



The Rules

Energy and Water for Schools

Version 1.0 — January 2024



NABERS is administered by the New South Wales Government.

Cover photo: A curving driveway to the front office of a school.

Published by
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[Published January 2024](#)

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1 Introduction

1.1 Summary

The National Australian Built Environment Rating System (NABERS) is a performance-based rating system managed by the **National Administrator**.

NABERS ratings are expressed as a number of stars, as follows:

NABERS rating	Performance comparison
6 stars ★★★★★★	Market leading performance
5 stars ★★★★★	Excellent performance
3 stars ★★★	Market average performance

An accredited NABERS Energy or Water rating is awarded when the **National Administrator** certifies a rating completed by an **Assessor**. The **National Administrator** may independently audit the rating and assist in resolving complex technical issues.

Assessors are encouraged to provide feedback, as well as any concerns or queries, to the NABERS mailbox at nabers@environment.nsw.gov.au

1.2 Interpretation of the Rules and Rulings

These **Rules** are to be read in conjunction with the relevant NABERS **Rulings**. **Rulings** are used to address specific issues that may arise after the publication of the **Rules**.

Note: **Rules** texts are amended as required by additional **Rulings** which are published on the NABERS website at www.nabers.gov.au.

Where a conflict between these **Rules** and existing **Rulings** is present, the requirements of the **Rulings** take precedence over the **Rules**.

Assessments for an accredited rating must comply with the version of the **Rules** and any relevant **Rulings** current on the day the rating application is lodged to NABERS, unless—

- the **National Administrator** has specifically approved otherwise in writing; or
- the assessment is conducted under the terms of a NABERS Commitment Agreement which specifies an earlier version of the **Rules**.

1.3 Situations not covered by the Rules

These **Rules** are intended to cover most facility premises. If an exceptional situation is encountered and the **Rules** are not easily applicable, the **Assessor** must contact the **National Administrator** for assistance.

Where an **Assessor** is unsure how to apply the **Rules**, the **National Administrator** may resolve the issue by making an interpretation of the **Rules** or by advising the use of a specific procedure that aligns with the intention of the **Rules**. Written correspondence from the **National Administrator** is required as evidence if this occurs.

Procedures not contained within these **Rules** may only be used for a particular rating with prior written approval from the **National Administrator**. Approval to use the same procedure must be sought from the **National Administrator** each time it is proposed to be used. Approval is entirely at the discretion of the **National Administrator**.

1.4 How to use this document

1.4.1 Purpose and overview

The purpose of this document is to give clear requirements for **Assessors** when they are evaluating **schools** for their energy and water usage with the goal of providing a NABERS rating.

In the context of this document, schools are facilities that provide education for pre-school through to Year 12, including special education.

This document provides the framework for assessing **schools** in relation to the following elements:

- a) Number of students;
- b) Number of FTE staff;
- c) Gross Floor Area;
- d) Site area;
- e) Facilities;
- f) Remoteness area classification; and
- g) Minimum energy and water coverage.

Documentation requirements for accredited ratings are given in Chapter 12.

Detailed requirements regarding energy and/or water sources and supply points, **metering systems**, validation of **metering systems** and other types of consumption can be found in **NABERS The Rules – Metering and Consumption**.

1.4.2 NABERS Energy for Schools

Under the NABERS rating system, the number of stars awarded to a **facility** is calculated by benchmarking energy consumption and comparing it against premises of the same category, using 12 months of actual **data**. Key factors that influence this consumption, such as site area, number of students, climate, facility features, etc., are taken into account depending on the **rating type**.

1.4.3 NABERS Water for Schools

Under the NABERS rating system, stars for water consumption are awarded in the same manner as energy consumption. Water usage in the **rated premises** is compared to other premises of the same category, over a 12-month period. The scope of water for **schools** ratings remains the same across all rating types: it includes all water supplied to the site boundary comprising the school grounds, including water supplied to all **buildings**,


NABERS Water for Schools ratings can be conducted at the same time as a NABERS Energy for Schools.

In addition, external recycled water purchases are taken into account, but the rating without purchased external recycled water is also displayed.

1.4.4 Formatting conventions and referencing


The term ‘Rules’ refers to a body of works produced by NABERS that specify what must be examined, tested and documented when an Assessor conducts a rating. Wherever the term is used in this document from Chapter 4 onwards, it refers to this particular document, NABERS The Rules – Energy and Water for Schools. Wherever the document NABERS The Rules – Metering and Consumption is referred to, the title is also mentioned.

The following formatting conventions may appear in this text:

 Important requirements and/or instructions are highlighted by an information callout box.

Note: Text appearing with a grey background is explanatory text only and is not to be read as part of the **Rules**.

Example: Text appearing with a green background is intended to demonstrate a worked example of the respective **Rules** section or **Ruling** section.

 This is a documentation requirement callout box.

Text appearing **dark green and bold** is a defined term (see Chapter 2).

All main references to documentation requirements appear *italicised and in aqua font*.

Internal cross references appear as numbered sections (e.g. Section 4.2) or chapters (e.g. Chapter 6) and are hyperlinked. Cross references to an individual **Rules** text (e.g. NABERS The Rules – Metering and Consumption) are numbered appropriately, together with the title of the specific text.

1.5 Related documents

The following documents have been referenced within these **Rules**:

NABERS The Rules – Metering and Consumption, v2.1, 2023

NABERS Ruling – Shared Services and Facilities, v1.0, 2022

NABERS Ruling – Treatment of Cogeneration and Trigeneration Systems, v1.2, 2022

2 Terms and definitions

This chapter lists the key terms, and their definitions, that are integral to the proper use of this document.

Term	Definition
ACARA	The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority that developed the Australian Curriculum. ACARA's work is set and agreed at the Australia's Education Ministers Meeting.
acceptable data	Data which meets the applicable accuracy and validity requirements of these Rules .
acceptable estimate	The values derived from an estimation method permitted by these Rules in place of incomplete or uncertain data. Estimates that do not satisfy the above specifications are deemed unacceptable and cannot be used in the rating.
Assessor	An accredited person authorised by the National Administrator to conduct NABERS ratings for facility premises.
Auditor	A person contracted to the National Administrator to perform audits of NABERS rating applications.
cadastral land parcel boundary	The area defined by the following authorities: <ol style="list-style-type: none"> Government of Western Australia Landgate; Queensland Government Queensland Globe; Northern Territory Government Integrated Land Information System (ILIS); ACT Government Environment, Planning and Sustainable Development Directorate; South Australian Government Land Services SA; NSW Government Spatial Services; VIC Government Vicmap Property; Tasmanian Government Department of Primary Industries, Parks, Water and Environment Land Tasmania. <p>Note: In Australian Territories, this may refer to the right to use boundaries under a Crown lease.</p>
Catholic Systemic School	A school that operates under the authority of a Catholic diocese or a Catholic education office. These schools are typically governed by a regional Catholic education authority and are funded and supported by the Catholic Church.

Term	Definition
Cleanable area	Cleanable area refers to specific portions of a school that are defined based on the surface material type used in the space. The purpose of this categorization is to determine the most suitable cleaning methods, frequency, and resources needed for each distinct type of floor surface. As such, cleanable area is measured and grouped by surface type, and thus can be used to as a method for determining gross floor area .
Co-located campus	A co-located campus comprises multiple schools that: <ul style="list-style-type: none"> a) are adjacent to each other; and b) are located on the same site area; and c) share some, if not all, school facilities; and d) are not separately sub-metered.
Combined school	A school that caters to both primary school and secondary school students , at a minimum. <p>Note: For example, a school offering the following Australian Curriculums is considered a combined school:</p> <ul style="list-style-type: none"> a) Year 1 – Year 12; b) K – Year 10; c) ELC/Pre – Year 12.
Early Learning Centre (ELC) student	A 3 or 4-year-old child attending education and care programs preceding primary school . <p>In each State, this refers to a child who attends the following:</p> <ul style="list-style-type: none"> a) ACT: Pre-schools or Early Learning Centres; b) NSW: Pre-schools; c) NT: Kindergartens/Pre-school; d) QLD: Kindergartens; e) SA: Preschools/Kindergarten/ Early Learning Centres; f) TAS: Kindergartens; g) VIC: Pre-schools/ Kindergartens/Pre-school programs in long day care centres; h) WA: Kindergartens.
End use	A purpose or activity (or a group of related purposes and activities) that water or energy is used for.
Full-time student	A student who undertakes the prescribed minimum workload required to complete a given year level in a calendar year.
Full-time equivalent (FTE) student	The FTE value of students is a measure used for funding purposes. It is calculated by adding the number of full-time students and the FTE value of part-time students .

Term	Definition
Full-time equivalent (FTE) teaching staff	<p>FTE teaching staff, as defined by ACARA, is calculated by adding the number of full-time teaching staff and the FTE value of part-time teaching staff.</p> <p>The FTE value of teaching staff is a measure of the level of staffing resources. Staff who are employed full time and engaged solely on activities that fall within the scope of teaching staff have an FTE value of 1.0. All FTE values are rounded to one decimal place.</p> <p>For staff not employed on a full-time basis, the FTE value is calculated based on the proportion of time spent on teaching activities compared with teaching staff who would be considered full-time.</p>
Government school	<p>Government schools, also known as public schools, are schools that are fully funded and operated by the government, usually at the State or Territory level. They are overseen by the relevant government education departments. These schools are funded by the government and do not charge tuition fees to students.</p>
Gross Floor Area (GFA)	<p>Gross floor area is the total constructed floor area of all storeys of the building(s) located within the site area, measured from the outside of the external walls or the centre of any common walls of the building, as defined by the measurement standard for rated area.</p> <p>Typically, GFA excludes:</p> <ol style="list-style-type: none"> a) open-air spaces such as open-air corridor spaces, covered walkways, roof top terraces and verandas, i.e. areas not enclosed by the building envelope; b) common vertical circulation, such as lifts and stairs; c) storage and vehicular access, loading areas, garbage and services in the basement level; d) plant rooms, lift shafts and other areas used exclusively for mechanical services or ducting; e) car parking, loading bays; f) terraces and balconies that are not enclosed; g) access between levels, or voids above a floor at the level of a storey or storey above.
Independent school	<p>These are non-government schools that operate independently of the State and Territory education departments. Independent schools are accountable to their governing body and must operate within the law and government policy but enjoy the autonomy to respond flexibly and innovatively to their local community and their students' needs.</p> <p>Independent schools include Catholic Non-Systemic Schools, and exclude Catholic Systemic Schools.</p>

Term	Definition
Metering system	A system of one or more devices providing an individual measurement. Note: For further information, refer to <i>NABERS The Rules – Metering and Consumption</i> .
Measurement standard for rated area	The area definition set by any of the following planning authorities: <ul style="list-style-type: none"> a) NSW Standard Instrument — Principal Local Environmental Plan. b) ACT Territory Plan. c) QLD Planning Regulation. d) Victorian Smart Planning. e) Tasmanian Planning Scheme. f) Or any other local council or State/Territory planning authority approved by the NABERS Administrator.
Non-government school	These are schools which are not funded or operated by the government. Instead, they are owned and managed by non-government organizations, religious institutions, community groups, or other independent entities. Non-government schools are further categorised into either Independent Schools or Catholic Systemic Schools .
NABERS rating input form	The rating input form provided by NABERS for use by Assessors in the calculation of accredited ratings. For NABERS ratings for schools , this is in the NABERS Perform application.
Non-school facility	This is a space that is not operated in connection with a school, or is made permanently available to the wider community. This does not include spaces that are used for school activities and made available to the community outside of school hours. Some examples of non-school facilities could include: <ul style="list-style-type: none"> a) Public access swimming pools. b) Shared carparks. c) Playing fields outside the site area. d) Sport facilities accessible to the public during school hours. e) A dedicated building used as a place of worship accessible to the public. f) Medical facilities providing services to the public (e.g. doctor's surgery, dentist's surgery or other facility operated by a health professional).
National School Statistics Collection (NSSC)	The NSSC provides nationally-consistent school, student and staff data for government and non-government schools, across all States and Territories, and is referenced by the Australian Bureau of Statistics (ABS) for its annual school statistics release.
Part-time student	A part-time student, as defined by ACARA , is one who undertakes a workload less than that prescribed as full-time student .

Term	Definition
Pool	A swimming pool or spa, regardless of whether the pool water temperature is, or is not, controlled with active heating/cooling.
Potential error	The total of all acceptable estimates (including assumptions, approximations, and unverified data) included in the rating assessment. The NABERS rating input form automatically calculates the potential error based on the data provided.
Primary school	A school catering to students up to Year 6 of the Australian Curriculum. The starting year for primary school, differs by State: <ul style="list-style-type: none"> a) ACT: Kindergarten to Year 6 students. b) NSW: Kindergarten to Year 6 students. c) NT: Transition – Year 6 students. d) QLD: Prep to Year 6 students. e) SA: Reception to Year 6 students. f) TAS: Prep to Year 6 students. g) VIC: Prep to Year 6 students. h) WA: Pre-primary to Year 6.
Primary school student	A student that attends a primary school and is not an ELC student .
Rated site area	The final site area for an entire rating determined by following the process described in these Rules .
Rated premises	The facility and any services within the site area , or Gross Floor Area , to be rated.
Rating period	The 12-month base period for the rating, requiring at least 12 contiguous months of acceptable data upon which the rating is based.
Rating type	Type of rating – such as energy or water.
Remoteness area classification	The geolocation of the rated premise, as published by Australian School List, managed by ACARA . This is based on the Australian Bureau of Statistics Remoteness classification.
Rules	Authoritative document produced by the National Administrator that specifies what must be covered by an Assessor in order to produce a rating.
Ruling	An authoritative decision by the National Administrator which acts as an addition or amendment to this document.

Term	Definition
School facility	<p>A school facility includes the buildings or structures, playgrounds, landscape areas, athletic fields, or any other area of school property that is used exclusively by the school during regular school hours.</p> <p>Note: If the rated premises include buildings and/or equipment on agricultural land that is exclusively used by the school during regular hours for agricultural-related curriculum, this is considered a school facility.</p>
School type	<p>A classification of the school based on school years, as reported by State and Territory education departments or the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) in the annual non-government school census.</p> <p>School types include primary schools, secondary schools, combined schools or special schools.</p>
School Sector	<p>A Government, Catholic Systemic or Independent school as classified and published on the <i>My Schools</i> website managed by ACARA</p>
Secondary school	<p>A school that caters to students from Year 7 to Year 12. A secondary school may also be known as:</p> <ol style="list-style-type: none"> Secondary school: Years 7-12. High school: Years 7-12. Junior high school: Years 7-10. Senior high school: Years 11 and 12. College: Years 11 and 12.
Secondary school student	<p>A student that attends a secondary school.</p>
Site area	<p>The total horizontal area (m²) of the site, boundary-to-boundary excluding access strips, community land and public space. The site area is defined by the cadastral land parcel boundary.</p>
Special School	<p>A school that requires one or more of the following characteristics to be exhibited by a student before enrolment is allowed:</p> <ol style="list-style-type: none"> Mental or physical disability or impairment. Slow learning ability. Social or emotional problems. In custody, on remand, or in hospital. <p>Special schools include special assistance schools, as defined under the Australian Education Act 2013. Special assistance schools are non-government schools that are—</p> <ol style="list-style-type: none"> likely to be recognised by the State minister as a special assistance school; primarily established to cater for students with social, emotional or behavioural difficulties.

Term	Definition
Special needs student	<p>A student with disability, as defined by ACARA, irrespective of the category of disability and level of adjustment. This is typically a student who has a physical, sensory, socio-economic or cognitive impairment, who receives any of the following levels of educational adjustments:</p> <ol style="list-style-type: none"> a) Support within quality differentiated teaching practice. b) Supplementary. c) Substantial. d) Extensive. <p>A special needs student may attend a special school, primary school, secondary school or combined school.</p>
Student	<p>A person who is—</p> <ol style="list-style-type: none"> a) enrolled in an Early Learning Centre, pre-school, or Kindergarten; or b) on the National Schools Statistics Collection (NSSC) census date, is formally enrolled at a school and is active in a primary, secondary and/or special education program at that school. Students may be enrolled at more than one school; however, jurisdictions employ strategies that ensure that, as far as possible, students are reported only once in this collection. <p>Students not present at a school on the NSSC census date are included if they were expected to be absent for less than four continuous weeks (excluding school vacations).</p>

Term	Definition
Staff	<p>Staff are people engaged in the administration and/or provision of early childhood, day primary, secondary or special school education, or primary or secondary education by distance education at education establishments, as defined by ACARA. The functional categories for school staff are as follows:</p> <ol style="list-style-type: none"> a) Teaching staff b) Specialist support staff, being employees who support students or teaching staff. While these staff may spend most of their time in contact with students, they are not employed or engaged to impart the school curriculum. c) Administrative and clerical staff, being employees whose main duties are generally clerical or administrative in nature. Teachers' aides and assistants are included in this category, as they are seen to provide services to teaching staff rather than directly to students. d) Building operations, general maintenance and other staff, being employees involved in the maintenance of buildings and grounds. Staff providing associated technical services, other janitorial staff and staff who service equipment are also included here. School cleaners, whether salaried or employed on contract, are excluded. <p>Volunteers must not be included in the staff count.</p> <p>If the canteen is contracted to an external body, canteen operators must not be included in the staff count.</p>
Teaching staff	<p>As defined by ACARA, staff who spend the majority of their time in contact with students. They support students either by direct class contact or on an individual basis, and are engaged to impart school curriculum.</p> <p>Teaching staff includes principals, deputy principals, campus principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded, except assistant teachers working in homeland learning centres and community schools in the Northern Territory.</p> <p>Note: For the purpose of this rating tool, staff not reported as part of the NSSC, who work directly with ELC students are treated as teaching staff.</p>
Utility	<p>An organisation or company that holds a licence to retail electricity, gas or water, and that sells energy or water as its primary business.</p> <p>This definition excludes—</p> <ol style="list-style-type: none"> a) landlords which on-sell electricity or water where they neither hold a licence nor have an exemption deemed valid by the National Administrator for needing a licence; and b) third party contractors, such as meter reading providers.

Term

Definition

Validity period	The post-certification period during which the rating is valid for up to 12 months.
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3 Key concepts and procedures

3.1 Eligibility criteria

Several criteria must be met for a school to qualify for a rating under NABERS. The eligibility criteria for a school energy and water rating are as follows:

- a) The school must have a minimum of one **FTE teaching staff** member and one **student**.
- b) The building or campus must be used as an educational facility for:
 - 1) **ELC students**;
 - 2) **Primary school students**;
 - 3) **Secondary school students**; and/or
 - 4) **Special needs students**.
- c) The school must be registered with the relevant school registration authority for that State or Territory, being one of the following:
 - 1) New South Wales Education Standards Authority
 - 2) New South Wales Department of Education
 - 3) Victorian Registration and Qualifications Authority
 - 4) Victoria Department of Education and Training
 - 5) Non-State Schools Accreditation Board Queensland
 - 6) Queensland Department of Education
 - 7) Education Standards Board of South Australia
 - 8) Western Australia Non-Government School Regulation
 - 9) Western Australia Department of Education
 - 10) Tasmania Office of the Education Registrar
 - 11) Department of Education Tasmania
 - 12) Northern Territory Non-Government School Ministerial Advisory Council
 - 13) Northern Territory Department of Education
 - 14) Australian Capital Territory Education Directorate
- d) The minimum energy or water coverage is met, as described in Chapter 10.

- e) New buildings or buildings undertaking major refurbishments are eligible for a NABERS rating as soon as 12-months of a rating period can be completed.
- f) The rated school is classified as any of the following **school sectors**:
 - 1) Government School
 - 2) Catholic Systemic Schools
 - 3) Independent Schools

A **combined school** or **co-located campus** may undertake a school rating for the relevant part of the premises as long as the minimum energy or water coverage requirements in Chapter 9 and minimum criteria for the **rating type** below can be met.


Teaching facilities used solely by **staff** to provide online classes are not eligible for NABERS schools ratings.

Distance education schools are eligible for an Energy rating, subject to meeting the requirements above. A distance education school or part of a school is not eligible for a water rating.

3.2 Portfolio ratings

Some **school sectors** may be rated as part of a portfolio of ratings. Portfolio ratings allow multiple school ratings to be lodged and certified concurrently, without the need to lodge each school rating individually.

Portfolio ratings must be approved by the NABERS Administrator and are currently only available to Government schools.

 Portfolio ratings will receive individual ratings for the schools that are lodged as a portfolio. To obtain a combined average NABERS verified portfolio rating score contact NABERS Administrator.

3.3 The rating period

A NABERS rating is based on a 12-month **rating period**. Once certified, the rating is valid for a further 12 months after the **rating period** — this is called the **validity period**.

It takes time for the **Assessor** to complete a rating, so 120 days is given to lodge the rating after the end of the **rating period**. Ratings lodged after the 120 days will have a reduced **validity period** to ensure all ratings are based on current data.

The **Assessor** must respond to all questions from the **National Administrator** within 10 working days to avoid impacting the validity of the rating.

Assessors may submit a NABERS Energy rating and NABERS Water rating for the same premises as a combined rating application. When submitting a combined rating application, both ratings must have the same **rating period**.

More information on the **rating period**, **validity period** and time limits for submission can be found in Appendix A.

3.4 Standards for acceptable data and acceptable estimates

3.4.1 General

An assessment for an accredited NABERS for Energy or Water for Schools rating must be based on the **acceptable data** or **acceptable estimates** specified in the **Rules** (including applicable **Rulings**) or as directed by the **National Administrator**.

3.4.2 Acceptable data

If accurate and verifiable **acceptable data** is available, it must be used. Where a section of the **Rules** allows more than one type of data source to be used and no priority is specified, the following order of preference applies:

- a) Data obtained directly by the **Assessor**.
- b) Data provided by a third party without a significant interest in the operation or performance of the premises or its equipment (such as an energy or water **utility**), including one of the following:
 - 1) Documents or other records provided by a third party which can be verified by the source (e.g. **utility** bills).
 - 2) Documents or other records which cannot be independently verified but whose authenticity and accuracy is attested to by a credible and responsible person without a conflict of interest.
 - 3) Written information provided by a credible and responsible person, which includes their full name, position and contact details of the person giving the information.
 - 4) Verbal information provided by a credible and responsible person, recorded in writing by the **Assessor** with the full name, position and contact details of the person giving the information.
- c) Data provided by the owner commissioning the rating, or a third party with a significant interest in the operation or performance of the premises or its equipment (such as a facility manager, technical contractor or equipment supplier), including:
 - 1) Documents or other records provided by a party to an agreement or transaction which can be verified by another party to the same agreement or transaction (e.g. license to occupy, contracts or other legal agreements);
 - 2) Documents or other records which cannot be independently verified but whose authenticity and accuracy is attested to by a credible and responsible person without a conflict of interest; or
 - 3) Verbal information provided by a credible and responsible person, recorded in writing by the **Assessor** with the full name, position, and contact details of the person giving the information.

3.4.3 Acceptable estimates

Where **acceptable data** is not available, estimates (including assumptions, approximations and unvalidated data) can be used if they are deemed to be **acceptable estimates** in accordance with these **Rules**.

Acceptable estimates must total to no more than $\pm 5\%$ of the overall rating greenhouse gas emissions or water consumption, as calculated when using the **NABERS rating input form**. Where they are greater than 5%, the building cannot be rated until sufficient **acceptable data** and/or **acceptable estimates** have been obtained.

3.5 Site visits

Any rating that is not undertaken as a portfolio rating approved by the NABERS Administrator must be subject to a site inspection by an **Assessor**.

Assessors are required to inspect the **rated premises** in order to—

- a) become familiar with the layout, services and features of the rated premises;
- b) confirm that documentation provided for the assessment is accurate, complete and up-to-date;
- c) check that all required spaces have been included in the rated site area and rated GFA calculation and energy and water coverage (as appropriate);
- d) check for inclusions in, and exclusions from, energy and water coverage (as appropriate);;
- e) confirm energy and/or water sources;
- f) visit plant rooms and switch rooms to ensure that all relevant equipment is covered under the meters included in the rating; and
- g) resolve any other issues that arise as part of the rating process.

An **Assessor's** inspection of the **rated premises** is expected to include a physical check of the servicing arrangements provided to the school facilities.

There may be circumstances where access to part of the premises is refused due to safety or security concerns. If this occurs, the **Assessor** must explain why they could not access these spaces, and fully document this in the **NABERS rating input form**. Any known impacts on the quality of the information obtained for the assessment must also be fully described (e.g. an **acceptable estimate** must be used in the absence of **acceptable data**).

Only **Assessors** can undertake a site inspection for a NABERS rating. If the **Assessor** cannot physically conduct the site visit, they may delegate this task to another **Assessor** accredited specifically for **schools**.

The **Assessor** lodging the rating is responsible for the accuracy of the data. The **Assessor** must obtain and retain all the evidence required to prove their assumptions for auditing purposes, including but not limited to the documentation requirements listed in Chapter 12.

If there are significant difficulties visiting the site, the **National Administrator** must be notified.

3.6 Documentation and record-keeping

Note: For ratings that are undertaken as a portfolio rating, the responsibility for documentation and record keeping lies with the relevant Department of Education.

3.6.1 Documentation required

An assessment may be based on copies of original documents such as **utility** bills, signed leases and other records, as long as the **Assessor** is satisfied that they are, or can be verified to be, true and complete records of the original documents or files. Access to original documents is highly desirable if they are available.

3.6.2 Record-keeping for auditing purposes

Assessors must keep all records on which an assessment is based. The records kept by **Assessors** must be to such a standard that it would be possible for another **Assessor** or an **Auditor** to accurately repeat the rating using only the documents provided. This includes records of assumptions and all information and calculations used as the basis for **acceptable estimates**. The records kept must be the actual documents used for the assessment or verifiable copies. Summaries are not acceptable.

Digital copies of documents are considered acceptable in all cases.

Records must be kept for seven years from the date the rating application was lodged. **Assessors** remain responsible for ratings they have conducted, even if they move companies.

4 Students enrolled

4.1 Summary

Schools' energy and water consumption are characterised by the number of **full-time equivalent students**, broken down by **student type**. Different student types have different consumption profiles largely due to their age and phase of development. Therefore, it is important to distinguish between the different **student types**.

4.2 Process overview

The process for determining the number of **students** is as per Table 4.2.

Table 4.2: Determining the number of students

Step	Description	Rules Reference
1	Identify the student types located within the school .	4.3
2	If the school is a special school , go to Step 4. Otherwise, determine the number of full-time equivalent primary school students and secondary school students .	4.4.2
3	Determine the number of full-time equivalent ELC students enrolled during the rating period.	4.4.3
4	Determine the number of full-time equivalent special needs students enrolled during the rating period.	4.4.4

4.3 Identifying student types

The Assessor must identify the **student types** that are enrolled in the school, as follows:

- a) **ELC students**;
- b) **Primary school students**;
- c) **Secondary school students**; and/or
- d) **Special needs students**.

This could be identified in discussion with a staff member within the school administration team or from enrolment data for the school.

4.4 Number of students

4.4.1 General

For each **student type** identified, the Assessor must determine the number of full-time equivalent (FTE) **students** enrolled during the rating period.

If full-time equivalent enrolment data is not available, the Assessor must convert the total head count enrolment numbers from the *My Schools* website managed by **ACARA** into full-time equivalent student enrolments using the process outlined in Section [4.5](#).



Refer to Section [12.2](#) for the types of acceptable evidence for student numbers.

4.4.2 Primary and secondary school students

The number of enrolled full-time equivalent primary and secondary students in the rated school must be based on data reported to the **National School Statistics Collection (NSSC)**.

Note 1: A student reported as an ungraded primary student in the NSSC is treated as a **primary school** student in the NABERS rating. Similarly, ungraded secondary students are treated as **secondary students** and must be added to the total number of secondary school students. An exception to this is where the students are **special needs students**.

The **Assessor** may use enrolment data obtained from the *My School* website managed by **ACARA**, subject to confirmation that the enrolment data aligns with the rating period.

If the student enrolment data does not align with the rating period exactly, the Assessor should—

- a) use the methodology described in Section 4.4.5; or
- b) seek a monthly breakdown of student enrolment numbers from the school administration.

Special needs students must be excluded from the enrolment data for **primary** and **secondary school students**.

The **Assessor** must request the total head count and compare it to the **full-time equivalent students**. Where the total head count and **full-time equivalent students** differ by more than 10 %, the **Assessor** must verify that full-time equivalent student calculations comply with the method outlined in Section 4.5.

Please contact the **National Administrator** for further information if required.

Note 2: When comparing the number of enrolled students with the number published on the *My Schools* website, the **Assessor** may need to sum the number of **primary school students**, **secondary school students** and **special needs students**, for a fair comparison. The number of students reported on *My Schools* may be the total number across multiple campuses for a school. In such cases, the **Assessor** may need to request additional student numbers from other campuses to confirm if the numbers received are within 10 % of those shown in the *My Schools* website.

Note 3: In cases where the definition of **primary school students** and **secondary school students** differs from the definition specified in [Chapter 2](#), the **Assessor** should contact the **National Administrator** for further information.

4.4.3 ELC students

The number of **ELC students** are not reported to the **NSSC**. As such, the **Assessor** should seek a monthly breakdown of student enrolment numbers from the school administration.

The **Assessor** must request the total head count and compare it to the full-time equivalent numbers. Where the total head count and full-time equivalent numbers differ by more than 10 %, the **Assessor** must verify that full-time equivalent ELC student calculations comply with the method outlined in Section 4.5.

Special needs students must be excluded from the enrolment data for **ELC students**.

4.4.4 Special needs students

The number of enrolled full-time equivalent **special needs students** in the rated school must be based on data reported to the **NSSC**.

The **Assessor** may use enrolment data obtained from the *My School* website managed by **ACARA**, subject to confirmation that the enrolment data aligns with the rating period. Alternatively, the **Assessor** should seek annualised student enrolment numbers as reported to the **NSSC** from the school administration.

If the student enrolment data do not align with the rating period exactly, or if the enrolment data is not available from the *My School* website, the Assessor should—

- a) seek a monthly breakdown of student enrolment numbers from the school administration; or
- b) use the methodology described in Section 4.4.5.

The **Assessor** must request the total head count and compare it to the full-time equivalent numbers. Where the total head count and full-time equivalent numbers differ by more than 10 %, the **Assessor** must verify that full-time equivalent student calculations comply with the method outlined in Section 4.5.

4.4.5 Aligning student numbers to rating period

The **Assessor** must confirm that the number FTE students' enrolments aligns to the **rating period**. Where the number of FTE student enrolments do not align with the rating period, the **Assessor** must, in order of preference—

- a) use the student enrolment data for the school year with the greatest amount of overlap with the rating period; or if the enrolment data across schools' years overlaps equally,
- b) obtain student enrolment data across both school years and use the average of annualised student numbers across both years in the rating; or if the data for multiple school years cannot be obtained;
- c) use student enrolment data for the most recent school year.

4.5 Converting head count enrolments to full-time equivalent (FTE) enrolments

4.5.1 General

Part-time enrolments are only applicable to—

- **ELC students**;
- **secondary school students** in Years 11 and 12; and
- Distance education enrolments (as approved by the NABERS Administrator on a case-by-case basis).

Head counts for other student types should be treated as full-time enrolments.

In cases where it is not possible to obtain FTE enrolment data, the **Assessor** may calculate the **FTE students** using the total head count for full-time and part-time **students**.

Determination of the number of enrolled **FTE students** must take place separately for each **student type**. For each **student type**, the total **FTE students** is given by the sum of full-time and **FTE students** for part-time students:

$$\text{Total FTE students} = \text{total full time students} + \text{total FTE students for part time students}$$

The way total **FTE students** are calculated varies, and will depend on **student type**, as further described in Sections 4.5.1 and 4.5.2.

If data for any of the inputs in the formula above cannot be obtained, the **Assessor** must use '0' as the value in the input.

Note: Methods for estimating the full-time equivalent value of part-time students vary between States and Territories due to different policy and administrative arrangements. Where a **portfolio rating** is being undertaken, the NABERS Administrator may approve an alternative approach to calculate FTE students for part-time enrolments on a case-by-case basis.

4.5.2 ELC students

The following definitions of a full-time and part-time student apply for **ELC students**:

- A full-time student is enrolled for a normal full-time load, being five full days a week.
- A part-time student is enrolled for less than a normal full-time load.

The number of full-time equivalent (FTE) **ELC students** are calculated using the following formula:

$$FTE\ student = \frac{Weekly\ hours\ taken\ by\ the\ student}{Fulltime\ weekly\ hours}$$

The number of outside school hours care (OSHC) hours are excluded from the calculation.

Example: An **ELC student** is enrolled for 3 days a week for 4 hours each day, across the rating period.

The normal full-time load is 5 days a week for 5 hours each day.

The FTE student is $\frac{3 \times 4}{5 \times 5} = \frac{12}{25} = 0.48$

4.5.3 Secondary school students and distance education enrolment

Fulltime and part-time student definitions are listed as below for **secondary school students** in Years 11 and 12. To calculate the equivalent FTE for distance education enrolments and part-time students' methodology based on minimum workload (number of units) can be used:

- A full-time student is enrolled for at least the minimum workload across the school year.
- A part-time student is enrolled for less than the minimum workload, nominally 10 units.

The FTE for a part-time student is calculated by using the formula:

$$FTE\ student = 0.1 \times number\ of\ units\ studied$$

5 Full-time Equivalent Staff

5.1 Summary

NABERS Water for Schools ratings recognises the impact of teaching and non-teaching staff on the intensity of site activities. This is represented in the rating using the number of full-time equivalent (FTE) staff.

FTE staff is a metric defined by **ACARA** that converts the hours worked by several non-full-time employees into the equivalent hours worked by full-time employees.

5.2 Process overview

The process for determining the number of **FTE staff** must be in accordance with Table 5.2.

Table 5.2: Determining number of FTE staff

Step	Task	Reference
1	Determine the number of FTE teaching staff .	5.3
2	Determine the number of FTE non-teaching staff .	5.4
3	Calculate the rated FTE staff .	5.6



For documentation requirements, see Section 12.3.

5.3 Determining number of FTE teaching staff

The **Assessor** must determine the number of **FTE teaching staff** based on the number of **FTE teaching staff** on data reported to the **NSSC**. The **Assessor** may use—

- a) records of full-time and non-full-time **teaching staff** from the administration department of the school being rated, with written confirmation that these were the numbers reported to the **NSSC** and subject to confirmation that the data aligns with the rating period; or if not available,

- b) use staff numbers' data obtained from the *My School* website managed by **ACARA**, subject to confirmation that the data aligns with the rating period.

Note: In accordance with **ACARA**, emergency and relief teaching staff who are employed on a casual basis are not included in this collection to avoid double counting. Emergency and relief teachers replace permanent teaching staff when they are absent for short periods of time.

For **rated premises** with **ELC students**, if the teaching staff associated with educating **ELC students** has been excluded from the data determined using methods (a) and (b), the **Assessor** can determine the number of **FTE teaching staff** (specific to **ELC students**) using one of the following methods in order of priority:

- a) records of **FTE teaching staff** working with **ELC students** from the administration department of the school being rated, where the full-time equivalence has been calculated using the same method as the data reported to the **NSSC**; or
- b) calculate the number of **FTE teaching staff** (specific to **ELC students**) from **FTE teaching staff** head counts where:
- 1) The FTE value of teaching staff is assigned an FTE of 1.0.
 - 2) For teaching staff that are not employed on a full-time basis, use the formula below to calculate the FTE value. The FTE value is calculated based on the proportion of time worked compared with a full-time basis (38 hours per week across 40 teaching weeks):

$$FTE \text{ from part time teaching staff} = \sum_{i=1}^n \frac{\text{Annual total working hours}}{1520}$$

Once the FTEs of part-time staff have been determined, the total FTE teaching staff can be calculated:

$$\text{Total FTE teaching staff} = \text{FTE of part time teaching staff} + \text{Full time teaching staff}$$

Note: Determining **FTE teaching staff** numbers using head counts is only permitted for staff associated with the provision of education to **ELC students**. For schools with only ELC students (for example, community Kindergartens), the number of FTE staff may be determined entirely through this method.

This is because data reported to the **NSSC**, and those reported on My Schools, focuses on primary schools, secondary schools, combined schools and special schools.

Example: The rated premise has both **ELC students** and **primary school students**. The **Assessor** uses method (a) to determine the number of **FTE teaching staff** for the primary school, and method (b) to determine the number of **FTE teaching staff** for the **ELC students**.

If the staff numbers' data do not align with the rating period exactly or if the enrolment data is not available from the *My School* website, the **Assessor** should use the methodology described in Section 5.5.

5.4 Determining number of FTE non-teaching staff

The **Assessor** must obtain records for any **staff** who are not teaching staff. These include specialist support staff, administrative and clerical staff (including teacher aides and assistants) and any building operations, general maintenance and other staff.

The number of FTE non-teaching **staff** must be based on data reported to the **NSSC**. The **Assessor** may obtain the evidence from—

- a) the administration department of the school being rated, with written confirmation that these were the numbers reported to the **NSSC** and subject to confirmation that the data aligns with the rating period; or
- b) use staff numbers' data obtained from the *My School* website managed by **ACARA**, subject to confirmation that the data aligns with the rating period.

If the staff numbers' data do not align with the rating period exactly or if the enrolment data is not available from the *My School* website, the **Assessor** should use the methodology described in Section 5.5.

Note: The number of teaching staff and students reported on the *My Schools* website may be the total number across multiple campuses for a school. In such cases, the **Assessor** must verify that the numbers attained using method (b) accurately reflects the rated site.

For **rated premises** with **ELC students**, if the non-teaching staff associated with educating **ELC students** has been excluded from the data determined using methods (a) and (b), the **Assessor** can determine the number of FTE non-teaching staff (specific to **ELC students**) using one of the following methods in order of priority:

- a) Obtain records of FTE non-teaching **staff** working with **ELC students** from the administration department of the school being rated, with written confirmation that the full-time equivalence has been calculated using the same method as the data reported to the **NSSC**; or
- b) Calculate the number of FTE non-teaching **staff** using non-teaching **staff** head counts using the method below:
 - 1) The FTE value of non-teaching staff is assigned a FTE of 1.0.
 - 2) For non-teaching staff that are not employed on a full-time basis, use the formula below to calculate the FTE value. The FTE value is calculated based on the proportion of time worked compared with a full-time basis (38 hours per week across 40 teaching weeks):

$$FTE \text{ from part time non teaching staff} = \sum_{i=1}^n \frac{\text{Annual total working hours}}{1520}$$

Once the FTEs of part-time staff have been determined, the total FTE non-teaching staff can be calculated:

$$\text{Total FTE non teaching staff} = \text{FTE of part time non teaching staff} + \text{Full time non teaching staff}$$

Example: The site contact provided monthly working hours for casual non-teaching staff. The total working hours during the **rating period** for these casual workers is 19,520 hours.

The **Assessor** used this information to calculate the number of FTE non-teaching **staff** as follows:

$$FTE\ workers\ from\ casual\ non\ teaching\ staff = \frac{19520}{1520} = 12.8\ FTE$$

5.5 Aligning staff numbers to rating period

The **Assessor** must confirm that the number of **FTE staff** align to the **rating period**. Where the number of FTE staff do not align with the rating period, the **Assessor** must, in order of preference—

- a) use the **staff** number data for the school year with the greatest amount of overlap with the rating period; or if the data across school years overlap equally;
- b) obtain **staff** number data across both school years and use the average of annualised **staff** number across both years in the rating; or if the data for multiple school years cannot be obtained;
- c) use **staff** number data for the most recent school year.

5.6 Calculating the rated FTE staff

Once the total number of FTEs for teaching and non-teaching staff have been determined, the rated **FTE staff** is calculated using the following formula:

$$Rated\ FTE\ staff = Total\ FTE\ teaching\ staff + Total\ FTE\ non\ teaching\ staff$$


If data for any of the inputs in the formula above cannot be obtained, the **Assessor** must use '0' as the value in the input.

6 Gross Floor Area (GFA)

6.1 Summary

For NABERS Energy for Schools, the **GFA** represents the portion of fully enclosed school areas (i.e. bounded by the building envelope) on the **rated premises**. This figure is used to provide a meaningful comparison of energy use amongst schools of different sizes.

Note: **GFA** is only relevant for a NABERS Energy for Schools ratings. It is not used for NABERS Water for Schools ratings, which uses **site area** instead (see [Chapter 7](#)).

 For documentation requirements, see Section [12.40](#).

6.2 Process overview

The process for determining the **GFA** is as per Table 6.2.

Table 6.2: Determining GFA

Step		Reference
1	Determine the site GFA .	6.3
2	Determine the total excluded GFA .	6.4
3	Calculate the rated GFA .	6.5

6.3 Determining the school GFA

6.3.1 General

The **GFA** of the **rated premises** must be verified by the **Assessor** using one of the following methods (listed in order of preference):

- Land titles, development or planning documentation.

Note 1: Where **GFA** information is provided through documentation such as land titles, development or planning documentation approved by a government body, the **GFA** information from the documentation can be used as-is without the need for further verification by the **Assessor**.

- b) **Cleanable area** contract documents or schedules, in accordance with the **measurement standard for rated area**.

Note 2: If cleanable area is used to determine **GFA**, the **Assessor** should ensure that areas that do not meet the definition of **GFA** are excluded. For example, the following areas, normally presented based on surface types, should not be included in the **GFA** calculation:

- a) Covered or enclosed concrete pavers.
 - b) External concrete.
 - c) External pavers.
 - d) Bitumen.
 - e) Other external surfaces.
- c) Reference to a third-party survey.
- d) Direct measurement from current site plans or scaled prints, measured to the **measurement standard for rated area**.
- e) Site measurements verified by the **Assessor** to have been done to the **measurement standard for rated area**.

Regardless of the method used to determine the **GFA**, the **Assessor** must ensure that the information accurately reflects the configuration of the **rated premises** and its uses during the **rating period**.

Off-site school facilities that are not located within 1 km of the main campus of the rated school must be excluded from the rating.

For off-site school facilities that are located within 1 km of the main campus of the rated school, the **Assessor** may choose to include or exclude the off-site school facilities in the rating to achieve a better NABERS rating outcome. Where the off-site school facility is included in the rating, the **Assessor** must include the **GFA** for the school facility.

6.3.2 Using area estimates

In some cases, the **GFA** source may not meet the **measurement standard for rated area** definitions for **GFA**. The ways in which these area estimates ought to be treated are shown in Table 6.3.2. If the area estimate is not described under Table 6.3.2, the use of area estimates must be approved by the NABERS Administrator.

In general, where the **Assessor** must use an **acceptable estimate** for GFA due to the lack of **acceptable data**, the estimated area must be included in the **potential error measurement for gross floor area**.

Table 6.3.2: GFA area estimates

	Situation	Treatment in rating
1	GFA includes open-air spaces that are not enclosed by the building envelope, that cannot be quantified by the Assessor .	Rating input form automatically applies a default downward adjustment. This is not added to the potential error .
2	GFA includes plant rooms, lift shafts and other areas used exclusively for mechanical services or ducting, that cannot be quantified by the Assessor .	Take 5 % of the GFA determined using sources in Section 6.3.1 as an area estimate . This will need to be entered as a separate line item (included area) in the Rating input form . This area estimate is added to the potential error .



For documentation requirements, see Section [12.4](#)

6.4 Excluding area from the GFA

Certain spaces and facilities areas must be excluded from the rated **GFA**. Areas that are excluded from the rated **GFA** area include:

- a) Retail areas that are open to the general public.
- b) Boarding facilities
- c) Caretaker residences
- d) Non-school facilities**
- e) Bookshop/uniform shop facilities that are only servicing the rated school. This only applies if the facility is located in a building that only has **GFA** that are excluded under Section 6.4 (a-d), and it is not separately sub metered

Where the **Assessor** identifies that the **GFA** includes such areas, the **Assessor** shall exclude such areas using one of the methods below:

- a) If the third-party documentation using the method in Section [6.3\(a\)](#) shows the **GFA** associated with the boundary identified by the **Assessor**, then use the area listed on the third-party documentation to determine the area to be excluded; or if not available,
- b) Using direct measurement from current plans or scaled prints, measure the area that is outside the boundary as determined in Step 1.

6.5 Rated GFA


The **Assessor** must determine the rated **GFA**. This is calculated by subtracting the exclusions (Section [6.4](#)) from the **GFA** determined in Section [6.3](#).

7 Site area

7.1 Summary

For NABERS Water ratings for schools, **site area** is used as a basic index for the size and extent water consumption at the **rated premises**. Site area is the total horizontal area of the site, excluding access strips, community land and public space.

Note: The site area variable is only applicable for a NABERS Water rating for schools. For School NABERS energy ratings, refer to Chapter 6 for determining **Gross Floor Area**.

 For documentation requirements, see Section [12.5](#).

7.2 Process overview

The process for determining the **site area** is as per Table 7.2.

Table 7.2: Determining site area

Step		Reference
1	Determine the total site area .	7.3
2	Exclude protected vegetation areas and non-school facilities from the site area.	7.4
3	Calculate the rated site area .	7.5

7.3 Determining the site area

The **site area** of the **rated premises** must be verified by the **Assessor** to have been measured in compliance with the **measurement standard for rated area**, by one of the following methods (listed in order of preference):


- a) Reference to a third-party survey, State land title registry, deposited plan or registered plan.
- b) Direct measurement of the area from current plans, scaled prints or using satellite imagery software within the **cadastral land parcel boundary**.

Regardless of the method used to determine the **site area**, the **Assessor** must ensure that the information accurately reflects the configuration of the **rated premises** and its uses during the **rating period**.

Where the **Assessor** is unable to provide documentary evidence that the direct measurement source is based on the **cadastral land parcel boundary**, the **site area** must be included in the **potential error measurement**.

Off-site school facilities that are not located within 1 km of the main campus of the rated school must be excluded the rating.

For off-site school facilities that are located within 1 km of the main campus of the rated school, the **Assessor** may choose to include or exclude the off-site school facilities in the rating to achieve a better NABERS rating outcome. Where the off-site school facility is included in the rating, the **Assessor** must include the **site area** for the school facility.

 For documentation requirements, see Section [12.5](#).

7.4 Area exclusions

7.4.1 General

The **Assessor** must check that the **site area** does not include any State or council-designated protected areas under the *Native Vegetation Act 2003* or areas not classified as **school facilities** as part of the site inspection.

Note: The Native Vegetation Act 2003 protects specified vegetation areas and attaches restrictions to the clearance of native vegetation in such areas. This may be known by different names in different States, for example 'vegetation management areas', 'bushland reserve', 'nature refuge' or 'nature reserves'.

Where the **Assessor** identifies that the **site area** includes such areas, the **Assessor** shall exclude such areas using one of the methods below:

- a) If the third-party documentation using the method in Section [6.3\(a\)](#) shows the **site area** is associated with the boundary identified by the **Assessor**, then use the area listed on the third-party documentation to determine the area to be excluded; or if not available,
- b) Using direct measurement from current plans or scaled prints, measure the area that is outside the boundary of **rated premises** as determined in Step 1; or if not available,
- c) Using satellite imagery and the measurement scale on the satellite imagery, electronically measure the area that is outside the boundary of the **rated premises** as determined in Step 1.

Where Step 2 Method c) is used AND satellite imagery does not show the **cadastral land parcel boundary**, then the estimated area must be included in the **potential error measurement for site area**.

Where Step 2 Method c) is used but the satellite imagery shows the **cadastral land parcel boundary**, the measured area does not need to be added to the **potential error** for **site area**.

7.4.2 Non-school facilities

The assessor must confirm all parts of the school's ratable area are assessable **school facilities**. Any buildings, structures, or areas that meet the definition of a **non-school facility** must be excluded.


7.5 Rated site area

The **Assessor** must determine the **rated site area**. This is calculated by subtracting the area exclusions (Section [7.3](#)) from the total area (Section [7.4](#)).

8 Swimming pools and spas

8.1 Summary

A **school facility** may have swimming pools or spas that significantly impact water and energy consumption. **Assessors** will need to determine the extent to which these features affect a **rated premises** energy and water consumption through data collection. This chapter outlines critical features for assessment.

 For documentation requirements, see Section [12.6](#).

8.2 Process overview

The process for determining the facility features is given in Table 8.2.


Table 8.2: Determining facility features

	Step	School Energy	School Water	School Sector	Reference
1	Assess if the school has one or more pools.	✓	✓	All schools	8.3.2
2	Determine the surface area of swimming pools.	X	✓	All schools	8.3.3

8.3 Determining pool area

8.3.1 General

In NABERS Energy for Schools ratings, the potential impact of pools is accounted for by determining whether the school has a swimming pool or spa on site. In the NABERS Water for Schools ratings, the potential impact of pools is accounted for by determining the area of the pool. This figure is calculated for all pools (indoor or outdoor, heated or unheated).

 For documentation requirements, see Section [12.6](#).

8.3.2 Check for pools

The **rated premises** can be considered to have a pool if—

- a) there is one or more heated or non-heated swimming pool that some **students** have access to; and
- b) the pool is part of the rated **Site Area**; and
- c) the energy usage, or part of the energy usage, associated with the swimming pool is downstream of the rated metered consumption.
- d) The **Assessor** must survey the **rated premises** for the presence of pools, regardless of whether it is heated or unheated.

Note: If a pool is utilised by students of other schools in addition to students of the rated premise, the **Assessor** should refer to the NABERS for Shared Services and Facilities Ruling.

8.3.3 Standard for acceptable data

If there is uncertainty about the area or closure periods of any swimming or spa pool, then the **Assessor** shall—

- a) use available material to determine the area of the pool to within 10 %; or if this is not possible,
- b) estimate the area by selecting one pool size from the following:
 - 1) Olympic pool – 1,250 m²
 - 2) 25m 5-lane pool – 262.5 m²
 - 3) 25 m 4-lane pool – 212.5 m²
 - 4) Large spa – 75 m²
 - 5) Small spa – 4 m²; or

if the **Assessor** is unsure which pool size to choose

- c) assume the area of the pool is zero.

If the **Assessor** uses Method (b) for determining rated pool area, the estimates must be included in the **potential error**.

Note: The energy or water consumption associated with the pool may still need to be included in the assessment, irrespective of any issues with the assessment of the area of the pool.

9 Remoteness area classification

9.1 General

For NABERS Energy and Water ratings for schools, adjustments are made based on the **remoteness area classification** of the **rated premises**. The **remoteness area classification** is required for all ratings and **school sectors**.

Note: For portfolio ratings, the **remoteness area classification** is populated by the **NABERS rating input form**.



For documentation requirements, see Section [12.7](#).

9.2 Determining the remoteness area classification

The **Assessor** must determine the **remoteness area classification** of the **rated premises**. This is based on:

- the most recent Australian Bureau of Statistics Remoteness classification; and
- using the geolocation published by **ACARA** in the Australian School List.

If the rated premise cannot be found in the Australian School List, the **Assessor** must contact the NABERS Administrator.

Note: The remoteness area of the rated premises will either be major cities, inner regional, outer regional, remote, or very remote.


10 Minimum energy and water coverage

10.1 Summary

Assessors will need to determine the energy and water a premises uses for a NABERS rating. This must be done in compliance with Chapter 3 of NABERS The Rules – Metering and Consumption as well as this chapter.

This chapter summarises the minimum energy and water coverage for NABERS **school** ratings that must be considered in these calculations.

For minimum energy and water requirements in relation to shared services and facilities, refer to *NABERS Ruling Shared Services and Facilities*.

 For documentation requirements, see Section [12.8](#).

10.2 Minimum energy coverage


10.2.1 General

Assessors must ensure that all the required energy **end uses** as listed in this chapter are covered by the sources and supply points identified in accordance with Sections 3.2 and 3.3 of NABERS The Rules – Metering and Consumption.

If an **end use** is required to be included in the rating but is not covered by one of the supply points identified, then the **Assessor** must use one of the alternative allowable methods listed in Chapter 7 of NABERS The Rules – Metering and Consumption to ensure the minimum energy coverage requirements can be met.

Any exclusion must only cover the specific item being excluded. This means that every item to be excluded must be assessed separately and the justification for its exclusion included in the documentation. The **Assessor** must examine available single-line diagrams, electrical circuit schedules, water reticulation diagrams and visit the plant rooms to ensure that all relevant equipment is covered under the meters included in the energy rating.

Note: Alternative allowable methods include small **end use** estimations. See Section 7.2.2 of NABERS The Rules – Metering and Consumption.

 For documentation requirements, see Section [12.8](#).

10.2.2 School energy ratings

The required minimum energy coverage for school ratings is energy consumed in supplying all services to the **rated premises** during the **rating period**. This energy coverage includes:

- a) All lighting and power in the school (e.g. classrooms, offices, **staff** rooms, foyers, plant rooms, common-area toilets, kitchens, domestic hot water).
- b) Vertical transport.
- c) All air conditioning and ventilation to all areas within the **school** including:
 - 1) Heating.
 - 2) Cooling.
 - 3) Heat rejection plant.
 - 4) Air distribution and movement.
 - 5) Outside air.
 - 6) Miscellaneous exhaust, supply or ventilation fans.
- d) Exterior lighting provided to the **school**. Where the **school** is a **combined school**, any exterior lighting that is not part of the school rated **site area**.
- e) Generator fuel where it serves the **school**.
- f) Specialised equipment used for teaching purposes.
- g) Sports facilities located within the **rated premises**.
- h) Car park ventilation and lighting, where internal or external car parks within the legal boundaries of the site are provided for school visitor and **staff** use.
- i) Exterior signage that—
 - 1) is primarily used for identifying or advertising the school; or
 - 2) displays the **rated premises'** name, even if unrelated to the school.
- j) Sump pits and hydraulic pumping that serves the **rated premises**.
- k) Kitchens in communal areas that can be used by **staff** or **students** for periodic cooking.
- l) On-site catering kitchens used commercially by employees or contractors of the school to cater meals for **students** and staff.
- m) Any on-site indoor or outdoor pools or spas, both heated or unheated, for the use of **students**.
- n) Bore water pumping energy.

10.2.3 Energy use in unoccupied or disused spaces

The energy use of unoccupied or disused spaces (within the scope of the required minimum energy coverage of the rating) must always be included.


10.2.4 Exclusions

10.2.4.1 General

Energy use may only be excluded from a rating if—

- a) the energy is not part of the minimum energy coverage of the rating; and
- b) there is a methodology within the **Rules** that permits the exclusion; and
- c) the coverage, accuracy and **validation** requirements for the metering of the exclusion are met.

The metering for any exclusion must not include any **end uses** that are required under the minimum energy coverage.

 For documentation requirements, see Section [12.8](#).

10.2.4.2 Electric vehicle charging points

The energy associated with electric vehicle charge points does not form part of the minimum energy coverage and is not required to be included. Emissions associated with moving vehicles are not included in the scope of ratings.

Note: This section applies specifically to electric cars and not mobility transports, such as electric carts or buggies, that are only used within the site area.

10.2.4.3 Transmission towers

The energy used by antennas/transmission towers that provide service to the locality/suburb are not part of the energy coverage. Typically, this would be where a premises leases roof space to a telecommunications company to operate their telecommunications equipment for servicing of the locale.

10.2.4.4 Energy to bookshops and uniform shops


The energy associated with operating school bookshops and uniform shops that is not rated **GFA**.

10.3 Minimum water coverage

10.3.1 General

Once the water sources and their supply points have been determined, **Assessors** must ensure that all the required water end uses as listed in this chapter are covered.

If an **end use** is required to be included in the rating but is not covered by one of the supply points identified, then the **Assessor** must use one of the alternative allowable methods listed in Chapter 7 of NABERS The Rules – Metering and Consumption to ensure the minimum water coverage requirements can be met.

 For documentation requirements, see Section [12.8](#).

10.3.2 School Water ratings

The required minimum water coverage is all the water uses within the **rated premises** used to support the **facility** during the **rating period**. This includes water use for:

- a) Air conditioning for the **school**.
- b) All taps and sinks in the school building and its perimeter.
- c) Showers, swimming pools for school **occupants**.
- d) Cleaning.
- e) Fire services, in accordance with Section 10.3.4.
- f) Water features and irrigation associated with the school and within the site boundary, unless primarily associated with commercial operations for the general public.
- g) Toilets and washing facilities in the **school**.
- h) Make up water to domestic hot water for the **school**.
- i) Specialised equipment used for teaching purposes.
- j) Kitchens in communal areas that can be used by **staff** or **students** for periodic cooking.
- k) On-site catering kitchens used commercially by employees or contractors of the school to cater meals for **students** and **staff**.
- l) Bore water.

10.3.3 Water consumption in excluded spaces

10.3.3.1 Other spaces

Water use associated with spaces that are not for the use of **school occupants**, may be excluded from water coverage under the following conditions:

- a) The water consumption is not included in the minimum water coverage.
- b) The water consumption is properly metered and meets the requirements of *NABERS The Rules – Metering and Consumption* as appropriate.

10.3.3.2 Unoccupied spaces

The water use (within the scope of the required minimum water coverage of the rating) of unoccupied or disused facility spaces must always be included if it has been included within **rated site area** calculation for a **school**, or if the space is available to the school for the benefit of **students**.

10.3.4 Fire system water consumption

Water consumption from the operation of a premises' fire system, whether consumed in an emergency or during testing, is considered a cost of operating a premises and must be included in the calculation of water consumption if it is metered. If it is not metered, fire system consumption need not be included.

Note: Metered fire system consumption that is re-used within the building will tend to improve the rating.

10.3.5 Exclusions

10.3.5.1 General

Water use may only be excluded from a rating if—

- a) the water is not part of the minimum required water coverage of the rating; and
- b) there is a methodology within the **Rules** that permits the exclusion; and
- c) the coverage, accuracy and **validation** requirements for the metering of the exclusion are met.

The metering for any exclusion must not include any **end uses** that are required under the minimum water coverage.



For documentation requirements, see Section [12.8](#).

10.3.5.2 Water to bookshops and uniform shops

The water associated with operating the school bookshops and uniform shops that is not part of the rated **GFA**.

11 Data validation for portfolio ratings – Activity metrics

11.1 Summary

The **Assessor** is required to validate a sample of the operational activity metrics data and of the consumption data collected for the rating assessment. Data validation ensures that the data provided is accurate and assists in eliminating incorrect data. The steps for validating each data type are provided in the following sections. The following different activity metrics collected for the assessment are required to undergo the data validation procedures separately:

- a) **Students** enrolled.
- b) **FTE staff**.
- c) **Site Area** and **GFA**.
- d) Swimming pools and spas.

The following different consumption data are required to be validated from **utility** bills:

- a) Electricity consumption.
- b) Gas consumption.
- c) Water consumption.

Where feasible, the **Assessor** must ensure that the sample dataset is the same for the validation of each metric.

Note: LPG, diesel nor renewable energy consumption and/or production are not required to be validated from **utility** and non-utility sources.

11.2 Process overview

Table 11.2: Validating data

	Step	Reference

1	Randomly select a sample of portfolio schools and validate operations data.	11.3
2	Randomly select a sample of portfolio schools and validate consumption data.	11.4
3	Enter validation results into the NABERS rating input form .	

11.3 Operational data validation

11.3.1 Step 1: Random sample

From the entire portfolio, select a random sample of schools. The determination of the minimum number of schools selected is shown in Table 11.3.1. It depends on the portfolio size and the how many years the portfolio rating has been completed. The schools randomly selected for operational data validation may overlap with the schools randomly selected (Section [11.4.1](#)) for consumption data validation.

Table 11.3.1: Minimum number of schools for data validation

	Minimum number of schools for data validation
Year 1	The larger value of either 10 schools, or 1 % of the portfolio.
Year 2	The larger value of either 10 schools, or 1.5 % of the portfolio.
Year 3	The larger value of either 10 schools, or 2 % of the portfolio.
Year 4	The larger value of either 10 schools, or 3 % of the portfolio.

The **Assessor** must ensure that a different set of randomly selected schools, are selected for the subsequent ratings, so far as possible.

11.3.2 Step 2: Data source

For the sample dataset, perform the following validation. See Section [11.7](#) for diagrammatic representation of the process.

If the primary source of the activity metric data belongs to the following categories, no further validation will be required:

- a) Externally published reports.
- b) Internally published reports.

For the remaining schools in the sample dataset, if the activity metric data obtained through the central database, or other sources that are not published, it will have to undergo the data validation procedures set out in Steps 3 and 4.

11.3.3 Step 3: Validation A — Check internal procedures

To validate the activity metric data obtained from the central database, or other sources, the

Assessor must:

- a) Obtain the verification/confirmation procedures used by the **school facility** to verify the data, prior to internal/external reporting.
- b) Verify the data through confirmation procedures obtained above.

If Step 3 is not feasible, the **Assessor** must perform the Step 4 validations, see Section [11.3.4](#).

11.3.4 Step 4: Validation B — Check with school

To validate the activity metric data obtained from the central database, or other sources, the

Assessor must complete the following:

- a) Obtain activity metric data directly from individual schools covering the rating period in the sample dataset, where applicable.
- b) Perform validation for the selected **schools** (i.e. verify and confirm the activity metric data obtained from the central database system).
- c) Verify the accuracy of all activity metric data for the randomly selected **schools** so the rating can proceed.

However, where the activity metric data for one or more of the randomly selected **schools** is found to be inaccurate, the following must be completed:

1. The **Assessor** must, following confirmation that the data is correct, rectify the corresponding incorrect figures in the data.
2. Repeat Step 3 for a separate set of randomly selected **schools**, for the given activity metric.



For documentation requirements, see Section [12.9](#).

11.4 Consumption data validation

11.4.1 Step 1: Select a random sample of schools

From the entire portfolio, select a random sample of schools. The minimum number of schools selected is the same as that required for the Operational Data Validation (Table 11.3.1, Section [11.3.1](#)). The schools randomly selected for operational data validation may overlap with the schools randomly selected (Section [11.3.1](#)) for consumption data validation.

To validate the **utility** data obtained, the **Assessor** must obtain monthly/quarterly **utility** bills (electronic formats are acceptable) covering the **rating period** for the randomly selected **schools** for which operational data has been validated.

The **Assessor** must ensure that a different set of randomly selected schools, to the extent it is possible, are selected for the subsequent ratings.

11.4.2 Step 2: Data validation

For those randomly selected schools, verify the **utility** data obtained from the central database system with the **utility** bill information.

The **Assessor** must review the data and ensure that they comply with expectations (for example, usage patterns). Investigate any anomalies in the data and find explanations for them. If there is no reason for the anomaly, treat anomalous data as estimated.

11.4.3 Step 3: Results of validation

Where all the **utility** data for the randomly selected schools are verified to be accurate the rating can proceed. However, where **utility** data for one or more of the randomly selected **schools** are found to be inaccurate, the **Assessor** must:

- a) Confirm and rectify the corresponding incorrect figures in the data.
- b) Repeat Step 1 and randomly select a different set of schools, as prescribed in Section [11.4.1](#). Then obtain monthly/quarterly **utility** bills (electronic formats are acceptable) covering the rating period for those school.
- c) Repeat Step 2 for the new set of schools to ensure that the validation requirements are met.

The **Assessor** must ensure that a different set of randomly selected schools, if applicable, are selected for the subsequent ratings.



For documentation requirements, see Section [12.8](#).

11.5 Data discrepancies

For the different activity metrics, where discrepancies are found between site-reported and Commonwealth-reported figures, the **Assessor** must consider the most recent data and ensure that the rules of counting the metrics have been conformed to.

11.6 Data modification

If the activity metrics are revised after the ratings have been processed, the **Assessor** must complete the following:

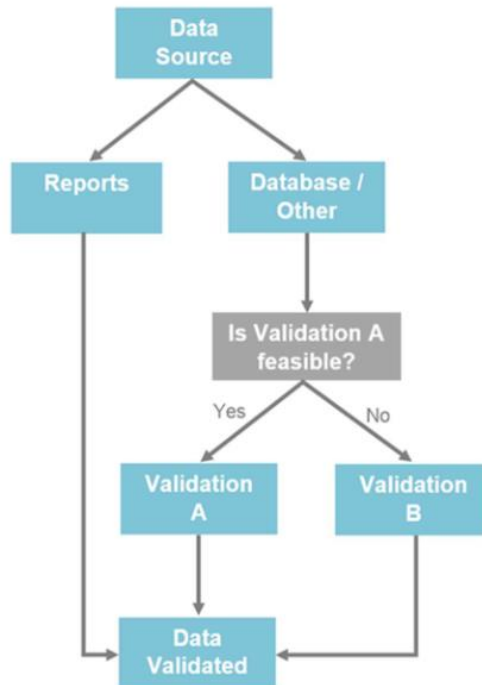
- a) Notify the National Administrator of the modification.
- b) Update the rating data in the Rating Assessment Form.
- c) Lodge updated ratings with the National Administrator.

The National Administrator, following the applicable quality assurance procedures, will certify the rating. The validity of the certification will be the same as that of the previous rating (the rating that has been modified).

11.7 Data validation — Process flow

Figure 11.7 shows the process flow for the data validation of activity metrics.

Figure 11.7: Overview of the activity metric data validation process



12 Documentation required for accredited ratings

12.1 Summary

The information in the tables in this section is required for a rating. Information may be contained in many different formats. The purpose of the documentation is to provide an acceptable, credible source of the required information. In some instances, specific document types may be unnecessary for an individual rating. Or, under different rating circumstances, the specific document types may carry multiple items of information required for the rating. The qualifying factor is not the type of document but that the documentation contains the required information in an acceptable format.

The tables in Section 12.2 onwards are organised based on the divisions of previous chapters (Chapter 4 through to Chapter 10). All the required information should be obtained from the owner/manager of the premises before a site visit, and then confirmed during the site visit and subsequent assessment. A site inspection helps to verify that the information provided is accurate, current and complete. It is highly recommended to store records in a file structure laid out similarly to the **Rules** to facilitate ready provision for audit.

Note: **Assessors** are expected to collect and store complete evidence to support the rating *prior to lodging the rating*, and to have this available to be provided for audit. Complete evidence required for audit should be provided upon request.

Individual ratings may require additional information or documentation depending on the individual circumstances of the **rated premises**.

12.2 Documentation required for students enrolled

Topic	Source	Documentation
Student types	Chapter 4	<p><u>Required information</u></p> <p>The Assessor must obtain evidence of the number of students undertaking full-time and part-time loadings as well as specification on the student type.</p> <p><u>Documentation examples</u></p> <p>Documentation that can be used as evidence of FTE students includes the following:</p> <ol style="list-style-type: none"> a) Data published on the My Schools website, managed by ACARA.

		<p>b) Records of the data reported to the National School Statistics Collection (NSSC).</p> <p>c) Records of full-time and part-time student enrolments from the beginning of the school year with specification on student year groups.</p> <p>d) Verbal confirmation of the number of full-time and part-time students provided by a credible and responsible person (including their full name, position and contact details), and recorded in writing by the Assessor.</p>
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12.3 Documentation required for Full-Time Equivalent staff

FTE staff	Chapter 5	<p><u>Documentation examples</u></p> <p>Documentation that can be used as evidence of FTE teaching and non-teaching staff includes the following:</p> <ul style="list-style-type: none"> a) Data published on the My Schools website, managed by ACARA. b) Records of the data reported to the National School Statistics Collection (NSSC). c) Records of full-time staff from the human resources department. <p>Documentation that can be used as evidence of FTE teaching and FTE non-teaching staff associated with ELC students, includes the following:</p> <ul style="list-style-type: none"> a) Records of full-time staff from the human resources department. b) Records of part-time or casual staff and their contracted weekly working hours, and number of weeks contracted during the rating period. c) Annual working hours logs that are used for accounting purposes for each part-time or casual workers. d) Working hours summary with at least a monthly interval, provided by a credible and responsible person (including their full name, position and contact details), and recorded in writing by the Assessor. <p>Documentation that can be used as evidence of non-full-time teaching and non-teaching staff includes the following:</p> <ul style="list-style-type: none"> a) Data published on the My Schools website, managed by ACARA.
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		<p>b) Records of the data reported to the National School Statistics Collection (NSSC).</p> <p>c) Records of part-time or casual staff and their contracted weekly working hours, and number of weeks contracted during the rating period.</p> <p>d) Annual working hours logs that are used for accounting purposes for each part-time or casual workers.</p> <p>e) Working hours summary with at least a monthly interval, provided by a credible and responsible person (including their full name, position and contact details), and recorded in writing by the Assessor.</p>
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12.4 Documentation required for Gross Floor Area

<p>Gross Floor Area (GFA)</p>	<p>Chapter 6</p>	<p><u>Required information</u></p> <p>The Assessor must retain evidence that the site GFA has been correctly calculated and verified. All documentation used as evidence must be determined in accordance with the measurement standard for rated area, otherwise it will contribute to the potential error measurement.</p> <p><u>Documentation examples</u></p> <p>Documentation that can be used as evidence includes:</p> <ol style="list-style-type: none"> a) Surveys. b) Cleanable area from the school’s facilities schedule. c) Other third-party documentation. d) Direct measurement from drawings, plans or prints (to-scale). e) Site measurement verified by the Assessor identifying the rated premises. f) Leases (including information about the measurement standard or equivalent). <p>All of the documentation listed above must be made to/based on the measurement standard for rated area.</p>
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12.5 Documentation required for site area

<p>Site area</p>	<p>Section 7.3</p>	<p><u>Required information</u></p>
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		<p>The Assessor must retain evidence that the site area has been correctly calculated and verified. All documentation used as evidence must be based on cadastral land parcel boundaries.</p> <p><u>Documentation examples</u></p> <p>Documentation that can be used as evidence includes:</p> <ol style="list-style-type: none"> a) State issued land title registry, deposited plan or registered plan showing the site area. b) Third party survey. c) Direct measurement using satellite imagery software that has been separately verified by the Assessor to base its site boundaries on cadastral land parcel boundaries. d) Direct measurement from drawings, plans or prints (to-scale). e) Leases (including information about the measurement standard or equivalent).
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12.6 Documentation required for swimming pools and spas

<p>Swimming pools and spas</p>	<p>Section 8.3</p>	<p><u>Required information</u></p> <p>The Assessor must retain information that identifies all pools by name and location and give details of the surface area of each pool's area.</p> <p>Evidence of closure periods must also be retained, including the start and stop dates of any such closures, and justification for the number of months during the rating period that the swimming pool has been available for use.</p> <p><u>Documentation examples</u></p> <p>Documentation that can be used as evidence includes—</p> <ol style="list-style-type: none"> a) Photographs of swimming pool (if relevant); b) To-scale drawings or plans to measure surface area of each pool; c) Assessor notes (including on-site measurements) or other evidence supporting the total surface area of the swimming pool; d) Assessor notes or other evidence supporting any claim for the estimated pool size
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12.7 Documentation required for remoteness area classification

Remoteness Area Classification	Section 9	<p><u>Required information</u></p> <p>The Assessor must retain information that the remoteness area has been correctly determined.</p> <p><u>Documentation examples</u></p> <p>Documentation that can be used as evidence includes—</p> <ol style="list-style-type: none"> Screenshot of the All Schools List website, managed by ACARA, showing the name of the rated premise and the geolocation.
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12.8 Documentation required for minimum energy and water coverage

Minimum energy coverage	Section 10.2	<p><u>Required information</u></p> <p>For documentation required to confirm minimum energy coverage see Section 11.2.3 of <i>NABERS The Rules – Metering and Consumption</i>.</p>
Energy coverage exclusions	Section 10.2.4	<p><u>Required information</u></p> <p>The Assessor must retain data regarding any energy consumption that is excluded. This includes calculations and information relating to the energy use of the excluded area which is not predominantly serving the students and staff. The Assessor must make reference to the metering and exclusion requirements of other NABERS Rules documents, as appropriate.</p> <p><u>Documentation examples</u></p> <p>Documentation that can be used as evidence includes:</p> <ol style="list-style-type: none"> Marked up electrical, gas or water reticulation diagram demonstrating the metering configuration of the excluded area. Assessor notes on the purpose and function of the excluded area.
Minimum water coverage	Section 10.3.1	<p><u>Required information</u></p> <p>For documentation required to confirm minimum water coverage, see Section 11.2.3 of <i>NABERS The Rules – Metering and Consumption</i>.</p>
Water coverage exclusions	Section 10.3.3	<p><u>Required information</u></p> <p>For documentation required to confirm minimum water coverage, see Section 11.2.3 of <i>NABERS The Rules – Metering and Consumption</i>.</p>

12.9 Documentation required for data validation for school portfolio ratings

<p>Validation of operational data</p>	<p>Section 11.3</p>	<p><u>Required information</u></p> <p>The Assessor must retain evidence that validates each operational metric (FTE students, FTE staff, site area, GFA and swimming pools and spas) for each school in the randomly selected sample.</p> <p><u>Documentation Examples</u></p> <p>Documents that can be used as evidence includes:</p> <ul style="list-style-type: none"> a) Externally or internally published reports; or b) Identification of validation method used; and <ul style="list-style-type: none"> 1) Evidence confirming procedures used by education department to verify data prior to reporting; or 2) Metric data provided directly by the school.
<p>Validation of consumption data</p>	<p>Section 11.4</p>	<p><u>Required Information</u></p> <p>The Assessor must retain the monthly/quarterly utility bills (electronic formats are acceptable) covering the rating period for each schools in the randomly selected sample.</p> <p><u>Documentation Examples</u></p> <p>Documentation provided must comply with Chapter 11 of <i>NABERS The Rules – Metering and Consumption</i>.</p>

Appendix A – The rating period

A.1 Allowance for lodgement

A NABERS rating is based on 12 months of **acceptable data**, called the **rating period**. Once certified, the rating is valid for up to 12 months, called the **validity period**.

It can take time for an **Assessor** to complete a rating. Therefore, a period of 120 calendar days is given to lodge the rating after the end of the **rating period**. Ratings lodged after the 120 calendar days will have a reduced **validity period** to ensure all ratings are based on current data.

The following scenarios illustrate this principle.

Scenario 1

A NABERS rating is lodged with the **National Administrator** within 120 calendar days of the end of the **rating period**. It will be valid for 365 days from the date of certification. See **Figure A.1.1**.

Example:

- The **rating period** is 1 January 2023 to 31 December 2023. The due date is therefore 30 April 2024.
- The **Assessor** lodges the rating on 1 February 2024, and the Administrator certifies it on 5 February 2024. This is before the due date.
- The rating will therefore be valid for 365 days from the date of certification (5 February 2024).
- It will expire on 5 February 2025.

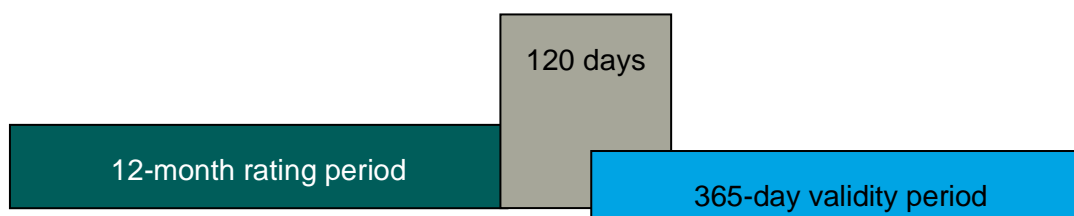


Figure A.1.1: A rating lodged within 120 days of the end of rating period

Scenario 2

A NABERS rating is lodged with the **National Administrator** more than 120 calendar days after the end of the **rating period**. It will be valid for 365 days from the end of the **rating period**. See **Figure A.1.2**.

Example:

- The **rating period** is 1 January 2023 to 31 December 2023. The due date is therefore 30 April 2024.
- The **Assessor** lodges the rating on 1 June 2024, and the Administrator certifies it on 6 June 2024. This is after the due date.
- The rating will therefore be valid for 365 days from the end of the **rating period** (31 December 2023).
- It will expire on 31 December 2024.

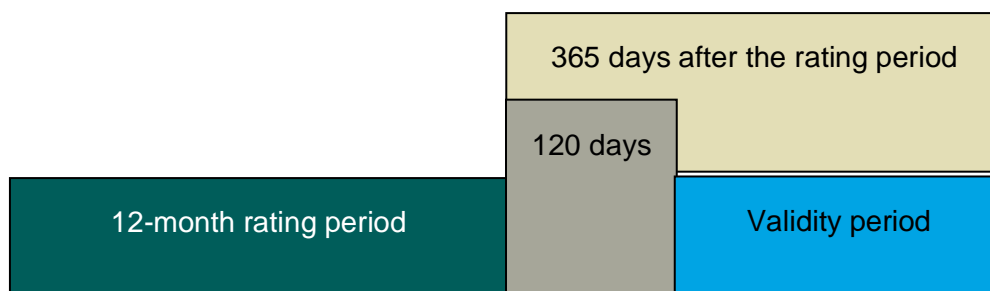


Figure A.1.2: A rating lodged after 120 days from the end of rating period

A.2 Allowance for responses

Assessors are given 120 days after the **rating period** to lodge ratings with the **National Administrator**. The **Assessor** should allow 10 working days within this 120-day period for a response from the **National Administrator**. The **National Administrator** then allows a further 10 working days for the **Assessor** to respond to any queries that arise from quality assurance checks before certification.

When the **Assessor** is required to provide clarification multiple times, this must be done within the allowable 10 working days period.

If the **Assessor** has not responded adequately to all queries and the rating has not been certified within 120 days of the end of the **rating period** + 10 working days, the rating will only be valid for up to 365 days from the end of the **rating period**. This does not include the time taken by the **National Administrator**.

Appendix A – The rating period

The following scenario illustrates this principle.

Scenario 3

A NABERS rating is lodged with the **National Administrator** one day before the lodgement due date (120 days from the end of the **rating period**). Depending on how quickly the **Assessor** responds to clarifications, the rating will either be valid for 365 days from the date of certification or 365 days from the end of the **rating period**.

Example:

- a) The **rating period** is 1 January 2023 to 31 December 2023. The due date is therefore 30 April 2024.
- b) The **Assessor** lodges the rating on 29 April 2024, 119 days after the end of the **rating period**.
- c) The **National Administrator** responds on 3 May 2024 requesting further clarification. The **Assessor** must provide adequate clarification by 14 May 2024 (120 days from the end of the rating period plus 10 working days) for the rating to be valid for 365 days from the date of certification.
- d) If the **Assessor** responds on the 8 May 2024, the rating will be certified and valid until the 8 May 2025.
- e) If the **Assessor** does not respond with clarification until the 30 May 2024, the rating will only be valid until 365 days from the end of the **rating period** and therefore will expire on the 31 December 2024.

A.3 Adjusting the rating period

After the rating has been lodged, the **Assessor** may require the **rating period** to be changed. The **rating period** may only be adjusted by a maximum of 62 days from the first lodgement. A new rating will need to be created if the **Assessor** would like to adjust the **rating period** by more than this.

Note: A rating is required to comply with the **Rules** that are current at the time of lodgement. **Assessors** are advised to seek advice and request a **Ruling** (if needed) prior to lodging ratings that may require one.

A.4 Lodging successive ratings


For a premises which already has a current rating, there are two options to complete another rating of the same type: Replace or Renew.

Note 1: The **Assessor** will be prompted to select Replace or Renew when creating a rating. This selection can be changed just before the rating is lodged but not after.

Note 2: Where a premises lodges a NABERS Energy rating application and NABERS Water rating application as a combined application on NABERS Perform, **Assessors** have the ability to—

- a) select 'Replace' for both ratings;
- b) select 'Renew' for both ratings; or
- c) select 'Replace' for one rating and select 'Renew' for the other rating, providing both ratings have the same **rating period**.

Assessors will be prompted to select Replace or Renew when creating a rating. This selection can be changed just before the rating is lodged but not after.

 Portfolio ratings may only use the “replace” option (Option 1).

Option 1: Replace

The Replace option allows the new certified rating to replace the existing rating immediately upon certification.

There will be loss of the existing rating's remaining **validity period**. This option might be chosen if the new rating is better than the existing rating. See **Figure A.4.1**.



Figure A.4.1: The existing rating replaced by a new rating

Option 2: Renew

The Renew option allows the new certified rating to begin its **validity period** immediately after the existing rating **validity period** expires. This option is often chosen when a site is most concerned with maximising the **validity period**.

As ratings are based on current data, the new **validity period** cannot not exceed 485 days from the end of the **rating period**. To ensure the new rating maximum **validity period** is achieved, the **validity period** must start within 120 days after the end of the rating period.

The following scenario illustrates this principle.

Scenario 4

A NABERS rating is lodged with the **National Administrator** and the Renew option has been selected. The new rating begins its **validity period** within 120 days after the end of the **rating period**. See **Figure A.4.2**.

Example:

- The current rating's **validity period** expired on 31 December 2023.
- The **rating period** is 1 October 2022 to 30 September 2023 for the renewal rating.
- The **Assessor** lodges the renewal on 1 November 2023 and it is certified by the **National Administrator** 7 November 2023.
- The **validity period** for the renewal will be 1 January 2024 to 31 December 2024.

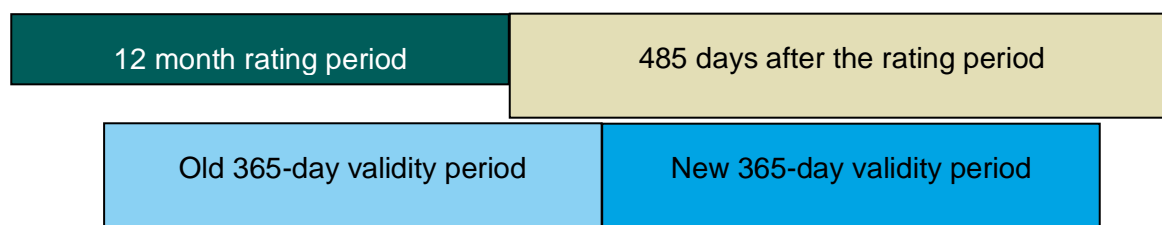


Figure A.4.2: The validity period for the new rating begins once the old rating expires and the new validity period is 365 days

If the new rating's **validity period** begins more than 120 days after the end of the **rating period**, the validity will be reduced as the **validity period** will exceed 485 days from the end of the **rating period**.

Note: An expired rating can be renewed. The **validity period** will begin on the date of certification, rather than the date the previous rating expired.

The following scenario illustrates this principle.

Scenario 5

A NABERS rating is lodged with the **National Administrator** and the Renew option has been selected. The new rating begins its **validity period** over 120 calendar days after the end of the **rating period**. See **Figure A.4.3**.

Example:

- The current rating's **validity period** expired on 31 December 2023.
- The **rating period** is 1 August 2012 to 31 July 2023 for the renewal rating.

Appendix A – The rating period

- c) The **Assessor** lodges the renewal on 1 November 2023 and it is certified by the **National Administrator** on 7 November 2023.
- d) The **validity period** for the renewal will be 1 January 2024 to 28 November 2024, 485 days after the end of the **rating period**.

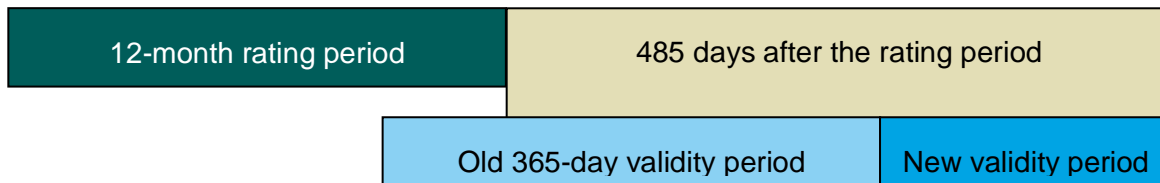


Figure A.4.3: The validity period for the new rating begins once the old rating expires and the new validity period is less than 365 days

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