

CONSULTATION PAPER

**REVIEW OF
THE REGISTERED SCHOOLS BOARD**

July 2003

Review of the Registered Schools Board

The Minister for Education and Training, Lynne Kosky MP, has announced a public review of the Registered Schools Board. The Review will be chaired by Professor Jim Falk, Deputy Vice-Chancellor of Victoria University and steered by a small committee comprising:

- Mr Michael Kane – Acting Director of School Education, Department of Education and Training (DE&T);
- Ms Susan Pascoe – Director of Catholic Education;
- Ms Michelle Green – Chief Executive, Association of Independent Schools of Victoria;
- Mr Garth Lampe – Deputy Secretary, Strategic Economic and Social Policy, Department of Premier and Cabinet;
- Ms Lesley Foster – General Manager, Strategic Relations, Office of School Education, Department of Education and Training.

The Committee is to report to the Minister for Education and Training by the end of October 2003.

The Terms of Reference for the Review are:

1. The review will examine the current structure and functions of the Registered Schools Board of Victoria and propose systematic improvements in non-government school registration and review.
2. In having regard for the Government's goals and targets for education and training the review will:
 - Consider current and potential standards for registration of non-government schools including planning, financial viability, enrolment benchmarks, workforce, facilities, occupational health and safety, curriculum and student support.
 - Propose a quality assurance process for the continued registration of non-government schools underpinned by agreed performance reporting and evaluation processes; intervention in inverse proportion to performance; and recognition for excellence.
 - Provide advice on the role, structure, and processes of the Registered Schools Board with particular consideration given to its relationship to Government and the Department of Education and Training and associated statutory authorities;
 - Provide advice on the legislative framework governing the regulation and review of non-government schools.

Scope of the Review:

The review will consider all matters pertinent to the Terms of Reference outlined above. Specifically out of the Review's scope are matters relating to the formulae by which State Government funding is allocated to non-government schools. This is the subject of a separate consultative process.

The Review is also limited to matters relating to school education. Matters related to pre-school and early childhood education are not included in its scope.

The Review Committee will conduct a series of consultations with non-government school stakeholders over the coming months. Information relating to the Review and consultation process will be published on the Registered Schools Board website at www.sofweb.vic.edu.au/rsb/

Advertisements will be placed in daily and local newspapers detailing public consultation forums. This consultation paper is designed to stimulate discussion around some key issues related to the registration and review of non-government schools in Victoria.

Submissions are invited in response to the Terms of Reference and the specific issues detailed within this paper.

Submissions close on Friday 19 September 2003. Written submissions may be either posted or hand delivered to:

Mr Steve Metcalfe
Project Manager, Registered Schools Board Review
Non Government Schools Branch
Department of Education and Training
Level 2, 33 St Andrews Place
East Melbourne 3002

E-mail submissions may be sent to: **NGSB@edumail.vic.gov.au**

Introduction

School education in Australia has been the subject of a major reform agenda for the past 15-20 years. Reform has primarily concentrated on efforts both to raise standards of student learning and to improve levels of educational attainment as measured by the rates at which young people complete post compulsory education and participate in training, work and higher education.

Driving this reform agenda has been an ongoing concern that standards will have to rise in order to equip Australia and its young people for the challenges and opportunities brought about by trade liberalisation, by global economic competition and by the advent of the 'knowledge economy.' In the 21st century, the development of human capital is a key priority in the race to establish and maintain competitive advantage. Innovation and creativity are features of contemporary economic growth strategies and the development of these capabilities is a major focus for school education in most Organisation for Economic Cooperation and Development (OECD) countries.

In Australia, reform efforts have been given direction by the National Goals for Schooling, developed by the State and Commonwealth Ministers for Education. The national goals express Australia's aspirations and intentions for its young people and represent the policy framework within which State and Territory reform programs are mounted. They express the key role of education in promoting social stability and cohesion and in helping young people to lead constructive and fulfilling lives within the values, laws and institutions of Australian society.

School Education in Victoria

The Victorian Government has undertaken a significant reform program in school education to ensure that all Victorian young people are equipped to meet the challenges and opportunities of the 21st century.

In 2000, the Premier of Victoria established a set of goals and targets for Victorian schools. The Premier outlined five major goals for Victorian education and training:

- to improve the standards of literacy and numeracy in primary schooling
- to increase the percentage of young people who successfully complete Year 12 or the equivalent
- for more adults to take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- to increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- to make near-universal participation in post-school education and training the norm in our society.

These goals are to be supported by three critical targets:

- By 2005 - Victoria will be at or above national benchmark levels for reading, writing and numeracy as they apply to primary students.
- By 2010 - 90 per cent of young people in Victoria will complete Year 12 or its equivalent.
- By 2005 - the percentage of young people aged 15-19 in rural and regional Victoria engaged in education and training will increase by 6 per cent.

In her recent address, Framework for Reform, the Minister for Education and Training, Lynne Kosky,

MP announced the next stage of reform with strategies to close the gap in performance between schools in Victoria and to focus on improved curriculum; improved school performance; enhanced teacher learning; and the encouragement of innovation and excellence.

Non-government Schools in Victoria

School education in Victoria has historically been delivered through a mix of public and private schools. Schooling was exclusively private prior to the 1872 Education Act, which provided the legislative framework for Government owned and operated schools. In today's society, characterised by religious freedom and an increasing level of cultural and linguistic diversity, governments and community believe that parents and communities have a basic right to choice in school education and that, therefore, both private and public schools should be able to provide high quality education for the individuals and communities who choose them.

In Victoria, in 2003, non-government schools are responsible for more than a third of Victorian students. The Government has, therefore, committed itself to a partnership with private schools and is identifying the role the non-government school sector can play in improving opportunities and outcomes for Victoria's young people.

In her Framework for Reform address, the Minister for Education and Training outlined the Government's view:

“Clearly, with non-government schools responsible for the education of so many students - their performance is crucial to achieving better learning outcomes in Victoria... The non-government sector needs to be directly aligned with Victoria's overall school education policy.”

Victorian Legislation

The Minister for Education and Training has direct legislative responsibility under the Education Act 1958 for the education of all primary and secondary school students in Victoria, irrespective of whether they are educated in Government or non-government schools.

This legislative responsibility requires the Minister for Education and Training to be satisfied that appropriate standards of instruction and student welfare are delivered in all schools and that students are achieving a reasonable standard of learning.

The Registered Schools Board

Parts III and V of the Education Act 1958 establish the statutory authority of the Registered Schools Board (RSB) which has responsibility for the:

- initial registration of non-government schools;
- ongoing monitoring of non-government schools through a cyclical review process;
- endorsement of non-government schools to take full fee paying overseas students.

Until January 2003, the Registered Schools Board also had legislative responsibility for the registration of teachers in Victorian non-government schools. However, this responsibility transferred to the Victorian Institute of Teaching (VIT) – the newly created statutory authority with responsibility for registering all Victorian teachers.

Consequently, the Registered Schools Board works in close consultation with the Institute and with two other statutory authorities: the Victorian Qualifications Authority (VQA) in relation to Years 11 and 12 qualifications, and the Victorian Curriculum and Assessment Authority (VCAA) with regards to learning and assessment and the Victorian Certificate of Education (VCE).

Since 1906, although the policies and practices of the Registered Schools Board have changed from time to time, there has not been a comprehensive review of the policy framework within which the Board operates. At this time of significant change in school education and of great challenge and opportunity for young people, it is appropriate to review that framework and the Board's operations to ensure that they are in line with the Government's and community's expectations and are consistent with the needs of school education in the 21st century.

It is expected the Review will lead to a proposal for systematic improvement in the regulatory framework governing the establishment and ongoing monitoring of non-government schools in Victoria.

Registration of Schools

Schools are organisations to which parents entrust their children for up to 13 of the most important years of their lives. They are places on which the community relies to play a key role in managing and nurturing the education and growth of its young people. Schools are, in other words, important places for the ongoing development, cohesion and cultural transmission of our society.

For these reasons, schools, like other institutions providing care and support for individuals, are registered. Registration is the process by which the community, through the elected Minister for Education and Training assures itself that the services its schools provide are of a satisfactory standard; are appropriate to our society; and are as up to date as possible.

Registration therefore needs to be comprehensive and to take account not only of the welfare and safety of children but also of the development of their intellectual, social, emotional and physical potential. The community needs to be assured that schools are operating according to best practice standards in their education, welfare and social programs. Requirements for registration need to be reviewed and adjusted regularly as the expectations of communities change; as human knowledge advances; and as the requirements of employers and training and tertiary education institutions change.

The registration process is the means by which parents and the community can be assured that:

- teachers are appropriately qualified;
- schools have the necessary educational materials and resources to provide a balanced, high quality and comprehensive education;
- school buildings are fit for the purpose of education and meet appropriate health and safety standards;
- schools meet appropriate standards of governance and are financially viable;
- schools are staffed by people of good character who do not pose a physical, emotional or psychological threat to children; and
- schools are achieving appropriate and improving standards of learning for their students.

School Registration in Victoria: Initial Registration

The initial registration of non-government schools is currently a three-stage process whereby schools:

1. Provide advanced notification (six months) of their intention to open;
2. Seek and are granted approval to open subject to them meeting a set of regulatory requirements;
3. Are granted registration subject to meeting the requirements applicable to, and appropriate for, the registration category being sought, including:
 - Minimum student enrolments;
 - Employment of registered teachers;
 - Building certification, including student safety and welfare;
 - Policies in relation to school operations;
 - Curriculum and resource provision; and
 - A satisfactory and appropriate standard of instruction.

Focus Questions

Is the current three-step process in registering non-government schools adequate?

Should the process focus more closely on innovation, excellence and planning for improvement in newly established non-government schools?

Are the guidelines upon which the Board may refuse to register a school adequate?

Specific Issues

Minimum Student Enrolments

School size is a complex and sensitive issue. Whilst some small schools provide excellent outcomes for students, including those who might otherwise be educated at home, debate surrounds the impact that very low student enrolment numbers may have on educational provision.

At present, minimum enrolments for Victorian non-government schools are as follows:

- Primary: 20 students at the minimum age of 4 1/2 years, except for primary schools located in rural shires where minimum enrolments of 11 are allowed and special schools.
- Secondary: 20 students, including an average enrolment per year level of 10.
- Primary-secondary: All the above provisions apply except Year 7 may commence with as few as 10 students.

In comparison, new Government schools are built to provide permanent facilities for a projected long-term enrolment of 1100 for secondary (or 700 for Years 7-10) and 400 for primary. Relocatable stock is moved to schools to cater for peak enrolments above those numbers. The Department of Education and Training is responsible for monitoring enrolment trends in Government schools. Where enrolment numbers fall to a level that may impact on student outcomes, the Department works with the school community in exploring viable options within the context of overall education provision in the district. At times this may result in a collaborative decision for the school to close or, in the case of secondary colleges, for the school to become a campus of another college or alternatively for schools to merge.

Focus Questions

Should minimum enrolment numbers be a criterion that non-government schools need to satisfy to gain registration?

If so, are the existing minimum enrolment numbers appropriate? Do they, for example, ensure schools have the critical mass to offer diversity in curriculum?

Building Certification

At present, the Registered Schools Board may refuse to register a school if it is satisfied that the premises; are unsatisfactory with regard to the nature and description of the school; do not comply with the provisions of the Health Act 1958; or are otherwise unsatisfactory with respect to lighting, drainage, sanitation, ventilation or other aspects of student safety.

Schools are required to have certification demonstrating they comply with the Building Code of Australia. While this provides some assurance about the structure and amenities of the building, it does not necessarily mean that the school has been purpose-built for education.

The Registered Schools Board also provides guidelines requiring schools to consider the surrounding location, including, for example, environmental hazards and recreational space.

Nevertheless, the standard of buildings and facilities has been found to vary significantly from school to school.

By comparison, the Department of Education and Training is required to ensure that:

- new buildings conform with the Building Act 1993 and other statutory obligations; and
- other buildings are brought up to a standard such that they are safe and fit to occupy.

The Department, in consultation with Principals, the Victorian Managed Insurance Authority and the Building Control Commission has developed a Building Compliance Guideline – providing a benchmark for assessing the compliance of facilities. In addition, the Department engages consultants to undertake compliance audits of school building standards.

Focus Question

What should be the minimum building and facilities requirements non-government schools are required to satisfy to enable the successful delivery of the planned educational programs in a safe environment?

Student Safety and Welfare

As a part of the registration process, the Registered Schools Board requires that schools have: an Emergency Management Plan; a Critical Incidence Plan; an Accident Register; a Medications Register, and arrangements for accommodating sick or injured children. Policies with respect to behaviour management and assessment and reporting are also required as a condition of registration. Corporal punishment, for example, while banned in Government and Catholic systemic schools, is not banned in Independent schools and is used, with parent consent, in some schools.

Registered Schools Board officers have found that the quality of documentation varies widely and that there is significant variation in the level of importance schools place on it.

Victorian Government schools are required to adopt a range of policies and practices targeting student safety and welfare. These include, for example, the development and maintenance of an emergency management plan, the need to register accidents on the Department's injury management system and the

establishment of arrangements for accommodating sick and injured children. In addition, Government schools are required to develop a student code of behaviour and a school homework policy.

The Victorian Government Schools Reference Guide details current policy advice and guidelines from the Department of Education and Training, primarily to support Government schools in the normal course of operations. Non-government schools may also choose to refer to the Guide when developing student safety and welfare policies.

Focus Question

What student safety and welfare policy documents should non-government schools be required to have in order to gain registration?

Curriculum Provision

While it is recognised that individual non-government schools are best placed to decide how to organise their curriculum provision and delivery, it is expected that they provide teaching and learning programs that:

- prepare students for participation in contemporary Australian society;
- encourage all students to continue participation in education;
- include procedures to ensure parents will be fully informed of student progress;
- ensure the safety and welfare of students; and
- provide for a comprehensive education.

Curriculum documentation in schools has been found to vary greatly on an individual school basis. The State and Commonwealth Ministers for Education have established eight Key Learning Areas as the basis for curriculum in Australia. Each state then develops its own curriculum programs within that framework. Currently, non-government schools are expected to offer curriculum programs covering the eight key learning areas, although each school determines the specific content and emphasis of the curriculum.

Similarly, individual non-government schools determine the nature, frequency and level of detail they provide in their reports to parents about the progress their children are making. All Catholic schools participate in the statewide assessment program, the Achievement Improvement Monitor (AIM) at Years 3, 5 & 7 and parents receive comparable data on their children's performance in standardised reports.

In 2000, the Victorian Government established the Victorian Qualification Authority (VQA) as the peak accreditation, certification and quality assurance body for post compulsory education. Currently, Years 11 and 12 curriculum programs in non-government schools are expected to lead to a VQA accredited qualification – the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) in the VCE and the Victorian Certificate of Applied Learning (VCAL). The only exception is the International Baccalaureate. While not accredited by the VQA, historically the Registered Schools Board has determined that the International Baccalaureate has sufficient standing to be deemed acceptable.

Focus Questions

How can parents be assured that the curriculum provided by their school is comprehensive and balanced?

Should there be greater consistency and commonality in the curriculum provided by non-government schools and in their reporting to parents? Should some minimum curriculum and reporting standards be required?

How important is it that Years 11 and 12 provide students with a recognised qualification? Should such courses be accredited with the Victorian Qualifications Authority?

Financial Viability

Non-government schools applying for registration are not required to demonstrate financial viability, making it possible for them to establish without the financial means to ensure their continued operation - potentially compromising the educational offerings and outcomes of students.

It is worth noting that Victoria is just one of three States/Territories without financial viability requirements.

In an attempt to address this issue, the Registered Schools Board has developed a Financial Viability Policy requiring schools seeking Approval to Open to demonstrate three-year financial viability – the policy is scheduled to come into effect shortly.

In addition, it is not a requirement that proprietors of schools seeking registration demonstrate they have the necessary business acumen to maximise the potential long-term viability of the school. Proprietors are also not subject to the police checks as which teachers and school administrators currently are or to other checks which might establish their suitability to own and/or operate a school.

Focus Questions

How would you determine who is ‘fit and proper’ person to operate a school?

Should non-government schools seeking registration be required to demonstrate a viable business plan?

What factors should be taken into consideration in determining a school’s financial viability?

What, if any, business acumen should school administrators be required to demonstrate?

Planned Provision

At present, when non-government schools seek registration there is no requirement that they demonstrate an ongoing need for the provision of their services. No assessment is made of existing schooling provision in the surrounding area, of demographic trends including potential enrolment demand; or of the level of existing provision for schools seeking registration with specific religious, ethical, moral or spiritual orientation. As a consequence, there is potential for the inefficient use of public funding; a negative impact on surrounding schools; and potentially only short-term viability for a school.

Focus Question

In seeking registration, what criteria should potential non-government schools be required to satisfy in relation to, for example, projected enrolments, demographic trends and demonstrated need in the context of existing educational provision?

Registration and Funding

Under current administrative arrangements, once a school is granted registration by the Registered Schools Board the process for payment of State Government funding to the school is automatically triggered. Currently all registered non-government schools receive State Government funding. Other than registration and basic financial accountability requirements, non-government schools are not currently required to address any other criteria in return for State Government funding.

While non-government schools provide comprehensive financial and educational outcomes information to the Commonwealth Government to account for expenditure, the State Government has not formally required this in the past. The Victorian Government has now signalled its intentions to tighten the accountability requirements for the funding it provides. The Minister for Education and Training in her Framework for Reform address said:

“A new funding model is being developed for Victorian non-government schools to be implemented in 2004. This new funding model will be aligned with stronger accountability arrangements linked to the government’s priorities for education and training and will target school improvement.”

In these circumstances, a school might decide that, while it must meet the registration requirements in order to operate as a school, it does not wish to meet government accountability requirements and will therefore not seek Victorian government funding. While, in one sense, this seems like a decision a school is entitled to make, there might be a requirement that current and prospective parents of the school either are involved in the decision in the first place and/or are informed of the implications of the decision when they enrol or re-enrol their children. For example, parents might be entitled to know that certain performance reports are not provided to the government by their school.

Focus Questions

What requirements, if any, should non-government schools be required to agree to in return for registration?

Should a school be able to opt out of government funding in exchange for a different level of accountability?

What should be the rights of parents in this situation?

Review of Registration

In accordance with legislation, the Registered Schools Board is responsible for monitoring compliance of non-government schools with the Education Act 1958 and Registered Schools Board regulations. At present, this is performed through an annual return and a six yearly cyclical school review process.

Annual Return

Non-government schools are required to submit to the Registered Schools Board an annual return consisting of information on administration details, student enrolments by year, teachers, new buildings and full fee paying overseas student numbers.

The return is used to verify, for example, the employment of registered teachers and the continued maintenance of minimum student enrolment numbers. Currently, non-government schools are not required to report on student learning outcomes as a condition of ongoing registration. Non-government schools participate in Literacy and Numeracy testing as part of their reporting requirements to the Commonwealth on attainment of the National Benchmarks for Literacy and Numeracy. Many non-government schools use the Achievement Improvement Monitor (AIM) assessments at Years 3, 5 & 7 to measure attainment against the benchmarks. Non-government schools also participate in the OECD’s Programme for International Student Assessment (PISA) assessment at Year 9 and in the VCE at Years 11 and 12, providing 5 points at which comparable data is available.

Six Yearly Cyclical Review

The Registered Schools Board currently reviews non-government schools at periods not exceeding six years. Registration review is intended to be an exercise in public accountability, providing an assurance of the adequacy of standards in non-government schools.

As a part of this process, all schools are required to self-assess their performance, which is then validated by:

- (i) a field officer(s) employed by the Registered Schools Board; or
- (ii) an independent validator(s) of the school's choice but approved by the Registered Schools Board.

While every attempt is made to use the review as an opportunity for school improvement, the current process is limited to inspection of a school, including policies and programs, against the requirements of the Education Act and Registered Schools Board regulations.

The review approach has been described as 'one size fits all,' with all non-government schools subject to the same six-year cyclical process. That is, consistently high achieving schools are subject to the same review procedures as schools known to be performing less well. Furthermore, under current arrangements it is possible for a cohort of students to pass through a school without a review having been conducted.

School Improvement

Under current procedures for monitoring non-government schools, no assessment is made of overall school performance, including student educational outcomes. For example: while an assessment is made of the quality of curriculum documentation, no assessment is made of student outcomes resulting from the curriculum, including retention rates, student destination or the level of student learning. Therefore, determining the effectiveness of curriculum is problematic.

In comparison, Government schools work within a quality assurance framework integrating planning, development and reporting into a package targeting performance improvement in terms of student outcomes.

In particular, the framework allows schools to develop their own educational plans and priorities with regard to Government policies and targets; it provides the means for schools to monitor progress and determine whether objectives are being met; and it provides performance information to stakeholders, including local communities and the Department of Education and Training.

The main components of the Government school accountability framework for Government schools are the:

- School Charter – goals and priorities adopted by the school to meet Government, community and parent expectations and to improve student-learning outcomes.
- School Annual Report – annual report on progress towards the achievement of goals and priorities set out in the charter and on several common data sets. These include: levels of student achievement; the curriculum provided by the school; parent opinion of the school; staff opinion of the school; student absence rates and staff involvement in professional development.
- Triennial Review – school self-assessment and external review conducted by an independent reviewer.

Focus Questions

Are current non-government school review processes adequate and appropriate in supporting schools to improve student outcomes?

Should all non-government schools be required to participate in the same review process?

What are the most appropriate ways to support schools that are having difficulty ensuring high quality outcomes for students?

How can non-government school performance information be made available to the community in a way that is fair and useful to all parties?

Role and Composition of The Registered Schools Board

In accordance with the Education Act 1958, the Registered Schools Board is a Statutory Authority appointed by the Governor in Council to administer the non-government school sector on behalf of the Government.

Membership

The Board consists of the Secretary of the Department of Education and Training (DE&T), or the Secretary's nominee, and seven other members – three DE&T representatives and four from organisations representing schools other than Government schools. In short, membership is ongoing and it is representative rather than expert. The Chair is usually a DE&T executive officer from within the Office of School Education.

Focus Questions

Is the required membership of the Board appropriate?

Should the Board's make-up include experts in accordance with its functions? For example: legal advisers, building inspectors or occupational, health and safety representatives.

Should membership be for fixed terms or ongoing?

Should the Chair of the Board be independent from the Department of Education and Training?

Functions of the Registered Schools Board

In accordance with the Education Act, the Registered Schools Board is required to perform the following functions:

- Register, and where appropriate, revise the registration of schools;
- Monitor the compliance of schools with the Education Act and the Registered Schools Board regulations; and
- Endorse schools as suitable to accept students from overseas.

The Registered Schools Board has the capacity to de-register a school if it is satisfied that it does not meet the requirements of the Act, including:

- Minimum student enrolments;
- Employment of registered teachers;
- Building certification, including student safety and welfare; and
- A satisfactory and appropriate standard of instruction.

The Education Act does not currently provide for varying levels of intervention in the operations of non-government schools or for gradations in the deregistration process. There is no capacity, for example, for the Registered Schools Board to explore suspending rather than completely de-registering non-government schools that do not satisfy the requirements of the Act.

In addition, beyond the parameters of the legislation, the Board does not have the power to intervene in how non-government schools conduct their business. This includes an inability to follow-up complaints from, for example, parents regarding curriculum delivery, the implementation of student welfare/behaviour management policies and administrative matters. In addition, the Registered Schools Board is, at this stage, unable to identify less well performing schools in terms of student outcomes and, where appropriate, provide support to such schools.

Focus Questions

As the body responsible for regulating non-government schools in Victoria what functions should the Registered Schools Board be required to perform?

To what extent should the Registered Schools Board have the power to intervene in how non-government schools conduct their business?

Should there be gradations in the deregistration process, for example, the capacity to suspend registration?

Administrative Arrangements

In April 2001, in an attempt to streamline administrative arrangements and strengthen the relationship with the non-government school sector, the Non Government Schools Branch was established in the Office of School Education within the Department of Education and Training. The Office of the Registered Schools Board was included in the new Branch and is funded in large measure from the Department of Education and Training budget.

As a consequence, responsibility for liaison, policy development, funding and accountability arrangements, and the regulation of non-government schools was brought together for the first time. This also means that the Registered Schools Board secretariat is not independent from the Department - staff members are Departmental officers.

It is not clear whether the current arrangement provides the level of independent advice the Board needs to carry out its functions; and whether the board should be dependent on Departmental budget allocations or be funded in some other way to carry out the functions required under the Act. Independence of staffing and funding might require a different type of body and different composition than is currently the case.

Focus Questions

Should funding, performance and regulatory responsibilities and accountabilities for non-government schools be placed in one body?

If so, should the powers of the Registered Schools Board be extended or should a newly defined body be created? What, if any, role should the Department of Education and Training play?

Should the Registered Schools Board or a similar body be funded from the Department of Education and Training budget or by some other arrangement, such as a levy on registered schools?

Legislation

Parts III and V of the Education Act 1958 detail the legislative responsibility of the Minister for Education and Training – a copy of which can be downloaded from the Registered Schools Board website at www.sofweb.vic.edu.au/rsb/.

Focus Questions

Is the current legislation covering overseas students and the registration of non-government schools adequate?

Should it be more detailed or is it sufficient to have the finer points vested in Registered Schools Board policy?

Should the regulatory framework governing the operation of non-government schools in Victoria be vested in separate legislation?

Information regarding the Review of the Registered Schools Board can be gained by logging onto www.sofweb.vic.edu.au/rsb/ or by telephoning the Project Manager on (03) 9637 3496.