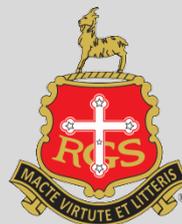




Grammarians have a strong sense of family and belonging. You are a Grammarian for life.

2019 Annual Report



The Rockhampton Grammar School
Established 1881

Grow in Character and Scholarship.

BOARD OF TRUSTEES

Chairman: B.V.R BEASLEY, LLB (Hons)

Headmaster: P.A. MOULDS, PhD, BEdSt(Hons), BSc, BMus,
GradDipEd, MACEL, MACE, FAIM, GAICD

Secretary: K.J. JOHNSON, BBus, CPA, MIML, GAICD



The Rockhampton
Grammar School

Established 1881

27 February 2020

The Honourable Grace MP
Minister for Education and Minister for Industrial Relations
PO Box 15033
City East Qld 4002

Dear Minister

I am pleased to submit for presentation to the Parliament the Annual Report 2019 and Financial Statements for year ended 31 December 2019 for The Rockhampton Grammar School.

I certify that the report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2019*; and
- the detailed requirements set out in the *Annual Report Requirements for Queensland Government Agencies*.

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

Yours sincerely

Brad Beasley
Chairman

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Audited Financial Statements

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- (vi) Audit Opinion

Public Availability of the Annual Report

A copy of the annual report is available from:

Secretary to the Board of Trustees
The Rockhampton Grammar School
Archer Street
Rockhampton Qld 4700

Telephone 07 4936 0602, Facsimile 07 4922 1552

Email: kjohnson@rgs.qld.edu.au

www.rgs.qld.edu.au

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

ISSN 1838-9724

Interpreter Services

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

Secretary to the Board of Trustees
The Rockhampton Grammar School
Archer Street
Rockhampton Qld 4700
Telephone 07 4936 0602 or email: kjohnson@rgs.qld.edu.au



Chairman's Report 2019

2019 has been another successful year of achievement for our School as we draw to the end of our 138th year of continued operation.

On behalf of the Board of Trustees, it is pleasing to report that our goals have been fulfilled and our strategy implemented on time and in budget.

Leadership

Dr Moulds has continued to lead our School again this year and has done so with exceptional results, not only in NAPLAN and the OP system, but also in every other operational area of Grammar. Our congratulations to Dr Moulds.

We have and are experiencing a change in our senior executive team firstly with the retirement of Ms. Denise Wright as Head of Senior School earlier this year, and Mr Arthur Kelly as Deputy Headmaster in only a few days time at the end of the School year.

Ms. Wright served Grammar with high distinction from the commencement of her time with us in August 1984, through her appointment as Head of Senior School in January 1999, until her well-deserved teaching completion earlier this year. Denise's empathy for students and her ability to rally teachers and staff have left an indelible mark on Grammar.

Mr Kelly started with us in April 1984, progressing to Senior Master in 1999 and has been Deputy since 2004. Thirty-five years of outstanding achievement, passion for the School and wise guidance deserve our highest praise.

On behalf of the entire School past and present, our deepest thanks to both Ms. Wright and Mr Kelly.

Performance

As referred to earlier, Grammar's academic performance has been exceptional and on par with the School's previous best results. ATAR has been the focus for the senior school but that is not at the expense of the last year of the OP system, with Grammar determined to finish this method of assessment at the same high levels it has demonstrated year in year out since OP's began.

Our operational performance has met all targets and financially the school continues its history of sound and prudent management with a surplus again on target this year.

External Reviews

As reported last year, a newly formatted school survey was completed in 2018 and 2019 has seen the implementation of a number of the findings from that survey.

Likewise, a review of Boarding was conducted in 2018 and again many of the recommendations have been implemented this year.

In the last term, we also conducted an external risk review in conjunction with Independent Schools Queensland, and we await the outcome of that review. A preliminary verbal report from ISQ has rated Grammar highly though of course we are keen to get the complete written report and start actioning where necessary.

Boarding

Our culture is that we are a Boarding school and not merely a school with Boarders.

Rockhampton Grammar cherishes its deep relationship with the Boarding community, particularly the rural community, and greatly respects the trust and confidence placed in Grammar by parents who give the care and wellbeing of their children to us 24 hours a day.

Senior Management in conjunction with the Board of Trustees continuously seek ways to improve the Boarding experience and enhance our offerings.

Strategic Projects

The School set 7 critical projects to be achieved during 2019 as follows: -

1. Effectively implement ATAR
2. Conduct the Enterprise Agreement process
3. Pursue International Engagement
4. Review and implement Child Welfare practices
5. Implement responses to Boarding Review
6. Research the future direction for mobile devices
7. Establish an English Language School

It is pleasing to report that the first 6 projects have and are being implemented as planned, with the establishment of our English Language School only delayed due to the accreditation process taking longer than anticipated.

Acknowledgements

We thank our students, parents and staff for their willing participation in the Grammar experience. Whether it be students striving for that extra academic or sporting achievement, the dedication shown by parents or our teachers and support staff going above and beyond the call of duty, you are very much appreciated.

Acknowledgement is also owed to fellow members of the Board of Trustees for their tireless school support, voluntary contribution of time and good governance they bring to Grammar.

2020

The year ahead is exciting as the first full assessment in the ATAR system. We also look forward to implementing some innovations in the pipeline such as the Principal's Recommendation Programme in conjunction with CQU and bringing the Certificate III in Agriculture into our own RTO programme.

A year well completed lays a great platform for what lies in front of us in 2020.

The Rockhampton Grammar School At A Glance

The Rockhampton Grammar School was founded in 1881 and is one of the eight schools in Queensland governed by the *Grammar Schools Act 2016*.

The Rockhampton Grammar School is an independent non-denominational co-educational day and boarding school, educating and caring for students from Prep to Year 12, as well as the Early Learning Years. Boarding students are enrolled from Years 6 to 12. Enrolments are mostly drawn from Rockhampton and the Central Queensland region, but also further afield. The School is the largest independent boarding school in Queensland and the second largest co-educational boarding school in Australia. It is a leading school in regional Queensland and one of the foremost schools in regional Australia.

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

At the date of the 2019 State census in February 2019 the total enrolment was 1,336 students, of whom 324 were boarders. Primary school enrolment was 426 from the Preparatory year to Year 6, and secondary enrolment, Year 7 to Year 12, at census date was 910 inclusive of 8 full-time International students.

Primary education was reintroduced to RGS in 1990, Prep was introduced in 2005 and The Rockhampton Grammar School Early Learning Centre opened in 2007. The School offers an affordable education, quality teaching and boarding facilities, and a nurturing environment.

The Rockhampton Grammar School is a proud member of Round Square, a worldwide association of schools promoting six ideals of learning: internationalism, democracy, environment, adventure, leadership and service. RGS teachers and students have numerous opportunities each year to participate in international community service projects and leadership programmes through Round Square and RGS activities.

The School operates a 138-place Early Learning Centre in Reservoir Street in close proximity to the main campus.

There is also a rowing facility, comprising air conditioned club rooms and a training gymnasium, on the Fitzroy River adjacent to the rowing course. A further sports facility was acquired during 2016, predominantly for the sport of rugby.

School Mission Statement

Our Ambition

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

- preparing students for constant change and innovation
- resilience and welfare
- providing opportunities for students to achieve success
- providing outstanding teaching and learning opportunities for students and staff
- strengthening its partnerships locally, nationally and internationally
- providing an environment where all feel safe and secure and can thrive
- developing students' moral and ethical character and the values of the School
- challenging students to find meaning and value in their lives

Our Purpose

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

Our Values

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

Governance

Legislative Basis

The Board of Trustees of the Rockhampton Grammar School operates under the *Grammar Schools Act 2016* and the *Grammar Schools Regulation 2016*, and is a Statutory Body within the meaning given in the *Financial Accountability Act 2009*. The School is subject to annual audit by the Queensland Audit Office.

The *Grammar Schools Act 2016* came into effect on 1 January 2017 and replaced the *Grammar Schools Act 1975* with modern legislation that aims to meet the contemporary needs of the school. The *Grammar Schools Act 2016* provides for the establishment and regulation of the school including the constitution of the board of trustees and the functions of the board. 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.

Minister Responsible for Administration of Legislation

The Minister for Education and Minister for Industrial Relations is responsible for the administration of the *Grammar Schools Act 2016 (the Act)*.

Functions and Powers of the Board

The Board of Trustees of The Rockhampton Grammar School is a statutory body under:

- (a) the *Financial Accountability Act 2009*; and
- (b) the *Statutory Bodies Financial Arrangements Act 1982*.

The *Statutory Bodies Financial Arrangements Act 1982*, part 2B explains how that Act affects a Board's powers.

The functions of the Board of Trustees are specified in Section 11 of the *Grammar Schools Act 2016* as follows:

- (a) to supervise, maintain and control the operations of the board's school;
- (b) to erect, alter, add to, purchase or sell buildings used or to be used for the board's school;
- (c) to effect general improvements to the premises used or to be used for the board's school;
- (d) to provide an educational program for the board's school;
- (e) to make policies and procedures about –
 - (i) fees and charges to be paid in relation to students enrolled or to be enrolled at the board's school; and
 - (ii) the discipline and conduct of students enrolled at the board's school; and
 - (iii) the management and control of the School; and
 - (iv) the matters mentioned in paragraphs (a) to (d).
- (f) any other function given to the board under this Act or another Act.

The general powers of the Board of Trustees are set out in the Act and include the power to:

- (a) enter into financial arrangements (Section 12); and
- (b) make by-laws about elections under this Act, and about the conduct of its business (Section 13); and
- (c) establish trust funds (Section 25); and
- (d) establish investment common funds (Section 26); and
- (e) employ staff (Section 28).

Governing Body

Board of Trustees

The Board of Trustees of The Rockhampton Grammar School was constituted on 4 October 1878. The Board consists of at least seven but no more than nine members appointed by the Governor in Council for four years of whom:

- (a) four are persons nominated by the Minister
- (b) three are persons who have donated or subscribed at least the electoral eligibility amount to the School as prescribed by the Act
- (c) up to two additional members are chosen by the Board and nominated by the Minister.

The Governor in Council appointed the current Board for a term of four years from 6 September 2018 to 5 September 2022.

Ministerial Nominees

Emeritus Professor D.J. Clayton, MAppSci, BAppSci, GradDipSciEd
 Mrs R.E. Connell, MBA(Hons), BEd, GradDipCom, Dip Teach
 Dr V. Di Milia, PhD, MEdSt, BA (Hons), DipTeach, ANZAMM
 Dr J. South, PhD, BSc(Hons)

Elected Members

Mr B.V.R. Beasley, (Chairman) LLB(Hons), JP
 Mr M.J. Birkbeck, (Deputy Chairman) BBus(Acct), FCPA, JP
 Mrs J.M. Volck, BAg Econ (UNE)

Board of Trustees of The Rockhampton Grammar School					
Act or instrument	Grammar Schools Act 2016				
Functions	The Board's functions are to supervise, maintain and control the operations of the board's school; to provide an education program; to make policies and procedures; to provide premises to be used for the school.				
Achievements	RGS students in 2019 achieved impressive academic results, in both OP scores and VET qualifications. Students also found significant success in the co-curricular domain in 2019. The School strengthened its engagement in global education, and effectively implemented curriculum and processes associated with the new Queensland Certificate of Education (QCE) and Senior Assessment and Tertiary Entrance (SATE) system.				
Financial reporting	As a Statutory Authority of the Queensland Government the School's financial accounts are subject to audit by the Queensland Audit Office. The School's financial year is from 1 January to 31 December.				
Remuneration					
Position	Name	Meetings/sessions attendance	Approved annual, sessional or daily fee	Approved sub-committee fees if applicable	Actual fees received
Chair	Brad Beasley	9	Nil	Nil	Nil

Deputy Chair	Mark Birkbeck	9	Nil	Nil	Nil
Trustee	Debbie Clayton	5	Nil	Nil	Nil
Trustee	Lee Di Milia	5	Nil	Nil	Nil
Trustee	Jill South	9	Nil	Nil	Nil
Trustee	Josie Volck	8	Nil	Nil	Nil
Trustee	Regina Connell	8	Nil	Nil	Nil
No. scheduled meetings/sessions	The Board met formally on 9 occasions during 2019.				
Total out of pocket expenses	Out of pocket expenses incurred during 2019 was \$5,139.33.				

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

Committees of the Board

The Board of Trustees of the Rockhampton Grammar School was supported by three sub committees throughout 2019.

The **Capital Resources Committee** is a sub-committee of the Board and is chaired by Mr Mark Birkbeck. Dr Jill South and Mrs Josie Volck are other nominated members of the committee, however all Trustees are welcome to attend committee meetings. The committee is responsible to the Board for the capital development and maintenance of the School's built environment. The committee meets most months two weeks prior to meetings of the Board.

In 2019 the Capital Resources Committee oversaw the following major projects:

- Rugby Park Development Plan.
- Master Planning and documentation.
- Girls Boarding Accommodation Planning.
- Bottom Oval Hillside Remediation Investigations.
- Compliance with Combustible Cladding Regulations.
- Investigations in to the installation of Solar Panels at the Early Learning Centre site.

The **Finance and Risk Committee** is a sub-committee of the Board and is chaired by Mrs Josie Volck. Mr Mark Birkbeck and Dr Jill South are the other members of the committee, however all Trustees are welcome to attend committee meetings. The committee is responsible to the Board for oversight of the School's financial results and external audit, and risk management. The committee meets most months of the year or as required to monitor financial progress and to examine the final statements of account before they are signed off for external audit, and to consider the risk domain.

In 2019 the Finance and Risk Committee oversaw the following major activities:

- Regular review of the School's Risk Profile and relevant controls and treatments in place to manage and mitigate risk.
- An External Independent Risk Review.
- Review of financial processes.
- Oversight of debt collection.
- Review and updating of policies and procedures.
- Overview of the School's financial position.
- Non-Current Asset Valuations.

The **Enterprise Agreement Committee** is a sub-committee of the Board and is chaired by Dr Jill South. Dr Lee Di Milia is also a member of this committee. The committee was formed in 2019 to oversee the negotiation of a replacement Enterprise Agreement in preparation for the expiration of the current agreement in December 2019.

Trustee members of these committees do not receive any remuneration.

An Internal Audit Committee has not been established owing to the size and nature of the School, and the oversight of the finance function provided by the Finance and Risk Committee.

Risk Management

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

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

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

During 2019 the Board commissioned an external independent review of risk management at The Rockhampton Grammar School. Independent Schools Queensland delivered their report to the November Board Meeting. The Board will address the outcomes and recommendations from the review during 2020.

Associated Bodies

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

External Scrutiny

As a Statutory Authority of the Queensland Government the School's financial accounts are subject to audit by the Queensland Audit Office. The School's financial year is a calendar year and there are no material issues outstanding from the 2018 audit.

On 16 May 2019, the QAO report titled 'Education: 2017–18 results of financial audits (Report 19: 2018–19)' was tabled in the Queensland legislative assembly.

This report summarises the results of QAO financial audits of:

- the seven Queensland public universities and their controlled entities,
- the eight Queensland grammar schools, and
- a small number of other education-specific entities with a financial year end of 31 December.

The report provides an overview of finances at 31 December 2018 and of the financial accounting issues that arose during the audits. The School has acted on the feedback and recommendations made within the report.

Operating Environment

The most significant risk and challenges for The Rockhampton Grammar School are centred around receiving adequate and timely Government funding and student enrolments, as would be the case for other independent schools in Queensland. Student enrolments can present a particular challenge in difficult economic times as the School's boarding and day community can be impacted by natural disasters and resource sector fluctuations. The School's Strategic Plan considers these risks, listing critical projects and associated actions developed to ensure successful completion of those projects. Further, the Strategic Plan also addresses opportunities to be pursued by the School, such as the engagement with international education.

Other factors that impact the School include the socio-economic characteristics of the region and population statistics, namely the growth or decline in school-aged residents.

Review of Critical Projects

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

Critical Projects for 2019

In 2018 the Board and the School Executive set out the following as Critical Projects for 2019:

1. Effectively implement processes associated with the new Queensland Certificate of Education (QCE), and Senior Assessment and Tertiary Entrance (SATE) system as well as ensuring regular and informative communication is provided to all RGS stakeholders.
2. Conduct and successfully complete the next Enterprise Agreement Process.
3. Deliberately pursue strategies to enhance the School's international engagement.
4. Conduct a review and implement recommendations for change of the School's child welfare practices, processes and procedures, including safeguarding children, dealing with behavioural issues and avenues to report bullying.
5. Effectively implement responses to the Boarding Review conducted in 2018 in the areas of facilities, boarding management system, boarding development plan and further enhancement of the culture and climate of boarding.
6. Engage with staff, students and parents and conduct research to inform the future direction of the use of laptops and other mobile devices at The Rockhampton Grammar School.
7. Establish an English Language School within The Rockhampton Grammar School to enable the delivery of a High School Preparation Programme (HSPP) to International students.

1. Effectively implement processes associated with the new Queensland Certificate of Education (QCE), and Senior Assessment and Tertiary Entrance (SATE) system as well as ensuring regular and informative communication is provided to all RGS stakeholders.

Following publication in late 2014 of the Australian Council for Educational Research (ACER) Report, which reviewed Queensland's OP system, the Queensland Minister for Education at the time, the Honourable Kate Jones MP, announced on 25 August 2015 that a new Senior Assessment and Tertiary Entrance (SATE) system would be introduced in Queensland. This was a historic event for Queensland given the significant proposed change to assessment. As such, the School has actively sought to keep abreast of changes and ensure all stakeholders are regularly updated on key decisions and announcements. This is to ensure all parties are aware of the School's actions regarding the new system.

Under the new system all general subjects (those that will contribute to an ATAR) are based on the taxonomy by Robert Marzano and John Kendall. This taxonomy describes the levels of mental processing involved in learning and separates various types of knowledge from the mental processes that operate on them. Marzano and Kendall organise knowledge into three domains: information, mental procedures and psychomotor procedures.

In 2016 the School established a Curriculum and Pedagogy Cadre, whose purpose was to provide advice to the Headmaster on the School's academic planning, activities, policies and procedures related to changes in senior assessment as proposed by the Queensland state government. The work and outcomes of the Cadre placed the School in an excellent position in regard to the new SATE system.

RGS representatives attended every Queensland Curriculum and Assessment Authority (QCAA) professional development session on offer, for each general subject and the two Essential subjects. Additionally, all RGS secondary teachers were required to undertake the six online learning courses, which are part of QCAA's Accreditation program. The Accreditation program includes two stages of online professional learning:

- Stage One courses are designed to support and strengthen quality assurance processes for summative internal and external assessment in the senior phase of learning.
- Stage Two of this program focused on the role-specific knowledge teachers need to become a QCAA Assessor in the new system.

The School considers professional development is vital in ensuring the School is as well prepared as possible for the system. All RGS Secondary School teachers completed Stage 1 courses in 2018 and completed Stage 2 courses at the end of Semester 1, 2019. Undertaking all courses means teachers will have the opportunity to strengthen and develop their own assessment practices, as well as gain an understanding of how to support internal and external quality assurance processes.

In addition to the Teacher Reference Manual previously developed by the School, a Student Companion was developed to aid student learning.

The School's critical friend visited RGS on several occasions throughout 2019. This continued involvement has facilitated valuable discussion and allowed an outside perspective on ideas and proposed direction.

The School operated its own Internal Endorsement Panel (IEP), under the leadership of the Director of Teaching and Learning, Reniece Carter. The adoption of an official internal process by the School provided the following benefits: early identification of issues, which can then be rectified prior to the official upload and review by QCAA, which in turn will alleviate time pressures (especially in 2019 with the current OP system still in operation with an often conflicting calendar of events); reduction in the chance of non-endorsement (and subsequent intervention) at the official

QCAA endorsement event. Sixteen staff from a wide variety of subject areas were involved with the Panel.

Throughout 2019 the School maintained its commitment to ensure that the wider School community was well informed in relation to new QCE/SATE system.

2. Conduct and successfully complete the next Enterprise Agreement Process.

The School initiated the Enterprise Bargaining Process in the first half of 2019, and a series of Single Bargaining Unit meetings were conducted during the year. By year end the SBU had reached agreement on the majority of issues raised by staff in the Log of Claims, however some matters required further review and discussion. All parties agreed to hold over negotiations to 2020, with a view to finalise the process in Term 1 2020.

3. Deliberately pursue strategies to enhance the School's international engagement.

International Students

In 2019, the School enrolled eight full time international students and eight term-long students.

The forecast for 2020 is for an additional three full time international enrolments bringing the total enrolments to eleven. Term-long enrolments remain to be confirmed.

The School continues to actively engage in key markets for the recruitment of full time and term based international students. In 2019, recruitment missions have been made to China and Japan. Agents contracts have been reestablished and select new agents engaged.

Renewal of CRICOS registration

The Renewal of Registration for CRICOS was submitted in March 2019. The preparation for the submission required significant review and renewal of the School's handbooks, policies, procedures, contracts and communications.

In October 2019 the School was granted a new period of registration until 31 December 2024.

Inbound Study Tours and Outbound Exchange/Tours

The School's strategic approach to study tours is to undertake a small number of tours with high quality partner schools.

The School has successfully hosted four inbound study tours in 2019, comprising approximately 80 students in total. The tours have been undertaken with YK Pao School (China), Sugamo High School (Japan), Ibusuki City (Japan) and the Waseda Group of Schools (Japan).

During the two-week study tours students have undertaken a mix of English language classes, local excursions, Ritamada and classroom "buddy" programmes at RGS. Three of the four tours have been accommodated in the School's boarding facilities.

Feedback from the partner schools has been overall positive with opportunities also identified to enhance and further develop the School's delivery of study tours.

Three outbound international tours have been undertaken in 2019 by RGS students to Vietnam and New Zealand. The School has hosted one German exchange student. Approximately six RGS students are registered for outbound exchange via the Round Square programme, and are now awaiting outcomes of their applications from host schools.

4. Conduct a review and implement recommendations for change of the School's child welfare practices, processes and procedures, including safeguarding children, dealing with behavioural issues and avenues to report bullying.

All sections of Standards 1 to 7 of the Safeguarding Children Accreditation application were submitted and subject to review by the Safeguarding Children Consultant assigned to RGS' application. The review process will provide the School with valuable feedback on the submission. Following review, the Safeguarding Children Foundation will conduct an audit and make a determination on the School's application.

5. Effectively implement responses to the Boarding Review conducted in 2018 in the areas of facilities, boarding management system, boarding development plan and further enhancement of the culture and climate of boarding.

Throughout the year the Director of Boarding engaged with staff and the Boarding community to effect changes and improvements to Boarding at RGS. A Boarding Leadership Team was established, comprising the Director of Boarding, Head of Girls Boarding and Head of Boys Boarding. Staff development, training and collaboration has been enhanced, and is an ongoing commitment of the Boarding Team and the School.

The boarding programme and arrangements for boys and girls have been reviewed, modernised, and aligned to achieve consistency in the programme. Significant enhancements to the Prep programme have been implemented, with a strong focus on enabling improved educational outcomes for boarding students.

Boardingware software was introduced and fully implemented during 2019. The use of this software enables improve efficiencies in the administrative management of students and enhanced communications with families.

6. Engage with staff, students and parents and conduct research to inform the future direction of the use of laptops and other mobile devices at The Rockhampton Grammar School.

2019 saw preparations for RGS to host a Forum, a gathering of parents, students, staff and 'experts': Connectedness, Collaboration and Co-creation: Technology Futures and Education at RGS. Featuring a panel of IT and education and adolescent specialists as well as RGS staff, student and parent representatives, the forum will explore how education will change in the near future and how, as a community, RGS will shape and respond to issues such as:

- anytime/anywhere education
- cloud learning and testing
- literacy development
- the advantages and disadvantages of learning with technology from early childhood to Year 12.

RGS aims to be a thought-leader in this space, engaging parents more deeply and helping the School to better identify key 'tech-points' that disrupt, enhance and facilitate learning.

Focus on the use of laptops and mobile devices has been the topic of conversation at meetings with staff in general, and the Heads of Department in particular. The School has engaged with the parent community regarding this topic at RGS Parent Association meetings and at Boarder Parent Association meetings. Mrs Emma Pershouse, Head of Business and Japanese, is conducting research into students' perceptions and practices regarding the use of mobile devices in schools. Further, a number of readings have been circulated throughout the community, including an edition of Digital Parenting that explores this topic.

7. Establish an English Language School within The Rockhampton Grammar School to enable the delivery of a High School Preparation Programme (HSPP) to International students.

The establishment of the School's English Language School progressed well during 2019, with the School on track to open in early 2020. The external approvals required for the School were delayed due to the slow progress of the CRICOS reregistration process, however the appropriate accreditations were finalised before the beginning of the 2020 school year.

The School will deliver a High School Preparation Programme (HSPP) under the trading name of the "Rockhampton English Language Academy (RELA)". The programme will be aimed at students wishing to enter RGS and other high schools in rural and regional Queensland.

Critical Projects for 2020

The School has identified the following projects as the critical projects for 2020:

- Effectively implement processes associated with the new Queensland Certificate of Education (QCE), and Senior Assessment and Tertiary Entrance (SATE) system as well as ensuring regular and informative communication is provided to all RGS stakeholders.
- Launch and implement the RGS Leadership Institute.
- Conduct a review and evolve the School's student welfare and wellbeing practices, positive education processes and procedures, including safeguarding children, dealing with behavioural issues and avenues to report bullying.
- Complete the design and funding applications for the upgrade of the Girls Boarding facility at RGS.
- Deliberately pursue the development and launch of a new School website and prospectus.
- Upgrade the School's ICT infrastructure to cater for teaching and learning needs now and into the future.
- Pursue strategies to enhance the School's international engagement.

Headmaster's Report 2019

As part of its purpose, The Rockhampton Grammar School both treasures and celebrates its long held traditions — academic excellence, pursuit of each and every students' personal best, an all round liberal education, leadership and character development, and community involvement — while at the same time providing a contemporary and innovative education to prepare our students for an ever-changing future. The purpose of my 2019 report is both to affirm these notions as well as to demonstrate evidence of them being alive and well in the Grammar School.

By any of our traditional measures, this has been a most successful year for The Rockhampton Grammar School community. I was pleased this year to report to our community on what were, frankly, outstanding results attained by the students of The Rockhampton Grammar School in the two major external measures of academic achievement.

The OP results of the 2018 senior students were exceptional. By all of the standard measures we use to evaluate performance across the range of results, our 2018 cohort consistently achieved well above historical Grammar averages for OP attainment. These results that ranked with our best ever year groups, is a simple and powerful representation of our students' efforts and the School's investment in their academic development and growth. Further measure of the quality of the outcomes is demonstrated by The Rockhampton Grammar School students winning Australian Student prizes, gaining University places in the most sought after courses nationally, and with our vocational education students being very keenly sought after for apprenticeships and employment opportunities.

Rockhampton Grammar students have performed exceptionally well in NAPLAN which is a uniform, standardised, Australia-wide test of the skills of students in Years 3, 5, 7 and 9. Our student groups exceeded established benchmarks and achieved combined means in Reading, Writing, Grammatical Conventions and Numeracy that place us as, clearly, one of the best performed schools in regional Queensland and amongst the top schools overall in Queensland.

A number of initiatives this year have further demonstrated our commitment to considered and planned teaching, learning and assessment innovations. First, learning in the classroom is part and parcel of how our teachers and students strive constantly for improvement and engage in development. A great example of this, and of the attitude we all need to have to learning, has been the approach that all members of the RGS community have taken to the first year of implementation of the ATAR system in Year 11. It has been a delight to work and to share in the passion and enthusiasm our teachers have for their students and the School, and the thoughtful and dedicated way they have approached this important change. Equally, the students' and parents' engagement has been no less significant with the partnership between students, parents and teachers resulting in an evolution of study and learning habits geared specifically for the new system. Additionally, in 2019 RGS teachers have been involved with leading the change throughout the State with all teaching staff having completed the 6 on-line QCAA courses, and many teachers applying for and being appointed as endorsers, confirmers and markers.

Second, the School has commenced the implementation of new learning experiences in the STEAM (Science, Technology, Engineering, Arts, Mathematics) domain. This is being achieved through the passion and drive of a team of teachers led by Alana Mikkelsen, to guiding the development of teaching and learning opportunities in both the Primary and Secondary Schools. Importantly, these foundations are being used by Departments to embrace new content in the curriculum and to integrate it with rich learning experiences to provide both challenging and worthwhile learning contexts.

The co-curricular programme offered our students the opportunity to meaningfully broaden their educational experiences. Outstanding team performances this year have included; Gold, Silver and Bronze medals at the National Rowing Championships and Gold, Silver and Bronze medals at the Queensland Secondary Schools Rowing Championships, as well as Best School at the State Championships; Gold Medalists at the Australian Championship and Gold, Silver and Bronze Medalists at the Queensland Secondary School Championships in Sport Aerobics; Vicki Wilson Cup and Shield Central Queensland Champions in Netball with the First VII Magic placing 10th in Queensland; Rugby Union U15 Ballymore Cup Champions; and Queensland Champions in Camp Drafting. Our students also came together to be awarded Rockhampton

and District Secondary Premiership Teams in Athletics, Basketball, Cricket, Cross Country, Netball, Rugby and Water polo. Additionally, students from The Rockhampton Grammar School have been selected for State and National teams in a wide range of sports including rugby league, karate, netball, rugby union, rodeo, rowing, athletics, swimming, equestrian, triathlon, touch football, water polo, hockey and softball. The depth and breadth of such achievements by the teams and individuals of the School are to me astounding, and marks the co-curricular programme as a special and unique part of an education at The Rockhampton Grammar School.

The cultural life of the School again featured astonishing variety and quality. There were fine dramatic productions, compelling concerts, simply outstanding musical performances of *Matilda* and *Beauty and the Beast*, and engaging Dance routines from the DMTA. RGS students have also produced outstanding external results from students in the areas of Music, Dance, Speech and Drama, with many students also participating in the Australian Honours Ensemble and Queensland State Honours Ensemble Programme offered by the Queensland Conservatorium of Music, and the Gondwana National Choral Programme. Additionally, our Optiminds, Chess and Robotic Teams have achieved great success at the local and State representative levels.

Rich student learning extended far beyond the academic classrooms, sports fields and performance venues. The personal development programme, whose highlights included focuses in the Senior School on leadership, community service and adventure in Year 10, and the “What About Me” programme in Year 9, provided both theoretical and practical learning. For example, the “What About Me” programme promoted healthy social, emotional, spiritual and physical growth through challenges, responsible risks, community service and appropriate learning opportunities. Year 9 students participated in team building, self-defense and gym activities as well as discussion sessions on relationships, making good decisions, communication skills, substance abuse, stress busters, personal values and social justice issues. The programme culminated in a variety of activities held on the last week of Term 3. These activities included sessions on confronting bullying issues and personal presentation, solo reflection time and a 14km hike up Mt Archer. Thank you to all the teachers of the School and the students whose daily interactions model and promote the positive and caring climate of The Rockhampton Grammar School.

In community service initiatives, staff and students have worked tirelessly in the pursuit of helping others. Through such efforts the girls and boys of the School develop their leadership capacities, character, empathy and understanding of others and the world in which we live. Large numbers of students are extensively involved in community service projects as diverse as completing humanitarian work in Vietnam and New Zealand, funding student places in Tanzania, flood relief, the Red Shield Appeal, Year 8 Form Charity Extravaganza for Drought Angels, Anglicare, Christmas hampers for the Capricorn Animal Aide and the Salvation Army, Capricorn Rescue Helicopter, Rescue Greyhounds FOTH (Friends Of The Hound), Stationery Drive for the Longreach School of Distance Education, Green Collar, Red Shield Appeal, Beyond Blue, Buy a Bale, ANZAC Dawn Service and March, Relay for Life, 40 Hour Famine, Reef Guardians, Round Square, volunteering at aged care facilities, collecting school supplies for families in Western Queensland, and fundraising for cancer research. Very importantly, students are engaged in this service not because they have to, not because they are pushed and compelled to, but because they want to be involved. These are important activities and reflect the students’ character, the influence of parents and families, the commitment from staff, and the partnerships that form between and among us as our students grow and develop.

It gives me great pleasure to announce to the School community that the School will be renewing its efforts in building the 1881 Endowment Programme in 2020. This programme, which is funded externally through gifts to the School, provides opportunities for girls or boys who would greatly benefit from an education at The Rockhampton Grammar School, but who without financial assistance would be otherwise unable to attend The Rockhampton Grammar School. Importantly in 2019, 13 new bursaries have been offered, with 11 of these to families suffering as a result of the drought. The School is committed to pursuing more of these bursary places so that it models to both the students and the community, a commitment of enabling children of Central Queensland access to an outstanding education regardless of background or financial circumstance.

The boarding experience has a special place at The Rockhampton Grammar School. The Rockhampton Grammar School is a Boarding School rather than a school with boarders. The Boarding Houses embrace those intangibles that transform a place to sleep and rest into a home. They are places that are secure and

safe, where girls and boys are happy and feel that they belong to a community that both develops their character and provides order to their lives. Girls and Boys Boarding at The Rockhampton Grammar School also is a place where individual rights are celebrated, but not at the expense of community rights, and where warmth and empathy are balanced with high expectations of behaviour and effort. Perhaps most importantly, boarding at Grammar provides students with friendships and experiences which enrich their school lives and leaves them equipped for life beyond school.

While I am very proud of the achievements of students and staff this year, a strategic future oriented school must prepare students not only for the present, but also for the future. As John Dewey (1944:167), one of the 20th century's leading educational theorists, timelessly expressed, '...If we teach today as we taught yesterday, we rob our children of tomorrow.' Our classrooms must respond to the twin demands of a vastly different world and learners with fundamentally different attitudes, skills and priorities. We live in a global society marked by increased integration and interdependence; changed international competition; complex global problems whose solutions extend beyond national boundaries; all pervasive advances in information and communications technology and scientific discoveries; and social realities requiring difficult ethical choices.

Twenty-first century teaching and learning will require innovative learning methods that integrate the use of supportive technologies, enquiry and problem-based approaches, complex reasoning processes and real-world problems. As a School we are fully aware that the academic course we have charted offers very real challenges. First, the supposed comfort of our 'digital natives' can conceal variable technological proficiencies and maturity inadequate to anticipate the future implications of either an inappropriate, permanent digital footprint or of obsessive engagement in the virtual world. Our mandate must be as much to the development of students' ethical responsibilities in the virtual world as it is to their technology, information and critical thinking skills. Our success with this mandate will determine how they shape their identities, protect their privacy, and keep themselves safe; how they create, understand and shape the information that underlies the decision making of their generation; and how they learn, innovate and take responsibility as citizens.

Second, the teacher's role clearly must continue to evolve. No-one would pretend that it is not very challenging for an adult to go from subject matter expert to technology novice. However, while the teachers' subject matter insight will be vital, and a teachers' expertise important in shaping new learning approaches, it is the human connection that is irreplaceable. Teachers' capacities to appropriately challenge, support and inspire their students will remain the essence of the learning experience.

Third, we must steer a responsible but farsighted path in an era increasingly emphasizing centralisation, high-stakes testing and test-based accountabilities. We must balance a NAPLAN inspired emphasis on the fundamental skills of literacy and numeracy with the development of 21st century understanding and skills. Simply, we must resolutely prepare our young women and men for the 'tests of life' not merely for a 'life of tests'.

It is important to publicly acknowledge the enormous contribution made to the School by the Board of Trustees. While they bring an impressive range of skills and experience to the governance of the School, they share a passion and loyalty for its development and devote extraordinary time to its service. In particular, I wish to thank the Chairman of the Board of Trustees, Mr Brad Beasley, whose wise, calm and honest advice has been of great benefit to me as Headmaster, he is seemingly indefatigable in his work for The Rockhampton Grammar School.

The performance and reputation of The Rockhampton Grammar School is critically dependent on the quality and effort of all our staff. The School is outstandingly served by its teaching staff. I thank them all for their dedicated and professional efforts this year, and want to affirm that they are the School's greatest resource. My particular thanks are extended to the members of the Leadership Team whose capacity is matched by their devotion to the School's advancement.

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

It is important at this formal occasion to recognise the invaluable contribution of a number of people to The Rockhampton Grammar School. It gives me great satisfaction to publicly acknowledge the enormous contribution made to the School by the Board of Trustees. Their expertise, commitment and belief in the

School are critical elements in both its current standing and exciting future. I particularly pay tribute to the leadership of the Chairman of Trustees, Mr Brad Beasley, who not only has great dreams for the School but spends extraordinary time in seeking their realisation.

It is a privilege to recognise the enthusiasm and efforts of the host of people who have supported the School in 2019. In particular, I thank the following people for their work in critical community leadership roles: Dr Alison Payne, President of the Past Students' Association; President of the RGS Parents Association Mr Craig Denning; and Mrs Vivienne Coleman, President of the Boarders Parents Association.

In conclusion, I wish to offer congratulations and best wishes to the departing Year 12s. They have been a very cohesive year group who have strongly lived our values of care and compassion, endeavour, respect, honesty, responsibility, integrity, democracy and community. Their selfless and enthusiastic efforts have benefited many in the student body. Student leaders School Captains Olivia Maynard and Sean McDonald and Vice Captains Paige Baker and Cane Comiskey have been outstanding in their personal efforts, in their role modelling and in their connection with the student body. The whole school wishes the Years 12s well in their future endeavours, confident they have been strongly shaped by the values of this great school and assuring them they will always remain part of the Grammar community and be welcome back to it.

Staff Information

School Leadership Team

Headmaster	Dr P.A. Moulds, PhD, BSc, BMus, GradDipEd, BEdSt(Hons), MACEL, MACE, FAIM, GAICD
Board Secretary	Mrs K.J. Johnson, BBus, CPA, CDec, MIML, GAICD
Deputy Headmaster and Head of Middle School	Mr A.A. Kelly, MEdStud, BEd, HDipEd, NTSD
Head of Senior School	Ms D.F. Wright, BSc(Hons), GradDipTchg Mrs A.J. Wright (Acting), BSc(Maths), GradDipEd(Sec)
Head of Primary School	Mr G.R. Hadwen, GradDip(EdAdmin), DipTchg
Director of Teaching and Learning	Mrs R.E. Carter, BEd(Hons), Cert IV Training and Assessment
Director of Co-Curriculum	Mr T.R. Wells, BHMS, BEd
Director of Early Learning	Mrs A.S. Shackleton, ADLMgt, AdvDipChildren's Services, AdvDipComSectMgt, CertIV Training and Assessment
Director of Boarding	Mr S.J. Norford, BEd, DipTchg
Director of Communications and Development	Mr M.T. Donahue, BA, Cert IV Training and Assessment Mrs S.M. Moloney (Acting) MBA, BBus(Acct)

Management Training and Development

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

During 2019 \$297,506 was spent on staff training and associated costs. Staff attended external training courses as well as those that were internally designed and delivered on campus.

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

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

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

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

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

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

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

Boarding and non-teaching staff are also encouraged to avail themselves of professional development opportunities. In 2019 fourteen members of staff completed the RGS Leadership Programme, in its fourth year of offer. The RGS Leadership Programme was developed by the Headmaster and Laurus Consulting, with the goal of developing leadership skills of staff of the School – both teaching and non-teaching staff.

Staff Recruitment and Retention

The School employed 277.4 staff on a full time equivalent basis through 2019.

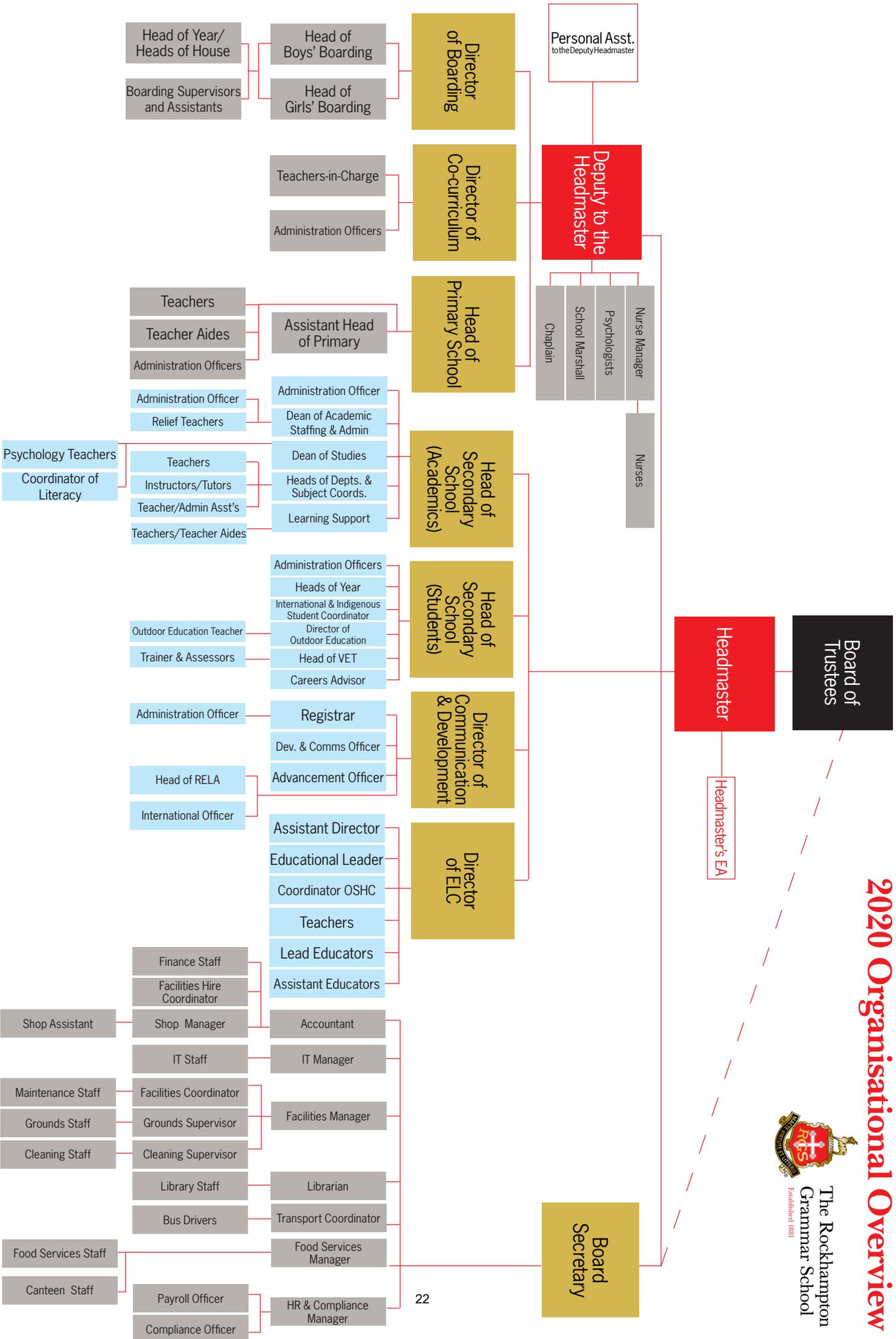
The School was fully staffed throughout 2019. Fourteen members of the academic staff left (including permanent, casual, and fixed-term staff) and thirteen were replaced, through normal recruitment processes. Full time equivalent teaching staff numbered 119.0. The permanent separation rate in 2019 was 12.1%. The School is able to plan for such turnover by requiring teaching staff to give six weeks term time notice. This period is set out in the School's Enterprise Agreement.

The availability of child care with the School's Early Learning Centre (ELC) to staff returning from maternity leave is a major incentive for staff to return to work if they chose to do so. The School makes every endeavour to find places in the ELC for returning staff. The School also endeavours to provide flexible working arrangements for staff, through negotiating alternative working arrangements with staff individually.

2020 Organisational Overview



The Rockhampton
Grammar School
Established 1881



School Operations

At the State Census day in Term 1 the School opened with 1,336 students of which 426 were Primary students, 902 were Secondary students, and 8 were International students in the Secondary School. Boarding students numbered 324. The year finished with a total enrolment of 1,346.

The boarding population remained steady at over 320 boarders throughout the year. This is due in no small part to the excellent staff and facilities, as well as “value for money” fees. The School is preparing for similar numbers of students in 2020.

The Primary School continued its strong performance in 2019, with students achieving many successes in both the academic and non-academic arenas. RGS Primary students enjoy learning with specialist teachers in classes such as art, physical education, cooking, music, and Japanese. These classes enable students to develop in-depth knowledge of the subject areas, and prepares them for the Secondary School.

The RGS Early Learning Centre continued to enjoy full occupancy and strong waitlists throughout 2019. The Beasley Centre Kindy Unit opened in 2019, providing a School-hours kindergarten programme in addition to the two long-day kindergarten classes located at the ELC. The Centre has continued to hold the rating of Exceeding National Quality Standards.

The School continues to operate a 1 to 1 tablet computer programme for all students from Year 7 to Year 12. Primary students have access to computer technology via a set of desktop or tablet computers in every classroom.

2019 Academic Results

The School’s motto, *Macte Virtute et Litteris* (Grow in character and scholarship) highlights the fact that a Grammar education extends well beyond that of an OP or VET qualification. All educators, from the initial journey which commences at the School’s Early Learning Centre (ELC) to the Primary School, and finally the Secondary School, contributes to every student realising the value of an education and developing a passion for the wonder of learning and discovery.

While today’s academic data can be measured, the School’s commitment to ensuring Grammar students realise the significance of contributing to the community and exemplifying this via their actions is not so easily quantified.

The graduating Year 12 cohort consisted of one hundred and thirty-five students who were issued a Senior Education Profile (SEP), with ninety-five being OP eligible.

Seven students achieved the highly sought after OP1 (7.37% of the cohort), which is a significant achievement and satisfying reward for their commitment and dedication. This is one of the School’s best OP1 percentage performances. State data reveals 503 students (271 male and 232 female received an OP in 2019.

The percentage of RGS students achieving an OP 1-5 was 31.58, which equates to 30 students. This is in comparison to the state figure of 22.50%.

Sixty students (63.16%) achieved an OP 1-10 in comparison to the state figure of 54.29%.

Eighty-eight of our OP graduates achieved an OP 1-15, which is one the School’s best performances and is excellent in comparison to the state figure of 82.92%.

The lowest OP awarded under this system is an OP 25. It is pleasing to report that no Grammar student received an OP over 19. In fact, of the ninety-five OP students only seven achieved a result over 15.

2019 Overall Position (OP) Results

<u>Result</u>	<u>RGS</u>	<u>State</u>
1	7.37%	2.90%
1-5	31.58%	22.50%
1-15	92.63%	82.92%
1-20	100%	98.37%

Eighty-three OP eligible students sat the two day Core Skills Test held during Term 3 this year. Forty-six students (55.42%) achieved an A or B level on the CST and this is particularly pleasing in comparison to 46.1% for the state. Well done to Julien Wright who led the CST team of Reniece Carter and Catherine Cuddihy in 2019.

All graduates successfully completed the minimum credit point requirement and were awarded their Queensland Certificate of Education (QCE). This is an outstanding achievement and a credit to the efforts of all staff, students and parents!

The School values both pathways (OP and VET) equally and it is important to document the fact that one hundred and twenty-nine of the one hundred and thirty-five graduating students successfully completed and were awarded a VET qualification (ranging from a Certificate I to III level). one hundred and twenty-two students achieved a Certificate I, fifty-five a Certificate II and forty-nine a Certificate III. There were also eleven students who completed a school based apprenticeship which they will continue post school. Additionally, three RGS students also successfully undertook a university subject while in Year 12.

Services Provided

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

RGS aims to attract, retain and develop a high quality staff, in all curriculum and non-curriculum areas, to provide the best standard of education possible. The school also aims to continually upgrade and expand its physical resources to provide a dynamic educational environment.

Curriculum

Primary (Years Prep – 6)

The Rockhampton Grammar Primary prides itself on being a positive, student-oriented school that encourages strong partnerships between parents and staff.

Using the RGS Learning Framework, our teachers design unique, academically stimulating programs that include excursions making use of local knowledge, businesses and community facilities and organisations. With the variety of teaching and learning experiences and settings, our social skills programme is accentuated in an authentic and relevant manner.

Our students exceed State and National benchmarks in standardised tests and teachers constantly review and monitor progress of individuals, well beyond these occurrences.

Complementing academic achievement, the School ethos is to develop the 'whole' person and many physical, social and cultural avenues are available for students to pursue. Students have many opportunities to participate in our Co-curricular Programme where we offer a wide variety of activities from musicals and sport to art and chess clubs.

Secondary School (Years 7 – 9)

The Secondary School – Year 7 to 9 course is divided into two sections:-

Section A: Core Learning Areas

English, Mathematics and Science are taught across 6 periods per week, SOSE (Studies of Society and Environment) is taught across 5, and HPE (Health and Physical Education) is taught across 3 comprising of 2 practical lessons and 1 Health lesson.

Core Subjects - English, Mathematics, Science, Social Sciences, and Health and Physical Education. All students are required to study the five core subjects. In Year 9 students have the option of selecting Advanced Mathematics or Mathematics, and students may be invited to join an Essential Mathematics class. A General Science course is offered as an alternative to Science in Year 9.

Section B: Elective Learning Areas

Each subject is taught across 4 periods per week in Year 8 and 6 periods per week in Year 9. In Year 7 students experience the elective subject areas through a rotation programme each term.

The School offers 13 electives in Year 8 and 14 in Year 9. Each student in Year 8 must study three (3) electives from this selection and each student in Year 9 must study two (2) from this selection.

In 2019 the electives offered were:

Agriculture, Drama, Music, Art, Business Enterprise and Management, Catering and Fashion, Catering, Digital Literacy and Technologies, Graphics, Sports Science, Design and Technology, Workshop and Japanese. Marine Operations is an elective in Year 9 only.

Secondary School (Years 10 – 12)

Subjects offered in Years 10-12 during 2019 are as follows:

Accounting, Agriculture, Art, Business Management, Biology, Chemistry, Dance, Drama, English, English Extension, English Communication, Legal Studies, Geography, Graphics, Health Studies, Physical Education, Information Processing & Technology, Japanese, Aquatics, Mathematics A, Mathematics B, Mathematics C, Pre-Vocational Mathematics, Modern History, Music, Music Extension, Physics, Technology Studies.

In Year 10 elective courses operate and are referred to as an 'Introduction to X'. These courses align with the Year 11 and 12 courses which are dictated by the governing body, the Queensland Curriculum and Assessment Authority (QCAA).

The following Vocational Education courses were also offered during 2019:

Certificate III Agriculture, Certificate III Beauty Services, Certificate III Dance, Certificate IV Dance, Certificate II Engineering pathways, Certificate II Fitness with Sport & Recreation embedded, Certificate III Fitness, Certificate II Hospitality, Certificate II Information Digital Media Technology, Certificate II Outdoor Recreation.

Educational Programme

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

QCAA requirements including syllabi and study plans are continually reviewed and updated. Teaching staff have embraced the critical review of teaching practices and delivery by colleagues through classroom visits and in staff professional development days. In 2019, over twenty RGS staff were members of QCAA District and State Subject Panels. Additionally, a significant number of teaching staff at The Rockhampton Grammar School are members of QCAA panels for Endorsement and Confirmation. A number of Secondary School teachers also wish to be External Assessment markers for the new SATE/QCE system which is now in operation.

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. The School monitors the suitability of its curriculum through a range of measures including student destinations before and after Year 12. The School offers a broad range of subjects enabling students to take a vocational education pathway following the Vocational Education and Training Framework as well as academic pathways through the 2019 Queensland Core Skills Test and an OP pathway and the incoming ATAR pathway.

The *Australian Professional Standards for Teachers (APST)* are a public statement that describes the professional knowledge, professional practice and professional engagement required of teachers. They comprise seven Standards describing what teachers should know and be able to do. They are interconnected, interdependent and reflect the complex role of teaching. The Standards are organised into four career stages – Graduate, Proficient, Highly Accomplished and Lead – to reflect a continuum of teacher’s developing professional expertise. RGS supports its teaching staff throughout this continuum through mentoring and professional development programmes.

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

Global Education and Round Square

The Rockhampton Grammar School continues its commitment to Global Education, global citizenship and the Round Square programme.

In Term 1 2019, the Regional Round Square Conference for staff was held in Sydney. Delegations from our region, which spans from Korea to China, to Western Australia and New Zealand were all in attendance. RGS were represented by Mr Jonathan Burr and Ms Leisa Harper. The IDEALS of Round Square (Internationalism, Democracy, Environmentalism, Adventure, Leadership, Service) were a theme with valuable in-service opportunities regarding the Round Square Discovery Framework curriculum. This Discovery Framework will be a welcome addition to middle-secondary form class programmes in the future. In 2019, approximately 850 RGS senior students were involved in one or more programmes at the school. There are extensive opportunities in every area of the school from Form Class charity work to the Red Shield Appeal, ANZAC Day and beyond with on the year 10 programme.

Global Education/Outdoor Education excursions occurred for year 10 at the end of Term 2 2019 to Vietnam, and New Zealand as well as the Whitsundays, Carnarvon Gorge Great Keppel Island and the Noosa River. Students undertook service activities in addition to the cultural experiences on offer during these trips. In Vietnam, students were involved in a building project in a village to improve conditions. RGS students raised funds here in Rockhampton that they could take to Vietnam to purchase building materials and employ tradesmen to ensure the work they did, met code.

In New Zealand, a new programme took shape in 2019 with work at an underprivileged school and water testing in a lake area. The Whitsundays group were involved in beach clean-up and reef

conservation. The Carnarvon Gorge group had an indigenous guide and visited indigenous historical sites. The other options on offer also assisted with family budgets. Great Keppel Island, Carnarvon Gorge and the Noosa River were also great successes with a focus on the environment. Very positive feedback was received from all trips and the year 10 students represented RGS extremely well.

The RGS Round Square Student Committee continued. Students were emailed Round Square electronic newsletters and meetings were held when required each semester. Students have been recognised for significant participation and support in the IDEALS of Round Square at RGS with an RGS RS Certificate. Claire Moulds, Year 10, worked tirelessly to ensure that the Round Square students have been looked after, but also the students visiting via the Development Office study tours and extended visits. Links with China continue to develop with a number of long term student attending RGS.

Australian Round Square student exchanges have evolved in the last 12 months with a new focus on Year 8 opportunities. RGS is looking at those and how they will fit in with the Year 8 programme and plans are forming to host a Round Square Year 8 conference at RGS in 2021. Mr Stuart Walls the Round Square Regional Support Officer visited RGS this year and was extremely impressed with RGS. He is a keen supporter of an RGS year 8 Conference.

Links are continuing with Round Square Schools and an RGS Student is currently with a USA school. A Korean school visits and exchanges are locked in for 2020. RGS Global Education and Round Square web pages and icons continue to be maintained by the Development Office and additional Round Square posters and banners have been added. The school was awarded a Round Square Flag which is now periodically flown at the school.

RGS engages in many organised activities, service and extension. The Round Square ethos is a conceptual framework that is an overlaying set of language on all that RGS does. Round Square is a point of difference to other schools in Rockhampton, Queensland and Australia, incorporating a global focus for RGS students.

Boarding

Ethos

To provide quality pastoral care to all those students (male and female) who choose to board at the School and to help and guide them to reach their full potential. The School's focus on boarding is that RGS is a *boarding school* not a school with a boarding section.

The Rockhampton Grammar School is the largest co-educational boarding school in Queensland and is in the top four in Australia.

Boarding enrolments are predominantly from rural and provincial central Queensland, with a number of indigenous students from the Cape York Leaders Program, and a small number of international students.

All boarding facilities are air conditioned.

The Boarding Houses in 2019 were:

School House – Years 7, 8, 9, 10 boys - 97 single beds in dormitory style accommodation.

Upper Boland Boys – Year 10 boys – 18 beds (single, double and quad rooms)

Coombe House – Year 11 boys – 44 beds (double rooms)

Luck House – Year 12 boys – 45 single rooms

Girls House – Middle Dorm – Years 7, 8 and 9 girls – 50 beds (triple and quad rooms)

Girls House – Upper Dorm – Years 9 and 10 girls – 49 beds (single, double and quad rooms)

Girls House – Lower Dorm – Years 11 and 12 girls – 20 beds (single and double rooms)

Lower Boland Girls – Year 11 girls – 25 beds (single, double and quad rooms)

Palmer Dorm – Year 12 girls – 20 single rooms

The senior boys houses, Luck and Coombe, are modern single or double accommodation buildings.

The junior boys house, known as School House and situated in the original school building, is the home for up to 97 boys in Years 7 to 10. This House has 2 separate air conditioned wings or Houses, Wheatcroft and Wheatley, each with their own common room area. Upper Boland Boys also accommodated up to 18 boys.

Girls House and Palmer Girls dormitory are modern dormitories that are home for 139 girls ranging from Year 7 to Year 12. Palmer is a senior dormitory with single room accommodation while the lower floor of Girls House also is a senior area with single rooms.

Middle and Upper Girls are dormitory style accommodation split into pods of four beds for privacy. Palmer and Lower Girls houses features refurbished study areas and large common room areas.

Boland Girls provides accommodation for 25 Year 11 girls in single or twin accommodation.

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

Co-Curricular Activities

Sport

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

Sports offered to Secondary School students include:

Athletics, Basketball, Cricket, Cross Country, Football, Netball, Rowing, Rugby Union, Rugby League, Swimming, Tennis, Touch, Water Polo, Australian Rules Football, Equestrian, Futsal, Golf, Hockey, Sports Aerobics, Tae Kwon Do, Triathlon and Volleyball.

The Primary School also participates in participates in Soccer, AFL, OzTag, Cross Country, Swimming, Rugby League, Netball, Hockey, Tennis, Athletics, Touch Football, Softball, Cricket, Teeball and Basketball.

Other Co-Curricular Activities include:

Cadets, Chess, Duke of Edinburgh, Fitness, Hospitality, Music, Musical (Secondary and Primary), Optiminds, Public Speaking, Show Cattle Team, Camp Drafting, Art, Maths Team Challenge, Mooting, Photography, Robotics and Signing Choir.

Throughout 2019 students and staff participated in a number of tours and major competitions in the co-curricular field:

- Rowing – Rowers of all ages competed in Queensland Club State Championships and Queensland Schools State Championships in Beaudesert, National Championships in Sydney, South Queensland Championships in Beaudesert, Central Queensland Championships in Rockhampton, and North Queensland Championships in Townsville.
- Rugby Union – First XV and U15 teams competed in Ballymore Cup in Brisbane. U13, U15, Open boys and girls’ teams participated in Western 7S in Emerald.
- Rugby League – First XIII competed in Confraternity Shield in Bundabert and played games in Townsville and Mackay as a part of the Aaron Payne Cup.
- Touch Football – RGS teams competed in the Queensland All Schools Touch Championships in Brisbane.
- Sport Aerobics – Athletes competed in the Queensland State Championships and National Championships on the Gold Coast.
- Cricket – First XI toured Sydney playing local schools as well as playing in the Queensland Schools T20 Central Queensland Final in Mackay.
- Show Cattle Team – Participated in a variety of local shows and travelled to Mackay for regional finals and then on to the EKKA for State Finals.
- Camp Draft – Participated in the Percentile Cup State Championships in Pittsworth.
- Optiminds – Participated in the State Championships in Brisbane.

The Arts

Music

The Rockhampton Grammar School conducts an extensive music co-curricular programme that involves students from Prep through Year Twelve. It is comprised of an instrumental and vocal tuition programme involving over 130 students and thirteen visiting teachers in weekly individual lessons and a performance programme.

Ensembles meet weekly under the guidance of expert staff to rehearse and prepare for performances at events like the Rockhampton Eisteddfod, the Anzac Day march, school formal assemblies, Grammarians’ Recital Series concerts, a yearly musical production at the Pilbeam Theatre, the exciting RGS Music Festival, and Primary and Secondary Speech Nights.

The School’s ensembles include the Symphonic Concert Band, Big Band, Jazz Ensemble, Brass Ensemble, String Orchestra, String Ensemble, Middle School Concert Band, Primary and Secondary Percussion Ensembles, Middle and Senior School Woodwind Ensembles, Secondary Flute Ensemble, Senior Choir, Chamber Choirs, Secondary Signing Choir, Primary Choirs, Primary Concert Bands, Primary Jazz Ensemble, Primary Woodwind Ensemble, Primary Rock Band, and Primary Signing Choirs.

Music Festival

The Rockhampton Grammar School Music Festival was again a great success in 2019. This annual celebration and showcase of the musical talent of students and staff of The Rockhampton Grammar School entertained the audience throughout the night with an amazing array of talented soloists and group items.

Musical Theatre

In August 2019, the students of RGS were the first in regional Queensland to present the multi-award winning musical Matilda The Musical at the Pilbeam Theatre to Rockhampton audiences. The students rehearsed for six months to present four outstanding and sell out performances.

Dance and Musical Theatre Academy (DMTA)

The RGS Dance and Musical Theatre Academy continued in 2019 holding classes in a large range of dance styles in its state of the art dance studios. In 2019, Irish was added to the list of dance genres. At its peak, 180 students attended the Academy ranging in ages from 3 years to adults. The Academy enjoyed a highly successful performance year with successful entries in the local Rockhampton Eisteddfod including taking some performance groups to the Emerald Eisteddfod, Gladstone Eisteddfod and Rockhampton Dance Festival. The Academy is eager to enter some of these eisteddfods again in 2020. A large number of students entered into Classical Ballet, Highland, Tap and Jazz examinations with some outstanding results achieved. The Academy also presented its biennial production to a sold out audience at the Pilbeam Theatre which included the musical production 'Beauty and the Beast Jr'. The RGS Dance Council, the support group for the DMTA, held its second successful aDvANCE Summer School in January with four professional tutors from Sydney. Around fifty students from various Central Queensland dance studios attended this terrific week of dance.

Drama and Dance

Drama and Dance classes continued to provide students at The Rockhampton Grammar School with programmes that are motivating, engaging, relevant and offering 21st century skills. 2019 saw the introduction of the new ATAR syllabus in Dance and Drama preparing the students well for their Year 12 studies in 2020. Students in these classes achieved some outstanding results in their various assessment pieces. Staff have worked tirelessly throughout the year in modifying and updating work programmes for Years 7-10 Drama to help prepare students better for the new ATAR Senior Drama and Dance subjects. Units of work and assessment items have been completed for the new Year 12 Dance and Drama subjects. The staff of the department are very excited about the new system and are actively engaged in preparing themselves and the students for the exciting changes. As per past years, all year levels enjoyed presenting productions to an audience throughout the year, which is only one aspect of studying Drama and Dance.

Students with Disabilities

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

The School has a written Disabilities Policy which sets out the School's commitment.

Associated Support Groups

In 2019 The Rockhampton Grammar School Parents' Association Inc. continued its role as the main parent support group of the School. The RGS Parents' Association plays an important role as an additional means of communication between parents and the School. The Association also provides welcome monetary support for projects and causes within the School.

The RGS Parents' Association, along with The RGS Past Students Association Inc and the Boarder Parents Association, provide a valuable support structure to the School.

Financial Results and Key Statistics

In 2019 The Rockhampton Grammar School recorded an operating surplus and ended the year in a strong financial position. There was an operating surplus of \$1,210,042 after interest payments and depreciation.

	<u>2018</u>	<u>2019</u>
Fee Income	\$18,299,427	\$18,555,621
Grants Income	\$14,691,629	\$15,330,136
Other Income	\$6,895,661	\$7,345,352
TOTAL INCOME	\$39,886,717	\$41,231,109
Employee Expenses	\$25,606,636	\$27,297,780
Supplies and Services	\$8,881,456	\$9,467,714
Depreciation	\$2,526,306	\$2,427,515
Finance Costs	\$903,451	\$828,058
TOTAL EXPENSES	\$37,917,849	\$40,021,067
Operating Result From Continuing Operations	\$1,968,868	\$1,210,042

Key Performance Indicators

Student Numbers

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Primary	479	456	439	430	426
Secondary	951	928	923	913	910
Total Students	1,430	1,384	1,359	1,343	1,336
Boarding	362	361	336	313	324

Operating Efficiency (Profitability) Per Student

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Total Income	\$38,209,298	\$38,197,403	\$38,781,202	\$39,886,717	\$41,231,109
Net Surplus	\$6,090,914	\$4,746,871	\$5,035,462	\$5,389,625	\$4,465,615
Net Operating Margin (Before Depreciation and Interest)	0.16	0.12	0.13	0.13	0.11
Benchmark	0.12	0.12	0.12	0.12	0.12
Student Numbers	1,430	1,384	1,359	1,343	1,344
Operating Efficiency (Profitability Per Student)	\$4,259	\$3,430	\$3,705	\$4,013	\$3,322

Net Operating Margin measures the cash surplus from every dollar of gross income. This means that from every dollar of income 11 cents is available for strategic development. Income includes Capital Receipts from Government when received.

Capital Debt Ratio

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Capital Debt at End of Year	\$16,599,617	\$15,509,807	\$14,424,856	\$13,331,226	\$12,248,925
Student Numbers	1,430	1,384	1,359	1,343	1,344
Debt Per Student	\$11,608	\$11,206	\$10,741	\$9,929	\$9,113

Capital Infrastructure

A great deal of work has gone into maintaining the physical fabric of the School in 2019 to ensure a quality environment for students and staff and to cater appropriately with the development of the School.

2019 was a year of comparatively less extensive capital development than recent years, with focus on mid-level upgrades and renovations to various boarding and teaching spaces and amenities. Further stages of paving replacements in the School House surrounds were completed during 2019, and provision made for extension of the paving replacement programme. The paving replacement programme ensures that the heritage look and feel of the original school building and surrounds is retained.

Significant effort was applied to master planning as well as considerations for future development of Boarding facilities in the coming years.

Community Objectives

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

- Giving all our children a great start - by the services provided by the School's Early Learning Centre, and the School's participation in Queensland's School Immunisation Programme
- Creating jobs in a strong economy – by the School ensuring a safe, productive and fair workplace.
- Protecting the Great Barrier Reef – through participation in the Reef Guardian Schools programme.

Information Systems

The School operates the following major software systems:

- TASS
- Sage MicrOpay
- Boardingware

TASS is a fully integrated school administration system specifically designed for K-12 schools. TASS handles all areas of the School's administration, both financial (except payroll) and academic.

The School takes advantage of TASS portal functionality, including a fully integrated *Learning Management System, Student Café, Teacher Kiosk and Parent Lounge*.

Teacher Kiosk is a portal designed for teachers to provide them with easy access to:

- Student Records
- Student Attendance
- Student and Teacher Timetables
- Notices and Calendar Events
- Pastoral Care Records
- Budget Information for Budget Managers
- Learning Management System

The *Student Café* portal allows students do the following anywhere that they have an internet connection:

- Access their own timetable
- Email their teachers
- View their own Academic Reports
- Access information for and submit class assignments
- Access other student relevant information posted by teachers
- Access the Learning Management System

Parent Lounge, similar to *Student Café*, enables parents to access information about their child and the School within the one web-based portal. Through *Parent Lounge*, parents can:

- View details of the student, including timetables, Academic Reports, attendance data, details of homework and assignments
- View notices and calendar events
- Update their own contact details
- Pay their fee account
- View other School information

Sage MicrOpay provides the software to manage the School's payroll and human resources information systems.

Boardingware was implemented in 2019, and is an online tool designed to facilitate a more efficient administrative function for Boarding, including leave requests and rollcalls, and pastoral care records.

The School has well-established information technology resources for educational and administrative use including a 1 to 1 Tablet PC programme for Years 7 to 12. All teaching staff are supplied with a Tablet PC to complement their education programmes. Such technology resources enable greater access to digital record keeping and distribution of information, which in turn diminishes the reliance on printed materials.

The School aims to be compliant with the Queensland Government's *Records Governance Policy*. Queensland State Archives released a disposal freeze on records that are relevant to, or may become relevant to, an allegation of child sexual abuse, effective from 1 June 2018, with which the School will continue to comply. At the time of appointment, and at intervals throughout employment, staff are informed of their responsibilities with respect to record retention.

Other Matters

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

Overseas Travel on behalf of the School
Consultancies

GLOSSARY OF TERMS

ATAR	Australian Tertiary Admission Ranks
DMTA	Dance and Musical Theatre Academy
NAPLAN	National Assessment Program – Literacy and Numeracy
NSSAB	Non-State Schools Accreditation Board
OP	Overall Position
PREP	Preparatory Year – Pre Year 1
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
RGS	The Rockhampton Grammar School
SATE	Senior Assessment and Tertiary Entrance
VET	Vocational Education and Training

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

FINANCIAL STATEMENTS 2019

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General Information

These financial statements cover The Rockhampton Grammar School.

The Rockhampton Grammar School is a statutory body established under the *Grammar Schools Act 2016*.

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

Archer Street
Rockhampton Qld 4700

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

For information relating to the School's financial report, please contact Mrs Karryn Johnson, telephone 07 4936 0602, email kjohnson@rgs.qld.edu.au

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**STATEMENT OF COMPREHENSIVE INCOME
for the YEAR ENDED 31 DECEMBER 2019**

	Notes	2019 \$	2018 \$
Income from Continuing Operations			
Fee income	2	18,555,621	18,299,427
Grant and other contribution income	3	15,330,136	14,697,871
Other income	4	7,345,352	6,889,419
Total Income from Continuing Operations		<u>41,231,109</u>	<u>39,886,717</u>
Expenses from Continuing Operations			
Employee expenses	5	27,297,780	25,606,636
Supplies and services	6	9,467,714	8,881,456
Depreciation	7	2,427,515	2,526,306
Finance costs	8	828,058	903,451
Total Expenses from Continuing Operations		<u>40,021,067</u>	<u>37,917,849</u>
Operating Result from Continuing Operations		<u>1,210,042</u>	<u>1,968,868</u>
Other Comprehensive Income			
Items Not Recyclable to Operating Result			
Increase (decrease) in asset revaluation surplus	18	443,377	-
Total Other Comprehensive Income		<u>443,377</u>	<u>-</u>
Total Comprehensive Income		<u>1,653,419</u>	<u>1,968,868</u>

The accompanying notes form part of these statements

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

STATEMENT OF FINANCIAL POSITION
as at 31 DECEMBER 2019

	Notes	2019 \$	2018 \$
Current Assets			
Cash and cash equivalents	11	5,347,837	5,475,297
Receivables	12	952,753	774,700
Inventories	13	328,189	291,724
Other	13	711,559	576,914
Total Current Assets		<u>7,340,338</u>	<u>7,118,635</u>
Non-Current Assets			
Property, Plant and Equipment	14	78,154,155	77,989,627
Right of Use Assets - Land	1	41,790	52,074
Total Non-Current Assets		<u>78,195,945</u>	<u>78,041,701</u>
Total Assets		<u>85,536,283</u>	<u>85,160,336</u>
Current Liabilities			
Payables	15	1,782,905	1,449,842
Other financial liabilities	16	1,038,341	1,116,841
Accrued employee benefits	17	3,245,780	3,669,460
Lease Liabilities	1	10,245	10,284
Other	15	811,921	868,291
Total Current Liabilities		<u>6,889,192</u>	<u>7,114,718</u>
Non-Current Liabilities			
Other financial liabilities	16	11,210,584	12,214,385
Accrued employee benefits	17	426,379	464,279
Lease Liabilities	1	31,545	41,790
Total Non-Current Liabilities		<u>11,668,508</u>	<u>12,720,454</u>
Total Liabilities		<u>18,557,700</u>	<u>19,835,172</u>
Net Assets		<u>66,978,583</u>	<u>65,325,164</u>
Equity			
Retained surpluses		45,687,513	44,477,471
Asset revaluation surplus	18	21,291,070	20,847,693
Total Equity		<u>66,978,583</u>	<u>65,325,164</u>

The accompanying notes form part of these statements

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**STATEMENT OF CHANGES IN EQUITY
for the YEAR ENDED 31 DECEMBER 2019**

	Accumulated Surpluses \$	Asset Revaluation Surplus (Note 18) \$	Total Equity \$
Balance 1 January 2019	44,477,471	20,847,693	65,325,164
Operating result from continuing operations	1,210,042	-	1,210,042
Other comprehensive income:			
- Increase/(Decrease) in asset revaluation surplus	-	443,377	443,377
Total Comprehensive Income for the Year	<u>1,210,042</u>	<u>443,377</u>	<u>1,653,418</u>
Transactions with owners as owners			
- Reclassification of surplus on disposal of revalued assets	<u>-</u>	<u>-</u>	<u>-</u>
Balance 31 December 2019	<u><u>45,687,513</u></u>	<u><u>21,291,070</u></u>	<u><u>66,978,583</u></u>
Balance 1 January 2018	42,508,603	20,847,693	63,356,296
Operating result from continuing operations	1,968,868	-	1,968,868
Other comprehensive income:			
- Increase/(Decrease) in asset revaluation surplus	-	-	-
Total Comprehensive Income for the Year	<u>1,968,868</u>	<u>-</u>	<u>1,968,868</u>
Transactions with owners as owners			
- Reclassification of surplus on disposal of revalued assets	<u>-</u>	<u>-</u>	<u>-</u>
Balance 31 December 2018	<u><u>44,477,471</u></u>	<u><u>20,847,693</u></u>	<u><u>65,325,164</u></u>

The accompanying notes form part of these statements

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**STATEMENT OF CASH FLOWS
for the YEAR ENDED 31 DECEMBER 2019**

	Notes	2019 \$	2018 \$
Cash Flows from Operating Activities			
Inflows:			
Fee income		18,392,526	18,373,550
Grant income		15,330,136	14,691,629
Other income		7,194,059	6,740,197
Interest income		143,683	153,199
GST received from ATO		587,822	577,740
GST collected from customers		<u>1,381,680</u>	<u>1,311,855</u>
		43,029,906	41,848,170
Outflows:			
Employee expenses		(27,759,360)	(25,341,260)
Supplies and services		(9,304,942)	(9,197,885)
Interest paid		(828,058)	(903,451)
GST remitted to ATO		(991,036)	(977,142)
GST paid to suppliers		<u>(999,124)</u>	<u>(885,729)</u>
		(39,882,520)	(37,305,467)
Net cash provided by operating activities	19 (b)	<u>3,147,386</u>	<u>4,542,703</u>
Cash Flows from Investing Activities			
Inflows:			
Sales of property, plant & equipment		3,752	-
Outflows:			
Payments for property, plant & equipment		<u>(2,196,297)</u>	<u>(1,922,396)</u>
Net cash used in investing activities		<u>(2,192,545)</u>	<u>(1,922,396)</u>
Cash Flows from Financing Activities			
Inflows:			
Borrowings		-	-
Outflows:			
Borrowing redemptions		(1,082,301)	(1,093,630)
Net cash from/(used) in financing activities		<u>(1,082,301)</u>	<u>(1,093,630)</u>
Net increase (decrease) in cash held		(127,460)	1,526,677
Cash and cash equivalents at beginning of financial year		5,475,297	3,948,620
Cash and cash equivalents at end of financial year	19 (a)	<u>5,347,837</u>	<u>5,475,297</u>

The accompanying notes form part of these statements

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements for the YEAR ENDED 31 DECEMBER 2019

Note 1 Summary of Significant Accounting Policies

(a) Basis of Accounting

The financial report is a general purpose financial report that has been prepared in accordance with Australian Accounting Standards - Reduced Disclosure Requirements, Australian Accounting Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board. In addition the financial statements comply with the Treasurer's Minimum Reporting Requirements, and section 43 of the *Financial and Performance Management Standard 2019*. The School is established under the *Grammar Schools Act 2016* and is a State Government Statutory Body.

The financial report has been prepared on an accruals basis and is based on historical costs modified by the revaluation of selected non-current assets, financial assets and financial liabilities for which the fair value basis of accounting has been applied.

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

(b) The Reporting Entity

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

(c) Taxation

The School is a state body as defined under the *Income Tax Assessment Act 1963* and is exempt from Commonwealth taxation except for Fringe Benefit Tax (FBT) and Goods and Services Tax (GST). FBT and GST are the only taxes accounted for by the school. Receivables and Payables in the Statement of Financial Position are shown exclusive of GST. GST credits receivable from, and GST payable to the Australian Taxation Office at reporting date are separately recognised in Receivables, Note 12.

(d) Issuance of Financial Statements

The financial statements are authorised for issue by the Chairman and Board Secretary at the date of signing the Management Certificate.

(e) Judgements and Estimates

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 in Note 14, and the allowance for impairment of receivables in Note 12. 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.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements for the YEAR ENDED 31 DECEMBER 2019

Note 1 Summary of Significant Accounting Policies

(f) Adoption of New and Revised Accounting Standards

The School did not voluntarily change any of its accounting policies during 2019. No Australian accounting standards have been early adopted.

At the date of authorisation of the financial report, the expected impacts of new or amended Australian Accounting Standards issued are set out below:

AASB 15 Revenue from Contracts with Customers and AASB 1058 Income of Not-for-Profit Entities

These Standards first applied from reporting periods beginning on or after 1 January 2019 and contains much more detailed requirements for the accounting for certain types of revenue from customers. The School has performed a detailed assessment on the impact of AASB 15 and given consideration to the term of the enrolment contract. Each party has the ability to terminate the contract and the contract may be terminated at any time giving the required term's notice. Given the right to cancel the contract, it is viewed as a year on year contract rather than a contract for the period of school life.

There is no material difference in the value of enrolment fees recognised from year to year, enrolment fees are recognised as income when received.

Tuition and boarding fees fall within the scope of AASB 15 and are recognised over the period to which the fee relates. The School has a 31 December balance date, and tuition and boarding fees in relation to a school year are recognised in that same financial year. Tuition and boarding fees received in advance of a subsequent school year are deferred and recognised as revenue in the relevant financial year.

The School has reviewed its recurrent grant income and determined that the contracts are an enforceable agreement with no specific performance obligations and is not a contract as defined under AASB 15. The recurrent grant income is within the scope of AASB 1058 in the year in which it is received. Revenue from capital grants is deferred until construction of the asset to which the grant relates.

AASB 16 Leases

This Standard is effective for reporting periods beginning on or after 1 January 2019. When applied, the standard supersedes AASB 117 Leases, AASB Interpretation 4 Determining whether an Arrangement contains a Lease, AASB Interpretation 115 Operating Leases – Incentives and AASB Interpretation 127 Evaluating the Substance of Transactions Involving the Legal Form of a Lease.

Impact for Lessees

Unlike AASB 117 Leases, AASB 16 introduced a single lease accounting model for lessees. Lessees are now required to recognise a right-of-use asset (representing rights to use the underlying leased asset) and a liability (representing the obligation to make lease payments) for all leases with a term of more than 12 months, unless the underlying assets are of low value. In effect, the majority of operating leases (as defined by the previous AASB 117) are reported on the statement of financial position under AASB 16. There has not been a significant increase in assets and liabilities for the School's leased assets.

The right-of-use asset will be initially recognised at cost, consisting of the initial amount of the associated lease liability, plus any lease payments made to the lessor at or before the commencement date, less any lease incentive received, the initial estimate of restoration costs and any initial direct costs incurred by the lessee. The right-of-use asset will give rise to a depreciation expense. The School chose the temporary relief available for not-for-profit entities under AASB 16 for peppercorn leases and valued the right-of-use asset at the present value of the payments required as per the lease. The impact to the School of applying AASB 16 was a right of use asset of \$41,790 (2018 \$52,074) and a current lease liability of \$10,245 (2018 \$10,284) and a non-current lease liability of \$31,545 (2018 \$41,790)

The School leases a parcel of land from the Rockhampton Regional Council at Rugby Park, Blackall Street, for nil consideration in exchange for the Trustee Lessee being responsible for all grounds maintenance. When not in use by the Trustee Lessee, members of the community have access to the land for recreation purposes.

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

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Operating Result

Revenue

	2019	2018
	\$	\$
Note 2 Fee Income		
Tuition	11,714,334	11,762,108
Boarding	5,834,247	5,492,089
Other	1,007,040	1,045,230
Total Fee Income	<u>18,555,621</u>	<u>18,299,427</u>

Accounting Policy

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

Note 3 Grant and other Contribution Income

State Government Grants

Recurrent grant	2,930,621	2,896,989
Endowment	18,500	18,500
Other	169,195	243,210
	<u>3,118,316</u>	<u>3,158,699</u>

Commonwealth Government Grants

Recurrent grant	12,195,119	11,529,530
Other	16,701	9,642
	<u>12,211,820</u>	<u>11,539,172</u>
Total Grant Income	<u>15,330,136</u>	<u>14,697,871</u>

Accounting Policy

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

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

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Operating Result

Revenue	2019	2018
	\$	\$
Note 4 Other Income		
Interest	143,683	153,199
Other Tuition Income	1,405,691	1,268,133
Early Learning Centre	4,213,307	3,903,362
Dance & Musical Theatre Academy	350,032	298,816
Red & Black Shop Income	476,813	462,717
Canteen Income	208,299	210,897
Donations	117,027	123,057
Miscellaneous	380,126	417,003
	<u>7,294,978</u>	<u>6,837,184</u>
 Grants and Subsidies - Other		
Export Development Grant	50,374	52,235
	<u>50,374</u>	<u>52,235</u>
 Total Other Income	<u>7,345,352</u>	<u>6,889,419</u>
 Total Revenue from Ordinary Activities	<u>41,231,109</u>	<u>39,886,717</u>

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Operating Result (cont)

	2019	2018
	\$	\$
Expenses		
Note 5 Employee Expenses		
Salaries & Wages	23,784,274	22,275,293
Superannuation	2,593,292	2,413,006
Employee Entitlements Provided	514,938	635,476
Fringe Benefits Tax	140,630	85,225
	<hr/>	<hr/>
	27,033,134	25,409,000
 Insurance - Worker's Compensation	 264,646	 197,636
	<hr/>	<hr/>
Total Employee Expenses	27,297,780	25,606,636

Accounting Policy

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

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

Other long-term employee benefits - annual and long service leave

Annual leave and long service leave liabilities are classified and measured as other long term employee benefits as the School does not expect to wholly settle all such liabilities within the 12 months following reporting date.

Other long-term employee benefits are presented as current liabilities where the School does not have an unconditional right to defer payment for at least 12 months after the end of the reporting period. Other long-term employee benefits are measured at the present value of the expected future payments to be made to employees. Expected future payments take into account anticipated future wage/salary levels, expected employee departures and periods of ineligible service. These are discounted using market yields on Australian Government bond rates at the end of the reporting period that coincide with the expected timing of estimated

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

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

Superannuation

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

The number of employees including both full-time employees and part-time employees measured on a full-time equivalent basis is:	277.4	261.5
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Board Members receive no remuneration.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Operating Result (cont)

	2019	2018
	\$	\$
Note 6 Supplies and Services		
Tuition Supplies and Services	1,577,752	1,701,800
Boarding Supplies and Services	1,143,368	1,084,081
Property Supplies and Services	2,640,438	2,318,908
Early Learning Centre	405,300	343,168
Dance & Musical Theatre Academy	73,067	58,706
Red & Black Shop Expenses	307,548	317,134
Canteen Expenses	108,223	110,208
Disposal of Non-Current Assets	52,401	57,585
Administration Supplies and Services	3,159,617	2,889,866
Total Supplies and Services	<u>9,467,714</u>	<u>8,881,456</u>

Accounting Policy

Operating Leases

Operating leases are entered into as a means of acquiring photocopiers and motor vehicles. Lease terms extend from 3 to 4 years. On conclusion of the lease term, the agreement provides for a right to extend the term or return the equipment. The School has leases exempt under AASB 16 due to low values of the underlying asset or exempted by Queensland Treasury Financial Reporting Requirements as internal-to-Government leases and these lease payments are expensed in the Statement of Comprehensive Income.

Lease payments are generally fixed.

Note 7 Depreciation

Buildings	1,168,467	1,134,867
Plant, Equipment and Motor Vehicles	<u>1,259,048</u>	<u>1,391,439</u>
	2,427,515	2,526,306

Accounting Policy

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

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

Class	Rate %
Buildings and Land Improvements	1 to 7
Infrastructure	2.5 to 5
Heritage assets	1 to 3
Plant & Equipment	
Motor Vehicles	10 to 15
Computer Equipment	20 to 50
Furniture	10
Other	1 to 20

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Operating Result (cont)

	2019	2018
	\$	\$
Note 8 Finance/Borrowing Costs		
Finance/Borrowing Cost Expense	828,058	903,451
Total Expenses from Ordinary Activities	<u>40,021,067</u>	<u>37,917,849</u>

Note 9 Auditor's Remuneration

Queensland Audit Office – External Audit Services	37,000	31,400
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The auditors did not receive any remuneration for non-audit services. Total audit fees quoted by the Queensland Audit Office relating to the 2019 financial statements are \$33,000 (2018 \$31,400).

Note 10 Impairment Losses

No impairment losses were recognised during 2019.

Note 11 Cash and Cash Equivalents

General Fund

Cash at Bank and Deposits at Call	4,507,767	4,685,764
Petty Cash and Floats	<u>9,626</u>	<u>15,130</u>
	4,517,393	4,700,894

Building Fund

Cash at Bank and Deposits at Call	199,512	195,484
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Bursary & Bequest Funds

Cash at Bank and Deposits at Call	127,293	125,781
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Education Fund

Cash at Bank and Deposits at Call	503,639	453,138
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Total Cash and Cash Equivalents	<u>5,347,837</u>	<u>5,475,297</u>
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Accounting Policy

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

Cash deposited with Queensland Treasury Corporation earned interest between 1.56% to 3.05% in 2019 (2.23% to 2.89% in 2018). Interest earned on cash held with the Westpac Banking Corporation was 0.10% in 2019 (0.10% in 2018).

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

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

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Operating Result (cont)

	2019	2018
	\$	\$
Note 12 Receivables		
General Fund		
Debtors - Fees	862,942	708,637
Debtors – Other	5,510	2,420
GST Receivable	84,301	63,643
Total Receivables	<u>952,753</u>	<u>774,700</u>

Accounting Policy

Recognition

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

Classification and Presentation

Financial instruments are classified under Accounting Standard AASB 9 as follows:

- Cash and cash equivalents (Note 11)
- Receivables - held at amortised cost (Note 12)
- Payables - held at amortised cost (Note 15)
- Borrowings - held at amortised cost (Note 16)

AASB 9 relates to calculating impairment losses for the school's receivables. AASB 9 introduced a new "expected credit losses" model for assessing the impairment allowance in respect of Trade Receivables. The school measures the impairment allowance based on lifetime expected credit losses. This approach requires estimation of expected credit losses for each receivable regardless of whether there is evidence of impairment at balance date. Management makes this assessment based on the individual characteristics of each debtor and where possible, external economic factors that may also impact the future capacity of those debtors to pay.

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

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.

Outstanding debts are assessed for collectability at regular Board meetings. Where collectability is considered remote, all known bad debts are written-off as at 31 December. Where collectability is considered doubtful, provision is made for impairment.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Operating Result (cont)

	2019	2018
	\$	\$
Note 13 Inventories and Other Current Assets		
Inventories	328,189	291,724
Prepayments	688,271	541,297
Accrued Interest Income	7,455	10,745
Accrued Income	15,833	24,872
Total Other Current Assets	<u>711,559</u>	<u>576,914</u>
<u>Accounting Policy</u>		
Inventories are recorded at the lower of cost and net realisable value.		
 Note 14 Property, Plant and Equipment		
<i>Land - at fair value</i>	15,630,000	15,509,146
<i>Buildings - at fair value</i>	83,442,100	78,599,106
Less accumulated depreciation	<u>(32,182,902)</u>	<u>(26,518,071)</u>
	51,259,198	52,081,035
<i>Heritage assets - at fair value</i>	9,900,000	9,335,000
Less accumulated depreciation	<u>(6,590,745)</u>	<u>(6,060,280)</u>
	3,309,255	3,274,720
<i>Capital Work in Progress- at cost</i>	<u>444,867</u>	<u>619,649</u>
	444,867	619,649
<i>Infrastructure - at fair value</i>	6,476,000	5,534,000
Less accumulated depreciation	<u>(2,221,261)</u>	<u>(2,187,111)</u>
	4,254,739	3,346,889
Total Land & Buildings	74,898,059	74,831,439
Plant & Equipment		
At cost	7,802,266	7,228,949
Less accumulated depreciation	(4,546,170)	(4,070,761)
Total Plant & Equipment	3,256,096	3,158,188
Total Property, Plant & Equipment	<u><u>78,154,155</u></u>	<u><u>77,989,627</u></u>

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Note 14 Property, Plant and Equipment (cont) Reconciliation

	Land	Buildings	Heritage Assets	Work in Progress	Infrastructure	Plant and Equipment	Total
	\$	\$	\$	\$	\$	\$	\$
Carrying amount at 1 January 2019	15,509,146	52,081,035	3,274,720	619,649	3,346,889	3,158,188	77,989,627
Acquisitions		448,696		444,867		1,307,503	2,201,067
Disposals						(52,401)	(52,401)
Transfers between classes		(1,260,410)	438,317	(619,649)	1,339,782	101,960	-
Gain/Loss on Revaluation of Prop,Plant&Equip	120,854	915,583	(369,903)		(223,050)	(106)	443,377
Depreciation		(925,706)	(33,879)		(208,882)	(1,259,048)	(2,427,515)
Carrying amount at 31 December 2019	15,630,000	51,259,198	3,309,255	444,867	4,254,739	3,256,096	78,154,155

	Land	Buildings	Heritage Assets	Buildings Under Construction	Infrastructure	Plant and Equipment	Total
	\$	\$	\$	\$	\$	\$	\$
Carrying amount at 1 January 2018	15,509,146	52,655,996	3,308,480	22,197	3,498,409	3,656,894	78,651,122
Acquisitions		370,625		601,202		950,569	1,922,396
Disposals						(57,585)	(57,585)
Transfers between classes		3,750		(3,750)			-
Gain/Loss on Revaluation of Prop,Plant&Equip							-
Depreciation		(949,336)	(33,760)		(151,520)	(1,391,690)	(2,526,306)
Carrying amount at 31 December 2018	15,509,146	52,081,035	3,274,720	619,649	3,346,889	3,158,188	77,989,627

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements for the YEAR ENDED 31 DECEMBER 2019

Note 14 Property, Plant and Equipment (continued)

Accounting Policy

Property, Plant and Equipment

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

Buildings and Improvements	\$10,000
Land	\$1
Plant & Equipment	\$1,000
Heritage & cultural assets	\$1,000

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

Land improvements undertaken by the School are included with Buildings.

The land on which the school is situated is subject to a Deed of Grant in Trust. This trust states that the land is retained by the Crown, however due to the land being administered by the school, and all economic benefits being attributable to the school, the value of the land \$4,300,000 is recognised in the face of these financial statements. This value has been determined after consideration of the location of the land, and discounting due to the restrictions of the Deed of Grant in Trust.

Independent valuations of land, buildings, infrastructure, heritage and cultural assets, plant and equipment were performed as at 2 October 2019 by Taylor Byrne using "fair value" principles in accordance with AASB13. At that date, the valuation of land and buildings was based on depreciated current replacement cost and market values on the basis of direct comparison of similar assets. For infrastructure, and heritage and cultural assets, the bases of valuation were depreciated current reproduction cost and depreciated current replacement cost, respectively. Residential properties were valued on the basis of direct comparison appraisal whereby the property was compared to the sale of other comparable units in the local area. 2019 property values are shown on a gross basis in accordance with the requirements of Queensland Treasury and Trade NCAP 5.

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

No assets are offered as security for borrowings.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019

Note 14 Property, Plant and Equipment (continued)

Acquisitions of Assets

Actual cost is used for the initial recording of all non-current physical and intangible asset acquisitions. Cost is determined as the value given as consideration plus costs incidental to the acquisition, including all other costs incurred in getting the assets ready for use, including architects' fees and engineering design fees. However, any training costs are expensed as incurred.

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

Revaluations of Non-Current Physical and Intangible Assets

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

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

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

Non-current physical assets were revalued by Taylor Byrne in 2019.

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

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

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

Other buildings were valued on the basis of current replacement costs. This was determined using a bill of quantities with costing reference to published indices.

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

Where necessary, indices that are state or national-based are adjusted for regional factors.

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

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

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements for the YEAR ENDED 31 DECEMBER 2019

Note 14 Property, Plant and Equipment (continued)

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

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

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

Impairment of Non-Current Assets

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

As a not-for-profit entity, certain property, plant and equipment of the School is held for the continuing use of its service capacity and not for the generation of cash flows. Such assets are typically specialised in nature. In accordance with AASB 136, where such assets are measured at fair value under AASB 13, that fair value (with no adjustment for disposal costs) is effectively deemed to be the recoverable amount. Consequently, AASB 136 does not apply to such assets unless they are measured at cost.

For other non-specialised property, plant and equipment measured at fair value, where indicators of impairment exist, the only difference between the asset's fair value and its fair value less costs of disposal is the incremental costs attributable to the disposal of the asset. Consequently, the fair value of the asset determined under AASB 13 will materially approximate its recoverable amount where the disposal costs attributable to the asset are negligible. After the revaluation requirements of AASB 13 are first applied to these assets, applicable disposal costs are assessed and, in the circumstances where such costs are not negligible, adjustments to the recoverable amount are made in accordance with AASB 136.

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.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Operating Result (cont)

	2019	2018
	\$	\$
Note 15 Payables		
Creditors		
Creditors	1,689,819	1,312,125
Accrued Creditors	93,086	137,717
Total Payables	<u>1,782,905</u>	<u>1,449,842</u>
Other Liabilities		
Fees in Advance	786,872	821,386
Accrued Income	25,049	46,905
Total Fees in Advance	<u>811,921</u>	<u>868,291</u>

Accounting Policy

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

Note 16 Other Financial Liabilities

Current

Qld Treasury Corporation Borrowings	<u>1,038,341</u>	<u>1,116,841</u>
	1,038,341	1,116,841

Non-Current

Qld Treasury Corporation Borrowings	<u>11,210,584</u>	<u>12,214,385</u>
	11,210,584	12,214,385

Accounting Policy

All borrowings are in \$Australian denominated amounts and carried at amortised cost, interest being expensed as it accrues. No interest has been capitalised during the current or comparative reporting period. Expected final repayment dates vary from 15 March 2020 to 15 December 2032. There have been no defaults or breaches of the loan agreement during the period.

Principal and interest repayments are made quarterly in arrears at rates ranging from 5.231% to 7.979% for Queensland Treasury Corporation borrowings.

The market value of the School's borrowings (QTC) at 31 December 2019, as notified by the Queensland Treasury Corporation, was \$15,001,999.70 (2018 \$15,723,572).

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

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

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
Total Non-Current Assets**

Operating Result (cont)

	2019	2018
	\$	\$
Note 17 Accrued Employee Benefits		
<i>Current</i>		
Employee entitlements		
- Wages payable	181,140	591,165
- Annual leave	519,154	559,469
- Long service leave	2,545,486	2,518,826
Total Accrued Employee Benefits	<u>3,245,780</u>	<u>3,669,460</u>
<i>Non-current</i>		
- Long service leave	426,379	464,279
Total Accrued Employee Benefits	<u>426,379</u>	<u>464,279</u>

Based on known and approved applications for long service leave at reporting date, and historical trends, approximately only \$300,000 of the Provision for Long Service Leave classified as current as at 31 December 2019 is expected to be paid in the ensuing 12 months.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Note 18 Asset Revaluation Surplus by Class

	Land	Buildings & Improvements	Heritage Assets	Plant & Equipment, Furniture	Infrastructure	Total
	\$	\$	\$	\$	\$	\$
Balance 1 January 2019	10,353,573	7,962,748	1,692,590	12,764	826,018	20,847,693
Revaluation Increments/(Decrements)	120,854	915,583	(369,904)	(106)	(223,050)	443,377
Impairment Losses Through Equity						
Balance 31 December 2019	<u>10,474,427</u>	<u>8,878,331</u>	<u>1,322,686</u>	<u>12,658</u>	<u>602,968</u>	<u>21,291,070</u>
	Land	Buildings & Improvements	Heritage Assets	Plant & Equipment, Furniture	Infrastructure	Total
	\$	\$	\$	\$	\$	\$
Balance 1 January 2018	10,353,573	7,962,748	1,692,590	12,764	826,018	20,847,693
Revaluation Increments/(Decrements)						
Balance 31 December 2018	<u>10,353,573</u>	<u>7,962,748</u>	<u>1,692,590</u>	<u>12,764</u>	<u>826,018</u>	<u>20,847,693</u>

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

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Note 19 Statement of cash flows - disclosures

	2019	2018
	\$	\$
(a) Cash at the end of the year, as shown in the Statement of Cash Flows		
Cash on hand	9,626	15,130
Cash at bank	656,508	1,552,404
Deposits at call	4,681,703	3,907,763
	<u>5,347,837</u>	<u>5,475,297</u>
(b) Reconciliation of net cash from operating activities to net result for the period		
Net result for the period	1,210,042	1,968,868
Depreciation	2,427,515	2,526,306
Bad debts	(50,668)	39,821
Disposal of non-current assets	43,878	57,585
Revaluation decrement	-	-
Change in operating assets and liabilities		
Decrease (increase) in receivables	(106,727)	(22,770)
Decrease (increase) in inventory	(36,467)	27,521
Decrease (increase) in GST input tax credits receivable	(20,658)	26,724
Decrease (increase) in prepayments	(134,645)	(136,501)
Increase (decrease) in payables	333,065	(307,121)
Increase (decrease) in other liabilities	(56,370)	96,895
Increase (decrease) in accrued employee entitlements	(461,579)	265,375
Net cash from operating activities	<u>3,147,386</u>	<u>4,542,703</u>

There are no non-cash financing or investing activities.

Note 20 Commitments for Expenditure

(a) Non-cancellable Operating Leases

Commitments at reporting date (inclusive of non-recoverable GST input tax credits) are payable as follows:

· within one year	74,649	101,245
· one to five years	45,092	86,228
	<u>119,741</u>	<u>187,473</u>

(b) Capital Expenditure Commitments

Buildings	95,000	109,750
	<u>95,000</u>	<u>109,750</u>

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Notes to and forming part of the financial statements for the YEAR ENDED 31 DECEMBER 2019

Note 21 Key Executive Remuneration

The School has assessed the key executive management personnel positions in context of the School being constituted under the *Grammar Schools Act 2016*. Details of executive management personnel positions, responsibilities, appointment date and remuneration are detailed below. Further information on these positions can be found in the body of the Annual Report under the section relating to Governance.

Positions	Responsibilities	Contract classification and appointment authority (current incumbents)	Date appointed to position
<i>Elected Trustees</i>	To supervise, maintain and control the conduct of the School. To make rules with regards to the management and control of the School.	Elected position through roll of electors and appointed by the Governor in Council	6 September 2018
<i>Government Appointed Trustee</i>		Appointed by the Governor in Council	6 September 2018
<i>Headmaster</i>	The Headmaster is responsible for the implementation of plans and strategies as approved by the Board of Trustees. The Headmaster is responsible for the successful management of the physical, financial and human resource assets of the school, as well as taking responsibility for legal issues, school policy development, strategic planning and broad community engagement	Contract	20 Jan 2010
<i>Deputy Headmaster - Head of Middle School</i>	The Deputy Headmaster supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster	Permanent Employee	1 Jan 1999
<i>Head of Senior School</i>	Supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster	Fixed term contract (Expired 31 Dec 2019)	5 Nov 2018
<i>Head of Primary School</i>	Supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster	Permanent Employee	1 Jan 2003
<i>Head of Early Learning</i>	Supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster	Permanent Employee	2 Feb 2007
<i>Director of Boarding</i>	Supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster	Permanent Employee	24 May 2016
<i>Secretary to the Board of Trustees</i>	Acts as Secretary to the Board of Trustees attending to Board business as required to enable the Board to carry out its statutory functions	Permanent Employee	23 May 2016

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

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

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

- Short term employee benefits which include:
 - ~ Base - consisting of Base salary, allowances and leave entitlements paid and provided for the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expensed in the Statement of Comprehensive Income.
 - ~ Non-monetary benefits - consisting of provision of remission for School fees, other non-monetary benefits, together with the
- Long term employee benefits include amounts expensed in respect of long service leave.
- Post employment benefits include amounts expensed in respect of superannuation contributions.
- Redundancy payments are not provided for within individual contracts of employment. Contracts of employment provide only for
- No performance bonuses were paid.

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

**Notes to and forming part of the financial statements
for the YEAR ENDED 31 DECEMBER 2019**

Note 21 Key Executive Remuneration (cont)

1 January 2019 - 31 December 2019

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employee Benefits	Termination Benefits	Total Remuneration
	Base	Non-Monetary Benefits				
	\$	\$				
Elected Trustees	-	-	-	-	-	-
Government Appointed Trustees	-	-	-	-	-	-
Headmaster	361,315	81,019	10,132	45,934	-	498,400
Deputy Headmaster - Head of Middle School	177,528	17,601	4,983	22,590	-	222,702
Head of Senior School (Acting)	160,800	-	4,522	20,502	-	185,824
Head of Primary School	163,848	-	4,522	15,315	-	183,685
Head of Early Learning	160,084	-	4,522	19,167	-	183,773
Director of Boarding	161,148	20,672	4,522	20,502	-	206,844
Secretary to the Board of Trustees	156,665	26,674	4,406	14,883	-	202,628

1 January 2018 - 31 December 2018

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employee Benefits	Termination Benefits	Total Remuneration
	Base	Non-Monetary Benefits				
	\$	\$				
Elected Trustees	-	-	-	-	-	-
Government Appointed Trustees	-	-	-	-	-	-
Headmaster	354,171	92,173	9,871	44,393	-	500,608
Deputy Headmaster - Head of Middle School	172,366	18,132	4,838	19,951	-	215,287
Head of Senior School	136,008	-	3,760	12,532	-	152,300
Head of Primary School	158,563	-	4,390	15,402	-	178,355
Head of Early Learning	156,360	-	4,390	17,148	-	177,898
Director of Boarding	156,463	11,513	4,390	19,642	-	192,008
Secretary to the Board of Trustees	152,047	26,195	4,276	14,254	-	196,772

Note 22 Related party transactions

Nine related parties of Key Management Personnel were employed by the School during 2019, in varying permanent, temporary and casual positions, none of which were a senior or influential role. Each of these appointments were in accordance with the School's normal employment practices.

Note 23 Events Occurring After Balance Date

There are no material events occurring after balance date.

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

BOARD OF TRUSTEES OF THE ROCKHAMPTON GRAMMAR SCHOOL

Certificate of the Board of Trustees of The Rockhampton Grammar School

These general purpose financial statements have been prepared pursuant to Section 62(1) of the *Financial Accountability Act 2009* (the Act), Section 42 of the *Financial and Performance Management Standard 2019, Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Regulations 2013* and other prescribed requirements. In accordance with Section 62(1)(b) of the Act we certify that in our opinion:

a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and

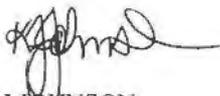
b) the financial statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Board of Trustees of The Rockhampton Grammar School for the financial year ended 31 December 2019 and of the financial position of the School at the end of that year; and

We, acknowledge responsibility under Section 8 and Section 15 of the *Financial and Performance Management Standard 2019* for the establishment and maintenance, in all material respects, of an appropriate and effective system of internal controls and risk management processes with respect to financial reporting throughout the reporting period.

In accordance with Section 60.15 of the *Australian Charities and Not-for-profit Regulations 2013*, we certify that, in our opinion:

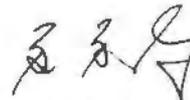
i) There are reasonable grounds to believe the registered entity is able to pay all of its debts, as and when they become due and payable; and

ii) The financial statements and notes satisfy the requirements of the *Australian Charities and Not-for-profit Commission Act*.



K J JOHNSON
Board Secretary

20/2/20



B V R BEASLEY
Chairman

20/2/20

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Rockhampton Grammar School

Report on the audit of the financial report

Opinion

I have audited the accompanying financial report of The Board of Trustees of the Rockhampton Grammar School.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2019, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards – Reduced Disclosure Requirements.

The financial report comprises the statement of financial position as at 31 December 2019, 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 summaries of significant accounting policies and other explanatory information, and the management certificate.

Basis for opinion

I conducted my 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 independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* and with the ethical requirements of the Accounting Professional and Ethical Standards Board's 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 and the *Auditor-General of Queensland Auditing Standards*.

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

Responsibilities of the entity 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 the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards – Reduced Disclosure Requirements, and for such internal control as the Board determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

The Board is also responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless it is intended to abolish the entity or to otherwise cease operations.

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 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 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 the entity.
- Conclude on the appropriateness of the entity'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. I base my conclusions 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.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Board 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.

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2019:

- a) I received all the information and explanations I required.
- b) In my opinion, the prescribed requirements in relation to the establishment and keeping of accounts were complied with in all material respects.



Melissa Fletcher
as delegate of the Auditor-General

21 February 2020

Queensland Audit Office
Brisbane