



# Learning Places and Spaces

November 2024







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Image: Caloundra Christian College  
Cover image: St Peters Lutheran College



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## Background

The Australian Government provides Capital Grants Program (CGP) assistance to non-government schools for the development of educational facilities under the *Australian Education Act 2013* and the *Australian Education Regulation 2013*. The Queensland Government provides State Capital Assistance Scheme (SCAS) funds and External Infrastructure Subsidy Scheme (EIS) funds under the *Education (Capital Assistance) Act 1993* and the *Education (Capital Assistance) Regulation 2015*.

Each capital assistance program operates under a specific set of guidelines. The *Capital Grants Guidelines*, the *State Capital Assistance Scheme Guideline* and the *External Infrastructure Subsidy Scheme Guideline* underpin the processes which Queensland Independent Schools Block Grant Authority (QIS BGA) uses to administer each program.

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

**Learning Places and Spaces** is directly focused on CGP and SCAS grant applications and is intended to assist Approved Authorities and applicant schools to develop an understanding of:

- the objectives of the capital assistance programs
- the need for sound educational planning which sees the site-based Master Plan supporting agreed strategic intentions
- the importance of value- for- money considerations from the beginning to the end of a capital project, and
- how a school's need for educational facilities is determined through the capital grant application process.

EIS provides assistance to schools where any capital project on a school site triggers State or local government requirements to provide new or additional external infrastructure in areas such as water, sewer and transport. Schools can find details on EIS project eligibility and the application process on the BGA website at [www.bga.qld.edu.au](http://www.bga.qld.edu.au).

QIS BGA recommends that Approved Authorities and their schools make early contact with the BGA Secretariat when planning for a capital project, to enable the making of time efficient, well-prepared applications.

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

**Learning Places and Spaces** must be read in conjunction with the information available via the document **Functional Areas and Construction Costs** and within the CGP and SCAS application

**Help Notes.** Both of these documents are available on the BGA website at [www.bga.qld.edu.au](http://www.bga.qld.edu.au).

## Requirements of the Programs

### School Eligibility Criteria

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

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



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

### Capital Grants Program Requirements

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

#### Alice Springs (Mparntwe) Education Declaration

Applicant schools should explicitly demonstrate how a proposed capital project relates to the Commonwealth's commitments within the Declaration. The Commonwealth's desire to improve educational outcomes for young Australians is spelled out via the Declaration's two interconnected goals, i.e.:

**Goal 1:** The Australian education system promotes excellence and equity, and

**Goal 2:** All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

This explicit demonstration will be included in the school's educational justification.

**Appendix 2** expands on the collective of State Governments' commitment to working with the education community in partnership with young Australians, their families and carers and the broader community towards achieving these goals.





Image: Canterbury College

### Capital Grants Program Objectives and Requirements

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

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

### State Capital Assistance Scheme Requirements

The Queensland Government SCAS guidelines require applicant schools to identify their specific needs for educational facility projects, against the focus of the scheme, which is on school needs and the ability of the school community to meet those needs.

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

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



## Project Eligibility

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

Projects may be proposed for work of the following types:

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

Note that the inclusion of sustainability elements within capital applications is encouraged and supported by QIS BGA's collection of information on any audits conducted or sustainability strategy implementation via the capital application template.



From 2026 onwards, QIS BGA will require a documented sustainability strategy in support of CGP and SCAS capital grant applications involving significant costs for sustainability elements.

As per program guidelines, the types of eligible projects are as follows:

### Capital Grants Program

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

### State Capital Assistance Scheme

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

## Condition of Existing Facilities

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

### Maintenance



The applicant school's Maintenance Plan is a requirement of the capital application process, as the condition of existing facilities provides an indication of the effectiveness of the school's maintenance practices.

Maintenance will remain the responsibility of the school. A desire to refresh facilities under a school maintenance plan should not be confused with the need for a school to upgrade existing spaces. QIS BGA is not obliged to recommend a project where it can be evidenced that the school has not implemented a planned maintenance schedule.

## Projects Unable to be Funded



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

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

### Capital Grants Program

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

### State Capital Assistance Scheme

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





Image: Genesis Christian College

## Sound Educational Planning

### The Strategic Plan and Master Planning

Applicant schools will be required to clearly demonstrate the links between the school's Master Plan and documented strategic directions. Access to Australian and State Government grant support for capital projects is dependent upon schools being able to demonstrate sound educational planning underpinning proposed projects. A comprehensive and up-to-date Master Plan represents the consultative process that has been undertaken across the school community to guide the future development of quality educational facilities for a school site. A key purpose of a Master Plan is the presentation of the staging of capital development that will be undertaken on a school site in the future.



From 2027 onwards, all school's applying for CGP and SCAS capital grants will be required to submit a Master Plan that reflects the QIS BGA master planning requirements.

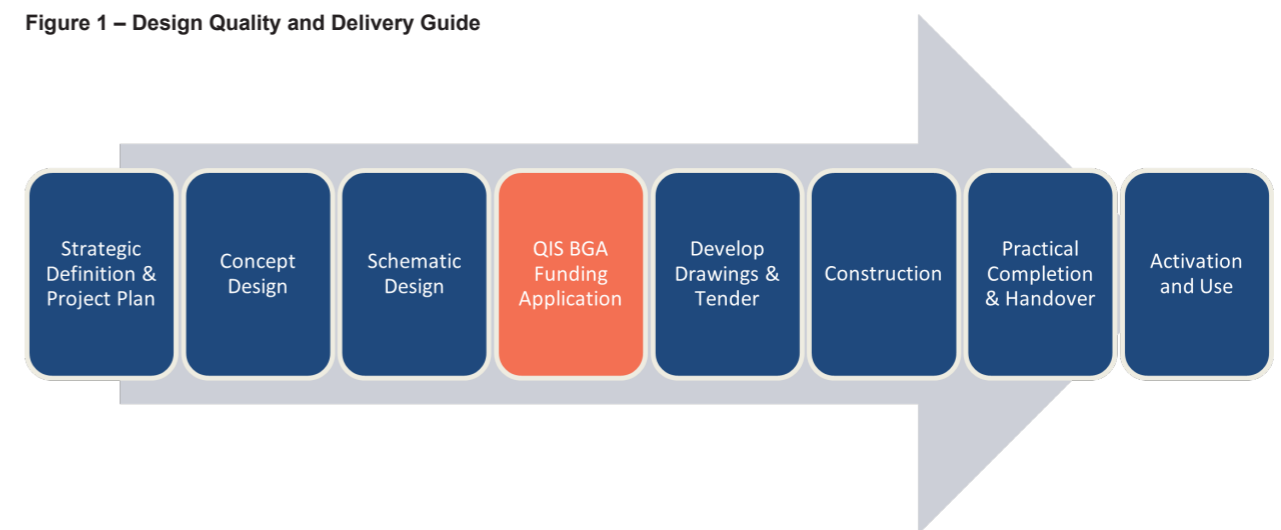
### A Guide to Quality Design and Delivery

As per Figure 1, QIS BGA recommends the Design Quality and Delivery Guide be utilised to organise the processes of briefing, designing, delivering, operationalisation and maintaining a new or refurbished building. When bringing a Master Plan to life by moving into project delivery mode, following the Guide supports not only a logical progression through project planning, preparation and delivery, but also enables the making of a well-informed application for capital funding.

Each stage of the Design Quality and Delivery Guide positions the relationships between:

- engagement, including regulatory approval processes
- information documentation and plans
- procurement
- construction program, and, where required
- the timing for the making of a capital grant application.

Figure 1 – Design Quality and Delivery Guide

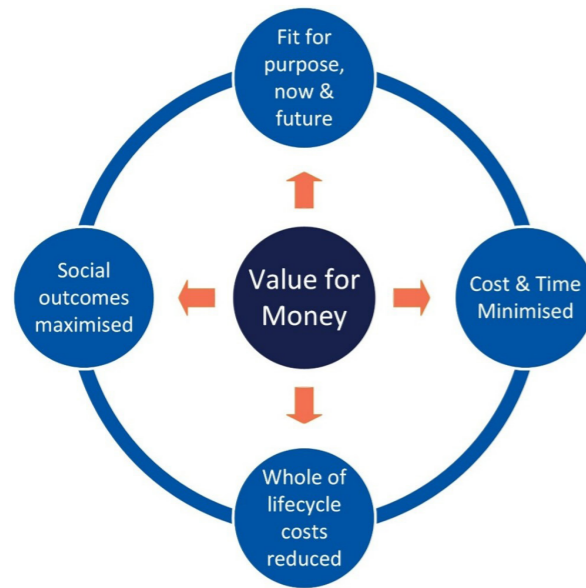




## Value for Money

The concept of value-for-money focuses on both economic and social outcomes.

Figure 2 – Value-for-Money Focus



The economic focus seeks to ensure that the building is constructed on time and within budget, while also ensuring that the building's whole-of-life costs are minimised. Social value involves ensuring that educational and architectural design are highly aligned. It seeks to ensure that spaces created are both safe and accessible. It may also explore how buildings can be used by the entire community as a social infrastructure benefit.

Whether economic or social, the desired overall impact is intended to be a student-centred design, where teacher and student contributions are valued, so that educational outcomes are maximised. Economically, the intent is to aim for dollars to be saved so valuable funds can be allocated to meet the educational needs of the school community. Socially, the educational facilities contribute to the creation of learning environments where students thrive.

When these dual focuses are combined, a value-for-money educational facility will reflect:

- maximisation of the potential for environmental performance such as, but not limited to, ventilation, solar power and water tanks
- establishment of time parameters at the strategic definition stage (refer Figure 1) with respect to the design, construction and activation/occupation of the building
- minimisation of lifecycle costs to maintain facilities once operational
- attention to effective, safe and secure access for all, and
- establishment of budget parameters at the master planning stage, with any budget related value management activities having minimal negative impact upon the desired outcomes, as stated above.

As an aside, it is also an expectation that during and at completion of a project, value-for-money will remain a consideration, such as:

- the construction contract price will be competitive in the market at the time of project commencement, with primary and secondary consultant costs falling within established benchmarks, and
- the building is fit for purpose and undergoes maintenance to remain so over the course of its lifecycle.

Without underestimating the value-for-money considerations, the design of the educational facilities or buildings must comply with the National Construction Code of Australia, any relevant Australian Standards, as well as Commonwealth, State and Local Government requirements.

### Quantity Surveyor Inputs

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



**A Quantity Surveyor's (QS) report is an application requirement which must be submitted in the case of refurbishment projects.**

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

### Post Occupancy Evaluation

As a result of the cyclical nature of capital project delivery which occurs for schools with an ongoing building program, value-for-money outcomes may also be achieved by conducting a post occupancy evaluation. The evaluation conducted once the building has been activated and in use for a nominated period provides a process to evaluate the use of the facility against the original design intent.

The lessons learned from examining the outcomes of delivering each capital project make a valuable contribution to projects in the pipeline under the school's Master Plan, as well as making significant contributions to any future capital grants application to be made.

# Application Process

## Educational Assessment

There are two stages of the educational assessment conducted by the Education/Buildings committee member, around which a recommendation will be presented to the Education/Buildings Capital Advisory Committee:

- the identification of an educational need, and
- the determination of a notional minimum viable project that meets the identified educational need.

The outcome of the educational assessment will be that the proposed project will be one which:

- meets program eligibility criteria
- fulfils the facilities needs of the school, and
- displays value-for-money.

The educational assessment may result in the eligible total project cost being less than that proposed originally by the application for grant funds.

## Total Project Cost

The application process is used to establish a total project cost for the minimal viable project identified, based on:

- proposed construction costs, as driven by the floor area (m<sup>2</sup>) of the identified minimum viable project
- site development requirements
- fire services
- special service requirements
- furniture and equipment allowances
- professional and local authority fees
- any other costs relevant to the project
- an allowance for the locality.

### Potential Project Cost Variances

Schools should be aware of, and prepare for cost variances to occur between:

- the original project cost proposed at application and the total project cost of the minimum viable project put forward for Ministerial approval
- the approved project cost and the price achieved at tender, and
- the accepted tender price and final total project expenditure at completion.

## Finance Assessment

Identifying an educational need and determining the total cost of the minimum viable project underpins an application's progress to the financial assessment process.



Applicant schools should refer to the application *Help Notes* for assistance with the completion of the finance part of the application process.

The financial assessment comprises two stages:

- confirmation of the school's ongoing viability, and
- establishment of the school and its community's financial capacity to contribute to the proposed project.

The total eligible project cost will be used by the finance committee member when recommending the allocation of a grant amount to meet the financial shortfall between the cost of the minimum viable project and the school's capacity to contribute. Where the application assessment establishes a financial need does exist, a grant recommendation will be made to the Finance Capital Advisory Committee for the allocation of capital assistance.

The recommendations of both of the Capital Advisory Committees are considered by the QIS BGA Board of Directors prior to the submission of final grant recommendations to the respective Education Ministers.

## Identifying the Educational Need

A robust examination of an applicant school's existing facilities, as well as future facility requirements, is applied to identify the educational need. This hinges on the school's circumstances, as demonstrated by the enrolment numbers and facilities usage data submitted, together with anecdotal evidence given within the contexts of an existing or new school.

It is the elements of the school's current and future situation which applicants should focus on when providing the educational justification for the proposed project, i.e.:

- enrolment growth requiring additional learning spaces
- changes in student population characteristics
- curriculum change resulting from internal strategic decisions or external authority requirements
- curriculum expansion, reflecting student demand for different or additional learning
- how the pedagogical needs of the school will be met by the educational facilities for the next 5–10 years?
- pedagogical change, including who was included in the change process and how it was led
- facilities no longer fit for purpose, but not at end of life
- changes in community expectations regarding facility standards and characteristics
- the design process and how the users of the proposed new facility were engaged
- the type of professional learning support available to teachers using the educational facilities
- the measures to be used to evaluate the effectiveness of the educational and architectural design briefs.



# Establishing the Minimum Viable Project

The major focus of capital assistance for independent schools is to ensure that all schools can apply for at least the basic facilities required to meet the teaching and learning needs of staff and students. Establishing the minimum viable project involves a detailed examination of the application data provided for the following indicators:

- number of learning spaces
- room occupancy rates – primary, secondary and combined
- floor areas for each of the functional areas within the building design.



If the proposed project is in excess of that which has been established as the minimum viable project, QIS BGA will be unable to recommend any funding towards the excess floor area or spaces.

## Number of Learning Spaces

Facilities usage data will be provided, as at the year of application, and compared to the number of learning spaces (and associated support areas) that might reasonably be expected to be required within the school. Coinciding with the assessment of the physical number of learning spaces, consideration is also given to the impacts of:

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



Transportable buildings still in use after project completion will be included in a school's available space at application. This allows all spaces available to be considered when determining project eligibility.

## Primary Learning Space Requirements

A reasonable minimum requirement within a primary school setting is considered to be one (1) general learning area (GLA) per stream. It is recognised that primary schools may plan for additional specialist learning spaces in addition to GLAs. Flexible learning areas (FLAs) and/or learning commons areas will also be given consideration via the assessment process.

## Secondary Learning Space Requirements

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



When establishing how many rooms are required, calculate using 1.4 learning spaces per stream.

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

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

Adaptable learning spaces beyond GLAs, such as flexible learning areas, learning commons and senior study centres, are often designed according to school-based curriculum decisions and pedagogical requirements, as secondary schools respond to the needs of the Australian Curriculum and Senior Syllabuses.

## Room Occupancy Rates

A significant component of assessing educational need is the examination of room occupancy rates or usage of existing facilities. These estimates are used to provide base-level information regarding the efficiency of a school's operations, such as timetabling.

### Primary Occupancy Rates

For primary schools, typically, the GLA usage for each class will show a high occupancy percentage due to the nature of educational delivery in a primary setting, where the majority of learning occurs in the same room or combination of rooms.

A school with primary specialist spaces or FLAs will show the occupancy rate of each facility using the same calculation as for a GLA, i.e.:

$$\frac{\text{Number of timetabled primary periods per week} \times 100}{\text{Number of timetabled periods available per week}} = \% \text{ occupancy}$$

### Secondary Occupancy Rates

Should existing secondary classrooms remain vacant for significant times during the timetabled week, a proposal for any additional spaces would require a detailed examination. The secondary room occupancy rate, for a single learning space, is calculated by:

$$\frac{\text{Number of timetabled secondary periods per week} \times 100}{\text{Number of timetabled periods available per week}} = \% \text{ occupancy}$$

## P-12 Learning Spaces and Occupancy Rates

In P-12 schools, the provision of learning spaces for both primary and secondary departments is determined by utilising the same calculations.



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



## Functional Areas and Floor Area Indicators

QIS BGA utilises typical functional areas that broadly reflect those provided by the Queensland Government within state schools.

### Functional Areas within Educational Facilities

**Appendix 1** identifies the functional areas within independent schools which form the basis of the CGP and SCAS application process, i.e.:

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

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

### Floor Area Indicators and Construction Rates for Functional Areas

Schools can plan for the type of educational facilities they wish to construct; however, QIS BGA will use the established floor area indicators for each functional area as a guide to a reasonable area (m<sup>2</sup>) allowance in relation to the identification of the minimum viable project.

When analysing the eligible costs of a proposed project, the QIS BGA Secretariat and Education/Buildings committee members will use floor area indicators and the corresponding construction rates for each functional area. Rates provided for the purposes of the application process are based on an education standard building reflective of the environment in which the school is sited.

The document **Functional Areas and Construction Costs** contains the information provided for use within the annual CGP and SCAS application, i.e.:

- the construction rates for each functional area
- the furniture, equipment and sundry allowances, and
- the locality allowances provided for regional and remote locations.



Applicant schools should refer to **Functional Areas and Construction Costs** as the annual reference point for assistance with the completion of the education and buildings part of the application process.



Image: John Paul College



# Appendix 1

## Overview of Typical Functional Areas

\*Refer to Functional Areas and Construction Costs document for construction rates, allowances and locality indices

\*Refer to Functional Areas and Construction Costs document for construction rates, allowances and locality indices

EDUCATIONAL FACILITIES	ASSOCIATED AREAS
Administration	External Staff Room (Decentralised)
Amenities	n/a
Applied Technologies	IT Administration Storeroom
Dance	Storeroom
Design and Technologies Kitchen	Storeroom (Dry stores/Pantry) Laundry
Design and Technologies Workshop	Materials Preparation Area Storeroom External Covered Work Area
Digital Technologies Laboratory	Storeroom
Drama	Storeroom
Engineering	Plant Room Maintenance Facilities
Flexible Learning Area (FLA)	Storeroom Covered Outdoor Learning Area (COLA) associated with FLA
General Learning Area (GLA)	Teacher work area (Prep only) Withdrawal area Storeroom Covered Outdoor Learning Area (COLA) associated with GLA
Gym	Change Facilities Storeroom
Hall, Multipurpose	Change Facilities Storeroom
Hall, Performance	n/a
Hospitality Practices Kitchen (Industry relevant fit out)	Laundry Storeroom (Dry stores/Pantry) Cold Room
Learning commons	n/a
Learning support area	n/a
Library/Resource Centre/Senior Study Centre	Storeroom IT Equipment Storeroom
Media Arts	Storeroom
Music	Music Practice Room Storeroom
Outdoor Covered Area	n/a
Science Laboratory	Science Preparation Room Storeroom Student Experiment Space Agricultural Science Equipment Shed
Senior Technologies Workshop (Industry relevant fit out)	Materials Preparation Area Storeroom External Covered Work Area

Travel, Enclosed and Stairwells	n/a
Travel, Link	n/a
Travel/Circulation - External	n/a
Travel/Circulation - Internal	n/a
Tuckshop	Storeroom Cold Room Book Hire Facility Uniform Store
Undercroft	n/a
Visual Arts	Storeroom External Covered Work Area

BOARDING FACILITIES	ASSOCIATED AREAS
Student Accommodation with shared ensuite	n/a
Student Accommodation with dedicated ensuite	n/a
Shared Facilities (Dining room, Kitchen, Sickbay, Ancillary Support Services)	Internal Circulation
Supervisor accommodation	n/a

DISTANCE EDUCATION FACILITIES	ASSOCIATED AREAS
Teacher work area (per teacher)	n/a
Recording or video-conferencing room	
Mail room and bench space	
Photocopy room	
Interview room	
Reception and staff workspace (2 staff)	
Staffroom (including kitchen)	
Resource store and staff resources	
Head teacher office	
Staff amenities	
Travel	



# Appendix 2

## Extract: Alice Springs (Mparntwe) Education Declaration

### Education Goals for Young Australians

#### Goal 1: The Australian education system promotes excellence and equity

Australian Governments' commit to promoting excellence and equity in Australian education.

This means that all Australian Governments' will work with the education community to:

- provide all young Australians with access to high-quality education that is inclusive and free from any form of discrimination
- recognise the individual needs of all young Australians, identify barriers that can be addressed, and empower learners to overcome barriers
- promote personalised learning and provide support that aims to fulfil the individual capabilities and needs of learners
- ensure that young Australians of all backgrounds are supported to achieve their full educational potential
- encourage young people to hold high expectations for their educational outcomes, supported by parents, carers, families and the broader community
- ensure that education promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view and cultural, social, linguistic and religious diversity
- ensure that learning is built on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities
- collaborate internationally to share best practice and help young Australians learn about and engage with the world
- support all education sectors – government, non-government, secular and faith-based education
- promote a culture of excellence in all learning environments, by providing varied, challenging, and stimulating learning experiences and opportunities that enable all learners to explore and build on their individual abilities, interests, and experiences
- ensure that Australia's education system is recognised internationally for delivering high-quality learning outcomes.

#### Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community

Australian Governments' commit to working in collaboration with the education community to support all young Australians to become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

#### Confident and creative individuals who...

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing
- develop personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others
- are resilient and develop the skills and strategies they need to tackle current and future challenges
- are able to recognise, adapt to, and manage change
- have a sense of optimism about their lives and the future
- show initiative, use their creative abilities and are enterprising

- have the imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- understand their responsibilities as global citizens and know how to affect positive change
- have the confidence and capability to pursue learning throughout life, leading to enjoyable, fulfilling and productive employment
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as friends, family, community and workforce members
- embrace opportunities, make informed decisions about their own lives and accept responsibility for their own actions
- have a sense of belonging, purpose and meaning that enable them to thrive in their learning environment.

#### Successful lifelong learners who...

- develop their ability and motivation to learn and play an active role in their own learning
- have the essential skills in literacy and numeracy as the foundation for learning
- engage in respectful debate on a diverse range of views
- are productive and informed users of technology as a vehicle for information gathering and sharing, and are able to adapt to emerging technologies into the future
- are able to think deeply and logically, and obtain and evaluate evidence as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines and deep content knowledge
- are inquisitive and experimental, and have the ability to test different sources and types of knowledge
- are responsive and adaptive to new ways of thinking and learning
- are able to plan activities independently, collaborate, work in teams and communicate ideas
- continue to improve through formal and informal learning in further education, and training or employment, and acquire the skills to make informed decisions throughout their lives
- are able to make sense of their world and think about how things have become the way they are
- are confident and motivated to reach their full potential.

#### Active and informed members of the community who...

- act with moral and ethical integrity
- have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments
- appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences
- have an understanding of Australia's system of government, its histories, religions and culture
- are committed to national values of democracy, equity and justice, and participate in Australia's civic life by connecting with their community and contributing to local and national conversations
- understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians
- are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific regions.



**QUEENSLAND INDEPENDENT SCHOOLS BLOCK GRANT AUTHORITY**

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