Queensland Independent Schools
BGA
Block Grant Authority

2027 Capital Application Help Notes

Revision 01

November 2026

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QIS BGA Capital Application Help Notes

For capital grants under the:

- Australian Government Capital Grants Program, and
- State Capital Assistance Scheme

Introduction

The Capital Application Help Notes are provided to assist with the completion of the Excel-based *QIS BGA Application for Capital Funding* where capital grants for the delivery of educational facilities are being sought from either the Australian Government Capital Grants Program (CGP) or the State Capital Assistance Scheme (SCAS).

For the submission of an accurate, application-based representation of the proposed project/s within, the Help Notes should be read in tandem with the document *Navigating the Capital Application Process*, also located on the QIS BGA website.

Contact the QIS BGA Office on **07 3839 2142** should additional information or assistance be required for the completion of the capital application.

Important Dates

- **Section 1 - Proposed Project Details (Education and Buildings)** must be submitted via the Enquire Grant Management System on or before 1st March 2027, including any of the required supporting information shown via the Section 1 Checklist.

  NOTE- Where Section 1 is NOT submitted by the due date, no further participation in the capital funding round will occur. Access to Section 2 will not be permitted.

- **Section 2 - Consolidated Financials** must be submitted via the Enquire Grant Management System on or before 31st March 2027, including any supporting information requirements shown via the Section 2 Checklist.

  NOTE- Where Section 2 is NOT submitted by the documented due date, no further participation in the capital funding round will occur.

Non-Submission of an application once commenced

Once a capital application template has been provided by QIS BGA, should the Approved Authority decide NOT to progress with application submission, QIS BGA should be advised in writing as soon as possible and will support the Approved Authority to formally withdraw from the funding round.

Application Template Functionality

DO NOT use Google Sheets

- Note that the application template is **NOT COMPATIBLE** with Google Sheets.
- Open and complete the application in Microsoft Excel **ONLY**.

Tips for Using the Application

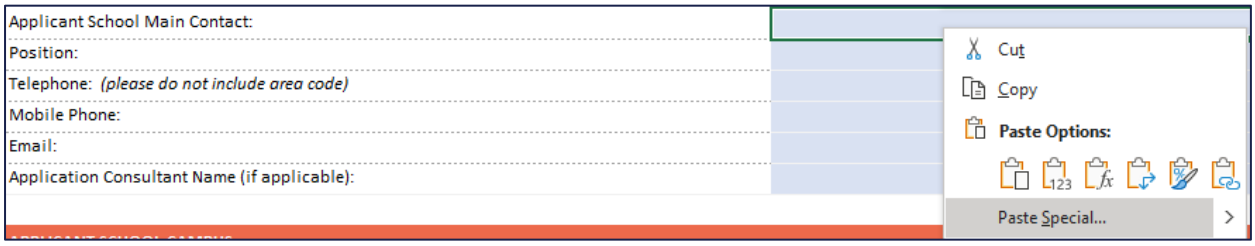
1. Data can be entered in the blue input cells only. All other cells are locked and cannot be edited.

Cell Formats	Description
	Input Cell – Free text
	Input Cell – Drop Down Box
	Calculation Cell (Locked Down)
-	Output Cell (Locked Down)
Index	Navigation Button
Click Here	Hyperlink

2. Use **Paste Special – Value Only** when copying and pasting data from another workbook.

When data has been copied, right click on the cell to paste data. A menu will appear.

Click  to paste the data. Alternatively, click 'Paste Special' and select 'Values'.

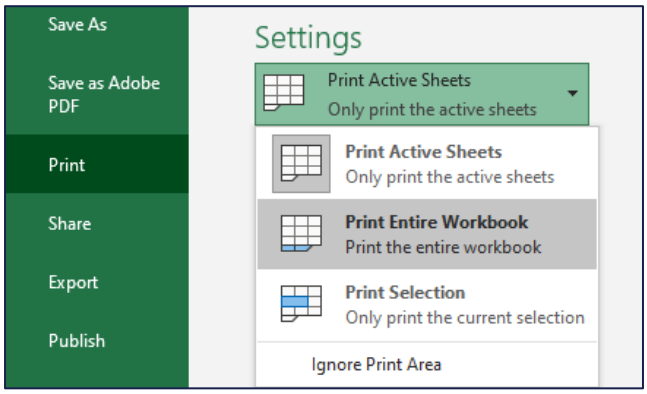


Applications for two or more projects

Two or more projects may be proposed within the same application, e.g. multiple projects may benefit from delivery according to different time schedules or projects may be at different locations on the applicant school site.

Printing the Application

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



Multiple Campuses

A capital grant application is required for each school site where the Approved Authority is seeking a grant.

In some instances, QIS BGA requires a second application be completed to capture the unique financial circumstances of an Approved Authority. QIS BGA will advise where this becomes necessary.

Application Navigation

Application Index

1. At the Index, use the right-hand side, 'Click Here' link to move to each new part of the application.

A tick and a cross are located in a drop-down menu on the top right-hand side of each section.

2. 'Tick' each section as it is finalised, e.g., at 1.1 School Details:



This will feed back to the Index to assist users to track the application parts which have been completed.



Green ● indicates that the section has been completed.

Red ● indicates that the section has not been completed.

From within the application, use the buttons at the top of each page to further navigate through the application.



Section 1 – Proposed Project Details (Education and Buildings)

1.1 School Details

(A) Host Centre (Single or Main School) Information

Identify the Host Centre, i.e., whether the school is a single site or has a main school site associated with the applicant school (campus). Additional site identification information will be required for multiple campus situations in application part 1.1B)

The Host Centre site status for the applicant school can be confirmed by:

- accessing the Queensland Non-State Schools Directory at the Non-State Schools Accreditation Board (NSSAB) website, and
- locating the school where the *Site Type* field is listed as Host Centre.

Within the application template, the identifying information on the Host Centre will be populated when the Australian Government Education ID (AGEID) of the school site is entered, as per below.

If the information provided is incorrect, override the information with the correct details or contact QIS BGA for further assistance.

HOST (MAIN) SCHOOL CAMPUS	
A) Host Centre (Single or Main School) Information	
*QIS BGA Capital Application Help Notes Guidance is provided on identifying Host Centre accreditation status in association with the applicant school site	
Australian Government Education ID (AGEID):	
School Name:	[School Name]
Street Address	
Suburb/Town/City:	
Postcode:	

(B) Associated Facilities (School Campus) Addresses

Where multiple school sites (campuses) are operated by a single Approved Authority, the addresses for all campuses are required within the application, as per below.

B) Associated Facilities (School Campus) Addresses	
*QIS BGA Capital Application Help Notes Guidance is provided for Approved Authorities operating multiple school sites (campuses) under varying accreditation models and the use of the application template to accommodate multiple projects	
Main Campus / Host School	
Campus 2	
Campus 3	

(C) Application Contact Information

Enter the details of the main, school-based contact person who will liaise between QIS BGA and the applicant school.

If an external consultant is assisting with application preparation also provide their name, as QIS BGA may be required to work directly with a consultant engaged to complete the application on behalf of an Approved Authority.

C) Application Contact Information	
Indicate, also, where an external application consultant is assisting with application preparation	
Main Contact for Application:	
Position:	
Telephone:	
Mobile Phone:	
Email:	
Application Consultant Name (if applicable):	

(D) School Type

The accreditation attributes and other information selected must represent the type of educational delivery occurring at the site of the proposed project/s.

D) School Type	
Select the accreditation attributes and other information which represents the type of educational delivery occurring at the applicant school	
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)

Enter the CTC scores for the applicant school at the site of the proposed project, for both the application year and the year immediately prior.

E) Capacity to Contribute (CTC)	
Enter the CTC Score for the Applicant School in 2027:	
Enter the CTC Score for the Applicant School in 2026:	

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

Enter the previous year's ICSEA score for the applicant school at the site of the proposed project.

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

(G) Property Ownership/Leasing Arrangements

It is a requirement that leased property has a current lease that entitles the Approved Authority of the school to occupancy for educational use for at least 20 years from the proposed project completion date**.** Therefore, the lease should be current for a minimum of 22 years at the application year, unless otherwise advised.

Where a lease is with a party related to the school, the lease terms and conditions must demonstrate that they are no greater than commercial.

Both the lease (or Deed of Licence) and property valuation (where the site is leased from a related party at a cost greater than $100,000 per annum) are items appearing on the Section 2 Checklist.

G) Property Ownership/Leasing Arrangements	
Is the site owned or leased?	
If leased, please state the name of the owner	
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 the school insurer

It is a requirement that adequate insurance cover be held over any existing buildings at the site for proposed project delivery.

Evidence of the Certificate of Currency issued by the insurer, as identified below, is required as supporting documentation and is an item appearing on the Section 2 Checklist.

H) List the name of the school insurer	
Name of School Insurer:	

1.2 Proposed Project - Project 1

A) A Brief Description of Proposed Project

Provide a brief description of the type of work and the facility number and type (Functional Areas) involved in the proposed project using the structure in the table provided, as per below.

Where relevant, provide the type of education which is the focus of the educational need driving the proposed project at the applicant school site, e.g., Preparatory Year, primary or secondary.

The following structure for the brief definition is recommended for use:

type of work → facility number → type of education → facility types

A) A Brief Description of Proposed Project	
*QIS BGA Capital Application Help Notes Guidance is provided to ensure the information within the brief project description summarises the main elements of the project, i.e. type of work and Functional Areas (facilities) to be delivered. Where Conversion is required, indicate the existing facilities to be affected before identifying the new facilities proposed. Do not include Demolition, Siteworks, Furniture, Equipment or Professional Fees as part of the brief project description. Refer to application part 1.2B) for these inclusions.	
Construction	of two primary general learning areas, flexible learning area, resource centre, music room, three music practice rooms, internal travel, outdoor covered area, amenities,

Identifying the type/s of work

Each brief description will begin with a type of work selected from the drop-down list provided, i.e.:

- Construction
- Conversion
- Purchase
- Refurbishment.

Where Conversion is required as a type of work, indicate the existing Functional Area/s to be affected before identifying the new facilities proposed.

Should more than one type of work be relevant to the proposed project, start a new element of the description using a new line in the table.

Where relocation is a requirement of the proposed project, e.g., in relation to a transportable building, this will be identified via the relevant costs recorded in application part 1.10 and QIS BGA will include this type of work in the proposed project description when costs are confirmed as eligible.

Note that it is not necessary to include demolition, siteworks, furniture, equipment or professional fees in the

brief description. Refer to application part 1.2B) should these inclusions be required.

Further examples of brief descriptions using the recommended structure may be:

Example	Field 1	Field 2
1	Construction	of two primary general learning areas, flexible learning area, resource centre, music room, three music practice rooms, internal travel, outdoor covered area, amenities,
2	Refurbishment	of staff room including workspaces, kitchen and amenities.
3	Conversion	of a general learning area to a science laboratory.

Use of Functional Area terminology

When describing the facility types, the Functional Area terminology listed in *Navigating the QIS BGA Application Process, Appendix 1 Functional Areas and Construction Rates* must be used to consistently represent the spaces to be delivered through the proposed project.

It is an expectation that Functional Area terminology will also be used when labelling plans to be submitted with the application and in application part 1.10 - Proposed Project, i.e., Functional Area terminology must be used consistently throughout the entire application process.

Applications for two or more projects

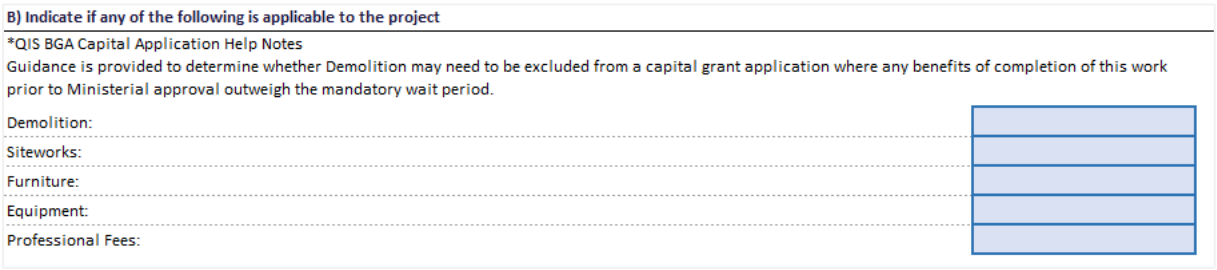
Where the applicant school site has more than one project in an application year, repeat the description process for the new Project 2, as per below.

To enter descriptions for boarding projects or more than two proposed projects, contact QIS BGA for assistance.



(B) Indicate if any of the following is applicable to the project

Select any additional project requirements from the options provided, as per below.



Demolition considerations

If demolition is part of the proposed project, inclusion of related costs may only occur where the work is scheduled for completion AFTER any Ministerial approval has been received and a QIS BGA Recipient School Agreement has been executed.

Any completion of demolition work prior to these events occurring will result in the identified costs being excluded from grant eligibility. Demolition may need to be excluded from a capital grant application where any benefits of completion of demolition work outweigh the additional time required to wait for Ministerial approval to be announced.

NOTE- Application part 1.8C) must be used to record any facilities scheduled for removal during the application year, which will include any facilities scheduled for demolition (as a result of the proposed project) prior to any Ministerial approval.

(C) Provide Details of Proposed Project Location

It is a requirement that any information provided in relation to the proposed project/s will be in reference to the location of the site for project delivery.

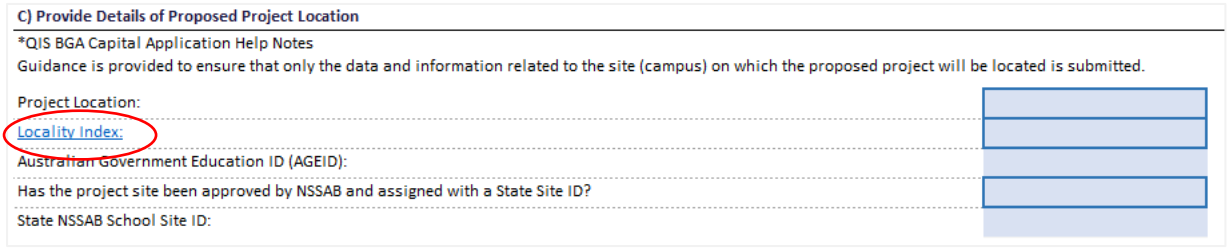
Proposed project location

Use the drop-down list to select the location (address) of the site (campus) for the proposed project.

Where more than one project is proposed in an application year at this site, repeat the location selection process separately for Project 2.

Locality Index

Click on the Locality Index filter to ensure that the correct locality (suburb or town) is identified for the site, as per below. There is a link in the application to view a table of all Locality Indices, to enable selection of the most representative location.



Should a need arise, the location for the applicant school site can be confirmed by accessing the Queensland Non-State Schools Directory at the Non-State Schools Accreditation Board (NSSAB) website which identifies the relevant suburb or town.

Note that when the locality has been selected, a multiplier will automatically be applied to relevant sections of the application template, including in application part 1.10 - Proposed Projects, where escalation of the construction rates for each Functional Area will occur.

Australian Government Education ID and NSSAB School Site ID

Provide the Australian Government Education ID (AGEID) and State NSSAB School Site ID (Code on the Queensland Register for Non-State Schools) for the applicant school site.

It is a requirement that, to be eligible for a capital grant, an independent school must be accredited and in receipt of government funding, under the *Education (Accreditation of Non-State Schools) Act 2001,* for the type of education and year levels pertaining to a proposed project.

An accreditation application for the proposed project site must be submitted to the Non-State Schools Accreditation Board prior to the Section 1 submission date. Should a delay in the accreditation process occur, QIS BGA should be informed of any impacts to the expected accreditation timeframe.

Accreditation of school sites and attributes of education yet to be in place

Leave this field blank only if accreditation of the site where the proposed project is to be located is pending and these codes are yet to be assigned.

On receipt of formal accreditation advice, the Approved Authority should contact QIS BGA to provide an update on the outcome of the accreditation process.

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

D) Facilities are for *(select all that apply)*	
Prep:	
Primary:	
Junior Secondary:	
Senior Secondary:	
2029 Enrolments	

Type of education

Using the 'Yes' or 'No' responses available in the drop down menu for each, indicate the type or types of education which the facilities within the proposed project will support. Where a project is intended to have a combined use, more than one type of education should be selected.

Enrolments

It is a requirement that the proposed project will support enrolments for, at least, the application year + 2 years. A 'Yes' or 'No' response is also required in this field.

Note that detail on student enrolments (FTE) forecast to target the application year + 2 years will be identified via application parts 1.3 - Enrolment Details and 1.4 - Enrolment Summary.

(E) Construction Schedule

Enter the estimated commencement and practical completion (finish) dates of the proposed project, as per dd/mm/yyyy format.

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

(F) Approval to Develop

Any approval to develop in relation to the proposed project, i.e., local government Development Approval (DA) or a State Government Ministerial Infrastructure Designation (MID), at the address of the site for proposed project delivery, should be in place by 31st December of the application year.

Evidence of the approval to develop is an item appearing on the Section 1 Checklist.

Approval to develop yet to be in place

If the approval to develop is yet to be lodged, at the time of application submission, provide commentary on how the application requirement will be met, including key milestones and dates associated with the process.

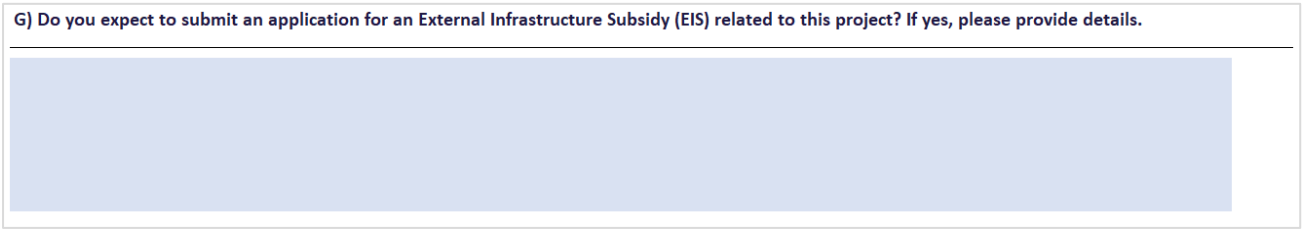
F) Approval to Develop	
*QIS BGA Capital Application Help Notes Guidance is provided to ensure that the approval to develop will be in place by 31st December of the application year.	
Is an approval to develop (Council DA/MID) in place for this project?	
Council DA If No, what is the status of the Development Approval (Council) process?	
MID If No, what is the status of the MID Proposal?	
If the approval to develop has not yet been sought, please provide commentary.	

(G) Do you expect to submit an application for an External Infrastructure Subsidy (EIS) related to this project? If yes, provide details.

Referring to the outcomes of any approval to develop (DA or MID) process associated with the proposed project/s, eligibility may exist for additional application/s to be made for capital grants in relation to EIS eligible projects, such as for:

- Infrastructure charges (EIS ICN)
- External infrastructure project work (EIS PW).

Indicate if the Approved Authority expects to submit any future application/s for any external infrastructure subsidies to enable QIS BGA to identify any future application intentions relating to the proposed project/s.



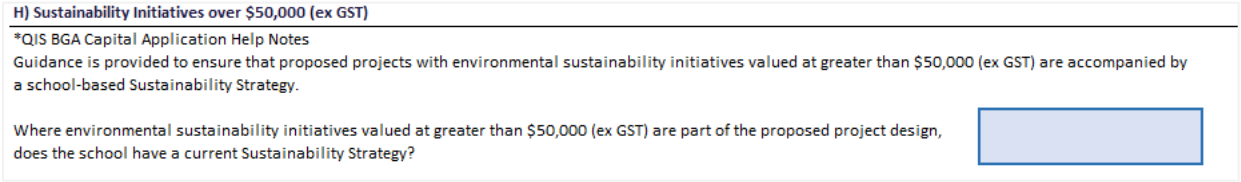
(H) Sustainability Initiatives over $50,000 (ex GST)

Proposed projects with environmental sustainability initiatives valued at greater than $50,000 (ex GST) must be accompanied by the school-based Sustainability Strategy which has influenced the design of the proposed project.

The Sustainability Strategy is an item appearing on the Section 1 Checklist.

Sustainability initiatives less than $50,000

Leave this field blank where there are no environmental sustainability initiatives valued greater than $50,000 forming part of the proposed project design.



(I) School Strategic Plan

Show how the proposed project supports the priorities embedded within the school-based Strategic Plan.



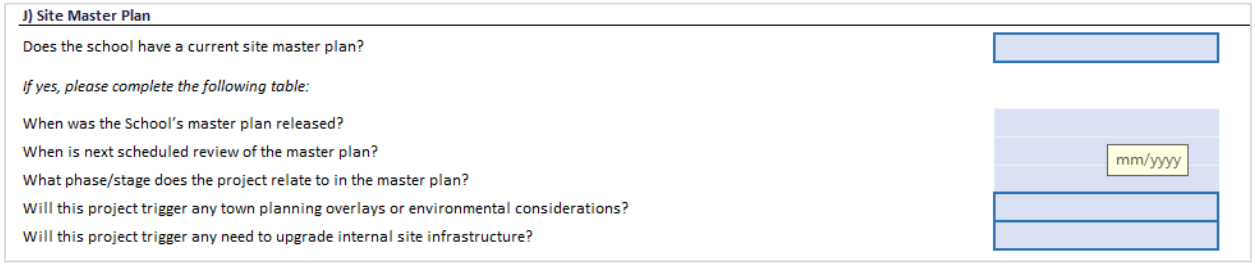
(J) Site Master Plan

It is a requirement of the application process for a Master Plan to be in place as confirmation of how the proposed project aligns with school specific educational goals, operations, sustainability and future growth requirements.

The Master Plan is an item appearing on the Section 1 Checklist.

NOTE- Application part 1.9 - Justification enables applicant schools to expand on any site constraints identified by the Master Plan, which contribute to internal site infrastructure or site development costs. Any resultant project costs will be specifically identified and expanded upon via the documentation of the below-the-line costs demonstrated via application part 1.10 - Proposed Projects.

Indicate the currency of the Master Plan and the implications of the proposed project/s for town planning and internal site infrastructure requirements, as per below.



(L) Proposed Procurement Methodoloogy

It is a requirement that retrospective funding is unable to be allocated, 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.

QIS BGA should immediately be consulted should any form of procurement be considered for commencement prior to any announcement of Ministerial approval for projects proposed for capital assistance.

Where the applicant school has an awareness of the preferred procurement methodology to be implemented for the delivery of the proposed project, the procurement method should be selected from the drop-down list provided, as per below:

- Not yet determined
- Traditional fully documented
- Optimised design and delivery (detailed design to 80-90%)
- Incumbent contractor/Consecutive procurement
- Modular construction (partial or full)
- By invitation only – Collaborative design and delivery (two part ECI)



1.3 Enrolment Details

(A) Is your school a single campus school?

Indicate whether the applicant school is a single campus (site) school.

This will impact calculations throughout the application.



(B) Enter total school enrolment figures

Schools providing Distance Education

Schools providing Distance Education should not include Distance Education enrolments in the total student enrolment figures. Enrolments for Distance Education students should be provided in the Distance Education tab only.

Enrolment numbers for single campus schools

Applicant schools with a single campus (site) should enter total student enrolments for all year levels at the

single site in application part 1.3B).

These schools will leave application part 1.3C) blank.

Enrolment numbers for multiple campus schools

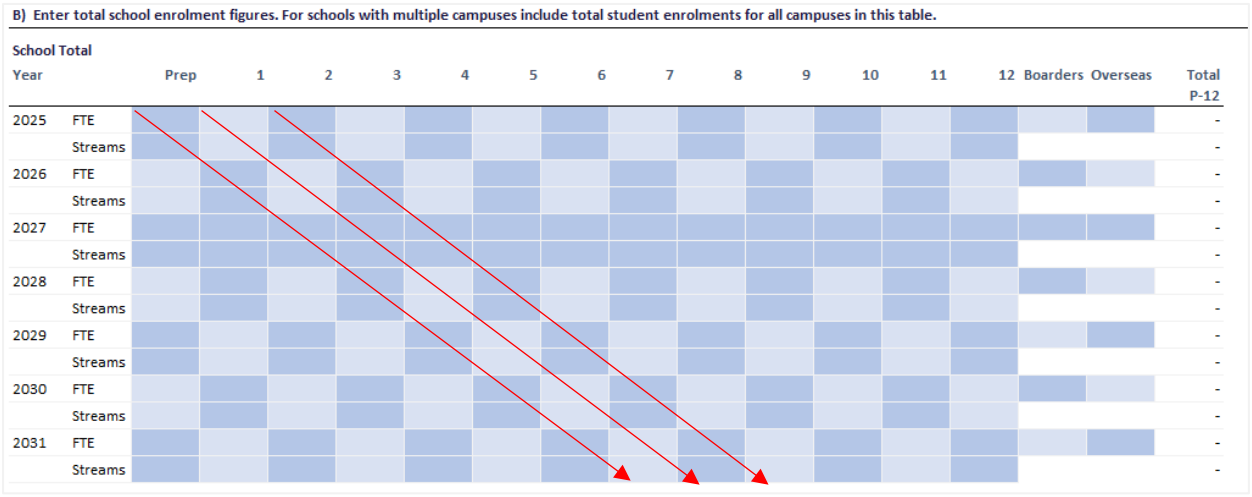
Applicant schools with multiple campuses (sites) should enter combined total student enrolments for all year levels at all campuses in application part 1.3B), i.e., the total student enrolment figures across every campus operated by the Approved Authority.

Multiple campus schools should progress to complete application part 1.3C) to also show the enrolment numbers and trends unique to the applicant school site only.

All schools

As a representation of the historic student enrolments position, August (later in the year) Commonwealth census data for the years preceding the application year should be provided. Enrolments for the application year are expected to reflect the February (early in the year), State census data.

Enrolment forecasts for the future years should show a logical, realistic progression from trends evident in historical to current data and be supported by any additional demographic studies or reports, as appropriate.



B) Enter total school enrolment figures. For schools with multiple campuses include total student enrolments for all campuses in this table.

School Year		Prep	1	2	3	4	5	6	7	8	9	10	11	12	Boarders	Overseas	Total P-12
2025	FTE																-
	Streams																-
2026	FTE																-
	Streams																-
2027	FTE																-
	Streams																-
2028	FTE																-
	Streams																-
2029	FTE																-
	Streams																-
2030	FTE																-
	Streams																-
2031	FTE																-
	Streams																-

Stream numbers

Streams are the number of class groups in each year level and the total number of students within each class reflects the school's class size policy. The school-based setting which drives class sizes and, therefore, streaming for Preparatory Year, primary or secondary will be expanded upon in application part 1.4E).

A reasonable minimum rooming requirement within a primary school setting is considered to be one stream/space. It is also recognised that some primary schools may plan for additional specialist learning spaces.

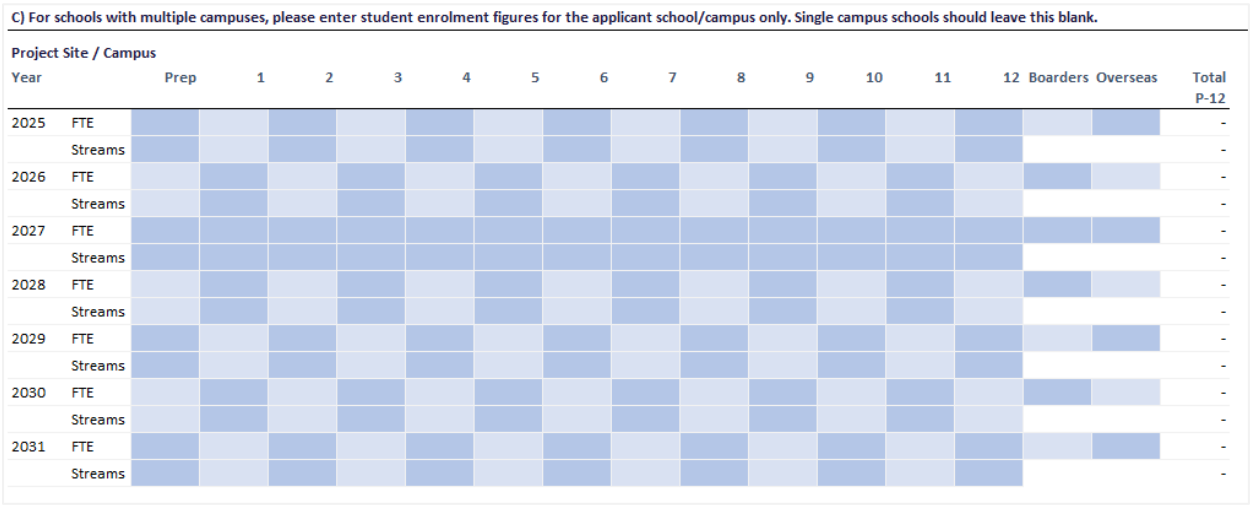
Within a secondary setting, the total number of streams per year level is typically based on the number of class groups for core subjects, such as English classes. In some cases, home rooms/form classes structured by year level may be more representative of the number of streams.

Where the school operates with composite classes, for example one Year 3 class, one Year 3-4 class and one Year 4 class, show Year 3 as 1.5 streams and Year 4 as 1.5 streams. Partial streams should total to a whole number.

For SAS, Special Schools or schools that do not employ age specific year levels, insert enrolment figures as per a census situation, on a per room basis.

(C) For Schools with Multiple Campuses

Multiple campus schools ONLY should complete application part 1.3C). Show the enrolment numbers and trends unique to the applicant school site only, as shown.



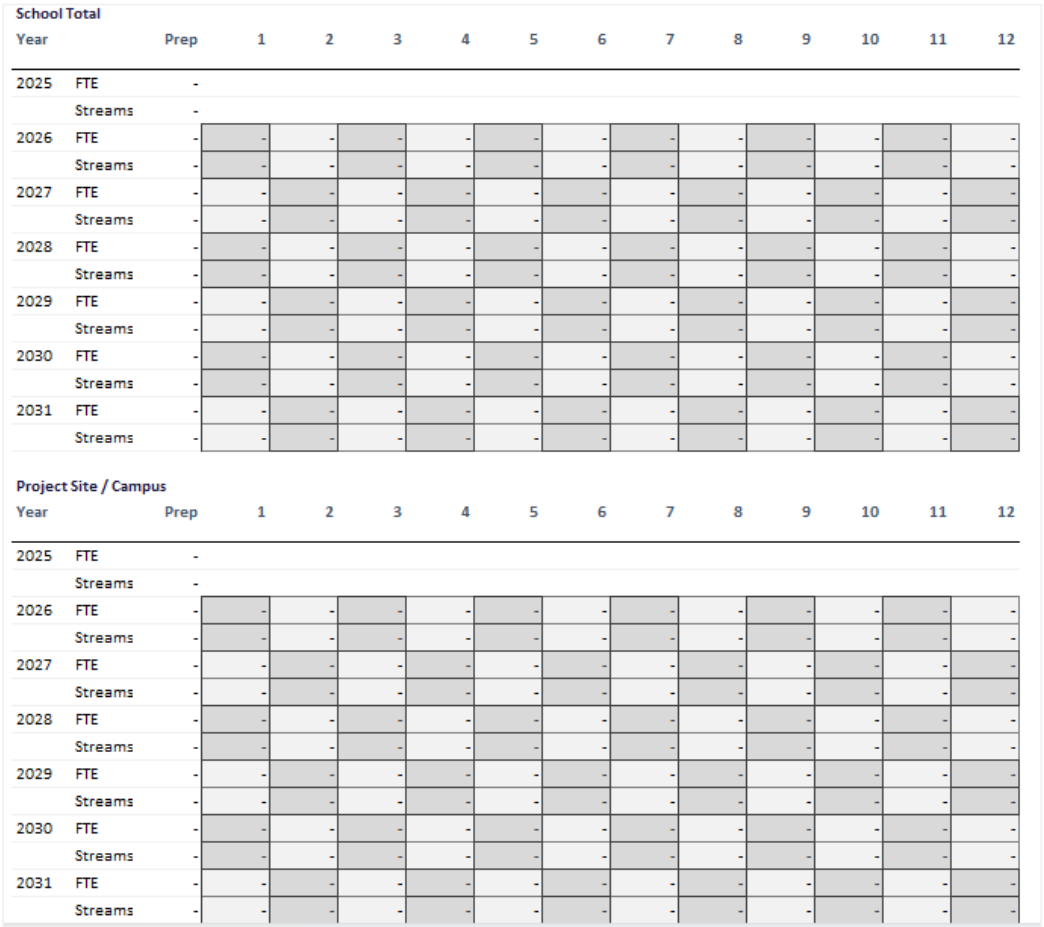
C) For schools with multiple campuses, please enter student enrolment figures for the applicant school/campus only. Single campus schools should leave this blank.

Project Site / Campus

Year		Prep	1	2	3	4	5	6	7	8	9	10	11	12	Boarders	Overseas	Total P-12
2025	FTE																-
	Streams																-
2026	FTE																-
	Streams																-
2027	FTE																-
	Streams																-
2028	FTE																-
	Streams																-
2029	FTE																-
	Streams																-
2030	FTE																-
	Streams																-
2031	FTE																-
	Streams																-

(D) Progression Rates

Based on the information provided in the previous tables, the application automatically calculates enrolment changes by year level, e.g. enrolments in 2025 Prep progresses to enrolments in 2026 Year 1.



School Total

Year		Prep	1	2	3	4	5	6	7	8	9	10	11	12
2025	FTE	-												
	Streams	-												
2026	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2027	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2028	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2029	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2030	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2031	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-

Project Site / Campus

Year		Prep	1	2	3	4	5	6	7	8	9	10	11	12
2025	FTE	-												
	Streams	-												
2026	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2027	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2028	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2029	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2030	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-
2031	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-
	Streams	-	-	-	-	-	-	-	-	-	-	-	-	-

1.3 Enrolment Details - Distance Education

Where the applicant school offers Distance Education, enter the relevant information in the Distance Education tab which can be accessed by clicking the 'Distance Education' button, as per below.



(A) Confirmation of Distance Education

Answer 'Yes' to the question to confirm Distance Education is delivered at the school.

A) Does your school offer distance education?	Yes

(B) Enter Distance Education Enrolment Figures

Enter the Distance Education enrolments as per the instructions for application part 1.3B).

B) Enter School Distance Education Student Numbers

School Total

Year		Prep	1	2	3	4	5	6	7	8	9	10	11	12	Total P-12
2025	FTE														-
2026	FTE														-
2027	FTE														-
2028	FTE														-
2029	FTE														-
2030	FTE														-
2031	FTE														-

Progression Rate

Year		Prep	1	2	3	4	5	6	7	8	9	10	11	12	Total P-12
2025	FTE	-													-
2026	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2027	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2028	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2029	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2030	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2031	FTE	-	-	-	-	-	-	-	-	-	-	-	-	-	-

(C) Distance Education School Fees

Enter the Distance Education school fees for the current year or the year of commencement of Distance Education.

C) 2027 Distance Education School Fees (this year, or year of commencement)

Sector	Total
Preparatory	
Junior Primary	
Senior Primary	
Junior Secondary	
Senior Secondary	

(D) Distance Education Teaching Staff Numbers

Enter the teaching staff numbers, Distance Education only, at the applicant school.

D) Full Time Equivalent (FTE) of Teaching Staff (Distance Educational Staff Only)

School Total

Year		Primary	Sec.	Total
2025	FTE			-
2026	FTE			-
2027	FTE			-
2028	FTE			-
2029	FTE			-
2030	FTE			-
2031	FTE			-

(E) Curriculum and Delivery Methodology of Distance Education

Provide commentary around the curriculum (subjects offered) and delivery methodology of Distance Education at the applicant school (staffing approach, pedagogy, use of technology, other resources).

E) Please provide comments about the curriculum (subjects offered) and delivery methodology of distance education at your school (staffing approach, pedagogy, use of technology other resources).

1.4 Enrolment Summary

(A) Enrolment totals

The application will automatically calculate and display a summary of enrolments and streams.

A) Enrolment totals

Year		Primary	Jnr Sec.	Snr Sec.	Sec.	Total
2025	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2026	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2027	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2028	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2029	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2030	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2031	FTE	-	-	-	-	-
	Streams	-	-	-	-	-

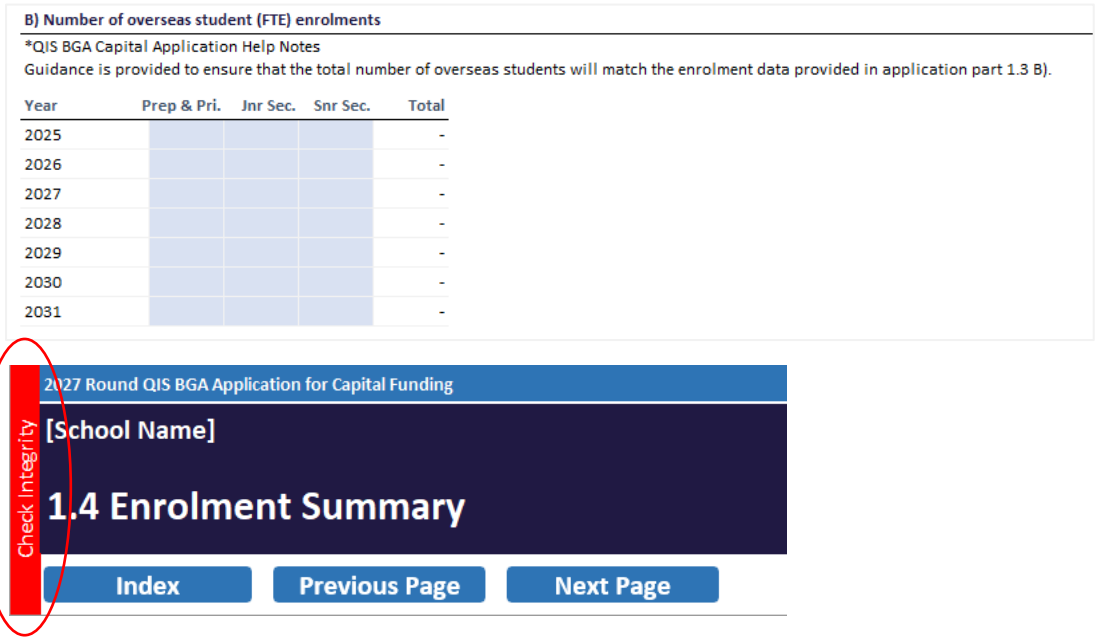
Progression rate

Year		Primary	Jnr Sec.	Snr Sec.	Sec.	Total
2026	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2027	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2028	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2029	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2030	FTE	-	-	-	-	-
	Streams	-	-	-	-	-
2031	FTE	-	-	-	-	-
	Streams	-	-	-	-	-

(B) Number of overseas student (FTE) enrolments

Enter the historic, current and forecast overseas students enrolments at the applicant school.

Note that the total number of overseas students should match the enrolment data provided in application part 1.3B). If the numbers do not match the application will display 'Check Integrity', as an indication of an error, in the top left-hand corner of the application, as shown.


B) Number of overseas student (FTE) enrolments

*QIS BGA Capital Application Help Notes

Guidance is provided to ensure that the total number of overseas students will match the enrolment data provided in application part 1.3 B).

Year	Prep & Pri.	Jnr Sec.	Snr Sec.	Total
2025				-
2026				-
2027				-
2028				-
2029				-
2030				-
2031				-

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

Provide details on the policy for overseas student numbers 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 in application part 1.3

Provide details on the school-specific circumstances used to establish enrolment projections. This may include information, such as:

- enrolment confirmations/deposits and year level wait lists
- enrolment capacity for types of education offered
- population growth or other demographic information
- enrolment trends, intake years, retention rates
- catchment areas, bus routes, competition.


D) Briefly describe the basis used to establish the enrolment projections provided in application part 1.3.

(E) Briefly describe the enrolment capacity, the school-based class size policy and other relevant cohort organisation information

Class size policy refers to school-based enrolment targets which guide the expected maximum number of

students per class in various year levels. Class size policy is not simply the total number of students per class in each year level at the application year.

When indicating the enrolment capacity, it is beneficial to identify both the total number of students the school is able to enroll at the type of education which the proposed project is intended to support, i.e., Preparatory Year, primary or secondary, as well as the enrolment capacity of the applicant school site.

Any other relevant cohort organisational information should also be provided. This should give reference to circumstances such as the requirements of any Enterprise Agreement or any school Board decision regarding maximum class sizes.

E) Briefly describe the enrolment capacity, the school-based class size policy and other relevant cohort organisation information.

*QIS BGA Capital Application Help Notes
Guidance is provided to ensure that information provided relating to class size policy references school-based enrolment targets which guide the maximum number of students per class in various year levels.

Class size policy

Provide the class size policy (maximum number of students per class) for each year level for both the application year and the application year + 2 years.

Enter the school-based enrolment targets which guide the expected maximum number of students, per class, in each year level.

Provide the class size policy (maximum number of students per class) for each year level for both the application year the application year + 2 years.

Year	Prep	1	2	3	4	5	6	7	8	9	10	11	12
2027													
2029													

(F) Pre-Prep

Answer ‘Yes’ to the question to confirm Pre-Prep education is delivered at the school:

- Is a Pre-Prep facility attached to the school?

Provide details on any Pre-Prep operations for the applicant school, in response to the following questions:

- How is it run?
- How many FTE enrolments is it registered for?
- How many Pre-Prep enrolments are attending the school this year?
- What is the expected conversion from Pre-Prep enrolments into Preparatory Year enrolments for next year?

F) Pre-Prep	
Is Pre-Prep attached to your school?	
If so, how is it run?	
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 application part 1.4 (G) is relevant to Special Assistance Schools only.

(G) Enrolment Trends and Attendance Patterns

Provide commentary on enrolment trends associated with the frequency of incoming and outgoing enrolments, as well as attendance patterns for the applicant school.

The following question is relevant to Special Assistance Schools (SAS) only
G) Enrolment Trends and Attendance Patterns

1.5 Staff and Fees

(A) Enterprise Agreement

Provide information about the Enterprise Agreement for 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?	

(C) Teacher Aide, Professional and Technical Support Staff (School Total)

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	2026	2027
FTE of Teachers Aides involved in regular classroom activities	Preparatory		
(This includes, Technologies, Science, Library, The Arts, Sports and any other 'in-class' aides. The wages of these staff should be shown in Financials: 2.3 Salaries - Non-Teaching including Assistants.)	Primary		
	Secondary		
	Total	-	-
FTE of Teachers Aides involved in specified education activities	ESL		
(The wages of these staff should be shown in Financials: 2.3 Salaries under Non-Teaching including Assistants.)	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 Services.)	Library Technician		
	Counsellor		
	Pastoral		
	Sport		
	Other		
	Total	-	-
	FTE Total	-	-
	Difference		-

(D) Tuition Fees (application year or year of commencement)

Enter the amount of tuition fees by education type in the current year at the applicant school.

For multi-campus schools, enter an average fee amount.

D) 2027 Tuition Fees (this year, or year of commencement)

Sector	Basic Fee	Building Fee	Other	Total	Siblings 2nd (Net)	Siblings 3rd (Net)
Preparatory				-		
Junior Primary				-		
Senior Primary				-		
Junior Secondary				-		
Senior Secondary				-		

(E) Boarding Fees (application year or year of commencement)

Enter the amount of boarding fees by education type in the current year at the applicant school.

For multi-campus schools, enter an average fee amount.

E) 2027 Boarding Fees (this year, or year of commencement)

Sector	Basic Fee	Building Fee	Other	Total	Siblings 2nd (Net)	Siblings 3rd (Net)
Preparatory				-		
Junior Primary				-		
Senior Primary				-		
Junior Secondary				-		
Senior Secondary				-		

(F) Overseas Students (application year)

Enter the amount of tuition fees for overseas students by education type in the current year at the applicant school.

For multi-campus schools, enter an average fee amount.

F) 2027 Overseas Students (this year)

Sector	Basic Fee	Building Fee	Other	Total	Siblings 2nd (Net)	Siblings 3rd (Net)
Preparatory				-		
Junior Primary				-		
Senior Primary				-		
Junior Secondary				-		
Senior Secondary				-		

(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.

G) Comment on changes to fee structures from last year and future years

(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 (Total 100%). These discounts should total the % of Total Student Fees.

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

H) Amount of fees forgone for 2026

What percentage of your Total Student Fees were discounted (e.g. staff, hardships, scholarships, early payment)	-
Equivalent in $	
Of which	
Staff discounts equated to approximately %	
Sibling discounts equated to approximately %	
Student hardship concessions equated to approximately %	
Scholarship concessions equated to approximately %	
Early payment concessions equated to approximately %	
Other equated to approximately %	

Please provide details of your hardship policy, processes and tenure implemented by your school

Please provide details of long-term debtors and bad debt policies and processes implemented by your school

(I) Educational (Socio-Economic) Disadvantage Analysis

Enter student numbers for the application year at the applicant school.

I) Educational (socio-economic) disadvantage analysis	
Some of the data requested in this form will be used to help determine the educational and financial needs of the school.	
Please show the number of students on scholarships (tuition, sporting, cultural, etc.) in 2027	
Please show the number of students receiving hardship discounts (not scholarships) in 2027	
Number of Aboriginal and Torres Strait Islander students at the beginning of 2027	
% of Total Students	-
Number of students requiring assistance reported by the school in the following NCCD education assistance categories:	
- Supplementary	
- Substantial	
- Extensive	
NCCD % of Total Students	-

1.6 Projects – All Campuses

(A) Previous Projects without Government Grants (over $100,000 only)

List major capital purchases and construction/refurbishment projects over $100,000 across all campuses, over the last three years, without grants from the Australian or State governments, i.e., self-funded capital projects.

It is a requirement that any projects completed as part of the applicant school's maintenance program should not be included.

A) Previous projects without Government grants (over $100,000 only)

Detail land and building projects completed without assistance from the Australian or State Governments during the period 2023-2026.

Detail major capital purchases, construction and renovation projects which the school has undertaken without grants from the Australian or State governments. Projects that form part of the school's regular maintenance programme should not be listed unless they involve specific replacement of facilities.

Year of Completion	Brief Project Description	Campus	Final Cost ($)

1.7 Existing Teaching Spaces

(A) Primary Only Teaching Spaces

Ensure that the naming of all spaces identified via application parts 1.7A) and 1.7B) correspond with any support material provided for the application, such as the proposed project plans and the Master Plan.

Primary spaces in use in the application year

If the proposed project does not include Functional Areas dedicated to the primary years, leave application part 1.7A) blank.

Where the proposed project provides for primary facilities, list the Building ID, Room ID and area (m^2) for all spaces used as primary teaching rooms in the application year, in application part 1.7A).

This includes where spaces, such as those in the Library/Resource Centre or Learning Support Areas, have been temporarily taken into timetabled use. Spaces which are not usually in use as primary timetabled rooms but are required to be occupied by the primary years to accommodate delivery of the daily educational program, i.e., a temporary repurposing of the room, are an important part of the applicant school's educational need story for the purposes of the application.

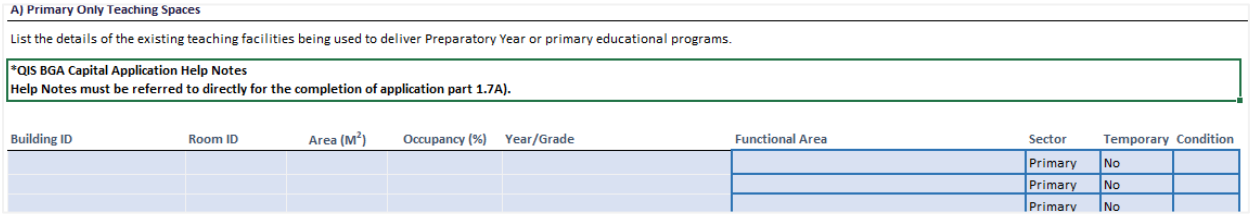
Include any primary only specialist teaching spaces such as Art, Science or Multi-Purpose Halls etc, according to how they are used for timetabled educational program delivery.

Additional primary spaces yet to be delivered in the application year

Any primary spaces that are yet to commence construction or are in the process of being constructed, such as:

- facilities previously approved for capital grant funding, and/or
- facilities being self-funded under other finance arrangements,

should be entered below the existing facilities and shown with '0' as the occupancy percentage.



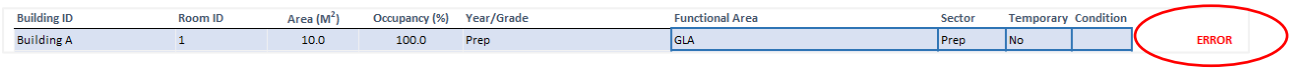
A) Primary Only Teaching Spaces

List the details of the existing teaching facilities being used to deliver Preparatory Year or primary educational programs.

*QIS BGA Capital Application Help Notes
Help Notes must be referred to directly for the completion of application part 1.7A).

Building ID	Room ID	Area (M^2)	Occupancy (%)	Year/Grade	Functional Area	Sector	Temporary	Condition
						Primary	No	
						Primary	No	
						Primary	No	

Where all fields have not been completed, an error message will appear.



Building ID	Room ID	Area (M^2)	Occupancy (%)	Year/Grade	Functional Area	Sector	Temporary	Condition	
Building A	1	10.0	100.0	Prep	GLA	Prep	No		ERROR

Primary occupancy

Most General Learning Areas occupied by primary classes will show as 100%. Show the primary only occupancy usage of General Learning Areas and any specialty areas as a percentage. To calculate percentage of room usage, apply the following formula:

Total timetable periods / Total periods in the week available = % occupancy

Combined use primary facilities

Any combined use of specialist teaching spaces, supporting both primary and secondary educational program delivery, will be shown in application part 1.7B).

Temporary facilities in use

The identification of existing rooms as 'Temporary' via this field may include the following situations:

- as indicated above, where spaces which are not usually in use as primary timetabled rooms, but are required to be occupied by the primary years to accommodate delivery of the daily educational program, and/or
- any primary facilities which are intended to be removed from the applicant school site.

IMPORTANT- Refer also to 1.8C) for information relating to the treatment of temporary facilities during the educational need assessment.

Condition of facilities

Provide an indication of the condition of the primary facilities in use, in the application year.

(B) Secondary and Combined Teaching Spaces

Secondary and combined use spaces in use in the application on year

If the proposed project does not include Functional Areas dedicated to either combined use or the secondary years, leave application part 1.7B) blank.

Where the proposed project provides for secondary or combined facilities, list the Building ID, Room ID and area (m^2) for all spaces used as secondary or combined teaching rooms in the application year in application part 1.7B).

This includes all core subject teaching areas and specialist teaching spaces used to deliver elective subjects in the secondary timetable. Multi-Purpose Halls and Performance Halls (stages etc) in use for Dance, Drama or Music lessons may also need to be included where spaces within these facilities appear on the timetable.

Rooms, such as those in the Library/Resource Centre/Senior Study Centre or Learning Support Areas, which have been temporarily taken into timetabled use should also be shown. Spaces which are not usually in use as

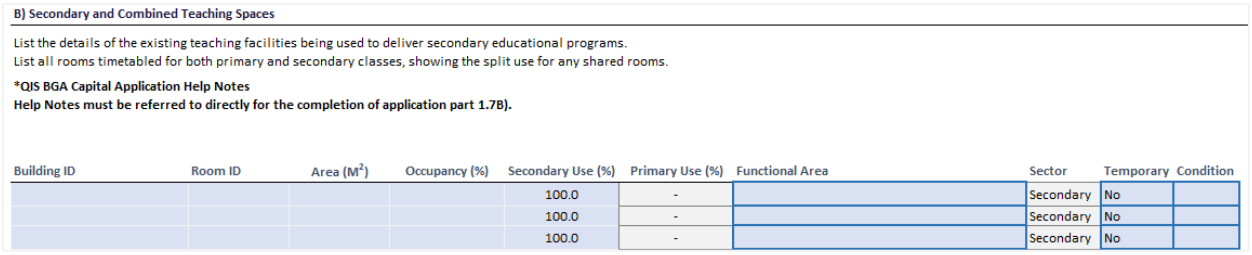
secondary timetabled rooms but are required to be occupied by the secondary years to accommodate delivery of the daily educational program, i.e., a temporary repurposing of the room, are another important part of the applicant school's educational need story for the purposes of the application.

Additional secondary spaces yet to be delivered in the application year

Any secondary spaces that are yet to commence construction or that are in the process of being constructed, such as:

- facilities previously approved for capital grant funding, and/or
- facilities being self-funded under other finance arrangements,

should be entered below the existing facilities and shown with '0' as the occupancy percentage.



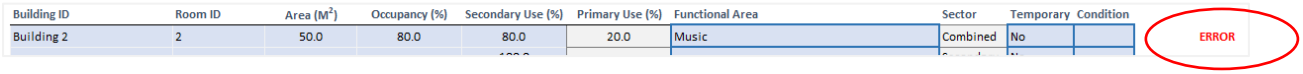
B) Secondary and Combined Teaching Spaces

List the details of the existing teaching facilities being used to deliver secondary educational programs.
List all rooms timetabled for both primary and secondary classes, showing the split use for any shared rooms.

***QIS BGA Capital Application Help Notes**
Help Notes must be referred to directly for the completion of application part 1.7B).

Building ID	Room ID	Area (M^2)	Occupancy (%)	Secondary Use (%)	Primary Use (%)	Functional Area	Sector	Temporary	Condition
				100.0	-		Secondary	No	
				100.0	-		Secondary	No	
				100.0	-		Secondary	No	

Where all fields have not been completed, an error message will appear.



Building ID	Room ID	Area (M^2)	Occupancy (%)	Secondary Use (%)	Primary Use (%)	Functional Area	Sector	Temporary	Condition	
Building 2	2	50.0	80.0	80.0	20.0	Music	Combined	No		ERROR

Secondary occupancy

Show the secondary only occupancy usage of any specialty areas as a percentage. To calculate percentage of room usage, apply the following formula:

Timetable periods / Total periods in the week available = %

Combined use secondary facilities

As well as all secondary timetabled spaces, record all rooms timetabled for both primary and secondary classes (referred to as combined). Note that primary and secondary room usage will need to be calculated separately and recorded over two line items as a demonstration of the split use for any shared rooms.

Temporary facilities in use

The identification of existing rooms as 'Temporary' via this field may include the following situations:

- as previously indicated, where spaces which are not usually in use as secondary timetabled rooms, but are required to be occupied by the secondary years to accommodate delivery of the daily educational program, and/or
- any secondary facilities which are intended to be removed from the applicant school site.

IMPORTANT- Refer also to 1.8C) for information relating to the treatment of temporary facilities during the educational need assessment.

Condition of facilities

Provide an indication of the condition of the secondary facilities in use, in the application year.

(C) Pre-Project Room Usage - Primary Only

The application will automatically calculate these figures.



C) Pre-project room usage - Primary Only

Total number of timetabled rooms:	-
Total number of streams in 2027	-
Room usage (%) / stream:	-

(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 2027	-
Total number of room / stream:	-
Room usage (%) / stream:	-

1.8 Existing Teaching Support Areas

(A) Existing Teaching Support Areas

Ensure that the naming of all spaces identified via application parts 1.8A) and 1.8C) correspond with any support material provided for the application, such as the proposed project plans and the Master Plan.

If the proposed project does not include the teaching support areas (Functional Areas) of:

- Administration
- Administration- external staff room
- Multipurpose Hall
- Learning Support Areas
- Library/Resource Centre/Senior Study Centre, and
- Outdoor Covered Areas,

leave application part 1.8A) blank.

When determining the Minimum Viable Project for facilities of this type, the teaching support areas listed above will be assessed according to the enrolment based Functional Area indicators which are documented in *Navigating the QIS BGA Application Process, Appendix 1 Functional Areas and Construction Rates*.

Where the proposed project includes any of these facilities, list the required details of these teaching support spaces, in the application year, via application part 1.8A), as per below.

Additional teaching support spaces yet to be delivered in the application year

Any teaching support areas that are yet to commence construction or that are in the process of being constructed, such as:

- facilities previously approved for capital grant funding, and/or
- facilities being self-funded under other finance arrangements,

should be entered below all existing facilities and shown in the 'Excellent condition' column.

A) Existing Teaching Support Areas

List the details of existing facilities where the proposed project includes any of the following teaching support areas:
Administration
Administration- external staff room
Multipurpose Hall
Learning Support Areas
Library/Resource Centre/Senior Study Centre, and
Outdoor Covered Areas

*QIS BGA Capital Application Help Notes
Help Notes must be referred to directly for the completion of application part 1.8.

			Permanent					Temporary	
Building ID	Functional Area	Sector	No. of Units	Total Area M^2	Poor Cond.	Good Cond.	Excel. Cond.	No. Units	Total Area M^2
							-		
							-		

(B) Total Teaching

The application will automatically calculate these figures.

B) Total Teaching (at beginning of 2027)			
Permanent Area (M^2):	-	Temporary Area (M^2):	-

(C) Facilities to be Removed (from application parts 1.7 and 1.8A)

Listing facilities in 1.8C) identifies any spaces (Functional Areas) which will be removed from use as educational facilities both during the application year and on the completion of the proposed project, i.e.:

- where any timetabled rooms or teaching support areas will be removed, i.e., be returned or transitioned to an alternative use, and/or
- where any timetabled rooms or teaching support areas will be removed from the applicant school site, such as through demolition or removal of transportable facilities.

IMPORTANT- the possibility exists that facilities which have been shown as 'temporary' in application parts 1.7A), 1.7B) or 1.8A) MAY NOT be identified for removal during the application year or at the completion of the proposed project. Where this occurs, these temporary facilities will be included as part of the educational need assessment conducted.

C) Facilities to be Removed (from sections 1.7 and 1.8A)

			During the Application Year		On Delivery of 2027 Round	
Building ID	Functional Area	Sector	No. of Units	Total Area M^2	No. of Units	Total Area M^2

(D) Boarding Existing Facilities

Refer to application part 1.8A) for guidance on completion of this section.

D) Boarding Existing Facilities (at beginning of 2027)

Spaces under 50m2 are to be included.

			Permanent					Temporary	
Building ID	Functional Area	Sector	No. of Units	Total Area M^2	Poor Cond.	Good Cond.	Excel. Cond.	No. Units	Total Area M^2
							-		
							-		
							-		

(E) Boarding Facilities to be Removed

Refer to application part 1.8C) for guidance on completion of this section.

E) Boarding Facilities to be Removed

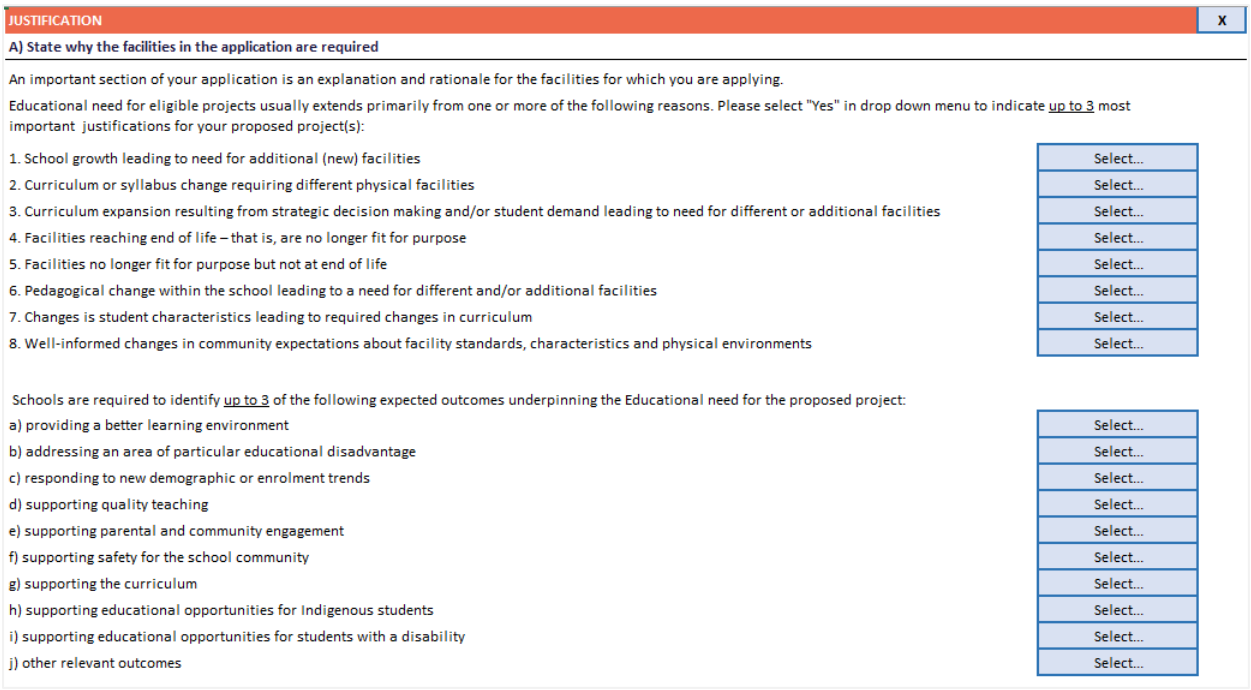
Spaces under 50m2 are to be included.

			Prior to Start of 2027 Round		On Finish of 2027 Round Project	
Building ID	Functional Area	Sector	No. of Units	Total Area M^2	No. of Units	Total Area M^2

1.9 Justification

(A) State why the facilities in the application are required

In each of the sections indicated below, i.e., 1 - 9 and a)- j), select 3 ONLY justifications which describe the perceived educational need, as identified by the applicant school, for the proposed project.



JUSTIFICATION

A) State why the facilities in the application are required

An important section of your application is an explanation and rationale for the facilities for which you are applying.

Educational need for eligible projects usually extends primarily from one or more of the following reasons. Please select "Yes" in drop down menu to indicate up to 3 most important justifications for your proposed project(s):

1. School growth leading to need for additional (new) facilities	Select...
2. Curriculum or syllabus change requiring different physical facilities	Select...
3. Curriculum expansion resulting from strategic decision making and/or student demand leading to need for different or additional facilities	Select...
4. Facilities reaching end of life – that is, are no longer fit for purpose	Select...
5. Facilities no longer fit for purpose but not at end of life	Select...
6. Pedagogical change within the school leading to a need for different and/or additional facilities	Select...
7. Changes is student characteristics leading to required changes in curriculum	Select...
8. Well-informed changes in community expectations about facility standards, characteristics and physical environments	Select...

Schools are required to identify up to 3 of the following expected outcomes underpinning the Educational need for the proposed project:

a) providing a better learning environment	Select...
b) addressing an area of particular educational disadvantage	Select...
c) responding to new demographic or enrolment trends	Select...
d) supporting quality teaching	Select...
e) supporting parental and community engagement	Select...
f) supporting safety for the school community	Select...
g) supporting the curriculum	Select...
h) supporting educational opportunities for Indigenous students	Select...
i) supporting educational opportunities for students with a disability	Select...
j) other relevant outcomes	Select...

Written Justification

The information provided within application parts 1.1 - 1.8 will enable QIS BGA to conduct a thorough examination of the extent of an applicant schools:

- educational program delivery,
- existing educational facilities, and
- potential and future facility requirements,

with the intent being the establishment of the Minimum Viable Project required to meet an identified educational need. To gain an understanding of the Minimum Viable Project concept and its relationship to educational need, refer to *QIS BGA Navigating the Capital Application Process*

The application part 1.9 Justification (written) is an item appearing on the Section 1 Checklist for submission as a separate pdf document. The applicant school will use application part 1.9 to justify the perceived educational need put forward for the proposed project (or projects), as indicated above. Where there is more than one project within the application, ensure that the Justification addresses the perceived educational need for each project.

Justification model responses

The following Justification structure is provided as a model to enable a clear, concise overview of the school's sound educational planning processes and the educational need identification and reasoning, in relation to the proposed project.

While the model is focused on facilities where learning takes place, apply a similar lens where the proposed project is for non-teaching facilities such as Administration, Outdoor Covered Area or car park.

IMPORTANT- To support presentation of the Justification in a concise manner, carefully consider the key messages to be provided via the written capital application submission and then the further expansion on the

Justification which can be provided at the BGA's meeting with the school after application submission.

Provide any other information relevant to the application not prompted by the Focus Areas below.

Suggested Focus Area:	Address the following (as relevant):
A) Introductory Context- school establishment and enrolments	
• Provide a brief overview of the school's establishment journey	– educational philosophy/mission – year of commencement – origins of the school, past/current site/s – governance structure – any progression of accreditation attributes – circumstances of the school location and community, e.g., inner city/urban/rural/regional/remote – any other information unique to the school's establishment
• Demonstrate an understanding of school-based enrolment story	– the relationship between enrolment numbers, streaming and the school-based Strategic Plan – extent of the school catchment area and any past/imminent changes – school board/systemic responses to historic enrolment trends – school board/systemic management of short and long term enrolment horizons – the transition to the future enrolment trajectory evidenced in application part 1.3/1.4 – demographic ebb and flow
B) Existing Pedagogical Approach and Educational Facilities	
• Describe the school's current pedagogical approach within the existing learning environment	– the current school-based learning model – operational capacity within the existing educational spaces evidenced via application part 1.7 and/or 1.8 – suitability of existing facilities to support school-based pedagogy
• Describe the current learning environment.	– an overview of specific educational facilities, i.e., temporary facilities for removal, facilities in poor condition – significant capital project commitments in play, such as projects historic/underway/future planned, self-funded/capital grants. – any evidence of under/oversupply of educational spaces in general/specific curriculum areas – any educational spaces deemed to be no longer fit for purpose – any educational spaces deemed to be at end of life
C) Proposed Project Vision and Activation	
• Identify how the proposed project is envisaged meet the stated school-based educational need	– the stated educational need/s including: ○ the type of education the need/s relate to- Prep, primary, secondary

Suggested Focus Area:	Address the following (as relevant):
	○ the educational programs/curriculum to be supported ○ the specific facilities need/s identified
• Provide the high level strategic drivers which have influenced the proposed project design	– the proposed project's alignment with the goals of the Australian Government's Alice Springs (Mparntwe) Education Declaration. – relationship between the proposed project and the Strategic Plan – the stage of facilities delivery under the Master Plan – the value-for-money approach to project design and delivery – the application of lessons learned through delivery of previous capital projects – the application of any previous capital project post occupancy evaluation research/findings – any implications relating to the approval to develop for the proposed project
• Explain how the educational brief has been articulated to the proposed project design	– the planning process undertaken to arrive at the educational brief, i.e., ○ any collaborative process which assisted the school to arrive at the stated need/s ○ how the education-based users of the proposed facilities were engaged- executive team, educators, students, others ○ how the ancillary users of the proposed facilities were engaged- Board, maintenance staff, others ○ any proto-typing or trialling of facilities providing planning feedback – any design elements which will support: ○ the implementation of sustainability initiatives ○ the flexibility and adaptability required to meet short and long term educational program delivery requirements
• Describe how the proposed project supports the school's pedagogical vision and/or practice	– the management of the transition to occupying and using the educational facilities – the support/professional learning available to educators operating within the new spaces
D) Assurance	
• Confirm that appropriate governance, risk management and project oversight arrangements are in place	– school-based experience and governance capacity in relation to capital project delivery, i.e., ○ systemic or centralised support functions ○ Board of Director's skill set ○ financial oversight of project expenditure ○ senior management team roles- Principal, Business Manager etc

Suggested Focus Area:	Address the following (as relevant):
	– identified site constraints with respect to project below-the-line costs – an assurance of the acquisition of project management services external to any school employees

1.10 Proposed Project Details

This section must be completed for each proposed project within the application.

Where the school has more than one project, click on Project 2 and repeat the process.

To enter data for more than two projects or for a Boarding project, please contact QIS BGA for further instructions.



This section of the application will calculate the total project cost (ex GST) associated with construction of the nominated Functional Areas within the proposed project. Refer to *Navigating the Capital Application Process, Appendix 1 Functional Areas and Construction Rates* for any assistance required when selecting Functional Areas relevant for the proposed project.

Ensure that the naming of all spaces identified via application part 1.10A) corresponds with any support material provided for the application, such as the proposed project plans and the Master Plan.

Building Level

Where a project involves more than one floor, enter the building level designation which corresponds with the submitted floor plans, e.g., Ground, Level 0, Level 1, etc in the 'Building Level' column.

Leave the 'Building Level' column blank for single-storey buildings.

Functional Areas

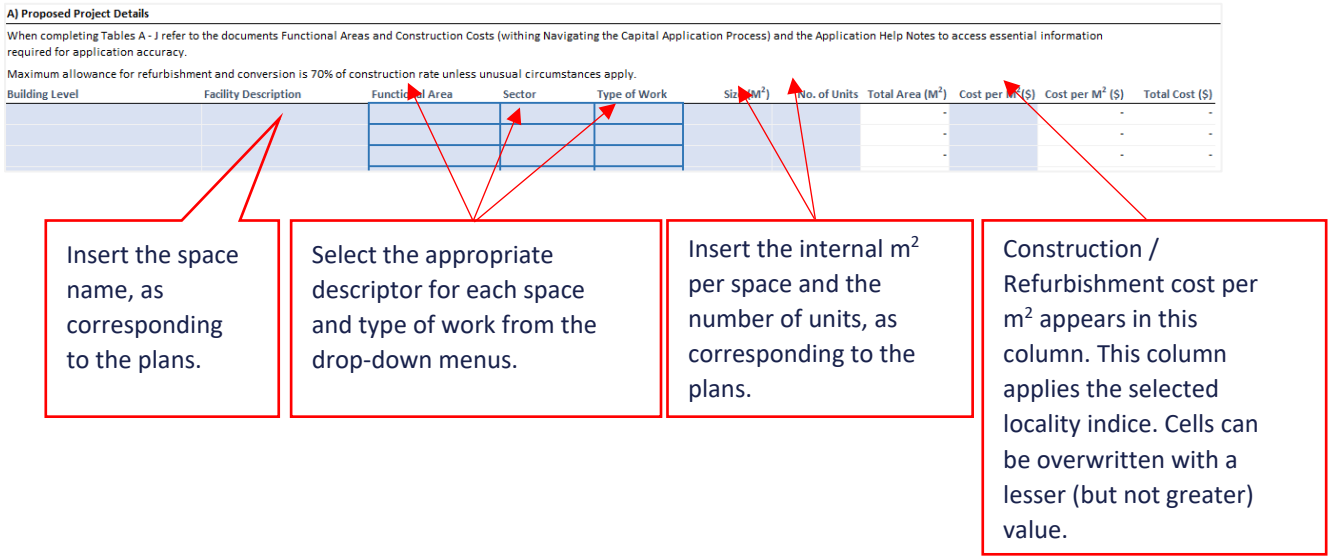
The Functional Areas must be given according to the building level which they occupy in the submitted plans, i.e., Ground, Level 0, Level 1, etc. For example, any General Learning Areas (GLAs) situated on the ground floor must be listed separately from GLAs situated on the first floor, i.e., DO NOT combine the same Functional Areas across building levels.

Ensure that each new Functional Area on a building level is given on a separate line. Where there are repeat occurrences of a space, typically such as GLAs, applicants can use the 'No. of Units' column to record multiples.

Functional Areas with unique construction rates CANNOT be aggregated as a single item on any building level, i.e., DO NOT combine different Functional Areas, with varying construction rates, such as Engineering - Maintenance facilities with Engineering - Plant Room, together on a single line.

See the examples below for further instructions on how to display the Functional Area details of the proposed project.

(A) Proposed Project Details



When the locality has been selected via application part 1.2C), a multiplier will automatically be applied to relevant sections of the application template, including in application part 1.10A), where escalation of the construction rates for each Functional Area will occur.

For refurbishment or conversion projects, if the cost per m² entered is higher than 70% of the construction rate, an error message will appear.

Facility Description	Functional Area	Sector	Type of Work	Size (M²)	No. of Units	Total Area (M²)	Cost per M²($)	Cost per M² ($)	Total Cost ($)
Facility A	Applied Technologies	Primary	Refurbishment	100.0	1	100.0	5,000	2,818	281,820 ERROR

Application parts 1.10B) to 1.10G) capture the below-the-line costs.

Applicants should refer to *Navigating the Capital Application Process, Appendix 3 Below The Line Matrix* and also section 3.5 for further information regarding below-the-line cost categories, including the eligible costs for inclusion in the application and the evidence required to support each type of cost.

Where cells are embedded with a drop down menu, either select an appropriate description from the list or, if none of the options are applicable, manually enter a short description in the rows labelled (Other – Please enter details here).

(B) Professional Fees

B) Professional Fees

Item	Amount $

(C) Local Authority Charges

C) Local Authority Charges

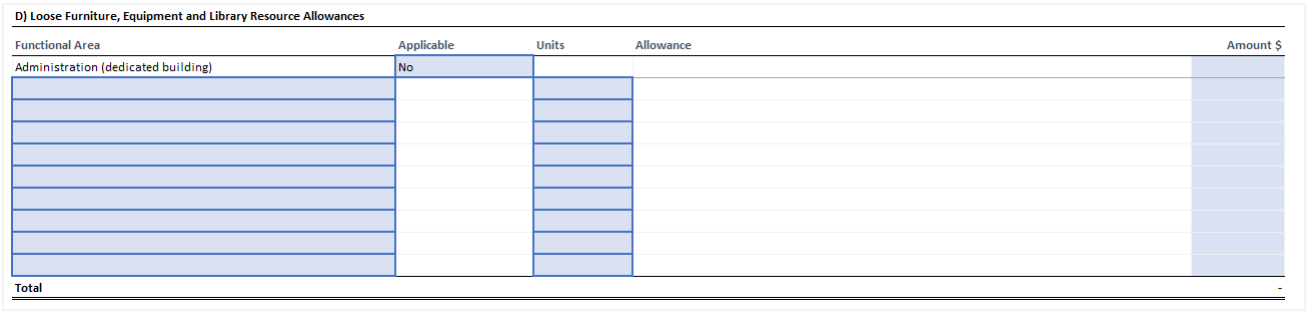
Item	Amount $

(D) Furniture, Equipment and Library Resources

If the proposed project includes a dedicated Administration facility, please indicate 'Yes' in the column titled 'Applicable' to apply for the corresponding furniture allowance.

Use the drop-down menu on subsequent lines to apply for other furniture and equipment allowances relevant to the proposed project.

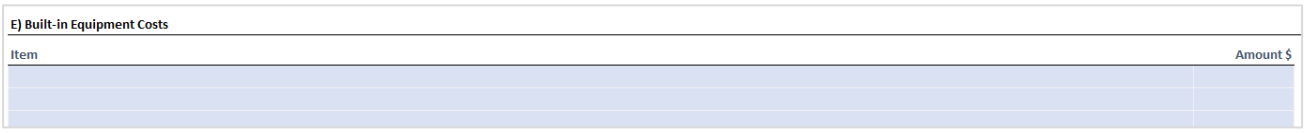
When the Locality Index has been selected via application part 1.2C), a multiplier will automatically be applied to relevant sections of the application template, including in application part 1.10D), where escalation of the construction rates for each Functional Area will occur.



D) Loose Furniture, Equipment and Library Resource Allowances

Functional Area	Applicable	Units	Allowance	Amount $
Administration (dedicated building)	No			
Total				-

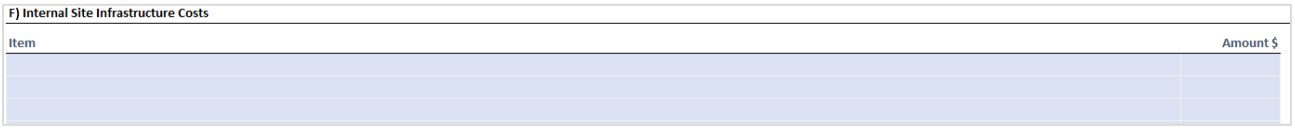
(E) Built-in Equipment Costs



E) Built-in Equipment Costs

Item	Amount $

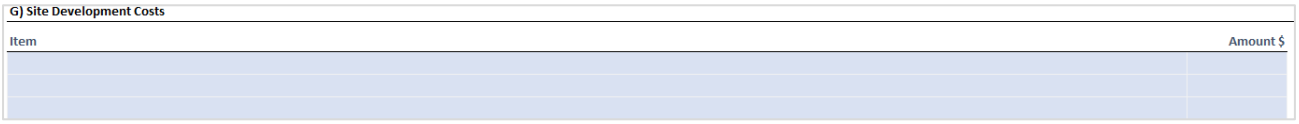
(F) Internal Site Infrastructure Costs



F) Internal Site Infrastructure Costs

Item	Amount $

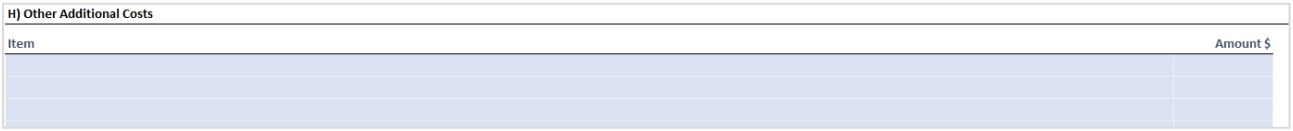
(G) Site Development Costs



G) Site Development Costs

Item	Amount $

(H) Other Additional Costs

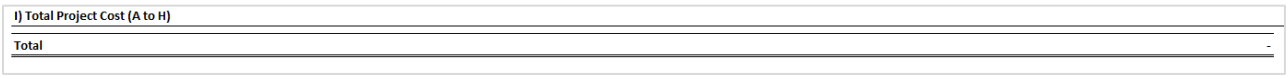


H) Other Additional Costs

Item	Amount $

(I) Total Project Cost

The application automatically calculates this value.



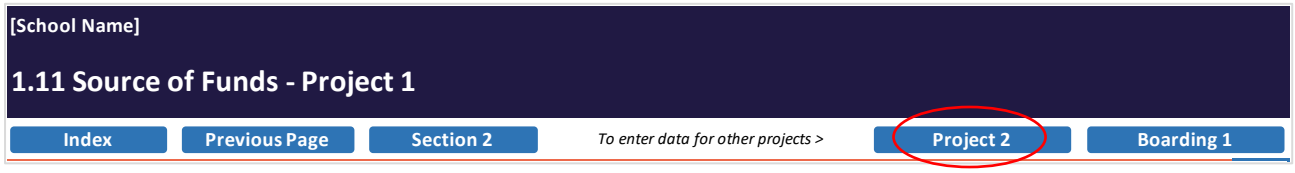
I) Total Project Cost (A to H)

Total	-

1.11 Sources of Funds

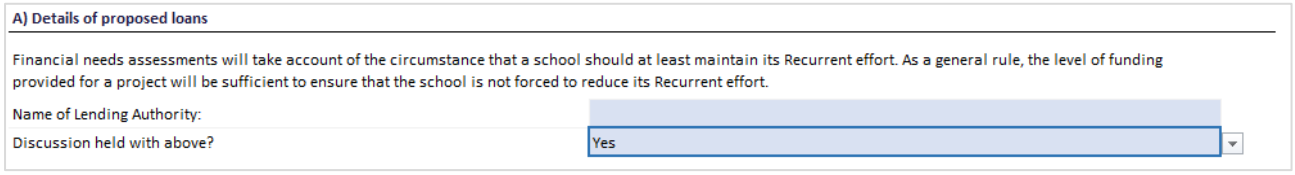
This section must be completed for each proposed project within the application.

Where the school has more than one project, click on Project 2 and repeat the process.



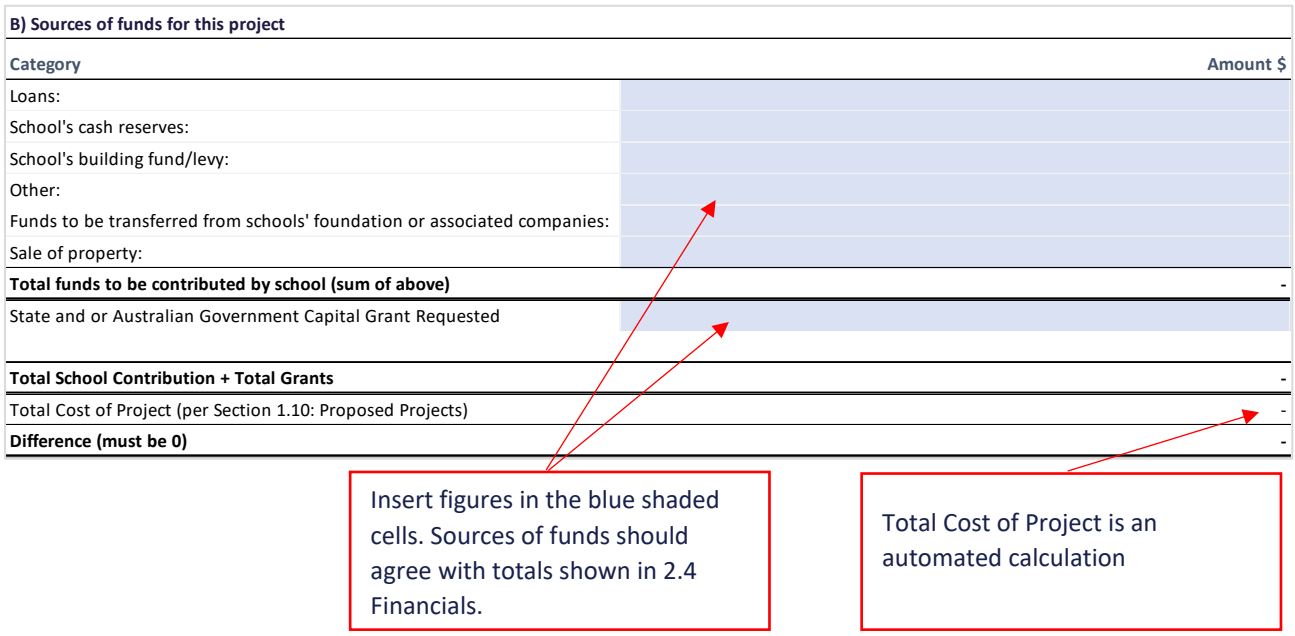
(A) Details of Proposed Loans

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.

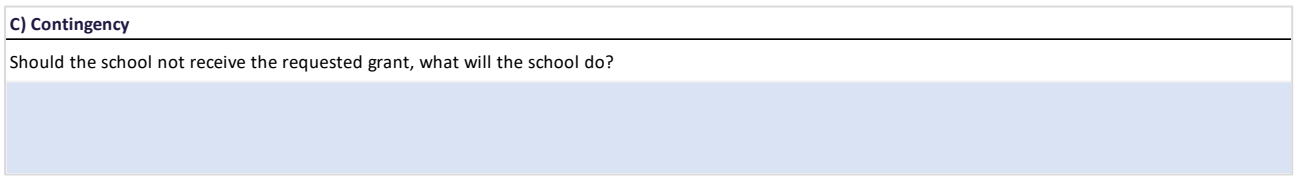


Insert figures in the blue shaded cells. Sources of funds should agree with totals shown in 2.4 Financials.

Total Cost of Project is an automated calculation

(C) Contingency

Provide the Approved Authorities position on whether the school has an alternative way of financing the project should a grant recommendation be unable to made or a lower amount of funding be the outcome of the assessment process.



Completion of Section 1

Once a capital application template has been provided by QIS BGA, should the Approved Authority decide NOT to progress with application submission, QIS BGA should be advised in writing as soon as possible and will support the Approved Authority to formally withdraw from the funding round. Using the drop-down menu under *Projects for Consideration* with a *No* indication serves as advice to QIS BGA of application withdrawal.

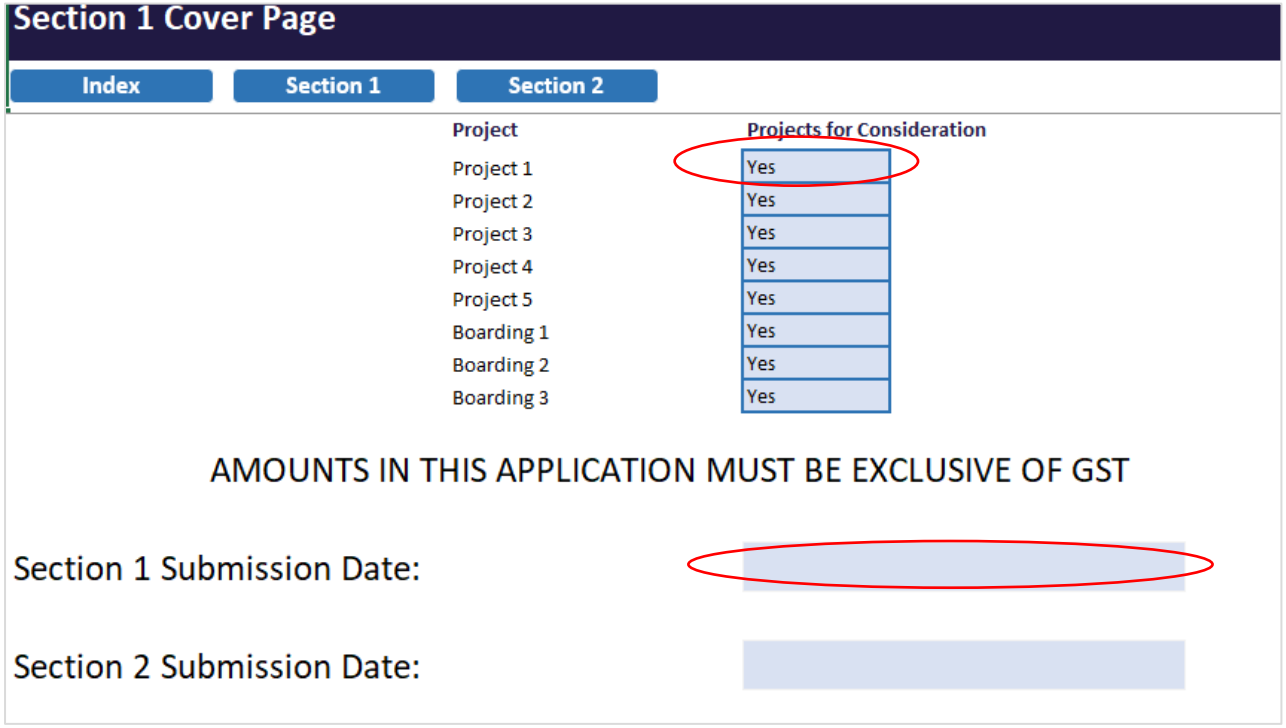
Capital Application Section 1 is due for submission by the 1st of March 2027.

Prior to application submission, ensure any Integrity Issues are corrected, then enter a submission date on the cover page. Refer to the Integrity Issues section of these Help Notes for assistance further.

Follow the instructions in the QIS BGA Enquire Grant Management System (GMS) to submit the application along with the required Section 1 supporting documentation. Appendix One provides a summary of supporting documentation requested at each submission point and the required naming conventions to apply.

An acknowledgment of successful application submission will be provided.

QIS BGA will receive, then lock Section 1 of the application and return this to the GMS for further access by the applicant school. Proceed to Section 2 to continue to the application process.



Section 2 – Consolidated Financials

For application parts 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 for the four future years should be as per the school's budget forecasts for those years.

Note – budgeted income and expenditure items in the main should be calculated at the current income/expense per student or teacher and extrapolate that out for future years based on student numbers (2.1B) and /or teacher numbers (2.1A) - this includes recurrent income and salaries.

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. Section 2 will be returned for correction if your budgeted figures presented in your application are deemed to be inflationary.**

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.

A) Full Time Equivalent (FTE) of Teaching and Professional Staff – All Campuses (do not include distance education staff)

Sector	2025	2026	2027	2028	2029	2030	2031
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	2025	2026	2027	2028	2029	2030	2031
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 Section 1.11: Sources of Funds	
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 contingent liability for historical QIS BGA grants.

D) Audited Financial Statements and Financial Questionnaire

NB: Audited Financial Statements for 2025 and 2026, and the Financial Questionnaire for 2026 are required to be submitted with this application.

Is there a qualification by the auditor in the:

Financial Statements for 2025	
Financial Statements for 2026	

If yes, please explain:

(E) Prior Year Budget Figures and Audited Accounts

Please provide comments if the two previous years application figures do not reflect the audited accounts.

E) Does the school's 2025 and 2026 budgeted figures, as detailed in section 2.2 of the application, reflect the school's 2025 and 2026 audited accounts. If not, please provide details of any difference below.

(F) Comments/Assumptions on Budgets/Forecasts (no inflation)

Please provide comments and describe any assumptions made on the budgets/forecasts (assumptions should not be inflationary – use current dollars as the base for all projections).

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 (be realistic).

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.

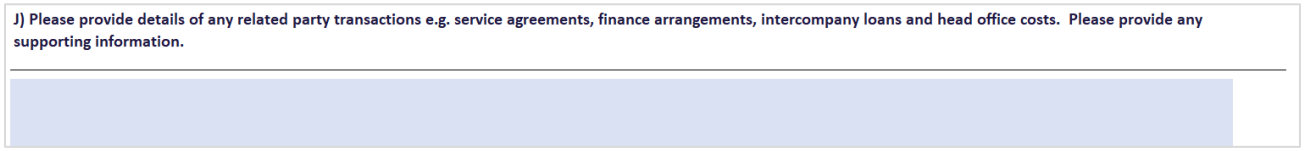
(I) Investment Properties

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 e.g. Service Agreement and Loan Agreement and how the fees in these documents were derived.



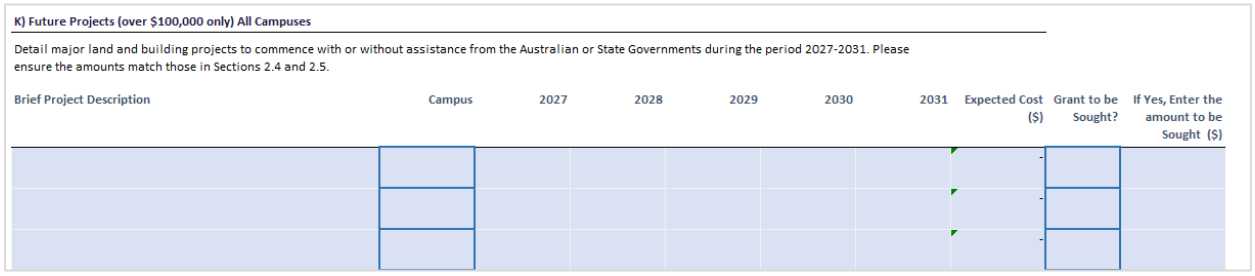
(K) Future Projects

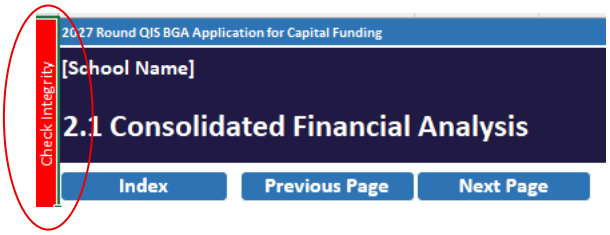
Detail major land and building projects to commence with or without assistance from the Australian or State Government. Do not include furniture and equipment, plant and machinery, motor vehicles or other applications of capital funds in this section.

List the forecasted expenditure in the year you expect to incur the cost. The total expenditure must match Section 2.5 A) Building/land improvements (school funded projects) and Building/land improvements (capital grant funded projects).

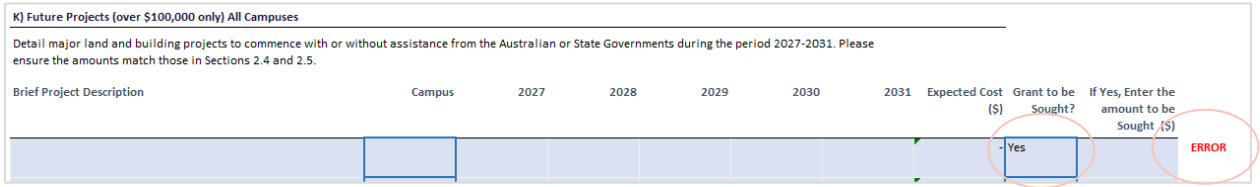
The total expected funding must match Section 2.4 A) Australian Government Capital Grants and State Capital Assistance Grants List major future planned projects across all campuses in the year they are expected to be incurred.

A message to “Check Model Integrity” will display until these items match.





If you have indicated a grant is to be sought for a project, ensure you enter an amount to be sought. Until this field is populated, an error message will display.

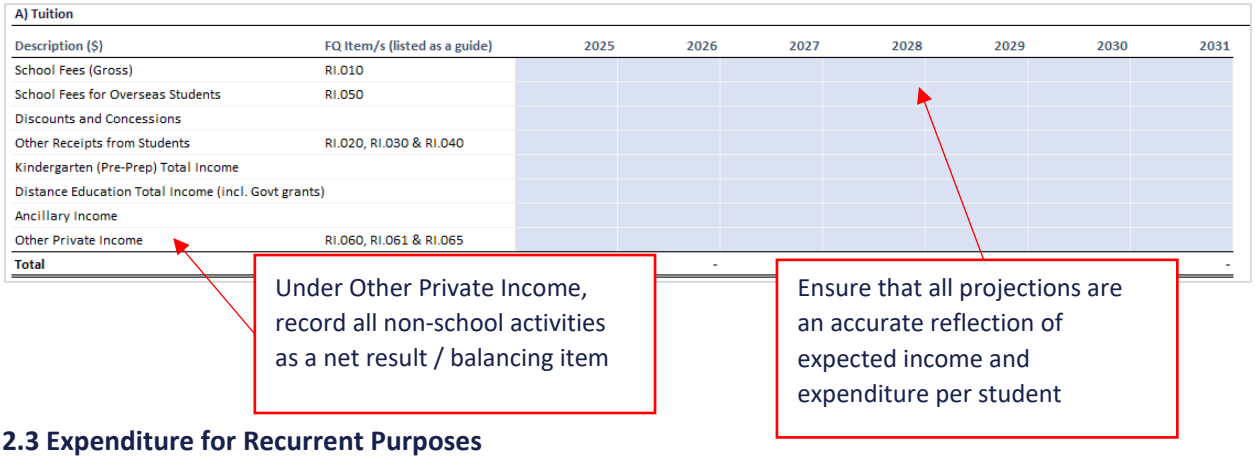


2.2 Income for Recurrent Purposes

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 similar 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.



A) Tuition

Description ($)	FQ Item/s (listed as a guide)	2025	2026	2027	2028	2029	2030	2031
School Fees (Gross)	RI.010							
School Fees for Overseas Students	RI.050							
Discounts and Concessions								
Other Receipts from Students	RI.020, RI.030 & RI.040							
Kindergarten (Pre-Prep) Total Income								
Distance Education Total Income (incl. Govt grants)								
Ancillary Income								
Other Private Income	RI.060, RI.061 & RI.065							
Total			-					-

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)	2025	2026	2027	2028	2029	2030	2031
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							
Kindergarten (Pre-Prep) Total Expenses (incl. wages)								
Distance Education Total Expenses (incl. wages)								
Ancillary Costs	RE.080							
Interest Expense - Loans	RE.100 & RE.110							
Interest Expense - Finance Leases	RE.110							
Depreciation	RE.120 & RE.130							
Total		-	-	-	-	-	-	-

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.

A) Tuition and Boarding

Description ($)	FQ Item/s (listed as a guide)	2025	2026	2027	2028	2029	2030	2031
Transfer from Special Funds incl. Building Funds	CI.030							
Donations for Capital purposes	CI.055							
Australian Government Capital Grants Program	CI.010							
Other Australian Government Capital Grants	CI.010							
External Infrastructure Subsidy Scheme	CI.020							
Other Subsidies	CI.020							
State Capital Assistance Grants	CI.020							
Profit from the Sale of Fixed Assets	CI.050							
Amount of Funds expended on behalf of the School	CI.050							
Other Capital receipts	CI.040							
Total		-	-	-	-	-	-	-

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

A) Tuition and Boarding

Description ($)	2025	2026	2027	2028	2029	2030	2031
Land purchases							
Building/land improvements (school funded projects)							
Building/land improvements (capital grant funded projects)							
Furniture and equipment							
Plant and machinery							
Motor vehicles							
Other applications of capital funds							
Total	-	-	-	-	-	-	-

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

Description ($)	2025	2026	2027	2028	2029	2030	2031
Other loans for capital purposes							
Loans for Recurrent purposes							
Repayment of loan principal							
Principal component of lease expenses							
Total	-	-	-	-	-	-	-

(C) Long Service Leave Entitlements

C) Long Service Leave Entitlements							
Description ($)	2025	2026	2027	2028	2029	2030	2031
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 – manually enter value in cell
- Revaluation of Assets – manually enter value in cell
- Opening balance cash on hand – manually enter value in cell.

Ensure the Closing Balance Cash on Hand for 31/12/2024 balances to Section D) Funds on Hand as at the end of 2024.

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.

CASH FLOW SUMMARY							
A) Income							
Source ($)	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**2031**
Income for Recurrent tuition	-	-	-	-	-	-	-
Income for Recurrent boarding	-	-	-	-	-	-	-
Income for capital purposes	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-
B) Expenditure							
Source ($)	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**2031**
Expenditure for Recurrent tuition	-	-	-	-	-	-	-
Expenditure for Recurrent boarding	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-
C) Cash Flow							
Description ($)	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**2031**
Operating surplus/(deficit)	-	-	-	-	-	-	-
Add back Non-Cash Items							
Depreciation	-	-	-	-	-	-	-
Provision for long service leave	-	-	-	-	-	-	-
Movements in Assets/Liabilities			-	-	-	-	-
Revaluation of Assets							
Net Cash Flow from Operations	-	-	-	-	-	-	-
Capital and Financing Activities							
Capital expenditure	-	-	-	-	-	-	-
Capital income	-	-	-	-	-	-	-
Loan drawdowns	-	-	-	-	-	-	-
Loan repayments	-	-	-	-	-	-	-
Net Cash Flow from Capital and Financing	-	-	-	-	-	-	-
Net Cash Flows	-	-	-	-	-	-	-
Opening balance cash on hand 31/12/2024		-	-	-	-	-	-
Closing Balance Cash on Hand	-	-	-	-	-	-	-
D) Funds on Hand at 31 December 2026							
Cash at bank							
Investments, accumulated provisions and reserves							
Total							-

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 2025 must equal the loan closing balance at 31 December 2024.

Description ($)	2025	2026	2027	2028	2029	2030	2031
Opening Balance (from 31/12/2024)		-	-	-	-	-	-
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 the year as noted, 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 ($)	Current interest rate (%)	Term years	Balance of loan outstanding as of 31/12/2026 ($)	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.

A) Balance Sheet							
Description ($)	2025	2026	2027	2028	2029	2030	2031
Cash on hand	-	-	-	-	-	-	-
Net fee debtors							
Prepayments							
Other current assets							
Fixed assets			-	-	-	-	-
Other non-current assets							
Total Assets	-	-	-	-	-	-	-
Bank overdraft	-	-	-	-	-	-	-
Creditors							
Accruals and other liabilities							
Annual leave							
Long service leave - current	-	-	-	-	-	-	-
Loans - current	-	-	-	-	-	-	-
Total Current Liabilities	-	-	-	-	-	-	-
Loans - non-current	-	-	-	-	-	-	-
Long service leave - non-current	-	-	-	-	-	-	-
Other non-current liabilities							
Total Non-Current Liabilities	-	-	-	-	-	-	-
Total Liabilities	-	-	-	-	-	-	-
Net Assets	-	-	-	-	-	-	-
Represented by							
Retained earnings		-	-	-	-	-	-
Asset revaluation reserve							
Current year profit/(loss)	-	-	-	-	-	-	-
Total Equity	-	-	-	-	-	-	-
Net Assets = Total Equity	OK	OK	OK	OK	OK	OK	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 2025 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 seeking 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 31 December 2026 in school foundations, associated companies or organisations. Please forward all appropriate Balance Sheets to support your entries below.

Description ($)	2025	2026	2027	2028	2029	2030	2031
Recurrent income							
Building fund donations							
Other donations							
Loan transfers							
Other							
Total	-	-	-	-	-	-	-

B) Expenditure

Description ($)	2025	2026	2027	2028	2029	2030	2031
Recurrent expenditure							
Transfer to school							
Loan transfers							
Other							
Movement in assets and liabilities							
Total	-	-	-	-	-	-	-

C) Summary

Description ($)	2025	2026	2027	2028	2029	2030	2031
Net cash flow	-	-	-	-	-	-	-
Balance cash on hand		-	-	-	-	-	-
Cumulative Net Cash Flow	-	-	-	-	-	-	-

Cumulative net cash flow for 2025 should include the net cash balance at 31 December 2024.

D) Summary Cash Position

The QIS BGA Capital Funding Committee is seeking 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 31 December 2026 in school foundations, associated companies or organisations. Please forward all appropriate Balance Sheets to support your entries below.

Funds at 31 December 2026	Foundation	Associated Companies	Other	Total
Working account				-
Building fund				-
Library fund				-
Other accounts				-

Section 3 – Other Matters

3.0 Australian & QLD State Government Funding Eligibility

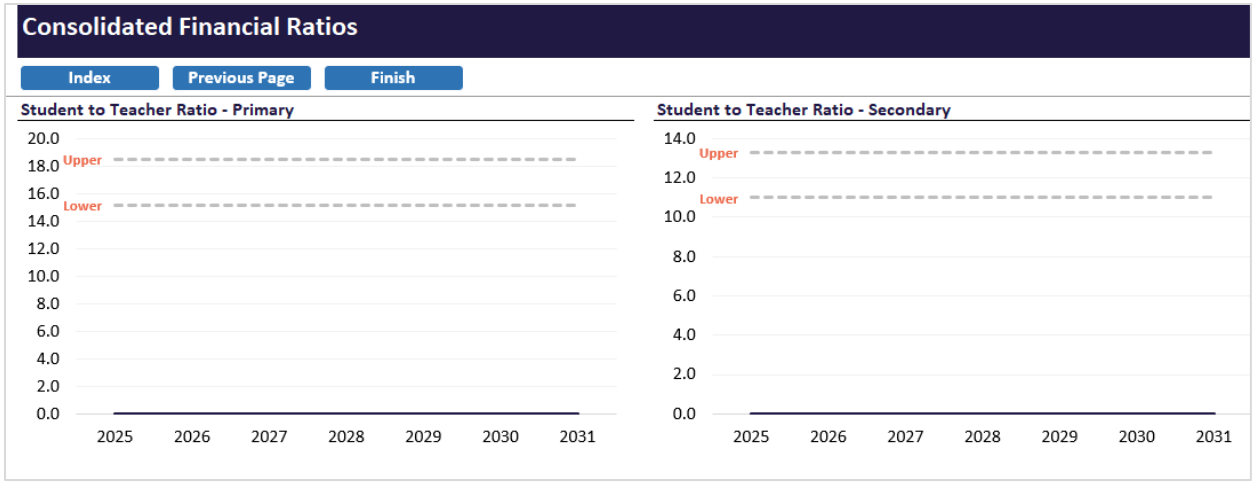
This page contains important information on schools' eligibility of receiving Australia and State Government capital grants, as well as the accountability requirements of receiving such grants.

3.1 Australian & QLD State Government Funding Eligibility Checklist

Please complete the checklist to confirm your funding eligibility.

Section 4 – Consolidated Financial Ratios

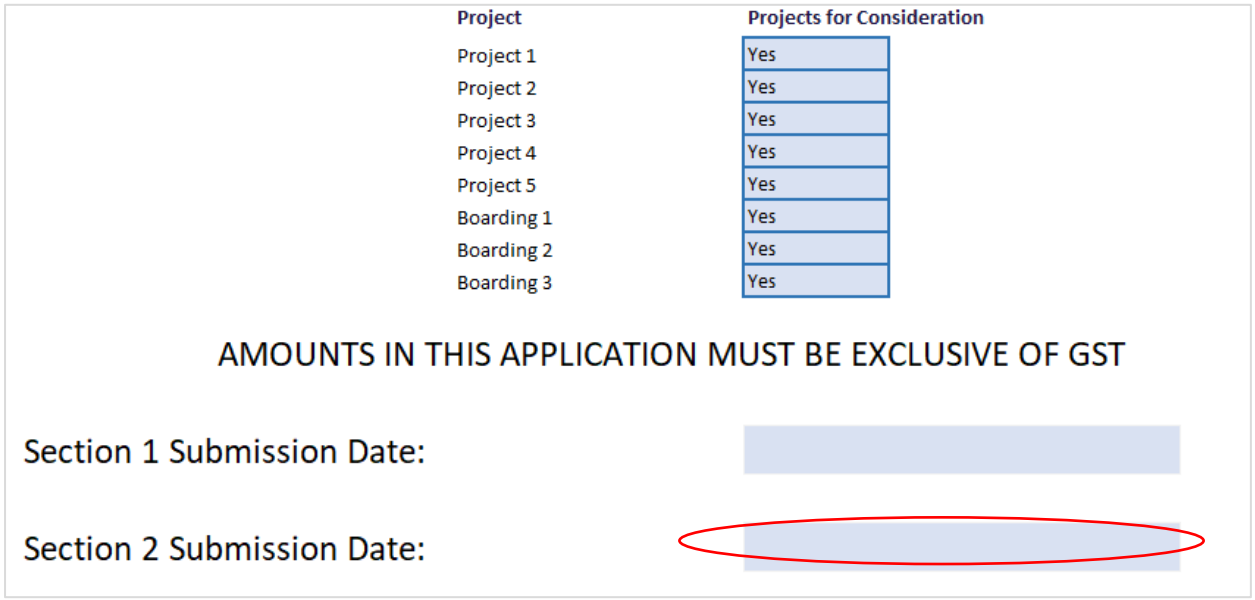
This page calculates financial ratios which may be useful to the school in preparation for the school visit. They are included in the application for information only purposes.



Completion of Section 2

Ensure any Integrity Issues have been corrected, then enter a submission date on the cover page. Where an integrity issue arises, refer to the Integrity Issues section of the Help Notes for assistance.

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 THIS APPLICATION MUST BE EXCLUSIVE OF GST

Section 1 Submission Date:

Section 2 Submission Date:

Follow the instructions provided in the Enquire Grant Management System to submit the application along with required Section 2 supporting documentation.

Appendix One provides a summary of supporting documentation requested at each submission point and the required naming convention to apply.

An acknowledgment of successful application submission will be provided.

Appendix One

Supporting Documentation

Application Section	QIS BGA Need	Document	Naming Convention
1	Mandatory	Educational Justification	Justification School Name
1	Mandatory	Architectural set, including: • School aerial view showing the location of the proposed project/s. Note: Existing buildings should not be labelled. • School site plan showing labelled existing, proposed and future projects • Floor plans and elevations, including the square metre area of each space clearly shown on floor plans. NB: For refurbishment/conversion work, show 'before' and 'after' describing the proposed work to be undertaken • Rendered perspectives (desirable)	Architectural set School Name
1	Mandatory	High-level Gantt Chart for the proposed project. This is required as an indicator of "sound educational planning" being undertaken by a school/college. The Gantt Chart should not be detailed but is require to include the forecast achievement of the following milestones: • Schematic Design (if not already produced) • Development Approval / Ministerial Infrastructure Designation (if applicable) • Development of Working Drawings • Go to Tender or any approved alternative procurement methodology • Construction Start • Practical Completion and Handover	Gantt Chart School Name
1	Mandatory	School Master Plan, showing the long-term facility development over the school site	Master Plan School Name
1	As required	Quantity surveyor report for all refurbishment or conversion projects.	QS Report School Name
1	As required	Endorsement of cost proforma signed-off by quantity surveyor (or relevant professional) to substantiate any below-the-line cost that is greater than $50,000. Below-the-line means costs related to built-in equipment costs, internal site infrastructure, site development costs or other additional costs. fire service, special services, site development and	Endorsement of Cost School Name

		other.	
1	As required	Internal Site Infrastructure Model Code in support of below-the-line costs in the internal site infrastructure category where: - an individual item costs $150,000 or more, or - Where the combined cost of all items in the internal site infrastructure category is $500,000 or more.	Model Code School Name
1	As required	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.	Name of Report School Name e.g. Engineer Report School Name
1	As required	Approval to develop (or evidence demonstrating effort being made to achieve an approval to develop at least by 31 December in the year of application submission. e.g. pre-lodgment minutes or discussions with the approving entity.)	Approval To Develop School Name
1	As required	Sustainability Strategy, where	Sustainability Strategy School Name
2	Mandatory	Prior two years audited financial statements of school (and related parties, if applicable)	Year Audited Report School Name or Year Draft Audited Report School Name
2	Mandatory	Previous years Last Commonwealth Non-Government Schools Financial Questionnaire	Financial Questionnaire School Name
2	Mandatory	Current year school fees	School Fees School Name
2	Mandatory	Evidence of current Building insurance	Insurance School Name
2	Mandatory	School Maintenance Plan	Maintenance Plan School Name
2	If appropriate	School lease (if school property is rented)	Lease School Name
2	If appropriate	Recent property valuation (if site is leased from related party and the cost is greater than $100,000)	Property Valuation School Name
2	If appropriate	Copy of the group structure (if the school structure is complex)	Group structure School Name

Appendix Two

New school Supporting Documentation (required additional information)

Application Section	QIS BGA Need	Document	Naming Convention
1	Mandatory	Business Case completed using the template provided in the New Schools Funding Model Incorporating a 10 year enrolment forecast, supported by; a. External professional demographic study b. Three way 10 year financial model (balance sheet, profit and loss and cashflow). Noting; assumptions, scenario testing, break even understanding, external financier involvement, major capital projects and major risk assessment	Business Case School Name
1	Mandatory	Demographic Study	Demographic Study School Name
1	Mandatory	Site Master Plan, including a spotlight on the stages of facility development to support the first 5 years of the school's operation	Site Master Plan School Name
1	Mandatory	Internal Site Infrastructure Master Plan, including a demonstration of how site infrastructure will be staged to support the first 10 years of the school's enrolment	Internal Site Infrastructure Master Plan School Name
1	Mandatory	Architectural set for the stage of facility development	Architectural Set School Name
1	Mandatory	QS Report, or fee estimates from relevant consultants, to validate internal site infrastructure cost included in the application.	QS Report School Name Or Fee Estimate School Name

Appendix Three

Integrity Issues

Prior to submission of Section 1 or Section 2 of the application, please check whether there is an integrity issue with the application.

Action:

- Navigate to the Index of the application to Model Integrity.
- If there is a message as displayed below, select Click Here for a detailed view of the integrity issue.



- Where an integrity issue has been identified, follow the instructions to fix the data discrepancy.
- If there is an integrity issue identified in the Data Export or the Financial Report, please contact QIS BGA, as only the Office Administration team and amend this error.

QIS BGA Application for Capital Funding

Model Integrity

Index

Result:	(57,266)								
Source of Funds = Total Project Costs (Project 1)	(57,310)								
Source of Funds = Total Project Costs (Project 2)	OK								
Source of Funds = Total Project Costs (Project 3)	OK								
Source of Funds = Total Project Costs (Project 4)	OK								
Source of Funds = Total Project Costs (Project 5)	OK								
Source of Funds = Total Project Costs (Boarding 1)	OK								
Source of Funds = Total Project Costs (Boarding 2)	OK								
Source of Funds = Total Project Costs (Boarding 3)	OK								
Check all pages have been visited and completed	OK								
		2024	2025	2026	2027	2028	2029	2030	
Balance Sheet Reconciliation	OK	OK	OK	OK	OK	OK	OK	OK	
Proposed Projects		P1	P2	P3	P4	P5	B1	B2	B3
Incomplete Data Entry	OK	OK	OK	OK	OK	OK	OK	OK	OK
Entered Cost Exceeds Allowable Rate	OK	OK	OK	OK	OK	OK	OK	OK	OK
(e.g. 70% of construction cost for conversion projects)									
Existing Teaching Spaces									
Incomplete Data Entry	OK								
Overseas Students (Table 1.3B vs. Table 1.4B)	OK	OK	OK	OK	OK	OK	OK	OK	
Check Errors in Data Export	OK								
Check Errors in Financial Report	44								