Information Booklet on 2015 Round Applications

Australian Government Grants
General Element Capital

Queensland State Government Grants
Capital Assistance Scheme
External Infrastructure

Capital Applications close: Monday 2 March 2015

Queensland Independent Schools
Block Grant Authority Limited
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State Government Capital Grants                       http://education.qld.gov.au

Fidelity of Information
Since fraudulent conduct and giving false and misleading information are offences under the Criminal Code (Commonwealth), the BGA is expected to take all reasonable steps to prevent fraud on the Australian and Queensland State Government when schools provide application information, accountability and certification documents.

Disclaimer
The information in this booklet is correct at the time of printing. QIS BGA’s processes and requirements may be subject to change when directives from the Australian and State Governments are received. Should such directives result in amendments to processes (including updates to the BGA website) or information outlined herein, changes will be made in the next version of this booklet. While QIS BGA will attempt to make all schools aware of such amendments, it takes no responsibility for amended information or processes resulting from such directives.
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INTRODUCTION

The purpose of this Information Booklet is to inform schools and interested parties of the general requirements of the Australian Federal and Queensland State governments when considering an application for capital funding. For more details relating to these requirements, applicants should access the relevant webpages for the programs listed below.

Schools are invited to make application for Capital Grants from the Commonwealth and State Governments towards eligible projects in the 2015 Round. Applications should target facility needs for 2017 enrolments. The programs being administered in the 2015 Round are:

- Australian Government Capital Grants (General Element)
- State Government Capital Grants (Capital Assistance Scheme)
- State Government External Infrastructure Subsidy Grants (EI)

TIMETABLE OF ACTIVITIES

The timetable for the 2015 Round is as follows:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 October - 14 November 2014</td>
<td>Capital Funding Seminars presented throughout Queensland.</td>
</tr>
<tr>
<td>8 December 2014 – 20 February 2015</td>
<td>Access to web-based Application provided on request.</td>
</tr>
<tr>
<td>Monday 2 March 2015 (at 11.59pm)</td>
<td>Applications close for all programs administered by QIS BGA.</td>
</tr>
<tr>
<td>April – August 2015</td>
<td>Visits to applicant schools by QIS BGA Committee Members.</td>
</tr>
<tr>
<td>Early September 2015</td>
<td>Finalisation of assessment of applications.</td>
</tr>
<tr>
<td>30 September 2015</td>
<td>Recommendations to Australian and State Governments.</td>
</tr>
<tr>
<td>Early December 2015</td>
<td>Announcement of Australian and State Government grants to schools.</td>
</tr>
<tr>
<td>2016</td>
<td>Construction of projects and commencement of grant payments.</td>
</tr>
<tr>
<td>2017</td>
<td>Occupancy of completed buildings. Complete accountability.</td>
</tr>
</tbody>
</table>
POLICIES AND PROCEDURES

The Queensland Independent Schools Block Grant Authority (QIS BGA) ensures that its policies and procedures are in line with the legislation and guidelines provided by each level of Government. Such policies and procedures are applied when making Capital grant recommendations to the Australian and State Government Ministers for Education. It is the intent of the QIS BGA to not only follow the precise “letter of the law” as set out in the legislation and the guidelines, but also to endeavour to ascertain the “intent” of the legislation, as interpreted by the Government of the day. The Directors have formalised the following guidelines to be used in the assessment of applications for Capital assistance.

1. The Similarity of Australian and State Government Legislation and Guidelines

Subject to authority of the respective Ministers for Education, the QIS BGA administers both Australian Government and State Government Capital funds for Independent Schools in Queensland.

In determining accurate application of the State and Australian Government legislation and guidelines, QIS BGA has adopted the policy wherein the intent of both sets of legislation is the same in “ensuring that all funds are allocated on the basis of educational and financial need (socio-economic disadvantage)” and that “All eligible applicants may not receive assistance as a matter of course” (State Govt. Guidelines 2005; Item 10(2); Aust. Govt. Guide to the Education Act 2013; Sect B.3. Capital Grants Operating Manual para. 10).

The State legislation requires the ranking of schools in order of educational and financial need. This is also reflected in the Australian Government requirement that “projects must be ranked for funding primarily on the basis of educational disadvantage of the student population of the school” (Aust. Govt Capital Grants Operating Manual para. 57, 58, 59).

While the State and Australian Government legislation and guidelines by which QIS BGA must operate are very similar, there are some differences of emphasis which QIS BGA is obliged to recognise. The main difference is the requirement that in judging whether a school is eligible for Australian Government Capital funds, the QIS BGA is obliged to take into consideration how the project will contribute to the Commonwealth Program Objectives and the SES scores of applicant schools (Aust Govt Capital Grants Operating Manual para.10,54, Appendix 4).

2. Primacy of Funding Core Curriculum Spaces

The primary function of the Australian and State Government Capital grants is for the support of “core curriculum” spaces such as classrooms, however, QIS BGA has developed the policy that other facilities required for tuition based activities or the support of such activities (eg. Admin), will be considered, but with the understanding that they will be prioritised in order that they do not detrimentally affect QIS BGA’s capacity to assist schools which need to provide facilities essential to the task of teaching their core curriculum (see “Learning Places and Spaces – Area Guidelines for Educational Spaces”. www.bga.qld.edu.au).
3. Minimum Viable Project

It is QIS BGA policy that the first task of the BGA is to determine the dimension of the educational need which an applicant school has for the proposed project – a project which is consistent with sound educational planning within the school and the environment within which it is operating (Aust. Govt. Education Act 2013; Section 6, State Govt. Guidelines; section 10).

When the educational need for a proposed project is being determined, it is the responsibility of QIS BGA to ensure that the Minister contributes public funds towards what the QIS BGA considers to be the “minimum viable project” that will satisfy the established educational need (Aust. Govt. Capital Grants Operating Manual para.73).

If the proposed project is in excess of that which has been established as the “minimum viable project”, the Directors are obliged not to recommend that the Minister contribute any funds towards that excess. On occasions, QIS BGA is requested by proponent schools to contribute to more than the “minimum viable project” which would be needed to satisfy the established educational need. The school would need to present a compelling argument, based on educational need, for such consideration.

One of the primary tasks of the Education and Buildings Committee is to define the “minimum viable project” and consequently, to advise the Finance Committee that no funding should be considered for any other part of the proposed project.

QIS BGA recognises that it is not enough to establish that there is an educational need for a proposed project. It is also its responsibility to state the components of the project for which there is an educational need, therefore, facility descriptions such as classroom, store room and veranda will always be used.

4. Maximum Financial Contribution

In determining the financial need of a school in relation to the minimum viable project, it is the responsibility of QIS BGA to establish the maximum amount a school can contribute towards the proposed minimum viable project from its own resources. Resources may come from fees, loan funds, cash reserves, possible budget surpluses, Parents and Friends Associations, or Foundations (Aust. Govt. Capital Grants Operating Manual paras. 61-65). It is, therefore, a primary task of the Finance Committee to determine the “maximum financial contribution” a school can make to the minimum viable project without detrimentally affecting the school’s recurrent effort (State Govt. Guidelines; Section 10).

The Directors support the many useful criteria (ratios and benchmarks) which QIS BGA has developed to assist in assessing a school’s maximum financial contribution from its own resources (actual and potential).

The two primary sources of funds available to schools for Capital purposes are loans raised and fees charged. In establishing the maximum amount a school could be expected to contribute from its own resources to a project, QIS BGA is obliged to consider such issues as:

- The school’s debt position;
- The school’s income;
• The school’s costs of operation.

It is recognised that what may be regarded as an appropriate ratio will vary from school to school, so over time a range of criteria have been developed that, using ratios and benchmarks, enable broad indicators to be established. The QIS BGA is obliged to consider a school’s total income and any capacity it may have to contribute further to the cost of the project. The school will be required to supply QIS BGA with financial data including audited documents that validate the school’s financial position.

5. The Management Capacity of the School

The QIS BGA must be convinced of the future solvency of a school before making a recommendation to the Minister of a Capital grant for any project (Aust. Govt. Capital Grants Operating Manual para. 38, State Govt. Guidelines Section 10). To this end, the Finance Committee has the responsibility of advising the Directors on such matters as:

• Debt per student;
• Expenditure per student;
• The cost per student of “other” teaching and administration expenses;
• Teacher salaries (per teacher average);
• Student/teacher ratio;
• The fee structure as a source of income;
• The appropriate surplus in recurrent income which is available to service debt – annual debt servicing as a percentage of income;
• Future cash flow projections.

6. The School as the Primary Source of Funding for a Project

It is expected that any independent school seeking a Capital grant will be the primary source of funding for the proposed project. While “primary” usually means the major or main contributor, extra ordinary circumstances could exist where a project may be allotted a larger grant than the school’s contribution.
1. General Element Capital Grants – Building Projects

The Australian Government’s principal intention for the General Element, more commonly referred to as Capital Grants, is to assist schools to improve the learning outcomes for educationally disadvantaged students. The Australian Government (and the Queensland Government), view the school authority as having the main responsibility for providing, maintaining and upgrading school facilities. In this context, applications may be submitted if a school authority believes there is an educational and financial need for assistance.

The Australian Government Education Regulation 2013 Sect 30 (2); Aust. Govt. Capital Grants Operating Manual para. 111) will require grantees to have commenced the approved project by 31 December 2016 to permit the initial payment of funds during 2016. Approximately $12 million is expected to be available for allocation in the 2015 round. All funds will be available from 2015.

1.1 Eligibility

To be eligible for Australian Government Capital funding, a school must:

(a) be a participant in QIS BGA. This is done by completing a Participating School’s Agreement prior to making an application;

(b) be in receipt of Australian Government General Recurrent Grant funding for the levels of education to which the proposed project relates, or have good prospects of obtaining that approval for the location of the proposed works;

(c) demonstrate that the project will contribute to the objectives of the Australian Government Capital Grants Program;¹

(d) show that the proposed project is reasonable and appropriate in size;

(e) show that the proposed project is consistent with sound educational planning, within both the school and the district within which it is operating;

(f) be viable, that is, the school must be likely to remain financially solvent and be able to, and intend to, continue to be eligible to receive Australian Government General Recurrent Grant funding at the site of the proposed facilities for the foreseeable future;

(g) demonstrate an educational and financial need;

(h) demonstrate that the school has an appropriate maintenance plan;

(i) demonstrate adequate insurance cover for existing facilities;

(j) propose a project that will not adversely affect the national estate value of a place in the Register of the National Estate in terms of the provisions of the Australian Heritage Commission Act 1975; and

(k) propose a project that complies with the Disability (Access to Premises – Buildings) Standard 2010, which commenced on 1 May 2011.

¹Australian Government General Grants Program Capital Grants Operating Manual p11
http://docs.education.gov.au/node/36085
The following projects may be eligible for funding under the General Element (Australian Education Act 2013 Section 6; Aust Govt Capital Grants Operating Manual para.58):

(a) planning, erection, alteration, extension, demolition or refurbishment of a building, part of a building or other facility, including student residential accommodation, and attached supervisors’ quarters;

(b) development or preparation of land for building or other purposes;

(c) installation or upgrading of water, electricity or any other services;

(d) provision of furniture or equipment, including information technology equipment, which should be part of a broader Capital project unless special circumstances exist; and

(e) purchase of land with buildings or parts of buildings, or in special circumstances, without buildings.

1.2 Non-eligible Projects

Funds are not available for:

(a) facilities which have religious worship as the principal purpose;

(b) facilities in a co-educational school where they are not equally available to male and female students;

(c) provision of staff housing other than supervisors’ quarters attached to student boarding facilities, except in isolated regions;

(d) facilities where retrospective approval is sought; and

(e) leasing of land (construction of facilities on land with a minimum of a 20 years lease at time of occupancy are eligible).
STATE GOVERNMENT GRANTS PROGRAM

1. Capital Assistance Scheme – Building Projects

Approximately $18 million is expected to be available for allocation for applications in the 2015 Round. The objective of the State Capital Assistance Scheme is to assist non-government schools that are eligible for State Recurrent funding to construct, convert, refurbish and upgrade tuition and boarding facilities.

1.1 Eligibility

To be eligible a school must:

(a) Have nominated the QIS BGA to be its Capital Assistance Authority (CAA), by way of a School Participation Agreement with the BGA. See Australian Government eligibility requirements.

(b) be accredited or have good prospects of being accredited to operate on the school site;

(c) Show that the proposed project is consistent with sound educational planning, within both the school and the district within which it is operating.

(d) Be viable, that is, the school must be likely to remain financially solvent and be able to, and intend to, continue to be eligible to receive Queensland State Government funding at the site of the proposed facilities for the foreseeable future.

(e) Demonstrate an educational and financial need.

The following projects may be eligible for funding:

The planning, construction, alteration, extension, renovation, relocation or upgrading of facilities that are intended to be used for a minimum of 20 years, such as:

(a) Educational facilities for students.

(b) Boarding facilities for students including accommodation in the facilities for persons supervising students in the facilities.

(c) If prior approval is obtained for the particular project, residential accommodation for teachers in remote areas of the State.

(d) The preparation of sites for buildings.

(e) The installation of upgrading of water, sewerage, electricity and other services.

(f) An allowance for furniture and equipment.

(g) Architectural, engineering and other professional fees.

(h) The purchase of demountable buildings not previously on site.

1.2 Non-eligible Projects

(a) Facilities which have religious worship as the sole or principal function.
(b) The acquisition of land.

(c) Pick-up and set-down areas at developing schools and any other local government external infrastructure requirements that are funded under the External Infrastructure Subsidy Scheme.

(d) Facilities of a type not provided by the State or Commonwealth in State schools with the exception of onsite residential boarding facilities for students or boarding supervisors, if:
   - The facilities are situated in the school grounds or
   - The Minister approves the provision of the facilities prior to this application.

(e) Projects for which a contract for the project has been entered into or construction, including site works, has commenced prior to Ministerial approval;

(f) Construction of facilities on leased land that does not have at least a 20 year lease from occupation of the building.

2. **External Infrastructure Subsidy Scheme**

This subsidy applies when a Capital project on a school site results in the Local Government requiring new or improved external infrastructure (roadworks and other works - external to the site; pick-up and set down area - internal or external etc.) or a trunk charge.

Subsidies for External Infrastructure projects must be sought separately from a Capital application. Only when the local government authority costs have been calculated resulting from the building application approval and required External Infrastructure works have been fully costed with quotes for the work available, will an application be accepted by QIS BGA.

Applications may be submitted from mid January until mid August in 2015. Applications are available on the QIS BGA website and must be completed and submitted in hardcopy together with requested supporting documentation.

The assessment of projects will be conducted from mid February to mid August 2015. Recommendations are expected to be put to the State Minister for Education at the end of March, July and September 2015. The outcome of applications are normally announced by the Minister within 8 weeks of submission to his office.

An External Infrastructure subsidy will not be paid if the commencement of the project precedes the announcement of Ministerial approval of the subsidy, or if trunk charges are paid prior to Ministerial approval.

This program has been capped by the State Government, resulting in limited funds being available. A subsidy of **up to 50%** of the cost of external infrastructure works and trunk charges may be available, subject to the number and value of applications in that year.

2.1 **Eligibility**

The prescribed program of works is only eligible for subsidy consideration when:
(a) it is associated with a Capital works project either directly or indirectly and
(b) it is a requirement of the Local Council and
(c) it is external to the site except for pick-up and set-down areas and
(d) is within 10 years of the establishment of a new sector of the school.

The following details expand on the guidelines of the Scheme:

(e) External Infrastructure works are those external services and facilities that are required as part of:
   - a development on a new site of a non-government school; or
   - substantial redevelopment of an existing non-government school.

(f) External Infrastructure generally falls into one of the following categories – Services, Transport or Streetscape.

**Services**
Includes water supply, sewerage (consists of major trunk sewers, rising mains and pumping stations, treatment works and disposal after treatment), stormwater, drainage and fire service mains. The cost of providing such services should include the Local Government charges and professional fees associated with connecting new services to the existing adjacent service network.

**Transport**
Transport related infrastructure is often required to maintain operational efficiency on the surrounding transport system and maintain appropriate levels of safety. Such items may include but not be limited to car parking external to the school site, passenger pick-up and set-down areas (including private vehicles, buses and taxis), bicycle storage areas (more likely to be internal), acceleration/deceleration lanes, road widening, bus stops, bus lay-bys and bus shelters, busway stations (for major facilities located on the Regional Busway Network), footpath and footpath widening, pedestrian crossing facilities, bicycle paths, intersection channelisation, roundabouts, traffic signals, signing, noise attenuation structures external to the site (e.g. timber fences, line marking and lighting).

**Streetscape**
Includes external street treatment related to the proposed project such as hard and soft landscape treatment, (walkway or cycleway and turf), trees and other planting, mounding and planting beds, irrigation systems, street furniture (seats and shelters), disability access, features enhancing personal safety, signage and lighting.

**2.2 Trunk Charges**
The term ‘trunk’ refers to a contribution by the school to the Local Government Authority for water, sewerage, drainage, road and environmental costs. From July 2011 the format of determining trunk charges changed and is now determined by a levy on the gross floor area being constructed. Unless a major demolition of floor area occurs, all construction will attract trunk charges.
GENERAL INFORMATION ON MAKING AN APPLICATION FOR AUSTRALIAN GOVERNMENT AND STATE GOVERNMENT CAPITAL GRANTS

1. Becoming a Member of the QIS BGA

To be eligible to make applications for Australian or Queensland Government Capital Grants schools must become a member of the BGA. All established schools are currently members, but new school’s approved authority will need to enter into a written agreement with the BGA for the acceptance, assessment and recommendation to the Minister of capital funding applications. (Aust Govt. Capital Grants Operating Manual p34, State Govt. Guidelines; Section 6.2). The agreement outlines the following conditions:

(a) The school will accept the BGA's administrative processes and procedures including variations to those processes and procedures as may be required from time to time by the State or Commonwealth Governments;

(b) Schools will remain a member of the BGA for a minimum period of three years and provide the BGA with at least twelve months’ notice of its intention to withdraw from the BGA. The agreement will require a school to notify the Department at least twelve months in advance of its intention to withdraw from a BGA or to join another BGA;

(c) Schools must agree to the repayment provision governing capital grants funding, as set out in section 3 of the Operating Manual and section 64 of the Regulation.

The BGA will assist new schools to become members and complete the necessary documentation.

2. Competitiveness of the Funds

The allocation of Capital funds for General Element and State Capital projects is not an entitlement, but is competitive amongst applicants in each Round.

Applications are assessed on the basis of educational and financial need, using a range of indicators to determine the level of socio-economic disadvantage.

Competition for funds in the 2015 Round is expected to be extremely strong, and some applicants may be unsuccessful, or the proposed project may not be supported to the extent sought in terms of the number of facilities and amount of grant.

3. Making an Application

Applications for Australian Government General Element and the State Capital Assistance Scheme funds (excluding External Infrastructure Subsidy); will be submitted online to QIS BGA for the 2015 Round.

To gain access to the on-line web-based application you will need a user name and password. Non on-line applications for External Infrastructure Subsidy Scheme funds are available at the BGA Website or by contacting the BGA Office. These may be submitted on paper or by email. (See State Government Grants Program – Section 2 for details and dates of submissions for External Infrastructure Subsidy Scheme Applications).
All online applications must be received by QIS BGA on or before midnight Monday 2 March 2015. Late applications or incomplete applications (with the exception of audited statements and the Non-Government Schools Questionnaire) will not be assessed.

4. Signing of Agreement to Participate in an Application

Applicants for Australian Government and State Government funding will be required to complete an Applicant School Agreement that relates to the conditions/requirements in the submission and processing of an application for an Australian Government Capital grant or a State Government Capital grant. This Agreement is in the online Capital Application.

5. Assessment of Applications

The BGA is required by Australian and the State Governments to assess the eligibility of all applications against the legislated guidelines. The BGA must determine the minimum viable project for the school to achieve its stated goals and the maximum contribution that it can make towards the project. Eligible projects are then ranked into an order of priority (Aust Govt. Capital Grants Operating Manual para. 57-60; State Govt. Guidelines 10.2). Items such as educational disadvantage of students, in excess of Global Area Standards, condition of existing facilities and financial capacity are some of the criteria used.

All applicants will be visited during the period mid-April to mid-August to allow school authorities to present their case for funding to QIS BGA.

6. Global Area Guidelines and its Impact on Assessment

Schools are free to plan the type of functional spaces they desire and need; however the BGA will use global area standards as a basis for determining the educational need for additional space and also in the priority ranking of schools demonstrating need. In certain situations, such as small schools or older schools that might have heritage listing, it may be impossible to stay under the global areas. In such circumstances the school should put forward a case for the BGA to consider an exemption from the area guidelines.

The floor area standards used by the BGA to assess educational need for additional space are:

- **Tuition Facilities**:
  - 7 m\(^2\) per Primary student
  - 10 m\(^2\) per Junior secondary student (Years 8-10)
  - 11 m\(^2\) per Senior secondary student (Years 11 and 12)

- **Boarding Facilities**: 24 m\(^2\) per Boarding students

Normally schools would use enrolment projections of 2017 and the additional area of the proposed construction to calculate the floor area entitlement. A school’s floor area (internal measurements) on completion of the proposed project should be less than the school’s floor area entitlement for the relevant year. See Appendix 1 for instructions on how this is calculated.
7. **Distance Education Operation and Facilities**

The construction and/or renovation of facilities to service Australian Distance Education students are eligible for consideration of Australian Government Capital grants. State Government Capital grants apply for Queensland students only.

To operate a School of Distance Education servicing 250 students as a baseline number, the following areas are deemed fair and reasonable to enable such a facility to operate in an efficient manner and to attract Capital grants.

<table>
<thead>
<tr>
<th><strong>Prescribed Spaces</strong></th>
<th><strong>Prescribed Area</strong></th>
</tr>
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<tbody>
<tr>
<td>Teachers work area</td>
<td>6 m² per teacher and one teacher per 50 students, for 250 students = 30 m²</td>
</tr>
<tr>
<td>Mail Room</td>
<td>Approx 20 m², including bench space</td>
</tr>
<tr>
<td>Photocopy room</td>
<td>8 m²</td>
</tr>
<tr>
<td>Two Interview rooms</td>
<td>10 m² each, total 20 m²</td>
</tr>
<tr>
<td>Reception and secretarial space</td>
<td>18 m² for two staff</td>
</tr>
<tr>
<td>Staff and kitchen area for up to 10 staff</td>
<td>20 m²</td>
</tr>
<tr>
<td>Resource area and staff resources</td>
<td>50 m²</td>
</tr>
<tr>
<td>Head teacher’s office</td>
<td>14 m²</td>
</tr>
<tr>
<td>Staff amenities</td>
<td>20 m²</td>
</tr>
<tr>
<td>Travel</td>
<td>30 m²</td>
</tr>
</tbody>
</table>

This totals 222 m² for 250 students.

Pro-rata increases for larger schools in some spaces such as teacher work areas would be appropriate.

It is recognised that the funding and operation of Distance Education is different from a Day School operation and so there is a need to differentiate the Distance Education program as a separate cost centre from the Day School’s operation in any Capital application.

8. **Overseas Students and Their Impact on Assessment**

When overseas students in at least one level of education provided in the school comprise more than 5% of the student enrolment, or more than 20 in that year level, QIS BGA must consider the contribution these students are making to the recurrent and Capital needs of the school. If a school has been charging overseas student fees that cover the full Capital and recurrent cost of education of the overseas students, so that State and Australian Government grants are not used to meet the cost of facilities for overseas students, then an application (which is solely for the use of Australian students) may be assessed in the normal manner.

Where a school’s overseas student fees have not been or are not adequate, the amount of ‘lost’ income to the school and the amount of additional debt that could be serviced by that ‘lost’ income must be considered when assessing the school’s contribution to the project.

Even if adequate fees have been charged for overseas students, the Australian Government directs the BGA to carefully scrutinize claims by an applicant school that a facility will not be used primarily by overseas students nor has the potential for overseas
students to be the primary user of the facility in the future (Aust. Govt. Capital Grants Operating Manual para.56 (f)).

The BGA recognises that there are two types of buildings for which schools with overseas students could apply for Capital assistance:

- A custom-built facility for the sole use of overseas students. These buildings are not eligible for Capital assistance;
- Facilities which will be used by overseas students and Australian students. The Australian Government recognises that, most schools could provide the percentage of overseas students who would use the facility. It also recognises that, in practice, it is not possible to identify the on-going overseas students’ proportion of a project in this way. Consequently, rather than trying to dissect out the fundable portion of a project, BGA policy is to ensure that the school’s contribution to the total project is such that no subsidising of overseas students is involved.

**Calculating Adequate Overseas Student Fees**

*The following factors determine an adequate fee level for overseas students:*

- **Australian student fee for that level**
- **Non-fee income per student**
- **Australian Govt. per capita recurrent grant for that level**
- **State Govt. per capita grant for that level**
- **An amount equal to the amount paid by Aust. students for Capital**
- **A Capital contribution that is at least equal to 40% of the school’s private income per students (recurrent and Capital) per annum = Overseas Student Fee**

### 9. New Schools Policy

Under the Commonwealth and State Government’s Capital Grants Program, schools may apply for Stage 1 funding up to two years prior to commencement. Schools may also apply for funding in the year prior to opening for construction during the first year of operation and for use in the second year (commonly called Stage 2).

New schools will be required to have land already available, be accredited to operate a school in Queensland and be eligible to receive Australian Recurrent Grant funds (GRG). No Australian Government Capital Grants can be paid until schools are in receipt of GRG funding, that is, have students enrolled in the school.

It is expected that the new school will be able to demonstrate some certainty of successful establishment, especially enrolments, a business plan for operation and competent levels of corporate governance. The approved authority for the new school must meet the basic requirements for approval under section 75 of the Act. (Australian Education Act 2013).

### 10. Leased Land

Capital Grant funding is not available to meet the cost of leasing a property. However, a school that is leasing a site may still apply for funding of a construction, refurbishment or purchase of a modular building for the property, provided that the lease has a term commensurate with the repayment period of the amortised liability of any grant offer, that is, at least 20 years from occupancy of the building.
11. Appeal Process

Schools that have applied for Capital funding and are dissatisfied with the outcome of their application may appeal to the Block Grant Authority in writing with regard to the following guidelines:

11.1 Australian Government Capital Grants

If an application is not recommended for a grant, the BGA will communicate the reasons for rejection to the school. If a school does not agree with these reasons it may appeal against the assessment and request an independent review of the assessment process. There is no mechanism for appeal if the school thinks the grant is insufficient.

11.2 State Government Capital Grants

If an applicant school does not agree with the amount of grant they have received they may request a review of the grant amount, through the Block Grant Authority. The applicant must specify the amount of the increase sought and give reasons for requesting the increase. There is no mechanism for appeal if the school is not recommended for a grant.

12. Recommendations Submitted to the Ministers

The BGA must present recommendations for funding from Australian and State Governments to the relevant Ministers responsible for Education by 30 September each year. The outcome of applications for Australian and State Government funds is expected to be announced by early December. Schools will be notified directly from the Minister/s.

13. Signing Agreements to Accept Grants

Grantees under either the Australian Government General Element Capital Grants Program and/or the State Capital Assistance Scheme will be required to enter into a Recipient School Agreement (contract) with QIS BGA Limited in relation to the:

- expenditure of Capital funds;
- acknowledgement of receipt of and accountability for the funds;
- and use of facilities for a period of up to 20 years (at which time the right ends for the Australian and State Governments to demand repayment of grant funds).

14. Audited Statements

QIS BGA requires all schools to submit Signed Audited Statements for the 2014 year. The BGA will not make a determination on any grant recommendation without viewing the document. Applicant schools should ensure their Auditors are conducting audits early in 2015 to ensure sufficient time for the submission of the Signed Audited Statements. The BGA prefers to receive this document prior to the school visit.

15. Tendering Process

The Australian and State Governments require effective competition to the greatest extent practicable for all major elements of the building program. All tendering procedures should be in line with sound building industry practice and support the
principle of value for money, in accordance with the Australian Standard Code of Tendering – AS4120. Tendering procedures should be open and transparent and comply with ethical practice for tendering. Potential tenderers must be invited to express interest in a recognised public newspaper and appropriate respondents are then selected by the school to receive the tender documentation.

The BGA is required to approve all tendering and procurement procedures used by schools. (Aust Govt. Capital Grants Operating Manual para. 69). The BGA may determine the tendering method to be used on a particular project however it can not accept any potential conflict of interest in the tendering process.

Where a person or body believes a tendering procedure approved by a BGA is unfair, the BGA will provide that person or body with an opportunity to explain their objections to the procedure. The BGA will respond to the reasons for its approval of the tendering procedure.

16. Commencement of Building Works

No funding of Australian Government and/or State projects will be given if building works are commenced prior to receiving Ministerial approval. Applicants recommended for Australian Government and State grants must not commence work until after funds from both sources are approved and Recipient School Agreements (contract) signed. The school will be notified of the success of their application directly from the appropriate State and Federal Ministers and later from the BGA office.

17. Occupancy of Buildings

For both Australian and State Government funding, applicants should aim at meeting the educational need of the school for 2017 enrolments:

Projects funded from either or both of the two government sources should be constructed during 2016, ready for occupancy at the beginning of the 2017 school year.

18. Recognition of Capital Assistance

Grant recipients must meet Australian and State Governments’ recognition requirements. These requirements include:

(a) acknowledging the Australian and/or State Government’s funding contribution in all announcements and other publicity including school newsletters;

(b) arranging an official opening ceremony of funded facilities within seven months of the physical completion of the project;

(c) the Australian and/or State Government’s Minister or the Minister’s representative must be invited to speak at all official openings of capital projects. Where the Australian Government has contributed more than fifty per cent of the total project cost, the Minister or Minister’s representative must be invited to officially open the facility;

(d) advising the Office of Non-State Education or Australian Government Department of Education of proposed dates for school recognition ceremonies well in advance of the proposed opening dates; and
(e) acknowledging the Australian and State Governments’ funding on plaques, as follows:

(i) installing building plaques on all completed projects, irrespective of project cost.
(ii) the name of the person opening the facility should be included on the plaque;
(iii) wording on plaques stating the value of the Australian and State Governments’ funding.
(iv) include the appropriate Government’s crest on all plaques.

All requests and inquiries regarding recognition ceremonies or plaques should be made to the Office of Non-State Education or Australian Government Department of Education.

Sample Plaque:

```
TO THE GLORY OF GOD
THE SURFSIDE COLLEGE
THE CASUARINA MULTI PURPOSE BUILDING
was dedicated and opened on
Thursday 19th October 2012
by
Minister for Education and Training The Honourable Mr Rock Cod
and
The Most Reverend Dr Sandy Whiting BSc, Grad Dip RE, BD(Hons), PhD, MBA
Supreme Bishop of Brisbane

* * * * *

Dr Ima Champ BDSc (Qld)
Chair of College Council

Mr Joh Blowfish BEd, MEd Admin, MACE
Principal

The Queensland State Government has contributed a grant of $xxxx towards this project.
```

Determinations of Capital Grant Process:

<table>
<thead>
<tr>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Proposed Project</td>
</tr>
<tr>
<td>• Proposed School Contribution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Validate Need</td>
</tr>
<tr>
<td>• Recommend to Committees Minimum Viable Project and Maximum Financial Contribution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education and Buildings Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine Minimum Viable Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ministers (State/Federal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Approve Recommendations</td>
</tr>
<tr>
<td>• Advise Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QIS BGA Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation to Ministers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finance Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine Maximum Financial Contribution</td>
</tr>
</tbody>
</table>
RECEIVING GRANT PAYMENTS

1. **Australian Government Capital Grants**
   A schedule of payments is forwarded to the school once the Recipient School Agreement (contract) is signed and the building project commenced.
   
   (a) Payments may be over a 2 year period, but can be up to 3 years. At least 50% of the grant is paid in the first year and the remainder in the second and third years.
   
   (b) To assist schools QIS BGA will attempt to forward grant payments over the build period.
   
   (c) New payments are made quarterly by direct deposit to the school.

2. **State Government Capital Grants**
   
   (a) The school must sign a Recipient School Agreement.
   
   (b) Grant will be paid in full upon receipt of a Statutory Declaration stating that 25% of the project work has been completed, except Special Assistance School Grants, which will be paid over the life of the project as follows:
      
      (i) First payment of 50% of grant at 25% completion
      
      (ii) Second payment of 40% of grant at 50% completion
      
      (iii) Final payment of 10% of grant at practical completion

3. **Accountability**
   For both the Australian Government and State Government Capital Grant programs, a process of accountability for the completed project is required. Within a specified period after the project has been completed, schools complete documentation provided by the BGA, on which architects and accountants confirm the project was completed in a manner that conforms to the approved plans and that grant monies were spent only on the approved project (Aust. Govt. Capital Grants Operating Manual; para. 99,110 (g), State Guidelines; para. 16).

   The BGA is required to conduct a Post Occupancy Inspection of all buildings constructed.

4. **Withholding Payment and Repayment**
   Under section 110 of the Australian Education Act 2013, the Minister may make a determination to suspend, withhold or require the repayment of funds if a school is not meeting its obligations under the Act or the Regulation. This may include repayment of a portion of the grant if there is evidence that a school has used grant money for facilities outside the scope of the approved project without seeking BGA approval to vary the project.

5. **Right to Repayment**
   The Australian and State Governments hold a right to repayment for grants of more than $75,000 where funded facilities are no longer used to provide school education, or are sold or otherwise disposed of. For State grants the period is 20 years from the time of payment. See Table 1 below for the Australian Government grants repayment period (Australian Education Act 2013, Section 109; Regulations, Section 64).
Table 1: When a capital funding amount may be recovered

<table>
<thead>
<tr>
<th>Item</th>
<th>Capital funding amount</th>
<th>Designated use period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$75 001 to $500 000</td>
<td>2 years plus one additional year for each $50 000 of financial assistance that is over $100 000</td>
</tr>
<tr>
<td>2</td>
<td>$500 001 to $1.5 million</td>
<td>10 years plus one additional year for every $100 000 of financial assistance that is over $500 000</td>
</tr>
<tr>
<td>3</td>
<td>over $1.5 million</td>
<td>20 years</td>
</tr>
</tbody>
</table>

6. Making Contact

Prospective applicants are encouraged to contact the BGA to discuss their application proposal. If proposed applications are large or complicated it is in the best interest of the school to contact the Officers to discuss application presentation to the School obtaining the best possible outcome for your school. All BGA Officers are familiar with the variety of programs listed in this booklet and can discuss these with you. Some specific details may need reference to the Project Manager. Contact can be made by emailing bgaoffice@isq.qld.edu.au or calling (07) 3839 2142.

7. Accessing the BGA Website

For Capital projects, both Australian Government and State Government applications are made on-line. This is a web based process and can be accessed by anyone with your user name and password, e.g. architect, accountant. Once the application is submitted you will not be able to edit the data again without consulting the BGA and requesting permission. The BGA requires four (4) paper copies of this application. Print these after you have submitted the application.

*The school’s username is perpetual; however, you will need to contact BGA via email bgaoffice@isq.qld.edu.au to obtain a password for the 2015 online application. Please note that passwords are changed annually.*

For the External Infrastructure program, paper applications can be downloaded from the BGA website at www.bga.qld.edu.au.

Available information that can be downloaded includes:

- Grant Information
- External Infrastructure – Stand Alone Applications
- Supporting Documents for Applications

Please check the BGA website for up to date news on new programs.
Appendix 1: Calculating the Global Area

QIS BGA as part of the assessment of a school’s need for Capital assistance calculates the schools Global Floor Area and compares this with the Global Area Entitlements for the school. The Global Area Entitlements for Tuition projects in 2015 are:

- Prep and Primary: 7.0m²
- Junior Secondary: 10.0m²
- Senior Secondary: 11.0m²

Example 1 - Before project commencement

<table>
<thead>
<tr>
<th>School’s Floor Area</th>
<th>Total m²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Educational space (including all amenities, staff facilities &amp; covered areas)</td>
<td>14,442.80</td>
</tr>
<tr>
<td>Minus Facilities to be removed</td>
<td>100</td>
</tr>
<tr>
<td>Minus Floor area concessions (verandas, walkways, under covered areas)</td>
<td>3,633.20</td>
</tr>
<tr>
<td>Total Calculated Floor Area</td>
<td>10,709.60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Floor Area Entitlements</th>
<th>Enrolment</th>
<th>No. x m² allowance</th>
<th>Total m²</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 enrolment in primary</td>
<td>768</td>
<td>7.0m²</td>
<td>5,376</td>
</tr>
<tr>
<td>2015 enrolment in junior secondary</td>
<td>392</td>
<td>10.0m²</td>
<td>3,920</td>
</tr>
<tr>
<td>2015 enrolment in senior secondary</td>
<td>226</td>
<td>11.0m²</td>
<td>2,486</td>
</tr>
<tr>
<td>Total area entitlement</td>
<td></td>
<td></td>
<td>11,782</td>
</tr>
<tr>
<td>Percentage of (calculated area/area entitlement)</td>
<td>10,709.6 / 11,782 = 90.90%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example 2 - After project completion

<table>
<thead>
<tr>
<th>School’s Floor Area</th>
<th>Total m²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Educational space (including all amenities, staff facilities &amp; covered areas)</td>
<td>14,442.80</td>
</tr>
<tr>
<td>Plus Facilities to be constructed as part of 2015 application</td>
<td>191</td>
</tr>
<tr>
<td>Minus Facilities to be removed</td>
<td>100</td>
</tr>
<tr>
<td>Minus Floor area concessions (verandas, walkways, under covered areas)</td>
<td>3,786.20</td>
</tr>
<tr>
<td>Total Calculated Floor Area</td>
<td>10,747.60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Floor Area Entitlements</th>
<th>Enrolment</th>
<th>No. x m² allowance</th>
<th>Total m²</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 enrolment in primary</td>
<td>770</td>
<td>7.0m²</td>
<td>5,390</td>
</tr>
<tr>
<td>2017 enrolment in junior secondary</td>
<td>380</td>
<td>10.0m²</td>
<td>3,800</td>
</tr>
<tr>
<td>2017 enrolment in senior secondary</td>
<td>236</td>
<td>11.0m²</td>
<td>2,596</td>
</tr>
<tr>
<td>Total area entitlement</td>
<td></td>
<td></td>
<td>11,786</td>
</tr>
<tr>
<td>Percentage of (calculated area/area entitlement)</td>
<td>10,747.6/11786 = 91.19%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Global Area Entitlements for Boarding projects in 2015 are based on an allowance of 24 m² x per boarding student and calculated on all boarding facilities.
Appendix 2: Decision Making Processes of QIS BGA

Directors: (2015)
- Mrs D Lang: Chairperson
- Mr R Kernke: Deputy Chair/Treasurer
- Ms A Mitchell
- Mr B Short
- Mr D Robertson
- Ms J Robertson
- Dr R Hunter

Nominated Members of the Education & Building and Finance Advisory Committees
- Mr M Curtis: Nominee Christian Schools
- Dr C Reynolds: Nominee of the Independent Schools P&F Association
- Mr I Lambden: Nominee Non-Aligned Independent Schools
- Mr T Kent: Nominee Adventist Schools
- Mr J Gregg: Nominee Anglican Schools
- Mr A Dyer: Nominee Lutheran Schools
- Mr M Millard: Nominee Uniting Church Schools
- Mr P Henderson: Nominee PMSA Schools
- Mr R Skilling: Nominee Grammar Schools
Appendix 3: Application documentation to be submitted to QIS BGA

Once you have submitted your on-line Capital application, please forward the following documentation in hardcopy:

- Four (4) printed copies of the completed on-line application
- Signed Australian Government Applicant School Agreement
- Signed Declaration
- Financial Statements for 2013 and 2014 – Audited 2014 Financials should be submitted by 30 April 2015
- Copy of the Commonwealth Non-Government Schools Questionnaire 2014 (2013 data) Document needs to be submitted by 30 June 2015
- Copy of school/college prospectus for 2015
- Master Plan showing the long term use of the school site - A3 size
- Site Plan showing existing facilities and facilities proposed in the Application
- Floor Plans and Elevations, in A3, for the proposed project in the application
- Floor Plans for refurbishment / conversion work. Show “before” and “after” describing the proposed work to be undertaken.
- Schedule (type) of Finishes - (walls, floor, ceiling, roof etc.) for the proposed facilities
## Appendix 4: 2015 Functional Area Costs

<table>
<thead>
<tr>
<th>FUNCTIONAL SPACES</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN P</td>
<td>$2,300</td>
</tr>
<tr>
<td>ADMIN S</td>
<td>$2,240</td>
</tr>
<tr>
<td>ADMIN C</td>
<td>$2,300</td>
</tr>
<tr>
<td>FLA / ART</td>
<td>$2,100</td>
</tr>
<tr>
<td>COMPUTER LAB</td>
<td>$2,180</td>
</tr>
<tr>
<td>GLA P</td>
<td>$1,940</td>
</tr>
<tr>
<td>GLA S</td>
<td>$1,860</td>
</tr>
<tr>
<td>GLA C</td>
<td>$1,940</td>
</tr>
<tr>
<td>WITHDRAWAL / STORAGE AREA</td>
<td>$1,860</td>
</tr>
<tr>
<td>GRAPHICS</td>
<td>$2,180</td>
</tr>
<tr>
<td>HOME ECONOMICS</td>
<td>$2,310</td>
</tr>
<tr>
<td>HOSPITALITY</td>
<td>$2,560</td>
</tr>
<tr>
<td>IND ARTS</td>
<td>$2,260</td>
</tr>
<tr>
<td>LIBRARY P</td>
<td>$1,870</td>
</tr>
<tr>
<td>LIBRARY S</td>
<td>$1,800</td>
</tr>
<tr>
<td>LIBRARY C</td>
<td>$1,800</td>
</tr>
<tr>
<td>MUSIC / DRAMA / MEDIA / DANCE</td>
<td>$1,930</td>
</tr>
<tr>
<td>PHYS ED / MULTI-PURPOSE HALL</td>
<td>$1,840</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>$2,430</td>
</tr>
<tr>
<td>STUD AMEN P</td>
<td>$4,040</td>
</tr>
<tr>
<td>STUD AMEN S</td>
<td>$3,960</td>
</tr>
<tr>
<td>UNDERCOVER SPORTS AREA / UNDERTCROFT</td>
<td>$990</td>
</tr>
<tr>
<td>TRAVEL ENCLOSED &amp; STAIRWELLS</td>
<td>$1,890</td>
</tr>
<tr>
<td>TRAVEL LINK</td>
<td>$610</td>
</tr>
<tr>
<td>TRAVEL UNENCLOSED</td>
<td>$770</td>
</tr>
<tr>
<td>TUCKSHOP</td>
<td>$1,790</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>$1,670</td>
</tr>
<tr>
<td>(e.g. Plant Room, Switchboard)</td>
<td></td>
</tr>
</tbody>
</table>