



Cyclical Review Program Guidelines

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Non-State Schools Accreditation Board

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1. Introduction

The Non-State Schools Accreditation Board (the “**Board**”) is an independent statutory body established under the *Education (Accreditation of Non-State Schools) Act 2001* (the “**Act**”) the objects of which are:

- (a) to uphold the standards of education at non-State schools
- (b) to maintain public confidence in the operation of non-State schools
- (c) to foster educational choices in the State
- (d) to provide the basis for the efficient allocation of Government funding for non-State schools.

The Board’s responsibilities under the Act include, but are not limited to:

- (a) assessing applications for provisional accreditation of new non-State schools and deciding whether to provisionally accredit or not
- (b) deciding whether provisionally accredited schools become accredited
- (c) monitoring whether non-State schools continue to comply with the requirements for accreditation under the Act, including with the prescribed accreditation criteria.

To fulfil its role of monitoring whether the ongoing requirements for accreditation are being met, the Board has established a cyclical review program.

The program involves each governing body of a non-State school demonstrating on a periodic basis that the governing body and the school are continuing to meet their responsibilities under the Act.

2. Underlying principles

2.1 *Flexibility of approach*

Given the diverse nature of non-State schools, a single model for demonstrating compliance with the Act will not suit all governing bodies and schools. Therefore, a central premise of the cyclical review program is that governing bodies have flexibility in how they demonstrate that they and their schools are continuing to meet the requirements for accreditation.

Governing bodies are invited to inform the Board of the particular approach they wish to adopt through the submission of a review plan.

Governing bodies may wish to incorporate this periodic consideration of the legislated obligations within their regular school review processes and frameworks, making the cyclical review process an integral part of a broader school improvement plan. This integrated approach allows governing bodies to address their own issues and priorities while at the same time meeting the legislated requirements for the school’s accreditation.

To demonstrate ongoing compliance with the legislated requirements, governing bodies need to remain up-to-date with legislative changes in order to provide the Board with evidence that each requirement is being met on a continuing basis.

2.2 Peer validation and support

Each school's cyclical review is to incorporate the principle of peer validation and support.

In fulfilment of this principle, for each review, the governing body is to appoint at least one person as an "external validator" to add a degree of independence to the review process. This person should not be a member of the school community (i.e. parent, governing body or staff member).

Validation occurs as the final phase of the review process, with the external validator (alone or as part of a validation team) providing independent verification of the accuracy of the self-review conducted by the review panel. It is not a requirement to have an external validator on the review panel during the collection of evidence and data phase of the review process.

When selecting an external validator, the governing body should be confident of the impartiality of the validator. An external validator should:

- be a qualified experienced educator and have standing in the education profession; and
- be outside of direct line management of the school e.g. a principal of another school or senior education professional from an external education organisation; and
- be outside the governing body's area of responsibility.

Evidence that external validation has taken place must be provided with the review report. This evidence could be provided by a separate validator's report or by the validator's written endorsement of the review report.

2.3 Using aggregate data to inform school improvement

A cyclical review is to incorporate the way in which the aggregate data about student performance and outcomes is being used by the governing body and the school to inform school improvement processes, thereby enhancing compliance with the accreditation criteria prescribed under the *Education (Accreditation of Non-State Schools) Regulation 2001* (the "Regulation").

Some commentary on trends evident in the school's annual report should be included within the review report.

Please note that the Board no longer requests copies of the school's annual report.

3. Review plans

The first step in participation in the cyclical review program is for the governing body to submit for the Board's endorsement a review plan documenting how the governing body is proposing to go about undertaking the review.

In endorsing the review plan, the Board will need to be confident that a proposed review process is rigorous and will produce credible evidence that the legislated requirements for accreditation are continuing to be met.

A review plan must address the following:

- (a) a short summary giving the Board a description of the school's context, including a brief history, current challenges (operational and strategic) and future directions;
- (b) an overall timetable for the review describing the stages of the review process i.e. establishment of review panel, planning and allocation of responsibilities, collection of data, data analysis, validation and reporting;
- (c) names of members of the review panel with a brief description of their role/background, and a concise overview of how the review will be managed and coordinated;
- (d) name/s of and a brief rationale for the choice of the external validator/s (Refer to item 2.2 in these guidelines);
- (e) outline of accreditation requirements to be addressed indicating the sources of information and types of data that will be collected and considered in the review (for example: parent, staff, student surveys; aggregate data about student performance and outcomes, including data published in school annual reports; school policies and procedures);
- (f) a brief description of the processes that will be used to gather and analyse evidence in the review;
- (g) a concise description of how validation of the review findings will occur; and
- (h) details of the way in which the findings of the review will be reported to the Board including a proposed date of submission of the review report.

The Board will notify each governing body in writing following its consideration of the review plan and if approved, will invite the governing body to proceed with the review.

4. Review reports

At the completion of a cyclical review, the governing body is to provide the Board with a summary report that addresses compliance with all aspects of the statutory requirements. (See the appendices to the guidelines which elaborate on the statutory requirements to be addressed in the review report.)

The report is to set out evaluative evidence and interpretative commentary on how the accreditation requirements continue to be met.

The review report should describe how the review process has incorporated external validation. It also should indicate how aggregate data about student performance and outcomes is being used by the governing body to better understand the effectiveness of the educational program,

thereby enhancing compliance with the accreditation criteria. Section 2.3 of these guidelines elaborates on these aspects.

4.1 Processes for reporting sexual abuse, suspected sexual abuse, likely sexual abuse and reportable suspicions

The Board requires that all review reports specifically address whether the school's student protection policies and procedures are compliant with obligations for reporting sexual abuse, suspected sexual abuse and likely sexual abuse under sections 366, 366A and 366B of the *Education (General Provisions) Act 2006* and the reporting of a reportable suspicion under the *Child Protection Act 1999* (CPA) as required under section 10 of the Regulation (a requirement introduced from January 2015).

It is important for governing bodies to regularly review and when necessary update policies and procedures in response to legislative changes to ensure ongoing compliance with legislative requirements.

Governing bodies are reminded that under section 10 of the Regulation each school's governing body must ensure that staff, students and parents are made aware of the written reporting processes, staff are trained in implementing the processes, the school is implementing the processes and the processes are readily accessible by staff, students and parents. Schools must also have a written complaints procedure to address allegations of non-compliance with the written reporting processes.

In order to determine compliance with legislative requirements, the Board requests governing bodies submit a copy of the school's Child/Student Protection Policy with the review report.

The Board will notify each governing body in writing when it has completed its consideration of the review report.

5. Timeframe

Governing bodies must ensure that each of their schools completes a cyclical review at least once every five years.

Review plans are to be submitted for the Board's endorsement before a review is formally commenced. Generally, review plans are submitted towards the end of the year preceding the review year, but no later than 31 March of the year of the review.

Review reports typically are provided for the Board's consideration before the end of the year in which the review is conducted, but no later than 31 March of the following year.

Whilst most reviews are completed within a single year, shorter or longer review timelines may be requested and approval will be at the Board's discretion.

A diagram representing a typical timeframe, indicating the school cyclical review program processes, follows.

Typical timeframe

Timeline	Prior to review year	J	F	M	A	M	J	J	A	S	O	N	D	Year following review
Nominate review year														
Review plan submitted to Board				Final date 31 Mar										
Review conducted														
Review report to Board														Final date 31 Mar

6. Where to find the Act and Regulation

A copy of the Act and the Regulation may be found on the Queensland Parliamentary Counsel’s web site at https://www.legislation.qld.gov.au/Acts_SLs/Acts_SL.htm.

7. Submitting review plans and reports

Review plans and review reports (a copy of the school’s current Student/Child Protection Policy is to be included with the review report) are submitted by the governing body to the Board.

Review plans and review reports should be submitted via the [NSSAB Online Services Portal](https://secure.nssab.qld.edu.au/nos.php) (<https://secure.nssab.qld.edu.au/nos.php>).

See Appendix 3 - Instructions for submitting your Cyclical review plan or report via the NSSAB Online Services Portal.

Appendix 1 – Example evaluation questions

The following evaluation questions are examples to assist governing bodies with framing a review report.

Governing bodies are advised to make reference to the relevant legislation for full details that can be located on website at https://www.legislation.qld.gov.au/Acts_SLs/Acts_SL.htm.

1. Suitability of governing body

- 1.1. Is the governing body a corporation? [Act s.11(3)]

Note: The governing body of a school refers to the meaning of that term within the Education (Accreditation of Non-State Schools) Act 2001.

- 1.2. Does the governing body have procedures in place to ensure that all directors hold a current positive notice (blue card) or a current positive exemption notice under the *Working with Children (Risk Management and Screening) Act 2000* (WWCRMS) on appointment as a director and on an ongoing basis? [Act s.39(3)]
- 1.3. Are there appropriate guidelines and procedures for identifying, declaring and dealing with any conflict of interest a director of the governing body may have relating to any aspect of the operations of the school? [Act s. 39(2)(b)]
- 1.4. Does the governing body have systems in place to guide its governance responsibilities and ensure compliance with all relevant legislation, professional standards and guidelines? [Act s. 39(2)(c)]

2. Government Funded School

- 2.1. Is the governing body an eligible company to receive government funding? Is it a company limited by guarantee or incorporated association operated for religious or charitable purposes? [Act s. 91A & s. 93(1)(f)]
- 2.2. Is the school being operated on a not-for-profit basis whereby any profits made from the school's operation are used entirely to advance the school's philosophy and aims?
- 2.3. Does the governing body have systems in place to ensure that it does not enter into any contract or arrangement with a for-profit entity that is a prohibited arrangement (not at arm's length)? [Act s. 93(1)(d)]
- 2.4. How does the governing body ensure there is not a direct or indirect connection between itself and a for-profit entity that could reasonably be expected to compromise its independence when making financial decisions? [Act s. 93(1)(e)]

3. Financial viability

- 3.1. What indicators demonstrate that the school has adequate financial resources for its viable operation? [Regulation s. 5]

4. Statement of Philosophy and aims

- 4.1. Does the school have a written statement of philosophy and aims that is used as the basis to guide the school's educational and organisational practices. [Regulation s. 6]
- 4.2. Is the school's statement consistent with the *Melbourne Declaration on Educational Goals for Young Australians*? [Regulation s. 6]

5. Written educational program

- 5.1. What evidence demonstrates that the school's written educational program has regard to the ages, abilities, aptitude and development of the school's students and promotes continuity in the learning experiences for the students? [Regulation s. 7]
- 5.2. What evidence demonstrates that the school's educational program enables students, as a minimum, to achieve Queensland standards of learning (a syllabus or guideline developed, purchased or revised by the Queensland Curriculum and Assessment Authority, a vocational education and training course at level 1 or above under the Australian Qualifications Framework or the Australian Curriculum) or standards of learning comparable to Queensland standards of learning? [Regulation s. 7]

6. Students with a disability

- 6.1. Does the school have and does it implement a written process for identifying students who are persons with a disability? [Regulation s. 8]
- 6.2. How does the school ensure that educational programs are specific to the educational needs of those students who are persons with a disability? Do the educational programs comply with relevant anti-discrimination legislation? [Regulation s. 8]
- 6.3. Does the school ensure there is ongoing monitoring processes of the educational programs for students with a disability? [Regulation s. 8]

7. Schools delivering distance education

This section is only relevant for schools accredited to offer distance education as a mode of delivery. It is not relevant for schools accredited for classroom education only that access education programs from another distance education provider.

- 7.1. Does the school have and does it implement a written standard of service that outlines:
 - (i) the interactive teaching methods to be followed; and
 - (ii) the communication procedures to be followed by teachers, students and tutors; and
 - (iii) the regular tracking and assessment of students work submitted by students to teachers; and
 - (iv) the regular monitoring of students' achievements of learning standards? [Regulation s. 9]
- 7.2. How does the governing body and school use aggregated data on student learning outcomes to better understand the effectiveness of the distance education program to inform and enhance its quality?

8. Special assistance schools

This section is only relevant for schools with special assistance as an attribute of accreditation.

- 8.1. Does the education program promote continuous engagement of students in primary and secondary education? [Regulation s. 9AA]
- 8.2. Does the school have and does it implement a written standard of service that outlines:
 - (i) the regular tracking and assessment of work submitted by the relevant student;
 - (ii) the regular monitoring of the relevant student's attendance;
 - (iii) the regular monitoring of the relevant student's achievement of the learning standards; and
 - (iv) strategies for engaging the relevant students and keeping the relevant students engaged in the education program?

9. Flexible arrangements

- 9.1. Are approvals for flexible arrangements granted in accordance with the legislative requirements under section 182 of the *Education (General Provisions) Act 2006*? [Regulation s. 9A]
- 9.2. Does the school keep documents relating to approvals of flexible arrangements that meet the requirements under section 182 of the *Education (General Provisions) Act 2006*? [Regulation s. 9A]

Note: Flexible arrangements are educational programs provided by other providers that are not eligible options (such as higher education, TAFE, RTO and other VET courses) as listed under section 232 of the *Education (General Provisions) Act 2006*.

10. Health, safety and conduct of staff and students

10.1. Workplace Health and Safety:

- 10.1.1. What structures and procedures does the school have in place to ensure continued compliance with workplace health and safety legislation? [Regulation s. 10(1)]
- 10.1.2. How effectively are the structures and procedures being implemented and monitored? [Regulation s. 10(1)]

10.2. Student welfare:

- 10.2.1. Does the school have a written process about how the school will respond to harm, or allegations of harm, to students under 18 years of age and the appropriate conduct of staff and students? [Regulation s. 10(2)]
- 10.2.2. Does the school have written processes that meet legislative requirements for the reporting of a reportable suspicion of harm and sexual abuse, inclusive of the requirements for reporting sexual abuse and obligation to reporting likely sexual abuse? [Act ss.366, 366A; Regulation s. 10(2) and s. 10(5)]
- 10.2.3. Does the school have a written process, that if a teacher forms a reasonable suspicion as defined under the *Child Protection Act 1999*, the teacher must give a written report to the chief executive (NB: Department of Communities, Child Safety and Disability Services) [Regulation s. 10(5)(b)].
- 10.2.4. Are the written processes readily accessible by staff, students and parents and are they made aware of these processes on a regular basis? [Regulation s. 10(6)]
- 10.2.5. Are staff trained in implementing these reporting processes? [Regulation s. 10(6)]
- 10.2.6. Does the school have a written complaints procedure to address allegations of non-compliance with reporting processes. [Regulation s. 10(7) and s. 10 (7AA)]
- 10.2.7. Is the governing body able to demonstrate that the school is implementing these processes? [Regulation s. 10(7)]
- 10.2.8. Has the governing body delegated any director's reporting function for the reporting of sexual abuse in accordance with s. 366B of the Act?

Note: The Board requires that all review reports address whether the school's student protection policies and procedures are compliant with current legislation.

A copy of the school's current Student/Child Protection Policy is to be submitted to the Board with the review report.

11. Staffing

- 11.1. What processes are in place to ensure that the school has sufficient number, and appropriate types, of staff necessary for the effective delivery of the school's educational program? [Regulation s. 11(1)]
- 11.2. Are all persons delivering the educational program and/or supervising other staff that deliver the educational program registered teachers or have permission to teach under the *Education (Queensland College of Teachers) Act 2005*? [Regulation s. 11 (2)]
- 11.3. Do all non-teaching staff and volunteers have a positive notice (blue cards) or positive exemption notice as required under the *Working with Children (Risk Management and Screening) Act 2000*?

12. Land and Buildings

- 12.1. Is the school compliant with relevant land use, building, and workplace health and safety legislation in relation to the location of the school and its buildings? [Regulation s. 12]
- 12.2. Has the school been issued with a letter of demand, a show cause notice, an enforcement notice, a complaint or summons, a declaration or enforcement order under the *Sustainable Planning Act 2009* or the *Building Act 1975*? [Regulation s. 12]

13. Educational facilities and material

- 13.1. How does the governing body ensure that the school has sufficient educational facilities and materials necessary for the effective delivery of the school's educational program? [Regulation s. 13]

14. School improvement processes

- 14.1. Does the school have a demonstrable, systematic approach about improvement processes that includes the use of aggregated data of student performance and outcomes that deals with the following:
 - (a) Deciding strategies relevant to the processes and setting priorities for achieving the strategies? [Regulation s. 14]
 - (b) How the strategies are to be achieved and the regular monitoring of the achievement of these strategies? [Regulation s. 14]
 - (c) Reporting of the achievements of these strategies to the school community, including the school's staff, students and parents? [Regulation s. 14]

Appendix 2 - Statutory requirements to be covered in a cyclical review

The statutory requirements provided below need to be clearly addressed in the review report to the Board. The requirements are in summary form only and governing bodies are advised to make reference to the relevant legislation for full details. It is important for governing bodies to review policies and procedures in response to legislative changes to ensure ongoing compliance.

Suitability of governing body	Sources of information or types of evidence (some examples only, not an exhaustive list)
<p>The governing body of a non-State school must be suitable to be the governing body.</p> <p>The governing body:</p> <ul style="list-style-type: none"> (a) must always be a corporation [Act, s. 11(3)]; (b) must be a suitable body to be in charge of a school, including: (c) the relationships with other entities; <ul style="list-style-type: none"> (i) having appropriate guiding principles and procedures for identifying, declaring and dealing with any conflict of interest a director may have relating to an aspect of the operations of the school; (ii) conduct of governing body, or its directors relevant to the operations of the school; and (iii) if the governing body or its directors have been convicted of a indictable offence – nature, and circumstances and the commission of the offence. [Act, s 39] (d) directors must hold a current positive notice (blue card) or a current positive exemption notice under the <i>Working with Children (Risk Management and Screening) Act 2000</i> (WWCRMS) and ensure ongoing compliance. [Act, s. 39(3), WWCRMS Act s. 198] <p>Government Funded School</p> <p>If the governing body of a non-State school is eligible for government funding and is under the <i>Corporations Act 2001 (C'th)</i> it must be a company limited by guarantee and not limited by shares. [Act s. 91(A)]</p> <p>If the governing body of a school is eligible for government funding:</p> <ul style="list-style-type: none"> (a) it must not be operated for profit, that is, any profits made from the school's operation are used entirely to advance the school's philosophy and aims; [Act ss. 7, 93(1)(a)] (b) the governing body must not enter into a contract or arrangement with a for-profit entity that is not at arm's length (prohibited arrangement); [Act s. 93(1)(d)] and (c) there must not be a direct or indirect connection between the governing body and a for-profit entity that could reasonably be expected to compromise the independence of the governing body when making financial decisions. [Act ss. 93(1)(e), 106(h)] 	<p>Certificate issued by ASIC; Queensland Commissioner for Fair Trading; Letters patent.</p> <p>Constitution; Rules of Incorporation.</p> <p>Corporate structure showing relationships to other entities.</p> <p>Conflict of interest policy and evidence of implementation.</p> <p>Minutes of meetings demonstrating good governance.</p> <p>All directors hold current positive notice (blue card) or positive exemption notice from the Public Safety Business Agency (Blue Card Services).</p> <p>Contracts, tender arrangements.</p>

<p align="center">Prescribed accreditation criteria</p>	<p align="center">Sources of information or types of evidence (some examples only, not an exhaustive list)</p>
<p>Financial viability criterion [See Regulation pt. 2, div. 2]</p> <p>Financial viability [See Regulation s. 5.]</p> <p>A school must have access to adequate financial resources for its viable operation.</p> <p>In regard to financial viability, the Board customarily receives and places considerable weight on a signed statement or certificate from a qualified person about whether a school has access to adequate financial resources for its viable operation. For this purpose the Board has defined a qualified person as one who is:</p> <ul style="list-style-type: none"> (a) a qualified accountant within the meaning of the <i>Corporations Act 2001</i> (C'th); or (b) a person registered (or taken to be registered) as a company auditor under the <i>Corporations Act 2001</i> (C'th). <p>Educational program, and student welfare processes, criteria</p> <p>[See Regulation pt. 2, div. 3]</p> <p>Statement of philosophy and aims [See Regulation s. 6]</p> <p>A school must have a written statement of philosophy and aims, adopted by its governing body, that is used as:</p> <ul style="list-style-type: none"> (a) the basis for the school's educational program; and (b) a guide for the school's educational and organisational practices. <p>The statement must be consistent with the <i>Melbourne Declaration on Educational Goals for Young Australians</i>.</p> <p>Educational program [See Regulation s. 7]</p> <p>A school must have a written educational program that:</p> <ul style="list-style-type: none"> (a) has regard to the ages, abilities, aptitudes and development of the school's students; and (b) promotes continuity in the learning experiences of the students; and (c) is responsive to the needs of the students. <p>The program must enable the students to at least achieve:</p> <ul style="list-style-type: none"> (a) Queensland standards of learning; or (b) standards of learning comparable to Queensland standards of learning. (refer to Regulation for further details) 	<p>Enrolment data - historical and projected future enrolments.</p> <p>Financial statements.</p> <p>Financial plan / budget.</p> <p>Signed statement or certificate from a qualified person stating the school has access to adequate financial resources.</p> <p>Evidence that aggregated data on student learning outcomes is being used to enhance the quality of the educational program.</p> <p>School's written statement of philosophy and aims.</p> <p>Organisational structure; strategic plan; educational program.</p> <p>Aggregated data on student performance outcomes and evidence that this information is being used to enhance the quality of the educational program.</p> <p>Curriculum overview; written educational program; co-curricular and extra curriculum programs.</p> <p>Educational programs.</p> <p>Surveys of parents, students and staff.</p>

<p align="center">Prescribed accreditation criteria continued</p>	<p align="center">Sources of information or types of evidence (some examples only, not an exhaustive list)</p>
<p><i>Students who are persons with a disability</i> [See Regulation s. 8] A school must have written processes about:</p> <ul style="list-style-type: none"> (a) identifying students of the school who are persons with a disability; and (b) devising an educational program, specific to the educational needs of those students who are persons with a disability, that complies with relevant anti-discrimination legislation. <p><i>Schools delivering distance education</i> [See Regulation s. 9] A distance education school must have a written standard of service, appropriate to the school's distance education students achieving learning standards under the school's educational program. The standard must deal with:</p> <ul style="list-style-type: none"> (a) the interactive teaching methods to be followed; (b) the communication procedures to be followed by the students, their teachers and tutors; (c) the regular tracking and assessment of work submitted by the students to the teachers; and (d) the regular monitoring of the students' achievement of the learning standards. <p>The school's governing body must be able to demonstrate how the school is meeting the standard of service.</p> <p><i>Special assistance schools</i> [See Regulation s. 9AA] A special assistance school's written educational program must promote continuous engagement by the school's relevant students in primary or secondary education. Also, the school must have a written standard of service, appropriate to the school's relevant students achieving learning standards under the educational program. The standard must deal with—</p> <ul style="list-style-type: none"> (a) the regular tracking and assessment of work submitted by the relevant students to the teachers; and (b) the regular monitoring of— <ul style="list-style-type: none"> (i) attendance by the relevant students at an accredited special assistance site for the school; (ii) the relevant students' achievement of the learning standards; and 	<p>Learning support processes; staffing; programs including educational adjustment programs; individual education plans; aggregated data on student learning outcomes and reporting. Surveys of parents, students and staff.</p> <p>Distance education programs. Surveys of parents, students and staff. Student work samples. Assessment plans.</p> <p>Curriculum overview; written educational programs. Surveys of parents, students and staff. Student performance data. Assessment plans.</p>

<p>Prescribed accreditation criteria continued</p>	<p>Sources of information or types of evidence (some examples only, not an exhaustive list)</p>
<p>(iii) the relevant students' participation in the educational program; and</p> <p>(c) strategies for engaging the relevant students, and keeping the relevant students engaged, in primary education or secondary education.</p> <p>The school's governing body must be able to demonstrate how the school is meeting the standard of service.</p> <p>Flexible arrangements approvals [See Regulation s. 9A]</p> <p>A school must:</p> <p>(a) ensure approvals are not given, or purportedly given, under section 182 of the <i>Education (General Provisions) Act 2006</i>, other than in compliance with that section; and</p> <p>(b) comply with the requirements under that section about keeping documents relating to approvals.</p> <p>[See s. 182 <i>Education (General Provisions) Act 2006</i> for further elaboration]</p>	<p>Examples of how aggregate student performance data are used to enhance the quality of the education program.</p> <p>Written assessment of students' needs; learning outcomes; monitoring and evaluation of student participation; roles of providers'; written agreement or arrangement; assessment by teachers.</p>

<p align="center">Prescribed accreditation criteria continued</p>	<p align="center">Sources of information or types of evidence (some examples only, not an exhaustive list)</p>
<p>Health, safety and conduct of staff and students [See Regulation s. 10 and <i>Education (General Provisions) Act 2006</i> ss. 366, 366A, 366B]</p> <p>A school must have written processes about the health and safety of its staff and students that accord with relevant workplace health and safety legislation.</p> <p>Also, the school must have written processes about:</p> <ul style="list-style-type: none"> (a) how the school will respond to harm, or allegations of harm to students under 18 years old; and (b) the appropriate conduct of its staff and students. <p>Without limiting this, the processes must include:</p> <ul style="list-style-type: none"> (a) a process for the reporting by a student to a stated staff member of behaviour of another staff member that the student considers is inappropriate [NB: there must be stated at least 2 staff members to whom a student may report the behaviour]; and (b) a process for how the information reported to the stated staff member must be dealt with by the stated staff member. <p>Also, without limiting the written processes about the appropriate conduct of its staff and students, the processes must include the following:</p> <ul style="list-style-type: none"> (a) a process for reporting sexual abuse or suspected sexual abuse and likely sexual abuse in compliance with section 366, 366A of the <i>Education (General Provisions) Act 2006</i>; and (b) a process for reporting a reportable suspicion of harm under the <i>Child Protection Act 1999</i>, section 13E. <p>A <i>reportable suspicion</i> about a child is a reasonable suspicion that the child:</p> <ul style="list-style-type: none"> (a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and (b) may not have a parent able and willing to protect the child from the harm. <p>The school's governing body must ensure that:</p> <ul style="list-style-type: none"> (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; (d) the processes are readily accessible by staff, students and parents. 	<p>Written policies and procedures related to health and safety of staff and students.</p> <p>Workplace health and safety audits; minutes of meetings, accident reports.</p> <p>Student protection policy and procedures followed including incident reports.</p> <p>Governing body records for delegation of director's reporting function for reporting of sexual abuse of a student.</p> <p>Participation rates of in-service programs.</p> <p>Behaviour management policies and procedures.</p> <p>Medical information and first aid policies and procedures.</p> <p>Up to date staff and student handbooks.</p> <p>Written policy and procedures.</p>

<p>Prescribed accreditation criteria continued</p>	<p>Sources of information or types of evidence (some examples only, not an exhaustive list)</p>
<p>The school must have a written complaints procedure to address allegations of non-compliance with the processes (this procedure may form part of any of the school's other complaint procedures).</p> <p><i>Harm caused to a student under 18 years, means any detrimental effect of a significant nature on the student's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by: physical, psychological or emotional abuse or neglect; or sexual abuse or exploitation. Harm can be caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances.</i></p> <p><i>A relevant State authority means: the chief executive, or another officer, of the department in which the Child Protection Act 1999 is administered; an authorised officer under the Child Protection Act 1999; or a police officer.</i></p>	<p>Confirmation of procedure and how it can be accessed.</p>
<p>School resources criterion [See Regulation pt. 2, div. 4]</p> <p>Staffing [See Regulation s. 11]</p> <p>A school must have a sufficient number, and appropriate types, of staff necessary for the effective delivery of the school's educational program.</p> <p>Without limiting this, a school must comply with relevant legislation about the employment of persons as teachers, including the <i>Education (Queensland College of Teachers) Act 2005</i>.</p> <p>Land and buildings [See Regulation s. 12]</p> <p>A school must comply with relevant land use, building, and workplace health and safety, legislation in relation to the location of the school.</p> <p>Educational facilities and materials [See Regulation s.13]</p> <p>A school must have the educational facilities and materials necessary for the effective delivery of the school's educational program.</p>	<p>Staff information including: responsibilities; student /staff ratios; class sizes; qualifications; professional development activities; teacher registration; positive notice blue cards for non-teaching staff and volunteers.</p> <p>Site plans; lease/ title deeds; local authority approvals for land and buildings; show cause notices; enforcement notices; workplace health and safety documents.</p> <p>Data on the quality of the learning environment including classroom and playground facilities; library; IT resources.</p> <p>Student, parent and staff satisfaction surveys or focus groups.</p>

<p style="text-align: center;">Prescribed accreditation criteria continued</p>	<p style="text-align: center;">Sources of information or types of evidence (some examples only, not an exhaustive list)</p>
<p>Improvement processes criterion [See Regulation pt. 2, div. 5]</p> <p><i>Improvement processes</i> [See Regulation s. 14]</p> <p>A school must have a demonstrable, systematic approach about improvement processes for the school, dealing with the following:</p> <ul style="list-style-type: none"> (a) deciding strategies relevant to the processes and setting priorities for achieving the strategies; (b) how the strategies are to be achieved; (c) regular monitoring of the achievement of the strategies; (d) annual reporting about the achievement of the strategies to the school's community, including the school's staff and students and the parents of the students. 	<p>Strategic and operational plans.</p> <p>Annual reports.</p> <p>Aggregate data about student learning outcomes and evidence it is being used to enhance the education program.</p> <p>Student, parent and staff satisfaction surveys or focus groups and evidence that this data is being used to guide school improvement.</p> <p>Newsletters and other forms of communication with stakeholders.</p>

Appendix 3 – Instructions for submitting a Cyclical review plan or report via the NSSAB Online Services Portal

Log in to the [NSSAB Online Services Portal](https://secure.nssab.qld.edu.au/nos.php) (<https://secure.nssab.qld.edu.au/nos.php>)

Existing users

Log in to the NSSAB Online Services with your existing account.

Username:

Password:

By clicking **Log in**, I agree to the [Terms and Conditions](#) of the NSSAB Online Services.

Log in

Create a new submission from the *Upload and submit* tab.

Forms and reports

Upload and submit Draft (11) Submitted (2)

Use this section to submit forms and other electronic documents (for example cyclic review plans and reports) to the Board.
All blank forms are available for download from the [Board's website](#) or will be sent out during specific times of the year to the governing body for completion. Only completed forms should be uploaded and submitted using this site.

Select:

- Application form — Change of accreditation attribute - NSS-301 V1.1
- Application form — New non-State school - NSS-101 V1.1
- Application form — New type of education - NSS-501 V1.1
- Cyclical review program — Cyclical review plan
- Cyclical review program — Cyclical review report

Select either:

- *Cyclical review program – Cyclical review plan*; or
- *Cyclical review program – Cyclical review report*

Attach the form(s) to the submission using the grey *Attach file* button.

Cyclical review plan

Description
Main: Cyclical review plan * A copy of the review plan documenting how the governing body is proposing to go about undertaking the review


Cyclical review report

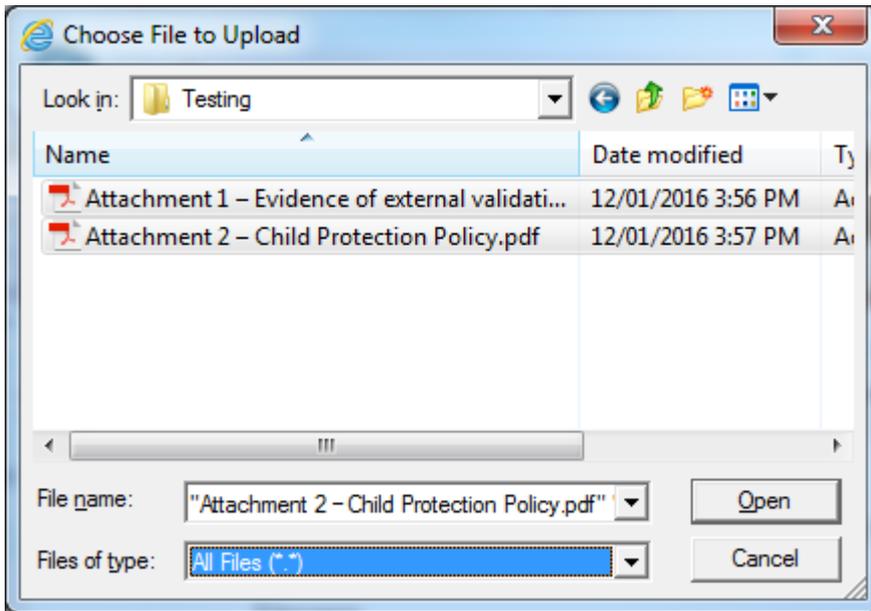
Description
Main: Cyclical review report * A copy of the review report that addresses compliance with all aspects of the statutory requirements (including evidence of external validation)


This will display a new screen. Use the *Add files* button to browse to the form(s) on your computer.



Select the *Cyclical Review Report* file for upload.

You can now attach additional files including an external validator’s report (if applicable) and the *Child/Student Protection Policy* as requested.



Once the file(s) appear in the window below they are ready to be attached to the submission.

Select *Upload files*.

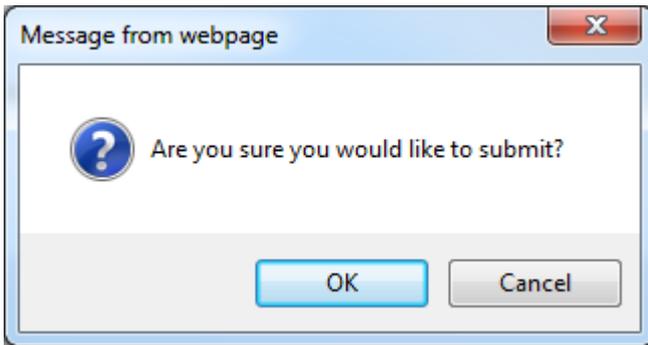


Once the files are attached, they will display in the right-hand column under *Files attached*.

Select the *Submit* button on the left-hand side to send it to the Board.



Select *OK* to finalise the submission.



The submission should now show up under the *Submitted* tab.

