



Schools Assistance Regulations 2009

Select Legislative Instrument No. 132, 2009 as amended

made under the

Schools Assistance Act 2008

Compilation start date: 9 October 2013

Includes amendments up to: SLI No. 231, 2013

Prepared by the Office of Parliamentary Counsel, Canberra

About this compilation

This compilation

This is a compilation of the *Schools Assistance Regulations 2009* as in force on 9 October 2013. It includes any commenced amendment affecting the legislation to that date.

This compilation was prepared on 9 October 2013.

The notes at the end of this compilation (the *endnotes*) include information about amending laws and the amendment history of each amended provision.

Uncommenced amendments

The effect of uncommenced amendments is not reflected in the text of the compiled law but the text of the amendments is included in the endnotes.

Application, saving and transitional provisions for provisions and amendments

If the operation of a provision or amendment is affected by an application, saving or transitional provision that is not included in this compilation, details are included in the endnotes.

Modifications

If a provision of the compiled law is affected by a modification that is in force, details are included in the endnotes.

Provisions ceasing to have effect

If a provision of the compiled law has expired or otherwise ceased to have effect in accordance with a provision of the law, details are included in the endnotes.

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Part 1—Preliminary

1.1 Name of Regulations

These Regulations are the *Schools Assistance Regulations 2009*.

1.2 Commencement

These Regulations are taken to have commenced on 1 January 2009.

1.3 Application

- (1) Parts 1 and 7 of these Regulations are taken to have applied on and after 1 January 2009.
- (2) The remainder of these Regulations apply on and after the day after these Regulations are registered.

Note: These Regulations give effect to data collection and reporting requirements in the National Education Agreement. The *ACARA Measurement Framework for Schooling in Australia*, as amended from time to time, sets out the key performance measures and the agreed assessment and data collection cycle that apply equally to government and non-government schools.

1.4 Definitions

In these Regulations:

ACARA means the Australian Curriculum, Assessment and Reporting Authority established by section 5 of the *Australian Curriculum, Assessment and Reporting Authority Act 2008*.

Act means the *Schools Assistance Act 2008*.

Catholic schools means Catholic systemic schools and Catholic non-systemic schools.

COAG means the Council of Australian Governments.

Regulation 1.4

ICILS means the International Computer and Information Literacy study, which is an international assessment of students in year 8 in computer and information literacy conducted by the International Association for the Evaluation of Educational Achievement.

ICT means Information and Communications Technology.

language conventions means spelling, grammar and punctuation.

Ministerial Council means the Council of Commonwealth, State and Territory Ministers, as it exists from time to time, with responsibility for school education.

Note: The current Ministerial Council is the Standing Council on School Education and Early Childhood, which was established on 18 January 2012, and took over the schools education functions of the former Ministerial Council for Education, Early Childhood Development and Youth Affairs (**MCEECDYA**). MCEECDYA was established on 1 July 2009 and took over the schools education functions of the former Ministerial Council on Education, Employment, Training and Youth Affairs.

NAP means the National Assessment Program.

Note: The NAP comprises the agreed assessments identified on the NAP web page and in the document titled *Measurement Framework for Schooling in Australia*, both of which are available on the Internet at <http://www.acara.edu.au>.

NAPLAN means the National Assessment Program—Literacy and Numeracy.

PIRLS means the Progress in International Reading Literacy Study.

Note: PIRLS is an international assessment of students in year 4 in reading literacy conducted every 5 years by the International Association for the Evaluation of Educational Achievement.

PISA means the Programme for International Student Assessment.

Note: PISA is an international assessment of 15 year old students in reading literacy, mathematical literacy and scientific literacy. It is conducted every 3 years by the Organisation for Economic Co-operation and Development.

TIMSS means the Trends in International Mathematics and Science Study.

Note: TIMSS is an international assessment of students in Years 4 and 8 in mathematics and science. It is conducted every 4 years by the International Association for the Evaluation of Educational Achievement.

Regulation 2.1

Part 2—Funding agreements—national student assessments

2.1 National student assessments

- (1) For section 17 of the Act, the following national student assessments (as developed by ACARA and mentioned in the *Measurement Framework for Schooling in Australia*, published by ACARA) are prescribed:
- (a) for all students in years 3, 5, 7 and 9 in all schools—the assessments for the student's year mentioned in table 1; and
 - (b) for students selected in a sample, in a school selected in the sample—the assessments mentioned in table 2.

Note: The *Measurement Framework for Schooling in Australia* defines the national key performance measures, specifies the data sources for these measures and outlines the reporting cycle for 2010 to 2015, and is available on the Internet at <http://www.acara.edu.au>.

- (2) Each assessment is prescribed for the years specified in the table for that assessment.

Table 1

Item	Assessment	Years
1	NAPLAN assessment in reading, writing and language conventions	2009, 2010, 2011, 2012, 2013
2	NAPLAN assessment in numeracy	2009, 2010, 2011, 2012, 2013

Table 2

Item	Assessment	Year(s)
1	PISA reading literacy assessment	2009, 2012
2	PISA mathematical literacy assessment	2009, 2012
3	TIMSS mathematics assessment, year 4	2010

Regulation 2.1

Item	Assessment	Year(s)
4	TIMSS mathematics assessment, year 8	2010
5	NAP science literacy assessment, year 6	2009, 2012
6	PISA scientific literacy assessment	2009, 2012
7	TIMSS science assessment, year 4	2010
8	TIMSS science assessment, year 8	2010
9	NAP civics and citizenship assessment, year 6	2010, 2013
10	NAP civics and citizenship assessment, year 10	2010, 2013
11	NAP ICT literacy assessment, year 6	2011
12	NAP ICT literacy assessment, year 10	2011
13	PIRLS assessment	2010
14	ICILS assessment, year 8	2013

Regulation 3.1

Part 3—Funding agreements—national reports on the outcomes of schooling

3.1 Performance information

For paragraph 18(1)(c) of the Act, the performance information specified in Schedule 1 is prescribed.

3.2 Performance information—student characteristics

- (1) For paragraph 18(1)(c) of the Act, performance information for the performance measures mentioned in items 101, 201, 301, 401, 402, 403, 404, 501 and 502 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year disaggregated by the following characteristics of students:

- (a) sex;
- (b) Indigenous status;
- (c) socio-economic background;
- (d) language background;
- (e) geographic location;
- (f) disability.

Note: It is expected that the definition of *disability* for paragraph (f) will be prescribed at a later date.

- (2) In subregulation (1):

- (a) the characteristics of sex, Indigenous status, socio-economic background and language background are as described in the *revised 2010 Data Standards Manual—Student Background Characteristics*, published by the Ministerial Council, as in force in December 2010; and
- (b) the characteristic of geographic location is as approved by the Ministerial Council at its meeting in July 2001.

Note: The *revised 2010 Data Standards Manual—Student Background Characteristics* is available on the Internet at <http://www.mceecdya.edu.au>.

3.3 Performance information—measures for student attendance

- (1) For paragraph 18(1)(c) of the Act, performance information for the performance measure mentioned in Division 1 of Part 7 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year disaggregated by the following characteristics of students:
 - (a) school sector;
 - (b) school grade;
 - (c) sex;
 - (d) Indigenous status.
- (2) For subregulation (1), each of the following is a *school sector*:
 - (a) Catholic schools;
 - (b) other non-government schools.
- (3) For subregulation (1), each of the following is a *school grade*:
 - (a) all ungraded primary school students;
 - (b) all ungraded secondary school students;
 - (c) each of years 1 to 10.
- (4) For subregulation (1), the characteristics of sex and Indigenous status are as described in the *revised 2010 Data Standards Manual—Student Background Characteristics*, published by the Ministerial Council, as in force in December 2010.

Note: The *revised 2010 Data Standards Manual—Student Background Characteristics* is available on the Internet at <http://www.mceecdya.edu.au>.

3.4 Reporting periods

The Minister may, in writing, determine a period to which a report that includes performance information mentioned in Schedule 1 must relate.

Part 4—Funding agreements—individual school information

4.1 Specified individual school information

For subsection 19(1) of the Act, the information in this Part for an individual school is specified.

4.2 Contextual information

- (1) The information is the following information about the individual school:
 - (a) the school information statement;
 - (b) whether the school belongs to the Catholic school sector or the independent school sector;
 - (c) the school grades offered by the school;
 - (d) the street address of the school;
 - (e) total number of students enrolled at the school;
 - (f) total full-time equivalent student enrolments at the school;
 - (g) total student enrolments at the school disaggregated by sex;
 - (h) total student enrolments at the school disaggregated by school grade;
 - (i) the de-identified residential address of each student enrolled at the school;
 - (j) the number of Indigenous students enrolled at the school;
 - (k) the number of students of a language background other than English enrolled at the school;
 - (l) the number of students with a disability enrolled at the school.
- (2) For paragraph (1)(a), a **school information statement** is a short statement about the school that may include information about any of the following matters:
 - (a) the school's mission;
 - (b) the school's values;

- (c) the school's focus;
- (d) achievements;
- (e) specialist programs;
- (f) student welfare programs;
- (g) curriculum strengths and extra curricular activities;
- (h) contextual information about the school's affiliations and philosophy;
- (i) the address of the website for the school or school system.

4.3 Capacity information

- (1) The school income broken down by income type.
- (2) The following information about the teaching and non-teaching staff at the school:
 - (a) the number of teaching staff;
 - (b) the number of full-time equivalent teaching staff;
 - (c) the number of non-teaching staff;
 - (d) the number of full-time equivalent non-teaching staff;
 - (e) the number of teaching staff by level of expertise.

4.4 Outcomes information

- (1) The rate of student attendance at the school disaggregated by school grade, sex, and Indigenous status.

Note: Performance information for student attendance is prescribed, for section 18 of the Act, in Part 3 of these Regulations.
- (2) NAPLAN outcomes.
- (3) The following information about secondary school outcomes for each student enrolled at the school:
 - (a) the number of students participating in vocational education and training;
 - (b) the number of course enrolments and qualifications completed for students undertaking vocational education and training by qualification level and, if available, industry area;

Regulation 4.4

- (ba) the number of students undertaking school-based apprenticeships and traineeships;
 - (c) the number of students attaining year 12 or equivalent qualifications;
 - (d) the number of students attaining qualifications, at the end of their schooling, other than year 12 or equivalent;
 - (e) tertiary entrance results;
 - (f) the destination of each student enrolled at the school after the end of the student's secondary education.
- (3A) Information about the satisfaction with the school of students, parents and teachers.
- (4) For subregulation (2), *NAPLAN outcomes* means:
- (a) de-identified individual student results from the NAPLAN assessments from 2008 onwards in reading, writing, language conventions and numeracy at each of years 3, 5, 7 and 9; and
 - (b) for each NAPLAN assessment, the number of students:
 - (i) exempted from the assessment; and
 - (ii) absent from the assessment; and
 - (iii) withdrawn from the assessment.

Note: NAPLAN assessments are prescribed, for section 17 of the Act, in Part 2 of these Regulations.

Part 5—Funding agreements—reporting to parents etc.

5.1 Student reports

- (1) For paragraphs 20(3)(d) and (e) of the Act, and subject to subregulation (2), a report of a student's achievement must include, for subjects studied, an assessment against achievement levels defined by the education authority or school, being levels:
 - (a) labelled as A, B, C, D or E (or on an equivalent 5 point scale); and
 - (b) clearly defined against specific learning standards.
- (2) The Minister may approve a different form of student report for this regulation.
- (3) The report must be provided at least twice in a program year.

Note: A relevant authority or school may have obligations under the *Privacy Act 1988* in providing information.

Regulation 6.1

Part 6—Funding agreements—publication by schools of information relating to schools

6.1 Information relating to schools

- (1) For subsection 21(1) of the Act, and subject to subregulation (2), the following information for a school is specified:
- (a) contextual information about the school, including the characteristics of the student body;
 - (b) teacher standards and qualifications (as mandated in the relevant jurisdiction);
 - (c) workforce composition, including Indigenous composition;
 - (d) student attendance at school, including:
 - (i) the rates of attendance for the whole school and for each year level; and
 - (ii) a description of how non-attendance is managed by the school;
 - (e) senior secondary outcomes, including the percentage of year 12 students:
 - (i) undertaking vocational training or training in a trade; and
 - (ii) attaining a year 12 certificate or equivalent vocational education and training qualification;
 - (f) student outcomes in standardised national literacy and numeracy testing;
 - (g) parent, student and teacher satisfaction with the school;
 - (h) post-school destinations;
 - (i) school income broken down by funding source.

Note 1: Under subsection 21(1) of the Act, the information must relate to the school for a program year.

Regulation 6.1

Note 2: Subsection 24(1A) of the Act provides that a funding agreement must not require a report to include any information that would identify a particular donor as a funding source of any non-government school or non-government body.

- (2) The Minister may approve a different form of information for this regulation.
- (3) The information mentioned in subregulations (1) and (2) is the minimum information required, and this regulation does not prevent a school from making other information available.
- (4) For subsection 21(2) of the Act, a school must:
 - (a) make the information publicly available on the Internet; and
 - (b) make arrangements to provide the information, on request, to a person who is responsible for a student and is unable to access the Internet.

Note: A relevant authority or school may have obligations under the *Privacy Act 1988* in providing information.

Part 6A—Funding agreements—national curriculum

6A.1 National curriculum

- (1) For subsection 22(1) of the Act, the following are prescribed as the national curriculum:
 - (a) the Australian Curriculum authorised by the Ministerial Council from time to time;
 - (b) an alternative curriculum framework assessed by ACARA as allowing comparable outcomes to the Australian Curriculum included on ACARA's Recognition Register.
- (2) The national curriculum must be implemented by the later of:
 - (a) the date it is implemented in government schools in the same jurisdiction; or
 - (b) the date authorised by the Ministerial Council.

Part 7—Grants for recurrent expenditure

7.1 Average Government School Recurrent Costs—meaning of AGSRC

For subsection 36(2) of the Act, the table sets out amounts for program years and types of education.

Item	Program year	Primary education (\$)	Secondary education (\$)
1	2009	8 380	10 646
2	2010	9 070	11 393
3	2011	9 697	11 945
4	2012	10 057	12 445
5	2013	10 411	13 032

7.2 Indigenous supplementary assistance—primary education funding amounts

For subsection 67(3) of the Act, the table sets out assistance amounts per student for program years and types of primary school campus.

Item	Program year	Non-remote school campus (\$)	Remote and very remote school campus (\$)
1	2009	1 668	4 012
2	2010	1 805	4 342
3	2011	1 930	4 643
4	2012	2 002	4 816
5	2013	2 073	4 986

Regulation 7.2A

**7.2A Indigenous supplementary assistance additional amount—
primary education at non-remote school campus that is a
boarding school**

For subsection 67(1A) of the Act, the table sets out an additional amount of assistance in relation to an Indigenous student who is:

- (a) from a remote area or a very remote area; and
- (b) receiving primary education as a boarding student at a non-remote campus of a boarding school that has more than 50 Indigenous boarding students from remote or very remote areas on the schools census day in the program year.

Item	Program year	Student from remote area (\$)	Student from very remote area (\$)
1	2011	2 713	2 713
2	2012	2 814	2 814
3	2013	2 913	2 913

Note 1: The Indigenous boarding students mentioned in paragraph (b) may be receiving primary or secondary education at the boarding school.

Note 2: Remote areas and very remote areas are identified in the Remoteness Structure, which is defined in section 4 of the Act.

**7.3 Indigenous supplementary assistance—secondary education
funding amounts**

For subsection 69(3) of the Act, the table sets out assistance amounts per student for program years and types of secondary school campus.

Item	Program year	Non-remote school campus (\$)	Remote and very remote school campus (\$)
1	2009	2 381	4 656
2	2010	2 548	4 983
3	2011	2 672	5 224
4	2012	2 784	5 443

Regulation 7.3A

Item	Program year	Non-remote school campus (\$)	Remote and very remote school campus (\$)
5	2013	2 916	5 700

7.3A Indigenous supplementary assistance additional amount—secondary education at non-remote school campus that is a boarding school

For subsection 69(1A) of the Act, the table sets out an additional amount of assistance in relation to an Indigenous student who is:

- (a) from a remote area or a very remote area; and
- (b) receiving secondary education as a boarding student at a non-remote campus of a boarding school that has more than 50 Indigenous boarding students from remote or very remote areas on the schools census day in the program year.

Item	Program year	Student from remote area (\$)	Student from very remote area (\$)
1	2011	2 552	2 552
2	2012	2 659	2 659
3	2013	2 785	2 785

Note 1: The Indigenous boarding students mentioned in paragraph (b) may be receiving primary or secondary education at the boarding school.

Note 2: Remote areas and very remote areas are identified in the Remoteness Structure, which is defined in section 4 of the Act.

Part 8—Grants for capital expenditure

8.1 Base assistance amount and capital expenditure supplementation number

- (1) For subsection 84(3) of the Act, the table sets out the base assistance amount for program years.

Item	Program year	Assistance amount (\$)
1	2011	128 712 000
2	2012	131 814 000
3	2013	133 827 000

- (2) For subsection 85(2) of the Act, the table sets out the capital expenditure supplementation number for program years.

Item	Program year	Capital expenditure supplementation number
1	2009	1.051
2	2010	0.997
3	2011	1.0241
4	2012	1.01527
5	2013	1.000

- (3) For paragraphs 85(4)(a) and (b) of the Act, the index of building prices and the index of wage costs is the composite index of building prices and wage costs in Index Number 3020 Non-residential Building Construction Australia, published by the Australian Bureau of Statistics in Table 15 of the Time Series Spreadsheets in the *Producer Price Indexes, Australia* (Catalogue No. 6427.0), as it exists from time to time.

Part 9—Grants for targeted expenditure

9.1A Education in country areas

For subsection 88(3) of the Act, the base assistance amount for the 2013 program year is \$6 479 000.

9.1 Literacy, numeracy and special learning needs—school grants amounts

For subsection 98(2) of the Act, the table sets out the base assistance amounts for program years.

Item	Program year	Assistance amount (\$)
1	2009	146 258 955
2	2013	175 287 827

9.2 Literacy, numeracy and special learning needs—guarantee amounts

For paragraph 99(b) of the Act, the table sets out guarantee amounts for program years.

Item	Program year	Guarantee amount (\$)
1	2009	1 867 513
2	2010	1 327 627
3	2011	834 785
4	2012	382 000
5	2013	315 817

9.3 Targeted expenditure supplementation number

For subsection 101(2) of the Act, the table sets out targeted expenditure supplementation numbers for program years.

Part 9 Grants for targeted expenditure

Regulation 9.3

Item	Program year	Number
1	2009	1.047
2	2010	1.109
3	2011	1.0017
4	2012	1.029
5	2013	1.032

Schedule 1—Performance information

(regulation 3.1)

Part 1—Measures for English literacy

- 101 The percentage of students in each of years 3, 5, 7 and 9 at each level of proficiency in the NAPLAN assessment in each of reading, writing and language conventions, including specific reference to the national minimum standards.
- 101A The NAPLAN mean scale scores for reading and writing.
- 102 The percentage of students achieving at or above the proficient standard (Level 3) in the PISA reading literacy assessment for 2012.

Part 2—Measures for numeracy and mathematics

201 The percentage of students in each of years 3, 5, 7 and 9 at each level of proficiency in the NAPLAN assessment in numeracy, including specific reference to the national minimum standards.

201A The NAPLAN mean scale scores for numeracy.

202 The percentage of students achieving at or above the proficient standard (Level 3) in the PISA mathematical literacy assessment for 2012.

203 The percentage of students achieving at or above the proficient standard (Intermediate) in the TIMSS mathematics assessment, year 4, for 2010.

204 The percentage of students achieving at or above the proficient standard (Intermediate) in the TIMSS mathematics assessment, year 8, for 2010.

Part 3—Measures for science

- 301 The percentage of students achieving at or above the proficient standard (Level 3.2) in the NAP science literacy assessment, year 6, for 2012.
- 302 The percentage of students achieving at or above the proficient standard (Level 3) in the PISA scientific literacy assessment for 2012.
- 303 The percentage of students achieving at or above the proficient standard (Intermediate) in the TIMSS science assessment, year 4, for 2010.
- 304 The percentage of students achieving at or above the proficient standard (Intermediate) in the TIMSS science assessment, year 8, for 2010.

Part 4—Measures for Civics and Citizenship

- 401 The percentage of students achieving at or above the proficient standard (Level 2) in civics and citizenship in the NAP civics and citizenship assessment, year 6, for 2013.
- 402 The percentage of students achieving at or above the proficient standard (Level 3) in civics and citizenship in the NAP civics and citizenship assessment, year 10, for 2013.

Part 5—Measures for ICT literacy

- 501 The percentage of students achieving at or above the proficient standard (Level 3) in the NAP ICT literacy assessment, year 6, for 2011.
- 502 The percentage of students achieving at or above the proficient standard (Level 4) in the NAP ICT literacy assessment, year 10, for 2011.

Part 6—Measures for vocational education and training in schools

- 601 The proportion of the population aged 15 to 19 years who in the program year successfully completed at least one unit of competency as part of a vocational education and training qualification at Australian Qualification Framework Certificate II or above.

Part 7—Measures for student participation

Division 1—Information

- 701 The number of actual full-time equivalent student days attended by full-time students in years 1 to 10 as a percentage of the total number of possible student days attended over the period.
- 701A The proportion of children aged 6 to 15 years who are enrolled in school.
- 701B The apparent retention rates from year 7 or 8 to year 10 and year 12.
- 701C The proportion of students participating in NAPLAN for years 3, 5, 7 and 9 for reading, writing and numeracy.

Division 2—Definitions

702 In item 701:

actual student days means the total number of school days attended by students.

possible student days means the total number of school days that could be attended by students.

student means a full-time student who:

- (a) is:
 - (i) an ungraded primary school student; or
 - (ii) an ungraded secondary school student; or
 - (iii) in any of years 1 to 10; and
- (b) is enrolled for the entire duration of the period to which a report relates.

Note: Under regulation 3.4, the Minister may determine the period to which the information must relate.

Endnotes

Endnote 1—About the endnotes

The endnotes provide details of the history of this legislation and its provisions. The following endnotes are included in each compilation:

- Endnote 1—About the endnotes
- Endnote 2—Abbreviation key
- Endnote 3—Legislation history
- Endnote 4—Amendment history
- Endnote 5—Uncommenced amendments
- Endnote 6—Modifications
- Endnote 7—Misdescribed amendments
- Endnote 8—Miscellaneous

If there is no information under a particular endnote, the word “none” will appear in square brackets after the endnote heading.

Abbreviation key—Endnote 2

The abbreviation key in this endnote sets out abbreviations that may be used in the endnotes.

Legislation history and amendment history—Endnotes 3 and 4

Amending laws are annotated in the legislation history and amendment history.

The legislation history in endnote 3 provides information about each law that has amended the compiled law. The information includes commencement information for amending laws and details of application, saving or transitional provisions that are not included in this compilation.

The amendment history in endnote 4 provides information about amendments at the provision level. It also includes information about any provisions that have expired or otherwise ceased to have effect in accordance with a provision of the compiled law.

Endnotes

Endnote 1—About the endnotes

Uncommenced amendments—Endnote 5

The effect of uncommenced amendments is not reflected in the text of the compiled law but the text of the amendments is included in endnote 5.

Modifications—Endnote 6

If the compiled law is affected by a modification that is in force, details of the modification are included in endnote 6.

Misdescribed amendments—Endnote 7

An amendment is a misdescribed amendment if the effect of the amendment cannot be incorporated into the text of the compilation. Any misdescribed amendment is included in endnote 7.

Miscellaneous—Endnote 8

Endnote 8 includes any additional information that may be helpful for a reader of the compilation.

Endnote 2—Abbreviation key

ad = added or inserted	pres = present
am = amended	prev = previous
c = clause(s)	(prev) = previously
Ch = Chapter(s)	Pt = Part(s)
def = definition(s)	r = regulation(s)/rule(s)
Dict = Dictionary	Reg = Regulation/Regulations
disallowed = disallowed by Parliament	reloc = relocated
Div = Division(s)	renum = renumbered
exp = expired or ceased to have effect	rep = repealed
hdg = heading(s)	rs = repealed and substituted
LI = Legislative Instrument	s = section(s)
LIA = <i>Legislative Instruments Act 2003</i>	Sch = Schedule(s)
mod = modified/modification	Sdiv = Subdivision(s)
No = Number(s)	SLI = Select Legislative Instrument
o = order(s)	SR = Statutory Rules
Ord = Ordinance	Sub-Ch = Sub-Chapter(s)
orig = original	SubPt = Subpart(s)
par = paragraph(s)/subparagraph(s) /sub-subparagraph(s)	

Endnotes

Endnote 3—Legislation history

Endnote 3—Legislation history

Number and year	FRLI registration	Commencement	Application, saving and transitional provisions
2009 No. 132	26 June 2009 (<i>see</i> F2009L02456)	1 Jan 2009	
2009 No. 223	9 Sept 2009 (<i>see</i> F2009L03331)	10 Sept 2009	—
2009 No. 324	27 Nov 2009 (<i>see</i> F2009L04324)	28 Nov 2009	—
2010 No. 292	25 Nov 2010 (<i>see</i> F2010L03046)	26 Nov 2010	—
2011 No. 60	13 May 2011 (<i>see</i> F2011L00756)	rr. 1–3 and Schedule 1: 26 Nov 2010 r. 4 and Schedule 2: 14 May 2011	—
2011 No. 161	2 Sept 2011 (<i>see</i> F2011L01803)	3 Sept 2011	—
2012 No. 223	14 Sept 2012 (<i>see</i> F2012L01875)	15 Sept 2012	—
231, 2013	8 Oct 2013 (<i>see</i> F2013L01777)	9 Oct 2013	—

Endnote 4—Amendment history

Endnote 4—Amendment history

Provision affected	How affected
Part 1	
Note to r. 1.3(2).....	rs. 2012 No. 223
r. 1.4.....	am. 2009 No. 324; 2012 No. 223
Part 2	
r. 2.1.....	am. 2009 No. 324 rs. 2012 No. 223
Note to r. 2.1(1).....	am. 2009 No. 324 rs. 2012 No. 223
Part 3	
r. 3.2.....	am. 2012 No. 223
Note to r. 3.2(2).....	am. 2009 No. 324; 2012 No. 223
r. 3.3.....	am. 2012 No. 223
Note to r. 3.3(4).....	am. 2009 No. 324; 2012 No. 223
Part 4	
Part 4.....	ad. 2009 No. 324
r. 4.1.....	ad. 2009 No. 324
r. 4.2.....	ad. 2009 No. 324
r. 4.3.....	ad. 2009 No. 324
r. 4.4.....	ad. 2009 No. 324 am. 2012 No. 223
Part 5	
Note to r. 5.1(3).....	rs. 2009 No. 324
Part 6	
Note 3 to r. 6.1(1).....	rep. 2012 No. 223
Note to r. 6.1(4).....	rs. 2009 No. 324
Part 6A	
Part 6A.....	ad. 2012 No. 223
r. 6A.1.....	ad. 2012 No. 223
Part 7	

Endnotes

Endnote 4—Amendment history

Provision affected	How affected
Part 7	rs. 2009 No. 223
r. 7.1	rs. 2009 No. 223 am. 2010 No. 292; 2011 No. 161; 2012 No. 223; No 231, 2013
r. 7.2	ad. 2009 No. 223 am. 2010 No. 292; 2011 No. 161; 2012 No. 223; No 231, 2013
r. 7.2A	ad. 2011 No. 60 am. 2011 No. 161; 2012 No. 223; No 231, 2013
r. 7.3	ad. 2009 No. 223 am. 2010 No. 292; 2011 No. 161; 2012 No. 223; No 231, 2013
r. 7.3A	ad. 2011 No. 60 am. 2011 No. 161; 2012 No. 223; No 231, 2013
Part 8	
Part 8	ad. 2009 No. 223
r. 8.1	ad. 2009 No. 223 am. 2010 No. 292 rs. 2011 No. 161 am. 2012 No. 223; No 231, 2013
Part 9	
Part 9	ad. 2009 No. 223
r. 9.1A	ad. 2012 No. 223
r. 9.1	ad. 2009 No. 223 rs. 2012 No. 223
r. 9.2	ad. 2009 No. 223 rs. 2010 No. 292 am. 2011 Nos. 60 and 161; 2012 No. 223; No 231, 2013
r. 9.3	ad. 2009 No. 223 rs. 2010 No. 292 am. 2011 No. 161; 2012 No. 223; No 231, 2013
Schedule 1	
Schedule 1	am. 2012 No. 223

Endnote 5—Uncommenced amendments [none]

Endnote 5—Uncommenced amendments [none]

Endnote 6—Modifications [none]

Endnote 7—Misdescribed amendments [none]

Endnote 8—Miscellaneous [none]