

## Non-State Schools Accreditation Board

# Change of attributes of accreditation for accredited school site/s application

*Education (Accreditation of Non-State Schools) Act 2017*

Form CATT-F

### Legislative background

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

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

### Privacy information

Information about the collection of personal information on this form can be found in Section 5 of this application.

### Important information

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

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

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

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

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

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

The Accreditation Act requires the Board to make a decision on an application within six months of lodgement. If the Board requires further time to consider the application, the Board and applicant can agree to extend the time needed to make a decision. Applicants must take this into account when proposing student-intake days to allow sufficient time for consideration of this application. *Therefore, the student-intake day should not be less than six months from the lodgement date.*

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

If accreditation is granted, a school must comply with the accreditation criteria from the school's student-intake day for the change of attribute. If the application relates to adding years of schooling, the Board will conduct an assessment of the school in the final year for each sector of schooling.

### Lodgement

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

## 1. Contact details for application

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

## 2. Application details

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

|                                   |                                              |
|-----------------------------------|----------------------------------------------|
| <b>2.2 Name of governing body</b> | <i>Enter the name of the governing body.</i> |
|                                   |                                              |

|                                   |                                                      |          |  |
|-----------------------------------|------------------------------------------------------|----------|--|
| <b>2.3 Location of the school</b> | <i>Enter the address of the current school site.</i> |          |  |
| Street address                    |                                                      |          |  |
| Suburb/town                       |                                                      | Postcode |  |

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| <b>2.4 Apply to change attributes of accreditation to an existing school site(s)</b><br><br><small>Note: An application to relocate or add an additional site (with or without boarding facilities) is to be lodged using a different application form.</small><br><br><small>This application form is to change the attributes for an existing site(s) of a school.</small> | <i>Indicate below which attribute(s) of accreditation the governing body is applying to change for the existing site(s) of the school. More than one attribute of accreditation may be changed.</i>                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Adding years of schooling.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Change mode of delivery of education.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                              | <small>A school can be accredited to deliver its educational program through classroom education, distance education or both.</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Change attribute of gender offered at a school or site of the school.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Add boarding facilities or change boarding attributes to include additional year levels and/or gender of students.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Special assistance</b><br>Is the change of attributes of accreditation to include providing special assistance to relevant students at an existing site?<br><br><small>The provision of special assistance is the provision of primary or secondary education without tuition fees to students who would not otherwise be enrolled at and attending school while of compulsory school age, or participating in an eligible option full-time, or in paid employment for at least 25 hours each week, during the compulsory participation phase; and are not provisionally registered, or registered for home education.</small> |

### 3. Accreditation attributes

Provide details of the school site that the governing body is applying to change the attributes of accreditation for. Please complete [Appendix 1](#) for any additional sites that this application also relates to.

|                         |                                                                                                                                                          |          |  |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|
| <b>3.1 Site details</b> | <i>Provide details relating to the location of the school site for which the proposed changes to the attributes of accreditation are in relation to.</i> |          |  |
| Street address          |                                                                                                                                                          |          |  |
| Suburb/town             |                                                                                                                                                          | Postcode |  |
| Special assistance      | Is the change of attributes of accreditation to include providing special assistance to relevant students at this existing site?                         |          |  |

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| <b>3.2 Student-intake profile for the site with the proposed attributes changes.</b>                                                                                                                                                                                                      | <p><i>On the student-intake profile below, indicate the year levels, student-intake types, delivery mode and boarding status that are proposed to be offered at the site with the change of attribute(s) of accreditation.</i></p> <p><i>The student-intake day is the date for when each year level is proposed to commence the change of attribute(s) of accreditation.</i></p> <p><i>If the attributes of accreditation for any year level are not being changed, include the current attributes <u>without including</u> a student-intake day to confirm those attributes of accreditation are to be continued.</i></p> |                           |                            |                         |                 |
| <b>Primary education</b><br><br><i>A school may only provide education in the Preparatory Year if the school is accredited to provide for at least Years 1 to 3.</i>                                                                                                                      | <b>Year level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Student-intake day</b> | <b>Student-intake type</b> | <b>Mode of delivery</b> | <b>Boarding</b> |
|                                                                                                                                                                                                                                                                                           | Prep                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |                            |                         |                 |
| <b>Secondary education</b>                                                                                                                                                                                                                                                                | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |                            |                         |                 |
|                                                                                                                                                                                                                                                                                           | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |                            |                         |                 |
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|                                                                                                                                                                                                                                                                                           | <b>Year level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Student-intake day</b> | <b>Student-intake type</b> | <b>Mode of delivery</b> | <b>Boarding</b> |
|                                                                                                                                                                                                                                                                                           | 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |                            |                         |                 |
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| <b>Special education</b><br><br><i>A special school, that is, a school catering exclusively for students with specific low incidence disabilities, such as Autism Spectrum Disorder or multiple impairments, must complete this section if changing an attribute to an existing site.</i> | <b>Education levels</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Student-intake day</b> | <b>Student-intake type</b> | <b>Mode of delivery</b> | <b>Boarding</b> |
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**Attachment 3.2 A**

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

## 4. Accreditation criteria

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

Provide evidence below that the school will comply with these requirements and an outline of how this will be achieved with the inclusion of the proposed change in attributes of accreditation. There may be accreditation criteria that will not be impacted by the change of attribute. Use the text boxes provided and attach further documentation if required.

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| <b>4.1 Administration and governance</b>                                                                    | <i>A school must keep school survey data for the school and associated documents, as well as the school governance and complaint procedure for the proposed school.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>a) School survey data and associated documents</b>                                                       | <p>Provide a statement indicating how the school will keep records relating to school survey data and associated documentation for at least five years after the day the data relates in a way that ensures the integrity and security of the data and documents.</p> <p><i>A school must keep school survey data and associated documents for at least 5 years after the day to which the data relates and in a way that ensures the integrity and security of the data and documents. This data is outlined in Part 4 of the Regulation and includes enrolment and attendance information, as well as other relevant information for collection of school survey data. This data must keep a record of the reasons for the students' absences from the school.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                              |
|  <b>Attachment 4.1 A</b>  | <p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>b) Governance</b><br>Organisational structure                                                            | <p>A school must have a document that outlines the organisational structure for the governance of the school, including the following details—</p> <ul style="list-style-type: none"> <li>(a) the key functions and responsibilities of any person or body that supports the governing body's governance of the school;</li> <li>(b) the reporting arrangements             <ul style="list-style-type: none"> <li>(i) within the school's governing body; and</li> <li>(ii) between the governing body and any person or body that supports the governing body in the governance of the school.</li> </ul> </li> </ul> <p>The school's organisational structure must be designed to ensure the effective, transparent and accountable governance of the school.</p> <p>For guidance, this document may be the governance charter outlining roles, responsibilities and accountabilities of the governing body, directors, and if relevant, any school councils, boards or committees, Chief Executive Officer, school leadership team including the principal, business or financial manager. It may include information on the code of conduct for directors and key personnel.</p> |
|  <b>Attachment 4.1 B</b> | <p>[Required] Provide a document that outlines the organisational structure of the governance arrangements for the school as outlined in the requirements above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Financial arrangements                                                                                      | <p>Provide a statement indicating how the governing body and school will keep records relating to financial arrangements.</p> <p><i>The school must also keep records in relation to the school's financial transactions for at least 5 years after the transactions are entered into.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  <b>Attachment 4.1 C</b> | <p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>c) <i>Complaints procedure</i></p> <p> <b>Attachment 4.1 D</b></p>                                                                                        | <p>A school must have, and implement written processes about receiving, assessing, investigating and otherwise dealing with complaints made by its staff or a student's parent or guardian.</p> <p>The processes must incorporate principles of procedural fairness, including, for example, the right for interested parties to the complaint to be heard.</p> <p>The school's governing body must ensure—</p> <p>(a) staff, students and parents are made aware of the processes; and</p> <p>(b) the processes are readily accessible by staff, students and parents.</p> <p><b>[Required]</b> Provide a copy of the proposed school's complaints procedure.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>4.2 Financial viability</b></p>                                                                                                                                                                                                         | <p><i>A school must have access to adequate financial resources for its viable operation.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>a) <i>Government funding</i></p> <p> <b>Attachment 4.2 A</b></p>                                                                                          | <p>Does the financial viability of the school depend on access to State and Australian government funding?</p> <p><b>[Required]</b> Provide a signed statement or certificate from a qualified person, verifying that the school has access to adequate financial resources for its viable operation.</p> <p>The certified statement or certificate is to provide an overview of the relevant information and/or documentation that was taken into account that should include, but not limited to the following matters:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> projected enrolments</li> <li><input type="checkbox"/> estimated income from State and Australian grant funding</li> <li><input type="checkbox"/> student fees</li> <li><input type="checkbox"/> intended staffing levels</li> <li><input type="checkbox"/> capital outlay for land, building and facilities</li> <li><input type="checkbox"/> other relevant income and expenditure</li> </ul> <p>This statement or certificate should be an official document on letterhead and clearly show the person's qualifications and contain a signed declaration that the person is independent and does not have any direct conflict of interest in providing the verification.</p> <p>As a matter of guidance, a person is not to act as the qualified person if the person is a director of the governing body, is or is to be an employee of the governing body or school, or any associate of those persons (i.e. an associate is a person that is a relative, in partnership with or that could have any control, influence or benefit).</p> <p>For this purpose, the Board has defined a qualified person as one who is:</p> <ul style="list-style-type: none"> <li>a) a qualified accountant within the meaning of the <a href="#">Corporations Act 2001</a> (C'th) or</li> <li>b) a person registered (or taken to be registered) as a company auditor under the <a href="#">Corporations Act 2001</a> (C'th).</li> </ul> |
| <p>b) <i>Qualified person</i></p> <p>Name</p> <p>Position</p> <p>Organisation</p> <p>Relevant qualification</p> <p>Phone</p> <p>Email</p> <p>Declare any relationship with the governing body or school<br/><i>i.e. Appointed auditor</i></p> | <p>Provide details of the qualified person who has prepared the funding viability statement or certificate. This person may be contacted by the Board to obtain clarification or obtain further information.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p><b>4.3 Educational program</b></p> <p>Only complete section 4.3 if the application is to include years of schooling, change the mode of delivery of education and/or include special assistance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><i>A school must have the following:</i></p> <ul style="list-style-type: none"> <li>(a) <i>a written educational program</i></li> <li>(b) <i>a written statement of philosophy and aims</i></li> <li>(c) <i>written processes about students with disability</i></li> <li>(d) <i>if applicable, a written standard of service for delivering distance education</i></li> <li>(e) <i>if applicable, a written standard of service for delivering special assistance.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>a) Curriculum framework</b></p> <p><b>Preparatory to Year 10</b><br/>Accredited schools must implement the Australian Curriculum or a curriculum recognised by ACARA for learning areas in which there is an Australian Curriculum. For other learning areas schools must implement the QCAA syllabus, if available.</p> <p><b>Senior schooling – Years 11 and 12</b><br/>Educational program must have sufficient breadth, depth and balance of learning appropriate to students' phases of development and across a range of learning areas.</p> <p> <b>Attachment 4.3 A</b></p> | <p>Indicate the curriculum framework(s) on which the educational program will be based. More than one option may be selected.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>A school must implement 1 or more of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australian Curriculum</li> <li><input type="checkbox"/> Queensland Curriculum and Assessment Authority syllabus subject/s</li> </ul> <p>Alternative curriculum for learning areas and/or subjects as recognised by Australian Curriculum, Assessment and Reporting Authority:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> International Baccalaureate (PYP and MYP)</li> <li><input type="checkbox"/> Australian Steiner Curriculum Framework</li> <li><input type="checkbox"/> Montessori National Curriculum Framework</li> </ul> <p>The educational program may also include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocational Education and Training courses under the Australian Qualifications Framework</li> <li><input type="checkbox"/> Other courses, programs or studies (<i>provide further details below</i>)</li> </ul>                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>A school accredited for senior secondary education must implement:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Queensland Curriculum and Assessment Authority senior syllabuses; or</li> <li><input type="checkbox"/> International Baccalaureate Organisation program; or</li> <li><input type="checkbox"/> Program or syllabus endorsed by the Queensland Curriculum and Assessment Authority as appropriate for senior secondary education (<i>Documentation must be provided showing evidence of QCAA's endorsement</i>).</li> </ul> <p>The educational program may also include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocational Education and Training courses under the Australian Qualifications Framework</li> <li><input type="checkbox"/> Queensland Curriculum and Assessment Authority recognised course(s) (<i>provide details below</i>)</li> <li><input type="checkbox"/> Other courses, programs or studies (<i>provide further details below</i>)</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>[Optional] If applicable, attach documentation providing further details.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p><b>b) Educational program</b></p> <p>Note: Only complete section 4.3 if the application is to include years of schooling, change the mode of delivery of education and/or include special assistance.</p> | <p>The governing body must be able to demonstrate that the school's written educational program will meet educational standards under section 9 of the Accreditation Regulation.</p> <p>The governing body must provide a school curriculum plan demonstrating how the curriculum will be organised.</p> <p>A school must have a written educational program that:</p> <ul style="list-style-type: none"> <li>(a) has regard to the ages, abilities, aptitudes and development of the school's students; and</li> <li>(b) promotes continuity in the learning experiences of the students; and</li> <li>(c) provides a breadth, depth and balance of learning appropriate to students' phases of development and across an appropriate range of learning areas; and</li> <li>(d) is responsive to the needs of the students; and</li> <li>(e) is consistent with the <a href="#">Alice Springs (Mparntwe) Education Declaration</a>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  <p><b>Attachment 4.3 B</b></p>                                                                                             | <p><b>[Required]</b> If relevant to the proposed change of attribute, provide a school educational curriculum that includes:</p> <ul style="list-style-type: none"> <li>(a) a summary of the learning areas or subjects for each additional year level, new mode of delivery (distance/classroom education) or application for special assistance; and</li> <li>(b) a whole school curriculum and assessment plan/overview; and</li> <li>(c) an explanation of how the program will be implemented considering the needs of the students, the particular philosophy and aims of the school and any other influences e.g. multi-age classes; and</li> <li>(d) an explanation of how time will be allocated across the learning areas or subjects for each year level.</li> </ul> <p>Refer to the Queensland Curriculum and Assessment Authority website for further guidance and assistance. Some helpful websites include:</p> <p><a href="https://www.qcaa.qld.edu.au/p-10/aciq/implementing-aciq/p-10-whole-school-planning">https://www.qcaa.qld.edu.au/p-10/aciq/implementing-aciq/p-10-whole-school-planning</a><br/> <a href="https://www.qcaa.qld.edu.au/senior">https://www.qcaa.qld.edu.au/senior</a><br/> <a href="https://www.acara.edu.au/curriculum">https://www.acara.edu.au/curriculum</a><br/> <a href="https://www.australiancurriculum.edu.au/">https://www.australiancurriculum.edu.au/</a></p> |
| <p><b>c) Statement of philosophy and aims</b></p>                                                                                                                                                            | <p>Provide a statement of philosophy and aims that will be used as the basis for the school's educational program and as a guide for the school's educational and organisational practices.</p> <p>The statement must be consistent with the <a href="#">Alice Springs (Mparntwe) Education Declaration</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  <p><b>Attachment 4.3 C</b></p>                                                                                           | <p><b>[Required]</b> Statement of philosophy and aims.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>d) Students with disability</b></p>                                                                                                                                                                    | <p>Provide documentation demonstrating that the school will comply with the requirements regarding the school's written processes on students with disability.</p> <p>A school must have, and implement written processes about–</p> <ul style="list-style-type: none"> <li>(a) identifying students of the school who are persons with a disability; and</li> <li>(b) devising an educational program, specific to the educational needs of students who are persons with a disability, that complies with– <ul style="list-style-type: none"> <li>(i) the <a href="#">Anti-Discrimination Act 1991</a>; and</li> <li>(ii) the <a href="#">Disability Standards for Education 2005</a> (C'th).</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  <p><b>Attachment 4.3 D</b></p>                                                                                           | <p><b>[Required]</b> Documentation for the school's written processes for students with disability.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>e) <i>Schools delivering distance education</i></p> <p>Applies only to applications for the accreditation attribute of distance education.</p>                                                                                                                          | <p><i>A distance education school must have a written standard of service that is appropriate to the school's distance education students achieving learning standards under the school's educational program.</i></p> <p>The standards must deal with the following–</p> <ul style="list-style-type: none"> <li>(a) the interactive teaching methods to be followed;</li> <li>(b) the communication procedures to be followed by the students and their teachers and tutors;</li> <li>(c) the regular tracking and assessment of work submitted by the students to their teachers;</li> <li>(d) the regular engagement between students and teachers; and</li> <li>(e) the regular monitoring of the students' achievement of learning standards under the educational program.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  <p><b>Attachment 4.3 E</b></p>                                                                                                                                                           | <p><b>[Required only if delivering distance education]</b> Provide documentation demonstrating the school's written standards of service for delivering distance education.</p> <p>Note: Schools accessing courses or subjects from other State and non-State school distance education providers to enhance the curriculum offerings provided at their school are not considered to be offering distance education.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>f) <i>Special assistance schools</i></p> <p>Applies only to applications for the accreditation attribute of special assistance for a school or school site.</p>                                                                                                         | <p>A school must ensure that students to be enrolled at the special assistance school are <b>relevant students</b> in accordance with the meaning of the term in section 14 of the Accreditation Act.</p> <p>Relevant students means students who:</p> <ul style="list-style-type: none"> <li>(a) would not otherwise be— <ul style="list-style-type: none"> <li>(i) enrolled at and attending school while of compulsory school age; or</li> <li>(ii) participating in an eligible option full-time, or in paid employment for at least 25 hours each week, during the compulsory participation phase; and</li> </ul> </li> <li>(b) are not provisionally registered, or registered, for home education under the <a href="#">Education (General Provisions) Act 2006</a>, chapter 9, part 5.</li> </ul> <p>Provide a statement and/or supporting documentation that demonstrates how the school will ensure that students enrolled at the special assistance school are <b>relevant students</b> in accordance with the meaning of the term in section 14 of the Accreditation Act.</p> <p>This documentation may include letters of support from agencies or other schools for which referrals of students will be received.</p> |
|  <p><b>Attachment 4.3 F</b></p> <p>Additional criteria for the educational program for a special assistance school are prescribed under section 13 of the Accreditation Regulation.</p> | <p><b>[Optional]</b> If there is insufficient space, attach documentation supporting your statement.</p> <p>A school's written educational program must promote continuous engagement by the relevant students in primary or secondary education.</p> <p>The school must also have a written standard of service, appropriate to the school's relevant students achieving standards of learning under the educational program.</p> <p>The written standard of service must deal with the following:</p> <ul style="list-style-type: none"> <li>(a) regular tracking and assessment of students' work by their teachers</li> <li>(b) regular monitoring of students'— <ul style="list-style-type: none"> <li>(i) attendance</li> <li>(ii) participation in the program</li> <li>(iii) achievements of learning standards</li> </ul> </li> <li>(c) strategies for engaging the relevant students, and keeping them engaged, in primary or secondary education.</li> </ul>                                                                                                                                                                                                                                                             |
|  <p><b>Attachment 4.3 G</b></p>                                                                                                                                                         | <p><b>[Required only for a special assistance school]</b> Provide documentation to demonstrate the school will meet these requirements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p><b>g) Flexible arrangements approvals</b></p> <p>During the flexible arrangement the student remains enrolled at the school and the school takes the responsibility for ensuring the arrangement meets the educational and individual needs of the student</p> <p> <b>Attachment 4.3 H</b></p> | <p>Provide a statement indicating that the school will comply with the requirements for flexible arrangements as set out in section 182 of the <a href="#">Education (General Provisions) Act 2006</a> and section 14 of the Accreditation Regulation.</p> <p>Flexible arrangements are only required if the arrangement falls outside the eligible options and providers under section 232 of the <a href="#">Education (General Provisions) Act 2006</a>. Students participating in VET courses, apprenticeship or traineeship with an RTO, or undertaking courses at a University, TAFE, another State or non-State school are considered part of the school's educational program and are not a flexible arrangement. Examples of flexible arrangements are a student whose education program is provided by a community organisation in collaboration with the school to meet their individual needs or a student who is involved in theatre/elite sports training for an event/s where the educational program will be delivered by a tutor.</p> <p>[Optional] Documentation to support the statement on flexible arrangements approvals.</p> |
| <p><b>4.4 Student welfare processes</b></p> <p>Section 4.4 must be completed by all applicants.</p>                                                                                                                                                                                                                                                                                | <p><i>A school must comply with the requirements for health, safety and conduct of staff and students inclusive of response to harm.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>a) Health and Safety</b></p> <p> <b>Attachment 4.4 A</b></p>                                                                                                                                                                                                                              | <p>Provide a statement indicating that the school will comply with the health and safety requirements as set out in the <a href="#">Work Health and Safety Act 2011</a> and the <a href="#">Working with Children (Risk Management and Screening) Act 2000</a>.</p> <p>[Optional] Documentation to support the statement on health and safety requirements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>b) Conduct of staff and students and response to harm</b></p> <p> <b>Attachment 4.4 B</b></p>                                                                                                                                                                                             | <p>Provide the written processes for the school regarding the conduct of staff and students, and how the school will respond to harm, or allegations of harm. The processes must comply with section 16 of the Accreditation Regulation.</p> <p>[Required] Written processes about the appropriate conduct of staff and students, school will respond to harm or allegations of harm.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| 4.5 School resources                                                                                                                                                                                                                                                                                                                                                                                               |                    | <p>A school must provide a sufficient number, and appropriate types, of staff necessary for the effective delivery of the school's educational program. Each teacher at the school must be an 'approved teacher' (that is, a person who is a 'registered teacher', or who holds 'permission to teach') under the <a href="#">Education (Queensland College of Teachers) Act 2005</a>. All non-teaching staff must have positive notice blue cards or exemption cards issued by the <a href="#">Public Safety Business Agency</a>.</p> <p>If a school provides boarding facilities the school must provide a sufficient number, and appropriate types, of staff necessary for the effective delivery of the facilities.</p> |                    |                          |                                    |
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| a) Staffing                                                                                                                                                                                                                                                                                                                                                                                                        |                    | <p>Provide the following details relating to staff that are relevant to the application. Complete <a href="#">Appendix 1</a> for each additional site for which the governing body is requesting to change the attributes of accreditation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
| Teaching staff                                                                                                                                                                                                                                                                                                                                                                                                     |                    | <p>Indicate the projected number of full-time equivalent (FTE) registered teachers to be employed by year level and/or teaching area.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                    |                          |                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |                    | Year level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Number of students | Number of teaching staff | Ratio (based on FTE)               |
| Prep to Year 3 sector                                                                                                                                                                                                                                                                                                                                                                                              | Prep               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | 1                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | 2                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
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| Year 4 to Year 6 sector                                                                                                                                                                                                                                                                                                                                                                                            | 4                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | 5                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | 6                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
| Year 7 to Year 10 sector                                                                                                                                                                                                                                                                                                                                                                                           | 7                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
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|                                                                                                                                                                                                                                                                                                                                                                                                                    | 10                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
| Year 11 to Year 12 sector                                                                                                                                                                                                                                                                                                                                                                                          | 11                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | 12                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
| Other                                                                                                                                                                                                                                                                                                                                                                                                              | Ungraded primary   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | Ungraded secondary |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | Leadership         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | Specialist         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
| Non-teaching staff                                                                                                                                                                                                                                                                                                                                                                                                 |                    | <p>Indicate the proposed number of full-time equivalent (FTE) non-teaching staff to be employed and their key responsibilities to accommodate the change in attribute of accreditation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |                          |                                    |
| <p><i>Include the number of non-teaching or auxiliary staff to be employed for administration or clerical duties as well as any non-teaching support staff i.e. teacher aides, youth workers and pastoral care staff.</i></p> <p><b>Boarding staff:</b></p> <p><i>If the school is to provide boarding facilities, please also include details on the number of boarding staff and their responsibilities.</i></p> |                    | Key responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                    |                          | Number of non-teaching staff (FTE) |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                          |                                    |
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| Attachment 4.5 A                                                                                                                                                                                                                                                                                                                                                                                                   |                    | <p>[Optional] If there are insufficient rows in the above tables, attach documentation showing additional staff other than the ones indicated above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    |                          |                                    |

| <p><i>b) Land and buildings</i></p>                                                                                | <p>Does the inclusion of the change in attributes of accreditation require use of any additional land adjoining the school's current site?</p> <p>Schools typically operate on one site, even though the land on which they are situated may comprise of an area of land with several lot and plan numbers. A school is regarded as operating on one site if the area of land on which it operates are adjoining with a common boundary. If the land is physically separate a new site application would need to be lodged.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <p>Planning and building approvals</p>                                                                             | <p>If additional land has been acquired to accommodate the inclusion of the change of attribute, have the necessary planning and building approvals required to commence operations been obtained?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p> <b>Attachment 4.5B</b></p>    | <p><b>[Required]</b> If yes to previous question, provide a copy of all relevant planning and building approval documentation already acquired for the applicable approval pathway.</p> <p>Nominate which of the following approval pathway applies -</p> <ol style="list-style-type: none"> <li>Local Government Areas: <ul style="list-style-type: none"> <li><input type="checkbox"/> Accepted / Accepted Subject to Requirements</li> <li><input type="checkbox"/> Assessable Development</li> </ul> </li> <li>Priority Development Areas: <ul style="list-style-type: none"> <li><input type="checkbox"/> Exempt or Self-Assessable Development Assessable</li> <li><input type="checkbox"/> Development (permissible)</li> </ul> </li> <li>Infrastructure Designation: <ul style="list-style-type: none"> <li>Full process</li> </ul> </li> </ol> <p>Approval timeline</p> <p>If no to previous question, please advise the timeline for seeking the required planning and building approvals by the appropriate local government authority or other authority/s.</p> <p>Note: The school will be unable to commence operations until all necessary planning and building approval documentation has been provided. However, the planning approval documentation may be submitted prior to submitting the building approval documentation, as these two approval processes will not necessarily run parallel with one another.</p> <table border="1"> <thead> <tr> <th>Date</th><th>Event</th></tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> | Date | Event |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Date                                                                                                               | Event                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <p> <b>Attachment 4.5 C</b></p> | <p><b>[Optional]</b> If there are insufficient rows for the timeline, attach documentation showing additional events other than the ones indicated above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p> <b>Attachment 4.5 D</b></p> | <p>Additional buildings</p> <p>Does the inclusion of the change in attributes of accreditation require additional buildings to the school's current site?</p> <p><b>[Required]</b> If so, provide a marked up plan showing the location and description of proposed new buildings and facilities to be included on the school's site.</p> <p>The plan must be sufficient to show the size of the buildings and the location of all the facilities for staff and students. The plan must clearly indicate the area for which the application relates and any other buildings collocated on the site used for other purposes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| <p>c) <i>Educational facilities and materials</i></p> <p> <b>Attachment 4.5 E</b></p> | <p>Provide an outline of the school's educational facilities and materials that support the effective delivery of the school's educational program relevant to the proposed change of attribute(s) of accreditation.</p> <p>A school must have the educational facilities and material necessary for the effective delivery of the school's educational program. This information needs to reflect the high level facilities required to implement the proposed school's educational program for example; information technology facilities, library facilities, specialist teaching facilities such as science, technology, physical education; VET. Detailed information on specific resources is not required.</p> <p>[Optional] Documentation supporting the statement on the school's educational facilities and materials.</p> |
| <p><b>4.6 Improvement processes</b></p> <p> <b>Attachment 4.6 A</b></p>               | <p><i>A school must have a demonstrable, systematic approach about improvement processes for the school.</i></p> <p>Provide a statement demonstrating how the school will have improvement processes that comply with section 20 of the Accreditation Regulation.</p> <p>[Optional] Documentation supporting the statement on improvement processes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## 5. Privacy information

This form collects information to enable the Non-State Schools Accreditation Board to decide whether to approve the changes of attributes of accreditation of the non-State school under the *Education (Accreditation of Non-State Schools) Act 2017*.

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

This form collects personal information about:

- a contact person for the purpose of processing the application; and
- a person authorised by the incorporated governing body to act for and on its behalf for the purpose of processing the application.

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

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

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

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

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

## 6. Declaration

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6.1 Authorised person and declaration</b> | <p><i>The person authorised by the governing body (the applicant) to act for, and on its behalf, for example the chairperson or secretary, is to complete the declaration and provide the contact details requested below.</i></p> <p><i>The authorised person as identified in the 'Declaration' will be contacted on the details provided if any information submitted in this application requires attention/ clarification.</i></p> |
| Declaration                                  | <input type="checkbox"/> I declare that the information provided in this form is, to the best of my knowledge, true and correct.                                                                                                                                                                                                                                                                                                        |
| Full name                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Position in relation to governing body       |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Telephone number(s)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Email address                                |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Date                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**Print form**

**Save form**

## 7. Additional site details

This section should be completed for each additional site when proposing to add year levels, changing attribute of gender, adding/changing boarding attributes for the site.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                           |                                                            |                                                         |                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------|
| <b>7.1 Site details</b><br><br>Street address<br><br>Suburb/town<br><br>Special assistance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Provide details relating to the location of the school site for which the proposed changes to the attributes of accreditation are in relation to.<br><br><div> <div>Postcode</div> </div> Is the change of attributes of accreditation to include providing special assistance to relevant students at this existing site?                                                                                                                                                                                                                                                                                               |                                                           |                                                            |                                                         |                                                 |
| <b>7.2 Student-intake profile for the site with the proposed attributes changes.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>On the student-intake profile below, indicate the year levels, student-intake types, delivery mode and boarding status relevant that are proposed to be offered at the site with the change of attribute(s) of accreditation.</p> <p>The student-intake day is the date for when each year level is proposed to commence the change of attribute(s) of accreditation.</p> <p>If the attributes of accreditation for any year levels is not being changed, include the current attributes <u>without</u> including a student-intake day in order to confirm those attributes of accreditation are to be continued.</p> |                                                           |                                                            |                                                         |                                                 |
| <div> <div>Primary education</div> <div>A school may only provide education in the Preparatory Year if the school is accredited to provide primary education for at least years 1 to 3.</div> </div> <div> <div>Secondary education</div> </div> <div> <div>Special education</div> <div>A special school, that is, a school catering exclusively for students with specific low incidence disabilities, such as Autism Spectrum Disorder or multiple impairments, must complete this section if changing an attribute to an existing site.</div> </div> <div>  <b>Attachment 7.2 A</b> </div> | <b>Year level</b><br><br>Prep<br><br>1<br><br>2<br><br>3<br><br>4<br><br>5<br><br>6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Student-intake day</b><br><br><br><br><br><br><br><br> | <b>Student-intake type</b><br><br><br><br><br><br><br><br> | <b>Mode of delivery</b><br><br><br><br><br><br><br><br> | <b>Boarding</b><br><br><br><br><br><br><br><br> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Year level</b><br><br>7<br><br>8<br><br>9<br><br>10<br><br>11<br><br>12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Student-intake day</b><br><br><br><br><br><br><br><br> | <b>Student-intake type</b><br><br><br><br><br><br><br><br> | <b>Mode of delivery</b><br><br><br><br><br><br><br><br> | <b>Boarding</b><br><br><br><br><br><br><br><br> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Education levels</b><br><br><br><br><br><br><br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Student-intake day</b><br><br><br><br><br><br><br><br> | <b>Student-intake type</b><br><br><br><br><br><br><br><br> | <b>Mode of delivery</b><br><br><br><br><br><br><br><br> | <b>Boarding</b><br><br><br><br><br><br><br><br> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | [Optional] If there are insufficient rows, attach documentation showing additional education levels other than the ones indicated above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                           |                                                            |                                                         |                                                 |

| <b>7.3 School resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><i>A school must provide a sufficient number, and appropriate types, of staff necessary for the effective delivery of the school's educational program. Each teacher at the school must be an 'approved teacher' (that is, a person who is a 'registered teacher', or who holds 'permission to teach') under the <a href="#">Education (Queensland College of Teachers) Act 2005</a>. All non-teaching staff must have positive notice blue cards or exemption cards issued by the <a href="#">Public Safety Business Agency</a>.</i></p> <p><i>If a school provides boarding facilities the school must provide a sufficient number, and appropriate types, of staff necessary for the effective delivery of the facilities.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                      |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <p><b>a) Staffing</b></p> <p><b>Teaching staff</b></p> <p><i>Prep to Year 3 sector</i></p> <p><i>Year 4 to Year 6 sector</i></p> <p><i>Year 7 to Year 10 sector</i></p> <p><i>Year 11 to Year 12 sector</i></p> <p><i>Other</i></p> <p><b>Non-teaching staff</b><br/><i>Include the number of non-teaching or auxiliary staff to be employed for administration or clerical duties as well as any non-teaching support staff i.e. teacher aides, youth workers and pastoral care staff.</i></p> <p><b>Boarding staff:</b><br/><i>If the school is to provide boarding facilities, please also include details on the number of boarding staff and their responsibilities.</i></p> | <p>For the proposed change(s) in attribute(s) of accreditation, provide the following details in relation to staff for any additional sites.</p> <p>Indicate the projected number of full-time equivalent (FTE) registered teachers to be employed by year level and/or teaching area to accommodate the change in attribute of accreditation for the additional site.</p> <table border="1"> <thead> <tr> <th>Year level</th><th>Number of students</th><th>Number of teaching staff</th><th>Ratio (based on FTE)</th></tr> </thead> <tbody> <tr><td>Prep</td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td><td></td></tr> <tr><td>Ungraded primary</td><td></td><td></td><td></td></tr> <tr><td>Ungraded secondary</td><td></td><td></td><td></td></tr> <tr><td>Leadership</td><td></td><td></td><td></td></tr> <tr><td>Specialist</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Indicate the proposed number of full-time equivalent (FTE) non-teaching staff to be employed and their key responsibilities at the additional site.</p> <table border="1"> <thead> <tr> <th>Key responsibility</th><th>Number of non-teaching staff (FTE)</th></tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table> | Year level               | Number of students   | Number of teaching staff | Ratio (based on FTE) | Prep |  |  |  | 1 |  |  |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  |  |  | 6 |  |  |  | 7 |  |  |  | 8 |  |  |  | 9 |  |  |  | 10 |  |  |  | 11 |  |  |  | 12 |  |  |  | Ungraded primary |  |  |  | Ungraded secondary |  |  |  | Leadership |  |  |  | Specialist |  |  |  | Key responsibility | Number of non-teaching staff (FTE) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Year level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Number of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Number of teaching staff | Ratio (based on FTE) |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Prep                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          |                      |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          |                      |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          |                      |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Ungraded secondary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          |                      |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Key responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Number of non-teaching staff (FTE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                      |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  <b>Attachment 7.3 A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>[Optional] If there are insufficient rows in the tables above, attach documentation showing additional staff other than the ones indicated above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                      |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| b) Land and buildings                                                                                       | Provide the details and documentation relating to the land and buildings on the site.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Planning and building approvals                                                                             | Have the necessary planning and building approvals required to commence operations been obtained?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  <b>Attachment 7.3B</b>    | <p><b>[Required]</b> If yes to previous question, provide a copy of all relevant planning and building approval documentation already acquired for the applicable approval pathway.</p> <p>Nominate which of the following approval pathway applies -</p> <ol style="list-style-type: none"> <li>Local Government Areas:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Accepted / Accepted Subject to Requirements</li> <li><input type="checkbox"/> Assessable Development</li> </ul> </li> <li>Priority Development Areas:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Exempt or Self-Assessable Development</li> <li><input type="checkbox"/> Assessable Development (permissible)</li> </ul> </li> <li>Infrastructure Designation:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Full process</li> </ul> </li> </ol> <p>Approval timeline</p> <p>If no to previous question, please advise the timeline for seeking the required planning and building approvals by the appropriate local government authority or authority/s.</p> <p><small>Note: The school will be unable to commence the type of education until all necessary planning and building approval documentation has been provided. However, the planning approval documentation may be submitted prior to submitting the building approval documentation, as these two approval processes will not necessarily run parallel with one another.</small></p> <table border="1" data-bbox="534 1220 1436 1500"> <thead> <tr> <th>Date</th> <th>Event</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> | Date | Event |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Date                                                                                                        | Event                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  <b>Attachment 7.3 C</b> | <p><b>[Optional]</b> If there are insufficient rows for the timeline, attach documentation showing additional events other than the ones indicated above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Additional buildings                                                                                        | Does the inclusion of the change in attributes of accreditation require additional buildings to the school's current site?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  <b>Attachment 7.3 D</b> | <p><b>[Required]</b> If so, provide a marked-up plan showing the location and description of proposed new buildings and facilities to be included on the school's site.</p> <p><small>The plan must be sufficient to show the size of the buildings and the location of all the facilities for staff and students. The plan must clearly indicate the area for which the application relates and any other buildings collocated on the site used for other purposes.</small></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |