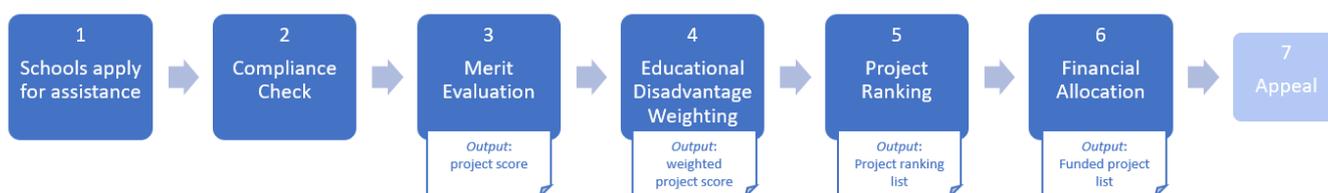


# Capital Assistance Project Scoring Methodology



## Conceptual overview

The process for allocating funds comprises seven stages:



## Stage 1 – applying for assistance

Schools make application for capital assistance funding via the online application system: *Capital Programs Online*.

## Stage 2 – compliance check

QCEC Secretariat staff visit each applicant school to review the school's application for accuracy and compliance with the QCEC Capital Assistance Guidelines.

Capital applications may be amended after the school visit but not after 1 June each year when all applications will be finalised in preparation for the scoring meeting.

## Stage 3 – evaluating merit

### ***By what means is a project evaluated?***

Projects are presented to the Capital Assistance Assessment Committee for scoring during a meeting in June each year.

Assessment Committee members, working independently, consider each project against three criteria. The three criteria are as follows:

1. Changes in demographics, enrolments and student characteristics

2. Educational planning
3. Infrastructure planning

Each criterion is instantiated by 'facets'. The facets are the '*point-at-able*' features of the criterion, expressed as '*the things I should see when I am evaluating this criterion*'.

There is no criterion that refers to educational disadvantage because educational disadvantage stands alone for special consideration in Stage 4.

***How is a project scored by each member?***

Each facet receives a score of 1, 2 or 3 depending on the level from 'not much' (1) to 'a lot' (3).

The project score is the sum of all the facet scores. There is no weighting of different criteria – each is equally important. Likewise, there is no weighting of facets within a criterion.

In this model, where there are three, two and three facets per criterion respectively, the project scores range from 8 to 24. The scores are only meaningful in that a higher score reflects more merit than a lower score. Hence there is no need to adjust the raw score.

***Output of Stage 3***

For each project, for each Assessment Committee member, a project score is generated.

Criterion for evaluation	Assessable Facet		Facet Score
You evaluate the merit of a project in three areas	You look for these aspects of the project	Comments and illustrations	You assign a score of 1–3 to each facet

<b>C1:</b> Changes in demographics, enrolments and student characteristics	<b>C1F1:</b> The project addresses a shortfall in facilities to meet the needs of the current student population	The Committee should consider the school’s current facilities compared to the school’s eligibility for facilities as detailed in the Capital Guidelines.	
	<b>C1F2:</b> The project addresses projected changes in the size and/or composition of student population over the next five years and beyond	This facet is about schools to be constructed or about schools being extended, renovated, or improved. The Committee should consider the need for the project as demonstrated by: - New suburbs or towns or increasing population density in existing suburbs - Movement from other sectors - Retention rates - Pressure on enrolments - Provision of schooling options eg Single-sex, coeducational, P-12 - Impact of this project on other Catholic schools	
	<b>C1F3:</b> The project responds to changes in the characteristics of students	This facet is about students. The Committee should consider how this project will address student needs including: - Students with disabilities - Indigenous students - Refugees - Students with challenges impacting on learning - High potential learners	

<b>C2:</b> Educational planning	<b>C2F1:</b> The project reflects current Commonwealth and State objectives, priorities and innovations	The Committee should consider how this project addresses current government priorities: - Boosting literacy, numeracy and Science, Technology, Engineering and Mathematics engagement and performance - National curriculum (compulsory years) - Digital technologies curriculum - Languages other than English from Prep - Expansion of vocational education - Supporting student health and wellbeing	
	<b>C2F2:</b> The project aligns with and supports the school’s, and where appropriate the school system’s curriculum offerings, teaching and assessments	The Committee should consider how this project addresses the school’s educational planning, e.g. - Laboratories - Laptops/ personal computing devices - Hubs for transdisciplinary learning	

<b>C3:</b> Infrastructure planning	<b>C3F1:</b> The project balances the need for new construction, renovation, addition, and/or major improvement, and the adequacy of existing facilities	The Committee should consider how this project addresses these aspects of infrastructure planning.	
	<b>C3F2:</b> The project produces a build/design solution that is fit for purpose	The Committee should consider: That renovations/alterations complement existing school structures in size, design and use of facilities; That new construction or demolition of existing buildings is appropriate. That all build/design solutions: - Fit the school’s overall strategic plan and master site and facilities plan - Flexible in use and support of new technologies - Aesthetically pleasing environment – enhances student learning and wellbeing - Enhances student and staff amenity (e.g. temperature, ventilation, light)	
	<b>C3F3:</b> The project provides value for money	The Committee should consider how this project provides a value for money solution.	

**TOTAL SCORE**

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## Stage 4 – weighting for disadvantage

'Educational disadvantage' is a term whose definition is elusive. QCEC will use the ICSEA, calculated as part of the NAPLAN process, on the basis that, while not ideal, it is a recognised and widely used measure of educational disadvantage. ICSEA expressly quantifies the '*many non-policy, malleable characteristics of a school and its student cohort*'.<sup>1</sup>

The score from Stage 3 be weighted by a factor derived from the school's ICSEA value. The weighting factor reflects where in the overall ICSEA distribution the school lies. By design, the ICSEA values have a mean of 1000 and a standard deviation of 100. 68% of all schools lie within one standard deviation of the mean. The lower the ICSEA value, the greater the educational disadvantage.

In this calculation there will be three bands:

1. Schools more than one standard deviation below the mean
2. Schools with within one standard deviation of the mean
3. Schools more than one standard deviation above the mean

The weighting factor for band 1 is 1.1, for band 2 is 1, and for band 3 is 0.9.

New schools, that do not yet have an ICSEA score, will be allocated to one of the three bands based on the band classifications of surrounding schools.

There are two parameters in this weighting model: the threshold for the bands, and the weighting factor.

### **Output of Stage 4**

For each project, for each Assessment Committee member, there is a weighted project score.

## Stage 5 – ranking of projects

Given that there are generally more requests for funding than there are funds available, QCEC has to prioritise projects. This is done by ranking projects on the basis of a combination of Assessment Committee members' scores.

### **How are the Assessment Committee members' scores combined?**

In the evaluation process, each Assessment Committee member will approach the task from a common base of understanding and training. The training will include some sense of calibration.

There will always be a project for which an assessment of a facet falls near the boundary so that one member might score the facet a '2' and another a '3'. This variation is to be expected with judgments.

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<sup>1</sup> ACARA (February 2015) '*ICSEA 2015: Technical Report*' p 3.

### **Use a trimmed mean**

The combined score for each project will be calculated as a 'trimmed mean'. A trimmed mean is a robust way of determining the true average as it discounts outlying scores.

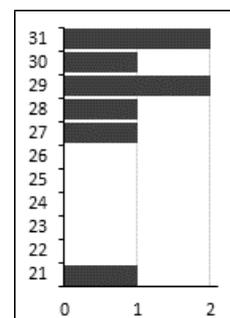
For this merit evaluation, the trimmed mean requires simply excluding the highest and lowest score. Where two or more members give an equal highest or lowest score, only one of those is excluded. The trimmed mean is often seen in sporting competitions.

*Worked example:* Suppose an 8-person committee gave a proposal the following scores (sorted in ascending order):

21 27 28 29 29 30 31 31

The histogram at right shows the distribution. The average of all eight scores is 28.3. The score of 21 seems to be an outlier and pulls the mean down.

Visually, the 'centre of mass' of the distribution is around 29. In calculating the trimmed mean, the lowest score of 21 and one of the two scores of 31 are excluded. The trimmed mean is the average of the 'inner' six scores and is 29.0.



### **Report results to rounded only one decimal place**

The combined score will be rounded to one decimal place. The decimal place allows discrimination between similar proposals where the underlying scores may have differed by only one unit.

## Stage 6 – allocation of funds

Concurrent to the Assessment Committee scoring and ranking projects, financial contribution assessments are undertaken following this process:

<https://member.qcec.catholic.edu.au/Files/202dc518/188%20Capital%20Financial%20Contributions%20Application%20Process%202018.pdf>

After the ranking of the projects is completed, the financial contributions of each school are included to determine the grant funding required for each project. The ranked list of projects that will be funded is then determined by the total amount of grant funding available.

## Stage 7 – appeals

The Commission has a documented appeals process that can be found here:

<http://qcec.catholic.edu.au/topic/appeals-process/>