



Queensland Schools Planning Commission

First Report to the Minister for Education, Training and Employment

Great state. Great opportunity.

DETE RTI Application 340/5/3248 - Document No. 1 of 57



26 June 2013

The Honourable John-Paul Langbroek MP
Minister for Education, Training and Employment
PO Box 15033
CITY EAST BRISBANE QLD 4002

Dear Minister

I have pleasure in presenting to you the first report of the Queensland Schools Planning Commission.

The Commission has made great progress towards meeting the expectations set out in its Terms of Reference.

I am pleased to advise that the first iteration of a 20 year demand map to inform future schools planning across all sectors has been completed for Queensland and will, with your endorsement, be made publicly available. The Commission will work towards ensuring this mapping can be updated as new population projections and information come to hand.

Additionally the Commission has made progress on reducing red tape and financial outlays around school developments. This work is ongoing, but progressing well.

I commend the report to you.

Yours sincerely



Bob Quinn
Chair
Queensland Schools Planning Commission

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Executive summary

Commission establishment and operation

Establishing and funding a schools planning commission was a 2012 Queensland Government election commitment. The Queensland Schools Planning Commission (the Commission) was established on 24 July 2012 as a Ministerial Advisory Committee under section 412 of the *Education (General Provisions) Act 2006* and may operate until 30 June 2015. The Government has committed \$4 million over three years to fund the Commission's operations. The Commission's establishment framework is attached at Appendix 1.

The Commission is independently chaired by former Education Minister Bob Quinn and comprises senior representatives from the three schooling sectors, local government, planning agencies and stakeholders. Appendix 2 sets out the Commission membership. The organisations represented on the Commission are as follows:

- Independent Commission Chair;
- Queensland Catholic Education Commission (QCEC);
- Independent Schools Queensland (ISQ);
- Local Government Association of Queensland;
- Department of Education, Training and Employment (DETE);
- Education Queensland (EQ);
- Department of Local Government, Community Recovery and Resilience (DLG);
- Department of State Development, Infrastructure and Planning (DSDIP);
- Queensland Treasury and Trade (QT);
- Planning Institute of Australia – Queensland Division;
- Queensland Joint Parents Committee; and
- Department of Transport and Main Roads.

The Commission conducts its operations via Commission meetings and through the auspices of two sub groups. The Infrastructure Demand Mapping Sub-group is chaired by Dr Gary Ward (QT) and comprises representatives from DETE, EQ, QCEC, ISQ and LGAQ. Mr James Coutts (DLG) chairs the Regulatory and Financial Reform Sub-group, which comprises representatives from DETE, EQ, QCEC, ISQ, LGAQ, QT and DLG.

In its first year of operation, the Commission met on six occasions. The Infrastructure Demand Mapping Sub group met seven times in addition to holding eight forums / meetings with key schooling stakeholders, local government and planning agencies in respect of demand mapping trials. The Regulatory and Financial Reform Sub-group met nine times.

The Commission relies heavily on the contributions of members and their organisations and any Commission achievements are directly attributable to those contributions and the goodwill of stakeholders.

The Commission is supported by a secretariat within the Policy and Programs Division of the Department of Education, Training and Employment.

Key tasks

The Commission has been tasked with making strategic recommendations to the Minister for Education, Training and Employment on initiatives that will streamline and coordinate processes for the planning of schools in Queensland, drawing on evidence, expertise and consultation with key stakeholders.

This first Commission report sets out the Commission's progress and achievements towards meeting this objective.

Infrastructure demand mapping

One of the Commission's key tasks was to develop a 20 year demand map to inform future schools planning across all schooling sectors, state, Catholic and Independent. The Commission has accomplished this task with publication of the first iteration of what will become a series of demand maps (<http://www.oesr.qld.gov.au/releases/sidmaps>). These maps and underpinning data were produced for the Commission by the Government Statistician.

These maps show the projected growth of Queensland primary and secondary school-aged populations across the periods 2011 – 2021 and 2021 – 2031. These maps, and the underpinning data, will provide the schooling sectors, local government, planning agencies and stakeholders with detailed information and analysis on which to base future capital allocation and planning decisions.

In addition to this mapping, the Commission is in the process of conducting detailed analyses of the key areas of projected school-aged population growth within the state. The Commission determined that it would target 20 Statistical Area level 3 areas (SA3s) which are projected to experience school-aged population growth in excess of 3,000 persons in the period to 2031.

Two trial processes have been used to conduct this analysis across six individual areas – Brisbane Metropolitan North, Caloundra and Townsville in the first trial process, and Brisbane Metropolitan South / Ipswich, Sunshine Coast Hinterland and Toowoomba in the second trial process. Each trial process involved data analysis by key stakeholders, and preparation and agreement to a report of findings and recommendations. Due to the common influences and relationships between areas, these areas will be amalgamated into four discrete reports – Brisbane / Ipswich, Caloundra and Hinterland, Townsville and Toowoomba. Maps of the first three trial areas have been annotated to consolidate the Commission's findings. These annotated maps are set out in the following sections of this report.

The projected population growth across these target SA3s (down to the more detailed SA2 level) was matched against current and proposed school infrastructure capacities to service those areas. Where local intelligence gathered through the forums differed from the population projections the conservative approach was taken to monitor actual population trends and to respond appropriately. This intelligence is also being provided to the Government Statistician to enable fine tuning of their population models.

The findings from the analysis in the first three trial areas are that new schools will be required and existing infrastructure renewed and expanded in key areas to meet the projected demand. The Commission has identified the potential need for 7 - 8 new primary schools and 2 new secondary schools before 2021. These schools will be needed in the development hot spots of Murrumba Downs, Caloundra and to the west and south of Townsville. In the decade to 2031 a further 6 – 8 primary schools and 4 - 5 secondary schools may be required, again in the Caloundra and Townsville west and south development hot spots. Findings for the remaining three trial areas will be provided in the near future.

In many areas, populations are projected to grow but at a level which will be able to be accommodated without necessitating the building of new schools. Expansion and renewal of existing facilities will be required to accommodate this growth.

Alongside this projected growth and expansion of existing school capacity are areas which have significant spare capacity. Principally among these is Brisbane metropolitan north, which has both primary and secondary school populations that are projected to contract over each of the two decades to 2031. With the number of current primary and secondary schools servicing this area, there is spare capacity across this network and this trend is forecast to continue over the next two decades. The Commission has recommended that the State, Catholic and Independent schooling sectors monitor and conduct a detailed analysis of current and future network needs.

The Commission has not undertaken an analysis of the need for special assistance schools or schools providing special education due to the small cohorts of students being provided these specialist services. For example, as reported in the DETE 2011 – 12 Annual Report, in 2011 the state special school cohort was only 0.7% of all state school enrolments.

Following these initial trials, the Commission will conduct detailed analyses of the remaining 12 of the top 20 growth areas. These SA3s in descending projected population growth order are: Ormeau – Oxenford, Jimboomba, Mackay, Gladstone – Biloela, Hervey Bay, Beaudesert, Rockhampton, Cairns – South, Bundaberg, Browns Plains, Narangba – Burpengary, and Bowen Basin – North. When analysing these areas the Commission will also analyse neighbouring areas that are within the top 30 growth areas. By the end of this process the Commission will have conducted detailed analyses of 28 of the top 30 growth areas across the state, which incorporate more than 90% of the state’s projected growth. The Commission is aiming to conclude this body of work by the end of 2013.

This demand mapping would not have been possible without the collaboration of Commission members, representatives from the three schooling sectors, local governments, and individual school principals who gave freely of their time and expertise to achieve a collective objective.

The Government Statistician and his team provided exceptional service and expertise in meeting the Commission’s requirements around population projections and mapping technology. Any errors or omissions are strictly the Commission’s responsibility.

Regulatory and financial reform

The Commission’s second key task is to provide advice on links between Government departments, statutory authorities, local governments and key stakeholders, in order to ensure a high level of coordination and consultation between these entities in planning for state and non-state schools in Queensland. In doing this the Commission has also investigated the impact of regulatory and financial regimes on school planning and development.

This is a complex area, with interests and responsibilities between the schooling sectors, new school proponents, planning agencies and local governments which do not always align. The Commission has drawn these parties together and promoted mutual understanding and facilitated shared goals which will provide better, more effective infrastructure planning and development outcomes.

The Commission will tackle reforms in this area in two ways: seeking to directly influence or affect reforms through recommendations to the Minister for Education, Training and Employment; and facilitating members’ interests in reforms that can be advanced outside the Commission.

On the recommendation of the Commission, the Minister for Education, Training and Employment has made a submission on the draft State Planning Policy (SPP), which suggested amendments to raise the profile of education and the demand for education facilities. If the submission to the draft SPP is accepted, the result will be a more certain basis for schools planning and delivery that will benefit the state, local governments and the schooling sectors.

Facilitated by the Commission, red tape for schools has been reduced around the transition of Year 7 into secondary under the *Flying Start* reforms. Previously, planning regulations provided non-state schools with an exemption from the local government development approval process related to the Year 7 transition. This exemption was conditional on the school meeting a range of planning and development related criteria as well as receiving 50% of the total funding for the development from the State Government. In many instances, particularly for Independent schools, the proposed developments did not meet the 50% funding requirement and therefore the schools had to go through often complex development approval processes to facilitate the Year 7 transition.

Through the work of the Commission, amendments have been made to planning regulations to remove the requirement that 50% of funding comes from government. This enables all affected schools to utilise the streamlined process, subject to meeting the remaining criteria in the regulation.

Also under planning regulations, local governments have the ability to levy external infrastructure charges on non-state school developments related to the Year 7 transition at the building approval stage. These charges would typically be levied at the development approval stage, but under the streamlined approach local government would not levy the charges at that stage. The intention of the streamlined process is for non-state schools to be facilitated in transitioning Year 7 and the levying of external infrastructure charges, particularly at building approval stage, does not support that approach. The Commission is facilitating a proposal to achieve the objective of the streamlined approach.

The Commission is also progressing work aimed at providing the Minister for Education, Training and Employment with recommendations around a development process that can be used for all new school developments. Currently almost all state school developments are progressed under a Community Infrastructure Designation (CID) process. While the CID process provides DETE with a standard timeframe and structure, the CID process removes local government from the decision-making process. Conversely, almost all non-state school developments are progressed under a Development Assessment (DA) process where local governments are the decision-makers. While this process ensures developments are properly aligned to local government requirements, the DA process can often be time and resource intensive, relative to the CID process.

Related to the development approval process is the issue of external infrastructure charges; specifically what can be charged for, how charges are calculated, and who must pay them. These charges are applied by local governments (under a State Government capped charging arrangement) to developments that impact on the provision of council infrastructure. For example, a greenfield development may require council to provide new infrastructure in the form of roads, water and sewerage to the development.

Currently state schools are exempt from external infrastructure charges under the CID process, while local governments have the discretion to apply them to non-state schools. In rare instances these charges can amount to millions of dollars. The Commission is working towards a more structured and certain system around external infrastructure charges for schools and their funding, which will inform the State Governments' review into infrastructure planning and charging.

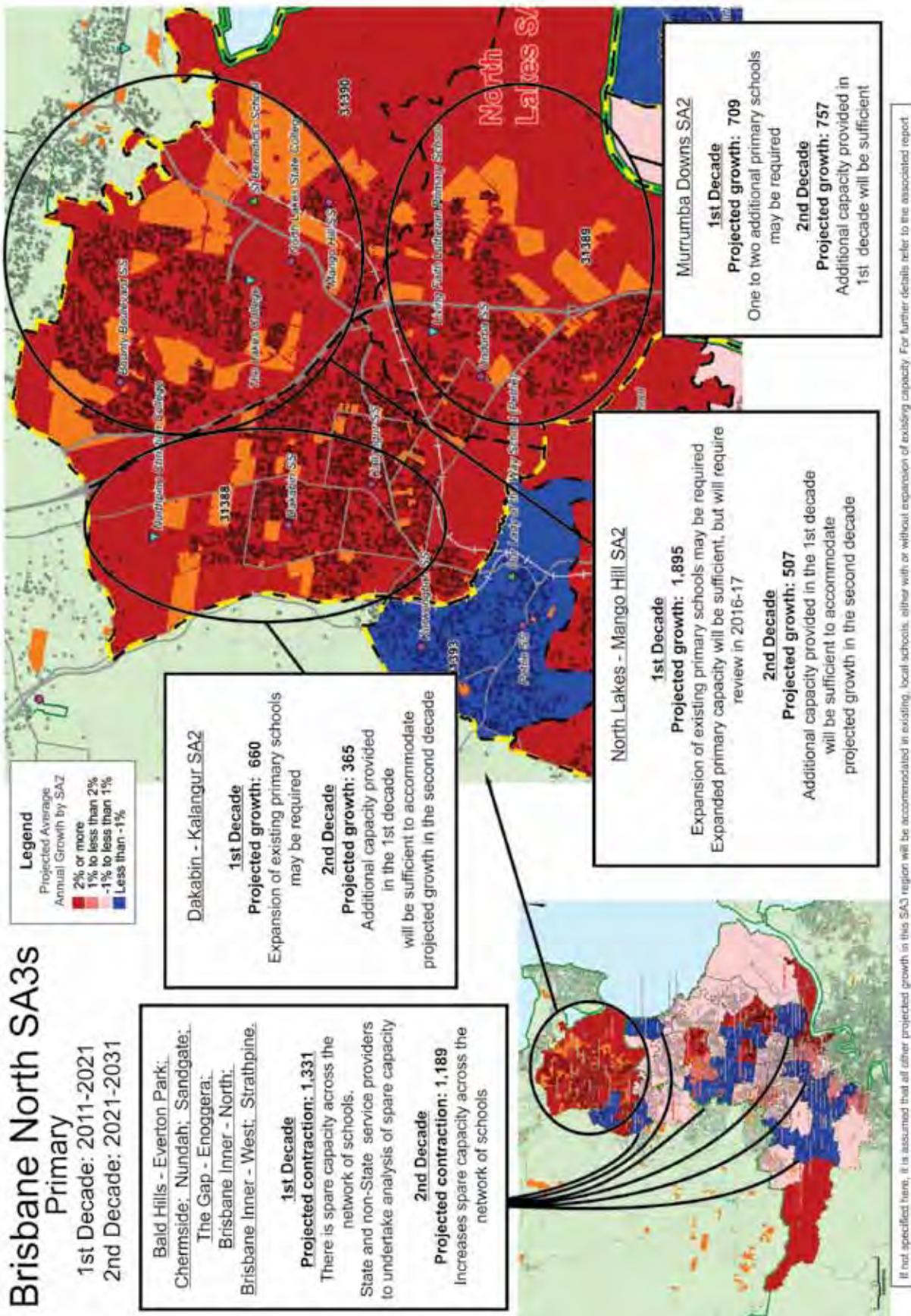
Recommendations

1. That the Minister note the analysis and findings for the demand mapping trials in Brisbane Metropolitan North, Caloundra and Townsville, specifically the projected need for 13 – 16 new primary schools and 6 – 7 new secondary schools across these areas prior to 2031.
2. That the Minister request that DETE and the Catholic and Independent sectors undertake a detailed analysis of spare capacity in primary and secondary provision across:
 - the Brisbane metropolitan area (excluding North Lakes SA3) for the 2011 – 2021 and 2021 – 2031 periods
 - the inner western suburbs of the Townsville SA3 for the 2011 – 2021 and 2021 – 2031 periods.
3. That the Minister authorise the public release of the school infrastructure demand mapping and underpinning data via the Government Statistician’s website, meeting the *January – June 2013 Six month action plan* commitment.
4. That the Minister authorise the public release of this report via the Commission website.
5. That the Minister note that the Commission will provide recommendations that put mechanisms in place that enable:
 - Schooling sectors, state planning agencies and local governments to have ongoing access to infrastructure demand mapping and data, updated periodically as appropriate
 - School infrastructure demand mapping participants to hold an annual forum that will:
 - i. facilitate sharing of current intelligence around population projections and demand for school infrastructure and each sectors’ planning around this
 - ii. be informed and respond to local and State Government planning cycles and current policy directions, in order to best coordinate planning.
6. That the Minister note the progress around regulatory and financial reform and the areas of future investigation.

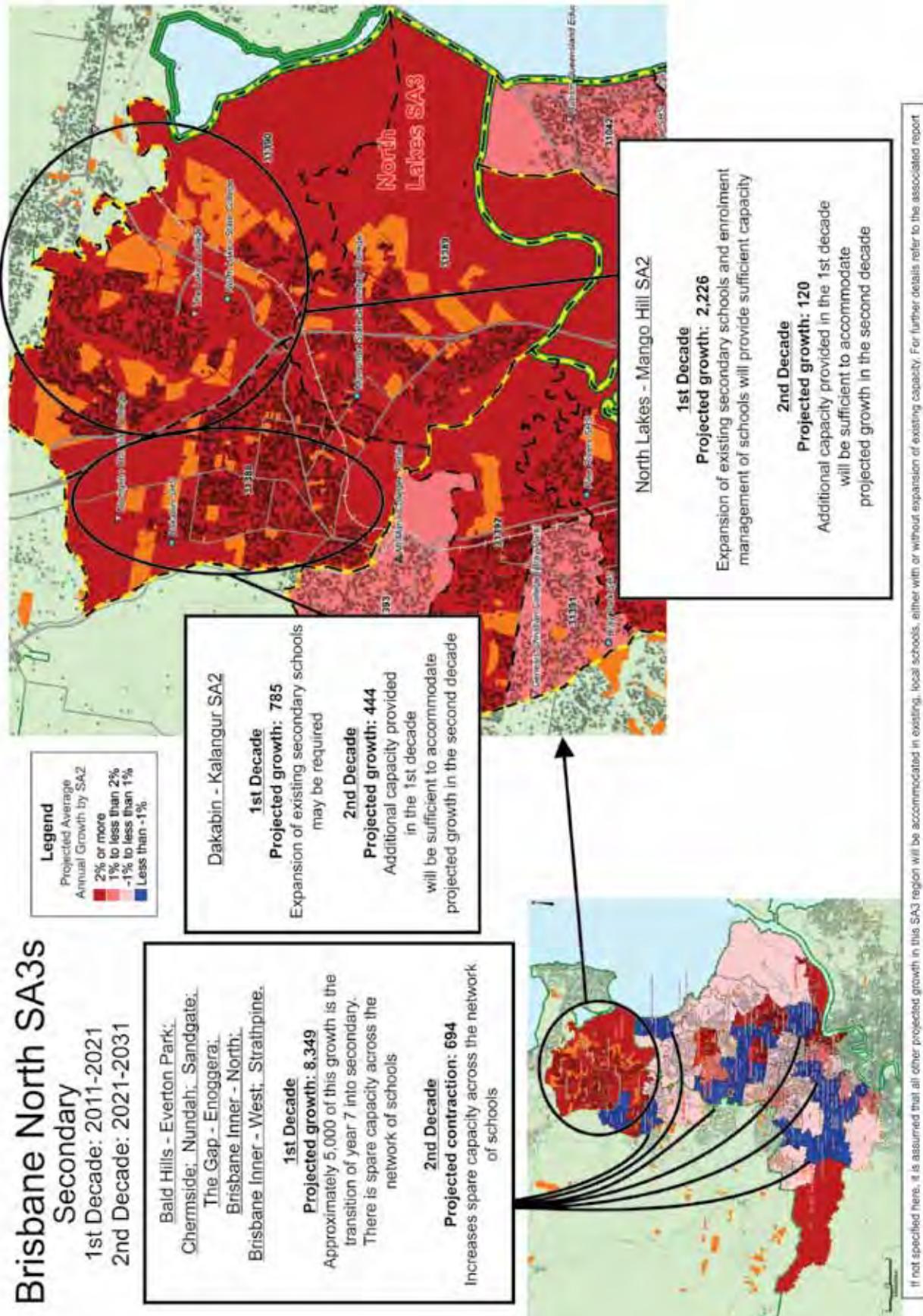
Infrastructure demand mapping findings

The annotated maps set out below include the substantive findings for the first three trial locations – Brisbane Metropolitan North, Caloundra and Townsville for primary and secondary education in each of the periods 2011 – 2021 and 2021 – 2031.

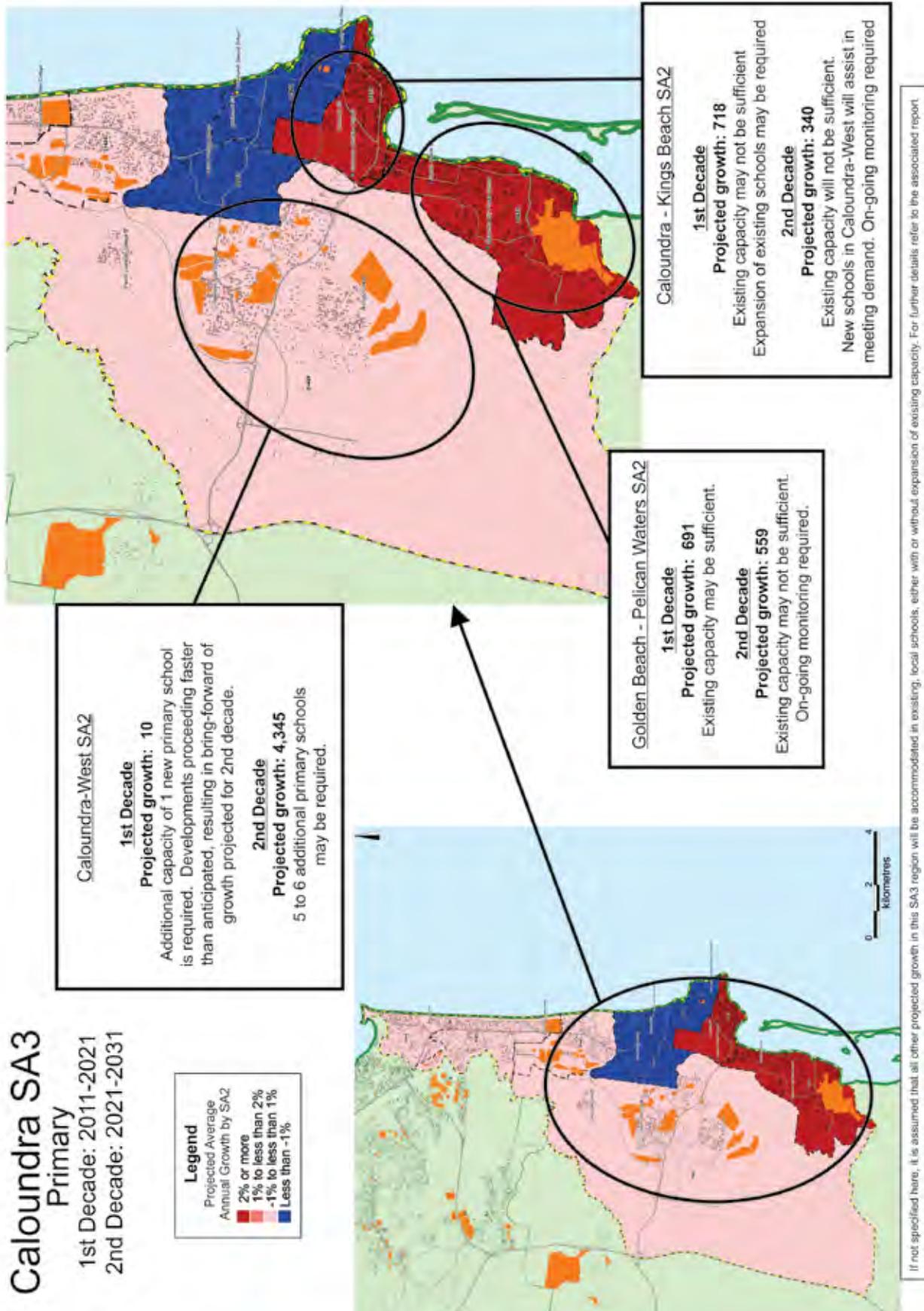
Brisbane Metropolitan North SA3s – Primary



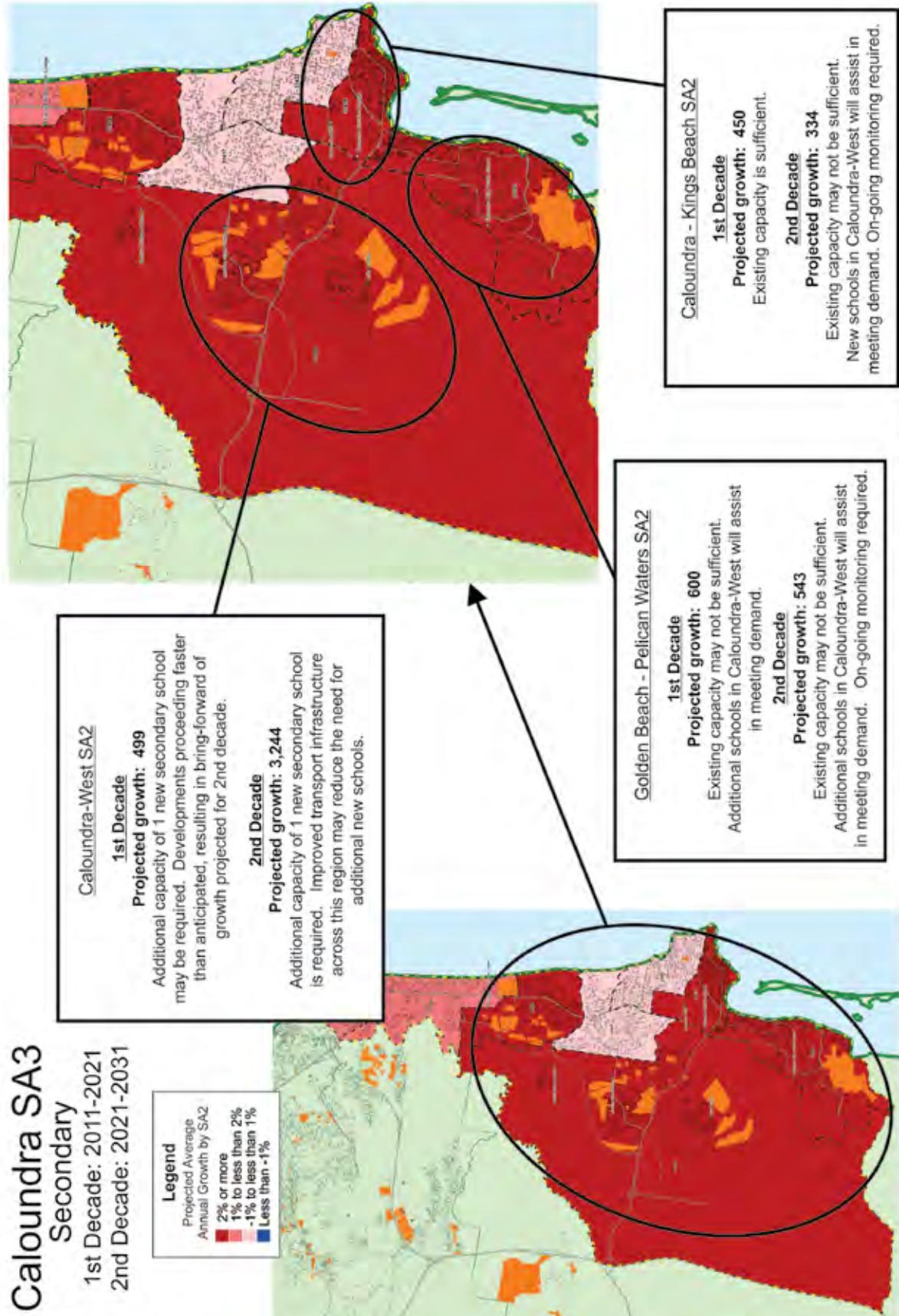
Brisbane Metropolitan North SA3s – Secondary



Caloundra SA3 – Primary



Caloundra SA3 – Secondary



Townsville SA3

Primary

1st Decade: 2011-2021
2nd Decade: 2021-2031



Bohle Plains, Deergaun & Mt Louisa SA2s

1st Decade

Projected growth: 2,840

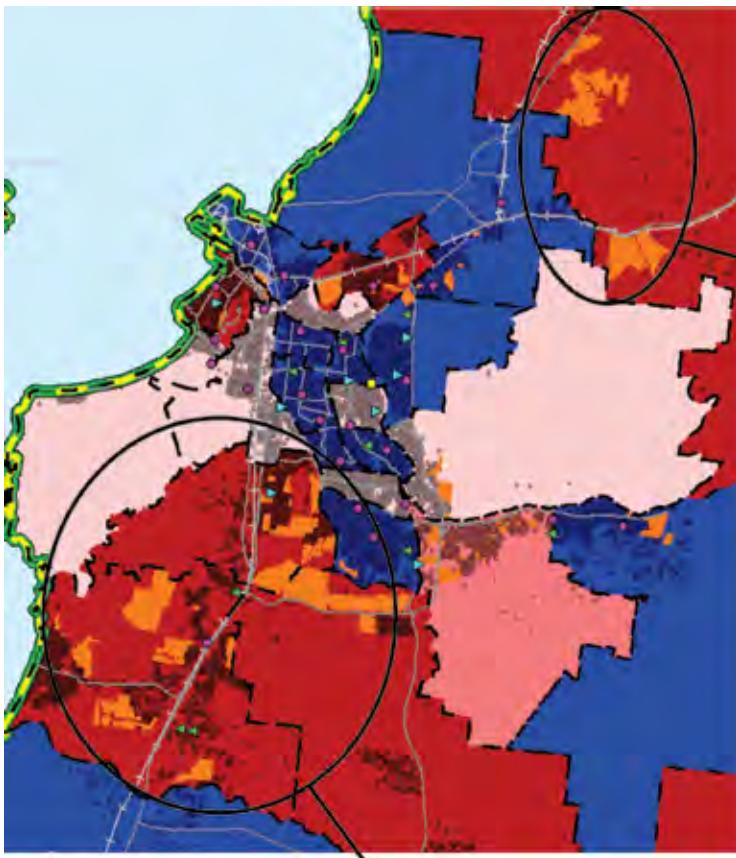
Four additional primary schools may be required

2nd Decade

Projected growth: 1,111

The two large schools built during the first decade may be sufficient to accommodate projected growth in the second decade

Townsville SA3 – Primary



Townsville South SA2

1st Decade

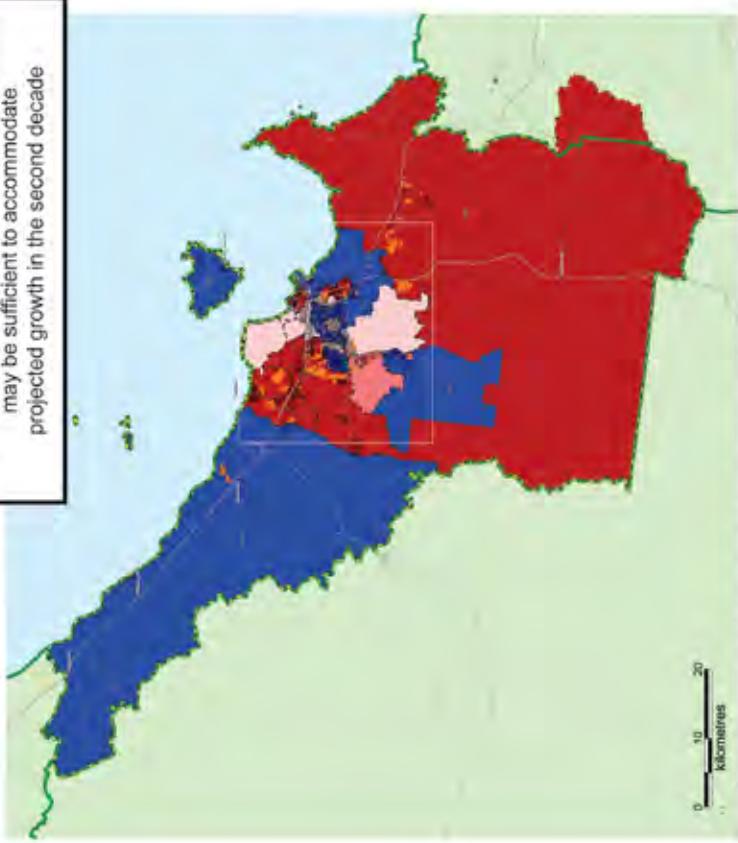
Projected growth: 862

One additional primary school may be required

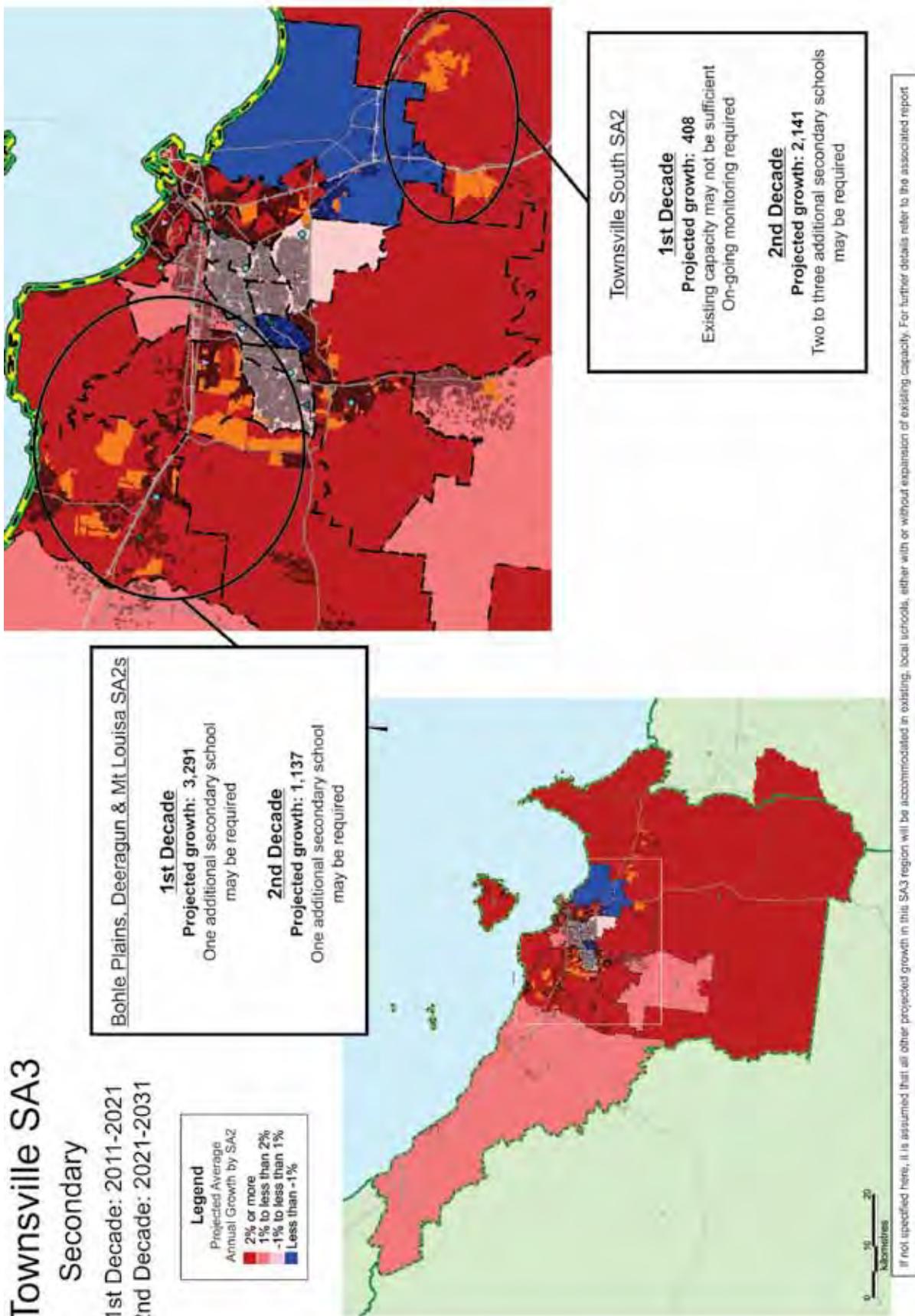
2nd Decade

Projected growth: 2,237

One to two additional primary schools may be required



Townsville SA3 – Secondary



Regulatory and financial reform

The Commission has investigated ways to reduce red tape and expenses in the existing regulatory framework for development of new and expanded schools.

Key challenges faced by state schools, non-state schools and local governments relate to:

- limited cross-sectoral strategic planning for schools
- different processes used by the state and non-state sectors
- inconsistent provision and cost of associated infrastructure
- onerous or expensive State Government requirements.

In exploring these issues the Commission developed guiding principles and a series of options to help guide consultation with the aim of determining a preferred policy position about how schools should be planned for and developed in the future. The Commission has also made some progress on how other challenges relating to State Government requirements can be addressed.

Principles for school planning and development

In considering financial and regulatory reforms on school planning and development, including infrastructure provision, the Commission is being guided by the following principles:

- collaboration: fostering communication between school proponents, local governments and relevant state agencies to support all stages of the planning and development of schools
- facilitation: reducing the regulatory burden associated with school planning and development
- certainty and efficiency: providing clearly defined, transparent, efficient and equitable frameworks for school planning and development, including provision of necessary infrastructure.

The current environment - school development processes

The Commission has quantified the current environment around school development processes. The ‘School development flowchart’ (Appendix 3) depicts the different phases involved in developing a State, Independent or Catholic school, from determining viability through to opening a school, including timeframes - best, average and worst case scenarios.

In summary, the entire process, from determining viability to opening, takes on average:

- State schools - 5 years and 9 months
- Independent schools – 5 years and 6 months
- Catholic schools – 6 years and 9 months.

The most significant variations are evident in the planning; approval/accreditation; design and development; and capital funding phases. Accreditation is particular to the non-state school sector and is being considered and addressed through a separate reform process. The primary focus of the Commission’s work has been around the planning and design/development phases. These are discussed in more detail below.

Planning phase

State schools

Planning for state schools is coordinated by the Department of Education, Training and Employment (DETE). This involves identifying when and where new and expanded state schools may be needed according to population and growth demands, including identifying catchments.

Local governments work with DETE to identify where new schools may be needed and located when they are making and amending local planning instruments, however this is not a necessary step in developing a school.

Once viability and funding has been determined, DETE undertakes site acquisition. This phase takes an average of 4 years for the state sector, which is longer than non-state schools but aligns with the DETE new school planning and budget cycles.

Non-state schools

There is no coordinated forward planning for Independent schools as a sector. The location of a new school can be dependent on population as well as socio-economic factors. Sites are selected after the school proponent has determined viability and has established an incorporated school governing body. This phase takes an average of 18 months for an Independent school.

The Queensland Catholic Education Commission (QCEC) oversees the planning for when and where new and expanded Catholic schools will be developed across the state. Sites are selected once viability has been determined. The Catholic sector consults heavily with local government when scoping a site. For Catholic schools, this phase takes an average of 3 years.

Design and Development phase

Development processes differ between the state and non-state school sectors. Generally, state schools are designated by the Education Minister as land for community infrastructure. Non-state schools undergo assessment against a planning scheme (development assessment). More information about these processes is at Appendix 4.

State schools – Community Infrastructure Designation (CID)

DETE is responsible for the development of state schools; however the designation process is outsourced to planning consultants or to the Department of Housing and Public Works and (DHPW). DHPW generally only lead the designation process for school expansions.

On average, CID takes 6 months, noting that this timeframe can be dependent on design and development, and preliminary reporting requirements that occur before the statutory CID process starts. Regardless, it appears CID takes significantly less time than the average DA timeframe. This is largely because the process does not involve local government assessment. Local governments are consulted as part of the CID process; however they have little influence over site design and associated infrastructure provision.

Although works on the site for the designated community infrastructure is exempt development and not subject to the local government's planning scheme, state legislation and regulatory requirements, such as building approvals, continue to apply.

If state assessments are triggered, for example vegetation management, a separate development application to the relevant state agency is necessary. While discussions with the relevant state agency can occur concurrently with the CID process, it is usual practice

to submit the development application once the land has been designated. Therefore, although the CID process may take only 6 months, other approvals may be necessary before construction can commence.

Non-state schools - Development Assessment (DA)

Historically, designations have generally only been considered and approved by the Education Minister for state schools. Although there were two Catholic school designations in 2000 and 2002, requests for designation by the non-state school sector since that time were either not advanced or not supported.

Non-state schools generally engage external planning consultants to prepare development applications, which are then assessed by the local government.

DA means local governments have greater influence over the process to ensure that a school development fits within the community's vision, that its design meets council requirements, and that infrastructure is planned for and meets demand.

Pre-lodgement activities are necessary and include the preliminary work needed to submit a development application and preparation of the application itself. It can include identifying site constraints and assessing the need for and commissioning technical reports (e.g. traffic, acoustic, hydrology), and is likely to incur costs. This preliminary work is also necessary under CID.

Once the development application is submitted, statutory timeframes apply. However, timeframes and costs associated with DA can vary significantly across local government areas – depending on the level of assessment, referrals to the state and information requests.

For both Independent and Catholic schools, the average time for design and development is 12 months, noting that these average timeframes include pre-lodgement activities, which depending on complexity can take up to 6 months, and is not part of the statutory timeframes. If the decision is appealed, this can further delay and add potentially significant costs to this phase, however appeals are not frequent.

QCEC advise that the stages in which timeframes are the greatest are:

- Pre-lodgement and preparation of development application (prior to statutory timeframes) – up to 6 months
- Referral to state agencies – 3 to 6 months
- Appeals (lodged following the decision stage, and end of the statutory timeframes) – can add 12 months or more to finalising an approval.

Infrastructure charging

New developments, such as new or expanded schools, increase the demand on local infrastructure such as roads, water, sewerage and stormwater disposal. Infrastructure charges are one of the ways local governments pay for these essential facilities.

When local governments approve a development application, the applicant may be required to pay an infrastructure charge to the local government and/or a water distributor-retailer.

Infrastructure charges are used to upgrade infrastructure and make sure neighbourhoods have the services they need. This means that the local infrastructure can be improved in areas where development creates increased demand for services.

The Adopted Charges State Planning Regulatory Provision sets the maximum amount

a local government can levy in relation to a development for infrastructure. This means that infrastructure charges can vary across local governments. For example, some local governments may apply the maximum charge while others may not charge at all. This may be because that local government considers the school will result in community benefits.

The metric used for calculating infrastructure charges for schools is currently Gross Floor Area, noting that state schools are exempt from infrastructure charges under CID.

The infrastructure charging regime is currently being reviewed by DSDIP and the Commission is facilitating input from member organisations into that review.

Infrastructure provision and costs - *Guidelines on arrangements for infrastructure external to State Government sites and non-state schools (1997)*

The Guidelines set the government's policy about the provision and funding of infrastructure external to school sites. Broadly, the guideline's premise is that local governments should be subsidised 50% of the costs associated with infrastructure external to state school sites.

Non-state schools pay 100% of infrastructure costs however can access up to 50% funding for external infrastructure costs through the External Infrastructure Subsidy Program under the Capital Assistance Scheme. This program aligns with the guideline; including the categories of infrastructure for which funding is available. The funding is limited however, so non-state schools are not always able to recoup 50% of their infrastructure costs.

For example, as part of a development approval, a non-state school may be required to provide and/or pay costs for infrastructure, such as lights and road upgrades. The school then seeks subsidy for 50% of these costs, subject to funding availability.

Under CID, in some cases the state will identify and undertake this infrastructure work, and may seek 50% of the cost from the local government. Alternatively the local government will need to undertake this work and then recoup 50% of the cost from the State Government.

Challenges

The Commission has identified the key challenges in planning and design / development of state and non-state schools and is working towards recommendations to meet these challenges.

Planning

There is limited coordinated strategic planning for state and non-state schools:

- Historically, the forward planning and mapping of state schools has not been readily shared with local government or other providers in the sector. This may be because the state has not wanted to commit to a particular location too soon and/or raise community expectations
- In the past, the state's forward planning has not included non-state schools, and non-state schools are not traditionally involved in the scheme making and amending process
- Without information about where schools may be needed in the future, local governments are limited in their ability to strategically plan for schools, impacting on level of assessment, development assessment processes and requirements; as well as infrastructure provision and costs.

Local governments may not be aware of site locations until the CID/DA process begins:

- There may be little or no information sharing about proposed site locations from both the state and non-state sectors (however QCEC advises it consults heavily when scoping a site and in pre-lodgement)
- This has implications particularly in terms of delivery efficiency, market share and managing impacts of the development on the surrounding community and infrastructure provision
- Early knowledge of sites can help local governments and all sectors to plan and budget for necessary infrastructure
- Appropriate site location can minimise issues at development assessment stage as well as minimise infrastructure costs and building work costs
- A local government planning scheme may not support school development at the site for locally important reasons (e.g. heritage site) or the site may be zoned for other purposes.

The Commission's infrastructure demand mapping, the relationships being established during that process and the mechanisms the Commission is working towards to continue and build on these relationships will improve coordination of strategic planning for state and non-state schools and greatly increase information sharing between the schooling sectors and local government.

Design and development

The development processes used by the state and non-state school sectors differ, resulting in inconsistencies:

- CID and DA have varying process requirements, timeframes and costs. CID appears to bypass the DA system and is contained in one process that can be simpler and faster (depending on the constraints that trigger other approaches e.g. vegetation clearing)
- CID is available to non-state schools but historically, for administrative and/or political preferences, has not been considered or approved (noting that there are also statutory requirements to be eligible for CID).

The CID process does not reflect contemporary practices:

- Local government has limited opportunity for early engagement or to influence site location and design and infrastructure provision
- Works needed off-site to address school impacts (e.g. road upgrades, footpaths, lights) may not be considered and/or provided. External impacts can be left unaddressed and the local government then generally takes on this responsibility, in many instances at their own cost
- The CID guideline is out of date. It could be tailored to better suit schools requirements.

DA timeframes and costs can vary significantly across local governments:

- The complex nature of a new school means the development is likely to be 'impact assessable' and subject to public notification and appeal (public notification is also required under CID, however there are no third party appeal rights)
- Local governments generally apply the same level of assessment to all schools development instead of using a risk-based approach

- Given the relatively low number of development applications for new schools, a local government may be inexperienced in their assessment and lack knowledge about requirements on a school site
- Standards for issues such as car parking can vary significantly.

State requirements (under CID and DA) can be onerous and/or expensive, particularly:

- Application of koala offsets
- Native title requirements
- Stormwater, wastewater and fire safety standards.

Infrastructure provision and charging can vary across school sectors and local governments:

- Under the CID process, state schools are exempt from infrastructure charges
- For non-state schools, infrastructure charges are calculated by local governments (under a capped charge arrangement administered by the state) so can vary up to the capped amount. Some local governments may choose not to charge a non-state school for infrastructure
- Gross Floor Area is not an ideal metric for calculating infrastructure charges for schools
- The 1997 Guideline is non-statutory, out of date and applied inconsistently. This may be because of the local government's financial position, the site, and level of state engagement
- The guideline limits what subsidies non-state schools may seek from the state. For example meeting fire safety standards and stormwater requirements are not listed
- Where non-state schools don't receive adequate subsidy (there is a limited state funding pool), they supplement with funds from the Capital Assistance Scheme, which should be used for building/upgrading facilities
- Some high growth local governments indicate that it is not financially sustainable to continue to fund infrastructure external to state schools, particularly where they have little input into site selection, design and construction timeframes
- Some local governments experience limited ability to influence essential infrastructure works associated with state school development under CID, for example parking and set-backs on site; lights and road upgrades etc. In some cases the local government undertakes and pays for this work
- The state and local governments may have differing views about excising of school land for pick up/set down and parking, and the responsible entity for road maintenance
- There is an inconsistent approach to works conditions as part of an approval. This is in addition to trunk/regulated infrastructure charges and varies significantly between local governments. For example local government or the Department of Transport and Main Roads may condition an upgrade to a roundabout as a condition rather than as part of an infrastructure contribution.

The Commission is developing a suite of options for future schools planning and development and will seek to arrive at a preferred approach that will resolve or mitigate many of these challenges.

Government initiatives

There are a range of State Government initiatives currently underway that can improve how schools are planned for and developed in the future. The Commission will seek to directly influence these initiatives, through recommendations to the Minister for Education, Training and Employment, or facilitate members' interests in these initiatives.

20 year infrastructure demand map

The Commission's 20 year infrastructure demand map will inform future schools planning across all schooling sectors, in consultation with local government and planning agencies.

State Planning Policy (SPP)

DSDIP has recently released the draft SPP which incorporates all of the state's interests under the SPA and, once finalised, will be used to inform planning and development assessment decision making at the state and local level. The SPP is expected to commence late 2013.

At the advice of Commission the Minister for Education, Training and Employment made a submission on the draft SPP, including suggested amendments to raise the profile of education and the demand for education facilities. The Commission will continue its engagement with DSDIP in finalising the SPP so that it appropriately reflects schools interests.

State Assessment and Referral Agency

From 1 July 2013, DSDIP will become the sole state referral agency for development applications. It is anticipated that this will result in an overall reduction in timeframes for applications that must be assessed by the state. This agency will also benefit CID, as state referrals are not exempt under the designation process.

Infrastructure charging reform

The local infrastructure contributions system is currently being reviewed by the State Government to introduce a well-balanced infrastructure charging framework that is equitable, transparent and provides certainty. DSDIP has been working with key stakeholders, with an aim to implement a new framework mid-2014.

DSDIP will be releasing an infrastructure planning and charging framework review discussion paper during mid-2013. The Commission will seek specialist advice to assist in developing a response to the discussion paper for the Minister for Education, Training and Employment's consideration.

Options for planning and developing schools in the future

The Commission has developed a suite of options about how schools could be planned for and developed, including provision of necessary infrastructure. Broadly, these options address:

- the preferred process (CID or DA or both)
- whether the state should be liable for infrastructure charges, regardless of process
- whether there should be a limit on the infrastructure contributions charged to state and non-state schools by local governments.

The Commission will carry out consultation on these options and seek specialist advice to commence development of a risk based framework (to implement a consistent approach across the state) and design code in parallel to the consultation phase. These tools can apply to both CID and DA processes, and therefore a preferred position is not necessary to start this work.

The feedback from consultation together with the draft framework and code, as well as the infrastructure charging discussion paper response will be considered by the Commission in October 2013.

Other schools challenges

A range of other challenges raised by the state and non-state school sectors also need to be addressed. While they cannot be directly influenced by the Commission, some progress has been made.

Koala offsets

Currently, an environmental offset is required where an assessment of a proposed activity has demonstrated that an unavoidable environmental impact of an activity cannot be avoided or substantially reduced (minimised/mitigated). For koalas, offset funds are used to plant new koala habitat trees.

Both school sectors advise that the application of koala offsets is expensive. However, this is not unique to schools as, when triggered, koala offsets apply across all types of development.

The Department of Environment and Heritage Protection (DEHP) is currently reviewing all existing offsets policies with the aim to consolidate and develop a single Queensland Environmental Offsets Policy. This policy will detail what is covered, how it is applied and how all offsets are calculated.

The Commission has facilitated discussions between relevant agencies and DSDIP, which has provided advice to DEHP as the policy has been developed, including representing schools issues. DSDIP is continuing to negotiate with DEHP as the policy is finalised.

Stormwater and wastewater standards

A range of national and state level standards are in place to ensure a development has appropriate infrastructure in place to appropriately manage stormwater and wastewater on site. DEHP and the Department of Energy and Water Supply (DEWS) are responsible for state level stormwater and wastewater standards. The maximum infrastructure charges for stormwater and wastewater are set in the Adopted Charges SPRP.

Both the state and non-state school sectors advise that stormwater and wastewater standards are unrealistic and expensive. However this is not unique to schools as the standards apply to all types of development.

The charge for stormwater is being considered as part of the infrastructure charging reform process, and the forthcoming discussion paper will explore the issue. As noted above, the Commission is developing a response to the discussion paper for the Minister for Education, Training and Employment's consideration.

Fire safety standards

Fire safety standards are in place to ensure development has the necessary infrastructure and equipment to ensure the safety of the school in the event of a fire. These standards are managed by the Department of Community Safety (DCS). The Commission has identified that fire safety standards are difficult to meet, and expensive. This issue has not been explored as yet, but will be considered in the near future.

Native title

Under native title requirements, state and non-state schools may need to secure long term lease arrangements before undertaking CID or DA; however the processes and payments differ between the sectors:

- the state is governed by a government policy which sets out leasing terms and conditions including a minimum \$6,000 per annum state rental payment
- non-state schools are treated as commercial applicants under the Indigenous land use agreement (ILUA) framework and must negotiate leasing terms and rents.

The *Commonwealth Native Act 1993* provides for ILUAs between native title holders or claimants and other parties about how the land and waters in the area under the agreement will be used and managed in the future. Leasing arrangements and minimum rents are regulated under the *Aboriginal Land Act 1991* and the *Torres Strait Islander Act 1991*, both administered by the Department of Natural Resources and Mines (DNRM).

Commission members advise that lease requirements and rental payments are onerous, particularly given community benefits resulting from a school being developed on the site. The Commission is seeking advice from DNRM as to whether these requirements are intended for review.

Appendix 1

Establishment framework

Government commitment

The Queensland Government has committed to the establishment and funding of a “Queensland Schools Plan Commission”. Extracts from the relevant policy documents provide an indication of the Government’s intent.

Currently State, Catholic and Independent schools all have school capital planning processes that operate largely as separate processes.

There have already been some instances where collaborations between systems have provided benefits for schools and communities and it is proposed to build on those successes and achieve a rational approach to plan and fund schools across the whole State that will benefit all systems and all communities.

State, Catholic and Independent schools will be represented on the Queensland Schools Plan Commission. There will also be strong links with local government to resolve local planning issues.

The Government will provide \$4 million over three years for the Queensland Schools Plan Commission ... to ensure better planning for schools so that future funding is targeted to areas of need.

The Queensland Schools Plan Commission will streamline and coordinate the processes for the planning, establishment and expansion of government and non-government schools across Queensland. The Queensland Schools Plan Commission will also contribute to our Statutory Regional Planning process.¹

Establishment

The Queensland Schools Planning Commission (the Commission) is established by the Minister for Education, Training and Employment.

Objective

To make strategic recommendations to the Minister for Education, Training and Employment on initiatives that will streamline and coordinate processes for the planning of schools in Queensland, drawing on evidence, expertise and consultation with key stakeholders.

Terms of Reference

The Commission will:

- 1) provide advice to the Minister for Education, Training and Employment on:
 - a) planning for state and non-state schools in Queensland;
 - b) links with other Government departments, statutory authorities, local governments and key stakeholders, in order to ensure a high level of coordination and consultation between these entities in planning for state and non-state schools in Queensland;
 - c) the impact of regulatory and financial regimes on school planning and development; and
 - d) future school population trends and schooling capacity.

¹ Sources: Building Our Future Schools Policy, Building Our Future Schools FAQs, First 100 Day Action Plan, and LNP commits \$115 million to Building our Future Schools.

- 2) develop a Queensland schooling infrastructure demand map for government and non government schools.
- 3) facilitate collaboration between the schooling sectors on schools planning to:
 - a) identify common data requirements and facilitate data access;
 - b) identify and resolve cross-sectoral planning issues; and
 - c) align schooling sector efforts to provide greater efficiencies and improved service delivery
- 4) consult with stakeholders to inform its recommendations.
- 5) establish reference groups as needed for purposes such as expert deliberations or stakeholder consultation.

Membership

Membership of the Commission is to be determined by the Minister and will comprise an independent chair and representatives from significant stakeholders:

- Independent Chair;
- Queensland Catholic Education Commission;
- Independent Schools Queensland;
- Local Government Association of Queensland;
- Department of Education, Training and Employment (DETE);
- Department of Local Government;
- Department of State Development, Infrastructure and Planning;
- Queensland Treasury and Trade;
- Department of Transport and Main Roads;
- Planning Institute of Australia – Queensland Division; and
- Queensland Joint Parents Committee.

Governance

The Commission will be established as a Ministerial Advisory Committee under section 412 of the *Education (General Provisions) Act 2006* and will operate from establishment in July 2012, terminating on 30 June 2015.

Functions and powers

The Commission will only have power to undertake its functions as set out in the Terms of Reference or referrals by the Minister, and to provide advice on those areas.

Relationships with existing bodies and legislation

In undertaking its functions, the Commission should be cognisant of interactions with this regulation and processes and their potential impacts on, existing bodies and legislation. These primarily include:

- the Non-State Schools Accreditation Board (NSSAB) and Eligibility for Government Funding Committee and the regulatory system under the *Education (Accreditation of Non-State Schools) Act 2001* which is responsible for accrediting non-state schools to operate and making recommendations for funding such schools to the Minister.

- Capital Assistance Authorities (commonly known as Block Grant Authorities) and the regulatory system and capital allocation mechanisms under the *Education (Capital Assistance) Act 1993*.
- the Ministerial Designation process for community infrastructure under Chapter 5 of the *Sustainable Planning Act 2009*.

Potential relationships with other new Government initiatives

The Commission will also need to be mindful of its potential interactions with other new Government initiatives, in particular:

- Infrastructure Queensland (to advise the Government on long-term infrastructure planning, prioritisation and ongoing management and maintenance).
- The Government's commitment for local government to be centrally involved in planning for regional and state infrastructure, including implementing a better system of regional planning.
- Queensland Projects (to drive cooperative funding models to maximise private investment in Queensland's infrastructure).
- The Office of Best Practice Regulation (part of the Government's plan to cut red tape and regulation by 20%).

Administration

Funding and budget

The Queensland Government has committed to provide \$4 million over three years for the Commission.

DETE will administer the Commission's funding based on advice from the Commission and in accordance with relevant Government policies. The Director General, DETE will retain overall accountability for administration of government funds and the DETE annual report to Parliament will include details of the Commission's budget and expenditures.

Secretariat

A secretariat in Strategic Policy and Research Division, DETE will support the Commission's operations.

Remuneration

The Independent Chair will be entitled to remuneration in accordance with the government remuneration policy. The Chair and Members will receive appropriate allowances in accordance with government remuneration policy.

Appendix 2

Commission membership

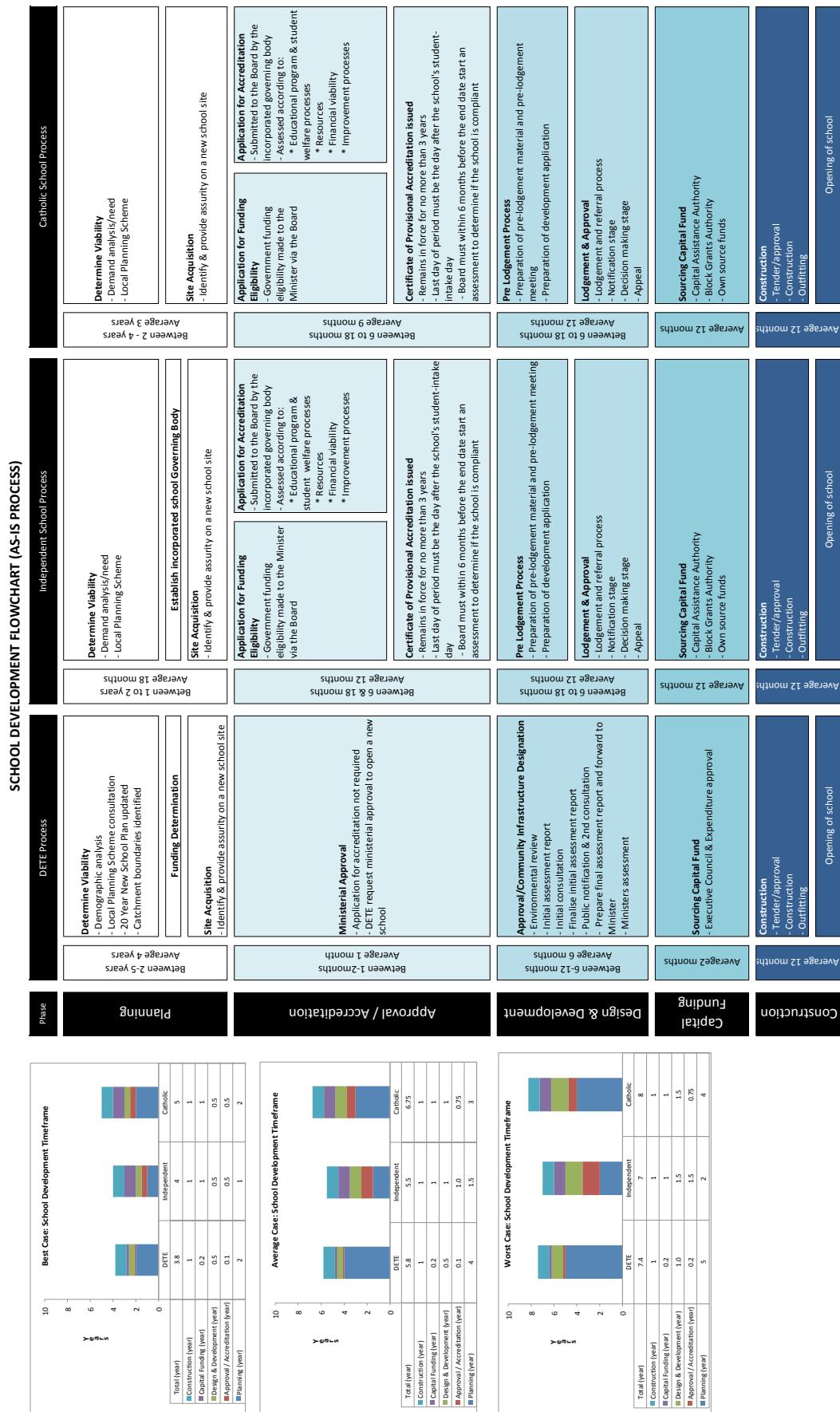
The following are members of the Commission:

- Mr Bob Quinn, Commission Chair;
- Mr Mike Byrne, Executive Director, Queensland Catholic Education Commission (QCEC);
- Mr David Robertson, Executive Director, Independent Schools Queensland (ISQ);
- Mr Greg Hoffman, General Manager Advocate, Local Government Association of Queensland;
- Ms Annette Whitehead, Deputy Director-General, Department of Education, Training and Employment (DETE);
- Ms Lyn McKenzie, Deputy Director-General, Education Queensland (EQ);
- Mr Stephen Johnston, Deputy Director-General, Department of Local Government, Community Recovery and Resilience (DLG);
- Mr James Coutts, Executive Director, Department of State Development, Infrastructure and Planning (DSDIP);
- Dr Gary Ward, A/Deputy Under Treasurer, Queensland Treasury and Trade (QTT);
- Ms Kate Isles, President, Planning Institute of Australia – Queensland Division;
- Ms Carmel Nash, Secretary, Queensland Joint Parents Committee; and
- Mr Mark Cridland, Deputy Director-General, Department of Transport and Main Roads.

During the year Dr Lisa Pollard was replaced as the DSDIP representative by Mr James Coutts.

Appendix 3

Current school development flowchart



Appendix 4

Development processes

What is Community Infrastructure Designation (CID)?

CID is a mechanism under the *Sustainable Planning Act 2009* (SPA) which allows land to be set aside for community uses, such as educational facilities.

A Minister or local government may designate land for community infrastructure that already exists or that the state or local government intends to supply. For state schools, land is designated as community infrastructure by the Education Minister. However, the community infrastructure doesn't need to be publicly owned; therefore designation can be used for state and non-state schools.

Designated land must pass a public benefit test to ensure the designation is justified. For example, the designating Minister or local government must be satisfied the community infrastructure will contribute to environmental protection or ecological sustainability, or satisfy community expectations for the efficient and timely supply of infrastructure.

Before designating land for community infrastructure, the Minister must also be satisfied that for development of the proposed designation:

- adequate environmental assessment has been carried out
- in carrying out such environmental assessment there was adequate public consultation
- adequate account has been taken of issues raised during the public consultation.

One way in which the requirements for adequate environmental assessment and public consultation may be met is for assessment to be carried out in accordance with the 'Guidelines about Environmental Assessment and Public Consultation Procedures for Designating Land for Community Infrastructure' (2006). The Guideline outlines a six-step process which describes two rounds of consultation, one including relevant public sector entities (including the local government) and the other incorporating public notification to involve the wider community. This process is not mandatory and the Minister may choose to be satisfied by alternate means or other material that adequate environmental assessment and public consultation for the proposed designation has been undertaken.

If a Ministerial designation is made, the effect will be that the undertaking of works on the site for the designated community infrastructure is exempt development and not subject to the local government's planning scheme. However state legislation and regulatory requirements, such as building approvals, continue to apply. Separate development application/s to state agency/s may be necessary prior to construction.

A designation can include requirements about the use of the land, such as plans showing the development height, shape or location of works on the land, and vehicular access; or other requirements to lessen the impacts of the community infrastructure. However, designated schools generally do not include any requirements.

Local governments are required to note Ministerial designations on their planning scheme and identify the land, the type of community infrastructure and any matters included as part of the designation.

For development under a CID, no application to council is required for development triggered by the local government's planning scheme, unless the development is inconsistent with the provisions of the CID. No conditions or monetary contributions/

infrastructure charges may be imposed (this is for public sector entities only). Third party appeal rights are not available to submitters under a CID process.

Generally designations end after six years, with some exceptions. Because state schools are owned by the state the designation is ongoing, unless the land is no longer being used as a school, or if new development does not comply with designation requirements.

What is Development Assessment (DA)?

The process for assessing and deciding development applications is known as the Integrated Development Assessment System (IDAS). There are different categories of development, which have different process requirements under IDAS. Generally, development for schools would be considered ‘assessable development’, which requires a development permit, and therefore a development application:

- Depending on the type of development, the application may require information about what the development will look like when it is complete, the materials to be used, and any impacts the proposed development may have on the surrounding development.
- Assessable development can be code assessable, impact assessable, or both. Code assessable means the application is assessed against relevant codes in the planning scheme and other instruments (state planning instruments or other legislation).
- Impact assessable development is assessed against the entire planning scheme and also requires public notification so that communities are aware of the development and have the opportunity to make a submission about it. By making a submission, members of the public can secure the right to appeal to the Planning and Environment Court about the assessment manager’s decision.

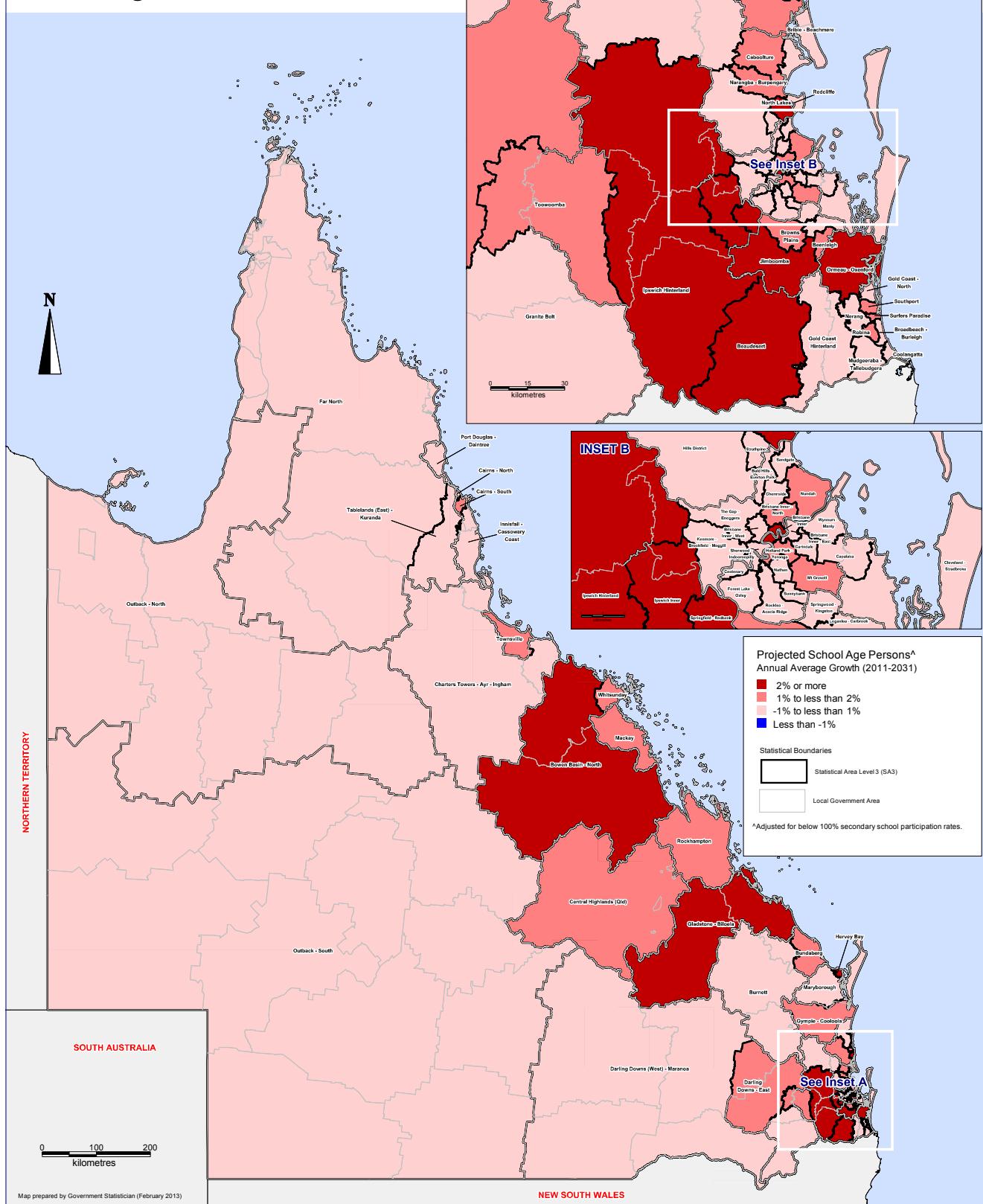
In most cases local governments are the assessment manager for a development application. This means they assess the application against the planning scheme. In some cases the application must be referred to another entity, usually the State, for assessment.

The *Sustainable Planning Regulation 2009* (SPR) prescribes when a development application must be referred to a state agency and the jurisdiction under which it is assessed. When an application is referred to the State, the State can either provide advice or direct the decision about the application depending on the trigger in the SPR. The State may be able to provide either advice only or may be a concurrence agency which is able to require refusal or impose conditions on an approval. From 1 July 2013, DSDIP will be the sole state referral agency.

IDAS provides timeframes for each step of the development assessment process. However, complex applications can take considerable time to be decided, depending on whether the application needs to be referred to other entities or if more information is needed to make a decision.

In some instances, when a development application is lodged with sufficient information, a local government or referral agency may not require an information request. This highlights the importance of pre-lodgement discussions and comprehensive development applications.

Queensland's SA3s
Projected population change
30 June 2011 to 30 June 2031
School Age Persons[^]



Notes:
 1. These SA3 level data have been aggregated from SA2 level data, which have been concorded from Statistical Local Area-level projections, and represent the Government Statistician's best estimates of population growth.
 These data will be updated when fully-modelled SA2 projections are released in late 2013.

2. School age persons are those aged between 5 and 17 (inclusive).

3. Projection data for Torres Strait Islands and Northern Peninsula SA2s are not available, and as such data for the Far North SA3 exclude these SA2s.

Source: Australian Bureau of Statistics, Australian Statistical Geography Standard, 2011, cat. no. 1270.0.55.001; Queensland Government, State Digital Road Network, September 2012;

Queensland Treasury and Trade, Queensland Government population projections, 2011 edition (medium series); Education, Training and Employment: Non-State Schools Accreditation Board; Local Government; GNAF Property Data - 27th February 2012

Inner & South East Brisbane SA3s

Primary

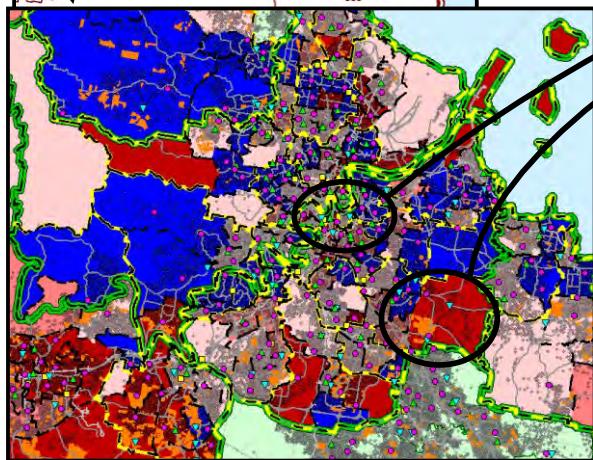
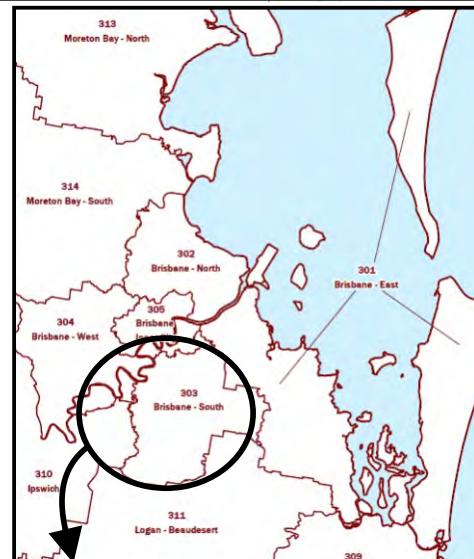
1st Decade: 2011-2021

2nd Decade: 2021-2031

Legend

Projected Average Annual Growth by SA2

- 2% or more
- 1% to less than 2%
- 1% to less than 1%
- Less than -1%



Woolloongabba SA2, South Brisbane SA2 & West End SA2

1st Decade

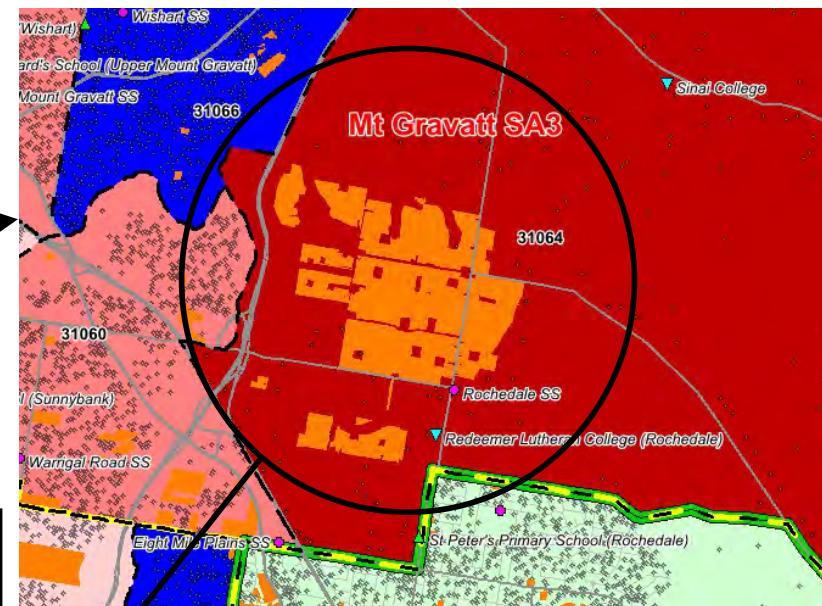
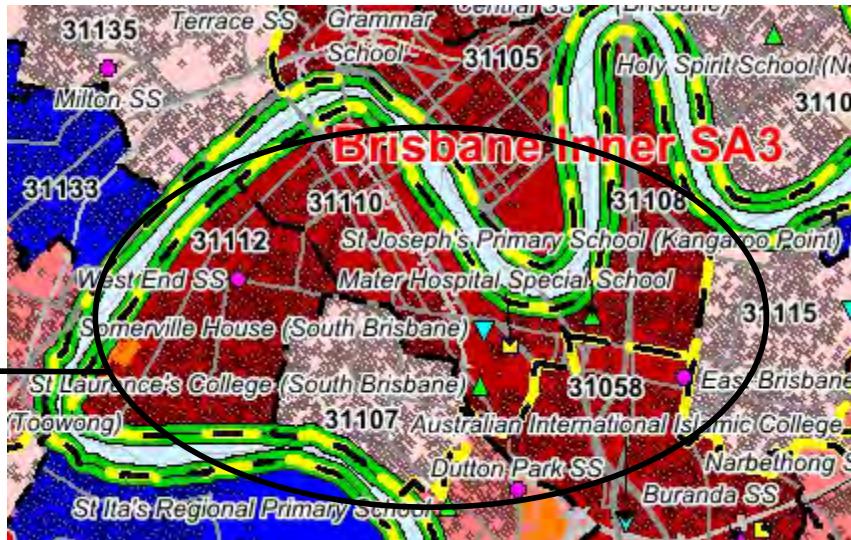
Projected growth: 707

There is uncertainty around the school population that will reside in higher density housing in these areas. Existing capacity may not be sufficient. Ongoing monitoring may be required.

2nd Decade

Projected growth: 1,280

There is uncertainty around the school population that will reside in higher density housing in these areas. Existing capacity may not be sufficient. Ongoing monitoring may be required.



Rochedale - Burbank SA2

1st Decade

Projected growth: 1,136

Existing capacity may not be sufficient. New or expanded infrastructure may be required. Further consultation is required with Brisbane City Council.

2nd Decade

Projected contraction: 18

Additional capacity added in the 1st decade will be sufficient.

Inner & South East Brisbane SA3s

Secondary

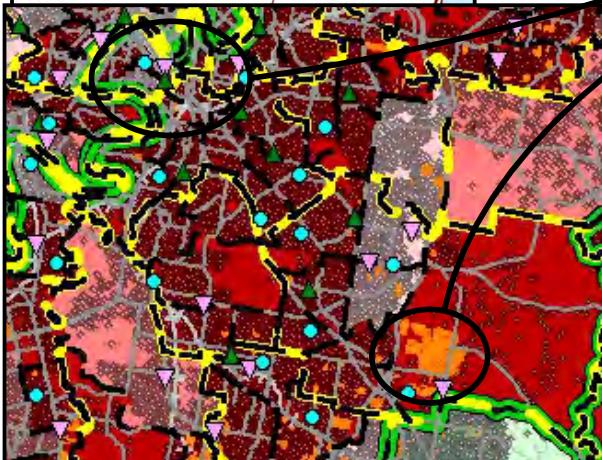
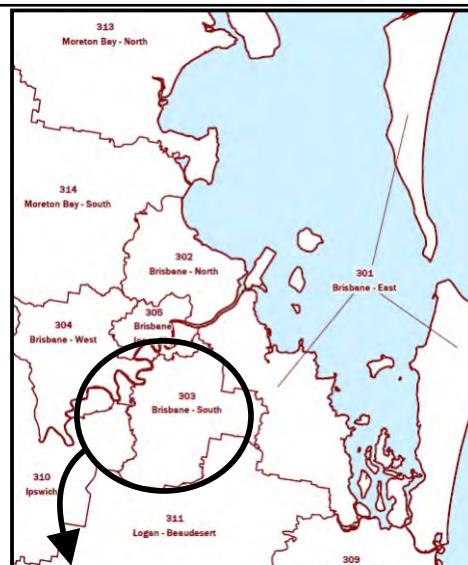
1st Decade: 2011-2021

2nd Decade: 2021-2031

Legend

Projected Average Annual Growth by SA2

- 2% or more
- 1% to less than 2%
- 1% to less than 1%
- Less than -1%



Woolloongabba SA2, South Brisbane SA2 & West End SA2

1st Decade

Projected growth: 705

There is uncertainty around the school population that will reside in higher density housing in these areas. Existing capacity may not be sufficient. Ongoing monitoring may be required.

2nd Decade

Projected growth: 1,107

There is uncertainty around the school population that will reside in higher density housing in these areas. Existing capacity may not be sufficient. Ongoing monitoring may be required.



Rochedale - Burbank SA2

1st Decade

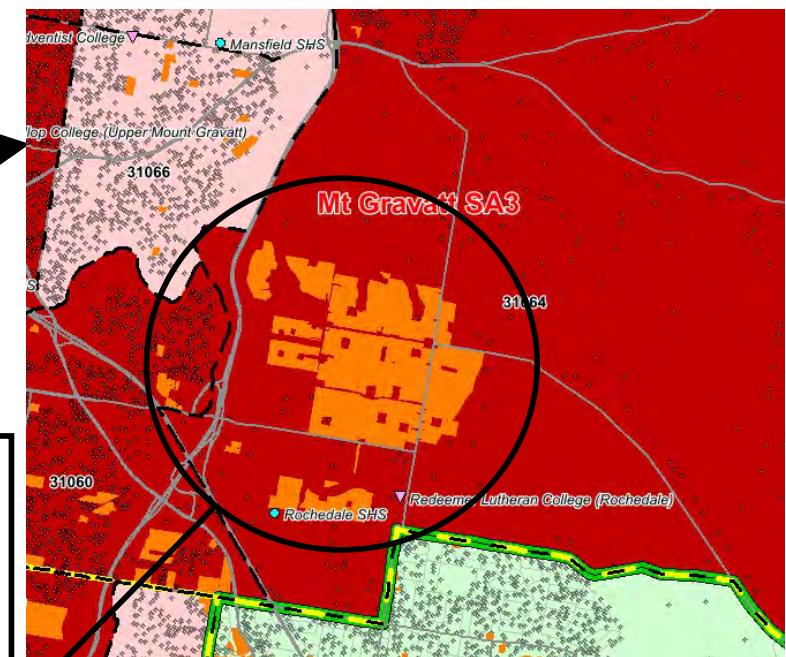
Projected growth: 753

Existing capacity may not be sufficient. New or expanded infrastructure may be required. Further consultation is required with Brisbane City Council.

2nd Decade

Projected growth: 266

Additional capacity added in the 1st decade will be sufficient.



Brisbane Metropolitan North SA3s – Primary

Brisbane North SA3s Primary

1st Decade: 2011-2021
2nd Decade: 2021-2031

Bald Hills - Everton Park;
Chermside; Nundah; Sandgate;
The Gap - Enoggera;
Brisbane Inner - North;
Brisbane Inner - West; Strathpine.

1st Decade
Projected contraction: 1,331
There is spare capacity across the network of schools.
State and non-State service providers to undertake analysis of spare capacity

2nd Decade
Projected contraction: 1,189
Increases spare capacity across the network of schools

Legend
Projected Average Annual Growth by SA2
 ■ 2% or more
 ■ 1% to less than 2%
 ■ -1% to less than 1%
 ■ Less than -1%

Dakabin - Kalangur SA2

1st Decade
Projected growth: 660

Expansion of existing primary schools may be required

2nd Decade
Projected growth: 365

Additional capacity provided in the 1st decade will be sufficient to accommodate projected growth in the second decade

North Lakes - Mango Hill SA2

1st Decade

Projected growth: 1,895

Expansion of existing primary schools may be required
Expanded primary capacity will be sufficient, but will require review in 2016-17

2nd Decade

Projected growth: 507

Additional capacity provided in the 1st decade will be sufficient to accommodate projected growth in the second decade

Murrumba Downs SA2

1st Decade

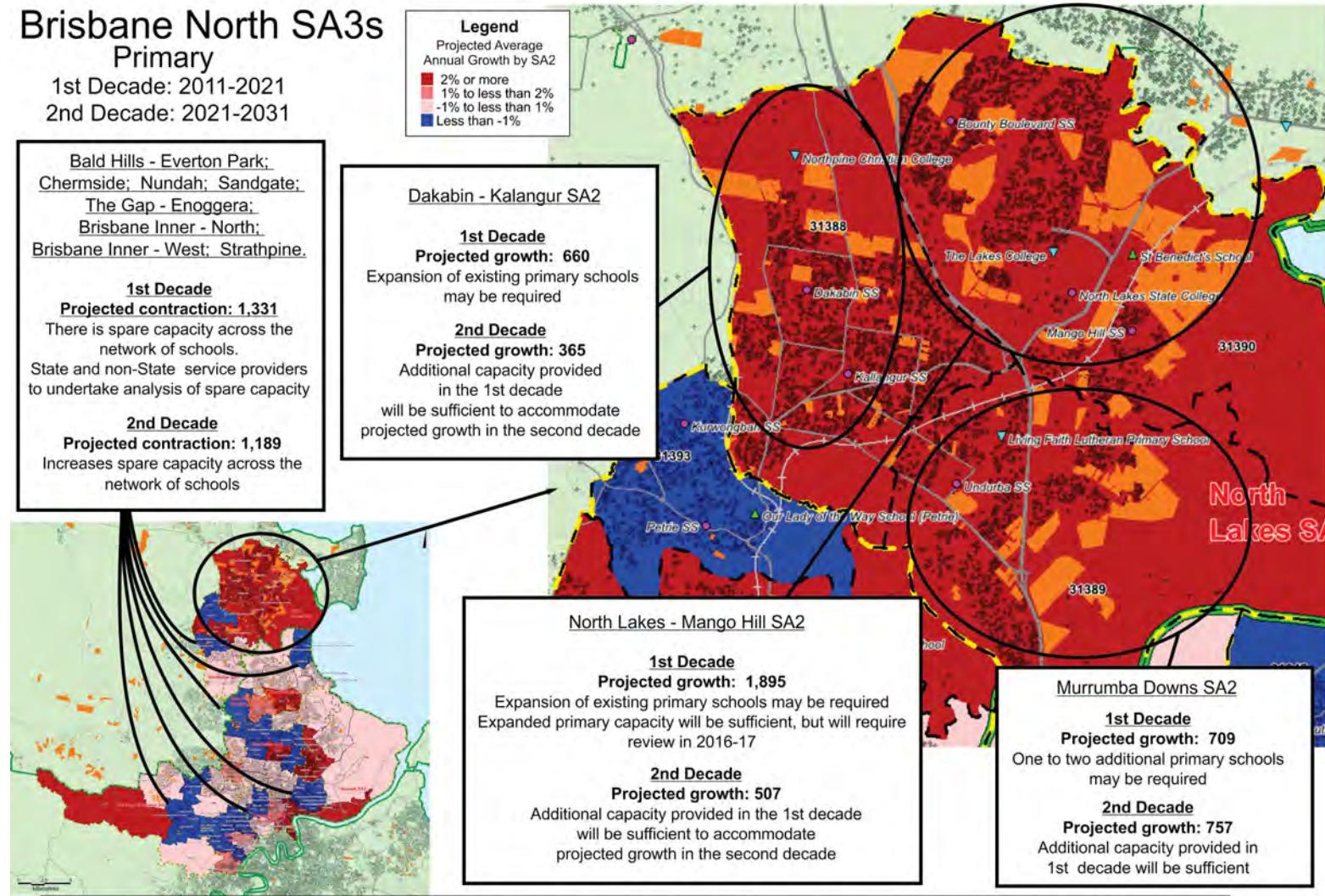
Projected growth: 709

One to two additional primary schools may be required

2nd Decade

Projected growth: 757

Additional capacity provided in 1st decade will be sufficient



LEGEND

- Government primary schools
- Catholic primary schools
- Independent primary schools
- Special schools
- Dwelling settlement patterns
- Broadbands less than 10 years
- Local government areas
- Roads
- Railways
- Arterial roads
- SA3s of interest
- SA2s of interest
- SA3 boundaries

Brisbane Metropolitan North SA3s – Secondary

Brisbane North SA3s Secondary

1st Decade: 2011-2021

2nd Decade: 2021-2031

Bald Hills - Everton Park;
Chermside; Nundah; Sandgate;
The Gap - Enoggera;
Brisbane Inner - North;
Brisbane Inner - West; Strathpine.

1st Decade

Projected growth: 8,349

Approximately 5,000 of this growth is the transition of year 7 into secondary. There is spare capacity across the network of schools

2nd Decade

Projected contraction: 694

Increases spare capacity across the network of schools



Dakabin - Kalangur SA2

1st Decade

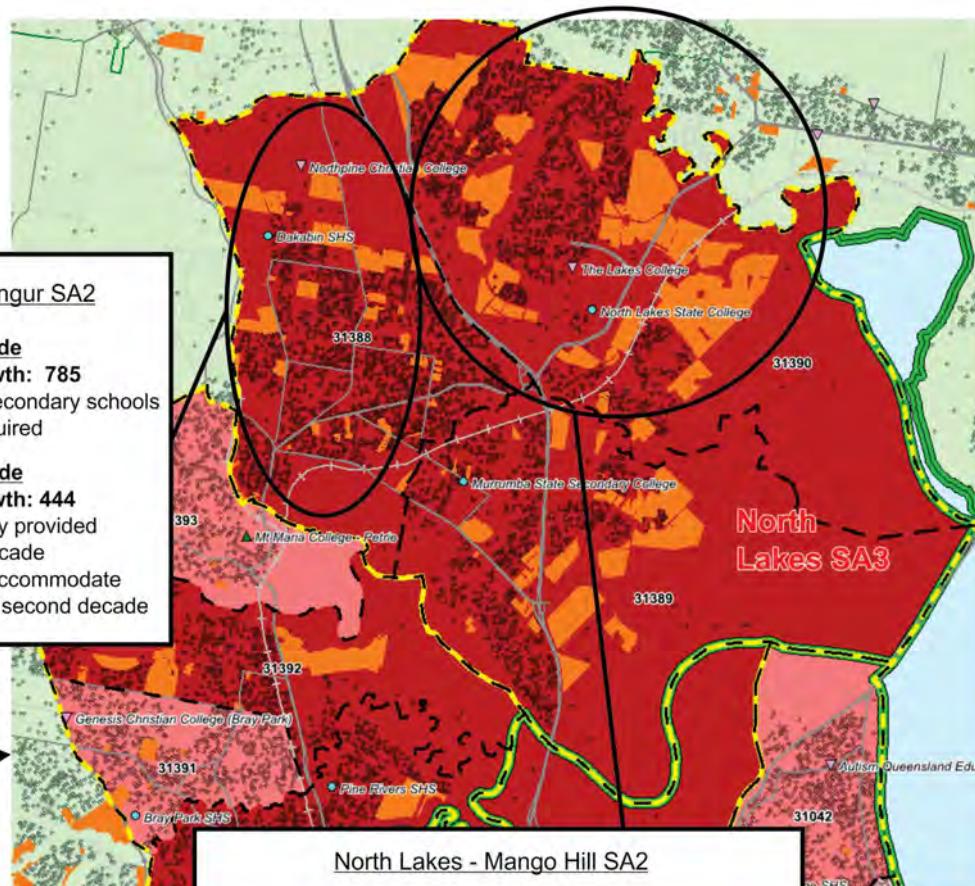
Projected growth: 785

Expansion of existing secondary schools may be required

2nd Decade

Projected growth: 444

Additional capacity provided in the 1st decade will be sufficient to accommodate projected growth in the second decade



North Lakes - Mango Hill SA2

1st Decade

Projected growth: 2,226

Expansion of existing secondary schools and enrolment management of schools will provide sufficient capacity

2nd Decade

Projected growth: 120

Additional capacity provided in the 1st decade will be sufficient to accommodate projected growth in the second decade

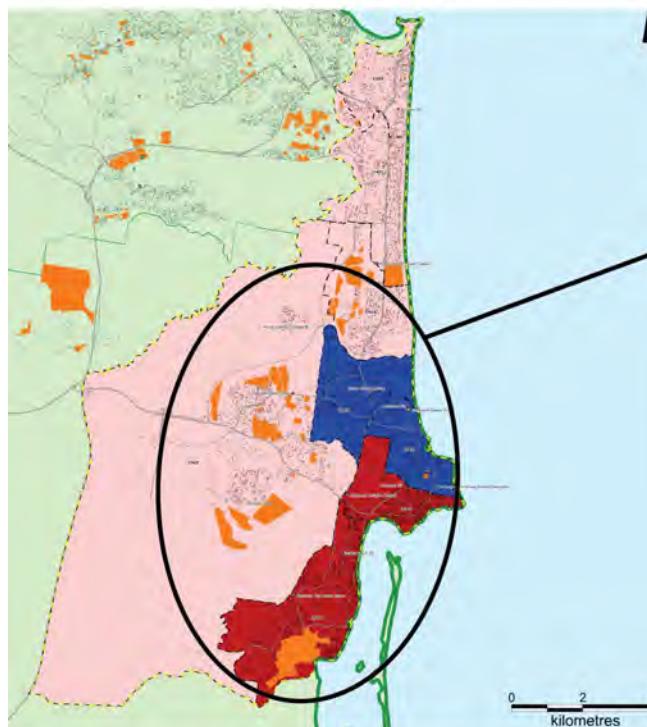


If not specified here, it is assumed that all other projected growth in this SA3 region will be accommodated in existing, local schools, either with or without expansion of existing capacity. For further details refer to the associated report

Caloundra SA3 – Primary

Caloundra SA3 Primary

1st Decade: 2011-2021
2nd Decade: 2021-2031



Caloundra-West SA2

1st Decade

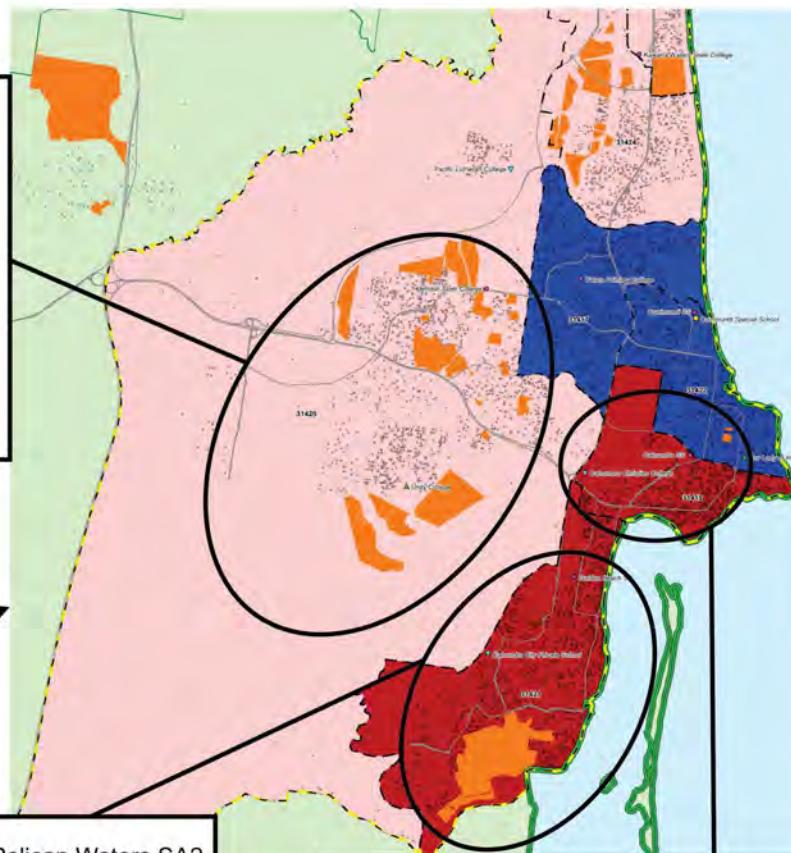
Projected growth: 10

Additional capacity of 1 new primary school is required. Developments proceeding faster than anticipated, resulting in bring-forward of growth projected for 2nd decade.

2nd Decade

Projected growth: 4,345

5 to 6 additional primary schools may be required.



Golden Beach - Pelican Waters SA2

1st Decade

Projected growth: 691

Existing capacity may be sufficient.

2nd Decade

Projected growth: 559

Existing capacity may not be sufficient.
On-going monitoring required.

Caloundra - Kings Beach SA2

1st Decade

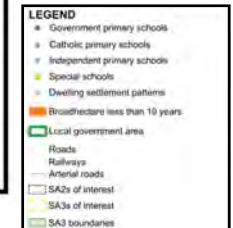
Projected growth: 718

Existing capacity may not be sufficient.
Expansion of existing schools may be required.

2nd Decade

Projected growth: 340

Existing capacity will not be sufficient.
New schools in Caloundra-West will assist in meeting demand. On-going monitoring required.



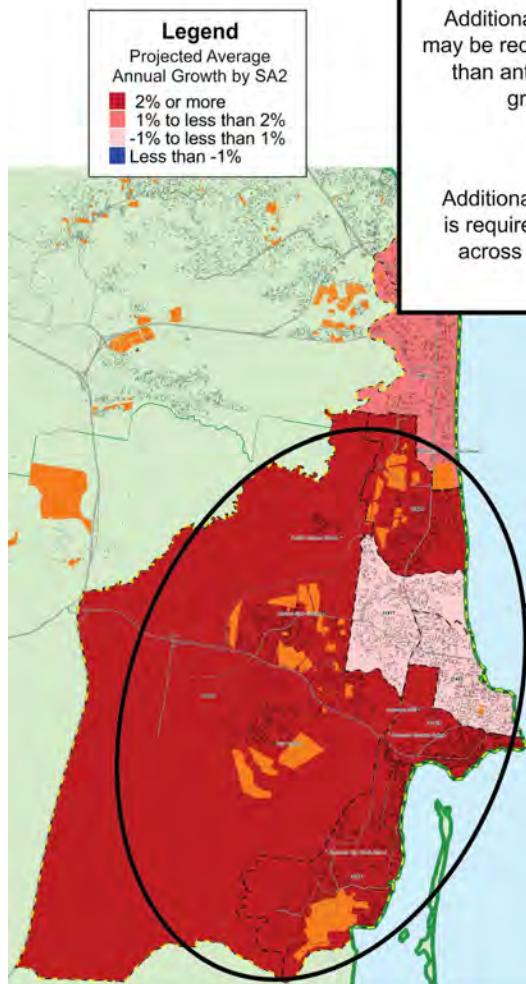
If not specified here, it is assumed that all other projected growth in this SA3 region will be accommodated in existing, local schools, either with or without expansion of existing capacity. For further details refer to the associated report.

Caloundra SA3 – Secondary

Caloundra SA3 Secondary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Caloundra-West SA2

1st Decade

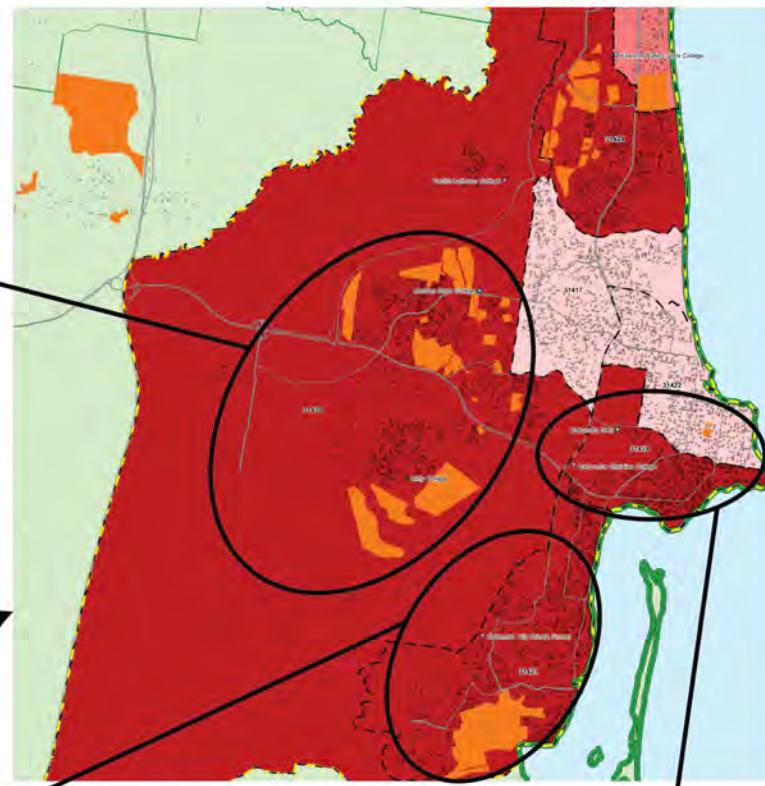
Projected growth: 499

Additional capacity of 1 new secondary school may be required. Developments proceeding faster than anticipated, resulting in bring-forward of growth projected for 2nd decade.

2nd Decade

Projected growth: 3,244

Additional capacity of 1 new secondary school is required. Improved transport infrastructure across this region may reduce the need for additional new schools.



Golden Beach - Pelican Waters SA2

1st Decade

Projected growth: 600

Existing capacity may not be sufficient. Additional schools in Caloundra-West will assist in meeting demand.

2nd Decade

Projected growth: 543

Existing capacity may not be sufficient. Additional schools in Caloundra-West will assist in meeting demand. On-going monitoring required.

Caloundra - Kings Beach SA2

1st Decade

Projected growth: 450

Existing capacity is sufficient.

2nd Decade

Projected growth: 334

Existing capacity may not be sufficient. New schools in Caloundra-West will assist in meeting demand. On-going monitoring required.

If not specified here, it is assumed that all other projected growth in this SA3 region will be accommodated in existing, local schools, either with or without expansion of existing capacity. For further details refer to the associated report

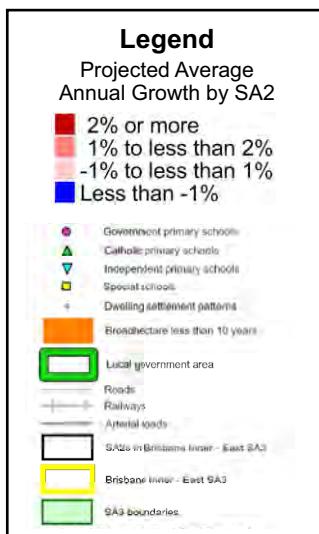


Gladstone SA3

Primary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Clinton - New Auckland SA2

1st Decade

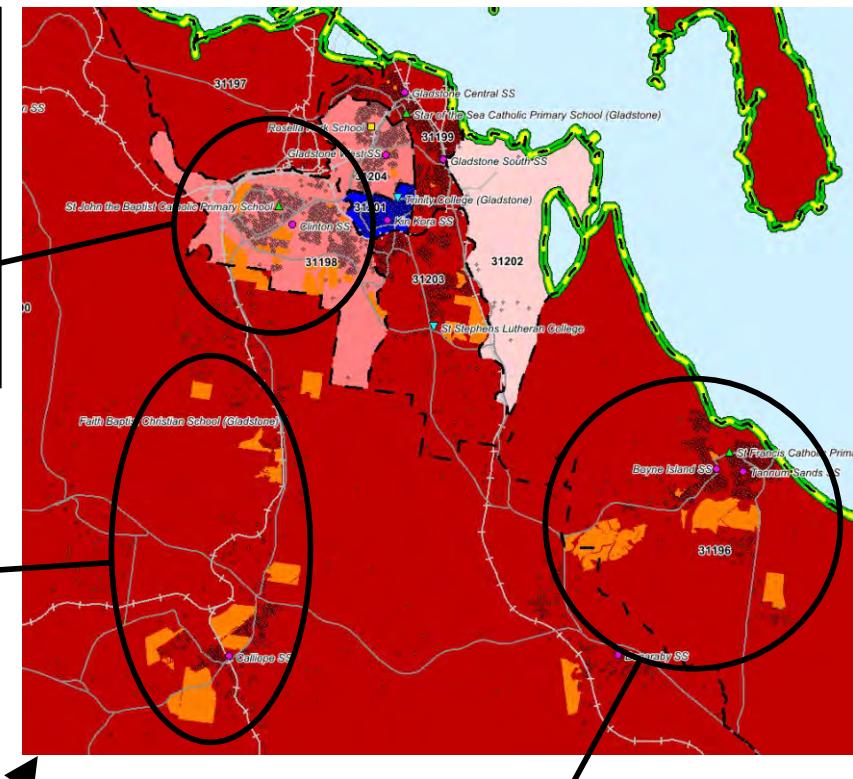
Projected growth: 240 (downside risk)

Existing capacity may not be sufficient. Additional capacity through expansion of an existing school, or construction of 1 new primary school will be required late in 1st decade, or early in 2nd decade.

2nd Decade

Projected growth: 711

Capacity added during the 1st decade will be sufficient to accommodate growth in the 2nd decade.



Gladstone Hinterland SA2

1st Decade

Projected growth: 296

Additional capacity through expansion of an existing school in Calliope may be required. Also, capacity added in Clinton-New Auckland SA2 will assist in accommodating growth.

2nd Decade

Projected growth: 294

Additional capacity added in 1st decade should be sufficient to accommodate growth in 2nd decade.

Boyne Island - Tannum Sands SA2

1st Decade

Projected growth: 408 (revised to 550 / 600)

Additional capacity of 1 new primary school will be required late in 1st decade to accommodate growth.

2nd Decade

Projected growth: 562 (upside risk)

Capacity added during 1st decade will be sufficient to accommodate growth in 2nd decade.

Agnes Waters SA2

1st Decade

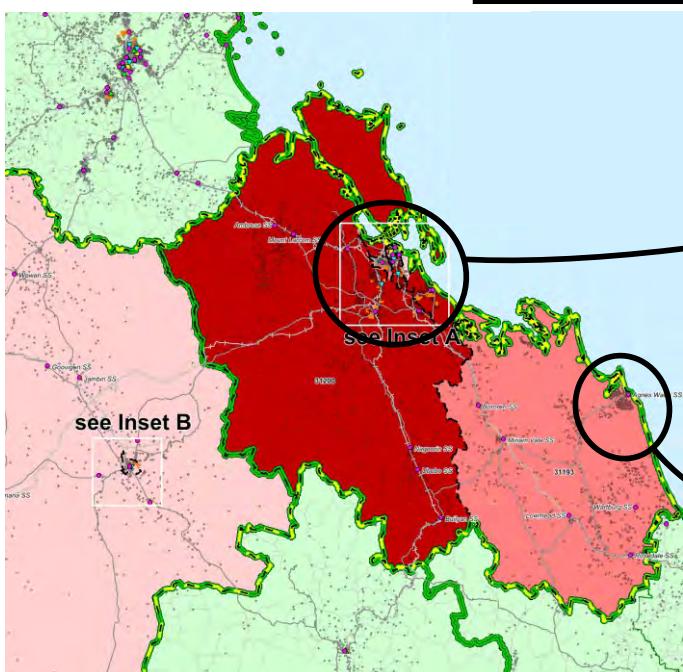
Projected growth: 135

Existing capacity will be sufficient.

2nd Decade

Projected growth: 98

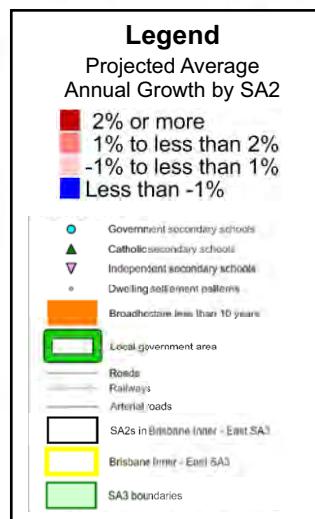
Ongoing monitoring required.



Gladstone SA3 Secondary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Clinton - New Auckland SA2

1st Decade

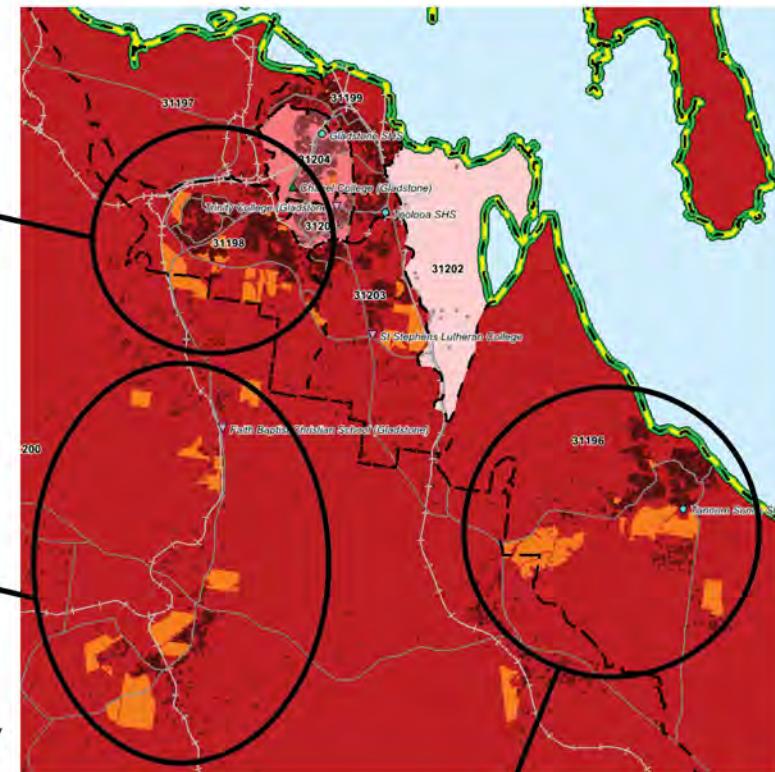
Projected growth: 520

Additional capacity of 1 new secondary school will be required late in 1st decade to accommodate projected growth.

2nd Decade

Projected growth: 578

Capacity added during the 1st decade will be sufficient to accommodate growth in the 2nd decade.



Gladstone Hinterland SA2

1st Decade

Projected growth: 470 (upside risk)

Additional capacity added in the Clinton-New Auckland SA2 will assist in accommodating growth.

2nd Decade

Projected growth: 259

Additional capacity added in 1st decade in the Clinton-New Auckland SA2 should be sufficient to accommodate growth in 2nd decade.

Boyne Island - Tannum Sands SA2

1st Decade

Projected growth: 605 (revised to 700 / 800)

Expansion of an existing school will be required in 1st decade to accommodate growth.

2nd Decade

Projected growth: 481

Expansion of an existing school or additional capacity of 1 new secondary school may be required. Ongoing monitoring required.

Agnes Waters SA2

1st Decade

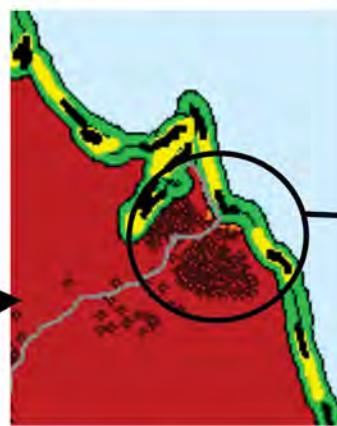
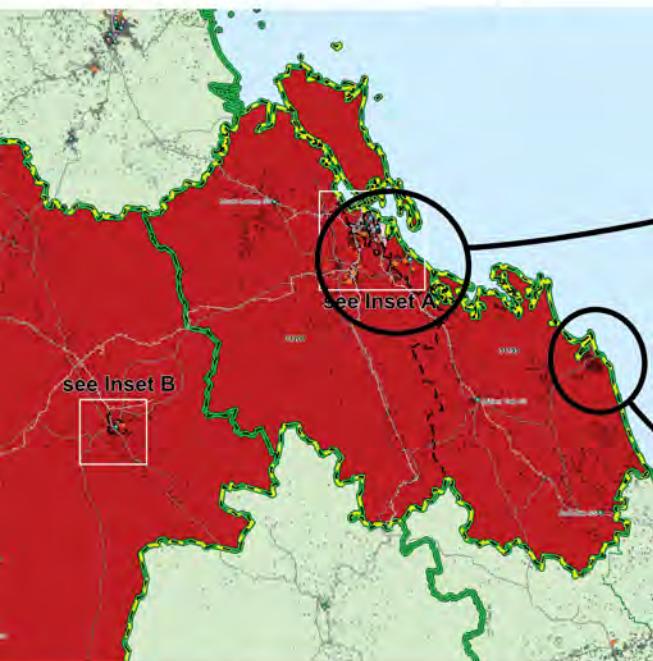
Projected growth: 182

Existing capacity will be sufficient. Additional capacity may be provided through a new independent school.

2nd Decade

Projected growth: 97

Existing and potential new capacity will be sufficient.

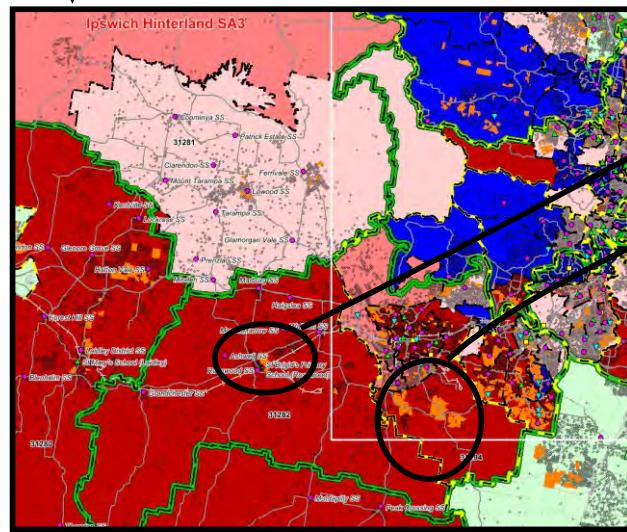
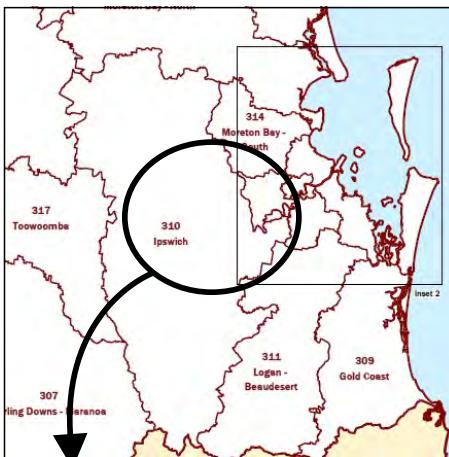
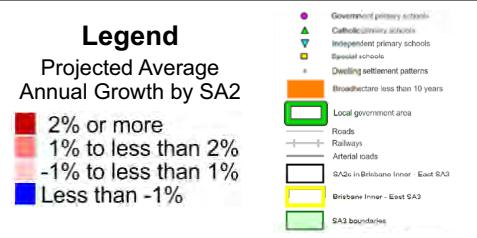


Ipswich Hinterland SA3

Primary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Rosewood SA2

1st Decade

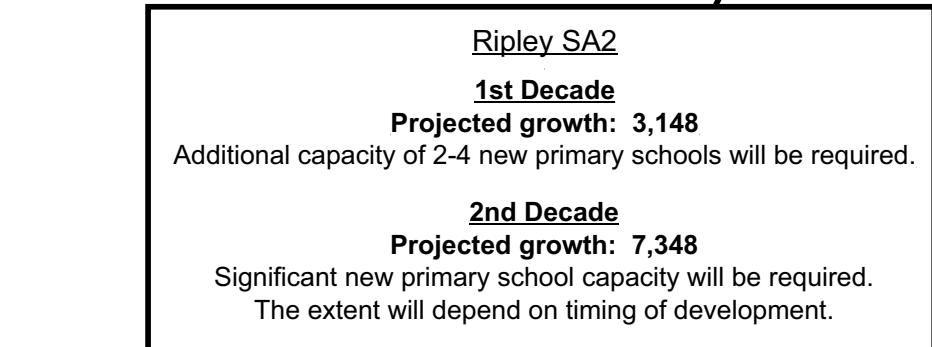
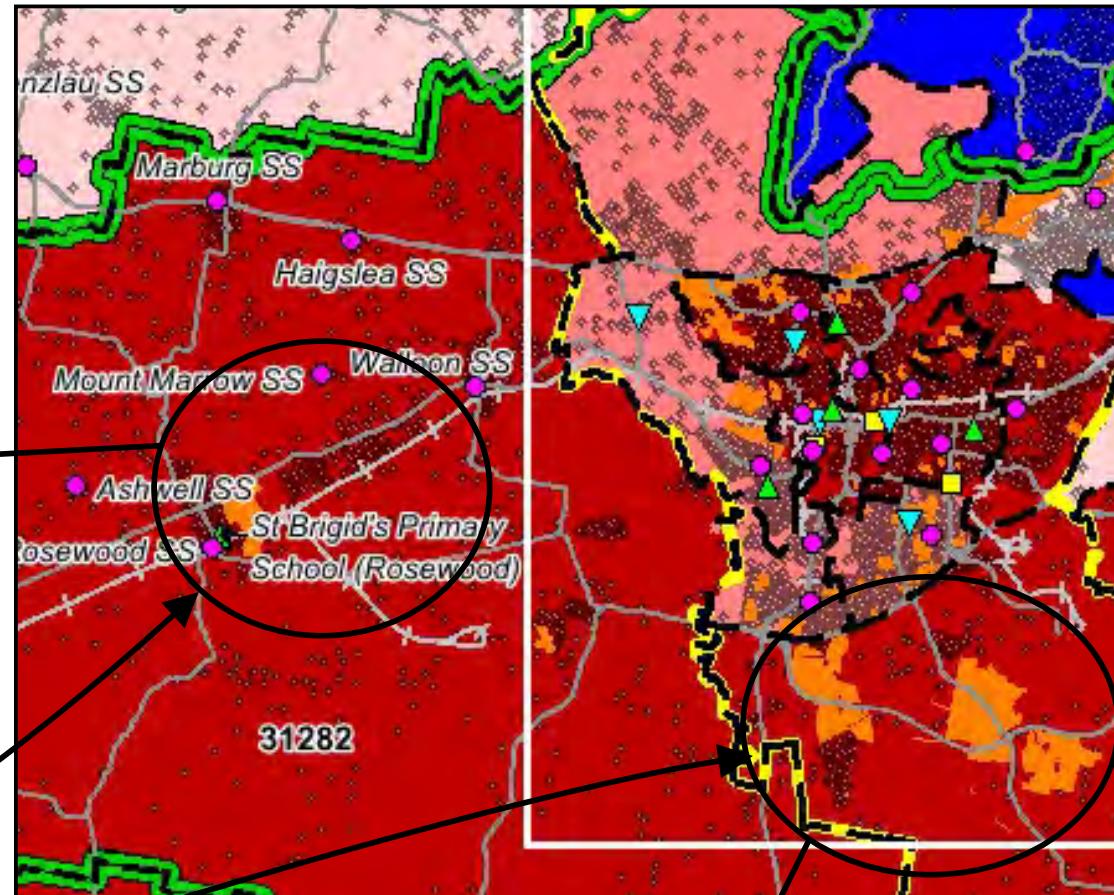
Projected growth: 1,063

Development in this area is dependent on the timing of Council infrastructure.
Ongoing monitoring is required.

2nd Decade

Projected growth: 3,695

Development in this area is dependent on the timing of Council infrastructure.
Ongoing monitoring is required.



Ipswich Hinterland SA3

Secondary

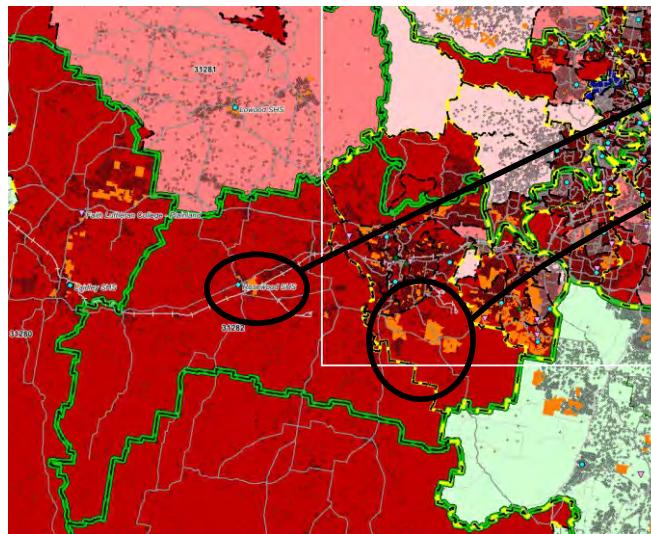
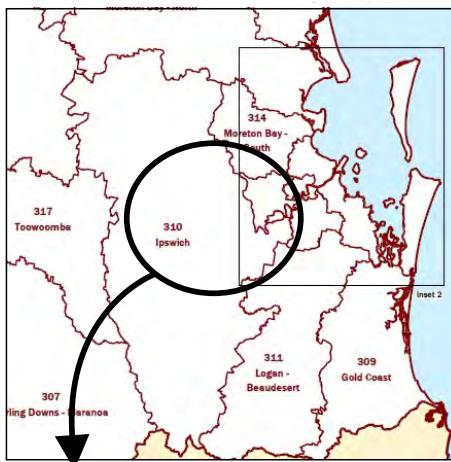
1st Decade: 2011-2021

2nd Decade: 2021-2031

Legend

Projected Average Annual Growth by SA2

- 2% or more
- 1% to less than 2%
- -1% to less than 1%
- Less than -1%



Rosewood SA2

1st Decade

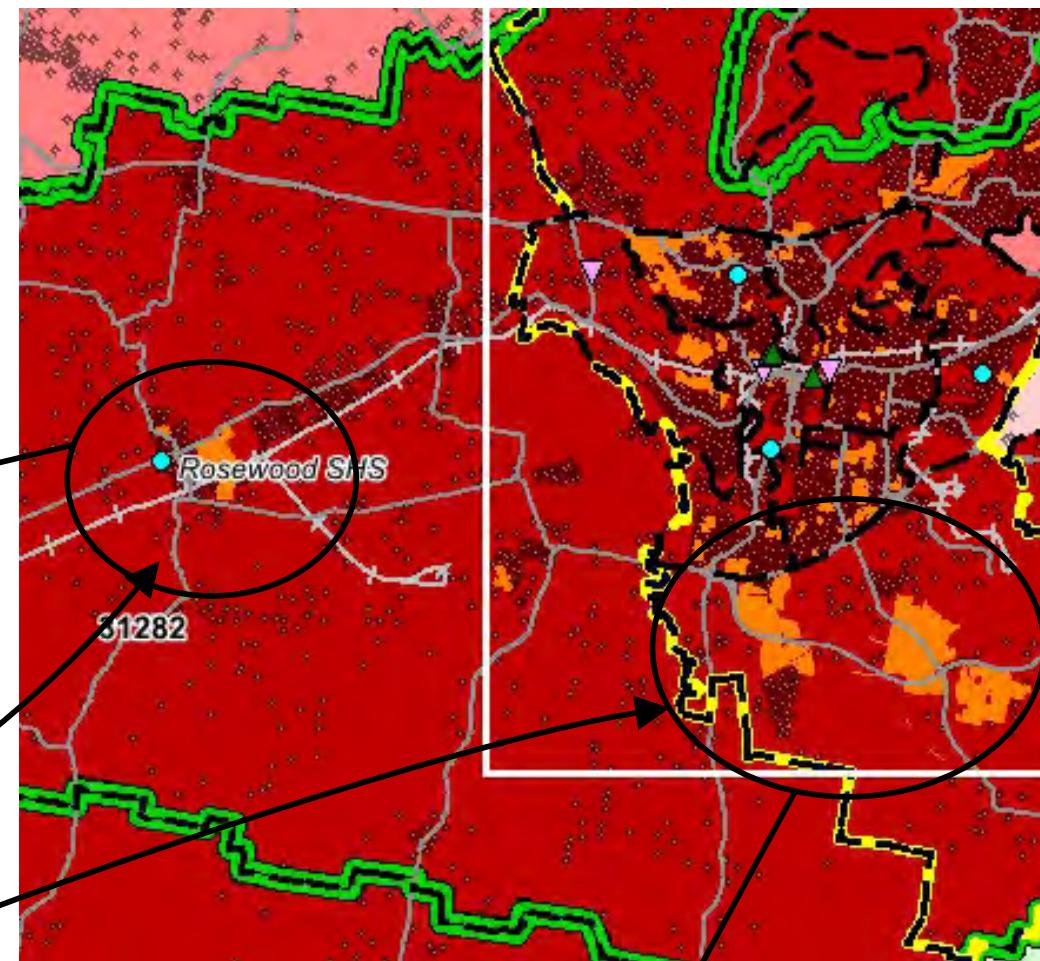
Projected growth: 1,026

Development in this area is dependent on the timing of Council infrastructure. Ongoing monitoring is required.

2nd Decade

Projected growth: 3,084

Development in this area is dependent on the timing of Council infrastructure. Ongoing monitoring is required.



Ripley SA2

1st Decade

Projected growth: 2,099

Additional capacity of 1-2 new secondary schools will be required.

2nd Decade

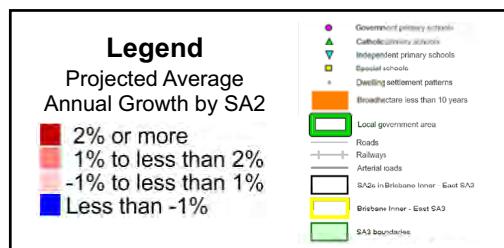
Projected growth: 6,038

Significant new secondary school capacity will be required. The extent will depend on timing of development.

Rockhampton SA3 Primary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Emu Park SA2 & Yeppoon SA2

1st Decade

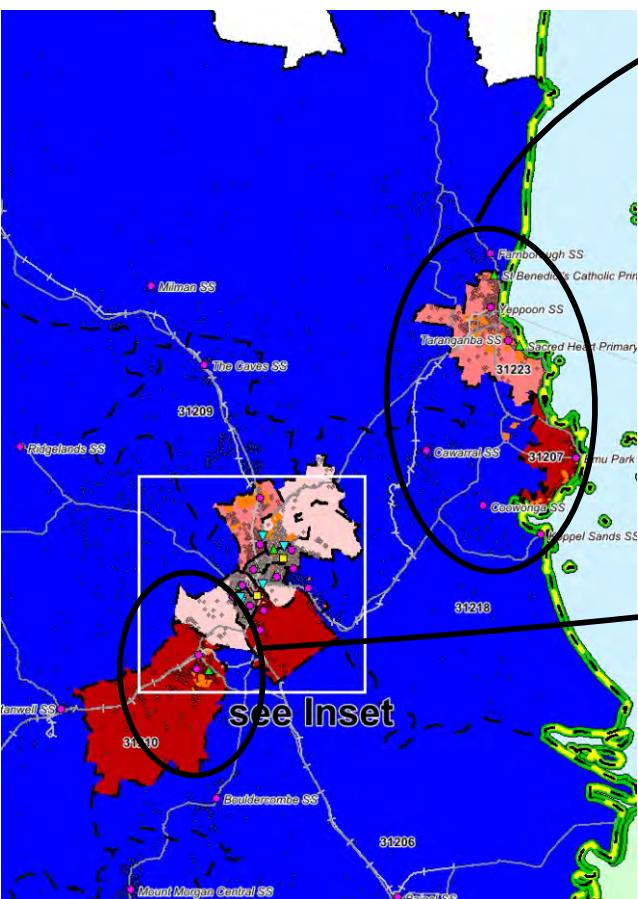
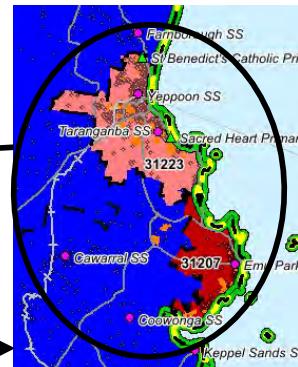
Projected growth: 196 & 243 (upside risk)

Existing capacity may be sufficient. Ongoing monitoring required.

2nd Decade

Projected growth: 449 & 557

Expansion of an existing school
or additional capacity of 1 new primary school may be required.
Ongoing monitoring required.



Parkhurst - Kawana SA2

1st Decade

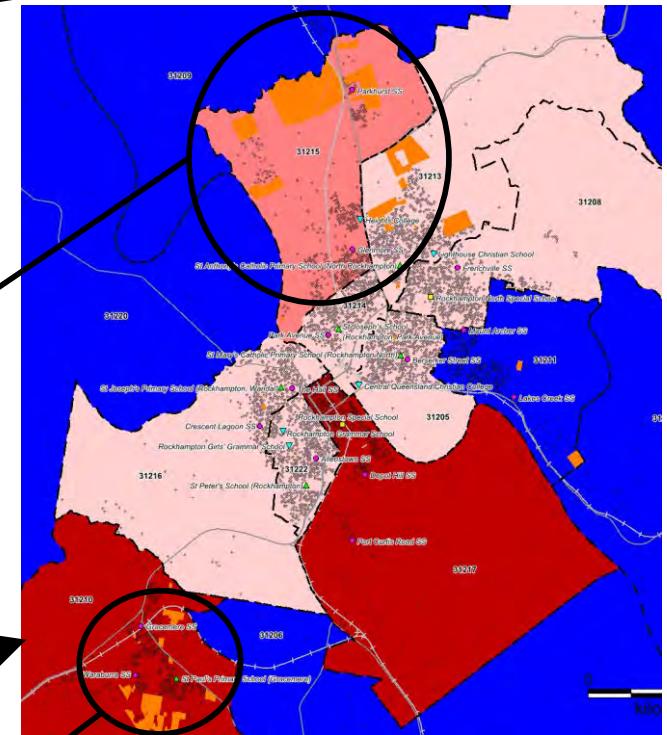
Projected growth: 95

Existing capacity will be sufficient.

2nd Decade

Projected growth: 188 (upside risk)

Along with projected growth in adjoining SA2's,
there will be a need to expand existing capacity and/or
add capacity of 1 new primary school.
Ongoing monitoring required.



Gracemere SA2

1st Decade

Projected growth: 550 (upside risk)

Additional capacity of 1 new primary school or significant
expansion of existing schools will be required. Ongoing monitoring required.

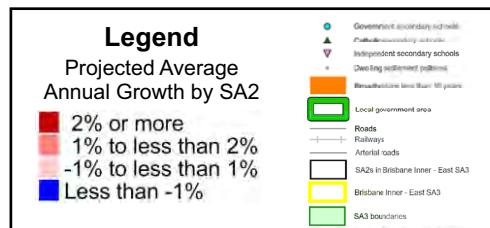
2nd Decade

Projected growth: 373 (upside risk)

Capacity added during 1st decade may be sufficient. Ongoing monitoring required.

Rockhampton SA3 Secondary

1st Decade: 2011-2021
2nd Decade: 2021-2031



Emu Park SA2 & Yeppoon SA2

1st Decade

Projected growth: 306 & 419

Expansion of an existing school will be required. Ongoing monitoring required.

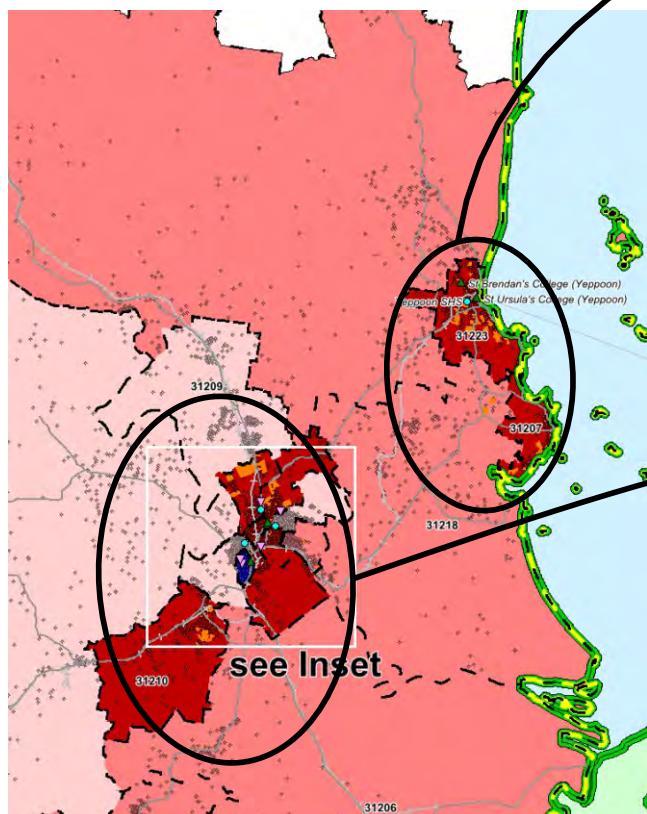
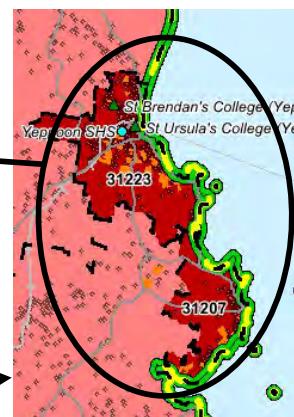
2nd Decade

Projected growth: 359 & 413

Expansion of an existing school

or additional capacity of 1 new secondary school may be required.

Ongoing monitoring required.



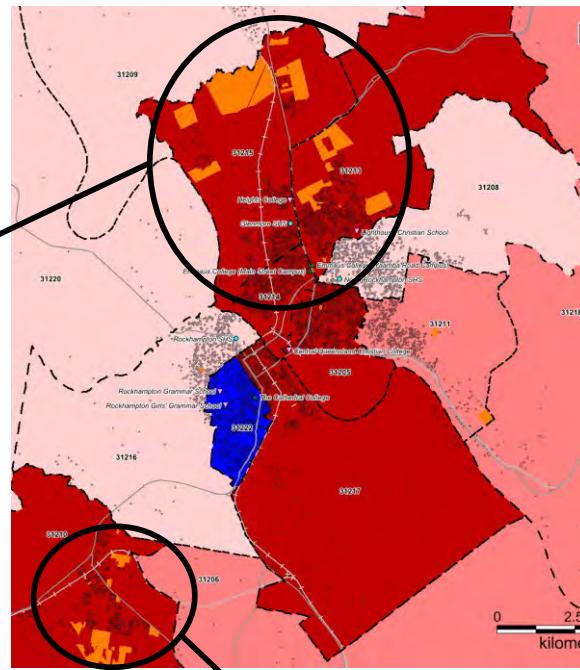
Parkhurst - Kawana SA2

1st Decade

Projected growth: 332
Expansion of an existing secondary school
may be required. Ongoing monitoring required.

2nd Decade

Projected growth: 192 (upside risk)
Capacity added during 1st decade may be sufficient.
Ongoing monitoring required.



Gracemere SA2

1st Decade

Projected growth: 506 (upside risk)

Capacity in other SA2's may be sufficient to accommodate growth in this area. Ongoing monitoring required towards end of 1st decade to ascertain whether a new secondary school may be needed.

2nd Decade

Projected growth: 386 (upside risk)

Demand for new infrastructure in the 2nd decade will depend on whether new capacity is built in the 1st decade. Ongoing monitoring required.

Springfield-Redbank SA3

Primary

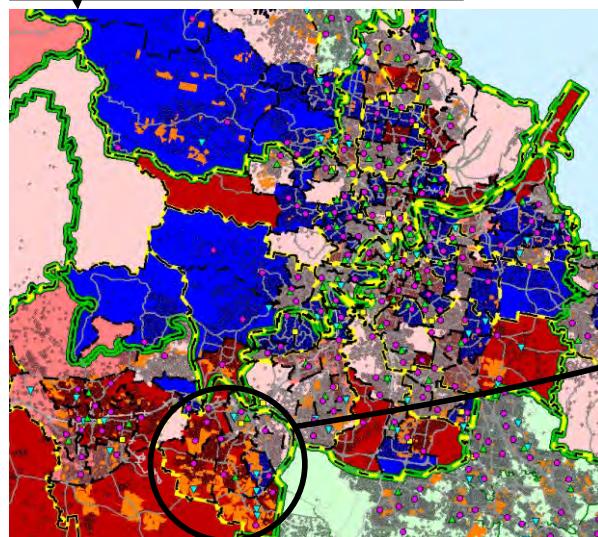
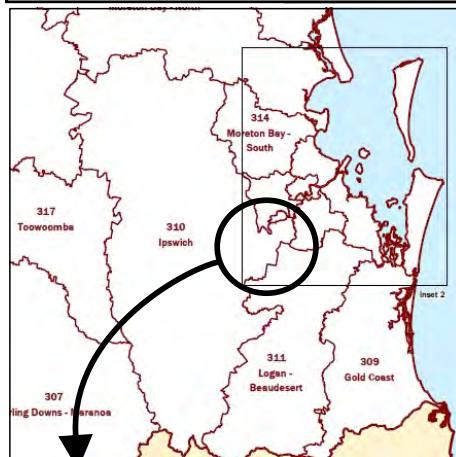
1st Decade: 2011-2021

2nd Decade: 2021-2031

Legend

Projected Average Annual Growth by SA2

2% or more
1% to less than 2%
-1% to less than 1%
Less than -1%



Redbank Plains SA2

1st Decade

Projected growth: 763

Additional capacity of 1 new primary school will be required.

2nd Decade

Projected growth: 810

Additional capacity of 1 new primary school may be required.

Bellbird Park-Brookwater SA2

1st Decade

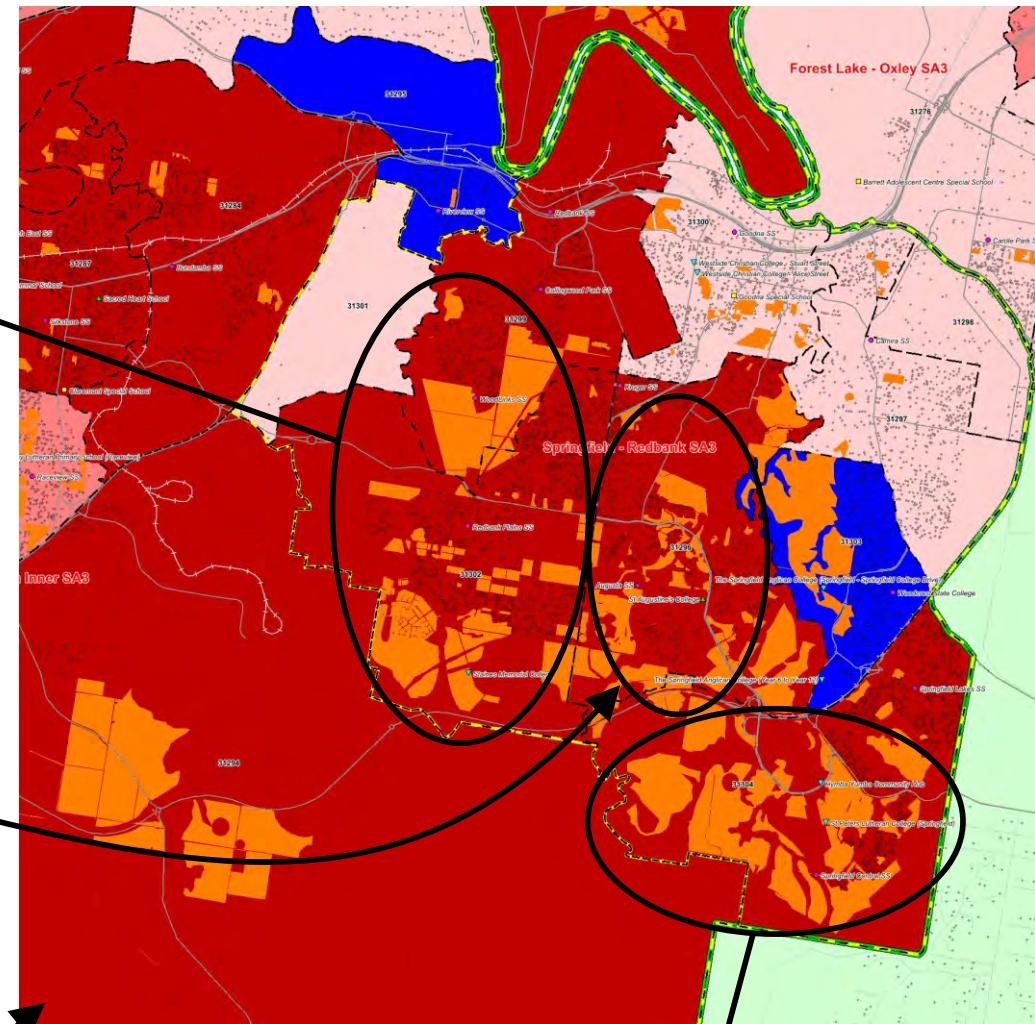
Projected growth: 1,550

Additional capacity of 1 new primary school and expansion of existing schools may be sufficient.

2nd Decade

Projected growth: 2,260

Additional capacity of 1 new primary school will be required.



Springfield Lakes SA2

1st Decade

Projected growth: 1,880

Additional capacity of 1 new primary school will be required.

2nd Decade

Projected growth: 1,390

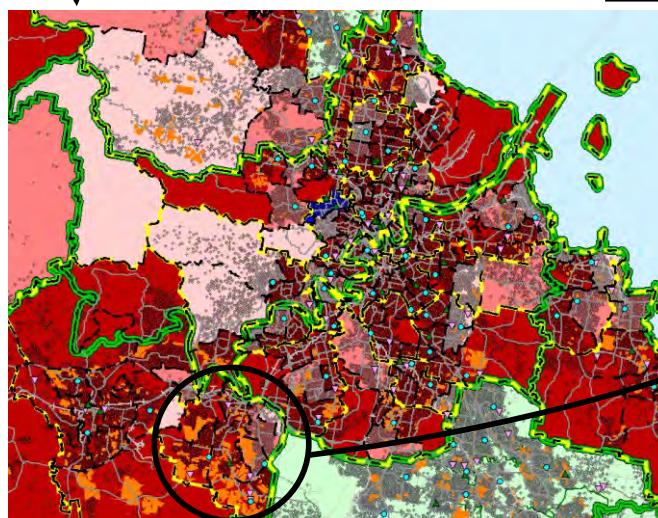
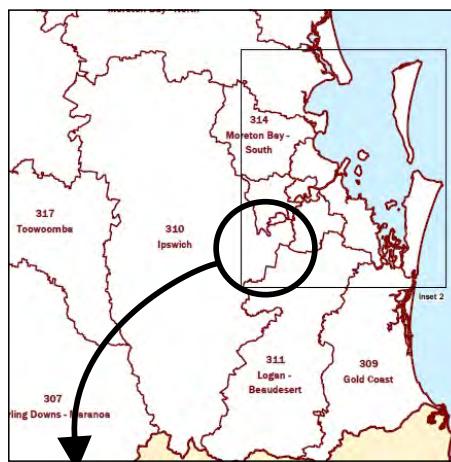
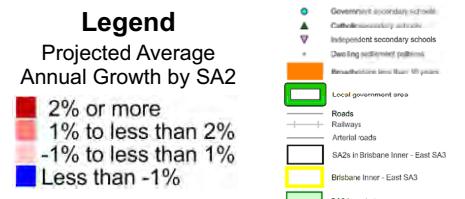
Existing capacity may not be sufficient.
New or expanded infrastructure may be required.

Springfield-Redbank SA3

Secondary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Redbank Plains SA2

1st Decade

Projected growth: 829

Existing capacity may not be sufficient.
New or expanded infrastructure may
be required.

2nd Decade

Projected growth: 611

Existing capacity may not be sufficient.
New or expanded infrastructure may
be required.

Bellbird Park-Brookwater SA2

1st Decade

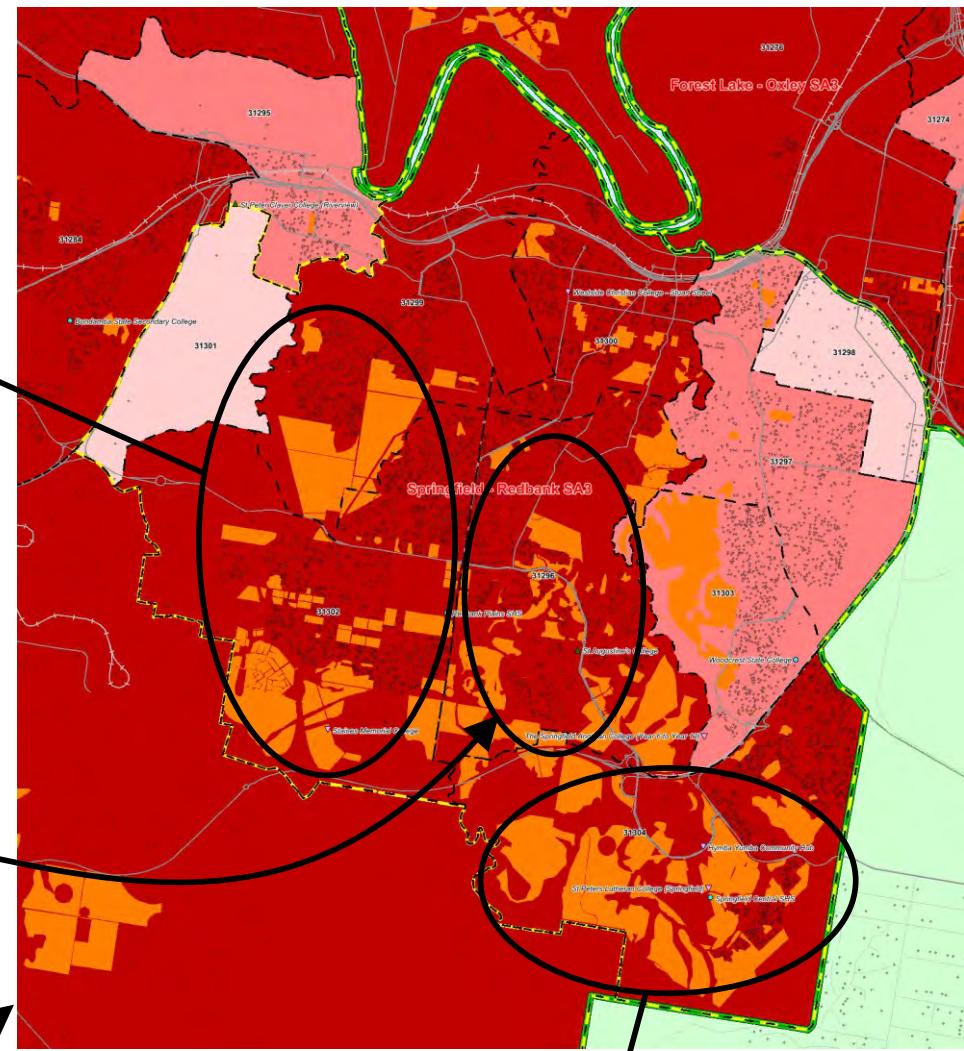
Projected growth: 1,291

Additional capacity of 1 new secondary
school will be required.

2nd Decade

Projected growth: 1,593

Additional capacity added in the 1st
decade may be sufficient.



Springfield Lakes SA2

1st Decade

Projected growth: 1,688

Existing capacity may not be sufficient.
New or expanded infrastructure may be required.

2nd Decade

Projected growth: 982

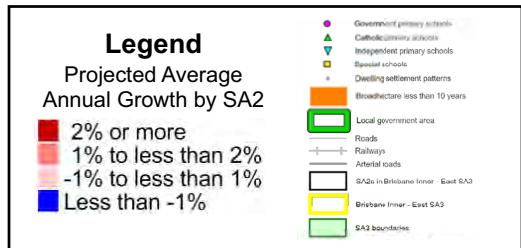
Existing capacity may not be sufficient.
New or expanded infrastructure may be required.

Sunshine Coast Hinterland SA3 & Buderim SA3

Primary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Buderim North SA2

1st Decade

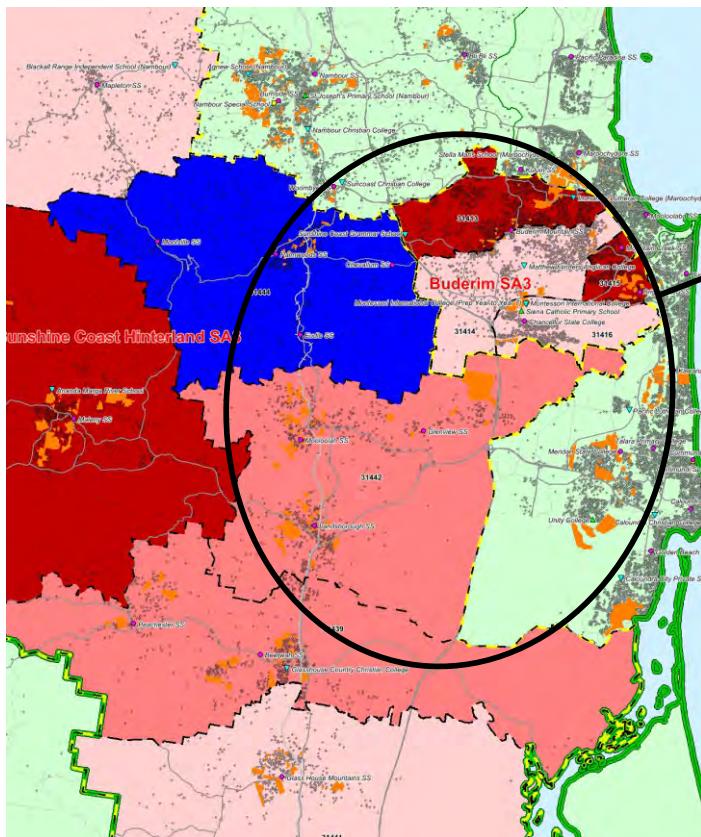
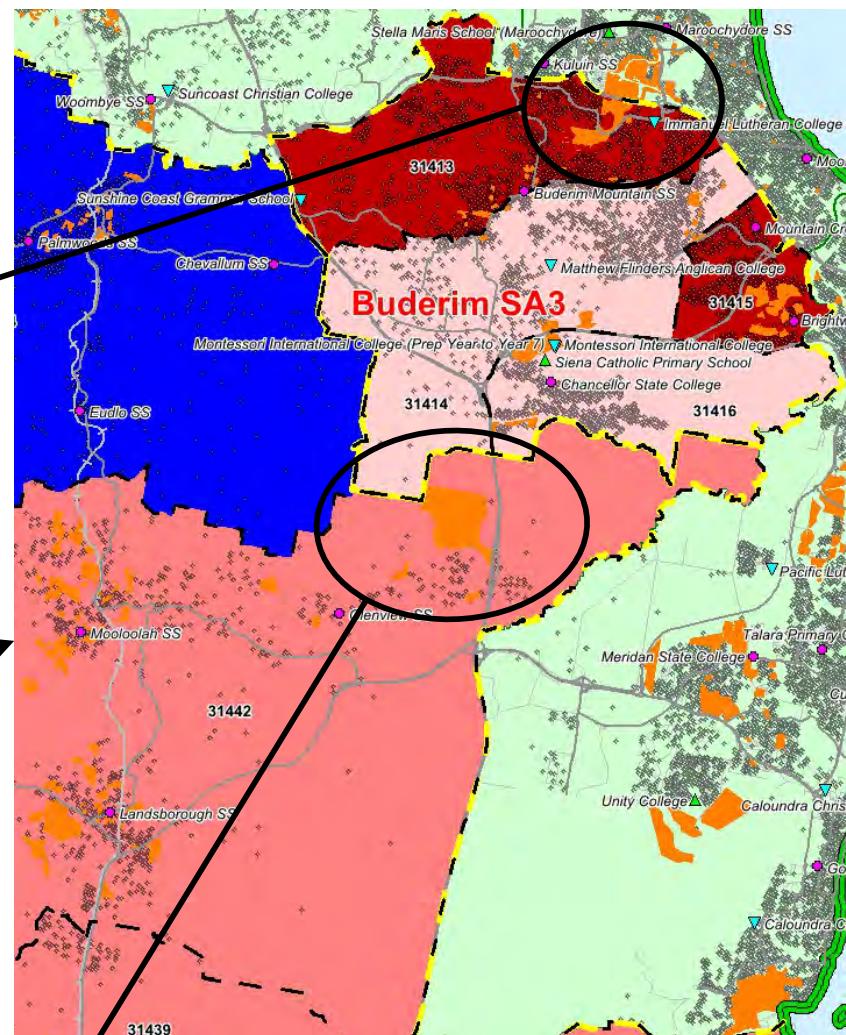
Projected growth: 604

Additional non-state school capacity may be required.

2nd Decade

Projected contraction: 61

Capacity added during 1st decade will be sufficient.



Landsborough SA2

1st Decade

Projected growth: 184

Ongoing monitoring of the development in this area is required.

2nd Decade

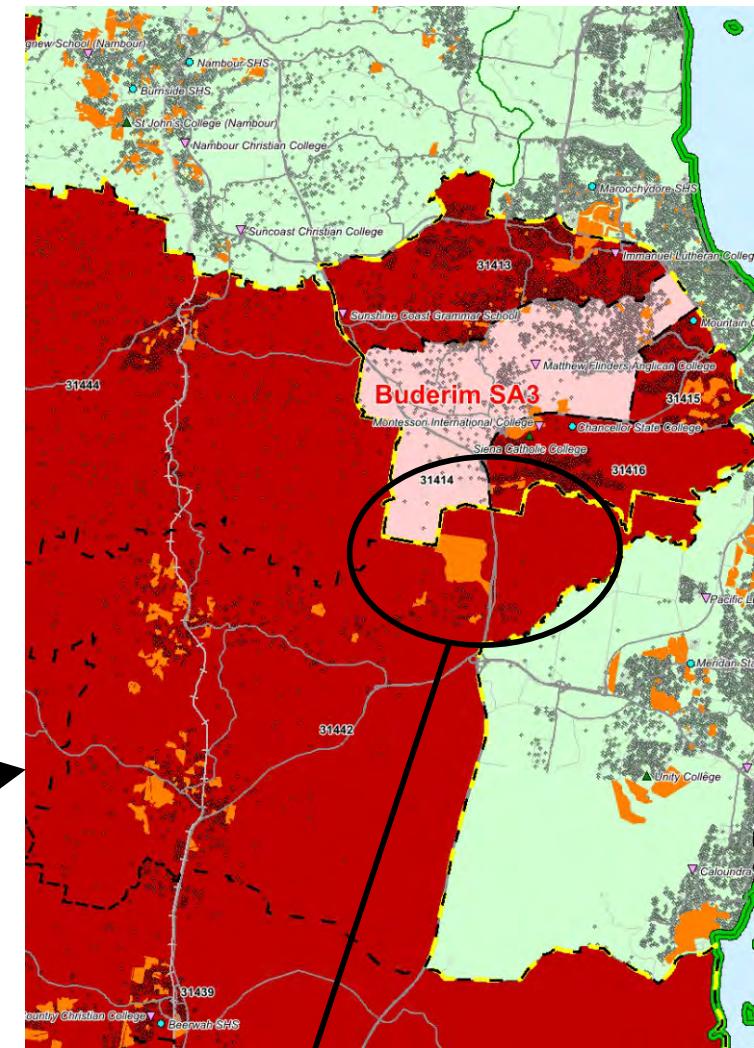
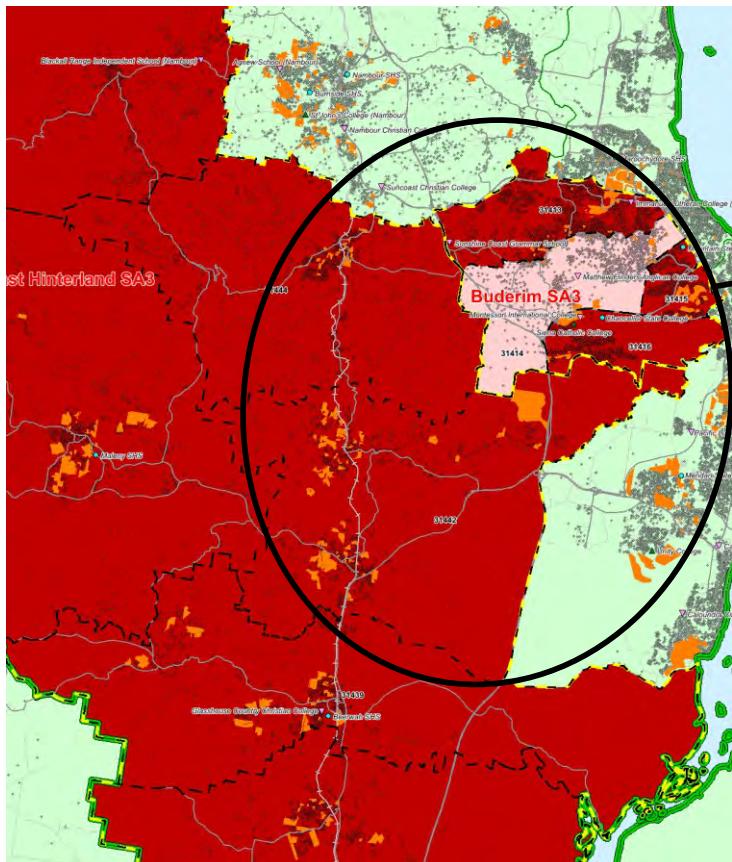
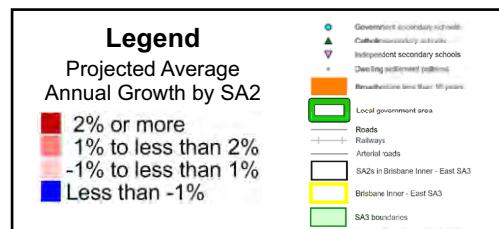
Projected growth: 769

Additional capacity of 2 new primary schools will be required to service the Palmview development.

Sunshine Coast Hinterland SA3 Secondary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Landsborough SA2

1st Decade

Projected growth: 426

Demand will be met by existing infrastructure in adjoining SA2s.

2nd Decade

Projected growth: 433

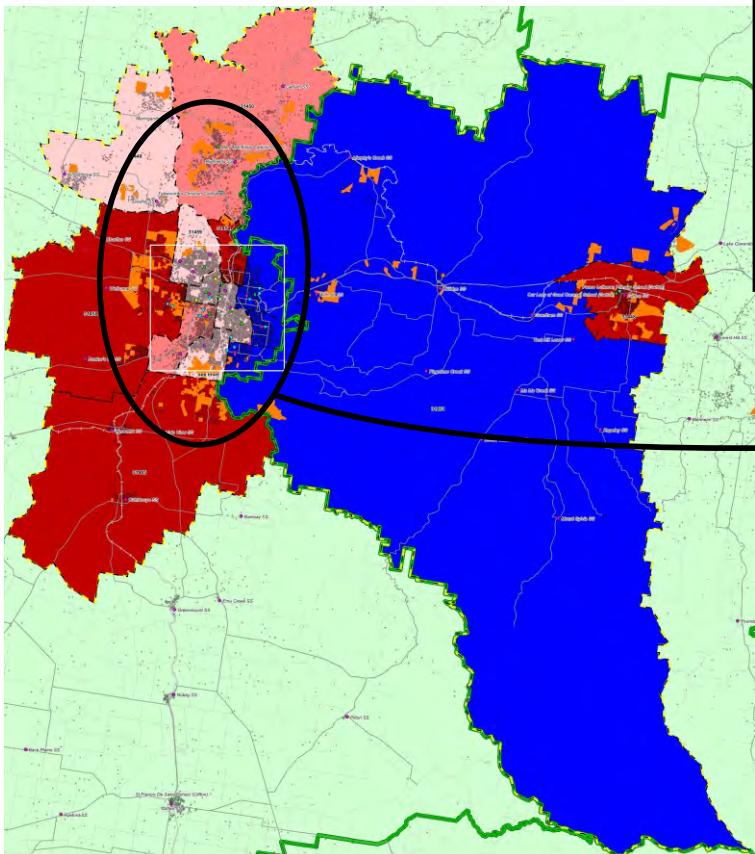
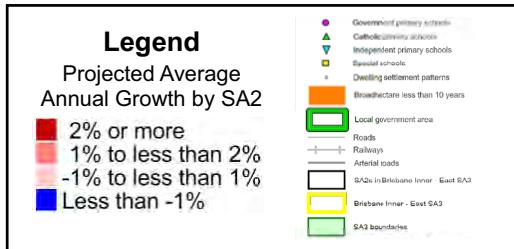
Additional capacity of 1 new secondary school will be required.

Toowoomba SA3

Primary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Highfields SA2

1st Decade

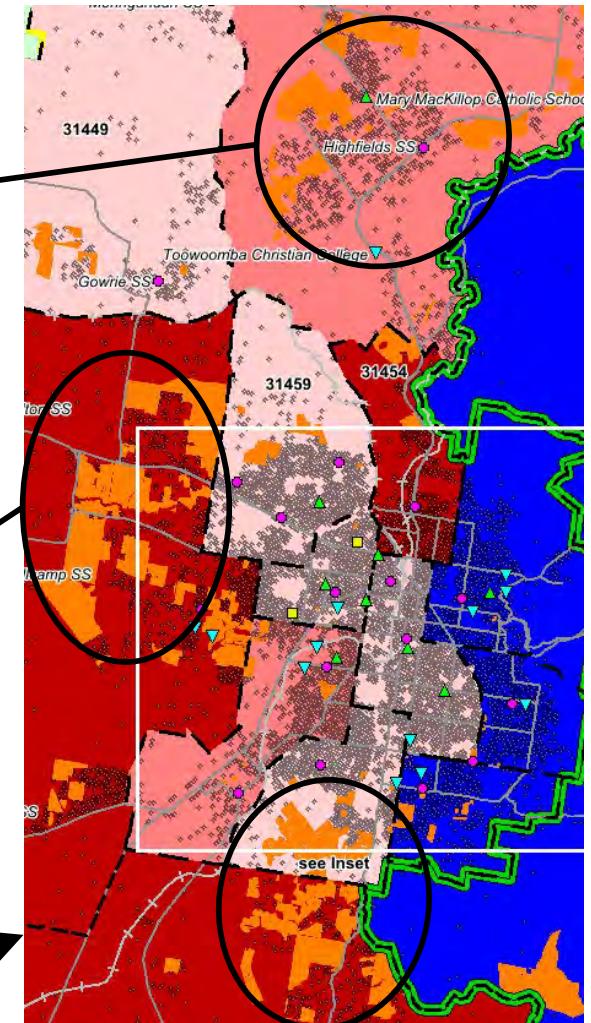
Projected growth: 216

Existing capacity may be sufficient.
Ongoing monitoring required.

2nd Decade

Projected growth: 828

Existing capacity will not be sufficient.
New or expanded infrastructure will be required.



Toowoomba West SA2

1st Decade

Projected growth: 399

Additional capacity of 1 new primary school will be required towards the end of the 1st decade to cater for growth.
Ongoing monitoring required.

2nd Decade

Projected growth: 697

Additional capacity added during the 1st decade may not be sufficient. Ongoing monitoring required.

Cambooya-Wyreema SA2, Darling Heights SA2, & Drayton-Harristown SA2

1st Decade

Projected growth: 458

Additional capacity of 1 new primary school will be required towards the end of the 1st decade to cater for growth in northern Cambooya-Wyreema SA2 / southern Darling Heights SA2. Ongoing monitoring required.

2nd Decade

Projected growth: 1,168

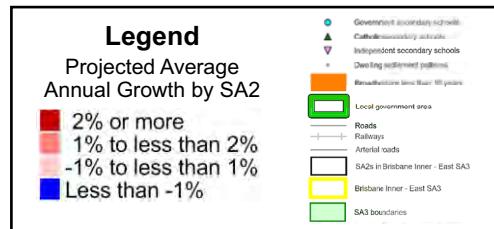
Additional capacity of 1-2 new primary schools will be required.

Toowoomba SA3

Secondary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Highfields SA2

1st Decade

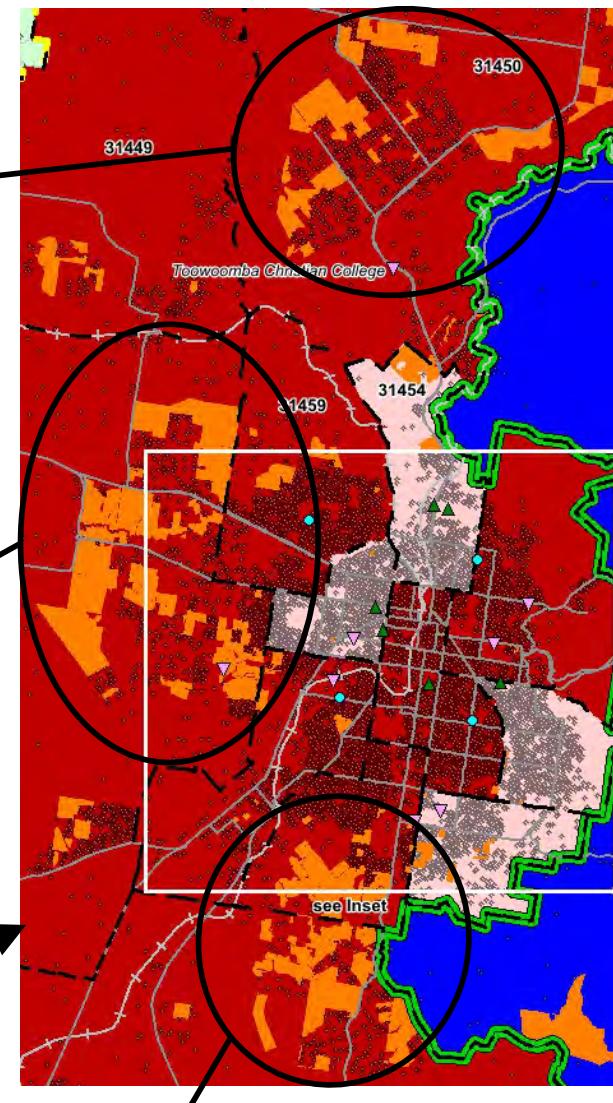
Projected growth: 398

Existing and planned capacity will be sufficient.

2nd Decade

Projected growth: 697

Existing and planned capacity will be sufficient.



Toowoomba West SA2

1st Decade

Projected growth: 608

Existing capacity may be sufficient with new and expanded infrastructure in neighbouring areas.
Ongoing monitoring required.

2nd Decade

Projected growth: 668

New or expanded infrastructure may be required.

Cambooya-Wyreema SA2, Darling Heights SA2, & Drayton-Harristown SA2

1st Decade

Projected growth: 822

Additional capacity of 1 new secondary school will be required towards the end of the 1st decade to cater for growth in northern Cambooya-Wyreema SA2 / southern Darling Heights SA2. Ongoing monitoring required.

2nd Decade

Projected growth: 1,003

Additional capacity added during the 1st decade may not be sufficient.

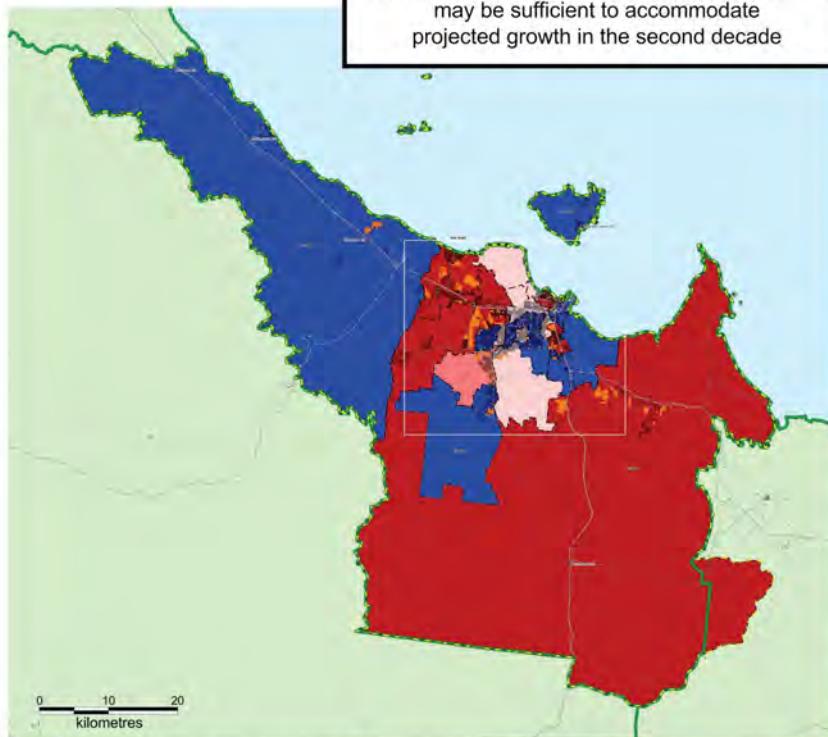
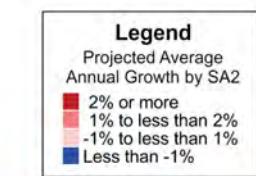
Townsville SA3 – Primary

Townsville SA3

Primary

1st Decade: 2011-2021

2nd Decade: 2021-2031



Bohle Plains, Deeragun & Mt Louisa SA2s

1st Decade

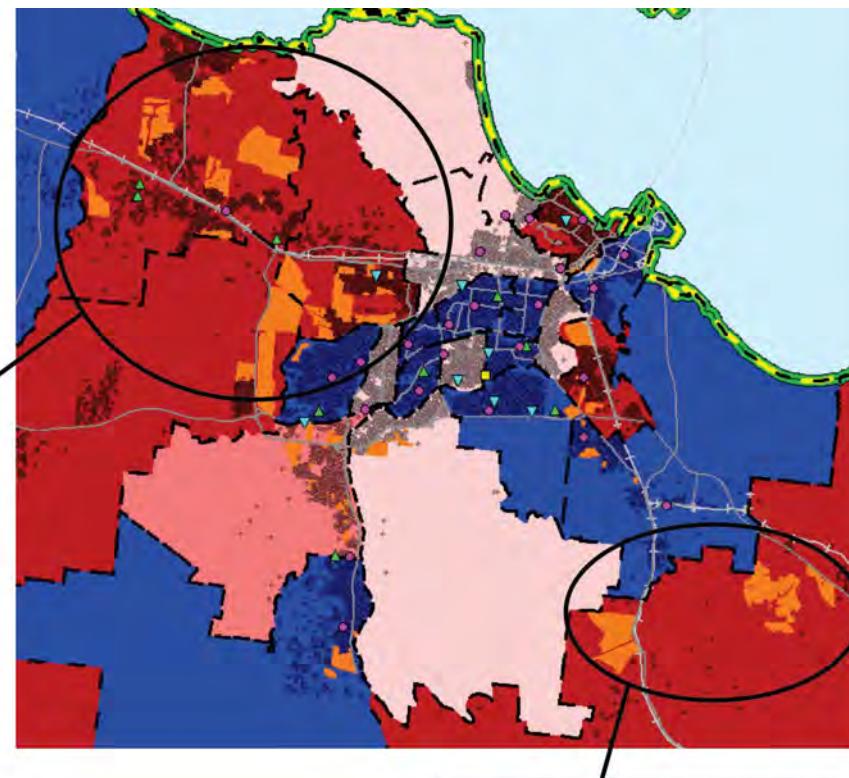
Projected growth: 2,840

Four additional primary schools may be required

2nd Decade

Projected growth: 1,111

The two large schools built during the first decade may be sufficient to accommodate projected growth in the second decade



Townsville South SA2

1st Decade

Projected growth: 862

One additional primary school may be required

2nd Decade

Projected growth: 2,237

One to two additional primary schools may be required



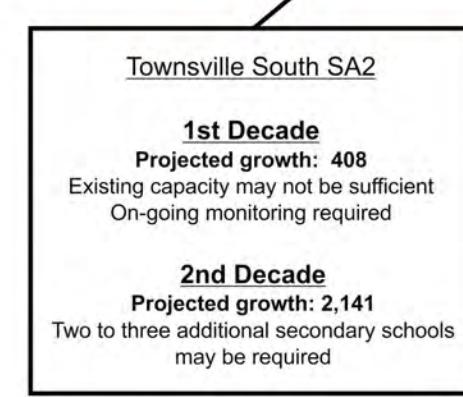
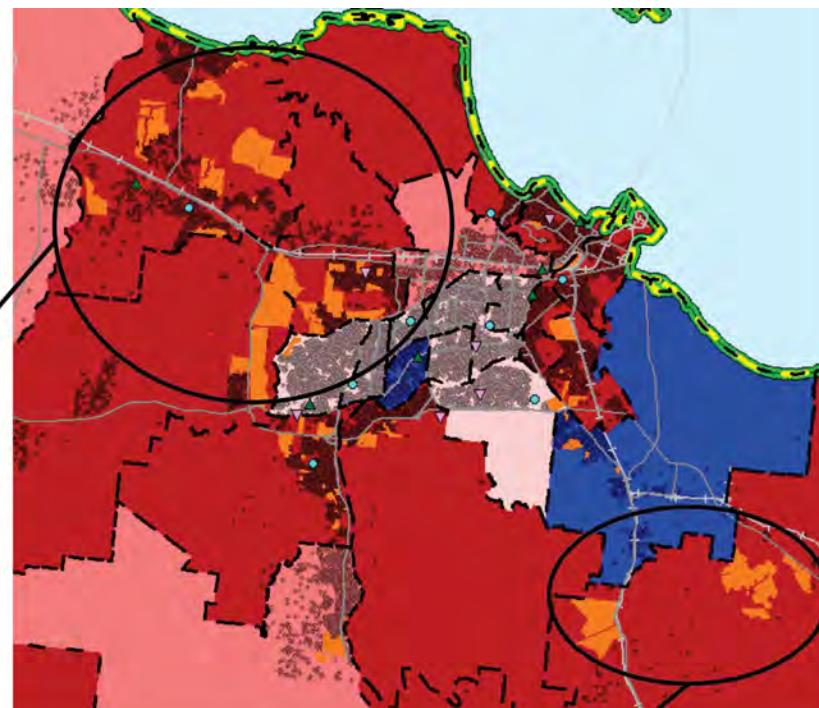
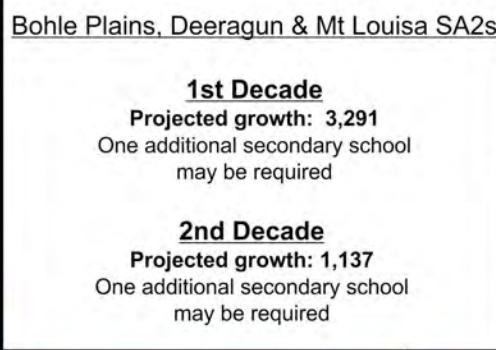
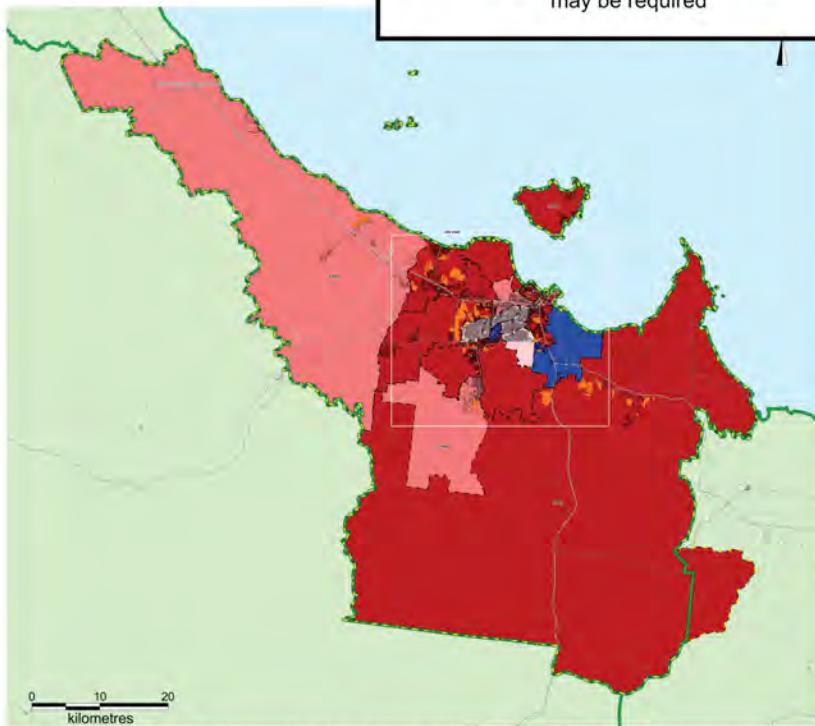
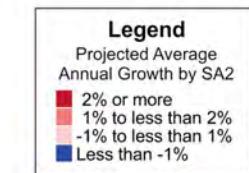
If not specified here, it is assumed that all other projected growth in this SA3 region will be accommodated in existing, local schools, either with or without expansion of existing capacity. For further details refer to the associated report

Townsville SA3 – Secondary

Townsville SA3 Secondary

1st Decade: 2011-2021

2nd Decade: 2021-2031



If not specified here, it is assumed that all other projected growth in this SA3 region will be accommodated in existing, local schools, either with or without expansion of existing capacity. For further details refer to the associated report.