

Legislative background

The *Education (Accreditation of Non-State Schools) Act 2017* (the 'Accreditation Act') and the *Education (Accreditation of Non-State Schools) Regulation 2017* (the 'Accreditation Regulation') establish a legislative framework for accreditation and eligibility for government funding of Queensland non-State schools.

The Accreditation Act provides for the establishment of the Non-State Schools Accreditation Board (the 'Board'). The Board is an independent statutory authority that regulates non-State schooling in Queensland. Its responsibilities include making decisions on the accreditation and eligibility for government funding of non-State schools and changes in accreditation attributes of non-State schools, as well as monitoring governance arrangements and compliance with accreditation criteria.

Privacy information

Information about the collection of personal information on this form can be found in [Section 9](#) of this application.

Important information



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

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

The Accreditation Act and Accreditation Regulation can be accessed at the Queensland Parliamentary Counsel website at <https://www.legislation.qld.gov.au/OQPChome.htm>.

Please complete all fields of this form, indicating 'N/A' where not applicable.

This application form does not necessarily replicate all of the relevant provisions of the legislation or published Board documents.

Please ensure the information is presented clearly. Applicants are requested to supply additional information as attachments for certain items. Attachments **must** be labelled with the corresponding attachment number and the title of the related item from the application form. This ensures that, in the event that the Board has to contact you regarding the application, we are able to refer to the appropriate page/section. To attach a document, click on the icon   located to the left of the attachment number.

The Accreditation Act requires the Board to make a decision on an application within six months of lodgement. The Board and applicant can also agree to extend the time needed to make a decision, if the Board require 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 months from the lodgement date.*

The Board may require an applicant to provide further information or documents to support an application.

If accreditation is granted, a school must comply with the accreditation criteria from the school's student-intake day for the new type of education. The Board will conduct an initial assessment of the school commencing within 6 months after the student-intake day for the type of education.

Lodgement

The governing body can submit the completed application and supporting documentation via [NSSAB Online Services](#).

1. Contact details for application

1.1 Contact details	<i>Provide contact details for the application.</i>		
Title		Salutation	
Given name(s)		Family name	
Postal Address			
Phone		Mobile	
Email			

2. Application details


2.1 Name of school	<i>Enter the name of the school.</i>

2.2 Type(s) of education	<i>Choose the type(s) of education for which accreditation is being sought for this application.</i>
	<input type="checkbox"/> Primary education <input type="checkbox"/> Secondary education

2.3 Special assistance	<i>Is the school a special assistance school?</i>
	<p><i>The provision of special assistance is the provision of primary or secondary education without tuition fees to students who would not otherwise be enrolled at and attending school while of compulsory school age, or participating in an eligible option full-time, or in paid employment for at least 25 hours each week, during the compulsory participation phase; and are not provisionally registered, or registered for home education.</i></p>

2.4 Student-intake day	<i>Enter the student-intake day for the new type of education for the school.</i>
	<p>The student-intake day for a type of education means the first day of education of students at the school for the type of education under the school's accreditation and must be consistent with the student-intake profile in Section 6.</p> <p>The student-intake day for a type of education must be within four years after the day the application is made.</p>
a) <i>Primary education</i>	
b) <i>Secondary education</i>	






3. Governing body details

3.1 Governing body	<i>Indicate below details about the governing body of the school.</i>
a) <i>Name of the corporation</i>	
b) <i>Type of incorporation</i> The applicant must be a corporation and be able to operate in Queensland.	<p>Select the type of incorporation that applies to the corporation:</p> <p><input type="checkbox"/> a company incorporated under the Corporations Act 2001 (C'th)</p> <p><input type="checkbox"/> an incorporated association under the Associations Incorporation Act 1981</p> <p><input type="checkbox"/> a church entity incorporated under the Roman Catholic Church (Incorporation of Church Entities) Act 1994</p> <p><input type="checkbox"/> a synod of a diocese under the Anglican Church of Australia Act 1895</p> <p><input type="checkbox"/> a corporation established and continued in existence under the now repealed <i>Religious, Educational and Charitable Institutions Act 1861</i></p> <p><input type="checkbox"/> a property trust constituted under the Uniting Church in Australia Act 1977</p> <p><input type="checkbox"/> a board of trustees constituted under the Grammar Schools Act 2016</p> <p><input type="checkbox"/> an Aboriginal corporation under the Corporations (Aboriginal and Torres Strait Islander) Act 2006 (C'th)</p> <p><input type="checkbox"/> Other:</p>
 Attachment 3.1 A	<p>[Required] Documentation showing that the governing body is a corporation and indicating the type of incorporation.</p> <p>Examples of the types of documentary evidence:</p> <p>a) Certificate issued by the Australian Securities & Investments Commission ('ASIC') stating that the body is a registered company in the state or territory in which the company is taken to be registered</p> <p>b) Certificate of Incorporation issued by the Queensland Commissioner for Fair Trading</p> <p>c) Letters Patent issued under the now repealed <i>Religious, Educational and Charitable Institutions Act 1861</i>, or</p> <p>d) Incorporated through legislation.</p>

4. Contact details for governing body

4.1 Chairperson	<i>Provide contact details for the chairperson of the governing body.</i>		
Title		Salutation	
Given name(s)		Family name	
Postal Address			
Phone		Mobile	
Email			
4.2 Office contact	<i>Provide details for the contact person for the governing body.</i>		
	<input type="checkbox"/> Same as chairperson details (leave rows below blank)		
Title		Salutation	
Given name(s)		Family name	
Position			
Postal Address			
Phone		Mobile	
Email			

5. Governing body suitability

5.1 School's governing body	<i>The Board must make a decision about the suitability of a school's governing body.</i>							
<p>a) <i>Documentary evidence</i></p> <p> Attachment 5.1 A</p> <p> Attachment 5.1 B</p> <p> Attachment 5.1 C</p> <p> Attachment 5.1 D</p>	<p>Provide attachments and details, as indicated below, as they relate to the governing body identified under Section 3.</p> <p><i>In making a decision about the suitability of a governing body, the Board may have regard to:</i></p> <ul style="list-style-type: none"> <i>the governing body's relationship with other entities;</i> <i>whether the governing body has appropriate guiding principles and procedures for identifying, declaring and dealing with any conflict of interest a director of the governing body may have in relation to an aspect of the operation of the school;</i> <i>the conduct of the governing body, or its directors, in relation to the operation of the school.</i> <p>[Required] A copy of the constitution or like document of the governing body and the rules under which it operates.</p> <p>[Required] Documentation showing the corporate structure of the governing body, including details of related entities and the relationships between these entities.</p> <p>[Required] A copy of the policy used by the governing body for identifying, declaring and dealing with any conflicts of interest or potential conflicts of interest a director or member of the executive or management entity of the governing body may have in regard to the operation of the school.</p> <p>[Optional] Comment on conflict of interest:</p> <p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>							
<p>b) <i>Offences - governing body</i></p> <p> Attachment 5.1 E</p>	<p>Has the governing body, as a corporate been convicted of an offence?</p> <p>If the governing body, as a corporate entity, has a conviction for an offence, it is also required to provide details of the nature and circumstances of the commission of the offence.</p> <p>If yes, provide details of the conviction.</p> <table border="1" data-bbox="483 1310 1481 1534"> <tr> <td data-bbox="483 1310 622 1366">Date</td> <td data-bbox="622 1310 1481 1366"></td> </tr> <tr> <td data-bbox="483 1366 622 1422">Offence</td> <td data-bbox="622 1366 1481 1422"></td> </tr> <tr> <td data-bbox="483 1422 622 1534">Outcome</td> <td data-bbox="622 1422 1481 1534"></td> </tr> </table> <p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>		Date		Offence		Outcome	
Date								
Offence								
Outcome								

c) Director(s)

- The term 'director' means:*
- if the governing body is a company under the [Corporations Act 2001 \(C'th\)](#) – a person appointed as a director of the governing body, or
 - if the governing body is incorporated under the repealed Religious Educational and Charitable Institutions Act 1861 - a declared director of the governing body; and 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
 - otherwise – a person who is, or is a member of, the executive or management entity, by whatever name called, of the governing body.

All directors of a school's governing body are required to hold a [current positive notice \(blue card\)](#) or a [current positive exemption notice \(exemption card\)](#), prior to lodgement of the application form.




Full name as it appears on the blue card or exemption card			Card type	Blue card or exemption card number	Blue card expiry date
First name	Middle name	Family name			
Chairperson:					
All other directors:					

If an application has been submitted for a renewal of a card, please provide evidence of the application.





Attachment 5.1 F

[Optional] If there are insufficient rows, attach documentation showing additional directors other than the ones indicated above.

 <p>Attachment 5.1 G</p>	<p>[Required] A copy of the positive notice blue card or exemption card, issued by the Public Safety Business Agency, for each director or member of the executive or management entity of the governing body listed above.</p> <p>The governing body of a school is not suitable to be, or to continue to be, a school's governing body unless each director of the governing body has a current positive notice (blue card) or a current positive exemption notice (exemption card).</p> <p>Refer to www.nssab.qld.edu.au for further information on directors of a governing body.</p>						
 <p>Attachment 5.1 H</p>	<p>[Required] Documentation showing the current directors of the governing body.</p> <p>Examples of the types of documentary evidence:</p> <ol style="list-style-type: none"> for a company under the Corporations Act 2001 (C'th): ASIC Company Extract listing directors; Australian Charities and Not-for-profits Commission (ACNC) Register; meeting minutes showing election of members for an incorporated association; other documentation relevant to the corporate entity that verifies the appointment of the executive management committee i.e. governance charter. 						
<p><i>d) Offences – director</i></p>	<p>Has any director or member of the executive or management entity of the governing body been convicted of an indictable offence, other than a spent conviction?</p> <p>An indictable offence means an offence that, if it were committed in Queensland, is prosecuted or convicted on a written charge brought against an accused person; and triable before a judge and jury, unless a law expressly states to the contrary. Indictable offence includes an indictable offence dealt with summarily by a magistrate.</p> <p>Conviction for an indictable offence, means being found guilty of the offence, on a plea of guilty or otherwise, whether or not a conviction is recorded.</p> <p>If yes, provide a statement below with details of the indictable offence (the nature and circumstances of the offence).</p> <p>If any of the governing body's directors has a conviction, other than a spent conviction, for an indictable offence, it is also required to provide details of the nature and circumstances of the commission of the offence.</p> <table border="1" data-bbox="518 1169 1447 1377"> <tr> <td data-bbox="518 1169 662 1220">Date</td> <td data-bbox="662 1169 1447 1220"></td> </tr> <tr> <td data-bbox="518 1220 662 1272">Offence</td> <td data-bbox="662 1220 1447 1272"></td> </tr> <tr> <td data-bbox="518 1272 662 1377">Outcome</td> <td data-bbox="662 1272 1447 1377"></td> </tr> </table>	Date		Offence		Outcome	
Date							
Offence							
Outcome							
 <p>Attachment 5.1 I</p>	<p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>						

6. Accreditation attributes




Provide details of each of the following attributes relevant to the proposed new type of education that the school must have if the Board decides to grant the application.



6.1 Site details and student-intake profile	<i>Provide details relating to the location and the student-intake profile of the proposed school.</i>		
<i>a) Number of sites</i>	<p>How many sites are involved in this application?</p> <p>Schools typically operate on one site, even though the land on which they are situated may comprise of an area of land with several lot and plan numbers. A school is regarded as operating on one site if the area of land on which it operates are adjoining with a common boundary. A school is regarded as operating on more than one site if one or more of its lots of land are physically separate.</p>		
<i>b) Current accredited site(s)</i>	<p>Will the new type of education be provided at the current accredited site(s) of the school?</p> <p>If yes, provide the details of the location of the existing site(s) that the new type of education will be provided at.</p> <p>Street address</p> <p>Suburb/town</p> <p>Additional site:</p> <p>Street address</p> <p>Suburb/town</p>		
 Attachment 6.1 A	<p>Complete for any additional existing sites.</p>	<p>Postcode</p>	
<i>c) New sites</i>	<p>Will the new type of education be provided at a new site(s)?</p>		
<i>d) New site profile (if applicable)</i>	<p>Provide the following details for any additional site(s) that the new type of education will be provided in respect of the school. If the new type of education is to operate on more than one site, please complete Appendix 1 for each site other than the one indicated below.</p> <p>Special assistance Refer to Section 2.3.</p> <p>Street address</p> <p>Suburb/town</p> <p>Real property description of site Information may be located on council rate notices.</p>		
 Attachment 6.1 B	<p>Is it proposed for this new site to be a special assistance site?</p> <p>Lot number</p> <p>Plan number</p>	<p>Postcode</p>	<p>[Optional] Please provide an attachment with address details if there are more than two accredited sites that the new type of education will be provided at.</p> <p>[Optional] If there are insufficient rows, attach documentation showing additional lot/plan numbers other than the ones indicated above.</p> <p>Current land use zoning</p>




7. Accreditation criteria





To be accredited, a school must comply with the accreditation criteria prescribed in Part 2 of the Accreditation Regulation.


Provide evidence below that the school will comply with these requirements and an outline of how this will be achieved. Use the text boxes provided and attach further documentation if required.

<p>7.1 Administration and governance</p>	<p><i>Provide details relating to school survey data and associated documents, as well as the school governance and complaint procedure for the school.</i></p>
<p>a) <i>School survey data and associated documents</i></p>	<p>Provide a statement indicating how the school will keep records relating to school survey data and associated documentation for at least five years after the day the data relates in a way that ensures the integrity and security of the data and documents.</p> <p>A school must keep school survey data for the school and associated documents for at least 5 years after the day to which the data relates and in a way that ensures the integrity and security of the data and documents. This data is outlined in Part 4 of the Regulation and includes enrolment and attendance information, as well as other relevant information for collection of school survey data. This data must keep a record of the reasons for the students' absences from the school.</p>
<p> Attachment 7.1 A</p>	<p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>
<p>b) <i>Governance</i> Organisational structure</p>	<p>A school must have a document that outlines the organisational structure for the governance of the school, including the following details—</p> <ul style="list-style-type: none"> (a) the key functions and responsibilities of any person or body that supports the governing body in the administration of the school; (b) the reporting arrangements <ul style="list-style-type: none"> (i) within the school's governing body; and (ii) between the governing body and any person or body that supports the governing body in the administration of the school. <p>The school's organisational structure must be designed to ensure the effective, transparent and accountable governance of the school.</p> <p>For guidance this document may be governance charter outlining roles, responsibilities and accountabilities of the governing body, directors, and if relevant, any school councils, boards or committees, Chief Executive Officer, school leadership team including the principal, business or financial manager. It may include information on the code of conduct for directors and key personnel.</p>
<p> Attachment 7.1 B</p>	<p>[Required] Provide a document that outlines the organisational structure of the governance arrangements for the school as outlined in the requirements above.</p>
<p>Financial arrangements</p>	<p>Provide a statement indicating how the governing body and school will keep records relating to financial arrangements.</p> <p>The school must also keep records in relation to the school's financial transactions for at least 5 years after the transactions are entered into.</p>
<p> Attachment 7.1 C</p>	<p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>

<p>c) <i>Complaints procedure</i></p> <p> Attachment 7.1 D</p>	<p><i>A school must have, and implement written processes about receiving, assessing, investigating and otherwise dealing with complaints made by its staff or a student's parent or guardian.</i></p> <p><i>The processes must incorporate principles of procedural fairness, including, for example, the right for interested parties to the complaint to be heard.</i></p> <p><i>The school's governing body must ensure—</i></p> <p><i>(a) staff, students and parents are made aware of the processes; and</i></p> <p><i>(b) the processes are readily accessible by staff, students and parents.</i></p> <p>[Required] Provide a copy of the school's complaints procedure.</p>
<p>7.2 Financial viability</p>	<p><i>A school must have access to adequate financial resources for its viable operation.</i></p>
<p>a) <i>Government funding</i></p> <p> Attachment 7.2 A</p>	<p>Does the financial viability of the proposed school depend on access to State and Australian government funding?</p> <p>[Required] Provide a signed statement or certificate from a qualified person, verifying that the school has access to adequate financial resources for its viable operation.</p> <p>The certified statement or certificate is to provide an overview of the relevant information and/or documentation that was taken into account that should include but not limited to the following matters:</p> <ul style="list-style-type: none"> <input type="checkbox"/> projected enrolments <input type="checkbox"/> estimated income from State and Australian grant funding <input type="checkbox"/> student fees <input type="checkbox"/> intended staffing levels <input type="checkbox"/> capital outlay for land, building and facilities <input type="checkbox"/> other relevant income and expenditure <p>This statement or certificate should be an official document on letterhead and clearly show the person's qualifications and contain a signed declaration that the person is independent and does not have any direct conflict of interest in providing the verification.</p> <p>As a matter of guidance, a person is not to act as the qualified person if the person is a director of the governing body, is or is to be an employee of the governing body or school, or any associate of those persons (i.e. an associate is a person that is a relative, in partnership with or that could have any control, influence or benefit).</p> <p>For this purpose, the Board has defined a qualified person as one who is:</p> <ol style="list-style-type: none"> 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).
<p>b) <i>Qualified person</i></p> <p>Name</p> <p>Position</p> <p>Organisation</p> <p>Relevant qualification</p> <p>Phone</p> <p>Email</p> <p>Declare any relationship with the governing body or school <i>i.e. Appointed auditor</i></p>	<p>Provide details of the qualified person who has prepared the funding viability statement or certificate. This person may be contacted by the Board to obtain clarification or obtain further information.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>f) Special assistance schools</p> <p>Applies only to applications for the accreditation attribute of special assistance at a special assistance site(s).</p>	<p>A school must ensure that students to be enrolled at the special assistance school are relevant students in accordance with the meaning of the term in section 14 of the Accreditation Act.</p> <p>Relevant students means students who:</p> <ul style="list-style-type: none"> (a) would not otherwise be— <ul style="list-style-type: none"> (i) enrolled at 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 under the Education (General Provisions) Act 2006, chapter 9, part 5. <p>Provide a statement and/or supporting documentation that demonstrates how the school will ensure that students enrolled at the special assistance school are relevant students in accordance with the meaning of the term in section 14 of the Accreditation Act.</p> <p>This documentation may include letters of support from agencies or other schools for which referrals of students will be received.</p>
<p> Attachment 7.3 F</p>	<p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>
<p>Additional criteria for the educational program for a special assistance school are prescribed under section 13 of the Accreditation Regulation.</p>	<p>A school's written educational program must promote continuous engagement by the relevant students in primary or secondary education.</p> <p>The school must also have a written standard of service, appropriate to the school's relevant students achieving standards of learning under the educational program.</p> <p>The written standard of service must deal with the following:</p> <ul style="list-style-type: none"> (a) regular tracking and assessment of students' work by their teachers (b) regular monitoring of students'— <ul style="list-style-type: none"> (i) attendance (ii) participation in the program (iii) achievements of learning standards (c) strategies for engaging the relevant students, and keeping them engaged, in primary or secondary education.
<p> Attachment 7.3 G</p>	<p>[Required only for a special assistance school] Provide documentation to demonstrate the school will meet these requirements.</p>
<p>g) Flexible arrangements approvals</p> <p>During the flexible arrangement the student remains enrolled at the school and the school takes the responsibility for ensuring the arrangement meets the educational and individual needs of the student.</p>	<p>Provide a statement indicating that the school will comply with the requirements for flexible arrangements as set out in section 182 of the Education (General Provisions) Act 2006 and section 14 of the Accreditation Regulation.</p> <p>Flexible arrangements are only required if the arrangement falls outside the eligible options and providers under section 232 of the Education (General Provisions) Act 2006. Students participating in VET courses, apprenticeship or traineeship with an RTO, or undertaking courses at a University, TAFE, another State or Non-State School are considered part of the school's educational program and are not a flexible arrangement. Examples of flexible arrangements are a student whose education program is provided by a community organisation in collaboration with the school to meet their individual needs or a student who is involved in theatre/elite sports training for an event/s where the educational program will be delivered by a tutor.</p>
<p> Attachment 7.3 H</p>	<p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>

<p><i>b) Land and buildings</i></p> <p>Zoning</p> <p>Zoning Timeline</p> <p> Attachment 7.5 B</p> <p> Attachment 7.5 C</p> <p> Attachment 7.5 D</p>	<p>Provide the following details and documentation relating to the land and buildings for the new type of education.</p> <p>A school must comply with the requirements of any Act and other law relating to land use, and building and workplace health and safety. If the school provides boarding facilities, the school must have necessary accommodation and associated facilities to ensure the health, safety and welfare of students while boarding.</p> <p>Has the land been zoned by the local authority for educational purposes?</p> <p>If no, please advise the timeline for seeking zoning and other land-use consent and necessary approvals by the appropriate local government authority or authorities.</p> <table border="1"> <thead> <tr> <th data-bbox="512 555 762 600">Date</th> <th data-bbox="762 555 1471 600">Event</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>[Optional] If there are insufficient rows for the timeline, attach documentation showing additional events other than the ones indicated above.</p> <p>Note: The governing body must provide evidence to the Board that all land and building approvals are in place prior to commencement of the new type of education should there be additional building facilities for the school.</p> <p>[Required] Provide a marked up plan showing the size of the land, location and description of proposed buildings and facilities for the site(s) to accommodate the new type of education.</p> <p>The plan does not need to be professionally drafted but must be sufficient to show the size of the buildings and the location of the all the facilities for staff and students relevant to the application.</p> <p>[Optional] Attach documentation demonstrating that the governing body owns or will own the site, or will obtain a legal right to occupy the site for the purposes of establishing the school, if accreditation is granted for the new type of education.</p> <p>Note: This is applicable only if the new type of education is on a new site or additional land.</p>	Date	Event												
Date	Event														
<p><i>c) Educational facilities and materials</i></p> <p> Attachment 7.5 E</p>	<p>Provide an outline of the school's educational facilities and materials that support the effective delivery of the school's educational program.</p> <p>A school must have the educational facilities and material necessary for the effective delivery of the school's educational program. This information needs to reflect the high level facilities required to implement the proposed school's educational program for example; information technology facilities, library facilities, specialist teaching facilities such as science, technology, physical education; VET. Detailed information on specific resources is not required.</p> <p>[Optional] Documentation supporting the statement on the schools educational facilities and materials.</p>														

7.6 Improvement processes	<i>A school must have a demonstrable, systematic approach about improvement processes for the school.</i>
	Provide a statement demonstrating the school has improvement processes that complies with section 20 of the Accreditation Regulation.
 Attachment 7.6 A	[Optional] Documentation supporting the statement on improvement processes.

8. Additional information

8.1 Overseas students	<i>Does the school intend to enrol overseas students for this type of education?</i>
	Any educational institution that wishes to offer or deliver courses in Queensland to international students holding a student visa must be registered on the <i>Commonwealth Register of Institutions and Courses for Overseas Students</i> (CRICOS) registration before marketing or making arrangements to offer or deliver courses to overseas students. Please refer to the CRICOS webpage for further information.

9. Privacy information

This form collects information to enable the Non-State Schools Accreditation Board to decide whether to accredit the new type of education under the *Education (Accreditation of Non-State Schools) Act 2017*.

Certain data collected in this form is 'personal information' within the meaning of the Queensland Government *Information Privacy Act 2009*, which deals with the collection and handling of such information by government agencies.

This form collects personal information about:

- a contact person for the purpose of processing the application;
- a person authorised by the incorporated governing body to act for and on its behalf for the purpose of processing the application; and
- the directors or members of the executive or management entity of the incorporated governing body making the application for the purpose of ascertaining whether the governing body complies with the requirements of the Accreditation Act.

The information collected in this form may be disclosed to the following entities:

- the Queensland Minister for Education;
- the Director-General of Education;
- the Office of Non-State Education and other relevant areas of the Queensland Department of Education and Training;
- authorised persons appointed under the Accreditation Act;
- Queensland Government Blue Card Services; and
- Queensland Catholic Education Commission and Independent Schools Queensland.

In the event that the person submitting the form is providing personal information on behalf of someone else, it is the governing body's or school's responsibility to ensure that the person has the correct information and authority to submit the information.

Any personal information provided as part of a governing body or school will be shared amongst other registered users of that governing body or school.


Certain information collected in this form may also be published on the Board's website and under Open data (data.qld.gov.au) if suitable for release. In other instances, the information collected in this form can be disclosed without further consent where authorised or required by law.



10. Declaration


10.1 Authorised person and declaration	<p><i>The person authorised by the governing body (the applicant) to act for, and on its behalf, for example the chairperson or secretary, is to complete the declaration and provide the contact details requested below.</i></p> <p><i>The authorised person as identified in the 'Declaration' will be contacted on the details provided if any information submitted in this application requires attention/clarification.</i></p>
Declaration	<input type="checkbox"/> I declare that the information provided in this notice is, to the best of my knowledge, true and correct.
Full name	<hr/>
Position in relation to governing body	<hr/>
Telephone number(s)	<hr/>
Email address	<hr/>
Date	<hr/>




11. Additional site details

This section should be completed for each additional site that the school will operate a new type of education than the site outlined above.

<p>11.1 Additional site details and student-intake profile</p>	<p><i>Provide details relating to the location and the student-intake profile of the new site school.</i></p>																																																																															
<p><i>a) Additional site profile</i></p> <p>Street address</p> <p>Suburb/town</p> <p>Real property description of site</p> <p><small>Information may be located on council rate notices.</small></p> <p> Attachment 11.1 A</p> <p>Current land use zoning</p>	<p>Provide the following details for the additional site of the existing school.</p> <table border="1" data-bbox="531 456 1444 790"> <tr> <td colspan="2"></td> <td colspan="2">Postcode</td> <td colspan="1"></td> </tr> <tr> <td>Lot number</td> <td colspan="2">Plan number</td> <td colspan="2"></td> </tr> <tr> <td></td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td></td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td></td> <td colspan="2"></td> <td colspan="2"></td> </tr> </table> <p>[Optional] If there are insufficient rows, attach documentation showing additional lot/plan numbers other than the ones indicated above.</p>							Postcode			Lot number	Plan number																																																																				
		Postcode																																																																														
Lot number	Plan number																																																																															
<p><i>b) Student-intake profile at additional site</i></p> <p>Primary education</p> <p><small>A school may only provide education in the Preparatory Year if the school is accredited, to provide primary education for at least Years 1 to 3.</small></p> <p>Secondary education</p>	<p>Indicate the proposed student-intake days per year level and select student-intake types, delivery mode, and boarding status relevant to this location. A school can be accredited to deliver its educational program through classroom education, distance education or both.</p> <table border="1" data-bbox="531 1335 1444 1874"> <thead> <tr> <th>Year level</th> <th>Student-intake day</th> <th>Student-intake type</th> <th>Mode of delivery</th> <th>Boarding</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Year level</th> <th>Student-intake day</th> <th>Student-intake type</th> <th>Mode of delivery</th> <th>Boarding</th> </tr> <tr> <td>7</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>9</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>12</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Year level	Student-intake day	Student-intake type	Mode of delivery	Boarding	Prep					1					2					3					4					5					6					Year level	Student-intake day	Student-intake type	Mode of delivery	Boarding	7					8					9					10					11					12				
Year level	Student-intake day	Student-intake type	Mode of delivery	Boarding																																																																												
Prep																																																																																
1																																																																																
2																																																																																
3																																																																																
4																																																																																
5																																																																																
6																																																																																
Year level	Student-intake day	Student-intake type	Mode of delivery	Boarding																																																																												
7																																																																																
8																																																																																
9																																																																																
10																																																																																
11																																																																																
12																																																																																

<p>c) Special assistance site Applies only to applications for the accreditation attribute of special assistance at a special assistance site(s).</p>	<p>Is it proposed for this site to be a special assistance site?</p> <p>If yes, provide the following information:</p> <p>A school must ensure that students to be enrolled at the special assistance school site are relevant students in accordance with the meaning of the term in section 14 of the Accreditation Act.</p> <p>Relevant students means students who:</p> <ul style="list-style-type: none"> (a) would not otherwise be— <ul style="list-style-type: none"> (i) enrolled at 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 under the Education (General Provisions) Act 2006, chapter 9, part 5. <p>Provide a statement and/or supporting documentation that demonstrates how the school will ensure that students to be enrolled at the special assistance school site are relevant students in accordance with the meaning of the term in section 14 of the Accreditation Act.</p> <p>This documentation may include letters of support from agencies or other schools from which referrals of students will be received.</p>
<p> Attachment 11.1 B</p> <p>Additional criteria for the educational program for a special assistance school are prescribed under section 13 of the Accreditation Regulation.</p>	<p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p> <p>A school's written educational program must promote continuous engagement by the relevant students in primary or secondary education for the relevant site.</p> <p>The school must also have a written standard of service, appropriate to the school's relevant students achieving standards of learning under the educational program.</p> <p>The written standard of service must deal with the following:</p> <ul style="list-style-type: none"> (a) regular tracking and assessment of students' work by their teachers (b) regular monitoring of students'— <ul style="list-style-type: none"> (i) attendance (ii) participation in the program (iii) achievements of learning standards (c) strategies for engaging the relevant students, and keeping them engaged, in primary or secondary education.
<p> Attachment 11.1 C</p>	<p>[Required only for a special assistance school site] Provide documentation to demonstrate the school will meet these requirements.</p>

d) Staffing	<i>Provide the following details relating to staff for any additional sites.</i>				
<p>Teaching staff</p> <p>Indicate the projected number of full-time equivalent (FTE) registered teachers to be employed by year level and/or teaching area to accommodate the change in attribute of accreditation for the additional site.</p> <p><i>Prep to Year 3 sector</i></p> <p><i>Year 4 to Year 6 sector</i></p> <p><i>Year 7 to Year 10 sector</i></p> <p><i>Year 11 to Year 12 sector</i></p> <p><i>Other</i></p>	Year level	Number of students	Number of teaching staff	Ratio (based on FTE)	
	Prep				
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
	Ungraded primary				
	Ungraded secondary				
	Leadership				
	Specialist				
	<p>Non-teaching staff</p> <p>Include the number of non-teaching or auxiliary staff to be employed for administration or clerical duties as well as any non-teaching support staff i.e. teacher aides, youth workers and pastoral care staff.</p> <p>Boarding staff:</p> <p>If the school is to provide boarding facilities, please also include details on the number of boarding staff and their responsibilities.</p>	Indicate the proposed number of full-time equivalent (FTE) non-teaching staff to be employed and their key responsibilities at the additional site.			
		Key responsibility		Number of non-teaching staff (FTE)	
 <p>Attachment 11.1 D</p>	[Optional] If there are insufficient rows in the tables above, attach documentation showing additional staff other than the ones indicated above.				

<p>e) Land and buildings</p>		<p>Provide the following details and documentation relating to the land and buildings.</p>	
<p>Zoning</p>	<p>Has the land been zoned by the local authority for educational purposes?</p>		
<p>Zoning Timeline</p>	<p>If no, please advise the timeline for seeking zoning and other land-use consent and necessary approvals by the appropriate local government authority or authorities.</p>		
	<p>Date</p>	<p>Event</p>	
 <p>Attachment 11.1 E</p>	<p>[Optional] If there are insufficient rows for the timeline, attach documentation showing additional events other than the ones indicated above.</p>		
 <p>Attachment 11.1 F</p>	<p>[Required] Provide a marked up plan showing the size of the land, location and description of proposed buildings and facilities for the proposed site(s).</p>		
	<p>The plan does not need to be professionally drafted but must be sufficient to show the size of the buildings and the location of the all the facilities for staff and students.</p>		
 <p>Attachment 11.1 G</p>	<p>[Required] Attach documentation demonstrating that the governing body will own the site or will obtain a legal right to occupy the site for the purposes of establishing the school, if accreditation is granted.</p>		