

Annual Report 2015



**The Rockhampton
Grammar School**

Established 1881

**BOARD OF TRUSTEES
OF
THE ROCKHAMPTON
GRAMMAR SCHOOL**

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ISSN 1838-9724

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THE
ROCKHAMPTON
GRAMMAR
SCHOOL
ABN 71 055 702 035

2 March 2016

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism and Major Events
30 Mary Street
Brisbane
QLD 4000

Dear Minister

I am pleased to present the Annual Report 2015 and Financial Statements for year ended 31 December 2015 for The Rockhampton Grammar School.

I certify that the 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.

A checklist outlining the Annual Reporting Requirements can be accessed at www.rgs.qld.edu.au

Yours Faithfully

Bob Skilling
Secretary to the Board of Trustees

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PUBLIC AVAILABILITY OF ANNUAL REPORT

A copy of the annual report is available from:

The Board Secretary
The Rockhampton Grammar School
Archer Street
Rockhampton Qld 4700
Telephone 07 49360602 Facsimile 07 49221552
Email: bskilling@rgs.qld.edu.au

Hard copies of the report can be downloaded from the School's website at:
www.rgs.qld.edu.au/annual-reports

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INTERPRETER SERVICES

The Rockhampton Grammar School is committed to providing access to its community from all culturally and linguistically diverse backgrounds. If you have difficulty in understanding this report and require an interpreter to effectively communicate the report to you please contact:

The Board Secretary
The Rockhampton Grammar School
Archer Street
Rockhampton Qld 4700
Telephone 07 49360602 or email: bskilling@rgs.qld.edu.au



BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

ANNUAL REPORT TO THE MINISTER FOR EDUCATION and MINISTER FOR TOURISM and MAJOR EVENTS FOR THE PERIOD 1 JANUARY 2015 TO 31 DECEMBER 2015

THE ROCKHAMPTON GRAMMAR SCHOOL CHAIRMANS REPORT 2015

On behalf of the Board of Trustees it is my pleasure to present the annual report for 2015.

This year has been one of consolidation for the School given the significant structural and academic changes that have occurred over the previous two years.

We have negotiated the transition of Year 7 into the secondary school and it is pleasing to report the success of that transition.

Some two and a half years planning for the change had taken place from mid-2012 into 2013 and 2014 and now at the end of the 2015 academic year the proof of the implementation is with us.

With our building program the major projects this year have been completion of the Quarry Street pick up and drop off area to facilitate traffic flows for our primary school and completion of construction for our Early Learning Centre Stage 1 in Reservoir Street will add significantly to our offerings at the Centre.

Our other short term projects include an upgrade of Wheatley House Dormitory to proceed during the forthcoming school holidays and construction of a dance studio in the Islay Lee Learning Centre.

A review of our critical projects throughout 2015 has seen the School progressing well with the enterprise bargaining process, further implementation of our learning frame work structure around the Australian curriculum and delivery on our agricultural science programs at Belmont Station.

I am also pleased to report that the School will trial a bus service to the Capricorn Coast throughout the first term 2016, however, as this is a trial only, any decision to formally commit to implementation will depend upon support for the service received from our students and parents.

As I have mentioned in previous years, the work load for the School has been significant due to external decisions such as the transition of Year 7 as well as the adoption of numerous internal measures to address our long term strategic goals.

Of course, we cannot forget the enormous impact of Cyclone Marcia which struck us on 20 February this year only three weeks after school recommenced. Our grounds were heavily impacted with the loss of many mature trees but fortunately the buildings escaped structural damage with only some minor water leaks being reported.

To all who helped the School get back on its feet in the aftermath of Cyclone Marcia – and the stories are many – our deepest thanks. In times of adversity it is great to see the human spirit – the Grammar spirit – really come to the fore.

This year has seen our School's leadership team reap the benefits of careful planning throughout the last couple of years as well as demonstrating their enormous abilities and depth of character in guiding the School immediately up to, but more particularly, through the aftermath of Cyclone Marcia.

Indeed all of our teaching, administrative and boarding staff can stand proud for their efforts in 2015. Our thanks to Dr Phillip Moulds, his executive and staff for their tremendous efforts throughout the year.

The School's finances continue to be in a sound position and your Board remains dedicated to its task of prudent financial management. Our thanks are owed to Board Secretary, Mr Bob Skilling, and his team for another year of hard work in the financial area.

Our academic results yet again establish Grammar as a pre-eminent school not only within Central Queensland but also State wide. I urge all of our students to continue striving to achieve the best they can not only academically but also in the co-curricular and sporting fields.

I thank my fellow board members for another year of dedication, support and strong input into guiding and assisting the School to its goals.

The Rockhampton Grammar School At A Glance

Who We Are And What We Do

The Rockhampton Grammar School was founded in 1881 and is one of the eight schools in Queensland governed by the *Grammar Schools Act 1975*.

The Rockhampton Grammar School is an independent non – denominational co-educational day and boarding school catering for students from Early Learning to Year 12. Boarding students are enrolled from Years 7 to 12. Enrolments are drawn from Rockhampton and the Central Queensland region. The School is the largest independent boarding school in Queensland and the second largest co-educational boarding school in Australia. It is a leading school in regional Queensland and one of the foremost schools in regional Australia. Primary education was reintroduced in 1990, Prep was introduced in 2005 and The Rockhampton Grammar School Early Learning Centre opened in 2007. The School offers an affordable education, quality teaching and boarding facilities and a caring environment.

At the date of the 2015 State census in February 2015 the total enrolment was 1430 students, of whom 362 were boarders. Primary school enrolment was 479 from the Preparatory year to Year 6, and secondary enrolment, Year 7 to Year 12, at census date was 951.

The School's principal place of business is in Archer Street, Rockhampton where Primary and Secondary campuses are located. The School also operates an Outdoor Education Facility, "Ritamada", at Emu Park on the Capricorn Coast. It has a small farm at Port Curtis on the southern outskirts of Rockhampton and Belmont Station on the northern outskirts of Rockhampton for cattle work.

The School operates an Early Learning Centre in Reservoir Street in close proximity to the main campus.

There is also a rowing facility, club rooms and a training gymnasium, on the Fitzroy River adjacent to the rowing course.

School Mission Statement

Our Ambition

The Rockhampton Grammar School aspires to be a centre of excellence in education. The School is committed to:

- ▶ providing opportunities for students to achieve success
- ▶ providing outstanding teaching and learning opportunities for students and staff
- ▶ strengthening its partnerships locally, nationally and internationally
- ▶ providing an environment where all feel safe and secure and can thrive
- ▶ challenging students to find meaning and value in their lives

Our Purpose

The School provides a disciplined, challenging and stimulating learning environment to inspire our students to become successful lifelong learners, responsible local and global citizens, and men and women of strong ethical and moral character. We promote high standards of scholarship and character development with all members of the School community to pursue personal excellence in their intellectual, physical, creative and emotional development.

Our Values

- **Care and Compassion** – care for self and others
- **Endeavour** – seek to perform at your best in everything you undertake individually and collectively
- **Respect** – treat others with consideration and regard
- **Honesty and Trustworthiness** – be honest, sincere and able to be trusted
- **Responsibility** – be accountable for and in charge of your own actions
- **Integrity** – act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions
- **Democracy** – appreciate the rights and privileges of citizenship, commitment to the pursuit of the common good, and standing up and helping others
- **Community** – be aware and welcoming of others, accept

Our Commitment

Every Opportunity, Every Student, Every Day

GOVERNANCE

LEGISLATIVE BASIS

The Board of Trustees of the Rockhampton 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 Queensland Audit Office.

MINISTER RESPONSIBLE FOR ADMINISTRATION OF LEGISLATION

The Minister for Education and Minister for Tourism and Major Events is responsible for the administration of the *Grammar Schools Act 1975*(*The Act*).

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.

GOVERNING BODY

The Board of Trustees of The Rockhampton Grammar School was constituted on 4 October 1878. The Board consists of seven members appointed by the Governor in Council for four years of whom:

- (a) four are persons nominated by the Minister
- (b) three are persons who have donated or subscribed at least the electoral eligibility amount to the School as prescribed by the Act.

The Governor in Council appointed the Board for a term of four years from 20 March 2014 to 19 March 2018.

ASSOCIATED BODIES

The Board does not operate any controlled, associated or trustee bodies.

PRINCIPAL PLACE OF BUSINESS

The School's principal place of business is in Archer Street, Rockhampton where Primary and Secondary campuses are located. The School also operates an Outdoor Education Facility, "Ritamada", at Emu Park on the Capricorn Coast. It has a small farm at Port Curtis on the southern outskirts of Rockhampton and Belmont Station on the northern outskirts of Rockhampton for cattle work.

The School operates an Early Learning Centre in Reservoir Street in close proximity to the main campus.

There is also a rowing facility, club rooms and a training gymnasium, on the Fitzroy River adjacent to the rowing course.

Trustees

Membership of the Board for 2015 was:

Chairman	Mr B V R Beasley, LL. B (Hons), J.P	Elected Member
Deputy Chair	Mr M J Birkbeck, B. Bus. (Acct), FCPA	Elected Member
Member	Emeritus Professor Mrs D J Clayton M.App.Sci., B.App.Sci, Grad.Dip.Sci.Ed. GAICD	Ministerial Nominee
Member	Mr S K Irwin, MBA	Ministerial Nominee
Member	Dr J South, B.Sc. (Hons), Ph.D	Ministerial Nominee
Member	Mrs K M Wilson, B.A. (UQ), Dip. Ed. (UQ)	Ministerial Nominee
Member	Mrs J M Volck, B. Ag. Econ. (UQ)	Elected member

The Board met formally on eight occasions during 2015.

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

Committees of the Board

The Rockhampton Grammar School Board of Trustees has two sub committees;

The **Capital Resources Committee** is responsible to the Board for the capital development and maintenance of the school's built environment. The committee meets every month two weeks prior to meetings of the Board.

In 2015 the Committee was very busy overseeing the final stages of development of four major projects at the School. The first was the building of a Year 7 Centre to accommodate

Year 7 students on the secondary campus in 2015 when that year level became a secondary stream as part of the Queensland Government's Flying Start programme.

The second major project involved the conversion of some secondary classrooms to additional boarding spaces again to accommodate additional Year 7 students.

The Committee also oversaw a major development in our Primary School with the construction of a Pickup/Drop off zone. This project was designed to alleviate traffic and parking issues around the Primary School and has been a very well received development in our parent body.

The final major project overseen by the Committee was the building of Stage 1 of the extension of the RGS Early Learning Centre. This project was completed in October 2015 and is the first of two stages, the second stage to be constructed in 2016. The Early Learning Centre is experiencing high demand for its services and is a major part of the whole school infrastructure.

The **Finance and Risk Committee**, is responsible to the Board for oversight of the School's financial results and audit and risk management. The committee meets four times a year or as required to monitor financial progress in the course of the year and to examine the final statements of account before they are signed off for audit, and to consider the risk domain.

In 2015 the function of this Committee was expanded to include Risk Management and the name of the Committee was changed to reflect this.

Trustee members of these committees do not receive any remuneration.

Risk Management

The Board of Trustees considers that the risks identified and the actions required to manage and mitigate these risks should be a matter for the whole Board and therefore Risk Management is a permanent item on Board agendas.

The Risk Management Strategy document allows the School to continue to develop a robust risk management framework and clearly demonstrate that it has proactive management practices in place to ensure that risks are identified, managed, monitored and reviewed.

The School continues to review and update the policies that underpin the risk management strategy. These efforts focus on student and staff welfare, financial health, governance issues, regulatory and legal issues, information technology systems and stakeholder interests.

External Scrutiny

As a Statutory Authority of the Queensland Government the School's financial accounts are subject to audit by the Queensland Audit Office. The School's financial year is a calendar year and there are no material issues outstanding from the 2015 audit.

REVIEW OF CRITICAL PROJECTS

Critical Projects for 2015

In 2014 the Board and the School Executive set out the following as Critical Projects for 2015:

- 1. Complete the construction of the building projects that have been approved by the Board as essential for the transition of Year 7 into the Middle School and Year 10 into the Senior School in 2015 and put in place the restructure of middle management and staffing required to achieve a smooth transition.**
- 2. Conduct and complete the next Enterprise Bargaining process.**
- 3. Launch and implement the Rockhampton Grammar School's Learning Framework which incorporates Dimensions of Learning, Habits of Minds, Literacy, Positive Education and General Capabilities from the Australian Curriculum.**
- 4. Enact the delivery of Agricultural Science programmes at Belmont Station as part of the Belmont Education Alliance**
- 5. Deliberately pursue the implementation of the School's Learning Management System.**
- 6. Complete the high priority short term projects for all sites of The Rockhampton Grammar School including, the Primary School set down and pick up zone, refurbishment of the Dining Room and kitchen, upgrading of the School House dormitory, construction of Stage 1 of the expanded Early Learning Centre.**
- 7. Archiving of School architectural and associated plans as a School based record.**

Review of Critical Project Outcomes

Each year the School's progress on achieving the objectives set out in the Strategic Plan occurs twice. In March, the School's progress on the Critical Projects for the year is reviewed, with a full review on the progress for the Critical Projects and Critical Success Factors occurring in September or October.

- 1. Complete the construction of the building projects that have been approved by the Board as essential for the transition of Year 7 into the Middle School and Year 10 into the Senior School in 2015, and put in place the restructure of middle management and staffing required to achieve a smooth transition. These were:**
 - Construction of a new Year 7 Centre to be known as the Birkbeck Building
 - The conversion of five classrooms in Boland Wing into dormitory accommodation for boarders which included twenty five beds, common areas and staff accommodation.

The State Government provided funding for both these projects through the Queensland Government's Flying Start programme grant programme and was able to make these projects exempt from Material Change of Use processes and local government Infrastructure Charges.

The transition of Year 7 into the Middle School and Year 10 into the Senior School has been successful. The physical facilities were completed on time for the start of the School year and the changes to management structures and staffing were also in place.

A new position of Assistant Head of Middle School (Year 7) was created, reporting to the Head of Middle School and managing all matters related to Year 7.

2. Conduct and complete the next Enterprise Bargaining process.

The enterprise bargaining process was commenced in early 2015. Board members and the senior management of the School met with staff representatives in a Single Bargaining Unit (SBU). There were a number of meetings of the SBU over the course of the year all of which were attended by an officer of the Independent Education Union of Australia – Queensland and Northern Territory Branch.

Agreement on wages and conditions was reached and the application for approval of the agreement was listed for hearing on Wednesday 16 December 2015. The Agreement was approved by the Fair Work Commission on 16 December 2015 and the Agreement was to operate from 23 December 2015 and run for four years to the nominal expiry date of 23 December 2019.

3. Launch and implement the Rockhampton Grammar School's Learning Framework which incorporates Dimensions of Learning, Habits of Minds, Literacy, Positive Education and General Capabilities from the Australian Curriculum.

In 2015 the School moved to the implementation stage of the RGS Learning Framework. This development was supported through:

- individual professional development with Heads of Department;
- regular classroom visits from the Coordinator of Professional Development and Staffing and the Assistant Head of Primary to observe, support and receive feedback from teaching staff;
- continued work by the Learning Frame work Team;
- presentations from Heads of Core Departments regarding their understanding and support for the framework; and
- the active support of the Headmaster.

4. Enact the delivery of Agricultural Science programmes at Belmont Station as part of the Belmont Education Alliance.

In alliance with AgForce the School is pursuing development of Agricultural Science programmes in both the VET and OP streams.

In 2015 students have completed the Units of Competency required for the award of a Certificate II in Agricultural Science.

In 2016 Year 10 and 11 students will have a new Registered Training Organisation in Northern Skills Alliance, (NSA), and will pursue the award of a Certificate III in Agricultural Science. A Memorandum of Understanding has been signed with NSA.

This innovative programme has been recognised at both a national and state level and featured at a national level as part of the “cows create jobs” programme.

5. Deliberately pursue the implementation of the School’s Learning Management System.

The School’s administration system is The Alpha School System (TASS) and one of the modules offered by TASS is their Learning Management System (LMS). LMS is a web based system made up of three portals;

Teacher Kiosk
Parent Lounge
Student Café

Teacher Kiosk and Parent Lounge were already in place in the School and Student Café completed the LMS.

The implementation of the Student Café into the School in 2015 was done for Years 7 to 9 in Term 1 of 2015 after a trial in 2014.

This allows students access to information outside normal school hours via the Student Café portal. The Café portal also has a diary feature for students to use. All activities appear automatically on a calendar which assist students plan their activities. School notices and newsletters are also sent to the Café and students are kept up to date with school events and functions. Student academic reports are also available on the system.

The introduction of Student Café completes the implementation of the LMS across the School and enhances interaction between teacher, parent and student.

6. Complete the high priority short term projects for all sites of The Rockhampton Grammar School including, the Primary School Set Down and Pick Up zone, refurbishment of the Dining Room and kitchen, upgrading of the School House dormitory, construction of Stage 1 of the expanded Early Learning Centre.

In the course of 2015 all of the projects above were completed or, in the case of the upgrade to School House dormitory commenced, with a deadline of completion for completion for the start of Term 1 of 2016.

The Primary Set Down and Pick up zone was a major part of solving traffic and parking issues around the Primary School in the morning and afternoon and has been received warmly by parents.

Stage 1 of the extensions to the Early Learning Centre was also well received by parents and staff wanting exemplary child care facilities. Stage 2 of the extensions will go to tender in 2016.

7. Archiving of School architectural and associated plans as a School based record.

This is an ongoing process undertaken with the assistance of the School architect.

Critical Success Factors

The following eight Critical Success Factors were identified:

- Develop and maintain the School's physical infrastructure to meet demand and expectations.
- Identify, develop and retain a highly skilled and motivated teaching staff to achieve the School's academic, pastoral, boarding and extracurricular outcomes.
- Enhance and develop our reputation for and understanding of exemplary teaching and learning in the academic domain.
- Enhance and develop our reputation for and understanding of the pastoral care of our students.
- Enhance and develop our reputation for and understanding of exemplary teaching and learning in the co-curricular domain.
- Enhance and develop our reputation, understanding of and response to the needs of our boarding community.
- To secure, enhance and where prudent diversify our funding sources.
- Ensure student recruitment and RGS advancement and development (fundraising) by maintaining or raising the School's reputation in the areas of student outcomes (academic, co-curricular and community) and School engagement throughout our Central Queensland communities.

Each of these factors had detailed action plans and strategies attached to them for 2015. Reports were made on progress of the action plans for each year at the October Board of Trustees meetings.

Critical Projects for 2016

The School has identified the following projects as the critical projects for 2016:

- ▶ **Conduct and successfully complete the Non State School Accreditation Board's five yearly Cyclical Review Programme.**
- ▶ **Respond and communicate to the future, current and past school communities the School's plans for the change in 2018 of Senior Assessment in Queensland.**
- ▶ **Review the Physical Master Plan for all sites for the Rockhampton Grammar School.**
- ▶ **Establish an RGS Leadership programme as a part of staff professional learning at RGS.**
- ▶ **Complete the planning for and begin construction of Stage 2 of the extensions to the Early Learning Centre.**

HEADMASTERS REPORT 2015

Simon Sinek, author of Start with Why, maintains that what sets great organisations apart is they begin on focusing on the why. He says we should envision three concentric circles. The why is at the core, the how is the next level and the what is the outside ring. Starting with the why focuses us on meaning, purpose and passion. Our why determines what we do.

It is easy to overlook the why and begin by thinking about the what, particularly in preparing a speech night address. If we excel, it is because we are good at what we do. However, by leading with the what, we are missing an important opportunity. For example, as the OP system is replaced by a different approach in 2018 it is tempting to just target what we want as a school, what percentage of students achieving which particular scores. This what, is important, as is the how. For example, how are we going to address student needs? However, both the what and the how stem from the why.

The why at The Rockhampton Grammar School is this: we want our students to not only be successful and achieve their personal best at school, but also to become adults who live rich, fulfilling lives, who participate fully as a part of numerous communities and contribute to democracy. That they are people who set high goals for themselves and pursue these with passion. That they understand that the responsibility of what is learnt at school is not that we treat our knowledge, skills and creative talents as ends in themselves; that we don't use them selfishly and solely to advantage ourselves, but that we use them quite consciously for benefit and service to others.

When we talk about the why, we talk about the whole person.

We value the plethora of opportunities and programmes at the School in the academic, pastoral, co-curricular and service domains, not as ends in themselves, but as pathways to accomplish our why. In short, we believe in the development of the whole student in partnership with our Grammar families. That is the answer to why we do what we do. The purpose of my speech night address is both to affirm these notions as well as to demonstrate the alignment between why, how and what is alive and well in the Grammar School.

The benchmarked academic results from the past twelve months reflect the excellent efforts of our students and their teachers. There were some very rewarding outcomes in our 2015 NAPLAN results and our OP results compared very favourably with past performances. The results achieved by the 2014 senior group, the fact that 100% of students achieved their Queensland Certificate of Education, and the ranking for a fourth consecutive year of The Rockhampton Grammar School by *The Australian* as among the best 50 schools in Regional Australia and the best 50 schools in Queensland, placing us in the top 1% of Schools in Australia, are simple and powerful representations of our students' efforts and the School's investment in their academic development and growth. Further measure of the quality of the outcomes is demonstrated by RGS students winning Australian Student Prizes and Australian Vocational Education Student Prizes, gaining University places in the most sought after courses nationally, and with our vocational education students being very keenly sought after for apprenticeships and employment opportunities.

Judged by any set of criteria, this has also been a wonderful year for the co-curricular programme.

Outstanding team performances have included: First VII Magic winning the Queensland Independent Secondary Schools Netball Title and coming second in the State in the Vicki Wilson Cup; Rugby First XV Queensland Ballymore Cup Champions, Silver Medallists at the Australian Championships and Gold and Bronze Medallists at the Queensland Secondary Schools Championships in Sport Aerobics; Silver and Bronze Medals at the Australian Schools Rowing Championships and Gold, Silver and Bronze medals and Champion School at the Queensland Secondary Schools Rowing Championships; State Champions in U18 Boys Touch, State Champions for Optiminds, Cadet Unit State Champions, Queensland Country Champions in Girls Tennis; North Queensland Open Boys T20 Champions in Cricket; Rockhampton District Sport Champions in the two championship sports completed in 2015 - Athletics and Cross Country as well as Basketball, Football, Rugby Union, Rugby League Netball, and Water polo, Rockhampton Champions in Cricket.

Additionally, students from RGS have been selected for state and national teams in a wide range of sports and activities including cycling, baton twirling, athletics, swimming, equestrian, surf lifesaving, touch, tennis, hockey, rowing, Music and Mathematics Problem Solving. The depth and breadth of such achievements by the teams and individuals of the School are to me astounding, and marks the co-curricular programme as a special and unique part of an education at RGS.

There have been great achievements in the cultural life of the School. The start of the year saw the launch of the RGS Dance and Musical Theatre Academy under the leadership of Mr Michael Robertson, with over 140 students participating in a wide variety of dance styles. 2015 also witnessed two magnificent Musical Performances with the Senior musical performance of *Disney's Beauty and the Beast*, and the Dance and Musical Theatre Academy's performance of *That's Entertainment and Disney's Aladdin Junior* playing to delighted and packed houses. The Music Department delivered an outstanding Musical Festival, with the programme providing a wide range of musical styles, ensembles and individual performances. The School's Dance, Drama and Art Show showcased the tremendous creativity of Grammar students with our Drama students also engaging in other performances throughout the year.

Agility is a buzzword prevalent in the corporate world that I am beginning to hear more regularly in schools and amongst school leaders. Whether it be organisational agility, adaptability to change, flexibility in the use of technology, or the ability to develop multifaceted skillsets in an increasingly unpredictable job market, there is no doubt that the education we provide for our current students equips them to be agile into the future. We support our students to become creative, critical and independent thinkers who are reflective, intellectually curious and passionate about learning.

We foster agile, creative thinking through engaging and challenging learning opportunities. This is a move away from more traditional teaching that focuses on content, to the facilitation of modern learning experiences that foster creative thinking, encompass problem-solving and encourage students to question and challenge existing norms, to be resilient and resourceful. Teaching and learning at RGS needs to ignite, inspire, and empower students to develop and use their talents.

Change and growth has been in abundance at RGS this year as we welcomed Year 7 into the Secondary School, started planning for changes in Senior Assessment in 2018 for our current Year 8 students, started both the implementation of the School's Learning Framework and the

phasing in of the Learning Management System in Years 7, 8 and 9, launched the new Agricultural Science programme, and participated in various community service initiatives and the global education programmes.

The major structural change this year involved the transition of Year 7 from the Primary School to the Secondary School. I am very pleased to report that through the leadership of Mrs Lynda Kennedy, and outstanding collaboration between staff, students and parents that the first year of Year 7 in the Middle School has been an outstanding success. Every time I walk around the new Birkbeck Building I am amazed with the energy, enthusiasm and engagement in learning that is happening in this year level.

In Term 3 this year the Queensland Government announced a change to the Senior Assessment and Tertiary Entrance procedures for students who are currently in Year 8. The features of the new system will include a model that uses school-based assessment and common external assessment and a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank. RGS is already involved in responding to this challenge with representation on and engagement with a variety of Queensland Curriculum and Assessment Authority committees and trials. We will ensure our students and staff are ready, with changes for Year 9 in 2016 planned. We are also reviewing research conducted on similar changes that have occurred recently in the United States to develop best practice.

This year academic development has been a balanced refinement of existing programmes, the introduction of new initiatives and intelligent reconnaissance of future directions. The School has engaged further with developing its learning framework, looking afresh at our approaches particularly in the development of the School's Learning Core of key ideas and concepts, thinking processes, Habits of Mind, literacy and use of technology for learning. Additionally, after considerable investigation, the School has commenced the implementation of its Learning Management System in Years 7 to 9. Feedback on both of these initiatives has been positive with students developing greater understandings of the world in which they live, gaining new and improved research and learning processes and engaging constructively with these new learning tools.

The Rockhampton Grammar School has put into place this year an agricultural programme that will prepare Australia's next generation of farmers and agribusiness leaders. The courses for students provide clear educational pathways including Certificate II and III programmes, traineeships, and OP courses on a scale that is real, authentic and meaningful. It is important to acknowledge the support of The John Villiers Trust who has awarded RGS with a \$100 000 grant over three years. It is also important to acknowledge the School's Alliance with AgForce Queensland and Central Queensland University that allows our students to engage in these important learning experiences.

Large numbers of students are extensively involved in community service projects as diverse as completing humanitarian work in Borneo, funding student places in Tanzania, helping refugees settle in Rockhampton, drought relief, the Red Shield Appeal, volunteering at aged care facilities, collecting school supplies for families in Western Queensland and Vanuatu, fundraising for cancer research and supporting both the School and wider community in Cyclone recovery. Very importantly, students are engaged in this service not because they have to, not because they are pushed and compelled to, but because they want to be involved. These are important activities and reflect the students' character, the influence of parents and families, the School's why, the commitment from staff, and the partnerships that form

between and among us as our students grow and develop. This was very evident on the Friday morning the week after Cyclone Marcia with two hundred students, staff and families coming together for a working bee. The enduring image of the lady in the fountain symbolised the Spirit of RGS.

The world, we know, is changing: its technology, its climate, its social structures and boundaries. We know that students that we educate now are the world's first truly global generation. More than any before them, they will live, study and work, make friends, marry and have families across cultures and languages in an increasingly mobile and permeable world. The Rockhampton Grammar School has a conscious policy of developing its young men and women to become global connected citizens. Student global experiences this year have featured student exchanges with students from Switzerland, Germany, United States, Japan and New Zealand, as well as students attending Round Square Leadership conferences and the introduction of a Round Square Certificate which promotes 6 ideals of learning: internationalism, democracy, environment, adventure, leadership and service.

The boarding experience has a special place at RGS. The Rockhampton Grammar School is a Boarding School rather than a school with boarders. A very important distinction. Many times throughout the year I am privileged to talk to current and past boarders from RGS, and all pass on the same sentiment, Boarding at RGS is or was a transformational period in their life. During their time in boarding they develop core values, friendships and experiences which inform their character, enrich their school lives and leaves them equipped for life beyond school.

The Board of Trustees of the School are a critical element to the School's success. While they bring an impressive range of skills and experience to the governance of the School, they share a passion and loyalty for its development and devote extraordinary time to its service.

In particular, I wish to thank the Chairman of the Board of Trustees, Mr Brad Beasley, whose calmness, vision and drive has enabled RGS to prosper in the past five years, and whose support and encouragement has been of great benefit to me as Headmaster.

The performance and reputation of The Rockhampton Grammar School is critically dependent on the quality and effort of all our staff. I am often asked what makes a great teacher. For me, it all comes down to this: great teachers teach students. There is no other secret to great schooling than that. All the IT, and all the curriculum change and all the pedagogical innovations in the world cannot compensate for simply knowing and teaching your students, supporting their individual needs, paying attention to their individual progress, nurturing their personal aspirations and celebrating their triumphs. The School is outstandingly served by its teaching staff, filled with great teachers who help students think, challenge, reflect and, hopefully in the process, to find and tap into their own beliefs and uniqueness. I thank them all for their efforts, time passion and giving of themselves to their students and their School. My particular thanks are extended to the members of the Leadership Team who it has been my privilege to work with and witness their leadership, support, and individual and collective contribution to the School's success.

Importantly, I also want to acknowledge the significant contribution of our support staff who work with such loyalty, dedication and ownership for the School.

It is a privilege to recognise the enthusiasm and efforts of the host of people who have supported the School in 2015. In particular, I thank the following people for their work in

critical community leadership roles: Miss Meleisha Tennent President of the Past Students' Association; President of the Red and Black Association Mrs Helen Phillips; Mrs Megan Storey President of the Boarder Parents' Association. Additionally, thank you to all those parents who have supported and served on the wide range of support groups.

In conclusion, I wish to offer congratulations and best wishes to the whole student body for a fantastic year. Congratulations to our outstanding student leaders for 2015 - School Captains Anke Bezuidenhout and Jake Austen and Vice Captains Kennedy Tjandramulia and Marissa Buchanan who have been remarkable in their personal efforts, in their role modelling and in their connection with the student body.

STAFF INFORMATION

LIST OF SENIOR STAFF

Headmaster	Dr P. A. Moulds, B.Sc., Dip.Ed. (Qld), B.Mus. (Qld), B.Ed.St.(Hons) (Qld), Ph.D. (Qld), M.A.C.E., F.A.I.M.
Board Secretary	Mr R. Skilling, B. Com., FCPA, JP (C. Dec).
Deputy Headmaster and Head of Middle School	Mr A. A. Kelly, B.Ed., M.Ed. Stud, N.T.S.D., H.Dip.Ed.
Head of Senior School	Ms. Denise Wright, B.Sc. (Hons), Grad. Dip. Tchg.
Head of Primary School	Mr. G R Hadwen, Dip.Tchg., Grad. Dip. (Ed. Admin.)
Director of Learning	Mrs. R E Carter, B.Ed (Hons), Cert IV (Training and Assessment)
Director of Co-Curriculum	Mr. T R Wells, B.HMS. B.Ed.
Director of Early Learning	Mrs. A S Shackleton, Adv. Dip (Children's Services), Cert.IV (Training and Assessment)
Director of Boys' Boarding	Mr. S J Norford, B.Ed., Dip. Tchg.
Director of Girls' Boarding	Mrs. D J Skilling, Dip. Ed. (Phys. Ed. UCPE)
Director of Communications and Marketing	Mr. Michael Donahue

MANAGEMENT TRAINING AND DEVELOPMENT

The School has a policy of providing paid leave and contributing to the associated training costs of staff to attend training and professional development courses approved by the School.

During 2015 the School spent \$281,717 on training and associated costs. Staff attended external training courses as well as those that were internally designed and conducted on campus.

The School is committed to the professional development of its teachers to acknowledge and support the high standards of teaching expected from them.

The ongoing professional development of our staff forms a critical element in the delivery of effective education and pastoral care at The Rockhampton Grammar School.

Within its active professional learning culture, an extensive annual programme, delivered by highly qualified educational consultants and researchers, informs all aspects of the School.

The Rockhampton Grammar School encourages teachers to undertake a Master's Degree with Griffith University as part of their annual professional development studies. It is the only programme of its kind in Australia.

The RGS Professional Development Program has been developed because we believe that Student excellence at RGS is grounded in teaching excellence.

By partnering with Griffith and investing in staff professional development RGS is enhancing an already engaging, motivating, and stimulating learning environment. Our teachers' participation acknowledges in a very tangible way the importance we place on the integration of theory with professional practice which will develop new and different learning opportunities for every student every day.

By continuously improving RGS teaching practice through academic staff professional development, and critical reflection of School performance, we will ensure that our students continue to achieve to the best of their abilities.

Boarding and Administration staff are also encouraged to avail themselves of professional development opportunities.

STAFF RECRUITMENT AND RETENTION

The School employed 269.5 staff on a full time equivalent basis through 2015.

The School was fully staffed throughout 2015. Twelve members of the academic staff left and were all replaced through normal recruitment processes. Full time equivalent teaching staff numbered 126.6. The permanent separation rate is 1.0%.

The School is able to plan for such turnover by requiring teaching staff to give six weeks term time notice. This period is enshrined in the School's Enterprise Bargaining Agreement.

The availability of the School's Early Learning Centre (ELC) to staff returning from maternity leave is a major incentive for staff to return to work if they chose to do so. The School makes every endeavour to find places in the ELC for returning staff.

SCHOOL OPERATIONS

At the State Census day in Term 1 the School opened with 1428 students (2014: 1419) of which 479 were primary students and 949 were secondary students. Boarding students numbered 360. The year finished with a total enrolment of 1426. There was a major shift in enrolment patterns as a result of the transition of Year 7 to secondary.

The transition of Year 7 to secondary education saw the opening of a new wing, the Birkbeck Building, with an additional seven new classrooms. This allowed the Year 7 cohort to be accommodated in a purpose built Year 7 Centre with core subject teachers for each class.

The Birkbeck Building was opened by His Excellency the Honourable Sir Peter Cosgrove AK MC (Retd), Governor General of Australia on 13 March 2015.

As well as seven new classrooms the Birkbeck Building also incorporates a staff room and administration offices.

The building also houses a purpose built state of the art medical centre to service the whole school and the boarding community in particular..

The conversion of five classrooms in Boland Wing into accommodation for boarders was also completed for the start of the 2015 year. This new dormitory includes twenty five beds, two common areas and staff accommodation and was necessary for the increased numbers of Year 7 boarders coming to the School in 2015 as part of the Queensland Government's Flying Start programme initiative.

The boarding population average over the year was 361 and the boarding school continues to remain strong. This is due in no small part to the excellent facilities and "value for money" fees and boarding numbers are expected to hold up in 2016.

The Primary School continued its strong performance in 2015 and the construction of a Pickup/Drop off zone to alleviate traffic and parking issues around the Primary School has been a well received development by our parent body. This project was 50% funded by the Queensland Government's External Infrastructure Scheme.

The RGS Early Learning Centre with its pre-prep class will help sustain the Primary School and the construction and opening of Stage 1 of a two stage extension to the Centre will allow the Early Learning programme to continue to grow. Stage 2 is expected to open in late 2016.

The School operates a 1 to 1 tablet computer programme for all students from Year 7 to Year 12.

2015 Academic Results

The School's motto, Macte Virtute Et Litteris (Grow in character and scholarship) highlights the fact an education at The Rockhampton Grammar School is far more than what an OP or a VET qualification represents. To instil the desire to become a lifelong learner and to value the importance of learning is a central aim of all RGS teachers. Additionally, all staff support the aim of ensuring students realise the importance of community and that their actions embody this. These goals are not measured in the data released by QCAA but it is crucial to acknowledge them as they are integral to the School.

Of the 178 RGS Year 12 students issued a Senior Education Profile (SEP), 132 were OP eligible with 116 students in attendance for the Core Skills Test.

The Year 12 cohort of 2015 performed very well with five students awarded an OP 1, (3.78%). State data shows 731 students received an OP 1 in 2015, (2.75%)

The percentage of RGS students achieving an OP 1-5 was 31.82 %, 42 students. The State average was 20.48

One hundred and twenty-four (93.93%) of our graduates achieved an OP 1-15 which is outstanding in comparison to the state figure of 79.69%. This is the second best performance for the School in the OP 1-15 bracket since the 1992 introduction of the OP system.

The lowest OP awarded by QCAA in the current system is an OP 25. It is pleasing to report that 100% of RGS students received an OP of 19 or less.

Over 66% of RGS students achieved an A or B level on the Core Skills Test undertaken in early September. This is a positive result in comparison to 46.1% for the State.

Of the 178 Year 12 graduates all achieved their QCE after meeting the minimum credit point requirement. This is an outstanding achievement.

2015 Overall Position (OP) Results

<u>Result</u>	<u>RGS</u>	<u>State</u>
1	3.78%	2.75%
1 – 5	31.82%	20.48%
1 – 15	93.93%	79.69%
1 – 20	100%	97.45%

It is important to acknowledge that 171 of the 178 graduating students successfully completed and were awarded a VET qualification (ranging from a Certificate I to III level). This is an excellent result and highlights the value given to VET by the School. In addition, to the 160 Certificate I awards issued there were 48 Certificate II and 20 Certificate III awarded to the Year 12 cohort.

SERVICES PROVIDED

Curriculum

Primary (Years Prep – 6)

Grammar Primary prides itself on its achievements in the academic areas and students invariably achieve very well on state and national tests.

Complementing classroom work in Key Learning Areas is extension in academically stimulating areas such as Future Problem Solving and Tournament of Minds. Teachers have also constructed learning programmes for extension and reinforcement under diverse titles such as Challenger, Right Frame of Mind, Day of the Notables and Student Enterprises Expo.

A rotational programme on Wednesdays allows students to have regular lessons in Science, Thinking Skills, Health, Japanese, Public Speaking, Social Development, Lego Technology and Computing. Specialist teachers are also used for Home Economics, Physical Education, Music and Art.

Middle School (Years 7 – 9)

The Middle School Course is divided into two sections:-

Section A: Core Subjects (each of 6 periods per week)

Subjects - English, Mathematics, Science and Humanities. All students are required to study the four core subjects. In Year 9 Mathematics and Science students are streamlined into sets according to ability and performance.

Section B: Elective Subjects (each of 4 periods per week).

The School offers 16 elective subjects in the Middle School. Each student must study three (3) electives from this selection.

Agriculture, Art, Business Life Skills, Business Technology Studies, Business Principles, Computer Solutions, Small Business Management, Drama, Food Technology, Graphics, Japanese, Junior Design and Technology, Marine Systems, Music and Sports Science.

Senior School (Years 10 – 12)

Subjects offered in the Senior School are as follows:

Accounting, Agriculture, Art, Business Communication & Technologies, Biology, Chemistry, Drama, Economics, English, Legal Studies, English Communication, Geography, Graphics, Home Economics, Studies, Health & PE, Information Processing & Technology, Information Technology Systems, Japanese, Marine Studies, Mathematics A, Mathematics B, Mathematics C, Modern History, Music, Music Extension, Physics, Technology Studies.

Educational Program

The School uses the QCAA syllabi for all senior school studies in Years 11 and 12. From Prep to Year 10 the school curriculum is based on QCAA Key Learning Area syllabi material.

Work programs are continually reviewed and updated. Teaching staff has embraced the critical review of teaching practices and delivery by colleagues through classroom visits and in staff professional development days. Many of the staff of The Rockhampton Grammar School are members of QCAA review panels at both local and State level.

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. The School monitors the suitability of its curriculum through a range of measures including student destinations before and after Year 12. The School offers a broad range of subjects enabling students to take a vocational education pathway following the Vocational Education and Training Framework as well as academic pathways through the Queensland Core Skills Test and an OP score.

The Rockhampton Grammar School applies the Code of Ethics for Teachers in Queensland and all teaching staff are bound by this code

Asia Engagement

In 2015 the Board of Trustees decided to commission a study on how the School could engage in Asia and in particular with China, as the first engagement country as part of the Global Education Programme at the Rockhampton Grammar School.

The purpose of the study is to establish a strategic direction for the School's Global Education programme designed to equip students with understandings, skills and values so that they can operate in an increasingly globalised society with the emphasis on Asia and with China as the first country of engagement.

The study will be undertaken by an external consultant in a three stage process with a final report to be provided to the Board of Trustees during Term 3 2016.

BOARDING

Ethos

To provide quality pastoral care to all those students (male and female) who choose to board at the School and to help and guide them to reach their full potential.

The Rockhampton Grammar School is the largest co-educational boarding school in Queensland and is in the top four in Australia. The boarding facilities are fully occupied by Australian students with no international students enrolled in 2015. The School's focus on boarding is that RGS is a *boarding school* not a school with a boarding section.

The Boarding Houses are:

Luck House – Year 11 and 12 boys – 43 single studies

Coombe House – Year 11 boys – 21 double studies

Girls House – Senior Dormitory – 31 single studies for Year 12 girls, 8 twin studies for some Year 11 girls, Year 8 – 11 in dormitory style accommodation.

Boland Girls – 40 Year 11 girls in single or twin accommodation.

School House – Junior Boys – in dormitory style accommodation.

Quarry Street – Senior students in single rooms.

The senior boys Houses, Luck and Coombe, are ‘state of the art’ for boarding. Fully air conditioned single or double accommodation with direct line access to the internet.

The junior boys house, known as School House and situated in the original school building, is the home for 110 boys in Years 8 to 10. This House has 2 separate air conditioned wings or Houses, Wheatcroft and Wheatley, each with their own common room area.

Girls House and Palmer Girls dormitory are modern dormitories that are home for 139 girls ranging from Year 7 to Year 12. Palmer is a senior dormitory with single room accommodation while the lower floor of Girls House also is a senior area with single rooms. Middle and Upper Girls are dormitory style accommodation but split into pods of four beds which assist with privacy. Palmer and Lower Girls houses features refurbished study areas and large common room areas. The House is fully air conditioned..

Boland Girls is air conditioned accommodation for 43 Year 11 girls in single or twin cubicle accommodation

There is a satellite dormitory located at 124 Quarry Street, a short walk from the School, and this accommodates eight senior students in single rooms all with air conditioning.

Professional and experienced carers and their families staff all of these houses. The majority of our boarding staff are teachers or full time boarding staff.

CO-CURRICULAR ACTIVITIES

SPORT

Sport, like music and drama, continues to be a jewel in the co-curricular crown and sets a benchmark in terms of participation of students and involvement of staff.

Secondary Sports include:

Aerobics, Basketball, Beach Volleyball, Cricket, Cross Country, Golf, Netball, Rowing, Rugby League, Rugby Union, Soccer, Swimming, Tennis, Touch Football, Triathlon, Water Polo, Weight Training. The Primary School also participates in Netball and Touch Football.

Other Co-Curricular Activities include:

Art Club, Cadets, Computer Club, Debating, Duke of Edinburgh, Equestrian, Show Cattle Team, Oratory, Mooting, Secondary Musical, Primary Musical, Music, Scuba Club, Tournament of Minds.

THE ARTS

Music

The School has a number of vocal and musical ensembles including the Orchestra, Marching Band, Stage Band, Concert Band, Jazz Ensemble, Senior Choir, Junior Choir, Signing Choir and Chamber Choir.

Music Festival

The Rockhampton Grammar School Music Festival was again a great success in 2015 with large and appreciative audiences attending what was a celebration of the musical talent at The Rockhampton Grammar School.

Musical Theatre

The School's musical productions were again outstanding and successful.

The efforts of staff, students and parents were well rewarded when the secondary school production of "Beauty and the Beast" again surpassed the previous record for audience attendance at a school production in Rockhampton.

Dance and Musical Theatre

In 2015 the School opened its' own Dance and Musical Theatre Academy with professional staff providing tuition to students as young as four years of age to Year 12 students across a range of dance styles. Adult classes are also offered. The first year of operation has proved very successful and dedicated dance studios will open for the Academy in 2016.

Drama

Drama continues to grow both as a subject area and an extracurricular activity at The Rockhampton Grammar School with productions ranging from Greek Theatre and Shakespeare to modern drama.

FINANCIAL RESULTS AND KEY STATISTICS

In 2015 The Rockhampton Grammar School recorded another healthy operating surplus and ended the year in a strong financial position. There was an operating surplus of \$2,939,144 after interest payments and depreciation.

	2015	2014
Fee Income	\$18,936,122	\$17,370,217
Grants Income	\$14,453,466	\$11,504,563
Other Income	\$4,819,710	\$3,735,943
TOTAL	\$38,209,298	\$35,468,096

EXPENSES

Employee Expenses	\$23,099,341	\$21,735,615
Supplies and Services	\$9,019,043	\$7,586,775
Depreciation	\$2,113,321	\$1,620,625
Finance Costs	\$1,038,449	\$1,101,377
TOTAL	\$35,270,154	\$32,044,393

Operating Result From Continuing Operations	\$2,939,144	\$3,423,703
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KEY PERFORMANCE INDICATORS

STUDENT NUMBERS

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Primary	422	446	458	544	479
Secondary	864	851	878	875	951
Total Students	1286	1297	1336	1419	1430
Boarding	327	334	345	337	362

OPERATING EFFICIENCY (PROFITABILITY) PER STUDENT

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total Income	\$27 073 056	\$28 335 488	\$31 138 246	\$35 468 096	\$38,209,298
Net Surplus	\$3 521 812	\$2 395 138	\$3 343 168	\$6 145 705	\$6,090,914
Net Operating Margin (Before Depreciation and Interest)	0.11	0.13	0.08	0.17	0.16
Benchmark	0.12	0.12	0.12	0.12	0.12
Student Numbers	1286	1297	1336	1419	1430
Operating Efficiency(Profitability Per Student)	\$2739	\$1847	\$2502	\$4331	\$4259

Net Operating Margin measures the cash surplus from every dollar of gross income. This means that from every dollar of income 12 cents is available for strategic development. Income includes Capital Receipts from Government.

CAPITAL DEBT RATIO

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Capital Debt at End of Year	\$12 247 935	\$11 198 734	\$18 476 704	\$17 576 358	\$16 599 617
Student Numbers	1286	1297	1336	1419	1430
Debt Per Student	\$9524	\$8634	\$13830	\$12386	\$11608

CAPITAL INFRASTRUCTURE

A great deal of work has gone into maintaining the physical fabric of the School in 2015 to ensure a quality environment for students and staff and to cater appropriately with the growth of the School.

In 2014 the School commenced two building projects to cater for the government's Queensland Government's Flying Start programme initiative that would see Year 7 as a Secondary year of education in 2015. These projects were the development of a new Year 7 Centre, the Birkbeck Building, and the conversion of five secondary classrooms in Boland Wing to additional boarding spaces.

The Birkbeck Building opened in January 2015, a purpose built Year 7 Centre including seven classrooms, multi-purpose spaces, staff room, administration offices and a Health Centre. This was the development and building required to properly accommodate the transition of Year 7 from Primary to Secondary as part of the governments Queensland Government's Flying Start programme.

Boland Wing was redeveloped to convert five classrooms to a boarding wing to accommodate an additional twenty seven boarders, again a result of the Queensland Government's Flying Start programme initiative.

In addition to these major projects the School has opened a new drop off and pickup zone at the Primary School which will provide safer access to the School and enhance traffic flows at peak times. This work was completed with the assistance of a grant from the governments External Infrastructure Programme.

Students with Disabilities

The Rockhampton Grammar School values the diversity of all students including those with special educational needs, recognizes the right of all students to equitable access to the curriculum and offers educational programmes specific to the needs of students with disabilities.

The School has a written Disabilities Policy.

Community Objectives

The School has contributed to the State Government's stated objectives for the community by:

- Improving frontline services for families by the school assisting in making Queensland one of the leading states for literacy and numeracy by 2020.
- Deliver better infrastructure and better planning through building a better School. Through the government assistance from the Queensland Government's Flying Start programme initiative the School has built new classrooms and boarding facilities to accommodate Year 7 in the secondary school in 2015.

INFORMATION SYSTEMS

The School operates the following computer systems at the School: -

1. TASS.
2. MERIDIAN

The TASS system is a fully integrated data base package that handles all areas of the School's administration both financial and academic except payroll.

Apart from the enrolment and admissions software and the financial package the School also runs three additional TASS modules as part of a fully integrated Learning Management System

“Teacher Kiosk” is a module for teachers whose functionality includes:
Student Profiles
Roll Call facility
Behaviour Management
Payroll
Parent Teacher interviews
Teacher Relief

“Student Cafe” is a module that allows students to:
Access their timetables,
Email contact with their teachers,
Access academic reports,
Access and submit class assignments, and
Access other student relevant information.

“Parent Lounge” runs in a similar fashion to allow parental access to school happenings, reports and fee accounts.

These modules make up the Learning Management System.

The School has extensive computer resources for educational use including a 1 to 1 Tablet PC programme for Years 7 to 12. All teaching staff are supplied with a Tablet PC.

The School aims to be compliant with the principles underpinning both Information Standard 40: Recordkeeping and Information Standard 31: Retention and Disposal of Public Records. A draft Grammar Schools Sector Retention and Disposal Schedule has been completed. Queensland State Archives has not yet approved the schedule.

MERIDIAN is a payroll management system.

ASSOCIATED SUPPORT GROUPS

In 2015 The Red and Black Association Inc. as the main parent support group continued its assistance to the School both monetarily and in general support.

This group, along with The Past Students Association and the Boarder Parents Group, provide a powerful backup to all that goes on at the School.

Public Sector Ethics Act 1994

The *Public Sector Ethics Act 1994* ('the Act') defines ethical principles, and obligations arising from those principles, that staff must observe.

The Rockhampton Grammar School's Code of Conduct is shaped around the four key ethical principles contained in the Act to guide ethical decision making and behaviour. The ethical principles are:

- integrity and impartiality
- promoting the public good
- commitment to the system of government
- accountability and transparency.

The Code of Conduct is available online at www.rgs.qld.edu.au for staff and students to access and is provided to all new staff commencing with the school.

Other Matters

Information about the following matters can be found on the School's website at:
www.rgs.qld.edu.au/annual-reports or on the Queensland Government Open Data Website at:
www.data.qld.gov.au.

Overseas Travel on behalf of the School
Consultancies

+

GLOSSARY OF TERMS

RGS	The Rockhampton Grammar School
PREP	Preparatory Year – Pre Year 1
DoL	Dimensions of Learning
EBA	Enterprise Bargaining Agreement
OP	Overall Position
NAPLAN	National Assessment Program – Literacy and Numeracy
RNA	Rockhampton Netball Association
QCAA	Queensland Curriculum and Assessment Authority

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

FINANCIAL STATEMENTS 2015

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General Information

These financial statements cover The Rockhampton Grammar School.

The Rockhampton Grammar School is a statutory body established under the *Grammar Schools Act 1975*.

The head office and principal place of business of the School is:

Archer Street
Rockhampton Qld 4700

The Rockhampton Grammar School is a co-educational boarding school, for students from the Preparatory Year to Year 12.

For information relating to the School's financial report, please contact Mr Bob Skilling, telephone 07 4936 0602, email bskilling@rgs.qld.edu.au

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**STATEMENT OF COMPREHENSIVE INCOME
for the PERIOD ENDED 31 DECEMBER 2015**

	Notes	2015	2014
		\$	\$
Income from Continuing Operations			
Fee income	2(a)	18,936,122	17,370,217
Grant income	2(a)	14,453,466	14,361,936
Other income	2(a)	4,819,710	3,735,943
Total Income from Continuing Operations		38,209,298	35,468,096
Expenses from Continuing Operations			
Employee expenses	2(b)	23,099,341	21,708,820
Supplies and services	2(b)	9,019,043	7,586,779
Depreciation	2(b)	2,113,321	1,620,625
Finance costs	2(b)	1,038,449	1,101,377
Total Expenses from Continuing Operations		35,270,154	32,017,601
Operating Result from Continuing Operations		2,939,144	3,450,495
Other Comprehensive Income			
Increase (decrease) in asset revaluation surplus	10	529,115	-
Total Other Comprehensive Income		529,115	-
Total Comprehensive Income		3,468,259	3,450,495

The accompanying notes form part of these statements

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BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**STATEMENT OF FINANCIAL POSITION
as at 31 DECEMBER 2015**

	Notes	2015 \$	2014 \$
Current Assets			
Cash and cash equivalents	3	4,188,188	5,587,304
Receivables	4	670,240	535,664
Other	5	379,201	365,187
Total Current Assets		<u>5,237,629</u>	<u>6,488,155</u>
Non-Current Assets			
Land and buildings	6	73,840,707	71,220,867
Plant and equipment	6	3,232,023	2,012,746
Total Non-Current Assets		<u>77,072,730</u>	<u>73,233,613</u>
Total Assets		<u>82,310,359</u>	<u>79,721,768</u>
Current Liabilities			
Payables	7	1,003,296	1,112,620
Other financial liabilities	8	2,065,088	2,001,568
Accrued employee benefits	9	1,138,448	986,610
Other	7	641,369	576,860
Total Current Liabilities		<u>4,848,201</u>	<u>4,677,658</u>
Non-Current Liabilities			
Other financial liabilities	8	14,500,511	15,574,790
Accrued employee benefits	9	2,653,404	2,629,336
Total Non-Current Liabilities		<u>17,153,915</u>	<u>18,204,126</u>
Total Liabilities		<u>22,002,116</u>	<u>22,881,784</u>
Net Assets		<u>60,308,243</u>	<u>56,839,984</u>
Equity			
Retained surpluses		39,436,264	36,497,120
Asset revaluation surplus	10	20,871,979	20,342,864
Total Equity		<u>60,308,243</u>	<u>56,839,984</u>

The accompanying notes form part of these statements

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BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

STATEMENT OF CHANGES IN EQUITY
for the PERIOD ENDED 31 DECEMBER 2015

	Accumulated Surpluses \$	Asset Revaluation Surplus (Note 10) \$	Total Equity \$
Balance 1 January 2015	36,497,120	20,342,864	56,839,984
Operating result from continuing operations	2,939,144	-	2,939,144
Other comprehensive income:	-	529,115	529,115
Balance 31 December 2015	39,436,264	20,871,979	60,308,243
Balance 1 January 2014	33,046,625	20,342,864	53,389,489
Operating result from continuing operations	3,450,495	-	3,450,495
Other comprehensive income:	-	-	-
Balance 31 December 2014	36,497,120	20,342,864	56,839,984

The accompanying notes form part of these statements

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BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

STATEMENT OF CASH FLOWS
for the PERIOD ENDED 31 DECEMBER 2015

	Notes	2015	2014
		\$	\$
Cash Flows from Operating Activities			
Inflows:			
Fee income		18,951,928	17,389,737
Grant income		14,453,466	14,344,870
Other income		4,603,085	3,459,873
Interest income		216,625	288,136
GST received from ATO		623,801	1,085,099
GST collected from customers		1,125,178	1,044,085
		<hr/>	<hr/>
		39,974,083	37,611,800
Outflows:			
Employee expenses		22,894,967	21,319,303
Supplies and services		9,093,011	8,338,885
Interest paid		1,038,449	1,101,377
GST remitted to ATO		658,399	640,368
GST paid to suppliers		1,198,064	1,405,854
		<hr/>	<hr/>
		34,882,890	32,805,788
Net cash provided by operating activities	11(b)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
		5,091,193	4,806,012
Cash Flows from Investing Activities			
Inflows:			
Sales of property, plant & equipment		-	5,000
Outflows:			
Payments for property, plant & equipment		<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
		5,479,551	6,902,553
Net cash used in investing activities		<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
		(5,479,551)	(6,897,553)
Cash Flows from Financing Activities			
Inflows:			
Borrowings		-	-
Outflows:			
Borrowing redemptions		<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
		1,010,758	900,347
Net cash from/(used) in financing activities		<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
		(1,010,758)	(900,347)
Net increase (decrease) in cash held		<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Cash and cash equivalents at beginning of financial year		(1,399,116)	(2,991,888)
Cash and cash equivalents at end of financial year	11(a)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
		5,587,304	8,579,191
		<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
		4,188,188	5,587,304
		<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

The accompanying notes form part of these statements

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BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements for the PERIOD ENDED 31 DECEMBER 2015

Note 1 Summary of Significant Accounting Policies

(a) Basis of Accounting

The financial report is a general purpose financial report that has been prepared in accordance with Australian Accounting Standards - Reduced Disclosure Requirements, Australian Accounting Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board. In addition the financial statements comply with the Treasurer's Minimum Reporting Requirements, and section 43 of the *Financial and Performance Management Standard 2009*. The School is established under the *Grammar Schools Act 1975* and is a State Government Statutory Body.

The financial report has been prepared on an accruals basis and is based on historical costs modified by the revaluation of selected non-current assets, financial assets and financial liabilities for which the fair value basis of accounting has been applied. The following is a summary of the significant accounting policies adopted by The Rockhampton Grammar School in the preparation of the financial report. The accounting policies have been consistently applied unless otherwise stated.

(b) The Reporting Entity

The financial statements include the value of all income, expenses, assets, liabilities and equity of The Rockhampton Grammar School ("the School"). For financial reporting purposes, the entity is a not-for-profit entity.

(c) Income

Fees and charges including Tuition and Boarding Fees that are charged by the School are recognised as income when invoices for the related goods/services are issued.

Interest Income is recognised as income at the end of each month that it is received. Other Sundry Income is recognised as income as it accrues.

(d) Grants and Contributions

Grant income received from the State or Commonwealth Government is recognised in the Statement of Comprehensive Income when the entity obtains control of the grant and it is probable that the economic benefits gained from the grant will flow to The Rockhampton Grammar School and the amount of the grant can be measured reliably.

If conditions are attached to the grant which must be satisfied before it is eligible to receive the grant, the recognition of the grant as income will be deferred until those conditions are satisfied.

Where grant income is received whereby The Rockhampton Grammar School incurs an obligation to deliver economic value directly back to the contributor, this is considered a reciprocal transaction and the grant income is recognised in the statement of financial position as a liability until the service has been delivered to the contributor, otherwise the grant is recognised as income on receipt.

(e) Cash and Cash Equivalents

For the purposes of the Statement of Financial Position and the Statement of Cash Flows, cash assets include all cash and cheques receipted but not banked at 31 December as well as deposits at call with financial institutions. It also includes investments with short periods to maturity that are readily convertible to cash on hand at the School's or issuer's option and that are subject to a low risk of changes in value, and bank overdrafts.

(f) Receivables

Trade debtors are recognised at the nominal amounts due at the time of sale or service delivery. Settlement of these amounts is required within 14 days from invoice date.

The collectibility of receivables is assessed periodically with provision being made for impairment. All known bad debts were written-off as at 31 December. Increases for provision for impairment are based on loss events.

Other debtors generally arise from transactions outside the usual operating activities of the School and are recognised at their assessed values. Terms are a maximum of 30 days, no interest is charged and no security is obtained.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements for the PERIOD ENDED 31 DECEMBER 2015

Note 1 Summary of Significant Accounting Policies (cont)

(g) Acquisitions of Assets

Actual cost is used for the initial recording of all non-current physical and intangible asset 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, including architects' fees and engineering design fees. However, any training costs are expensed as incurred.

Assets acquired at no cost or for nominal consideration are recognised at their fair value at date of acquisition in accordance with AASB 116 *Property, Plant and Equipment*.

(h) Property, Plant and Equipment

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 Infrastructure	\$10,000
Land	\$1
Other (including heritage & cultural)	\$1,000

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

Land improvements undertaken by the School are included with Buildings.

The land on which the school is situated is subject to a Deed of Grant in Trust. This trust states that the land is retained by the Crown, however due to the land being administered by the school, and all economic benefits being attributable to the school, the value of the land \$4,000,000 is recognised in the face of these financial statements. This value has been determined after consideration of the location of the land, and discounting due to the restrictive Deed of Grant in Trust.

(i) Revaluations of Non-Current Physical and Intangible Assets

Land, buildings, infrastructure and heritage and cultural assets are measured at fair value in accordance with AASB 116 *Property, Plant and Equipment*, AASB 13 *Fair Value Measurement*, and Queensland Treasury's *Non-Current Asset Accounting Policies for the Queensland Public Sector*.

Plant and equipment, other than major plant and equipment, are measured at cost. The carrying amounts for plant and equipment at cost should not materially differ from their fair value.

Non-current physical assets measured at fair value are comprehensively revalued at least once every three years with interim valuations, using appropriate indices, being otherwise performed on an annual basis where there has been material movement in the indices from year to year.

Non-current physical assets were revalued by Aon Risk Solutions in 2015.

The valuation process performed by Aon Risk Solutions for land included physical inspections and reference to market transactions for local sales of land with similar characteristics.

The comprehensive valuation process performed by Aon Risk Solutions for buildings included physical inspections and the identification of the current condition of the asset and its expected remaining useful life.

The valuation of residential buildings was based on publicly available data on sales of similar properties in the region.

Other buildings were valued on the basis of depreciated replacement costs. This was determined using a bill of quantities with costing reference to published indices. The economic life of buildings have been adopted with reference to published Commissioner for Taxation recommended economic lives, and industry standards.

Any revaluation increment arising on the revaluation of an asset is reassigned in other comprehensive income and accumulated in the asset revaluation surplus of the appropriate asset, except to the extent it reverses a revaluation decrement for the asset 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.

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**



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Note 1 Summary of Significant Accounting Policies (cont)**(i) Revaluations of Non-Current Physical and Intangible Assets (cont)**

On revaluation, accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount of the asset.

Only those assets, the total values of which are material compared to the value of the class of assets to which they belong, are comprehensively revalued.

Land is not depreciated as it has an unlimited useful life.

Property, plant and equipment is depreciated on a straight-line basis so as to allocate the net cost or revalued amount of each asset, less its estimated residual value, progressively over its estimated useful life to the School.

Assets under construction (work-in-progress) are not depreciated until they reach service delivery capacity.

Where assets have separately identifiable components that are subject to regular replacement, these components are assigned useful lives distinct from the asset to which they relate and are depreciated accordingly.

(j) Amortisation and Depreciation Property, Plant and Equipment

Any expenditure that increases the originally assessed capacity or service potential of an asset is capitalised and the new depreciable amount is depreciated over the remaining useful life of the asset to the School.

For each class of depreciable asset the following depreciation and amortisation rates are used:

Class	Rate %
Buildings and Land Improvements	1 to 7
Infrastructure	2.5
Heritage assets	1 to 3
Plant & Equipment	
Motor Vehicles	10 to 15
Computer Equipment	20 to 25
Furniture	10
Other	1 to 20

(k) Impairment of Non-Current Assets

All non-current physical and intangible assets are assessed for indicators of impairment on an annual basis. If an indicator of possible impairment exists, the School determines the asset's recoverable amount. Any amount by which the asset's carrying amount exceeds the recoverable amount is recorded as an impairment loss.

The asset's recoverable amount is determined as the higher of the asset's fair value less costs to sell and depreciated replacement cost.

An impairment loss is recognised immediately in the Statement of Comprehensive Income, 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 reserve of the relevant asset/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. Refer also note 1(i).

(l) Leases

A distinction is made in the financial statements between finance leases that effectively transfer from the lessor to the lessee substantially all risks and benefits incidental to ownership, and operating leases, under which the lessor retains substantially all risks and benefits.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements for the PERIOD ENDED 31 DECEMBER 2015

Note 1 Summary of Significant Accounting Policies (cont)

(l) Leases (cont)

Operating lease payments are representative of the pattern of benefits derived from the leased assets and are expensed in the periods in which they are incurred.

(m) Payables

Trade creditors are recognised upon receipt of the goods or services ordered and the invoice, and are measured at the agreed purchase/contract price, gross of applicable trade and other discounts. Amounts owing are unsecured and are generally settled on 30 day terms or sooner.

(n) Financial Instruments

Recognition

Financial assets and financial liabilities are recognised in the Statement of Financial Position when the School becomes party to the contractual provisions of the financial instrument.

Classification

Financial instruments are classified and measured as follows:

- Cash and Cash equivalents - held at fair value through profit and loss
- Receivables - held at amortised cost
- Payables - held at amortised cost
- Borrowings - held at amortised cost

Borrowings are initially recognised at fair value, plus any transaction costs directly attributable to the borrowings, then subsequently held at amortised cost using the effective interest method. The effective interest rate is the rate that exactly discounts estimated future cash payments or receipts through the expected life of a financial instrument (or, where appropriate, a shorter period) to the net carrying amount of that instrument.

Any borrowing costs are added to the carrying amount of the borrowing to the extent they are not settled in the period in which they arise. Borrowings are classified as non-current liabilities to the extent that the School has an unconditional right to defer settlement until at least 12 months after balance date.

The School does not enter into transactions for speculative purposes, nor for hedging. Apart from cash and cash equivalents, the School holds no financial assets classified at fair value through profit and loss.

(o) Employee Benefits

Wages, Salaries, Recreation Leave, Sick Leave, and Long Service Leave

Wages and salaries due but unpaid at reporting date are recognised in the Statement of Financial Position at the nominal salary rates. Workers' compensation insurance is a consequence of employing employees, but is not included in an employee's total remuneration package. It is not an employee benefit and is recognised separately as employee related expenses. Employer superannuation contributions, recreation leave, and long service leave are regarded as employee benefits.

For unpaid entitlements expected to be paid within 12 months, the liabilities are recognised at their undiscounted values, and are based on recent historical trends of long service leave and annual leave taken or paid. Entitlements not due to be paid within 12 months are classified as non-current liabilities and recognised at their present value, calculated using yields on Fixed Rate Commonwealth Government bonds of similar maturity, after projecting the remuneration rates expected to apply at the time of likely settlement.

Prior history indicates that on average, sick leave taken each reporting period is less than the entitlement accrued. This is expected to continue in future periods. Accordingly, it is unlikely that existing accumulated entitlements will be used by employees and no liability for unused sick leave entitlements is recognised.

As sick leave is non-vesting, an expense is recognised for this leave as it is taken.

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BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements for the PERIOD ENDED 31 DECEMBER 2015

Note 1 Summary of Significant Accounting Policies (cont)

(o) Employee Benefits (cont)

Superannuation

Employer superannuation contributions are paid to the employees' choice of Queensland Independent Education and Care Superannuation Trust (QIEC), The Rockhampton Grammar School Staff Superannuation Plan (AMP CustomSuper), BT Lifetime Super – Employer Plan, and QSuper. Contributions are expensed in the period in which they are paid or payable. The School's obligation is limited to its contributions to these funds. Therefore, no liability is recognised for accruing superannuation benefits in these financial statements.

(p) Financing/Borrowing Costs

Finance costs are recognised as an expense in the period in which they are incurred.

Finance costs include interest on bank overdrafts and short-term and long-term borrowings.

(q) Insurance

The School's non-current physical assets and other risks are insured through AON Risk Services Australia Limited, premiums being paid on a risk assessment basis. In addition, the School pays premiums to WorkCover Queensland in respect of its obligations for employee compensation.

(r) Executive Remunerations

Key management personnel and remuneration disclosures are made in accordance with section 5 of the Financial Reporting Requirements for Queensland Government Agencies issued by Queensland Treasury and Trade. Refer to Note 13 for the disclosures on key executive management personnel and remuneration.

(s) Taxation

The School is a state body as defined under the Income Tax Assessment Act 1963 and is exempt from Commonwealth taxation except for Fringe Benefit Tax (FBT) and Goods and Services Tax (GST). FBT and GST are the only taxes accounted for by the school. As such, input tax credits receivable and GST payables from/to the Australian Taxation Office are recognised and accrued as part of receivables or payables in the Statement of Financial Position. Revenues, expenses and assets are recognised net of the amount of GST except:

- Where the GST incurred on a purchase of goods and services is not recoverable from the taxation authority, in which case the GST is recognised as part of the cost of acquisition of the asset or as part of the expense item as applicable; and
- Receivables and payables are stated with the amount of GST included.

Cash flows are included in the Statement of Cash Flows on a gross basis and the GST component of the cash flow arising from investing and financing activities, which is recoverable from, or payable to, the taxation authority, are classified as operating cash flows.

(t) Issuance of Financial Statements

The financial statements are authorised for issue by the Chairman of the Board of Trustees of The Rockhampton Grammar School at the date of signing the Management Certificate. The Board has the power to amend and re-issue the financial statements.

(u) Judgements and Estimates

The School has made no judgements or assessments which may cause a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

(v) Rounding

Amounts included in the financial statements are in Australian dollars and have been rounded to the nearest dollar.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

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Note 1 Summary of Significant Accounting Policies (cont)

(w) New and Revised Accounting Standards

The School did not voluntarily change any of its accounting policies during 2015. The School has adopted all of the new and revised standards and interpretations issued by the Australian Accounting Standards Board (the AASB) that are relevant to the School and effective for the current reporting period. The adoption of these amendments has not resulted in any changes to the School's accounting policies and have not affected the amounts reported for the current or prior period.

The School is not permitted to early adopt a new or amended accounting standard ahead of the specified commencement date unless approval is obtained from the Treasury Department. Consequently, the School has not applied any Australian accounting standards and interpretations that have been issued but are not yet effective. The School applies standards and interpretations in accordance with their respective commencement dates.

All Australian accounting standards and interpretations with future commencement dates are either not applicable to the School's activities, or have no material impact on the School.

Note 2 Operating Result

Operating Result before income tax includes the following items:

(a) Revenue

	2015 \$	2014 \$
Fee Income		
Tuition	11,962,487	11,174,776
Boarding	5,936,180	5,270,060
Other	1,037,455	925,381
Total Fee Income	<u>18,936,122</u>	<u>17,370,217</u>
State Government Grants		
Recurrent grant	2,791,832	2,649,032
Endowment	18,500	18,500
Capital Grants	211,255	1,919,595
Other	207,689	63,163
	<u>3,229,276</u>	<u>4,650,290</u>
Commonwealth Government Grants		
Recurrent grant	10,318,304	9,661,637
Capital grants	873,679	-
Other	32,207	50,009
	<u>11,224,190</u>	<u>9,711,646</u>
Total Grant Income	<u>14,453,466</u>	<u>14,361,936</u>
Other Income		
Interest	216,625	288,136
Other Tuition Income	1,301,996	950,683
Early Learning Centre	2,023,435	1,767,988
Dance & Musical Theatre Academy	226,830	-
Donations	94,047	337,552
Miscellaneous	942,992	374,517
	<u>4,805,925</u>	<u>3,718,876</u>
Grants and Subsidies - Other		
VET Grant	13,785	17,066
	<u>13,785</u>	<u>17,066</u>
Total Other Income	<u>4,819,710</u>	<u>3,735,943</u>
Total Revenue from Ordinary Activities	<u>38,209,298</u>	<u>35,468,096</u>

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

Note 2 Operating Result (cont)

	2015 \$	2014 \$
(b) Expenses		
Employee Expenses		
Salaries & Wages	20,175,697	19,042,094
Superannuation	2,161,624	1,988,194
Employee Entitlements Provided	538,507	459,147
Fringe Benefits Tax	<u>165,142</u>	<u>130,369</u>
	<u>23,040,970</u>	<u>21,619,804</u>
Insurance - Worker's Compensation	58,371	89,016
Total Employee Expenses	<u>23,099,341</u>	<u>21,708,820</u>
The number of employees including both full-time employees and part-time employees measured on a full-time equivalent basis is:	269.5	254.6
Board Members receive no remuneration.		
Supplies and Services		
Tuition Supplies and Services	1,323,728	1,125,750
Boarding Supplies and Services	1,528,770	1,423,692
Property Supplies and Services	2,368,504	2,294,346
Early Learning Centre	205,714	194,652
Dance & Musical Theatre Academy	100,455	-
Administration Supplies and Services	<u>3,491,872</u>	<u>2,548,339</u>
Total Supplies and Services	<u>9,019,043</u>	<u>7,586,779</u>
Depreciation		
Buildings	1,376,641	1,176,358
Plant, Equipment and Motor Vehicles	<u>736,680</u>	<u>444,267</u>
	<u>2,113,321</u>	<u>1,620,625</u>
Finance/Borrowing Costs		
Borrowing Cost Expense	1,038,449	1,101,377
Total Expenses from Ordinary Activities	<u>35,270,154</u>	<u>32,017,601</u>
(c) Auditor's Remuneration		
Queensland Audit Office – External Audit	31,000	28,900
The auditors did not receive any remuneration for non-audit services.		
(d) Impairment Losses		
No impairment losses were recognised during 2015.		

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BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

Note 3 Cash and Cash Equivalents

	2015	2014
	\$	\$
General Fund		
Cash at Bank and Deposits at Call	3,570,616	5,041,467
Petty Cash and Floats	2,880	1,940
	<hr/>	<hr/>
	3,573,496	5,043,407
Building Fund		
Cash at Bank and Deposits at Call	181,953	174,914
Bursary & Bequest Funds		
Cash at Bank and Deposits at Call	120,917	117,692
Education Fund		
Cash at Bank and Deposits at Call	311,822	251,291
	<hr/>	<hr/>
Total Cash and Cash Equivalents	4,188,188	5,587,304

Cash deposited with Queensland Treasury Corporation earned interest between 2.74% to 3.94% in 2015 (3.21% to 3.58% in 2014). Interest earned on cash held with the Westpac Banking Corporation earned between 0.10% to 3.35% in 2015 (0.35% to 3.65% in 2014).

There are no restrictions over the use of cash except for the Building Fund and Education Fund, which are endorsed by the ATO as Deductible Gift Recipient funds. The use of cash held in both of these funds is restricted, subject to the requirements of a DGR (as specified by the ATO).

As per ATO guidelines, a school building fund is solely for providing money to acquire, construct or maintain school or college buildings. It cannot be used for any other purpose. Expenditure on capital improvements and maintenance, as well as installing and maintaining fixtures, are accepted outlays of a school building fund.

Note 4 Receivables

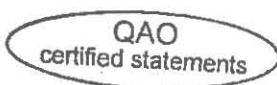
General Fund		
Debtors - Fees	401,243	436,879
Debtors – Other	90,382	27,654
	<hr/>	<hr/>
GST Receivable	178,615	71,131
Total Receivables	670,240	535,664

Note 5 Other Current Assets

Prepayments	379,201	365,187
Total Other Current Assets	379,201	365,187

Note 6 Property, Plant and Equipment

Independent valuations of land, buildings, infrastructure, heritage and cultural assets, plant and equipment were performed as at 31 December 2015 by Aon Risk Solutions using “fair value” principles in accordance with AASB13. At that date, the valuation of land and buildings was based on depreciated current replacement cost and market values on the basis of direct comparison of similar assets. For infrastructure, and heritage and cultural assets, the bases of valuation were depreciated current reproduction cost and depreciated current replacement cost, respectively. Residential properties were valued on the basis of direct comparison appraisal whereby the property was compared to the sale of other comparable units in the local area. 2015 property values are shown on a gross basis in accordance with the requirements of Queensland Treasury and Trade NCAP 5. 2014 comparative figures are shown on a net basis in relation to the 2012 fixed asset revaluation.



BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

Note 6 Property, Plant and Equipment (cont)

Infrastructure assets are defined as reasonable site preparation earthworks, underground services such as trunk stormwater and sewer drainage, water supply, fire ring main and electrical mains and sub-mains, roadworks and parking areas and associated drainage, access lighting, pathways and paving, sports oval, general landscaping, fencing, isolated shade structures and covered links, play areas adjacent to primary teaching blocks. Motor vehicles, plant and equipment, and furniture and fittings are valued at cost.

No assets are offered as security for borrowings.

	2015 \$	2014 \$
<i>Land</i>		
At independent valuation	15,022,500	15,725,000
	<u>15,022,500</u>	<u>15,725,000</u>
<i>Buildings</i>		
At cost	249,860	6,115,762
At independent valuation	74,668,245	39,195,000
Less accumulated depreciation	(23,735,766)	(1,918,436)
	<u>51,182,340</u>	<u>43,392,326</u>
<i>Heritage assets</i>		
At independent valuation	9,335,000	3,192,000
Less accumulated depreciation	(5,959,000)	(172,238)
	<u>3,376,000</u>	<u>3,019,762</u>
<i>Buildings Under Construction</i>		
At cost	471,867	6,731,598
	<u>471,867</u>	<u>6,731,598</u>
<i>Infrastructure</i>		
At independent valuation	5,534,000	2,482,000
Less accumulated depreciation	(1,746,000)	(129,819)
	<u>3,788,000</u>	<u>2,352,181</u>
Total Land & Buildings	73,840,707	71,220,867
<i>Plant & Equipment</i>		
At cost	3,711,162	2,372,623
Less accumulated depreciation	(1,282,679)	(660,539)
	<u>2,428,483</u>	<u>1,712,084</u>
<i>Furniture & Fittings</i>		
At cost	290,150	31,530
Less accumulated depreciation	(28,316)	(7,490)
	<u>261,834</u>	<u>24,039</u>
<i>Motor Vehicles</i>		
At cost	843,993	517,239
Less accumulated depreciation	(302,287)	(240,616)
	<u>541,706</u>	<u>276,623</u>
Total Plant & Equipment	3,232,023	2,012,745
Total Property, Plant & Equipment	<u>77,072,730</u>	<u>73,233,613</u>

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BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

Note 6 Property, Plant and Equipment (cont) Reconciliation

	Land	Buildings	Heritage Assets	Buildings Under Construction	Infrastructure	Plant and Equipment	Furniture and Fittings	Motor Vehicles	Total
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Carrying amount at 1 January 2015	15,725,000	43,392,324	3,019,762	6,731,598	2,352,182	1,712,084	24,040	276,624	73,233,614
Acquisitions	217,500	2,248,070		455,487	715,665	1,383,744	132,330	326,753	5,479,549
Disposals				(24,520)		(31,709)			(56,229)
Transfers between classes		6,058,797		(6,690,698)	472,815	32,795	126,291		-
Gain/Loss on Revaluation of Prop,Plant&Equip	(920,000)	691,532	442,357		329,477	(14,250)			529,115
Depreciation		(1,208,382)	(86,119)		(82,139)	(654,181)	(20,827)	(61,671)	(2,113,319)
Carrying amount at 31 December 2015	15,022,500	51,182,341	3,376,000	471,867	3,788,000	2,428,483	261,834	541,706	77,072,730

	Land	Buildings	Heritage Assets	Buildings Under Construction	Infrastructure	Plant and Equipment	Furniture and Fittings	Motor Vehicles	Total
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Carrying amount at 1 January 2014	15,725,000	39,971,370	3,105,881	4,755,704	2,417,091	1,298,114	23,574	293,429	67,590,163
Acquisitions		943,743		5,478,433		806,442	2,454	33,000	7,264,072
Disposals									
Transfers between classes		3,502,539		(3,502,539)					-
Depreciation		(1,025,328)	(86,119)		(64,909)	(392,472)	(1,988)	(49,805)	(1,620,621)
Carrying amount at 31 December 2014	15,725,000	43,392,324	3,019,762	6,731,598	2,352,182	1,712,084	24,040	276,624	73,233,614

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BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

Note 7 Payables

	2015	2014
	\$	\$
Creditors		
Creditors	893,210	710,108
Accrued Creditors	110,087	402,512
Total Payables	1,003,296	1,112,620
Other Liabilities		
Fees in Advance	635,826	536,672
Accrued Income	5,543	40,188
Total Fees in Advance	641,369	576,860

Note 8 Other Financial Liabilities

<i>Current</i>		
Qld Treasury Corporation Borrowings	2,065,088	2,001,568
	<u>2,065,088</u>	<u>2,001,568</u>
<i>Non-Current</i>		
Qld Treasury Corporation Borrowings	14,500,511	15,574,790
	<u>14,500,511</u>	<u>15,574,790</u>

All borrowings are in \$A denominated amounts and carried at amortised cost, interest being expensed as it accrues. No interest has been capitalised during the current or comparative reporting period. Expected final repayment dates vary from 9 March 2017 to 12 December 2032. There have been no defaults or breaches of the loan agreement during the period.

Principal and interest repayments are made quarterly in arrears at rates ranging from 5.00% to 8.15% for Queensland Treasury Corporation borrowings.

The fair value of the School's borrowings (QTC) at 31 December 2015, as notified by the Queensland Treasury Corporation, was \$19,441,571 (2014 \$20,933,965). The fair value is calculated using discounted cash flow analysis and the effective interest rate.

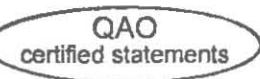
As it is the intention of the School to hold its borrowings for their full term, no fair value adjustment is made to the carrying amount of the borrowings.

All borrowings of the Board are guaranteed by the Government of Queensland.

Note 9 Accrued Employee Benefits

<i>Current</i>		
Employee entitlements		
- Wages payable	575,391	522,925
- Annual leave	346,382	246,615
- Long service leave	216,675	217,070
Total Accrued Employee Benefits	1,138,448	986,610
<i>Non-current</i>		
- Long service leave	2,653,404	2,629,336
Total Accrued Employee Benefits	2,653,404	2,629,336

The current provision for long service leave is based on the amount of leave expected to be taken or paid within 12 months. The total entitlement to long service leave within the next 12 months for all employees with at least 7 years of service is \$2,549,120 (2014 \$2,553,765).



BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

Note 10 Asset Revaluation Surplus by Class

	Land	Buildings & Improvements	Heritage Assets	Plant & Equipment, Furniture	Infrastructure	Total
	\$	\$	\$	\$	\$	\$
Balance 1 January 2015	11,273,573	7,271,216	1,250,233	51,301	496,541	20,342,864
Revaluation Increments/(Decrements)	(920,000)	691,532	442,357	(14,250)	329,477	529,115
Balance 31 December 2015	10,353,573	7,962,748	1,692,590	37,051	826,018	20,871,979

	Land	Buildings & Improvements	Heritage Assets	Plant & Equipment, Furniture	Infrastructure	Total
	\$	\$	\$	\$	\$	\$
Balance 1 January 2014	11,273,573	7,271,216	1,250,233	51,301	496,541	20,342,864
Revaluation Increments/(Decrements)	-	-	-	-	-	-
Balance 31 December 2014	11,273,573	7,271,216	1,250,233	51,301	496,541	20,342,864

The asset revaluation surplus represents the net effect of upwards and downwards fair value revaluations of assets.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

Note 11 Statement of cash flows - disclosures

	2015 \$	2014 \$
(a) Cash at the end of the year, as shown in the Statement of Cash Flows		
Cash on hand	2,880	1,940
Cash at bank	795,708	507,253
Deposits at call	3,091,767	3,482,260
Term deposits	297,833	1,595,851
	<u>4,188,188</u>	<u>5,587,304</u>
(b) Reconciliation of net cash from operating activities to net result for the period		
Net result for the period	2,939,144	3,450,495
Depreciation	2,113,321	1,620,625
Bad debts	21,610	10,424
Disposal of non-current assets	56,227	(5,000)
Revaluation decrement	-	-
Change in operating assets and liabilities		
Decrease (increase) in receivables	(48,702)	(52,510)
Decrease (increase) in GST input tax credits receivable	(107,484)	82,962
Decrease (increase) in prepayments	(14,014)	(44,163)
Increase (decrease) in payables	(109,325)	(702,791)
Increase (decrease) in other liabilities	64,509	72,030
Increase (decrease) in accrued employee entitlements	175,907	373,940
Net cash from operating activities	<u>5,091,193</u>	<u>4,806,012</u>

There are no non-cash financing or investing activities.

Note 12 Commitments for Expenditure

(a) Non-cancellable Operating Leases

At 31 December the School had the following operating lease commitments inclusive of GST:

	2015 \$	2014 \$
within one year	328,700	421,526
one to five years	<u>221,497</u>	<u>373,317</u>
	<u>550,197</u>	<u>794,843</u>

Operating leases are entered into as a means of acquiring access to office equipment and vehicles. Lease payments are fixed. Some leases have renewal or purchase options.

(b) Capital Expenditure Commitments

Capital expenditure commitments contracted for at reporting date but not recognised in the accounts amount to \$1,046,450 for various building projects.



BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

Note 13 Key Executive Remuneration

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 detailed below. Further information on these positions can be found in the body of the Annual Report under the section relating to Governance.

Positions	Responsibilities	Contract classification and appointment authority (current incumbents)	Date appointed to position
<i>Elected Trustees</i>	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	20 Mar 2014
<i>Government Appointed Trustee</i>		Appointed by the Governor in Council	20 Mar 2014
<i>Headmaster</i>	The Headmaster is responsible for the implementation of plans and strategies as approved by the Board of Trustees. The Headmaster is responsible for the successful management of the physical, financial and human resource assets of the school, as well as taking responsibility for legal issues, school policy development, strategic planning and broad community engagement.	Contract	20 Jan 2010
<i>Deputy Headmaster - Head of Middle School</i>	The Deputy Headmaster supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster	Permanent Employee	1 Jan 1999
<i>Head of Senior School</i>	Supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster	Permanent Employee	1 Jan 1999
<i>Head of Primary School</i>	Supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster	Permanent Employee	1 Jan 2003
<i>Head of Early Learning</i>	Supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster	Permanent Employee	2 Feb 2007
<i>Secretary to the Board of Trustees</i>	Acts as Secretary to the Board of Trustees attending to Board business as required to enable the Board to carry out its statutory functions.	Permanent Employee	31 May 2004

The remuneration and other terms of employment for the key executive management personnel are specified in employment contracts.

The Board of Trustees operates in a competitive environment both nationally and internationally, and relies on information from industry benchmarks from a range of industry sources, including the Australian Heads of Independent Schools Association and Independent Schools Queensland, to set remuneration packages to ensure the School is able to attract the best candidates for its executive leadership team.

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

- Short term employee benefits which include:
- Base - 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 - consisting of provision of remission for School fees, other non-monetary benefits, together with the fringe benefits tax applicable to the benefit.
- Long term employee benefits include amounts expensed in respect of long service leave.
- Post employment benefits include amounts expensed in respect of superannuation contributions.
- Redundancy payments are not provided for within individual contracts of employment. Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.
- No performance bonuses were paid.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the PERIOD ENDED 31 DECEMBER 2015**

Note 13 Key Executive Remuneration (cont)

1 January 2015 - 31 December 2015

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employee Benefits	Termination Benefits	Total Remuneration
	Base	Non-Monetary Benefits				
		\$	\$	\$	\$	\$
Elected Trustees	-	-	-	-	-	-
Government Appointed Trustees	-	-	-	-	-	-
Headmaster	314,173	81,945	4,161	39,525	-	439,804
Deputy Headmaster					-	-
Head of Middle School	157,173	19,291	4,410	19,730		200,604
Head of Senior School	143,020	-	4,002	17,906		164,928
Head of Primary School	142,674	-	4,002	17,906		164,582
Head of Early Learning	123,541	4,657	3,377	11,554		143,129
Secretary to the Board of Trustees	240,678	16,288	6,813	22,712		286,491

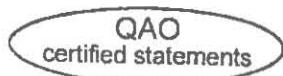
1 January 2014 - 31 December 2014

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employee Benefits	Termination Benefits	Total Remuneration
	Base	Non-Monetary Benefits				
		\$	\$	\$	\$	\$
Elected Trustees	-	-	-	-	-	-
Government Appointed Trustees	-	-	-	-	-	-
Headmaster	294,277	71,327	3,793	37,042	-	406,439
Deputy Headmaster					-	-
Head of Middle School	152,605	16,105	4,282	19,155		192,147
Head of Senior School	138,875	-	3,886	17,384		160,145
Head of Primary School	138,529	-	3,886	17,384		159,799
Head of Early Learning	120,042	4,335	3,301	11,070		138,748
Secretary to the Board of Trustees	244,371	17,523	6,813	22,114		290,821

Note 14 Events Occurring After Balance Date

There are no material events occurring after balance date.

The Board of Trustees has the power to amend and re-issue the financial statements.



BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

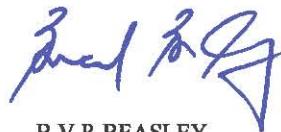
Certificate of the Board of Trustees of the Rockhampton Grammar School

These 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. In accordance with Section 62(1)(b) of the Act we certify that in our opinion:

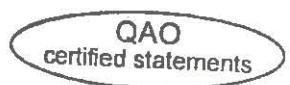
- a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and
- b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Board of Trustees of The Rockhampton Grammar School for the year 1 January 2015 to 31 December 2015 and of the financial position of the School at the end of that year.



R SKILLING
Board Secretary
24/2/16



B V R BEASLEY
Chairman
24/2/16



INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Rockhampton Grammar School

Report on the Financial Report

We have audited the accompanying financial report of Board of Trustees of the Rockhampton 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 Chairman and the Board Secretary.

The Board's Responsibility for the Financial Report

The Board 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

Our 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.

We believe that the audit evidence obtained is sufficient and appropriate to provide a basis for our 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) We have received all the information and explanations which I have required; and
- (b) in our 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 Rockhampton 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 F WELSH FCPA

as Delegate of the Auditor-General of Queensland



Queensland Audit Office
Brisbane