

The Sustainability Special Purpose Funding Round is available to support schools working toward their environmentally sustainable goals using a structured and outcome-focused approach. These notes are broken into the following sections:

- **About the Sustainability Grant**
- **Timeline**
- **Available Funding & School Eligibility**
- **The Pathway to an Eligible Project**

Schools intending to apply under this round will need to be ready to meet project eligibility requirements when applications open. These notes provide further details and activity checklists to assist Schools in preparing to apply.

## About the Sustainability Grant

This funding is for only sustainability projects associated with existing facilities and site infrastructure. It does not apply to new applications being made under the 2025 Capital Round.

The Sustainability Special Purpose Funding Round focuses on Energy & Carbon and Total Water Cycle initiatives.

The intent of funding directed toward **Energy & Carbon** projects is to:

- **Lower the need for electrical energy from the electricity grid.**
- **Lower the need for electricity consumption on the school site.**
- **Reduce carbon produced by the School.**

Examples of eligible project infrastructure include but are not limited to LED lighting, solar systems, building management systems, and battery storage on site. Charging stations for electric vehicles, for example, would be ineligible, as they do not meet the intent of the funding criteria outcomes outlined above.

The intent of funding directed towards **Total Water Cycle** projects is to:

- **Lower the need to source water from an external water provider.**
- **Increase capacity to harvest onsite water.**
- **Efficiently move water harvested on-site to locations of need (i.e. toilets, ovals, etc.).**
- **Recycle grey water for reuse.**

Examples of eligible project infrastructure include but are not limited to efficient water fittings, water tanks, water recycling plants or filtration systems and piping networks to link stored water to locations where supply is needed.

An eligible project can be an Energy and Carbon, Total Water Cycle, or a **Combined Energy and Water** project.

## Timeline

The anticipated timeline for the Sustainability Special Purpose Funding Round will see applications open in early March 2025, with a minimum of eight weeks to finalise & submit via their Client Portal in the Enquire grant management system.

Ministerial approval will likely occur in September 2025. Once received, Recipient School Agreements will be sent to schools, with successful projects then having 12 months to enter into a contract to complete the work.

## Available Funding & School Eligibility

For a School to be eligible to apply for a grant under the Sustainability Special Purpose Round, they must:

- **Exist on a site that is owned or leased for more than 20 years from the date the project is completed.**
- **Have appropriate insurance in place for the site.**
- **Be proposing an eligible sustainability project. Refer to ‘The Pathway to an Eligible Project’ section for further information on requirements for an eligible project.**

The following table outlines the level of funding available to Schools based on their capacity to contribute (CTC). Schools with a CTC above 110 are not eligible for this Special Purpose Funding Round.

Sustainability Project Type	Minimum Project Cost (ex GST)	Level of Funding	
		CTC < 97	CTC 97-110
Energy & Carbon	\$100,000	75% of project cost, capped to \$300,000 per School	50% of project cost, capped to \$200,000 per School
Total Water Cycle	\$100,000		
Combined Energy & Water	\$100,000		

If a school is seeking to undertake both Energy and Water projects, this can be achieved by either:

- **Engaging a managing contractor to deliver a ‘Combined Energy & Water’ project.**
- **Submitting the energy component, and water component as separate applications (separate projects), with each application required to meet the minimum project cost to be eligible.**

The funding cap represents the highest amount of funding a school can receive in this round, regardless of the number of projects submitted. Where a School submits multiple applications, the cap applies across all projects, as if the combined elements are a single project.

For Schools seeking to undertake work across multiple sites:

- **Where the sites are within an immediate vicinity or the same region.**
  - One funding cap applies across all sites collectively.
  - One application can be submitted to include work across multiple sites.
- **Where sites are not within an immediate vicinity or are in different region.**

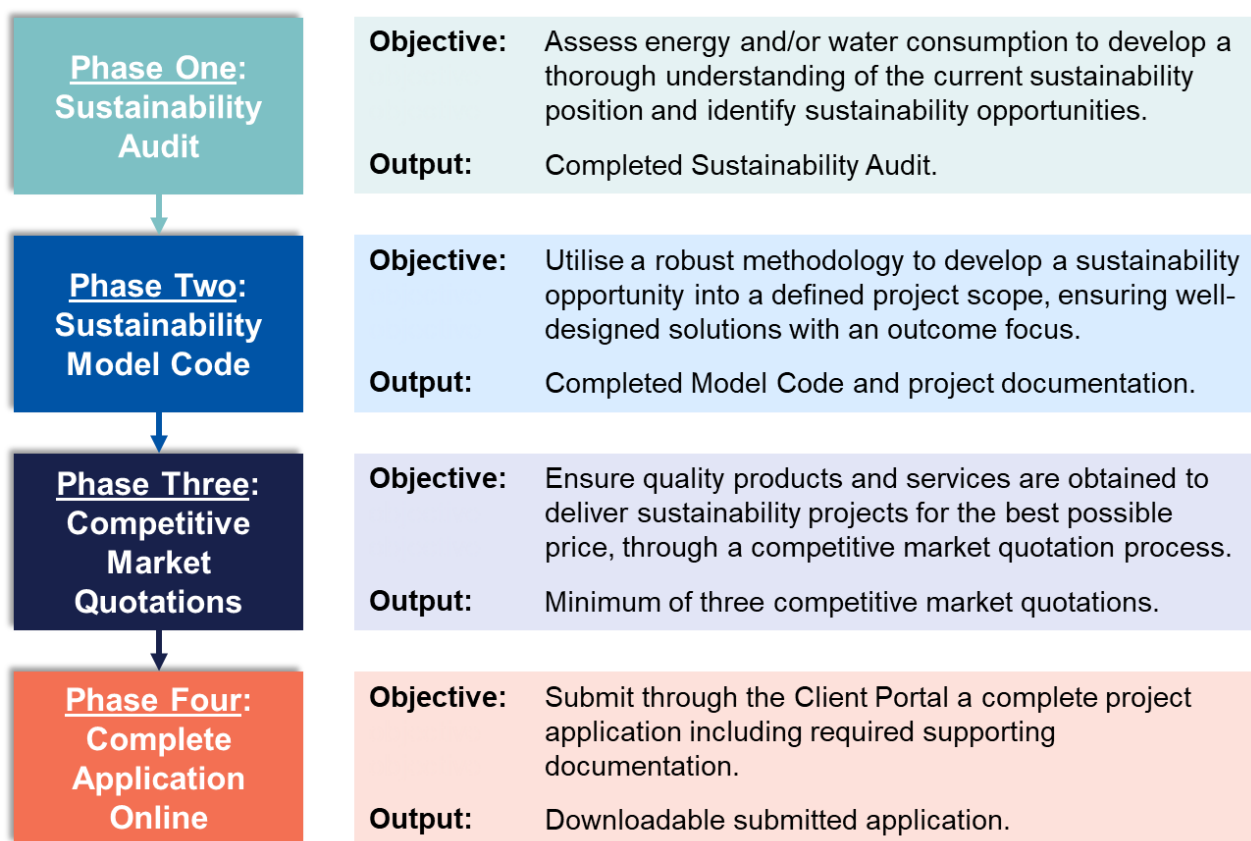
- The funding cap will apply to each site individually.
- Each site must meet the minimum project value criteria.

The funding will be paid out across two claim milestones, with 90% of the grant paid at 25% completion, and the remaining 10% paid following submission of the 100% completion claim form.

## The Pathway to an Eligible Project

The following flow chart outlines the minimum procedural steps Schools must take to satisfy criteria and eligibility considerations for the QIS BGA Sustainability Special Purpose Funding Round.

Each phase will result in specific outputs forming the basis of eligibility and assessment for applications submitted under this special purpose funding round. Schools are encouraged to undertake the activities outlined in each phase as early as practical so they can be best placed to submit applications when the round opens.



The following sections discuss each phase in more detail and include a recommended checklist of key activities to support Schools in submitting an application.

## PHASE ONE: Sustainability Audit

The objective of Phase One is to assess energy and/or water consumption to develop a thorough understanding of the current sustainability position and to identify sustainability opportunities. This objective is satisfied through the completion of a Sustainability Audit.

A Sustainability Audit will result in two specific outcomes for schools. Firstly, the audit will assist in identifying sustainability opportunities to aid discussion and decision-making regarding particular initiatives that should be considered in Phase Two. Secondly, the audit will form part of the supporting documentation to be submitted for a project application under this special purpose funding round and is a critical component for project eligibility.

If a School intends to pursue sustainability initiatives in only one of the energy or water categories, the audit can be limited to energy or water as appropriate. However, if the initiative combines energy and water, both areas must be included in the audit.

**Furthermore, while a comprehensive approach to completing the audit is encouraged, Schools can limit the audit to review only areas required for the pathway to their proposed project.**



*Section 2 of the Sustainability Model Code (discussed in Phase 2) outlines the specific “Audit Requirement” and “Acceptable Solution” criteria for particular sustainability initiatives. **For example:** if a solar project is being considered, the audit requirements can be found in section 2, item 6.1, renewable energy/solar.*

The Sustainability Audit can be completed by either a school staff member or an external consultant. In partnership with industry specialists, QIS BGA has developed an [audit tool](#) to assist schools and their consultants in completing the audit. Using the audit tool is mandatory when audits are being undertaken in-house.



*Some specialist tools may be required to complete the audit in-house, such as a light meter for measuring lux levels, or a power meter for measuring energy consumption. While some of these tools may be able to be hired or purchased economically, the availability of specialist tools may influence a School’s decision to do the audit in-house.*

While not essential to completing phase one, Schools should consider engaging their External Project Supervisor early, as they will play a key role in Phase 2. The external project supervisor (usually a project manager or architect) will be responsible for professional oversight and endorsement of your Sustainability Model Code, and their sign-off of this document is essential for a project to be eligible.

### Key Activities Checklist for PHASE ONE:



- Engage your external project supervisor.
- Undertake sustainability audit.
- Plan ahead for any Board approvals (budget, consent to apply etc.)
- Prepare to engage specialist consultants required to deliver proposed projects.

## PHASE TWO: Sustainability Model Code

The objective of Phase Two is to utilise a robust methodology to develop a sustainability opportunity into a defined project scope, ensuring well-designed solutions with an outcome focus. This is achieved by following the procedures to complete the [Sustainability Model Code](#).

The Model Code is required as supporting documentation for an application and must be completed and endorsed by the external project supervisor. The Model Code consists of two main sections:

- **Audit Requirements and Acceptable Solutions**

The 'Audit Requirements and Acceptable Solutions' section outlines the pathway to identifying sustainability opportunities and the audit mechanisms that must be satisfied (if they haven't already been achieved in Phase One).

- **Identified Sustainability Opportunities and Proposed Solutions**

To complete the 'Identified Sustainability Opportunities and Proposed Solutions' section, schools may need to collaborate with specialist consultants or industry professionals relevant to the particular initiatives being pursued. These consultants and the external project supervisor will be responsible for ensuring well-designed and value-for-money solution/s.



*Haven't yet identified a project that might be suitable for your School? It might help to consider some recent capital projects and sustainability initiatives that were discussed during their planning phase but may not have made it into the final project for budgetary reasons.*

In parallel with the Model Code, schools should also prepare their project plan. The project plan needs to diagrammatically convey key aspects of the project relative to existing campus infrastructure. For the purpose of this funding round, it can be prepared in-house as a mark-up of the school's campus map as long as the plan is legible and appropriately labelled. The project plan does not need to be drawn to scale.

### Key Activities Checklist for PHASE TWO:



- Engage specialist consultants required for proposed project/s.
- Define proposed solutions (project scope).
- Develop project documentation for market quotation.
- Complete the Sustainability Model Code.

## PHASE THREE: Competitive Market Quotations

Following the completion of a Sustainability Audit and Sustainability Model Code, Schools should have a well-defined solution (proposed project) that will address a genuine sustainability opportunity. Phase Three aims to ensure quality products and services are used to deliver sustainability projects for the best possible price through undertaking a competitive market quotation process.

The process for obtaining quotations must reflect sound building industry best practices, support the value for money principle, and be open and transparent in alignment with ethical tendering practices.

Schools must obtain at least three market quotations for this Sustainability Special Purpose Funding Round. Quotation pricing must be submitted to support an application, along with a copy of the preferred project contractor's submission.

Where only two quotes are available, QIS BGA requires a further representation of market value at the time of application. In this case, a Quantity Surveyor or relevant consultant can provide an opinion of cost.

Once ministerial approval of the grant is provided and a Recipient School Agreement is executed and in place, Schools can enter into agreements immediately with their preferred project contractor.



***Schools should consider the anticipated program timeline during discussions with market contractors, specifically in regard to any validity period. Where possible, Schools should endeavour to obtain quotations that will remain valid until at least September 2025, four months following closure of the funding round.***

Also, in phase three, Schools should consider the project timeline, including any authority approvals or pre-construction activities (enabling work, off-site fabrication, etc). The timeline should incorporate feedback from the quoting contractors regarding their anticipated start date and duration on site, assuming a contract date following ministerial approval and execution of the Recipient School Agreement. The timeline will be requested in the online application.

#### Key Activities Checklist for PHASE THREE:



- Obtain a minimum of three competitive market quotations.
- External project supervisor endorses (signs-off) Model Code.
- Prepare your project plan/s.
- Consider your project timeline, including any authority approvals or pre-construction activities. This will form part of your application in Phase Four.

### **PHASE FOUR: Complete Application Online**

After completing phases one, two, and three, schools will have all the required supporting documentation to apply online via the Enquire Client Portal, including:

- Completed audit
- Complete and endorsed (signed off) Model Code
- Project Plan/s
- Preferred Project Contractor Quotation

Further Help Notes specific to making an application will be available on the resources page of the [QIS BGA website](#) when the funding round opens.

#### Key Activities Checklist for PHASE FOUR:



- Fill out application online.
- Upload required supporting documentation.
- Review the application and then submit.