



Form NSS-501F V1.4

New type of education

Application for accreditation and funding eligibility

Non-State Schools Accreditation Board

NAME OF SCHOOL			Office use only
Details of person to contact about this application			CIS No.
Title (eg Ms, Mrs, Mr, Dr, Pastor)	Given name/s	Preferred first name	
Surname			
Postal address			
		Postcode	
Business telephone	After hours telephone	Fax	Date received
Mobile	Email address		Funding application

Ref: 11/300798

Privacy Information

Form *NSS-501F: New type of education - Application for accreditation and funding eligibility* collects information for the following purposes:

- to enable the Non-State Schools Accreditation Board (the 'Board') to decide whether to approve the new type of education under the [Education \(Accreditation of Non-State Schools\) Act 2001](#) (the 'Accreditation Act'); and
- where applicable, to enable the Non-State Schools Eligibility for Government Funding Committee (the 'Funding Committee') to make a recommendation to the Minister for Education (the 'Minister') about whether to grant eligibility for government funding status under the Accreditation Act; and
- where applicable, to enable the Minister to decide whether to grant eligibility for government funding status under the Accreditation Act.

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 governing body to act for and on its behalf for the purpose of processing the application; and
- the directors or members of the executive management group of the 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 Minister for Education;
- relevant areas of the Queensland Department of Education and Training;
- assessors and auditors appointed under the Accreditation Act; and
- any person who inspects an application or asks the applicant for a copy of an application under sections 82 or 83 respectively of the Accreditation Act.

The Accreditation Act can be viewed at the Queensland Parliamentary Counsel website at <https://www.legislation.qld.gov.au/OQPCHome.htm>. Click on **Current Legislation**, then **Alphabetical Listing**.

PLEASE NOTE

Attachments must be labelled with the corresponding number and title of the related item in the application form.

PART 1: APPLICANT DETAILS

1. Applicant

Name of the governing body applying for accreditation of a new type of education for the school.

The governing body for the new type of education must be the same governing body as that of the school identified on the front of this form.

2. Details of governing body

Attach all of the following:

- (i) a copy of the constitution, or like document, of the governing body and the rules under which it will operate;
- (ii) documentation showing the corporate structure of the governing body, including details of related entities and the relationships between these entities;
- (iii) documentation showing the current directors of the governing body, for example an Australian Securities & Investments Commission Company Extract;
- (iv) a copy of the positive notice (blue card) or positive exemption notice (exemption card) issued by the Public Safety Business Agency for each director or member of the executive management group of the governing body; and
- (v) 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 management group of the governing body may have in regard to the operation of the school.

3. Offences

- (a) Has any director or member of the executive management group of the governing body been convicted of an indictable offence?
 - Yes If Yes, attach details
 - No
- (b) Has the governing body been convicted of an offence?
 - Yes If Yes, attach details
 - No

4. Is this application seeking eligibility for government funding for the new type of education?

- (a) Is this application seeking eligibility for government funding for the new type of education?
 - Yes If Yes, address all of the remaining questions in this Item
 - No If No, go to Item 5
- (b) Is the school to be operated on a not-for-profit basis?
 - Yes
 - No

Note: A school is **operated on a not-for-profit basis** only if any profits made from the school's operation are used entirely to advance the school's stated philosophy and aims. Only schools operating on a not-for-profit basis are eligible for government funding.

- (c) In relation to the operation of the school, has the governing body entered into any prohibited arrangement?
 - Yes
 - No
- (d) In relation to the operation of the school, does the governing body intend to enter into any prohibited arrangement?
 - Yes
 - No

Note: A **prohibited arrangement** is a contract or arrangement entered into by a school's governing body and a for-profit entity not dealing with each other at arm's length.

- (e) Currently, is there a direct or indirect connection between the governing body and any for-profit entity?
 - Yes
 - No

If Yes, attach a statement explaining how the governing body is ensuring that there are no connections between it and any for-profit entity that could reasonably be expected to compromise its

independence when making financial decisions.

- (f) With the introduction of the new type of education, will there be a direct or indirect connection between the governing body and any for-profit entity?

- Yes
 No

If Yes, attach a statement explaining how the governing body intends to ensure that there will be no connections between it and any for-profit entity that could reasonably be expected to compromise its independence when making financial decisions.

PART 2: DETAILS OF NEW TYPE OF EDUCATION (GENERAL)

Note: If the school is to operate on more than one site, please complete Appendix 1 for each site other than the one indicated below.

5. Type of education

Tick to indicate the new type of education for which accreditation is being sought.

- Primary education
 Secondary education
 Special education

6. Location of site

Complete the following details:

Street address

	Postcode

Real property description of site

Lot no.	Plan no.

Current land use zoning

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7. Student-intake profile

Indicate the proposed student-intake days for each level of schooling and tick the boxes relevant to this site.

Preparatory Year to Year 6

Yr	Student-intake day	Gender of students	Delivery mode*	Boarding students
PY	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
1	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
2	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
3	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
4	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
5	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
6	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m

* Mode of delivery may be classroom (c) or distance education (d) or both.

Year 7 to Year 12

Yr	Student-intake day	Gender of students	Delivery mode*	Boarding students
7	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
8	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
9	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
10	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
11	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
12	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m

* Mode of delivery may be classroom (c) or distance education (d) or both.

Special education (special schools only)

Education levels	Student-intake day	Gender of students	Boarding students
	___/___/___	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m
	___/___/___	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m
	___/___/___	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m
	___/___/___	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m
	___/___/___	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m

8. Special assistance

A school may be accredited for special assistance at the main site and/or at an additional site.

- (a) Is this site to be a special assistance site?
- Yes If Yes, address all of the remaining questions in this Item
- No If No, go to Item 9
- (b) Are all students to be enrolled at this site relevant students in accordance with the meaning of the term in section 13A of the Accreditation Act?
- Yes
- No
- (c) Attach a statement that demonstrates the school will have a process to ensure that only relevant students (Accreditation Act, section 13A) will be enrolled at the site.
- (d) Are all students to be enrolled at this site to be provided with primary and/or secondary education without tuition fees?
- Yes
- No
- (e) Attach a statement that demonstrates how the special assistance school's written educational program will promote continuous engagement by the relevant students in primary and/or secondary education?
- (f) Attach a statement that demonstrates the school will have a written standard of service that deals with:
- (i) regular tracking and assessment of students' work;

- (ii) regular monitoring of students':
- attendance;
 - achievement; and
 - participation in the program; and
- (iii) strategies for engaging the students, and keeping them engaged, in primary or secondary education.

9. Statement of philosophy and aims

Attach a statement of the philosophy and aims of the school that is consistent with the *Melbourne Declaration on Educational Goals for Young Australians*.

10. Curriculum model

- (a) Tick the appropriate box or boxes to indicate the curriculum model/syllabus framework on which the educational program will be based.
- Australian Curriculum
- Queensland Curriculum and Assessment Authority
- Vocational Education and Training
- Other, please specify _____

- (b) If Other, attach details to show that the use of other syllabus frameworks or course materials will enable students to at least achieve Queensland standards of learning or comparable standards.

11. Educational program, student welfare, school improvement processes and distance education delivery standard

To be accredited for a new type of education, a school must have the following within the provisional accreditation period:

- (i) a written educational program. Attach a statement that demonstrates the scope and range of learning areas, subjects and VET courses that will be the basis of the educational framework offered at the school for each year level. This framework must have regard to section 7 of the [Accreditation Regulation](#);
- (ii) written processes about students with disability;
- (iii) written processes about the health and safety of students and staff;
- (iv) written processes about the appropriate conduct of staff and students;
- (v) a demonstrable systematic approach about school improvement processes; and

- (vi) if applicable, a written standard of service for delivering distance education.

Attach statements indicating that the governing body will comply with these requirements within the provisional accreditation period and provide outlines of how this will be achieved.

12. Flexible arrangements

The governing body, or an authorised staff member of a non-state school, may approve flexible arrangements for a student of compulsory school age. Under these arrangements a student participates in the school's educational program, other than in the usual way.

Attach a statement indicating that the governing body will comply with the requirements for these flexible arrangements as set out in legislation.

13. Staffing

Attach the following:

- (i) a table showing the projected number of full-time equivalent registered teachers to be employed, by year level and/or teaching area; and
- (ii) a table showing the proposed number of full-time equivalent non-teaching staff to be employed and their key responsibilities.

14. Land and buildings

Attach the following:

- (i) preliminary site plan/s for the location(s) of the school;
- (ii) documents demonstrating that the governing body will own the site(s) or will obtain a legal right to occupy the site(s) for the purposes of establishing the school, if accreditation is granted; and
- (iii) timelines for seeking zoning and other land-use consent and necessary approvals by the appropriate local government authority or authorities.

15. Educational facilities and materials

Attach a description of the school's educational facilities and materials that support the effective delivery of the proposed educational program for the type of education.

16. Financial viability

- (a) Does the financial viability of the school depend on access to state and commonwealth government funding?

Yes

No

- (b) Attach a statement or certificate from a qualified person verifying that the school has

access to adequate financial resources for its viable operation.

This statement or certificate is to be an official document on letterhead and clearly showing the person's qualifications.

PART 3: GOVERNMENT FUNDING ELIGIBILITY

Note: This part is to be completed only if the applicant is making application for government funding eligibility for the new type of education.

Government funding eligibility is a prerequisite to receiving Queensland Ministerial allowances and capital assistance.

17. Funding eligibility

- (a) Is funding eligibility sought for all aspects of the type of education?

Yes

No

- (b) If No, identify the operational aspects for which funding is being sought:

18. Catchment area of the school

The catchment area is defined in the Accreditation Act as the geographical area in which at least 80 per cent of the school's students reside or are likely to reside.

Attach the following:

- (i) a description and map/s of the intended catchment area of the type of education with the catchment boundary and Statistical Areas Level 2 (SA2s) clearly marked on the map/s. Details of the SA2 boundaries are available from the Queensland Government Statistician's Office, Queensland Treasury;

- (ii) a statement of supportive argument for both:

- the selection of the SA2s included in the catchment area; and
- the exclusion of the SA2s that are adjacent to the catchment area boundary;

- (iii) for both the first and fifth year of operation, a list of the SA2s that comprise the catchment area (ranked by magnitude of prospective

student enrolments by percentage and numbers);

- (iv) a list of the SA2s that comprise the catchment area ranked by proximity to the school; and
- (v) the catchment area map showing:
 - the location of the school; and
 - the names and locations of all existing schools, both state and non-state.

19. Educational choice

If it is claimed that the new type of education is offering a significant new element of choice for schooling in the catchment area, attach a statement explaining the features that are not currently available in existing schools, for example:

- (i) the school's philosophical or religious foundations;
- (ii) the educational program and mode of delivery;
- (iii) the student welfare and pastoral care provisions; and/or
- (iv) any other factors.

Note: The Funding Committee's consideration of the educational choice criterion may include matters other than those noted above.

20. Anticipated enrolments

Attach a table of the anticipated enrolments by year level or age for the five years from the initial student-intake day. Indicate the number of any intended overseas students separately.

21. Minimum enrolments

If necessary, attach an explanation for periods when the minimum enrolment requirements under the Accreditation Act are not likely to be met.

22. Projected population of school-age students

Attach the following:

- (i) a table showing data on the projected population of school-age students in the catchment area by relevant age for the first and fifth years of the proposed type of education; and
- (ii) details of the projected population data, as provided by the Queensland Government Statistician's Office, Queensland Treasury.

23. Anticipated share of cohort

Attach supporting argument for the share of the total cohort of school-age students in the catchment area, by age or year level, that is claimed as the anticipated enrolment in the type of education.

24. Public notification

Attach the following:

- (i) a statement on how the public notification requirements will be met;
- (ii) a copy of the public notice to be published; and
- (iii) a list of recipients required to be given a Catchment Area Notice.

25. Impact on other schools (Optional)

Attach a statement on the likely impact the operation of the new type of education will have on any other state and non-state schools in the catchment area within the first five years of its operation.

The statement would address the impact on existing schools in terms of:

- (i) changes to their enrolments;
- (ii) changes to their curriculum offerings;
- (iii) their future viability; and
- (iv) positive effects.

26. Unfilled enrolment capacity (Optional)

Attach a statement that comments on the current demand for student places and the likely effect of establishing the new type of education on the overall unfilled enrolment capacity of other schools in the catchment area.

Declaration

The person authorised by the incorporated governing body to act for and on its behalf, for example, the chairperson or secretary, is to sign the declaration and provide the contact details requested below.

I, *(print full name here)*

of *(print full address here)*

declare that the information provided in and attached to this application is, to the best of my knowledge, true and correct.

Signature of declarant

Date

Contact details

Postal Address	
	Postcode
Business telephone	After hours telephone
Mobile	Fax
Email address	

APPENDIX 1

To be completed for each additional site when a new type of education will operate on more than one site.

1. Location of additional site

Complete the following details:

Street address

Postcode

Real property description of site

Lot no.	Plan no.

Current land use zoning

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2. Student-intake profile for the additional site

Indicate the proposed student-intake days for each level of schooling and tick the boxes relevant to this site.

Preparatory Year to Year 6

Yr	Student-intake day	Gender of students	Delivery mode*	Boarding students
PY	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
1	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
2	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
3	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
4	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
5	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
6	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m

* Mode of delivery may be classroom (c) or distance education (d) or both.

Year 7 to Year 12

Yr	Student-intake day	Gender of students	Delivery mode*	Boarding students
7	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
8	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
9	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
10	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
11	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m
12	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> f <input type="checkbox"/> m

* Mode of delivery may be classroom (c) or distance education (d) or both.

Special education (special schools only)

Education levels	Student-intake day	Gender of students	Boarding students
	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m
	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m
	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m
	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m
	__/__/__	<input type="checkbox"/> f <input type="checkbox"/> m	<input type="checkbox"/> f <input type="checkbox"/> m

3. Is this additional site to be a special assistance site

A school may be accredited for special assistance at the main site and/or at an additional site.

- (a) Is this site to be a special assistance site?
 - Yes If Yes, address all of the remaining questions in this Item
 - No If No, go to Item 4 of this Appendix
- (b) Are all students to be enrolled at this site relevant students in accordance with the meaning of the term in section 13A of the Accreditation Act?
 - Yes
 - No
- (c) Attach a statement that demonstrates the school will have a process to ensure that only relevant students (Accreditation Act, section 13A) will be enrolled at the site.

(d) Are all students to be enrolled at this site to be provided with primary and/or secondary education without tuition fees?

Yes

No

(e) Attach a statement that demonstrates how the special assistance school's written educational program will promote continuous engagement by the relevant students in primary and/or secondary education?

(f) Attach a statement that demonstrates the school has a written standard of service that deals with:

(i) regular tracking and assessment of students' work;

(ii) regular monitoring of students':

- attendance;
- achievement; and
- participation in the program; and

(iii) strategies for engaging the students, and keeping them engaged, in primary or secondary education.

4. Anticipated enrolments at this additional site

Attach a table of the anticipated enrolments by year level or age for the five years from the initial student-intake day. Indicate the number of any intended overseas students separately.

5. Minimum enrolments at this additional site

If necessary, attach an explanation for periods when the minimum enrolment requirements under the Accreditation Act are not likely to be met.