



**Board of Trustees
Brisbane Grammar School**

Annual Report 2014

ISSN 1837-8722



BRISBANE GRAMMAR SCHOOL

From the Board of Trustees

9 March 2015

The Honourable Kate Jones MP,
Minister for Education
Dept of Education and Training
PO Box 15033
BRISBANE CITY EAST QLD 4002

Dear Minister

I am pleased to present the Annual Report 2014 and Financial Statements for The Board of Trustees of the Brisbane Grammar School.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, and
- the detailed requirements set out in the *Annual report requirements for Queensland Government agencies*.

Yours sincerely

Howard Stack
Chairman – Board of Trustees

BRISBANE GRAMMAR SCHOOL GREGORY TERRACE BRISBANE QLD 4000

T: +61 7 3834 5200 | www.brisbanegrammar.com

A.B.N. 41 291 151 944 | CRICOS Provider No: 00489C

2014

TABLE OF CONTENTS

1.	CONSTITUTION, GOALS AND FUNCTIONS	1
2.	LOCATION	4
3.	STRUCTURES	4
4.	REVIEW OF THE PROGRESS IN ACHIEVING THE BOARD OF TRUSTEES’ STATUTORY OBLIGATIONS	5
5.	SUMMARY OF SIGNIFICANT OPERATIONS	6
6.	REVIEW OF PROGRESS TOWARDS ACHIEVING GOALS AND DELIVERING OUTCOMES	20
7.	PROPOSED FORWARD OPERATIONS	23
8.	FINANCIAL OPERATIONS AND EFFECTIVENESS	23
9.	SYSTEMS FOR OBTAINING INFORMATION ABOUT FINANCIAL AND OPERATIONAL PERFORMANCE	24
10.	RISK MANAGEMENT	26
11.	CARERS (RECOGNITION) ACT 2008	27
12.	PUBLIC SECTOR ETHICS ACT 1994	28
13.	EXPENDITURE ON CONSULTANCIES	29
14.	OVERSEAS TRAVEL	29
15.	REPORT AVAILABILITY	29
16.	GLOSSARY	30
APPENDIX A	CHAIRMAN’S AND HEADMASTER’S REPORTS	31
APPENDIX B	AUDITED FINANCIAL STATEMENTS	40

1. CONSTITUTION, GOALS AND FUNCTIONS

Legislative Basis

Brisbane Grammar School is the oldest secondary school for boys in the city of Brisbane. It was established on 29 February 1868 and opened at its original Roma Street site in February 1869 with 94 students. The School was forced to relocate to its present site on Gregory Terrace in 1881 to allow for the development of the Roma Street railway station.

The Board of Trustees of the Brisbane Grammar School is constituted under the *Grammar Schools Act 1975* and is a Statutory Body within the meaning given in the *Financial Accountability Act 2009* and subject to audit by the Auditor General.

The Minister for Education is responsible for the administration of the *Grammar Schools Act 1975*.

Functions and Powers

The functions of the Board of Trustees are specified in Section 14 of the *Grammar Schools Act 1975* as follows:

- (a) to supervise, maintain and control the conduct of the School for which the Board is constituted;
- (b) to erect, alter, add to, purchase or sell buildings used or to be used for or in connection with the School;
- (c) to effect general improvements to the premises used or to be used for or in connection with the School;
- (d) to provide in the School courses of instruction;
- (e) to make rules with respect to:
 - (i) fees and charges to be paid in relation to students enrolled or to be enrolled at the School;
 - (ii) the management and control of the School; and
 - (iii) the discipline and conduct of students enrolled at the School.

The powers of the Board of Trustees as set out in Part 3 Divisions 1 and 2 of the *Grammar Schools Act 1975* are as follows:

Division 1 - General Powers

Powers and functions generally

A Board shall have and may exercise and perform such powers and functions as are conferred or imposed upon it by or under this Act.

By-law making power

- (1) A Board may make by-laws about elections under this Act, including by-laws about:
 - (a) an electoral eligibility amount for the Board;
 - (b) when an election is held; and
 - (c) a maximum number of terms for which a person may be elected under section 7(4)(b).
- (2) A by-law made under subsection (1)(a) may provide for an amount that is an electoral eligibility amount in relation to all elections or a specified election.
- (3) A by-law has effect only if it is consistent with this Act, including a regulation in force under this Act.
- (4) Without limiting subsection (3), a provision of a by-law mentioned in subsection (1)(a) is of no effect unless it complies with a regulation about the minimum or maximum amount that may be set as an electoral eligibility amount for the Board.
- (5) A by-law is not subordinate legislation.

Power to establish trust funds and to accept gifts and the like subject to conditions

- (1) A Board may establish and administer trust funds for any purpose in connection with the exercise and performance of its powers and functions.
- (2) A Board may agree to and carry out conditions to which a gift, grant, bequest, devise, purchase, lease or other means whereby a Board acquires or holds property is subject.

Power to establish investment common funds

- (1) A Board may establish investment common funds for the collective investment of moneys of the School in respect of which the Board is constituted, trust moneys and other moneys held by or in the custody of that School.
- (2) A Board may, from time to time without liability for breach of trust, bring into or withdraw from an investment common fund established by it the whole or any part of moneys of the School in respect of which the Board is constituted or trust moneys or other moneys held by or in the custody of that School.
- (3) Subject to subsections (4) and (5), a Board shall distribute periodically the income of each investment common fund amongst those funds participating in the common fund, having regard to the extent of the participation of those funds in the common fund during the relevant accounting period.
- (4) In a case where a Board has brought into an investment common fund sums of money that, having been received by it to be expended for a stated purpose, will not for any cause be expended for that purpose forthwith, the Board may pay into its general fund the whole or any part of that portion of the income of such investment common fund that is attributable to the participation of those sums of money in that common fund and that is not required for that stated purpose.
- (5) A Board may if it considers it proper so to do, from time to time, add a portion of the income of an investment common fund to the capital thereof or use another portion of that income to establish or augment a fund or funds as a provision against capital depreciation or reduction of income.

Appointment of employees

- (1) A Board:
 - (a) shall appoint and at all times have a secretary;
 - (b) shall appoint a secretary when and as often as a vacancy occurs in that office; and
 - (c) may appoint and employ such administrative officers, teachers, clerks and other employees as it considers necessary for the proper exercise and performance of its powers and functions.
- (2) A Board may enter into, perform and discharge any agreement with respect to the payment of salary, wages, expenses or other moneys to be paid to or in respect of any person who performs functions on behalf of the Board for the purposes of this Act.

Superannuation scheme

- (1) A Board may:
 - (a) establish or amend superannuation schemes; or
 - (b) join in establishing or amending superannuation schemes; or
 - (c) take part in superannuation schemes.
- (2) The auditor-general may audit the schemes.
- (3) Subsection (2) is subject to the *Auditor-General Act 2009*.

Division 2 – Power to enter into financial arrangements

Boards are statutory bodies

- (1) Under the *Statutory Bodies Financial Arrangements Act 1982*, a Board is a statutory body.
- (2) The *Statutory Bodies Financial Arrangements Act 1982*, part 2B sets out the way in which a Board's powers under this Act are affected by the *Statutory Bodies Financial Arrangements Act 1982*.

Procedure before borrowing

Before proceeding to borrow money under the *Statutory Bodies Financial Arrangements Act 1982*, a Board must cause the following to be prepared –

- (a) plans and specifications of the projects or full details of other undertakings for which the money to be borrowed is required;
- (b) an estimate of the cost of those projects or other undertakings;
- (c) a statement showing details of the proposed expenditure of the money to be borrowed.

Illegal borrowing

- (1) If a Board borrows money that it is not authorised under this Act and the *Statutory Bodies Financial Arrangements Act 1982* to borrow, the members of the Board who have consented to the borrowing of that money shall be jointly and severally liable to repay it and to pay interest thereon to the person from whom it was borrowed and that money and interest may be recovered from those members or any of them as money lent by that person to those members or, as the case may be, that member by action in any court of competent jurisdiction.
- (2) If moneys are appropriated from any fund kept under this Act for the purpose of repaying money so borrowed or paying interest thereon, the members of the Board who have consented to the appropriation of those moneys for that purpose shall be jointly and severally liable to refund them with interest thereon at a rate determined by the Treasurer in respect of that appropriation and those moneys and interest may be recovered from those members or any of them by action in any court of competent jurisdiction at the suit of the Treasurer.
- (3) In an action brought under subsection (3), the Treasurer –
 - (a) is entitled to costs as between solicitor and client; and
 - (b) must pay the amounts recovered under the action into the fund concerned.

Brisbane Grammar School's Goals and Strategic Objectives

The School's key strategic goals and objectives are set out in its Statement of Purpose:

- (a) The fundamental strategic goal is:
Brisbane Grammar School educates boys within a strong learning culture that is innovative, yet respectful of its traditions, by nurturing their intellectual, physical and emotional wellbeing to become thoughtful and confident and men of character who contribute to their communities.
- (b) The major objectives of the School are to provide for each student, through the medium of a program based upon the philosophy of a broad liberal education:
 - the development of attitudes, skills, and a base of knowledge as a foundation for critical intelligence, creativity, effective communication and the capacity and enthusiasm for independent, life-long learning;
 - the development and extension of personal character and talents; and
 - the development of a strong sense of service, community, leadership and loyalty to others.
- (c) The key strategic means through which the above are to be pursued are:

- a broad and balanced academic curriculum in which each boy is challenged to do his best;
- a disciplined, safe and supportive environment for learning and for both personal and social growth of students;
- a broad program of cultural, intellectual, sporting and other outdoor activities;
- sporting activities where boys are encouraged to strive vigorously for success, but always within the finest traditions of sportsmanship;
- highly competent teaching staff who are committed to the School's Purpose;
- provision of high quality facilities and support materials (including importantly ICT), while maintaining the heritage structures of the School;
- generation of income and sound financial management that will allow expeditious, efficient and effective pursuit of the School's major objectives;
- effective and responsible school governance; and
- effective communication between the School and its stakeholders.

The School's key strategic goals are ongoing and are not subject to annual change. Specific strategies and actions in support of the School's strategic goals are reviewed and planned annually by the Board and senior staff in a collaborative process.

Appendix A include commentary from both the Chairman of the Board of Trustees and the Headmaster, outlining the School's strategic direction.

2. LOCATION

SCHOOL CAMPUS:

Gregory Terrace, Brisbane Qld 4000
 Postal Address: As above
 Phone: (07) 38345200 Fax: (07) 38345202
 Email: reception@brisbanegrammar.com
 Website: www.brisbanegrammar.com

SPORTING FIELDS:

Nudgee Road, Northgate Qld 4013

BOAT SHED:

Riverside Drive, West End Qld 4101

OUTDOOR EDUCATION CENTRE: 1156 Lake Moogerah Road, Lake Moogerah Qld 4309

3. STRUCTURES

Governing Body

The Board of Trustees of the Brisbane Grammar School was constituted in 1868. The Board consists of seven members appointed by the Governor in Council of whom:

- four are nominated by the Minister for Education; and
- three are subscribers to the School and elected as prescribed by the Act.

Members of the Board perform their duties on a part-time basis for no remuneration.

The Board of Trustees oversees the management of the School with responsibility for day-to-day management, curriculum leadership, recruitment and appointment of staff being delegated to the Headmaster. The Headmaster, Secretary to the Board (Business Manager), four Deputies and Head of the Middle School also attend Board meetings.

In addition to regular meetings of the full Board, there are also several standing board committees which meet regularly throughout the year. These are currently: finance, house and grounds, and development and marketing. Each of these committees is composed of representatives of the Board and senior management, including the Headmaster and Business Manager.

The Board met formally on ten (10) occasions during 2014, including a Strategic Planning Workshop in September.

Membership of the Board and Term of Appointment as at the 31 December 2014:

Mr H L Stack (Chairman)	Elected Subscriber Representatives	15 Dec 2011 – 14 Dec 2015
Dr J M Fenwick AM (Deputy Chairman)	Elected Subscriber Representatives	15 Dec 2011 – 14 Dec 2015
Mr C A Morton	Elected Subscriber Representatives	15 Dec 2011 – 14 Dec 2015
Mr P J Braddy	Ministerial Nominees	15 Dec 2011 – 14 Dec 2015
Mr S E Lonie	Ministerial Nominees	15 Dec 2011 – 14 Dec 2015
Prof D MacDonald	Ministerial Nominees	15 Dec 2011 – 14 Dec 2015
Ms S J Palmer	Ministerial Nominees	15 Dec 2011 – 14 Dec 2015

Senior Management

The School's administration was guided by a senior management team consisting of:

- Headmaster, Mr Anthony Micallef, (appointed Headmaster 1 Jan 2014) BA, DipEd, MA(Syd), MACE, MACEL
- Secretary to the Board of Trustees and Business Manager, Mr Howard James, MBA (MGSM), FCPA, FCIS, FHKSA
- Deputy Headmaster - Extracurricular, Mr Mark Brusasco, BA, DipEd(UQ)
- Deputy Headmaster - Staff and Community Relations, Mr Ed Roper, BEd(JCU), BAppSc(QUT), MACEL
- Deputy Headmaster - Students, Mr David Carroll, (appointed 1 Jan 2014), BA(UQ), GradDipT(ACU), GradDipArts(ACU), MEL(ACU)
- Deputy Headmaster - Teaching and Learning, Mr Steve Uscinski, BA(Hons)(UQ), GradDipT, MEd(QUT)
- Head of Middle School, Ms Jacqui Zervos, BA, DipEd, MEdSt(UQ), MACE, MACEL

This group is supported by a variety of sub committees charged with the sectional implementation of the strategic plan. Standing committees within the School include: risk management, heads of department; student wellbeing; studies; marketing; workplace health and safety and staff consultative. Various other committees operate on an ad hoc or annual basis.

There are subsidiary strategic plans for each of the five areas of: academic curriculum, student wellbeing, staff and community relations, middle school and extracurricular program. Reporting to these plans are departmental or sectional development plans that are also composed on a strategic basis.

4. REVIEW OF THE PROGRESS IN ACHIEVING THE BOARD OF TRUSTEES' STATUTORY OBLIGATIONS

The report of the Chairman of Trustees to the school community at its annual speech day reviews the progress in achieving the Board of Trustees' statutory obligations (Appendix A).

In addition, the Board of Trustees met for its annual strategic retreat on 18 September 2014 as part of the regular process of review of school operations in terms of the objectives outlined in the annual strategic plan. The review was informed, as usual, by reports from the Headmaster and other members of the School's senior management.

5. SUMMARY OF SIGNIFICANT OPERATIONS

a) Needs-based bursarial assistance

With the demise of state-awarded entrance scholarships in the mid-20th century, the Trustees of Brisbane Grammar School introduced Trustees Scholarships in 1965. These entrance scholarships have been awarded annually since then to boys wishing to enter the School at Year 8. Trustees Scholarships have been awarded on academic merit determined by performance in the annual ACER (Australian Council for Educational Research) Scholarship Examination, with an interview also being used to ensure that the candidate has a history of general participation, and interest, in extracurricular and service activities. These scholarships are awarded only for Years 8 to 10, although means-testing provides for a student entering on a scholarship to continue through Years 11 and 12 with on-going fee assistance if his family would be unable to afford the full tuition (and/or boarding fee, if relevant).

The School's Trustees are very aware of the history of Brisbane Grammar School providing access to a high-quality academic schooling for boys whose families could not afford to pay the full fees. To this end, there has been an effort over the past decade to grow the School's Endowment Fund, with the intention of using a significant portion of the annual income of this fund to provide means-tested assisted places (bursaries) to an increasing number of boys. In 2014, 56 students' families received assistance ranging from 25-100% remission of fees, as determined on the basis of demonstrated need.

b) Pedagogical Practices Committee

The Pedagogical Practices Committee (PPC) is a direct outgrowth of several of the key recommendations of Dr Peter Taylor's Report (2011). Dr Taylor characterised four important domains or categories of pedagogical practice at Brisbane Grammar School (BGS). These four key categories are: purposefulness of lessons; development of a community of learners; clarity of disciplinary knowledge; student contribution to lesson development.

These four categories define or delimit 'BGS pedagogy'. These categories are understood and realised by practices that: make teaching and learning visible; make effective use of routines; select and synthesise strategies to maximise learning opportunities. Therefore, the PPC, again comprised of teachers from a number of different departments, continued with the process of capturing on video specifically targeted exemplars of teacher practice during real lessons and annotating or de-coding the practices and learning apparent in the lesson phases. Over the course of 2014, the committee led structured conversations about good practice with groups of staff both on professional learning days and at sessions offered at different times throughout the year. These professional learning events continue to form part of the school's commitment to developing a Framework for Teaching that aligns with AITSL standards and that ensures the highest standards of teaching practice are identified and enacted.

The committee in 2014 concentrated on the specific factor of 'disciplinarity', identified by Dr Taylor in his 2011 report as having a high positive effect on size on student learning. The committee in 2014 demonstrated that student mastery of discipline specific language is

essential to them mastering the discipline itself and consequently provided teachers with strategies that enable students to engage regularly and deeply with:

- the specific vocabulary of a discipline;
- ways of producing text in a discipline, e.g. written/spoken/visual forms;
- how to receive disciplinary knowledge, e.g. reading, listening, viewing; and
- the language used to talk about a specific discipline.

This focus on disciplinarity represents an important and deliberate alignment with the School's commitment to broad literacy development in all students, a strategic target also for the Dimensions of Learning and Blended Learning teams.

c) Dimensions of Learning Renewal Committee

The Dimensions of Learning (DoL) Renewal Committee was established in 2012 and has continued to operate as an essential component of the school's professional learning culture since then. The committee's original brief was to review, audit and report on the current state of DoL in the School, guide the explicit development of Complex Reasoning Processes (CRPs) by our students and to lead the process for renewal, particularly so as to ensure alignment with the significant technological, pedagogical and curriculum shifts the School is undergoing and to ensure that staff new to the school receive the essential grounding in the framework. The DoL Renewal Committee's specific goals and implementation strategies for 2014 were:

- focus professional learning experiences on staff theoretical understanding of vocabulary and language;
- identify evidence based literacy and language needs (i.e.: being responsive to specific literacy issues that arise in student work);
- develop strategies to enhance vocabulary acquisition (Dimension 2);
- develop language strategies which reflect higher order thinking (Dimensions 3 & 4);
- enhance positive student attitudes (Dimension 1) and ongoing learning (Habits of Mind) regarding vocabulary;
- develop and present training workshops on generic/whole school strategies to foster vocabulary development (e.g: Frayer model of concept development, Dual Coding, Verbal and Visual Associations, Vocab quizzes, SQ3R reading strategy); and
- share, in departments, language strategies which are discipline and task specific.

It is important to emphasise that BGS uses a framework not because of deficiencies in the quality or dedication of our teachers. Rather, it is a tool used purposefully to enhance the quality of learning across our curriculum and, as the Association for Supervision and Curriculum Development (ASCD) have said, to provide an organised framework allowing our staff to:

- be deliberate in the planning of learning;
- be explicit in the teaching of thinking;
- be consistent and clear by using a shared language and repertoire of strategies; and
- ensure equity in student learning by leaving nothing to chance.

Once again in 2014 the professional learning experiences in the elements of the Dimensions of Learning framework were delivered through a combination of dedicated sessions for all staff and a repeated series of elective workshops, all of which were strongly attended.

d) Blended Learning Design Team

The Blended Learning Design and Research Team was created in 2013 to develop a framework to assist teachers in making a successful transition from a traditional teacher-centred pedagogy to a new co-learning based pedagogy embracing e-learning tools and systems. To accomplish this the team was given the task of creating a school experience that works better for students and teachers and ultimately yields increased learning opportunities and improved student outcomes. The team's broad goals for 2014 were to:

- seek ways to improve the ability to personalize learning;
- develop the potential for individuals to progress;
- improve student engagement and motivation through the use of ICT;
- develop the potential to extend the reach of effective teachers; and
- develop a collaborative learning culture based on current research.

The specific areas of research and development for the Blended Learning team for 2014 were to identify how to:

- make improved use of class time, data collection, remediation, consolidation, extension, and other pathways through selected applications;
- ensure more extensive and more targeted use of the MyGrammar LMS; and
- design a framework suited for school-wide use for creating Instructional videos using Screen Capture and Green Screen recordings.

The Blended Learning Team reported that the use of online assessment using MyGrammar has hitherto been limited by the inherent dangers of cheating. It is essential that our students build confidence in completing online testing prior to NAPLAN and Senior external assessment moving to this environment. Trials are being conducted using a custom browser that locks down the testing environment within MyGrammar. When students use *Respondus LockDown Browser 4.0* they are unable to print, copy, go to another URL, or access other applications. When an assessment task is started, students are locked into it until they submit it for grading. The school has now purchased a site licence for this product and further testing with whole cohorts will take place in 2015. In the past the Quiz tool in MyGrammar has proved to be difficult for teachers to master with the result that many subjects have not readily taken advantage of this testing environment. *Respondus 4.0* allows teachers to construct quizzes and question libraries offline using Microsoft Word and publish directly into MyGrammar. This application is being tested using a variety of question types to create question libraries and quizzes.

It is important for students that teachers can efficiently capture opinion, understanding and feedback. An application called *Verso* allows teachers to quickly create a challenge for students and engage them in authentic feedback. Having viewed content (e.g. a movie, text, images or websites) students then follow a set of instructions with questions designed to challenge or reveal their thinking and are required to submit their own ideas before gaining access to other responses. The focus of this application is to include all students in meaningful discussion but also to help teachers develop 'non-googleable' questions that encourage deeper engagement. This provides a unique level of visibility on learning for both teachers and the students, allowing every learner to have a voice and an opportunity to provide lesson-changing feedback to their teacher.

e) Data Analysis

The Data Committee in 2014 was dedicated to the strategic objective of improving the quality and effectiveness of teaching through the continuous development of our capacity to identify

and analyse relevant data and then intervene positively in the learning process. To realise this end the committee focused on 3 projects:

- Ensuring readiness for employing ACER-sourced learning data collection on students new to BGS in 2015 (Years 5,7 and 8), including online testing in literacy and numeracy to establish a baseline measures, inform class allocation and resource deployment and to provide data against which to measure ongoing student in class performance;
- Testing and trialling of a range of commercially available data visualization applications in order to ascertain their efficacy in a school environment: and
- Ongoing work with the Tableau application (the preferred outcome of the above testing) in preparation for deployment of class and student specific dashboards to teachers of Year 7 and 8 students in 2015, ideally enabling targeted intervention in learning.

f) Developments in Student Wellbeing

A strategic factor in Brisbane Grammar School's mission is to provide a student wellbeing framework that encourages the ongoing development of resilient and responsible individuals who are connected to the School and wider community. The Department of Education and Early Childhood Development (DEECD) has defined student wellbeing as '...a sustainable positive mood and attitude, health, resilience, and satisfaction with self, relationships and experiences at school'. Student wellbeing affects most aspects of students' functioning at school and is an important factor that affects learning and development outcomes. The response to these realities is a strategic factor in Brisbane Grammar School's infusion of wellbeing curriculum and wellbeing structures that address the social and emotional needs of the modern student.

In 2014 a review of student wellbeing structures was conducted. As a result, Assistant Heads of Year were introduced at each year level. They will have a longitudinal connection with the students and will support Heads of Year and form tutors in the role of supplying individual care to students.

In 2014 our efforts focused on documenting practices and creating resources for new and continuing staff. The introduction of the 'An Atmosphere of Caring' document assisted to clarify the vision of the School with regard student wellbeing. Included in this was the Student Wellbeing Framework which focuses on the specific roles of key staff. A framework for the identification of at risk students was also implemented to assist with the development of an individual care model at Brisbane Grammar school. The School also investigated the implementation of a database which enable the communication, tracking and archiving of student data. 2014 was used to develop and trial this system which will be implemented from the commencement of the 2015 school year.

The School has invested heavily in enhancing its wellbeing provisions. Last year the Coordinator of Student Wellbeing Curriculum reviewed the offerings at each year level and restructured the year 5 - 11 programs to ensure a scoped and sequenced curriculum to maximize the individualized development of our students. Much time was also spent in developing staff to professional delivery by Form Tutors. New topics and lessons were created as part the school's special projects program.

Following on from Dr Suzy Green's staff training in July, 2013, Dr Green returned to the school to delivery further specialist training to the Student Wellbeing Team. Her workshop outlined the evidence-based research that had been done in positive psychology and how other schools were using an applied positive education approach to strengthen social and emotional programs

within their schools. What eventuated from the professional development experience was rich dialogue about how positive education could be used at each year level.

Based on professional development training in the previous year, in 2014, Positive Education was infused into the Year 6 – 10 Student Wellbeing Curriculum. Positive Education was further sub-divided into four principal sub-strands:

- Character Strengths;
- Growth Mindset;
- Emotional Intelligence & Neuroplasticity; and
- Mindfulness & Gratitude.

In order to ensure an authentic approach, the school values, motto and purpose statement provided important guiding principles. In addition to the implicit delivery of Positive Education in the Student Wellbeing Curriculum, a more explicit, cross-cultural approach with other key areas of the school was implemented. Character Strengths were aligned with Dimensions of Learning (Habits of Mind), the Outdoor Education Program and the Peer Power leadership workshops. This holistic approach will help realise our goal of producing ‘men of character who contribute to their communities’.

In addition to managing the implementation of Positive Education as a new strand, it was important to ensure that existing strands of the Student Wellbeing Curriculum were balanced and consolidated. Together the four strands (with sub-strands) guided implementation of this new program:

- Leadership (Leading Self, Leading Others);
- Healthy Living (Digital Citizenship, Nutrition, Sex Education, Drug & Alcohol);
- Career Education (Year 9 – 12 only); and
- Positive Education (outlined above).

Considerable work was done to update content and enhance modes of delivery. In 2011 and 2012 Years 6 to 8 Student Wellbeing curriculum (formerly, Personal Development) was digitised and in 2013 and 2014 Years 9 to 10 programs were digitised.

New initiatives in 2014 included:

- The creation of an integrated Year 10 unit (Peak Performance) which combined all four strands;
- Recognition and participation in Brain Awareness Week;
- Mindfulness added to the Year 9 Student Wellbeing Curriculum (Mindful Photography);
- Gratitude added to the Year 8 Program;
- Experimentation of new Verso technology in the Year 9 Program (Leadership unit);
- All Year 8 – 10 Form Tutors trained in Character Strengths;
- The formation of a Purpose Statement outlining the philosophy underpinning the Student Wellbeing Curriculum; and
- Through collaboration with key stake holders, a BGS Wellbeing Model was created that attempted to audit and synergise wellbeing across the whole school.

Brisbane Grammar School provides a safe and supportive milieu and culture where the experience of teaching and learning is enhanced for all staff and students. A deliberate factor in

Brisbane Grammar School's purpose is to provide systems and programs that foster the ongoing growth of buoyant and conscientious individuals who are connected to the School and wider community. It was for this reason that our community service committee sought to reach further into the wider community (local and abroad) to share resources with those in need or to use their collective talents to support other ventures.

The Community Service Program continues to strengthen in both the diversity of projects on offer and the number of students keen to be involved. While the program is primarily coordinated through year levels, elements of vertical integration were introduced to offer students greater inclusion. The program has evolved to emphasize four broad categories:

- Action based projects;
- Fundraising;
- Sponsorship; and
- Education.

Students in years 5-7, continued the School's long standing association with the Newmarket SOWN (Save Our Waterways Now) group where students, their families and staff have been involved in caring for the environment through Clean Up Australia Day and our regular SOWN working bee site. Students meet on a Sunday once a term and spend their morning weeding and planting trees and shrubs.

The extension to the BUPA Nursing Home visiting schedule has given greater opportunity to members of the community service team to visit residents at the New Farm Nursing Home. Students across years 8-12 have visited BUPA to provide companionship and entertainment for the residents as well as to assist with the construction of herb gardens. In addition to their regular activities, the senior students in Years 11 and 12 began documenting the lives of residents at BUPA through a series of interviews which will be published in the form of a coffee table book.

Perhaps the most rewarding program is that of the Homework Club. Each week, BGS students help children from refugee and non-English speaking backgrounds with their studies. As well as assisting with homework, a sports afternoon was held in the local park once a term. A book club was created with the aim of improving the literacy of ESL students. A student lead fundraiser raised money to buy two kindles along with Amazon vouchers to purchase appropriate reading material for the ESL children.

Throughout Semester two, Year 11 boys volunteered to assist the students at the Nursery Road Special School. They worked individually with the Nursery Road Special School students to facilitate a sports activity and musical venture each week. The boys' assistance made a significant difference to the sports program, in particular. As the school caters for many children whose primary disability is physical, the teachers were able to facilitate differentiated sports activities as each of the students had a Year 11 'buddy' who helped the children develop skills like kicking a ball into a net. At the end of each session, the boys have been encouraged to reflect on their involvement in this project and the ways in which they are assisting the students. This has proved to be a very rewarding and popular activity with the students.

The theme of homelessness continues to extend across other year levels. For the past four years, Brisbane Grammar School has participated in the BCC Homeless Connect Day. In May, eleven boys spent the day setting up for the big event. They were required to unpack and sort crates of clothes and other donations generously provided by various opportunity shops and local businesses. On Homeless Connect Day, Year 12 boys worked alongside other schools and

volunteers cooking and serving breakfast. They were joined by the string quartet who entertained the guests while they enjoyed their breakfast.

To supplement this volunteer work, the Community Service Program continued to fundraise for various charity organisations. Our longstanding connection with World Vision continued unabated and this year's Shave for a Cure event received an excellent response from the BGS community, raising \$19,000. Another cause students committed to this year was the Sleep Out. This charity event raised awareness of and funds for homeless services. On the night of Saturday 8 June, Year 9 students raised money by participating in their own sleep out on school campus. To extend on this, students in the younger years collected 'hygiene packs' for MICA, which included essential items for people afforded temporary accommodation. Other fundraising campaigns included, the St Vincent's Rental Assistance program, the MND Foundation, Giving Up For Gifts' Campaign and Million Paws walk.

In term four, Year 11 Service Committee boys raised funds for the Indigenous Literacy Foundation. It was decided that an effective way to fundraise – that would be of benefit to both the BGS and Indigenous students in remote locations – was through the promotion of reading at school. Boys in the Senior and Middle Schools were encouraged to pay \$2 to have their photos taken with a book they have enjoyed reading. These photos were being displayed in the Libraries to encourage students to both support the ILF and to read the books their peers are recommending.

An aim of our Community Service Program is to focus on global issues through child sponsorship. The program now sponsors children in Indonesia, Democratic Republic of Congo and Cambodia through World Vision, SOS Children, Destiny Rescue and She Rescue.

Creating a school environment that is safe and ordered optimises wellbeing for all stakeholders. The School annually conducts a student welfare audit in order to assess our capacity to minimise the incidence of bullying. The results indicated that the majority of respondents feel happy and safe within this environment; however we continue to explore ways to eradicate any form of bullying. When students were asked, via survey as to what Brisbane Grammar School could do more of to reduce bullying, the most popular response by far was that the School was already 'doing a good job'. The resounding student perception was that BGS responds swiftly to bullying behaviours (either through sanctions, clear policies, and/or fast intervention). There were comments from students which suggested better playground supervision may also assist the occurrences of bullying incidents. Changes in this area were planned and will be implemented at the commencement of the 2015 school year. The promotion of a supportive school culture, which fostered inclusion and acceptance, was also seen as a valuable asset in the reduction of bullying.

The School's Student Services and Academic Services departments have continued in the timely, targeted and efficient delivery of provisions to students. This has occurred within a framework of reflective practice, seeking both on-going improvement in the delivery of existing programs and the introduction of additional services.

In Academic Services continuous improvement in accountability has occurred including close examination of data to target specific interventions in teaching and learning. Staff in both departments have focused on the quality of service provision, ensuring that there is a breadth of coverage in terms of both student contact and the content of such communication. The name 'Academic Services' reflects the necessarily cooperative operations of the Studies Directorate and Student Wellbeing axes of the school in the management of student learning. This is consistent with models operating in other strong academic institutions incorporating such areas

as students at risk, academic disadvantage, provisions for elite athletes, and policies for dealing with disability issues, unsatisfactory progress, and special consideration.

The primary focus of Academic Services is on creating structured learning environments, developing defensible and transparent processes and providing appropriate resources in response to identified student needs. In 2014 this was further enhanced by the appointment of a Coordinator of Academic Services reporting to the Dean of Studies and Director of Student Services.

Two established evenings are a joint collaboration within the school (between Student Services and Studies Directorate) and attendances have continued to be strong - over 200 attending the Tertiary Information Evening and 245 Year 10 families attending the Year 10 Subject Selection Evening. Collaborative information sessions with Brisbane Girls Grammar School have also been keenly valued by students and the parent body. Over 600 students attended the joint Careers Evening, focusing on the career opportunities and paths of 27 professions. The joint Scholarships Evening was also extremely well attended, with a revised format providing a more targeted and dynamic flow of information. The two schools also collaborated on an SAT practice test morning for those senior students aspiring to attend university in the USA.

Within BGS, there was an improved focus on assisting students seeking to attend international universities. Interest groups for those wishing to attend USA and UK universities were established. With the assistance of external agencies, Student Services provided a more informed service for those students wishing to pursue sporting scholarships to the USA. A growing number of students have applied to international tertiary institutions in the USA, UK, Japan and South Korea. At the time of writing, the full outcomes of these applications are not available. To date, students have been offered places at Yale, Harvard, University College London, and Durham University.

Recognising the different ways in which the current generation of school students searches for and accesses information, Student Services has continued to enhance the delivery of information in digital formats. There are currently maintained Facebook groups in a closed format for Years 11 and 12 students, providing regular, consistent and accurate information for students. The Twitter feed, 'BeyondGrammar', is an open feed and now has over four hundred followers consisting of students, parents, universities and other schools. As a result of these initiatives, the School continues to share with other schools and relevant bodies (eg QTAC, QASA) up-to-date advice and information on the best-practice use of social media in tertiary information dissemination.

Student Services has continued to provide counselling to students for academic, emotional and mental health issues. This has ranged from assistance with the development of time-management skills to assessments of suicidal risk. The counsellors have continued to improve their links with external mental health professionals to ensure that BGS operates within a paradigm of collaborative and holistic care.

A framework underpinning the continuous improvement in service delivery by both Student Services and Academic Services staff has been a commitment to professional development. This has encompassed maintaining currency in relation to the ever-changing requirements and opportunities for post-secondary study and ensuring mental health and learning assistance interventions are based on best-practice models.

For the third consecutive year boarding numbers at Brisbane Grammar School have grown. Numbers for 2014 were up to eighty eight and numbers for 2015 are projected to be one hundred

and two. Year groups that have noticeably grown are across 7, 10 and 11. The new dining room together with new security doors have both enhanced our infrastructure.

Our strengths in the House are our staff, systems and programs. To this end we have continued to train our staff through the Duty of Care course. This will be a mandatory qualification in the next few years. In 2014, all house staff renewed their first aid and CPR training and completed the Bronze Medallion training. Similarly, staff induction has been enhanced in quality and depth. Focus is on attention to detail, risk assessment and setting a positive tone through our 'strengths spotting' approach. This increased level of competence is benefiting all of our boarding programs and is also reflected in the length of service and the contribution the house tutors make towards boarding. Diversity across gender, age, skills and interests is deliberate and ensure that all boys feel well supported.

Our flagship program in boarding is our Academic Enrichment Program. These lessons given by staff from the day school equate to an extra week's worth of lessons during the year. They cover Maths, English, Science and the Humanities. Additionally there is specialist subject teaching for Years 11 and 12. Homework Club adds an extra layer of support. The aim is to focus on specific homework tasks set for the younger grades.

Through the year there has been considerable planning for the introduction of the Public Purpose Program, specific to boarding. Senior boys will all experience helping the homeless and underprivileged in the city through 'Rosie's Van' and 'Orange Sky Laundry'. Both services provide training and support ensuring that House staff (and the Senior Leadership Team) together with groups of boys can safely engage in these valuable programs. Junior boys will fundraise and organise clothes drives as they build up towards the practical service in their senior years.

Our House Activity Program continues to offer varied, valuable and enjoyable activities both at weekends and after school. The Leadership Program has been strengthened with focus on servant leadership, an approach that the boys are learning about and enacting during their Prefect training. All the boys were trained to identify their key character strengths and learned how to utilise these to overcome the challenges that they may face. Education about resilience and gratitude has also been a focus as the year 12 boys were helped to realise the value of leaving a legacy for future year groups.

In 2014 the Health Centre continued with the aim of providing high quality care to the school community. The impact of not only the increasing numbers of our school population with introduction of Year 5 but the effect of the generally increasing numbers of students with special health needs brought the need of a re-evaluation of our systems and processes as the year progressed.

The primary goal of the Health Centre for 2014 was to promote awareness within the School of the responsibility of staff to cater for the health needs of our students both on and off the school campus. Teaching staff were addressed in PD week and given guides to where to access resources to achieve this. The result has been that there has been far greater use of the Health Centre services in managing individual student needs on campus and in the planning for camps and excursions.

The nursing staff continue to engage in professional development activities to maintain the skills and knowledge appropriate to the care of young people. Staff attended the "Generation Next" conference which focuses on youth mental health and the NSW School Nurses Conference which allowed the opportunity to network with other school nurses and evaluate practices in a wider forum.

The Outdoor Education program had a very solid year in 2014, with excellent programs, fantastic student participation and very few concerns. Facilities continue to grow and the acquisition of a new Climbing Tower was a major highlight during the year. Senior leadership has also been a highlight, along with the huge community support from our 'Moogs Committee' as well as the school's administration and board.

The support from the School's Administration and the Board in the acquisition and construction of a brand new state of the art climbing Tower at short notice was proof that the school is committed to providing Grammar students with every opportunity to be challenged in a variety of differing endeavours. The 'new tower' is complete with a fibreglass skin with real rock features and a myriad of holds and advanced stainless belay pulleys. Full integration into the program is expected in 2015.

The Middle School program continued successfully with the advent of the Year 5 'Pirate' day. Year 6 Big Day Out went well and the overwhelming vote from all staff and students was to return to the three day year 7 program in 2015.

Form Seniors were also outstanding, many made the effort to accompany their class in a very busy and important assessment year. The commitment was appreciated by the younger students.

Extra programs in 2014 for Outdoor Education included Duke of Edinburgh and trips to Fiji, as well as paddles down the Nymboida River and hikes around Mt Barney. The Fiji trip had strong participation with fourteen students signing on. The nature of the program saw the students paddle in excess of 80km and spend quite a bit of time in local villages which truly are best described as basic. The students came away with a powerful message about how happy the locals are with very basic but connected lifestyles and strong village and community support for one another.

Documentation and First Aid management continues to be a focus area with strong communication with the Health Centre about individual student needs and medical backgrounds. The weekly medical summary put together by the Outdoor Ed staff about each class is carried by each staff member so that all the information we have about each student can be accessed if need be.

The provision of quality care is essential to students' sense of value and the promotion of their identity. It enriches the personal and social development of the individual and ensures effective learning situations are created. The quality of this setting is significantly determined by the human relationships within our school. Student wellbeing is not thought of in separate terms from the teaching and learning within the School; it is a key determinant of successful learning. Brisbane Grammar School has an unequivocal commitment to the wellbeing of its students. We believe that Brisbane Grammar School is not just a place of instruction, but a community where people learn to live and work together.

g) Middle School Developments

The foci in the Middle School during 2014 centred on implementing the Year 5 program and continued planning for the expansion of the Year 7 cohort due for arrival in 2015. Along with successfully inducting the new Year 5 cohort into BGS, the first phase of the modified middle school model was implemented which in effect meant change across the entire operation. The Senior Leadership Team continued to have oversight of both critical projects with a number of smaller teams of key stakeholders engaging in specific areas of planning: infrastructure, staffing, academic program, student welfare, extracurricular program, administration and

marketing. A regular schedule of meetings was conducted to review progress, discuss issues and set future timelines.

After an initial delay, the Year 5 and 6 social space and multi-purpose courts were officially opened. Students were quick to creatively embrace the new play area. The multi-purpose nature of the facility brought benefits for the entire Middle School as well as for students in the Senior School who utilised the space during Physical Education lessons. Following the relocation of the boarders' dining room, the lower floor of the Centenary Building was refurbished into four new Year 7 classrooms that were constructed following the same 'pod' design that is the hallmark of the Middle School precinct.

Focused efforts to provide a high quality academic program were in evidence in 2014 with continued emphasis on strengthening foundational content and skills, rigour, creativity and higher order thinking. Time and effort was directed towards refining and further consolidating curriculum in Years 5 to 8. All Heads of Department contributed to strengthening the vertical alignment in their subject area, ensuring the spirally of content and skills, cohesion, and importantly, discipline integrity.

There was an emphasis on 'disciplinarity'; students learning to think inside a specialist subject as experts. Discipline specific vocabulary and skills, as well as the methodologies in each field, were key objectives in each classroom.

There was focussed effort developing programs that systematically cross traditional discipline boundaries into authentic trans-disciplinary learning. A major initiative was the advancement of an integrated design thinking curriculum through what have been called Signature Programs. Students worked for extended periods outside of disciplinary silos on truly student generated and student-centred, real world projects that required them to both pose problems and generate solutions to effect tangible change. Students engaged in problem finding and problem finding, setting about the mission of making ideas concrete through a prototyping and refining process.

Further progress was made in linking middle school teacher's special projects to core academic priorities. The Head of Middle School and Head of Middle School Curriculum continued the established practice of meeting to discuss priorities and subsequently direct staff in their research projects. In 2014 targeted areas were reinvigoration of the Dimensions of Learning agenda, data analytics, blended learning and pedagogical practices. Middle School staff meetings and Core Teacher meetings continued to be used strategically as a major avenue for professional discussions.

An analysis of future staffing needs was conducted and four middle school Core Teachers were appointed in preparation for 2015 commencement. Specialist teachers were appointed depending on curriculum needs. New staff were invited to attend orientations sessions to prepare them for their transition to the School in 2015.

Student well-being continued to underpin all aspects of middle school life with a focus on nurturing life skills and strengthening relationships within an environment that is supportive, transitional and appropriately scaffolded. Efforts continued to explicitly connect students to the School's values in tangible ways. The aim continues to be centred on students commencing their Middle School journey by firstly being taught to identify the school's values and then gradually developing an understanding of what it means to live those values within the school community. This was achieved through explicit explanation, use of

examples and role modelling. Curriculum units within the formal student wellbeing program were further refined and staff were upskilled to improve teaching in these areas.

Extracurricular involvement enriched the students' educational experience and provided important supplemental learning. It was a historic year in sport with the School's first foray into the reconfigured 5 to 12 GPS competition. Incorporating three year new levels into the GPS system required a great deal of careful planning and an adjustment in coaching pedagogy to meet the needs of the youngest sportsmen. The success of this change was largely due to collaborative efforts between the Middle School staff and the various Directors of Sport. Middle School sportsmen proved competitive in 2014. Favourable win/loss ratios were achieved while balancing the core middle years approach to focus on participation. Inter-wing sports carnivals were once again great events providing the opportunity for the Middle School community to engage with a healthy spirit of competition, camaraderie and fun.

Under the guidance of the Coordinator of Athletic Development very significant improvements were made in the daily sports program. The Physical Activity Time Program (PAT) in Years 5 to 7 and the Hercules Program in Year 8 served as national exemplars in promoting all round physical fitness.

The Cocurricular Program provided a host of enriching activities to engage, stimulate and challenge. The diversity in offerings continued to be a great strength of the Middle School Extracurricular Program and much was gained from students' involvement. In a spectacle of vibrant colour and fine direction and acting the Middle School Musical, Aladdin Junior was presented to delighted audiences. A number of community events invited family and friends to share in Middle School life this year (Book Week, Grandparents' Day, Mothers' Day Morning Tea, Father/Son Breakfast, Father/Son Sports Afternoon, Year 8 Tie Ceremony, Celebration of the Arts).

The Middle School's contribution to the community service program was commendable. In all four year levels students committed themselves in large numbers to a range of projects giving their time to help others and also fundraising for worthy causes.

h) Community Development

The School values its community which is made up of current, future and past parents and current, future and past students of the School.

During 2014 a number of activities were undertaken to maintain and develop the connections between these groups and the School to give the members of these groups the opportunity to develop their own understandings and expertise.

The School remains committed to and grateful to the large number of parent volunteers who make up the Brisbane Grammar School Parents and Friends' Association (Inc.). These parents contribute much to the School and to the boys through their voluntary efforts in a diverse range of activities including activity support groups which support the boys' activities program, the Moogerah Support Group and the Parents and Friends' Auxiliary. During 2014 over 400 parents volunteered in some capacity to support the boys at the School.

The largest of these groups, the Auxiliary, provides a significant service to the School and the students through the operation of the tuckshop and the Grammar Shop which retails textbooks, stationery items and uniform requirements. The School's support of the Auxiliary continued during 2014 with the maintenance of regular two way communication between the executive of the Auxiliary and the Senior Leadership Team at the School. In addition, in 2014, the

School was pleased to be able to provide significant technical assistance to the Auxiliary in its endeavours to streamline on-line book and stationery ordering as well as on-line booking of uniform fitting appointments.

In a collaborative endeavour, the School worked closely with volunteers and paid members of the Auxiliary in the design of the tuckshop and work commenced on construction late in 2013 and completed in the first half of 2014. The School also supported the Auxiliary's implementation of the cashless transaction system for the tuckshop which further streamlined the volunteers' efforts in the tuckshop and supporting parents' overview and support of their sons' purchases.

As well as the School's appreciation and support of parents through the P&F Association, it also aims to build an authentic partnership between the School and parents to provide the best possible opportunities and education for the students. During 2014 a number of opportunities were provided for parents including the Drug and Alcohol Parent Information Evening presented by Paul Dillon and the Cyber-Safety Parent Information Evening presented by Brett Lee. As well, a number of parent-focused evenings are hosted by the School to assist parents in understanding and contributing to various aspects of their sons' education including Subject Selection Parent Briefings, the Parents' Tertiary Education Briefing, the Careers Information Evening and tertiary scholarship access information sessions.

The Middle School in particular host a number of social and information sessions for parents including welcome social functions for parents entering the School in Years 5, 7 or 8. For Years 7 and 8 students commencing our mobile computer program, a number of parent information sessions were held to assist parents in developing an understanding of the use of the machines in our teaching and learning program.

The parents of boarders at the School were also afforded a number of opportunities, including dinners, social functions and regular publications to make closer ties with parents of other boarders and the school personnel who have such an important responsibility with their sons.

During 2014 a comprehensive survey of the parents of departing Year 12s was undertaken to gather informed feedback from these important stakeholders. In addition, Year 12 parents were surveyed regarding the student well-being and welfare program that is in place for their sons.

As part of the regular feedback mechanism used in the School parent perception surveys were also undertaken with the parents of boys in the Middle School (Years 5, 6, 7 and 8).

All of these surveys data are analysed very closely and feedback seriously considered in the on-going development and refining of various programs for students at the School and their parents.

For parents of future students, the School continues to provide a number of avenues for them to become more involved and participatory members of the community. These avenues include regular publications of the future family newsletter *his future*, invitations to school events including Open Days at the Spring Hill campus as well as the Northgate Playing Fields and an invitation to attend weekly tours of the School's main campus.

i) Human Resource Issues

The School is committed to attracting, developing and retaining high quality staff and during 2014 employed a number of strategies to assist with this endeavour.

All vacant academic positions at the School are advertised widely. A larger than usual groups of teaching staff were recruited for the beginning of the 2014 and 2015 academic years as a consequence of the School extending its educational program to Year 5 and increasing the size of the Year 7 year group. During 2014 we were fortunate to receive applications from a large number of suitable and worthwhile candidates for all positions which were advertised. Our interview and mandatory reference checking processes served us well and during 2014 we were able to employ high calibre teachers. We continue to provide a number of measures within our Industrial Agreement which recognise and reward high quality staff.

During 2014, we continued to work with the teaching staff and recognised experts from the Danielson Group in developing the Grammar specific version of the Charlotte Danielson Framework for Teaching. Work on this framework for teaching at BGS will continue during 2015 and will assist with understanding teacher competence and providing professional growth guidelines and opportunities for all teaching staff.

Staffing	Full time	Part time	Total
Teaching	120	15	135
Non teaching			
Specialist support	14	2	16
Administrative and clerical	37	8	45
Building, Operations, Maintenance and Other staff	31	4	35

The School did not provide any packages to employees with respect to redundancies, early retirement schemes or retrenchment during 2014.

The School's permanent separation rate in 2014 was 6.26%.

Brisbane Grammar School outlines flexible working arrangements and work-life balance in its Enterprise Bargaining Agreement 2014 in section 5.9 which is reproduced below:

5.9 Flexible working arrangements

- 5.9.1 An employee may request the School for a change in working arrangements if:
- (a) any of the circumstances referred to in clause 5.9.3 apply to an employee; and
 - (b) the employee would like to change his or her working arrangements because of those circumstances.
- 5.9.2 An employee is required to make an application to the School for a change in working arrangements. Examples of changes in working arrangements include changes in hours of work (such as full-time to part-time), changes in patterns of work (such as job-share) and changes in location of work.
- 5.9.3 The following are the circumstances:
- the employee is the parent, grandparent, or has responsibility for the care, of a child who is of school age or younger;
 - the employee is a carer (within the meaning of the *Carer Recognition Act 2010*);
 - the employee has the responsibility for the care of a parent where that parent is not capable of caring for themselves;
 - the employee has a disability;
 - the employee is 55 or older;
 - the employee is transitioning to retirement;
 - the employee is experiencing violence from a member of the employee's family.

- 5.9.4 The employee is not entitled to make the request unless the employee is a permanent employee who has completed at least 12 months of continuous service with the School immediately before making the request.
- 5.9.5 The request must be in writing and set out details of the change sought and of the reasons for the change.
- 5.9.6 The School must give the employee a written response to the request within 21 days (excluding the December/January school shutdown), stating whether the employer grants or refuses the request.
- 5.9.7 In considering an employee's request, the School will take into account the particular circumstances that give rise to the employee's request and the impact that the refusal of the request may have on the employee and/or the employee's family.
- 5.9.8 The School may refuse the request on reasonable business grounds.
- 5.9.9 Without limiting what are reasonable business grounds for the purposes of clause 5.9.7, reasonable business grounds include the following:
- (a) that the new working arrangements requested by the employee would be too costly for the employer;
 - (b) that there is no capacity to change the working arrangements of other employees to accommodate the new working arrangements requested by the employee;
 - (c) that it would be impractical to change the working arrangements of other employees, or recruit new employees, to accommodate the new working arrangements requested by the employee;
 - (d) that the new working arrangements requested by the employee would be likely to result in a significant loss in efficiency or productivity;
 - (e) that the new working arrangements requested by the employee would be likely to have a significant negative impact on customer service.
- 5.9.10 If the School refuses the request, the written response under clause 5.9.6 must include details of the reasons for the refusal.

6. REVIEW OF PROGRESS TOWARDS ACHIEVING GOALS AND DELIVERING OUTCOMES

The Board of Trustees meets annually with the Headmaster and other senior managers at a weekend retreat in order to review the annual strategic plan for the School and to identify and discuss future focused strategic issues.

The strategic retreat held on the Thursday 18 September 2014 devoted itself to reviewing the following: current social and technological trends and emerging educational changes; preparation and planning for a new school strategic plan from 2015; STEM or STEAM - planning for a new science and technology precinct; reviewing sectional priorities and establishing imperatives following presentations from each of the leadership team.

The Board examines the ongoing progress of management in delivering the School's strategic objectives at each of its monthly meetings. At each meeting the Board receives reports from management covering:

- academic, extracurricular and student wellbeing issues;
- staffing and community relations;
- property maintenance and planning;
- finance and fund raising;
- development and marketing; and
- risk management (including Workplace, Health and Safety).

While many of the School's strategic goals and outcomes for students do not easily lend themselves to quantifiable measurement, the following areas of performance provide some valid indicators or review mechanism of progress achieved in 2014.

Student enrolment numbers are monitored closely by the Board of Trustees and all changes to enrolments are reported to meetings of the Board of Trustees as a standing item. Total student enrolment in August of 2014 was 1535 students (Commonwealth) census, reflecting the addition of a year 5 cohort and representing the full capacity of the School.

The overall academic results for the senior cohort of 2014 were consistent with our result trends overall since 1992 (when the OP system was introduced), with the notable distinction of the cohort's median score being OP4, a record high historically. The results, measured at significant OP markers and benchmarked against the state, are tabulated below:

(Percentage)	OP 1-2	OP 1-7	OP 1-13	OP 1-15
BGS 2014	29.7	71.5	93.2	96
State 2014	6.3	31.7	67.6	79

Administered by ACER, NAPLAN is a national program of standardised testing of student competence in four domains: reading, writing, language conventions and numeracy. While it is necessarily a 'point in time' test, the design of the assessment instruments allows for statistically valid tracking and comparison of student achievement data over time. Students are tested in Years 3, 5, 7 and 9 and the results of student achievement are reported to parents and schools. The School's 2014 NAPLAN results, which are very strong, are tabulated relative to the standard benchmarks below:

Year	Cohort	Reading		Writing		Spelling		Grammar/Punctuation		Numeracy		Total
		Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	
5	Qld.	496	92.8%	457	87.4%	490	92.7%	500	92.7%	482	93.1%	2425
	Aust.	501	92.9%	468	90.2%	498	92.7%	504	92.8%	488	93.5%	2459
	BGS (104)	563	100%	504	100%	543	98%	589	100%	566	100%	2765
7	Qld.	541	94.4%	505	85.8%	537	91.5%	541	92.5%	544	95.3%	2669
	Aust.	546	94.9%	512	88.5%	545	92.4%	543	93.0%	546	95.1%	2692
	BGS (103)	620	100%	565	99%	615	100%	630	99%	641	100%	3053
9	Qld.	571	91.3%	543	79.4%	576	89.3%	567	88.8%	580	94.2%	2838
	Aust.	580	92.1%	550	81.8%	582	89.8%	574	89.6%	588	94.1%	2874
	BGS (243)	642	98%	627	99%	635	100%	643	100%	673	100%	3220

Throughout the year the School requires students to participate in major external academic competitions. The results in 2014 were commensurate with, and in many cases better, than comparable results in recent years. Four students were awarded a total of six gold medals (one in English, two in Science and three in Maths) for scoring the highest result in Queensland in their age group. Of particular note also is the large number of students earning High

Distinctions (awarded to the top 1% of performers) and Distinctions (awarded to the next 10%) in the competitions.

The table below summarises the performances in these ranges and indicates the total number of Brisbane Grammar School students who sat the tests in each subject:

Subject	High Distinction (top 1%)	Distinction (next 10%)
English (1066 students)	2.4%	15.0%
Mathematics (1059 students)	2.5%	16.0%
Science (1029 students)	2.8%	14.6%

The tests also provide valuable ongoing data about student performance, particularly when used as part of a larger data profile that includes NAPLAN and ACER test results.

The School participates each year in the Year 5 – 12 competitions for sports and activities of the Great Public Schools' Association of Queensland Inc. (GPS). The School also competes in a number of other competitions, including, but not limited to, the Queensland Debating Union (QDU) and Independent Schools Fencing. In addition to a very large sporting program, the School offers a broad cultural and club program ensuring the extracurricular life of the School offers depth, breadth, and extraordinary variety.

The School enjoyed significant success in the extracurricular program through the course of 2014. Choral and instrumental ensembles enjoyed many performance opportunities in school-based concerts as well as at interstate and international venues. It is of particular note that a contingent of school musicians and accompanying staff travelled to Greece and Italy in June and July. Large ensemble casts performed quality student theatre at the middle, junior and senior school levels and boys continued to enjoy the art extension program.

Three GPS premierships were recorded in gymnastics, debating and chess. Further to this, the senior volleyball team won a gold medal at the Australian Schools Cup Tournament in Melbourne and the Premier Chess team were runners-up at the Australian Schools Championship.

The School remains extraordinarily proud of the very high student participation levels in all year groups, in the extracurricular program. Our informal historical benchmark has always been to have not more than 10% of any year group not involved at some level of the program. In 2014 this target was once more, comfortably achieved. As has always been the case, the program plays host to boys from elite status, all the way through to those who merely want to have some fun.

The school's strategic and operational plans in Teaching and Learning in 2014 included significant investment in the area of targeted and sustained literacy and numeracy improvement. These plans align closely with the state government's Statement of Objectives for the Community, specifically the aim in Objective (4) of 'making Queensland one of the leading states for student literacy and numeracy by 2020'. The school invested heavily in improving student literacy and numeracy acquisition in the following ways:

- a curriculum and timetable realignment seeing 45% of class time in Years of 5 and 6 devoted exclusively to English and Mathematics, exceeding ACARA requirements for literacy and numeracy contact time.
- deployment of key literacy and reading staff to roles in curriculum development and teacher up-skilling in the Years 5-8 area of the school.

- creation of new Curriculum Assistant Middle School roles, with resourcing and support to lead literacy and numeracy program development as KPIs.
- revised model of literacy and numeracy intervention for students in Years 5-12 via targeted small group withdrawal.
- increased staff resourcing in literacy and numeracy support for students, including employment of specialist coordinator.
- improved use of standardized ACER testing on student entry to identify literacy and numeracy gaps and enable earlier remedial intervention.
- continued development and testing by school Data Team of academic progress dashboards to identify and visualize patterns in student literacy and numeracy acquisition progress.

7. PROPOSED FORWARD OPERATIONS

The Board of Trustees and the School's leadership team has finalised the strategic plan that will operate from 2015 through to 2017. The major strategic intents were identified as being:

1. **Educational Leadership** – Achieve leadership in research-driven teaching and learning, wellbeing and extracurricular practices.
2. **Community and Culture** – Support all members of the school community to maintain and enrich a culture of collaboration and care.
3. **School Infrastructure** – Maintain and enhance our infrastructure to enable academic, student wellbeing and extracurricular objectives and programs.
4. **Financial Sustainability** – Ensure a sustainable financial position that supports the ongoing development of the School.
5. **Education Excellence** – Ensure that the BGS identity is synonymous with excellence in education and that the School's reputation is promoted.

8. FINANCIAL OPERATIONS AND EFFECTIVENESS

Financial Goals

The School includes among its ongoing financial objectives the following:

- (i) capacity to provide for the continuing operation of the School at the highest levels of maintenance and performance;
- (ii) capacity to achieve improvements in physical facilities and human resourcing so as meet new targets in standards of provisions and outcomes for its educational programs that will keep the School in a leading position in the marketplace in which it operates;
- (iii) projections of forward planning of the School's financial capacity to address the Board's plans for physical and other developments;
- (iv) setting fees annually at a level that keeps the School competitive with its marketplace, while still allowing high quality to be maintained and improvement to be pursued;
- (v) monitoring regularly the financial environment in which the School must operate; and
- (vi) seeking to consolidate and to expand the financial resources that will ensure the long-term future of the School.

Financial Benchmarks

As a result of the review of the *Grammar Schools Act 1975* which occurred in 2003, a number of financial indicators were suggested, through the Grammar Schools' Association, as providing information regarding a Grammar School's financial viability. These are provided below:

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Working Capital Ratio	1.25	0.87	1.11	1.60	1.96	1.52
Debt per Student	\$19,204	\$20,932	\$18,713	\$9,885	\$8,233	\$6,759
Reinvestment Ratio	359%	157%	18%	5%	51%	123%

Financial Cost-Effectiveness

The School's financial effectiveness is assessed by management and the Board of Trustees using a variety of mechanisms, including regular monthly reports to the Finance Committee, together with more detailed reviews as part of the budget process and at the Board's strategic retreat.

An assessment of the financial effectiveness of the School's operations must be undertaken with reference to the fact that the School operates in exceptional circumstances. Although subject to the requirements of the *Grammar Schools Act 1975*, other State Government legislation and scrutiny, the School's operations are unlike the majority of Government instrumentalities in that it is also required to operate as a *Non-State* School operating in a competitive market. In addition to the Board of Trustees' responsibilities for financial performance, the financial effectiveness of the School's operations is also subject to both public and private-sector influences to maintain its financial viability and continued existence.

9. SYSTEMS FOR OBTAINING INFORMATION ABOUT FINANCIAL AND OPERATIONAL PERFORMANCE

Financial Performance

The Board of Trustees reviews the School's financial and operating systems by means of comprehensive monthly management reports. The Finance Committee meets monthly prior to the Board meetings.

Financial, audit and risk management issues are overseen by the Finance Committee, consisting of two Trustees, the Headmaster and the Business Manager. Financial outcomes are measured against operating budgets and forecasts. Due to the relatively small finance and accounting office of Brisbane Grammar School, a separate internal audit function is not maintained. However, the School complies with adequate contemporary internal control procedures as required by the Queensland Audit Office and its contract auditors, Pitcher Partners.

Operational Performance

- External data provided through annual public performances in the academic arena, including but not limited to: Year 12 exit results, such as student OP distributions and comparative Australian Tertiary Admission Rank (ATAR) performance; NAPLAN testing, measured against like schools and state and national means; national, state and regional competitions in English, Mathematics, Science and other subject areas.
- The School uses ACER standardised testing of student academic capacity (the Measure of Student Development (MSD) suite of tests, including the well normed PAT Reading and Maths tests) at all entry points for students new to the School to allow for better tracking, monitoring and positive intervention in student

performance. In addition, the ACER Social and Emotional Wellbeing Survey is used at selected points to monitor the social and emotional health of particular cohorts of students.

- Regular internal data-gathering about and evaluation of the School's operational performance in all areas, including: whole school audits of students at risk or of student perceptions of bullying; the Learning Survey of all Years 6 and 8 students conducted annually, which is reviewed and subject specific data is provided by way of feedback to Heads of Department and teachers; class surveys of teacher performance conducted as part of the teacher appraisal processes; curriculum audits identifying the scope, sequence and depth of coverage of complex reasoning processes across units of work.
- Regular reporting by management to Board sub-committees (e.g. finance, house and grounds) and monthly to the full Board of Trustees.
- Use of external consultants to advise on, monitor and/or evaluate specific aspects of school operations. Areas where consultants have recently provided advice or expertise have included: risk management and WPHS; the provision of disability services to students; developing frameworks for teacher evaluation and appraisal; designing contemporary learning spaces; external statutory requirements (e.g. Queensland Curriculum and Assessment Authority monitoring and moderation processes) and resultant feedback and reports on school academic program implementation and effectiveness.
- The My School website, which ensures the School's academic performance relative to defined benchmarks, is available in the public domain.

A number of Parents and Friends' committees provide support to the School in its operations and these also provide a feedback mechanism to management on these operations. These committees meet regularly throughout the year and each is attended by either the Headmaster or his nominated representative. Copies of minutes of all these groups are sent to the Headmaster.

Information systems and recordkeeping

Brisbane Grammar School uses data collected from a range of sources to inform its decision making processes and also fulfil its statutory obligations in relation to reporting to external entities. The School stores both structured and unstructured data that fulfils the purposes identified above but relies most heavily on an information system called Synergetic.

Synergetic is a school management system provided and supported by an organisation called Computer Directions Australia (CDA). The following points relate specifically to the Schools implementation of Synergetic:

- The School collects attendance data on a per period basis to ensure an improved standard of care for our students. This has been facilitated via a Smart phone app or the Windows Synergetic client software.
- The School converts all paper based enrolment records to digital form via a scanner which converts the document to a pdf file. This allows the electronic record to be associated electronically with the relevant community member.
- A strategy has been initiated to extend this process to other areas of the School, HR functions, for example, have also implemented a similar process.
- Management and support of the Schools Information Systems is the responsibility of the Director of ICT. This individual is supported by a team of professionals who specialise in information systems, including the Manager of Information Systems and Digital Engagement and a database administrator. These individuals are responsible

for supporting the infrastructure but also ensuring compliance with the processes and protocols that have been implemented to ensure accurate record keeping and data storage is maintained.

- All information systems are subject to hourly and daily backup regimes plus archived to disk and tape. An offsite backup and recovery site has been implemented to provide an additional level of redundancy for this data set.
- There have been no known breaches of information security protocol and all user activity on the information system is logged and audited. Password changes are forced on a regular scheduled basis and relevant staff are regularly reminded of information security obligations.
- Audits of user and group security access to the Synergetic Information system are completed regularly.
- With the change in privacy legislation at the beginning of 2014 a range of measures have been implemented to ensure ongoing compliance with the new Federal legislation. This is intended to minimise the risk of an information breach and ensure compliance with our legal obligations.

10. RISK MANAGEMENT

A framework and a system of protocols are in place to ensure that appropriate risk management strategies are functional at Brisbane Grammar School. The framework was substantially reviewed by the School's senior management team in 2012 and approved by the Board of Trustees in September of that year. The formal risk reporting process to the Board in 2014 has followed the revised guidelines and the institution's risk profile across seven areas of strategic importance and school operations has been deemed to be currently satisfactory and sustainable. As a measure of continued good governance the Board of Trustees in 2014 requested the development a risk appetite by the school's leadership team. Draft versions of such a statement have been workshoped and revised at leadership team and board sub-committee meetings and it is envisaged that a risk appetite statement will be presented to the Board of Trustees for approval in 2014. The School's exposure across the seven risk categories is regularly monitored and assessed by the School's leadership team in terms of consequence and likelihood and an overall rating (using a 25 point scale) is assigned to each so as to construct a whole school risk profile. The protocols in place to manage and mitigate risk include:

- (i) A risk management framework that includes: identified and rated strategic and operational risks, including inherent and residual risk ratings rated in each category; designated risk 'owners' managing the controls in their sectional areas of responsibility; requirements for authorisation from management for new or altered activities with a high or greater level of risk; annual in-servicing for all staff on the School's risk management framework and professional development provided in the production of appropriate risk assessment documents for school activities; periodic review of the risk framework and register is undertaken by the Senior Leadership Team; following major risk incidents, the effectiveness of identified controls is rated and systems or protocols are revised as required
- (ii) A standing item for monthly board meetings involving the listing and reporting of any issue that has arisen that may constitute an insurable risk for the School; a complete table of the School's strategic risks, summarising the current risk inherent and residual risk ratings and trends and the relevant controls and treatments in place, is reported to the Board annually

- (iii) School policies are developed collaboratively with wide stakeholder consultation prior to implementation; new policies receive legal review and are presented to the Board of Trustees for approval prior to implementation; staff expectations in the following and enforcement of school policies form part of the regular cycle of professional development activities and policies are published on the School's network; the Dean of Administration and Curriculum ensures that school policies and procedures are compliant with statutory requirements (e.g. working with children or 'Blue Card' checks) or recommendations of governing bodies (e.g. sports safety training)
- (iv) Regular written reports provided from the School's Workplace Health and Safety Committee that are tabled at meetings of the House and Grounds Committee and reported to the Board
- (v) Review of issues that contain financial risk by meetings of the Finance Committee
- (vi) Regular review by the Finance Committee of the School's progress with regard to income and expenditure against budget
- (vii) Established procedures within the Finance Committee for review of any expenditure that exceeds \$1000 and requirement for all larger items of expenditure to obtain more than one quotation
- (viii) Review by the Finance Committee of the School's cash position, investments, loans and repayments, debtors and creditors payments.

11. CARERS (RECOGNITION) ACT 2008

CARERS

Brisbane Grammar School supports the Queensland Carers Charter as detailed in the *Carers (Recognition) Act 2008*, through the flexible work practices and remote access facilities available to our staff and students. The School ensures that students and staff are provided with relevant information and support as required.

The School is committed to supporting staff who are carers and has a number of processes to sympathetically consider and respond to individual staff member requests including specific leave provisions (paternity, maternity and personal leave) and flexible work practices such as part time work and remote access to staff work stations.

Disability Management

Over the past few year Brisbane Grammar School has instituted improved structures for responding to students who may require variations to and assistance with their learning needs. This structure, entitled Academic Services, emerged from a review of the previous learning support structure and is based on a substantially more accountable and transparent process. Under the new department clear lines of communication have been established with the Academic Services staff reporting to the Dean of Studies and the Director of Student Services who in turn report to a Students and Programs Review Committee chaired by the Deputy Headmaster Teaching and Learning and the Head of Middle School and the Deputy Headmaster Students.

The assessment of students with a disability is a collaborative effort between the Academic Services Department and the Student Services Department. All students with a disability are managed by staff from these departments and recommendations made to the Senior Leadership team of the school about necessary adjustments to ensure that we meet the requirements of legislation. The standard set is the higher benchmark set under Federal Legislation and the School operates within and accepts the standards outlined in the Disability

Standards for Education, 2005. Appropriate Special Provisions are disseminated to staff by the Studies Directorate.

We have a legal obligation to ensure that we have completed a verification process for students with Physical, Vision and Hearing Impairments and have established accountable procedures for students requiring verification. We have ensured the attendance of relevant staff at appropriate Professional Development enabling them to operate in an informed manner when completing IEP/EAP documentation.

A team management approach has been adopted and includes the following staff:

- A representative from Student Services to interpret reports;
- The Coordinator of Academic Services to complete IEP/EAP documentation;
- The relevant Head of Year as Case Manager representing Student Welfare; and
- A staff member from the Health Centre where necessary.

The procedures established are:

- Semester meetings involving Student Services, Studies Directorate and the Co-ordinator of Academic Services to monitor the process;
- Case Management Team meetings involving relevant stakeholders which may include one or more staff from Student Services, Academic Services, the relevant Head of Year and Health Centre if required;
- Formal Case Management Meetings with the parents, HOY, including the relevant Visiting Advisory Teacher from Education Queensland;
- Final updated documents to be signed off by the Director of Student Services and submitted to Deputy Headmasters/Head of Middle School and/or Headmaster as required; and
- The Co-ordinator of Academic Services to submit funding applications for verified students in consultation with the Director of Student Services.

12. PUBLIC SECTOR ETHICS ACT 1994

During 2014 we continued to review the draft *Code of Conduct*, and a revised *Code of Conduct* has been prepared and released to the teaching staff.

Brisbane Grammar School and its staff have high standards of professionalism which are informed by the Australian Institute of Teaching and School Leadership's professional standards for teachers and school leaders. These standards ensure high quality practices by the teaching staff who are also bound by the Queensland College of Teachers Code of Ethics for Teachers in Queensland. In addition Brisbane Grammar School has negotiated and agreed a school ethos standard with all of the staff at the School, both teachers and non-teachers. In agreeing to this standard, the School and the staff are committed to sustaining and enhancing the School's culture through actively advocating the values and ethos of the School through their actions and communication both within the School and the wider community. The School and employees know and are committed to the purpose and values of the School and this will be demonstrated by employees' practice which is guided by and demonstrates leadership and respect, among other values.

13. EXPENDITURE ON CONSULTANCIES

Information on Expenditure on Consultancies can be viewed online at:
<http://www.brisbanegrammar.com/About/Reporting/Pages/default.aspx>
<https://data.qld.gov.au/>

14. OVERSEAS TRAVEL

Information on Overseas Travel can be viewed online at:
<http://www.brisbanegrammar.com/About/Reporting/Pages/default.aspx>
<https://data.qld.gov.au/>

15. REPORT AVAILABILITY

This report is available.

Phone: (07) 3834 5281

Fax: (07) 3834 5287

This report is available for viewing on:

Email: reception@brisbanegrammar.com

Website: www.brisbanegrammar.com

Url: <http://www.brisbanegrammar.com/About/Reporting/Pages/default.aspx>

16. GLOSSARY

ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
ASCD	Association for Supervision and Curriculum Development
ATAR	Australian Tertiary Admissions Rank
BCC	Brisbane City Council
BGGGS	Brisbane Girls Grammar School
BGS	Brisbane Grammar School
CIC	Combined Independent Colleges
CDA	Computer Directions Australia
CRP	Complex Reasoning Processes
DEECD	Department of Education and Early Childhood Development
DOL	Dimensions of Learning
GPS	Great Public Schools' Association of Queensland Inc.
ICAS	International Competitions and Assessments
ICT	Information and Communications Technologies
IOI	International Olympiad Informatics
ISTE	International Society for Technology in Education
LMS	Learning Management System
MSD	Measures of Student Development
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program - Literacy and Numeracy
NSSAB	Non-State Schools Accreditation Board
OP	Overall Position
P&F	Parents and Friends
PAT	Progressive Achievement Tests
PCBU	Person Conducting A Business Undertaking
PD	Professional Development
PE	Physical Education
POPS	Parents of Past Students
PPC	Pedagogical Practices Committee
PSC	Public Service Commission
QCAA	Queensland Curriculum and Assessment Authority
QDU	Queensland Debating Union
SOPs	Standard Operating Procedures
SOWN	Save our Waterways Now

**CHAIRMAN OF THE BOARD OF TRUSTEES
2014 SPEECH DAY ADDRESS**

Guest Speaker Professor Peter Hoj, Headmaster Mr Anthony Micallef and Susan Micallef, Principal Of BGGGS Jacinda Euler, President of the P&F Felice Gatenby, President of the P&F Auxiliary Genevieve Kenny-Fowler, President of the Old Boys Association Stuart Rees, other special guests, my fellow trustees, teachers, parents and boys of Brisbane Grammar.

Brisbane Grammar opened its doors in February 1869 with 94 boys and four masters under the headmastership of Thomas Harlin, and since then the school has become a model for first rate education for boys in this State and indeed across the country. Our story is rich and diverse, and we have decided that we should publish a major history of the School to celebrate our first 150 years. A Committee chaired by our immediate past Headmaster Brian Short is now planning and will oversee its production in 2018/19.

It will be authored by a professional historian soon to be chosen from an eminent list of authors who have already expressed interest. It will be not only a celebration of our first 150 years, but an opportunity for the School to publically and transparently place itself within its social and educational context Where we have come from, who we are, and who we aspire to be. We will be putting the School “on parade” so to speak. We will traverse our highs with pride, yet be mindful of our lows. It will be an important statement about our .culture. Our core purpose. Our “brand”. And to ensure authenticity, next year we will be inviting wide input from all members of our community past and present who believe they have relevant insights.

We believe our “brand” is rock solid. And it must remain so. Central to that is having quality teachers inspiring our boys to learn, with infrastructure which facilitates that, and all this in a collaborative partnership with our parents.

The professionalism of our teaching staff is second to none, which is vital when the way in which education is delivered is being transformed by the intersection of the internet with the personal computer.

The invention of the internet per se does little for good teaching and learning. It is the way we connect the technology with the way we teach, and the way the boys learn which is the key. And the terrific thing about our teaching staff is that they are keen to embrace the changes which the digital revolution the world is in the middle of is bringing to education.

We accept that our part of the bargain is to ensure that our teachers have the best teaching conditions, which includes both teacher remuneration, and their supporting infrastructure. We are confident that is so, but that has not prevented a robust debate about the division of our revenues between teacher remuneration, and the supporting infrastructure which is necessary to stay on top. Such debate is perfectly appropriate, and it is not at all unusual that reasonable people on both sides of that debate will differ on what will always be a question of where the balance should lie at any point in time.

From the Board’s perspective the key balancing factors today are twofold.

Firstly, there has been a 6 year downward trend in discretionary dollars available to Australian families; discretionary dollars from whence school fees are paid. It is a trend which Access

Economics says is continuing. We are steadfast in our view that BGS must be accessible to all socio economic groups in society, and we are acutely aware that some of our parents are already stressed with current fee levels.

Secondly, our supporting infrastructure must facilitate good teaching practice, and we are also acutely aware that a few of our facilities do not do that. Governments in the 1960's facilitated developments which were then state of the art, but which are off the pace today. Our science facilities at BGS are in this category.

The traditional disciplines of psychics, chemistry, biology and life sciences increasingly talk with each other, and it is now widely accepted that there should be a substantial fusion in the teaching of these traditional disciplines with the teaching of mathematics, engineering, design technology, and even art.

What is known in educational parlance as STEM subjects – science, technology, engineering and mathematics- are core to the Grammar offering. Where we must remain at the forefront. And hence we have decided that our new Centre for Science must stimulate this fusion and interaction of the sciences, so that Grammar boys are motivated to direct their gaze to challenges which remain unresolved; questions yet to be asked; and to solutions for a better future. It is the great technological and scientific advances which bend the arc of history and change our lives.

And success in the teaching of science in this way will be significantly advanced if it takes place in a collaborative learning environment where teachers and students can easily interact. Collaboration will always trump individual brilliance. The notion of a lone inventor sitting in his garage and having a “light bulb” moment is very romantic, but seldom realistic. Encouraging collaborative learning is across our whole educational strategy at Grammar.

The Board has been informed that the need is relatively urgent, and our early planning is aimed at constructing a new Centre for the teaching of science as I have described it in 2018. This will require strong focus, and resourcing of a magnitude similar to or greater than that required for the Lilley Centre. And we expect that its impact will be similar or greater than that which the Lilley Centre has had on teaching and learning at Grammar.

There will be a major campaign again, and the majority of our free revenue flow will necessarily be directed to this critical and exciting project. It will mean that consideration of other major projects such as enlarging our offering down to primary level, and replacing our lost Normanby oval in QR airspace will be delayed.

The project will not impact upon normal independent school fee rises, which you will be glad to hear are moderating. Salaries and superannuation on average constitute about 70% of independent school costs, and increases in salaries and superannuation agreed with our staff in our recent EBA total 4% per annum.. Reflecting the balance I have discussed, fees at Grammar will rise by 4.5% next year which is in line with most large independent schools across Australia. And this in an environment when the large independent schools are on notice that government grants will inevitably be declining in real terms.

In the shorter term we must end the pain of our long suffering tennis community. They have not had a real home since we built the Middle School on their patch, when they were temporarily relocated to our Normanby oval. We have since then debated a long term home at Northgate, and elsewhere, but with the ultimate decimation of our lower oval firstly by the ICB, and then the Legacy Way tunnel, we have decided that the highest and best use of what

remains there is the development of a quality ten court tennis centre, with an associated clubhouse and viewing platform. This will be a \$4M project which will be completed for the 2016 tennis year.

I said last year that only two of the world's most admired companies are more than 100 years old. Even nation states can easily rise and fall as China did when it lost its economic dominance in the 1800's only to be on the point of reclaiming it in the 21st century. We must manage Grammar for both continuity in the things we do well, but also manage Grammar for change in a rapidly evolving educational world.

At a "local" level, we must be acutely aware of the changes which are afoot in senior assessment and tertiary entrance, while also being aware that at a macro level Australian educational standards are under the microscope, and that we will need to look over the horizon to monitor trends which will keep us at the forefront of teaching and learning practice.

Grammar stands alone as an institution, with no religious or governmental institution to pick us up if we falter. But the exciting corollary is that we are the author of who we are and who we aspire to be for the next 150 years and beyond and we remain excited by the responsibility and the challenge.

Our connection with BGGs remains important. Our common history and geographic proximity has always produced joint activities and sharing of resources at many levels, but over some years now our respective boards and managements have been discussing other areas of mutual interest where we believe that combining what we do will enhance the performance of each school without compromising our separate identities.

A formal process has now been put in place by our respective Boards to oversee analysis of what we do separately, and from that identify areas of mutual interest where we believe that functions or activities now done separately could be better done together.

I am delighted to announce that as a consequence of these deliberations the two schools have agreed to jointly develop some 3400 square meters of strategic land which has been progressively acquired on the corner of Gregory Terrace and Boundary Street, opposite both schools. The future development of this wonderful site will form part of what both schools see as a better integrated educational precinct which will benefit each school and the city. As our joint planning evolves we will keep both school communities informed.

The Headmaster will in his address overview the performance of our boys which for a non-selective school has again been outstanding both in Queensland and nationally. We are the only school, in Queensland at least, which has posted its academic results publically for the last 25 years, and we have no peer.

To the boys who are leaving, you are ready for your next step in life. I am informed that you have been a most unified group and that you have led the student community with aplomb. We are grateful for your contribution, and confident that the lessons you have learned will serve you well in the years to come.

Don't forget where it began. When you have made your way, and are ready, please come back to help make Grammar an even better place.

Mr Howard Stack
Chairman of the Board of Trustees

HEADMASTER'S 2014 SPEECH DAY ADDRESS

President and Vice-Chancellor of the University of Queensland Professor Peter Høj, Mr Howard Stack and Mrs Stack, Members of the Board of Trustees, the Principal of Brisbane Girls' Grammar School, Ms Jacinda Euler, Members of Staff, Distinguished Old Boys and Guests, Parents, Friends and Students of Brisbane Grammar School. It is my privilege to present the one hundred and forty-fifth Annual Report of Brisbane Grammar School.

We are delighted to welcome to our Speech Day and Prize-giving, as our special guest, Professor Peter Høj. I have heard Professor Høj speak on a number of occasions, none more impressive than last Saturday when he welcomed President Obama and a host of dignitaries to the University of Queensland. Professor Høj will be formally introduced by School Vice-Captain John Cavaye later in the proceedings.

I report to the community on a year of significant expansion, change and challenge, and of unending enquiry and improvement to strengthen and advance the School's present and future performance.

By all our customary measures in the academic, extracurricular and student wellbeing domains, this has been a year of significant accomplishment. It was another period of celebrated academic success – one of the esteemed foundations of a Grammar education.

We launched the year with news of the excellent results of the 2013 seniors. Their feats were pleasing and rest securely within our historical benchmarks.

99.6% of graduates were offered favoured tertiary places: two of whom are now studying at the University of Cambridge; one at the London School of Economics; and two others were offered places at MIT and CalTech.

Multiple scholarship offers were made to students from all major Australian universities. Most notably, three students achieved a perfect ATAR of 99.95 and were offered a University of Queensland Vice-Chancellor's Scholarship.

Twenty-five graduates – a remarkable 10% of the senior group - won direct entry into Medicine, while one of our outstanding thespians from 2013 was offered a place at the prestigious Western Australian Academy of Performing Arts.

In a similar vein, the NAPLAN results of the 2013 Year 7 and Year 9 cohorts were again extremely good and further reflect the overall steadfast academic culture of the school and the quality of our literacy and numeracy teaching.

The Your School report published in the Weekend Australian in June this year indicated that BGS was the highest ranked non-selective boys' school nationally, and in Queensland BGS ranked first, and seventh nationally amongst boys' schools.

Our 2014 NAPLAN results were similarly first-rate. The picture was a very flattering one for Brisbane Grammar School; nonetheless, we are conscious that there is a need to continuously evaluate the progress of each year level and be nimble and flexible enough to develop and implement interventions which enhance student outcomes.

Other notable results were achieved in the annual University of New South Wales International Competitions and Assessments. This year a pleasing number of Senior and Middle students won gold medals, with several boys scoring the highest results in the State's Mathematics, English and Science tests. Of particular note was senior student, Allen Gu, who achieved three gold medals.

The extracurricular cultural and sporting program was again a full and lively domain for a remarkable number of boys. The defining elements of the program remain its extraordinarily high involvement rates, the breadth of the all-roundedness demonstrated by our young men, and the level of spirited participation.

The cultural life of the School once more showcased a splendid assortment of productions, performances and exhibitions. The music community enjoyed a season of fine internal concerts, competition success and a varied touring program. The undoubted highlight was the European Concert Tour that took students and staff through Greece and Italy where they thrilled audiences with their unique mix of Australian and concert repertoire.

Naturally there was the regular smorgasbord of concerts with the standout being Grammar Community in Concert. Grammar boys also confirmed their creativity and skill by being the most successful school at the state-wide Young Composers Competition. BGS also hosted the Pemulwuy National Male Voices Festival; and our Chamber Choir performed a world premiere of a work composed expressly for them by a local Brisbane composer. All-in-all, it has been a year rich in melodious opportunities for our boys.

BGS also has a long-established reputation as a source of high-quality theatre. Our senior entertainers performed Bertolt Brecht's, *The Resistible Rise of Arturo Ui*, a dark allegorical comedy about Hitler's rise to power set in a mob-controlled 30s Chicago. The Middle School Production of Disney's famous musical, *Aladdin* was perfect for younger performers and the season culminated in a post-modern, re-contextualisation of William Golding's *Lord of the Flies*, showcasing the flair of our Year 9 and 10 actors and technical crew. These vibrant and contemporary productions were brought to life by talented students, innovative directors and an assortment of artistic collaborators from within our learning community, all selflessly contributing to the commonweal.

Our energetic art program provided further evidence of the excellence of the Arts at BGS. The culmination of the first body of student work was displayed in the sense of place exhibition and one of our graduating seniors, Kayra Ercan, will have his work displayed at GOMA in 2015. Our young artists have also learnt invaluable lessons from a variety of visiting artists; two in-house exhibitions of the School's Art Collection provided the community with aesthetic treats; and the Annual Art Show, *Sapphire*, was one of the highlights of our cultural calendar.

Our Design and Technology students also displayed their talents in an exhibition entitled *Design 14 'Out of the Box'*. The purpose of which was to celebrate creativity, innovation, invention and problem solving: all essential skills in our rapidly changing world.

The School's extracurricular representatives delivered another strong set of results. BGS won three GPS Premierships in Chess, Debating and Gymnastics and recorded a number of decisive placings in what has become an intensely competitive landscape.

In Term 1, the volleyballers performed well across each division and the cricketers, rowers and swimmers all competed enthusiastically. Our sailors placed second in the GPS Championship and then won the State Schools title.

Throughout Term 2, the tennis community produced convincing outcomes across all age-groups, while the First IV fell just short of the prize. The Senior A Debating team reversed last year's results, to this year win the GPS competition, but be pipped in the QDU competition.

In fencing, the School retained the mantle of the leading school by winning the Brisbane School Teams Cup. In the Australian School Teams Fencing Championships the boys did exceptionally well securing bronze in the foil, silver in the sabre and gold in the epee event. Our footballers and cross country runners also competed with the usual Grammar mettle, both programs recording progress.

The Grammar Chess community had a stellar year. The Premier team won the GPS Premiership for the sixth year in succession and the chess community enjoyed the unique achievement of being the top school in all divisions. The Premier team's success continued at the Brisbane Secondary Schools competition and they will now compete at the Australian Championships in Adelaide in December.

During term three the basketball program recorded very pleasing development. Our Rugby program, too, exhibited progress, albeit the scoreboard did not always reflect the tenacious efforts of the players and coaches. This activity more than any is built around power and speed. The challenge for BGS is to identify ways to be more competitive in this discipline. We are not in favour of winning at all costs, but we do know that through superior coaching and athletic development that our boys, within what is an educational context, can play a game they enjoy safely and robustly.

Finally, in term four, the School's gymnastics team retained the GPS Championship in decisive fashion and our track and field team performed well to finish just outside the placings.

While we derive great satisfaction from our students' academic and extracurricular outcomes, great schools like BGS provide immensely important social experiences and trainings for our students. Our Purpose "is to educate boys ... to become thoughtful and confident men of character who contribute to their communities".

In order to prepare students to navigate this century, we continue to introduce them to emerging 21st century literacies. Working in partnership with students from around the world in meaningful, real-life projects is a necessary avenue for developing these skills. As globalization accelerates schools will benefit from enriched cultural accords. This continued engagement with other cultures is seen as a key component of the School's commitment to intercultural understanding, student leadership and student personal development.

This year some BGS students have completed a homestay experience in Japan; others have participated in the annual Asia Pacific Young Leaders Summit in Singapore; the annual party of Japanese students from Seifu Gakuen, spent a month living with BGS families; a group of boys and staff joined the Community Development and Leadership Summit held, last week, in New Delhi; and next week students and staff will attend the International Young Leaders Forum in China. These precious experiences provide international learning and knowledge and a greater sense of the world in which our future leaders live.

While the school offers life experiences for current students in distant lands we are also identifying pathways for boys within our backdrop to appreciate the richness of a BGS education. Through the generous benefaction of Old Boy year-groups a number of boys are currently relishing that chance. Similarly, our preparedness to offer access to indigenous boys continues to be a deliberate priority.

Three more boys began their Grammar journey in 2014. One boy joined us as part of the Cape York Institute Academic Leaders Program and the other two boys from the Tweed joined us a result of the generosity of the Heath / Huxley family and a group of 1943 old boys. We are particularly indebted to Mrs Lesley Huxley for instigating and coordinating her families' very generous benefaction and Mr. Jim Truesdale for driving the 1943 Old Boys support.

Of equal importance to fulfilling our mission is to provide service learning opportunities for our students to meaningfully aid other communities. The Brisbane City Council's Homeless Connect Day is one such event. Similarly, the Homework Club affords our boys the chance to use their talents to help refugee children.

For many years our students have assisted locally based agencies such as the BUPA nursing home in New Farm and this year another group of students chose to work alongside staff at the Nursery Road Special School.

In recent times BGS benevolence has extended to regions in South East Asia, most conspicuously orphanages and schools in Cambodia. Students and staff alike have remarked on the profundity of the experience; one that saw them witness first-hand the difference individuals can make for whole communities.

Our major community fundraisers were once again a booming success. The Shave for a Cure campaign raised over \$19,000 and the 40 Hour Famine operation raised \$15,000 and the boys continue to sponsor children in Cambodia, Indonesia and support Destiny Rescue which aims to liberate children from human trafficking. These projects while financially successful, more clearly demonstrate the strong culture of cooperation and care, which exists within our school.

Like the aforementioned agendas the school's outdoor education program represents another path by which a boy's holistic personal growth is nurtured. These fantastic outdoor experiences, closely aligned to the student wellbeing program, offer boys opportunities to socially, emotionally mature and to physically shine.

The quality of our school will never exceed the quality of its staff. Australian and international reviews of research and practice have found that teacher quality is one of the key in-school factors in determining learning outcomes for students. BGS is fortunate that the people who teach and support the current school ethos are committed to our mission. The challenge for us though, is to remain at the forefront of knowledge and instruction and thus the process of self-evaluation and monitoring is more than ever a major strategic priority.

We are also very lucky to be fabulously served by our non-teaching support staff who together with the teaching staff help to create environment which is rich in opportunity for our students. I sincerely thank them all for their dedicated and expert efforts this year.

While we must continue to improve our practice and our processes we must also improve the places where teaching and learning happens daily. A number of new capital projects highlight the School's commitment to moving with the times and securing its future.

In January the School opened a new Maths precinct in the lower level of the Lilley Centre and the lower floor of the former Maths building was converted into a new kitchen and dining room for the boarders.

The area adjacent to the Music Building was converted into a wonderful play area for year 5 & 6 boys and the old cricket net area is now an all-weather multi-purpose space for sporting, cultural and supplementary school activities.

The fourth major redevelopment was the relocation of the tuckshop. This project was not possible without the exceptional financial support of the P&F Auxiliary and offers further evidence of the social and cultural capital that defines our great school. The old tuckshop, kitchen & dining room are now four spacious classrooms ready for the influx of year 7 students in 2015.

It is vital, for me, at this formal occasion to recognise the invaluable contribution of a number of people to Brisbane Grammar School. First of all, I wish to publicly acknowledge the enormous contribution made to the School by the members of the Board of Trustees. Their wisdom, experience and belief in the School are critical to both its current and future performance. I particularly pay tribute to the Chairman of the Board, Mr Howard Stack, who has, for many years, steered the School through both its successes and struggles.

Furthermore, my special thanks are extended to the members of the Senior Leadership Team for their commitment to resolutely steering our learning community. I also want to make mention of one long-serving member of staff who retired in 2014. After almost thirty years of service as both a mathematics teacher and an influential player in the extracurricular domain, Mr John Galton, decided to move into a less hurried phase of his life. He leaves the School with our best wishes.

In addition, it is a privilege to recognise the enthusiasm and efforts of the many people who have supported the School in 2014. Our wonderful parent support groups contribute to the School in so many ways.

In particular, I thank the following people for their work in important community leadership roles: Mr Stuart Rees, President of a vibrant Old Boys' Association, who has been so influential in fostering enthusiastic and constructive involvement by our alumni; President of the Parents and Friends' Association Mrs Felice Gatenby, who was instrumental in the new tuckshop project; and Ms Genevieve Kenny-Fowler, who is President of a very generous P&F Auxiliary.

Moreover, I wish to offer my compliments and best wishes to the departing Year 12s. They have been a most unified, passionate and dynamic year group who have contributed a great deal to their School.

The student leaders – School Captain Elliot Cichero, Vice-Captains John Cavaye and Angus Morrison, Harlin House Captain Tom Kirby and Vice-Captain Henry Brodie – have been marvellous in their personal efforts, in their role modelling, and in their strong communication to the student body. We wish the Year 12s well in their future endeavours, confident they have been strongly shaped by the values of this great school and assure them they will always remain part of the Grammar community.

Ladies and gentlemen in ending this address I wish, on behalf of Brisbane Grammar School, to offer you all the best for the festive season. I sincerely hope that the holiday period affords you time to relax, reflect and socialise with family and friends.

I look forward to working with you in 2015. Thank you.

Anthony Micallef
HEADMASTER



BOARD OF TRUSTEES
OF THE
BRISBANE GRAMMAR SCHOOL

FINANCIAL STATEMENTS
YEAR ENDED 31 DECEMBER 2014

INDEX

	<u>Pages</u>
STATEMENT OF COMPREHENSIVE INCOME	1
STATEMENT OF FINANCIAL POSITION	2
STATEMENT OF CHANGES IN EQUITY	3
STATEMENT OF CASH FLOWS	4
NOTES TO THE FINANCIAL STATEMENTS	5-30
CERTIFICATE OF BOARD OF TRUSTEES	31
INDEPENDENT AUDITOR'S REPORT	32-34

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2014**

	Note	2014 (\$'000)	2013 (\$'000)
Income from continuing operations			
Fees	2	34,841	30,847
Grants	3	9,138	8,033
Interest	4	374	406
Donations	5	966	1,071
Other revenue	6	880	1,435
Total income from continuing operations		46,199	41,792
Expenses from continuing operations			
Employee expenses	7	26,954	24,473
Supplies and services	8	11,485	10,355
Depreciation and amortisation	9	3,100	3,179
Impairment losses	10	34	49
Borrowing costs expense	11	825	942
Other expenses	12	971	827
Total expenses from continuing operations		43,369	39,825
Operating result for the year		2,830	1,967
Other comprehensive income			
<i>Items that will not be reclassified subsequently to Operating Result</i>			
Increase in asset revaluation surplus	22	-	3,183
Remeasurements of defined benefit liability	26	128	868
Total other comprehensive income		128	4,051
Total comprehensive income		2,958	6,018

The Statement of Comprehensive Income should be read
in conjunction with the notes to the financial statements.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2014**

	Note	2014 (\$'000)	2013 (\$'000)
Current assets			
Cash and cash equivalents	13	3,556	6,447
Trade and other receivables	14	608	586
Other financial assets	15	6,759	6,411
Other current assets	16	645	547
Total current assets		11,568	13,991
Non-current assets			
Property, plant and equipment	17	127,245	122,492
Total non-current assets		127,245	122,492
Total assets		138,813	136,483
Current liabilities			
Trade and other payables	18	1,464	1,842
Short term borrowings	19	2,272	2,200
Provisions	20	1,086	1,748
Other liabilities	21	2,789	1,354
Total current liabilities		7,611	7,144
Non-current liabilities			
Long term borrowings	19	8,103	9,622
Provisions	20	3,537	3,113
Total non-current liabilities		11,640	12,735
Total liabilities		19,251	19,879
Net assets		119,562	116,604
Equity			
Asset revaluation surplus	22	51,106	51,106
Accumulated surplus		68,456	65,498
Total equity		119,562	116,604

The Statement of Financial Position should be read
in conjunction with the notes to the financial statements.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2014**

	Note	Revaluation Surplus (\$'000)	Accumulated Surplus (\$'000)	Total (\$'000)
Balance at 31 December 2012		47,923	62,663	110,586
Operating result		-	1,967	1,967
Other comprehensive income				
Asset revaluation surplus		3,183	-	3,183
Remeasurements of defined benefit liability	26	-	868	868
Total other comprehensive income		3,183	868	4,051
Total comprehensive income for the year		3,183	2,835	6,018
Balance at 31 December 2013		51,106	65,498	116,604
Operating result		-	2,830	2,830
Other comprehensive income				
Remeasurements of defined benefit liability	26	-	128	128
Total other comprehensive income		-	128	128
Total comprehensive income for the year		-	2,958	2,958
Balance at 31 December 2014		51,106	68,456	119,562

The Statement of Changes in Equity should be read
in conjunction with the notes to the financial statements.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2014**

	Note	2014 (\$'000)	2013 (\$'000)
Cash flows from Operating Activities			
<i>Inflows:</i>			
Fee income		36,226	30,819
Grants and other contributions		9,137	8,003
Interest		374	407
Donations		1,083	1,162
Other income		606	600
GST input tax credits from ATO		1,876	1,279
GST collected from customers		595	578
<i>Outflows:</i>			
Employee expenses		(27,019)	(24,504)
Supplies and services		(12,184)	(10,325)
Borrowings costs		(834)	(947)
Other expenses		(968)	(869)
GST remitted to ATO		(566)	(563)
GST paid to suppliers		(1,930)	(1,186)
Net cash provided by operating activities		<u>6,396</u>	<u>4,453</u>
Cash flows from Investing Activities			
<i>Inflows:</i>			
Proceeds from sale of property, plant & equipment		22	-
<i>Outflows:</i>			
Payments for property, plant & equipment		(7,828)	(2,279)
Net cash (used) in investment activities		<u>(7,806)</u>	<u>(2,279)</u>
Cash flows from Financing Activities			
<i>Outflows:</i>			
Repayment of borrowings		(1,395)	(1,290)
Repayment of leases		(86)	(111)
Net cash (used) in financing activities		<u>(1,481)</u>	<u>(1,401)</u>
Net increase / (decrease) in cash and cash equivalents		(2,891)	773
Cash and cash equivalents at the beginning of the year		<u>6,447</u>	<u>5,674</u>
Cash and cash equivalents at the end of the year	13	<u><u>3,556</u></u>	<u><u>6,447</u></u>

The Statement of Cash Flows should be read
in conjunction with the notes to the financial statements.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014**

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS 2014

Note 1:	Statement of significant accounting policies
Note 2:	Fees
Note 3:	Grants
Note 4:	Interest
Note 5:	Donations
Note 6:	Other income
Note 7:	Employee expenses
Note 8:	Supplies and services
Note 9:	Depreciation and amortisation
Note 10:	Impairment losses
Note 11:	Borrowing costs expense
Note 12:	Other expenses
Note 13:	Cash and cash equivalents
Note 14:	Trade and other receivables
Note 15:	Other financial assets
Note 16:	Other current assets
Note 17:	Property, plant and equipment
Note 18:	Trade and other payables
Note 19:	Borrowings
Note 20:	Provisions
Note 21:	Other current liabilities
Note 22:	Asset revaluation surplus by class
Note 23:	Lease commitments
Note 24:	Capital expenditure commitments
Note 25:	Contingent liabilities and contingent assets
Note 26:	Superannuation
Note 27:	Financial instruments
Note 28:	Subsequent events
Note 29:	Key management personnel and remuneration

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Preparation

The financial statements have been prepared in accordance with s43 of the *Financial and Performance Management Standard 2009*, Australian Accounting Standards - Reduced Disclosure Requirements and Australian Accounting Interpretations, where applicable to not-for-profit entities. In addition, the financial statements comply with Queensland Treasury and Trade's Minimum Reporting Requirements and other authoritative pronouncements.

The financial statements are a general purpose financial report and cover the Board of Trustees of the Brisbane Grammar School as an individual entity. The Board of Trustees of the Brisbane Grammar School is a statutory body formed under the *Grammar Schools' Act 1975*. It operates as a Queensland independent school and is located at Gregory Terrace, Brisbane in Australia.

The following summary presents material accounting policies adopted by the Board of Trustees of the Brisbane Grammar School in the preparation of the financial statements. The accounting policies have been consistently applied, unless otherwise stated.

Reporting Basis and Conventions

The financial statements have been prepared on an accruals basis. Except where stated, the historical cost convention is used.

Accounting Policies

(a) Revenue

Interest revenue is recognised on a proportional basis, taking into account the interest rate applicable to the financial assets.

Revenue from the rendering of services, being tuition and boarding, is recognised upon delivery. Revenue from enrolments and non-refundable confirmation fees is recognised when received.

Government grants are recognised as revenue on receipt where the grant is non-reciprocal, otherwise, if reciprocal, the grant revenue is recognised progressively over the grant term.

The School also receives contributions of assets from the Government and other parties. These assets are recognised at fair value on the date of acquisition in the Statement of Financial Position, with a corresponding amount of revenue recognised in the Statement of Comprehensive Income.

Where the fees for services are paid in advance, a liability called Fees in Advance is recognised. This liability is written back once the fees are earned.

(b) Cash and Cash Equivalents

For the purposes of the Statement of Cash Flows, cash and cash equivalents include cash on hand and at bank, and short term deposits at call with a maturity of less than 3 months, net of outstanding bank overdrafts. For the purpose of the Statement of Financial Position, bank overdrafts have been recognised as a short term borrowing.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

(c) Trade and Other Receivables

Trade debtors are recognised at the nominal amount due at the time of sale or service delivery. Fee income is paid in accordance with the schedule of fees. For other debtors, payment is required within thirty (30) days from invoice date. The collectability of receivables is assessed periodically, with provision being made for impairment. All known bad debts were written-off at 31 December each year.

(d) Financial Instruments

Initial recognition and measurement

Financial assets and financial liabilities are recognised when the School becomes a party to the contractual provisions of the instrument, which, for financial assets, is equivalent to the date to which the School commits itself, to either purchase or sell the asset.

Financial instruments are initially measured at fair value plus transaction costs, except where the instrument is classified "at fair value through profit or loss", in which case, transaction costs are expensed to profit or loss immediately.

Classification and subsequent measurement

Financial instruments are measured at either fair value, amortised cost using the effective interest rate method or cost. Where available, quoted prices in an active market are used to determine fair value. In other circumstances, relevant valuation methodologies are adopted.

Amortised cost is the amount at which the financial asset or financial liability is measured at initial recognition less principal repayments and any reduction for impairment, and adjusted for any cumulative amortisation of the difference between that initial amount and the maturity amount calculated using the effective interest method.

The effective interest rate method is used to allocate interest income or interest expense over the relevant period and is equivalent to the rate that exactly discounts estimated future cash payments or receipts through the expected life of the financial instrument to the net carrying amount of the financial asset or financial liability. Revisions to expected future net cash flows will necessitate an adjustment to the carrying value, with a consequential recognition of an income or expense item in profit or loss.

Fair value is determined based on current bid prices for all quoted investments. Valuation methodologies are applied to determine the fair value for all unlisted securities, including recent arm's length transactions, reference to similar instruments and option pricing models.

Financial assets at fair value through profit or loss are classified at "fair value through profit or loss" when they are held for trading for the purpose of short-term profit taking, derivatives not held for hedging purposes, or when they are designated as such to avoid an accounting mismatch, or to enable performance evaluation where a group of financial assets is managed by key management personnel on a fair value basis in accordance with a documented risk management or investment strategy. Such assets are subsequently measured at fair value, with changes in carrying value being included in profit or loss.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

(d) Financial Instruments (continued)

Non-derivative financial liabilities are subsequently measured at amortised cost.

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market and are subsequently measured at amortised cost.

Impairment

At the end of each reporting period, the School assesses whether there is objective evidence that a financial instrument has been impaired. Impairment losses are immediately recognised in profit or loss. In addition, any cumulative decline in fair value previously recognised in Other Comprehensive Income is reclassified to profit or loss at this point.

Derecognition

Financial assets are derecognised when the contractual rights to receipt of cash flows expire or the asset is transferred to another party, whereby the School no longer has any significant continuing involvement in the risks and benefits associated with the asset. Financial liabilities are derecognised when the related obligations are discharged, cancelled or expire. The difference between the carrying value of the financial liability extinguished or transferred to another party and the fair value of consideration paid, including the transfer of non-cash assets or liabilities assumed, is recognised in profit or loss.

(e) Property, Plant and Equipment

Property, plant and equipment has been accounted for in compliance with Queensland Treasury's Non-Current Asset Accounting Policies for the Queensland Public Sector.

Actual cost is used for the initial recording of all non-current physical acquisitions. Cost is determined as the value given as consideration plus costs incidental to the acquisition, including all other costs incurred in getting the assets ready for use.

Items of property, plant and equipment with a cost or other value equal to or in excess of the following thresholds are recognised for financial reporting purposes in the year of acquisition:

Buildings and improvements	\$10,000.
Land	\$1.
Plant and equipment	\$5,000.
Heritage and cultural assets	\$5,000.

Items with a lesser value are expensed in the year of acquisition.

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment losses.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

(f) Land and Buildings

Land and Buildings are shown at their fair value, being the amount for which an asset could be exchanged between knowledgeable willing parties in an arm's length transaction, less subsequent depreciation for Buildings and Improvements. The Board of Trustees of the Brisbane Grammar School commissions an independent valuation of the School's land and buildings on a regular basis, at least once every five years. In years where an independent valuation is not performed, the valuation is performed by the Board of Trustees of the Brisbane Grammar School. The Board of Trustees of the Brisbane Grammar School reviews the carrying value of property, plant and equipment at each balance date, to confirm that these assets are still held at fair value.

As part of this review the Board of Trustees of the Brisbane Grammar School considers movements in an appropriate index, as well as indicators of decline in asset condition. An indexed revaluation will only be accounted for in the financial statements if the cumulative change in the index results in a 5% or greater change in the reported asset balances. Likewise a change in asset condition will only be accounted for if it is anticipated that the change will result in a revaluation of 5% or greater in the reported asset balances.

Any revaluation increment arising on the revaluation of an asset is credited to the asset revaluation surplus of the appropriate class, except to the extent it reverses a revaluation decrement for the class previously recognised as an expense. A decrease in the carrying amount on revaluation is charged as an expense, to the extent it exceeds the balance, if any, in the revaluation surplus relating to that asset class.

On revaluation, accumulated depreciation is restated proportionately with the change in the carrying amount of the asset and any change in the estimate of remaining useful life.

Any revaluation increment arising on the revaluation of an asset is credited to the asset revaluation surplus of the appropriate class, except to the extent it reverses a revaluation decrement for the class previously recognised as an expense. A decrease in the carrying amount on revaluation is charged as an expense, to the extent it exceeds the balance, if any, in the revaluation surplus relating to that asset class.

(g) Land

The School campus land at Spring Hill and Normanby, with a total value of \$18,610,000 (2013: \$18,610,000), is held under Deed of Grant of Land in Trust (DOGIT). The land is retained by the Crown, however, the economic benefit of this land accrues to the Board of Trustees of the Brisbane Grammar School and the land is administered by the School. The independent valuation of these assets has special regard to the fact that the property that is held under DOGIT is considered an inferior title to freehold due to the restrictive covenants.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

(h) Impairment of Non-Current Assets

At each reporting date, the School reviews the carrying value of its non-current physical assets, to determine whether there is any indication that these assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and the asset's depreciated replacement cost, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is recognised in profit or loss, unless the asset is carried at a revalued amount. When the asset is measured at a revalued amount, the impairment loss is offset against the asset revaluation surplus of the relevant class to the extent available.

Where an impairment loss subsequently reverses, the carrying amount of the asset is increased to the revised estimate of its recoverable amount, but so that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior years. A reversal of an impairment loss is recognised as income, unless the asset is carried at a revalued amount, in which case, the reversal of the impairment loss is treated as a revaluation increase.

(i) Depreciation and amortisation

Items of plant and equipment and building are depreciated over their estimated useful lives to the School on a straight line basis. Estimates of remaining useful lives are made on a regular basis for all assets.

Plant and equipment subject to a finance lease is amortised on a straight line basis over the term of the lease.

Depreciation commences from the date an asset is controlled, serviceable and ready for use. For each class of depreciable asset, the following depreciation and amortisation rates are used:

Plant and Equipment	10 – 30%.
Heritage and Cultural Assets	2%.
Leased Assets	25 – 33.3%
Buildings	1.67 – 9%.

The residual values and useful life of all assets are reviewed and adjusted, if applicable, at each reporting date.

(j) Gains and Losses on Disposal

Gains and losses on disposal are determined by comparing proceeds with the carrying amount. The gain or loss is included in profit or loss. When revalued assets are sold, amounts included in the asset revaluation surplus relating to the asset are transferred to retained earnings.

(k) Trade and Other Payables

Trade creditors are recognised upon receipt of the goods or services ordered and are measured at the nominal amount. Amounts owing are unsecured and are generally settled on 30 day terms.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)

(l) Leases

The lease of fixed assets, where substantially all the risks and benefits incidental to the ownership of the asset, but not the legal ownership, are transferred to the Board of Trustees of the Brisbane Grammar School, are classified as finance leases. Finance leases are capitalised, recording an asset and a liability equal to the present value of the minimum lease payments, including any guaranteed residual values. Leased assets are depreciated on a straight line basis over their estimated useful lives where it is likely that the School will obtain ownership over the asset or over the term of the lease. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for the period.

Lease payments for operating leases, where substantially all the risks and benefits remain with the lessor, are charged as expenses in the periods in which they are incurred.

(m) Employee Benefits

Wages, salaries, annual leave and long service leave due but unpaid at reporting date are recognised in the Statement of Financial Position at the remuneration rates expected to apply at the time of settlement and include related on costs such as WorkCover premiums and employer superannuation contributions.

Employee benefits disclosed as current are expected to be settled within one year based on the legal and contractual entitlements and assessments, having regard to staff departures and leave utilisation. Non-current employee benefits have been measured at the present value of the estimated future cash outflows to be made for those benefits.

Contributions are made by the School to defined contribution employee superannuation funds and are charged as expenses when incurred.

Defined Superannuation Plan

In respect of the School's defined benefit plan, the cost of providing the benefits is determined using the projected unit credit method. Actuarial valuations are conducted every three years, with interim valuations performed on an annual basis. Consideration is given to any event that could impact the funds up to the end of the reporting period where the interim valuation is performed at an earlier date.

The liability recognised in the Statement of Financial Position represents the present value of the defined benefit obligations, adjusted for any unrecognised actuarial gains and losses and unrecognised past service costs less the fair value of the plan's assets. Any asset recognised is limited to unrecognised actuarial losses, plus the present value of available refunds and reductions in future contributions to the plan.

Remeasurements of the net defined benefit liability, which comprise actuarial gains and losses, the return on plan assets (excluding interest) and the effect of the asset ceiling (if any, excluding interest), are recognised immediately in Other Comprehensive Income. The School determines the net interest expense (income) on the net defined benefit liability (asset) for the period by applying the discount rate used to measure the defined benefit obligations at the beginning of the annual period to the then-net defined benefit liability (asset), taking into account any changes in the net defined benefit liability (asset) during the period as a result of contributions and benefit payments. Net interest expense and other expenses related to defined benefit plans are recognised in profit or loss.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

(m) Employee Benefits – Defined Superannuation Plan - continued

When the benefits of a plan are changed or when a plan is curtailed, the resulting change in benefit that relates to past service or the gain or loss on curtailment is recognised immediately in profit or loss. The School recognises gains and losses on the settlement of a defined benefit plan when the settlement occurs.

(n) Borrowing Costs

Unless borrowing costs are incurred in the construction of a qualifying asset, they are recognised as expenses in the period in which they are incurred.

(o) Taxation

Income Tax

No provision for income tax has been raised as the School is exempt from income tax.

Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the statement of financial position are shown inclusive of GST.

(p) Comparative Figures

Comparative information has been restated, where necessary, to be consistent with changes in presentation for the current year.

(q) Issuance of Financial Statements

The financial statements are authorised for issue by the Board of Trustees of the Brisbane Grammar School at the date of signing of the Certificate of the Board of Trustees of the Brisbane Grammar School.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

(r) Key Executive Management Personnel and Remuneration

Key management personnel and remuneration disclosures are made in accordance with section 5 of the Financial Reporting Requirements for Queensland Government Agencies, issued by Queensland Treasury and Trade.

The School has assessed the key executive management personnel positions in context of the School being constituted under the Grammar Schools Act 1975. Refer to Note 29 for the disclosures on key executive management personnel and remuneration.

(s) Judgement and Assumptions

The preparation of financial statements necessarily requires the determination and use of certain critical accounting estimates, assumptions, and management judgements that have that potential to cause a material adjustment to the carrying amounts of assets and liabilities within the next financial year. Such estimates, judgements and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and, in future periods, as relevant.

Recoverable amount of plant and equipment and intangible assets

The School assesses impairment at each reporting date by evaluating conditions specific to the School that may lead to impairment of assets. Where an impairment indicator exists, the recoverable amount of the assets is determined. No impairment indicators were noted during the last two financial years.

Fair Value of Land, Buildings and Improvements

The School has Land, Buildings and Improvements with a carrying value of \$124,709,000 (2013: \$117,978,000) representing estimated fair value. The aggregate carrying amount is based upon a combination of independent valuations and Board of Trustees of the Brisbane Grammar School's valuations. The last independent valuation of the School was issued as at 31 December 2013.

In determining the fair value, either the direct comparison approach or the depreciated replacement cost approach has been adopted depending upon the availability of sales data. The main assumptions for the depreciated replacement cost are:

- Weighted average replacement cost per square metre of \$3,692;
- Weighted average useful life of 49 years; and
- Weighted average remaining useful life of 33 years.

(t) Contributions

The School receives non-reciprocal contributions from other parties from time to time for no or nominal value. These contributions are recognised at the fair value on the date of acquisition, at which time, an asset is taken up in the Statement of Financial Position and revenue in profit or loss.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

(u) New and revised accounting standards

The following new accounting standards and interpretations are effective for the first time in the current financial year:

- AASB 10 Consolidated Financial Statements.
- AASB 11 Joint Arrangements.
- AASB 12 Disclosure of Interests in Other Entities.

The School has reviewed its relationships with other entities and concluded that the adoption of these above accounting standards has no material impact on the School.

The School is not permitted to early adopt a new or amended accounting standard ahead of its specified commencement date unless approval is obtained from Queensland Treasury and Trade. Therefore, no other accounting standards and interpretations that have been issued but are not yet effective have been adopted by the School ahead of their effective dates.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014 (\$'000)	2013 (\$'000)
2. Fees		
Boarding fees	1,612	1,352
Tuition fees	32,265	28,634
Enrolment fees	298	323
Confirmation fees	666	538
Total fees	34,841	30,847

3. Grants¹		
Recurrent Grants		
Commonwealth grants	5,670	5,047
State grants	2,823	2,612
Capital Grants		
Commonwealth grants ²	15	374
State grants ³	630	-
Total grants	9,138	8,033

1 All grants are non-reciprocal grants, see Note 1 (a).

2 Commonwealth funds of \$Nil (2013: \$371,409) were received as part of the Digital Education Revolution program.

3 Queensland Government funds of \$630,000 (2013: \$Nil) were received as part of the Flying Start program for Year 7.

4. Interest		
General account	306	386
Building fund	39	14
Endowment fund	26	5
Library fund	2	1
Restricted reserve	1	-
Total interest	374	406

5. Donations		
General funds	39	73
Building fund	615	845
Endowment fund	305	144
Library fund	5	6
Restricted reserve	2	3
Total donations	966	1,071

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014 (\$'000)	2013 (\$'000)
6. Other income		
Property income	105	108
Facility hire	173	211
Other income	176	168
Gain on disposal of property, plant and equipment	12	-
Investment income	214	358
Gain on financial assets at fair value through profit or loss	165	476
Proceeds from insurance claims	35	114
Total other income	880	1,435
7. Employee expenses		
Salaries and wages		
Tuition	15,311	13,043
Marketing and development office	365	298
Administration	2,003	2,370
Boarding	1,016	812
Sports and coaching	766	670
Buildings, operations and maintenance	2,195	2,275
Superannuation	2,846	2,601
Annual leave	1,487	1,604
Long service leave	676	524
Workers' compensation premium	281	252
Other employee expenses	8	24
Total employee expenses	26,954	24,473

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014 (\$'000)	2013 (\$'000)
8. Supplies and services		
Tuition and extracurricular expenses	4,111	3,686
Repairs and maintenance	2,386	2,322
Minor plant and equipment	992	959
Professional fees	660	309
Contractors	607	520
Motor vehicle expenses	139	139
Administration expenses	1,021	883
Utilities	1,029	977
Other supplies and services	540	560
Total supplies and services	11,485	10,355
9. Depreciation and amortisation		
Buildings	2,410	2,164
Heritage and cultural assets	8	7
Leased assets	39	10
Plant and equipment	643	998
Total depreciation and amortisation	3,100	3,179
10. Impairment losses		
Impairment losses on trade receivables	34	49
Total impairment losses	34	49
11. Borrowing costs expense		
Interest	825	942
Total borrowing costs expenses	825	942
12. Other expenses		
Audit fees	32	31
Lease and rentals	15	15
Fringe benefits tax	337	274
Insurance	282	261
Bank charges	226	207
Other expenses	79	39
Total other expenses	971	827

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014 (\$'000)	2013 (\$'000)
12. Other expenses - continued		
Remuneration of the Auditor		
External audit fees payable to the Queensland Audit Office relating to the 2014 financial statements are estimated to be	32	31
There are no non-audit services included in this amount.		
13. Cash and cash equivalents		
Petty cash	1	1
Accountable advances	5	5
Cash at bank	2,280	1,621
Building fund	475	1,372
Endowment fund	676	631
Library fund	90	87
Restricted reserve	28	48
Short term investment	1	2,682
Total cash and cash equivalents	3,556	6,447
Refer Note 15. for an explanation of the purpose of fund and reserve accounts. Cash held within these accounts is restricted for use in respect of the documented purpose.		
Non-cash investing activities		
During the financial year the school purchased \$35,000 of equipment under finance leasing arrangements.		
14. Trade and other receivables		
Current		
Fees outstanding	245	161
Allowance for impairment losses	(92)	(77)
	<u>153</u>	<u>84</u>
GST receivable	424	370
GST payable	(193)	(164)
	<u>231</u>	<u>206</u>
Sundry debtors	49	50
Accrued revenue	175	246
Total trade and other receivables	608	586
Movements in the allowance for impairment loss for trade debtors		
Balance at 1 January	77	47
Amounts written off during the year	(16)	(25)
Increase/decrease in allowance	31	55
Balance at 31 December	<u>92</u>	<u>77</u>

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014 (\$'000)	2013 (\$'000)
15. Other financial assets		
Queensland Investment Corporation Investment Fund - at fair value:		
Building Fund ¹	8	7
Endowment Fund ²	5,365	5,089
Library Fund ³	512	486
Restricted Reserve ⁴	874	829
Total other financial assets	6,759	6,411

Changes in fair values of other financial assets are recorded in profit or loss.

1 *The Building Fund* is a Deductible Gift Recipient established to raise money for School building projects.

2 *The Endowment Fund* uses non-refundable confirmation fees paid by parents to fund needs based Bursaries. It also contains the Scholarship sub-fund, which is a Deductible Gift Recipient established to provide scholarships from donations.

3 *The Library Fund* is a Deductible Gift Recipient established to raise money for School library resources.

4 *The Restricted Reserve* comprises bequests and donations, where the funds received are used for the purposes specified by the donor. In 2012, this Reserve was transferred to Accumulated Surplus, but the funds remain invested with Queensland Investment Corporation.

16. Other current assets

Prepayments	645	547
Total other current assets	645	547

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014 (\$'000)	2013 (\$'000)
17. Property, plant and equipment		
Land - at fair value	40,491	40,491
	<u>40,491</u>	<u>40,491</u>
Buildings - at fair value	138,469	129,327
less accumulated depreciation	<u>(54,250)</u>	<u>(51,840)</u>
	<u>84,219</u>	<u>77,487</u>
Plant and equipment - at cost	11,023	10,511
less accumulated depreciation	<u>(8,912)</u>	<u>(8,309)</u>
	<u>2,111</u>	<u>2,202</u>
Leased assets - at cost	142	107
less accumulated amortisation	<u>(56)</u>	<u>(17)</u>
	<u>86</u>	<u>90</u>
Heritage and cultural assets - at cost	377	377
less accumulated depreciation	<u>(134)</u>	<u>(126)</u>
	<u>243</u>	<u>251</u>
Work in progress - at cost	95	1,971
Total property, plant and equipment	<u><u>127,245</u></u>	<u><u>122,492</u></u>

In December 2014, the School performed market research to determine the fair value of the land. The cumulative change in the index for non-residential construction in Queensland was used to calculate the impact of any change on the fair values of buildings. Based on this research, the Board of Trustees of the Brisbane Grammar School determined that the carrying value at 31 December 2014 approximated their fair value. As such, no change in the carrying value was recognised.

As at 31 December 2013, the School's Land, Buildings and Improvements were revalued, resulting in an increment in the carrying value. This independent valuation of land was performed by AssetVal Pty Ltd based on the valuer's assessment of the land, having regard to available sales evidence of freehold title properties comparing the zoning, size and topography. Buildings were valued using the depreciated replacement cost approach, or direct comparison approach depending upon the availability of sales data.

The proportional restatement method, regarding the treatment of accumulated depreciation at the date of revaluation, has been applied.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

17. Property, plant and equipment - movement reconciliation

2014

Description	31 December 2013 \$'000	Purchases \$'000	Disposals \$'000	Transfer \$'000	Depreciation \$'000	Revaluation \$'000	31 December 2014 \$'000
Land	40,491	-	-	-	-	-	40,491
Buildings	77,487	7,171	-	1,971	(2,410)	-	84,219
Plant and equipment	2,202	562	(10)	-	(643)	-	2,111
Leased assets	90	35	-	-	(39)	-	86
Heritage and cultural assets	251	-	-	-	(8)	-	243
Work in progress	1,971	95	-	(1,971)	-	-	95
Total	122,492	7,863	(10)	-	(3,100)	-	127,245

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014 (\$'000)	2013 (\$'000)
18. Trade and other payables		
Current		
Trade payables	893	1,356
Other accrued employee benefits	571	486
Total trade and other payables	1,464	1,842
19. Borrowings		
Current		
Queensland Treasury Corporation loans - unsecured	1,509	1,394
Chattel mortgage - secured	615	602
Hire purchase & lease liability - secured	148	204
Total current borrowings	2,272	2,200
Non-current		
Queensland Treasury Corporation loans - unsecured	7,686	9,197
Chattel mortgage - secured	409	269
Hire purchase & lease liability - secured	8	156
Total non-current borrowings	8,103	9,622
Total borrowings	10,375	11,822
<p>Hire purchase and chattel mortgage liabilities are secured over the assets to which they relate. The carrying value of leased assets is \$86,000 (2013: \$90,000). If the individual item to which the hire purchase liabilities relate are below the capitalisation threshold, they will be written off in the period the items are purchased.</p>		
20. Provisions		
Current		
Accrued annual leave	850	1,115
Accrued long service leave	120	475
Sabbatical leave	108	108
Other employee provisions (note 26)	8	50
Total current provisions	1,086	1,748
Non-current		
Accrued long service leave	3,537	3,113
Total non-current provisions	3,537	3,113
Total provisions	4,623	4,861

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014 (\$'000)	2013 (\$'000)
21. Other current liabilities		
Fees in advance	2,789	1,354
Total other current liabilities	<u>2,789</u>	<u>1,354</u>

22. Asset revaluation surplus by class

	Land	Buildings	Total
Balance 1 January 2013	31,741	16,182	47,923
Revaluation increments	1,705	1,478	3,183
Balance 31 December 2013	<u>33,446</u>	<u>17,660</u>	<u>51,106</u>
Balance 1 January 2014	33,446	17,660	51,106
Revaluation increments	-	-	-
Balance 31 December 2014	<u>33,446</u>	<u>17,660</u>	<u>51,106</u>

23. Lease commitments

(a) Finance leases liabilities, hire purchase loans and chattel mortgages

Liabilities recognised in the Statement of Financial Position

Current	763	806
Non-current	417	425
Total finance lease liabilities	<u>1,180</u>	<u>1,231</u>

Commitments under finance leases liabilities, hire purchase loans and chattel mortgages at reporting date are inclusive of GST and are payable as follows:

- Not later than one year	804	855
- Later than one year but not later than five years	428	468
Total	<u>1,232</u>	<u>1,323</u>

Finance leases on equipment are between 28 month to 48 month leases, with an option to purchase at the end of the lease life.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014 (\$'000)	2013 (\$'000)
23. Lease commitments - continued		
(b) Non-cancellable operating leases		
Commitments under operating leases at reporting date are inclusive of GST and are payable as follows:		
- Not later than one year	47	68
- Later than one year but not later than five years	43	65
- Minimum lease payments	<u>90</u>	<u>133</u>

Operating leases are held between 24 months and 36 months, with terms to maturity carrying out to 24 months or 36 months.

A lease agreement with Brisbane City Council requires \$15,000 in repairs and maintenance to buildings and grounds to be performed by the expiration of the lease. This amount has not been included in the lease amounts set out in Note 23.

24. Capital expenditure commitments

Property plant and equipment	569	7,192
	<u>569</u>	<u>7,192</u>

In 2014, the School completed major capital works to accommodate increased number of Year 7 students commencing in 2015. All invoices received have been brought to account, however, \$569,000 remains uncharged to the School, but has been committed.

25. Contingent liabilities and contingent assets

(a) Proceedings for damages against the School by former students have been served upon the School. The School is defending the claims and, at the date of these accounts, a number of settlements remain outstanding. It is not possible to determine the extent of any liability which may arise from these matters. The School is preparing an insurance claim to recover some of the costs incurred to date. Any recovery is uncertain at this time.

(b) Pursuant to the lease of airspace over land adjoining the School, the School has issued a \$12,000 guarantee to the Department of Natural Resources, Mines and Water.

(c) The School has no other known contingent assets or liabilities at balance date.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014	2013
	(\$'000)	(\$'000)
26. Superannuation		

(a) Superannuation plan

Certain employees of the School are entitled to benefits from the School's superannuation plan on retirement, disability or death. The School has one plan, with a defined benefit section and a defined contribution section.

The defined benefit section provides lump sum benefits based on years of service and final average salary.

The defined contribution section receives contributions from the School and the School's legal or constructive obligation is limited to these contributions.

The following disclosures are details in respect of the defined benefit section only, as the School carries no residual responsibility in regard to the defined contributions section.

(b) Balance sheet amounts

The amounts recognised in the balance sheet as at 31 December 2014 are determined as follows:

Present value of the defined benefit obligation	3,915	4,274
Fair value of defined benefit plan assets	(3,907)	(4,224)
Net liability in the balance sheet	8	50

The School has no legal obligation to settle this liability with an immediate contribution or additional one off contributions. The School intends to continue to contribute to the defined benefit section of the plan at a rate of 12.75% of salaries, plus a lump sum at the time of retirement / resignation of each defined benefit member, in line with the actuary's latest recommendations.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	2014	2013
	(\$'000)	(\$'000)

26. Superannuation - continued

(c) Movement in net defined benefit liability

The following table shows a reconciliation from the opening balances to the closing balances of the net defined benefit liability and its components.

	Defined benefit obligation		Fair value of plan assets		Net defined benefit liability (asset)	
	2014	2013	2014	2013	2014	2013
	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)
Balance at 1 January	4,274	7,861	(4,224)	(6,341)	50	1,520
Included in profit						
Current service cost	196	233	-	-	196	233
Interest cost (income)	120	269	(120)	(216)	-	53
	316	502	(120)	(216)	196	286
Included in OCI						
Remeasurement loss (gain)	14	(387)	(142)	(481)	(128)	(868)
	14	(387)	(142)	(481)	(128)	(868)
Other						
Contributions	-	-	(110)	(888)	(110)	(888)
Benefits paid	(689)	(3,702)	689	3,702	-	-
	(689)	(3,702)	579	2,814	(110)	(888)
Balance at 31 December	3,915	4,274	(3,907)	(4,224)	8	50

(d) Plan assets profile and risk exposure

	2014	2014	2013	2013
	(\$'000)	%	(\$'000)	%
The major categories of plan assets are as follows:				
Cash and cash equivalents	156	4	211	5
Debt instruments	508	13	549	13
Equity instruments	1,992	51	2,197	52
Property	391	10	380	9
Alternative investments	860	22	887	21
Total plan assets	3,907	100	4,224	100

The plan exposes the School to financial risks inherent in the investments of the fund, including interest rate risk (for cash and debt securities), foreign exchange risk (for international investments) and equity price risk (for investments in equity instruments). These risks are managed through portfolio diversification. The only significant concentration of such risk, based on the fund's portfolio allocation is equity price risk associated with the fund's investment in equity securities.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

	Note	2014 %	2013 %
26. Superannuation - continued			
(e) Actuarial assumptions			
The significant actuarial assumptions were as follows:			
Discount Rate		2.0%	2.9%
Salary Growth Rate		5.0%	5.0%
		(\$'000)	(\$'000)

27. Financial instruments

(a) Categorisation of Financial Instruments

The School has the following categories of financial assets and financial liabilities:

Category

Financial Assets

Cash and cash equivalents	13	3,556	6,447
Receivables	14	608	586
Other financial assets:			
Fair value through profit or loss	15	6,759	6,411
Total financial assets		<u>10,923</u>	<u>13,444</u>

Financial Liabilities

Financial liabilities measured at amortised cost:

Payables	18	1,464	1,842
Other financial liabilities	19	10,375	11,822
Total financial liabilities		<u>11,839</u>	<u>13,664</u>

(b) Financial risk management

The School's financial instruments consist mainly of deposits with banks, local money market instruments, short term investments, accounts receivable and payable. The School does not have any derivative instruments at 31 December 2014, nor has the School traded in any derivative instruments during the year.

28. Subsequent events

There have been no events subsequent to balance date that have occurred that are required to be disclosed.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

29. Key management personnel and remuneration

a) Key management personnel

The School has assessed the key executive management personnel positions in context of the School being constituted under the Grammar Schools Act 1975. Details of executive management personnel positions, responsibilities, appointment date and remuneration are set out in the following table.

The following details for key management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the School during 2014.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position
Elected Trustee (Three positions)	To supervise, maintain and control the conduct of the School. To make rules with regards to the management and control of the School.	Elected position through roll of electors and appointed by the Governor in Council	15 December 2011
Government Appointed Trustee (Four positions)		Appointed by the Governor in Council	15 December 2011
Headmaster	The Headmaster is responsible for the implementation of plans and strategies as approved by the Board of Trustees of the Brisbane Grammar School.	Six year contract	1 January 2014
Secretary to the Board of Trustees and Business Manager	The Secretary/ Business Manager supports the Headmaster in implementation of plans and strategies as delegated by the Board of Trustees of the Brisbane Grammar School.	Three and half year contract	1 July 2005
Deputy Headmaster (Five positions)	The Deputy Headmasters support the Headmaster in implementation of plans and strategies as delegated by the Headmaster.	Five year contracts	29 May 2009 1 January 2008 1 January 2011 1 January 2012 1 January 2014

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

29. Key management personnel and remuneration – continued

b) Remuneration

The Trustees are not remunerated for their services. The remuneration and other terms of employment for the key executive management personnel are specified in their employment contracts.

For the 2014 year, increases to the remuneration of key executive management personnel were based on performance assessments. The percentage increases are tied to the achievement of pre-determined individual performance targets.

Remuneration packages for key executive management personnel comprise the following components:

- Short term employee benefits, which include:
 - Base remuneration - consisting of base salary, allowances and leave entitlements paid and provided for the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expensed in the Statement of Comprehensive Income.
 - Non-monetary benefits, which include provision of motor vehicles and remission for School fees, together with fringe benefits tax applicable to the benefits.
- Long term employee benefits, which include long service leave accrued.
- Post employment benefits, which include superannuation contributions.
- No redundancy payments were paid.
- No performance bonuses were paid.

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Termination Benefits	Total Remuneration
	Base	Non-Monetary Benefits				
2014	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Headmaster	371	59	84	47	-	561
Secretary to the Board of Trustees	246	10	9	31	-	296
Head of Middle School	164	19	7	24	-	214
Deputy Headmaster – Staff & Community Relations	182	29	5	27	-	243
Deputy Headmaster – Extracurricular	164	19	5	17	-	205
Deputy Headmaster – Students	160	19	5	23	-	207
Deputy Headmaster – Teaching & Learning	164	21	6	24	-	215
	1,451	176	121	193	-	1,941

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014 (CONTINUED)**

29. Key management personnel and remuneration – continued

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Termination Benefits	Total Remuneration
	Base	Non-Monetary Benefits				
2013	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Headmaster	319	77	6	50	-	452
Secretary to the Board of Trustees	250	9	8	29	-	296
Head of Middle School	156	19	7	23	-	205
Deputy Headmaster – Staff & Community Relations	167	28	4	24	-	223
Deputy Headmaster – Extracurricular	156	19	6	16	-	197
Deputy Headmaster – Students	156	44	7	23	-	230
Deputy Headmaster – Teaching & Learning	156	22	6	23	-	207
	1,360	218	44	188	-	1,810

CERTIFICATE OF BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

The foregoing annual financial statements have been prepared in accordance with the Financial Accountability Act 2009 and other prescribed requirements and we certify that:

- a) The foregoing general purpose financial statements have been prepared pursuant to section 62(1) of the *Financial Accountability Act 2009* (the Act) relevant sections of the *Financial and Performance Management Standard 2009* and other prescribed requirements.

- b) In accordance with section 62(1)(b) of the Act, we certify that in our opinion:
 - i) The prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and

 - ii) The statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Board of Trustees of the Brisbane Grammar School for the year 1 January 2014 to 31 December 2014 and of the financial position of the School at the end of year.

12 FEBRUARY 2015

Date



H L STACK
Trustee
Brisbane Grammar School



H R JAMES
Secretary to the
Board of Trustees

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Brisbane Grammar School

Report on the Financial Report

I have audited the accompanying financial report of the Board of Trustees of the Brisbane Grammar School, which comprises the statement of financial position as at 31 December 2014, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and certificates given by the Chair and the Secretary of the Board of Trustees.

The Board's Responsibility for the Financial Report

The Board of Trustees is responsible for the preparation of the financial report that gives a true and fair view in accordance with prescribed accounting requirements identified in the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, including compliance with Australian Accounting Standards – Reduced Disclosure Requirements. The Board's responsibility also includes such internal control as the Board determines is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. Those standards require compliance with relevant ethical requirements relating to audit engagements and that the audit is planned and performed to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control, other than in expressing an opinion on compliance with prescribed requirements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Board, as well as evaluating the overall presentation of the financial report including any mandatory financial reporting requirements approved by the Treasurer for application in Queensland.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Independence

The *Auditor-General Act 2009* promotes the independence of the Auditor-General and all authorised auditors. The Auditor-General is the auditor of all Queensland public sector entities and can be removed only by Parliament.

The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

Opinion

In accordance with s.40 of the *Auditor-General Act 2009*:

- (a) I have received all the information and explanations which I have required
- (b) in my opinion:
 - (i) the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects
 - (ii) the financial report presents a true and fair view, in accordance with the prescribed accounting standards – Reduced Disclosure Requirements, of the transactions of the Board of Trustees of the Brisbane Grammar School for the financial year 1 January 2014 to 31 December 2014 and of the financial position as at the end of that year.

Other Matters - Electronic Presentation of the Audited Financial Report

Those viewing an electronic presentation of these financial statements should note that audit does not provide assurance on the integrity of the information presented electronically and does not provide an opinion on any information which may be hyperlinked to or from the financial statements. If users of the financial statements are concerned with the inherent risks arising from electronic presentation of information, they are advised to refer to the printed copy of the audited financial statements to confirm the accuracy of this electronically presented information.



J WELSH FCPA
as Delegate of the Auditor-General of Queensland



Queensland Audit Office
Brisbane

