

**Non-State Schools Accreditation Board's  
Review Program Guidelines**  
for the  
demonstration of compliance with the  
*Education (Accreditation of Non-State Schools) Act 2017*

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**Queensland  
Government**

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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 2017* (the “**Act**”) the objects of which are to:

- (a) uphold the standards of education at non-State schools
- (b) maintain public confidence in the operation of non-State schools
- (c) foster educational choices in the State.

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

- (i) assess applications for accreditation of non-State schools
- (ii) accredit non-State schools and maintain a register of accredited schools
- (iii) assess and decide applications about governing bodies’ eligibility for government funding
- (iv) monitor whether governing bodies of accredited schools are suitable to continue to be a school’s governing body
- (v) monitor whether non-State schools continue to comply with the requirements for accreditation under the Act, including with the prescribed accreditation criteria
- (vi) monitor whether governing bodies of non-State Schools that are eligible for government funding for the schools continue to meet the government funding eligibility criteria.

To fulfil its role of monitoring whether the ongoing requirements for accreditation and, if relevant eligibility for government funding are being met, the Board has established a review program, previously referred to as the Cyclical Review Program.

The program involves each governing body of a non-State school demonstrating on a periodic basis, once every five years, that the governing body and the school are continuing to meet their responsibilities under the Act:

- section 170 – the governing body is, or continues to be, suitable to be the school’s governing body and the school is complying with the accreditation criteria.
- section 171 – this applies to the governing body of an accredited school that is eligible for government funding for the school, to demonstrate the governing body meets the government funding eligibility criteria relevant to section 10 of 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 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 are encouraged to incorporate this periodic consideration of the legislated obligations within their regular school review processes and frameworks, making the review program 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 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, member of the governing body or staff member or have recently occupied one of these positions).

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 committee or panel. It is not a requirement to have an external validator on the review committee during the collection of evidence phase of the review process.

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

In order to provide an objective and impartial assurance of rigor in the review, the external validator should be:

- a qualified experienced educator and have standing in the education profession; and
- outside of direct line management of the school; and
- outside the governing body's area of responsibility.

Suitable external validators could include a principal from another school sector or senior education professional from an external education organisation.

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 submitted at the same time as the review report or by the validator's written endorsement of the review report.

### 2.3 *Using aggregate data to inform school improvement*

A 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.

The review report should include some commentary on trends evident in the student performance data for the range of students attending the school. This may include identification

of a need for improvement in a particular area of learning, mention practices that have been successful in delivering improvements, as well as more general statements about desired improvements and/or positive trends.

### 3. Review plans

The first step in participation in the 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 timeline for the review describing the stages of the review process i.e. establishment of review committee, planning and allocation of responsibilities, collection of data, data analysis, validation and reporting;
- (c) names of members of the internal school review committee with a brief description of their role/background and a concise overview of how the review will be managed, and coordinated at the school level;
- (d) outline of accreditation requirements to be addressed and a synopsis of the processes, sources of information and types of data that will be collected and considered in the review;
- (e) name/s of the external validator/s and a brief rationale for their selection that includes confirmation of their independence in undertaking the role (refer to item 2.2 in these guidelines);
- (f) a concise description of how validation of the review findings will occur; and
- (g) 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 endorsed, will invite the governing body to proceed with the review.

Included in Appendix 1 is a template outline to assist governing bodies with providing the required information.

## 4. Review reports

At the completion of a 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. It should indicate how aggregate data about student performance and outcomes is being used by the governing body and school to inform about the effectiveness of the school's education program. Section 2.3 of these guidelines elaborates on these aspects.

The review report should describe how the review process has incorporated external validation and include evidence of the validator's endorsement of the review report or an appended external validator report.

The Board requires submission of an electronic copy of the school's student protection written processes with the review report. This is further addressed in 4.1 below.

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

### **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* as required under section 16 of the *Education (Accreditation of Non-State Schools) Regulation 2017* (the "Regulation"), a requirement introduced from January 2015.

Note that the school's written processes for student protection must clearly identify at least two staff members of the school to whom the students may report inappropriate behaviour of another staff member.

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 16 of the Regulation each school's governing body must ensure that school's staff, students, students' parents and guardians are made aware of the written reporting processes, staff are trained annually in implementing the processes, the school is implementing the processes and the processes are readily accessible by staff, students, parents and guardians. Schools also must have a written complaints procedure to address allegations of non-compliance with the written reporting processes, which may form part of any of the school's other complaint procedures.

Appendix 4 provides a template to assist review panels as they evaluate whether the school's student protection policies and procedures are compliant with legislation.

Governing bodies are required to submit a copy of the school's student protection written processes with the review report. The Board will review the processes for compliance and 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 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 at the commencement of the review year, but no later than 30 April of the year of the review.

Review reports are typically provided for the Board’s consideration before the end of the year in which the review is conducted, but no later than 30 April 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 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
Nominated review year														
Review plan submitted to Board					Final date 30 April									
Review conducted														
Review report to Board														Final date 30 April

## 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 website at <https://www.legislation.qld.gov.au/browse/inforce>.

## 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 5 - Instructions for submitting your review plan or report via the NSSAB Online Services Portal.

## Appendix 1 – Template review plan

### Review plan – [School Name] – [Year]

Please note that this plan template is provided as guidance and other plan formats may be submitted with the required information.

#### Introduction

[Name of school] presents the following review plan for consideration by the Non-State Schools Accreditation Board. The review plan sets out how the [governing body] and [school] will participate in the Board's review program in [year].

[Governing body] is committed to undertake the review to demonstrate its commitment to ensuring that it is and continues to be suitable to be the school's governing body and the school is demonstrating ongoing compliance with the prescribed accreditation criteria.

Additionally, [governing body] will demonstrate to the Non-State Schools Accreditation Board that it meets the criteria for government funding eligibility requirements.

[Recommend providing a brief statement on the way in which this review process will be integrated into broader governing body and school improvement processes.]

#### School context/profile

[School] is a [co-educational] [educational philosophy/ religious affiliation], providing education to [enrolments numbers] [primary and/or secondary] of students, located in [area].

School's focus or mission .....

Brief history of school .....

Summary of current successes, challenges (operational and strategic) and future directions .....

#### Timeline of review

Phases	Events	Completion Dates
Focusing the Review	Establishment of review committee or panel	February [year]
	Consideration of what data and documentation will be required to address compliance requirements by the governing body and the school	
	Planning and allocation of responsibilities	March [year]
	Appointment of external validator/s	
Endorsement of review plan	Submission of review plan to the Accreditation Board for endorsement	April [year]
School review committee	Collection and collation of data and information relevant to legislative requirements allocated to specific personnel	May - July [year]
	Analysis of documentation and data against the requirements	
	Identification of areas for improvement	
	Acknowledgement of achievement	
Validation	Considering of adequacy, validity and relevance to the requirements with involvement by the external validator/s	August - September [year]
Reporting	Preparation of summary review report	October [year]
	Endorsement of review report by the governing body	November [year]
	Submission of review report to the Accreditation Board.	December - April [year]

**Review committee**

[Name of school]'s participation in the review program will be co-ordinated by [name of person or team of people] who will be responsible for overseeing members of the review team to gather evidence to formulate a summary report demonstrating how the governing body and school are complying with the accreditation requirements. The committee will meet [regularly] during the school year to fulfil the tasks outlined in the plan.

The committee will draw upon the expertise of school staff members from subcommittees or focus groups to collect and collate relevant data and information against specific accreditation requirements. This information will be summarised and review findings will be presented by the review committee in the validation process.

<i>Review committee members</i>	<i>Role and background</i>

**Accreditation requirements to be addressed in review**

The review committee will utilise the summary of statutory requirements outlined in Appendix 2 of the review program guidelines to gather and analyse information and data relevant to each requirement and criterion. A synopsis of the sources of information and types of data that will be collected include [provide summary].

*Note: A summary may be provided or alternatively this information could be contained in an appendices document, outlining the sources of information that are relevant to the accreditation requirements, similar to those outlined in Appendix 2.*

The review committee will collate a summary of the review findings against the evaluations questions and statements for consideration by the validation panel.

**External validator**

*[Name, brief outline of their qualifications, experience and standing in the education profession]*

*[Rationale for selection as an impartial, objective external validator]*

**Validation process**

*[Provide a concise description of how the validation process will take place. How will judgment be made about the adequacy and relevance of the information, and data provided by the review committee? How will the validators inclusive of the external validator consider the appropriateness of the review findings in terms of compliance with accreditation requirements?]*

**Review report**

The review committee will prepare a summary report of the findings against each of the accreditation requirements. This report will include evaluation of areas in need of improvement as well as recognition of achievements. The report will be presented to [the governing body] for endorsement before submitting to the Non-State Schools Accreditation Board in [proposed month].

## Appendix 2 - Statutory requirements to be covered in a 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 refer 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><i>Note: The governing body of a school refers to the meaning of that term within the Education (Accreditation of Non-State Schools) Act 2017.</i></p> <p>The governing body:</p> <ul style="list-style-type: none"> <li>(a) must always be a corporation [Act s.17];</li> <li>(b) is suitable to continue to be the school's governing body having regard to the following matters-- <ul style="list-style-type: none"> <li>(i) the governing body's relationships with other entities;</li> <li>(ii) 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;</li> <li>(iii) conduct of the governing body, or its directors relevant to the operations of the school; and</li> <li>(iv) if the governing body or its directors have been convicted of a indictable offence, (other than a spent conviction for directors) – nature, and circumstances and the commission of the offence. [Act s.26(2)]</li> </ul> </li> <li>(c) directors must hold a current positive notice (blue card) or a current positive exemption notice under the <a href="#">Working with Children (Risk Management and Screening) Act 2000</a> (WWCRMS) and ensure ongoing compliance. [Act s.26(3), WWCRMS Act s.198]</li> </ul>	<p>Certificate issued by ASIC; Queensland Commissioner for Fair Trading; Letters patent; legislative Act constituting incorporation i.e. Grammar Schools Act.</p> <p>Constitution; Rules of Incorporation.</p> <p>Governance charter outlining roles, responsibilities and accountabilities.</p> <p>Code of conduct for the governing body and its directors.</p> <p>Corporate structure showing relationships to other entities.</p> <p>Conflict of interest policy, register of material interest declared by directors and evidence of management of those conflicts of interest.</p> <p>Minutes of meetings demonstrating good governance.</p> <p>Current positive notice (blue card) or positive exemption notice from Blue Card Services and procedures for ensuring these remain current.</p>

<p align="center"><b>Government funding eligibility criteria</b></p>	<p align="center"><b>Sources of information or types of evidence</b> (some examples only, not an exhaustive list)</p>
<p>(1) If the governing body of a non-State school is eligible for government funding and is under the <a href="#">Corporations Act 2001</a> (C'th) it must be a company limited by guarantee and not limited by shares. [Act s.10(a)]</p> <p>If the governing body is eligible for government funding for the school:</p> <p>(a) the school must not be operated for profit, that is, any profits made from the school's operation cannot be used for any purpose other than a purpose to advance the school's philosophy and aims; [Act ss.7, 10(b)]</p> <p>(b) the governing body is not party to, and does not intend to enter into a prohibited arrangement in relation to the operation of the school; [Act s.10(c)]</p> <p>Note: A prohibited arrangement is a contract or arrangement in relation to a school entered into by a school's governing body and another entity not dealing with each other at arm's length and that is not, or will not be for the benefit of the school.</p> <p>(c) there is no direct or indirect connection between the governing body and another entity, that could reasonably be expected to compromise the independence of the governing body when making financial decisions. [Act s.10(d)]</p>	<p>Governing body's oversight over school's budgets and financial plans – agenda and minutes outlining decision making.</p> <p>Records of payments to directors.</p> <p>Financial management and procedures including delegations and approvals.</p> <p>Banks statements, financial statements and annual financial reports.</p> <p>Policies and procedures to ensure that contracts and arrangements for the school are at arm's length:</p> <ul style="list-style-type: none"> <li>• tender and procurement processes</li> <li>• commercial contracts for goods and services</li> <li>• transparent and accountable loan and lease arrangements</li> <li>• verification of lease of property at market rent</li> <li>• transparent decision making and approvals by the governing body.</li> </ul> <p>Conflict of interest policy, register of material interest declared by directors and evidence of management of those conflicts of interest.</p>

<b>Accreditation criteria under the Regulation</b>	<b>Sources of information or types of evidence</b> (some examples only, not an exhaustive list)
<p><b>Administration and governance</b></p> <p><b>School survey data and associated documents</b></p> <p>(1) A school must keep school survey data (enrolment census data) for the school, and associated documents—</p> <p>(a) for a least 5 years after the day to which the data relates; and</p> <p>(a) in a way that ensures the integrity of security of the data and documents. [Regulation s.5(1)]</p> <p>(2) For a student mentioned in ss. 29(3) or 30(3) of the Regulation [full-time and part-time students], a school must keep a record of—</p> <p>(b) reason for the student’s absence from the school; and</p> <p>(c) why the student’s absence was considered to be for a reason beyond the control of a student’s parents or guardian or the student if the student is living independently of the student’s parents or guardians. [Regulation s.5(2)]</p> <p>Note: Associated documents means a document that records or includes information about a student mentioned in ss. 27, 29 or 30 or the Regulation.</p> <p><b>Governance</b></p> <p>(1) A school’s governing body must have a document that outlines the organisational structure for the governance of the school, and includes the following details—</p> <p>(a) the key functions and responsibilities of any entity that supports the governing body in the governance of the school;</p> <p>(b) the reporting arrangements—</p> <p>(i) within the governing body; and</p> <p>(ii) between the governing body and any entity that supports the governing body in the governance of the school. [Regulation s.6(1)]</p> <p>(2) The organisational structure must be designed to ensure the effective, transparent and accountable governance of the school. [Regulation s.6(2)]</p> <p><b>Complaints procedure</b></p> <p>(1) A school must have, and implement, written processes about receiving, assessing, investigating and otherwise dealing with complaints made by its staff, students or a student’s parents or guardian. [Regulation s.7(1)]</p> <p>(2) The process must include principles of procedural fairness, including for example, the right of interested parties to be heard. [Regulation s.7(2)]</p> <p>(3) The school’s governing body must ensure—</p> <p>(a) staff, parents and guardians are made aware of the processes; and</p> <p>(b) the processes are readily accessible by staff, students and parents and guardians.</p> <p>[Regulation s.7(3)]</p>	<p>All data to support survey data returns (enrolment census).</p> <p>Enrolment records – including identify as an Aboriginal or Torres Strait Islander person; visa for overseas students.</p> <p>Verification and audit processes to ensure integrity and security of data collected.</p> <p>Records for attendance and absenteeism of students – illness, holidays, medical reason for student or family member, natural disaster, cultural requirement.</p> <p>Verification processes for ESL, or students with disability.</p> <p>Distance education – records of regular engagement between teachers and students.</p> <p>Governance charter outlining roles, responsibilities and accountabilities of governing body, directors, any school councils or boards, Chief Executive Officer.</p> <p>Codes of Conduct and evidence of implementation of those procedures and processes.</p> <p>Register of related parties and current declaration of conflicts of interest. Demonstration of management of conflicts of interest.</p> <p>Complaints policy and procedures.</p> <p>Evidence of implementation of complaints procedures.</p>

Accreditation criteria under the Regulation	Sources of information or types of evidence (some examples only, not an exhaustive list)
<p><b>Financial viability</b></p> <p>(1) A school must have access to adequate financial resources for its viable operation. [Regulation s.8(1)]</p> <p>(2) A school must keep records of its financial transactions for at least 5 years after the transactions are entered into. [Regulation s.8(2)]</p>	<p>Financial statements, financial records.</p> <p>Audited financial statements.</p> <p>Financial plan/budget.</p> <p>Signed statement of certificate from an independent qualified persons.</p> <p>Relevant information and/or documentation taken into account in determining the viability of the school should include but not limited to the following matters:</p> <ul style="list-style-type: none"> <li>• projected enrolments</li> <li>• estimated income from State and Australian grant funding</li> <li>• student fees</li> <li>• intended staffing levels</li> <li>• capital outlay for land, building and facilities</li> <li>• other relevant income and expenditure</li> </ul>

<p style="text-align: center;"><b>Accreditation criteria under the Regulation</b></p>	<p style="text-align: center;"><b>Sources of information or types of evidence</b> (some examples only, not an exhaustive list)</p>
<p><b>Educational program</b></p> <p>(1) A school must have a written educational program that-</p> <ul style="list-style-type: none"> <li>(a) has regard to the ages, abilities, aptitudes and development of the school's students; and</li> <li>(b) promotes continuity in the learning experiences of the students; and</li> <li>(c) provides a breadth, depth and balance of learning appropriate to students' phases of development and across an appropriate range of learning areas; and</li> <li>(d) is responsive to the needs of the students; and</li> <li>(e) is consistent with the <a href="#">Melbourne Declaration on Educational Goals for Young Australians</a>. [Regulation s.9(1)]</li> </ul> <p><b>Schools accredited for Preparatory Year to Year 10.</b></p> <p>(2) If a school is accredited to provide education to students from Preparatory Year to Year 10 and offers a learning area included in the Australian curriculum, the school must implement one or both of the following for the learning area-</p> <ul style="list-style-type: none"> <li>(a) the Australian curriculum;</li> <li>(b) a curriculum recognised by ACARA. [Regulation s.9(2)]</li> </ul> <p>(3) If a school offers a subject in addition to a learning area included in the Australian curriculum or a curriculum recognised as comparable by ACARA, and QCAA has developed a syllabus for that subject, the school must implement the QCAA syllabus for that subject. [Regulation s.9(3)]</p> <p><i>Note: The review report should include some commentary on trends evident in the school's student performance data for the range of students attending the school. This may include identification of a need for improvement in a particular area of learning, mention practices that have been successful in delivering improvements, as well as more general statements about desired improvements and/or positive trends.</i></p> <p><b>Schools accredited for senior secondary education</b></p> <p>(4) A school accredited to provide senior secondary education must implement—</p> <ul style="list-style-type: none"> <li>(a) if the school is offering a subject for which there is a syllabus developed, purchased or revised by the QCAA the school must implement a QCAA syllabus for that subject e.g. the school must implement QCAA subjects in the area of English; or</li> <li>(b) a program or syllabus endorsed by the QCAA as appropriate for senior secondary; or</li> <li>(c) a program authorised by International Baccalaureate. [Regulation s.9(4)]</li> </ul> <p>(5) A school's educational program may also include—</p> <ul style="list-style-type: none"> <li>(a) a vocational education and training course at level 1 or above under the Australian Qualifications Framework; and</li> <li>(b) QCAA recognised studies; and</li> <li>(c) other courses, programs, studies or subjects decided by the school's governing body. [Regulation s.9(5)]</li> </ul>	<p>Overview of curriculum plan for whole school that includes:</p> <ul style="list-style-type: none"> <li>• key learning areas or subjects with content and achievement standards</li> <li>• assessment plan</li> <li>• time allocation across the learning areas or subjects for each year level</li> <li>• mission statement of the school</li> <li>• support to students with learning needs.</li> </ul> <p>Educational program for year levels with content, achievement standards, learning experiences, assessment and reporting consistent with the Australian Curriculum for:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities and Social Sciences</li> <li>• Technologies</li> <li>• The Arts</li> <li>• Health and Physical Education</li> <li>• Languages</li> </ul> <p>Analysis of student performance data for the development of strategies for the continuous improvement of students' outcomes.</p> <p>Professional development for teaching staff on the curriculum, assessment and reporting.</p> <p>Overview of approved courses and subjects implemented for senior secondary. QCAA approvals.</p> <p>Evaluation on whether the senior school program meets the minimum learning requirements for a QCE.</p> <p>Analysis of student performance data for the development of strategies for the continuous improvement of students' outcomes.</p> <p>Professional development for teaching staff.</p> <p>VET courses and recognised studies provided by the school or other providers.</p> <p>Co-curricular and extra-curricular programs.</p>

<b>Accreditation criteria under the Regulation</b>	<b>Sources of information or types of evidence</b> (some examples only, not an exhaustive list)
<p><b>Statement of philosophy and aims</b></p> <p>(1) 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"> <li>(a) the basis for the school's educational program; and</li> <li>(b) a guide for the school's educational and organisational practices.</li> </ul> <p>(2) The statement must be consistent with the <a href="#">Melbourne Declaration on Educational Goals for Young Australians</a>.</p> <p>[Regulation s.10]</p>	<p>School's written statement of philosophy and aims.</p>
<p><b>Students who are persons with a disability</b></p> <p>A school must have, and implement, written processes about-</p> <ul style="list-style-type: none"> <li>(a) identifying students of the school who are persons with a disability; and</li> <li>(b) devising an educational program, specific to the educational needs of those students who are persons with a disability, that complies with-                             <ul style="list-style-type: none"> <li>(i) the <a href="#">Anti-Discrimination Act 1991</a>;</li> <li>(ii) the disability standards under the <a href="#">Disability Discrimination Act 1992</a> (C'th), section 31.</li> </ul> </li> </ul> <p>[Regulation s.11]</p>	<p>Polices and processes for identifying students with a disability.</p> <p>Verification processes.</p> <p>Educational adjustments programs and individual education plans.</p> <p>Staff to support students with specific needs.</p>
<p><b>Schools delivering distance education</b></p> <p>(1) 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.</p> <p>(2) The standard must deal with-</p> <ul style="list-style-type: none"> <li>(a) the interactive teaching methods to be followed;</li> <li>(b) the communication procedures to be followed by the students and their teachers and tutors;</li> <li>(c) the regular tracking and assessment of work submitted by the students to their teachers;</li> <li>(d) the regular engagement between students and teachers; and</li> <li>(e) the regular monitoring of the students' achievement of the learning standards under the educational program.</li> </ul> <p>(3) The school's governing body must be able to demonstrate how the school is meeting the standard of service.</p> <p>[Regulation s.12]</p>	<p>Distance education standard of service.</p> <p>Distance educational program and its implementation methodologies.</p> <p>Monitoring, assessment and reporting practices.</p>

<p align="center"><b>Accreditation criteria under the Regulation</b></p>	<p align="center"><b>Sources of information or types of evidence</b> <small>(some examples only, not an exhaustive list)</small></p>
<p><b>Special assistance schools</b></p> <p>Note: ‘Relevant students’ means students to whom the school provides special assistance.</p> <p>(1) A special assistance school’s written educational program must promote continuous engagement by the school’s relevant students in primary education or secondary education.</p> <p>(2) Also, the school must have a written standard of service, appropriate to the school’s relevant students achieving learning standards under the educational program.</p> <p>(3) The standard must deal with—</p> <ul style="list-style-type: none"> <li>(a) the regular tracking and assessment of work submitted by the relevant students to their teachers; and</li> <li>(b) the regular monitoring of— <ul style="list-style-type: none"> <li>(i) attendance by the relevant students at an accredited special assistance site for the school; and</li> <li>(ii) the relevant students’ participation in the educational program; and</li> <li>(iii) the relevant students’ achievement of the learning standards under the educational program.</li> </ul> </li> <li>(c) strategies for engaging the relevant students, and keeping the relevant students engaged, in primary education or secondary education.</li> </ul> <p>(4) The school’s governing body must be able to demonstrate how the school is meeting the standard of service.</p> <p>[Regulation s.13]</p>	<p>Curriculum overview; written educational programs.</p> <p>Written standards of service for special assistance.</p> <p>Attendance records.</p> <p>Student performance data and monitoring against the students’ educational program.</p> <p>Work folios, assessments.</p> <p>Support strategies and programs to encourage student engagement.</p>
<p><b>Flexible arrangements approvals</b></p> <p>A school must-</p> <ul style="list-style-type: none"> <li>(a) ensure approvals are not given, or purportedly given, under the <a href="#">Education (General Provisions) Act 2006</a> section 182, of other than in compliance with that section; and</li> <li>(b) comply with the requirements under that section about keeping documents relating to approvals.</li> </ul> <p>[Regulation s.14]</p> <p>Note: Flexible arrangements are only required if the arrangements fall outside the eligible options and providers under section 232 of the <a href="#">Education (General Provisions) Act 2006</a>. Students participating in VET courses, apprenticeships or traineeships with an RTO, 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.</p> <p>Examples of flexible arrangement are students 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 and the educational program will be delivered by a tutor.</p> <p>See s.182 <a href="#">Education (General Provisions) Act 2006</a> for further elaboration</p>	<p>Written assessment by teachers of student’s needs, learning outcomes and suitability of each provider for the arrangement.</p> <p>Monitoring and evaluation of student participation in program.</p> <p>Clearly defined role of providers.</p> <p>Written agreement or arrangement by parents.</p>

<p style="text-align: center;"><b>Accreditation criteria under the Regulation</b></p>	<p style="text-align: center;"><b>Sources of information or types of evidence</b> (some examples only, not an exhaustive list)</p>
<p><b>Student Welfare Processes</b></p> <p><b>Health and safety</b></p> <p>A school must comply with the requirements of the following legislation that apply to the school—</p> <p>(a) the <a href="#">Work Health and Safety Act 2011</a>;</p> <p>(b) the <a href="#">Working with Children (Risk Management and Screening) Act 2000</a>.</p> <p>[Regulation s.15]</p>	<p>Workplace health and safety audits; Health and safety committee/s; minutes of meetings, accident reports; first aid procedures and processes.</p> <p>Management of risk; hazardous chemicals; emergency plans and safety equipment; asbestos.</p> <p>Current positive notices (blue cards) or exemption notices for persons engaged in regulated employment – non-teaching staff and volunteers who are not parents of children enrolled in the school.</p>
<p><b>Conduct of staff and students and responses to harm</b></p> <p>(1) A school must have written processes about—</p> <p>(a) how the school will respond to harm, or allegations of harm to students under 18 years; and</p> <p>(b) the appropriate conduct of its staff and students.</p> <p>(2) Without limiting subsection (1), the processes must include:</p> <p>(a) a process for the reporting by a student to a stated staff member of conduct of another staff member that the student considers is inappropriate; and</p> <p>[Note: There must be stated at least two staff members to whom a student may report the conduct.]</p> <p>(b) a process for how the information reported to the stated staff member must be dealt with by the stated staff member;</p> <p>(c) a process for reporting-</p> <p>(i) sexual abuse or suspected sexual abuse in compliance with section 366 of the <a href="#">Education (General Provisions) Act 2006</a>; and</p> <p>(ii) likely sexual abuse in compliance with section 366A of the <a href="#">Education (General Provisions) Act 2006</a>; and</p> <p>(iii) a reportable suspicion of harm under the <a href="#">Child Protection Act 1999</a>, section 13E.</p> <p>(3) The school’s governing body must ensure-</p> <p>(a) the school’s staff and students, and students’ parents and guardians, are made aware of the processes; and</p> <p>(b) the processes are readily accessible by staff, students, parents and guardians; and</p> <p>(c) staff are trained <b>annually</b> in implementing the processes; and</p> <p>(d) the school is implementing the processes.</p> <p>(4) 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>[Regulation s.16]</p>	<p>Written process about responding to harm to students that falls outside the reporting of sexual abuse, suspected sexual abuse and reportable suspicion of harm - e.g. student behaviour management policies and procedures; codes of contact for staff and students</p> <p>Student protection policy and procedures including evidence of implementation.</p> <p>Written processes must include names of two current staff members that student may report conduct of another staff member.</p> <p>Governing body records for delegation of director’s reporting function for reporting of sexual abuse of a student – relevant to 366B of EGPA.</p> <p>Student/parent handbooks; school website.</p> <p>Posters, newsletters, flyers.</p> <p>Verification that staff are trained on an annual basis and validation of understanding of the processes.</p> <p>Records of implementation processes and any reports.</p> <p>Complaints procedure and evidence of its implementation.</p>

<b>Accreditation criteria under the Regulation</b>	<b>Sources of information or types of evidence</b> (some examples only, not an exhaustive list)
<p><b>School resources</b></p> <p><b>Staffing</b></p> <p>(1) 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>(2) Without limiting subsection (1), a school must comply with relevant legislation about the employment of persons as teachers, including the <a href="#">Education (Queensland College of Teachers) Act 2005</a>, chapter 3, parts 1 and 2 in connection with the employment of staff.</p> <p>(3) If the school provides boarding facilities, the school must provide a sufficient number, and appropriate types, of staff necessary to ensure the health, safety and welfare of students while boarding.</p> <p>[Regulation s.17]</p>	<p>Employment policies and procedures.</p> <p>Staff information including: responsibilities; student /staff ratios; class sizes; qualifications; professional development activities; teacher registration.</p> <p>Staffing responsibilities, training, ratio of boarding students to staff, ancillary staff/contactors (cleaning, catering).</p>
<p><b>Land and buildings</b></p> <p>(1) A school must, in relation to the school and its buildings, comply with the requirements of any Act or other law relating to land use, building, and workplace health and safety.</p> <p>(2) If a school provides boarding facilities, the school must have the necessary accommodation and associated facilities to ensure the health, safety and welfare of students while boarding.</p> <p>[Regulation s.18]</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>Maintenance policies and processes; improvement plans; student satisfaction survey; incident reports.</p>
<p><b>Educational facilities and materials</b></p> <p>A school must have the educational facilities and materials necessary for the effective delivery of the school's educational program.</p> <p>[Regulation s.19]</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><b>Improvement processes</b></p> <p>A school must have a demonstrable, systematic approach about improvement processes for the school, dealing with the following:</p> <p>(a) deciding strategies relevant to the processes and setting priorities for achieving the strategies;</p> <p>(b) how the strategies are to be achieved;</p> <p>(c) regular monitoring of the achievement of the strategies;</p> <p>(d) annual reporting about the achievement of the strategies to the school's community, including the staff, students and guardians.</p> <p>[Regulation s.20]</p>	<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 –Example evaluation questions and statements

The following evaluation questions and statements are to assist governing bodies with framing a compliance review report.

For full details, governing bodies are advised to make reference to the relevant legislation at <https://www.legislation.qld.gov.au/browse/inforce>.

### Accreditation requirements

#### 1. Suitability of governing body

- 1.1. Is the governing body a corporation? [Act s17]

Note: The governing body of a school refers to the meaning of that term within the [Education \(Accreditation of Non-State Schools\) Act 2017](#).

- 1.2. Does the governing body have procedures in place to ensure that:

- 1.2.1. 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.26(3)]

- 1.2.2. the Board is notified within 28 days of any appointments or cessation of directors, or declared directors if the governing body is a RECI Act corporation. [Act s.169]

- 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.26(2)(b)]

- 1.4. Evaluate whether the governing body has systems in place to guide its governance responsibilities and ensure compliance with all relevant legislation, professional standards and guidelines. These systems must include notification to the Board within 7 days after changes in circumstances or disclosure of details of indictable offences as required under ss.169 and 172 of the Act.

#### 2. Government funding eligibility criteria

- 2.1. Confirm the governing body is not an ineligible company. An ineligible company is a company under the Corporations Act that is not a company limited by guarantee. [Act s.10]

Note: Governing bodies that are not incorporated as a company under the Corporations Act can be eligible for government funding i.e. incorporated under another Act such as the Associations Incorporations Act.

- 2.2. How does the governing body ensure the school is being operated on a not-for-profit basis whereby any profits made from the school's operation are used entirely for the purpose for advancing the school's philosophy and aims? [Act ss. 7 and 10(b)]

- 2.3. Does the governing body have sufficient systems in place to ensure that it is not party to, and does not enter into a prohibited arrangement in relation to the operation of the school? [Act ss. 8 and 10(c)]

Note: A prohibited arrangement is a contract or arrangement in relation to a school entered into by a school's governing body and another entity not dealing with each other at arm's length and that is not, or will not be for the benefit of the school.

- 2.4. How does the governing body ensure there is not a direct or indirect connection between itself and another entity that could reasonably be expected to compromise the independence of the governing body when making financial decisions? [Act s.10(d)]

## Accreditation criteria under the Regulation

### 3. Administration and governance

#### School survey data and associated documents

- 3.1. Does the school have sufficient systems in place to ensure that school survey data for the school and associated documents (outlined in sections 27 - 30 of the Regulation) is kept for at least 5 years after which the data relates? [Regulation s.5(1)(a)]
- 3.2. Is the school survey data kept in a way that ensures the integrity and security of the data and documentation? [Regulation s.5(1)(b)]
- 3.3. Does the school keep a record of the reason for a student's absence from the school and why the absence was considered to be for a reason beyond the control of the student's parents or guardian or the student if the student is living independently of the student's parents or guardians? [Regulation s.5(2)]

#### Governance

- 3.4. Does the school's governing body have a document that outlines the organisational structure for the governance of the school that includes the following details:
  - (a) The key functions and responsibilities of any entity that supports the governing body in the governance of the school;
  - (b) The reporting requirements-
    - (i) within the governing body; and
    - (ii) between the governing body and any entity that supports the governing body in the governance of the school. [Regulations s.6(1)]
- 3.5. Has the organisational structure been designed to ensure the effective, transparent and accountable governance of the school? [Regulation s.6(2)]

#### Complaints procedure

- 3.6. Does the school have, and implement, written processes about receiving, assessing, investigating and otherwise dealing with complaints made by its staff, students or a student's parents or guardian? [Regulation s.7(1)]
- 3.7. Do the processes include principles of procedural fairness, including for example, the right of interested parties to the complaint to be heard? [Regulation s.7(2)]
- 3.8. Does the governing body ensure-
  - (a) staff, students, parents and guardians are made aware of the processes; and
  - (b) the processes are readily accessible by staff, students, parents and/or guardians. [Regulation s.7(3)]

### 4. Financial viability

- 4.1. What indicators demonstrate that the school has adequate financial resources for its viable operation? [Regulation s.8(1)]
- 4.2. Does the school keep records of its financial transactions for a least 5 years after the transactions are entered into? [Regulation s.8(2)]

## 5. Educational program

### Educational program

5.1. What evidence demonstrates that the school's written educational program—

- (a) has regard to the ages, abilities, aptitude and development of the school's students; and
- (b) promotes continuity in the learning experiences for the students; and
- (c) provides a breadth, depth and balance of learning appropriate to students' phases of development and across an appropriate range of learning areas; and
- (d) is responsive to the needs of the school's students; and
- (e) is consistent with the [Melbourne Declaration on Educational Goals for Young Australians](#)? [Regulation s.9(1)]

Note: The governing body should indicate how aggregate data about student performance and outcomes is used to better understand the effectiveness of the educational program and identify any areas where enhancements are needed.

5.2. Evaluate whether the schools written educational program meets the following educational program requirements:

#### 5.2.1. Preparatory Year to Year 10

If a school is accredited to provide education to students from Preparatory Year to Year 10 and offers a learning area included in the Australian Curriculum, the school must implement one or both of the following for the learning area-

- (a) the Australian Curriculum;
- (b) a curriculum recognised by ACARA (*for recognised learning areas/subjects*)

If a school offers a subject in addition to a learning area included in a curriculum mentioned above, and the QCAA has developed a syllabus for that subject, the school must implement the QCAA syllabus for the subject. [Regulation ss.9(2) & (3)]

#### 5.2.2. Senior secondary education

A school accredited to provide senior secondary education must implement-

- (a) if the school is offering a subject for which there is a syllabus developed, purchased or revised by the QCAA, the school must implement the QCAA syllabus for that subject; or
- (b) a program or syllabus endorsed by the QCAA as appropriate for senior secondary education; or
- (c) a program authorised by International Baccalaureate. [Regulation s.9(4)]

5.2.3. A school's educational program may also include-

- (a) a vocational education and training course at level 1 or above under the Australian Qualifications Framework; and
- (b) recognised studies under the [Education \(Queensland Curriculum and Assessment Authority\) Regulation 2014, part 4, division 5; and](#)
- (c) other courses, programs, studies or subjects decided by the school's governing body. [Regulation s.9(5)]

Note: The review report should include some commentary on trends evident in the school's student performance data for the range of students attending the school. This may also include identification of improvements or needs in a particular area of learning, successful practices, as well as where and how the school can improve.

**Statement of philosophy and aims**

5.3. Does the school have a written statement of philosophy and aims, adopted by its governing body, that is used as-

- (a) the basis for the school's educational program; and
- (b) a guide for the school's educational and organisational practices?

[Regulation s.10(1)]

5.4. Is the school's statement consistent with the [Melbourne Declaration on Educational Goals for Young Australians](#)?

[Regulation s.10(2)]

**Students who are persons with a disability**

5.5. Does the school have and implement written processes about-

- (a) identifying students of the school who are persons with a disability; and
- (b) devising an education program, specific to the educational needs of students who are persons with a disability, that complies with the-
  - (i) [Anti-Discrimination Act 1991](#); and
  - (ii) disability standards under the [Disability Discrimination Act 1992 \(Cwlth\)](#), section 31?

[Regulation s.11]

**Schools delivering distance education**

*Note: 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 that access education programs from another distance education provider.*

5.6. Does the distance education school have and implement a written standard of service that is appropriate to the school's distance education students achieving learning standards under the school's educational program?

[Regulation s.12(1)]

5.7. Does the standard of service deal with the following:

- (a) the interactive teaching methods to be followed; and
- (b) the communication procedures to be followed by students, their teachers and tutors; and
- (c) the regular tracking and assessment of work submitted by the students to their teachers; and
- (d) the regular engagement between students and teachers; and
- (e) the regular monitoring of students' achievements of learning standards under the educational program?

[Regulation s.12(2)]

## Special assistance schools

*Note: This section is only relevant for schools with special assistance as an attribute of accreditation for any of its sites.*

- 5.8. Does the school's education program promote continuous engagement of students in primary and secondary education? [Regulation s.13(1)]
- 5.9. Does the school have and does it implement a written standard of service, appropriate to the school's relevant students achieving learning standards under the educational program that deals with the following-
- (a) the regular tracking and assessment of work submitted by the relevant students to their teacher;
  - (b) the regular monitoring of-
    - (i) attendance by the relevant students at the special assistance site; and
    - (ii) the relevant students' participation in the educational program; and
    - (iii) the relevant students' achievement of the learning standards under the educational program;
  - (c) strategies for engaging the relevant students and keeping the relevant students engaged in primary education or secondary education?
- [Regulation ss.13(2)&(3)]

## Flexible arrangements

- 5.10 Are approvals for flexible arrangements granted in accordance with the legislative requirements under section 182 of the [Education \(General Provisions\) Act 2006](#)? [Regulation s.14(a)]
- 5.11 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.14(b)]

*Note: Flexible arrangements are only required if the educational activities fall outside the eligible options and providers under section 232 of the [Education \(General Provisions\) Act 2006](#). Students participating in VET courses, apprenticeships or traineeships with an RTO, 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 students whose education program is provided by a community organisation in collaboration with the school in order to meet the student's individual needs, or a student who is involved in theatre/elite sports training where the educational program is delivered by a tutor.*

## 6 Student welfare processes

### Health and safety

- 6.1 Evaluate whether the school has sufficient structures and procedures in place to ensure continued compliance with the-
- (a) [Work Health and Safety Act 2001](#);
  - (b) [Working with Children \(Risk Management and Screening\) Act 2000](#).
- [Regulation s.15]

### Conduct of staff and students and response to harm

- 6.2 Does the school have a written processes about how the school will respond to harm, or allegations of harm, to students under 18 years of age and about the appropriate conduct of its staff and students? [Regulation s.16(1)]
- 6.3 Does the school have written processes that include-
- 6.3.1 a process for the reporting by a student to at least two stated staff members to whom a student may report the conduct of another staff member that the student considers is inappropriate; and
  - 6.3.2 does that process outline how the stated staff member must deal with the

- information reported?  
[Regulation ss.16(2) & 16(3)]
- 6.4 Does the school have written processes that meet legislative requirements for the reporting of sexual abuse or suspected sexual abuse and obligation to report likely sexual abuse? [[Education \(General Provisions\) Act 2006](#) ss.366, 366A; Regulation ss. 16(2)(c)(i) & 16(2)(c) (ii)]
- 6.5 Has the governing body delegated any director's reporting function for the reporting of sexual abuse in accordance with s.366B of the [Education \(General Provisions\) Act 2006](#)?  
Note: A director or directors must not delegate the function to the principal or any other staff member of the school.
- 6.6 Does the school have written processes that comply with the mandatory reporting requirements if, as a 'relevant person', a teacher forms a 'reportable suspicion' about a child as defined under the [Child Protection Act 1999, section 13E](#)?  
[Regulation s.16(2)(d)].
- 6.7 Evaluate whether—
- the school's staff and students, and students' parents and guardians are aware of the processes; and
  - the processes are readily accessible by staff, students, parents and guardians; and
  - staff are trained annually in implementing the processes; and
  - the school is implementing the processes. [Regulation s.16(4)]
- 6.8 Does the school have a written complaints procedure to address allegations of non-compliance with the processes? This may form part of any other written complaints procedure of the school for dealing with complaints. [Regulation s.16(5) & 16(6)]  
Note: The Board requires that all review reports address whether the school's student protection policies and procedures are fully compliant with current legislation.  
A copy of the school's current Student/Child Protection Policy must be submitted to the Board with the review report.

## 7 School resources

### Staffing

- 7.1 Does the school have adequate systems in place to ensure that there are a sufficient number, and appropriate types, of staff necessary for the effective delivery of the school's educational program? [Regulation s.17(1)]
- 7.2 Does the school have adequate systems in place to ensure that all persons delivering the educational program and/or supervising other staff that deliver the educational program are approved teachers under the [Education \(Queensland College of Teachers\) Act 2005](#)? [Regulation s.17(2)]
- 7.3 Does the school have adequate systems in place to ensure that all non-teaching staff and volunteers (who are not parents of a child at the school) have a current positive notice (blue cards) or current positive exemption notice as required under the [Working with Children \(Risk Management and Screening\) Act 2000](#)? [Regulation s.15(b)]
- 7.4 If the school provides boarding facilities, does the school provide sufficient number and appropriate types of staff necessary to ensure the health, safety and welfare of students while boarding? [Regulation s.17(3)]

### Land and Buildings

- 7.5 Does the school comply with the requirements of any Act or law relating to land use, buildings and workplace health and safety? [Regulation s.18(1)]
- 7.6 If the school provides boarding facilities, does the school have the necessary accommodation and associated facilities to ensure the health, safety and welfare of students while boarding? [Regulation s.18(2)]

**Educational facilities and material**

- 7.7 Evaluate whether the school has sufficient educational facilities and materials necessary for the effective delivery of the school's educational program. [Regulation s.19]

**8 School improvement processes**

- 8.1 Evaluate whether the school has a demonstrable, systematic approach about improvement processes, that deal with the following:
- (a) deciding strategies relevant to the processes and setting priorities for achieving the strategies; [Regulation s.20(a)]
  - (b) how the strategies are to be achieved and the regular monitoring of the achievement of these strategies; [Regulation s.20(b) & 20(c)]
  - (c) annual reporting of the achievements of these strategies to the school community, including the school's staff, students, parents and guardians. [Regulation s.20(d)]

## Appendix 4 – Template for review of student protection written processes

Assessment checklist  
**Conduct of staff and students and response to harm**  
*Education (Accreditation of Non-State Schools) Regulation 2017, section 16*

Name of school		
Governing body		
Review date		
Accreditation requirements	Compliant	Comments
Management of version control of the documents is a very important factor in ensuring the school's compliance with the accreditation requirements.		
(1) A school must have written processes about— (a) how the school will respond to harm, or allegations of harm, to students under 18 years; and (b) the appropriate conduct of the school's staff and students. <i>(NB: Harm such as physical; psychological; emotional abuse; neglect; self-harm which is not captured by other reporting requirements)</i>	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(2) Without limiting subsection (1), the processes must include the following— (a) a process for the reporting by a student to a stated staff member of conduct of another staff member that the student considers is inappropriate; and (b) a process for how the information reported to the stated staff member must be dealt with by the stated staff member; (c) a process for reporting— (i) sexual abuse or suspected sexual abuse in compliance with the <i>Education (General Provisions) Act 2006</i> , section 366; and (ii) a suspicion of likely sexual abuse in compliance with the <i>Education (General Provisions) Act 2006</i> , section 366A; (d) a process for reporting a reportable suspicion under the <i>Child Protection Act 1999</i> , section 13E. <i>NB: Requirements in (c) and (d) are expanded below.</i>	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(3) For the process mentioned in subsection (2)(a), there must be stated at least 2 staff members to whom a student may report the conduct.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(4) The school's governing body must ensure that— (a) the school's staff, students and student's parents and guardians, are made aware of the processes; and (b) the processes are readily accessible by staff, students, parents and guardians; and (c) staff are trained <u>annually</u> in implementing the processes; and (d) the school is implementing the processes.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(5) The school must have a written complaints procedure to address allegations of non-compliance with the processes.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(6) The complaints procedure may form part of any other written procedure of the school for dealing with complaints.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(7) In this section— <i>harm</i> see the <i>Child Protection Act 1999</i> , section 9.		
<b>OVERALL COMPLIANCE OF WRITTEN PROCESSES</b>	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	

## Requirements as detailed in the relevant legislation:

<b>Reporting of Sexual Abuse Education (General Provisions) Act 2006</b>	<b>Compliant</b>	<b>Comments</b>
<b>366 Obligation to report sexual abuse of person under 18 years at non-State school</b> (1) If a staff member of a non-State school (the first person) becomes aware, or reasonably suspects, in the course of the staff member's employment at the school, that any of the following has been sexually abused by another person— (a) A student under 18 years attending the school; (b) A pre-preparatory age child registered in a pre-preparatory learning program at the school; (c) A person with a disability who— i) under section 420(2), is being provided with special education at the school; and ii) is not enrolled in the Preparatory Year at the school.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(2) The first person must give a written report about the abuse, or suspected abuse, to the school's principal or a director of the school's governing body— (a) immediately; and (b) if a regulation is in force under section (3), as provided under the regulation.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(2A) However, if the first person is the school's principal, the principal <u>must</u> give a written report about the abuse, or suspected abuse, to a police officer – (a) immediately; and (b) if a regulation is in force under section (3), as provided under the regulation.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(2B) If subsection (2A) applies, the principal <u>must</u> also immediately give a copy of the report to a director of the school's governing body.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(3) A regulation may prescribe the particulars the report must include.	Detailed below	
(4) A non-State school's principal or a director of a non-State school's governing body must immediately give a copy of a report given to the principal or director under subsection (2) to a police officer.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	
(5) A person who makes a report under subsection (2) or (2A), or gives a copy of a report under subsection (2B) or (4), is not liable, civilly, criminally or under an administrative process, for giving the information contained in the report to someone else.	Not required to be included in written processes.	
(6) Without limiting subsection (5)— (a) in a proceeding for defamation, the person has a defence of absolute privilege for publishing the information; and (b) if the person would otherwise be required to maintain confidentiality about the given information under an Act, oath, rule of law or practice—the person does not contravene the requirement by giving the information.	Not required to be included in written processes.	
<b>366A Obligation to report likely sexual abuse of person under 18 years at non-State school</b> (1) Subsection (2) applies if a staff member of a non-State school (the <b>first person</b> ) reasonably suspects, in the course of the staff member's employment at the school, that any of the following is likely to be sexually abused by another person— (a) a student under 18 years attending the school; (b) a pre-preparatory age child registered in a pre-preparatory learning program at the school; (c) a person with a disability who— i) under section 420(2), is being provided with special education at the school; and ii) is not enrolled in the Preparatory Year at the school.	Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/>	

<p>(2) The first person must give a written report about the first person’s suspicion, to the school’s principal or a director of the school’s governing body—                  (a) immediately; and                  (b) if a regulation is in force under subsection (3), as provided under the regulation.</p>	<p>Compliant <input type="checkbox"/>                  Non-compliant <input type="checkbox"/></p>	
<p>(3) However, if the first person is the school’s principal, the principal must give a written report about the suspicion to a police officer—                  (a) immediately; and                  (b) if a regulation is in force under subsection (5), as provided under the regulation.</p>	<p>Compliant <input type="checkbox"/>                  Non-compliant <input type="checkbox"/></p>	
<p>(4) If subsection (3) applies, the principal must also immediately give a copy of the report to a director of the school’s governing body.</p>	<p>Compliant <input type="checkbox"/>                  Non-compliant <input type="checkbox"/></p>	
<p>(5) A regulation may prescribe the particulars the report must include.</p>	<p>Detailed below</p>	
<p>(6) A non-State school’s principal or a director of a non-State school’s governing body must immediately give a copy of a report given to the principal or director under subsection (2) to a police officer.</p>	<p>Compliant <input type="checkbox"/>                  Non-compliant <input type="checkbox"/></p>	
<p>(7) A person who makes a report under subsection (2) or (3), or gives a copy of a report under subsection (4) or (6), is not liable, civilly, criminally or under an administrative process, for giving the information contained in the report to someone else.</p>	<p>Not required to be included in written processes.</p>	
<p>(8) Without limiting subsection (7)—                  (a) in a proceeding for defamation, the person has a defence of absolute privilege for publishing the information; and                  (b) if the person would otherwise be required to maintain confidentiality about the given information under an Act, oath, rule of law or practice—the person does not contravene the requirement by giving the information.</p>	<p>Not required to be included in written processes.</p>	
<p><b>366B Delegation of director’s reporting function under s 366 or 366A</b></p>		
<p>(1) Subsection (2) applies if a non-State school’s governing body has only one director.                  (2) The director may delegate, to an appropriately qualified individual, the director’s function.                  (3) Subsection (4) applies if a non-State school’s governing body has more than one director.                  (4) All of the directors may, by unanimous resolution, delegate the directors’ function to an appropriately qualified individual.                  (4A) However, the director or directors <u>must not</u> delegate the function to the principal or any other staff member of the non-State school.                  (5) If a delegate commits an offence under section 366 (4), the delegator also commits the offence.                  (6) However, it is a defence for the delegator to prove the delegator took all reasonable steps to ensure the delegate complied with the section.                  (7) In this section—  <b>function</b>, of a director of a non-State school’s governing body, means the director’s function of receiving a report and giving a copy of the report to a police officer under section 366 or 366A.</p>	<p>Written processes do not need to include a delegation, but clarity needs to be provided whether a delegation is in place.</p>	
<p><b>Report about sexual abuse and likely sexual abuse— Education (General Provisions) Regulations 2006, ss.68 - 69</b></p>		
<p>A report under sections 366(3) and 366A(5) of the Act must include the following particulars—                  (a) the name of the person giving the report (the <i>first person</i>);                  (b) the student’s name and sex;                  (c) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused or is likely to be sexually abused by another person;                  (d) details of the abuse or suspected abuse;</p>	<p>Compliant <input type="checkbox"/>                  Non-compliant <input type="checkbox"/></p>	

<p>(e) any of the following information of which the first person is aware-</p> <ul style="list-style-type: none"> <li>(i) the student’s age;</li> <li>(ii) the identity of the person who has abused, or is suspected to have abused, or who is suspected to be likely to abuse the student;</li> <li>(iii) the identity of anyone else who may have information about the abuse or suspected abuse or about the likelihood of abuse.</li> </ul>		
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<b>Child Protection Act 1999</b>		
<p><b>NB. Child Protection Act 1999 defines:</b>  s.8 A <b>child</b> is an individual under 18 years.  s.9 <b>What is harm</b></p> <ul style="list-style-type: none"> <li>(1) <b>Harm</b>, to a child, is any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing.</li> <li>(2) It is immaterial how the harm is caused.</li> <li>(3) Harm can be caused by— <ul style="list-style-type: none"> <li>(a) physical, psychological or emotional abuse or neglect; or</li> <li>(b) sexual abuse or exploitation.</li> </ul> </li> <li>(4) Harm can be caused by— <ul style="list-style-type: none"> <li>(a) a single act, omission or circumstance; or</li> <li>(b) a series or combination of acts, omissions or circumstances.</li> </ul> </li> </ul> <p>s.10 <b>Who is a child in need of protection</b>  A child in need of protection is a child who—</p> <ul style="list-style-type: none"> <li>(a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; <b>and</b></li> <li>(b) does not have a parent able and willing to protect the child from harm.</li> </ul>	<p>Consistent definitions used that reflect legislative requirements</p> <p>Yes <input type="checkbox"/>  No <input type="checkbox"/></p> <p>Consistent with legislative requirements</p> <p>Yes <input type="checkbox"/>  No <input type="checkbox"/></p>	
<p>s.13E <b>Mandatory reporting by persons engaged in particular work</b></p> <ul style="list-style-type: none"> <li>(1) mandatory reporting by relevant persons engaged in particular work includes a doctor, registered nurse, <u>teacher</u> (and others)  <b>teacher</b> means an approved teacher under the <i>Education (Queensland College of Teachers) Act 2005</i> employed at a school.</li> <li>(2) defines a ‘<b>reportable suspicion</b>’ about a child is a reasonable suspicion that the child— <ul style="list-style-type: none"> <li>(a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by <u>physical or sexual</u> abuse; <b>and</b></li> <li>(b) may not have a parent able and willing to protect the child from the harm.</li> </ul> </li> <li>(3) If a <u>relevant person</u> forms a <u>reportable suspicion</u> about a child in the course of the person’s engagement as a relevant person, the person <b>must</b> give a written report to the chief executive under section 13G of <i>Child Protection Act 1999</i>.</li> </ul>	<p>Compliant <input type="checkbox"/>  Non-compliant <input type="checkbox"/></p> <p>Compliant <input type="checkbox"/>  Non-compliant <input type="checkbox"/></p> <p>Compliant <input type="checkbox"/>  Non-compliant <input type="checkbox"/></p>	
<p>s.13G <b>Report to the chief executive</b>  <i>Department of Communities (Child Safety Services)</i></p> <ul style="list-style-type: none"> <li>(1) This section applies to a report that a relevant person is required to give under section 13E or 13F.</li> <li>(2) The report must- <ul style="list-style-type: none"> <li>(a) state the basis on which the person has formed the reportable suspicion; and</li> <li>(b) include the information prescribed by regulation, to the extent of the person’s knowledge.</li> </ul> </li> <li>(3) The person is not required to give a report about a matter if- <ul style="list-style-type: none"> <li>(a) giving the report might tend to incriminate the person; or</li> <li>(b) the person knows, or reasonably supposes, that the chief executive is aware of the matter</li> </ul> </li> </ul>	<p>Compliant <input type="checkbox"/>  Non-compliant <input type="checkbox"/></p>	

<p>(4) A regulation may prescribe the way the report must be given. <i>(see below)</i></p> <p>(5) To remove any doubt, it is declared that a person does not commit an offence against this Act or another Act only because the person omits to do any act required under section 13E (3) or 13F (3) or this section.</p>		
<p><b>s.13H Conferrals with colleagues and related information sharing</b></p> <p>(1) A relevant person may give information to a colleague, and a colleague may give information to a relevant person, for any of the following purposes-</p> <p>(a) for the relevant person to form a suspicion about whether a child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse;</p> <p>(b) in the case of a relevant person under section 13E— for the relevant person to form a suspicion about whether a child has a parent able and willing to protect the child from harm mentioned in paragraph (a);</p> <p>(c) for the relevant person to give a report under section 13G or keep a record about a report;</p> <p>(d) for the relevant person or colleague to take appropriate action deal with suspected harm or risk of harm to a child. <i>Example for paragraph (d)—</i> <i>A teacher with a reportable suspicion about a child under section 13E may give information to the principal at the school to enable the principal to take appropriate action to protect the child or other children from risk of harm.</i></p> <p>(2) In this section— <b>colleague</b>, of a relevant person, means a person working in or for the same entity as the relevant person</p>	<p>Written processes may include but it is not a requirement.</p>	
<p><b>Child Protection Regulation 2011</b></p>		
<p><b>S 10 Information to be included in report to chief executive (<i>Child Protection Act</i>)</b></p> <p>For section 13G(2)(b) of the Act, the following information is prescribed for inclusion in the relevant person’s report—</p> <p>(a) the child’s name and sex;</p> <p>(b) the child’s age;</p> <p>(c) details of how to contact the child; <i>Examples—</i></p> <ul style="list-style-type: none"> <li>• <i>address where the child usually lives</i></li> <li>• <i>name and address of the school the child attends</i></li> </ul> <p>(d) details of the harm to which the reportable suspicion relates;</p> <p>(e) particulars of the identity of the person suspected of causing the child to have suffered, suffer, or be at risk of suffering, the harm to which the reportable suspicion relates;</p> <p>(f) particulars of the identity of any other person who may be able to give information about the harm to which the reportable suspicion relates.</p>	<p>Compliant <input type="checkbox"/></p> <p>Non-compliant <input type="checkbox"/></p>	

## Appendix 5 – Instructions for submitting a review plan or review 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 (0)
Submitted (6)

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 template:

- Application form — Attribute of accreditation no longer applying (ANLA-F)
- Application form — Change in circumstances (CCIR-F)
- Application form — Change in governing body (CTGB-F)
- Application form — Change of attributes of accreditation (CATT-F)
- Application form — Change to relevant student-intake day (CSID-F)
- Application form — Commencement confirmation
- Application form — New non-State school (NSCH-F)
- Application form — New site and relocate site (ASIT-F)
- Application form — New type of education (NTE-F)
- Application form — Special assistance school - notice of intention to use temporary site (TSAS-F1)
- Assessment — Assessment documentation
- Assessment — Notice Requesting Further Information and Documents - Provisional to Full
- Assessment — Notice Requesting Further Information and Documents - Sector
- Assessment — Notice Requesting Further Information and Documents - Sector on New Site
- Compliance demonstration — Review plan**
- Compliance demonstration — Review report
- Notice — Amalgamation notice (AMAL-F)
- Notice — Division notice (DIVN-F)
- Notice — Surrender notice
- Other — General documentation
- Update notification form — Access request
- Update notification form — Name change notification
- Update notification form — Notification of appointment or cessation of director of a governing body
- Update notification form — Update principal or school details

Select either:

- *Compliance demonstration – Review plan*; or
- *Compliance demonstration - Review report*

Attach the review plan/report file to the submission using the grey *Attach file* button.

### Review plan

#### Description

##### Main: Review plan \*

A copy of the review plan documenting how the governing body is proposing to go about undertaking the review.

 Attach file

### Review report

#### Description

##### Main: Review report \*

A copy of the review report that addresses compliance with aspects of the statutory requirements (including evidence of external validation).

 Attach file

This will display a new screen. Use the *Add files* button to browse to the submission on your computer.

**Review plan**

A copy of the review plan documenting how the governing body is proposing to go about undertaking the review.

Filename	Size	Status
Drag files here.		

**Add files** 0 b 0%

**Upload files** **Cancel**

Select the *review plan / review report* file for upload. When providing a review report please also upload a copy of the school's child protection written processes. Please ensure this is the current version of the school's document and is consistent with any publically available document.