

# Capital Funding 2024 Application Help Notes





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# QIS BGA Application Help Notes

# Introduction

Below are help notes to assist in the completion of the annual excel based Capital Funding application for financial assistance from Australian Government Capital Grants Programme and/or State Capital Assistance Scheme.

If you have any questions that cannot be answered using these help notes, please contact the QIS BGA Office on +61 7 3839 2142.

# What year should you apply?

Each year's round of funding in the Australian Government Capital Grants Programme and State Capital Assistance Scheme, is available for capital projects that are to be built in the following year for expected enrolments and/or educational program needs to be commenced two years after a particular round.

- Apply in 2024
- Construction in 2025
- Occupancy in 2026

NOTE: the project/s included in the application should be part of a schools' Master Plan.

# **Important Dates**

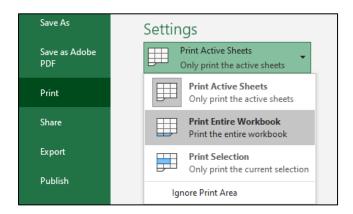
The application will be accessible from 20<sup>th</sup> November 2023

- Section 1 of the application (including any supporting information) is required to be submitted via the Client Portal on or before 1<sup>st</sup> March 2024.
- Sections 2 (including any supporting information) are required to be submitted via the Client Portal on or before 28<sup>th</sup> March 2024.

Failure to meet these requirements will exclude the school from participation in the 2024 round.

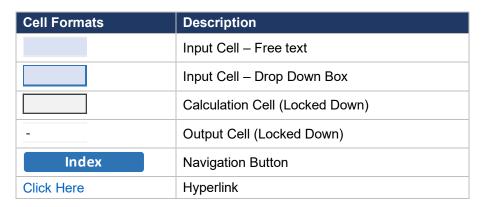
# How to print the application

To print the application, select "Print Entire Workbook" under Print Settings.



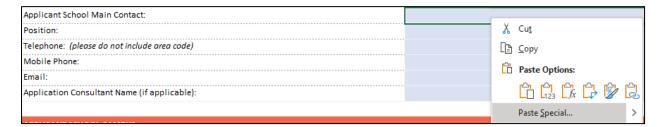
# Tips for Completing the Application

Data can be entered in the blue input cells only. All other cells are locked down and cannot be edited.



Please use **Paste Special – Value Only** when copying and pasting data from another workbook.

After you have copied the data, right click on the cell that you wish to paste the data into. A menu will appear. Click 123 to paste the data. Alternatively, click "Paste Special" and select "Values".



# Do not use Google Sheets

Please note the application template is **not compatible** with Google Sheets. Please open and complete the application in Microsoft Excel only.

# **Application Section by Section**

# Index

Use the "click here" link to move to each part of the application. As you progress through the application, you will find a tick and cross in a drop-down menu on the right-hand side of each section. "Tick" each section as you complete them. This will feed into the "index" page to help you track what is outstanding in your application.



For example, on 1.1 School Details:

HOST (MAIN) SCHOOL CAMPUS

# Navigating the Application

Use the buttons at the top of each page to navigate through the application.

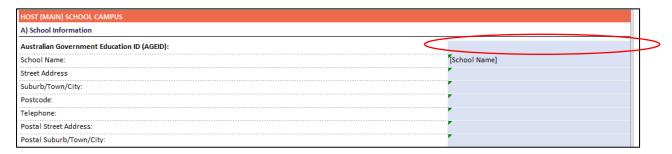


# Section 1 – Project Specifics

#### 1.1 SCHOOL DETAILS

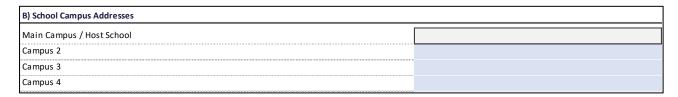
# (A) School Information

Please enter information for the host (main) school campus. Information about your school will be prepopulated based on the AGEID of the school. If information is incorrect, simply type in the correct information.



#### (B) School Campus Addresses

For schools that have more than one campus and operate all campuses as one school for accounting purposes, list all addresses for campuses here. **See guidelines governing campuses below**.



#### **Guidelines Governing Campuses**

QIS BGA has established the following guidelines for multiple applications verse multiple projects for approved authorities/schools with more than one campus:

1. Approved authorities/schools that operate more than one campus, with different age groups on each campus i.e. P – 6 on one campus and 7-12 on the other campus, should complete one application.

- 2. Approved authorities/schools that operate multiple campuses, and each campus is operated as a separate cost centre, should complete separate applications for each campus.
- 3. Approved authorities/schools that operate multiple campuses, with the same age groupings on each campus, should complete separate applications forms for each campus.

Applicants uncertain about how these guidelines apply to their campus or school's situation should contact QIS BGA for direction <u>before</u> completing the application.

# (C) Main Contact Information

Enter the details of the contact person for this application. This person will be the liaison person between QIS BGA and the School. If an external consultant is appointed, please also provide their name.

C) Main Contact Information	
Applicant School Main Contact:	
Position:	
Telephone:	
Mobile Phone:	
Email:	
Application Consultant Name (if applicable):	

# (D) School Type

Enter information as appropriate for the applicant school campus.

D) School Type (select all that apply)		
Pre-School/Preparatory		
Primary		
Secondary		
Boys Only		
Girls Only		
Co-Educational		
Overseas Students		
Boarding		
System School		
Distance Education		
Special Assistance School		
Special School		
Majority Indigenous Student School		

#### (E) Capacity to Contribute (CTC) –Direct Measure of Income (DMI)

Enter the CTC score for the applicant school.

E) Capacity to Contribute (CTC) - Direct Measure of Income (DMI)	
Enter the CTC Score for the Applicant School in 2024:	
Enter the CTC Score for the Applicant School in 2023:	

#### (F) Index of Community Social-Educational Advantage (ICSEA)

Enter the ICSEA score for the applicant school.

F) Previous Year's ACARA Index of Community Social-Educational Advantage (ICSEA)	
ICSEA Score:	

# (G) Property Ownership/Leasing Arrangements

It is a funding requirement that leased property has a current lease that entitles the Approved Authority of the school occupancy for at least 20 years from the proposed project completion date.

A copy of the lease (or Deed of Licence) is required as part of the submitted supporting documentation.

If a lease is from a related party to the school, the lease terms and conditions need to demonstrate that they are no greater than commercial. Supporting information must be provided.

G) Property Ownership/Leasing Arrangements	
Is the site owned or leased?	
If leased, please state the name of the owner: Please include a copy of the lease or Deed of License	
If owned, please state the name of the owner	
Area of site (in hectares):	
If leased, lease expiry date:	
Cost of lease (\$ p.a.):	
If the cost of lease is greater than \$100,000 p.a. to a related organisation, please include details on how the lease cost was derived and any proposed future increases/reviews of the lease. Please provide supporting information e.g. a copy of a recent professional valuation.	
Does this cost include any buildings?	

## (H) List the name of your school insurer

Please list the name of your school insurer and provide a copy of your Certificate of Currency providing evidence that the school buildings are adequately insured.

H) List the name of your school insurer. Please provide a copy of your Certificate of Currency providing evidence that the school buildings are adequately insured.

Name of School Insurer:

# (I) List the Board member details

Please list the name of your Board member names, tenue and professional background/experience.

I) List your Board member names, tenure and professional background/experience.

#### 1.2 PROJECT SUMMARY

# (A) A Brief Description of Proposed Project

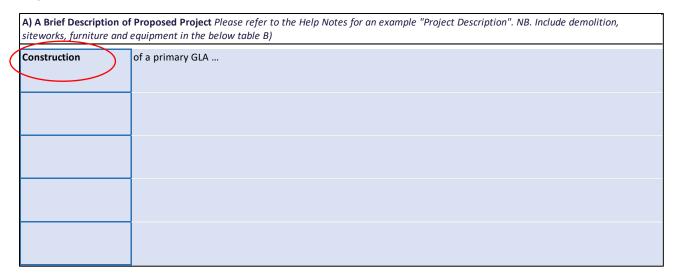
In this section include only a brief description of the project/s. This is 'the what' of the application not 'the how, when or why'. A full description with reasons for the capital works will be provided in section 1.9 - Justification.

You may choose to have more than one project for several reasons e.g. different timelines or different locations. If the school has more than one project, repeat the below process for *Project 2*. To enter data for *Boarding* or more than two tuition projects, please contact QIS BGA for assistance.

Consider carefully before deciding to submit multiple projects. In general, each project will be required to be tendered separately and be built utilising separate building contracts. Combining projects into single tenders and building contracts is rarely approved by QIS BGA.



Type a maximum of 1 or 2 lines. Each description should commence with a **key word** selected from the drop-down list as indicated below.



## An example of a brief description of proposed project is as follows:

ı	Example	Field 1	Field 2
	1	Construction	of 5 GLA's, verandahs and 2 covered learning area
	2	Refurbishment	of staff room including workspaces, kitchen and amenities.

Do not include demolition, siteworks, furniture, equipment or professional fees in the project description as this will be added in the next table.

# (B) Please indicate if any of the following is applicable to the project

Identify any additional requirements of the project. Answer " $\sqrt{}$ " or "X" to each question. If demolition is part of your project and it requires an earlier timeline than construction, you could consider excluding this expense from your capital grant application.

B) Indicate if any of the following is applicable to the project		
Demolition:		
Siteworks:		
Furniture:		
Equipment:		
Professional Fees:		
Car Park Allowance:		

# (C) Details of project location

Using the drop-down list, select the campus on which capital project/s will be located.

Please click on the Locality Index filter to ensure that the correct locality is shown for the school. This will enable the appropriate m<sup>2</sup> cost to be included in section 1.10 Proposed Project. There is a link in the application to view a table of all Locality Indices. Please contact QIS BGA if you are unsure of your correct locality.

Provide the Australian Government Education ID (AGEID) and State NSSAB School Site ID for the applicant campus. Leave blank if a NSSAB or AGEID is pending.

C) Provide Details of Proposed Project Location	
Project Location:	
Locality Index:	
Australian Government Education ID (AGEID):	
Has the project site been approved by NSSAB and assigned with a State Site ID?	
State NSSAB School Site ID:	
If approval has not been granted, please state the date an application was lodged with NSSAB for the new site and the li indicate any expected issues with your submission.	kely date of approval. Please

# (D) Facilities are for (select all that apply)

Answer "Yes" or "No" to each question.

D) Facilities are for (select all that apply)		
Prep:		
Primary:		
Junior Secondary:		
Senior Secondary:		
2025 Enrolments		

# (E) Construction schedule

Enter the estimated commencement and finish dates of the project, in "dd/mm/yyyy".

E) Construction Schedule	
Construction to commence:	
Construction to finish:	

(F) Development approval
Advise if the project requires Development Approval and provide the required information in the textbox
F) Does the school require an approval to develop the proposed project, i.e., a Council Development Approval (DA) or a Ministerial Infrastructure Designation (MID)? If yes, is it lodged (provide date of lodgement) and when is the approval expected? If a Ministerial Infrastructure Designation is being sought, please state the status of the application and likely date of Ministerial approval. Whether a DA or MID, do you expect any special conditions or requirements that may extend the application or project timeline?
G) External Infrastructure Subsidy (EIS) application related to Project
Advise if the school expects to submit an application for an External Infrastructure Subsidy (EIS) related to this project. If yes, provide details in the textbox.
G) Do you expect to submit an application for an External Infrastructure Subsidy (EIS) related to this project? If yes, please provide details.
H) Environmental sustainability  Advise if environmental sustainability has been considered and provide details in the textbox.
H) Has environmental sustainability been considered in the design of the proposed facility? If yes, what elements of environmental sustainability have been considered?
I) Relationship to strategic plan
Advise how the project relates to the school's strategic plan.
I) What elements within the School's current strategic plan does the proposed project respond to?

# J) Relationship to master plan

Advise how the project relates to the school's master plan.



#### 1.3 ENROLMENT DETAILS

# (A) Is your school a single campus school?

Indicate whether you are a single campus school or not. This will impact calculations throughout the application. *Please refer to page 6 of the Help Notes - Guidelines Governing Campuses*.

A) Is your school a single campus school?

# (B) Enter total School Enrolment Figures

Enter the total student enrolment figures across all campuses (not including Distance Education Students). Use August Commonwealth census data for historical data.

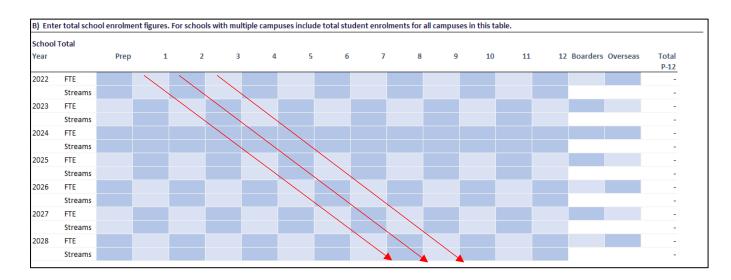
Enrolments for this year in the application are reflected as per State census.

Projections for future years should be an accurate reflection of current trends.

Streams are the number of class groups in each grade. If the school operates with composite classes, for example 1 grade 3 class, 1 grade 3-4 class and 1 grade 4, show as 1.5 streams in grade 3 and 1.5 streams in grade 4.

For SAS, Special Schools or schools that do not have usual age grading, please insert enrolment figures as you would for a census on a per room basis.

For schools that provide Distance Education, do <u>not</u> include the Distance Education students in the total student enrolment figures. The figures for Distance Education students should be provided in the Distance Education tab.

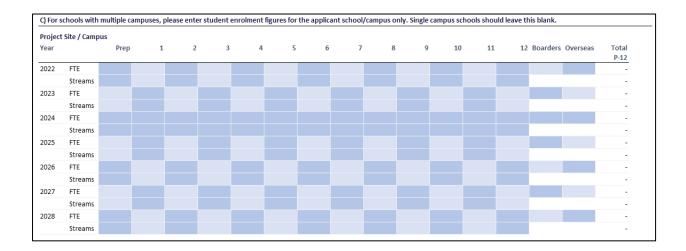


Make sure that enrolments have logical progression from year to year.

Also ensure that streams (classes) in each grade match with the number of classes that the school has in each year level and policy of class sizes.

# (C) For schools with Multiple Campuses

If your school has multiple campuses, enter enrolment details for the applicant school in Table C. If you do not have multiple campuses, leave this table blank.



# (D) Progression Rates

Based on the information provided in the previous tables, the application calculates enrolment changes by cohort (e.g. the number of students in Year 1 in 2023 versus the number of students in Prep in 2022).

	ogressio	nace												
	ol Total													
Year		Prep	1	2	3	4	5	6	7	8	9	10	11	12
2022	FTE	-												
	Streams													
2023	FTE	-	-	-	-	-	-	-	-	-	-	-	-	
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	
2024	FTE	-	-	-	-	-	-	-	-	-	-	-	-	
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	
2025	FTE	-	-	-	-	-	-	-	-	-	-	-	-	
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	
2026	FTE	-	-	-	-	-	-	-	-	-	-	-	-	
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	
2027	FTE	-	-	-	-	-	-	-	-	-	-	-	-	
	Streams	-	-	-	-	-	-		-	-	-		-	
2028	FTE	-	-	-	-	-	-	-	-	-	-	-	-	
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	
		Campus												
Year		Prep	1	2	3	4	5	6	7	8	9	10	11	12
	FTE		1	2	3	4	5	6	7	8	9	10	11	12
Year		Prep	1	2	3	4	5	6	7	8	9	10	11	12
Year	FTE	Prep	1	2	3	4	5	6	7	8	9	10	-	12
Year 2022	FTE Streams	Prep	-	-	3			-			-	-	-	12
Year 2022	FTE Streams FTE	Prep	-	-		-			-		9			12
Year 2022 2023 2024	FTE Streams FTE Streams	Prep	-						-					12
Year 2022 2023	FTE Streams FTE Streams FTE Streams FTE	Prep			3	-			-	-				12
Year 2022 2023 2024 2025	FTE Streams FTE Streams FTE Streams FTE Streams FTE Streams	Prep				-			-					12
Year 2022 2023 2024	FTE Streams FTE Streams FTE Streams FTE Streams FTE Streams FTE	Prep	1			-					•			12
Year 2022 2023 2024 2025 2026	FTE Streams FTE Streams FTE Streams FTE Streams FTE Streams FTE Streams		1		3	-			-		-			12
Year 2022 2023 2024 2025	FTE Streams FTE Streams FTE Streams FTE Streams FTE Streams FTE Streams FTE		1		3	-			-		-	10		12
Year  2022  2023  2024  2025  2026  2027	FTE Streams		1		3	-					-	10		12
Year 2022 2023 2024 2025 2026	FTE Streams FTE Streams FTE Streams FTE Streams FTE Streams FTE Streams FTE		1		3	-						10		12

#### DISTANCE EDUCATION

If your school offers distance education, please enter the relevant information in the Distance Education tab. It can be accessed by clicking the "Distance Education" button at the top of 1.3 Enrolment Details sheet.



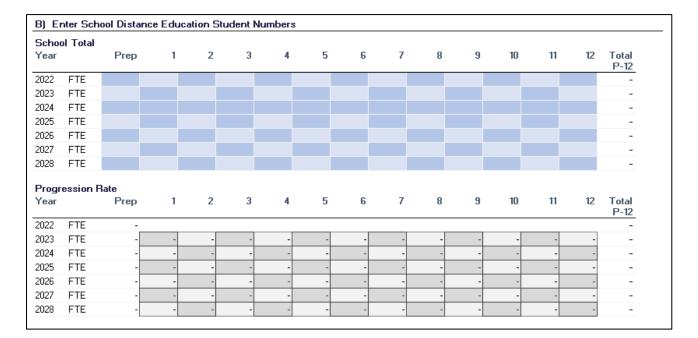
#### (A) Confirmation of Distance Education

Please answer "Yes" to the question to confirm distance education is offered at your school.

A) Does your school offer distance education?

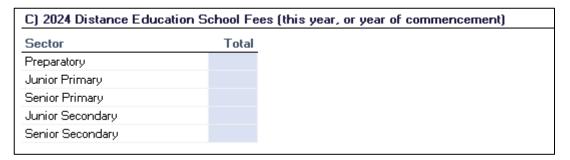
# (B) Enter Distance Education Enrolment Figures

Please enter distance education enrolment figures with reference to the instructions at 1.3 (B).



#### (C) Distance Education School Fees

Please enter the estimated distance education school fees for the current year or the year of commencement by education level.



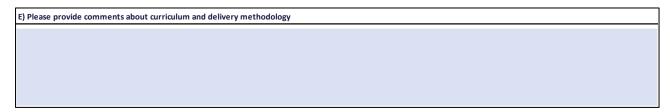
# (D) Distance Education Teaching Staff Numbers

Enter the teaching staff numbers (distance education only) at the applicant school.

D) Fu	II Time	Equivaler	ıt (FTE)	of Teac	ching Staff (Distance Educational Staff Only)					
School Total										
Year		Primary	Sec.	Total P-12						
2022	FTE			-						
2023	FTE			-						
2024	FTE			-						
2025	FTE			-						
2026	FTE			-						
2027	FTE			-						
2028	FTE			-						

# (E) Curriculum and Delivery Methodology of Distance Education

Provide comments about the curriculum and delivery methodology of distance education at your school.



#### 1.4 ENROLMENT SUMMARY

# (A) Enrolment Totals

The application will automatically calculate these figures.

A) Enro	lment total	s					Progres	sion rate					
Year		Primary	Jnr Sec.	Snr Sec.	Sec.	Total	Year		Primary	Jnr Sec.	Snr Sec.	Sec.	Total
2022	FTE	-	-	-	-	-							
	Streams	-	-	-	-	-							
2023	FTE	-	-	-	-	-	2023	FTE	-	-	-	-	-
	Streams	-	-	-	-	-		Streams	-	-	-	-	-
2024	FTE	-	-	-	-	-	2024	FTE	-	-	-	-	-
	Streams	-	-	-	-	-		Streams	-	-	-	-	-
2025	FTE	-	-	-	-	-	2025	FTE	-	-	-	-	
	Streams	-	-	-	-	-		Streams	-	-	-	-	-
2026	FTE	-	-	-	-	-	2026	FTE	-	-	-	-	-
	Streams	-	-	-	-	-		Streams	-	-	-	-	-
2027	FTE	-	-	-	-	-	2027	FTE	-	-	-	-	-
	Streams	-	-	-	-	-		Streams	-	-	-	-	-
2028	FTE	-	-	-	-	-	2028	FTE	-	-	-	-	-
	Streams	-	-	-	-	-		Streams	-	-	-	-	-

# (B) Number of Overseas Students

Enter the number of overseas students enrolled and forecasted to enrol at your school. The total number of overseas students should match that provided in Table 1.3 (B). If the numbers don't match, the application will display an Integrity error in the top left hand corner of the application.

B) Number of	f overseas stude	nt (FTE) en	rolments	
Year	Prep & Pri.	Jnr Sec.	Snr Sec.	Total
2022				-
2023				-
2024				-
2025				-
2026				-
2027				-
2028				-



# (C) Describe your school's policy for overseas students, e.g. percentage/numbers

Provide details on the policy for overseas students at the applicant school.

C) Describe your school's policy for overseas students, i.e. percentage/numbers	

# (D) Briefly describe the basis used to establish enrolment projections

Provide details on the basis used to establish enrolment projections (e.g. enrolment deposits, population growth, demographic survey, enrolment patterns, retention rates, catchment etc.)

D) Briefly describe the basis used to establish enrolment projections (e.g. enrolment deposits, population growth, demographic survey, enrolment patterns, retention rates, catchment, competitors etc.). If part of the proposed project's justification is based on enrolment growth, please demonstrate how this "basis" is used to substantiate the forecast increase in enrolments.

(E) Briefly describe class size policy and other relevant cohort organisation information
Provide details on the class size policy and other relevant cohort organisation information.
E) Briefly describe class size policy and other relevant cohort organisation information. Based on the existing buildings and class size policy, what is the current student enrolment capacity at the school? Do you have any waiting lists in any year levels at present (can this be verified)?
(F) Pre-Prep
Provide details on Pre-Prep for the applicant school, in response to the following questions:
Is a Pre-Prep attached to the school?
How is it run?
<ul> <li>How many FTE children is it registered for?</li> <li>How many Pre-Prep (Prep minus 1) children attend this year?</li> </ul>
What is the expected conversion from Pre-Prep into Prep for next year?
F) Pre-Prep
Is Pre-Prep attached to your school?
If so, how is it run?
How many FTF children is it registered for?
How many FTE children is it registered for?  How many Pre-Prep (Prep minus 1) children are attending the school this year?  What is the expected conversion from Pre-Prep to Prep next year?
Please note Section 1.4 (G) and (H) are relevant to Special Assistance Schools only.
(G) Enrolment Churn and Attendance Patterns
Comment on the level of enrolment churn and attendance patterns for the applicant school.
G) What is your level of enrolment churn and attendance patterns? Please comment.

demonstrates performance against these measures.	
H) What measures do you use to track student outcomes? What evidence can you provide to demonstrate performance against these measures?	
1.5 STAFF AND FEES	
(A) Enterprise Agreement	
Please provide information about the enterprise agreement for your staff at the applicant school.	
A) Enterprise Agreement	
Are your staff under an Enterprise Agreement?	
If so, when does it expire?	
What are the key salary increases in the Enterprise Agreement?	
(B) Length of Service	
Detail the average length of service of staff currently at the applicant school.	
B) Length of Service	
What is the average length of service of staff currently at the school?	

Describe how student outcomes are measured at the applicant school and provide evidence that

(H) Student Outcomes

# (C) Teacher Aide, Professional and Technical Support Staff

Enter the staff numbers by education level and area of specialty for the current and previous years at the applicant school.

C) Teacher Aide, Professional and Technical Support Staff (School Total)						
FTE	Area or Specialty	2023	2024			
FTE of Teachers Aides involved in regular classroom activities	Preparatory					
(This includes, Technologies, Science, Library, The Arts, Sports and any other 'in-	Primary					
class' aides. The wages of these staff should be shown in Financials: 2.3 Salaries -	Secondary					
e wages of these staff should be shown in Financials: 2.3 Salaries under Non-	Total	-				
FTE of Teachers Aides involved in specified education activities	ESL					
Togething including Assistants 1	Learning Support/Enrichment					
	Other					
	Total	-	-			
FTE of Professional and Technical Support staff	ICT Technician					
(The wages of these staff should be shown in Financials: 2.3 Salaries under Other	Library Technician					
Services.)	Counsellor					
	Pastoral					
	Sport					
	Other					
	Total	-	-			
	FTE Total -					
	Difference		-			

# (D) Tuition Fees (this year)

Enter the amount of tuition fees by education level in the current year at the applicant school. For multicampus schools, please enter an average fee amount.



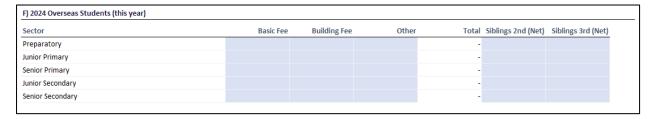
# (E) Boarding Fees (this year)

Enter the amount of boarding fees by education level in the current year at the applicant school. For multi-campus schools, please enter an average fee amount.



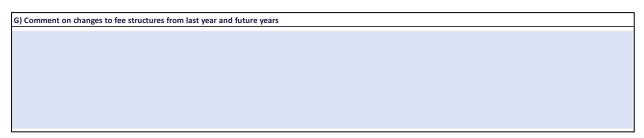
# (F) Overseas Students (this year)

Enter the amount of tuition fees for overseas students by education level in the current year at the applicant school. For multi-campus schools, please enter an average fee amount.



# (G) Comment on Changes to Fee Structures from Last Year and Future Years

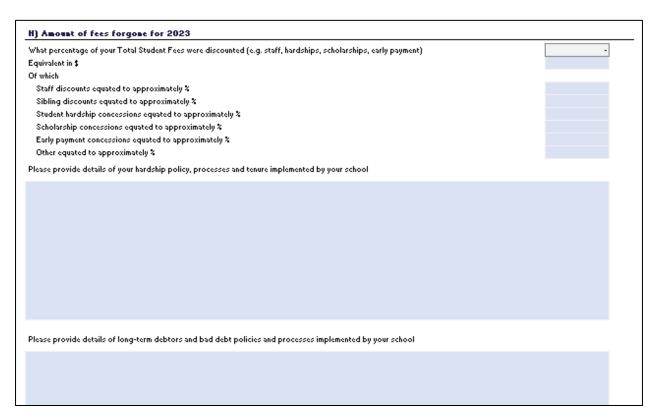
Provide comments on changes to fee structure at the applicant school. For multi-campus schools, comments should also reflect average fee changes.



# (H) Amount of Fees Foregone for the previous year

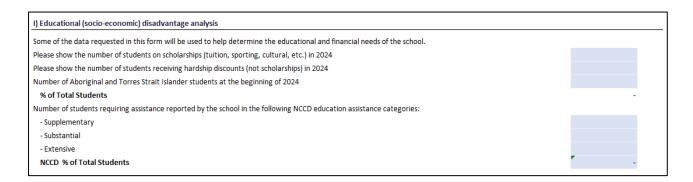
Enter the percentage of total student fees for the applicant school that are discounts, student hardships concessions, bursaries/Scholarships, and other.

Student hardship concessions in dollars should only include concessions given for hardship that have been evidenced, such as in the case of bursaries. Academic scholarship and scholarships that are not 'means' tested, should not be included in hardship concessions.



# (I) Educational (Socio-Economic) Disadvantage Analysis

Enter student numbers for the current year for the applicant school.



# 1.6 PROJECTS (ALL CAMPUSES)

# (A) Previous Projects without Government Grants

Please include major capital purchases and construction/renovation projects across all campuses **over \$100,000** which the school has undertaken without grants from the Australian or State governments. These projects should have taken place in the last three years.

Include any capital projects or parts projects that were outside funding guidelines and therefore did not attract a grant.

Projects that form part of the school's regular maintenance program should not be included unless they involve specific refurbishment, upgrade, renovation or replacement of facilities.

A) Previous projects without Government grants (over \$100,000 only)		
Detail land and building projects completed without assistance from the Australian or State Gov	ernments during the period 2020-2023.	
Detail major capital purchases, construction and renovation projects which the school has under school's regular maintenance programme should not be listed unless they involve specific replac		Projects that form part of the
Year of Completion Brief Project Description	Campus	Final Cost (\$)

### (B) Previous Projects with Government Grants

Following receipt of a Capital Grant, one of the final requirements is to acquit the project via an Accountant's and Architect's certificate.

Please list any projects across all campuses that have attracted a Capital Grant from QIS BGA in the past eight years and have NOT been acquitted via the QIS BGA process. Only include projects where the grant has been fully claimed. Note non-acquitted projects may affect this year's application.

B) Previous Projec	cts with Government grants			
Please list any pro grant has been fu	ojects that have attracted a Capital Grant from QIS BGA in the $\hspace{-0.1cm}$ illy claimed.	past eight years and have NOT been a	equitted via the QIS BGA	process. Only include projects where the
Year of Grant	Brief Project Description	Grant (\$)	Campus	Please provide an explanation as to why acquittals have not been lodged

#### 1.7 EXISTING TEACHING SPACES (PROJECT SITE / CAMPUS)

# (A) Dedicated Primary Only Teaching Spaces

For the project site/campus, please record all rooms used as primary school teaching spaces. Include specialty spaces such as Art, Science or Multi-Purpose Halls etc if they are used for curriculum delivery.

If specialty classrooms are used for both primary and secondary, show below in 1.7(B).

All existing primary General Learning Area classrooms should be shown at 100% occupancy. Primary only specialty areas (non-General Learning Area) need to have a percentage usage shown in occupancy based on the formula.

#### Timetable use / period of the week = %

Please include Building the Education Revolution (BER) funded primary tuition spaces in this table. Indicate if the spaces were constructed using BER or Trade Training Centre (TTC) grant funds in the far right column.

Spaces that have previously attracted Capital Grant funding from QIS BGA and are yet to be built or that are in the process of being built, should be entered and shown with "0" as the occupancy. Also include tuition spaces that are being built in the current year by the school without QIS BGA funding.

x) Dedicated Primary Only Teaching Spaces									
nclude information relating only to the applicant school, Primary School teaching spaces. Teaching spaces are areas where curriculum delivery occurs. Please use the help notes to assist in the completion of this section.									
Notes:									
, ,	that are 50m2 or more. was constructed using BE	ER/TTC grant funds	, please indicate thi	is in the final column.					
Building ID	Room ID	Area (M²)	Occupancy (%)	Year/Grade	Main Purpose	Sector	Temporary	Condition	BER/TTC?
						Primary	No		No
						Primary	No		No

# Please ensure all fields are completed. An error message will appear if there is information missing.

Building ID	Room ID	Area (M²)	Occupancy (%)	Year/Grade	Main Purpose	Sector	Temporary	Condition	BER/TTC?		
Building A	1	10.0	100.0		Applied Technologies	Primary	No		VO	ERROR	١.
									$\overline{}$		_

# (B) Secondary and Combined Teaching Spaces

For the project site/campus, please record all rooms used for curriculum delivery including specialty spaces such as art, science or Multi-Purpose Halls. Include all secondary timetabled classes as well as rooms timetabled for primary and secondary classes (referred to as combined). Please include BER and Trade Training Centre funded tuition spaces.

To calculate percentage of room usage (occupancy), apply the following formula;

#### Timetable periods / Total periods in the week available = %

Primary and secondary usage will need to be calculated separately for shared rooms.

Spaces that have previously attracted Capital Grant funding from QIS BGA and are yet to be built or are in the process of being built should be entered and shown with "0" as the occupancy. Also include tuition spaces that are being built in the current year by the school without QIS BGA funding.

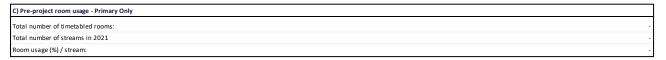
B) Secondary and Comb	Secondary and Combined Teaching Spaces									
nclude information relating only to the applicant school, Secondary and Combined teaching spaces. Teaching spaces are areas where curriculum delivery occurs. Please use the help notes to assist in the completion of this section.  Notes:										
<ol> <li>Only include spaces that are 50m2 or more.</li> <li>If the teaching space was constructed using BER/TTC grant funds, please indicate this in the final column.</li> </ol>										
Building ID	Room ID	Area (M²)	Occupancy (%)	Secondary Use (%)	Primary Use (%)	Main Purpose	Sector	Temporary	Condition	BER/TTC?
				100.0	-		Secondary	No		No
				100.0	-		Secondary	No		No

# Please ensure all fields are completed. An error message will appear if there is information missing.

Building ID	Room ID	Area (M²)	Occupancy (%)	Secondary Use (%)	Primary Use (%)	Main Purpose	Sector	Temporary	Condition E	BER/TTC?		_
						Applied Technologies		No	1	lo	ERROR	
										$\overline{}$		_

#### (C) Pre-Project Room Usage - Primary Only

The application will automatically calculate these figures.



# (D) Pre-Project Room Usage - Secondary Only

The application will automatically calculate these figures.

D) Pre-project room usage - Secondary Only	
Total number of timetabled rooms:	-
Total number of streams in 2021	-
Total number of room / stream:	-
Room usage (%) / stream:	-

# 1.8 EXISTING FACILITIES (PROJECT SITE / CAMPUS)

# (A) Existing Facilities - Non-Teaching Spaces and Teaching Spaces < 50m<sup>2</sup>

Please enter all Administration, Learning Support areas, Library/Resource Centre/Senior Study Centre, Multipurpose Hall and Outdoor Covered areas greater than 50m2. Primary and/or secondary spaces where the curriculum is delivered, timetabled and less than 50m2 (i.e. music tutorial spaces, offices, science preparation facilities, amenities etc) do not need to be listed. Please include any non-teaching spaces that were built under the BER/Trade Training funding. Spaces that have previously attracted Capital Grant funding from QIS BGA and are yet to be built or that are in the process of being built should be entered and shown in the 'Excellent condition' column..

A) Existing Facilities - Enrolm	) Existing Facilities - Enrolment Based Functional Area Indicators (at beginning of 2023)									
Please enter all Administration, Learning Support areas, Library/Resource Center/ Senior Study Centre, Multipurpose Hall and Outdoor Covered areas greater than 50m2 (see application support material Functional Areas and Rates). Please include spaces that the school will build with or without Capital Assistance during 2022. These spaces should be shown as Excellent condition.  Schools with Distance Education will also enter data here - spaces under 50m2 are to be included.										
			Permanent	Permanent			Temporary			
School ID	Functional Area	Sector	No. of Units	Total Area M <sup>2</sup>	Poor Cond.	Good Cond.	Excel. Cond.	No. Units	Total Area M <sup>2</sup>	
							-			
							-			

# (B) Existing Facilities - Total Tuition

The application will automatically calculate these figures.

B) Total Teaching (at beginning of 2021)							
Permanent Area (M²):	-	Temporary Area (M²):	-				

### (C) Facilities to be removed

Record any facilities that have been shown as "temporary" teaching or non-teaching existing facilities that will be removed at the completion of or during the building of the proposed project.

C) Facilities to be Re	emoved (from sections 1.7 and 1.8A)						
			Prior to Start o	f 2024 Round	On Finish of 2024 Round Projec		
School ID	Functional Area	Sector	No. of Units	Total Area M <sup>2</sup>	No. of Units	Total Area M <sup>2</sup>	

#### (D) Boarding Existing Facilities

Please refer to section 1.8 (A) for guidance on completion of this section.

D) Boarding Existing Fac	D) Boarding Existing Facilities (at beginning of 2024)								
Spaces under 50m2 are	Spaces under 50m2 are to be included.								
Permanent								Temporary	
School ID	Functional Area	Sector	No. of Units	Total Area M <sup>2</sup>	Poor Cond.	Good Cond.	Excel. Cond.	No. Units	Total Area M <sup>2</sup>
							-		
							-		
							-		
							-		
							-		

#### (E) Boarding Facilities to be Removed

Please refer to section 1.8 (C) for guidance on completion of this section.

E) Boarding Facilitie	s to be Removed					
Spaces under 50m2	are to be included.					
			Prior to Start of 2024 Round		On Finish of 2024 Round Project	
School ID	Functional Area	Sector	No. of Units	Total Area M <sup>2</sup>	No. of Units	Total Area M <sup>2</sup>

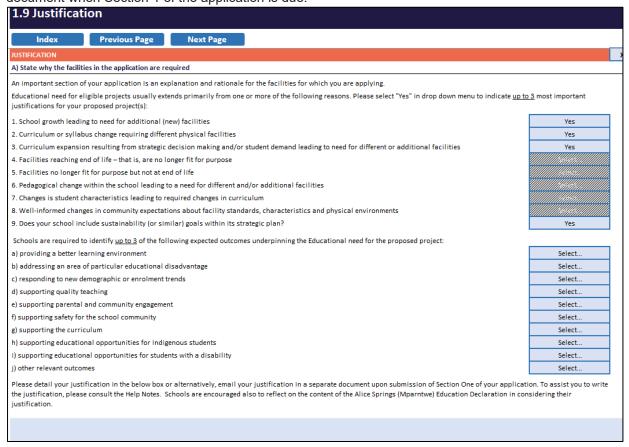
#### 1.9 JUSTIFICATION

This section should be a brief explanation of the rationale for the facilities for which you are applying. To assist you to write the justification, the following topics should be used as reference:

- a) Context, pedagogy and space before transformation
- Briefly describe your school's context
- If relevant, describe curriculum change and or expansion, reflecting student demand for different or additional learning.
- Describe the school's current pedagogical approach as it relates to the type of learning spaces described in your application.
- Describe the current physical [learning] environment as it relates to your application
- b) Transforming learning the educational brief
- Outline the vision and educational brief for the new or renewed facilities.
- Describe the process of developing the educational brief, who was involved and how it was led.
- c) Creating the space -the design brief
- Describe the design process and how the users of the proposed new facility were engaged.
- How will the new or renovated space meet the pedagogical needs of the school for the next 5 years?
   10 years?
- d) Transition to the transformed learning environment
- How is the transition to the new environment going to be managed?
- What professional learning will be available to teachers in how to use the new spaces?
- e) Evaluation
- What measures will be used to evaluate the effectiveness of the educational brief and architectural design?
- How will professional learning continue through the occupancy of the building?
- f) Specific site issues
- Are there any specific site issues that must be considered, particularly with respect to project belowthe-line costs?

- If the application includes the demolition of an existing building to be replaced by a new building, please describe used to determine that this was the best outcome.
- g) Other issues specific to your project
- Please provide any other information relevant to the application not captured by the questions/requests stated above

If there are more than one project in this application, it may be necessary to write an explanation for each project. The justification can be included in the application spreadsheet or submitted in a separate document when Section 1 of the application is due.



#### 1.10 PROPOSED PROJECT DETAILS

This section must be completed in detail for each proposed project in this year's application.

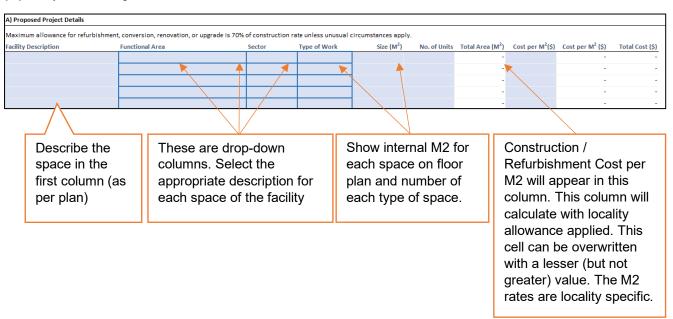
If the school has more than one project, click on "Project 2" and repeat the below process. To enter data for more than two projects or for a Boarding project, please contact QIS BGA for assistance.



Ensure that each functional space is separated on each line. Separate classroom spaces from storage spaces, travel, verandas etc. If more than one floor of building is proposed, separate functional spaces into floors as well. i.e. show classrooms on ground floor separately to classrooms on first floor.

See the samples below for further instructions on completion of each section.

## (A) Proposed Project Details



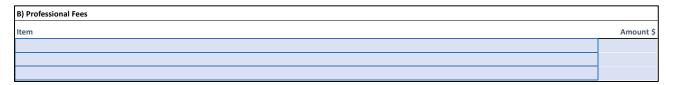
For refurbishment, conversion, renovation or upgrade, if the entered Cost per M<sup>2</sup> is higher than 70% of the construction rate, an error message will appear.



## (B) Professional Fees

Please select an appropriate description from the drop-down list. If none of the options are applicable, provide a short description and \$ amount in the rows labelled "(Other – Please enter details here)".

Professional fees should not exceed 11% of total project cost (supervised proportion of project). For small projects (under \$500,000), renovations or conversions 12% is acceptable.



# (C) Local Authority Charges

Charges by local council for submission of MCU or DA for project.

Please select an appropriate description from the drop-down list. If none of the options are applicable, provide a short description and \$ amount in the rows labelled "(Other – Please enter details here)".

C) Local Authority Charges	
Item	Amount \$

# (D) Loose Furniture Costs

Furniture costs per room as per furniture allowances (See resource material in the *Links to Further Information* section of the application or the QIS BGA website).

D) Loose Furniture Costs	
ltem .	Amount \$

# (E) Equipment (not built in) Costs

Equipment costs per room as per equipment allowances (See resource material in the *Links to Further Information* section of the application or the QIS BGA website).

E) Equipment (not built in) Costs	
İtem	Amount \$

# (F) Library Resources Costs

Library resource allowance is applicable for projects that include library space. (See resource material in the *Links to Further Information* section of the application or the QIS BGA website).

F) Library Resources Costs	
Item	Amount \$

# (G) Fire Services Costs

Requirements of Fire Authority, including hydrants, extinguishes, hardstands etc. Will need to be supported by QS or equivalent for expenses greater than \$50,000. Equivalent means an estimate of cost from a relevant secondary consultant.

G) Fire Services Costs	
Item	Amount \$

# (H) Special Services Costs

This may include new electrical sub main or internal infrastructure costs requested by council, but not covered under the External Infrastructure Subsidy Scheme. Will need to be supported by QS or equivalent for expenses greater than \$50,000. Equivalent means an estimate of cost from a relevant secondary consultant.

H) Special Services Costs	
Item	Amount \$

## (I) Site Development Costs

Include items such as extra footings, storm water requirements, water tanks etc. Costs will need to be supported by QS or equivalent for expenses greater than \$50,000. Equivalent means an estimate of cost from a relevant secondary consultant.

I) Site Development Costs	
Item	Amount \$

# (J) Other Additional Costs

Include carpark allowance, landscaping allowance, solar, and other environmental items (eg rainwater harvesting tanks) or other costs will need to be supported by QS or equivalent for expenses greater than \$50,000. Equivalent means an estimate of cost from a relevant secondary consultant. Costs of development requirements (extending from MID) may be included here. Supporting information will be required if MID costs are included.

J) Other Additional Costs	
Item	Amount \$

# (K) Total Project Cost

The application automatically calculates this value.

K) Total Project Cost (A to J)	
Total	-

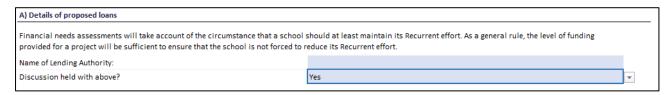
#### 1.11 SOURCE OF FUNDS

Please ensure that section 1.11 is complete for each project. If the school has more than one project, click on "Project 2" and repeat the below process.



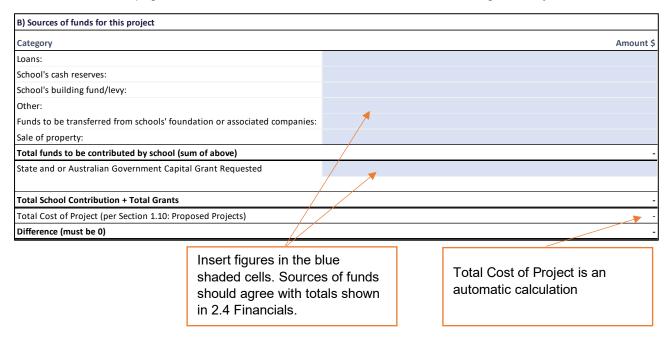
# (A) Details of Proposed Loans

Provide details about the proposed loans.



## (B) Sources of Funds

The source of funds page includes details of discussions held to date with lending authority.



# (C) Contingency

Provide information on whether the school has an alternative way of financing the project should they not receive a grant or receive a lower amount of grant than requested.

C) Contingency	
Should the school not receive the requested grant, what will the school do?	

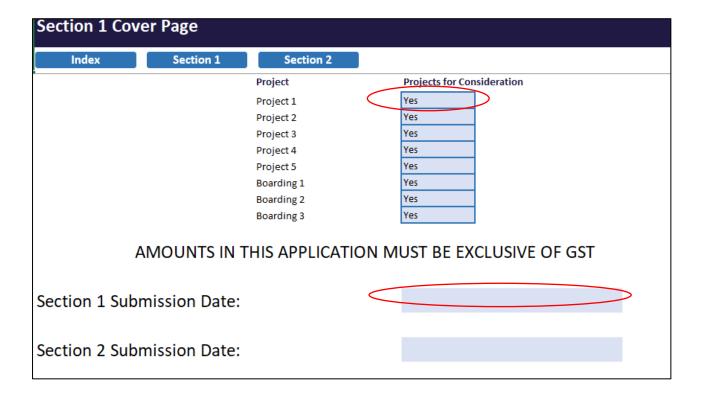
# Completion of Section 1

This is the final part to Section 1. Section 1 is due for submission by the 1<sup>st</sup> of March 2024. Before submission, please enter a submission date on the cover page.

If you decide not to proceed with a project, you can inform QIS BGA of this decision by using the drop down box under *Projects for Consideration* and changing the Yes to *No.* 

When this is done, follow the instructions in the Client Portal to submit the application along with required supporting documentation.

You will receive acknowledgment of your submission. QIS BGA will then lock section 1 of the application and return this to you via the Client Portal. When you have received the locked version of your application, please continue to Section 2 of the application.



# Section 2 of the Application

Section 2 of the application must be completed and submitted via the Client Portal on or before 28<sup>th</sup>March 2024.

#### Section 2 - Financials

For sections 2.1 – 2.9 of the Financials, include historical data as reported on the schools Audited Financial Statements and the Financial Questionnaire. Most fields in these sections loosely align with the data required in the Financial Questionnaire.

Although non-school activities (e.g. to and from school bus transport or tuckshop) are not included in the "annual financial questionnaire", these items need to be included in this application. Non-school activities should be netted off and shown in other income (except pre-prep where income and expense are now shown). See Income for Recurrent section below.

Data for the current year should be expressed as per the school's budget, based on enrolments shown in section 1.3 – Enrolment Details.

Data projected in the four future years should be as per the school's budget forecasts for those years.

If the school operates several campuses and reports as one school for operating and reporting purposes, include all campuses income and expenditure in this application.

In sections 2.4 and 2.5 include all future expected Capital Income and Capital Expenditure. The project applied for in this application should also be included. Include expected loans and requested capital grants (as shown in section 1.11) in section 2.5B and 2.4. Include total project cost in section 2.5A (also as shown in section 1.11). If the school has had other capital projects funded by QIS BGA, these should all be included in the projections. Including projects planned and to be funded totally by the school. Costs associated with the project/s applied for in the application, that are outside the QIS BGA funding guidelines, should be shown as School Capital Expenditure. See notes below in section 2.5 below.

In Section 2 do not include escalation or CPI increases (no inflation). Ensure that all figures are in current year dollar terms. We require data to be reported in this way, so that all schools' data can be analysed on equal terms.

#### 2.1 FINANCIAL ANALYSIS

#### (A) Full Time Equivalent (FTE) of Teaching and Professional Staff – All Campuses

Insert the full time equivalent (FTE) for the teaching staff in the school and all non-classroom teaching professionals, such as principal, deputy, dean of studies etc.

Sector	2022	2023	2024	2025	2026	2027	2028
Prep and Primary							
Secondary							
Total	-	-	-	-	-	-	-

# (B) Enrolments - Tuition Only (Exclude Boarding Total)

The application will automatically populate this information based on your inputs in Section 1.3.

B) Enrolments - Tuition Only (exclude boarding total)							
Enrolments	2022	2023	2024	2025	2026	2027	2028
Prep	-	-	-	-	-	-	-
Primary	-	-	-	-	-	-	-
Total Prep. And Primary	-	-	-	-	-	-	-
Junior Secondary	-	-	-	-	-	-	-
Senior Secondary	-	-	-	-	-	-	-
Total Secondary	-	-	-	-	-	-	-
Total FTE Enrolments	-	-	-	-	-	-	-
Overseas Students (OS)	-	-	-	-	-	-	-

# (C) Details of Proposed Capital Project

The application will automatically populate this information based on your inputs in Section 1.11.

C) Details of Proposed Capital Project	
Proposed school contribution to the project cost given in <u>Section 1.11: Sources of Funds</u>	
Cash -	
Loans -	

# (D) Audited Financial Statements and Financial Questionnaire

As part of the guidelines governing the assessment of applications, QIS BGA requires submission of the Audited Financial Statements for the two years previous to this year's application. Please indicate below if there has been a qualification by the auditor in either of the last two year's Audited Financial statements.

Note: Audited accounts need to reflect contingency liability for historical QIS BGA grants.

D) Audited Financial Statements and Financial Questionnaire	
NB: Audited Financial Statements for 2022 and 2023, and the Financial Questionnaire for 2023 are required to be submitted with this application. Is there a qualification by the auditor in the:	
Financial Statements for 2022	
Financial Statements for 2023	
If yes, please explain:	

# (E) Prior Year Budget Figures and Audited Accounts

Please provide comments if the 2022 and 2023 budgeted figures do not reflect the 2022 and 2023 audited accounts.

E) Does the school's 2022 and 2023 budgeted figures, as detailed in section 2.2 of the application, reflect the school's 2022 and 2023 audited accounts. If not, please				
provide details of any difference below.				

(F) Comments/Assumptions on Budgets/Forecasts
Please provide comments and describe any assumptions made on the budgets/forecasts.
F) Please add any comments and assumptions on budgets and forecasts. 2.1F) is mandatory to complete. Note: budgets must be in current dollars (no inflation).
(G) Minimum Cash Position
Please state the minimum cash position required to be held at any time.
G) Please state the minimum cash position required to be held at any time. For example, one month of operating expenses which equates to \$1.2m. Does the school operate an overdraft? If yes, what is the limit?
(H) Non-Educational Business Activities
Please provide details of any significant non-educational business activities.
H) Does your school have any significant non-educational business activities? If yes, please detail the business type, annual turnover and expected profitability below.
(I) Investment Properties
Please provide details of any investment properties that are not directly attached to the school property.
I) Does your school hold any investment properties not directly attached to the school property? If yes, please detail the property location, year in which the property was purchased, the cost of the purchase, the current value of the property, the current borrowings against the property, the strategy for the investment and any supporting information e.g. valuation or purchase contract to be included. In addition, does the school hold any shares? if yes, please state a description of the shares including purchase date and price and current market value.

# (J) Related Party Transactions

Please provide details of any related party transactions and supporting information.

J) Please provide details of any related party transactions e.g. service agreements, finance arrangements, intercompany loans and head office costs. Please provide any supporting information.

# (K) Future Projects

List major future planned projects across all campuses. It is important that these future projects match the schools' masterplan. The project cost should correlate to section 2.5. Expenditure for Capital Purposes together with any grants sought in Section 2.4.

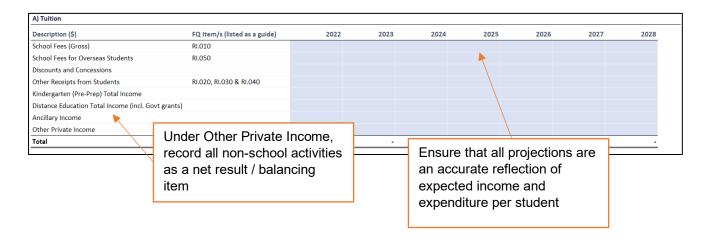


## 2.2 INCOME FOR RECURRENT PURPOSES

As stated above in the introduction to the financials, please ensure that future year amounts do not include escalation (CPI increases). Costings should be in current dollars.

Recurrent income items should be entered in this section. Categories are the same as for those in the "annual financial questionnaire" with the following exception: Kindergarten or Pre-Prep Income attached to a school is to be shown separately as with Distance Education Income. Please ensure Fees are shown as GROSS and then deduct any Fee Discounts and Concessions in the line provided.

If the school is a boarding school, please ensure all income for boarding is separated and shown in D – Income for Recurrent Purposes – Boarding.



#### 2.3 EXPENDITURE FOR RECURRENT PURPOSES

As stated above in the introduction to the financials, please ensure that future year amounts do not include escalation (**CPI** increases). Costing should be in current dollars.

Completion in this section is similar to reporting in the "annual financial questionnaire" except for salaries. Include superannuation and other 'on costs' in salary costs for each salary classification.

Salaries for general teaching staff should include principal, deputy, dean etc.

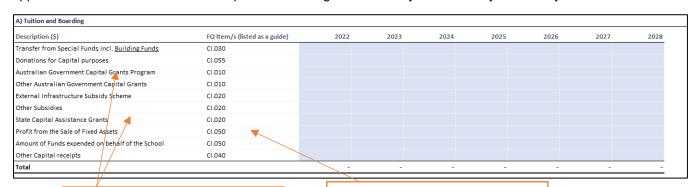
Salaries – Other including professional and technical support staff should include professionals such as: psychologists, counsellors, occupational therapists, social workers, computer technicians, library technicians etc. As with Recurrent Income, if Kindergarten (Pre-Prep) and Distance Education is part of your school, show these expenses in the line provided.

A) Tuition								
NB: Salaries to include all Superannuation and Fringe Benefits								
Description (\$)	FQ Item/s (listed as a guide)	2022	2023	2024	2025	2026	2027	2028
Salaries - General Teaching Staff	RE.010, RE.030 & RE.060							
Salaries - Non-Teaching incl. Assistants	RE.010, RE.020, RE.040 & RE.060							
Salaries - Administration and Clerical	RE.040 & RE.060							
Salaries - Non-Bldg Maint & Cleaners incl. Contractors	RE.040 & RE.060							
Salaries - Other incl. professional and & technical support staff	RE.010, RE.020 & RE.060							
Provision for Long Service Leave	RE.070							
Expenditure on Excursions/Trips	RE.080							
Other Teaching Costs	RE.080							
Administration Costs	RE.080							
Bldg Maint. Expenses incl. Wages & Contractors	RE.060, RE.085 & RE.090							
Rent/Lease Costs for Land or Buildings	RE.095							
Rent/Lease Costs - Other	RE.090							

#### 2.4 INCOME FOR CAPITAL PURPOSES

Include all capital fees and capital donations in this section.

Please ensure that future grants and loans are shown as capital income as indicated in section 1.9 of the application. Include all other future capital loans and grants that may be funded by BGA or by school.



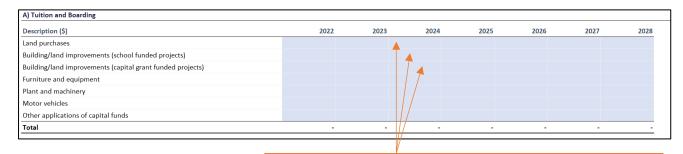
Include all income for future capital works, including expected grants from Commonwealth and State.

Also include any loss on sale here (as a negative number)

#### 2.5 EXPENDITURE FOR CAPITAL PURPOSES

Include all expenditure including intended building projects. Similar to 2.4 above.

# (A) Tuition and Boarding



Include all expenditure for projected future capital works, including land purchases, School funded portion of projects not supported by QIS BGA, as well as the total cost of projects that are part of the BGA Application.

# (B) Loan Drawdowns and Repayments - Tuition & Boarding

B) Loan Drawdowns and Repayments – Tuition and Boarding						
2022	2023	2024	2025	2026	2027	2028
-	-	-	-	-	-	-

# (C) Long Service Leave Entitlements

C) Long Service Leave Entitlements							
Description (\$)	2022	2023	2024	2025	2026	2027	2028
Long service leave – opening balance current and non-current		-	-	-	-	-	-
Provision for long service leave	-	-	=	-	-	-	-
Less long service leave payments							
Total Long Service Leave Entitlements	-	-	-	-	-	-	
Current							
Non-Current	-	-	-	-	-	-	-

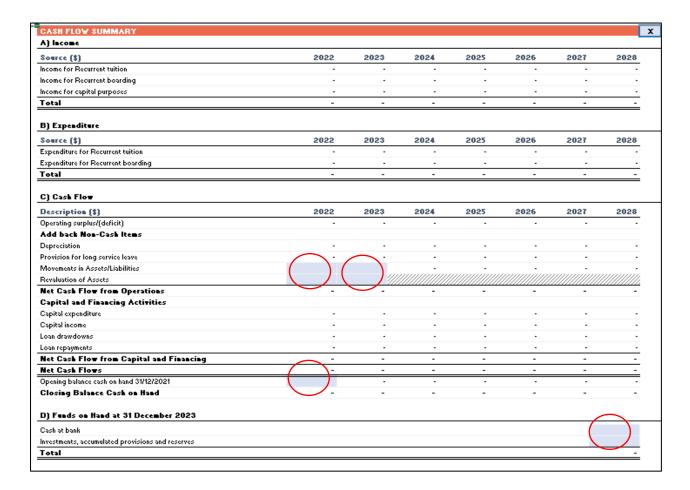
#### 2.6 CASH FLOW SUMMARY

Cash Flow Summary page is self-generating except for the following:

- Movements in Assets/Liabilities 2022 and 2023– manually enter value in cell
- Revaluation of Assets 2022 and 2023 manually enter value in cell
- Opening balance cash on hand 31/12/2021 manually enter value in cell.

Ensure the Closing Balance Cash on Hand for 31/12/2023 balances to Section D) Funds on Hand as at the end of 2023.

**Note:** Tabs 2.7 (Debt Situation) and Tab 2.8 (Balance Sheet) must be completed before the Cash Flow Summary (Tab 2.6) fully calculates.



#### 2.7 DEBT SITUATION

# (A) Debt Situation

All fields within Debt Situation are automatically populated from other sections of the financials, except for the opening balance of loans carried forward and current loan repayments. The loan opening balance must equal the closing balance for the previous reporting period.

A) Debt Situation							
The loan opening balance in 2022 must equal the	oan closing balance at 31 De	cember 2021.					
Description (\$)	2022	2023	2024	2025	2026	2027	2028
Opening Balance (from 31/12/2021)		=	=	=	=	=	-
Other loans for capital purposes	•	-	-	-	-	-	-
Loans for Recurrent purposes	-	-	-	=	=	=	-
Less loan principal repayments	-	-	-	-	-	-	-
Closing Balance	-	-	-	-	-	-	-
Represented by							
Current (expected to be repaid next year)							
Non-current	-	-	-	-	-	-	-

# (B) Summary of Loans

Ensure that Loans and Balance of Loans outstanding as at the end of 2023 are entered as per the Balance Sheet.

B) Summary of Loan(s)							
Name of lending institution, individual or group	Calendar year(s) which loan was taken	Original loan amount (\$)	Current interest rate (%)	Term years	Balance of loan outstanding as of 31/12/2023 (\$)	Purpose of loan	Servicing cost this year (principal + interest) (\$)
				Total Debt:	-	Total Servicing Cost:	-

# (C) Chief Financier/Banker

Provide details on the school's chief financier/banker.

C) Who is the school's chief financier/banker (duration of relationship)? What are the key covenants attached to this borrowing? What is the main security and reporting requirements attached to this lend? Does the financier allow you to repay/redraw on your loans? If so, does your school repay debt with any excess cash and then redraw your loans when required? Is the school in any type of default with its financer? If so, please provide detail.

# (D) Preferred Peak Debt Limits

Provide details on the preferred peak debt limits imposed by your Board and/or Financier.

D) Comment on the preferred peak debt limits imposed by your Board and Financier and any interest rate strategies implemented?					

# 2.8 BALANCE SHEET

Please ensure balance sheet balances.

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- - OK

#### 2.9 SCHOOL'S FOUNDATION OR ASSOCIATION - CASH FLOW

QIS BGA seeks information relating to funds that may be available to the school for Capital purposes. In this respect, the Committee requests information relating to the funds on hand at 2023 in school foundations, associated companies or organisations. Please forward all appropriate Audited Balance Sheet(s) to support your entries.

A) Income							
The QIS BGA Capital Funding Committee is: Committee requests information relating t all appropriate Balance Sheets to support	to the funds on hand						
Description (\$)	2022	2023	2024	2025	2026	2027	2028
Recurrent income							
Building fund donations							
ther donations							
oan transfers							
Other							
otal	-	-	-	-	-	-	-
) Expenditure							
escription (\$)	2022	2023	2024	2025	2026	2027	2028
ecurrent expenditure							
ransfer to school							
oan transfers							
Other							
Movement in assets and liabilities							
otal	-	-	-	-	-	-	
Description (\$)  Let cash flow	2022	2023	2024	2025	2026	2027	2028
lalance cash on hand		-	-	-	-	-	
umulative Net Cash Flow	-	-	-	-	-	-	
Cumulative net cash flow for 2022 should i	nclude the net cash i	balance at 31 Decen	mber 2021.				
he QIS BGA Capital Funding Committee is : Committee requests information relating to Il appropriate Balance Sheets to support	to the funds on hand						
unds at 31 December 2023	Foundation	Associated Companies	Other	Total			
Vorking account				-			
uilding fund				-			
ibrary fund				-			
theraccounts				<u>-</u>			
otal	-	-	-	-			
are there any other funds available for you	ir school?						
) Detail how the schools' Foundation opera	ates.						

# Section 3 – Other Matters

# 3.0 AUSTRALIAN & QLD STATE GOVERNMENT FUNDING ELIGIBILITY

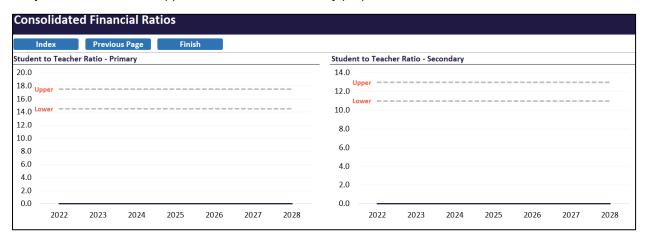
This page contains important information on schools' eligibility of receiving Australia and State Government capital grants, as well as the accountability requirements of receiving such grants.

#### 3.1 AUSTRALIAN & QLD STATE GOVERNMENT FUNDING ELIGIBILITY CHECKLIST

Please complete the checklist to confirm your funding eligibility.

# Section 4 – Consolidated Financial Ratios

This page calculates financial ratios which may be useful to the school in preparation for the School visit. They are included in the application for information only purposes.



# Completion of Section 2

Section 2 is are due for submission by the 28th of March 2024. Before submission, please enter a submission date on the cover page.

If you decide not to proceed with a project, you can inform QIS BGA of this decision by using the drop down box under *Projects for Consideration* and changing the Yes to No.

	Project	Projects for Consideration
	Project 1	Yes
	Project 2	Yes
	Project 3	Yes
	Project 4	Yes
	Project 5	Yes
	Boarding 1	Yes
	Boarding 2	Yes
	Boarding 3	Yes
AMOUNTS IN T	HIS APPLICATION M	UST BE EXCLUSIVE OF GST
Section 1 Submission Date:		
Section 2 Submission Date:		

When this is done, follow the instructions in the Client Portal to submit the application along with required supporting documentation. The below table will provide a summary of supporting documentation requested at each submission point.

You will receive acknowledgment of your submission.

# **Supporting Documentation**

Application	QIS BGA	Document
Section	Need	
1	Desirable	Copy of the school master plan – showing the long-term facility development over the school site
1	Mandatory	School aerial view showing the location of the proposed project/s. Note: Existing buildings should not be labelled. This is a new requirement
1	Mandatory	Copy of the school site plan – showing labelled existing and proposed spaces
1	Mandatory	Copy of the floor plans and elevations – including the square metre area of each space clearly shown on floor plans. Note: For refurbishment/conversion work, show 'before' and 'after' describing the proposed work to be undertaken
1	If appropriate	Supporting design information as appropriate e.g. engineer report. This provided where the project (or a significant part of it) is infrastructure related. Infrastructure is defined as electrical, fire services, water, stormwater, retaining structures, car parks, site preparation and bulk earthworks.
1	If appropriate	Copy of a quantity surveyor report for all refurbishment or conversion projects
1	Mandatory	Copy of a quantity surveyor report or equivalent to substantiate any below-the-line cost that is greater than \$50,000.  Below-the-line means costs related to fire service, special services, site development and other.  Equivalent means a cost estimate provided by a secondary consultant who has expertise in a below-the-line cost area.
1	Mandatory	A high-level Gantt Chart for the proposed project.  QIS BGA asks for a GANTT Chart as one indicator of "sound educational planning" being undertaken by a school/college.  QIS BGA is not looking for a detailed GANTT Chart. Rather a timeline for the forecast achievement of the following milestones is required:  • Schematic Design (if not already produced)  • Town Planning / MID Approval (if applicable)  • Development of Working Drawings and Go to Tender  • Construction Start  • Practical Completion and Handover
2	If appropriate	Copy of the group structure (if the school structure is complex)
2	Mandatory	Copy of prior two years audited financial statements
2	Mandatory	Copy of last Commonwealth Non-Government Schools Financial Questionnaire
2	Mandatory	Copy of Current year school fees
2	If appropriate	Copy of school lease (if school property is rented)
2	If appropriate	Copy of a recent property valuation (if site is leased from related party and the cost is greater than \$100,000)
2	Mandatory	Copy of building insurance
2	Mandatory	Copy of the School Maintenance Plan