



Victorian Registration and Qualifications Authority

Standards Mapping Project

Executive Summary

Scope

The project involves mapping the Victorian Registration and Qualifications Authority (VRQA) Minimum Standards for Schools and Senior Secondary Providers with the Council of International Schools (CIS) standards for internal and external evaluation.

Key Findings

The mapping of the Standards used by the Council of International Schools in their accreditation process to the Minimum Standards for Accreditation under the *Education and Training Reform Act 2006* has identified a number of the Minimum Standards where a school, accredited by CIS would be seen to be compliant or partially compliant with parts of the Act.

In a number of other areas, the provision of further evidence is required before a school, accredited by the Council of International Schools, could be deemed compliant with the Minimum Standards of the *Education and Training Reform Act 2006*.

Areas of High Correlation

High correlation between the CIS Standards and the Minimum Standards of the *Education and Training Reform Act 2006* occurs in the areas of school governance, enrolment, curriculum and student learning and school infrastructure. The particular areas of high correlation are:-

1. School Governance

- 1.2 Structure
- 1.4 Philosophy

2. Enrolment

- 2.2 Enrolment Policy

3. Curriculum and Student Learning

- 3.1 Curriculum Framework Years P-6¹
- 3.1 Curriculum Framework Years 7-10²
- 3.1 Curriculum Framework Years 11 and 12
- 3.2 Student Learning Outcomes³
- 3.3 Monitoring and Reporting on Student Progress⁴

6. School Infrastructure

- 6.1 Facilities, Buildings and Grounds.
- 6.2 Education Facilities

¹ Partial compliance - evidence of how the eight key learning areas will be addressed required

² Partial compliance - evidence of how the eight key learning areas will be addressed required

³ Partial compliance - evidence of the implementation of the Victorian Essential Learning Standards VELS required

⁴ Partial compliance - evidence of at least two written reports to parents per year required.

Additional Evidence Required

Additional evidence is required in the areas of school governance, enrolment, curriculum and student learning, student welfare, staff employment, information about school performance and senior secondary qualification, as the Minimum Standards are not addressed, or only partially addressed in the CIS Standards.

These particular areas are:-

1. School Governance

1.1 Democratic Principles

Additional evidence required:

- a statement affirming the school's adherence to the principles such as might be included in the school's constitution, prospectus or handbook
- an explanation of how the school communicates such a statement to staff, students, parents and the school community.

1.3 Probity

Additional evidence required:

- there must be evidence in the form of a completed *Declaration of Good Character* for each proprietor, member of the governing body and principal.

1.5 Not for Profit Status

Additional evidence required:

- there must be evidence in the form of:
 - a copy of the school's constitution
 - an executed Attestation of school's not-for-profit status.

2. Enrolment

2.1 Student Enrolment Numbers

"A school must have a minimum of 20 students enrolled. A secondary school must have an average enrolment of 10 or more students for each year level for which it is registered." Sch. 2, 7 Student enrolment numbers.

Additional evidence required:

- there must be evidence in the form of the enrolment register that records that the school has as many or more students than the minimum number required by the standard, or than the minimum number as otherwise approved by the VRQA.

2.3 Register of Enrolments

Additional evidence required:

- there must be evidence in the form of an enrolment register that is accurate, up-to-date and contains the information required in the standard.

3. Curriculum and Student Learning

3.1 Curriculum framework

There must be evidence in the form of:

- the proportion of time allocation across the eight key learning areas

3.2 Student Learning Outcomes

Additional evidence required:

- how VELS is being implemented
- how Achievement Improvement Monitor (AIM) and On Track data is being analysed, used and reported.

3.3 Monitoring and Reporting on Students' Performance

*"Access to information must include at least two written reports to parents per year."
Drawn from Sch. 2, 3 Monitoring and Reporting on Students' Performance.*

Additional evidence required:

- evidence of at least two written reports to parents per year

4. Student Welfare

4.1 Care, safety and welfare of students

Evidence required is an outline of how the school ensures that staff are made aware of their legal responsibilities for the care, safety and welfare of students.

Student welfare

Additional evidence required:

- there must be evidence in the form of the school's policies and procedures with respect to:
 - student welfare
 - bullying and harassment
 - managing complaints or grievances
 - the management and reporting of serious incidents, including mandatory reporting.

Student safety

Additional evidence required:

- there must be evidence in the form of the school's policies and procedures with respect to:
 - ensuring the safety and welfare of students learning with an external provider (when the school contracts with another school or a registered training organisation)
 - Anaphylaxis management plan
 - internet use policy and procedures.

Student care

Additional evidence required:

- there must be evidence in the form of the school's:
 - register of staff trained in first aid

4.2 Discipline

"A school's policies relating to the discipline of students must be based on principles of procedural fairness and must not permit corporal punishment.

Drawn from Education and Training Reform Act 2006 s. 4.3.1(6) Requirements for registration.

Additional evidence required:

- the school's policies must explicitly state that corporal punishment is not permitted.

4.3 Attendance Monitoring

Additional evidence required:

- there must be evidence in the form of the school's procedures to:
 - check attendance at least twice a day
 - monitor daily attendance and identify absences from school or class
 - follow up unexplained absences
 - notify parents of unsatisfactory attendance
 - record unsatisfactory attendance on students' files.

4.4 Attendance Register

- there must be evidence in the form of a register in either print or electronic form of the attendance of all students at the school, for each calendar year. The register must show twice-daily attendance checks and any reasons for absence.

5. Staff employment

5.1 Teachers' requirements

Additional evidence required:

- there must be evidence in the form of a register of teachers containing each teacher's name and their teacher registration number.

5.2 Compliance with the *Working with Children Act 2005*

Additional evidence required:

- There must be evidence in the form of:
 - a register of staff with a Working with Children Check
 - procedures for maintaining the register.

Information about school performance

Additional evidence required:

- information about a school's performance must be provided to the school community. The information must include:
 - a description and analysis of rates of student attendance for the year
 - a report of the school's financial activities.

Senior Secondary Qualification

The school must be authorised by:

- the Victorian Curriculum and Assessment Authority (VCAA) to provide the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL), or
- the International Baccalaureate Organisation (IBO) to provide the IB Diploma.

Additional evidence required:

- authorisation from the VCAA or the IBO
- allocation of the school's Victorian Assessment Software System (VASS) identity.

Recommendations

1. Alignment of the timing of Compliance Reviews and the CIS 'Five Year Report' and Reaccreditation (10 year) process.

Consideration should be given to the opportunity of aligning the process of Compliance review by the VRQA (after 5 years) for CIS accredited schools with the 'Five Year' report and Reaccreditation (after 10 years) required by CIS.

A CIS Five Year Report that shows how the school has addressed the visiting team's recommendations following its own action plans. The accrediting association will also expect to see action plans for the coming period included in this report. Receipt of the school's report will be followed by an on-site visit by at least two people appointed by CIS, and they will themselves write a comprehensive report.

2. Additional evidence required by CIS Schools

If the VRQA decide to reduce overlap when reviewing accredited CIS schools and take into account evidence they would have already provided as part of the CIS review, it is recommended that the VRQA request these schools provide the following evidence in addition:

- a statement affirming the school's adherence to the principles such as might be included in the school's constitution, prospectus or handbook
- an explanation of how the school communicates such a statement to staff, students, parents and the school community
- a completed *Declaration of Good Character* for each proprietor, member of the governing body and principal
- a copy of the school's constitution
- an executed Attestation of school's not-for-profit status

- enrolment register that records that the school has as many or more students than the minimum number required by the standard, or than the minimum number as otherwise approved by the VRQA
- enrolment register that is accurate, up-to-date and contains the information required in the standard
- the proportion of time allocation across the eight key learning areas
- how VELS is being implemented
- how Achievement Improvement Monitor (AIM) and On Track data is being analysed, used and reported
- at least two written reports to parents per year
- an outline of how the school ensures that staff are made aware of their legal responsibilities for the care, safety and welfare of students
- the school's policies and procedures with respect to:
 - student welfare
 - bullying and harassment
 - managing complaints or grievances
 - the management and reporting of serious incidents, including mandatory reporting
- the school's policies and procedures with respect to:
 - ensuring the safety and welfare of students learning with an external provider (when the school contracts with another school or a registered training organisation)
 - Anaphylaxis management plan
 - internet use policy and procedures
- the school's register of staff trained in first aid
- the school's policies must explicitly state that corporal punishment is not permitted
- the school's procedures to:
 - check attendance at least twice a day
 - monitor daily attendance and identify absences from school or class
 - follow up unexplained absences
 - notify parents of unsatisfactory attendance
 - record unsatisfactory attendance on students' files
- a register in either print or electronic form of the attendance of all students at the school, for each calendar year. The register must show twice-daily attendance checks and any reasons for absence
- a register of teachers containing each teacher's name and their teacher registration number
- a register of staff with a Working with Children Check and the procedures for maintaining the register
- information about a school's performance must be provided to the school community. The information must include:
 - a description and analysis of rates of student attendance for the year
 - a report of the school's financial activities
- authorisation from the VCAA or the IBO
- allocation of the school's Victorian Assessment Software System (VASS) identity

The Victorian Registration and Qualifications Authority (VRQA) and its standards review process

The Victorian Registration and Qualifications Authority (VRQA) was established under the *Education and Training Reform Act 2006* and the minimum standards used for review are specified in the *Education and Training Reform Regulations 2007*.

The VRQA is responsible, among other things, for registering all schools (government and non-government) that operate in Victoria and for ensuring that registered schools meet the standards required for registration. This includes schools offering senior secondary qualifications.

Registration reviews and appeals

Review of compliance

The VRQA may review and evaluate the compliance of a registered school with the minimum standards and other requirements. It will do so no more than five years after the school's initial registration or previous review.

The Act requires a school to participate in its review and to provide the Authority with enough evidence to establish that it is complying with the minimum standards.

The Authority can base its evaluation on:

- its analysis of data and other evidence of its compliance provided by the school
- a visit to the school by the VRQA or by a person or body approved by the Authority to review the school's compliance
- a combination of these two processes
- another agreed model of quality assurance.

The VRQA may also require, from time to time, a school to report on any matter pertaining to its registration and its compliance with the minimum standards and other requirements.

Minimum standards

The Act specifies that a school must have policies relating to student discipline that are based on principles of fairness and do not permit corporal punishment. Refer to the VRQA publication *Guide for a registered school - Minimum Standards and other requirements for school registration*.

In summary, minimum standards apply for:

- school governance (adherence to democratic principles, the school's philosophy and its not-for-profit status)
- enrolment (enrolment numbers, enrolment policy and the enrolment register)
- curriculum and student learning (the curriculum framework, student learning outcomes and monitoring and reporting on student performance)
- student welfare (the care, safety and welfare of students, student discipline policies and procedures, monitoring of attendance and the attendance register)
- employment of staff (teachers' requirements and compliance with the Working with Children Act 2005)
- school infrastructure (buildings, facilities and grounds and educational facilities).

Other requirements

Other requirements apply for:

- review and evaluation
- reporting to the VRQA
- information about school performance
- adding a year level
- establishing an additional campus
- changing a school's type of registration
- changing a school's location
- changing a school's particulars.

Certain schools offering a senior secondary qualification - the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) or the International Baccalaureate Diploma (IB) - must also meet additional requirements.

From 'GUIDE FOR A REGISTERED SCHOOL - Minimum standards and other requirements for school registration'

An Overview of the CIS Standards and Accreditation Process

A. The Accrediting Association

The Council of International Schools (CIS) is a membership organization serving more than 500 schools around the world. The CIS Accreditation Process is recognized in the United States under the Recognition Program of the National Association of Independent Schools (NAIS).

B. Purpose of the Accreditation Program

There are a number of benefits associated with the award of accreditation to a school, but the main aim of this evaluation program is to provide an opportunity to improve the quality of the education offered at the school through a rigorous process of self-examination followed by an objective external appraisal by a team of peers. The resulting Visiting Team Report and the independent actions of the accrediting association attest to the quality of education at the evaluated school.

C. Criteria for Evaluation

Each school is evaluated against two basic 'benchmarks', these being:

1. The School's own Philosophy and Objectives

Each school is required to have a clear statement of Philosophy and Objectives and is evaluated in terms of how successful it is in meeting its own stated purposes.

2. The Standards for Accreditation

Each school is required to meet a set of written standards in each area of its operation.

The Standards are designed to reflect the characteristics of a high quality educational experience. However, they do not pre-suppose any specific model of excellence nor do they suggest comparing the characteristics of one school with those of another. The guiding principles of the accreditation program are that a school will be evaluated against prescribed standards but in terms of its own Philosophy and Objectives and that the school's program are appropriate to its unique demography.

D. Outline of the Accreditation Process

The process involves these five stages which are repeated on a routine ten-year cycle:

1. The Preliminary/Preparatory Visit

A school seeking accreditation for the first time hosts a *Preliminary Visit*, usually lasting two to three days and normally involving one or two visitors appointed by CIS. The purposes of the visit are both to clarify the various aspects in the accreditation process and to ascertain the school's readiness to undertake the self-study.

When the school concerned is seeking re-accreditation a similar visit is conducted, the main differences being that the school remains in accredited status throughout and that the visit is entitled *The Preparatory Visit* in order to highlight this distinction.

2. The Self-Study

The self-study, lasting approximately two years, is the most important part of the entire evaluation and accreditation process, both in the commitment of time and effort involved and in the value to be derived. The self-study begins with the Part One Committee collecting and analysing data from the opinion surveys applied to all constituent groups in the school community and then generating a school profile. In Part Two, the school conducts a searching review of its own operations with each self-study committee using the results of the recently completed data collection and profile and its own philosophy and objectives as the starting point for its work.

Part Two of the self-study is divided into seven Sections, listed below. Each Section covers a major area of the school's operation, for which there are Standards for Accreditation against

which the school will rate itself. Indicators for each Standard will guide the school in assessing its own adherence to the stated Standards.

- A Philosophy and Objectives
- B Curriculum
- C Governance and Management
- D Staff
- E Student Support Services
- F Resources
- G Student and Community Life

For each of the Sections A and C-G, an assigned self-study committee will collect, assemble and analyse certain requested data, complete a descriptive narrative or fact sheet, rate its current practice against the Indicators and the Standards for Accreditation, and write a statement of conclusions which will include plans for improvement in areas determined by the school to be weak or deficient with respect to the standard at hand.

For Section B, the school will assign a number of self-study committees to look at curriculum from both "horizontal" and "vertical" perspectives. The number of "horizontal" reports to be completed will be determined by the school, according to the number of divisions or levels that exist at the school. Each "vertical" report will cover a single subject area or discipline through the full grade range of the school.

A truly comprehensive self-study requires a considerable time commitment from all members of the school's teaching and management staff and also from a representation of parents, Governing Body members and students. It is the intention of CIS that the self-study should present an honest, broad view of the school and that it should not represent the views of any minority group within the school.

Every staff member should participate in the self-study process through completion of a meaningful assignment or assignments, preferably reflecting both the individual's direct area of teaching or other responsibility and his/her interest in a more general aspect of the school's operation.

When finished, the Self-Study Report must be sent by the Steering Committee to CIS and appointed Visiting Team members. The report should also be available for perusal by all those who took part in the Self-Study Process.

3. The Team Visit

Following the completion of the self-study, the school is visited by a team of suitably qualified administrators and teachers drawn from other schools that represent the accrediting association(s).

The primary function of the Visiting Team is to assist the school by providing an objective assessment of the conclusions of the self-study. The Team visits the school for approximately one week to see it in action.

Team members visit classrooms and other work places, and they talk with students, parents, members of the staff and Governing Body. They examine all aspects of the school in the light of the self-study, the school's own Philosophy and Objectives, and the Standards for Accreditation.

During the course of the visit, no assessment is made of individual staff member's performance, nor is critical reference be made to any specific individual in the report of the Visiting Team. The job of the Team is to review the quality of the educational experiences offered at the school, not to assess the qualities of individual teachers.

The Team writes a detailed report which addresses every part of the self-study. For each of the Part Two Sections A and C-G, and the many Sections under B, the Team will offer a narrative of its findings and a set of commendations and recommendations. The Visiting Team Report will be sent to CIS, and will be forwarded to the school as soon as initial analysis has been carried out.

The Visiting Team will also make an overall recommendation with regard to possible accreditation of the school directly to CIS. The Team will not inform the school of its overall recommendation which strictly has the status of advice to the accrediting agency.

4. Decision on Accreditation

The CIS Accreditation Service and its Advisors carefully review the Visiting Team Report and consider the recommendations of the Visiting Team relative to possible accreditation of the school. A recommendation will then go before the CIS Board of Trustees.

The decision by each Board may be to:

- a. Award Accreditation or Re-accreditation.
- b. Award Accreditation or Re-accreditation with specific qualifications.
- c. Postpone Accreditation or Re-accreditation for some specified reason(s).
- d. Not award Accreditation or Re-accreditation.

Any adverse decision is subject to appeal by the school. Adverse accreditation decisions are defined as denial of accreditation, placement on probation, postponement of accreditation, or termination of accreditation.

5. Subsequent Procedures

A number of follow-up procedures have been established, including:

- a. The First Report on Progress and Planning, prepared by the school at a date to be specified by the CIS (typically no later than 18 months from the Team Visit). This shall contain a summary of the recommendation responses already completed by the school and Action Plans for addressing the other recommendations of the Visiting Team. An on-site visit may be required at the option of CIS.
- b. A Five Year Report that shows how the school has addressed the Visiting Team's recommendations following its own Action Plans. The accrediting association(s) will also expect to see Action Plans for the coming period included in this report. Receipt of the school's report will be followed by an on-site visit by at least two people appointed by CIS, and they will themselves write a comprehensive report.
- c. Special Reports and/or Special Visits at any stage of the accreditation cycle if considered necessary

Summarised from *CIS Guide to School Evaluation and Accreditation Version 7.02*

Analysis of the evidence required by the Minimum Standards of the Education and Training Reform Act 2006 and CIS Standards

<i>Education and Training Reform Act 2006</i>	<i>Council of International Schools.</i>
1.1 Democratic principles	Included in the CIS Standards
▪ a statement affirming the school's adherence to the principles	N
▪ an explanation of how the school will communicate the statement to its community	Y
▪ School's constitution	Y
▪ School's prospectus	Y
▪ School's statement of its philosophy, vision and mission	Y
▪ School's handbooks for students, staff or council members	Y
▪ School website	No specific reference
▪ Other (<i>please indicate</i>)	
1.2 School governance: structure	
▪ An outline of the governing body's structure and membership	Y
▪ Information about the qualifications and experience of members of the governing body	N
▪ The school's governance charter, outlining the key functions and responsibilities of the school board	Y
▪ School's business plan, including enrolment estimates and assumptions, assumptions underpinning the estimated socioeconomic status of students, estimated state and commonwealth grant funding and forecast financial statements	Y
▪ Policies relating to the operation, professional development, review and induction of the governing body and its members	Y
1.3 School governance: probity	
▪ a completed <i>Attestation of good character</i> declaration for each proprietor, member of the governing body and Principal	N
▪ a summary of the qualifications and experience of each person	N
1.4 School philosophy	
▪ School's constitution, prospectus, action plan or business plan	Y
▪ A statement of the school's vision and mission makes clear to prospective students and their parents the nature of the school. It also enables the school's leadership and staff to share a common understanding about its values and objectives	Y
▪ A vision and mission statement also provides a foundation for the school's strategic planning decisions and its performance reviews	Y

1.5 Not-for-profit status	
▪ A copy of the school's constitution	N
▪ An executed <i>Attestation of school's not-for-profit status</i>	N
2.1 Student enrolment numbers	
▪ An enrolment register that records the name and date of birth of each student	No specific reference
2.2 Enrolment policy	
▪ A copy of the school's enrolment policy and procedures and details of how it is implemented	Y
2.3 Register of enrolments	
▪ Evidence required is an enrolment register that is accurate, up-to-date and contains the information required in the standard	Y
3.1 Curriculum framework - Years Prep to 6	
▪ a copy of the school timetable	Y
▪ an outline of the main ideas that underlie the school's approach to curriculum and to teaching and learning	Y
▪ a whole school curriculum plan showing how the curriculum is organised	Y
▪ yearly curriculum program plans for each cohort of students	Y
▪ an indication of how the eight learning areas will be addressed	No specific reference
▪ schedules for the review of curriculum and teaching practice	Y
3.1 Curriculum framework - Years 7 to 10	
▪ a copy of the school timetable	Y
▪ an outline of the main ideas that underlie the school's approach to curriculum and to teaching and learning	Y
▪ a whole school curriculum plan showing how the curriculum is organised	Y
▪ yearly curriculum program plans for each cohort of students	Y
▪ an indication of how the eight learning areas will be addressed	No specific reference
▪ schedules for the review of curriculum and teaching practice	Y
3.1 Curriculum framework - Years 11 and 12	
▪ a copy of the school timetable	Y
▪ an outline of the main ideas that underlie the school's approach to curriculum and to teaching and learning	Y
▪ a whole school curriculum plan showing how the curriculum is organised	Y
▪ yearly curriculum program plans for each cohort of students	Y
▪ an indication of how the eight learning areas will be addressed	No specific reference
▪ schedules for the review of curriculum and teaching practice	Y

3.2 Student learning outcomes	
▪ a strategic plan to improve student learning outcomes	Y
▪ a statement of what data the school will collect to monitor outcomes	Y
▪ a statement of how the school will use data to set goals and targets for outcomes	Y
▪ implementation of the Victorian Essential Learning Standards (VELS) or other	N
▪ analysis, application and reporting of Achievement Improvement Monitor (AIM) and of On Track data	N
3.3 Monitoring and reporting on students' performance	
▪ The school's assessment and reporting policies and procedures	Y
▪ Access to information must include at least two written reports to parents per year	Y- frequency not defined
4.1 Care, safety and welfare of students	
For student welfare, evidence required is the school's:	Y
▪ welfare policy and procedures	No specific reference
▪ bullying and harassment policy and procedures	No specific reference
▪ policy and procedures for managing complaints or grievances	No specific reference
▪ policy and procedures for the management and reporting of serious incidents, including mandatory reporting	Partial coverage
For student safety, evidence required is the school's:	
▪ policy and procedures for the on-site supervision of students	Y
▪ policy and procedures for the supervision of students when undertaking off-site activities	Y
▪ policy and procedures to ensure the safety and welfare of students learning with an external provider	No specific reference
▪ emergency management plan	Y
▪ critical incident plan	Y
▪ accidents and incident register	Y
▪ anaphylaxis management plan	No specific reference
▪ internet use policy and procedures	N
For student care, evidence required is the school's:	
▪ arrangements for ill students	Y
▪ policy and procedures for distributing medicine	Y
▪ first aid policy and procedures	Y
▪ register of staff trained in first aid	N
▪ records of student medical conditions and management	Y

4.2 Discipline	
<ul style="list-style-type: none"> ▪ The school's documented behaviour management policy and procedures 	Y
<ul style="list-style-type: none"> ▪ An outline of how the school communicates these policies and procedures to the school community 	Y
<ul style="list-style-type: none"> ▪ An explanation of the school's approach to discipline and how it ensures procedural fairness 	Y
<ul style="list-style-type: none"> ▪ Procedures for suspension, expulsion and exclusion 	Y
<ul style="list-style-type: none"> ▪ Procedures for imposing penalties 	Y
<ul style="list-style-type: none"> ▪ Documentation and communication policies 	Y
4.3 Attendance monitoring	
<ul style="list-style-type: none"> ▪ Check attendance at least twice per day 	N
<ul style="list-style-type: none"> ▪ Monitor attendance and to identify absences from school or class, daily 	No specific reference
<ul style="list-style-type: none"> ▪ Follow up unexplained absences 	No specific reference
<ul style="list-style-type: none"> ▪ Notify parents of unsatisfactory attendance 	No specific reference
<ul style="list-style-type: none"> ▪ Record unsatisfactory attendance on students' files 	No specific reference
4.4 Attendance register	
<ul style="list-style-type: none"> ▪ An attendance register in either print or electronic form of the attendance of all students at the school for each calendar year. The register must show twice-daily attendance checks and any reasons for absence 	No specific reference
5.1 Teachers' requirements	
<ul style="list-style-type: none"> ▪ A register of teachers containing each teacher's name and their teacher registration number 	N - registration not mandated
5.2 Working with Children Act 2005	
<ul style="list-style-type: none"> ▪ A register of staff with a Working with Children Check 	N
<ul style="list-style-type: none"> ▪ A documented process for maintaining the register 	N
6.1 Buildings, facilities and grounds	
<ul style="list-style-type: none"> ▪ A permit to operate an education centre on the site 	Y
<ul style="list-style-type: none"> ▪ Documentation showing that buildings and facilities comply with local planning regulations and the Building Code of Australia 	Y
<ul style="list-style-type: none"> ▪ An essential services register 	Y
<ul style="list-style-type: none"> ▪ A maintenance schedule for buildings, facilities and grounds 	Y
<ul style="list-style-type: none"> ▪ Policy and procedures for occupational health and safety 	Y
6.2 Educational facilities	
<ul style="list-style-type: none"> ▪ A plan of the school showing the location of facilities available for each program offered 	Y
<ul style="list-style-type: none"> ▪ The number and age of students undertaking each course 	Y
<ul style="list-style-type: none"> ▪ Whether facilities are on-site or off-site 	Y

Information about school performance	
<ul style="list-style-type: none"> ▪ A publication to the school community providing a description and analysis of student learning outcomes in statewide tests and examinations for the current year 	Y
<ul style="list-style-type: none"> ▪ A publication to the school community providing a description and analysis of rates of student attendance for the year 	No specific reference
<ul style="list-style-type: none"> ▪ A publication to the school community providing a report of the school's financial activities 	No specific reference
<ul style="list-style-type: none"> ▪ A publication to the school community providing copies of reports the school is required to provide under Commonwealth funding agreements 	Y
Further requirements for a senior secondary qualification	
<ul style="list-style-type: none"> ▪ Authorisation from the VCAA or IBO 	N
<ul style="list-style-type: none"> ▪ Allocation of the school's Victorian Assessment Software System (VASS) identity (if delivering VCE or VCAL) 	N
<ul style="list-style-type: none"> ▪ Current VCAA administrative handbooks, VCE study designs 	Y
<ul style="list-style-type: none"> ▪ Current VCAL planning guides and course material 	Y
<ul style="list-style-type: none"> ▪ Senior secondary courses offered by the school, including the year levels at which the school offers senior secondary courses 	Y
<ul style="list-style-type: none"> ▪ Procedures and documentation to inform students about VCE/VCAL/IB standards and course requirements 	Y
<ul style="list-style-type: none"> ▪ A record of staff undertaking professional development required by the awarding body 	Y
<ul style="list-style-type: none"> ▪ Relevant teaching resources 	Y
<ul style="list-style-type: none"> ▪ Policy and procedures to maintain accurate senior secondary student records 	Y
<ul style="list-style-type: none"> ▪ Policy and procedures for senior secondary assessment 	Y
<ul style="list-style-type: none"> ▪ Policy and procedures for the monitoring and analysis of senior secondary results 	Y
<ul style="list-style-type: none"> ▪ Policy and procedures regarding access to courses by students with special needs 	Y
<ul style="list-style-type: none"> ▪ Written agreement with another senior secondary provider to detail management of legal responsibilities for students who attend the course, travel between providers or go on excursions 	N
<ul style="list-style-type: none"> ▪ A register of teachers' qualifications 	Y
<ul style="list-style-type: none"> ▪ Appropriate teaching resources 	Y

Mapping of the Standards used by the Council of International Schools in their accreditation process to the Minimum Standards for Accreditation under the Education and Training Reform Act 2006.

<i>Education and Training Reform Act 2006</i>	<i>CIS Standards</i>	<i>Comment</i>
<p>School Governance</p> <p>Democratic principles</p> <p>The programs of, and teaching in, a school must support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"> • elected government • the rule of law • equal rights for all before the law • freedom of religion • freedom of speech and association • the values of openness and tolerance 	<p>Section A: STANDARD FOUR</p> <p>The school’s Philosophy and Objectives shall lead the school to act within the spirit of the United Nations Universal Declaration of Human Rights.</p>	<p>While there is similarity in the focus between the two standards, the Education and Training Reform Act 2006 is more specific in its reference to Australian democratic values.</p>
<p>Structure</p> <p>The governance of a school must be structured to enable the school to develop its strategic direction, effectively manage its finances and fulfil its legal obligations.</p>	<p>Section C: STANDARD ONE</p> <p>The governing body shall be so constituted, with regard to membership and organisation, as to provide the school with sound direction, continuity and effective support.</p> <p>Section C: STANDARD FOUR</p> <p>The school shall have educational and financial plans for the short, medium and long term, with strategies for accomplishing the school’s goals and for assessing the effectiveness of the actions taken.</p> <p>Section C: STANDARD FIVE</p> <p>The school shall observe legal and ethical principles in all its dealings with the school community.</p>	<p>High correlation between the Education and Training Reform Act 2006 and the relevant CIS standards</p>
<p>Probity</p> <p>The proprietor, any member of the governing body and any principal of a non-government school must be of good character and be able to carry out their responsibilities in relation to the operation of the school.</p>	<p>Not specifically addressed in the CIS Standards.</p>	<p>No probity check is required for CIS accreditation.</p>

<i>Education and Training Reform Act 2006</i>	<i>CIS Standards</i>	<i>Comment</i>
<p>Philosophy A school must have a clear statement of its philosophy.</p>	<p>Section A: STANDARD ONE The school shall have a clear and effective written statement of its philosophy and objectives, appropriate for the students it serves.</p>	High correlation between the Education and Training Reform Act 2006 and the CIS standards.
<p>Not-for-profit status A school must be a not-for-profit school.</p>	Not specifically addressed in the CIS Standards.	An attestation of 'not for profit' status is not a requirement for CIS accreditation.
<p>Enrolment Student enrolment numbers A school must have a minimum of 20 students enrolled. A secondary school must have an average enrolment of 10 or more students for each year level for which it is registered.</p>		No minimum enrolments are established in the CIS standards.
<p>Enrolment policy A school must have a clearly defined enrolment policy that complies with all applicable State or Commonwealth laws. A school established by a particular religious denomination or by a group of religious denominations may have an enrolment policy that gives preference to adherents of that religious denomination or denominations or their children.</p>	<p>INDICATOR RELATED TO Section A: STANDARD ONE 1d The school's admissions policies and procedures require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is a reasonable match between a student's needs and the program offered.</p>	High correlation between the Education and Training Reform Act 2006 and the CIS standards.
<p>Register of enrolments A register of enrolments must be maintained that contains, for each student: <ul style="list-style-type: none"> • their name, age and address • the name and contact details of any parent or guardian of the student • the date of enrolment • where applicable, the date the student ceased to be enrolled. </p>	<p>Section E: STANDARD TEN The school shall have health policies which include collection of medical information for all staff and students, immunisation against common diseases and the maintenance of comprehensive records.</p>	Low correlation between the Education and Training Reform Act 2006 and the CIS standards, as the term 'maintenance of comprehensive records' is very general, and lacks the specific detail identified in the Minimum Standard.
<p>Curriculum and student learning Curriculum framework A framework must be in place for the organisation, implementation and review of a</p>	<p>Section B: STANDARD ONE The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's philosophy, objectives and</p>	Medium correlation between Education and Training Reform Act 2006 and CIS standards, however the requirement to address the eight key learning areas is not specified in the CIS

<i>Education and Training Reform Act 2006</i>	<i>CIS Standards</i>	<i>Comment</i>
<p>school's curriculum and teaching practices and to ensure that, taken as a whole, the learning areas are substantially addressed.</p>	<p>policies.</p> <p>Section B: STANDARD TWO The curriculum shall be comprehensively documented.</p> <p>Section B: STANDARD THREE Curriculum design shall provide for the varied developmental, academic, social, physical and emotional needs of students.</p> <p>Section B: STANDARD FOUR The curriculum shall be articulated vertically and horizontally throughout the school to ensure continuity within and among divisions and disciplines.</p>	<p>standards. Instead the CIS standards refer to "curriculum articulated vertically and horizontallyto ensure continuity within and among divisions and disciplines" allowing the curriculum to be structured in ways other than 8 key learning areas.</p>
<p><i>Student learning outcomes</i> A school must have processes in place that enable it to plan for, and achieve improvement in, student learning outcomes.</p>	<p>Section B: STANDARD ELEVEN The school shall regularly assess the effectiveness of teaching and learning.</p> <p>Section B: STANDARD TWELVE Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.</p> <p>Section B: STANDARD THIRTEEN Administrators and teachers shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.</p>	<p>High correlation between Education and Training Reform Act 2006 and CIS standards.</p>
<p>Monitoring and reporting on students' performance A school must ensure that there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance. Access to information must include at least two written reports to parents per year.</p>	<p>Section B: STANDARD FOURTEEN The school shall record, analyse and report to appropriate members of the school community the results of school and student performance.</p> <p>Section E: STANDARD SEVEN The school shall work cooperatively with parents and keep them informed of the academic and social development and progress of their children.</p>	<p>High correlation between Education and Training Reform Act 2006 and CIS except for the establishment of a minimum number of reports each year.</p>

<i>Education and Training Reform Act 2006</i>	<i>CIS Standards</i>	<i>Comment</i>
	<p>INDICATOR RELATED TO Section E: STANDARD SEVEN</p> <p>7a The school has a schedule of regular reporting of student progress to parents.</p> <p>Section E: STANDARD EIGHT</p> <p>The school shall provide opportunities for students to take all appropriate tests, including those for admission to institutions of higher education, and shall assist parents and students in processing required application materials.</p>	
<p><i>Student welfare</i> Care, safety and welfare of students A school must ensure that the care, safety and welfare of students is in accordance with any applicable State and Commonwealth laws, and that staff are advised of their obligations under those laws.</p>	<p>Section C: INDICATORS RELATED TO STANDARD FIVE</p> <p>5a The governing body and the school management comply with all applicable statutes, government laws and regulations.</p> <p>5b The governing body ensures that the school respects all local codes, fulfils its contracts, and settles its debts promptly.</p>	<p>Low correlation however specific policies related to welfare, bullying and harassment, mandatory reporting, management of complaints and grievances are not specified by CIS. In addition policies related to student use of the internet, and anaphylaxis management plan and a register of staff trained in First Aid are not specified in the CIS standards</p>
<p>Discipline A school's policies relating to the discipline of students must be based on principles of procedural fairness and must not permit corporal punishment.</p>	<p>Section G: STANDARD ONE</p> <p>Relationships among the school management, staff and students shall be ethical, and shall be characterised by fairness and mutual respect among individuals and between groups.</p> <p>INDICATORS RELATED TO Section G: STANDARD ONE</p> <p>1c The school's methods of supervision and its way of handling problems with individual students are well understood.</p> <p>1d Decisions on student conduct are based upon published statements of expectations for behaviour which also indicate the consequences of non-compliance and a mechanism for appeal.</p>	<p>Medium correlation between Education and Training Reform Act 2006 and CIS standards as expectations around ethical treatment, fairness and mutual respect exist in the CIS standards, the specific exclusion of corporal punishment is not required for CIS accreditation.</p>

<p>Attendance monitoring Provision must be made at a school to:</p> <ul style="list-style-type: none"> • monitor daily attendance • identify absences from school or class • follow up unexplained absences • notify any parent or guardian about unsatisfactory attendance • record unsatisfactory attendance information on student files. 		<p>No specific requirement as an Indicator or Standard exists around attendance monitoring and attendance register, however there is a general expectation that the school seeking CIS accreditation can demonstrate that <i>‘Effective procedures are used to collect and analyse hard data and opinions to determine the school’s degree of success in achieving the aspirations expressed in its Philosophy and Objectives.’</i></p>
<p>Staff employment Teachers’ requirements All teachers employed to teach at a school must be registered or have permission to teach and comply with any conditions or limitations of that registration.</p>	<p>Section D: STANDARD ONE The school shall have management, teaching and support staff, sufficient in numbers and with the qualifications and competencies to carry out satisfactorily the school’s programs, services and activities.</p>	<p>Low correlation between the Education and Training Reform Act 2006 and CIS as specific reference to VIT registration is not included in the CIS standards.</p>
<p>Compliance with the Working with Children Act 2005 The requirements of the Working with Children Act 2005 must be complied with in respect of the employment of all staff at a school.</p>	<p>INDICATORS RELATED TO Section C: STANDARD FIVE 5a The governing body and the school management comply with all applicable statutes, government laws and regulations.</p>	<p>Not specifically addressed in the CIS Standards.</p>
<p>School infrastructure Buildings, facilities and grounds A school’s buildings, facilities and grounds must comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws.</p>	<p>Section F: STANDARD THREE The school shall meet safety requirements of the local authorities and of the accrediting association(s).</p>	<p>High correlation between the Education and Training Reform Act 2006 and the CIS standards.</p>
<p>Educational facilities The educational facilities of a school must be suitable for the programs it offers and for students’ age levels.</p>	<p>Section F: STANDARD FIVE The school grounds, buildings, technical installations, basic furnishings, and supporting equipment shall be adequate for effective support of the total school program. Section F: STANDARD SIX The school’s Information and Communication Technology (ICT) shall appropriately support the school’s operations.</p>	<p>High correlation between the Education and Training Reform Act 2006 and the CIS standards.</p>

	<p>Section F: STANDARD SEVEN</p> <p>The library/media centre shall be conveniently accessible, be of adequate size, and have sufficient staff and resources to meet the educational needs of students and staff.</p>	
<p>Information about school performance</p> <p>Information about a school's performance must be provided to the school community. The information must include:</p> <ul style="list-style-type: none"> • a description and analysis of student learning outcomes in statewide tests and examinations for the current year (and for the last two years if the school has been established that long) • a description and analysis of rates of student attendance for the year • a report of the school's financial activities • copies of any other reports the school is required to provide under State or Commonwealth funding agreements. 	<p>Section B: STANDARD FOURTEEN</p> <p>The school shall record, analyse and report to appropriate members of the school community the results of school and student performance.</p> <p>INDICATORS RELATED TO Section B, STANDARD FOURTEEN</p> <p>14a The school provides regular information on student achievement to help parents remain advised of their child's progress.</p> <p>14b The school has a thorough, effective system of reporting on school and student performance.</p> <p>14c The overall results of any standardised achievement tests are shared with the school community.</p>	<p>Medium correlation however CIS standards place no requirement to report on student attendance rates. While Section C Indicator 4d states 'Educational and financial plans are made known to the school community' this does not imply the reporting of its annual financial report to the community.</p>
<p>Senior Secondary Qualification</p>		<p>While the Minimum Standards identify authorisation from VCAA for the delivery of VCE and VCAL, and IBO for the delivery of the IB, no similar requirements are specified CIS accreditation. Indeed CIS has ensured that the authorisation to deliver a curriculum is vested with the relevant authority and avoids and conflict with the CIS standards. There exists a high correlation between the 'Further requirements for Senior Schools' and the CIS standards and accreditation requirements.</p>

Appendix 1

Summary of the VRQA Minimum Standards and other requirements for school registration

School Governance

Democratic principles

The programs of, and teaching in, a school must support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

Structure

The governance of a school must be structured to enable the school to develop its strategic direction, effectively manage its finances and fulfil its legal obligations.

Probity

The proprietor, any member of the governing body and any principal of a non-government school must be of good character and be able to carry out their responsibilities in relation to the operation of the school.

Philosophy

A school must have a clear statement of its philosophy.

Not-for-profit status

A school must be a not-for-profit school.

Enrolment

Student enrolment numbers

A school must have a minimum of 20 students enrolled. A secondary school must have an average enrolment of 10 or more students for each year level for which it is registered.

Enrolment policy

A school must have a clearly defined enrolment policy that complies with all applicable State or Commonwealth laws. A school established by a particular religious denomination or by a group of religious denominations may have an enrolment policy that gives preference to adherents of that religious denomination or denominations or their children.

Register of enrolments

A register of enrolments must be maintained that contains, for each student:

- their name, age and address
- the name and contact details of any parent or guardian of the student
- the date of enrolment
- where applicable, the date the student ceased to be enrolled.

Curriculum and student learning

Curriculum framework

A framework must be in place for the organisation, implementation and review of a school's curriculum and teaching practices and to ensure that, taken as a whole, the learning areas are substantially addressed.

Student learning outcomes

A school must have processes in place that enable it to plan for, and achieve improvement in, student learning outcomes.

Monitoring and reporting on students' performance

A school must ensure that there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance. Access to information must include at least two written reports to parents per year.

Student welfare

Care, safety and welfare of students

A school must ensure that the care, safety and welfare of students is in accordance with any applicable State and Commonwealth laws, and that staff are advised of their obligations under those laws.

Discipline

A school's policies relating to the discipline of students must be based on principles of procedural fairness and must not permit corporal punishment.

Attendance monitoring

Provision must be made at a school to:

- monitor daily attendance
- identify absences from school or class
- follow up unexplained absences
- notify any parent or guardian about unsatisfactory attendance
- record unsatisfactory attendance information on student files.

Attendance register

A school must maintain an attendance register of students of compulsory school age and record in it each student's attendance at least twice per day as well as any reason (given or apparent) for a student's absence.

Staff employment

Teachers' requirements

All teachers employed to teach at a school must be registered or have permission to teach and comply with any conditions or limitations of that registration.

Compliance with the *Working with Children Act 2005*

The requirements of the *Working with Children Act 2005* must be complied with in respect of the employment of all staff at a school.

School infrastructure

Buildings, facilities and grounds

A school's buildings, facilities and grounds must comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws.

Educational facilities

The educational facilities of a school must be suitable for the programs it offers and for students' age levels.

Other requirements

Reporting to the VRQA

The proprietor or principal of a registered school must provide to the Authority in accordance with the Regulations a report containing the information required.

Information about school performance

Information about a school's performance must be provided to the school community. The information must include:

- a description and analysis of student learning outcomes in statewide tests and examinations for the current year (and for the last two years if the school has been established that long)
- a description and analysis of rates of student attendance for the year
- a report of the school's financial activities
- copies of any other reports the school is required to provide under State or Commonwealth funding agreements.

Adding a year level

A registered school must seek Authority approval to offer or conduct a year level of schooling in addition to those for which it has been registered.

Establishing an additional campus

A registered school must seek Authority approval to include an additional campus at the school.

Changing a school's type of registration

A school must only be conducted as the type of school in respect of which it is registered.

Changing a school's location

A school must only be conducted at a campus or place in respect of which it is registered.

Changing a school's particulars

The principal of a registered school must notify the Authority within 30 days of any changes to specified details of a school.

Further requirements for certain schools offering a senior secondary qualification

The minimum standards (including the further requirements in this part of the guide) apply to all schools offering a senior secondary qualification that were registered, or applied for registration, on 1 July 2007, or after.

The further requirements are detailed below.

School governance

Structure

The governance and management of the school must be structured to enable it to effectively manage:

- the school's finances
- the physical environment of each place where the school offers a senior secondary course
- the school's staff
- the students enrolled in the course by the school.

The school must have adequate arrangements in place to enable it to:

- provide the VRQA with any information the Authority requires about the school's probity arrangements
- provide the VRQA with any information the Authority requires to review the school's compliance with the minimum standards
- comply with any guidelines issued by the Authority.

The school must be authorised by:

- the VCAA to provide the VCE or the VCAL, or
- the IBO to provide the IB Diploma.

The school must comply with the conditions of its authorisation(s).

Curriculum and student learning

Student learning outcomes

The school must:

- deliver the course to the standards established by the awarding body for the qualification
- ensure that a student who satisfactorily completes all of the course requirements is entitled to be awarded the registered qualification.

If the school wishes to offer vocational education and training (VET) qualifications, it must meet the requirements of a registered training organisation.

Monitoring and reporting on students' performance

The school must have policies and procedures to:

- maintain accurate student records and ensure the integrity of student assessments
- ensure that it complies with the requirements of the awarding body with respect to:
 - its assessment program
 - the timely provision of data about student enrolments and results
 - retention, archiving and retrieval of student enrolments and results information so as to be able to reissue statements and certificates if required
- deal with the assessment program and the timely provision of data about student enrolments and results (if the provider is also the awarding body)
- monitor patterns of student participation and completion rates and the quality of outcomes in the senior secondary qualification
- undertake an annual analysis (that is made publicly available) of student participation and completion rates and outcomes.

The school must prepare and maintain records of student assessments and, on request, provide copies of a student's records to the student or a person authorised by the student to receive the records.

Student welfare

The school must provide opportunities for students with special needs to access courses.

If the school shares responsibility for a senior secondary course with another provider, it must:

- have policies and procedures to ensure the care, safety and welfare of students who undertake learning activities with the other provider
- agree in writing with the other provider about how both will manage their duty of care responsibilities.

Staff employment

The school must have qualified and competent staff to teach and assess the course.

School infrastructure

The school must ensure that there are suitable teaching resources and physical facilities to provide the course.

From 'GUIDE FOR A REGISTERED SCHOOL - Minimum standards and other requirements for school registration'

Summary of the CIS Standards

SECTION A: PHILOSOPHY AND OBJECTIVES

Section A: STANDARD ONE

The school shall have a clear and effective written statement of its philosophy and objectives, appropriate for the students it serves

Section A: STANDARD TWO

The school's philosophy and objectives shall be generally known, understood and accepted by the governing body, school management, staff, parents, and students.

Section A: STANDARD THREE

There shall be procedures which enable the school to determine its degree of success in putting its Philosophy and Objectives into practice.

Section A: STANDARD FOUR

The school's Philosophy and Objectives shall lead the school to act within the spirit of the United Nations Universal Declaration of Human Rights.

Section A: STANDARD FIVE

The Philosophy and Objectives shall commit the school to promoting international and inter-cultural experiences for its students.

SECTION B: CURRICULUM

Section B: STANDARD ONE

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's philosophy, objectives and policies.

Section B: STANDARD TWO

The curriculum shall be comprehensively documented.

Section B: STANDARD THREE

Curriculum design shall provide for the varied developmental, academic, social, physical and emotional needs of students.

Section B: STANDARD FOUR

The curriculum shall be articulated vertically and horizontally throughout the school to ensure continuity within and among divisions and disciplines.

Section B: STANDARD FIVE

The curriculum shall utilise the culture(s) of the host country and the diversity in the school community to enhance the educational experiences of students.

Section B: STANDARD SIX

The curriculum shall develop those skills and abilities which will prepare students for lifelong learning.

Section B: STANDARD SEVEN

The school shall provide ongoing professional development to improve implementation of the curriculum.

Section B: STANDARD EIGHT

The teaching staff shall implement the curriculum through a range of approaches and teaching strategies that recognise diverse learning styles.

Section B: STANDARD NINE

The school shall provide appropriate support and resources to implement the curriculum.

Section B: STANDARD TEN

Teachers shall establish and communicate clear expectations to students and parents.

Section B: STANDARD ELEVEN

The school shall regularly assess the effectiveness of teaching and learning.

Section B: STANDARD TWELVE

Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.

Section B: STANDARD THIRTEEN

Administrators and teachers shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis

Section B: STANDARD FOURTEEN

The school shall record, analyse and report to appropriate members of the school community the results of school and student performance.

SECTION C: GOVERNANCE & MANAGEMENT

Section C: STANDARD ONE

The governing body shall be so constituted, with regard to membership and organisation, as to provide the school with sound direction, continuity and effective support.

Section C: STANDARD TWO

There shall be a co-operative and effective working relationship between the governing body and the Head of School.

Section C: STANDARD THREE

The Head of School, although accountable to a higher authority, shall be the responsible leader of the school.

Section C: STANDARD FOUR

The school shall have educational and financial plans for the short, medium and long term, with strategies for accomplishing the school's goals and for assessing the effectiveness of the actions taken.

Section C: STANDARD FIVE

The school shall observe legal and ethical principles in all its dealings with the school community.

Section C: STANDARD SIX

The governing body shall have clearly formulated policies set out in a policy manual to give consistency and order to its operations, and it shall ensure that these policies are understood by the school community.

Section C: STANDARD SEVEN

The financial resources of the school shall be capable of sustaining a sound educational program, consistent with its stated philosophy and objectives, and of providing for long-term stability.

Section C: STANDARD EIGHT

The management of the school's finances shall be, at all times, in accordance with the standards which operate in the host country and shall be consistent with best practice in international schools.

Section C: STANDARD NINE

Parents or others enrolling students shall be informed in advance of the precise nature and scope of the financial obligations and be given an estimate of the total expenses.

SECTION D: STAFF

Section D: STANDARD ONE

The school shall have management, teaching and support staff, sufficient in numbers and with the qualifications and competencies to carry out satisfactorily the school's programs, services and activities.

Section D: STANDARD TWO

The Head of School shall ensure that there is a co-operative working relationship with all staff to facilitate proper utilisation of their abilities.

Section D: STANDARD THREE

Staff shall act professionally in carrying out all their duties and responsibilities.

Section D: STANDARD FOUR

There shall be written and available personnel policies and practices for all staff.

Section D: STANDARD FIVE

All staff shall be employed under written contracts which state the principal terms of agreement between members of staff and the governing body, and which provide for adequate salaries, and fringe benefits.

Section D: STANDARD SIX

There shall be a clearly defined and effective system of appraisal of staff, based on pre-determined and explicit criteria.

Section D: STANDARD SEVEN

The school shall have a program of professional development for staff related to appraisal procedures and other priorities identified by the school.

SECTION E: STUDENT SUPPORT SERVICES

Section E: STANDARD ONE

There shall be effective procedures for identifying the learning needs of students, both at admission and thereafter.

Section E: STANDARD TWO

If children with learning or other disabilities or remedial needs are admitted, the school shall provide specific curricula and programs to meet those needs.

Section E: STANDARD THREE

The school shall have the trained special needs personnel needed to serve students with identified learning disabilities.

Section E: STANDARD FOUR

There shall be effective practices to address the needs of students of exceptionally high ability, achievement, and/or talent.

Section E: STANDARD FIVE

If students whose native or first language is not English (and whose English is not sufficiently developed to follow the full school curriculum) are admitted, the school shall provide English Language Support ELS.

Section E: STANDARD SIX

The school shall provide appropriate guidance services, including academic and personal counselling as well as career/tertiary education advice for secondary students.

Section E: STANDARD SEVEN

The school shall work cooperatively with parents and keep them informed of the academic and social development and progress of their children.

Section E: STANDARD EIGHT

The school shall provide opportunities for students to take all appropriate tests, including those for admission to institutions of higher education, and shall assist parents and students in processing required application materials.

Section E: STANDARD NINE

The school shall provide adequate health care, and shall insure provisions for emergencies on-site and at school functions which take place away from the school premises.

Section E: STANDARD TEN

The school shall have health policies which include collection of medical information for all staff and students, immunisation against common diseases and the maintenance of comprehensive records.

SECTION F: RESOURCES

Section F: STANDARD ONE

The school shall provide or arrange for such services as are required in support of its program offerings, and shall ensure that food, security, transportation, cleaning, and other services meet acceptable standards of safety and comfort.

Section F: STANDARD TWO

Personnel employed to provide student services shall be adequate in number, have appropriate qualifications, and receive sufficient training to perform their functions effectively.

Section F: STANDARD THREE

The school shall meet safety requirements of the local authorities and of the accrediting association(s).

Section F: STANDARD FOUR

Written rules and policies governing access to and use of school resources shall be available to the school community.

Section F: STANDARD FIVE

The school grounds, buildings, technical installations, basic furnishings, and supporting equipment shall be adequate for effective support of the total school program.

Section F: STANDARD SIX

The school's Information and Communication Technology (ICT) shall appropriately support the school's operations.

Section F: STANDARD SEVEN

The library/media centre shall be conveniently accessible, be of adequate size, and have sufficient staff and resources to meet the educational needs of students and staff.

Section F: STANDARD EIGHT

The library/media staff shall provide an ongoing program of instruction in effective use of resource materials and equipment, and shall apply appropriate policies for library use and the means of assessing effectiveness.

Section F: STANDARD NINE

The facilities shall be maintained and operated in a manner that assures the safety and comfort of students and staff.

SECTION G: STUDENT AND COMMUNITY LIFE

Section G: STANDARD ONE

Relationships among the school management, staff and students shall be ethical, and shall be characterised by fairness and mutual respect among individuals and between groups.

Section G: STANDARD TWO

The school shall have processes and forums to enable students and parents to remain well informed on all appropriate issues of school life.

Section G: STANDARD THREE

The school shall have effective processes which enable students and parents to offer appropriate input before important decisions are made.

Section G: STANDARD FOUR

The curricular and/or co-curricular program shall serve the broad needs and interests of the student body.

Section G: STANDARD FIVE

The school shall actively promote intercultural and international awareness.

Section G: STANDARD SIX (For Boarding Schools only.)

Residential services shall serve the best interests of all boarding students and staff.

From CIS Guide to School Evaluation and Accreditation Version 7.02