Strategic Plan 2012–2016

Non-State Schools Accreditation Board

The Non-State Schools Accreditation Board (the “Board”) was established on 21 September 2001 under the Education (Accreditation of Non-State Schools) Act 2001 (the “Act”). The Board’s statutory responsibilities include the accreditation of new non-State schools in Queensland and the monitoring of the ongoing compliance of non-State schools with the prescribed accreditation criteria.

Non-State Schools Eligibility for Government Funding Committee

The Act also provides for the establishment of the Non-State Schools Eligibility for Government Funding Committee (the “Committee”), which is a Committee of the Board. The Committee has statutory responsibility for assessing applications for Government funding and making recommendations to the Minister for Education, Training and Employment on funding eligibility.

The Minister is responsible for deciding whether a non-State school's governing body is eligible for Government funding for the school.

Vision

The Board

Promoting excellence in education in the non-State schooling sector by the upholding of standards, the maintenance of public confidence and the fostering of educational choices.

The Committee

Upholding the principles on which Government funds are distributed to non-State schools by applying the legislated criteria for eligibility for Government funding in a just and impartial manner.

Purpose

To promote excellence in education in the non-State schooling sector through a range of strategies and activities that assess and decide applications for accreditation, monitor continuing compliance of non-State schools with the requirements of legislation, assess and make recommendations on applications for eligibility for government funding and overall to provide quality advice and information to the Minister and all stakeholders.

Values

Members of the Board and the Committee are committed to the following values, which they believe are critical in producing the best, most equitable and just decisions:

Integrity

We adopt a non-partisan approach to our work and are committed to being professional and ethical.

Objectivity, impartiality and independence

We are committed to acting in an objective, diligent and impartial manner.

Honesty

We are committed to being fair, trustworthy and straightforward.

Respect for others

We will treat all people with respect and courtesy, be open to views that may be different from our own and promote the development of supportive working relationships within the educational and wider communities.

Consistency

We will perform our functions in a consistent manner that is, as far as possible, free from arbitrary variation or contradiction.

Credibility

We are committed to performing our functions in a way that promotes the Board and the Committee as worthy of confidence.

Transparency

We are committed to openness and accountability.

Excellence

We are committed to achieving quality outcomes and striving for excellence in everything that we do.

These values are consistent with the responsibilities of members in the Code of Conduct made under the Public Sector Ethics Act 1994.

Contribution to government objectives for the community

The Board and the Committee contribute to government objectives for the community – restoring accountability in Government by:

(a) upholding the standards of education in non-State schools;
(b) maintaining public confidence in the operation of non-State schools;
(c) facilitating educational choice in Queensland; and
(d) providing the basis for sound decisions about Government funding for non-State schools.
Roles

The Non-State Schools Accreditation Board was established by the *Education (Accreditation of Non-State Schools) Act 2001*. The functions of the Board are to:

(a) assess applications for accreditation of non-State schools;
(b) accredit schools complying with the accreditation criteria;
(c) keep a register of provisionally accredited, and accredited, non-State schools;
(d) monitor whether –
   (i) accredited schools continue to comply with the accreditation criteria;
   (ii) the governing body of a provisionally accredited, or accredited, school is suitable to continue to be the school’s governing body; and
   (iii) a Government-funded school is a school not being operated for profit; and
   (iv) the governing body of a Government-funded school is not a party to a prohibited arrangement in relation to the operation of the school; and
   (v) there is no direct or indirect connection between the governing body of a Government-funded school and a for-profit entity that could reasonably be expected to compromise the independence of the governing body when making financial decisions;
   (vi) examine, and advise the Minister about, the operation of the accreditation scheme under the Act.

Through such actions, the Board facilitates high quality non-State schooling and educational choice throughout Queensland.

Under the Act, the Non-State Schools Eligibility for Government Funding Committee has the following functions:

(a) assessing the eligibility of the governing bodies of non-State schools for Government funding; and
(b) making recommendations for the Minister’s consideration.

Challenges

The environment in Queensland is dynamic in relation to the provision of education, and this is reflected particularly in:

(a) proposal to include year 7 as part of secondary education and omit that year from primary education;
(b) implementation of the Australian school curriculum;
(c) the changing demographics of Queensland;
(d) the educational needs of the young people of Queensland;
(e) the education agenda of the Commonwealth and State government;
(f) recovering economy;
(g) the public interest in child protection and student welfare;
(h) changes to child protection legislation and its implementation; and
(i) proposal to establish Queensland Schools Plan Commission.

In view of this environment the Board and Committee acknowledges the importance of these factors on their operations, particularly in relation to:

(a) the non-State school governance structures and practices;
(b) continuing enhancements to Government regulation relating to child protection and student welfare and in other related areas;
(c) changes in education policy, programs and practice;
(d) integrity of information provided by governing bodies of non-State schools to the Board, the Committee and the Minister;
(e) population growth;
(f) demographic changes requiring a flexible approach to the provision of education;
(g) social, cultural, technological, commercial, educational and economic change;
(h) the provision for educational services to meet the changing needs of families;
(i) a culturally diverse student population; and
(j) Government budgetary and financial objects relating to education.
**Key result area 1: Provisional accreditation and continuing accreditation**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
<th>Performance indicators</th>
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| • To assess and decide applications for accreditation in the most effective and efficient manner | • Operate a fair and robust accreditation regime  
• Seek high-quality advice and information from appropriate sources | • Percentage of applications for accreditation decided within regulatory timeframes  
• Client satisfaction level with processing arrangements for and timeliness of decisions on applications is deemed acceptable |
| • To monitor the continuing compliance of non-State schools with the requirements of the legislation | • Monitor continuing suitability of governing body  
• Monitor compliance with legislation and encourage quality assurance practices through the cyclical review program of non-State schools  
• Utilise assessors to monitor compliance of non-State schools with the requirements of the legislation | • Annual governing body and monthly positive notice update programs  
• Percentage of submitted cyclical review reports assessed by the Board  
• Percentage of scheduled assessments completed by Board under the Act in the following categories: provisional, new sector, new site and investigation assessments |

**Key result area 2: Eligibility for Government funding recommendations**

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<tr>
<th>Goals</th>
<th>Strategies</th>
<th>Performance indicators</th>
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| • To assess and make recommendations on applications for eligibility for government funding | • Apply fair and efficient processes to assess the funding eligibility of applicants for eligibility for government funding  
• Seek high-quality advice and information from appropriate sources | • Percentage of applications assessed for eligibility for government funding within regulatory timeframes |

**Key result area 3: Communications and stakeholder relationships**

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<th>Goals</th>
<th>Strategies</th>
<th>Performance indicators</th>
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| • To provide quality advice and information about accreditation and funding eligibility to the Minister and all stakeholders | • Ensure information on accreditation and funding of non-State schools on the Board’s website and in its publications is clear, current and readily accessible  
• Develop and publish Annual Report  
• Maintain accurate and reliable data on all non-State schools  
• Meet regularly with Minister  
• Conduct a program of regional meetings and school visits  
• Provide telephone and email advice by Secretariat to stakeholders | • Board publications and the Board website are current and readily available to interested parties  
• Client satisfaction level  
• Two regional visits undertaken annually |
Key result area 4: Board and Committee performance

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<th>Goals</th>
<th>Strategies</th>
<th>Performance indicators</th>
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<tbody>
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<td>- To pursue best practice in fulfilling Board and Committee functions</td>
<td>- Monitor and improve Board and Committee policies, processes and guidelines</td>
<td>- Board guidelines and policies updated and revised as required</td>
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<td>- Conduct ongoing professional development</td>
<td>- Percentage attendance at meetings</td>
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<td>- Monitor the policy and procedures for addressing complaints relating to the compliance of non-State schools with the accreditation criteria in a timely and efficient manner</td>
<td>- Self-audit of processes and guidelines</td>
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<td>- Collect annual school survey data</td>
<td>- Time taken for Board to initially examine complaint and decide on further action</td>
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<td>- Audit minimum of 10% of non-State schools for accuracy of annual school survey data collection</td>
<td>- Complete annual school survey data collection as prescribed</td>
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<td>- Conduct annual government grants and allowances acquittal program</td>
<td>- Percentage of non-State schools audited</td>
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<td>- Manage the Board’s budget effectively</td>
<td>- Collect allowance acquittal details as prescribed</td>
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<td>- Unqualified audit</td>
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Key result area 5: Optimal statutory framework, and its effective and efficient implementation

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<th>Goals</th>
<th>Strategies</th>
<th>Performance indicators</th>
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<td>- High-quality statutory accreditation scheme for non-State schools, which serves to maximise the education of students through effective and efficient application</td>
<td>- Continually monitor the operation of the accreditation scheme, and work to further strengthen the statutory and corporate arrangements underpinning that scheme, and advise the Minister if the Board considers strengthening required</td>
<td>- Systems for monitoring the operation of the accreditation scheme and its underpinning processes</td>
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<td>- Minister informed by the Board’s advice</td>
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<td>- Systems in place for the expeditious examination of, and provision of advice on, received material</td>
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<td>- Minister or department, as the case may be, informed by the Board’s advice</td>
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<td>- Upon request from the Minister, or the department, examine material (including draft legislation) provided which is connected with the accreditation scheme, and provide meaningful and timely feedback thereon</td>
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