



**Board of Trustees
Brisbane Grammar School**

Annual Report 2015

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BRISBANE GRAMMAR SCHOOL

From the Board of Trustees

25 February 2016

The Honourable Kate Jones MP,
Minister for Education and Minister for Tourism and Major Events
PO Box 15033
BRISBANE CITY EAST QLD 4002

Dear Minister

I am pleased to present the Annual Report 2015 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

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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; and
 - (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; and
 - (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
 - 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
 - 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:

- (a) four are nominated by the Minister for Education
- (b) 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 2015, including a Strategic Planning Workshop in September.

Membership of the Board and Term of Appointment as at the 31 December 2015:

Mr H L Stack (Chairman)	Elected Subscriber Representative	15 Dec 2011 – 14 Dec 2015
Dr J M Fenwick AM (D/Chair)	Elected Subscriber Representative	15 Dec 2011 – 14 Dec 2015
Mr C A Morton	Elected Subscriber Representative	15 Dec 2011 – 14 Dec 2015
Mr P J Braddy	Ministerial Nominee	15 Dec 2011 – 14 Dec 2015
Mr S E Lonie	Ministerial Nominee	15 Dec 2011 – 14 Dec 2015
Prof D MacDonald	Ministerial Nominee	15 Dec 2011 – 14 Dec 2015
Ms S J Palmer	Ministerial Nominee	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, 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, 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 welfare; 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 welfare, 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 18-19 September 2015 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 7. 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 7 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 2015, 68 students' families received assistance ranging from 10-100% remission of fees, as determined on the basis of demonstrated need.

b) BGS and UQX MOOC Collaboration

Brisbane Grammar School in 2015 entered into a joint venture with the University of Queensland's online education arm, UQX, to create a Massive Online Open Course (MOOC) for students. The collaboration has involved a team of 8 staff from the school working with the production team based in the university's Institute for Teaching and Learning Innovation (ITaLI). The professional development opportunities and upskilling of the school's staff in all aspects of online curriculum delivery has been substantial and has justified the considerable investment of time and teaching resources that the school has committed. Furthermore, the course will be available to students in remote areas who may not regularly have access to high quality teaching and resources in advanced maths and science and so fulfils the school's public purpose and community service commitment. The course is on track for a May 2016 release. The topics covered in the course are essential prerequisite learning for success in upper high school science and maths studies:

- Measurement
- Estimation
- The validity of evidence
- The difference between logic and opinion
- Misconceptions
- Modelling
- Prediction
- Extrapolation

Each concept will be explored through real world examples and problems that will allow students to visualize how math and physics work in their own lives. This course is geared towards high school students looking to challenge themselves and further develop an interest in math and physics. It is also applicable to high school science teachers looking for additional materials for teaching.

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 2015 were:

- Lead intra-department renewal of:
 - curriculum plans
 - teaching resources
 - assessment materials
- Revise and create training modules for new and experienced staff, specifically in:
 - Dimensions 1,2 and 5
 - videos dedicated to teaching CRPs for on-line training
- Commence planning for on-line training to be integrated in the Teacher Development Cycle as part of confirmation for new teachers and growth plans for existing staff.

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
- ensure equity in student learning by leaving nothing to chance.

Once again in 2015 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.

Emerging challenges identified late in 2015 include the integration of DoL with the Marzano *Taxonomy of Educational Objectives* and ensuring alignment with the Middle School oriented Design Thinking signature programs.

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 2015 were to:

- Audit, establish and implement minimum requirements in terms of infrastructure needs in each classroom
- Audit and identify whole school ICT development needs that operationalise the school's strategic plan
- Progressively develop curriculum map of core and specialist applications in each department across the school
- Build an efficient team of technology coaches
- Develop minimum standards of blended learning applications in each unit of work
- Establish minimum essential competencies in the use of ICT for each member of staff
- Review and update one-to-one framework
- Publicize one-to-one framework to staff and support incorporation into curriculum design

A team of four experienced and technologically proficient teachers, deliberately drawn from diverse departments and known as the 'blended learning cadre' was assembled by invitation under the direction of the Head of eLearning and the Dean of Curriculum. As part of their initial audit and implementation strategy, the cadre conducted a detailed survey of all teaching staff, identifying the following as the key planning and enactment questions and challenges for 2016 and beyond:

- Does the school need a new LMS?
- Not letting the limitations of an LMS dictate pedagogy
- Develop a digital pedagogy that goes beyond the LMS
- How can improvisation occur online to reinforce learning?
- Develop a needs assessment of current blended instruction.
- Specific focus questions for the team to consider include:
 - How do students learn?
 - What do students expect?
 - How can we deliver content effectively?
 - How can technology ease a teacher's workload?
 - What do students need to know (or DO) to obtain 21st-century skills?

These questions and challenges will guide a 'pedagogy first' approach to blended learning in 2016 as the school renews and updates.

e) Data Analysis

A revised data analytics structure and team was established in 2015 in order to streamline decision making and implementation. The overall strategic objective of improving the quality and effectiveness of teaching through the continuous development of our institutional capacity to identify and analyse relevant data and then intervene positively in the learning process remains, but this was operationalised in specific ways over the year:

- The use of *Synergetic*, the core of our data infrastructure, has been enhanced with significant progress made on moving towards consistent naming conventions and procedures across departments. Further, the Markbook facility in *Synergetic* has been activated and is now being used effectively in a number of areas, mostly in the Middle School at this time.
- Expanded the use of data analytics within the extracurricular program; this has been through the development and refinement of the Smartabase database.
- The most significant application achievement of 2015 has been the acquisition of *Tableau*. As reported previously this has provided the School with a sophisticated

common platform for data analytics and display; numerous data display dashboards have been developed.

- The use of *Tableau* has enabled the consolidation of the use of external testing data and the correlation of this data with internal assessment data; the external testing data of students entering the School in 2016 have already been used to identify students with specific needs and to assign students to classes.

Whilst there will be continuing development in the areas of data infrastructure and data presentation, the focus for 2016 will be on building teacher capacity. With *Tableau* in place and numerous dashboards available and more being developed the next and challenging step is to work with teachers to engage them with data. A range of professional development opportunities for teachers are planned which focus on small targeted groups.

f) Developments in Student Wellbeing

A strategic factor in Brisbane Grammar School's mission is to provide a student wellbeing development plan that encourages the ongoing development of resilient and responsible individuals who are connected to the School and wider community. The former Department of Education and Early Childhood Development (DEECD) in Victoria, 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 2015 our efforts focused on implementing new structures aimed at supporting students' individual needs. The tiered model of care focused on ensuring each boy had at least three teachers who were responsible for the care and tracking of their progress. This was supported by documents clarifying the vision of the School with regard student wellbeing. Included in this was the Student Wellbeing Development Plan model which focuses on the specific roles of key staff. A framework for the identification of at risk students also assists with the development of an individual care model. The School also continues to develop the Student Wellbeing Register database which enables the communication, tracking and archiving of student data.

The School has invested heavily in enhancing its wellbeing provisions. The Coordinator of Student Wellbeing Curriculum reviewed the offerings at each year level in 2014 and this has been implemented in 2015. The 'Learn2lead Program' was also developed and will be implemented across Years 7 - 9 in 2016.

The School continues to implement positive education as part of the wellbeing curriculum. Positive education is further sub-divided into four principal sub-strands:

- Character strengths
- Growth mindset
- Emotional intelligence & neuroplasticity
- Mindfulness and 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)
- Positive Education (outlined above)

Considerable work was done to update content and enhance modes of delivery. In 2015 the school developed a wellbeing audit process to measure the social and emotional wellbeing of key year levels. This document has supported the development of recommendations to be implemented in 2016. A wellbeing audit will be produced each year to continue to support the development of student wellbeing.

Initiatives in 2015 included:

- The implementation of an integrated Year 10 unit (Peak Performance) which combined all four strands
- Brain Awareness Week
- Mindfulness added to the Year 9 Student Wellbeing Curriculum (Mindful Photography)
- Gratitude - Year 8 Program
- Learn2Lead Program
- The formation of a purpose statement outlining the philosophy underpinning the Student Wellbeing Curriculum

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. In 2015 the School commissioned a fellowship investigating the relationship between service and global citizenship. This initial outcome of the Fellowship was the creation of a new role to investigate and develop a model for the implementation of a Public Purpose Program at the School. The program includes four broad categories:

- Action based projects
- Fundraising
- Sponsorship
- 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 once a term on a Sunday 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, Brisbane Grammar School 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.

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. This also extended in the boarding school in 2015 with the introduction of program for Year 11 students with Orange Sky Laundry and Year 12 students with Rosies.

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 Brisbane Grammar School wider community, raising over \$20,000.

Another cause students committed to this year was the Sleep Out. This charity event raised awareness of and funds for homeless services. 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.

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 Brisbane Grammar School 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. 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 2015 this was further enhanced by the appointment of a further staff member in the area.

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 250 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 senior students aspiring to attend university in the USA.

Within Brisbane Grammar School, 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 in the USA. A growing number of students have applied to international tertiary institutions in the USA, UK, Japan and South Korea. Developing staff in this area continued to be a focus in 2015.

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.

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 Brisbane Grammar School 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 fourth consecutive year boarding numbers at Brisbane Grammar School have increased. 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 2015, 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 boarder programs and is also reflected in the length of service and the contribution the house tutors make towards boarding.

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.

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 2015 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 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 is 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.

The Outdoor Education program had a very solid year in 2015, with excellent programs and fantastic student participation. During 2015 a Strategic Plan was developed for Outdoor Education at Brisbane Grammar School. This document will provide clear directions for the Centre regarding programs, infrastructure and staffing.

Form Seniors continue to supply outstanding support to the various programs. 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 2015 for Outdoor Education included Duke of Edinburgh and trips to Fiji, as well as paddles down the Nymboida River. Numbers in these programs continue to be strong and will be on offer for students again in 2016.

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

Having moved through a phase of significant change over recent years it was important 2015 be a time to reexamine the elements of the Middle School's mission considered essential and specific to the Brisbane Grammar School context, in order to assess the extent to which they have been protected and maintained in the change process.

After thorough evaluation it was pleasing to conclude that the essential elements remain well embedded and the teachers have continued to serve as the protectors of the BGS middle schooling model. Constant referencing to the shared understanding, along with commitment to the integrity of middle years education, remain outstanding.

The academic program focused on the connection, challenge, relevance and fun needed for middle years learners who are at an important stage where they begin to appreciate that academic endeavour is the foundation of good scholarly practice and a passport to the future. The academic emphasis in 2015 focussed on consolidation – a very important phase in any curriculum cycle. Following the significant changes experienced in recent years with the transition to National Curriculum efforts were directed at collaborative review and refinement. This required thorough and systematic examination of units of work across all ACARA mandated subjects, the outcome being strengthened programs.

Attention also remained sharply focussed on innovation in teaching practice. There were a number of very exciting advances in personalised learning strategies, in particular pioneering work in error analysis to guide students to better examine the flawed thinking that leads to mistakes. Teachers challenged themselves to focus on these student centred approaches to learning.

This created a renewed richness in constant professional dialogue, as well as experimentation in classroom practice, that aligned Middle School teachers' professional growth with the whole school strategic agenda in the area of teaching development.

The Data Analytics Team launched a major initiative with Year 5 teachers in its efforts to further strengthen the data analysis capacities of staff. In their efforts to meet the needs of individual teachers and their students the team encouraged teachers to identify their own student data requirements and supported them through the development of processes to collect, present and analyse that data. With further guidance from Heads of Departments and Middle School Curriculum Assistants, the Year 5 teachers agreed it would be beneficial to focus their efforts on extending and improving current data systems used to provide timely feedback to students and to analyse error data. Teachers were given access to the software program Tableau which enabled them to tackle these challenges. The Tableau software proved very accessible and enabled the visual analysis of any sized data set by drawing the information quickly from the school's database without having to perform the long and time consuming steps of aggregation, export and import. This was of significant benefit. The focus of data analysis was primarily on its application in personalising student learning. Pre, mid and post test data powerfully inform pedagogical approaches and provided specific guidance in relation to remediation, consolidation and extension needs. The ability to communicate progressive results to students offered valuable feedback and encouraged ownership of the learning process and greater independence.

A trial of a new Literacy and Numeracy Enrichment Program (LaNE) was conducted in Year 8. LaNE was conducted for three periods a week over the course of the semester for selected students. These students worked on developing the critical skills necessary in literacy and numeracy, specifically reading and comprehension (literacy) and number (numeracy). Considerable time was also spent modelling and teaching effective 'learner habits' as this was identified as a common area of weakness for all of the students selected for the program. Results yielded an average improvement in reading by 28% and an improvement in maths by 11%. The final report to the Senior Leadership Team and Board of Trustees recommended an extension of the program into Year 7 in 2016.

During this second year of embedding integrated design thinking into the middle years curriculum, Signature Programs were again conducted for extended periods of time outside of traditional disciplinary teaching. With these projects now conducted twice a year in every year group students have the opportunity to immerse themselves in truly self-generated real world projects that require them to both pose problems and find solutions that effect tangible change. It is through these project based programs that students become not only problem solvers, they are, very importantly, problem finders setting about making ideas concrete through a very authentic and rigorous inquiry process.

Within the BGS context, design thinking as a process now encompasses many aspects of inquiry teaching across the Middle School and the potential exists for further inclusion. In addition to using design thinking as the core process for the Middle School Signature Programs, work has progressed in 2015 on using the framework to design a number of disciplinary units.

The student wellbeing program underpinned all aspects of Middle School operation in 2015. The expansion of the Year 7 cohort, in line with changes across Queensland, meant that for the first time Year 7 became an enrolment intake year necessitating a new orientation program and modified student wellbeing provisions. It was also the final year the school received new students into Year 8. They too needed to be well supported in their transition to Brisbane Grammar School. In total close to 360 new students across Years 5, 7 and 8 were welcomed to Brisbane Grammar School, outnumbering the number of students who were continuing. This posed a significant challenge to ensure the distinct Middle School culture was maintained. Significant effort was dedicated to student wellbeing provisions to facilitate the expected adjustment to the new model of operation.

The topics covered in formal wellbeing lessons evolved to accommodate the developmental needs of each year group, also responding flexibly when necessary to events and emerging topics. Outcomes of this process have successfully maintained core pastoral objectives. Community service remained a source of great pride with a number of charities benefiting during 2015 from the work of Middle School students. In all four year levels students committed themselves in large numbers to a range of projects, giving both their time to help others and also engaging in fundraising and the collection of items for worthy causes. Service in many forms remained a significant part of Middle School life. That participation is entirely voluntary, and involvement is extensive, serves as recognition by the youngest students that public purpose is important.

The Outdoor Education experience at Lake Moogerah was again a highlight of the year for many boys, teaching valuable life skills while challenging their physical and mental stamina. Importantly it gave students the opportunity to interact in a different educational context, to move out of their comfort zones, and to shine in ways that were often unexpected.

The Middle School extracurricular program added much to students' all-round development in 2015. Participation levels were exceptionally high and equally impressive was the quality of programs that continued to accommodate a vast array of interests. The cocurricular realm provided a host of enriching experiences in Music, Debating, Chess, Public Speaking and Drama. Alongside these traditional pursuits sat a host of other clubs and activities, many appealing to eclectic interests. Astronomy Club, Robotics Club, The Shed, Cooking Club, Strategic Games Club and Art Extension activities, formed but only a few of the offerings. Very conscious effort was directed at maintaining a diverse range of choices.

In a wonderful spectacle, the 2015 Middle School Play, the Phantom Tollbooth was presented to delighted audiences. Creative adaption and clever direction resulted in a high quality production. Another highlight was Celebration of the Arts, showcasing the creativity of the music, drama, art and technology programs. After thirteen years, this event remains wonderful testament to the Middle School's commitment to broad liberal education ensuring the creative and cultural dimension of each young man is nurtured. Many other events invited family friends and other community members to share in Middle School life. Book Week, Grandparents' Day, the Mothers' Day Morning Tea, Father/Son Breakfast, and the Tie Ceremony were but a few that served as highlights.

2015 proved to be a good year in Middle School sport with the various Directors of Sport and Masters-in-Charge leading whole school programs. A strength of the program is that it encompasses Years 5 to 12 and the commitment of senior school staff to developing the youngest sportsmen should be acknowledged. Under their guidance, the students have trained hard, played passionately and won and lost with sportsmanship. Pleasingly good progress was

achieved in attaining favourable win and loss ratios. Essentially efforts remain committed to the noble priority of promoting participation and enjoyment for middle years students. The inter-wing sports carnivals were once again very popular, providing a wonderful opportunity for the Middle School community to come together in the healthy spirit of competition, camaraderie and fun. Not surprisingly, the 2015 carnivals continued to prove a highlight.

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. The School values its community of current, future and past parents and current, future and past students of the School. During 2015 a number of activities were undertaken to maintain and develop the connections between these groups.

The School remains committed 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 supporting a diverse range of activities and programs through the Moogerah Support Group and the Parents and Friends' Auxiliary. During 2015 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 2015 with the maintenance of regular two way communication between the executive of the Auxiliary and the Senior Leadership Team at the School. In 2015, the School was pleased to continue 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.

Our P&F Association, particularly our P&F Auxiliary, was also very active and contributed to the success of a large number of activities by supporting everything from the School's Mothers' Day and Grandparents' Day events, to individual year group functions, and the Auxiliary's Spring Luncheon. The Spring Luncheon attracted more than 460 guests at City Hall and raised \$13,750 for The Wesley Hospital Kim Walters Choices Program.

Our valued volunteers were thanked at the Annual Trustees' "Volunteers' Thankyou" Function with two volunteers honoured as recipients of the Elizabeth "Betty" Howell Award: Elizabeth Kendell and Alice Stephens. The award celebrates the wonderful and enduring spirit of volunteerism among parents at the School.

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 2015 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.

Rounding out this program of information session for parents were a number of sport and activity specific evenings for parents of athletes concerning current diet and nutrition, conducted by the Director of Athletic Development and invited external experts.

The Middle School in particular hosts a number of social and information sessions for parents including welcome social functions for parents entering the School in Years 5, 7 and 8. At the start of the year information sessions were held for parents of students in all year levels (Years 5 to 8). The focus of the presentations was on the School's academic program and how parents could best support their son's learning at home. There was also a student wellbeing presentation in each session that highlighted the major developmental changes facing boys in the particular year group. Parents were offered advice on how to help their sons navigate the various stages of adolescence. 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.

While the School is very pleased with the community spirit in our community, we do not take this for granted and periodically review systems, processes and communication to further support and encourage the development of our community. During 2015 we commissioned a well-respected Australian firm, who specialise in the areas of stakeholder reviews and enrolments best practice, to review these aspects of our operations. In particular, this group sought feedback from current parents, parents of prospective students and old boys of the School. While this feedback was overwhelmingly positive and positions us well with like schools, during 2016 we will work through aspects of these reports with a view to developing our community further.

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 and grammar news*, invitations to school events including Open Days at the Spring Hill campus where over 1000 people attended, Experience Northgate with many families coming along to meet the Senior Leadership Team and enrolment staff at the School's Northgate Playing Fields and an invitation to attend weekly tours of the School's main campus.

Once enrolment was confirmed incoming students and their parents were invited to meet with the Head of Middle School or Head of Year during terms 3 and 4 to discuss the transition to Brisbane Grammar School. These meetings proved very effective in settling normal anxieties that some students can feel about starting at a new school. Closer to commencement (in late November) all new students were invited to participate in a range of pre-orientation activities aimed at further settling nerves and helping students to become more familiar with their new environment.

2015 was terrific year of engagement with past students. Our alumni events have seen BGS Old Boys connect all over the world, from the Annual Reunion Dinner (ARD) in August to reunion events in London, New York, Sydney and Melbourne.

The 116th ARD, held at the Hilton Hotel in Brisbane, was a highlight on the alumni events calendar. More than 300 Old Boys attended, which incorporated the 10, 20, 30, 40, and 50 year milestone reunions. Occurring in the 100th anniversary year of the start of World War One, the event offered an opportunity to remember our Old Boys' military service.

Foundation Day, at the start of the year, saw some of our most recent Old Boys recognised with Old Boys' Association bursaries including the RH Roe Scholarship, the JG Nolan Bursary and the Frank Shaw Bursary.

The School also hosted a special Grammar at Gallipoli event, which recognised and celebrated the lives of the 174 BGS Old Boys present at the Anzac landings at Gallipoli a century ago, including the 28 who were killed at the landing. At the event the School released a commemorative book telling the stories of our boys who fought in the Gallipoli campaign.

The annual Golf Day raised over \$18,000 to go towards a needs based bursary. More than 100 participants turned out for the event at Indooroopilly Golf Course.

Our arts community came out in force for the annual Art Show, and at an exhibition where Old Boy David Malouf generously donated a collection of works to the School.

A number of Old Boys also volunteered their time for sporting and fundraising events, and also for formal programs that provided professional development opportunities for students. In 2015 masterclass presentations in the Year 11 Student Wellbeing program attracted a number of skilled and experienced Old Boys to share the highs and lows of developing a successful and fulfilling career in a variety of fields of endeavour.

The School acknowledges all the donors who support the School's capital projects through the Building Fund and our bursarial and Indigenous programs through the Scholarship Endowment Fund. In particular, the School gives special acknowledgment to a generous Old Boy who donated \$1.34 million to the School's endowment fund which will provide a full bursary for one student who is in financial need and would not otherwise be able to attend Brisbane Grammar School.

i) Human Resource Issues

The School is committed to attracting, developing and retaining high quality staff and during 2015 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 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 2015 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 2015 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 2015, we significantly advanced our work with teaching staff through the creation of two positions directly related to developing the quality of teaching at the School. These were a fulltime position, Associate Dean – Teaching Development and a part time position, Special Advisor – Teaching Development.

These members of staff joined other teachers, middle leaders and senior leaders in developing, promulgating and using the Danielson Framework for Teaching, as well as a number of other processes to assist teachers to examine and reflect of the quality of their work.

Staffing	Full time	Part time	Total
Teaching	135	10	145
Non teaching;			
Specialist support	13	11	24
Administrative and clerical	42	14	56
Building, Operations, Maintenance and Other staff	20	2	22

The School did not provide any packages to employees with respect to redundancies, early retirement schemes or retrenchment during 2015.

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 Friday 18 September and Saturday 19 September 2015 devoted itself to reviewing the following: environmental scan of current social and technological trends and emerging educational changes; findings and review of client perception survey data; campus master planning; STEAM - planning for a new science, technology and arts 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 welfare issues
- staffing and community relations
- property maintenance and planning
- finance and fund raising
- development and marketing
- 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 2015.

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 2015 was 1678 students.

The overall academic results for the senior cohort of 2015 were consistent with our result trends overall since 1992 (when the OP system was introduced). 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 2015	29.0	72.3	94.8	98.0
State 2015	6.6	31.9	68.6	79.7

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 2015 NAPLAN results, which are again 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.	495	93.8%	470	90.6%	489	93.1%	500	93.3%	486	95.5%	2440
	Aust.	499	93.3%	478	92.3%	498	93.5%	503	92.9%	493	95.1%	2471
	BGS (104)	571	100%	524	100%	546	100%	576	100%	578	100%	2795
7	Qld.	543	95.8%	505	85.1%	544	93.5%	539	91.9%	539	96.2%	2670
	Aust.	546	95.4%	511	87.3%	547	93.1%	541	92.2%	543	95.9%	2688
	BGS (259)	621	100%	570	98%	606	99%	628	99%	639	100%	3064
9	Qld.	572	92.0%	538	77.7%	580	90.8%	566	88.2%	585	96.3%	2841
	Aust.	580	92.3%	547	80.5%	586	90.2%	568	88.9%	592	95.7%	2873
	BGS (245)	639	98%	608	96%	642	98%	660	99%	677	100%	3226

Throughout the year the School requires students to participate in major external academic competitions. The results in 2015 were commensurate with, and in some cases better, than comparable results in recent years. Pleasingly, large numbers of students continue to earn 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 (1134 students)	2.0%	13.9%
Mathematics (1180 students)	2.4%	16.5%
Science (1171 students)	2.9%	15.2%

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.

Brisbane Grammar School is committed to delivering quality frontline services, a commitment congruent with the Queensland Government's objectives for the community. In the area of achieving better education and training outcomes, the school's mission and strategic plan explicitly target continuous improvement in teaching and learning; the quantitatively excellent outcomes demonstrated across a range of high stakes external testing and the school's continuing investment in research and development in improving pedagogy clearly demonstrate this. The school's public purpose commitment, realised in an array of student led community service activities and the continuing provision of access via needs-based bursaries is entirely consistent with the government's stated objective of supporting disadvantaged Queenslanders.

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 2015. Choral and instrumental ensembles enjoyed many performance opportunities in school-based concerts as well as at interstate venues. 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 volleyball. Further to this, the Premier Chess team were runners-up at the Australian Schools Championship and an Under 15 Division 1 volleyball team placed 2nd at Australian Championship level.

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 2015 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.

With regard to elite athletes and competitors, no fewer than 75 boys represented either their state or country in the year just gone.

7. PROPOSED FORWARD OPERATIONS

The Board of Trustees and the School's leadership team launched its new strategic plan in 2015. The major strategic intents are:

- 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
- (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>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Working Capital Ratio	0.87	1.11	1.60	1.96	1.53	1.52
Debt per Student	\$20,932	\$18,713	\$9,885	\$8,233	\$6759	\$3405
Reinvestment Ratio	157%	18%	5%	51%	123%	40%

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 and confirmation 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: client perception and satisfaction surveys conducted with past, present and future parents; the provision of disability services to students; developing frameworks for teacher evaluation and appraisal; master planning; 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, daily, monthly and yearly backup regimes plus archived to disk. An offsite backup repository site has been implemented to provide an additional level of redundancy for this data set.
- Any changes / upgrades to the system are managed via a formal change management process.
- 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 2015 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 2015 requested the development a risk appetite by the school's leadership team. Draft versions of such a statement have been workshopped 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 2015. 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. MATTERS RELATING TO CHILD ABUSE AND THE ROYAL COMMISSION INTO INSTITUTIONAL RESPONSES TO CHILD SEXUAL ABUSE

In conjunction with its insurers, the School has, since 2002, been addressing claims by former students in respect to activities that occurred at the School going back to the mid-1970s.

To address these issues, the School has established and maintains an independent process to assist the claimants and their families and to also assess and advise the School in an objective manner in regard to these claims.

Subsequent to the recent Royal Commission into Institutional Responses to Child Sexual Abuse hearings in Brisbane, the School has received further claims from past students in regard to alleged abuse, which are also being processed through the School's established process.

The School's process is consistent with the recommendations made by the Royal Commission into Institutional Responses to Child Sexual Abuse in regard to the management of such claims.

At the date of this report, it is not possible to accurately quantify the timing or amount of any future settlements in regard to these current and potential future claims nor the level of insurance that may be available to the School to assist in their settlement.

However, the School does consider that the future amount of settled claims and insurance recoveries, will be able to be met from the School's resources

12. 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 years 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 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 Wellbeing
- 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
- The Co-ordinator of Academic Services to submit funding applications for verified students in consultation with the Director of Student Services.

13. PUBLIC SECTOR ETHICS ACT 1994

During 2015 we continued to review the draft *Code of Conduct*, and a revised *Code of Conduct* was prepared and released to the teaching staff.

The School's *Code of Conduct* is consistent with the the principles of the *Public Sector Ethics Act 1994*.

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.

14. EXPENDITURE ON CONSULTANCIES

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

15. OVERSEAS TRAVEL

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

16. REPORT AVAILABILITY

This report is available for viewing by contacting the Secretary to the Board of Trustees.

Phone: (07) 3834 5281

Fax: (07) 3834 5287

Email: reception@brisbanegrammar.com

Website: www.brisbanegrammar.com

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

17. 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
MOOC	Massive Open Online Course
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
PSC	Public Service Commission
QCAA	Queensland Curriculum and Assessment Authority
QDU	Queensland Debating Union
SOPs	Standard Operating Procedures
SOWN	Save our Waterways Now
UQX	University of Queensland's edX arm, developing MOOCs, researching online learning and collaborating with partner institutes

**CHAIRMAN OF THE BOARD OF TRUSTEES
2015 SPEECH DAY ADDRESS**

Guest Speaker Justice Pat Keane, Headmaster Anthony Micallef and Susan Micallef, members of staff, boys of Brisbane Grammar and your all-important parents and friends. Welcome to our 146th Speech Day.

A special welcome to Justice Keane, the eighth Queenslander to be appointed to the High Court of Australia. As the father of three BGS boys we are keen to claim you as part of our heritage to add to the other three Grammarians (Griffith, Powers and Callinan) who have been appointed to the highest court in our land. But as a Terrace Old Boy perhaps we can only claim you 50%, but that would give us 50% of the seven male Queenslanders who have reached this pinnacle. It is an honour to have you here.

I want to say some things about the Royal Commission into Institutional Responses to Child Sexual Abuse, where the BGS and St Paul's Case Study has been front and centre over the last couple of weeks.

The Royal Commission Case Studies are providing an opportunity for victims to tell their stories and are also providing deep insight into the causes and effects of child sexual abuse in institutional contexts, including schools. The Royal Commission findings from these Case Studies, as well as research commissioned by it, has revealed why systems have failed to protect children, how to improve systems, policies and laws to prevent child sexual abuse from happening, and how to better respond when it has been identified.

Needless to say, it was a confronting and sobering experience for the School. I would like to acknowledge and thank those victims who bravely gave evidence and reiterate our apology to them. The School must bear the shame of what happened. Why it was not obvious in the 70s and 80s is what we all ask and struggle with. How did people then not see what we can now see was in front of them? There were multiple reasons I suspect.

Hindsight admittedly tends to overestimate how obvious things should have been to those involved at the time, but nothing can excuse the failure to protect our boys in the 70s and 80s. As was acknowledged at the Royal Commission, "we should have done more", but the culture of the School at that time was obviously not conducive to the enquiries and questions which, if made, may have led to a connecting of the dots of information which were there; and thereby avoiding some of the tragedy which followed. This troubles many.

No systems are perfect. All have potential holes. The challenges in getting policy and culture right are significant, but it begins with leadership. Leaders with open management styles are important role models because they are in constant contact with staff, parents and children, which tends to remove barriers to reporting, including how far a report of inappropriate behaviour may travel up the hierarchy.

BGS today is a fine place, and we can be confident in the knowledge that our leadership, our systems, and our culture are now such that any evidence of inappropriate behaviour will be responded to quickly and completely. And even more importantly, we should be confident that our boys know they have a real voice in what we do here at BGS, including in the upholding of our values across the whole school.

We must always support them, so that they understand that speaking up if they do not feel safe is a responsibility not only to themselves, but potentially to others, which sadly, has been so tellingly demonstrated by the Lynch affair. It is our duty to ensure that the culture remains such that boys feel comfortable in speaking up, and that there is no drift back into complacency in an area which demands constant vigilance.

I have spoken to many victims over the past 15 years and it has been personally uplifting to me that some of them have since sent their boys here, and that there are more who are contemplating doing so, confident in the knowledge of who we are and what we stand for today. But we also know and understand that for many it will take time for the anger at what took place to subside, and for some that will never be so.

Since May 2000, we have worked with and reached agreements with 72 of those who were abused and we are engaging with those who have recently come forward. Our approach since then, which will continue, is one based on a direct personal approach and apology by myself and the current Headmaster, counselling support, and agreed monetary payments, which is the approach that has now been recommended by the Royal Commission. Above all, we recognise our continuing obligation to do what we can to make these men's lives better.

Our boys today are tremendously resourceful and resilient, and belie the loose myths which some peddle about Generation "Y". The reality is that this current generation is ready to make contributions in ways which we, of older generations, either didn't, or couldn't. They are our "future chasers".

Of course they need guidance, and from several quarters. A strong family, usually with the engaged parents we see so much of at BGS today, is core. A couple of standout teachers and mentors are important. All combining to help them develop and produce strong peer relationships with a common purpose and strong sense of community. A lot of thought continues within BGS about these things, aimed at teaching our boys first to lead themselves, as the first key step in leading others, and making a difference.

At a Board level we must of course keep our gaze well into the future. The school of yesterday has no chance of survival in the 21st century, and our tech-savvy students are changing the face of teaching and learning. It is an exciting challenge.

But we must give them the facilities which enable this to happen, and the master planning of the BGS school of the future is well under way. It will guide us for decades to come, and we must get it right. Best practice does not emerge from stand-alone silos of activity. Best practice comes from the intersections of various disciplines, and it is now well accepted that some of the most important intersections, which produce real innovations, occur in the Maths and Sciences. The link between studying Maths and Sciences and the great challenges of our time, be it climate change, energy, food and water security and the like, will not be immediately obvious to our boys until their own knowledge and sophistication grows. But these intersections will likely be the platform for making significant changes in this world.

I anticipate during 2016 that you will begin to see glimpses of our vision for the future of Science and Mathematics at BGS.

Of course our high-tech world has its dangers. Uncontrolled social media in particular, which enables anyone to bypass fair and proper process, can at times have tragic consequences as we

have seen to our dismay recently at BGS with Greg Masters. We must hope this tragedy will indelibly imprint the dangers in our soul at BGS.

To our teachers, thank you in what has been a difficult year. Motivated teachers are our only pathway for delivering on our goals, and we are lucky to have so many giving over and above the call of duty to deliver superior outcomes for our boys.

And finally to our boys who are leaving us. You are well prepared for your next step in life. Grasp it. Enjoy it. And when you are ready, don't forget where some important things started for you, and come back to help make Brisbane Grammar School an even better place.

Brisbane Grammar School Board of Trustees Chairman
Howard Stack

HEADMASTER'S 2015 SPEECH DAY ADDRESS

Justice Keane, Mrs Keane, Mr Howard Stack and Mrs Stack, Members of the Board of Trustees, Members of Staff, Distinguished Old Boys and Guests, Parents, Friends and Students of Brisbane Grammar School. It is my privilege to present the 146th Annual Report of Brisbane Grammar School.

I report to the community on a year of consolidation, consideration and challenge, and of endless efforts to advance the School's strategic goals. By all of our familiar measures in the academic, extracurricular and student wellbeing domains, this has been a year of success. It was another period of celebrated academic achievement – one of the pillars of a BGS education.

The year started with the news that the 2014 graduates attained exceptional academic results and set new Grammar benchmarks. Forty OP 1s were awarded and this number increased to a staggering 70 OP1 equivalent students, when combined with those who received bonus ranks. A total of 71.5% achieved an OP1-7 and 93.2% an OP1-13; both outcomes were the highest in the School's historical record. The percentage of students in the range 1-15 was 96%. The QCS mean of 199.9 and 57.4% set a new record for the School. While, the median OP 4 score was the also BGS' best ever result in the 23 years of QCS testing. The tertiary scholarships offered to our graduates exceeded \$2m for the first time in the School's history.

The OP system has served Queensland well, but in 2018 a new system of senior assessment and tertiary entrance for all students will be administered. The changes, a consequence of the review conducted by Australian Council for Educational Research, will be the most substantial educational reform undertaken in the state since 1992, the first year of implementation of the current OP system. (Matters & Masters, 2014).

The most significant change heralded under the new system involves assessment, whereby students in the senior years will receive results in each subject based on a combination of moderated in-school assessment (as is used in the current system) and external examinations. Additionally, students from 2018 will no longer receive an OP as an indication of their tertiary eligibility, receiving instead an Australian Tertiary Admissions Rank.

BGS is well advanced in its preparations for these changes, having been active contributors to the review process and now having ongoing involvement through our experienced staff in the various advisory teams and subject trials. We look forward to being leaders in this new phase of education in Queensland.

The NAPLAN results of 2014 were also extremely pleasing and further reflect the overall strong academic culture of the School. The striking features of the Year 9 results included a noteworthy gain in grammar and punctuation; an upturn in spelling; and an imposing numeracy score, with over 44% of boys at the top of the NAPLAN scale. In Year 7, the results were higher in all five areas: writing, spelling and grammar and punctuation all improved quite significantly, while the numeracy mean improved with 49.0% of boys at the top of the NAPLAN scale. In Year 5 the results were also higher in four of the five areas: spelling, writing, reading and numeracy improved appreciably.

While we rejoice in the results of our students we continue to investigate new methodologies that will enhance teacher instruction and student engagement. The concept of blended learning, while not new, is an avenue we are employing to strengthen our pedagogy. Similarly, the Massive Open Online Course we are developing, with the guidance of The University of Queensland's online teaching team, will see us co-produce this country's first open online learning course targeted expressly at high school students. We see accessible online study programs as an important part of the future of education globally and our joint endeavour with UQx is emblematic of our commitment to innovative and research-focused practice.

As we approach our sesquicentenary celebrations in 2018 and 2019 we are systematically investigating the next major building project. Our commitment is to build a state-of-the-art centre for the teaching and advancement of science, technology, mathematics and art (Watson & Watson, 2013) that will set new standards in BGS education. Like all projects, the planning is predicated on the direction of our educational strategy. The precinct must deliver spaces in which students and staff interact and form learning connections; spaces where students and staff gather for group discussion, lively debate or silent study; and spaces which enable pupils to work among like-minded peers and with teacher guidance. (Scott, 2012). Nowhere has the influence of the places we gather, in infusing passions and driving improvement, been better demonstrated than in our own Lilley Centre. It is right and proper, that, with one eye firmly on the future, we now look to replicate such impact.

While we focus explicitly on the intellectual development of students, we are also unreservedly committed to developing their emotional intelligence. In a speech at a schools' conference, the former Headmaster of Wellington College in England, Sir Anthony Seldon, argued independent schools are "taking the lead" in preparing students for jobs required in the 21st century. He stated that "21st century employers need much more than the skills developed in exams: they also need what are patronisingly called 'soft' skills'." (cited in Gurney-Read, 2015). These are skills of creativity, teamwork, empathy, grit, resilience and honesty.

BGS has long held such views and has developed structures and programs that encourage global citizenry and opportunities for students to be part of an emerging world community. (Israel, 2013). The School continues to explore learning through service as a pathway to creating responsible and accountable global citizens (Cress, 2005), and while existing projects have continued to grow and provide our boys with quality experiences, so too has our desire to develop a sustainable and meaningful service model.

The School's boarding program has continued to grow in numbers and diversity. This year is the third consecutive year of increasing numbers within Harlin House. Academic enrichment, homework club, leadership programs, and the newly introduced public purpose program have all added to the residential experience.

Likewise, the outdoor education syllabus has witnessed change. The introduction of a new climbing tower, and changes to programs and activities maintain Pepperina Hill's attraction as an exciting place for students to learn and play. Next year the School will add a further outdoor educator to the centre in order to augment programs and provide greater specialist care.

The School has continued to operate the most extensive extracurricular program of its type in the GPS Association. We remain one of only two schools who choose to be involved in all GPS premierships and championship sports and activities. BGS boys continue to participate in the program in huge numbers and very importantly, in a non-coercive environment. Further to this, it remains an aspiration of this School to continue to promote the notion of the all-rounder

– the kind of boy who derives pleasure and enjoyment from participating in a number of sporting or cultural activities, or indeed, both.

At the very core of producing teams which are athletically and mentally ready to compete in a range of sports, is the need to foster a strong training culture. This is the vision of the Athletic Development Program. The program begins in Years 5, 6 and 7 and aims to teach and develop the basics of physical literacy and movement skills. In Year 8 strength and conditioning is introduced and throughout Years 9 to 12 athletes are coached through a progression of programs suitable to their individual status and requirements. Boys are regularly assessed to track adaption and guide future customised programming.

In sport and activities, GPS premierships were won in volleyball, debating and gymnastics; and placings registered in swimming, sailing, tennis, cross country, chess, and cricket. Further to this, BGS fencers achieved noteworthy success at local, state and national level. The School is proud to boast 76 boys earned selection for their state or country in an extraordinary range of activities in 2015.

The School's cultural program was again impressive. Music concerts, drama performances and art exhibitions reaffirmed BGS as a vibrant and compelling home for the Arts. Grammar in Concert was an outstanding exhibition, with several treasured individual and collective performances. Seeing ensembles filled with Middle School students working together with Seniors was certainly a highlight and an example of the interconnectedness between years that defines BGS. Equally, the Senior and Junior School dramatic productions were once again stunning successes. Not only was the rendition of George Orwell's classic, 1984, and Ingle Knight's Taking Liberty, highly entertaining, they were also representative of the immense depth of talent at BGS.

One of the strengths of BGS is our teachers and the quality of their teaching. At the beginning of the year, the Framework for Teaching (Danielson, 2007) was released to the teaching staff. This "road-map" forms the foundation for a number of initiatives, including immersion programs for new teachers and evidence-based reviews of practice, leading to recognition of high quality performance. (Campbell & Smith, 2014).

In the latter half of the year, our middle leaders worked closely with world authority on developing teachers through professional learning, Professor Helen Timperley from the University of Auckland. This project, supported by Independent Schools Queensland, involved 20 teams of teachers inquiring into the impact of teacher practice on student learning.

The development of all staff – teaching, specialised and ancillary – is a core agenda of the School (Martin & Schmidt, 2010). I am grateful for the collective efforts of our staff who willingly support the School's objectives and ensure that the quality of their practice and subsequent impact on the boys' learning is of the highest standard possible.

Now in its 13th year of operation, the Middle School remains a convivial, vibrant and stimulating place for our Years 5 to 8 students to learn and play. While, there have been changes in relation to the size of the student population, number of staff and infrastructure, there are a number of factors that have not altered, primarily the nurturing of students' wellbeing and the delivery of an authentic middle years curriculum. The transition to the new model of middle schooling has been smooth and successful, with the maintenance of a dedicated Middle School precinct that serves as a distinct but still very connected part of the whole school.

It is important to acknowledge the priceless contribution of a number of people to the School. First of all, I publicly recognise the important influence of the members of the Board of Trustees. Their judgement and practice are critical to our execution of agreed goals and future projects. I am indebted to the Chairman of the Board, Mr Howard Stack, who has, for many years, navigated the School through both its triumphs and struggles.

Furthermore, my special thanks are tendered to the members of the Senior Leadership Team for their staunch support of my tenure, and our learning community. I also want to make mention of three long-serving members of staff who have left the School for different reasons. Firstly, I remember a former colleague, Mr Greg Masters. He served at BGS for 21 years and died in tragic circumstances earlier this term. Secondly, I note the departure of Mr Tim Croxford who taught Physics at BGS for 23 and a half years. And after over 40 years of faithful service as both a mathematics teacher and willing contributor to the extracurricular program, Mr Kevin Smith moves into a more relaxed stage of his life. On behalf of the School, we wish Kevin and Jenny much happiness in the future.

It has been another terrific year of engagement for our community. Our Community Relations team organised a number of events, including alumni functions in Brisbane London, New York, Sydney and Melbourne. There was also a special Grammar at Gallipoli event, the School's annual Open Day, where over 1,000 people visited the BGS campus, the Golf Day, Experience Northgate, the Art Show, and an exhibition where Old Boy David Malouf generously donated a collection of works to the School. The P&F Association and P&F Auxiliary were extremely active, hosting everything from activity-specific cocktail parties and dinners, to Fathers' Day, Mothers' Day and Grandparents' Day events, individual year-group gatherings, and the Spring Luncheon.

I am thankful for the efforts of the many people who have supported the School. Our wonderful parent support groups contribute to the School in so many ways. In particular, I thank the following people for their work in significant community leadership roles: Mr Stuart Rees, President of the Old Boys' Association, who has nurtured profitable involvement by our alumni; President of the Parents and Friends' Association Mr Craig Chapman, who has been active in supporting the School's many events; and Ms Genevieve Kenny-Fowler, who is President of a giving and caring P&F Auxiliary. I also make special mention of Old Boy, Mr Simon Fenwick, who donated \$1.34 million to the School's endowment fund, and I sincerely acknowledge all the donors who support our bursarial and Indigenous programs.

Moreover, I wish to offer my thanks and best wishes to the graduating senior cohort. They have been a most cohesive and self-motivated year group. The student leaders – Alester Fleming, Manning Clifford, Tom Fitzgerald, Sam Eadie and Michael Wolstenholme – have been splendid in their personal efforts, in their guidance, and in their consistent consultation with the student body. We wish the Year 12s well in their enterprises, buoyed by the knowledge that they have been shaped by the values of this great school, and I promise them that they will always remain part of the BGS community.

Brisbane Grammar School Headmaster
Anthony Micallef



BOARD OF TRUSTEES
OF THE
BRISBANE GRAMMAR SCHOOL

FINANCIAL STATEMENTS
YEAR ENDED 31 DECEMBER 2015

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2015**

	Note	2015 (\$'000)	2014 (\$'000)
Income from continuing operations			
Fees	2	40,050	34,841
Grants	3	9,843	9,138
Interest		297	374
Donations		1,882	966
Other revenue	4	4,858	880
Total income from continuing operations		<u>56,930</u>	<u>46,199</u>
Expenses from continuing operations			
Employee expenses	5	29,646	26,954
Supplies and services	6	17,277	11,485
Depreciation and amortisation	11	3,073	3,100
Borrowing costs expense		1,239	825
Other expenses	7	1,456	1,005
Total expenses from continuing operations		<u>52,691</u>	<u>43,369</u>
Operating result for the year		<u>4,239</u>	<u>2,830</u>
Other comprehensive income			
<i>Items that will not be reclassified subsequently to Operating Result</i>			
Increase in asset revaluation surplus	15	9,455	-
Remeasurements of defined benefit liability	19	-	128
Total other comprehensive income		<u>9,455</u>	<u>128</u>
Total comprehensive income		<u>13,694</u>	<u>2,958</u>

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

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2015**

	Note	2015 (\$'000)	2014 (\$'000)
Current assets			
Cash and cash equivalents	8	899	3,556
Trade and other receivables	9	1,918	608
Other financial assets	10	8,140	6,759
Prepayments		726	645
Total current assets		11,683	11,568
Non-current assets			
Property, plant and equipment	11	135,816	127,245
Total non-current assets		135,816	127,245
Total assets		147,499	138,813
Current liabilities			
Trade and other payables	12	1,105	1,464
Short term borrowings	13	2,749	2,272
Provisions	14	1,261	1,086
Fees in advance		2,584	2,789
Total current liabilities		7,699	7,611
Non-current liabilities			
Long term borrowings	13	2,955	8,103
Provisions	14	3,589	3,537
Total non-current liabilities		6,544	11,640
Total liabilities		14,243	19,251
Net assets		133,256	119,562
Equity			
Asset revaluation surplus	15	60,561	51,106
Accumulated surplus		72,695	68,456
Total equity		133,256	119,562

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

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2015**

	Note	Revaluation Surplus (\$'000)	Accumulated Surplus (\$'000)	Total (\$'000)
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	19	-	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
Operating result		-	4,239	4,239
Other comprehensive income				
Asset revaluation surplus	15	9,455	-	9,455
Total other comprehensive income		9,455	-	9,455
Total comprehensive income for the year		9,455	4,239	13,694
Balance at 31 December 2015		60,561	72,695	133,256

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

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2015**

	Note	2015 (\$'000)	2014 (\$'000)
Cash flows from Operating Activities			
<i>Inflows:</i>			
Fee income		40,105	36,226
Grants and other contributions		9,843	9,137
Interest		297	374
Donations		2,003	1,083
Other income	4	3,350	606
GST input tax credits from ATO		1,953	1,876
GST collected from customers		693	595
<i>Outflows:</i>			
Employee expenses		(29,811)	(27,019)
Supplies and services		(15,971)	(12,184)
Borrowings costs		(1,245)	(834)
Other expenses		(1,522)	(968)
GST remitted to ATO		(880)	(566)
GST paid to suppliers		(1,839)	(1,930)
Net cash provided by operating activities		<u>6,976</u>	<u>6,396</u>
Cash flows from Investing Activities			
<i>Inflows:</i>			
Proceeds from sale of property, plant & equipment		34	22
<i>Outflows:</i>			
Payments for property, plant & equipment		(2,211)	(7,828)
Payments for investments		(1,300)	-
Net cash (used) in investment activities		<u>(3,477)</u>	<u>(7,806)</u>
Cash flows from Financing Activities			
Repayment of borrowings		(4,980)	(1,395)
Repayment of leases		(1,176)	(86)
Net cash (used) in financing activities		<u>(6,156)</u>	<u>(1,481)</u>
Net increase / (decrease) in cash and cash equivalents		(2,657)	(2,891)
Cash and cash equivalents at the beginning of the year		<u>3,556</u>	<u>6,447</u>
Cash and cash equivalents at the end of the year	8	<u><u>899</u></u>	<u><u>3,556</u></u>

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

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015**

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS 2015

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (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'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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (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 or at amortised cost.

Financial assets are classified as at fair value through profit or loss when they are held for trading for the purpose of short-term profit taking, 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. Fair value is determined based on current bid prices for all quoted investments.

All other financial instruments are classified as either cash and cash equivalents (note 1(b)), trade and other receivables (note 1(c)) or trade and other payables, and are measured at amortised cost using the effective interest rate method.

(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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

(e) Property, Plant and Equipment (continued)

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.

(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 that 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 that 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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

(g) Land

The School campus land at Spring Hill and Normanby, with a total value of \$20,248,000 (2014: \$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.

(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	6.67 – 30%.
Heritage and Cultural Assets	2%.
Leased Assets	25 – 33.3%.
Buildings	0.99 – 9%.

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

(j) 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.

(k) 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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

(k) Employee Benefits - Defined Superannuation Plan (continued)

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.

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.

(l) 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.

(m) Taxation

Income Tax

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

Goods and Services Tax (GST)

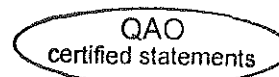
Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables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

(n) Comparative Figures

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

(o) 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 2015 (CONTINUED)**

(p) 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.

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.

(q) 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 the 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.

Estimates and assumptions with the most significant effect on the financial statements are outlined in the following notes:

Valuation of Property, Plant and Equipment - Notes 1(e) - (f) and Note 11.
Depreciation and Amortisation - Note 1(i) and Note 11.
Contingent liabilities and contingent assets – Note 18.

Further, the valuation of property, plant and equipment necessarily involves estimation uncertainty with the potential to materially impact on the carrying amount of such assets in the next reporting period. Reference should be made to the respective notes for more information.

(r) 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.

(s) New and revised accounting standards

In the current year, the school adopted all of the new and revised standards and interpretations issued by the Australian Accounting Standards Board (AASB) and that are relevant to its operations and effective for the current reporting period. The adoption of the new and revised standards and interpretations has not resulted in any material changes to the school's accounting policies.

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. Therefore, no other accounting standards that have been issued by 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 2015 (CONTINUED)**

	Note	2015 (\$'000)	2014 (\$'000)
2. Fees			
Boarding fees		2,290	1,612
Tuition fees		36,872	32,265
Enrolment fees		158	298
Confirmation fees		730	666
Total fees		<u>40,050</u>	<u>34,841</u>
3. Grants ¹			
Recurrent Grants			
Commonwealth grants		6,338	5,670
State grants		3,406	2,823
Capital Grants			
Commonwealth grants		29	15
State grants ²		70	630
Total grants		<u>9,843</u>	<u>9,138</u>
1 All grants are non-reciprocal grants, see Note 1 (a).			
2 Queensland Government funds of \$70,000 (2014: \$630,000) were received as part of the Flying Start Program for Year 7.			
4. Other income			
Property income		92	105
Facility hire		183	173
Other income		197	176
Gain on disposal of property, plant and equipment		12	12
Investment income		143	214
Gain on financial assets at fair value through profit or loss		-	165
Proceeds from insurance claims ³	6	4,231	35
Total other income		<u>4,858</u>	<u>880</u>

3 The proceeds from insurance claims includes storm damage that occurred November 2014 \$4,177,000 (2014: \$Nil). For the year ended 31 December 2015 the School has expended \$4,006,000 (2014: \$171,000) in making repairs funded by these insurance recoveries. Refer Note 6.

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	Note	2015 (\$'000)	2014 (\$'000)
5. Employee expenses			
Salaries and wages			
Tuition		16,947	15,311
Marketing and development office		463	365
Administration		2,054	2,003
Boarding		1,062	1,016
Sports and coaching		852	766
Buildings, operations and maintenance		2,283	2,195
Superannuation		3,031	2,846
Annual leave		2,013	1,487
Long service leave		633	676
Workers' compensation premium		313	281
Other employee expenses		(5)	8
Total employee expenses		<u>29,646</u>	<u>26,954</u>
6. Supplies and services			
Tuition and extracurricular expenses		3,932	4,111
Repairs and maintenance ¹	4	6,726	2,581
Minor plant and equipment		1,485	992
Replacement of teacher's tablets		291	-
Professional fees			
Royal Commission related ²		1,085	352
Other Professional fees		315	308
Contractors		765	607
Motor vehicle expenses		129	139
Administration expenses		978	826
Utilities		989	1,029
Other supplies and services		582	540
Total supplies and services		<u>17,277</u>	<u>11,485</u>

1 Insurance repairs:

Expenditure incurred in repairing School property damaged in November 2014 storm \$4,006,000 (2014: \$171,000). Refer Note 4.

2 Royal Commission into Institutional Responses to Child Sexual Abuse:

2-1 During the year ended 31 December 2015, the School incurred expenses in regard to the preparation of responses to requisitions raised by the Royal Commission into Institutional Responses to Child Sexual Abuse and its subsequent representation at the Royal Commission into Institutional Responses to Child Sexual Abuse which, in total, amounted to \$1,085,000 (2014: \$352,000). These costs, mainly for legal advice, represent the necessary but abnormal response that the School was obliged to address in the course of the year.

2.2 During the year ended 31 December 2015, the School also made payments in settlement of claims made by past students amounting to \$498,000 (2014: \$40,000). Refer Note 7. Expenditure in relation to settlements is only recognised when it can be measured reliably, which is typically at the point of settlement.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	Note	2015 (\$'000)	2014 (\$'000)
7. Other expenses			
Audit fees		33	32
Lease and rentals		12	15
Doubtful debts expense/(Reversal of provision for doubtful debts)		(11)	34
Fringe benefits tax		298	337
Insurance		289	282
Bank charges		260	226
Loss on financial assets at fair value through profit or loss		28	-
Litigation settlement expenses	6	498	40
Other expenses		49	39
Total other expenses		<u>1,456</u>	<u>1,005</u>

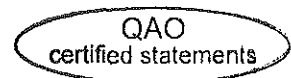
8. Cash and cash equivalents

Petty cash		1	1
Accountable advances		31	5
Cash at bank		687	2,280
Building fund		2	475
Endowment fund		81	676
Library fund		89	90
Restricted reserve		7	28
Short term investment		1	1
Total cash and cash equivalents		<u>899</u>	<u>3,556</u>

Refer Note 10. 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 \$Nil (2014: \$33,000) of equipment under finance leasing arrangements.



BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	Note	2015 (\$'000)	2014 (\$'000)
9. Trade and other receivables			
Current			
Fees outstanding		197	245
Allowance for impairment losses		(81)	(92)
		116	153
GST receivable		311	424
GST payable		(6)	(193)
		305	231
Sundry debtors		98	49
Accrued revenue		1,399	175
Total trade and other receivables		1,918	608
Movements in the allowance for impairment loss for trade debtors			
Balance at 1 January		92	77
Amounts written off during the year		(20)	(16)
Increase/decrease in allowance		9	31
Balance at 31 December		81	92
10. Other financial assets			
Queensland Investment Corporation Investment Fund - at fair value:			
Building Fund ¹		8	8
Endowment Fund ²		6,722	5,365
Library Fund ³		521	512
Restricted Reserve ⁴		889	874
Total other financial assets		8,140	6,759

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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	Note	2015 (\$'000)	2014 (\$'000)
11. Property, plant and equipment			
Land - at fair value		44,054	40,491
		<u>44,054</u>	<u>40,491</u>
Buildings - at fair value		148,996	138,469
less accumulated depreciation		(60,725)	(54,250)
		<u>88,271</u>	<u>84,219</u>
Plant and equipment - at cost		11,914	11,023
less accumulated depreciation		(9,464)	(8,912)
		<u>2,450</u>	<u>2,111</u>
Leased assets - at cost		142	142
less accumulated amortisation		(100)	(56)
		<u>42</u>	<u>86</u>
Heritage and cultural assets - at cost		377	377
less accumulated depreciation		(141)	(134)
		<u>236</u>	<u>243</u>
Work in progress - at cost		763	95
		<u>763</u>	<u>95</u>
Total property, plant and equipment		<u><u>135,816</u></u>	<u><u>127,245</u></u>

In December 2015, the School performed market research to determine the fair value of land and buildings. 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. Cumulatively, since the date of the last valuation, the index increased by 7.2%. During this same period, the Department of Natural Resources and Mines, State Valuation Service's land valuations of School property has increased by 8.8%. Based on this research, the Board of Trustees of the Brisbane Grammar School determined that the carrying value of buildings and land at 31 December 2015 should be revalued using these indices.

The most recent valuation of the land and buildings was 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 2015 (CONTINUED)

11. Property, plant and equipment - movement reconciliation

2015

Description	31 December 2014 S'000	Purchases S'000	Disposals S'000	Transfer S'000	Depreciation S'000	Revaluation S'000	31 December 2015 S'000
Land	40,491	-	-	-	-	3,563	44,054
Buildings	84,219	515	-	42	(2,397)	5,892	88,271
Plant and equipment	2,111	986	(22)	-	(625)	-	2,450
Leased assets	86	-	-	-	(44)	-	42
Heritage and cultural assets	243	-	-	-	(7)	-	236
Work in progress	95	710	-	(42)	-	-	763
Total	127,245	2,211	(22)	-	(3,073)	9,455	135,816

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	2015 (\$'000)	2014 (\$'000)
12. Trade and other payables		
Current		
Trade payables	883	893
Other accrued employee benefits	222	571
Total trade and other payables	<u>1,105</u>	<u>1,464</u>
13. Borrowings		
Current		
Queensland Treasury Corporation loans - unsecured	1,744	1,509
Chattel mortgage - secured	997	615
Hire purchase & lease liability - secured	8	148
Total current borrowings	<u>2,749</u>	<u>2,272</u>
Non-current		
Queensland Treasury Corporation loans - unsecured	2,472	7,686
Chattel mortgage - secured	483	409
Hire purchase & lease liability - secured	-	8
Total non-current borrowings	<u>2,955</u>	<u>8,103</u>
Total borrowings	<u>5,704</u>	<u>10,375</u>
Hire purchase and chattel mortgage liabilities are secured over the assets to which they relate. The carrying value of leased assets is \$42,000 (2014: \$86,000). 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.		
14. Provisions		
Current		
Accrued annual leave	940	850
Accrued long service leave	205	120
Sabbatical leave	108	108
Other employee provisions (note 19)	8	8
Total current provisions	<u>1,261</u>	<u>1,086</u>
Non-current		
Accrued long service leave ¹	3,589	3,537
Total non-current provisions	<u>3,589</u>	<u>3,537</u>
Total provisions	<u>4,850</u>	<u>4,623</u>

¹ This balance includes amounts which would be legally payable immediately if the employee's employment was ceased. The amounts have been categorised as Non-current on the basis of known employee intentions regarding long service leave.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	2015		2014
	(\$'000)		(\$'000)
15. Asset revaluation surplus by class			
	Land	Buildings	Total
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>
Balance 1 January 2015	33,446	17,660	51,106
Revaluation increments	3,563	5,892	9,455
Balance 31 December 2015	<u>37,009</u>	<u>23,552</u>	<u>60,561</u>

16. Lease commitments

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

Liabilities recognised in the Statement of Financial Position

Current	1,005	763
Non-current	483	417
Total finance lease liabilities	<u>1,488</u>	<u>1,180</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	1,047	804
- Later than one year but not later than five years	492	428
Total	<u>1,539</u>	<u>1,232</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.

(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	68	47
- Later than one year but not later than five years	44	43
- Minimum lease payments	<u>112</u>	<u>90</u>

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	2015 (\$'000)	2014 (\$'000)
17. Capital expenditure commitments		
Property plant and equipment	3,462	569
	<u>3,462</u>	<u>569</u>

In 2015, the School commenced major capital works to construct a Tennis Centre. \$3,462,000 relates to work committed but not yet undertaken at 31 December 2015.

In 2014, the School completed major capital works to accommodate increased number of Year 7 students commencing in 2015. \$569,000 related to work committed but not undertaken at 31 December 2014.

18. Contingent liabilities and contingent assets

(a) In conjunction with its insurers, the School has, since 2002, been addressing claims by former students in respect to activities that occurred at the School going back to the mid-1970s.

To address these issues, the School established and maintains an independent process to assist the claimants and their families and to also assess and advise the School in an objective manner in regard to these claims.

Subsequent to the recent Royal Commission into Institutional Responses to Child Sexual Abuse hearings in Brisbane, the School has received further claims from past students in regard to alleged abuse, which are also being processed through the School's established process.

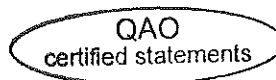
The Trustees consider that the School's process is consistent with the recommendations made by the Royal Commission into Institutional Responses to Child Sexual Abuse in regard to the management of such claims.

At the date of this report, it is not possible to accurately quantify the timing or amount of any future settlements in regard to these current and potential future claims nor the level of insurance that may be available to the School to assist in their settlement.

At 31 December 2015, all settled claims have been paid. Since 31 December 2015 a number of claims have progressed to the stage where they can be reliably estimated and are expected to result in net settlements of approximately \$495,000.

(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 2015 (CONTINUED)**

	2015	2014
	(\$'000)	(\$'000)

19. 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.

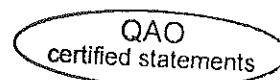
The following disclosures are details in respect of the defined benefit section only, as the School carries no residual responsibility in regard to the defined contributions section.

(b) Balance sheet amounts

The amounts recognised in the balance sheet as at 31 December 2015 are determined as follows:

Present value of the defined benefit obligation	3,928	3,915
Fair value of defined benefit plan assets	(4,233)	(3,907)
	(305)	8
Surplus not recognised on balance sheet ¹	313	-
Net liability in the balance sheet	8	8

¹ The net surplus of \$305,000 has not been brought to account because of the high volatility surrounding the assets supporting this balance. The School has recognised a small net liability of \$8,000 consistent with the position in the comparative year.



BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	2015		2014			
	(\$'000)		(\$'000)			
19. 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)	
	2015	2014	2015	2014	2015	2014
	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)
Balance at 1 January	3,915	4,274	(3,907)	(4,224)	8	50
Included in profit						
Current service cost	171	196	-	-	171	196
Interest cost (income)	77	120	(78)	(120)	(1)	-
	248	316	(78)	(120)	170	196
Included in OCI						
Remeasurement loss (gain)	(178)	14	(201)	(142)	(379)	(128)
	(178)	14	(201)	(142)	(379)	(128)
Other						
Contributions	-	-	(104)	(110)	(104)	(110)
Benefits paid	(57)	(689)	57	689	-	-
	(57)	(689)	(47)	579	(104)	(110)
	3,928	3,915	(4,233)	(3,907)	(305)	8
Surplus not recognised on balance sheet ¹	-	-	313	-	313	-
Balance at 31 December	3,928	3,915	(3,920)	(3,907)	8	8

¹ The net surplus of \$305,000 has not been brought to account because of the high volatility surrounding the assets supporting this balance. The School has recognised a small net liability of \$8,000 consistent with the position in the comparative year.

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	2015	2014
	(\$'000)	(\$'000)

19. Superannuation (continued)

(d) Plan assets profile and risk exposure

	2015	2015	2014	2014
	(\$'000)	%	(\$'000)	%
The major categories of plan assets are as follows:				
Cash and cash equivalents	170	4	156	4
Debt instruments	423	10	508	13
Equity instruments	2,201	52	1,992	51
Property	423	10	391	10
Alternative investments	1,016	24	860	22
Total plan assets	4,233	100	3,907	100

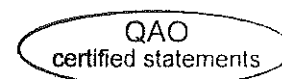
The plan exposes the School to financial risks inherent in the investments of the fund, including interest rate risk (for cash and debt securities), foreign exchange risk (for international investments) and equity price risk (for investments in equity instruments). These risks are managed through portfolio 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.

	2015	2014
	%	%

(e) Actuarial assumptions

The significant actuarial assumptions were as follows:

Discount Rate	2.7%	2.0%
Salary Growth Rate	5.0%	5.0%



BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

	Note	2015 (\$'000)	2014 (\$'000)
20. Financial instruments			
Categorisation of Financial Instruments			
The School has the following categories of financial assets and financial liabilities:			
Category			
Financial Assets			
Cash and cash equivalents	8	899	3,556
Receivables	9	1,918	608
Other financial assets:			
Fair value through profit or loss	10	8,140	6,759
Total financial assets		<u>10,957</u>	<u>10,923</u>
Financial Liabilities			
Financial liabilities measured at amortised cost:			
Payables	12	1,105	1,464
Other financial liabilities	13	5,704	10,375
Total financial liabilities		<u>6,809</u>	<u>11,839</u>

21. Subsequent events

No events have occurred subsequent to balance date that are required to be disclosed, apart from those outlined in Note 18 (a) Contingent liabilities and contingent assets.

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

22. 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 2015.

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
Ministerial Nominated 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.	Fifteen month contract	18 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	4 September 2006 17 July 2006 1 January 2000 1 January 2014 24 May 2009

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

22. 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 2015 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				
2015	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Headmaster	381	57	11	18	-	467
Secretary to the Board of Trustees	262	7	9	32	-	310
Head of Middle School	166	16	8	25	-	215
Deputy Headmaster – Staff & Community Relations	180	31	5	27	-	243
Deputy Headmaster – Extracurricular	169	18	7	18	-	212
Deputy Headmaster – Students	166	23	5	25	-	219
Deputy Headmaster – Teaching & Learning	166	30	5	25	-	226
	1,490	182	50	170	-	1,892

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015 (CONTINUED)**

22. 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				
2014	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Headmaster	371	59	119	47	-	596
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	156	193	-	1,976

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 2015 to 31 December 2015 and of the financial position of the School at the end of year.

25th February 2016

Date

HL Stack

H L STACK
Trustee
Brisbane Grammar School

HR James

H R JAMES
Secretary to the
Board of Trustees

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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 2015, 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* –

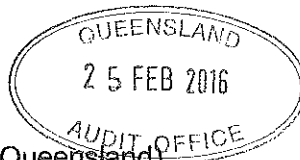
- (a) I have received all the information and explanations which I have required; and
- (b) in my opinion –
 - (i) the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects; and
 - (ii) the financial report presents a true and 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 2015 to 31 December 2015 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