

Navigating the Capital Application Process



How to make a quality capital application

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**Queensland Independent Schools
Block Grant Authority**

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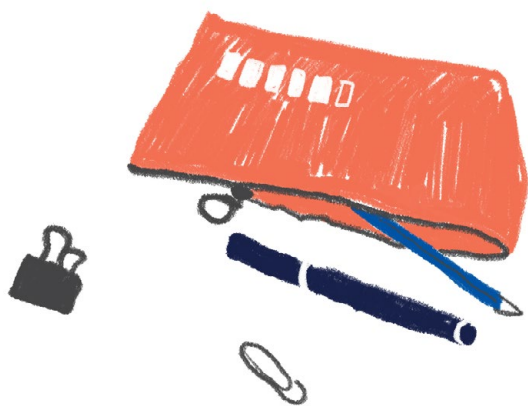
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DISCLAIMER

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Cover Image: Caloundra Christian College– McLellan Bush Architects

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Part 1

Background to the Capital Grants Programs

The Australian Government provides Capital Grants Program (CGP) assistance to non-government schools for the development of educational facilities under the *Australian Education Act 2013* and the *Australian Education Regulation 2013*. The Queensland Government provides State Capital Assistance Scheme (SCAS) funds and External Infrastructure Subsidy Scheme (EIS) funds under the *Education (Capital Assistance) Act 1993* and the *Education (Capital Assistance) Regulation 2025*.

Each capital assistance program operates under a specific set of guidelines. The Capital Grants Program Guidelines, the State Capital Assistance Scheme Guideline and the External Infrastructure Subsidy Scheme Guideline underpin the processes that QIS BGA uses to administer each program.

Australian Government CGP grants are administered via Block Grant Authorities (BGA's), where QIS BGA allocates and disburses approved grants to Queensland independent schools. In the State context, grants provided to independent schools under SCAS and EIS are administered by QIS BGA as the Capital Assistance Authority (CAA).

EIS provides capital assistance to schools where any capital project on a school site triggers State or local government requirements to provide new or additional external infrastructure in areas such as water, sewer and traffic. The [QIS BGA website](#) provides further details on EIS school and project eligibility, as well as the application process.

Navigating the Capital Application Process

specifically focuses on CGP and SCAS grant applications and is intended to assist Approved Authorities and applicant schools to develop an understanding of:

- the objectives of each capital assistance program
- the similarities and differences between the respective programs, and
- how a school's requirement for educational facilities is determined through the education/buildings and financial needs assessment methodologies.

Application note

Schools should make early contact with the BGA Secretariat when planning for a capital project, to enable the making of time efficient, well-prepared applications in the future



References within

The CGP and SCAS funding available through QIS BGA assists Approved Authorities and their schools to fund the construction of educational facilities to be utilised by either the Preparatory, primary or secondary years. Funding may also be accessed where schools have an element of facilities planning that focuses on the combined use of educational spaces. Any reference made to 'primary' and 'secondary' schools will apply to schools that are combined, as well as those which operate as standalone primary and/or secondary schools. Where reference is made to 'schools', note that this is intended to include the Approved Authority, as the entity accredited to govern the applicant school under the *Education (Accreditation of Non-State Schools) Act 2017*.



Part 2

Requirements of the Programs

School Eligibility Requirements

To be eligible to apply for CGP and SCAS capital grants, schools must:

- be accredited and eligible for recurrent funding under the *Education (Accreditation of Non-State Schools) Act 2017 Act*, and
- enter into a Participation Agreement with QIS BGA, i.e., become formally listed as a Participating School prior to lodging an application for capital assistance.

A Note on Eligibility of New Schools and Campuses

Where new schools or campuses of existing schools are intended to be the subject of a capital grant application, prospective or existing Approved Authorities should contact the QIS BGA office to inquire about accessing or extending a Participation Agreement PRIOR TO submission of a capital grants application. The *QIS BGA New Schools and Campuses Policy* will also provide additional information specific to the unique application circumstances of new school or campus site development.

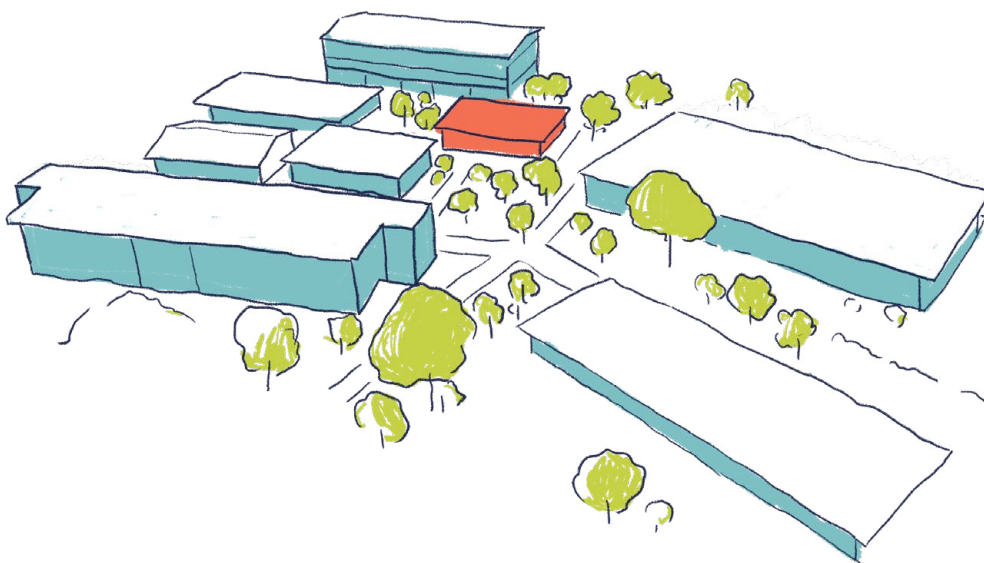
Australian Government CGP Requirements

QIS BGA is accountable for ensuring projects recommended to the Australian Government for capital assistance contribute to the CGP objectives and address the Australian Government's other priorities and objectives for schooling, such as the Alice Springs (Mparntwe) Education Declaration.

Alice Springs (Mparntwe) Education Declaration

The Australian Government Department of Education provides the Alice Springs (Mparntwe) Education Declaration to set out a vision for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.

Applicant schools will provide an educational justification which explicitly demonstrates how a proposed capital project relates to the Australian Government's commitments within the Declaration.



CGP Objectives and Requirements

Through the application process, an applicant school will need to:

- demonstrate that the proposed project will contribute to the CGP objectives, namely:
 - provide and improve school capital infrastructure, particularly for the most educationally disadvantaged students
 - ensure attention to refurbishment and upgrading of capital infrastructure for existing students, while making provision for needs arising from new demographic and student enrolment trends
 - pursue the Commonwealth's other priorities and objectives for schooling.
- be proposing a project that is consistent with sound educational planning, within both the school and the environment in which it is operating, especially in relation to the cost, size and use of facilities to be funded
- demonstrate a financial need for the grant (i.e., show that the school and the supporting community do not have the capacity to meet the total cost of the project)
- demonstrate financial viability
- own the land or have a lease for the land and/or buildings that have a period to run commensurate with the period in which the capital grant may be required to be repaid if the school no longer provides school education, i.e. the contingent liability period.
- demonstrate that the school has an appropriate maintenance plan in place and can meet the ongoing running costs of its facilities (or, for proposed new schools, a proposed maintenance plan)
- demonstrate that adequate insurance is held over school buildings (only if relevant, for proposed new schools)
- be proposing a project that will not adversely affect the condition of a place in relation to heritage legislation.

Queensland Government SCAS Requirements

The SCAS guidelines require applicant schools to identify their specific needs for educational facility projects, in line with the Scheme's focus on school needs and the school community's ability to meet them.

The SCAS assessment criteria are a further source of valid rationale for proposed educational facilities and, as such, applicant schools will provide data and commentary in relation to these criteria through the application process:

- the condition and extent of the school's existing facilities
- the facilities that are, or are likely to be, needed to provide the school's curriculum or proposed curriculum
- the number of students, other than overseas students, attending the school in the year of application
- the number of students, other than overseas students, expected to attend the school in the two (2) years after the year of application
- the characteristics of the students who attend, or are expected to attend, the school. For example, the ages of the students and whether they have particular needs because of disabilities or special learning requirements
- the school's financial position
- the school community's capacity to obtain financial resources for capital projects. For example, through donations, fundraising, loans and payment of fees
- whether the school is in a remote area of the State
- whether the proposed capital project aligns with the school's plan for development.

Projects able to funded

Aside from new construction, facilities already existing in schools may also be the subject of a proposed project, i.e., replacing an existing building or changing the floor area or use of existing spaces.

Projects may be proposed for work of the following types:

- planning
- construction
- alteration/conversion
- extension
- renovation/refurbishment
- relocation
- upgrade
- demolition.

Application note

Dependent on the nature and circumstances of both the school and the proposed project, eligible projects will be recommended to the respective Education Minister for either a CGP or SCAS grant

Eligible Projects

The BGA will allocate grants based on available funds, the type of school, and the nature of the capital project. As per the guidelines specific to each capital assistance program, the types of eligible projects are as follows:

CGP

- investigating the need for:
 - schools in particular areas, or
 - schools of particular kinds in particular areas, or
 - buildings or other facilities (or parts of buildings or other facilities), or equipment
- purchasing land, with or without buildings (or parts of buildings)
- planning for the erection, alteration, extension, demolition or refurbishment of a building or other facility (or part of)
- developing or preparing land for building or other purposes
- erecting, altering, extending, demolishing or refurbishing a building or other facility (or part of a building or other facility)
- installing or upgrading water, electricity or any other services
- providing equipment, including information technology (as part of a broader capital project)
- providing furniture (as part of a broader capital project)
- providing library materials or obtaining services and goods for library cataloguing (as part of a broader capital project).

SCAS

- A capital assistance application may be made for :
 - educational facilities for students
 - boarding facilities for students (including supervisor accommodation within the facilities)
 - residential accommodation for teachers in remote areas (subject to the approval of the State Government Education Minister).
- Funding is available for the following types of work:
 - the conversion or refurbishment of existing facilities
 - the preparation of sites for building
 - the installation or upgrading of water, sewerage, electricity and other services
 - the cost of infrastructure charges imposed by a local authority, if not funded under the External Infrastructure Subsidy Scheme
 - architectural, engineering, local authority and other professional fees
 - the purchase of furniture and equipment
 - the provision of modular classrooms.

Projects unable to be funded

Application note

QIS BGA is unable to allocate retrospective funding i.e., where a contract for the work has been entered into or construction, including site works, has commenced prior to Ministerial approval being announced

Maintenance

Maintenance will remain the responsibility of the school, with the condition of existing facilities providing an indication of the effectiveness of the school's maintenance practices. A desire to refresh facilities under a school maintenance plan should not be confused with the need for a school to upgrade existing spaces. QIS BGA is not obliged to recommend a project where it can be evidenced that the school has not implemented a planned maintenance schedule. As such, the school's maintenance plan will be a mandatory support document for the application process.

Capital assistance cannot be provided to meet expenditure related to any aspect of the following:

CGP

- facilities that have religious worship as a principal purpose
- facilities in a co-educational school where those facilities will not, as far as practicable, be equally available to male and female students at the school
- where retrospective approval is sought (generally after a contractual arrangement to commence the project has been entered into)
- projects proposed to be undertaken solely by parents and friends
- facilities where the majority of the use will be by full fee paying overseas, or other unfunded students attending a 'for profit' section of the school
- facilities principally for pre-primary education, i.e. for children below the prescribed state/territory school starting age or where the facility is not in a formal school setting (for example, an Early Learning Centre attached to a school).

SCAS

- facilities that have religious worship as the sole or principal function
- a facility of a type not provided by the State in State schools
- the acquisition of land
- pick-up and set-down areas at developing schools and any other external infrastructure requirements that are funded under the External Infrastructure Subsidy Scheme
- a capital project related to a temporary site at which special assistance is provided, or proposed to be provided, by an eligible non-state school under the *Education (Accreditation of Non-State Schools) Act 2001, chapter 2, part 3A*
- the purchase of pre-existing buildings
- facilities that are primarily for pre-preparatory education or where the facility is not in a formal school setting.

Part 3

Understanding the Application Process

There are three elements of the application process:

3A The Educational Assessment

3B The Buildings Assessment

3C The Financial Assessment

The education/buildings and financial assessments will take into account the information provided in two modes, i.e.:

- the application template, and
- the mandatory supporting documentation.

The application template will be provided to applicants at the commencement of each annual funding round by the QIS BGA office, via the Enquire grant management system. A request must be made directly to the QIS BGA office, as there will be no general access to the application tool provided via the [QIS BGA website](#).

Mandatory Supporting Documentation

Schools should always refer to the Capital Application Help Notes, available on the QIS BGA website, to determine the mandatory requirements for submitting documentation that supports the application responses. Note that the type of application being made, such as for educational facilities, boarding facilities or distance education facilities may influence the support documentation requirements.

A note on Additional Supporting Documentation for New Schools or Campuses

Where an application will be focused on a new school or campus site, further mandatory documentation must also be provided, as per the QIS BGA New Schools and Campuses Policy, such as:

- the New Schools/Campuses Business Case
- a demographic study, and
- a 10-year budget with accompanying assumptions.

Approval to Develop- Mandatory for 2027 Applications and Onwards

To ensure that the school is aware of the extent of works and the potential for associated costs required in line with a school-based capital project, every effort should be made to achieve an approval to develop at least by

31 December in the year of application submission. Applications submitted for the 2027 round and onwards must meet this mandatory application requirement. In situations where this cannot be achieved by the end of the relevant application year, evidence within the application of pre-lodgement discussions with the approving entity may be acceptable.

The Education and Buildings Assessment

The educational assessment will be conducted by the Education/Buildings committee member in two stages, around which a recommendation will be presented to the QIS BGA Education/Buildings Capital Advisory Committee:

1. the identification of the educational need, and
2. the establishment of a notional Minimum Viable Project and the associated Total Project Cost that meets the number and size of educational facilities needed, based on an examination of the schematic design provided through the proposed project plans.

Potential Education/Buildings Assessment Outcomes

The outcome of the educational assessment will be a recommendation to the QIS BGA Board for a capital project which:

- meets program eligibility criteria
- fulfils the point-in-time facilities needs of the school
- has been well justified according to the school's perceived educational needs, and
- displays value-for-money.

The educational assessment and establishment of the Minimum Viable Project may result in adjustments being applied to the proposed project, for example:

- a change to the accepted type of educational spaces (functional areas) required
- an increase or decrease in the number of eligible educational spaces
- an increase or decrease in the eligible floor area of the educational spaces, and/or
- the proposed project cost at application varying from the Total Project Cost of the Minimum Viable Project recommended for Ministerial approval.

3A

The Educational Assessment

Identifying the Educational Need

A thorough examination of the extent of an applicant school's existing educational facilities, as well as potential facility requirements, will be conducted to identify the educational need. This hinges on

the school's strategic directions, the current and future curriculum and pedagogical needs, alongside the enrolment story, as well as facilities condition, availability and usage.

The Educational Justification

Elements of the school's unique circumstances should be the focus of the educational justification for the proposed project. Best results for the preparation of the educational justification often arise from those who will be managing and using the proposed facilities being directly involved in the inputs to the application process.

Anecdotal information and/or accompanying data provided will inform the assessment of the school's educational need, such as:

Demographic Information

- relevant local demographic information for the school's catchment area
- changes in student population characteristics reflecting demand for different or additional learning

Design for Curriculum and Pedagogical Needs

- how the proposed capital project relates to the Australian Government's commitments within the Alice Springs (Mparntwe) Education Declaration
- the vision for the alignment of educational and architectural design, including links back to the Strategic Plan, the Master Plan and the intentional engagement of staff, students and the wider school community
- how the long-term pedagogical needs of the school will be met by the proposed educational facilities
- any expanded curriculum offerings, resulting from strategic decisions made
- any pedagogical change, including how the change process has been led, such as the role played by school and curriculum leaders, the intentional engagement of staff and professional development for facility users

Educational Outcomes

- any measures which may have been utilised to establish successful educational outcomes achieved through the delivery of previous capital projects and the influences over the proposed project
- any educational goals for future continuous improvement of educational outcomes attributable to the bringing on of the proposed project

Existing Facilities

- changes in school community expectations regarding facility standards and characteristics
- facilities no longer fit for purpose, but not at end of life

Site Specific Considerations

- site specific issues which will result in significant below-the-line costs
- any intention for the demolition of an existing building as caused by the proposed project and justification of the decision to demolish, as being representative of the best outcome

Regulatory Requirements

- any impacts of external authority requirements.

Condition of Existing Facilities

Where a proposed project is for a facility upgrade or renovation, or if it is proposed that an existing building will be demolished and replaced, assessment of the condition of the relevant educational facilities will be necessary.



Establishing the Minimum Viable Project

The major focus of capital assistance for independent schools is to ensure that all schools can apply for at least the basic facilities required (number, area and type of educational spaces) to meet the teaching and learning needs of staff and students. The concept of educational spaces being recognised as 'functional areas' underpins the Education/Buildings assessment.

Functional Areas within Educational Facilities

Functional areas represent the specific categories of educational spaces, defined by a distinct purpose and used within a school's learning environment. Appendix 1, Functional Areas and Construction Rates identifies the accepted types of functional areas within independent schools which form the basis of the application process, i.e.:

- educational facilities:
 - teaching spaces; both general and specialist areas
 - non-teaching spaces which support the running of the school
- boarding facilities, and
- distance education facilities.

Prioritisation of Funding

While QIS BGA acknowledges the individuality of educational philosophy and facility design within the independent education sector in Queensland, learning areas will be prioritised for funding over spaces that support learning activities. Facilities, such as administration spaces or car parks, will be funded when they do not detrimentally affect funds available to assist schools that need to provide facilities essential to the core task of curriculum delivery.

Identifying the Minimum Viable Project

Identifying the Minimum Viable Project, on a case-by-case basis, involves a detailed assessment of the application data provided for:

- the current student enrolments, in addition to enrolment projections for the point-in-time two years from the application year (application year + 2)
- the number of learning spaces per functional area required to accommodate the accepted enrolment numbers, and
- floor area indicators (m²) for each of the functional areas involved in the proposed project.

Application note

If the number and area of proposed project are in excess of that which has been established as the Minimum Viable Project, QIS BGA will be unable to recommend any funding towards the excess spaces or floor area

Number of Learning Spaces

Facilities availability data relevant to the functional areas at the time of the application will be provided and compared to the number of learning spaces (and associated support areas) that might reasonably be expected to be required within the school two years from the application year.

Application note

Any relevant transportable buildings in use after proposed project completion will be included in a school's available space at application, allowing all spaces available to be considered when establishing the Minimum Viable Project

Coinciding with the assessment of the physical number of learning spaces, consideration is also given to the impacts of:

- school-based class size policy and number of streams per year level
- student age, and
- the year level/s which the facilities will be required to accommodate.

Primary Learning Space Requirements

A reasonable minimum requirement within a primary school setting is considered to be one general learning area (GLA) per stream. It is recognised that primary schools may plan for additional specialist learning spaces in addition to GLA's. Flexible learning areas (FLA's) and/or learning commons areas will also be given consideration via the assessment process.

It is understood that P-12 schools may timetable primary classes into specialist secondary facilities, increasing occupancy levels for those learning spaces.

Secondary Learning Space Requirements

Within a secondary setting, the total number of streams per year level is typically based on the number of class groups for core subjects, such as English classes. In some cases, home rooms/form classes structured by year level may be more representative of the number of streams.

Application note

For secondary learning areas, 1.4 learning spaces per stream will be used when establishing how many spaces (per functional area) are required

While calculations are used to determine a reasonable requirement for the number of secondary learning spaces, other extenuating factors, specific to the school situation, will be considered. Such factors may include, for example:

- timetable requirements
- curriculum structure or subject offerings, and
- depending on school size, appropriate space for the operation of an 'efficient' classroom.

Floor Area Indicators and Construction Rates

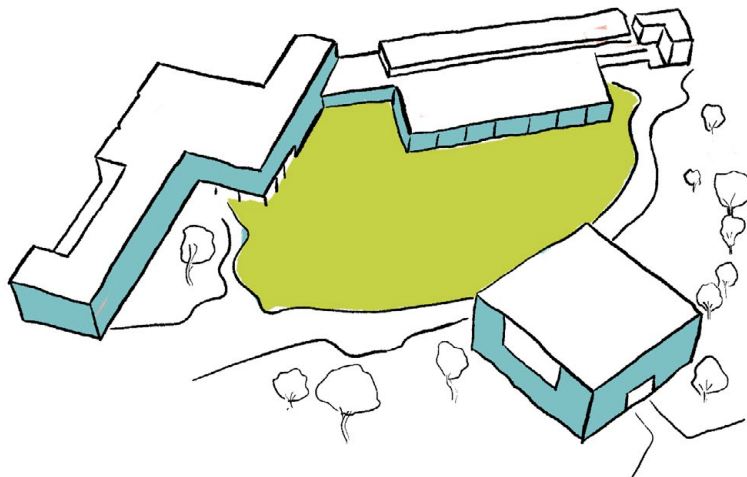
Each functional area shown at Appendix 1, Functional Areas and Construction Rates shows:

- a typical use and unique description, such as, General Learning Area, Science Laboratory or Travel-Link
- for consistency, a specified maximum area (m²) or 'floor area indicator', sized to demonstrate the accepted area, and
- a construction rate (\$/m²), to be used by the application tool to calculate the cost to construct an educational space.

QIS BGA utilises functional areas that broadly reflect those provided by the Queensland Government within state schools. Schools should plan for the type of educational facilities they wish to construct; however, the established floor area indicators for each functional area will be utilised as a guide to a reasonable area allowance when identifying the Minimum Viable Project and analysing the associated Total Project Cost.

Associated Areas

Some functional areas shown at Appendix 1, Functional Areas and Construction Rates include a list of recognised associated facilities, which are typically smaller spaces, such as storerooms or offices, that support the function of the larger educational space.



The Total Project Cost (ex GST) is the theoretical cost of delivering the Minimum Viable Project and will be determined through the combination of:

1. the cost for the specific functional areas identified, i.e., using the recognised construction rates for the functional areas (above-the-line costs) embedded within the application tool at Appendix 1, Functional Areas and Construction Rates, and
2. other eligible project costs (below-the-line costs), i.e., other costs associated with delivering the proposed project, beyond what is already provisioned in the construction rates for the functional areas above, manually entered to the application on a line-by-line basis.

Potential Total Project Cost Assessment Outcomes

The Total Project Cost for the Minimum Viable Project resulting from the combination of the above-the-line and below-the-line building costs may differ from a professional cost estimate for a proposed project. This is in contrast to a cost estimate from a Quantity Surveyor which will, amongst other things, take into account the specific quality of finishes and design features of a project that may not contribute to the Minimum Viable Project, but will likely affect the real cost to deliver a project.

Quantity Surveyor Inputs

Where required, the proposed cost of new facilities will be supported by a Quantity Surveyor's report, enabling the identification of site-specific building costs and the inclusion of any other specific requirements within the school's application. Alternatively, the Quantity Surveyor's report may also recommend a more conservative construction rate for a specific functional area be applied within the project costings, as appropriate.

If a proposed project is assessed as representing poor value-for-money, e.g., the estimated cost for conversion or refurbishment project evidenced by a Quantity Surveyor report is greater than 70% of the cost to build new, the BGA will enter into discussions with the school to consider viable options.

Above-the-Line Costs - Construction Rates for Functional Areas

The construction rates for functional areas are revised annually, taking into account previous market costs for delivering similar community infrastructure projects across Queensland.

The above-the-line construction rates are:

- representative the forecast cost to build approximately 18 months ahead of the relevant funding round, to align with the expected timeframe for the construction commencement of approved projects
- intended to represent the cost of building a standard educational space in line with sector benchmarks (i.e., basic inclusions and functional quality and finishes)
- not intended to reflect the actual cost to build a facility to all possible levels of style, quality and design flair, and
- inclusive of provisions for standard building elements required to deliver a complete, compliant educational space to a basic level of finish.

What is provisioned in the construction rates for functional areas?

- delivery of a complete building envelope, including fixtures, fittings and finishes
- building requirements mandated by regulatory codes or standards
- costs for standard site preparation based on a moderately complex site with moderately reactive soil and relatively minor falls

What is not provisioned within the construction rates for functional areas?

- work outside of the immediate building footprint
- fixtures, fittings, equipment with an expected service life of less than 20 years i.e. non-capital items
- costs that arise due to unique project needs, site-specific requirements
- costs for site preparation beyond that required for a moderately complex site with moderately reactive soil and relatively minor falls



Locality Indices for Construction Cost Variations by Location

The locality indices are revised and updated on an annual basis. To account for regional variations in construction costs, the locality index is automatically applied to the functional area construction rate via the application tool.

The indices adjust for higher costs due to factors such as increased freight costs, reduced contractor competition, and other challenges that affect the cost of delivering a regional project. Appendix 2, Locality Indices identifies the locality indices applicable to the current round. Note that a locality index should not be applied to any below-the-line costs calculated by a Quantity Surveyor or other relevant professional, as such costs should already account for the actual location of the project.

Below-the-Line Costs - Other Eligible Project Costs

The below-the-line costs reflect the specific site conditions, design requirements and delivery needs of the proposed project. They are:

- unique to each project, and
- beyond what is already provisioned in the construction rates for functional areas.

The below-the-line cost categories each within the application will be shown as:

- A. Professional Fees
- B. Local Authority Charges
- C. *Loose Furniture, Equipment & Library Resource Allowances
- D. Built-in Equipment Costs
- E. Internal Site Infrastructure Costs
- F. *Site Development Costs, and
- G. Other Additional Costs.

*Note that a schedule for Furniture, Equipment and Sundry allowances is contained within Appendix 1, Functional Areas and Construction Rates. For the relevant Below-the Line category, these allowances are embedded within the application tool, similar to the construction rates for functional areas.

An eligible below-the-line cost refers to a portion of work that is:

- essential to delivering a capital project that is not already provisioned within the construction rates for functional areas, or
- an upgrade from the Minimum Viable Project, where the applicant demonstrates via an educational justification that the additional cost will make a significant contribution to educational outcomes, or
- a condition or requirement of an approval to develop that requires an enhancement or additional inclusion either outside of a building, or otherwise internal to the school site.

A cost that falls outside of the above-listed parameters is likely to be ineligible for inclusion as a below-the-line cost. Where a proposed cost is confirmed as ineligible through the building assessment, the cost will be removed from consideration when determining the Total Project Cost and the school will be advised of this adjustment at the appropriate time in the funding round. Appendix 3, Below-the-Line Costs Matrix provides the following guidance for each of the below-the-line categories:

- a description of eligible costs
- relevant considerations, other notes and limitations
- a list of examples, and
- prescribed evidence, including any further supporting information required for submission with the application.

Additional Below-the-Line Support

The [QIS BGA website](#) also provides further guidance to schools when determining where specific project costs could be eligible for inclusion as a below-the-line cost, i.e.,

- Frequently Asked Questions which provides:
 - further commentary on the specific provisions already in the construction rates, and
 - the most appropriate category for below-the-line cost items, and
- The Below-the-Line Costs Flow Chart which provides a decision-making tree to support the identification of below-the-line item eligibility.



The Financial Assessment

Determining the Required Grant Amount

Once the Education/Buildings committee member has assessed and identified the Minimum Viable Project and established the eligible Total Project Cost, the Finance committee member will conduct an assessment to ascertain the dollar value of government assistance the school requires to make the proposed project feasible.

At the school visit, questions will be tailored to the application information and supporting documentation, as provided. Schools will benefit from being thoroughly familiar with all the details in the application, particularly to ensure consistency and alignment with industry standards and historical data. Historical data will be reconciled with audited accounts, and future projections on enrolments, anticipated growth, and educational management practices will be analysed.

The school's solvency and its ability to continue as a going concern, in light of the proposed project, will be examined. Liquidity, operational and financial performance and relevant ratios will be evaluated throughout the assessment.

The finance assessment ensures the funds requested for the proposed project align with the school's financial capacity to contribute and ongoing viability. This recommendation will be presented to the QIS BGA Finance Capital Advisory Committee by the Finance committee member.

Application note

Total Project Cost - Capacity to Financially Contribute = Financial Need

Governance and Strategic Planning

The school needs to demonstrate the Approved Authority and or Board's capacity to govern and strategically plan capital projects. This can be achieved through the provision of a skills matrix, which includes appropriate evidence of educational, financial, legal, risk, and property procurement competencies.

While it is beneficial that the Board has prior experience in facilitating the design and construction of educational facilities, delivered within budget, and on an agreed timeline, where no prior experience can be demonstrated, evidence should be provided of the plan in place to ensure the required competencies will become available or are able to be accessed.

Additional Finance Information Support

To assist the school in understanding the implications of the financial data provided through the process, the application tool presents certain benchmarks and key ratios graphically. Where the school's metrics are outside these benchmarks, further questions are likely to be raised at the school visit.

Financial Performance Information

Schools are required to provide a comprehensive set of financial documents and supporting information, i.e.,:

- a group structure map outlining any related companies within the Approved Authority group, including detailing the identified relationships
- service agreements between any related companies
- signed, audited financial accounts for the applicant school and any related companies for the two financial years prior to the application year
- the financial questionnaire for the year prior to the application year
- lease documentation (where applicable), noting that leased school properties must have a minimum term of at least 22 years
- evidence of the school's insurance policies, and
- details of the current fee structure

Note that where any related company (other than the Approved Authority) provides any service to the school, their support should be confirmed through a Guarantee or Letter of Awareness.

Financial Data Requirements

Schools should be prepared to provide the following information:

- financial ratios used to monitor sustainability
- explain how the proposed project and future capital development will impact the financial ratios
- an explanation of any identified changes in CTC Score
- demonstrate tuition fees are representative of families' capacity to contribute and compare to similar schools
- confirmation of third-party financier support for the proposed project and future capital project pipeline
- outline available loan facilities and any related covenants
- explain why forecast capital income as a percentage of Total Project Cost is inconsistent with projects previously funded by QIS BGA
- justify increases in recurrent expenditure with new initiatives or provide evidence for unsupported increases.



The finance assessment process will be focussed on an examination of several key financial points:

Heading	Description
Enrolment Data, including student numbers and streams per year level	- Enrolment data for: - the two years prior to the application year - the application year, and - projections for the next four years past the application year. - Enrolment projections (justifiable) supported by evidence of: - any necessary demographic research, including identification of catchment areas, population statistics and information regarding competition from other schools - retention rate trends - waiting lists - strategic considerations for school capacity, and - details about any attached childcare centres, including pre-prep operations and conversion rates.
Staff Numbers	- Teacher numbers for: - the two years prior to the application year - the application year, and - projections for the next four years past the application year. - Details of the school's staff profile, including: - EBA agreement and it's current status - the number of teaching staff - the average length of service for staff, and - information on teacher aides and support staff, including numbers.
Student-to-Teacher Ratios	Provide commentary on student-to-teacher ratios in relation to QIS BGA benchmarks or explain any identifiable deviations.
All Other Ratios	All other ratios related to forecast financial data should remain consistent with current financial ratios, including in relation to QIS BGA benchmarks
Fee Information	- Supply historical and current fee information, including: - anticipated fee changes for the following year - details of any fee discounts provided - the school's policy on hardship, and - information on long-term debtors.
Historical School-based Capital Projects	- List: - all school-funded projects costing over \$100,000 as per the school's Master Plan, with the potential year, brief description, expected cost, and whether a capital grant will be sought, and - any projects that have received government grants within the last four years.
Current Project Funding	- Outline the sources of additional funding for the current project - If borrowing is required, specify the external lender - Indicate what actions will be taken if the school does not receive the requested grant.

Additional financial data must be provided, as follows:

- Ensure the capital project pipeline provided is appropriately sequenced, accurately costed, and the delivery timeline is realistic with references the current status of the school-based Master Plan.
- Present the school's audited accounts for the previous two years, current year projections and a budget for the next four years as required by the application tool and the Capital Application Help Notes.
- All budgeted figures must be presented in current dollars with no inflation adjustments and must directly reflect the student and teacher data provided, as well as future projects only.

External Financing and Benchmarks

Any external financing arrangements should be provided, as follows:

- Details of loans, including limits, usage, terms and conditions, interest rates, repayment periods, security provided, and any loan covenants (including whether any covenants are currently in breach)
- Include information about any overdraft facilities and their limits, and
- Provide any internal benchmarks set by the Board, such as minimum cash positions, debt ceilings, profitability, solvency and liquidity financial ratios, and related benchmarks.



Required Financial Disclosures

Schools should be prepared to disclose:

- Any significant non-education business activities, including type, annual turnover, and profitability, and
- Details of any additional investment properties or shares, including whether they are income-producing, the reasons for acquisition, current value, and associated debt.

The Applicant School Grant Request

When determining the requested grant amount, schools should assess both their current and future financial position, including anticipated growth and capital improvements.

Application note

When considering the grant request, what is the minimum amount of government assistance needed to make the required project possible?

Contingent Liability for All Approved Capital Grants

Any government grant provided to a school carries a 20-year contingent liability commencing from the date of completion of a project.

After the project is complete, if the capital project is no longer used for Preparatory to Year 12 educational purposes the grant may be repayable. Should the application be successful, this contingent liability must be included in the Notes to the audited accounts for the entire 20-year educational use period. As such, this applies to any historical grants received by the school for the remaining educational use period.

Appendix 01



QIS BGA Functional Areas and Construction Rates

Including Furniture, Equipment and Sundry Allowances

Revision 01

November 2025



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Functional Areas and Construction Rates

2026 Construction Rates for Functional Areas

***NOTE:** The functional areas and construction rates are provided to assist applicants in planning and preparing a capital application only and should not be used for financial forecasting or budgeting purposes in isolation or without appropriate consideration and due diligence. The rates are reflective of the minimum viable project, as determined by QIS BGA's Quantity Surveyor, and are not established to account for specific style, design flair or quality of a particular project.

When participating in the QIS BGA capital application process, consideration needs to be given to the following:

- Construction rates include escalation (refer Appendix 1 - 2026 Functional Areas and Construction Rates), representing the forecast cost to build approximately 18 months forward of the funding round.
- Construction rates do not contain GST.
- An allowance for air-conditioning has been included within the rates unless specifically noted otherwise in the functional area descriptors.
- The construction rates are pre-loaded into the application template, along with the applicable locality index (refer Appendix 2 - Locality Indices).
- The relevant locality index can be manually applied to any furniture, equipment and sundry allowances (Refer to Schedule 2 – 2026 Furniture, Equipment and Sundry Allowances) to be included in the proposed project costs.

Applicants should contact QIS BGA with any queries regarding the functional areas and construction rates.

Schedule 1: 2026 Functional Areas and Construction Rates

*NOTE - Rates per m² are ex GST

Functional Areas	Area (up to m ²)	*Rate (\$ per m ²)
EDUCATIONAL FACILITIES		
Administration		
Typical use: dedicated administration building. Reception/foyer, school management offices, business/finance and clerical support offices, board/meeting rooms, main/central staffroom, staff amenities, kitchen storage/joinery, work areas, secure and unsecure storage, sickbay, internal travel and other areas deemed necessary for the operation of the school. Finishes and fixtures of basic quality to meet the functional need.		
Primary, Secondary and Combined	Refer Appendix A	6,330
Associated Areas		
External Staff Room (Decentralised)	Various	6,720
Amenities		
Includes toilets, urinals, showers, sinks, and cleaner rooms, also PWD and ambulant facilities as per the National Construction Code (NCC). Incorporates circulation allowance for inclusion of open space in support of supervision/line of sight/student safety.		
Primary, Secondary and Combined	As required	8,070
Applied Technologies		
Typical uses: server room, communications space. Higher density cabling for electrical and communications purposes and includes air-conditioning appropriate for higher heat load. Areas may be distributed sitewide, as required. *NOTE- This rate does not apply to learning areas fitted out for general computer usage.		
Prep, Primary, Secondary and Combined	As required	7,660
Associated Areas		
IT Administration	80	6,470
Storeroom (Resource store, excludes air-conditioning)	10	4,350
Dance		
Acoustic treatment, appropriate floor treatment and additional services.		
Secondary	100	5,860
Associated Areas		
Storeroom (Resource store, excludes air-conditioning)	10	4,350

Functional Areas	Area (up to m ²)	*Rate (\$ per m ²)
Design and Technologies Kitchen		
Typical uses: produce and serve products, such as food and beverages. Basic kitchen facilities, storage/joinery. Cost per m ² excludes air-conditioning.		
Secondary	100	6,520
Associated Areas		
• Laundry (excludes air-conditioning)	10	6,980
• Storeroom (Dry stores, excludes air-conditioning)	30	6,070
Design and Technologies Workshop		
Workshop areas, materials storage/racking space and associated joinery of an appropriate scale. Cost per m ² excludes air-conditioning. *Costs for inclusions, such as extraction systems, should be entered in application Section 1.10 E) Built-in Equipment.		
Secondary	100	5,300
Associated Areas		
• Materials Preparation Area (excludes air-conditioning)	50	5,300
• Storeroom (Resource store, excludes air-conditioning)	50	3,910
• External Covered Work Area (excludes air-conditioning)	100	1,820
Digital Technologies Laboratory		
Typical uses: robotics lab, maker space, e-sport space, design tasks. Provision for increased technology capability in an adaptable workspace, including storage/joinery.		
Secondary	90	5,300
Associated Areas		
• Storeroom (Resource store, excludes air-conditioning)	20	4,220
Drama		
Acoustic treatment, appropriate floor treatment and additional services.		
Secondary	100	5,860
Associated Areas		
• Storeroom (Resource store, excludes air-conditioning)	20	4,350
Engineering		
Typical uses: dedicated plant rooms (e.g. mechanical, electrical), grounds/maintenance staff work area, tractor/machinery shed. Maintenance facilities in the form of a maintenance shed.		
Prep, Primary, Secondary and Combined		
Plant Room	As required	3,020
Maintenance Facilities	Refer Appendix A	3,360

Functional Areas	Area (up to m ²)	*Rate (\$ per m ²)
Flexible Learning Area (FLA)		
Typical uses: art and other making activities, simple food preparation, science.		
Teaching space supporting both general and specialist learning including storage/joinery within, such as basic benches and cupboards. Also, further storage/joinery such as equipment or utensils store, according to the type of learning to be associated with the space. Includes wet areas (sink/sink bench).		
*Costs for inclusions, such as operable walls, should be entered in application Section 1.10 E) Built-in Equipment.		
Prep, Primary, Secondary and Combined	100	5,420
Associated Areas		
• GLA/FLA Storeroom (Resource store, excludes air-conditioning)	10	4,350
• Outdoor Covered Area (COLA) (in close proximity to FLA)	40	2,810
General Learning Area (GLA)		
Typical uses: general purpose learning space, general teaching space including storage/joinery, such as basic benches and cupboards.		
*Costs for inclusions, such as operable walls, should be entered in application Section 1.10 E) Built-in Equipment.		
Prep	100	5,210
Associated Areas		
• Teacher Work Area	10	5,030
• Withdrawal	10	4,380
• GLA/FLA Storeroom (Resource store, excludes air-conditioning)	10	4,350
• Outdoor Covered Area (COLA) (in close proximity to PREP GLA)	40	2,810
Primary, Secondary and Combined	85	5,030
Associated Areas		
• Withdrawal	10	4,380
• Storeroom (Resource store, excludes air-conditioning)	10	4,350
• Outdoor Covered Area (COLA) (in close proximity to GLA)	40	2,810
Gym		
Typical uses: fitness/sports science activities, weights room, conditioning centre.		
Basic enclosed gym, equipment storage, floor treatment, lights within.		
Primary, Secondary and Combined	85	5,320
Associated Areas		
• Change Facilities	As required	7,820
• Storeroom (Resource store, excludes air-conditioning)	20	3,910

Functional Areas	Area (up to m ²)	*Rate (\$ per m ²)
Hall, Multipurpose		
Typical uses: court sports, assemblies		
Large, covered area, high volume, open span structure, not fully enclosed e.g., half walls with mesh infill, hardstand floors, basic painted floor e.g., court line markings. Natural ventilation or fans. Cost per m ² excludes air-conditioning.		
*Costs for inclusions, such as retractable seating, should be entered in application Section 1.10 E) Built-in Equipment.		
Primary, Secondary and Combined	Refer Appendix A	5,030
Associated Areas		
• Change Facilities (Resource store, excludes air-conditioning)	As required	7,820
• Storeroom (Resource store, excludes air-conditioning)	50	3,910
Hall, Performance		
Typical uses: school community events such as awards evenings, music performances, drama productions, court sports.		
Fully enclosed, higher standard of finishes e.g. acoustic treatments and lighting, permanent seating, inclusions such as stage, light bars, curtaining. Cost per m ² excludes amenities.		
*Costs for inclusions, such as sprung floors or retractable seating, should be entered in application Section 1.10 E) Built-in Equipment.		
Primary, Secondary and Combined	Various	5,800
Hospitality Practices Kitchen		
Higher density of building services and extraction system, storage/joinery. Learning space designed for industry relevant fit out.		
Secondary	120	7,460
Associated Areas		
• Laundry (excludes air-conditioning)	10	6,980
• Storeroom (Dry stores, excludes air-conditioning)	40	6,070
• Cold Room	10	7,240
Learning Commons		
Typical uses: breakout space providing options for small and large group work, across a class, classes or year levels.		
Large, collaborative learning space/s associated with a series of GLAs/FLAs. Internal travel spaces contributing to configuration of open plan learning. Potential for withdrawal spaces to be redistributed to contribute to the shared learning area.		
Primary, Secondary and Combined	Various	4,640
Learning Support Area		
Typical uses: learning enrichment, learning support.		
Teaching space with storage/joinery within, such as basic benches and cupboards, as well as further storage/joinery to accommodate specialist learning resources etc.		
Primary, Secondary and Combined	Refer Appendix A	5,420

Functional Areas	Area (up to m ²)	*Rate (\$ per m ²)
Library/Resource Centre/Senior Study Centre		
Reading spaces, individual study areas, collaborative workspaces, satellite libraries, staff work rooms (other than staffrooms), circulation spaces, storage/joinery.		
*Cost per m ² excludes any server room or other areas reliant on higher density cabling for electrical and communications purposes.		
Primary	Refer Appendix A	5,320
Secondary and Combined	Refer Appendix A	5,930
Senior Study Centre	Refer Appendix A	5,930
Associated Areas		
• Storeroom (Resource store, excludes air-conditioning)	20	4,350
• IT Equipment Storeroom (Resource store, excludes air-conditioning)	10	4,350
Media Arts		
Acoustic treatments and additional services, recording studio, green rooms, sound booths.		
Secondary	100	6,550
Associated Areas		
• Storeroom (Resource store, excludes air-conditioning)	10	4,350
Music		
Higher level acoustic treatments and additional services, sound booth		
Primary, Secondary and Combined	100	6,550
Associated Areas		
• Music Practice Room	Various	6,550
• Storeroom (Resource store, excludes air-conditioning)	30	4,350
Outdoor Covered Area		
Typical uses: shade structure for outdoor gatherings or lunch area and/or small external games area.		
Attached or detached (in close proximity to other serviced structure), light framed structure, on ground, paving, open aired, incorporating lighting.		
Possibly associated with a low stage for assembly/performance purposes or block wall for ball sports.		
Prep, Primary, Secondary and Combined	Refer Appendix A	2,810
*NOTE- For a covered area for outdoor learning activities or break out space (COLA), refer to General Learning Area and/or Flexible Learning Area		
Associated Areas		

Functional Areas	Area (up to m ²)	*Rate (\$ per m ²)
Science Laboratory		
Laboratories, preparation rooms (high service costs), storage/joinery (lab equipment and chemicals). Basic building also reflects adjusted materials.		
*Costs for inclusions, such as fume cupboards, should be entered in application Section 1.10 E) Built-in Equipment.		
*Costs for Agricultural Science sheds which include learning spaces will be provided via evidence submitted as additional supporting documentation to the application, e.g., Quantity Surveyor costing or similar.		
Secondary	100	6,890
Associated Areas		
• Science Preparation Room	20	6,890
• Storeroom (Resource store, excludes air-conditioning)	10	4,220
• Student Experiment Space	35	4,220
• Agricultural Science Equipment Shed (Proprietary shed to be assembled, minimal fit out, excludes air-conditioning)	40	2,980
*NOTE- For a shed requiring a greater floor area, such as a tractor/machinery shed, refer to Engineering- Maintenance Facilities.		
Senior Technologies Workshop		
Typical uses: Delivery of VET or senior syllabi such as Building and Construction Skills, Engineering, Engineering Skills, Furnishing Skills etc.		
Workshop areas, machine bays, spraying bays, wash areas, materials storage/racking space and associated joinery. Learning space designed for industry relevant fit out. Cost per m ² excludes air-conditioning.		
*Costs for inclusions, such as extraction systems, should be entered in application Section 1.10 E) Built-in Equipment.		
Secondary	120	5,300
Associated Areas		
• Materials Prep Area	50	5,300
• Storeroom (Resource store, excludes air-conditioning)	50	3,910
• External Covered Work Area	100	1,820
Travel, Enclosed and Stairwells		
Enclosed pedestrian travel, such as stairwells, corridors and hallways.		
Prep, Primary, Secondary and Combined	Various	5,910
Travel, Link		
On ground, detached structure providing a covered pedestrian walkway between buildings. Basic frame, roof, simple lighting and concrete slab.		
Prep, Primary, Secondary and Combined	Various	1,520

Functional Areas	Area (up to m ²)	*Rate (\$ per m ²)
Travel/Circulation - External		
Attached veranda or covered break-out space. Basic frame, roof, simple lighting. Includes simple and compliant balustrade.		
*NOTE- This rate does not apply to stairwells or uncovered walkways.		
Prep, Primary, Secondary and Combined	Various	1,300
Travel/Circulation - Internal		
Elevated connecting links for pedestrian circulation inside a building footprint. Includes simple and compliant balustrade.		
*NOTE- This rate does not apply to stairwells.		
Prep, Primary, Secondary and Combined	Various	1,740
Tuckshop		
Service areas such as service counter, roller doors, sink, storage/joinery. Food preparation areas such as benches. High intensity of building services and security		
Primary, Secondary and Combined	20	9,230
Associated Areas:		
• Storeroom (Dry store, excludes air-conditioning)	40	6,070
• Cold Room	10	7,240
• Book Hire Facility	40	6,020
• Uniform Store	40	6,020
Undercroft		
Basic structure to building works above, basic lighting and minimal walls.		
Prep, Primary, Secondary and Combined	Various	2,690
Visual Arts		
Wet areas, display areas, storage/joinery.		
Secondary	110	5,340
Associated Areas		
• Storeroom (Resource store, excludes air-conditioning)	30	4,350
• External Covered Work Area	40	1,820

Functional Areas	Area (up to m ²)	*Rate (\$ per m ²)
BOARDING FACILITIES		
A floor area indicator of 24m² per boarding student is utilised, in relation to the combination of typical student-focused facilities associated with the operation of a boarding facility, i.e., study/sleep, amenities, recreation/common areas and circulation. Costs for areas associated with any other boarding service areas, including those requiring commercial quality fittings, such as kitchens, laundries, etc. will be assessed outside of the 24m² per student floor area indicator. *NOTE- Supervisor's units (on site) will be assessed outside of the 24m² per student floor area indicator.		
Student Accommodation		
Accommodation with Shared Ensuities	Various	5,580
Basic framed structure, shared ensuite between multiple accommodation spaces (one, two or four beds sharing same service corridor). Higher density amenities.		
Accommodation with Ensuities	Various	5,830
Basic framed structure with dedicated ensuite servicing single accommodation space.		
Shared Facilities	Various	7,820
Dining room, kitchen, sick bay and ancillary support services, recreation/common room.		
Associated Areas		
• Internal circulation	Various	3,670
Supervisors Accommodation		
Basic framed structure, with dedicated ensuite, kitchenette, area for single bed.		
Studio Type Unit	45	5,680

Functional Areas	Area (up to m ²)	*Rate (\$ per m ²)
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DISTANCE EDUCATION FACILITIES

The construction and renovation of facilities to service Australian distance education students are eligible for consideration under the Australian Government Capital Grants Program. Queensland Government State Capital Assistance Scheme grants will apply to the confirmed number of Queensland student enrolments only.

To service 250 students, as a baseline number, the following areas are deemed reasonable to enable a distance education facility to operate efficiently. Pro-rata increases for greater enrolments, in spaces such as teacher work areas are appropriate.

Teacher work area (per teacher)	6	6,330
Recording or video-conferencing room	10	6,550
Mail room and bench space	20	6,330
Photocopy room	8	3,750
Interview room	15	3,750
Reception and staff workspace (2 staff)	18	6,330
Staffroom (including kitchen)	50	6,330
Resource store and staff resources	50	4,220
Head teacher office	14	6,330
Staff amenities	20	6,330
Travel	30	3,980

Schedule 2 - 2026 Furniture, Equipment and Sundry Allowances

The following allowances may be included in an application where applicable functional areas form part of the proposed project. Allowances should be entered into the application template in the appropriate below-the-line category as outlined in Appendix 3 - Below-the-Line Cost Matrix.

Notes regarding allowances:

- Furniture and equipment allowances are not intended as an amount to fully complete the fit-out requirements of a functional space. Additional loose furniture and equipment (beyond the allowance amount) is not eligible for inclusion below-the-line.
- Allowance for furniture and equipment is combined unless otherwise indicated in the schedule.
- The application template will not automatically apply the locality index to an allowance amount. Allowances should be manually adjusted to account for the regional location when entered into the application.

Functional Areas	Allowance
Administration	
Enrolments up to 150	\$20,186
Enrolments 151 - 250	\$33,643
Enrolments 251 - 350	\$45,728
Enrolments Greater than 350	\$47,100+ \$134/student in excess of 350 up to a maximum of \$80,742
FLA	\$16,826
GLA (Furniture only, per GLA space)	
Prep	\$20,254
Primary, Secondary and Combined	\$13,729
Withdrawal Room	\$ 3,663
GLA (Equipment Only, Per GLA Space)	\$ 1,399
Library/Resource Centre/Senior Study Centre	\$63,624
Science	\$20,270
Technologies	
Design and Technologies Kitchen	\$41,640
Hospitality Practices Kitchen	\$58,296
Design and Technologies Workshop Senior Technologies Workshop	\$41,390
Digital Technologies Laboratory	\$16,826
The Arts	
Dance	
Drama	
Media Arts	\$16,826
Music	
Visual Arts	
Sundry Allowances	Allowance
Car park	\$103,767

Schedule 2, Appendix A - Enrolment Based Functional Area Indicators

Administration

Primary and Secondary and Combined

A general indicator value for Administration areas for medium to large schools of approximately 1m² per student is applied.

*Recognition is given to small (or new/developing) schools where a minimum provision is required.

Enrolments	Area (up to m ²)
Up to 150	250
151 to 250	320
251 to 350	380
Greater than 351	380m ² plus 1m ² per student in excess 350

Engineering – Maintenance Facilities

Prep, Primary, Secondary and Combined

Areas reflect what is considered an appropriate size of a maintenance facility for a school that will ultimately have an enrolment of 650 or more students. A school with an enrolment of less than 650 students will have the proposed project area for its maintenance facility scaled, as indicated.

Enrolments	Area (up to m ²)
Up to 150	75
141 to 350	100
351 to 550	125
551 to 650	140
650+	150

Hall, Multipurpose

Primary

Enrolments	Area (up to m ²)
Up to 300	Half netball court of 391m ²
Greater than 301	Full netball court of 781m ²

Secondary and Combined

Primary and secondary enrolments should be counted together. Different considerations may apply where a P–12 school is not on one campus, i.e., primary and secondary sites are geographically separated.

Enrolments	Area (up to m ²)
Up to 500	Full netball court (781m ²)
Greater than 501	Double netball court (1,562m ²)

Learning Support Area

Primary, Secondary and Combined

Learning support spaces may be in a single location or dispersed across the site.

Enrolments	Area (up to m ²)
Up to 699	75-85
700 to 1,049	150-170
Greater than 1,050	225-255

Library/Resource Centre/Senior Study Centre

Primary, Secondary and Combined

Recognition is given to small (or new/developing) schools, where a minimum floor area provision will be considered to service the needs of a school community. For schools greater than 200 students, a floor area indicator of 0.6m² per student will be applied, based on total enrolments (FTE).

Enrolments	Area (up to m ²)
Up to 200	120
Greater than 200	120 plus 0.6m ² per additional student

Outdoor Covered Area

Primary

Enrolments	Area (up to m ²)
Up to 300	100
Greater than 301	150

Secondary and Combined

Enrolments	Area (up to m ²)
Up to 400	200
Greater than 401	300

Appendix 02

2026 Round Locality Indices

Revision 01

November 2025



2026 Round Locality Indices

The Locality Index (LI) is used as a means to compare the same project from one site to another. The LI incorporates the adjustment to costs for the increase in transportation of labour and materials to site, as well as the industrial allowances for working on remote sites and the change in labour productivity through travel and other external influences. It is applicable to the total cost of construction and is subject to factors such as building design, material selection and regional workloads of contractors.

Reference: Locality Index – September 2025, GRC Quantity Surveyors.

Locality (Alphabetical)	2026 Locality Index
Agnes Water	113
Atherton	120
Ayr	122
Barcaldine	133
Biloela	120
Brisbane	100
Brisbane (CBD)	103
Bundaberg	107
Caboolture	101
Cairns	110
Cannonvale	122
Charters Towers	130
Chinchilla	112
Cooktown	145
Dalby	106
Emerald	126
Gatton	102
Gladstone	117
Gold Coast	102
Gold Coast (CBD)	103
Goondiwindi	113
Gordonvale	112
Gympie	107
Hervey Bay	106
Innisfail	118
Ipswich	100
Jimboomba	102

Locality (Alphabetical)	2026 Locality Index
Kewarra Beach	114
Kingaroy	109
Kooralbyn	102
Kuranda	114
Laidley	102
Logan	100
Mackay	118
Maryborough	106
Mossman	125
Murgon	111
Nambour	106
Normanton	181
Rockhampton	117
Sunshine Coast	104
Tamborine	107
Toowoomba	102
Townsville	118
Tully	122
Wangetti Beach	116
Warwick	106
Weipa	195
Woorabinda	145

Appendix 03

Category	Description	Notes and other considerations	Examples	Required Evidence
 Professional fees	Professional fees refer to the cost of engaging qualified experts to support the planning, design, and delivery of a capital building or infrastructure project. Typical professional services for a capital project would include an architect, project manager, engineers, a certifier, town planner and quantity surveyor/cost Consultant. Depending on the nature and complexity of the project, additional specialist consultants may be required, such as traffic engineers, accessibility consultants and ecologists (to name a few). Costs associated with site testing and investigation services that help to inform the design or feasibility of the project, such as geotechnical investigations, survey, services location, flow and pressure testing, etc, should also be included in this category.	QIS BGA generally allows professional fees up to 11% of the total project cost (excluding furniture, equipment and library allowances). For smaller projects (under \$1,000,000) or those involving renovations or conversions, a slightly higher limit of 12% may be accepted. Applicants seeking to apply for professional fees in excess of the nominated thresholds must provide a clear explanation and supporting evidence to justify the higher costs.	- Architectural and Project Manager Fees - Engineers and other specialist consultant fees	- Applicant to maintain a record of professional fees that can be provided to QIS BGA upon request, at any time. - Justification if total professional fees exceed the threshold limit.
 Local authority charges	Local authority charges are fees or costs imposed by government agencies or statutory authorities that are necessary to obtain the required authority approvals for the proposed project. These charges are typically associated with planning, development, and infrastructure services, and may vary depending on the location, scope, and complexity of the project. Local authority charges that are directly related to the delivery of the proposed capital works may be included in a Capital Grant application. The costs must be clearly defined at the time of application, with known costs or costs based on relevant professional opinion.	When considering local authority charges, applicants are reminded of the External Infrastructure Subsidy Scheme (EIS), which is a separate grant available specifically for infrastructure charges applicable to a local government authority or utility provider’s approval. These charges should not be included in the Capital Grant application if the applicant is intending to apply for and EIS grant. Refer to the QIS BGA website for further information about EIS.	- Development application fees - Plumbing and drainage application fees - Q-leave	Applicant to maintain a record of local authority charges that can be provided to QIS BGA upon request, at any time.
 Loose furniture, equipment & library resource	Loose furniture, equipment and library resources can be included in an application’s total project cost by using the prescribed allowances provided in Schedule 2 of the Construction Rates for Functional Areas document in Appendix 1 of Navigating the QIS BGA Capital Application Process. The allowances apply on a per-space or per-facility basis, at a fixed rate for each space/facility being applied for. The allowances do not depend on a room’s size, and they are independent of the construction cost rates for functional areas. The library resource allowance is applicable only for projects that include a library/resource center, and the administration allowance is applicable only for projects that include dedicated administration facilities.	Furniture, equipment and library resource allowances should be multiplied by the applicable locality index associated with the location where the capital project is being delivered. Refer to Schedule 2 of the Construction Rates for Functional Areas document in Appendix 1 of Navigating the QIS BGA Capital Application Process. Allowance (\$) x Locality Index/100 = Allowance adjusted for location.	- Furniture allowance - Equipment allowance - Library resources allowance	The functional area must be clearly nominated on the architectural floor plans.
 Built-in equipment costs	Built-in equipment refers to items that are permanently fixed to the building and form part of its function or fit-out, but are not already provisioned for in the Construction Cost Rates. These items are typically installed during construction and are not easily removed or relocated. To be eligible under the Capital Program, they are required to have a usable life of 20 years to align with the liability period of a grant. To be eligible, built-in equipment must be identified on project drawings (where appropriate for the stage of documentation) and directly support the educational use of the space.	The Construction Cost Rates document specifically identifies some common ‘Built-in equipment’ that is not provisioned in the rates, such as extraction systems for workshops, operable walls in flexible learning areas, fume cupboards in laboratories and retractable seating in a multi-purpose hall. **	- Operable walls - Lifts - CCTV cameras	An endorsement of cost letter from a Quantity Surveyor or relevant professional is required to support each cost item greater than \$50,000. *
 Internal site infrastructure costs	Internal site infrastructure refers to work that is outside an immediate building footprint, but is required to enable a capital project’s site integration and/or provide essential services to a capital project. These works support the implementation and operation of a new building or facility. They may include internal stormwater, sewer, water, electrical, and communications connections, as well as roads, carparks or upgrades that may be required to existing site services. Only infrastructure directly related to, or required as a result of the funded project is eligible under a capital application.	In this category, a Model Code is required to support: - Each individual item costing \$150,000 or more, or - All items in the category where the combined value is \$500,000 or more. Only sections of the Model Code that are relevant to the cost items being applied for need to be completed. For example, if a booster pump and site main switchboard (SMSB) upgrade are required, sections 3.3 (fire services) and 3.5 (electrical services) need to be completed. The project site plan should also clearly identify the locations of key internal site infrastructure elements.	- SMSB upgrade - Fire hydrant (outside of footprint) - Stormwater infrastructure - Internal roads and carparks	- Model code (refer to further considerations). - Architectural Site Plan. - An endorsement of cost letter from a Quantity Surveyor or relevant professional is required to support each cost item greater than \$50,000. *
 Site development costs	Site development costs refer to additional work within a project footprint (or within an immediate vicinity) that is not included in the construction cost rates, but is required to deliver the project. Example costs would consist of service connections from nearby/existing site infrastructure, or site preparations beyond what would be necessary for a “a <i>moderately</i> complex site, with a <i>moderately</i> reactive soil type and a <i>relatively minor</i> fall”. Civil landscaping (i.e. to the extent required to prevent erosion only, such as turf, mulching or similar) should also be included in this category.	Any aspect of an approval to develop (either state or local council) that requires an enhancement on the outside of a building should be included in this category. Contingent sums or provisional allowances (e.g. for latent conditions such as removal of rock) are not eligible to be included in a capital application. Evidence of professional opinion is required from the relevant building consultant to support items in this category. For example, where deep foundations are proposed, a supporting letter from a structural or geotechnical engineer may be required to confirm the necessity/appropriateness of the solution for which costs are being applied.	- Retaining walls - Demolition - Deep foundations (extra over)	- An endorsement of cost letter from a Quantity Surveyor or relevant professional is required to support each cost item greater than \$50,000. * - Evidence of professional opinion from the relevant building consultant (letter, sketch or mark-up)
 Other additional costs	This category is for any other additional project-related costs that don’t align specifically with any other below-the-line category. These may include sustainability initiatives, or the carpark allowance (where not applying for the actual cost of the construction). Each item must be clearly described and directly relate to the proposed project.	Applicants who believe they have an eligible below-the-line cost that does not align with any other category (B–G) are encouraged to contact QIS BGA for early discussion and guidance.	- Solar systems - Rainwater harvesting tanks - Carpark allowance	- An endorsement of cost letter from a Quantity Surveyor or relevant professional is required to support each cost item greater than \$50,000. * - A Sustainability Strategy to support costs for sustainability initiatives (e.g. solar/rainwater harvesting).***

NOTES:

* Refer to QIS BGA website for the prescribed template for QS/Relevant consultant letter of endorsement.

** Identification as an additional item does not imply that the associated cost will be eligible for inclusion in the total project cost/minimum viable project. A genuine educational need and strong justification may still need to be established in the application.

*** Refer to QIS BGA Sustainability Guide and Toolkit for information about how to develop a sustainability strategy.

