



CATHOLIC EDUCATION
COMMISSION OF WESTERN AUSTRALIA

Policy:	Capital Development and Planning
Sub-Committee:	Catholic Education Community Sub-Committee
Originally Released:	1982
Date for Review:	2018

1. Rationale

The Catholic Education Commission of Western Australia (CECWA) strives to make Catholic education available to all Catholic children insofar as this is possible, at the same time embodying the Church's special preference for the poor and disadvantaged.

CECWA also, after appropriate consultation with local authorities and parishes, recommends to the diocesan Bishop on:

- developing and mandating new Catholic school communities
- closing existing schools, and
- rationalising school resources and services.

Appropriate Systemic planning for access and growth is, therefore, essential.

All planning and development in Catholic schools is undertaken within the relevant requirements of government and regulatory authorities. The School Board is responsible for planning at the local level and thus for ensuring that CECWA and Government requirements are met. While schools need to provide students with all that is necessary for a good education, including complex and expensive equipment, they need at the same time to avoid (the appearance of) affluence and ostentation (Mandate, 39).

CECWA is committed to supporting the aspirations of local communities in the building of quality schools. Ultimately this requires improved educational outcomes for students to be at the core of planning and capital development decision making. Guiding School Boards in terms of local level development and facility design is, therefore, an essential part of maintaining a System of quality schools.

2. Definitions

Nil.

3. Scope

This policy applies to all Catholic schools and early learning and care centres in Western Australia.

4. Principles

4.1 Systemic Planning for Access and Growth

- 4.1.1 All Catholic students, insofar as resources permit, should be able to access a Catholic education.
- 4.1.2 In determining the need for additional places, either in new or existing schools, appropriate demographic research will underpin decision making.

4.1.3 It is recognised that the identification and purchase of appropriate school sites to meet demand for Catholic school places into the future is a joint Diocesan/CEWA responsibility.

4.2 Guiding Local Level Development and Facility Design

4.2.1 All planning and development in Catholic schools is carried out being mindful of the principle of subsidiarity which states that nothing should be done by a higher authority, agency or level that could be done as well, or better, by a lower one.

4.2.2 Given that there are insufficient resources to undertake all required capital development, CECWA approved priorities and criteria will apply to all schools wishing to access funding assistance.

4.2.3 Stewardship of resources is integral to planning and development. This requires buildings that demonstrate environmental responsibility and sustainability and in doing so give witness to genuine Christian stewardship.

4.2.4 The principle of co-responsibility will apply in the allocation of limited financial resources for capital development. Schools have a right to seek Australian Government Capital Grants, Low Interest Loans and/or Co-Responsibility Building Fund assistance only when insufficient local funds are available and need has been demonstrated through prioritisation.

4.2.5 Newly established schools will commence cash contributions to a building project when they are no longer receiving co-responsibility recurrent funding.

4.2.6 Educational need and improved learning outcomes for students are the main drivers of capital development.

4.2.7 Facility design supports contemporary teaching and learning pedagogy.

4.2.8 Facility design and construction shall take a long term perspective towards the delivery of quality facilities.

4.2.9 The built environment should be identifiably Catholic with symbolism and opportunities for faith practice incorporated into school master plans.

4.2.10 The basic fundamentals of healthy school design should be evident in the built environment, maximising the physical comfort and well-being of students and staff.

5. Procedures

5.1 All schools shall develop a CECWA approved Capital Development Plan (CDP) that spans a five year period to ensure that facilities are developed in a planned manner and are in keeping with the established CECWA Principles.

All school Board members shall be provided with this policy and accompanying documentation during induction and prior to a Capital Development Plan being established, amended or executed.

The most recent CDP together with CECWA approvals, Master Plans, Working Drawings and Specifications shall be kept on record.

All schools shall develop a maintenance plan to ensure that facilities are appropriately maintained. This document shall be kept on record.

To assist Principals and School Boards, CECWA has endorsed a number of documents dealing with planning in Catholic schools. Schools are required to follow the processes and procedures outlined in the following documents which may be amended from time to time.

5.2 Systemic Planning for Access and Growth

5.2.1 CECWA Change of Operations in Catholic Schools policy

This Policy statement relates to changes in operation such as enrolment structure and policy, amalgamation and governance of a school.

5.2.2 Policy and Process for the Acquisition, Funding and Use of New Parish/School Sites

This paper outlines a procedure for the identification, acquisition and use of school sites, sets out a policy for establishing responsibility for payment of existing and future parish and school sites and a procedure for ensuring that the payments for sites are equitably distributed across new parish/school communities.

5.3 Guiding Local Level Development and Facility Design

5.3.1 Building Quality Schools – A Framework for Capital Planning and Development in Western Australian Catholic Schools

This document covers all aspects of capital planning and development applicable to schools. In particular it outlines:

- the planning CONTEXT
- the CECWA planning PRINCIPLES and Area Standards
- the steps to be followed in the planning PROCESS including formulating a Capital Development Plan spanning a period of five years and the priorities and criteria for assessing capital development projects
- FUNDING arrangements
- links to a number of additional planning RESOURCES
- Capital Funding Assistance Applications – Administrative Procedures
- Capital Funding Assistance Applications – Guidelines for Considering Applications

5.4 Building Project Processes and Procedures

This booklet, customised for individual schools, sets out the process to be followed once a project and funding arrangements have been approved.

6. References

Bishops of Western Australia 2009, *Mandate of the Catholic Education Commission of Western Australia: 2009-2015*

The Catholic School, Sacred Congregation for Catholic Education, 1977

CEOWA Building Quality Schools Framework, Section 2.1

7. Related Documents

WA Catholic Block Grant Authority Manual
Schools Assistance Act 2008 (Cth)

8. Review History

Year of Review:	Reviewed by:	Amendments/Review
1982	SRC	Originally Released
1991	SRC	Reviewed
2000	SRC	Reviewed
2003	SRC	Reviewed
2008	SRC	Reviewed
2010	CEOWA	Reformatted
2013	SRC	Reviewed
2017	CEWA Policy Group	Reformatted

9. Next Review

Year:	Sub-Committee Responsible
2018	Catholic Education Community Sub-Committee