

## Non-State Schools Accreditation Board

# New type of education application

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

*Section 19*

*Form NTE-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 9 of this application.

## Important information

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

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

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

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

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

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

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

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

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

## Lodgement

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

## 1. Contact details for application

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

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

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

### 3. Governing body details

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

### 4. Contact details for governing body

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

## 5. Governing body suitability

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |      |  |         |  |         |  |
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| <b>5.1 School's governing body</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>The Board must make a decision about the suitability of a school's governing body.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |      |  |         |  |         |  |
| <p>a) <i>Documentary evidence</i></p> <div data-bbox="113 539 172 607"></div> <p><b>Attachment 5.1 A</b></p> <div data-bbox="113 618 172 685"></div> <p><b>Attachment 5.1 B</b></p> <div data-bbox="113 696 172 763"></div> <p><b>Attachment 5.1 C</b></p> <div data-bbox="113 1021 172 1088"></div> <p><b>Attachment 5.1 D</b></p> | <p>Provide attachments and details, as indicated below, as they relate to the governing body identified under <a href="#">Section 3</a>.</p> <p><i>In making a decision about the suitability of a governing body, the Board may have regard to:</i></p> <ul style="list-style-type: none"> <li><i>the governing body's relationship with other entities;</i></li> <li><i>whether the governing body has appropriate guiding principles and procedures for identifying, declaring and dealing with any conflict of interest a director of the governing body may have in relation to an aspect of the operation of the school;</i></li> <li><i>the conduct of the governing body, or its directors, in relation to the operation of the school.</i></li> </ul> <hr/> <p><b>[Required]</b> A copy of the constitution or like document of the governing body and the rules under which it operates.</p> <hr/> <p><b>[Required]</b> Documentation showing the corporate structure of the governing body, including details of related entities and the relationships between these entities.</p> <hr/> <p><b>[Required]</b> A copy of the policy used by the governing body for identifying, declaring and dealing with any conflicts of interest or potential conflicts of interest a director or member of the executive or management entity of the governing body may have in regard to the operation of the school.</p> <hr/> <p><b>[Optional]</b> Comment on conflict of interest:</p> <hr/> <p><b>[Optional]</b> If there is insufficient space, attach documentation supporting your statement.</p> |  |      |  |         |  |         |  |
| <p>b) <i>Offences - governing body</i></p> <div data-bbox="113 1525 172 1592"></div> <p><b>Attachment 5.1 E</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Has the governing body, as a corporate been convicted of an offence?</p> <p>If the governing body, as a corporate entity, has a conviction for an offence, it is also required to provide details of the nature and circumstances of the commission of the offence.</p> <p>If yes, provide details of the conviction.</p> <table border="1" data-bbox="485 1312 1481 1525"> <tr> <td>Date</td><td></td></tr> <tr> <td>Offence</td><td></td></tr> <tr> <td>Outcome</td><td></td></tr> </table> <hr/> <p><b>[Optional]</b> If there is insufficient space, attach documentation supporting your statement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Date |  | Offence |  | Outcome |  |
| Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |      |  |         |  |         |  |
| Offence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |      |  |         |  |         |  |
| Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |      |  |         |  |         |  |

| c) Director(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Full name as it appears on the blue card or exemption card |             |             | Card type | Blue card or exemption card number                                                                        | Blue card or exemption card expiry date | Date director appointed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------|-------------|-----------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | First name                                                 | Middle name | Family name |           | If an application has been submitted for a renewal of a card, please provide evidence of the application. |                                         |                         |
| <p>The term 'director' means:</p> <ul style="list-style-type: none"> <li>if the governing body is a company under the <a href="#">Corporations Act 2001</a> (C'th) – a person appointed as a director of the governing body, or</li> <li>if the governing body is incorporated under the repealed Religious Educational and Charitable Institutions Act 1861 - a declared director of the governing body; and if all declared directors of the governing body for the time being, nominate a person as a director of the governing body – the person, or</li> <li>otherwise – a person who is, or is a member of, the executive or management entity, by whatever name called, of the governing body.</li> </ul> <p>All directors of a school's governing body are required to hold a <a href="#">current positive notice (blue card)</a> or a <a href="#">current positive exemption notice (exemption card)</a>, prior to lodgement of the application form.</p> | Chairperson:                                               |             |             |           |                                                                                                           |                                         |                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                            |             |             |           |                                                                                                           |                                         |                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | All other directors:                                       |             |             |           |                                                                                                           |                                         |                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                            |             |             |           |                                                                                                           |                                         |                         |
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[Optional] If there are insufficient rows, attach documentation showing additional directors other than the ones indicated above. Alternatively, for existing governing bodies, download a copy of governing body details from NSSAB Online Services and attach here.

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |  |         |  |         |  |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--|---------|--|---------|--|
|  <b>Attachment 5.1 G</b>   | <p><b>[Required]</b> A copy of the positive notice blue card or exemption card, issued by the <a href="#">Public Safety Business Agency</a>, for each director or member of the executive or management entity of the governing body listed above.</p> <p>The governing body of a school is not suitable to be, or to continue to be, a school's governing body unless each director of the governing body has a current positive notice (blue card) or a current positive exemption notice (exemption card).</p> <p>Refer to <a href="http://www.nssab.qld.edu.au">www.nssab.qld.edu.au</a> for further information on directors of a governing body.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |         |  |         |  |
|  <b>Attachment 5.1 H</b>   | <p><b>[Required]</b> Documentation showing the current directors of the governing body.</p> <p>Examples of the types of documentary evidence:</p> <ul style="list-style-type: none"> <li>a) for a company under the <a href="#">Corporations Act 2001</a> (C'th): ASIC Company Extract listing directors;</li> <li>b) Australian Charities and Not-for-profits Commission (ACNC) Register;</li> <li>c) meeting minutes showing election of members for an incorporated association;</li> <li>d) other documentation relevant to the corporate entity that verifies the appointment of the executive management committee i.e. governance charter.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |  |         |  |         |  |
| <p><i>d) Offences – director</i></p>                                                                        | <p>Has any director or member of the executive or management entity of the governing body been convicted of an indictable offence, other than a spent conviction?</p> <p>An indictable offence means an offence that, if it were committed in Queensland, is prosecuted or convicted on a written charge brought against an accused person; and triable before a judge and jury, unless a law expressly states to the contrary. Indictable offence includes an indictable offence dealt with summarily by a magistrate.</p> <p>Conviction for an indictable offence, means being found guilty of the offence, on a plea of guilty or otherwise, whether or not a conviction is recorded.</p> <p>If yes, provide a statement below with details of the indictable offence (the nature and circumstances of the offence).</p> <p>If any of the governing body's directors has a conviction, other than a spent conviction, for an indictable offence, it is also required to provide details of the nature and circumstances of the commission of the offence.</p> <table border="1" data-bbox="518 1164 1444 1366"> <tr> <td>Date</td> <td></td> </tr> <tr> <td>Offence</td> <td></td> </tr> <tr> <td>Outcome</td> <td></td> </tr> </table> | Date |  | Offence |  | Outcome |  |
| Date                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |  |         |  |         |  |
| Offence                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |  |         |  |         |  |
| Outcome                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |  |         |  |         |  |
|  <b>Attachment 5.1 I</b> | <p><b>[Optional]</b> If there is insufficient space, attach documentation supporting your statement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |  |         |  |         |  |

## 6. Accreditation attributes

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

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

|                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                |                           |                            |                         |                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|-------------------------|-----------------|
| e) <i>Student-intake profile at main site</i>                                                                                                                                          | Indicate the proposed student-intake days per year level and select student-intake types, delivery mode, and boarding status relevant to this location. A school can be accredited to deliver its educational program through classroom education, distance education or both. |                           |                            |                         |                 |
| <p>Primary education</p> <p><i>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.</i></p> | <b>Year level</b>                                                                                                                                                                                                                                                              | <b>Student-intake day</b> | <b>Student-intake type</b> | <b>Mode of delivery</b> | <b>Boarding</b> |
| Secondary education                                                                                                                                                                    | Prep                                                                                                                                                                                                                                                                           |                           |                            |                         |                 |
|                                                                                                                                                                                        | 1                                                                                                                                                                                                                                                                              |                           |                            |                         |                 |
|                                                                                                                                                                                        | 2                                                                                                                                                                                                                                                                              |                           |                            |                         |                 |
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|                                                                                                                                                                                        | 5                                                                                                                                                                                                                                                                              |                           |                            |                         |                 |
|                                                                                                                                                                                        | 6                                                                                                                                                                                                                                                                              |                           |                            |                         |                 |
|                                                                                                                                                                                        | <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>Attachment 6.1 C</b>                                                                              | [Optional] If there are insufficient rows, attach documentation showing additional education levels other than the ones indicated above.                                                                                                                                       |                           |                            |                         |                 |

## 7. Accreditation criteria

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

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

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| <b>7.1 Administration and governance</b>                                                                    | <i>Provide details relating to school survey data and associated documents, as well as the school governance and complaint procedure for the school.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>a) <i>School survey data and associated documents</i></p>                                                | <p>Provide a statement indicating how the school will keep records relating to school survey data and associated documentation for at least five years after the day the data relates in a way that ensures the integrity and security of the data and documents.</p> <p>A school must keep school survey data for the school and associated documents for at least 5 years after the day to which the data relates and in a way that ensures the integrity and security of the data and documents. This data is outlined in Part 4 of the Regulation and includes enrolment and attendance information, as well as other relevant information for collection of school survey data. This data must keep a record of the reasons for the students' absences from the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                  |
|  <b>Attachment 7.1 A</b>   | <p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>b) <i>Governance</i></p> <p>Organisational structure</p>                                                 | <p>A school must have a document that outlines the organisational structure for the governance of the school, including the following details—</p> <ul style="list-style-type: none"> <li>(a) the key functions and responsibilities of any person or body that supports the governing body in the administration 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 administration 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 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 7.1 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Financial arrangements</p>                                                                               | <p>Provide a statement indicating how the governing body and school will keep records relating to financial arrangements.</p> <p>The school must also keep records in relation to the school's financial transactions for at least 5 years after the transactions are entered into.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  <b>Attachment 7.1 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 7.1 D</b></p>                                                                                        | <p><i>A school must have, and implement written processes about receiving, assessing, investigating and otherwise dealing with complaints made by its staff or a student's parent or guardian.</i></p> <p><i>The processes must incorporate principles of procedural fairness, including, for example, the right for interested parties to the complaint to be heard.</i></p> <p><i>The school's governing body must ensure—</i></p> <p><i>(a) staff, students and parents are made aware of the processes; and</i></p> <p><i>(b) the processes are readily accessible by staff, students and parents.</i></p> <p><b>[Required]</b> Provide a copy of the school's complaints procedure.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>7.2 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 7.2 A</b></p>                                                                                          | <p>Does the financial viability of the proposed 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 further information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>7.3 Educational program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <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><i>a) Curriculum framework</i></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>Indicate the curriculum 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> |
|  <b>Attachment 7.3 A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>[Optional] If applicable, attach documentation providing further details.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p><i>b) Educational program</i></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, relevant to the new type of education, 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 7.3 B</b></p>                               | <p><b>[Required]</b> Provide a school educational curriculum plan for the new type of education that includes:</p> <ul style="list-style-type: none"> <li>(a) a summary of the learning areas or subjects for each year level; 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/acig/implementing-acig/p-10-whole-school-planning">https://www.qcaa.qld.edu.au/p-10/acig/implementing-acig/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><i>c) Statement of philosophy and aims</i></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 7.3 C</b></p>                             | <p><b>[Required]</b> Statement of philosophy and aims.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><i>d) Students with disability</i></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 7.3 D</b></p>                             | <p><b>[Required]</b> Documentation for the school's written processes for students with disability.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><i>e) Schools delivering distance education</i><br/>Applies only to applications for the accreditation attribute of distance education.</p> | <p>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.</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 7.3 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <p><b>f) Special assistance schools</b></p> <p>Applies only to applications for the accreditation attribute of special assistance at a special assistance site(s).</p>                                                                                             | <p>A school must ensure that students to be enrolled at the special assistance school are <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 7.3 F</b></p>                                                                                                                                                   | <p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Additional criteria for the educational program for a special assistance school are prescribed under section 13 of the Accreditation Regulation.</p>                                                                                                            | <p>A school's written educational program must promote continuous engagement by the relevant students in primary or secondary education.</p> <p>The school must also have a written standard of service, appropriate to the school's relevant students achieving standards of learning under the educational program.</p> <p>The written standard of service must deal with the following:</p> <ul style="list-style-type: none"> <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 7.3 G</b></p>                                                                                                                                                 | <p>[Required only for a special assistance school] Provide documentation to demonstrate the school will meet these requirements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <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>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><b>Attachment 7.3 H</b></p>                                                                                                                                                 | <p>[Optional] If there is insufficient space, attach documentation supporting your statement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <b>7.4 Student welfare processes</b>                                                                      | <i>A school must comply with the requirements for health, safety and conduct of staff and students inclusive of response to harm.</i>                                                                                                                            |
| <p>a) <i>Health and Safety</i></p>                                                                        | <p>Provide a statement indicating that the school complies 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> |
|  <b>Attachment 7.4 A</b> | <p>[Optional] Documentation to support the statement on health and safety requirements.</p>                                                                                                                                                                      |
| <p>b) <i>Conduct of staff and students and response to harm</i></p>                                       | <p>Provide the written processes for the school regarding the conduct of staff and students, and to how the school will respond to harm, or allegations of harm. The processes must comply with section 16 of the Accreditation Regulation.</p>                  |
|  <b>Attachment 7.4 B</b> | <p>[Required] Written processes of conduct of staff and students, and how the school will respond to harm or allegations of harm.</p>                                                                                                                            |

| <b>7.5 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 <a href="#">Blue Card Services</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></p> <p>Include the number of non-teaching or auxiliary staff to be employed for administration or clerical duties as well as any non-teaching support staff i.e. teacher aides, youth workers and pastoral care staff.</p> <p><b>Boarding staff:</b></p> <p>If the school is to provide boarding facilities, please also include details on the number of boarding staff and their responsibilities.</p> <p> <b>Attachment 7.5 A</b></p> | <p>Provide the following details relating to staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Indicate the projected number of full-time equivalent (FTE) registered teachers to be employed by year level and/or teaching area in the first year of operation.</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 in the first year of operation.</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> <tr><td></td><td></td></tr> </tbody> </table> <p>[Optional] If there are insufficient rows in the above tables, attach documentation showing additional staff other than the ones indicated above.</p> |                          |                      |  | Year level | Number of students | Number of teaching staff | Ratio (based on FTE) | Prep |  |  |  | 1 |  |  |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  |  |  | 6 |  |  |  | 7 |  |  |  | 8 |  |  |  | 9 |  |  |  | 10 |  |  |  | 11 |  |  |  | 12 |  |  |  | Ungraded primary |  |  |  | Ungraded secondary |  |  |  | Leadership |  |  |  | Specialist |  |  |  | Key responsibility | Number of non-teaching staff (FTE) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Year level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Number of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Number of teaching staff | Ratio (based on FTE) |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Prep                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ungraded primary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ungraded secondary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specialist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Key responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Number of non-teaching staff (FTE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                          |                      |  |            |                    |                          |                      |      |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |                  |  |  |  |                    |  |  |  |            |  |  |  |            |  |  |  |                    |                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| b) Land and buildings                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Provide the following details and documentation relating to the land and buildings for the new type of education.</p> <p>A school must comply with the requirements of any Act and other law relating to land use, and building and workplace health and safety. If the school provides boarding facilities, the school must have necessary accommodation and associated facilities to ensure the health, safety and welfare of students while boarding.</p> |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Planning and building approvals                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Have the necessary planning and building approvals required to commence operations been obtained?                                                                                                                                                                                                                                                                                                                                                               |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  <b>Attachment 7.5 B</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><b>Nominate which of the following approval pathway applies -</b></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>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Approval timeline                                                                                           | <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 the new 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.</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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  <b>Attachment 7.5 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> <p>Note: The governing body must provide evidence to the Board that all land and building approvals are in place prior to commencement of the new type of education should there be additional building facilities for the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  <b>Attachment 7.5 D</b> | <p><b>[Required]</b> Provide a marked-up plan showing the size of the land, location and description of proposed buildings and facilities for the site(s) to accommodate the new type of education.</p> <p>The plan <b>must</b> be sufficient to show the size of the buildings and the location of all the facilities for staff and students relevant to the application. 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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|  <b>Attachment 7.5 E</b>   | <p>[Optional] Attach documentation demonstrating that the governing body owns or will own the site, or will obtain a legal right to occupy the site for the purposes of establishing the school, if accreditation is granted for the new type of education.</p> <p>Note: This is applicable only if the new type of education is on a new site or additional land.</p>                                                                                                                                                                                                                                                                               |
| <p>c) <i>Educational facilities and materials</i></p>                                                       | <p>Provide an outline of the school's educational facilities and materials that support the effective delivery of the school's educational program.</p> <p>A school must have the educational facilities and material necessary for the effective delivery of the school's educational program. This information needs to reflect the high level facilities required to implement the proposed school's educational program for example; information technology facilities, library facilities, specialist teaching facilities such as science, technology, physical education; VET. Detailed information on specific resources is not required.</p> |
|  <b>Attachment 7.5 F</b>   | <p>[Optional] Documentation supporting the statement on the school's educational facilities and materials.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>7.6 Improvement processes</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 the school has improvement processes that complies with section 20 of the Accreditation Regulation.</p>                                                                                                                                                                                                                                                                                                                                                                                        |
|  <b>Attachment 7.6 A</b> | <p>[Optional] Documentation supporting the statement on improvement processes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## 8. Additional information

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

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

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

This form collects personal information about:

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

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

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

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

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

Certain information collected in this form may also be published on the Board's website and under Open data ([data.qld.gov.au](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.

## 10. Declaration

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>10.1 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 notice is, to the best of my knowledge, true and correct.                                                                                                                                                                                                                                                                                                     |
| Full name                                     | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Position in relation to governing body        | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Telephone number(s)                           | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Email address                                 | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Date                                          | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Print form**

**Save form**

**11. Additional site details**

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

|                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                |                           |                            |                         |                 |
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| <b>11.1 Additional site details and student-intake profile</b>                                                                                                                      | <i>Provide details relating to the location and the student-intake profile of the new site school.</i>                                                                                                                                                                         |                           |                            |                         |                 |
| <b>a) Additional site profile</b>                                                                                                                                                   | Provide the following details for the additional site of the existing school.                                                                                                                                                                                                  |                           |                            |                         |                 |
| Street address                                                                                                                                                                      |                                                                                                                                                                                                                                                                                |                           |                            |                         |                 |
| Suburb/town                                                                                                                                                                         |                                                                                                                                                                                                                                                                                | Postcode                  |                            |                         |                 |
| Real property description of site                                                                                                                                                   | <b>Lot number</b>                                                                                                                                                                                                                                                              | <b>Plan number</b>        |                            |                         |                 |
| <i>Information may be located on council rate notices.</i>                                                                                                                          |                                                                                                                                                                                                                                                                                |                           |                            |                         |                 |
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|  <b>Attachment 11.1 A</b>                                                                          | [Optional] If there are insufficient rows, attach documentation showing additional lot/plan numbers other than the ones indicated above.                                                                                                                                       |                           |                            |                         |                 |
| Current land use zoning                                                                                                                                                             |                                                                                                                                                                                                                                                                                |                           |                            |                         |                 |
| <b>b) Student-intake profile at additional site</b>                                                                                                                                 | Indicate the proposed student-intake days per year level and select student-intake types, delivery mode, and boarding status relevant to this location. A school can be accredited to deliver its educational program through classroom education, distance education or both. |                           |                            |                         |                 |
| <b>Primary education</b><br><i>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.</i> | <b>Year level</b>                                                                                                                                                                                                                                                              | <b>Student-intake day</b> | <b>Student-intake type</b> | <b>Mode of delivery</b> | <b>Boarding</b> |
|                                                                                                                                                                                     | Prep                                                                                                                                                                                                                                                                           |                           |                            |                         |                 |
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| <b>Secondary education</b>                                                                                                                                                          | <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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**c) Special assistance site**

Applies only to applications for the accreditation attribute of special assistance at a special assistance site(s).

Is it proposed for this site to be a special assistance site?

If yes, provide the following information:

A school must ensure that students to be enrolled at the special assistance school site are **relevant students** in accordance with the meaning of the term in section 14 of the Accreditation Act.

Relevant students means students who:

- (a) would not otherwise be—
  - (i) enrolled at and attending school while of compulsory school age; or
  - (ii) participating in an eligible option full-time, or in paid employment for at least 25 hours each week, during the compulsory participation phase; and
- (b) are not provisionally registered, or registered, for home education under the [Education \(General Provisions\) Act 2006](#), chapter 9, part 5.

Provide a statement and/or supporting documentation that demonstrates how the school will ensure that students to be enrolled at the special assistance school site are **relevant students** in accordance with the meaning of the term in section 14 of the Accreditation Act.

This documentation may include letters of support from agencies or other schools from which referrals of students will be received.

**Attachment 11.1 B**

Additional criteria for the educational program for a special assistance school are prescribed under section 13 of the Accreditation Regulation.

[Optional] If there is insufficient space, attach documentation supporting your statement.

A school's written educational program must promote continuous engagement by the relevant students in primary or secondary education for the relevant site.

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.

The written standard of service must deal with the following:

- (a) regular tracking and assessment of students' work by their teachers
- (b) regular monitoring of students'—
  - (i) attendance
  - (ii) participation in the program
  - (iii) achievements of learning standards
- (c) strategies for engaging the relevant students, and keeping them engaged, in primary or secondary education.

**Attachment 11.1 C**

[Required only for a special assistance school site] Provide documentation to demonstrate the school will meet these requirements.

| d) Staffing                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                             | Provide the following details relating to staff for any additional sites.                                                                           |                                    |                      |  |  |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------|--|--|
| Teaching staff                                                                                               | 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.                                                                                                                                                                                          |                                                                                                                                                     |                                    |                      |  |  |
|                                                                                                              | Year level                                                                                                                                                                                                                                                                                                                                                                                                  | Number of students                                                                                                                                  | Number of teaching staff           | Ratio (based on FTE) |  |  |
|                                                                                                              | Prep to Year 3 sector                                                                                                                                                                                                                                                                                                                                                                                       | Prep                                                                                                                                                |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | 1                                                                                                                                                   |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | 2                                                                                                                                                   |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | 3                                                                                                                                                   |                                    |                      |  |  |
|                                                                                                              | Year 4 to Year 6 sector                                                                                                                                                                                                                                                                                                                                                                                     | 4                                                                                                                                                   |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | 5                                                                                                                                                   |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | 6                                                                                                                                                   |                                    |                      |  |  |
|                                                                                                              | Year 7 to Year 10 sector                                                                                                                                                                                                                                                                                                                                                                                    | 7                                                                                                                                                   |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | 8                                                                                                                                                   |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | 9                                                                                                                                                   |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | 10                                                                                                                                                  |                                    |                      |  |  |
|                                                                                                              | Year 11 to Year 12 sector                                                                                                                                                                                                                                                                                                                                                                                   | 11                                                                                                                                                  |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | 12                                                                                                                                                  |                                    |                      |  |  |
|                                                                                                              | Other                                                                                                                                                                                                                                                                                                                                                                                                       | Ungraded primary                                                                                                                                    |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | Ungraded secondary                                                                                                                                  |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | Leadership                                                                                                                                          |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | Specialist                                                                                                                                          |                                    |                      |  |  |
|                                                                                                              | Non-teaching staff<br>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.<br><b>Boarding staff:</b><br>If the school is to provide boarding facilities, please also include details on the number of boarding staff and their responsibilities. | Indicate the proposed number of full-time equivalent (FTE) non-teaching staff to be employed and their key responsibilities at the additional site. |                                    |                      |  |  |
| Key responsibility                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                     | Number of non-teaching staff (FTE) |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                     |                                    |                      |  |  |
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                     |                                    |                      |  |  |
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|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                     |                                    |                      |  |  |
|  <b>Attachment 11.1 D</b> | [Optional] If there are insufficient rows in the tables above, attach documentation showing additional staff other than the ones indicated above.                                                                                                                                                                                                                                                           |                                                                                                                                                     |                                    |                      |  |  |

| e) Land and buildings                                                               |                          | Provide the following details and documentation relating to the land and buildings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |       |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|--|--|--|--|--|--|--|--|--|--|--|--|
| Planning and building approvals                                                     |                          | Have the necessary planning and building approvals required to commence operations been obtained?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |       |  |  |  |  |  |  |  |  |  |  |  |  |
|    | <b>Attachment 11.1 E</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><b>Nominate which of the following approval pathway applies -</b></p> <ol style="list-style-type: none"> <li>Local Government Areas: <input type="checkbox"/> Accepted / Accepted Subject to Requirements<br/> <input type="checkbox"/> Assessable Development </li> <li>Priority Development Areas: <input type="checkbox"/> Exempt or Self-Assessable Development<br/> <input type="checkbox"/> Assessable Development (permissible) </li> <li>Infrastructure Designation: <input type="checkbox"/> Full process </li> </ol>                                                                                                                                                   |      |       |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                     | Approval timeline        | <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><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"> <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> </tbody> </table> | Date | Event |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | <b>Attachment 11.1 F</b> | <b>[Optional]</b> If there are insufficient rows for the timeline, attach documentation showing additional events other than the ones indicated above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>Attachment 11.1 G</b> | <p><b>[Required]</b> Provide a marked-up plan showing the size of the land, location and description of proposed buildings and facilities for the proposed site(s).</p> <p><small>The plan <b>must</b> be sufficient to show the size of the buildings and the location of the 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>                                                                                                                                                                                                                                                                                                                                                                                     |      |       |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>Attachment 11.1 H</b> | <b>[Required]</b> Attach documentation demonstrating that the governing body will own the site or will obtain a legal right to occupy the site for the purposes of establishing the school, if accreditation is granted.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |       |  |  |  |  |  |  |  |  |  |  |  |  |