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# West Australian New Child Protection Standards for Non-Government Schools

Briefing paper for Principals, Bursars, Business Managers and Governors of individual and systemic non-government schools.

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Published By:

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## 1. EXECUTIVE SUMMARY

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### **New Registration Standards for WA Non-Government Schools – Commencing 1 January 2017**

In June 2016 the West Australian Minister for Education released new ‘Standards for Non-Government Schools’ (the [Standards](#)) which will take effect from 1 January 2017. The Standards are prescribed by section 159 of the School Education Act 1999 (WA) (the Act). There are now 14, rather than 11, Standards for non-government schools and the West Australian Government in addition to adding three new standards, has significantly revised the current 11 Standards.

In September 2016, the Department of Education Services Non-Government Schools in Western Australia (DES) published the updated [Guide to the Registration Standards and Other Requirements for Non-Government Schools](#) (the Guide). The requirements of the Guide will have effect from 1 January 2017, meaning that **all** non-government schools, not just those due for renewal of registration next year, need to be compliant with the requirements of the Guide. It should also be noted that while DES’ registration standards have always applied to Catholic system schools, the new Guide specifically references them in its introduction.

Non-government schools should be aware of the changes to the 2017 Standards and the Guide and what they mean for their policies and procedures, and ongoing compliance under the Act. To assist in this process CompliSpace has produced a separate briefing paper which discusses the changes included in the revised Guide which do not directly address child protection matters: *Revised 2017 WA Non-Government Schools Registration Standards*.

### **New Child Protection Standard**

DES has introduced a new Standard 12 – Child Abuse Prevention. Given that Standard 12 is completely new and goes well beyond schools’ current legal obligations, this standalone briefing paper has been developed to avoid these key changes becoming lost in the general registration update.

This paper addresses the information in:

- Standard 12: The arrangements for preventing child abuse at schools and for responding to any such abuse which may occur – as set out in the Act;
- Standard 12: Child abuse prevention – the section of the Guide which explains how schools should comply with Standard 12; and
- Chapter 8 of the Guide: Levels of care – which addresses child protection matters prescribed by section 160 of the Act.

Reading Standard 12 and the Guide, at a minimum, non-government schools in Western Australia will need to take the following actions to ensure compliance by 1 January 2017, if they have not already done so:

- Develop and effectively implement policies, procedures, practices and strategies for the prevention and deterrence of grooming and child abuse, including within boarding facilities if relevant;
- Ensure the governing body is educated in these changes and approves these policies, procedures, practices and strategies;
- Ensure that these policies, procedures, practices and strategies are reviewed annually and updated in light of experience and the publication of relevant research;
- Allocate and document roles and responsibilities to achieve those strategies;
- Develop a **Staff Code of Conduct and guidelines** on how to comply with the Code which clearly distinguishes between grooming and sexual abuse, providing examples, and clearly delineates the boundaries between appropriate and inappropriate interaction between students, and between students and adults;
- Develop **recruitment practices** including those relating to assessing commitment to the Staff Code of Conduct and an **induction process** in the school’s policies and procedures;

- Ensure that **annual professional learning** is conducted for all staff on the Staff Code of Conduct and the school's guidelines on how to comply with it;
- Ensure that all staff are trained in the revised Staff Code of Conduct by the beginning of the 2017 school year\*;
- Deliver to all students a developmentally appropriate **protective behaviours curriculum** developed by experts in child protection;
- Provide **information to parents and guardians** about the protective behaviours curriculum, the Staff Code of Conduct and when, how and who to tell when they have concerns about grooming or child abuse;
- Develop procedures for the detection and reporting of **Staff Code of Conduct breaches, grooming and child abuse**; and
- Ensure a policy and procedure exists so that the school **responds appropriately** to allegations of **Staff Code of Conduct breaches, grooming and child abuse**.

These changes require detailed planning and allocation of appropriate resources within a school to ensure compliance by 1 January 2017.

The Guide states that "it will not be sufficient to demonstrate compliance through a suite of policies, procedures, practices and strategy documents alone. Various evidence or records showing active implementation and review will be required to satisfy the Director General." With this in mind, the new Standard 12 will require schools to implement cultural change through a Child Protection Program so that protecting children from abuse is embedded in the everyday thinking and practice of leaders, staff and volunteers.

\* Note that 'beginning of the school year' is not clearly defined within the Guide.

## 2. BACKGROUND

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Section 159(l) of the Act prescribes that the Minister of Education may determine standards for non-government schools about the arrangements for preventing child abuse at schools and for responding to any such abuse which may occur. Although this section of the Act is not new, the Minister only released the standards referred to in June 2016.

The rationale behind introducing the new Standard 12 in June 2016 is unclear however it may have been prompted by activities occurring in Western Australia and nationally. The DES 2014-2015 Annual Report states that during 2014-2015 the department:

*"took steps to strengthen the registration requirements for child protection provisions in non-government schools in WA. This was initiated in response to various reports and legal cases involving student welfare and safety in schools and the Royal Commission into Institutional Responses to Child Sexual Abuse."*

Those steps included updating the Guide in February 2016 to reflect increased mandatory reporting obligations that took effect in January 2016 under the Children and Community Services Act 2004 (WA).

The Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission) has released various reports since its commencement in 2013 and many of those reports include actions that institutions such as schools, can take to support a culture that encourages the prevention, response to and reporting of child abuse. The adoption of a code of conduct is one of the suggested actions<sup>1</sup> and Standard 12 reflects this suggestion by including a Staff Code of Conduct requirement (section 12.1(b)).

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<sup>1</sup> See for example, Royal Commission Consultation Paper: Best practice principles in responding to complaints of child sexual abuse in institutional contexts (March 2016), section 4.1

Other Australian States and Territories have also moved to adopt new “cultural” and “risk” based approaches to child protection. Perhaps the most significant of these changes has been in Victoria which introduced a new set of “[Child Safe Standards](#)” in January of 2016.

Prior to the release of Standard 12, schools were required to develop and implement a child protection policy (including mandatory reporting) as part of complying with section 160(1)(h) of the Act which requires schools to “provide satisfactory levels of care for the children concerned.” Earlier versions of the Guide supplemented this statutory requirement by setting out evidentiary requirements of student welfare policies and procedures, including in relation to the requirements under the Children and Community Services Act 2004 (WA).

Standard 12 takes effect on 1 January 2017 and, according to the Guide, because schools have been “on notice” since all Board Chairs received a letter from the Director General of DES in June, they are expected to be “fully compliant, including having all staff trained on the revised Staff Code of Conduct by the beginning of the 2017 school year.”

Standard 12 requires the strengthening of how schools approach the prevention of, and response to, child abuse and schools must now engage in cultural change so that protecting children from abuse is embedded in the everyday thinking and practices of governors, leaders, staff and volunteers. This represents a shift in government and community attitudes towards child protection requirements from being “just a compliance issue” to now being a cultural issue that requires schools to adopt an entirely different approach.

It is also worth noting that it is highly likely that the work of the Royal Commission will continue to shape child protection laws in Australia over the next 5-10 years as the Commission has already flagged that its final recommendations will include a move towards harmonisation of child protection laws across Australia, much as has recently been experienced with the move towards the adoption of harmonised workplace safety laws.

For those that are interested in understanding the broader picture and why it is critically important that all schools position themselves to manage this change over the next 5-10 years refer to the paper ‘[Compliance with Current and Future Child Protection Laws – Embedding a Child Protection Culture](#)’ which was presented by Mr James Field, CompliSpace’s Managing Director at the Australia & New Zealand Education Law Association (ANZELA) Conference held in Auckland in September 2016.

### 3. WESTERN AUSTRALIA’S NEW CHILD PROTECTION FRAMEWORK

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The legal and regulatory framework for child protection in Western Australia is made up of a complex web of laws, regulations and guidance notes.

The requirements of the new Standard 12 work from the “top-down” providing an overarching set of requirements that must be implemented by all Western Australian schools. In some cases, the requirements are quite specific but in other instances, the wording of the Standard is open to interpretation.

Through Standard 12, non-government schools in Western Australia are required by law to implement its requirements by 1 January 2017. From this date, compliance with Standard 12 (and the other 13 Standards) will also become part of a school’s registration requirements.

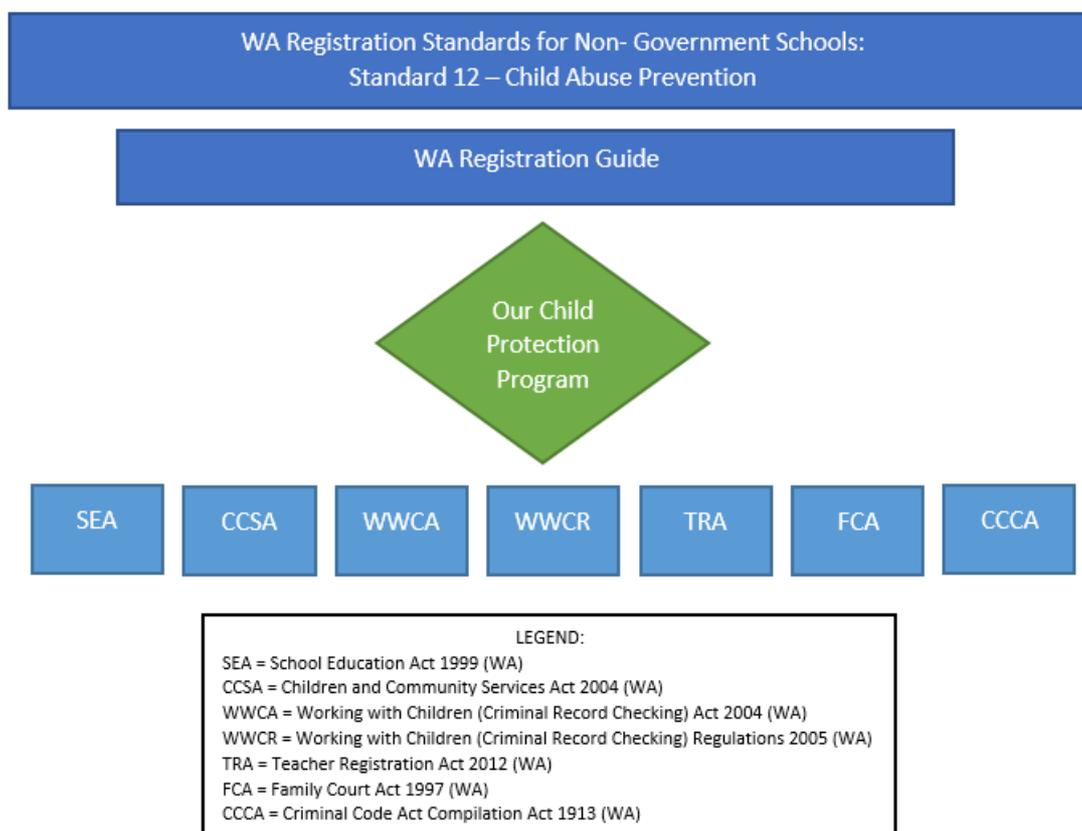
Working from the “bottom-up” there are also **seven** pieces of legislation which each set out legal and regulatory obligations designed in one way or another to protect children from abuse.

Standard 12 is designed to complement, not replace, these existing laws.

Figure 1 provides an overview of the new Western Australian Child Protection Framework now required to be implemented by non-government schools. From a practical perspective this new framework will require each school to establish a Child

Protection Program which sets out in detail the internal policies, procedures and workplace systems it has adopted not only to ensure compliance with its legal and regulatory obligations, but also to drive cultural change as required by the new Standard 12.

Figure 1 – The New Western Australian Child Protection Framework for Non-Government Schools



## 4. THE CHILD ABUSE PREVENTION STANDARD

### The Standard

Standard 12 has three sub-sections which, for the purposes of this paper, will be referred to as “sections.” The sections are summarised as follows:

**Section 12.1:** Policies, procedures, practices and strategies for the prevention of grooming and child abuse.

**Section 12.2:** Procedures for the detection and reporting of Staff Code of Conduct breaches, grooming and child abuse at the school.

**Section 12.3:** A policy and procedure to ensure the school responds appropriately to allegations of Staff Code of Conduct breaches, grooming and child abuse in the best interests of students.

It is important to be aware of the key definitions included in the Standards, particularly the definitions of a “child-safe environment”, “child abuse” and “grooming” as those terms are distinguished throughout Standard 12. Standard 12 also distinguishes between a boarding facility and the rest of the school.

Further detail of what a school must do to comply is included in each section. Overall, Standard 12 is designed to improve the way schools prevent and respond to child abuse and grooming. In addition, where conduct may breach the Staff Code of Conduct but does not amount to child abuse or grooming, schools must have processes in place to address such conduct.

The Standards are generally “principle-based” laws which means that, whilst they have the force of law, how the Standards are applied in practice is open to interpretation and will depend largely on the size, nature and complexity of the school.

## The Guide

The Guide provides schools with more information about how to comply with the Standard for registration purposes. Standard 12, known as the “Child abuse prevention” standard in the Guide, lists the supporting evidence a school must have available if requested by DES namely:

- A Staff Code of Conduct and guidelines on how to comply with it;
- School procedures applicable to the detection and reporting of grooming and child abuse;
- Evidence that demonstrates how the school has dealt with any grooming or child abuse concerns raised;
- Evidence that staff understand, support and comply with the Staff Code of Conduct and related procedures and requirements; and
- Evidence of the provision of mandatory reporting training of staff, including boarding supervisors where relevant.

The Guide also includes explanatory notes in relation to the creation of a “child-safe organization.” The Guide states that “it is generally expected that compliance with this standard will be demonstrated through the comprehensive implementation of a relevant child-safe organisation framework *benchmarked as better practice by a peak body.*”

It is unclear what DES means in its reference to implementing a child-safe organisation framework that is, or has been, “benchmarked as better practice by a peak body.” The Guide does not provide an example of which entity is considered to be a peak body in this particular instance. CompliSpace has requested clarification from DES with respect to this issue however had not received a response at the time of publication. Schools are advised to forward requests for clarity on this point to DES.

The Guide elaborates on the requirement in section 12.1 of Standard 12 which states that policies, procedures, practices and strategies for the prevention of grooming and child abuse must be updated *in light of experience and relevant research*. The Guide states that such materials must be under “continuous review in all schools” including as:

- relevant and authoritative research is published;
- relevant inquiry findings and recommendations are delivered, such as those of the Royal Commission; and
- complaints are made and critical incidents occur and are investigated and resolved.

The rationale behind these requirements is that schools must remain up to date with developments on child protection matters in Western Australia and nationally. Schools should already be meeting the third dot point as part of compliance with current Standards. But it is unclear what DES expects schools to do to ensure that the first two dot points are met.

Furthermore, the Guide states that “it will not be sufficient to demonstrate compliance through a suite of policies, procedures, practices and strategy documents alone. Various evidence or records showing active implementation and review will be required to satisfy the Director General.”

This means that schools can no longer rely on just having policies and procedures to meet their registration requirements, they must now take steps to ensure they are implemented, record what the steps were and then to review and modify the effectiveness of the steps on at least an annual basis.

As CompliSpace works with schools across all Australian States and Territories we are perhaps uniquely positioned to understand trends in child protection laws nationally. Where significant changes occur, briefing papers are created to assist schools locally. These briefing papers are available in the Resources > Publications section of the [www.schoolgovernance.net.au](http://www.schoolgovernance.net.au) website and provide a valuable resource for school governors, principals and executives seeking to understand their current and potentially future child protection obligations.

## Prescriptive Legal & Regulatory Requirements

There are seven separate pieces of legislation that work together to make up the legal and regulatory framework for child protection in Western Australia.

They are in summary:

#### *The School Education Act 1999*

From a child safety perspective, the key functions of the School Education Act are to:

- Give the Minister for Education the power to determine standards about a number of matters, including the arrangements for preventing child abuse at schools, and for responding to any such abuse which may occur under section 159(l); and
- Require schools to provide satisfactory levels of care for students under section 160(h).

#### *Children and Community Services Act 2004*

The Children and Community Services Act has a number of functions, including to make provisions about the protection and care of children.

The Act sets out mandatory reporting obligations requiring all teachers, boarding supervisors, doctors, nurses, midwives and police officers in Western Australia to report reasonable suspicions of child sexual abuse. Grooming behaviour may also constitute “sexual abuse” which must be reported under the Children and Community Services Act.

#### *Working with Children (Criminal Record Checking) Act 2004 and Regulations 2005*

The Working with Children (Criminal Record Checking) Act establishes a framework to screen the criminal records and the professional conduct of people who intend to work with or care for children.

People who are assessed as posing an unjustifiable risk to the safety of children will fail the Working with Children Check (WWC Check) and the Act prohibits these people from working with children.

The Act imposes penalties for schools and individuals that do not comply with the Act.

The Regulations set out who is exempt from requiring a WWC Check, what is not “child-related work” and categorises offences which will prohibit persons from working with children.

#### *Teacher Registration Act 2012*

The Teacher Registration Act establishes the Teacher Registration Board of Western Australia. The Board is the body responsible for the registration of teachers in Western Australia.

Under the Act the school must notify the Board once the school has taken disciplinary action (suspension or dismissal) against a registered teacher, or the teacher has resigned, for serious misconduct or incompetence. The Board then has powers to investigate and take further action.

#### *Family Court Act 1997*

The Family Court Act is designed to maximise safety for children and adults who have experienced family violence and forms a key part of the overall legal and regulatory framework for child protection in Western Australia.

Critically, the Act provides an extensive definition of “family violence” and a definition of child abuse that includes serious psychological harm caused by a child’s exposure to family violence.

#### *Criminal Code Act Compilation Act 1913*

The Criminal Code Act Compilation Act sets out a number of child protection related offences including showing offensive material to children and persistent sexual abuse.

Of key relevance to the West Australian child protection framework are the offences of:

- Sexual offences against a child under 13 (section 320);
- Sexual offences against a child of or over 13 and under 16 (section 321); and
- Sexual offences against a child of or over 16 by a person in authority (section 322).

It is important that all school leaders understand the significance of each of these laws as they impact directly on the policies, procedures and workplace systems that a school must implement to ensure compliance with the new Western Australian Standard 12.

### **A Child Protection Program**

As noted previously, from a practical perspective, the new Western Australia Child Protection Framework will require each Western Australian non-government school to establish a Child Protection Program which sets out in detail the internal policies, procedures and workplace systems it has adopted not only to ensure compliance with its legal and regulatory obligations, but also to drive cultural change as required by Standard 12 and the Guide.

This represents a radical shift in the approach to child protection in Western Australia, shifting the focus from a series of obligations and tasks mandated by law, for example mandatory reporting and working with children checks, to an all-encompassing culturally driven approach designed to ensure the creation and maintenance of child-safe environments at the school designed to prevent and deter child abuse and grooming behaviours.

## **5. MEETING STANDARD 12 REQUIREMENTS**

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The actions that non-government schools must take in accordance with Standard 12 are as follows:

### **Section 12.1: Policies, procedures, practices and strategies for the prevention of grooming and child abuse**

Section 12.1 requires a school's governing body to implement and approve policies, procedures and strategies addressing the six different topics listed namely:

- Arrangement of premises;
- Staff Code of Conduct;
- Recruitment practices;
- Annual professional learning;
- Developmentally appropriate protective behaviours curriculum; and
- Provision of information to parents and guardians.

Schools should be aware that the six topics are a **minimum** set of requirements.

The rationale is that the prevention of child abuse and grooming, requires policies, procedures and strategies that are endorsed from "the top", being the governing body. Standard 12.1 also requires that the policies, procedures and strategies are *reviewed annually and in light of experience and relevant research* – as those events occur.

### **To comply with this section of the Standard, a school needs to:**

- Develop strategies which ensure that the arrangement of premises and policies and procedures deter inappropriate interactions and facilitate detection of such interactions;
- Develop a Staff Code of Conduct, which clearly distinguishes between grooming and sexual abuse (providing examples), and clearly delineates the boundaries between appropriate and inappropriate interaction between students and between students and adults;
- Implement recruitment practices that ensure only persons who are suitable to work with students are engaged by the school. This includes an induction process on the school's child protection policies and procedures;
- Conduct annual professional training for all staff on the Staff Code of Conduct, the guidelines on how to comply with it and related grooming and child abuse prevention policies and procedures;

- Develop strategies to deliver a developmentally appropriate protective behaviours curriculum (which has been developed by experts in child abuse prevention); and
- Provide information to parents and guardians about the protective behaviours curriculum, Staff Code of Conduct and what to do and who to contact when they have concerns about child protection matters.

To assist schools to develop a Staff Code of Conduct, the Standards provide a definition of the term:

*“A Code of Conduct promotes positive work practices and establishes expectations for personal and professional boundaries concerning appropriate and inappropriate behavior in relation to staff, students, volunteers, parents and guardians. It provides guidance about behaviour, relationships, attitudes and responsibilities and outlines the process that will be followed if the Code is not observed.”*

The Standards for Non-Government Schools, Standard 4 - Staff, also include requirements regarding the Code of Conduct and schools should review the explanatory notes in the Guide for more information about the Code requirements. The Guide also elaborates on what a staff induction process should include, which will help schools to comply with the induction requirement referred to in Section 12.1.

### **Section 12.2: Procedures for the detection and reporting of Staff Code of Conduct breaches, grooming and child abuse at the school**

Section 12.2 requires procedures to be implemented to detect and report on breaches of the Staff Code of Conduct and other child protection policies addressing grooming and child abuse.

**To comply with this section of the Standard, a school needs to develop a set of clear procedures for responding to and reporting allegations of suspected Staff Code of Conduct breaches, grooming and child abuse that include requirements that:**

- Staff must report breaches and suspected breaches of the Staff Code of Conduct, other than those subject to mandatory reporting obligations, to the Principal or chair of the governing body;
- Staff must understand and comply with their mandatory reporting obligations;
- The Department for Child Protection and Family Support (CPFS) is informed in cases where a historical incident of child sexual abuse (pre 2009) is alleged to have occurred at the school;
- Ensure that the victimisation of staff, students, parents and guardians making an allegation in accordance with the school’s child protection policy is forbidden, including where the allegation is unfounded; and
- The governing body ensures that actual breaches of the Staff Code of Conduct, where there are reasonable grounds to suspect grooming, are reported to the Director General of DES in accordance with Critical and Emergency Incident Procedures (Standard 9).

The requirements in section 12.2 are designed to ensure that if a breach of the Staff Code of Conduct or if an incident of grooming or child abuse occurs, staff understand how to report an incident, and feel sufficiently empowered and supported to do so. The requirements are also relevant to developing a culture that encourages the reporting of child abuse or grooming (historical or current) by the school community.

### **Section 12.3: A policy and procedure to ensure the school responds appropriately to allegations of Staff Code of Conduct breaches, grooming and child abuse in the best interests of students**

Section 12.3 requires a policy and procedure to be developed and implemented to ensure that if an allegation of a Staff Code of Conduct breach, grooming or child abuse occurs, the allegation is handled properly.

**To comply with this section of the Standard, a school needs to:**

- Ensure that the governing body and Principal comply with their *legal and professional obligations*;
- Where an allegation of grooming or child abuse involves a staff member, ensure that the complainant is informed about the advocacy, support and other services which may be available; and

- Ensure that the *relevant government authorities* are consulted to determine when, what and by whom information related to an allegation of child abuse and its investigation may be given to the person the subject of the allegation, the complainant, affected students and their parents and guardians, and the wider school community.

This section includes some terms that are not defined. For example, schools will need to interpret the meaning of *legal and professional obligations* and *relevant government authorities* and ensure that their policies and procedures include the necessary information to explain those obligations and identify the authorities.

The rationale of section 12.3 is that victims of alleged abuse receive the support they need once an allegation is made and that the school understands its legal obligations in relation to reporting and information sharing.

## 6. RELATIONSHIP WITH OTHER STANDARDS AND THE GUIDE

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The Guide emphasises that Standard 12 does not operate in a vacuum and its requirements relate to obligations schools have under the Act. In particular, reference is made throughout Standard 12 to the need for schools with boarding facilities to ensure that the requirements in the Standard apply to those facilities.

Standard 10 addresses Boarding, meaning that schools with boarding facilities must also ensure that these facilities are child safe-environments and policies and procedures are implemented in these facilities to the extent required by Standard 12.

Although not addressed in a Standard, Chapter 10 of the Guide addresses the enrolment requirements of international students. Schools with Full Fee Paying Overseas Students (FFPOS) need to provide evidence that staff who interact with these students are aware of the school's obligations for student safety and welfare under the Education Services for Overseas Students Act, the Education Service Providers Registration Act and Standard 6.7 of the National Code.

As discussed earlier in this paper, Standard 4: Staff, is also relevant for creating an appropriate induction process.

Other Chapters in the Guide which are related to Standard 12 are:

- Chapter 7: Standard of Education; and
- Chapter 8: Levels of Care.

While the Guide's discussion of Standard 12 refers to the concepts of a "child-safe" culture and environment, Standard 12 does not include detail of these concepts. Instead, the requirements of Standard 12 are more procedural. However Chapter 8: Levels of Care, which refers to what schools must do to comply with section 160(1)(h) of the Act, states that child-safe environment policies and procedures, and evidence of implementation, may be requested by the Director General as evidence that a school is complying with their obligation to provide "a satisfactory level of care" for students.

The Guide defines a child-safe environment as:

*"An environment in which children are protected from physical, sexual, emotional and psychological harm and from neglect. It is a safe and positive environment where children feel respected, valued and encouraged to reach their full potential."*

The Guide states a school's child-safe policies and procedures should consider the following topics:

- Leadership, governance and culture;
- Empowering children to participate;
- Involving family and community;
- Child-safe and child-friendly policies;
- Managing staff and volunteers;
- Safe environments – physical and online;
- Child-friendly complaint process and reporting;

- Education and development; and
- Continuous improvement.

This means that in addition to meeting the legal obligations imposed by Standard 12, schools should also meet the evidentiary requirements suggested in the Guide, and develop additional child-safe policies and procedures on the topics listed above.

Ultimately, in order for schools to establish a successful Child Protection Program, they will need to ensure that their Principal and members of the governing body understand the importance of having a child-safe culture in place. A failure to do so can lead to those leaders breaching their personal obligations which are required by Standard 12, the common law and legislation.

## 7. NEXT STEPS FOR SCHOOLS

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The changes introduced through the new Standards (in particular Standard 12) are significant and will require most non-government schools (including all Catholic Schools) to review their current approach to child protection and make the necessary changes in order to be compliant by 1 January 2017.

The next steps for most schools will be to conduct an internal audit of current child protection policies, procedures and work practices and undertake a gap analysis against the obligations set out in the new Child Abuse Prevention Standard. The outcome of this gap analysis will then determine the work that will need to be undertaken to ensure compliance by 1 January 2017. In most cases we suspect that this will require schools to undertake a complete overhaul of their current approach to child protection.

CompliSpace is unsure if DES will release guidance materials to assist Western Australian schools to assess their preparedness to comply with Standard 12. However, we expect that schools that have specific queries regarding some of the possible interpretations of the requirements of this Standard will refer them to DES in the first instance.

## 8. HOW COMPLISPACE CAN HELP

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At CompliSpace we combine governance, risk, compliance and policy management expertise with technology solutions to deliver sustainable governance solutions to non-government schools in every state and territory in Australia. Our team of lawyers and industry experts actively monitor changes to relevant laws and registration standards and deliver a full suite of online policies, procedures and governance programs that enable schools to continuously comply with their legal and regulatory obligations.

The combination of Standard 12 and the Guide introduces highly significant changes to child protection obligations for non-government schools in Western Australia.

In response to these changes, CompliSpace has developed a detailed Child Protection Program that systematically addresses each of the Standards' child protection requirements as well as related child protection legislation. The Program is designed to be tailored to the particular circumstances of each school and includes a detailed on-line child protection training course.

CompliSpace works with schools to tailor compliance and risk management systems such as the Child Protection Program to a school's individual needs and characteristics, ensuring meaningful compliance with their legal and regulatory obligations.

If you are looking to update your existing child protection content, contact us on:

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