



Australian Government



Nation Building
ECONOMIC STIMULUS PLAN

BUILDING THE EDUCATION
REVOLUTION GUIDELINES

Version 3
21 September 2009

Building the Education Revolution Guidelines

1. Overview

The Commonwealth Government has committed funding of \$16.2 billion over three years to provide new facilities and refurbishments in Australian schools to meet the needs of 21st century students and teachers through the Building the Education Revolution (BER) program.

The three elements of the BER are:

1. Primary Schools¹ for the 21st Century – \$14.1 billion for all Australian primary schools, K-12 schools (primary school component) and special schools to build new iconic facilities such as libraries, multipurpose halls or classrooms, or to upgrade existing facilities.
2. Science and Language Centres for 21st Century Secondary Schools² – \$821.8 million for the construction of new science laboratories or language learning centres.
3. National School Pride program – \$1.288 billion for all schools in Australia, government and non-government, for funding for minor capital works and maintenance projects.

The BER is underpinned by a strong partnership approach between the Australian, state and territory governments and non-government education authorities.

2. Objectives

Through the BER, the Commonwealth aims to:

1. Provide economic stimulus through the rapid construction and refurbishment of school infrastructure.
2. Build learning environments to help children, families and communities participate in activities that will support achievement, develop learning potential and bring communities together.

3. Governance Arrangements

The Commonwealth, states, territories and Block Grant Authorities (BGAs) have agreed to work in partnership to deliver the BER in accordance with the *National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now*, the *Bilateral Agreement on the Nation Building and Jobs Plan* (Bilateral Agreement) that the Commonwealth has with each state and territory, the *Funding Agreement supporting the Building the Education Revolution: the National Partnership Agreement on Nation Building and Jobs Plan* (BGA Funding Agreement) with each BGA, and the Commonwealth, states, territories and BGA responsibilities set out in these Guidelines.

The BER will come under the oversight arrangements put in place by the Office of the Coordinator-General (OCG) in the Department of the Prime Minister and Cabinet. A BER National Coordinator from within the Department of Education, Employment and Workplace Relations (DEEWR) will be appointed and will report to the OCG, as required.

1 Primary School definition – refer to Definitions

2 Secondary School definition – refer to Definitions

The BER National Coordinator will convene a BER Coordination Group made up of a BER Coordinator from each state, territory and BGA. Each state, territory and BGA will submit to the Commonwealth an implementation plan for the BER in respect of the schools in their jurisdiction or for which they are responsible.

4. Purpose of the Guidelines

The purpose of the BER Guidelines (the Guidelines) is to assist states, territories, Block Grant Authorities (BGAs) and schools to submit project proposals for funding under BER.

The Guidelines set out arrangements for the administration and delivery of BER. The Commonwealth reserves the right to amend these Guidelines as necessary. Information concerning changes to the Guidelines will be posted on the BER website.

These Guidelines form part of the Bilateral Agreements and Funding Agreements. In the event of any conflict in relation to the interpretation of these Guidelines, the relevant Bilateral Agreement or Funding Agreement will take precedence.

5. Further information and enquiries

Further information about BER and the application process can be found:

- by calling the DEEWR Contact Centre – 1300 363 079 (local charges apply);
- at the BER website: www.buildingtheeducationrevolution.gov.au; or
- by sending an email to BER@deewr.gov.au

Schools should contact their state, territory or BGA coordinator for further information – the list of these is at: www.buildingtheeducationrevolution.gov.au.

6. Timeframes

To ensure that the BER has the greatest impact on job support, it is essential that construction on as many projects as possible commences quickly. Projects which are unable to demonstrate their ability to be completed within the specified timeframe will not be funded. Commencement of a project is defined for the purposes of BER as the undertaking of any action, post any design phase, that incurs an expense covered by BER funding for that project.

The funding will be made available in three funding rounds. The percentage of eligible schools for which funding is available in each funding round is set out in the next section of these Guidelines. Where applications are received from more schools than are proposed to be funded in the first round of funding, schools with projects for which relevant planning and approval processes are already well advanced when the funding applications are submitted may be preferred over other applications in the first round of each element of the BER.

To further enhance efficiency and early take-up, design templates will be used by states, territories and BGAs, wherever possible. These templates must be used by each project unless a school or system has a pre-approved design available, or can demonstrate that the non-use of a template is reasonable, appropriate and that the building process can still be expedited and achieved within the prescribed timeframes. Following the provision of design templates by individual states, territories and BGAs, the Commonwealth will disseminate the design templates to states, territories and BGAs for their use with schools for the purposes of the BER.

At the earliest practicable stage, states, territories and BGAs should endeavour to identify and communicate opportunities in local areas for tradespeople and other small businesses.

BER Element 1: Primary Schools for the 21st Century

It is the Commonwealth's intention that all eligible Australian primary schools will receive a funding allocation under this program (although there may be some exceptions to this e.g. where a school has just been constructed and has no need for any new facilities).

Funding will be provided to each state, territory and BGA on the basis that 20% of eligible schools will access funding in Round 1, 40% of eligible schools will access funding in Round 2, and 40% of eligible schools will access funds in Round 3.

States, territories and BGAs will provide project applications to the Commonwealth for assessment and approval. This will be done via an online application. The Commonwealth will assess each application against eligibility and quality assurance criteria in accordance with these Guidelines before providing recommendations to the Minister for approval.

Round 1: 20% of eligible schools

Month/Year	Action
February-March 2009	States, territories and BGAs assess proposals
By 10 April 2009	Submit lists to Commonwealth for approval (lists are encouraged to be submitted earlier)
May-June 2009	Commencement of projects
20 December 2010	Projects completed – up to 18 months for schools larger than 150 students, up to 7 months for smaller schools

Round 2: 40% of eligible schools

Month/year	Action
April 2009	States, territories and BGAs assess proposals
By 15 May 2009	Submit lists to Commonwealth for approval (lists are encouraged to be submitted earlier)
June-July 2009	Commencement of projects
31 January 2011	Projects completed – up to 18 months for schools larger than 150 students, up to 7 months for smaller schools

Round 3: 40% of eligible schools

Month/Year	Action
June 2009	States, territories and BGAs assess proposals
By 10 July 2009	Submit lists to Commonwealth for approval (lists are encouraged to be submitted earlier)

September-October 2009

Commencement of projects or construction must commence by 1 December 2009

31 March 2011

Projects completed – up to 18 months for schools larger than 150 students, up to 7 months for smaller schools

Project Commencement

All projects are required to commence in line with the timeframes set out in these Guidelines. Where a state, territory or BGA cannot meet the project commencement timeframes, approval to delay commencement must be sought from DEEWR. Where a delay is required, states, territories and BGAs should write to the BER National Coordinator setting out their reasons for the delay and seeking consideration of a new commencement date, which must be included as part of the proposed request. In considering any request to delay project commencement, DEEWR will consult with the OCG.

Project Completion

Extensions to the completion deadline for projects will be considered by DEEWR on a case by case basis. In applying for an extension to the completion deadline, states, territories and BGAs must take into consideration that one of the objectives of the BER is to provide economic stimulus through the rapid construction or refurbishment of school infrastructure. Where an extension is required, states, territories and BGAs should write to the BER National Coordinator setting out their reasons for an extension (such as delays due to severe weather) and seeking consideration of a new completion date, which must be included as part of the proposed request.

Funding

Funding allocations to each state, territory and BGA are calculated on the basis of enrolment numbers. The data used to calculate enrolment numbers will be the full-time equivalents (FTE) as of February 2009 census data as collected by DEEWR as part of this Program, including FTE for distance education students. These amounts are indicative and a state, territory or BGA may decide to fund some schools at slightly lower amounts and some at slightly higher amounts than indicated provided they remain within the total funding amount paid to them by the Commonwealth for schools within their jurisdiction/for which they are responsible and they seek agreement to any variation from indicative amounts with the school. Indicative funding allocations per school are as follows:

School size (FTEs)	Indicative funding caps
1 to 50	\$250,000
51 to 150	\$850,000
151 to 300	\$2,000,000
301 to 400	\$2,500,000
401+	\$3,000,000

Where an application is ten per cent or more under the indicative funding allocation, states, territories and BGAs must obtain a signed letter from the school principal agreeing that their school receive a funding amount which is less than the indicative funding allocation for their school. Applications may not be approved

unless DEEWR is in receipt of signed letters from principals where the notional allocation is ten per cent or more under the notional funding allocation.

Eligibility criteria

All Australian primary schools are eligible for funding under this program subject to the requirements set out below.

A school must be a 'Primary School', that is, delivering a level of primary education as defined in the *Schools Assistance Act 2008* or as defined in the particular state or territory³. Funding will be provided on the basis of a primary school's total FTE student enrolments as determined by the February census data collection undertaken by DEEWR for BER purposes. For a K-12, only primary FTEs will be counted. For a special school, the primary and secondary components will be included. Special assistance schools are included within the definition of special schools for the purposes of BER.

Schools with transient student populations are not eligible to apply for funding as they do not have FTE student enrolments.

Where a school is a non-government school, that school must be a BGA Participant (i.e. a school in respect of which the Minister has determined a BGA under the *Schools Assistance Act 2008*) and be in receipt of General Recurrent Grant Funding under that Act.

Each school must meet agreed starting and completion dates for building as prescribed for each funding round of the Primary Schools for the 21st Century element of BER.

School closures

If a school is planned for closure, then funding must not be approved for that school entity. The state, territory or BGA will not receive any funding for that school. Closing schools were identified by states, territories and BGAs in the February 2009 BER census data.

School amalgamations

Where two or more schools have a planned amalgamation over the next three years, into either a new school site or an expansion of one of the existing schools, then the indicative funding allocation for the schools to be merged may be combined to be used for capital or refurbishment in the new school.

New schools

In the case of recently constructed government schools, if after appropriate consultation with the school community and principal it is agreed that there is no need for further buildings or refurbishment in that school at this time, the indicative funding allocation for that school may be reallocated to another government school.

In the case of recently constructed non-government schools, BGAs must consult with the school community and principal and if it is agreed that there is no need for further buildings or refurbishment at this time, the indicative funding allocation can only be reallocated (where the school is a member of an approved school system under the *Schools Assistance Act 2008*), to another member of that recognised school system. Funding will otherwise be returned to the Commonwealth.

3 Primary School Definition – refer Definitions

Schools with multiple campuses

Schools with multiple campuses will be treated as a single school for the purpose of funding paid under BER. For non-government schools, this will be defined by whether a school is recognised separately under the *Schools Assistance Act 2008* (i.e. with a separate SES score and entitlement to *General Recurrent Grants*). For government schools, the state or territory will provide DEEWR with advice about which schools are separate school entities and not merely campuses.

Projects approved under this Program are exempt from global area standard calculations for the purposes of the Capital Grants program.

Conditions for funding

Each school and/or system must maintain its current and planned investment in capital for the next four years in addition to its BER funding. In the case of states and territories, this will be monitored by the Australian Treasury. In the case of non-government schools and systems, this will be monitored by DEEWR.

Design templates or configurations must be used by states, territories and BGAs, wherever possible.

Consideration will be given to a school that has a preapproved design ready to build, or can demonstrate that non-use of a template is reasonable, appropriate and that the building process can still be expedited and achieved in prescribed timeframes.

Wherever possible, all new buildings and refurbishments should incorporate sustainable building principles to help reduce any impact of building on the natural environment. Sustainable buildings will be designed to maximise energy efficiency, including insulation, energy efficient solar hot water (where appropriate), energy efficient lighting, energy efficient glazing, energy efficient heating and cooling, and a water tank. This will apply unless an exemption is given by the Commonwealth to take account of particular regional climate requirements.

The school must agree to provide access at no, or low, cost to the community to libraries and multipurpose halls funded under this element of BER. This must include reasonable access by any community or not-for-profit groups in the local community. Schools must agree to advertise the availability of the infrastructure for use by the community through any avenue available to them which does not incur significant cost to the school (e.g. newsletters, school website, free community papers). Schools may charge a low fee for the use of the facility where the charge is to cover recurrent costs incurred by the school in providing the community access (e.g. electricity, cleaning, security).

Schools that have facilities funded under BER that are not libraries or multipurpose halls must make either their existing library or multipurpose hall (or a comparable facility within the school) available for community use under the same conditions as set out above, unless they have an exemption from the Commonwealth.

Any costs associated with the demolition of existing buildings may be included as part of the project costs.

Schools may include funding contributions from other sources towards the total cost of a project under the BER. Any additional contributions from other sources must be identified in the funding application.

Other funding conditions are set out in the Bilateral Agreements and BGA Funding Agreements for the BER.

Use of funding

Funding can be used for capital expenditure on the following items (in order of priority):

1. construction of new libraries;
2. construction of new multipurpose halls (e.g. gymnasium, indoor sporting centre, assembly area or performing arts centre) or, in the case of smaller schools, covered outdoor learning areas;
3. construction of classrooms, replacement of demountables or other building to be approved by the Commonwealth; or
4. refurbishment of existing facilities.

If a school applies for funding that is not the first funding priority (i.e. a library), it must provide reasonable explanation for why it is not seeking funding for a library or for any other capital item which is higher in the priority list above. For example, schools with recently constructed, contemporary libraries and multipurpose halls could apply for funding for the building of other facilities or refurbishment of existing facilities.

Where a school and its community have determined that a school has no need for construction of any of the projects listed above, and have identified a need for an early learning centre, it may apply for funding of such a centre. An early learning centre is a place where students are in the process of transitioning from pre-school to kindergarten and where the curriculum is integrated with the primary school curriculum. The early learning centre must be an integrated part of the primary school campus and childcare activities must not be the main function of the centre. If any component of childcare is envisaged at the early learning centre, the school must provide evidence for the demand for childcare in that location.

Funding may be used for the fit-out of new buildings or refurbishments to the extent that it is necessary to make them operational for the purpose for which they are designed.

Funding may be used for costs related to ICT in the fit-out only if the ICT items are necessary to make the building operational for the purpose for which it has been built. Items which are covered by the guidelines relating to the National Secondary School Computer Fund, or the additional funding associated with the deployment of computers under this Fund, will not be funded under any element of BER.

Funding must not be used for the following non-capital items: portable items that are not specifically related to the design purpose of the building; portable sports equipment (rackets, balls etc.); portable gymnasium equipment (mats, beams etc.); decorative items (posters, painting etc.).

Funding can not be used for the building or refurbishment of any facility which has religious worship as its primary purpose.

Payment of funding

Funding for this element of BER will be paid by the Commonwealth Treasury to state and territory treasuries. State and territory treasuries are required to pay the funding to state and territory education departments for both government and non-government schools or directly to BGAs for non-government schools. State and territory education departments are required to forward funding to the relevant BGAs for non-government schools.

Each state, territory and BGA will receive an allocation based on the approved applications for the schools in their jurisdiction or for which they have responsibility. It will be up to each approving body to ensure that total funds allocated for projects remain within their total funding amount.

Other funding conditions are set out in the Bilateral Agreements and BGA Funding Agreements for the BER.

BER Element 2: Science and Language Centres for 21st Century Secondary Schools

This element of BER will fund the building of science laboratories or language learning centres in secondary schools. Funding for major refurbishments of current science laboratories or language learning centres to create state of the art facilities is also possible under this element of BER. States, territories and BGAs will conduct a competitive process to fund projects in secondary schools that satisfy the eligibility criteria for funding and can demonstrate the greatest need and a readiness and capacity to be able to build the facilities within the 2009-10 financial year. The competitive application process must assess the applications in accordance with the eligibility criteria and other requirements of these Guidelines.

Month/Year	Action
March-May 2009	States, territories and BGAs assess proposals and create a short-list of projects
By 31 May 2009	Submit short-lists to Commonwealth for approval
August-September 2009	Commencement of Projects
30 June 2010	Projects completed

Project Completion

Extensions to the completion deadline for these projects will be considered by DEEWR on a case by case basis. In applying for an extension, states, territories and BGAs must take into consideration that one of the selection criterion for funding under this element was capacity to complete the project by 30 June 2010. Where an extension is required states, territories and BGAs should write to the BER National Coordinator setting out their reasons for an extension (such as delays due to severe weather) and seeking consideration to a new completion date, which must be included as part of the proposed request.

Funding

\$821.8 million is available to fund the building of science laboratories or language learning centres in Australian secondary schools, with a notional number of around 500 buildings.

Eligibility criteria

Each state, territory and BGA will conduct a competitive process seeking expressions of interest from secondary schools within their sectors and then submit a priority list of projects to the Commonwealth for approval, derived according to the following criteria:

1. demonstrated need or disadvantage – the determination of need should be demonstrated by providing relevant evidence (quantitative and qualitative) to establish disadvantaged schools and school communities. This may include the use of existing indices such as the DEEWR Determined SES Score (as used in section 72 of the *Schools Assistance Act 2008*), Socio-Economic Indexes for Area (SEIFA), or Index of relative socio-economic disadvantage (IRSED);

2. demonstrated need for the specified building – the school does not have a contemporary science building/ laboratory or a language learning centre, or any existing facilities of that kind or they are inadequate for the school's current or emerging needs;
3. demonstrated readiness and capacity to begin and complete construction of the building within the 2009-10 financial year.

DEEWR will convene an assessment panel which will make recommendations to the Deputy Prime Minister who will decide which projects are funded.

Schools with multiple campuses will be treated as a single school for the purpose of funding under the BER. For non-government schools, this will be defined by whether a school is recognised separately under the *Schools Assistance Act 2008* (i.e. with a separate SES score and entitlement to *General Recurrent Grants*). For government schools, the state or territory will provide DEEWR with advice about which schools are separate school entities and not merely campuses.

Schools that cannot demonstrate their ability to complete the projects by the specified timeframe will not be funded.

Projects approved under this Program are exempt from global area standard calculations for the purposes of the Capital Grants program.

Conditions for funding

Each school and/or system must maintain its current and planned investment in capital for the next four years in addition to its BER funding.

Each school must be able to meet agreed starting and completion dates for building as prescribed for this BER element.

Design templates or configurations must be used by states, territories and BGAs, wherever possible. Consideration will be given to a school that has a preapproved design ready to build, or can demonstrate that non-use of a template is reasonable, appropriate and that the building process can still be expedited and achieved in prescribed timeframes.

Wherever possible, all new buildings and refurbishments should incorporate sustainable building principles to help reduce any impact of building on the natural environment. Sustainable buildings will be designed to maximise energy efficiency, including insulation, energy efficient solar hot water (where appropriate), energy efficient lighting, energy efficient glazing, energy efficient heating and cooling, and a water tank. This will apply unless an exemption is given by the Commonwealth to take account of particular regional climate requirements.

Any costs associated with the demolition of existing buildings may be included as part of the project costs.

Other funding conditions are set out in the bilateral agreements for the BER funding made between the Commonwealth and the states, territories and BGAs.

Payment of funding

Funding for this element of BER will be paid by the Commonwealth Treasury to state and territory treasuries. State and territory treasuries are required to pay the funding to state and territory education departments for both government and non-government schools or directly to BGAs for non-government schools. State and territory education departments are required to forward funding to the relevant BGAs for non-government schools.

Other funding conditions are set out in the Bilateral Agreements and BGA Funding Agreements for the BER.

BER Element 3: National School Pride Program

This element of BER will provide funding to every Australian school – primary⁴ and secondary⁵, government and non-government – to undertake construction of small scale infrastructure and/or minor refurbishment projects.

Funding will be provided to each state, territory and BGA on the basis that 60% of schools will access funding in 2008-09 and 40% of schools will access funding in 2009-10.

Round 1: 60% of schools

Month/Year	Action
February-March 2009	States, territories and BGAs assess proposals
24 March 2009	Submit lists to Commonwealth for approval (lists may be submitted earlier)
April-May 2009	Commencement of Projects
20 December 2009	Projects completed

Round 2: 40% of schools

Month/Year	Action
March-April 2009	States, territories and BGAs assess proposals
8 May 2009	Submit lists to Commonwealth for approval (lists may be submitted earlier)
July 2009	Commencement of Projects
1 February 2010	Projects completed

Funding

States, territories and BGAs will receive funding allocations for 60% of their schools to be able to access funding in the 2008-09 financial year. Funding for the remaining 40% of schools will be provided in the 2009-10 financial year. Funding is based upon two milestone payments: 50% upon commencement and the remaining 50% payable upon completion.

Funding allocations to states, territories and BGAs are calculated on the basis of enrolment numbers – full-time equivalent as of February 2009 census data collected by DEEWR for the purposes of BER. Indicative funding amounts per school are as follows:

4 Primary School definition – refer to Definitions

5 Secondary School definition – refer to Definitions

School size (FTEs)	Indicative funding caps
1 to 50	\$50,000
51 to 150	\$75,000
151 to 300	\$125,000
301 to 400	\$150,000
401+	\$200,000

Eligibility criteria

All Australian schools – primary and secondary, government and non-government – are eligible for funding under this element of BER.

School closures

If a school is planned for closure, then funding should not be approved for that school entity. The state, territory or BGA will not receive any funding for that school. Closing schools were identified by states, territories and BGAs in the February 2009 BER census data.

School amalgamations

Where two or more schools have a planned amalgamation over the next three years into either a new school site or an expansion of one of the existing schools, then the indicative funding allocation for the schools to be merged may be combined to be used for minor capital works in the new school.

New schools

In the case of recently constructed government schools, if after appropriate consultation with the school community and principal it is agreed that there is no need for further buildings or refurbishment in that school at this time, the indicative funding allocation for that school may be reallocated to another government school.

In the case of recently constructed non-government schools, BGAs must consult with the school community and principal and if it is agreed that there is no need for further buildings or refurbishment at this time, the indicative funding allocation can only be reallocated to another member of the approved school system of which the school is a member. Funding will otherwise be returned to the Commonwealth.

Schools with multiple campuses

Schools with multiple campuses will be treated as a single school for the purpose of funding paid under the BER. For non-government schools, this will be defined by whether a school is recognised separately under the *Schools Assistance Act 2008* (i.e. with a separate SES score and entitlement to *General Recurrent Grants*). For government schools, the state or territory will provide DEEWR with advice about which schools are separate school entities and not merely campuses.

Projects approved under this Program are exempt from global area standard calculations for the purposes of the Capital Grants program.

Use of funding

Funding under this program must be used to undertake construction of small scale infrastructure and/or minor refurbishment projects.

Projects that can be approved for funding under this element of BER include:

- refurbishment of buildings;
- construction or upgrades of fixed shade structures, covered outdoor learning areas, sporting grounds and facilities;
- green upgrades (water tanks), insulation; and
- specialised infrastructure support for students with disabilities or special needs.

Items which are covered by the guidelines relating to the National Secondary School Computer Fund, or the additional funding associated with the deployment of computers under this Fund, will not be funded under any element of BER (including computers for student use).

Funding cannot be used for installation or refurbishment of air conditioning or heating.

Funding cannot be used for the building or refurbishment of any facility which has religious worship as its primary purpose.

Any costs associated with the demolition of existing buildings may be included as part of the project costs.

Funding for purchase of equipment rather than minor refurbishment or minor infrastructure may not be approved by the Commonwealth.

Payment of funding

Funding for this element of BER will be paid by the Commonwealth Treasury to state and territory treasuries. State and territory treasuries are required to pay the funding to state and territory education departments for both government and non-government schools or directly to BGAs for non-government schools. State and territory education departments are required to forward funding to the relevant BGAs for non-government schools.

Each state, territory and BGA will receive an allocation based on the approved applications for the schools in their jurisdiction or for which they have responsibility. It will be up to each approving body to ensure that total funds allocated for projects remain within their total funding amount.

Other funding conditions are set out in the Bilateral Agreements and BGA Funding Agreements for the BER.

Privacy Requirements for all three elements of BER

BGAs must ensure that they and their participant schools deal with personal information for the purposes of the *Privacy Act 1988* collected in connection with the BER projects in the same way as if those BER projects were capital projects to which the *Administrative Arrangements for Block Grant Authorities Capital Grants Program for Non-Government Schools 2009* applied. BGAs must ensure that their agreements with BGA participants include these same privacy requirements.

Financial Viability Requirements for non-government schools

In order to receive Australian Government funding a non-government school is required to be financially viable. The financial viability of non-government schools applying for funding under the BER will be assessed in accordance with DEEWR's *Financial Health Assessment Framework*, using data from the most recent Financial Questionnaire and Schools Census. Where the data show that a school may be experiencing some financial difficulty, DEEWR will consult with the relevant BGA to determine the school's ongoing capacity to meet the conditions of funding under the BER. This will occur before the BGA submits their project lists for any element of BER to DEEWR.

Reporting Requirements for all three elements of BER

All schools will be required to report regularly on the progress of projects funded under BER and this must be a requirement of any agreement made with a BGA participant. States, territories and BGAs are able to report on behalf of schools in their respective jurisdictions. Specific reporting requirements are outlined in Schedule A of these Guidelines. The Commonwealth will provide an online portal for use by states, territories, BGAs and schools for recording and reporting requirements.

Consistent with the Bilateral Agreement and the BGA Funding Agreement, these Guidelines and the National Partnership Agreement on the Nation Building and Jobs Plan, the Monthly Reporting Guidelines contain further detail about Commonwealth requirements for how the states, territories and BGAs must provide reports on funds and projects under the BER program.

Performance Monitoring

The Commonwealth will monitor project progress across the three elements of the BER against the BER objectives and will provide guidance to states, territories and BGAs as required.

Branding and Recognition Requirements for all three elements of BER

To receive funding under BER, there is a requirement to recognise and acknowledge the Commonwealth's contribution. As a minimum, schools must adhere to the procedures and requirements set out in these Guidelines.

Recognition ceremonies: Schools receiving funding under the Primary Schools for the 21st Century and the Science and Language Centres for 21st Century Secondary Schools elements of BER must hold recognition ceremonies as part of their conditions of funding:

1. the Deputy Prime Minister must be invited to all opening ceremonies;
2. a convenient date for the ceremony for all parties should be chosen. Schools are required to choose three dates to allow greater flexibility for the Deputy Prime Minister or her representative to attend;
3. ceremonies should not be scheduled on Parliamentary sitting days;
4. for assistance with organising an official opening, schools must contact DEEWR to arrange an Official Recognition ceremony through the BER website at: www.buildingtheeducationrevolution.gov.au;
5. provide the Deputy Prime Minister with at least two months notice of any openings and public events relating to the projects;
6. hold an official opening or ceremony within three months of the completion of the project, unless otherwise agreed by the Deputy Prime Minister; and
7. make provision in the official proceedings for the Deputy Prime Minister or her representative to speak.

Once it is established that the Deputy Prime Minister or her representative is to open a facility, this arrangement cannot be changed without the Commonwealth's agreement.

Publicity: Schools should acknowledge the Commonwealth's assistance in publicity issued by the school regarding its BER funded project such as newsletters, web sites, articles in the local media, school outdoor signs and any other form of advertising available to the school.

Plaques: Schools funded under the *Primary Schools for the 21st Century* and *Science and Language Centres for 21st Century Secondary Schools* elements will be required to affix a plaque, to be supplied by the Commonwealth, to all completed projects. This includes, but is not limited to, new buildings and substantially refurbished buildings. While plaques will be supplied by the Commonwealth, schools must apply for their plaque when they apply for their recognition ceremony (see Recognition ceremonies).

Where a plaque cannot be attached to a project because of the nature of the project, then a plaque must be placed in an appropriate location in the school, such as the front foyer or administration area.

Roadside signs: Schools will be required to affix a roadside sign, to be supplied by the Commonwealth, in front of the school for projects being funded under the *Primary Schools for the 21st Century* and *Science and Language Centres for 21st Century Secondary Schools* elements. States, territories and BGAs are responsible for ensuring roadside signs are affixed and may be required to report on this through the monthly reporting.

Signs are to be erected on commencement of construction and must remain on display until the completion of the BER program on 31 March 2011 or project completion should an extension be granted.

Commonwealth, State/Territory and BGA Responsibilities

State and territory obligations

The states and territories will:

1. enter into Bilateral Agreements with the Commonwealth under which they will receive BER funding;
2. call for and assess project proposals from government schools for each BER element in line with these Guidelines;
3. ensure that the design, application and assessment processes are fast-tracked, with minimal red tape;
4. maintain their current and planned level of investment for capital infrastructure in schools over the next four years, spending it concurrently with BER funding on school infrastructure, and provide the Australian Government with evidence of capital expenditure for the past four years and estimates for the next four years. This process will be overseen by Heads of Treasuries and reported to COAG;
5. use a design from the templates submitted to the Commonwealth for each element of BER, where appropriate. States and territories will submit their design templates to the Commonwealth by 19 February 2009;
6. ensure that projects covered by the Funding use their best endeavours to give priority in contracting and tendering arrangements to businesses that agree to aim to secure at least 10 percent of the total contract labour hours to be undertaken by apprentices and trainees and those seeking to up-skill, where this does not result in unreasonable costs to business, and report to the Commonwealth on this;
7. assess proposals and prioritise infrastructure proposals in accordance with these Guidelines and prepare project lists for approval by the Commonwealth;
8. accept and adhere to branding of the projects, as set out in these Guidelines;
9. accept and adhere to the reporting requirements as outlined in the National Partnership Agreement and funding agreements with the Commonwealth and in these Guidelines;
10. provide information to the Commonwealth on the implementation of the BER by completing the Implementation Plan provided by the Commonwealth. In the Implementation Plan, states and territories will be asked to provide information on:
 - a. how projects will be called for, assessed, prioritised and selected;

- b. strategies to be used to fast-track application and assessment outcomes;
 - c. how applications from schools marked for closure or for merger will be managed;
 - d. what ongoing project management of each project will be offered;
 - e. what project management approach will be adopted;
 - f. how every school will maximise its opportunities under BER;
 - g. how smaller or less resourced schools/communities will be assisted;
 - h. how sustainable building principles (maximising energy efficiency, including insulation, energy efficient solar hot water [where appropriate], energy efficient lighting, energy efficient glazing, energy efficient heating and cooling, and a water tank) will be incorporated into construction, refurbishments and maintenance;
 - i. steps to be taken to achieve broad community consultation;
 - j. how new and refurbished facilities in primary schools will be available for broad community use at no, or low, cost;
 - k. how data entry will be undertaken on school projects to meet all data requirements; and
 - l. key contacts.
11. work with non-government schools, systems and BGAs to enable the full participation of the non-government school sector in all elements of BER;
 12. pass on in a timely manner, the nominated funding amounts to BGAs in their state or territory, in accordance with Schedule D of the *Intergovernmental Agreement on Federal Financial Relations*; and
 13. appoint a state coordinator for BER who will oversee government school participation in the program.

The Commonwealth reserves the right to refuse funding to a state or territory that releases information publicly about BER projects prior to the Commonwealth's approval of projects.

Tendering and Procurement

States and territories must ensure that tendering and procurement arrangements for BER funded projects require the projects to demonstrate:

- value for money;
- compliance with any relevant planning requirements; and
- the project is able to be delivered within the required timeframes.

Variations to Project Approvals

To maximise the impact of the BER, project variations will be considered by DEEWR on a case by case basis. Any proposed variation must be consistent with the BER Guidelines.

DEEWR will provide a project variation template for completion for any proposed project variations, including for those which require states and territories to notify DEEWR of a variation rather than seek approval. For those project variations which require DEEWR's approval, a fully completed project variation template must

be submitted to DEEWR for approval before any proposed project variation will be considered. DEEWR will assess the project variation against these Guidelines in making decisions about approval.

Project Variations under Primary Schools for the 21st Century

Any project variation that has an impact on the scope of a project must be approved by DEEWR prior to any work on the project variation commencing. Project variations which will be considered under this category include:

- where an approved project is to be cancelled and replaced with a new project; or
- where an approved project is varied in some way without impacting on the overall BER approved funding for that project.

It is acknowledged that there may be under- or overspends in relation to approved funding allocations and states and territories may, in effectively managing their overall approved BER funding, seek to reallocate funding between projects or between schools.

States and territories will have the flexibility to manage project variations within a school without seeking approval from DEEWR prior to work on the project variation commencing. Where this occurs, DEEWR must be notified within 21 days of month end, using the DEEWR project variation template.

Variations that fall into this category are where a school has two approved projects with one of these projects resulting in an underspend and the other an overspend, and a variation is required to offset the overspend with the underspend.

States and territories will also have the flexibility to move funding from one school to another where that quantum of funding is up to five per cent of the approved project funding, subject to the funding being tied to an overspend for a specific project at a specific schools. Where this occurs, DEEWR must be notified within 21 days of month end, using the project variation template. The project variation template must be accompanied by written assurance that the appropriate levels of consultation have been undertaken with the relevant school principal/s.

DEEWR's prior approval is required in instances where the quantum of funding to be moved from one school to another is five per cent or more of the approved project. Approval will be subject to:

- the provision of a signed letter from the school principal agreeing to the funding being moved;
- the funding being tied to an overspend for a specific project at a specific school; and
- the provision of justification for the overspend.
- Project variations which will be considered include:
 - where there is an underspend in one, or more, project/s and these funds are to be reallocated to offset overspends on other project/s in other schools;
 - where an approved project has changes that do not impact on the approved funding allocation, e.g. where a project has underspends and a variation is sought to extend the project within the difference in funding.

States and territories may also seek a variation to the 'other contribution' amount when this amount changes due to the inclusion of a school's own funding contributions.

Priority will be given to the reallocation of underspends from Rounds 1 and 2 towards offsetting overspends in Round 3. In exceptional circumstances, consideration will be given on a case by case basis to states and territories applying to use underspends for project variations other than to offset an overspend in Round 3.

States and territories may seek a variation to an approved project where the approved funding is less than that school's notional allocation; and a signed letter from the school principal agreeing that their school receive a funding amount which is less than the indicative funding allocation for their school has not been received.

The variation may be to either add a second project or increase the scope of the first project. The second project must meet the requirements of the Guidelines and must not result in an increase to approved funding which exceeds the school's notional allocation. Variations of this type must be received by 31 August 2009.

Project Variations under Science and Language Centres for the 21st Century Secondary Schools

It is anticipated that there may be a requirement to vary details of an approved project to accommodate unforeseen circumstances where there is a significant impact on the approved project. For example, where a project design submitted as part of the application and approval process needs to be changed to enable the project to be delivered within the specified timeframe.

In addition, a variation will be required where the final contracted price for the approved project exceeds BER funding approved and the school wishes to contribute their own funding to ensure the scope of the project is not reduced. The variation will identify the contribution.

Project Variations under the National School Pride Program

Any project variation that has an impact on the scope of a project must be approved by DEEWR prior to any work on the project variation commencing. Project variations which will be considered under this category include:

- where an approved project is to be cancelled and replaced with a new project; or
- where an approved project is varied in some way without impacting on the overall BER approved funding for that project.

It is acknowledged that there may be under- or overspends in relation to approved funding allocations and states and territories may, in effectively managing their overall approved BER funding, seek to reallocate funding between projects or between schools.

States and territories will have the flexibility to manage project variations within a school without seeking approval from DEEWR prior to work on the project variation commencing. Where this occurs, DEEWR must be notified within 21 days of month end, using the DEEWR project variation template.

Variations that fall into this category are where a school has two or more approved projects with one of these projects resulting in an underspend and the other an overspend, and a variation is required to offset the overspend with the underspend.

States and territories will also have the flexibility to move funding from one school to another where that quantum of funding is up to five per cent of the approved project funding, subject to the funding being tied to an overspend for a specific project at a specific schools. Where this occurs, DEEWR must be notified within 21 days of month end, using the project variation template. The project variation template must be accompanied by written assurance that the appropriate levels of consultation have been undertaken with the relevant school principal/s.

DEEWR's prior approval is required in instances where the quantum of funding to be moved from one school to another is five per cent or more of the approved project. Approval will be subject to:

- the provision of a signed letter from the school principal agreeing to the funding being moved;
- the funding being tied to an overspend for a specific project at a specific school; and
- the provision of justification for the overspend.

Project variations which will be considered include:

- where there is an underspend in one, or more, project/s and these funds are to be reallocated to offset overspends on other project/s in other schools;
- where an approved project has changes that do not impact on the approved funding allocation, e.g. where a project has underspends and a variation is sought to extend the project with the difference in funding.

States and territories may also seek a variation to the 'other contribution' amount when this amount changes due to the inclusion of a school's own funding contributions.

Obligations on the BGAs

The BGAs will:

1. enter into BGA Funding Agreements with the Commonwealth under which they will receive funding for non-government schools for which they are responsible;
2. administer the funding paid to non-government schools in accordance with the Agreement and these Guidelines and, where notified by the Commonwealth, in accordance with any requirements of the *Administrative Arrangements for Block Grant Authorities 2009* as if references to the Capital Grants Program in those guidelines referred to the BER Program;
3. call for and assess project proposals from non-government schools for each BER element in line with these Guidelines;
4. ensure that the design, application and assessment processes are fast-tracked, with minimal red tape;
5. ensure that they enter into agreements with BGA participants consistent with the requirements of the Funding Agreement between the BGA and the Commonwealth and these guidelines. Without limitation, those agreements will:
 - a. specify that each BGA participant school or system provides evidence to DEEWR of its capital expenditure for the past four years and estimates for the next four years (from 2008 financial statements) – if a BGA Participant School or system spends less than currently committed or planned, this will be taken into account in decisions with respect to that school or system for any future funding under Commonwealth capital programs;
 - b. specify that, for projects covered by the Funding, BGA participants use their best endeavours to give priority in contracting and tendering arrangements to local businesses, and report to the Commonwealth on this;
 - c. specify that the BGA participant will accept and adhere to the reporting requirements as outlined in these Guidelines;
 - d. specify that BGA participants will accept and adhere to branding of the projects, as determined by the Commonwealth.
 - e. contain provisions dealing with repayment of BER funds such that the Commonwealth's right to repayment will be the same as if BER projects were capital projects to which the *Administrative Arrangements for Block Grant Authorities Capital Grants Program for Non-Government Schools 2009*

applied. The terms defined in the Administrative Arrangements (including without limitation, 'Calculated Portion of the Funding' and 'Designated Use Period'), have the same meaning for the purposes of BER projects as for projects under the Capital Grants Program.

6. use their best endeavours to ensure that projects covered by the Funding aim to secure at least 10 percent of the total contract labour hours to be undertaken by apprentices and trainees and those seeking to up-skill, where this does not result in unreasonable costs to business;
7. use a design from the templates submitted to the Commonwealth for each element of BER, where appropriate. BGAs will submit their design templates to the Commonwealth by 19 February 2009;
8. assess proposals and prioritise infrastructure projects and prepare project lists for approval by the Commonwealth; and
9. appoint a BGA coordinator who will coordinate participation in BER for each BGA.

The Commonwealth reserves the right to refuse funding to a BGA or a BGA participant that releases information publicly about BER projects prior to the Commonwealth's approval of projects.

Tendering and Procurement

BGAs must use their best endeavours to ensure that tendering and procurement arrangements for BER funded projects require the projects to demonstrate:

- value for money;
- compliance with any relevant planning requirements; and
- the project is able to be delivered within the required timeframes.

Variations to Project Approvals

To maximise the impact of the BER, project variations will be considered by DEEWR on a case by case basis. Any proposed variation must be consistent with the BER Guidelines.

DEEWR will provide a project variation template for completion for any proposed project variations, including for those which require BGAs to notify DEEWR of a variation rather than seek approval. For those project variations which require DEEWR's approval, a fully completed project variation template must be submitted to DEEWR for approval before any proposed project variation will be considered. DEEWR will assess the project variation against these Guidelines in making decisions about approval.

Project Variations under Primary Schools for the 21st Century

Any project variation that has an impact on the scope of a project must be approved by DEEWR prior to any work on the project variation commencing. Project variations which will be considered under this category include:

- where an approved project is to be cancelled and replaced with a new project; or
- where an approved project is varied in some way without impacting on the overall BER approved funding for that project.

It is acknowledged that there may be under- or overspends in relation to approved funding allocations and BGAs may, in effectively managing their overall approved BER funding, seek to reallocate funding between projects or between schools.

BGAs will have the flexibility to manage project variations within a school without seeking approval from DEEWR prior to work on the project variation commencing. Where this occurs, DEEWR must be notified within 21 days of month end, using the DEEWR project variation template.

Variations that fall into this category are where a school has two approved projects with one of these projects resulting in an underspend and the other an overspend, and a variation is required to offset the overspend with the underspend.

BGAs will also have the flexibility to move funding from one school to another where that quantum of funding is up to five per cent of the approved project funding, subject to the funding being tied to an overspend for a specific project at a specific schools. Where this occurs, DEEWR must be notified within 21 days of month end, using the project variation template. The project variation template must be accompanied by written assurance that the appropriate levels of consultation have been undertaken with the relevant school principal/s.

DEEWR's prior approval is required in instances where the quantum of funding to be moved from one school to another is five per cent or more of the approved project. Approval will be subject to:

- the provision of a signed letter from the school principal agreeing to the funding being moved;
- the funding being tied to an overspend for a specific project at a specific school; and
- the provision of justification for the overspend.

Project variations which will be considered include:

- where there is an underspend in one, or more, project/s and these funds are to be reallocated to offset overspends on other project/s in other schools;
- where an approved project has changes that do not impact on the approved funding allocation, e.g. where a project has underspends and a variation is sought to extend the project with the difference in funding.

BGAs may also seek a variation to the 'other contribution' amount when this amount changes due to the inclusion of a school's own funding contributions.

Priority will be given to the reallocation of underspends from Rounds 1 and 2 towards offsetting overspends in Round 3. In exceptional circumstances, consideration will be given on a case by case basis to BGAs applying to use underspends for project variations other than to offset an overspend in Round 3.

BGAs may seek a variation to an approved project where the approved funding is less than that school's notional allocation; and a signed letter from the school principal agreeing that their school receive a funding amount which is less than the indicative funding allocation for their school has not been received.

The variation may be to either add a second project or increase the scope of the first project. The second project must meet the requirements of the Guidelines and must not result in an increase to approved funding which exceeds the school's notional allocation. Variations of this type must be received by 31 August 2009.

Project Variations under Science and Language Centres for the 21st Century Secondary Schools

It is anticipated that there may be a requirement to vary details of an approved project to accommodate unforeseen circumstances where there is a significant impact on the approved project. For example, where a project design submitted as part of the application and approval process needs to be changed to enable the project to be delivered within the specified timeframe.

In addition, a variation will be required where the final contracted price for the approved project exceeds BER funding approved and the school wishes to contribute their own funding to ensure the scope of the project is not reduced. The variation will identify the contribution.

Project Variations under the National School Pride Program

Any project variation that has an impact on the scope of a project must be approved by DEEWR prior to any work on the project variation commencing. Project variations which will be considered under this category include:

- where an approved project is to be cancelled and replaced with a new project; or
- where an approved project is varied in some way without impacting on the overall BER approved funding for that project.

It is acknowledged that there may be under- or overspends in relation to approved funding allocations and BGAs may, in effectively managing their overall approved BER funding, seek to reallocate funding between projects or between schools.

BGAs will have the flexibility to manage project variations within a school without seeking approval from DEEWR prior to work on the project variation commencing. Where this occurs, DEEWR must be notified within 21 days of month end, using the DEEWR project variation template.

Variations that fall into this category are where a school has two or more approved projects with one of these projects resulting in an underspend and the other an overspend, and a variation is required to offset the overspend with the underspend.

BGAs will also have the flexibility to move funding from one school to another where that quantum of funding is up to five per cent of the approved project funding, subject to the funding being tied to an overspend for a specific project at a specific schools. Where this occurs, DEEWR must be notified within 21 days of month end, using the project variation template. The project variation template must be accompanied by written assurance that the appropriate levels of consultation have been undertaken with the relevant school principal/s.

DEEWR's prior approval is required in instances where the quantum of funding to be moved from one school to another is five per cent or more of the approved project. Approval will be subject to:

- the provision of a signed letter from the school principal agreeing to the funding being moved;
- the funding being tied to an overspend for a specific project at a specific school; and
- the provision of justification for the overspend.

Project variations which will be considered include:

- where there is an underspend in one, or more, project/s and these funds are to be reallocated to offset overspends on other project/s in other schools;
- where an approved project has changes that do not impact on the approved funding allocation, e.g. where a project has underspends and a variation is sought to extend the project with the difference in funding.

BGAs may also seek a variation to the 'other contribution' amount when this amount changes due to the inclusion of a school's own funding contributions.

Commonwealth obligations

The Commonwealth will:

1. provide a National Coordinator who will be located in DEEWR to oversee the BER;
2. convene a BER Coordination Group;
3. issue guidance to states, territories and BGAs in relation to the ongoing administration and delivery of the BER;
4. develop an on-line reporting system to be used by all states, territories, BGAs and schools for recording and reporting requirements and for DEEWR to monitor outcomes;
5. facilitate the sharing of design templates submitted by states, territories and BGAs;
6. monitor monthly reporting data from states, territories and BGAs and report on the data to the Minister and the OCG;
7. monitor the implementation of the BER by states, territories and BGAs, including through activities such as desktop monitoring and onsite visits;
8. develop a performance evaluation framework to evaluate the BER against its objectives;
9. provide funding to the states, territories and BGAs as set out in the Bilateral Agreements and BGA Funding Agreements and these Guidelines including a payment of 1.5% of the total funding allocation to cover administrative costs associated with running the application process, all associated administration and reporting under BER; and
10. consider requests for project variations on a case by case basis.

Complaints Management

If a school considers that a proposed allocation of funding under the BER program is not in accordance with the BER Guidelines or a school has complaints about the administration of the BER, the school may put its concerns in writing to the National BER Coordinator who may, where appropriate, after considering the objectives of the BER program and the BER Guidelines, discuss the school's concerns with the relevant state, territory or BGA for the purposes of ensuring that funding is allocated in accordance with the BER Guidelines or to investigate a complaint.

Complaints will be registered on the BER Complaints Register and all complaints will be responded to in writing.

Please address such correspondence to:

Email:

BER@deewr.gov.au

Postal:

BER National Coordinator
Building the Education Revolution
Department of Education, Employment and Workplace Relations
GPO Box 9879
CANBERRA ACT 2601

Schedule A

Reporting Requirements

Background

This schedule sets out the mechanism by which the Commonwealth is establishing oversight and monitoring arrangements to ensure that delivery of the BER through states, territories and BGAs meets timeframes and meets Commonwealth specifications and desired outcomes.

States, territories and BGAs are required to report in accordance with the Monthly Reporting Guidelines provided by the DEEWR on 13 July 2009. The Monthly Reporting Guidelines may be amended from time to time, as required.

The reporting requirements will facilitate timely, regular advice to governments. Use of this information may include but not be limited to:

- a. reporting to the Coordinator General, the Department of the Prime Minister and Cabinet, and COAG on overall program progress;
- b. periodic departmental reporting, including progress against key outputs and outcomes by states, territories and BGAs;
- c. analysis of whether projects are meeting delivery timetables and objectives, and also provide advice on possible strategies and interventions to prevent slippages;
- d. identification of potential issues and constraints across the industry sectors that will be supporting BER and the wider Nation Building stimulus package; and
- e. ad-hoc reporting as required.

The reporting requirements will be in place for the duration of the BER program and will also provide a basis for audits to be conducted in line with sections of the relevant Agreements.

These reporting requirements commence once the Commonwealth, and if required states and territories, approve the projects to be included in BER.

Roles and Responsibilities

The Department of Education, Employment and Workplace Relations (DEEWR)

DEEWR will be responsible for:

- a. developing and maintaining reporting requirements;
- b. provision of reporting tools and templates; and
- c. analysis of data and provision of reports to the Commonwealth.

States, Territories and BGAs

The states, territories and BGAs will be responsible for:

- a. reporting against the commitments outlined in the National Partnership Agreement and the Bilateral Agreements;
- b. either collecting and entering required data for individual projects, or ensuring individual schools do so;

- c. validating accuracy of information provided by schools or other parties;
- d. monitoring the three elements of BER to ensure the program is delivered on time and that it achieves the specified and desired outcomes;
- e. timely identification and advice of program and project slippages;
- f. assisting schools to develop strategies and interventions to rectify the program or project slippages or blockages;
- g. retaining adequate records to demonstrate compliance with obligations under the bilateral agreements;
- h. storing in a secure place not accessible by unauthorised persons and retaining, for a minimum period of seven years from the date the last action is completed, all records for each of the projects funded under BER, in order for the Commonwealth to fulfil its obligations under the *Archives Act 1983*;
- i. keeping financial accounts and records in accordance with Australian Accounting Standards and other applicable accounting requirements; and
- j. ensuring that schools for which they are responsible allow access to the school by an officer of DEEWR, authorised in writing by the BER National Coordinator, to inspect the progress of the project, subject to reasonable notice.

Schools

Schools or where appropriate, systems, will be responsible for:

- a. collection of timely and accurate information prescribed by their state government or BGA;
- b. input to the reporting tools and templates provided by DEEWR;
- c. timely identification of project slippages and issues which could prevent achievement of the specified program outcomes and notification to state, territory or BGA; and
- d. development of strategies or interventions to rectify the project slippages; and
- e. ensuring access to the school by an officer of DEEWR, authorised in writing by the BER National Coordinator, to inspect the progress of the project, subject to reasonable notice.

Key Reporting Requirements

Application phase

In calling for, and assessing, project proposals, the states, territories and BGAs will collect the following information:

- a. project type, e.g. new construction (specify type of facility) or refurbishment;
- b. facility type, using the standard descriptions defined in the Guidelines. However, additional sub-categorisation may be included
- c. building construction considerations including:
 - i. approximate building size (square metres); and
 - ii. construction type (e.g. brick, concrete, timber);
- d. sustainability aspects of projects (e.g. energy efficiency rating, recycled water or other sustainability measures being put in place);

- e. project planning considerations if applicable, and the requirement and status of state or local government planning applications;
- f. estimated start and completion date;
- g. estimated administrative expenditure;
- h. anticipated payment profile, by milestone, over the life of the project (quarterly basis); and
- i. key risks to achieving the project outcomes on time and on budget.

This information will be used to generate reporting about the status of different types of projects included in the program. This information may be updated by schools or states, territories or BGAs (on behalf of schools).

Additional requirements for Primary Schools for the 21st Century projects

Community access:

- a. outline of strategies to promote or advertise community access; and
- b. proposed charges to community for access.

Ongoing Reporting

Periodic reporting will be required on all projects funded under BER. DEEWR will require information on the progress made towards the objectives and outcomes outlined in the National Partnership Agreement and the Bilateral Agreements. States, territories and BGAs may elect to conduct additional reporting.

Required information including:

- a. project expenditure versus budgeted expenditure by milestone – include actual expenditure to date and forecast expenditure for all milestones;
- b. administrative expenditure versus budget;
- c. project schedule versus milestones, including construction commencement and completion. If work-steps such as planning approval are on the critical path, these should be reported on;
- d. jobs supported on the school site by the project. This reporting should be specific to the project and should identify data for overall jobs involved in the project as well as target areas such as apprenticeships or traineeships;
- e. issues of concern and an update on project risks using standardised risk descriptions to be provided. Estimated impact on project schedule, budget and job creation should be provided; and
- f. post-completion community access to the facility, including information on the range of groups using the facility and estimation of the number of hours and cost incurred by the community groups.

Ad hoc Reporting Requirements

It is expected that throughout the program, additional detail may be requested on individual projects. It is likely that this will occur where DEEWR will request information about projects of interest.

Frequency of Reporting

Period reporting or updating will be required monthly within 21 days of the end of the month.

Exception based reporting will be required where there is a material change to either the job support objectives or the schedule for a project. This exception based reporting should be provided to the government no later than five working days after the identification of the issue.

States, territories or BGAs may undertake additional reporting if required.

Definitions

Schools Assistance Act 2008 – **Administrative Guidelines: Commonwealth Programs for Non-government Schools, 2009-2012**

Guidelines are available at:

http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/quadguide/default.htm

For the purposes of the BER, the following definitions will apply:

Australian Apprentice is a person who is:

- A signatory to a training Contract registered with, and validated by, a State or Territory Training Authority and employed under an award, registered contract or other contract of employment;
- Involved in paid work and structured training which commonly includes a combination of both on and off the job training; and
- Undertaking a negotiated training program responsive to client choice that involves obtaining a nationally recognised qualification, meeting a specified package of endorsed units of competency.

In some states and territories, Australian Apprentices are known as trainees or apprentices.

completion: a project will be deemed complete when works are finalised and the building/equipment is fit for use.

construction commencement: for the purposes of *Primary Schools for the 21st Century* and *Science and Language Centres for 21st Century Secondary Schools*, commencement of construction will be defined as actual work undertaken on site at a school.

jobs supported: average daily number of on-site workers for the duration of the project. Data will be reported at the commencement of a project.

project acquitted: a project will be deemed acquitted when all works are completed and all outstanding monies are paid.

primary school:

1. A non-government school in a state (which includes, for the purpose of these guidelines, the Northern Territory and the Australian Capital Territory) delivering a level of primary education as determined by the Minister under the *Schools Assistance Act 2008*; but does not include a school, however described, in a territory of the Commonwealth of Australia other than the Northern Territory and the Australian Capital Territory; or
2. A government school in a state (which includes, for the purposes of these guidelines, the Northern Territory and the Australian Capital Territory) which is recognised by the relevant state as a primary school in that

state, but does not include a school, however described, in a territory of the Commonwealth of Australia other than the Northern Territory and the Australian Capital Territory.

primary school student: a primary school student is defined as a student enrolled and active in pre-year 1 onwards (Year 1 minus 1).

State or Territory	Level of Primary Education
NSW	Pre Year 1 - 6
Victoria	Pre Year 1 - 6
Queensland	Pre Year 1 - 7
Western Australia	Pre Year 1 - 7
South Australia	Pre Year 1 - 7
Tasmania	Pre Year 1 - 6
Northern Territory	Pre Year 1 - 6
ACT	Pre Year 1 - 6

distance education students: Schools with distance education students will be able to apply for funding under the *National School Pride* program and the *Primary Schools for the 21st Century* element on a case by case basis.

maximum Indigenous school: A school that has eighty per cent (80%) or more Indigenous full time enrolments, both the primary and secondary components will be included under P21.

secondary school:

1. A non-government school in a state (which includes, for the purpose of these guidelines, the Northern Territory and the Australian Capital Territory) delivering a level of secondary education as determined by the Minister under the *Schools Assistance Act 2008*; but does not include a school, however described, in a territory of the Commonwealth of Australia other than the Northern Territory and the Australian Capital Territory; or
2. A government school in a state (which includes, for the purposes of these guidelines, the Northern Territory and the Australian Capital Territory) which is recognised by the relevant state as a secondary school in that state, but does not include a school, however described, in a territory of the Commonwealth of Australia other than the Northern Territory and the Australian Capital Territory

School of the Air: schools of the air are eligible for funding on the basis of the school FTE (including students who do not attend the school campus everyday).

special education: education under special programs, or special activities, designed specifically for students with a disability.

special school: a school that has been recognised by the State Minister as a special school and provides special education.