



CAPITAL GRANTS PROGRAM

Project Description Style Guide

June 2021

Contents

Introduction	3
Principles for the style guide	3
Constructing a project description	4
Appendix A - Writing and grammar - common terms and their usage	6
Appendix B - Acronyms, preferred spelling and hyphens	9
Appendix C - Examples of project descriptions	10

Versions

Version	Date	Editor	Changes	Sections
1.0	09/07/18	Kerry Hansen	Document creation	Full document
2.0	17/06/21	Kerry Hansen	Document update	Full document

Contributors

Tanya Blight, Assistant Secretary
Michael Mitchell, Director
Dane Clarkson, Assistant Director
Kerry Hansen, Program Officer
Capital Funding Section

Introduction

The project description style guide (the guide) aims to provide a consistent approach for Block Grant Authorities (BGAs) for the writing of succinct and meaningful project descriptions which can be used for a range of audiences and communication purposes.

Project descriptions are initially written and submitted by BGAs to the Department of Education, Skills and Employment (the department) for applications for funding by non-government schools under the Capital Grants Program (the program).

Once projects are approved the project descriptions may be used for a range of different audiences and purposes including:

- updating project descriptions via variations
- briefing material for Members of Parliament (MP's) and Senators attending project openings
- internal and external reporting.

The guide outlines the preferred language, spelling, grammar, formatting and approach to construction of the project descriptions for the program.

Please refer to this source for guidance or contact the Capital Funding Section if you have any questions.

Principles for the style guide

This guide is based on Australian spelling and grammar and the use of the following principles:

- *Brevity*
Quality over quantity - expressing much in few words.
- *Clarity*
Think through what you want to say, then plan it as clearly as possible.
- *Consistency*
Ensure spelling and formatting are consistent throughout.
- *Descriptiveness*
Ability to capture the essential detail.
- *Freshness*
Avoid clichés, repetition and unnecessary detail.
- *Preciseness*
Be specific and accurate.
- *Simplicity*
Cut out anything superfluous. Split text into small sections using short words and sections.

Constructing a project description

Project descriptions should include a detailed but succinct statement of what infrastructure will be delivered by project funding.

Project descriptions are to begin with the type of activity to be undertaken through the project, for example:

- “Construction of...”
- “Refurbishment of...”
- “Development of...”
- “Purchase of...”.

Some projects may involve more than one type of activity e.g. construction and refurbishment.

Project descriptions should only include the infrastructure being delivered by the project. They should:

- not begin the description with “The project involves the...”
- spell out any acronyms then follow with acronym in brackets
- follow the preferred language of the program including:
 - writing and grammar - common terms and their usage (see [Appendix A](#))
 - acronyms, preferred spelling and hyphens (see [Appendix B](#)).

BGAs should keep a detailed description of the scope of work including components of the project, however, for the purpose of the project description itself, general details of **site works, building services, furniture and equipment and professional fees** should not be included in the *project description* field in SchoolsHUB.

Generally, the approach to writing a project description would be:

Construction/Refurbishment/Development/Purchase/Demolition of a/an **enter** description.

Details such as site works, building services, items and quantity of furniture and equipment and professional fees should be included in the *project description comments* field in SchoolsHUB.

Some examples of project descriptions are provided below. Refer to [Appendix C](#) for further examples of project descriptions.

-
1. **Construction of** an arts centre to create two general learning areas, two specialty areas, a storage area and office spaces. Extension of a classroom block to create two general learning areas, office spaces and storage.
 2. **Refurbishment of** a technology building to include three technical classrooms a machine room, a senior workshop, a computer aided design room and student staff amenities.
 3. **Development of** a master plan of a new secondary college.
 4. **Purchase of** a modular building consisting of six classrooms, a staff room, a primary resource/learning support room, amenities, a verandah, stairs and a storage area.
 5. **Purchase of a** block of land adjacent to existing secondary campus.

6. **Construction of** an administration building comprising offices, a board room, meeting rooms, interview rooms, a lunch room, a teacher preparation area, storage areas, staff and student amenities. **Refurbishment of** an existing building to create three general learning areas, a manual arts learning area, offices, a lunch room and storage.
7. **Purchase of** four new transportable rooms. **Refurbishment of** an existing classroom, a library area and student amenities. **Construction of** a new administration area containing offices, a sick bay and staff amenities.
8. **Demolition of** buildings housing four general learning areas, a music room and a multipurpose hall. **Construction of** five general learning areas, a science laboratory and storage areas. **Refurbishment of** six general learning areas and student amenities.
9. **Purchase of** a new demountable building to provide a general learning area and music facility.

Appendix A - Writing and grammar - common terms and their usage

TERM	DETAILS
a / an	The use of a / an in a project description should be used in the following way. EXAMPLE: an administration area, an art room, an outdoor learning area OR a science laboratory, a canteen, a classroom.
abbreviations / acronyms	Spell out in the first instance, followed by the acronym in brackets. EXAMPLE: science, technology, engineering and mathematics (STEM). The acronym can then be used through the description.
and / & / ampersand	Spell out and . Do not use & (the ampersand).
Aboriginal and Torres Strait Islander students	Use the term Aboriginal and Torres Strait Islander students . Do not use the acronym ATSI to stand for Aboriginal and Torres Strait Islander.
apostrophes	Don't use an apostrophe when expressing decades as numerals. EXAMPLE: Demolition of the junior school building that was built in the mid-50s not mid 50's. Use apostrophes for the possessive with proper nouns even if they end with s. EXAMPLE: St Mary's multipurpose hall. Australian placenames do not use apostrophes for the possessive. EXAMPLE: Construction of the Batemans Bay Boarding House.
at / @	Do not use the symbol @ as an abbreviation for the word at in titles, headings and general text unless it is part of a formal name. The @ should only be used in email addresses or for scientific and mathematical use.
bullet points	Do not use bullet points in project descriptions.
capital letters / upper case	Keep the use of capital letters to a minimum. Use them as the start of sentences and for proper nouns only. EXAMPLE: Construction of the St Mary MacKillop secondary school building comprising eight primary school classrooms, two offices, storage areas and overflow carparking. Do not use capitals when referring to school subjects. EXAMPLE: science, maths, performing arts etc. Use lower case letters unless at the beginning of a sentence or if it is the name of a language. EXAMPLE: English, Indonesian, Italian etc.
century	Use lower case (21st century) unless it is part of a formal title or name.
colon (:) / semi colon (;)	Do not use colons / semi colons in project descriptions.

comma	Use a comma to separate details within a project description. EXAMPLE: Construction of three general learning areas, a library, music facilities, a technological and applied studies learning spaces, an administration area, staff and student amenities, a science laboratory and a covered outdoor learning area. Do not follow and with a comma. EXAMPLE: a science laboratory, and a covered outdoor learning area.
comprising / comprising of	Use comprising not comprising of . EXAMPLE: Construction of an administration area comprising a staff room, six offices, a sick bay and amenities. <i>not</i> Construction of an administration area comprising of a staff room, six offices, a sick bay and amenities.
dashes	Do not use dashes in project descriptions.
disability / people with disability	Use the more generic students with disability . Don't use people with disabilities or people with a disability or 'the disabled' .
dot points (...)	Do not use dot points (...) in project descriptions.
Full stop	Single space after a full stop. Not two.
higher education / Higher Education	Use lower case. Upper case should be used only as part of an official title. EXAMPLE: Construction of a multipurpose hall to use for higher education testing.
hyphens	Use hyphens to add prefixes such as non- , anti- , pre- and post- only. Do not use hyphens where unnecessary. EXAMPLE: Construction of a secondary school building comprising eight primary school classrooms, two offices, storage areas and overflow carparking. <i>not</i> Construction of a secondary school building comprising eight primary school classrooms, two offices, storage areas and overflow car-parking.
italics	Do not use italics in project descriptions.
non-English speaking background	Use language other than English
numbers	Express numbers from one to nine in words, 10 or more in numerals. EXAMPLE: four science laboratories, three storey building, 10 general learning areas, 12 breakout areas. The only exception to this rule is when referring to school grades. EXAMPLE: Year 1, Year 3 or Grade 2, Grade 6.
outside / outside of	Use outside not outside of . EXAMPLE: Construction of three classrooms, a computer room and an undercover area outside the canteen. <i>not</i> Construction of three classrooms, a computer room and an undercover area outside of the canteen.
per cent	Two words. Use numerals with per cent. EXAMPLE: 2 per cent.

Prep	Only use the word Prep when referring to Prep to Year 6 . If the word is short for preparation then spell the full word. EXAMPLE: Construction of five science laboratories including preparation areas for use by students in Prep to Year 6.
quotation marks	Do not use quotation marks in a project description.
stage	Do not use the word stage in a project description. If the school refers to the project as a particular stage of construction, refer to this in more detail in the <i>project description comments</i> field in SchoolsHUB. Refer to example at Appendix C.
Year 1, Year 2, Year 3, etc.	Use uppercase Y plus numerals.

Appendix B - Acronyms, preferred spelling and hyphens

USE	DON'T USE
Acronyms	
Aboriginal and Torres Strait Islander	ATSI
active learning centre	ALC
ACT Senior Secondary Certificate	ACT SSC
covered outdoor learning area	COLA
Disability Discrimination Act	DDA
general learning area	GLA
English as a second language	ESL
flexible learning area	FLA
Higher School Certificate	HSC
information and communication technology	ICT / IT
Northern Territory Certificate of Education and Training	NTCET
language other than English	LOTE
learning hub	LH
personal development, health and physical education	PDHPE
physical education	PE
Queensland Certificate of Education	QCE
South Australian Certificate of Education	SACE
Science, Technology, Engineering and Mathematics	STEM
Science, Technology, Engineering, Arts and Mathematics	STeAM
student/s with disability	SWD
sustainable (environmental) centre	SC / EC
Tasmanian Certificate of Education	TCE
Victorian Certificate of Education	VCE
Victorian Certificate of Education	VCAL
Vocational Education and Training	VET
Western Australian Certificate of Education	WACE
Preferred spelling	
administration	admin
laboratory / laboratories	lab / labs
preparation area	prep area
program	programme
staff / student amenities	staff / pupil toilets
storage area	storeroom / store room
verandah	veranda
Hyphens	
coeducational	co-educational
multipurpose	multi-purpose
part-time / full-time students	part time / full time students
carpark / carparking	car-park / car-parking

Appendix C - Examples of project descriptions

USE THIS	NOT THIS
<p>Redevelopment of an inner city school. Demolition of aged and dysfunctional facilities. Construction of general and specialised learning areas for art, music, drama and dance, student amenities, building services and enclosed and unenclosed travel.</p>	<p>This project is for the first stage redevelopment of an inner city school incorporating the demolition of aged and dysfunctional blocks of general and specialist learning areas. This will provide enough space to all the construction and refurbishment of general and specialised learning areas (Art, Music/Drama/Dance). This stage will also incorporate pupil facilities, associated building services, and enclosed and unenclosed travel.</p>
<p>Construction of an administration area and student and staff amenities.</p>	<p>This project addresses the area shortfall, mainly in support areas, i.e. Administration, Pupil and Staff Facilities.</p>
<p>Construction of two general learning areas, four learning support areas, two withdrawal rooms, three offices, a kitchen, two storage areas, staff and student amenities, two outdoor learning areas, a verandah and a ramp.</p>	<p>Construction of 2 GLAs, 4 learning support areas, 2 withdrawal room, 3 offices, kitchen, 2 storerooms, staff/student amenities, 2 outdoor learning areas, veranda & ramp, site works, furniture & equipment.</p>
<p>Purchase of an administration building including three staff rooms, three storage areas, 14 classrooms, three offices, three withdrawal rooms, four science laboratories, three preparation rooms, an art room, a library, student amenities, a canteen and an undercover sports area.</p>	<p>Purchase of an administration building, 3 staff rooms, 3 storage, 14 classrooms, 3 offices and 3 withdrawal rooms, 4 science laboratories, science 3 prep room, art room and store rooms, industrial technology room, music room, library/resource centre, student amenities, canteen, undercover sports area.</p>
<p>Construction of a music centre including theory and practice rooms, two ensemble rooms, two storage areas, a corridor, a communication room, plant rooms and two verandahs.</p>	<p>Construction of music centre including music theory/practice room, 6 small music practice rooms, two ensemble rooms, small group practice room, two store rooms, corridor, communication room, plant rooms, 2 verandas, site works, furniture & equipment.</p>
<p>Demolition of an existing classroom block. Construction of nine general learning areas, student amenities and associated walkways.</p>	<p>Demolition of existing Block A classroom block. Construction of 9 x GLAs, pupil amenities and associated walkways.</p>
<p>Construction of an administration area, nine general learning areas, a multipurpose area, a learning support area, a covered outdoor learning area, a covered lunch area, sports and maintenance storage areas, a canteen, a technology space and student amenities.</p>	<p>Construct Admin, 9 x GLAs, 1 x Multi Purpose Area, 1 x Learning Support, COLA, lunch covered area, sports and maintenance stores, canteen, technology space and pupil amenities.</p>