegations of reportable conduct in compliance with the <i>Ombudsman Act 1974</i> are made known to staff annually	3.11.4					
– ensure that the school meets the requirements of the <i>Child Protection (Working with Children) Act 2012</i> in relation to working with children check clearances for all persons in child-related work, as required	3.11.4					
– ensure that the school has documented processes for being assured that any external provider accessed by the school complies with the <i>Child Protection (Working with Children) Act 2012</i>	3.11.4					
– respond to reportable matters in accordance with legislative requirements	3.11.4					
– ensure that all staff who are mandatory reporters under the <i>Children and Young Persons (Care and Protection) Act 1998</i> are informed annually of their obligations and the manner in which the school expects them to comply	3.11.4					
– set clear guidelines and expectations for stakeholders regarding complaints or allegations of staff misconduct or reportable conduct	3.11.4					

Proforma B: Requirements for schools with boarding facilities

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Schools with boarding facilities (continued)						
– publish the school’s complaint handling procedures regarding allegations of staff misconduct or reportable conduct	3.11.4					
– ensure that all staff have up-to-date handbooks and undertake professional development as determined by the principal	3.11.4					
have in place and implement policies and procedures that include supervision, with specific reference to:	3.11.5					
– identification of staff with allocated responsibility for students over a twenty-four (24) hour period						
– monitoring the whereabouts of students over a twenty-four (24) hour period	3.11.5					
– protocols and guidelines, including risk management, for boarders undertaking on-site and off-site activities	3.11.5					
– protocols for leave and travel arrangements	3.11.5					
have in place and implement policies and procedures that include:						
– supplying food that meets the Australian Dietary Guidelines	3.11.6					
– catering that complies with the requirements of the <i>NSW Food Act 2003</i>	3.11.6					
– facilities, personnel and programs for physical activity	3.11.6					
– twenty-four (24) hour access to emergency medical assistance	3.11.6					
– training of all staff directly involved in the supervision of boarders to the equivalent of Provide First Aid (HLTAID003)	3.11.6					
– monitoring the physical health of boarders	3.11.6					
– consent from and notification of parents/guardians regarding the administering of first aid and medical care	3.11.6					
– managing communicable and infectious diseases	3.11.6					
– managing immunisation and screening	3.11.6					
– distribution and monitoring of medication	3.11.6					
– care of ill boarders	3.11.6					

Proforma B: Requirements for schools with boarding facilities

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Schools with boarding facilities (continued)						
– ancillary health services, including facilities and personnel available on-site and off-site and how to access these services	3.11.6					
have in place and implement policies and procedures that include:						
– personnel responsible for pastoral care	3.11.7					
– identification of and support for students with special needs	3.11.7					
– homework and access to assistance with homework	3.11.7					
– access to counselling where required	3.11.7					
– provision for parent/guardian–student communication	3.11.7					
have in place and implement policies and procedures that include:						
– security of the boarding school and its students, buildings and facilities for twenty-four (24) hours each day	3.11.8					
– response to serious incidents and emergencies	3.11.8					

Proforma C: Identifying existing school documentation that meets the requirements for registration and accreditation for schools using or accessing outside tutors and/or external providers

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Staff – Outside tutors						
documented process used to verify an outside tutor’s capacity to teach a course	3.2.2					
documented process used to ensure that in accessing an outside tutor the school continues to comply with the mandatory employment requirements under the <i>Child Protection (Working with Children) Act 2012</i>	3.2.2					
documented process used to ensure that the school, if accredited, continues to comply with the requirements of the ACE Website for approved study with an outside tutor	3.2.2					
evidence that originals of outside tutor’s qualifications and/or evidence of experience/expertise of outside tutors have been seen by the principal or the principal’s (or equivalent’s) authorised delegate	3.2.2					
evidence that the school has sought and obtained satisfactory referee reports concerning the outside tutor’s suitability as an outside tutor	3.2.2					
details of the process undertaken by the school to verify the outside tutor’s capacity to teach a course and the outcome of that process	3.2.2					
evidence of a working with children check clearance as required under the <i>Child Protection (Working with Children) Act 2012</i> and the outcome of that process	3.2.2					
procedures to ensure that curriculum requirements are being met and will continue to be met for the course(s) of study delivered by outside tutor(s)	3.2.2					
documented processes to maintain records to demonstrate that each student’s overall pattern of study meets the eligibility requirements for the RoSA or HSC	5.3.2					

Proforma C: Requirements for approving an outside tutor and/or accessing an external provider

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Staff – Outside tutors (continued)						
written statement from the outside tutor that the course delivery and assessment program will be in accordance with NESA syllabuses, the requirements of the ACE website and NESA Official Notices	5.3.2					
policies and procedures in relation to outside tutor to ensure the safety and welfare of students and to promote their personal and social development	3.6.2					

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?				
		Yes	No	n/a	If yes, school document name, location and date last revised	Responsible staff member
Staff – External providers						
documentation for being assured that any external provider accessed by the school complies with the <i>Child Protection (Working with Children) Act 2012</i> in relation to each person directly involved in delivering an outsourced course	3.2.3					
records of the students undertaking course(s) with an external provider	3.2.3					
records to demonstrate the suitability of the external provider to deliver the course(s) including, where relevant, evidence of certification of the provider by appropriate agencies	3.2.3					
records to demonstrate that courses delivered by an external provider comprise a minority of each student’s pattern of study for each stage of learning, unless otherwise approved by NESA	3.2.3					
record of the agreement between the school and the external provider including identification of respective responsibilities	3.2.3					
procedures to ensure that curriculum requirements are being met and will continue to be met for courses delivered by external provider(s)	3.2.3					
documented processes to maintain records to demonstrate that each student’s overall pattern of study meets the eligibility requirements for the RoSA or HSC	5.3.2					
written statement from the external provider that the course delivery and assessment program will be in accordance with NESA syllabuses, the requirements of the <i>ACE</i> website and NESA Official Notices	5.3.2					
policies and procedures in relation to external provider(s) to ensure the safety and welfare of students and to promote their personal and social development	3.6.2					

Proforma D: Identifying existing school documentation that meets the requirements for educational and financial reporting for individual non-government schools

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?		
		Yes	No	Staff member responsible
Educational and financial reporting				
An annual report that contains: a message from key school bodies	3.10.1			
contextual information about the school	3.10.1			
student outcomes in standardised national literacy and numeracy testing	3.10.1			
the granting of RoSA (where relevant)	3.10.1			
the results of the HSC including comparison of student performance to statewide performance and trends in student performance (where relevant) Where it does not contravene privacy and personal information policies, graphical and/or tabulated presentation of this information is required and should show: – comparative performance over time – comparisons with statewide performance – comparative information in relation to similar schools where appropriate. Interpretative comments for the graphical/tabulated information presented must be provided. Publication of performance data must be consistent with the requirements of all relevant State and national legislation.	3.10.1			
senior secondary outcomes (where relevant) including: – percentage of students in Year 12 undertaking vocational or trade training – percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	3.10.1			
a summary of professional learning undertaken by teachers (as defined by the <i>Teacher Accreditation Act 2004</i>) during the year	3.10.1			

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?		
		Yes	No	Staff member responsible
Educational and financial reporting (continued)				
details of the teacher accreditation of all teaching staff (as defined by the <i>Teacher Accreditation Act 2004</i>) who are responsible for delivering the curriculum	3.10.1			
workforce composition, including Aboriginal and Torres Strait Islander peoples (as known and with regard to consideration of privacy issues)	3.10.1			
student attendance rates for each Year level and the whole school	3.10.1			
a description of how the school manages student non-attendance	3.10.1			
retention of Year 10 to Year 12 (where relevant)	3.10.1			
post-school destinations (secondary schools only). For students beyond the compulsory years of schooling these can be represented in broad terms (eg workforce, further study, unknown) and in the most appropriate way according to each school's circumstances.	3.10.1			
the full text of the enrolment policies, including any prerequisites for continuing enrolment	3.10.1			
characteristics of the student body	3.10.1			
school policies: a summary of policies for student welfare, anti-bullying, discipline and complaints and grievances, with information on: <ul style="list-style-type: none"> – changes made to these policies during the reporting year – how these policies are disclosed publicly 	3.10.1			
priority areas for improvement as selected by the school including comments on the achievement of priorities for the previous year. The areas selected for improvement by the school may or may not include targets for student achievement.	3.10.1			
actions undertaken by the school to promote respect and responsibility. These may relate to respectful behaviour, involvement in community service activities, and specific class-based activities.	3.10.1			
a description in plain language of parent, student and teacher satisfaction. This can be represented in the most appropriate way according to each school's circumstances.	3.10.1			

Policies, procedures, processes and other documentation required as evidence of compliance for each requirement as listed in the <i>Registered and Accredited Individual Non-government Schools (NSW) Manual</i>	Manual reference	Does the school have this documentation?		
		Yes	No	Staff member responsible
<i>Educational and financial reporting (continued)</i>				
summary financial information which includes: – income from all sources, including Commonwealth and State grants and subsidies and all private income, including fees and donations – expenditure on all purposes, including teaching and learning, administration and financing (ie borrowing costs, depreciation, etc). Financial information is to be based on, and reported in a form consistent with, the detailed information provided to the Commonwealth Government each year in the Commonwealth Financial Questionnaire.	3.10.1			

Please note:

- reports must relate to the school year
- each non-government school is to produce a report no later than 30 June in the year following each reporting year
- reports must be disclosed publicly and provided, in electronic form, to NESA by 30 June following each reporting year.