



# Information Booklet

Form NSS-501B V1.5

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## New type of education

Application for accreditation and funding eligibility

**Non-State Schools Accreditation Board**

## Legislative background

The [Education \(Accreditation of Non-State Schools\) Act 2001](#) (the 'Accreditation Act') and the [Education \(Accreditation of Non-State Schools\) Regulation 2001](#) (the 'Accreditation Regulation') establish a legislative framework for the accreditation of, and government funding for, Queensland non-state schools.

The Accreditation Act provides for the establishment of the Non-State Schools Accreditation Board (the 'Board') and the Non-State Schools Eligibility for Government Funding Committee (the 'Funding Committee'), a committee of the Board. The Board is an independent statutory authority that regulates non-state schooling. It is responsible for making decisions on the accreditation of non-state schools and changes in accreditation attributes of non-state schools, as well as monitoring governance arrangements and compliance with accreditation criteria.

The Accreditation Act and the Accreditation Regulation can be viewed at the Queensland Parliamentary Counsel website at <https://www.legislation.qld.gov.au/OQPChome.htm>. Click on **Current Legislation**, then **Alphabetical Listing**.

## This booklet

This booklet provides information to assist with the completion of the application form [NSS-501F: New type of education - Application for accreditation and funding eligibility](#).

Applicants need to ensure that the application is completed fully and correctly and that it addresses and complies with the requirements of:

- the Accreditation Act;
- the Accreditation Regulation; and
- any other relevant documents published by the Non-State Schools Accreditation Board.

Neither this booklet nor the application form necessarily replicate all of the relevant provisions of this legislation or published Board documents.

Please ensure the information is presented clearly. The application form is divided into three parts. Applicants are requested to supply additional information as attachments for certain items. Attachments must be labelled with the corresponding number and title of the related item in the application form.

## To lodge the application form

If you are able to submit your application electronically, please submit it via the NSSAB Online Services at <https://secure.nssab.qld.edu.au/nos.php> or email your copy to [admin@nssab.qld.edu.au](mailto:admin@nssab.qld.edu.au).

If you wish to submit a hard copy application, one copy will be sufficient. Hard copy applications may be lodged during business hours with:

Non-State Schools Accreditation Board  
PO Box 15347, CITY EAST Q 4002  
  
Floor 8 Education House  
30 Mary Street, BRISBANE Q 4000

The Accreditation Act requires the Board to make a decision on an application within six months of lodgement, where government funding eligibility is not sought, or within nine months, where such funding is sought. The Board and applicant can also agree to extend the time needed to make a decision, if the Board or the Minister for Education requires further time to do this. Applicants must take this into account when proposing student-intake days to allow sufficient time for consideration of this application. Therefore, the student-intake day should not be less than six or nine months from the lodgement date.

## Further information

The Board and the Funding Committee may require an applicant to provide further information or documents to support an application.

## PART 1: APPLICANT DETAILS

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### 1. Applicant

#### **Name of the governing body applying for accreditation of a new type of education**

The governing body for the new type of education must be the same as that of the school identified on the front of the application form.

### 2. Details of governing body

The Board must make a decision about the suitability of a school's governing body.

#### **Prescribed notice (blue card / exemption card)**

If a director of a school's governing body does not have a current positive notice (blue card) or a current positive exemption notice (exemption card), the Board must decide that the governing body is not suitable to be, not suitable to continue to be, or would not be suitable to be, the school's governing body.

By virtue of section 15 of the [Accreditation Act](#) a person is taken to be a person carrying on a regulated business under that Act by being a director of the governing body of a provisionally accredited, or accredited, non-state school. Governing body directorship is outside the professional duties of registered teachers and police officers.

Under the [Accreditation Act](#), each director of a non-state school's governing body must have:

- (a) a current positive notice (blue card); or
- (b) if the director is a registered teacher or police officer — a current positive exemption notice (exemption card).

The term 'director' means -

- (a) if the governing body is a company under the [Corporations Act 2001](#) (C'th) - a person appointed as director of the governing body; or
- (b) if the governing body is a RECI Act corporation—
  - (i) a declared director of the governing body; and
  - (ii) if all declared directors of the governing body, for the time being, nominate a person as a director of the governing body—the person; or
- (c) otherwise - a person who is, or is a member of, the executive or management entity, by whatever name called, of the governing body.

A blue card or exemption card issued by the Public Safety Business Agency under Chapter 8 Part 4 Division 9 of the [Working with Children \(Risk Management and Screening\) Act 2000](#) means the person is suitable for child-related employment.

Directors who are registered teachers or police officers must apply for an exemption card.

Information about obtaining a blue card or an exemption card and a copy of the application form can be obtained from the Agency's website at: <https://www.bluecard.qld.gov.au/index.html>.

#### **Conflict of interest**

In making a decision about the suitability of a governing body, the Board may have regard to the following:

- (a) the governing body's relationship with other entities;
- (b) whether the governing body has appropriate guiding principles and procedures for identifying, declaring and dealing with any conflict of interest, or potential conflict of interest, a director of the governing body may have relating to an aspect of the operation of the school; and
- (c) the conduct of the governing body, or its directors, relevant to the operation of the school.

### 3. Offences

Any directors of the governing body who have been convicted of an indictable offence are required to provide details of this to the Board under section 39(4) of the [Accreditation Act](#).

An indictable offence means an offence that, if it were committed in Queensland, is:

- (a) prosecuted or convicted on a written charge brought against an accused person; and
- (b) triable before a judge and jury, unless a law expressly states to the contrary. For example, some indictable offences can be dealt with summarily by a magistrate.

If the governing body, as a corporate entity, has been convicted of any offences, it is also required to provide details of the nature and circumstances of these offences.

The Board may also have regard to each of the following:

- (a) if any of the governing body's directors have been convicted of an indictable offence, the nature and circumstances of the commission of the offence; and
- (b) if the governing body has been convicted of an offence, the nature and circumstances of the commission of the offence.

## PART 1: APPLICANT DETAILS

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### 4. Is this application seeking eligibility for government funding for the new type of education?

Only the governing bodies of schools operating on a not-for-profit basis are eligible to apply for government funding.

A school is operated on a not-for-profit basis only if any profits made from the school's operation will be used entirely to advance the school's philosophy and aims.

Where the governing body of a school is incorporated as a company, only a governing body that is a company limited by guarantee may apply to be eligible for government funding.

If an applicant seeks government funding under section 17 of the [Accreditation Act](#), the Board must be satisfied:

- (a) the school will not be operated for profit;
- (b) the applicant is not a party to, and does not intend to enter into, a *prohibited arrangement* in relation to the operation of the school; and
- (c) there is no direct or indirect connection between the applicant and a for-profit entity and there will not, on the establishment of the new type of education, be a direct or indirect connection between the applicant and a for-profit entity that could reasonably be expected to compromise the independence of the applicant when making financial decisions.

A *prohibited arrangement* is a contract or arrangement entered into by a school's governing body and a for-profit entity not dealing with each other at arm's length.

## PART 2: DETAILS OF NEW TYPE OF EDUCATION (GENERAL)

### 5. Type of education

A school may only be accredited to provide the following types of education:

- (a) Primary education \*
- (b) Secondary education
- (c) Special education

\* **Note:** If a school is accredited to provide primary education and seeks accreditation for the Preparatory Year, the school must also offer Years 1 to 3 of schooling.

### 6. Location of site

Schools typically operate on one site, even though the land on which they are situated may comprise blocks with several lots and plan numbers. A school is regarded as operating on one site if its blocks of land are adjoining. A school is regarded as operating on more than one site if one or more of its blocks of land are physically separate.

If the new type of education will operate on more than one site, applicants will need to complete Appendix 1 for each separate site not described in Item 6 of the application form.

### 7. Student-intake profile

#### **Preparatory Year to Year 12**

Applicants must identify the student-intake day for each year level from Preparatory Year to Year 12 for the new type of education for which accreditation is being sought. This is the first day of education for students in that year level under the school's provisional accreditation.

Tick the relevant boxes to indicate:

- (a) the gender of students to be enrolled in each year level of the new type of education;
- (b) the mode of educational delivery for each year level of the new type of education; and
- (c) the gender of students for each year level of the new type of education for whom boarding facilities will be provided.

A school can be accredited to deliver its educational program through classroom education, distance education or both.

#### **Special education**

Only applicants seeking accreditation for special education, that is, education catering exclusively for students with specific low incidence disability, such as Autism Spectrum Disorder or multiple impairments, must complete this section.

### 8. Special assistance

A special assistance school is provisionally accredited, or accredited, to provide primary or secondary education to disengaged students.

A non-state school can apply to be provisionally accredited for special assistance at the main site and/or at any additional site.

A special assistance school provides primary and secondary education to:

- (a) relevant students; and
- (b) without tuition fees.

Relevant students means students who:

- (a) would not otherwise be –
  - (i) enrolled and attending school while of compulsory school age; or
  - (ii) participating in an eligible option full-time, or in paid employment for at least 25 hours each week, during the compulsory participation phase; and
- (b) are not provisionally registered, or registered, for home education.

Applicants should indicate how the school will meet its written standard of service. This standard of service should deal with:

- (a) regular tracking and assessment of students' work;
- (b) regular monitoring of students':
  - attendance;
  - achievement; and
  - participation in the program; and
- (c) strategies for engaging the students, and keeping them engaged, in primary or secondary education.

### 9. Statement of philosophy and aims

A school must have a written statement of philosophy and aims adopted by its governing body that is used as the basis for the school's educational program and a guide for its educational and organisational practices.

The statement must be consistent with the *Melbourne Declaration on Educational Goals for Young Australians*. This can be found at:

[http://www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf).

A school might have a statement of philosophy and aims that relates to all of the types of education it provides or it might develop specific statements of philosophy and aims for each type of education provided.

### 10. Curriculum model

Information on the Australian Curriculum can be found at: <http://www.australiancurriculum.edu.au/>.

Information on the Queensland Curriculum and Assessment Authority is available at: <https://www.qcaa.qld.edu.au/>.

If applicants are considering using a different curriculum framework, further information must be provided under this item. The framework on which a school will base its educational program must

## PART 2: DETAILS OF NEW TYPE OF EDUCATION (GENERAL)

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enable students to at least achieve Queensland standards of learning, or comparable standards.

'Queensland standards of learning' means the standards of learning stated in:

- (a) a syllabus or guideline developed, purchased or revised by the Queensland Curriculum and Assessment Authority under the [Education \(Queensland Curriculum and Assessment Authority\) Act 2014](#); or
- (b) a vocational education and training course at level 1 or above under the Australian Qualifications framework; or
- (c) the Australian curriculum.

Standards of learning stated in a program authorised by the [International Baccalaureate Organization](#) or an interstate syllabus may be comparable to Queensland standards of learning. An 'interstate syllabus' means a syllabus that, under the legislation of another state, is approved for education in that state.

### **11. Educational program, student welfare, school improvement processes and distance education delivery standard**

The Board acknowledges that a school seeking accreditation for a new type of education may not necessarily have completed its written educational program, student welfare and school improvement processes and, if applicable, its written standard of service for distance education at the time of application.

Schools granted provisional accreditation for a new type of education are required to undergo an assessment process, typically six to eight months after the student-intake day. Before the start of this assessment period (the first day of which is referred to as 'assessment day'), the school must have the necessary documentation for the accreditation criteria in Item 11 on the application form in place.

#### ***What information is required?***

Applicants are required to provide statements at Item 11 outlining the strategies and processes the governing body intends to use during the provisional accreditation period to satisfy the various aspects of these accreditation criteria (that is, educational program; students with disability; health, safety and conduct of students and staff; school improvement processes; and standard of service for distance education) that are relevant to the application.

Any information about the proposed program, processes and delivery standard that applicants are able to provide with this application will assist the Board in making its assessment about provisional accreditation.

#### ***Educational program***

A school must have a written educational program that:

- (a) has regard to the ages, abilities, aptitudes and development of the school's students;
- (b) promotes continuity in the learning experiences of the students; and
- (c) is responsive to the needs of the students.

The school must provide a statement that demonstrates the scope and range of learning areas, subjects and VET courses that will be the basis of the educational framework offered at the school for each year level. This framework must have regard to section 7 of the [Accreditation Regulation](#).

By the end of the provisional accreditation period, the governing body must be able to show that the school's written educational program for the proposed type of education will enable students to at least achieve Queensland or comparable standards of learning as described in Item 10 above in this booklet.

#### ***Students with disability***

A school must have written processes about:

- (a) identifying students with disability who are attending the school; and
- (b) devising an educational program that is specific to the educational needs of those students and complies with relevant anti-discrimination legislation.

This requirement applies to all schools and not just to those catering exclusively for students in special schools.

#### ***Health and safety of students and staff***

A school must have written processes about the health and safety of its students and staff consistent with relevant workplace health and safety legislation.

#### ***Conduct of staff and students***

A school must also have written processes about the appropriate conduct of its staff and students that accord with legislation applying in the state about the care or protection of children.

These must include:

- (a) a process about how the school will respond to harm, or allegations of harm, to students under 18 years of age;
- (b) processes about the appropriate conduct of the school's staff and students;
- (c) a process for a student to report to a stated staff member the behaviour of another staff member that the student considers is inappropriate. This process must nominate at

## PART 2: DETAILS OF NEW TYPE OF EDUCATION (GENERAL)

least two staff members to whom students may report such behaviour; and

- (d) a process for how the information reported to the staff member must be dealt with by the stated staff member.

The processes must also include:

- (a) a process for reporting sexual abuse, suspected sexual abuse or likely sexual abuse in compliance with section 366, 366A and 366B of the [Education \(General Provisions\) Act 2006](#); and
- (b) a process for the reporting of a reportable suspicion under the [Child Protection Act 1999](#), Section 13E.

The school's governing body must ensure that:

- (a) staff, students and parents are made aware of the processes;
- (b) staff are trained in implementing the processes;
- (c) the school is implementing the processes; and
- (d) the processes are readily accessible by staff, students and parents.

The school must have a written complaints procedure to address non-compliance with the processes. The complaints procedure may form part of any other written procedures of the school for dealing with complaints.

The mandatory reporting requirements as stated in the [Education \(General Provisions\) Act 2006](#) (section 366) and the [Education \(General Provisions\) Regulation 2006](#) (section 68) can be viewed at:

<https://www.legislation.qld.gov.au/OQPCHome.htm>

### **School improvement processes**

A school must be able to describe a systematic approach to school improvement processes. This approach must deal with the following:

- (a) deciding strategies relevant to the processes and setting priorities for achieving the strategies;
- (b) determining how the strategies are to be achieved;
- (c) regular monitoring of the achievement of the strategies; and
- (d) annual reporting about the achievement of the strategies to the school's community, including the school's staff, students and parents.

### **Distance education**

A distance education school utilises the distance education mode of delivery of education. Such a school must have a written standard of service

that ensures students achieve the learning outcomes set out in its educational program.

Applicants should indicate how the school will meet the standard of service, for the new type of education, which must take the following into account:

- (a) the interactive teaching methods to be followed;
- (b) the communication procedures to be followed by students and their teachers and tutors;
- (c) the regular tracking and assessment of work submitted by students; and
- (d) the regular monitoring of students' achievement of the learning standards.

### **12. Flexible arrangements**

Under section 9A of the [Education \(Accreditation of Non-State Schools\) Regulation 2001](#), a school must comply with the requirements of section 182 of the [Education \(General Provisions\) Act 2006](#) for flexible arrangements for students of compulsory school age, or in the compulsory participation phase in non-state schools. It must also ensure that any approvals given under section 182 are in compliance with that section.

The [Education \(General Provisions\) Act 2006](#) can be accessed at:

<https://www.legislation.qld.gov.au/OQPCHome.htm>

### **13. Staffing**

A school must have a sufficient number and appropriate types of staff necessary for the effective delivery of the school's educational program. In determining staffing, a school must comply with relevant legislation about the employment of teachers, including the [Education \(Queensland College of Teachers\) Act 2005](#).

The [Education \(Queensland College of Teachers\) Act 2005](#) can be accessed at:

<https://www.legislation.qld.gov.au/OQPCHome.htm>.

### **14. Land and buildings**

A school must comply with relevant land use, building, and workplace health and safety legislation in relation to the location of the new type of education and its buildings.

### **15. Educational facilities and materials**

Applicants need to indicate plans for providing the services, facilities and materials required for the effective delivery of the proposed educational program.

**16. Financial viability**

For this purpose the Board has defined a qualified person as one who is:

- (a) a qualified accountant within the meaning of the [Corporations Act 2001](#) (C'th); or
- (b) a person registered (or taken to be registered) as a company auditor under the [Corporations Act 2001](#) (C'th); or
- (c) a person approved by the Commonwealth Minister for Education and Training, as a qualified accountant under section 23(3) of the [Schools Assistance Act 2008](#) (C'th).

Applicants may wish to provide additional information about the business plan for the proposed new type of education to assist the Board in its assessment of this criterion. The business plan is likely to take account of matters such as the relationship between projected enrolments; intended staffing levels; capital outlays for land, buildings and facilities; and income from student fees for the proposed type of education.

## PART 3: GOVERNMENT FUNDING ELIGIBILITY

**Note:** This part is to be completed only if the applicant is making application for government funding eligibility for the new type of education.

Government funding eligibility is a prerequisite to receiving Queensland Ministerial allowances and capital assistance.

### 17. Funding eligibility

Note that the sequencing of the eligibility for government funding criteria should not be taken to indicate or imply any particular weighting or priority of the criteria.

When considering an application for government funding, the Funding Committee must address the criteria contained in section 85 of the [Accreditation Act](#). To assist the Funding Committee in doing this, applicants are required to respond to Items 18 to 24 on the form. Applicants may also wish to respond to Items 25 and 26. Items 18 to 26 should be completed for each site covered by this application.

Indicate whether the application is seeking to amend current funding eligibility status to incorporate the proposed changes.

### 18. Catchment area of the school

Statistical Areas Level 2 (SA2s) are areas defined by the Australian Bureau of Statistics (ABS) for the purposes of collecting and disseminating data and have replaced the old Statistical Local Areas (SLAs) under the Australian Standard Geographical Classification (ASGC).

Applicants need to compare their catchment boundaries with the SA2 boundaries by contacting the Queensland Government Statistician's Office, Queensland Treasury on telephone 3035 6421 or email [govstat@treasury.qld.gov.au](mailto:govstat@treasury.qld.gov.au).

SA2 maps are available in pdf format and in both MapInfo Interchange and ESRI Shapefile digital formats from ABS Catalogue no. 1270.0.55.001.

The SA2s must be listed in two ways: firstly, ranked by the number of prospective students in the first and fifth year of operation of the proposed type of education and, secondly, ranked by proximity to the site of the proposed type of education.

**Note:** The catchment area map should include the site of the proposed type of education and show the names and locations of all existing schools, both state and non-state.

### 19. Educational choice

When considering an application for government funding, the Funding Committee must have regard to the extent of choice in education the proposed new type of education is likely to offer to prospective students living in the catchment area, including religious, philosophical and educational delivery aspects.

### 20. Anticipated enrolments

When considering an application for government funding, the Funding Committee must have regard to whether the anticipated enrolment of students in the proposed type of education, other than overseas students, is more than the minimum enrolment for a school offering the same type of education.

[Overseas students hold or are included in a visa that permits the visa holder to travel to Australia for the purpose of undertaking a course provided by a body.

This means that someone is only an overseas student if they are on a visa that is specifically related to studying in Australia (or a bridging visa attached to a substantive visa with those provisions).]

The [Accreditation Act](#) requires the Funding Committee to have regard to projected enrolments for a period of five (5) years after the anticipated date of change.

### 21. Minimum enrolments

The minimum enrolment is:

<i>Type of education</i>	<i>Full-time equivalent enrolment</i>
Primary education	
• Years Prep - 6	25 in total
Secondary education	
• Years 7 - 10	20 in each year level
• Years 11 - 12	10 in each year level
Special education	10 per site
Special assistance	
• Years Prep - 6	10 per site
• Years 7 - 12	15 per site

### 22. Projected population of school-age students

School-age students refers to those in the compulsory and post-compulsory years of schooling (ages 5 to 18). Applicants must provide student population data that is relevant to their application.

Applicants may wish to contact the Queensland Government Statistician's Office, Queensland Treasury as per item 18 above.

### 23. Anticipated share of cohort

The Funding Committee will also form a view on the reliability of the anticipated enrolments in the proposed type of education in relation to the projected student population within the catchment area.

### 24. Public notification

## **PART 3: GOVERNMENT FUNDING ELIGIBILITY**

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### ***Notification requirements***

Within seven days of lodging an application for government funding with the Funding Committee, applicants must:

- (a) publish a Catchment Area Notice at least once in a public newspaper circulating throughout the catchment area; and
- (b) give the Catchment Area Notice with the date of publication to:
  - (i) the governing body of any other non-state school operating in the school's catchment area;
  - (ii) the principal of any state school operating in the school's catchment area;
  - (iii) the Director-General, Department of Education and Training;
  - (iv) the Executive Director, Queensland Catholic Education Commission; and
  - (v) the Executive Director, The Association of Independent Schools of Queensland Inc.

### ***Applications relating to boarding schools***

Applications for funding regarding boarding facilities in non-state schools must, in addition, give the Catchment Area Notice to all boarding schools in Queensland.

### ***Applicants for funding for distance mode***

Applicants for funding where distance education is the mode of delivery of education must give the notice to all state and non-state schools of distance education operating in Queensland and publish the notice in a state-wide newspaper.

### ***Details of the Catchment Area Notice***

The Catchment Area Notice must state:

- (a) the name and address of the applicant;
- (b) a brief description of the application;
- (c) the school's location;
- (d) a description of the school's catchment area;
- (e) where the application, and any accompanying documents, may be inspected;
- (f) where copies of the application may be obtained;
- (g) that anyone may make a submission, addressing only the eligibility criteria, to the Funding Committee about the application;
- (h) how to make a properly made submission; and
- (i) the period, known as the submission period, during which submissions may be lodged with the Funding Committee.

An example of a Catchment Area Notice can be found at the end of this section.

### ***Notice of Compliance***

Within 21 days of lodging the application, applicants must provide the Funding Committee with a written notice including:

- (a) whether or not they have complied with the public notification requirements set out above;
- (b) the name and address of each person to whom the Catchment Area Notice was given; and
- (c) a copy of the page of the newspaper showing the Catchment Area Notice.

The Funding Committee will consider funding applications when it is satisfied that an applicant has complied with the public notification requirements. If the Funding Committee is not satisfied that an applicant has complied with these requirements, it will notify the applicant of this situation and identify the requirements yet to be addressed, the action the applicant will need to take to comply and the period of time for complying with the outstanding requirements (section 84, [Accreditation Act](#)).

If the Funding Committee is not satisfied that there has been compliance with these outstanding requirements, an application for government funding will be considered as having been withdrawn. If this occurs, the Funding Committee will notify applicants with an explanation of the reasons why the application will not be considered.

### ***Submissions to the Funding Committee***

Anyone may make a submission. The following information concerns submissions from the public about an application to the Funding Committee. A properly made submission is one that:

- (a) is written;
- (b) is signed by or for each person making the submission;
- (c) states the name and address of each signatory;
- (d) is made to the Funding Committee;
- (e) is received by the Funding Committee on or before the last day of the submission period; and
- (f) addresses only the eligibility for government funding criteria stated in sections 85 and 86 of the [Accreditation Act](#).

### ***Submission period***

The period during which submissions may be lodged with the Funding Committee is 35 days after the notice is published in a newspaper.

### ***Response to submissions***

Copies of all submissions will be given to applicants within 10 business days of the end of the submission period. Applicants will then have

### PART 3: GOVERNMENT FUNDING ELIGIBILITY

20 business days in which to provide a response to these submissions to the Funding Committee.

#### ***Inspection of applications***

Anyone who wishes to inspect an application for government funding is entitled to do so without charge - at either the applicant's registered office or principal place of business, or at the Non-State Schools Accreditation Board Secretariat. Documents such as demographic studies and marketing plans that accompany your application may also be inspected by anyone without charge (section 82, [Accreditation Act](#)).

#### ***Copies of applications***

If a person asks an applicant for a copy of the application or a part of it, the applicant must provide it without charge. Applicants do not, however, have to provide a copy of documents such as demographic studies that accompany the application (section 83, [Accreditation Act](#)).

#### **25. Impact on other schools** *(Optional)*

The Funding Committee must consider the likely impact on all other schools in the catchment area in the first five years of operation of the proposed type of education. The committee must consider:

- (a) the likely reduction in enrolment and curriculum offerings at these schools; and
- (b) the likelihood of the closure of any of these schools.

Applicants may also wish to comment on potential positive effects of the proposed new type of education on existing schools.

Applicants should verify claims about impact with independent data where possible.

#### **26. Unfilled enrolment capacity** *(Optional)*

The enrolment capacity of a school refers to the number of students who are able to be enrolled. Applicants may wish to provide data on the demand for places within schools in the catchment area.

#### ***Example of Catchment Area Notice***

The example below should be used to draft the public notification. The text in bold shows the specific details of an application. The text that is not in bold provides the standard format for public notification that conforms to section 77 of the Accreditation Act.

NOTICE is hereby given that **New Century Schools Ltd of 21 Circular Street, Topville Qld 4444** has lodged an application with the Non-State Schools Accreditation Board for government funding of **Years 7 to 12 of secondary education at the New Century Secondary College, 45 Best Street, Topville Qld 4444 and founded on the philosophy and traditions of the New Century Christian Church.** The enrolment catchment area relevant to the application is a geographical area generally including **the centres and suburbs of Topville, Hometown, Brighton and Seaplace.** Anyone may inspect the application and accompanying documents at the registered office of the applicant **New Century Schools Pty Ltd at 21 Circular Street, Topville Qld 4444** or at the Non-State Schools Accreditation Board Secretariat, Floor 8, Education House, 30 Mary Street, Brisbane. Copies of the application may be obtained from the applicant at the above location. Copies of any accompanying documents will not be provided. Anyone may make a submission about the application to the Non-State Schools Accreditation Board, PO Box 15347, City East Qld 4002. A properly made submission is one that is written, is signed by or for each person making the submission, states the name and address of each signatory, and is lodged within 35 days from the date of this notice. Submissions may address only the criteria for eligibility for government funding stated in sections 85 and 86 of the *Education (Accreditation of Non-State Schools) Act 2001*.