

Non-State Schools Accreditation Board's Review Program Guidelines

for the
demonstration of compliance with the
Education (Accreditation of Non-State Schools) Act 2017

Effective: 1 January 2018

Updated: 4 September 2025

Ref: 17/652930

Version 1.11

Contents

1.	Introduction	3
2.	Underlying principles	4
	2.1 Flexibility of approach	4
	2.2 Peer validation and support	4
	2.3 Using aggregate data to inform school improvement	5
3.	Review plans	6
4.	Review reports	7
	4.1 Processes for reporting sexual abuse, suspected sexual abuse, likely sexual abuse and reportable suspicions	7
	4.2 Application of new offences of the Criminal Code Act 1899	8
5.	Timeframe	9
6.	Where to find the Act and Regulation	9
7.	Submitting review plans and reports	9
	Appendix 1 – Template review plan	10
	Appendix 2 – Statutory requirements to be covered in a review	12
	Appendix 3 – Example evaluation questions and statements	21
	Appendix 5 – Are you ready to submit your review plan?	33
	Appendix 6 – Are you ready to submit your review report?	35
	Appendix 7 – Instructions for submitting a review plan or review report via the NSSAB Online Services Portal	37
	Review plan	38
	Review report	42
	Appendix 8 – External Validator – Declaration of conflict of interest and management plan	46

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.

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 it and its 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 the appropriate independence to the review process. The independence of an external validator is a vital part of the review process because it ensures that the findings and reporting are free from bias and avoid any interference which could arise from a conflict of interest.

A 'conflict of interest' refers primarily to situations in which financial, non-financial or personal considerations may compromise, or may have the appearance of compromising, an external validator's judgment in carrying out their duties. Some examples of scenarios where a conflict of interest may arise include:

- (a) an actual conflict of interest arising where a person is appointed as the external validator for a school compliance review, when they have (or have had) direct financial and advisory dealings with the same school in their current or any other role
- (b) an apparent conflict of interest arising where a person who is appointed as the sole external validator for a school compliance review maintains a strong social, professional or personal relationship with a member of the governing body of the school or the person in charge of performing the review process
- (c) an apparent conflict of interest arising where a person has previously (and recently) advised the non-state school to undertake certain actions (which may be relevant to the Review Plan)
- (d) any other circumstance where a person may have bias towards positively reviewing, or against scrutinising, a school, or may not otherwise bring an open mind to the validation process, as the ongoing accreditation of the school/governing body may be in that person's interest.

When selecting an external validator, the governing body should be confident of the impartiality of the validator. The governing body must submit a conflict-of-interest declaration form for all external validators, as part of the Review Plan (refer to [section 3](#) of these guidelines) for endorsement by the Board. The Declaration of Conflict of Interest and Management Plan template is contained at [Appendix 8](#) of these guidelines and as an electronic form on the [Board's website](#).

The declaration is required to identify any interests of external validators which may give rise to a conflict or otherwise declare that the external validator reasonably believes that no interests are identified as ones which give rise to a conflict. The past (within the previous five years), current or probable future interests which may impact on the external validator's ability to remain impartial during the review process, are all considered relevant to the declaration.

The presence of a conflict of interest does not, of itself, imply that it will affect the ability of a person to act as external validator. However, sufficient justification and information is required for the governing body to make a determination and for the Board to endorse (or otherwise) the conclusion reached. For some potential or perceived conflicts, the act of declaring a conflict may be sufficient, however other interests may have the effect that an external validator will not have the appropriate level of independence.

Whether an external validator who was previously a member of the school community (i.e. parent, member of the governing body or staff member) will have an appropriate level of independence will depend on the circumstances. However, 'external validators' should not be a current member of the school community or have been so within the previous five years.

External validators may be seen to have a conflict of interest where they have an ongoing relationship with the school via a staff or Board member, an existing student or through employment, dealings and engagement with the school. Non-pecuniary personal interests such as associations or relationships require an assessment of the facts of the relationship such as the proximity, duration, nature and its significance or intensity.

Where an external validator has a conflict with a current or previous role or responsibility, that is the responsibilities or obligations of the various roles are incoherent or overlap, the external validator must provide sufficient detail to account for the nature of the conflicting duties.

External validators should be a qualified, experienced educator and have standing in the education profession. Suitable external validators could include a principal from another school sector or senior education professional from an external education organisation, subject to an assessment as to independence.

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.

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 endorsement a review plan documenting how the governing body is proposing to go about undertaking the review.

The Executive Director of the Board Secretariat is authorised by the Board to endorse a review plan.

If the Executive Director does not endorse a review plan, the Executive Director will give the Board the review plan and all relevant associated documents and information for the Board's consideration of endorsement of the plan.

In endorsing the review plan, the Board and the Executive Director 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.

Prior to making a decision on whether to endorse a review plan, the Board or the Executive Director may request the governing body provide further information in support of the plan.

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, and a declaration of conflict of interest form (refer to [section 2.2](#) and [Appendix 8](#) of these guidelines)
- (f) a concise description of how validation of the review findings will occur
- (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 governing body will be notified in writing following consideration of the review plan and, if the plan is endorsed, the governing body will be invited 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).

Prior to the Board making a decision on a review report, the Board or the Executive Director may request the governing body provide further information in support of the review report.

The review report is to set out evaluative evidence and interpretative commentary on how the accreditation requirements continue to be met. Addressing the questions listed in Appendix 3 – Example evaluation questions and statements will assist the governing body to frame the review report.

The review report should also 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 a document, which may be appended to the review report, outlining the subjects and courses the school's educational program offers which lists the following:

- (a) subjects offered in Preparatory Year to Year 6
- (b) core and elective subjects offered in Year 7 to Year 10
- (c) QCAA subjects offered in Year 11 and Year 12
- (d) vocational training courses and the relevant providers.

The Board also requires submission of an electronic copy of the school's child/student protection policy and procedures with the review report. This is further addressed in section 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 child/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**').

Note that the school's written processes for child/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 the 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 child/student protection policies and procedures are compliant with legislation.

Governing bodies are required to submit a copy of the school's child/student protection policy and procedures with the review report. This requirement is not able to be replaced with the provision of a hyperlink nor reference to school or governing body documents.

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.

4.2 Application of new offences of the Criminal Code Act 1899

The Board wishes to clarify that there is no accreditation requirement for non-state schools' written processes to deal with the 'failure to protect' offence under s.229BB or the 'failure to report' offence under s.229BC of the *Criminal Code Act 1899* (the '**Code**').

While compliance with s.229BB and s.229BC of the Code is not part of a non-state school's accreditation criteria, the Board recommends governing bodies include in the review report confirmation that schools are aware of s.229BB and s.229BC of the Code and understand the need to consider known risks of child sexual offences seriously, and, if necessary, to take action on an institutional level to reduce or remove the risk.

All adults in Queensland, including school staff, volunteers, parents and guardians of students and any students that are 18 years of age or older create an offence for failing to report a belief of child sexual offence.

It is recommended governing bodies include confirmation of these provisions in schools' child/student protection processes; however, this is not a mandated requirement.

5. Timeframe

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

Review plans are to be submitted for 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.

While 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 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](#).

7. Submitting review plans and reports

Review plans and review reports (a copy of the school's current child/student protection policy and procedure and a list of the subjects the school's educational program offers are to be included with the review report) are submitted by the governing body to the Board with evidence of governing body endorsement.

Review plans and review reports should be submitted via the [NSSAB Online Services Portal](#).

See [Appendix 7 - 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] 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	Consideration 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 evaluation questions and statements for consideration by the validation panel.

External validator

[Name, brief rationale for their selection, brief outline of their current occupation, qualifications, experience and standing in the education profession]

[Attach: Declaration of conflict of interest form – Appendix 8]

Note: A conflict of interest declaration form must be completed by the external validator in conjunction with the governing body as part of this component of the Review Plan. This declaration provides details of the external validator that are relevant to the determination of an appropriate and impartial external validator, as outlined in section 2.2 of these guidelines.

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].

Governing body endorsement

[Evidence the governing body has endorsed the review plan is required. This may be the chairperson's signature on the plan or submission of the plan on the governing body's letterhead.]

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)
The governing body of a non-state school must be suitable to be the governing body. <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> The governing body: (a) must always be a corporation [Act s.17]; (b) is suitable to continue to be the school's governing body having regard to the following matters-- (i) the governing body's relationships with other entities; (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; (iii) conduct of the governing body, or its directors relevant to the operations of the school; and (iv) if the governing body or its directors have been convicted of an indictable offence, (other than a spent conviction for directors) – nature, and circumstances and the commission of the offence. [Act s.26(2)] (c) directors must hold a working with children authority (working with children clearance or working with children exemption) under the <u>Working with Children (Risk Management and Screening) Act 2000</u> (the 'WWCRMS Act') and ensure ongoing compliance. [Act s.26(3), WWCRMS Act s.191]	Certificate issued by ASIC; Queensland Commissioner for Fair Trading; Letters patent; legislative Act constituting incorporation i.e. <i>Grammar Schools Act 2016</i>. Constitution; Rules of Incorporation. Governance charter outlining roles, responsibilities and accountabilities. Code of conduct for the governing body and its directors. Corporate structure showing relationships to other entities. Conflict of interest policy, register of material interest declared by directors and evidence of management of those conflicts of interest. Minutes of meetings demonstrating good governance. Working with children card(s) from Blue Card Services and procedures for ensuring these remain current.

Government funding eligibility criteria	Sources of information or types of evidence (some examples only, not an exhaustive list)
(1) If the governing body of a non-State school is eligible for government funding and is under the <u>Corporations Act 2001</u> (C'th) it must be a company limited by guarantee and not limited by shares. [Act s.10(a)] If the governing body is eligible for government funding for the school: (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)] (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	Governing body's oversight over school's budgets and financial plans – agenda and minutes outlining decision making. Records of payments to directors. Financial management and procedures including delegations and approvals. Banks statements, financial statements and annual financial reports.

school; [Act s.10(c)] <i>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.</i> (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)]	Policies and procedures to ensure that contracts and arrangements for the school are at arm's length: - tender and procurement processes - commercial contracts for goods and services - transparent and accountable loan and lease arrangements - verification of lease of property at market rent - transparent decision making and approvals by the governing body. Conflict of interest policy, register of material interest declared by directors and evidence of management of those conflicts of interest.
---	--

Accreditation criteria under the Regulation	Sources of information or types of evidence (some examples only, not an exhaustive list)
Administration and governance School survey data and associated documents (1) A school must keep school survey data (enrolment census data) for the school, and associated documents— (a) for a least 5 years after the day to which the data relates; and (b) in a way that ensures the integrity and security of the data and documents. [regulation 5(1)] (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— (a) reason for the student's absence from the school; and (b) 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 5(2)] <i>Note: Associated documents means a document that records or includes information about a student mentioned in ss. 27, 29 or 30 of the Regulation.</i>	All data to support survey data returns (enrolment census). Enrolment records – including: - enrolment date - date of birth/age - residential address - whether the student identifies as an Aboriginal or Torres Strait Islander person - whether the student identifies as English not being the first or main language spoken at home - copy of the visa for overseas students and domestic students who are not Australian citizens. Records for attendance and absenteeism of students up until and including census day – illness, holidays, medical reason for student or family member, natural disaster, cultural requirement. Documented proof that the student's absence was beyond the control of the student's parent/guardian or the student (if the student is living independently of the student's parents or guardians). Policy and procedures for accurately recording absence types or reasons for those absences. Processes for identifying students with EALD/ESL – including documented annual assessment processes. Process for identification of students with disability completed before census day and the review date has not expired. Distance education – records of regular engagement between teachers and students – time sheets or student 'log' in records, monitoring completion of assigned work, assessment of student work by teachers,

Accreditation criteria under the Regulation	Sources of information or types of evidence (some examples only, not an exhaustive list)
	communications records between teachers and students. Special assistance schools/sites- evidence that the students meet 'relevant students' under the section 14(4) of the Act. System security and data integrity – including: • type of system(s) used by the school to record enrolment and attendance • access controls – who has add/edit/delete access to the system(s) • controls in place to ensure security and integrity of electronic records as well as any paper-based records received or kept at the school • system audit logs Robustness and sufficiency of the school's regular and systematic review program for ensuring the integrity and security of the data and associated documents.
Governance (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— (a) the key functions and responsibilities of any entity that supports the governing body in the governance of the school; (b) the reporting arrangements— (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. [regulation 6(1)] (2) The organisational structure must be designed to ensure the effective, transparent and accountable governance of the school. [regulation 6(2)]	Governance charter outlining roles, responsibilities and accountabilities of governing body, directors, any school councils or boards, Chief Executive Officer. Codes of Conduct and evidence of implementation of those procedures and processes. Register of related parties and current declaration of conflicts of interest. Demonstration of management of conflicts of interest.
Complaints procedure (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 7(1)] (2) The process must include principles of procedural fairness, including for example, the right of interested parties to be heard. [regulation 7(2)] (3) The school's governing body must ensure— (a) staff, parents and guardians are made aware of the processes; and (b) the processes are readily accessible by staff, students and parents and guardians. [regulation 7(3)]	Complaints policy and procedures and evidence that it is accessible to staff, students and parents/guardians. Evidence of implementation of complaints procedures.
Financial viability (1) A school must have access to adequate financial resources	Financial statements, financial records.

Accreditation criteria under the Regulation	Sources of information or types of evidence (some examples only, not an exhaustive list)
for its viable operation. [regulation 8(1)] (2) A school must keep records of its financial transactions for at least 5 years after the transactions are entered into. [regulation 8(2)]	Audited financial statements. Financial plan/budget. Signed statement of certificate from an independent qualified person. Relevant information and/or documentation taken into account in determining the viability of the school should include but not be limited to the following matters: - projected enrolments - estimated income from State and Australian grant funding - student fees - intended staffing levels - capital outlay for land, building and facilities - other relevant income and expenditure.
Educational program (1) A school must have a written educational program that- - has regard to the ages, abilities, aptitudes and development of the school's students; and - promotes continuity in the learning experiences of the students; and - provides a breadth, depth and balance of learning appropriate to students' phases of development and across an appropriate range of learning areas; and - is responsive to the needs of the students; and - is consistent with the <u>Alice Springs (Mparntwe) Education Declaration</u>. [regulation 9(1)] Schools accredited for Preparatory Year to Year 10 (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- - the Australian curriculum; - a curriculum recognised by ACARA. [regulation 9(2)] (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 9(3)] <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> Schools accredited for senior secondary education (4) A school accredited to provide senior secondary education	Refer to the <u>NSSAB Guideline for educational programs for non-state schools 2025</u> for requirements of whole school, year level/band and unit plans. Overview of curriculum plan for whole school that includes: - reference to the Alice Springs (Mparntwe) Education Declaration - explanation for how teaching and learning reflects the school's context, including its vision, mission and values - decisions regarding allocated teaching time for learning areas/subjects - how data is gathered to inform decisions about teaching and learning - the school's reporting structures Educational program for year level/band plans and unit plans with content, achievement standards, learning experiences, supports catering for varied student needs, assessment plans and reporting, consistent with the Australian curriculum for: - English - Mathematics - Science - Humanities and Social Sciences - Technologies - The Arts - Health and Physical Education - Languages. Analysis of student performance data for the development of strategies for the continuous improvement of students' outcomes. Professional development for teaching staff on the curriculum, assessment and reporting. Overview of approved courses and subjects implemented for senior secondary. QCAA approvals.

Accreditation criteria under the Regulation	Sources of information or types of evidence (some examples only, not an exhaustive list)
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 a QCAA syllabus for that subject e.g. the school must implement QCAA subjects in the area of English; or (b) a program or syllabus endorsed by the QCAA as appropriate for senior secondary; or (c) a program authorised by the International Baccalaureate Organisation. [regulation 9(4)] (5) 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) QCAA recognised studies; and (c) other courses, programs, studies or subjects decided by the school's governing body. [regulation 9(5)]	Evaluation on whether the senior school program meets the minimum learning requirements for a QCE. Analysis of student performance data for the development of strategies for the continuous improvement of students' outcomes. Professional development for teaching staff. VET courses and recognised studies provided by the school or other providers. Co-curricular and extra-curricular programs. Processes for identifying students with EALD/ESL – including documented annual assessment processes.
Statement of philosophy and aims (1) A school must 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 10(1)] (2) The statement must be consistent with the <u>Alice Springs (Mparntwe) Education Declaration</u>. [regulation 10(2)]	School's written statement of philosophy and aims.
Students who are persons with a disability A school must have, and implement, written processes about- (a) identifying students of the school who are persons with a disability; and (b) devising an educational program, specific to the educational needs of those students who are persons with a disability, that complies with- (i) the <u>Anti-Discrimination Act 1991</u>; (ii) the disability standards under the <u>Disability Discrimination Act 1992</u> (C'th), section 31. [regulation 11]	Policies and processes for identifying students with a disability. Planning reasonable adjustments. Staff to support students with specific needs. Process for identification of students with disability completed before census day and the review date has not expired.
Schools delivering distance education (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. [regulation 12(1)] (2) The standard of service must deal with the following- (a) the interactive teaching methods to be followed;	Distance education standard of service. Distance educational program and its implementation methodologies.

Accreditation criteria under the Regulation	Sources of information or types of evidence (some examples only, not an exhaustive list)
(b) the communication procedures to be followed by the students and their teachers and tutors; (c) the regular tracking and assessment of work submitted by the students to their teachers; (d) the regular engagement between students and teachers; and (e) the regular monitoring of the students' achievement of the learning standards under the educational program. [regulation 12(2)] (3) The school's governing body must be able to demonstrate how the school is meeting the standard of service. [regulation 12(3)]	Monitoring, assessment and reporting practices.
Special assistance schools <i>Note: 'Relevant students' means students to whom the school provides special assistance.</i> (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. [regulation 13(1)] (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. [regulation 13(2)] (3) The standard of service must deal with the following— (a) the regular tracking and assessment of work submitted by the relevant students to their teachers; and (b) the regular monitoring of— (i) attendance by the relevant students at an accredited special assistance site for the school; 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 13(3)] (4) The school's governing body must be able to demonstrate how the school is meeting the standard of service. [regulation 13(4)]	Refer to the NSSAB Guideline for educational programs for non-state schools 2025 for requirements of whole school, year level/band and unit plans. Overview of curriculum plan for whole school that includes: - reference to the Alice Springs (Mparntwe) Education Declaration - explanation for how teaching and learning reflects the school's context, including its vision, mission and values - decisions regarding allocated teaching time for learning areas/subjects - how data is gathered to inform decisions about teaching and learning - the school's reporting structures. Year level/band plans. Unit plans including appropriate strategies and adjustments to support and engage all learners. Written standards of service for special assistance. Attendance records. Student performance data and monitoring against the students' educational program. Student work folios and assessment items. Support strategies and programs to encourage student engagement.
Flexible arrangements approvals A school must- (a) ensure approvals are not given, or purportedly given, under the <i>Education (General Provisions) Act 2006</i> section 182, of other than in compliance with that	Written assessment by teachers of student's needs, learning outcomes and suitability of each provider for the arrangement.

Accreditation criteria under the Regulation	Sources of information or types of evidence (some examples only, not an exhaustive list)
section; and (b) comply with the requirements under that section about keeping documents relating to approvals. [regulation 14] <i>Note: Flexible arrangements are only required if the arrangements 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.</i> <i>Examples of flexible arrangements are students whose educational 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.</i> See s.182 <i>Education (General Provisions) Act 2006</i> for further elaboration	Monitoring and evaluation of student participation in program. Clearly defined role of providers. Written agreement or arrangement by parents.
Student Welfare Processes Health and safety A school must comply with the requirements of the following legislation that apply to the school— (a) the Work Health and Safety Act 2011; (b) the Working with Children (Risk Management and Screening) Act 2000. [regulation 15] <i>Note: Managing the risk of psychosocial hazards at work Code of Practice 2022 (Psychosocial Code) came into effect on 1 April 2023.</i> <i>The Psychosocial Code clarifies how existing WHS Act duties extend to psychosocial hazards and provides related guidance for 'persons conducting a business or undertaking' (PCBUs) in Queensland. Any entity with control over a place where work is performed is usually a PCBU, including schools and governing bodies, which have control over places where school operations are carried out.</i> <i>The Psychosocial Code provides guidance for PCBUs to better identify psychosocial hazards, how to assess the risks they present and how to eliminate or control those risks.</i>	Evidence of workplace health and safety audits; health and safety committee/s; minutes of meetings, reporting of hazards and risks, accident reports. Management of risk; work safe procedures and practices i.e., hazardous chemicals; protective measures, storage and handling of dangerous goods emergency plans and testing of electrical equipment and fire safety equipment; asbestos. Managing the risk of psychosocial hazards at work Code of Practice 2022 that consider the health and safety duties extended to all members of the school's community - staff, students, parents/guardians and visitors. Complying with the Psychosocial Code may require specific policies, procedures and training to address psychosocial hazards – e.g., bullying and other hazardous interactions between students; procedural fairness with enrolment policies and procedures; suspension and termination of enrolment. First aid –procedures and processes, training of staff, equipment and facilities. Evidence of a risk management strategy that includes the 8 mandatory requirements: (i) statement of commitment to the safety and wellbeing of children and protection from harm (ii) code of conduct for interacting with children (iii) employment policies and procedures for the recruitment, selection, training and management of employees that limits risk to children (iv) policies and procedures for handling disclosures or suspicions of harm to children including reporting guidelines (v) managing breaches of compliance of risk management strategy (vi) employment of persons who hold a working with children authority for all non-teaching staff and volunteers (unless a parent at child's school) (vii) risk management plans for high-risk activities and special events

Accreditation criteria under the Regulation	Sources of information or types of evidence (some examples only, not an exhaustive list)
	(viii) communication and support to help identify risk of harm to children, disclosures or suspicions of harm and other matters in the risk management strategy.
Conduct of staff and students and response to harm (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 its staff and students. [regulation 16(1)] (2) Without limiting subsection (1), the processes must include: (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 [Note: There must be stated at least two staff members to whom a student may report the conduct] (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 section 366 of the <u>Education (General Provisions) Act 2006</u>; and (ii) likely sexual abuse in compliance with section 366A of the <u>Education (General Provisions) Act 2006</u>; and (iii) a reportable suspicion of harm under the <u>Child Protection Act 1999</u>, section 13E. [regulation 16(2)] (3) The school's governing body must ensure- (a) the school's staff and students, and students' 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 annually in implementing the processes; and (d) the school is implementing the processes. [regulation 16(4)] (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). [regulation 16(5)]	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 conduct for staff and students; providing information under s.13B of <i>Child Protection Act 1999</i> to child safety service provider. Student protection policy and procedures including evidence of implementation. Written processes must include names of two current staff members that students may report conduct of another staff member. Governing body records for delegation of director's reporting function for reporting of sexual abuse of a student – relevant to 366B of EGPA. It is recommended the report and school's written processes include confirmation that the school is aware of the "failure to protect" under s.229BB and the "failure to report" under s.299BC offences under the <i>Criminal Code Act 1899</i>. Student/parent handbooks; school website. Posters, newsletters, flyers. Verification that staff are trained on an annual basis and validation of understanding of the processes. Records of implementation processes and any reports. Complaints procedure and evidence of its implementation.
School resources Staffing (1) A school must have a sufficient number, and appropriate types, of staff necessary for the effective delivery of the school's educational program. [regulation 17(1)]	Employment policies and procedures. Staff information including: responsibilities; student /staff ratios; class sizes;

Accreditation criteria under the Regulation	Sources of information or types of evidence (some examples only, not an exhaustive list)
(2) Without limiting subsection (1), a school must comply with relevant legislation about the employment of persons as teachers, including the <i>Education (Queensland College of Teachers) Act 2005</i>, chapter 3, parts 1 and 2 in connection with the employment of staff. [regulation 17(2)] (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. [regulation 17(3)]	qualifications; professional development activities; teacher registration. Staffing responsibilities, training, ratio of boarding students to staff, ancillary staff/contactors (cleaning, catering).
Land and buildings (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. [regulation 18(1)] (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. [regulation 18(3)]	Evidence of the right to the occupy site e.g., lease/ title deeds. <u>Evidence of approval from the relevant authority</u>- e.g., Council or Registered Planner to confirm development is acceptable or alternative approval pathway such as Priority Development Area approval process or Infrastructure Delegation that may include decision notice, conditions of approvals approved plans. Certification of Classification, and copies of the approved building plans, to which the certificate relates, to confirm the buildings are complete and suitable for occupation (Classrooms – Class 9B). Any relevant show cause notices; enforcement notices; workplace health and safety documents. Maintenance policies and processes; improvement plans; student satisfaction survey; incident reports.
Educational facilities and materials A school must have the educational facilities and materials necessary for the effective delivery of the school's educational program. [regulation 19]	Data on the quality of the learning environment including classroom and playground facilities; library; IT resources. Student, parent and staff satisfaction surveys or focus groups.
Improvement processes A school must have a demonstrable, systematic approach about improvement processes for the school, dealing with the following: (a) deciding strategies relevant to the processes and setting priorities for achieving the strategies; (b) how the strategies are to be achieved; (c) regular monitoring of the achievement of the strategies; (d) annual reporting about the achievement of the strategies to the school's community, including the staff, students and guardians. [regulation 20]	Strategic and operational plans. Annual reports. Aggregate data about student learning outcomes and evidence it is being used to enhance the education program. Student, parent and staff satisfaction surveys or focus groups and evidence that this data is being used to guide school improvement. Newsletters and other forms of communication with stakeholders.

Appendix 3 – Example evaluation questions and statements

The following evaluation questions and statements are to assist governing bodies with framing a 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 working with children authority (working with children clearance or working with children exemption) under the Working with Children (Risk Management and Screening) Act 2000 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 corporation under the Roman Catholic Church (Incorporation of Church Entities) Act 1994. [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. Does the governing body have 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, policies and procedures in place to ensure that school survey data for the school and associated documents (outlined in sections 5(3) and 27 - 30 of the Regulation) is kept for at least 5 years after which the data relates? [regulation 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 5(1)(b)]

For electronic record keeping:

- 3.2.1. What system(s) is/are used by the school to record enrolments and attendance?
- 3.2.2. Who has access to the system(s)?
- 3.2.3. What controls are in place to ensure the security and integrity of information arriving at the school electronically?
- 3.2.4. Who enters enrolment data?
- 3.2.5. Who records attendance data and how often is the data recorded?
- 3.2.6. Are audit logs available in the system(s) to track any changes to attendance data?
- 3.2.7. Does the school perform regular reviews of the integrity and security of the data?

For paper-based record keeping:

- 3.2.8. Where are the enrolment forms and attendance lists stored?
- 3.2.9. Who has access to the forms and lists?
- 3.2.10. What controls are in place to ensure the security and integrity of information arriving at the school via hard-copy?
- 3.2.11. Who records attendance data and how often is the data recorded?
- 3.2.12. What controls are in place to ensure the security and integrity over physical storage?
- 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 5(2)]
 - 3.3.1. Does the school have a policy and procedures for accurately recording absence types or reasons for those absences?
 - 3.3.2. What internal controls are in place to ensure that all absences are recorded?

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. [regulation 6(1)]

3.5. Has the organisational structure been designed to ensure the effective, transparent and accountable governance of the school? [regulation 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 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 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 7(3)]

4. Financial viability

- 4.1. What indicators demonstrate that the school has adequate financial resources for its viable operation? [regulation 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 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 Alice Springs (Mparntwe) Education Declaration? [regulation 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 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 the International Baccalaureate Organisation. [regulation 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 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.

*The review report **must** include an appendix which lists the subjects the school's educational program offers.*

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 10(1)]

5.4. Is the school's statement consistent with the Alice Springs (Mparntwe) Education Declaration? [regulation 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 educational 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 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 educational 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 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 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 educational program promote continuous engagement of students in primary and secondary education? [regulation 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 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 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 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 educational 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 2011;
 - (b) Working with Children (Risk Management and Screening) Act 2000.

[regulation 15]

Note: Managing the risk of psychosocial hazards at work Code of Practice 2022 (Psychosocial Code) came into effect on 1 April 2023. The Psychosocial Code clarifies how existing WHS Act duties extend to psychosocial hazards and provides related guidance for 'persons conducting a business or

undertaking' (PCBUs) in Queensland. Any entity with control over a place where work is performed is usually a PCBU, including schools and governing bodies which have control over places where school operations are carried out.

The Psychosocial Code provides guidance for PCBUs to better identify psychosocial hazards, how to assess the risks they present and how to eliminate or control those risks.

The review report should include details on the work health and safety practices and procedures that are implemented at the school. This must include managing the risk of psychosocial hazards at work Code of Practice 2022 that extends to all members of the school's community – staff, students, parents/guardians and visitors.

Additionally, the review report needs to confirm that the school has and implements a risk management strategy consistent with the 8 mandatory requirements outlined in the Working with Children (Risk Management and Screening) Regulation 2020.

Conduct of staff and students and response to harm

- 6.2 Does the school have 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 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 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 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 16(2)(d)].
- 6.7 Evaluate whether—
 - (a) the school's staff and students, and students' parents and guardians are aware of the processes; and
 - (b) the processes are readily accessible by staff, students, parents and guardians; and
 - (c) staff are trained annually in implementing the processes; and
 - (d) the school is implementing the processes. [regulation 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 16(5) & 16(6)]

Note: The Board requires that all review reports address whether the school's child/student protection policy and procedures comply with current legislation.

It is recommended the review report and the school's child/student protection policy and procedures include confirmation that the school is aware of the 'failure to protect' under s.229BB and the 'failure to report' under s.229BC offences under the Criminal Code Act 1899.

A copy of the school's current child/student policy and procedures 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 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 17(2)]
- 7.3 Does the school have adequate systems in place to ensure that all employees or persons otherwise engaged by the regulated business (who are not parents of a child at the school) have a working with children authority or clearance as required under the Working with Children (Risk Management and Screening) Act 2000? [regulation 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 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 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 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 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 20(a)]
 - (b) how the strategies are to be achieved and the regular monitoring of the achievement of these strategies; [regulation 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 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:		
Date/version of document reviewed:		
Accreditation requirements	Compliant	Comments
Note: Management of version control of written processes is an important element in ensuring the same, up-to-date compliant processes are accessible to all stakeholders.		
(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 ☐ Non-compliant ☐	
(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 ☐ Non-compliant ☐	
(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 ☐ Non-compliant ☐	
(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 ☐ Non-compliant ☐	
(5) The school must have a written complaints procedure to address allegations of non-compliance with the processes.	Compliant ☐ Non-compliant ☐	
(6) The complaints procedure may form part of any other written procedure of the school for dealing with complaints.	Compliant ☐ Non-compliant ☐	
(7) In this section— harm see the <i>Child Protection Act 1999</i> , section 9.		
(8) It is recommended the written processes includes confirmation that the school is aware of the 'failure to protect' under s.229BB and the 'failure to report' under s.229BC offences under the <i>Criminal Code Act 1899</i> .	Not mandatory	
OVERALL COMPLIANCE OF WRITTEN PROCESSES -	Compliant ☐ Non-compliant ☐	

Requirements as detailed in the relevant legislation:

Reporting of sexual abuse <i>Education (General Provisions) Act 2006</i>	Compliant	Comments
366 Obligation to report sexual abuse of person under 18 years at non-state school (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 kindergarten age child in a kindergarten 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 ☐ Non-compliant ☐	
(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 ☐ Non-compliant ☐	
(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 ☐ Non-compliant ☐	
(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 ☐ Non-compliant ☐	
(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 ☐ Non-compliant ☐	
(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.	
366A Obligation to report likely sexual abuse of person under 18 years at non-State school (1) Subsection (2) applies if a staff member of a non-State school (the <i>first person</i>) 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 kindergarten age child registered in a kindergarten 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 ☐ Non-compliant ☐	

(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.	Compliant ☐ Non-compliant ☐	
(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.	Compliant ☐ Non-compliant ☐	
(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.	Compliant ☐ Non-compliant ☐	
(5) A regulation may prescribe the particulars the report must include.	Detailed below	
(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.	Compliant ☐ Non-compliant ☐	
(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.	Not required to be included in written processes.	
(8) Without limiting subsection (7)— (i) in a proceeding for defamation, the person has a defence of absolute privilege for publishing the information; and (ii) 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.	
366B Delegation of director's reporting function under s 366 or 366A (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— function , 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.	Written processes do not need to include a delegation, but clarity needs to be provided whether a delegation is in place.	
Report about sexual abuse and likely sexual abuse— Education (General Provisions) Regulations 2017, ss.68 - 69		
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;	Compliant ☐ Non-compliant ☐	

(d) details of the abuse or suspected abuse; (e) any of the following information of which the first person is aware- (i) the student's age; (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; (iii) the identity of anyone else who may have information about the abuse or suspected abuse or about the likelihood of abuse.		
---	--	--

Child Protection Act 1999

NB. Child Protection Act 1999 defines: s.8 A child is an individual under 18 years. s.9 What is harm (1) Harm , to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. (2) It is immaterial how the harm is caused. (3) Harm can be caused by— (a) physical, psychological or emotional abuse or neglect; or (b) sexual abuse or exploitation. (4) Harm can be caused by— (a) a single act, omission or circumstance; or (b) a series or combination of acts, omissions or circumstances. s.10 Who is a child in need of protection A child in need of protection is a child who— (a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and (b) does not have a parent able and willing to protect the child from harm.	Consistent definitions used that reflect legislative requirements Yes ☐ No ☐ Consistent with legislative requirements Yes ☐ No ☐	
s.13E Mandatory reporting by persons engaged in particular work (1) Mandatory reporting by relevant persons engaged in particular work includes a doctor, registered nurse, <u>teacher</u> (and others) teacher means an approved teacher under the <i>Education (Queensland College of Teachers) Act 2005</i> employed at a school. (2) Defines a 'reportable suspicion' about a child is a reasonable suspicion that the child— (a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by <u>physical or sexual</u> abuse; and (b) may not have a parent able and willing to protect the child from the harm. (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 must give a written report to the chief executive under section 13G of <i>Child Protection Act 1999</i> .	Compliant ☐ Non-compliant ☐ Compliant ☐ Non-compliant ☐ Compliant ☐ Non-compliant ☐	
s.13G Report to the chief executive <i>Department of Families, Seniors, Disability Services and Child Safety (Child Safety Services)</i> (1) This section applies to a report that a relevant person is required to give under section 13E or 13F. (2) The report must- (a) state the basis on which the person has formed the reportable suspicion; and (b) include the information prescribed by regulation, to the extent of the person's knowledge. (3) The person is not required to give a report about a matter if- (a) giving the report might tend to incriminate the person; or	Compliant ☐ Non-compliant ☐	

(b) the person knows, or reasonably supposes, that the chief executive is aware of the matter (4) A regulation may prescribe the way the report must be given. (<i>see below</i>) (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.		
s.13H Conferrals with colleagues and related information sharing (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- (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; (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); (c) for the relevant person to give a report under section 13G or keep a record about a report; (d) for the relevant person or colleague to take appropriate action to 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> (2) In this section— colleague, of a relevant person, means a person working in or for the same entity as the relevant person	Written processes may include but it is not a requirement.	
Child Protection Regulation 2023		
S 4 Information to be included in reports (Child Protection Act) For section 13G(2)(b) of the Act, the following information is prescribed for inclusion in the relevant person's report— (a) the child's name, age and sex descriptor; (b) details of how to contact the child; <i>Examples—</i> • <i>address where the child usually lives</i> • <i>name and address of the school the child attends</i> (c) details of the harm to which the reportable suspicion relates; (d) 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; (e) particulars of the identity of any other person who may be able to give information about the harm to which the reportable suspicion relates.	Compliant ☐ Non-compliant ☐	

Appendix 5 – Are you ready to submit your review plan?

Before submitting your review plan, make sure your review plan includes the following details:

School context/profile

- ☐ Short description of the school's context, including brief history; current challenges (operational/strategic) and future directions

Timeline of review

- ☐ Timetable demonstrating the stages of the review process (establishment of committee; planning and allocation of responsibilities; assessment and collection of data; data analysis; validation and reporting timeframe)

Review committee

- ☐ Names of review panel with a brief description of their role/background
- ☐ Concise overview of how the review will be managed and coordinated

Accreditation requirements to be addressed in review

Please refer to the Review Program Guidelines *Appendix 2 – Statutory requirements to be covered in a review* and *Appendix 3 – Example evaluation questions and statements* to ensure sources of information and types of evidence collected in the review address the following:

- ☐ Suitability of governing body
- ☐ Government funding eligibility criteria
- ☐ Administration and governance
 - School survey data and associated documents
 - Governance
 - Complaints procedure
- ☐ Financial viability
- ☐ Educational program
 - Schools accredited for Preparatory Year to Year 10
 - Schools accredited for senior secondary education
 - Statement of philosophy and aims
 - Students who are persons with a disability
 - Schools delivering distance education
 - Special assistance schools
 - Flexible arrangements approvals
- ☐ Student welfare processes
 - Health and safety, including how the school is managing risks of psychosocial hazards
 - Conduct of staff and students and responses to harm
- ☐ School resources
 - Staffing
 - Land and buildings
 - Educational facilities and materials
- ☐ Improvement processes

External validator/s

- ☐ Name and brief rationale for the choice of the external validator/s

- ☐ Statement of independence in undertaking the role for each external validator
- ☐ Declaration of conflict of interest for each external validator

Validation process

- ☐ Brief description of the processes that will be used to gather and analyse evidence in the review
- ☐ Concise description of how validation of the review findings will occur

Review report

- ☐ 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

Governing body endorsement

- ☐ Evidence the governing body has submitted/endorsed the review plan

Appendix 6 – Are you ready to submit your review report?

Before submitting your review report, make sure your review report includes the following details:

Accreditation requirements to be addressed in the review

Does the review report set out evaluative evidence and interpretative commentary on how **each** of the following accreditation requirements continue to be met:

- ☐ Suitability of governing body
- ☐ Government funding eligibility criteria
- ☐ Administration and governance
 - School survey data and associated documents – including timeframe for retention of school survey and student attendance data
 - Governance
 - Complaints procedure
- ☐ Financial viability – including timeframe for retention of financial records
- ☐ Educational program - including whether it is consistent with the Alice Springs (Mparntwe) Education Declaration
 - Schools accredited for Preparatory Year to Year 10 – including list of subjects
 - Schools accredited for senior secondary education – including:
 - list of approved courses and subjects implemented
 - (if VET courses offered) – list of VET courses AND course providers
 - Listed subjects are to be included in an appendix in the review report
 - Statement of philosophy and aims – including whether it is consistent with the Alice Springs (Mparntwe) Education Declaration
 - Students who are persons with a disability
 - Schools delivering distance education
 - Special assistance schools
 - Flexible arrangements approvals
- ☐ Student welfare processes
 - Health and safety, including how the school is managing risks of psychosocial hazards
 - Conduct of staff and students and responses to harm
- ☐ School resources
 - Staffing
 - Land and buildings
 - Educational facilities and materials
- ☐ Improvement processes – including trends evident in the student performance data for the range of students attending the school

Review committee

- ☐ List of people who participated in the review program, including name and role/background

Governing body endorsement

- ☐ Evidence the governing body has submitted/endorsed the review report

Child/student protection policy and procedures

Criminal Code Act 1899

- ☐ While it is not an accreditation requirement that the school's child/student protection policy and procedures include the new 'failure to protect' offence or 'failure to report' offence under section 229BB and 229BC of the *Criminal Code Act 1899*, it is recommended the governing body include these provisions in the child/student protection policies and procedures

Current legislation

- ☐ The child/student protection policy and procedures should include references and cite current legislation

Submission of child/student protection policy and procedures

- ☐ Submit all documents that form the school's child/student protection written processes as separate PDF document/s or word attachment/s to the review report

External validator

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

Appendix 7 – 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/) (<https://secure.nssab.qld.edu.au/>)

Existing users

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

Email address / username

Password

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

[Forgot your password?](#)
[Forgot your email address/username?](#)

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

Forms and reports

Upload and submit
Drafts
Submitted 3

Upload and submit

Use this section to submit forms and other electronic documents (for example 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.

Click on a link below for the template of the submission you would like to make.

Scroll down until you see the *Review program* section on the page.

Review program

[Child protection written processes](#)

[Review plan](#)

[Review program - Other](#)

[Review report](#)

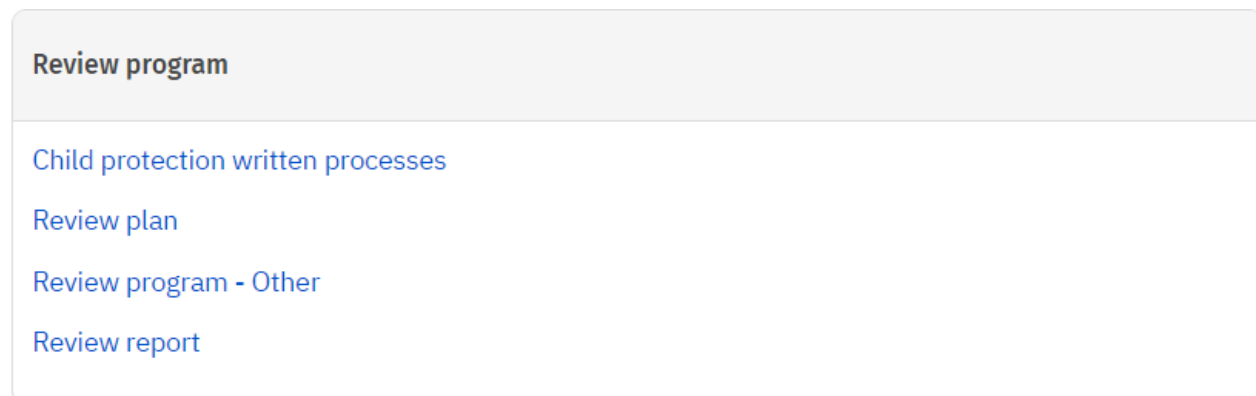
Select either:

- [Review plan](#); or
- [Review report](#)

to start a new draft submission.

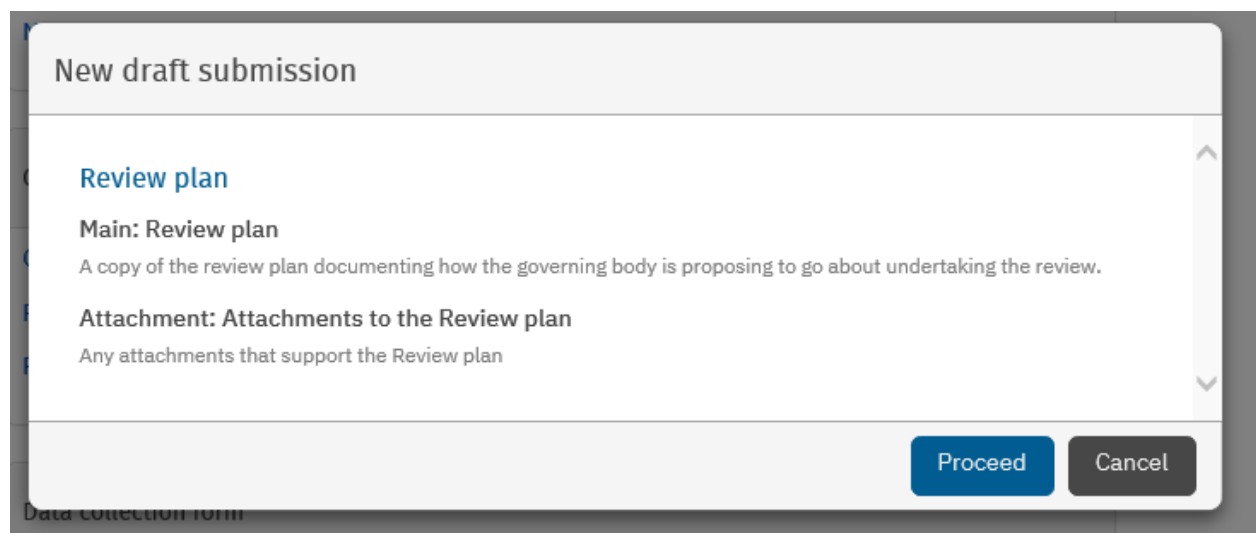
Review plan

Select '*Review plan*' if you are submitting a Review plan and associated documents.



A screenshot of a web interface showing a selection menu under the heading 'Review program'. The menu is a light gray box with a list of options in blue text: 'Child protection written processes', 'Review plan', 'Review program - Other', and 'Review report'.

Select the '*Proceed*' button to attach your required documentation.



A screenshot of a 'New draft submission' dialog box. The dialog has a title bar 'New draft submission' and a scrollable content area. The content area shows two sections: 'Review plan' with a description 'Main: Review plan' and 'Attachment: Attachments to the Review plan'. At the bottom right of the dialog are two buttons: 'Proceed' (blue) and 'Cancel' (gray).

Select '*Upload file*' to attach your Review plan document.

* Main: Review plan

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



A screenshot of a file upload area. It features a blue button with a cloud icon and the text 'Upload file'. Below the button, it says 'No file attached.'.

If you have additional documents to be uploaded select the '*Attachments to the Review plan*' button and upload your additional documents.

Attachment: Attachments to the Review plan

Any attachments that support the Review plan

 Upload file

No file attached.

When you select '*Upload file*' you are taken to a new window that will allow you to either '*Drag and drop your files*' or '*Click and add*' your files. Select the option you are familiar with.

Upload file


Drag and drop files here or click to add files.

Cancel

Once you have added your file(s) by the above method, select the '*Upload # of files*' button. This will upload your file(s) ready for submission.

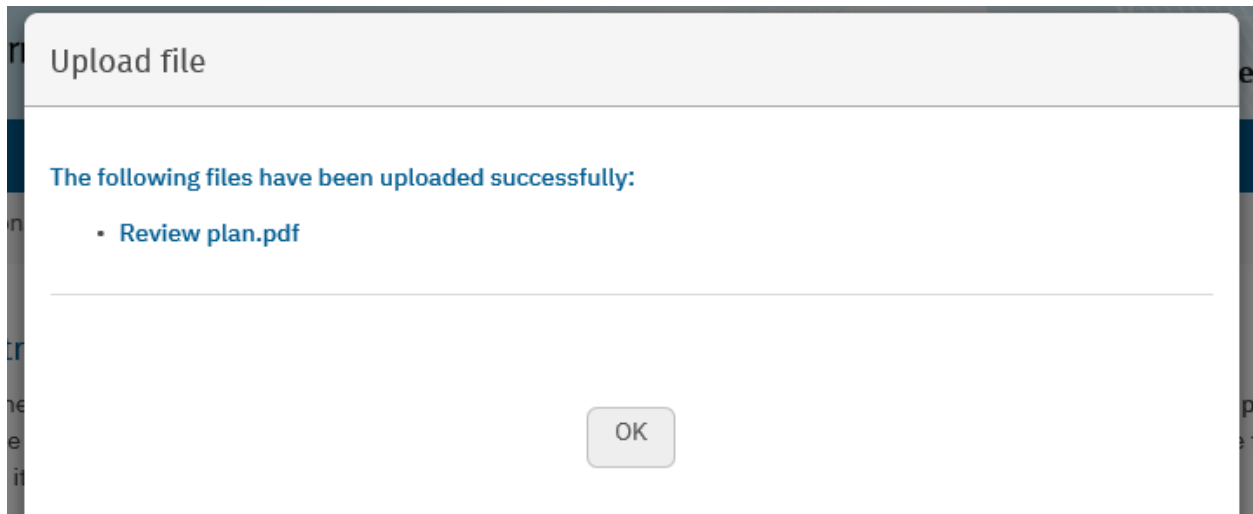
Upload file

Review plan.pdf357.95 KBRemove

+ Add more files

Upload 1 file (358 KB)

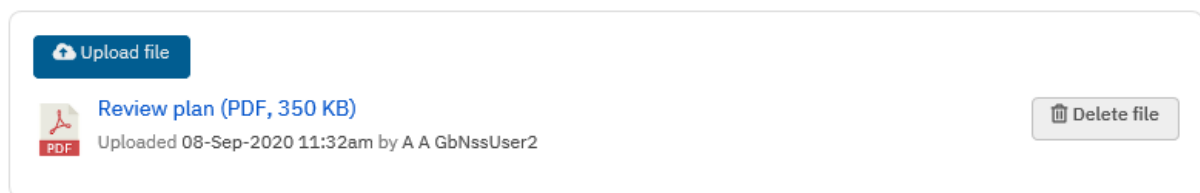
Once you have uploaded, select the 'OK' button to continue.



Once you have selected 'Ok' you will be taken back to the front screen where you can see the file(s) that have been uploaded.

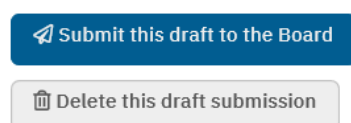
*** Main: Review plan**

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

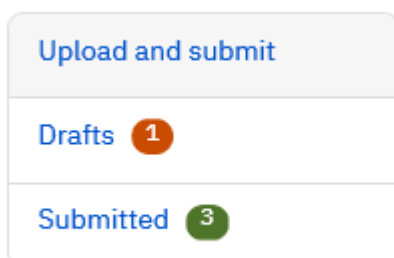


Continue with this method until you have uploaded all the files that are required.

You can now either submit the draft to the Board or delete the draft if you do not wish to go ahead with it. These options are on the left-hand side of the screen.



If you are not ready to submit your Review plan, you can leave your submission and come back at a later stage. The draft submission for the Review plan can be found under 'Drafts' on the left-hand side.



Drafts

Create drafts that are specific to your user account and can only be viewed when logging in under your user account. You can return to your drafts and submit at a later time. All required documents must be added before an item can be submitted.

Draft submissions without any uploaded documents will remain available for 30 days.

[R7574 - Review program - Review plan](#)

Created on 01-Dec-2021

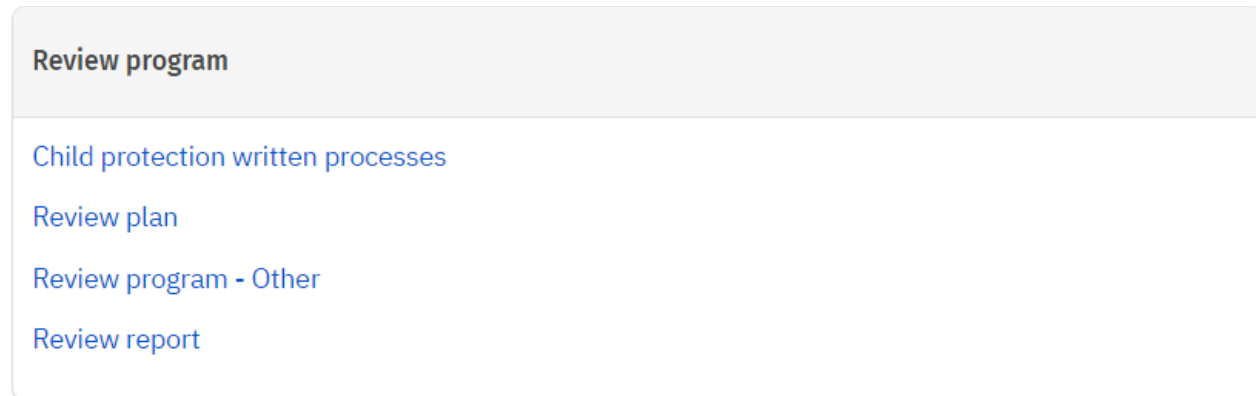
You can select the draft 'Review plan', and you will be able to add or remove any files as part of that submission. Once you are ready to submit the plan select 'Submit this draft to the Board'.

Your review plan has now been submitted to the Board.

Review report

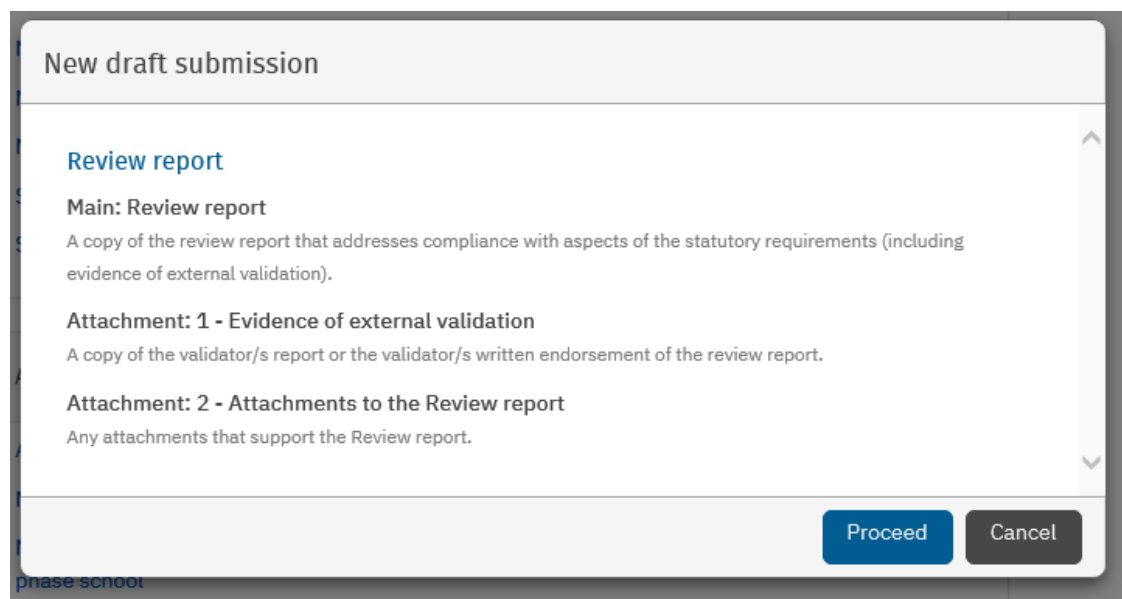
When providing a review report please also upload a copy of the school's child/student protection written processes. Please ensure this is the current version of the school's document and is consistent with any publicly available document.

Select '*Review report*' if you are submitting a review report and associated documents.



A screenshot of a web application showing a selection menu for the 'Review program'. The menu is titled 'Review program' and lists four options: 'Child protection written processes', 'Review plan', 'Review program - Other', and 'Review report'. The 'Review report' option is highlighted in blue.

Select the '*Proceed*' button to attach your required documentation.



A screenshot of a 'New draft submission' dialog box. The dialog box has a title bar 'New draft submission' and a main content area. The content area is titled 'Review report' and contains three sections: 'Main: Review report', 'Attachment: 1 - Evidence of external validation', and 'Attachment: 2 - Attachments to the Review report'. Each section has a brief description of the required document. At the bottom right of the dialog box, there are two buttons: 'Proceed' and 'Cancel'.

Select 'Upload file' to attach your review report and other documentation as requested.

*** Main: Review report**

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

 Upload file

No file attached.

Attachment: 1 - Evidence of external validation

A copy of the validator/s report or the validator/s written endorsement of the review report.

 Upload file

No file attached.

Attachment: 2 - Attachments to the Review report

Any attachments that support the Review report.

 Upload file

No file attached.

When you select '*Upload file*' you are taken to a new window that will allow you to either '*Drag and drop your files*' or '*Click and add*' your file(s). Select the option you are familiar with.

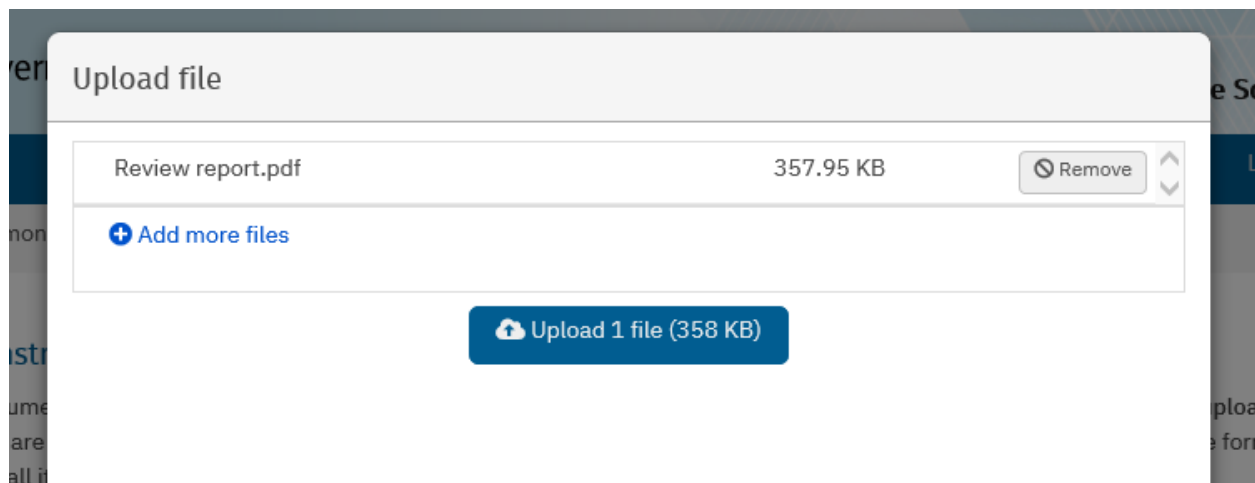
Upload file



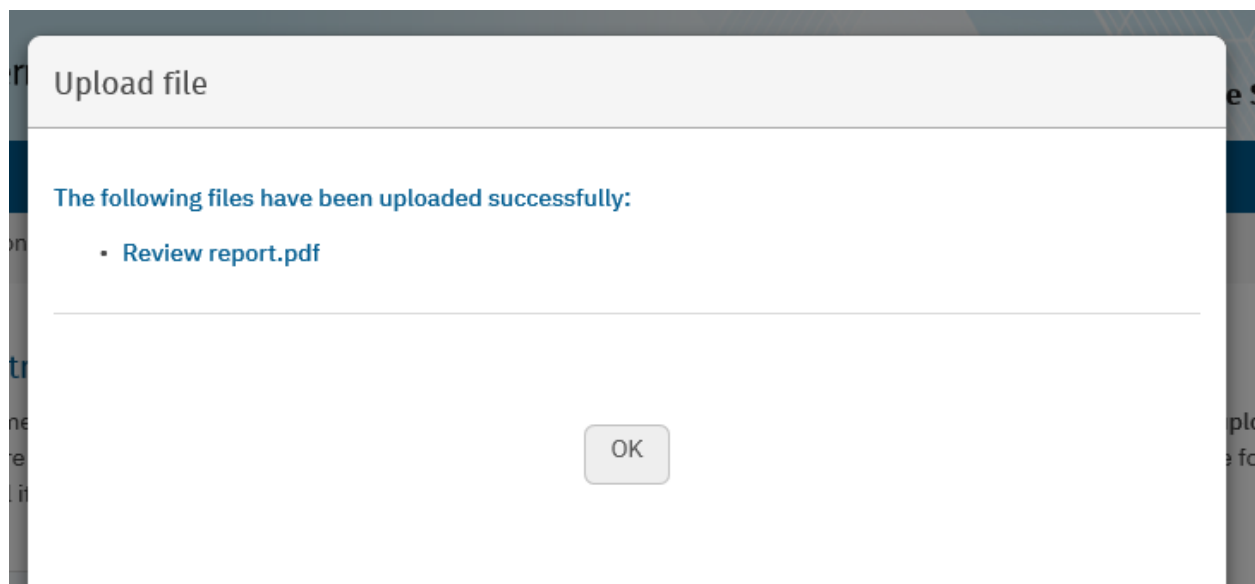
Drag and drop files here or click to add files.

Cancel

Once you have added your files by the above method, select the '*Upload # of files*' button. This will upload your file(s) ready for submission.



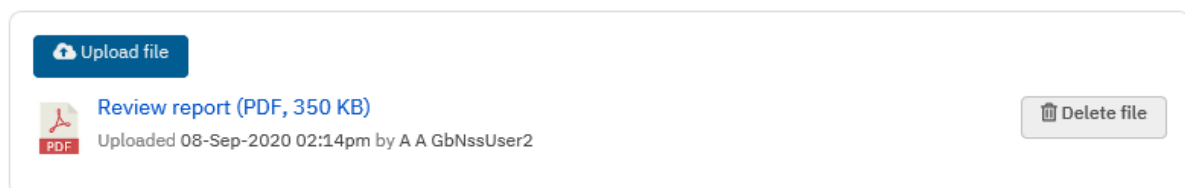
Once you have uploaded, select the 'OK' button to continue.



Once you have selected 'OK' you will be taken back to the front screen where you can see the file(s) that have been uploaded. Continue with this method until you have uploaded all the files that are required.

*** Main: Review report**

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



You can now either submit the draft to the Board or delete the draft if you do not wish to go ahead with it. These options are on the left-hand side of the screen.

 Submit this draft to the Board

 Delete this draft submission

If you are not ready to submit your review report, you can leave your submission and come back at a later stage. The draft submission for the review report can be found under 'Drafts' on the left-hand side.

Upload and submit	
Drafts	1
Submitted	3

Drafts

Create drafts that are specific to your user account and can only be viewed when logging in under your user account. You can return to your drafts and submit at a later time. All required documents must be added before an item can be submitted.

Draft submissions without any uploaded documents will remain available for 30 days.

[R7576 - Review program - Review report](#)

Created on 01-Dec-2021

You can select the draft review report, and you will be able to add or remove any files as part of that submission. Once you are ready to submit the review report select 'Submit this draft to the Board'.

Appendix 8 – External Validator – Declaration of conflict of interest and management plan

About this form

This form ensures that external validators involved in the review process are independent and impartial. It helps identify, declare, and manage any conflicts of interest to maintain public trust and integrity.

For information on what might be considered a conflict of interest, please refer to section 2.2 of the Review Program Guidelines.

Who must complete this form?

All external validators nominated for peer validation in the review are required to complete this form.

When must the form be completed?

- (a) Before the review plan is endorsed by the Board
- (b) If a conflict of interest arises during the review process, the form must be updated and submitted within two weeks.

How to complete the form?

- (a) The external validator completes Part A and B of the form
- (b) Where a management plan is required (Part C), the external validator completes this together with the governing body
- (c) Both the external validator and the governing body must sign the declaration at Part D.

Important information:

- Complete the form as accurately and comprehensively as possible (noting the Board may ask for more information or details about the conflict of interest if it is not explained clearly or in sufficient depth).
- Type or write your answers legibly.
- Provide an answer for each question. Do not leave any questions unanswered.

What happens next?

The governing body will submit the completed form with the review plan for Board endorsement.

If your circumstances change, update the form and provide it to the governing body for resubmitting.

This declaration forms part of the Non-State Schools Accreditation Board's procedures for demonstration of compliance with the *Education (Accreditation of Non-State Schools) Act 2017*. All external validators are required under section 2.2 of the Review Program Guidelines to complete this form.

The *Information Privacy Act 2009* and the Information Privacy Principles (IPPs) govern the way the Non-State Schools Accreditation Board deal with your personal information, and the privacy statement sets out how we collect, use, disclose and otherwise manage your personal information.

The Board's privacy statement and policy can be found at: <https://nssab.qld.edu.au/privacy.php>.

Declaration of Conflict of Interest and Management Plan of External Validator

School name: Click or tap here to enter text.

PART A – DETAILS OF EXTERNAL VALIDATOR

External Validator name:

Click or tap here to enter text.

Occupation:

Click or tap here to enter text.

Contact details (including email address and contact number):

Click or tap here to enter text.

Position/title and employer details:

Click or tap here to enter text.

PART B – IDENTIFICATION OF CONFLICT OF INTEREST

Actual, apparent or potential conflict of interest (COI) relates to:

- An **actual** conflict of interest exists where an external validator could be influenced by private interests or associations which would influence decisions made within their role.
- An **apparent** COI arises where it appears that an external validator could be influenced by private interest/s, which could cause a conflict with their official duties, even if they are confident they can remain objective and impartial.
- A **potential** COI may arise where an external validator's future decision making may be influenced by private interests. If not managed, an actual COI may arise if certain conditions are fulfilled.

(the below includes interests held within the past 5 years from the date of the commencement of the Plan).

☐ I cannot identify any conflicts (actual, apparent or potential) in relation to my role as external validator – go to Part D.

- ☐ Close and/or personal relationships
(A personal relationship is a family, personal or social connection between at least 2 people, outside of the usual interactions that professionals would have)
- ☐ Employment or previous employment
(including volunteering with a significant commitment or risk) (e.g. an external validator is/was employed by the school, related schools, or governing body in the past 5 years)
- ☐ Employment arrangement (e.g. workplace or colleagues in the current workplace may have dealings with the relevant school or governing body)
- ☐ Consultant/advisory role (e.g. an external validator provides services in their professional capacity (including being employed by a peak body) to the school, related schools, or governing body)
- ☐ Direct reporting arrangement (e.g. supervision of employees including leadership who are employees of governing body)
- ☐ No reporting arrangement (e.g. employees who work at the same location that do not report to each other)

- ☐ Contract management (e.g. an external validator is also a director of a company or member of an associated body which provides services to or receives benefits from the school or governing body)
- ☐ Investigations and discipline (e.g. the review involves the investigation of a person known to the external validator)
- ☐ Accepting gifts and benefits (e.g. an external validator is offered a gift by a staff member employed by the school, related schools, or governing body)
- ☐ Past connection or association (e.g. child attended the school over 5 years ago)
- ☐ Interest held by a family member or close associate (e.g. a business owned by a family member who may potentially provide services to the services to the school or governing body)
- ☐ Other (e.g. any real or potential risks that may arise in your role as an external validator or any other interests not already listed):

Click or tap here to enter text.

Please provide additional details about the COI issue/s being considered and the situation in which external validator is involved: Please refer to section 2.2 of the guidelines for further information.

Click or tap here to enter text.

PART C – MANAGEMENT PLAN

COI management plan

(Governing body and external validator to jointly develop resolution or management strategies and record here)

Advice and engagement activities undertaken:

- ☐ External validator discussion with representative of governing body ____/____/____
- ☐ Review committee discussion ____/____/____
- ☐ Other, please specify: ____/____/____

Proposed action to be taken to resolve or manage the identified conflict of interest issue/s:

This management plan will ensure conflict of interest risks are managed and resolved in favour of the public interest rather than of the external validator, school or governing body and will be based on the following mitigation strategies:

- ☐ Report: the external validator has reported the interest that is creating or may create the conflict within this form and is confident that the conflict will be managed
- ☐ Restrict: restrictions are placed on the external validator's involvement in the review
- ☐ Recruit: more than one external validator is used to oversee part or all of the review validation process
- ☐ Remove: the external validator removes themselves, or the governing body has opted to remove them, from the Review Plan
- ☐ Relinquish or Resign: the external validator has relinquished their interest that is creating the conflict within the previous 2 years and the past conflict can be managed in the public interest using one of the other options above

Details of the action to be taken: Click or tap here to enter text.

PART D – DECLARATION**External validator declaration:****Governing body declaration:**

(This should not be the principal or staff member of the school)

I [insert external validator's name] declare that:

- ☐ the information provided in this statement properly reflects, to my knowledge, my interests and/or the interests of my partner and/or dependants that may have a bearing, or may be perceived to have a bearing, on my ability to properly and impartially discharge the duties of my role as external validator.
- ☐ the information provided is to meet my obligations as an external validator of a Review Program for the demonstration of compliance with the *Education (Accreditation of Non-State Schools) Act 2017*.
- ☐ a copy of this declaration has been provided to the governing body.
- ☐ within two weeks of my becoming aware of any change to the interests I have declared in this form, I will update my existing COI declaration and management plan and submit the updated form to the governing body.

If a COI has been identified:

- ☐ I agree the above action has been decided upon and will be implemented to resolve and/or manage the identified COI.

I [insert governing body chairperson or delegate name] declare I have received and considered this COI and determine that:

- ☐ a COI does not exist – record of considered declaration to still be attached to Review Plan.
- ☐ a COI **may or does** exist and I agree the above action has been decided upon to resolve and/or manage the identified COI.

X

External validator

____/____/____
Date

X

Governing body chairperson or delegate

____/____/____
Date