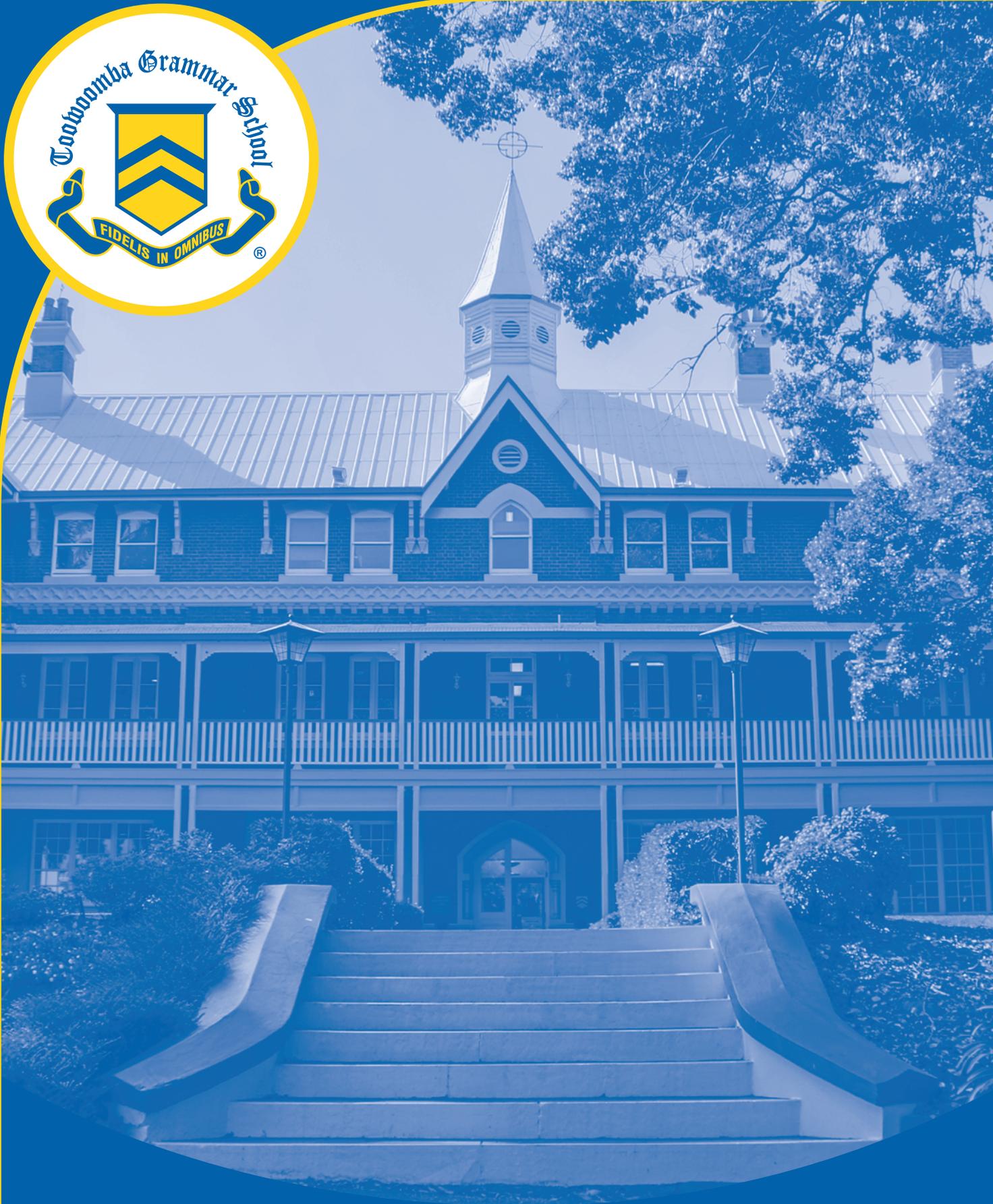


TOOWOOMBA GRAMMAR SCHOOL

A G.P.S. SCHOOL OF QUEENSLAND - ESTABLISHED 1875



2016 ANNUAL REPORT

TO THE MINISTER FOR EDUCATION AND MINISTER FOR TOURISM,
MAJOR EVENTS AND THE COMMONWEALTH GAMES



FROM THE BOARD OF TRUSTEES

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3 March 2017

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

Dear Minister

I am pleased to present the 2016 Annual Report and financial statements for the Board of Trustees of the Toowoomba Grammar School.

I certify that this Annual Report complies with:

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

A Checklist outlining the annual reporting requirements can be accessed at:
<http://www.twgs.qld.edu.au/our-school/governance/>

Yours sincerely

A handwritten signature in black ink, appearing to read 'Graham Woolacott', is written over a white background.

Graham Woolacott
Secretary
Board of Trustees of the Toowoomba Grammar School

TOOWOOMBA GRAMMAR SCHOOL

2016 ANNUAL REPORT

TO THE

MINISTER FOR EDUCATION, AND MINISTER FOR TOURISM, MAJOR EVENTS and the COMMONWEALTH GAMES

Public Availability:

A copy of the report and information on consultancies, overseas travel and Government Bodies is available on our webpage at:
<http://www.twgs.qld.edu.au/our-school/governance/>

As well as on request to:

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BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL

ANNUAL REPORT TO THE MINISTER FOR EDUCATION, AND MINISTER FOR TOURISM, MAJOR EVENTS and the COMMONWEALTH GAMES FOR THE PERIOD 1 JANUARY 2016 TO 31 DECEMBER 2016

1. THE SCHOOL IN 2016

When writing a similar Toowoomba Grammar School Speech Day and Prize Giving Report ten years ago, in 2006, we reported on a total student enrolment of 919, comprising 714 in the Senior School (269 boarders and 445 dayboys) and a Junior School enrolment of 205. This latter enrolment included Year 7 students in the Junior School, given that it was prior to the transfer of Year 7 into the Senior School at Toowoomba Grammar School in the middle of 2013, one-and-a-half years before the mandatory requirement imposed by the State Government.

Ten years on, we commenced 2016 with a total enrolment of 1,255 boys comprising 964 in the Senior School (299 boarders and 665 dayboys) and a Junior School enrolment of 291. The growth in enrolments over this time has enabled the School to invest in an enhanced resource infrastructure for the benefit of the boys' education. The benefits associated with the growth in enrolments are consistent with the motto of the City of Toowoomba: *Prodimus Dum Crescimus* – "We prosper as we grow". Concurrent with the expansion of student numbers has been a significant increase in the national reputation of our School enabling us to attract highly qualified and extremely capable teachers to join us. Obviously the boys are the beneficiaries of such growth.

In 2005 we saw the introduction of the inaugural Junior School Reception class (now known as the Prep Year prior to Year One). These boys will complete their Year 12 studies with us next year and will be identified by being presented with a special lapel badge TGS 2005-2017. This brings the importance of sound leadership and strategic planning in the School into perspective, even more so when we consider the possibility that our current Prep Year boys will complete their Year 12 studies in 2028. Thinking beyond this time, it may be that the current Prep boys will enrol their own sons at Toowoomba Grammar School around the year 2050.

2. LEGISLATIVE REQUIREMENT

2.1 Establishment

The Toowoomba Grammar School was founded on 5 August 1875 as a Boarding and Day School for boys, when the Lieutenant-Governor of Queensland, Mr Justice Lilley, laid the Foundation Stone of the original School building. The School opened on 1 February 1877, with an enrolment of forty-two boys, of whom eighteen were boarders.

Toowoomba Grammar School is the equal third oldest secondary boys' school in the State, and is one of the nine member schools of the Great Public Schools (GPS) of Queensland Association currently educating boys from Prep to Year 12.

2.2 Statutory Powers of the Board

In 2016, the *Grammar Schools Act 1975* provided for the establishment and regulation of the school including the constitution of the board of trustees and the functions of the board. These matters are now provided for in the *Grammar Schools Act 2016* which came into effect on 1 January 2017. The *Grammar Schools Act 2016* did not alter the status or functions of the Board of Trustees or the Board's responsibility for the governance of the school.

Generally the Board shall have and may exercise and perform such powers, authorities, functions and duties as are conferred or imposed upon it under the *Grammar Schools Act 2016*.

- Power to establish trust funds and to accept gifts and the like subject to conditions;
- Power to establish investment common funds;
- Appointment of employees;
- By-law making power;
- Power to enter into financial arrangements; and
- Establish, amend or take part in a Superannuation Scheme.

2.3 Location

The Toowoomba Grammar School is located at 24 Margaret Street, East Toowoomba. The School's property is 20.44 hectares with buildings constructed to provide both education and boarding facilities. The grounds include five sporting ovals and other recreational facilities.

The Toowoomba Grammar School postal address is – PO Box 2900, Toowoomba Qld 4350 and the website is www.twgs.qld.edu.au.

2.4 Governance

2.4.1 Membership of the Board

The Board of Trustees of the Toowoomba Grammar School was constituted in 1874.

Members of the Board of Trustees of the Toowoomba Grammar School are appointed by the Governor-in-Council.

Members of the Board are appointed for a term of four years.

The current members of the Board of Trustees were appointed on 26 September 2013.

Board of Trustees

Mr Glen William McCracken, Solicitor (Chairperson).

Mr Stewart John Handley, Teacher (Deputy Chairperson, Chairperson of the Works Committee).

Mr Evan Russ Johnson, Chartered Accountant (Chairperson of the Finance Committee, Member of the Risk Management & Compliance Committee) (died 8/3/16).

Dr Russell Malcolm Domrow, General Practitioner (Chairperson of the Risk Management & Compliance Committee, Member of the Works Committee).

Mr Christopher John Wicks, Project Engineer (Member of the Finance Committee – Chair of Finance Committee – 28/4/16).

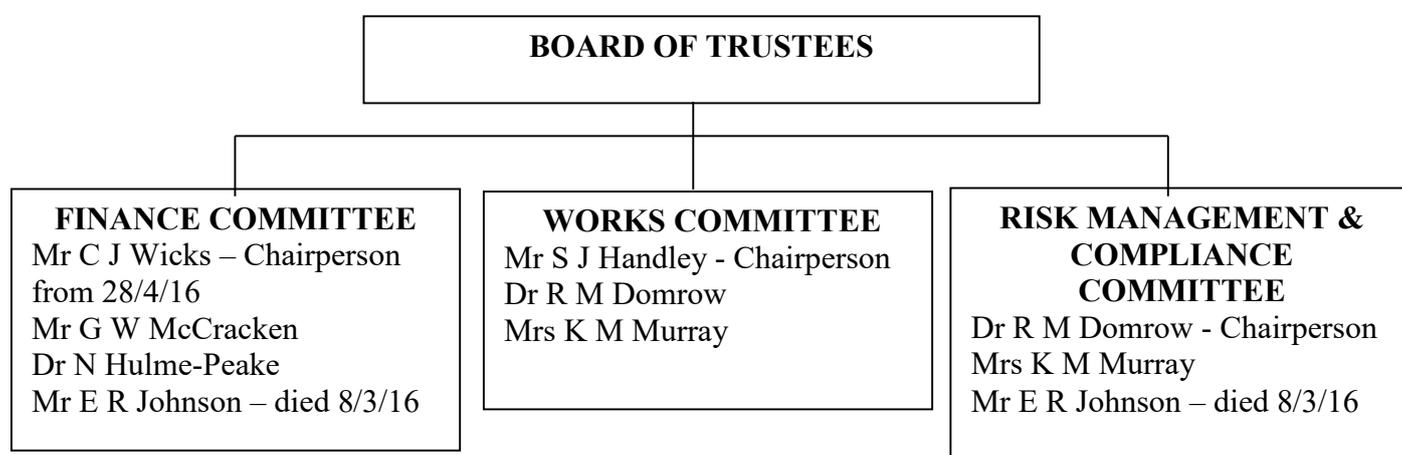
Dr Nicola Hulme-Peake, Dentist (Member of the Finance Committee).

Mrs Kym Murray, Office Manager (Member of the Works Committee and the Risk Management & Compliance Committee).

2.4.2 Meetings of the Board

The Board of Trustees held eight General Meetings during 2016.

2.4.3 Organisational Structure



2.4.4 Executive Management

Headmaster – Mr PB Hauser – B.Ec., Dip.Ed., M.Ed.St.(Mon), B.Ed.(Melb), FACEL, FAIM, FACE, GAICD

Deputy Headmaster – Mr TJ Kelly – B.Econ. (UQ), B.Bus. (QUT), Dip.Ed., M.Ed.St.(UQ), MACE, MACEL

Head of Senior School – Mr JCAnderson – B.Ed. (UQ)

Head of Junior School – Mr SD Campbell – M.Ed. (UTS), B.Ed., Dip.T. (UNSW), MACE, MACEL

Director of Studies – Dr JA Young – B.Sc. (Hons), Ph.D. (UQ), M.Teach. (QUT), M.Leadership (QUT)

Head of Boarding – Mr JM Noble – B.Bus (Accounting) (QUT), Grad.Dip.Ed. (ACU)

Director of Sport and Activities – Mr DS Bell – B.A., Dip.Ed. (Qld), Grad.Dip.Trg & Dev. (UNE), M.Ed. (USQ), MACE, MACEL

Director of Enrolments – Mr BJ Foley – B.App.Sc. (UQ), L.L.B. (Hons.) (QUT)

Chief Financial Officer – Mr GN Woolacott – B.Bus., (DDIAE), FCPA, Cdec

2.5 Risk Management

The role of the Board's Risk Management and Compliance Committee is to assist the Board in the School's governance and exercising of due care, diligence and skill in relation to:

- financial reporting as necessary
- general risk oversight and monitoring
- internal control and risk management
- external audit
- risk transfer and insurance
- related party transactions
- corporate governance

Consistent with the School's generally conservative level of risk, it includes assisting the Board to understand risks, which may:

- impede the School from achieving its goals and objectives
- impact on the School's performance
- affect the health, safety or welfare of employees, students, visitors and others in relation to the School's operations
- impact on the community and the environment in which the School operates
- impact on the School's reputation
- result in personal liability for School staff arising from the School's operations

The role of the Finance Committee is to assist and enable the Board of Trustees to fulfil its responsibilities to the school by monitoring and reporting on matters relating to financial management, including but not limited to, financial policies, budgets, financial performance compared with goals, as well as proposing major transactions and programmes (either new or revised) to the Board.

Due to the size of our organisation a formal internal audit function has not been established. The School has put in place, through risk assessments, a number of practices that help it to confirm the appropriateness of its operations such as:

- The School's financial benchmarks are monitored and reviewed yearly by an external independent organisation.
- During 2016 the School undertook a formal Risk Management Review with Willis Towers Watson. The review found that the School was "Risk Enabled".

2.6 Controlled Entities

The Board of Trustees of the Toowoomba Grammar School established a Building Fund in 1958 managed by the Trustees and is established in accordance with "*Collections Act 1966*". The fund is registered as a Deductible Gift Recipient by the Australian Taxation Office and is audited by the Queensland Audit Office.

The functions of the Toowoomba Grammar School Public Building Fund are to provide money for the acquisition, construction and maintenance of the School buildings through public donations.

In 2008 the School established the Toowoomba Grammar School Scholarship and Bursary Fund to receive, acquire and hold gifts, donations and legacies and devices for the advancement of the Fund. The Fund is maintained solely for providing money for scholarships or bursaries and is registered as a Deductible Gift Recipient by the Australian Taxation Office.

2.7 Information Systems and Recordkeeping

The School uses the web based TASS school administration software application for its financial and school management operations.

Financial reports to the Board provide a complete breakdown by department, detailing the income and expenditure, cash flow and a comparison of actual income or expenditure against the budget for the particular month and for the year to date.

Other reports provided to the Board include the School's cash position, details of loans and repayments, temporary investments including current rates of earnings and details of capital works.

The above reports and systems provide information for the Board to decide if it is:

- Maximising the yields of revenue from its available revenue base;
- Operating within its budget and achieving reasonable value for money;
- Maximising the benefits arising from investments, including long and short term investments;
- Maximising the use of, and the benefits available from, its assets, including receivables, inventories and non-current physical assets; and
- Minimising its costs and risks in relation to its liabilities and contingent liabilities.

The system also provides an integrated student management system, human resource management system and asset management system.

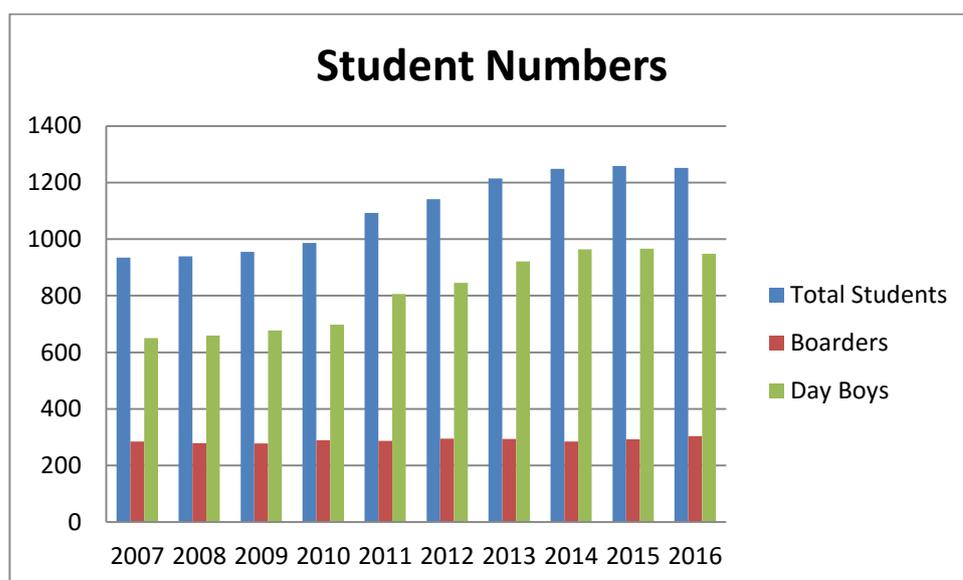
The School complies with the Draft Grammar Schools Sector Retention and Disposal Schedule as issued by the State Archivist in accordance with the Public Records Act 2002, Information Standard 40: Recordkeeping and Information Standard 31: Retention and Disposal of Public Records.

3. TOOWOOMBA GRAMMAR SCHOOL OPERATIONS

3.1 Economic Climate and Factors Affecting the School

3.1.1 Students

As at the Commonwealth August Census date our student numbers totalled 1,252 (1,259 – 2015), comprising 304 (293 – 2015) Boarders and 948 (966 – 2015) Day students.



3.1.2 Staff

Staff – Full-Time Equivalent

Teaching Staff	2010	2011	2012	2013	2014	2015	2016
Junior	16.1	19.6	23.6	23.7	24.5	25.6	24.9
Secondary	59.5	60.8	65.2	74	76.3	79.6	81.0
TOTAL	75.6	80.4	88.8	97.7	100.8	105.2	105.9

Non-Teaching Staff	2010	2011	2012	2013	2014	2015	2016
Junior	10.6	11.8	13.3	15.3	16.8	18.3	17.0
Secondary	62.7	66.9	67.4	75.7	78.5	74.4	34.4
TOTAL	73.3	78.7	80.7	91	95.3	92.7	51.4
GRAND TOTAL	148.9	159.1	169.5	188.7	196.1	197.9	157.3
SEPARATION RATE					7.7%	5%	9.8%

All vacant employment positions are first advertised internally through staff notice boards then externally through relevant media outlets i.e. newspapers, webpage, LinkedIn etc.

Job share is available subject to the approval of the Headmaster, taking into account the operational requirements of the School.

A large number of non-teaching staff are employed on a term-time basis which generally suits their family commitments.

The School applies the Code of Ethics for Teachers in Queensland and in 2016 the School introduced a Code of Conduct for all staff.

A staff organisational chart is detailed in Appendix 1.

3.1.3 A New System of Year 12 Student Assessment, ATAR

Last year the State Government announced its intention to discontinue the OP system which has been in operation in Queensland since 1992. A new system for student assessment and tertiary entrance ranking was announced to take effect for students starting Year 11 in 2018, that is our current Year 9 boys. In October of this year, the State Government decided that the senior schooling reforms would commence with students entering Year 11 in 2019 instead of 2018. This decision was based on the fact that it would allow more time for aspects of the new system to be trialled and any potential issues clarified. What this revised timeline means is that our current Year 9 boys will continue with the presently operating OP system of reporting and our current Year 8 boys will operate under the new method of Year 12 assessment, namely the ATAR, which will incorporate some measure of external examination assessment. Regarding the future, it will be interesting to note the effect on tertiary entrance cut-offs for our current Year 9 students. This is a half-year group associated with the introduction of the mandatory Preparatory Year in Queensland in 2007 whereby students were required to enrol dependent upon their date of birth. This created a half-year cohort with the numbers of children in the current Year 9 in every school in Queensland being fewer than is customary. For example, at present at Toowoomba Grammar School we have 125 boys in Year 9. In every other Year group cohort in the Senior School our

enrolments range from 155 to 185. It is conjecture as to whether this lower enrolment in Year 9 in every Queensland secondary school will result in a less stringent cut-off score for tertiary entrance in some courses for university entry in 2020 following their study of Year 12 in 2019. This is a function of a simple supply and demand analysis. Whilst the number of university places for tertiary entry in 2020 should remain constant (i.e. the supply factor), the number of students applying for tertiary entry in this half-year cohort should be considerably less (i.e. the demand factor). With the supply of university places predicted to exceed the demand for them, it may be reasonable to assume that tertiary cut-off scores for this year will experience a decline in some faculties. Year groups beyond this point should witness the system returning to historical norms.

With the impending introduction of the ATAR for Year 12s in 2020, the Director of Studies and the various Heads of Department are studying the primary features of this revised system which will involve the combined use of both school-based (teacher) assessment and common external (examination) assessment. We have every confidence in how well our teaching staff will prepare our boys for this method of assessment. The boys of Toowoomba Grammar School are also most fortunate in having many of their teachers involved with the QCAA assessment programs. Amongst the teaching staff we have a Chair of a State Panel and a further four teachers are State Panellists in their respective subject disciplines. At the District level we have two Panel Chairs and a further twenty teachers involved in QCAA Panels in their respective subjects. This experience provides our teachers with a thorough understanding of their respective senior syllabus and the standards associated with assessment of senior subjects. The teachers involved in QCAA Panels are also part of important professional networks within their discipline area where they can share ideas and developments.

Draft syllabi for the new senior subjects, including the proposed assessment schedules, have been available to all teaching staff for review and comment. All Year 11 assessment will be formative in all disciplines, meaning that the results will not contribute to their ATAR score. In Year 12, however, there will be four pieces of summative assessment which will contribute towards the overall final ATAR score. The Sciences and Mathematics subjects will have external (examination) assessment contributing to 50 per cent of their final grade with three pieces of internal (teacher) assessment contributing to the other 50 per cent, while in all other subjects the external assessment will contribute only 25 per cent of the final grade. The School has participated in the preparation of these new student assessment processes in a number of ways. We have already involved our students this year in trialling a variety of external assessment formats at the invitation of the State Government. Various staff have also contributed to the writing of the new senior syllabi. Furthermore, Toowoomba Grammar School has a number of its teaching staff whose teaching experience was gained either in New South Wales or Victoria. These teachers are totally familiar with the nature of external examinations and appreciate the most effective ways in which to prepare students for such assessment.

3.1.4 NAPLAN

In addition to preparing for the onset of some form of external examination at the Year 12 level in 2020 the Director of Studies and the teachers have been preparing our boys with a different form of NAPLAN testing they will encounter in the near future. By 2018 NAPLAN will be delivered in an online format and our School has already participated in two online

studies. The first study, performed independently of the Australian Curriculum and Assessment Reporting Authority (ACARA), was to determine the validity of the online format by comparing the results of an online writing task with the traditional pen and paper format. The second study was a trial of the online delivery system. While the School was fully prepared for the trial and we were able to determine that we had the capability to implement this task, the large scale testing of a whole cohort revealed some weaknesses in the delivery platform of the examining authority that will need to be resolved before wholesale online testing can occur.

Relevant to NAPLAN, our students performed well above the State and National scaled scores in all domains tested. This is a testament to the work done by the teaching staff in all disciplines and across all year levels to improve the literacy and numeracy skills of our students.

3.2 Special Interest Groups

3.2.1 Toowoomba Grammar School Old Boys' Association Inc.

The Toowoomba Grammar School Old Boys' Association continues to support the School, the current students and our Old Boys in numerous ways.

The first Old Boys' function for the year was in January when members of the Management Committee assisted the School with the organisation of the match between the 1st XI Cricket team of 1996 and the current 1st XI. This is always a particularly enjoyable day when the Old Boys return to the School, often with an audience involving three generations. This year the Old Boys' team was victorious on the day. Members of the School's 1st XI of 1986, a GPS Premiership winning team, also attended and the School welcomed them back.

The Old Boys' Reunion Weekend, coinciding with the annual Grammar-Downlands rugby game, was also a most successful one. The Old Boys' Reunion Dinner celebrated the "Year of the Sixes", namely those Old Boys who completed their secondary schooling in 1946, 1956, 1966, 1976, 1986, 1996 and 2006. The 221 Old Boys in attendance thoroughly enjoyed the evening and were in fine spirits, given that two trophies were on the stage – the GPS Premiership Cup for Football (Soccer) and also the O'Callaghan Cup (Grammar-Downlands Rugby). On the Sunday morning following the Saturday evening dinner, the School welcomed the Old Boys for a morning tea and tour. This function is becoming increasingly popular and the Old Boys wandered around the school campus reminiscing and also in amazement at the expansion of the School and its new buildings and facilities.

The Old Boys have also helped the School in numerous other ways. These have included: attendance at Cadet functions and ANZAC Day services; assistance with history tours for the incoming Year 7 students; assistance in the School Museum; career advice to boys and the provision of Work Experience placements; Business Breakfasts; networking opportunities; the Generations Gathering function; the cooking of chips on home sports games and so on. Various Old Boys also assisted by being guest speakers at weekly School Assemblies. In October the President of the Old Boys' Association accompanied the Headmaster as guests of a reunion of Old Boys in the Rockhampton area. On this occasion there were twenty-nine Old Boys in attendance from the Central Highlands to Rockhampton, together with their wives and partners, for a dinner and reunion.

The School very much appreciates the efforts and involvement of all Old Boys in their support of their old school.

3.2.2 The Parents' and Friends' Association Inc.

The School receives an enormous amount of support from the Parents and Friends' (P&F) Association. This group of interested parents meets once a month to hear from the senior management of the School and to organise various fund-raising and supportive endeavours to benefit our students. Over recent years the P&F Association has made a profound impact on the financing of various works for the benefit of our boys. These initiatives have included the extension to the Pavilion, the air-conditioning of the Baynes Centre for Music, the purchase of additional sporting equipment for the boys and contributing to various school tours. This year the P & F Association made a huge donation to the School via its contribution to the air-conditioning in the Roberts, Purves, Heenan, Barbour and O Block classrooms in the Senior School. Also this year the P & F Association organised and funded a major renovation to the School's Uniform Shop and Book Pool. This has resulted in a far more efficient, organised and modern use of space.

Major functions organised by the P & F Association this year included the annual Art Show. The success of this event can be seen by the fact that the opening night was a sell-out and attracted 509 guests. The P & F also hosted the Melbourne Cup Luncheon and the Boarder Parents' Support Group function to thank dayboy parents and other activities.

4. STRATEGIC DIRECTION

4.1 Learning and Understanding

Toowoomba Grammar School:

- identifies the importance of developing carefully designed educational and pastoral programmes to assist boys reach their potential and maximise their wellbeing
- will continue the pursuit of the highest academic standards and seek to maintain its reputation as a leading academic school for boys widely recognised in Brisbane and throughout Queensland for the quality of academic performance
- will provide explicit, well-articulated and seamless pathways to those students seeking to pursue vocational training, school-based traineeships and employment aspirations
- will provide a seamless curriculum across all year levels
- will use research-based data to assist in effective educational decision making
- will develop further as a learning community.

Outcomes:

It is most appropriate to commence this Report with an overview of the core business of the School, namely academic endeavour and achievement. A number of factors generally combine to yield encouraging academic results for our boys. These include the positive influence of our boys' parents valuing education, the School's highly qualified and committed teachers, a structured and disciplined learning environment, a curriculum and pedagogy designed to meet the learning styles and interests of boys and a culture in the School applauding hard work and an attitude of high expectations for all. Of course, these factors will not produce positive outcomes without another key ingredient, namely the boys themselves wanting to do well and applying themselves earnestly to their studies. The vast majority of our boys at some stage adopt the academic culture of the School and advance their work habits. We see evidence of all of the above when we consider the academic results of our students in relation to National and State benchmarks, National academic competitions and in the final Year 12 results and university placements. This aligns with the Queensland Government's objectives for the community of delivering quality frontline services by achieving better education and training outcomes.

Year 12 Results in 2015

Year 12 students in Queensland are graded on a 25 point scale known as an Overall Position (or "OP") ranging from an OP 1 which is the highest possible score to an OP 25 which is the lowest. Other States in Australia adopt differing grading systems at the Year 12 level and Queensland will adopt a common standard with the rest of Australia in 2020, the Australian Tertiary Entrance Rank (ATAR). Many people do not realise that even now we can convert the Queensland OP grade into an ATAR score to facilitate tertiary entrance interstate. In Queensland, approximately only 2% of all last year's Year 12 students received an OP 1 as opposed to 5% of our students who gained this distinction. Our 2015 Year 12 school leavers performed well in their OP achievements. Seven young men were successful in achieving the highest possible result of an OP1. In addition, ten students received an OP2 and thirteen students received an OP3. Almost 23 per cent of OP-eligible students received an OP1-3, while almost 36 per cent were awarded an OP1-5. This compares most favourably with State averages of 11 per cent and 20 per cent respectively. The vast majority of our Year 12 students gained a result in the more favourable range of the OP prediction we provided to them during the year. Almost one-half of our OP eligible students gained an OP in the range 1-7. We believe that most boys were very pleased with their overall result. The most common tertiary destination for our school leavers continued to be The University of Queensland (UQ) but many other universities have welcomed our young men to their campuses this year.

The QCE Achievement Award

In late December of last year, the Headmaster was invited by a Queensland Government Statutory Authority, the Queensland Curriculum and Assessment Authority (QCAA), to be involved in a four-person committee to identify the top twenty-five students in Queensland. Our task was to select those students to be honoured with the Queensland Certificate of Education (QCE) Achievement Award. This award is now in its second year and involved the Committee considering the highest performing students in Queensland based on criteria comprising: their overall performance on the Queensland Core Skills (QCS) test; OP results; Australian Tertiary Admissions Rank (ATAR); number of semesters at a Very High Achievement (VHA) standard; performance in their best five subjects; QCE credit for university subjects or diplomas; and total QCE credit. Other factors in the students' 'learning accounts' were also considered. The winners of the 'Distinguished Academic Achievers Award' from the QCAA received a trophy, a framed certificate and prize money in a prestigious ceremony conducted at the State Library. Our School was delighted to be informed that one of our Year 12 students from 2015 was honoured to be selected as one of the top twenty-five highest performing Year 12 students in the State.

The Academic Program in the Junior School

The academic curriculum is, in many ways, the reason schools exist. In Australia, curriculum has been a high profile agenda item in both Federal and State politics following the introduction of the National Curriculum. Over the past six years, various subjects from the Australian Curriculum have been approved for implementation in schools, with the first five being the core areas of English, Mathematics, Science, History and Geography. Prior to the National Curriculum being introduced, subjects were left to State-based educational jurisdictions to design and implement. The core areas, as outlined above, have been fully implemented across the Junior School in a clear and sequential manner.

In September 2015, Federal and State Ministers for Education endorsed all other areas of the Australian Curriculum. Shortly after this announcement the Head of Junior School successfully applied for a funded program through Independent Schools' Queensland (ISQ), titled *Self Improving Schools*. This program increased the capacity of the Junior School to work on all endorsed areas of the Australian Curriculum. The Junior School's Self Improving Schools' committee has met on a regular basis working on global goals, gathering evidence and then working on specific targets. Beneath this overarching committee, all Junior School teaching staff have been fully involved and have membership of a range of sub-committees, trialling and implementing curriculum and pastoral care programs. This process and the curriculum and pastoral work being undertaken across the Junior School clearly demonstrate the importance of the educational program and the clarity of purpose that exist in the Junior School.

In May this year children across Australia in Years 3, 5, 7 and 9 sat the National Assessment Program Literacy and Numeracy tests (NAPLAN). The performance of over one million students from 9000 schools across Australia was analysed to produce individual student, class and school reports. Within the Junior School, reading has long been a central focus, commencing in the Prep year. In the Year 3 reading test, 50 per cent of the boys achieved results in Band 6, the highest possible achievement level. This compares most favourably to the 25 per cent of children in this range across all schools in the State. Further to this, 85.3 per cent of our Year 3 boys were in the top three bands for reading. This result well supports our approach to, and emphasis on, reading which is such an essential part of academic success at school.

Several academic competitions are held on an annual basis in the Junior School. The ones with the highest profile are the competitions for writing, public speaking and reading. Trophies and book vouchers are awarded for first place in each class, medallions for second and third places, as well as several highly commended certificates. It is very positive to be able to reward boys in such a way, highlighting the importance and value of academic endeavour and achievement.

The academic program is underpinned by the Australian Curriculum and is then tailored to be 'boy friendly' and suit our children and School. The Junior School Head of Teaching and Learning, plays a valuable role, leading curriculum work in the areas of English, Mathematics, Science, History and

Geography and is most ably supported by class teachers as they continued to refine units of work around the Australian Curriculum.

Junior School boys have access to a full and diverse academic curriculum, well supported by a broad range of co-curricular activities and opportunities. All boys from Prep to Year 6 are taught by specialist teachers in the subject areas of art and woodwork, music, French, Japanese, PE, health and library. In addition, the boys enjoy participating in a rich sporting programme and have the opportunity to be involved in before and after school clubs and activities. The curriculum is diverse, academically stimulating, interesting and aimed at engaging boys in the learning process.

4.2 Relationships and Physical Development

Objectives:

Toowoomba Grammar School:

- will provide students with a well-structured and relevant programme of pastoral care and personal development to allow them to grow and mature as young adults with self-confidence, integrity and empathy for others
- will focus its teaching and pastoral care programmes on fostering and developing quality relationships – the relationships existing between teachers and students; between students; and staff/students and the broader community
- will provide Values Education highlighting the virtues of integrity, honesty, compassion, tolerance and an appreciation of cultural, religious and racial diversity
- will encourage the appreciation of the co-curricular programme promoting wellbeing, fitness, enjoyment, skill development and new experiences
- actively promotes the participation of boys in competitive sport irrespective of their level of competition
- is committed to being a part of the Great Public Schools (GPS) Association of Queensland and its various sporting competitions and activities
- through resourcing, enrolment and coaching programmes seeks to be identified as a school which is competitive in the GPS Association in all sports. The School will not implement a “win at all cost” philosophy nor will it allow the sports programme to have an unjustified negative impact on academic programmes. Furthermore, the School will not enrol new boys in Year 12 for the specific purpose of boosting sporting achievements

Outcomes:

A Commitment to Pastoral Care

Whilst we have purposely stressed the importance of the role of academic endeavour and achievement within the School, this is not our sole area of focus. Equally as important, or in fact more so, is the quality of the Pastoral Care in the School, whereby the students gain a measure of “Emotional Intelligence” – those essential personal and inter-personal skills which include the ability to relate, to communicate, to empathise, to sympathise and to understand human emotions. The programs in place here in the School curriculum and in the co-curricular areas also place a high

value on the promotion of high self-esteem for the boys - their self-confidence, self-responsibility, resilience, independence, flexibility and their ability to successfully cope with stress and change.

It is commonly appreciated that students' academic progress will be enhanced when they engage with their teachers, have a heightened connection with their school and have a positive sense of wellbeing.

Pastoral Care within the School is implemented via both formal and informal channels. The formal channel occurs through the House System in the Senior School; the informal channel exists every day through the effective relationship between the boys and their teachers in a variety of contexts. Within both the Senior and the Junior School we have five Houses: Boyce, Groom, Mackintosh, Stephens and Taylor. The ten Housemasters in the Senior School (five Dayboy Housemasters and five Boarding Housemasters) have continued to administer a Pastoral Care program whereby the boys are known and appreciated as individuals. This is effectively achieved by dividing each House into Pastoral Care Groups led by a member of the teaching staff known as a Mentor. Each teacher co-ordinates a group of approximately twenty boys who, for the majority of the time, meet together as a group of both dayboys and boarders within the same age group. Another meeting during the week allows the boys to integrate within a vertical age grouping and here we see effective role modelling from the older boys to the younger boys.

In the Pastoral Care program administered through the House system various themes are considered for the different year groups. In Year 7 the overriding theme is the School's traditions and practices and building positive relationships. In Year 8 the Mentors and the Housemasters focus on the topics of appropriate communication and active citizenship. In Year 9 attention is centred on issues relating to drugs and alcohol and also resilience and wellbeing. In Year 10 we consider career development and also focus on a 'party safe program'. The nature of leadership and the problems associated with risky behaviour are highlighted throughout Year 11 and in Year 12 our future school leavers look at life beyond school, while also reinforcing the importance of respectful relationships. These themes and the Outdoor Pursuits and Activities Week at the end of Term One are all co-ordinated by the Head of Student Wellbeing.

Sporting Participation and Competition

The School is proud of its sporting involvement in the Great Public Schools' (GPS) Association of Queensland but our boys played sport for the School well before the formation of this Association in September 1918. Once our School opened in 1877, Headmaster John Mackintosh encouraged the boys in their sporting endeavours, including horse racing. This occurred both within and outside the school grounds. Reputedly station owners brought stock horses to the School for their sons as these could turn more rapidly on tight-angled corners within the school grounds.

At the turn of the century there was only limited schoolboy sporting competition. Whilst Toowoomba Grammar School had been in operation for nearly twenty-five years, some of our present-day competitor schools had yet to be established, namely The Southport School (1901), Brisbane Boys' College (1902), Brisbane Church of England Grammar School (Churchie – 1912) and Brisbane State High School (formerly The Central Technical College – 1913). Because of this,

our sporting competition prior to 1900 focussed primarily on two of the other original Grammar Schools, namely Ipswich Grammar School and Brisbane Grammar School. Records indicate that the first official cricket game took place in 1877 against Ipswich Grammar School. Tennis was also a recognised sport and football also got under way in this year, the initial official code being Australian Rules.

The boys attending Toowoomba Grammar School prior to 1900 could hardly have conceived of the fact that, in the year 2016, we had 590 boys participating in our schoolboy cricket competition, 609 boys playing football (soccer) and 637 boys playing rugby for the School. What has remained unchanged is the spirit in which our boys engage in fair play in sporting involvement. In the words of the late Mr John Winn (a former teacher at our School for 35 years, from 1963-97), it is about “How Toowoomba Grammar School Plays The Game”. For example, written in *The Darling Downs Gazette* on Saturday 15 December, 1877 was the following entry relating to a sporting encounter between Ipswich Grammar School and Toowoomba Grammar School. The article was written by an Ipswich correspondent:

“Our Ipswich Grammar School boys are quite jubilant over the victory they achieved in Toowoomba, although gained, as it were, only by the skin of their teeth. They were highly delighted with the trip and are loud in their praise of the kind and hospitable manner in which they were received by Mr Mackintosh, the Headmaster, the teachers and scholars of your school. I trust the visit will be reciprocated. If it is, I can promise you the Ipswich boys will not be behind their comrades over the range in their demonstration of welcome. I am decidedly in favour of these meetings. They tend to promote the best of feeling between rival institutions and I hope they will be continued and fostered. What tends more to soften the asperities of life in after years than a quiet ‘yarn’ over the events of our school days?”

This sporting competition continued in later years. In 1907 the Governor of Queensland, Lord Chelmsford, offered a handsome silver Cup to encourage sporting contests between the Ipswich and Toowoomba Grammar Schools. The competition included cricket, rugby, tennis, athletics and, in subsequent years, also swimming and shooting. The original Cup is retained by Toowoomba Grammar School and is located in our Museum.

Regarding the present-day, an overview of the boys’ involvement in the various sports follows:

Basketball

We thank the 128 boys who represented our School in the GPS Basketball competition in Term Three. The boys gained pre-season experience when, in Term One, the Open Basketball team and our Year 7/8 team participated in a local competition, the St Mary’s Old Boys’ Association Basketball Challenge, with games played on Friday nights. Both teams enjoyed competing in the finals series. The boys also entered another pre-season local competition, the McDonalds Cup, in which we went through the tournament undefeated, winning the final against the team representing Centenary Heights State High School.

The School will use the basketball facilities at the University of Southern Queensland (USQ) for only one more year due to the imminent construction of our new Gymnasium Complex. Its construction throughout 2017, will be most exciting for all boys, not only our basketballers and volleyballers. The complex will also include indoor cricket facilities for Term One, a futsal (indoor soccer) court for Term Two and six badminton courts. All boys will also benefit from the sheer size of the facility in terms of general fitness, physical education lessons, and strength, conditioning and cardio activities.

Chess

Our 'thought sport' was well subscribed this year with twenty-four students competing across six teams during the GPS season. The Premier team secured wins against St Joseph's College, Nudgee and Ipswich Grammar School and a draw with Brisbane Boys' College to finish in equal sixth position in the competition this year. The Open team won the 2016 Toowoomba District Secondary School Teams' Chess championship in September. These boys then represented the Darling Downs region in the Queensland Secondary School Teams' State Finals held in Brisbane in October, where they finished a creditable equal seventh out of twenty teams. Our Junior (number one) team won the Junior Division of the Toowoomba District championship, as well as taking a clean sweep of all the major prizes.

Cricket

Cricket is an extremely popular summer sport and it is most pleasing to note that 590 of our boys represented the School across thirty teams in Term One, making us field one of the largest programs in the GPS competition. The complexity of the School's cricket program may be seen by considering some statistics. These include the booking of buses for our boys travelling to the Brisbane GPS schools on up to fourteen return bus trips on any given Saturday. Two hundred and fifty meals must be packed for the boarders playing their sport and fifteen umpires have to be arranged for the thirty cricket games played each Saturday.

The impressive number of boys representing our School in cricket this year are to be congratulated on their endeavour and performance. It is most encouraging to note that our Toowoomba Grammar School cricket teams from Year 7 to Year 12 won 60 per cent of all games played. This augurs well for the future. During the year our Third XI, 11A, 11C and 9C teams all finished the season undefeated.

Cross Country

Eighty runners participated in Cross Country for the School this year. After a successful House Carnival experience, the boys entered the season with enthusiasm. Despite every effort being made by a tenacious squad and some superb individual performances, we finished the GPS Championships in ninth place this year. Once again we were the leading school in the regional competition. The culture of the team continues to develop strongly with a legacy of good senior leadership. It was very positive to note our largest ever attendance at the 'Churchie' pre-meet with 52 athletes competing. The penultimate meet before the GPS Championships, which was hosted by our School,

was highly acclaimed by our fellow GPS schools as we received all nine schools very efficiently and dealt with over 500 runners on the day.

Football

Football continues to thrive at the School with 609 boys playing this season across 33 teams. It is quite amazing to witness the growth of this sport at Toowoomba Grammar School, given that it was only introduced into the GPS sporting program in 1991. Many Old Boys from earlier decades would not recall a 'soccer' ball being seen on one of our five sporting ovals, let alone acknowledging the numbers involved today. The School's football program is highly successful as witnessed by an overall win rate of 80 per cent at A and B levels and all A teams with the exception of the 8As finishing in the top three of their divisions this season. Further evidence of the success of the program is seeing the Open First XI team winning the GPS Football Premiership for a second successive year, this year sharing the trophy with St Joseph's College, Nudgee.

Rugby

A remarkable 637 boys across 30 teams took the field for Toowoomba Grammar School in Rugby this year. It was pleasing to see interest in the Open division extend to a Sixth XV but disappointingly very few schools in the GPS competition could match this level of involvement and the boys did not enjoy full rounds of participation.

The Open Rugby tour of New Zealand during the Easter holidays was very successful and enjoyable. Squads from Under 12 to the Open age group had productive holiday rugby camp experiences at the School which culminated in trials against 'Churchie' before the commencement of the GPS season. The 1st XV squad played an entertaining pre-season trial against the touring Westlake Boys' High School from New Zealand.

On the representative front, one of our First XV was honoured as Captain of the Under 18 Australian Indigenous team; two others were successful in being named in the Queensland 2 team, with one honoured as Captain, and a further two team members were selected in the Queensland 1 team competing at the National Schools' Rugby Carnival played in Sydney in the June-July holidays. From this carnival, one player was selected in the Australian Schoolboys' Barbarians team to play Tonga and another was selected in the Australian Schoolboys' team to tour Samoa and New Zealand in late September.

The philanthropy of the rugby program has been maintained through the year with three strategies, one new and two ongoing. The School continues to support Mates4Mates and the LIV Village charity in South Africa and this year we joined with 'Churchie' at our home round to support the Burrumbuttock Hay Runners providing feed for drought-affected properties across the state.

Swimming

Swimming is yet another sport which is experiencing considerable success at present. During this year the School was honoured to have the Toowoomba Grammar Swim Club named as the most successful regional swim club in Australia. This year has been a resurgent season for our swimming program with a number of proud moments recorded.

Four of our boys were selected for the Queensland Schools' team to compete in the National Titles held in Darwin in September. At this meet, two of our representatives each won two national individual gold medals and a third won one individual gold and a silver. Another one of our students was selected in the New Zealand club team to compete at the State Age Short Course Nationals. It is also encouraging to note that a number of our younger swimmers are exhibiting significant progress in their skill development and recorded times. The feeling amongst the swimmers across all age groups is positive and supportive.

Tennis

An impressive number of boys represented the School in Tennis this year, 158 boys across 28 teams. The 11Bs, 11Cs, and 8Cs all finished the season with the very commendable performances of seven wins and one loss respectively in GPS competition. The First IV was placed a very creditable sixth in the GPS competition, defeating the First IV players representing Brisbane State High School, Ipswich Grammar School and The Southport School. Across all teams for the season we had a 53 per cent win/loss record, the fourth best overall across the competition. The First IV team competed in the Tennis Queensland State Secondary Schools' Team Tennis finals in Rockhampton. The team won the right to attend, having been crowned the champion school for both Toowoomba and the Darling Downs earlier in the year. The boys finished second in their pool behind Brisbane Grammar School and proceeded to win the Queensland Country Championship for the second successive year, defeating Rockhampton Grammar School in a very close match.

Volleyball

In Term One the sport of Volleyball attracted 254 of our boys across 22 teams. Our boys enjoyed participating in the local Tuesday night competition which provided very useful match time to develop their game sense. The boys also participated in the Queensland Volleyball Schools' Cup at junior, intermediate and senior levels. Our intermediate boys were the best-performed team coming fifth in the State. The School's continued participation in the Australian Schools' Volleyball Cup in Melbourne each December has also been an important part of the development of Volleyball in the School.

Sport in the Junior School

Sport provides a physical outlet for boys, teaches them important life lessons including the skill of working as a member of a team, an appreciation of competition in an organised and structured manner, an understanding of good sportsmanship along with a wonderful way of making strong and enduring friendships. Sport is most important within a boys' school and for many boys training and competitive games are a vital and highly enjoyable part of each school week. While sport is an intrinsic component of what occurs in the Junior School, sport is viewed as of equal importance to all other co-curricular pursuits including music, debating, chess, drama and so on.

The quality of what is on offer in the Junior School was highlighted at the Darling Downs Sports Awards in February. This is a significant occasion each year where athletes (adults and children) across a wide range of sporting endeavours are recognised for their achievements. Our Junior School was awarded 'Primary School of the Year' at the evening, which was a wonderful acknowledgement

of our various and many sporting endeavours and successes. This award, while presented in 2016, referred to what had occurred in 2015 and applauded the achievements of all our boys in local school sport as well as our staff who work with the boys so well.

The Junior School boys can elect to participate in the GPS sporting competition whilst in Years 5 and 6. Many Year 5 and 6 boys were involved in representing Toowoomba Grammar School in GPS sport during the year. Junior School boys also enjoyed the opportunity of supporting Senior School teams at home and away fixtures, including watching the Firsts play in a number of sports. Boys were also provided with local sporting options in the Toowoomba Primary Schools' sports competitions, held on Friday afternoons.

All Toowoomba Grammar School students use the Aquatic Centre with the Junior School program being well established. The boys from Prep to Year 3 participated in learn-to-swim sessions in small groups with specialist instructors throughout the year and boys from Years 4 to 6 used the pool in blocks of time over several weeks each term as part of their PE program. This format is highly successful in teaching a skill for life and a skill that will save lives.

4.3 Society

Objectives:

Toowoomba Grammar School:

- will encourage and assist our students to serve the broader community and for students to value and support others beyond themselves
- will extend student activities to assist the more vulnerable in society

Outcomes:

Social Service Contribution to the City of Toowoomba and Beyond, Including the Interact Club

The Interact Club, now in its fiftieth year of operation at the School, has had another successful year, supporting an array of local, national and international charitable organisations. Through a range of fundraising activities, the Club has raised money for the Cancer Council, Legacy, the Sree Belbenjhyang primary school in Nepal, Burrumbuttock Hay Runners, Mates4Mates and the McGrath Foundation.

The message delivered regularly to the boys is that service is far more than donating a few dollars and is much more about assisting and serving others through the donation of their own time. As such, boys this year have assisted with the Million Paws Walk, Clean-Up Australia Day, the Goodwill Foundation, World Vision's 40-hour famine, Red Cross blood donations and TRAMS where boys spend some time each week working with children who have recently immigrated to Australia. Each of the Interact Club directors also works within his House to engage boys in service activities. Through the Houses, and with the assistance of Housemasters, strong relationships have

been either developed or maintained with Toowoomba West Special School and Toowoomba East State School as well as St Vincent's Hospital, TriCare Aged Care Facility and Rosie's.

The School hosted its tenth Sony Foundation Children's Holiday Camp over the first weekend of the September holidays. This camp continues to provide an important opportunity for boys in Years 11 and 12 to demonstrate their commitment to service by caring, over a number of days, for a young person with a disability. With 36 guests attending the camp and being cared for by 71 Year 11 students – 47 from Toowoomba Grammar School and 24 girls from The Glennie School and Fairholme College – the personal growth experience was again an exceptional one for all involved. Whilst the weather throughout the camp was decidedly wet, this certainly did not dampen the spirit of the campers. Over the course of the three days, the young guests and their companions had the opportunity to spend time getting to know each other a little better and to participate in a full range of activities, including swimming in the Aquatic Centre, making use of the library, art and woodwork room and music room in the Junior School, an evening disco, and many art and craft activities. The camp is a significant service activity for the School and again met its objectives of providing an enjoyable time for our guests, some respite for their families and a significant personal growth experience for the senior students involved.

The Indigenous Education Program

The School continues to display commitment to enhancing the educational and social opportunities of boys with Australian Indigenous heritage. One element of this commitment is the School's continued involvement in, and support of, an Indigenous Education Scholarship program known as Yalari. Toowoomba Grammar School Old Boy, Waverley Stanley (1980-84), is the founder of Yalari and this now operates in many of the most widely-respected independent schools throughout Australia. This year we proudly celebrated the Year 12 graduation of three boys of indigenous heritage, one of whom was a Yalari scholarship student. In total we have twenty boys in our School identifying as having Indigenous background, a heritage which they are encouraged to proudly and openly acknowledge.

The School's Indigenous education program offers the boys various opportunities which support and enhance their Aboriginal culture. Opportunities are varied, such as attending the University of Southern Queensland's Indigenous Connections Day. Here, the boys had the occasion to hear Indigenous guest speakers and enjoy Aboriginal dance and music. Weekly, the boys from both the Senior and Junior School meet with staff to spend time painting and producing Indigenous works of art. Some of these pieces of art were showcased at this year's Toowoomba Grammar School Art Show.

4.4 Boarding

Objectives:

Toowoomba Grammar School:

- will remain committed to boarding in every sense and actively pursue the goal of being the premier boarding school in Queensland, northern New South Wales and the Northern Territory
- will foster the Pastoral Care and Personal Development Objectives to support the boarding programme

Outcomes:

A Commitment to Boarding

Boarding has always been an integral part of Toowoomba Grammar School. From the first intake of students in 1877 we have enjoyed the company of boarders living in our School. Over recent years we have noted our boarders coming from a greater diversity of geographic regions across Australia. Boys from Western Queensland and Northern New South Wales continue to make a significant contribution to our boarding enrolments but we are also now noticing enrolments from North and Central Queensland, the Northern Territory and also South Australia. Unlike the majority of boarding schools in Australia, we continue to be a boarding school for Australian bush boys with relatively few students coming from overseas nations. This fact, together with the enrolment of very few, if any, weekly boarders, means that our boarders can forge lifelong friendships from within the boarding community. Furthermore, the size of our boarding community, which represents over one-third of the Senior School enrolment, means that the boarders can never be regarded as constituting a small sub-set of the School, or without having a voice or a consideration of their special circumstances. It is anticipated that in future years those schools with relatively small boarding enrolments will have difficulty in sustaining their operation. This, in turn, will further reinforce Toowoomba Grammar School's position as one of Australia's pre-eminent boarding schools for boys coming from regional, rural and remote locations.

As one of the premier boys' boarding schools in Australia, our boarding enrolments are extremely strong at present. We do, however, anticipate a decline next year with our unusually large cohort of outgoing Year 12 boarders being replaced with a smaller cohort entering the School. Whatever criteria one may use to judge boarding – leadership by Boarding Housemasters, quality of residential Masters, communication with home, pastoral care, safety and security, health care, out-of-hours academic tutoring, sporting opportunities, quality of food or social activity programs, we feel that our boarding is operating at an optimal level. This has been reinforced to us by very positive feedback from the parents of our boarders.

The Boarders' Involvement in Community Service

One of the many positive features of our boarders' involvement is their contribution to various charities and community groups. It is a clear expectation of our boarders that they will contribute to the wellbeing of others, in addition to their commitment to study, sport and cultural programs. Each Boarding House assumes some responsibility for the fund-raising for or assistance to various organisations.

Year 11 and 12 boys from Boyce House, for example, visited Toowoomba West Special School on a weekly basis to work with the students there, helping with life skills and socialisation. Year 10, 11

and 12 boys also assist with major events at this school, such as sports days and the Dream Cricket Clinic, run by the Bradman Foundation. Another initiative is the Boyce House Blitz, where boys help an elderly gentleman to care for his garden. Each week Boyce students from Years 8 to 12 also visit BUPA Aged Care to provide company for the residents. They also raise funds for various charities.

Another great service initiative has been started by Mackintosh House boarders who have volunteered to clear lantana on several Sunday mornings from parkland by the edge of the southern escarpment of the Toowoomba Range. This is one of the first steps to clearing the land to create a walking track along the edge of the Range from the southern end of Rowbotham Street all the way to Spring Bluff. The boys have a great time helping their local community in a constructive way.

Stephens House boys support World Vision through their sponsorship of a young boy from India and his local community. They are also active in giving their time to support the Clean Up Australia Day campaign. Some of the Senior boys also volunteer to help out at TriCare Aged Care Facility each fortnight. This experience helps the boys to understand the importance of care and compassion and it also allows them to see how much this small gesture means to the older members in our community.

The students of Groom House also assisted with the Clean Up Australia Day campaign. A major contribution from Groom House this year was over \$8,000 raised to assist a charity known as the Burrumbuttock Hay Runners in support of drought-affected areas.

Taylor House supports an organisation called Rosie's which provides friendship and support to those who are marginalised in the local area. Food is donated by the House to cook a regular BBQ in a local community park and the Taylor boys assist with cooking, serving, interacting with the patrons and cleaning up. Taylor House also supports the World's Greatest Shave each year to increase awareness about leukaemia. Taylor House also continued its support of the Cancer Council's Relay For Life with close to 100 boys from the House participating in this event each year.

Moreover, a great deal of effort goes into the organisation of weekend activities to keep our boarders occupied. In addition to the gymnasium being opened each Friday night, activities such as laser skirmish, golf at the driving range, trips to big sporting matches in Brisbane, futsal, dodgeball and table tennis competitions are examples of the options available to our boarders as part of the recreation program.

4.5 Finance and Infrastructure

Objectives:

Toowoomba Grammar School:

- will deliver a very high level of customer service, effective management of physical and human resources, prudent financial management and sustainable and efficient energy management.
- will maintain and enhance its buildings and grounds to ensure that they are contemporary, serviceable, sustainable and relevant to its needs.
- will continue to make every reasonable effort to conserve water and power.

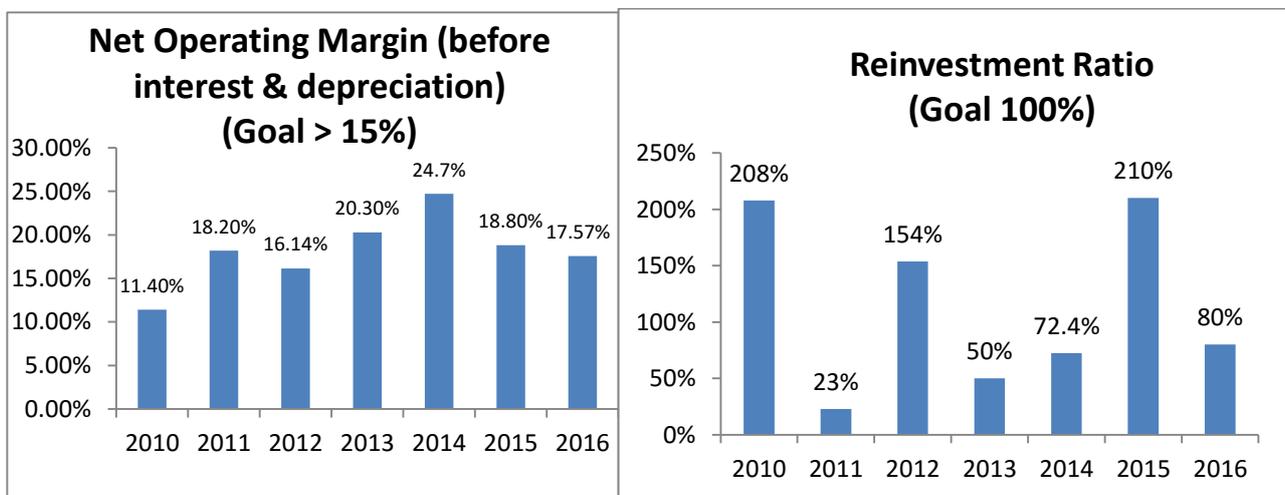
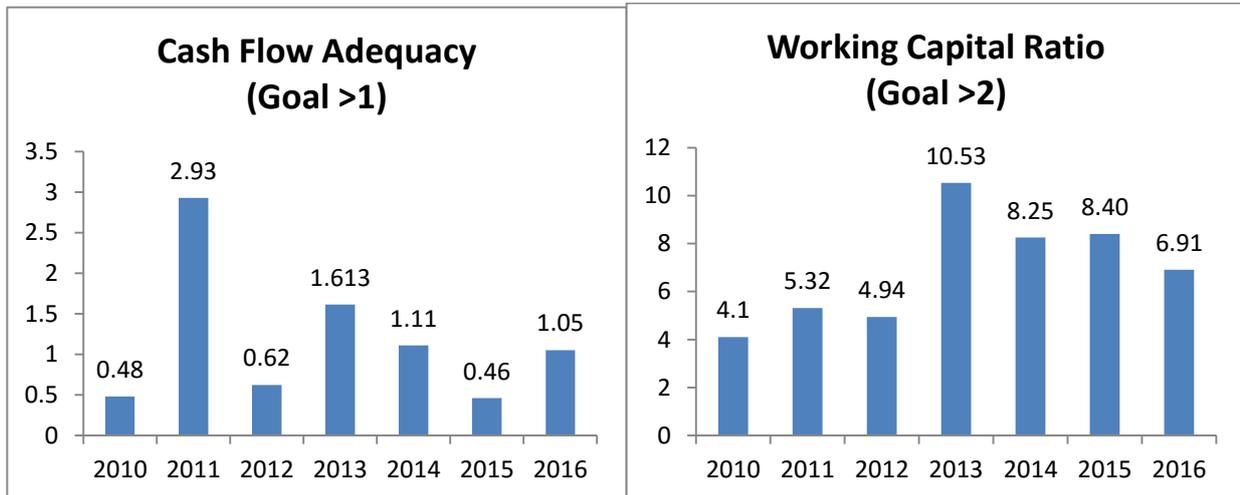
- will consider cost efficiencies associated with alternative energy sources in all major operations.

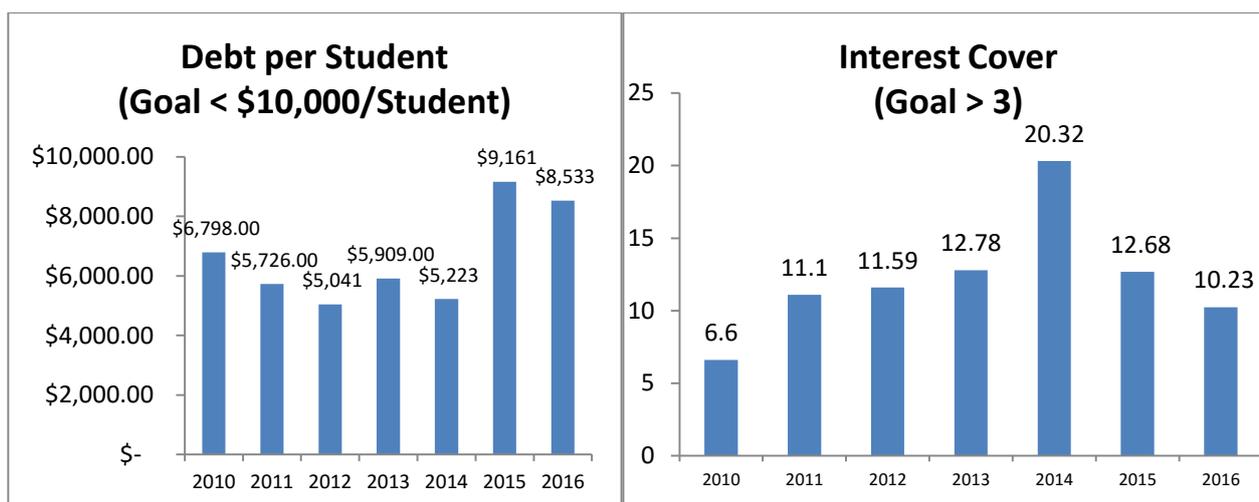
Outcomes:

For the year ended 31 December 2016, the School achieved an Operating Profit From Continuing Operations and the following projects were completed:

- Refurbishment of two Boarding Houses \$ 3,124,000
- Other Capital Projects \$ 1,611,000
- Major Repairs & Maintenance - Buildings \$ 833,000
- IT Development \$ 587,000

The School participates annually in the Non-Government Schools' Financial Performance Survey conducted by the Association of School Business Administrators Limited. The Key Performance Indicators and Benchmarking provided by this survey assists the School to review its financial viability. Ratio results from recent years and 2016 are as follows:





5. STRATEGIC PLANNING AND THE BUILDING PROGRAM

Many people make complimentary remarks about the architecture of the School including how buildings constructed over the last ten years are in sympathy with the past. It should be obvious to all that the School's Board of Trustees has followed a detailed Strategic Plan over the last decade to thoroughly plan future developments. The Board has colloquially referred to these integrated steps of development, where one task is dependent upon the successful completion of another task, as "jigsaws". Over recent years we have seen three "jigsaws" completed. These include:

Jigsaw 1 – The task was to construct a new Aquatic Centre using a previously under-utilised area and also provide sufficient car parking spaces for the guests to the Centre. The process involved:

1. Fill in the old external swimming pool (2009) and convert to a multi-purpose basketball court
2. Commence construction of the Aquatic Centre (throughout 2009 and opened in 2010)
3. Demolish the workmen's sheds and prepare new sheds near the tennis courts
4. Demolish the boarders' laundry and lease a new facility on grounds external to the School
5. Bitumen these areas to prepare car-parking spaces for the Aquatic Centre.

Jigsaw 2 – This involved the preparation of eight new classrooms to enable the entry of Year 7s into the Senior School. This was to be achieved via the refurbishment of the Teachers' Work and Common Room areas in the Hugh Rose Centre (in which the teachers were divided into two separate buildings preventing the most effective forms of communication). To manage this, the teachers had to be relocated and the area selected was School House which was then used to accommodate the Mackintosh Boarders with obvious risk of some damage to the heritage-listed building. To facilitate this move, the Boyce Boarding Housemaster's residence on the school grounds was demolished and

a new Mackintosh Boarding House was constructed on this site. Once the boarders transferred to their new location, the teachers and administrative staff could move into the heritage School House (incorporating the former Mackintosh Boarding House). The steps involved:

1. Demolish Boyce Boarding Housemaster's residence (February 2012)
2. Construct Mackintosh Boarding House on this site (completed in November 2012)
3. Transfer Mackintosh Boarders from School House to new Mackintosh Boarding House (from the commencement of the 2013 school year)
4. Refurbish all floors of School House including relocating the Headmaster's study to first floor and prepare staff common room and work spaces (commencing December 2012 to May 2013)
5. Transfer all teachers from the Hugh Rose Centre (over the Term One holidays 2013) to School House
6. Refurbish the Hugh Rose Centre into classrooms to accommodate the entry of the Year 7 students from the Junior School to the Senior School (March to June 2013)
7. Construct the addition to the Corfe Boarding House for the entry of Year 7 Senior School boarders (April to November 2014)

Jigsaw 3 – This involved demolishing an Art and Manual Arts classroom block for the footprint of the new Gymnasium. In order to demolish this classroom block we had to transfer Art and Manual Arts/Industrial Technology to new centres. This was to be the former and dated Boyce and Taylor Boarding Houses. To achieve this we had to construct new Boarding Houses for both Boyce and Taylor. The steps involved:

1. Construct new Boarding House, Boyce/Taylor, on the side of P & F Oval (2015)
2. Transfer boarders from their old Boarding Houses, Boyce and Taylor, to the new Boyce/Taylor Boarding House (from the commencement of 2016)
3. Refurbish former Boyce Boarding House to provide effective teaching areas for Art (downstairs) and Drama (upstairs) (2016 to commence classes at the beginning of Term Four)
4. Refurbish former Taylor Boarding House to accommodate 'cutting edge' teaching areas for Industrial Technology and Design (2016 to commence classes at the beginning of Term Four)
5. Demolish Manual Arts/Art building adjacent to the Trenerry Gymnasium (January 2017)
6. Construct new Gymnasium on the site of the old Manual Arts/Art building overlooking the Kent and Trustees Ovals and adjacent to the Aquatic Centre (commencement January 2017)

It is a credit to the vision of the School's Board of Trustees to achieve such a massive improvement in the infrastructure of the School for the benefit of the boys and it also aligns with the Queensland Government's objectives for the community by creating jobs and a diverse economy through new infrastructure and investment.

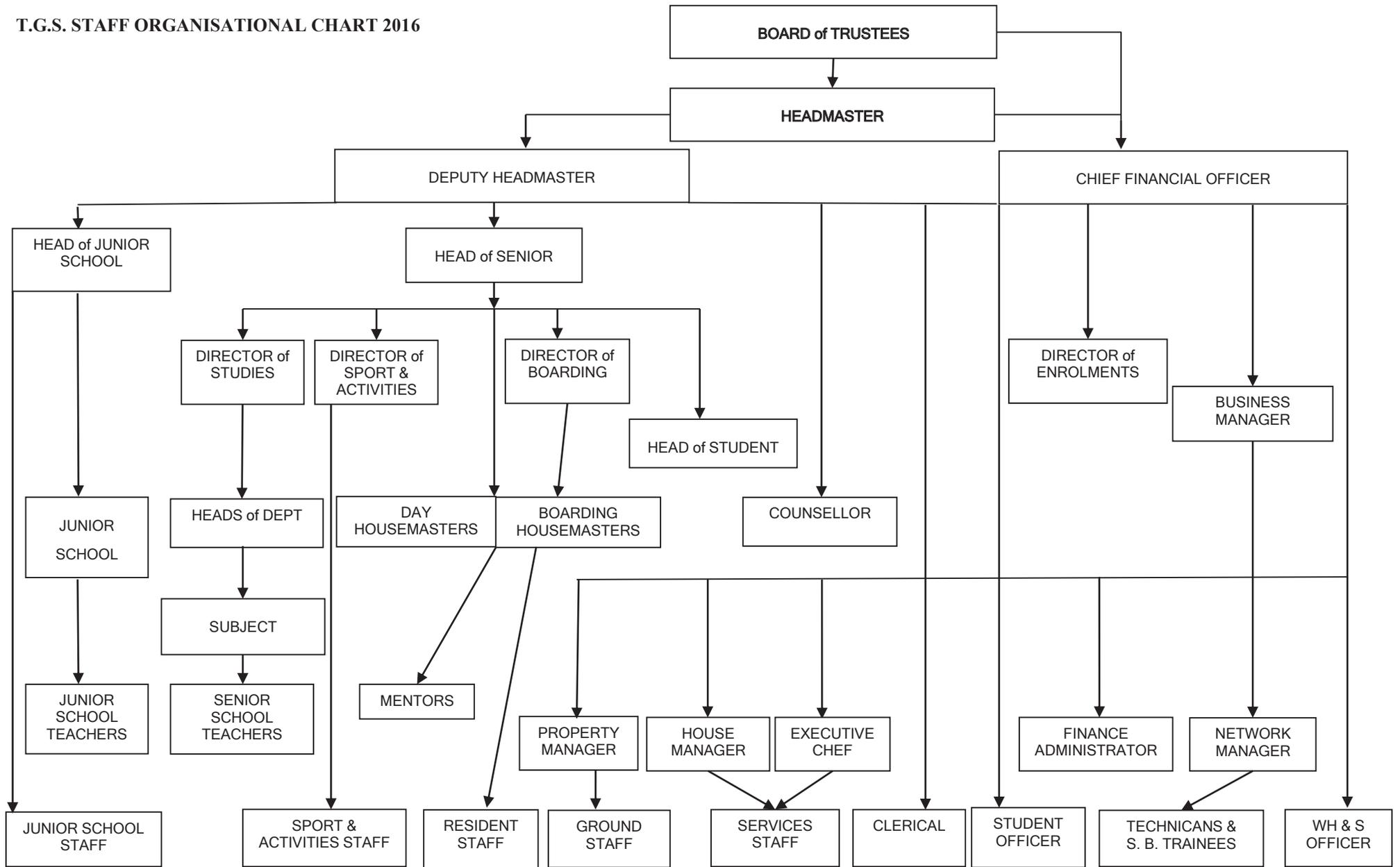
6. APPENDICES

- Appendix 1 - Staff Organisational Chart
- Appendix 2 - 2016 Annual Financial Statements
- Appendix 3 - Compliance checklist
- Appendix 4 - Glossary

APPENDIX 1

STAFF ORGANISATIONAL CHART

T.G.S. STAFF ORGANISATIONAL CHART 2016



APPENDIX 2

2016 ANNUAL FINANCIAL STATEMENTS

BOARD OF TRUSTEES OF
THE TOOWOOMBA GRAMMAR SCHOOL

Financial Statements
for the Year Ended 31 December 2016

BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
STATEMENT OF COMPREHENSIVE INCOME
for the year ended 31 December 2016

	Notes	2016	2015
		\$	\$
INCOME FROM CONTINUING OPERATIONS			
Fee Income	2	21,215,900	20,406,095
Government Grants	3	11,302,217	10,911,339
Capital Receipts	4	549,924	979,182
Interest and Distributions Received	5	810,679	658,928
Other Income	6	986,746	940,078
Profit/(Loss) on Sale/Write off of Non-Current Assets		6,364	-
Total Operating Revenue		<u>34,871,830</u>	<u>33,895,622</u>
TOTAL INCOME FROM CONTINUING OPERATIONS		<u>34,871,830</u>	<u>33,895,622</u>
EXPENSES FROM CONTINUING OPERATIONS			
Employee Expenses	7	21,085,649	20,123,850
Supplies and Services	8	7,520,086	7,234,269
Depreciation	9	2,465,996	2,079,574
Finance/Borrowing Costs	10	599,003	494,497
Other Expenses	11	139,269	163,878
TOTAL EXPENSES FROM CONTINUING OPERATIONS		<u>31,810,003</u>	<u>30,096,068</u>
OPERATING PROFIT FROM CONTINUING OPERATIONS		3,061,827	3,799,554
OTHER COMPREHENSIVE INCOME			
Items that will not be reclassified subsequently to Operating Result:			
Increase/(Decrease) in asset revaluation surplus	23	<u>1,188,099</u>	<u>(10,022,676)</u>
		<u>1,188,099</u>	<u>(10,022,676)</u>
Items that will be reclassified subsequently to Operating Result when certain conditions are met:			
Change in market value of available for sale financial assets		<u>216,509</u>	<u>11,855</u>
		<u>216,509</u>	<u>11,855</u>
TOTAL OTHER COMPREHENSIVE INCOME		<u>1,404,608</u>	<u>(10,010,821)</u>
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		<u>4,466,435</u>	<u>(6,211,267)</u>

The Statement of Comprehensive Income is to be read in conjunction with the accompanying notes.

BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
STATEMENT OF FINANCIAL POSITION
as at 31 December 2016

	Notes	2016 \$	2015 \$
CURRENT ASSETS			
Cash and Cash Equivalents	12	12,143,489	9,310,293
Other Financial Assets	13	8,365,180	10,501,643
Trade and Other Receivables	14	1,008,502	917,517
Other Current Assets	15	161,438	246,163
TOTAL CURRENT ASSETS		<u>21,678,609</u>	<u>20,975,616</u>
NON-CURRENT ASSETS			
Property, Plant and Equipment	16	91,062,491	87,605,088
TOTAL NON-CURRENT ASSETS		<u>91,062,491</u>	<u>87,605,088</u>
TOTAL ASSETS		<u>112,741,100</u>	<u>108,580,704</u>
CURRENT LIABILITIES			
Trade and Other Payables	17	1,345,361	1,197,513
Other Liabilities	18	530,426	484,966
Employee Benefits	19	411,735	481,779
Borrowings	21	846,739	329,359
Enrolment Deposits Refundable	22	3,810	4,040
TOTAL CURRENT LIABILITIES		<u>3,138,071</u>	<u>2,497,657</u>
NON-CURRENT LIABILITIES			
Employee Benefits	19	2,305,819	1,893,752
Borrowings	21	9,861,951	11,213,656
Enrolment Deposits Refundable	22	4,095	10,910
TOTAL NON-CURRENT LIABILITIES		<u>12,171,865</u>	<u>13,118,318</u>
TOTAL LIABILITIES		<u>15,309,936</u>	<u>15,615,975</u>
NET ASSETS		<u>97,431,164</u>	<u>92,964,729</u>
EQUITY			
Retained Earnings		58,922,179	55,643,843
Asset Revaluation Surplus	23	38,508,985	37,320,886
TOTAL EQUITY		<u>97,431,164</u>	<u>92,964,729</u>

The Statement of Financial Position is to be read in conjunction with the accompanying notes.

BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL

STATEMENT OF CHANGES IN EQUITY

for the year ended 31 December 2016

	Financial Assets Reserve		Retained Earnings		Asset Revaluation Surplus		Total	
	2016	2015	2016	2015	2016	2015	2016	2015
	\$	\$	\$	\$	\$	\$	\$	\$
Balance as at 1 January	960,540	948,685	54,683,303	50,883,749	37,320,886	47,343,562	92,964,729	99,175,996
Operating profit from Continuing Operations	-	-	3,061,827	3,799,554	-	-	3,061,827	3,799,554
Other Comprehensive Income								
Increase/(Decrease) in Asset Revaluation Surplus			-	-	1,188,099	(10,022,676)	1,188,099	(10,022,676)
Increase in fair value of Assets classified as available for Sale	216,509	11,855					216,509	11,855
Total Comprehensive Income for the Period	216,509	11,855	3,061,827	3,799,554	1,188,099	(10,022,676)	4,466,435	(6,211,267)
Balance as at 31 December	1,177,049	960,540	57,745,130	54,683,303	38,508,985	37,320,886	97,431,164	92,964,729

The Statement of Changes in Equity is to be read in conjunction with the accompanying notes.

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BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
STATEMENT OF CASH FLOWS
for the year ended 31 December 2016

	Notes	2016	2015
		\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES			
Inflows			
Receipts from customers		27,194,145	24,142,710
Interest and Distributions Received		522,136	593,958
Government Funding		10,010,859	10,781,883
Capital Grants and Donations		112,877	817,223
GST Input Tax Credits Received		<u>1,460,491</u>	<u>1,792,987</u>
		<u>39,300,508</u>	<u>38,128,761</u>
Outflows			
Payments to Suppliers		11,608,609	12,796,834
Payments to Employees		20,855,465	20,045,504
Finance Costs		592,905	409,859
GST Paid to ATO		<u>342,601</u>	<u>126,489</u>
		<u>33,399,580</u>	<u>33,378,686</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES		<u>5,900,928</u>	<u>4,750,075</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase/Sale of Other Financial Assets		2,480,389	293,202
Payments for Property, Plant and Equipment		(4,735,300)	(9,979,111)
Interest and Distributions Received		28,027	69,903
Proceeds from the sale of Non-Current Assets		<u>10,864</u>	<u>-</u>
NET CASH USED IN INVESTING ACTIVITIES		<u>(2,216,020)</u>	<u>(9,616,006)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Proceeds from Borrowings		-	6,000,000
Repayments of Borrowings		<u>(851,712)</u>	<u>(845,755)</u>
NET CASH PROVIDED BY/(USED IN) FINANCING ACTIVITIES		<u>(851,712)</u>	<u>5,154,245</u>
Net Increase/ (Decrease) in Cash and Cash Equivalents		2,833,196	288,314
Cash and cash equivalents at the beginning of the financial period		<u>9,310,293</u>	<u>9,021,979</u>
Cash and cash equivalents at the end of the financial period	12	<u><u>12,143,489</u></u>	<u><u>9,310,293</u></u>

The Statement of Cash Flows is to be read in conjunction with the accompanying notes.

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BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

OBJECTIVES OF THE SCHOOL

The objective of the school is to provide an education for boys from Years Prep to 12 with boarders from Years 5 to 12.

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

The following is a summary of the significant accounting policies adopted by Toowoomba Grammar School ("the School") in the preparation of the financial statements. The accounting policies have been consistently applied, unless otherwise stated. The School has prepared these statements in compliance with the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*.

(a) Basis of Preparation

The financial statements are general purpose financial statements that have been prepared on an accrual basis in accordance with Australian Accounting Standards - Reduced Disclosure Requirements and Interpretations.

With respect to compliance with Australian Accounting Standards and Interpretations, the School has applied those requirements applicable to not-for-profit entities, as the School is a not-for-profit public sector entity. Except where stated, the historical cost convention is used.

The School does not control other entities. The financial statements include the value of all income, expenses, assets, liabilities and equity for the School as an individual entity.

(b) Revenue

Revenue is measured at the fair value of consideration received or receivable, net of discounts. Revenue is recognised to the extent that it is probable that economic benefits will flow to the School and revenue can be reliably measured.

Fees received in the current year that relate to future years are brought to account in the year to which they relate.

Interest and Distributions are recognised when the right to receive the revenue has been established.

(c) Grants and Contributions

Grants, contributions, donations and gifts that are non-reciprocal in nature are recognised as revenue in the year in which the School obtains control over them. Where grants are received that are reciprocal in nature, revenue is accrued and recognised over the term of the funding arrangements.

(d) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, deposits held at call with financial institutions and other short-term highly liquid investments with original maturities of three months or less.

(e) Trade and Other Receivables

Fee Debtors are recognised at the amounts due at the time of sale or service delivery. Unless prior arrangements are in place, settlement of these amounts is required by the start of each relevant school term.

The collectability of receivables is assessed periodically with provision being made for impairment. All known bad debts were written off as at 31 December.

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.

(f) Land Held in Trust

Land identified as Lot 1094 is held at fair value and is subject to a Deed of Grant in Trust (DOGIT). Land identified as Lot 1093 is held at fair value and is subject to a Trust. All the land is retained by the Crown, however the economic benefits of the land accrue to the School and the land is administered by the Board of Trustees of the Toowoomba Grammar School.

(g) Acquisition of Assets

Actual cost is used for the initial recording of all non-current physical 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	\$	10,000
Land and Works of Art	\$	1
Plant and Equipment	\$	5,000

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

(i) Revaluations of Non-Current Physical Assets

Land and buildings and works of art 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 Policies for the Queensland Public Sector. These assets are reported at their revalued amounts, being the fair value at the date of valuation, less any subsequent accumulated depreciation and impairment losses where applicable.

In respect of the abovementioned asset classes, the cost of items acquired during the financial year has been judged by management to materially represent their fair value at the end of the reporting period.

Plant and equipment is measured at cost. The carrying amounts for plant and equipment at cost do not materially differ from their fair value.

Non-current physical assets (excluding works of art) measured at fair value (refer above) are revalued at least every three years. Works of art are revalued at least every five years. In those years where an independent valuation is not conducted an interim valuation using appropriate indices is performed where there has been a material variation in the index.

An independent revaluation, at fair value, was performed by Daniel Cooke AAPI - CPV, Registered Valuer No.3816, from AssetVal Pty Ltd, Murarrie on 15th and 16th July 2015. The same valuer performed an additional revaluation of two refurbished buildings on the 30th September 2016.

An independent valuation, at fair value, of the School's Heritage and Cultural Assets was performed by Mr Colin McWilliam NCJV Fine Arts Division Registered Valuer No 384, from McWilliam and Associates Pty Ltd, Sydney in July 2015.

Any revaluation increment arising on the revaluation of an asset is credited to the asset revaluation surplus of the appropriate asset class, 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 reserve relating to that asset class. On revaluation, accumulated depreciation is restated proportionately with the change in the carrying amount of the asset and any change in the estimate of remaining useful life.

BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (Cont.)

(j) Fair Value Measurement

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date under current market conditions (i.e. an exit price) regardless of whether that price is directly derived from observable inputs or estimated using another valuation technique.

Observable inputs are publicly available data that are relevant to the characteristics of the assets/liabilities being valued. Observable inputs used by the School include, but are not limited to, published sales data for land and general office buildings.

Unobservable inputs are data, assumptions and judgements that are not available publicly, but are relevant to the characteristics of the assets/liabilities being valued. Significant unobservable inputs used by the School include subjective adjustments made to observable data to take account of the characteristics of the School's assets/liabilities, internal record of recent construction costs (and /or estimates of such costs) for assets' characteristics/functionality, and assessments of physical condition and remaining useful life. Unobservable inputs are used to the extent that sufficient relevant and reliable observable inputs are not available for similar assets/liabilities.

A fair value measurement of a non-financial asset takes into account a market participant's ability to generate economic benefits by using the asset in its highest and best use or by selling it to another market participant that would use the asset in its highest and best use.

(k) Depreciation of Property, Plant and Equipment

Land and Heritage and Cultural Assets are not depreciated as they have 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.

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.

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

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

Asset Class	Rate %
Buildings	1.0 - 2.0
Plant and Equipment	2.5 - 30

(l) Impairment of Non-Current Assets

All non-current physical 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 value in use.

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).

(m) Leases

Leases of Plant and Equipment are classified as operating leases as the lessors retain substantially all of the risks and benefits of ownership.

Items of leased equipment are photocopiers, motor vehicles and information technology equipment, and lease payments are expensed in the year in which they are incurred.

(n) Trade and Other Payables

Trade and other payables are recognised upon receipt of the goods or services ordered 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.

(o) Financial Instruments

Recognition

Financial assets and liabilities are recognised in the Statement of Financial Position when the School is party to the contractual provisions of the financial instrument. Financial instruments are initially measured at fair value plus transaction costs, except where the instrument is classified "at fair value through profit or loss", in which case transaction costs are recognised as expenses in profit or loss immediately.

The school does not enter into transactions for speculative purposes or for hedging with the exception of a shareholding in a listed company of a nominal amount only, gifted to the School.

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

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

The effective interest method is used to allocate interest income or interest expense over the relevant period and is equivalent to the rate that exactly discounts estimated future cash payments or receipts (including fees, transaction costs and other premiums or discounts) through the expected life (or when this cannot be reliably predicted, the contractual term) of the financial instrument to the net carrying amount of the financial asset or financial liability.

Financial Assets At Fair Value Through Profit or Loss

Financial assets are classified at "fair value through profit or loss" when they are designated as such to avoid an accounting mismatch or to enable performance evaluation where a group of financial assets is managed by key management personnel on a fair value basis in accordance with a documented risk management or investment strategy. Such assets are subsequently measured at fair value with changes in carrying amount being included in profit or loss.

Available for Sale Investments

Available-for-sale investments are non-derivative financial assets that are either not capable of being classified into other categories of financial assets due to their nature or they are designated as such by management. They comprise investments in the equity of other entities where there is neither a fixed maturity nor fixed or determinable payments.

They are subsequently measured at fair value with any remeasurements other than impairment losses recognised in other comprehensive income. When the financial asset is derecognised, the cumulative gain or loss pertaining to that asset previously recognised in other comprehensive income is reclassified into profit or loss.

BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (Cont.)

Held-to-maturity Investments

Held-to-maturity investments are non-derivative financial assets that have fixed maturities and fixed or determinable payments, and it is the School's intention to hold these investments to maturity. They are subsequently measured at amortised cost. Gains or losses are recognised in profit or loss through the amortisation process and when the financial asset is derecognised. The School's held-to-maturity assets comprise term deposits with original maturity periods exceeding 90 days.

(p) Employee Benefits

Wages, Salaries, Sick leave, Annual Leave and Long Service Leave

Wages and salaries, sick leave due but unpaid at reporting date, are recognised in the Statement of Financial Position at the current remuneration rates.

For unpaid entitlements expected to be paid within 12 months, the liabilities are recognised at their undiscounted values. For those entitlements not expected to be paid within 12 months, the liabilities are recognised at their present value, calculated using yields based on Fixed Rate Commonwealth Government bonds of similar maturity.

Prior history indicates that on average, sick leave taken each reporting year is less than the entitlement accrued. This is expected to continue in future years. 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.

Annual leave and long service leave liabilities are accounted for as short term employee benefits if the School expects to wholly settle all such liabilities within the 12 months following reporting date. Otherwise, annual leave and long service leave liabilities are accounted for as 'other long-term employee benefits' in accordance with AASB 119, and split between current and non-current components.

Superannuation

Employer superannuation contributions are paid to the employees' choice of QSuper or Queensland Independent Education and Care Superannuation Trust (QIEC). Contributions are made in the year in which they are paid or payable. The School's obligation is limited to its contributions to these funds.

Executive Remuneration Disclosure

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

The School has assessed the key management personnel positions in context of the School being constituted under the *Grammar Schools Act 1975*. Refer to note 28 for the disclosure.

No member of the Board of Trustees received or were entitled to receive any fees during the year.

(q) Financing Costs

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

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

(r) Insurance

The School's non-current physical assets and other risks are insured through Willis Australia Limited (31 October 2016 - 31 October 2017), 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 and student work experience placements.

(s) Taxation

The activities of the Board are exempt from Commonwealth taxation except for Fringe Benefits Tax (FBT) and Goods and Services Tax (GST). As such, input tax credits receivable and GST payable from/to the Australian Taxation Office are recognised and accrued. The school is registered as an endorsed income tax exempt entity and deductible gift recipient and as such is entitled to claim a refund of franking credits attached to managed fund distributions.

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

(t) Issuance of Financial Statements

The financial statements are authorised for issue by the Chairman of the Board of Trustees of the Toowoomba Grammar School and Chief Financial Officer at the date of signing the Management Certificate.

(u) Judgements and Assumptions

Critical Accounting Estimates and Judgments

The estimates and judgements incorporated into the financial statements are based on historical experiences and the best available current information on current trends and economic data, obtained both externally and within the school. The estimates and judgements made assume a reasonable expectation of future events but actual results may differ from these estimates.

Estimates and assumptions that have a potential significant effect relate to the valuation of property, plant and equipment and the assessment of impairment of assets, employee entitlements and contingencies.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the year in which the estimate is revised if the revision affects only that year, or in the year of the revision and future years if the revision affects both current and future years.

(v) Authorisation of Financial Statements for Issue

The financial statements are authorised for issue by the Chairman of the Board of Trustees and the Chief Financial Officer at the date of signing the Certificate of the Board of Trustees.

The most significant estimates and assumptions made in the preparation of the financial statements related to the fair value and depreciation of Property, Plant and Equipment. Details are set out in Note 16. The valuation of property, plant and equipment necessarily involves estimation uncertainty with the potential to materially impact on the carrying amount of such assets in the next reporting period.

(w) Rounding and Comparatives

Amounts included in the financial statements have been rounded to the nearest dollar. Comparative information has been restated where necessary to be consistent with disclosures in the current reporting year.

(x) New and Revised Accounting Standards

The School did not voluntarily change any of its accounting policies during 2016. The School's financial reporting has not been materially impacted by Accounting Standards and Interpretations effective for the first time in 2016.

BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

	Notes	2016	2015
		\$	\$
2. FEE INCOME			
Tuition Fees		15,361,124	14,901,281
Boarding Fees		5,604,799	5,264,006
Enrolment and Application Fees		249,977	240,808
		<u>21,215,900</u>	<u>20,406,095</u>
3. GOVERNMENT GRANTS			
State Government Grants - Recurrent		2,834,530	2,792,516
Commonwealth Government Grants - Recurrent		8,467,687	8,118,823
		<u>11,302,217</u>	<u>10,911,339</u>
4. CAPITAL RECEIPTS			
Government Grants			
QISBGA - Flying Start Program		-	203,734
Capital Infrastructure		-	477,750
		-	681,484
Donations for Capital Purposes		549,924	297,698
		<u>549,924</u>	<u>979,182</u>
5. INTEREST AND DISTRIBUTIONS RECEIVED			
Interest Received			
General Fund		435,126	431,706
Endowed Scholarships, Prizes and Bursary Funds		70,412	15,888
Building Fund		61,160	67,776
Scholarship & Bursary DGR Fund		14,146	15,423
Capital & Maintenance Fund		36,808	36,854
Endowment Fund		19,819	21,378
		637,471	589,025
Distributions and Franking Credits Received - Endowment Fund		173,208	69,903
		<u>810,679</u>	<u>658,928</u>
6. OTHER INCOME			
Donations for Recurrent Purposes		50,130	60,902
Aquatic Centre - Learn to Swim		722,347	741,639
Squad		94,435	39,739
Other		51,987	26,330
Miscellaneous Income		67,847	71,468
		<u>986,746</u>	<u>940,078</u>
7. EMPLOYEE EXPENSES			
Employee Benefits			
Salaries and Wages		18,156,767	17,611,289
Long Service Leave Expense		625,191	355,704
Sick Leave Expense		62,690	-
Employer Superannuation Contributions		2,162,837	2,089,372
Employee Related Expenses			
Workers' Compensation Premium		78,164	67,485
		<u>21,085,649</u>	<u>20,123,850</u>
8. SUPPLIES AND SERVICES			
Supplies and Consumables		6,539,374	6,487,679
Fringe Benefits Tax		122,710	138,964
Consultants		342,984	95,290
Staff Training, Travel and Accommodation		132,296	143,485
Printing and Stationery costs		284,801	278,993
Bank Fees and Charges		97,921	89,858
		<u>7,520,086</u>	<u>7,234,269</u>
9. DEPRECIATION EXPENSE			
Depreciation			
- Plant & Equipment		216,123	193,070
- Buildings		2,249,873	1,886,504
		<u>2,465,996</u>	<u>2,079,574</u>

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BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

	Notes	2016	2015
		\$	\$
10. FINANCE/BORROWING COSTS			
Administration Fees		6,097	11,420
Interest		<u>592,906</u>	<u>483,077</u>
		<u>599,003</u>	<u>494,497</u>
11. OTHER EXPENSES			
Grants and Subsidies		<u>139,269</u>	<u>163,878</u>

12. CASH AND CASH EQUIVALENTS

For the purposes of the Statement of Cash Flows, cash includes cash on hand and in banks and investments in money market instruments with an original maturity of less than 90 days. Cash at the end of the financial period as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:

Cash on Hand	2,700	2,700
Cash at Bank and Deposits at Call	<u>12,140,789</u>	<u>9,307,593</u>
	<u>12,143,489</u>	<u>9,310,293</u>

The Board has set aside the following funds included in notes 12 & 13 for specific purposes: Endowment Fund (scholarships) \$5,080,938, Capital Maintenance Fund (Acquisition, Construction & Maintenance of Infrastructure) \$1,254,713, Building Fund (Acquisition, Construction & Maintenance of Infrastructure) \$1,991,214, Scholarship Fund \$488,180, Special Purpose Funds (Prizes, Sick leave, Long Service Leave, Study Leave, Clubs and Refundable Fee Deposits) \$553,521.

13. OTHER FINANCIAL ASSETS

Available-for-sale Financial Assets		
Shares at market value	36,726	36,240
Units in Unit Trust, at market value	<u>4,328,454</u>	<u>3,985,015</u>
	<u>4,365,180</u>	<u>4,021,255</u>
Movement in Available-for-sale Financial Assets		
Shares in listed entities at fair value		
Opening Balance	36,240	30,240
Purchases/Donations	1,248	8,650
Disposal	-	-
Fair value measurement gains/(losses)	<u>(762)</u>	<u>(2,650)</u>
Closing Balance	<u>36,726</u>	<u>36,240</u>
Units in Unit Trust		
Opening Balance	3,985,015	3,919,390
Purchases/Donations	143,443	91,913
Disposal/Fees	<u>(17,275)</u>	<u>(17,083)</u>
Fair value measurement gains/(losses)	<u>217,271</u>	<u>(9,205)</u>
Closing Balance	<u>4,328,454</u>	<u>3,985,015</u>

The units are invested in the QIC Growth Fund - The focus of the Fund is growth rather than income, with the potential for short term capital loss.

Shares are held in the National Australia Bank and Clydesdale Bank Accounts. These shares form part of an investment portfolio for a bursary fund and were gifted to the School.

Held to Maturity Investments		
Short Term Deposits	<u>4,000,000</u>	<u>6,480,388</u>
Short term deposits consist of term deposits held at commercial banking institutions.	<u>4,000,000</u>	<u>6,480,388</u>
Total Other Financial Assets	<u>8,365,180</u>	<u>10,501,643</u>

14. TRADE AND OTHER RECEIVABLES

Fee Receivables	755,798	674,905
Other Receivables	<u>161,168</u>	<u>218,714</u>
	916,966	893,619
GST input tax credits receivable	<u>91,536</u>	<u>23,898</u>
	<u>1,008,502</u>	<u>917,517</u>

15. OTHER CURRENT ASSETS

Prepayments	<u>161,438</u>	<u>246,163</u>
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BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

	Notes	2016	2015
16. PROPERTY, PLANT AND EQUIPMENT			
Land held in Trust			
At Fair Value		18,000,000	18,000,000
Freehold Land			
At Fair Value		3,704,000	3,704,000
Buildings			
At Fair Value		97,930,804	98,871,242
Less Accumulated Depreciation		(30,947,392)	(34,231,713)
		66,983,412	64,639,529
Plant and Equipment			
At Cost		1,995,415	1,482,841
Less Accumulated Depreciation		(884,181)	(684,612)
		1,111,234	798,229
Work in progress			
At cost		983,035	183,865
Heritage and Cultural Assets			
At Fair Value		280,810	279,465
Total Property, Plant and Equipment		91,062,491	87,605,088

Movements in carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial period:

2015	Notes	Land Held in Trust	Freehold Land	Buildings	Plant and Equipment	Work in Progress	Heritage and Cultural Assets	Total
		\$	\$	\$	\$	\$	\$	\$
Opening Written Down Value		18,000,000	3,704,000	64,639,529	798,229	183,865	279,465	87,605,088
Additions		-	-	3,405,656	529,128	799,170	1,345	4,735,300
Asset Revaluation - Increment/(Decrement)		-	-	1,188,099	-	-	-	1,188,099
Sold/Scrapped		-	-	-	-	-	-	-
Depreciation								
Tuition	9	-	-	(1,026,420)	(93,672)	-	-	(1,120,092)
Boarding	9	-	-	(647,371)	(41,610)	-	-	(688,981)
Admin. and Gen.	9	-	-	(576,082)	(80,841)	-	-	(656,923)
Closing Written Down Value		18,000,000	3,704,000	66,983,411	1,111,234	983,035	280,810	91,062,491

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BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

	Notes	2016	2015
		\$	\$
17. TRADE AND OTHER PAYABLES			
Sundry Creditors		755,450	831,726
Accrued Expenses		589,911	365,787
		<u>1,345,361</u>	<u>1,197,513</u>
18. OTHER LIABILITIES			
Fees Received in Advance		530,426	484,966
		<u>530,426</u>	<u>484,966</u>
19. EMPLOYEE BENEFITS			
Current			
Annual Leave		230,967	212,761
Long Service Leave		133,081	213,215
Employee Related Expenses - on-costs		47,687	55,803
		<u>411,735</u>	<u>481,779</u>
Non Current			
Long Service Leave		2,038,924	1,674,562
Employee Related Expenses - on-costs		266,895	219,190
		<u>2,305,819</u>	<u>1,893,752</u>

20. FAIR VALUE MEASUREMENTS

The School has the following financial assets and liabilities. The carrying amounts for each category of financial instruments measured in accordance with AASB 139 as detailed in the accounting policies to these financial statements, are as follows:

Financial Assets			
Cash and cash equivalents	12	12,143,489	9,310,293
Trade and other receivables	14	1,008,502	917,517
Available-for-sale financial assets	13	4,365,180	4,021,255
Held to maturity financial assets	13	4,000,000	6,480,388
Total Financial Assets		<u>21,517,171</u>	<u>20,729,453</u>
Financial Liabilities			
Financial liabilities at amortised cost			
- Trade and other payables	17	1,345,361	1,197,513
- Borrowings	21	10,708,690	11,543,015
- Enrolment deposits refundable	22	7,905	14,950
Total Financial Liabilities		<u>12,061,956</u>	<u>12,755,478</u>

The School has the following assets, as set out in the table below, that are measured at fair value on a recurring basis after their initial recognition. The School does not subsequently measure any liabilities at fair value on a recurring basis and has no assets or liabilities that are measured at fair value on a non-recurring basis.

Recurring fair value measurements

Financial Assets			
Available-for-sale financial assets:			
- Shares	11	36,726	36,240
- Units in Unit Trust	13	4,328,454	3,985,015
		<u>4,365,180</u>	<u>4,021,255</u>
Property, plant and equipment			
- Land Held in Trust	16	18,000,000	18,000,000
- Freehold Land	16	3,704,000	3,704,000
- Buildings	16	97,930,804	98,871,242
- Heritage & Cultural Assets	16	280,810	279,465
		<u>119,915,614</u>	<u>120,854,707</u>

(i) For investments in listed shares, the fair values have been determined based on closing quoted bid prices at the end of the reporting period

(ii) For land, buildings and heritage & cultural assets the fair values are based on an external independent valuations performed in previous years, which used comparable market data for similar assets.

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BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

	Notes	<u>2016</u>	<u>2015</u>
		\$	\$
21. BORROWINGS			
Current Portion of QTC Loan - Unsecured -			
Fixed Rate Loan		846,739	-
9 Year Debt Pool		-	329,359
		846,739	329,359
Non-Current Portion of QTC Loan - Unsecured -			
Fixed Rate Loan		9,861,951	-
9 Year Debt Pool		-	5,526,111
15 Year Debt Pool		-	5,687,545
		9,861,951	11,213,656
Total Borrowings		10,708,690	11,543,015

Principal and interest repayments are made quarterly at rates ranging from 4.303% to 6.633%.

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

22. ENROLMENT DEPOSITS REFUNDABLE

Current		3,810	4,040
Non-Current		4,095	10,910
		7,905	14,950

The Enrolment Deposits Refundable represents fee deposits held in trust until the students, who commenced prior to 2008, leave the School or cancel their enrolment. The Enrolment Fee paid for students who commence after 2007 is non-refundable and paid into the Endowment Fund.

23. ASSET REVALUATION SURPLUS

The Asset Revaluation Surplus above is made up of the following:

	Balance 31/12/15	2016 Revaluation Adjustment	Balance 31/12/16
Land held in Trust	17,197,888	-	17,197,888
Freehold land	3,269,500	-	3,269,500
Buildings	16,631,488	1,188,099	17,819,587
Plant and Equipment	-	-	-
Heritage and Cultural Assets	222,010	-	222,010
	37,320,886	1,188,099	38,508,985

24. RESERVES

Asset Revaluation Reserve

The revaluation surplus records the revaluation of non-current assets.

Financial Asset Reserve

The financial asset reserve records the movements in the fair value of financial assets that are classified as available-for-sale.

25. SUBSEQUENT EVENTS

On 9 January 2017, the School entered into a contract to construct a gymnasium for \$12.5 million. No other items occurred subsequent to balance date that require disclosure in these financial statements.

26. CONTINGENT ASSETS AND CONTINGENT LIABILITIES

Government Capital Assistance

Federal and State Governments retain equity in capital projects that are partly funded under their respective capital assistance programmes for a prescribed period of 20 years from the date of practical completion, or useable life of equipment, whichever is the shorter (the minimum period). If the facilities are not used for educational purposes for the minimum period, repayment of some of the capital assistance may be required.

There are no plans to cease operating as a School or to cease using the current facilities for their designated purpose.

The Board does not foresee any time or circumstances which may result in the repayment of any capital assistance funding.

Legal Matters

In the normal course of business issues may arise which involve litigation and commercial negotiation. The school is aware of a number of matters relating to past students and at this stage, because of the uncertain outcome of these matters, no amounts have been recorded in the financial statements.

27. COMMITMENTS

Operating Lease Commitments

Non-cancellable leases contracted for but not capitalised in the financial statements

Payable - minimum lease payments

- not later than 12 months		157,533	153,843
- between 12 months and five years		211,841	255,680
		369,374	409,523

The leases are for motor vehicles, I.T. equipment and photocopiers with fixed payments due monthly, quarterly or half-yearly in advance. The terms of leases for these assets are generally 3 to 5 years.

BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

28. KEY MANAGEMENT PERSONNEL

The School has assessed the key executive management personnel positions in context of the School being constituted under the Grammar Schools Act 1975. Details of executive management personnel positions, responsibilities, appointment date and remuneration are detailed below. Further information on these positions can be found in the body of the Annual Report under the section relating to governance.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date initially appointed to position
Trustees: Mr GW McCracken, Mr SJ Handley, Mr ER Johnson (dec 08/03/16), Dr RM Domrow, Mr CJ Wicks, Dr N Hulme-Peake, Mrs KM Murray.	Trustees are responsible for the overall Governance of the School.	Elected position through roll of electors / Appointed by the Governor in Council	26/09/2013
Headmaster	The Headmaster is responsible for the implementation of plans and strategies as approved by the Board of Trustees	Five year contract	1/01/2003
Deputy Headmaster	The Deputy Headmaster supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster.	Five year contract	1/01/2007
Chief Financial Officer	The Chief Financial Officer is responsible through the Headmaster for the leadership of, and all matters pertaining to the ongoing administration of the non-academic function of the School.	Five year contract	24/08/2006
Director of Studies	Responsible to the Headmaster through the Deputy Headmaster, for the leadership of and all matters pertaining to the conduct and delivery of the academic curriculum at the school.	Three year contract	1/01/2012
Director of Enrolments	The Director of Enrolments is responsible through the Headmaster for the overall operation of the Enrolments, Promotions and Marketing areas of the school.	Five year contract	6/12/2010
Director of Sport & Activities	The Director of Sport and Activities assists the Headmaster with the management of the sporting and co-curricular activities of the school.	Five year contract	16/11/2015
Head of Boarding	The Head of Boarding is responsible through the Headmaster for co-ordinating the work of the Boarding Housemasters.	Three year contract	1/01/2011
Head of the Senior School	The Head of the Senior School is responsible through the Headmaster and Deputy Headmaster with the major discipline and student management pertaining to the Senior School.	Five year contract	16/07/2012
Head of the Junior School	The Head of the Junior School is responsible through the Headmaster with the leadership and all matters pertaining to the Junior School and its future direction.	Five year contract	13/04/2004

BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

28. KEY EXECUTIVE REMUNERATION (cont.)

The remuneration and other terms of employment for the key executive management personnel are specified in employment contracts. For the 2016 year, remuneration of key executive management personnel increases were based on performance assessments. 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, provision of housing and other benefits together with fringe benefits tax applicable to the benefit.
- Long term employee benefits include long service leave accrued.
- Post employment benefits include employer 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.

2016

Description	Short Term Employee Benefits		Long Term Employee Benefits	Post Employee Benefits	Termination Benefits	Total
	Base	Non- Monetary Benefits				
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Trustees	Nil	8	Nil	Nil	Nil	8
Headmaster	429	38	11	26	Nil	504
Deputy Headmaster	187	46	5	25	Nil	263
Chief Financial Officer	221	Nil	5	22	Nil	248
Director of Studies	139	Nil	3	18	Nil	160
Director of Enrolments	148	8	4	19	Nil	179
Director of Sport & Activities	129	13	3	17	Nil	162
Head of Boarding	141	17	4	19	Nil	181
Head of the Junior School	159	16	4	21	Nil	200
Head of the Senior School	168	16	4	22	Nil	210

2015

Description	Short Term Employee Benefits		Long Term Employee Benefits	Post Employee Benefits	Termination Benefits	Total
	Base	Non- Monetary Benefits				
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Trustees	Nil	18	Nil	Nil	Nil	18
Headmaster	389	65	10	25	Nil	489
Deputy Headmaster	185	56	5	24	Nil	270
Chief Financial Officer	183	21	5	24	Nil	233
Director of Studies	141	0	3	17	Nil	161
Director of Enrolments	138	4	3	17	Nil	162
Director of Sport & Activities (1/1/15 - 18/9/15)	103	24	2	13	Nil	142
Director of Sport & Activities (16/11/15 - 31/12/15)	14	2	Nil	2	Nil	18
Director of Pastoral Care & Head of Boarding	141	6	3	17	Nil	167
Head of the Junior School	155	25	4	20	Nil	204
Head of the Senior School	155	23	4	20	Nil	202

Certificate of the Board of Trustees of the Toowoomba Grammar School

These general purpose financial statements have been prepared pursuant to the provisions of section 62(1) of the *Financial Accountability Act 2009* (the Act), section 43 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 the establishment and keeping of the accounts have been complied with in all material respects, and

(b) the financial 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 Toowoomba Grammar School for the year ended 31 December 2016 and of the financial position of the School as at the end of that year, and

(c) these assertions are based on an appropriate system of internal controls and risk management processes being effective, in all material respects, with respect to financial reporting throughout the reporting period.


G W McCRACKEN
Solicitor
CHAIRMAN
27 February 2017


G N WOOLACOTT
B Bus, FCPA, Cdec.
CHIEF FINANCIAL OFFICER
27 February 2017

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Toowoomba Grammar School

Opinion

I have audited the financial report of Board of Trustees of the Toowoomba Grammar School, which comprises the statement of financial position as at 31 December 2016, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including significant accounting policies and other explanatory information, and the certificate given by the Chairman and Chief Financial Officer.

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

- (a) I have received all the information and explanations which I have required;
- (b) I consider the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects; and
- (c) In my opinion, the accompanying financial report gives a true and fair view of the financial position of the entity as at 31 December 2016, and of its financial performance and its cash flows for the year then ended in accordance with the prescribed requirements under the *Financial Accountability Act 2009*.

Basis of Opinion

I conducted the audit in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the entity in accordance with the *Auditor-General Act 2009* and the ethical requirements of the Accounting Professional and Ethical Standards Board APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibilities of the Board 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 requirements of the *Financial Accountability Act 2009* and its subordinate legislation, the *Financial and Performance Management Standard 2009*. These prescribed requirements include the Australian Accounting Standards and having regard to the minimum reporting requirements included in the *Financial Reporting Requirements for Queensland Government Agencies*. 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.

In preparing the financial report, the Board is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the entity or to cease operations, or has no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



J F WELSH FCPA
(as Delegate of the Auditor-General of Queensland)



Queensland Audit Office
Brisbane

APPENDIX 3

COMPLIANCE CHECKLIST

Summary of requirement		Basis for requirement	Annual report reference
Letter of compliance	<ul style="list-style-type: none"> A letter of compliance from the accountable officer or statutory body to the relevant Minister/s 	ARRs – section 8	Included
Accessibility	<ul style="list-style-type: none"> Table of contents Glossary 	ARRs – section 10.1	ii-iii 33
	<ul style="list-style-type: none"> Public availability 	ARRs – section 10.2	i
	<ul style="list-style-type: none"> Interpreter service statement 	Queensland Government Language Services Policy ARRs – section 10.3	N/A
	<ul style="list-style-type: none"> Copyright notice 	Copyright Act 1968 ARRs – section 10.4	i
	<ul style="list-style-type: none"> Information Licensing 	QGEA – Information Licensing ARRs – section 10.5	N/A
General information	<ul style="list-style-type: none"> Introductory Information 	ARRs – section 11.1	1
	<ul style="list-style-type: none"> Agency role and main functions 	ARRs – section 11.2	2-4
	<ul style="list-style-type: none"> Operating environment 	ARRs – section 11.3	6-11
Non-financial performance	<ul style="list-style-type: none"> Government's objectives for the community 	ARRs – section 12.1	11 & 27
	<ul style="list-style-type: none"> Other whole-of-government plans / specific initiatives 	ARRs – section 12.2	N/A
	<ul style="list-style-type: none"> Agency objectives and performance indicators 	ARRs – section 12.3	11-27
	<ul style="list-style-type: none"> Agency service areas and service standards 	ARRs – section 12.4	N/A
Financial performance	<ul style="list-style-type: none"> Summary of financial performance 	ARRs – section 13.1	22-24
Governance – management and structure	<ul style="list-style-type: none"> Organisational structure 	ARRs – section 14.1	App 1
	<ul style="list-style-type: none"> Executive management 	ARRs – section 14.2	4
	<ul style="list-style-type: none"> Government bodies (statutory bodies and other entities) 	ARRs – section 14.3	5

Summary of requirement	Basis for requirement	Annual report reference	
	<ul style="list-style-type: none"> Public Sector Ethics Act 1994 	<i>Public Sector Ethics Act 1994</i> ARRs – section 14.4	N/A
	<ul style="list-style-type: none"> Queensland public service values 	ARRs – section 14.5	N/A
Governance – risk management and accountability	<ul style="list-style-type: none"> Risk management 	ARRs – section 15.1	4-5
	<ul style="list-style-type: none"> Audit committee 	ARRs – section 15.2	5
	<ul style="list-style-type: none"> Internal audit 	ARRs – section 15.3	5
	<ul style="list-style-type: none"> External scrutiny 	ARRs – section 15.4	5
	<ul style="list-style-type: none"> Information systems and recordkeeping 	ARRs – section 15.5	5-6
Governance – human resources	<ul style="list-style-type: none"> Workforce planning and performance 	ARRs – section 16.1	7-8
	<ul style="list-style-type: none"> Early retirement, redundancy and retrenchment 	Directive No.11/12 <i>Early Retirement, Redundancy and Retrenchment</i> Directive No. 16/16 <i>Early Retirement, Redundancy and Retrenchment (from 20 May 2016)</i> ARRs – section 16.2	N/A
Open Data	<ul style="list-style-type: none"> Consultancies 	ARRs – section 17 ARRs – section 34.1	
	<ul style="list-style-type: none"> Overseas travel 	ARRs – section 17 ARRs – section 34.2	
	<ul style="list-style-type: none"> Queensland Language Services Policy 	ARRs – section 17 ARRs – section 34.3	
Financial statements	<ul style="list-style-type: none"> Certification of financial statements 	FAA – section 62 FPMS – sections 42, 43 and 50 ARRs – section 18.1	
	<ul style="list-style-type: none"> Independent Auditors Report 	FAA – section 62 FPMS – section 50 ARRs – section 18.2	

APPENDIX 4

GOVERNMENT BODIES

Board of Trustees of Toowoomba Grammar School	
Act or instrument	The Toowoomba Grammar School is a Statutory Body under the <i>Grammar Schools Act 2016</i> .
Functions	<p>The functions of the Board are to:</p> <ul style="list-style-type: none"> • supervise, maintain and control the conduct of the School; • erect, alter, add to, purchase or sell buildings used or to be used for or in connection with the School; • affect general improvements to the premises used and to be used for or in connection with the School; • provide courses of instruction; and • make rules with respect to – <ul style="list-style-type: none"> - fees and charges to be paid by or on behalf of students enrolled or to be enrolled at the school; - the management and control of the school; and - the discipline and conduct of students enrolled at the school.
Achievements	<p>The achievements of the Board have been:</p> <ul style="list-style-type: none"> • The refurbishment of two boarding houses into dedicated buildings for Art/Drama and Industrial Technology and design. • Awarded contract for the construction of a new Gymnasium • Enhanced our national reputation for providing a quality education for boys
Financial reporting	Toowoomba Grammar School is not exempted from audit by the Auditor-General and transactions of the school are accounted for in the financial statements.
Remuneration	No remuneration is payable to Trustees of the Board.

APPENDIX 5

GLOSSARY

A

ACARA

Australian Curriculum and Assessment Reporting Authority

ANZAC

Australian and New Zealand Army Corps

ATAR

Australian Tertiary Admission Rank

G

GPS ASSOCIATION

The Great Public Schools' Association of Queensland Inc. (commonly referred to as the GPS) was established with the following objectives:

- a) to promote and conduct various forms of activities between member schools with a view to fostering a spirit of fellowship, sound educational practice and mutual support and assistance among schools;
- b) to promote the welfare and best interests of the Great Public Schools of Queensland;
- c) to consider, deliberate upon and deal with educational matters and questions of common policy and principle concerning the Great Public Schools of Queensland;
- d) to contribute to and influence the formulation and advancement of educational policy in Queensland;
- e) to exercise general supervision and control over the joint activities of the Great Public Schools of Queensland; and
- f) to do all such other things as are conducive or incidental to the attainment of the aims and objects set forth above or any of them.

I

INTERACT

Interact is Rotary International's service club for young people ages 12 to 18. Interact clubs are sponsored by individual Rotary clubs, which provide support and guidance, but they are self-governing and self-supporting.

ISQ

Independent Schools Queensland

N

NAPLAN

In 2008, the National Assessment Program - Literacy and Numeracy (NAPLAN) commenced in Australian schools. Every year, all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

O

OP

Overall Position. An OP is a student's position in a statewide rank order based on their overall achievement in QSA-approved subjects.

P

P&F

Parents and Friends Association

Q

QCAA

Queensland Curriculum and Assessment Authority

QCE

Queensland Certificate of Education

QCS

Queensland Core Skills

S

SHEP

State Honour Ensemble Program

T

TGS

Toowoomba Grammar School

U

USQ

University of Southern Queensland

UQ

University of Queensland

V

VHA

Very High Achievement



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