



BRISBANE GIRLS GRAMMAR SCHOOL

BRISBANE GIRLS
GRAMMAR SCHOOL

2019

2019 ANNUAL REPORT
TO THE MINISTER FOR
EDUCATION AND MINISTER
FOR INDUSTRIAL RELATIONS



BRISBANE GIRLS GRAMMAR SCHOOL

Reader's Feedback and Interpretation Requests



Brisbane Girls Grammar School is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. Please provide any feedback, interpreter requests or suggestions to the Director of Communications and Engagement at the undernoted address.

Public Availability

Copies of this report are available to view on, or to download and print from, the School's website, www.bggs.qld.edu.au/publications/.

Copies are also available on request to:

Brisbane Girls Grammar School

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Brisbane QLD 4000
Tel: +61 7 3332 1300
Fax: +61 7 3332 6097
Email: admin@bggs.qld.edu.au



BRISBANE GIRLS GRAMMAR SCHOOL

Nil sine labore LIVES ENRICHED BY LEARNING

The Honourable Grace Grace MP
Minister for Education and
Minister for Industrial Relations
PO Box 15033
CITY EAST QLD 4002

20 February 2020

Dear Minister

Annual Report 2019

I am pleased to present the Annual Report and Annual Financial Statements for the year ended 31 December 2019 for Brisbane Girls Grammar School.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2019*, and
- the detailed requirements set out in the *Annual report requirements for Queensland Government agencies 2018-2019*.

A checklist outlining the annual reporting requirements can be found on our website at www.bggs.qld.edu.au.

Yours sincerely

Ms Julie McKay
Chair, Board of Trustees

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BRISBANE GIRLS GRAMMAR SCHOOL

SECTION A:
2019 AT A GLANCE

2019

SECTION A—2019 AT A GLANCE

The following points summarise the highlights for Brisbane Girls Grammar School (the School) in 2019:

- The School was founded in 1875 as a secondary school for girls and in 2019 had 1364 students in Years 7 to 12.
- The School is academically non-selective in its year of entry (Year 7) and offers no scholarships.
- The School's 2019 academic results reflect its longstanding reputation as one of Australia's leading girls' schools.
- The School achieved excellent results in the Australian National Assessment Program—Literacy and Numeracy (NAPLAN) testing with the Year 9 cohort ranked first in the state and the Year 7 cohort ranked third.
- One hundred per cent of students completing Year 12 were OP eligible; 99 per cent received offers for Bachelor Degree courses in Queensland.
- The 2019 Year 12 cohort exceeded Queensland state averages for Queensland Core Skills Test results and OP scores: 78.4 per cent received an A or B grade in the QCS Test; 17.80 per cent received an OP 1-2; 52.36 per cent received an OP 1-5; and 96.34 per cent of Year 12 students achieved an OP 1-15.
- The School finalised preparations for the introduction of the new Queensland senior assessment system.
- The Year 7 2019 recipient of the Brisbane Girls Grammar School Bursary, a means- tested bursary awarded to a girl who demonstrates the qualities of a Grammar girl—curious, principled, adventurous, balanced and a leader—commenced at the School.
- The School continued its partnership with Queensland Symphony Orchestra, providing girls with strong musical talent the opportunity to be mentored by some of Australia's finest musicians.
- Essential elements of the School's *Strategic Design 2016–2019*, which clearly and concisely articulates the School's strategic direction (and is publicly available at www.bggs.qld.edu.au/news/publications/), were operationalised in 2019. A new Strategic Design was prepared for 2020–2022.
- The School maintained a strong financial position and contained the Tuition Fee increase for 2020 to 3.5 per cent, while maintaining its unique all-inclusive annual Tuition Fee Policy.
- The School continued its partnership with Brisbane Roar FC; their National Premier League Queensland 2019 women's squad trained at the School's fields at Fig Tree Pocket. The club also provided training programs to students.
- The School commenced construction of a new Science Learning Centre for delivery in January 2021.
- The School continued to implement its 25-Year Master Plan for the Spring Hill campus and will continue to identify the facilities required across its three campuses—Spring Hill, Marrapatta and Rangakarra.



BRISBANE GIRLS GRAMMAR SCHOOL

SECTION B:
THE SCHOOL EXPLAINED

2019

SECTION B— THE SCHOOL EXPLAINED

Brisbane Girls Grammar School is an academically non-selective secondary school for girls, founded in 1875. The School is renowned for its innovative educational practices and consistent record of academic achievement. This report details the School’s achievements, performance and financial position for the 2019 financial year, and provides information on its strategies for the future, community engagement and governance processes.

The Grammar Schools Act 1860 provided for the establishment of Grammar Schools in Queensland. In 1875, Brisbane Girls Grammar School was founded as a branch of the Brisbane Grammar School, and in 1882 secured its independence with the appointment of a separate Board of Trustees. The School has continued to function under the *Grammar Schools Act* as revised from time-to-time.

The establishment and regulation of the School, including the constitution of the Board of Trustees and the functions of the Board, are provided for in the *Grammar Schools Act 2016*.

LOCATION

The School operates three campuses:

MAIN CAMPUS, SPRING HILL

Gregory Terrace
BRISBANE QLD 4000
Phone: 07 3332 1300
Fax: 07 3832 6097
Email: admin@bggs.qld.edu.au
Website: www.bggs.qld.edu.au

MARRAPATTA MEMORIAL OUTDOOR EDUCATION CENTRE (MARRAPATTA)

Yabba Creek Road
IMBIL QLD 4570
Phone: 07 5484 5433
Fax: 07 5484 5403
Email: admin@bggs.qld.edu.au

RANGAKARRA RECREATIONAL AND ENVIRONMENTAL EDUCATION CENTRE (RANGAKARRA)

Sprenger Street
FIG TREE POCKET QLD 4069
Phone: 07 3332 1300
Fax: 07 3832 6097
Email: admin@bggs.qld.edu.au

The School's Main Campus in Spring Hill is situated on land held by the School under a Deed of Grant in Trust. The other two campuses are freehold land owned by the School.

NATURE AND RANGE OF SIGNIFICANT OPERATIONS

Brisbane Girls Grammar School is a secular, secondary school for girls and is academically non-selective in enrolments during its intake year, Year 7. The School does not award scholarships (academic or other), and does not require students to undertake entrance examinations. Enrolment offers for entry to the major intake year (Year 7) are made in strict waitlist order—that is, according to the date of application. The School attracts students from a large number of areas across Brisbane.

The School's tuition fee for 2019 was \$24 910 per student. As a differentiator from many other independent schools, the School has an all-inclusive Tuition Fee Policy. This means that, as far as practicable, the tuition fee includes the cost of most curricular and co-curricular activities, including academic camps, the visual and performing arts program, group music tuition and class excursions.

The inclusive curriculum and extensive co-curricular program aims to offer each girl the opportunity to express her individuality and achieve her ambitions. Traditionally, students pursue tertiary studies following graduation from Year 12 and the School's curriculum reflects this. In 2019, 100 per cent of students completing Year 12 were OP eligible and 99 per cent of the cohort received an offer to undertake a Bachelor Degree. The School's Co-curricular Program includes sport, music, service, debating, public speaking, enrichment activities and the performing arts.

The School's Marrapatta Memorial Outdoor Education Centre is located 175 kilometres north of Brisbane in the Mary Valley and was established to provide a range of outdoor experiences and challenges for students. Outdoor Education is considered an integral part of the School's curriculum.

The Rangakarra Recreation and Environmental Education Centre at Fig Tree Pocket comprises two playing fields and three ovals. Located 12 kilometres from the Brisbane CBD, it is the home ground for sports such as hockey, softball, cricket and touch football. The natural environment of the site also provides educational benefits for science, biology and environmental studies; in addition, service activities such as the 'Grammar Goes Green' initiative provide opportunities for students, staff and the local community to work together to rejuvenate surrounding bushland.

Full lists of curriculum and co-curriculum offerings are available at bggs.qld.edu.au.

Distinctive curriculum offerings

With a background of distinguished academic achievement, Brisbane Girls Grammar School provides a broad, liberal education that seeks to prepare young women to contribute confidently to the world with wisdom, imagination and integrity. The extensive range of subjects offered at Brisbane Girls Grammar School, combined with the School's comprehensive co-curricular activities and well-developed student care program, provide a platform for each girl to experience success and develop intellectually, physically, emotionally and socially.

Brisbane Girls Grammar School is committed to maintaining innovative educational practices. The School offers an education that provides a basis for continuous learning and one that encourages girls to engage in critical thought using a variety of methodologies. From Year 7, learning experiences are designed to excite students, capturing their imagination, challenging them intellectually and promoting their academic success. A differentiated approach to teaching and learning, co-curricular experiences, and involvement in national and international competitions, represent a selection of the strategies employed to stimulate positive and enjoyable outcomes for students.

The School's curriculum aims to offer each student the opportunity to express their individuality, work towards their goals and be prepared to embark on a rewarding future.

Grammar Women, incorporating the Old Girls Association, is a network of past students that provides current students with access to a powerful group of mentors. This is a valuable resource for Grammar girls as they consider tertiary options and career paths in the world beyond school.

Read more about the School's curriculum here: bggs.qld.edu.au/academic.

Co-curricular activities

At Brisbane Girls Grammar School, it is recognised that academic education is best supported by a comprehensive co-curricular program. Designed to complement the curriculum, these programs encourage participation, teamwork, self-esteem and creativity. Grammar girls are encouraged to extend and explore their knowledge and interest in particular areas through their choice of co-curricular activities. With more than 120 co-curricular options available, all students have the opportunity to be involved in a variety of pursuits including music ensembles, sport, service groups, debating, public speaking, performing arts, enrichment activities and the Duke of Edinburgh International Awards Scheme Program. The leadership roles assumed by girls in many of these activities support academic success and personal development.

This emphasis on involvement in the School and wider community builds leadership skills, commitment and understanding. Students are encouraged to maintain a global perspective and look beyond their immediate environment. In order to promote a broad knowledge and understanding of the students in our care, and to provide for positive student-staff interactions beyond the classroom context, all teaching staff are expected to participate in at least one co-curricular activity each year.

Read more about the School's Co-curricular Program here: bggs.qld.edu.au/co-curriculum

Social climate

Brisbane Girls Grammar School understands the importance of a strong and caring community in nurturing intellectual, emotional, spiritual and social growth in girls and young women. Growing in learning and life requires courage and an ability to take risks. Grammar girls are encouraged to set high standards for themselves and to be strong and resilient. The School believes strongly in the value of positive relationships as a powerful factor in supporting students in their growth. Staff work together with parents to consider the learning and emotional needs of each girl, while providing a stimulating and challenging learning environment. The School's Student Care Program assists students to develop their sense of identity and purpose to prepare them for life beyond school.

This careful, professional and individualised approach is rewarded by the growth of confidence and self-belief in students. It is expected that maturing girls develop inner discipline based on empathy and respect for others. The School has a *Promoting Positive Relationships Policy* that seeks to counter bullying behaviours and a carefully devised and responsive Student Ethics Program, which communicates the School's expectation that while difficulties in relationships can occur in all human contexts, there is a clear belief that respectful and tolerant interactions should be maintained. Staff endeavour to keep up-to-date with understanding adolescent social media usage and communicate with parents about how the School and families can work proactively together to protect the students in our care.

The *Social Media Policy (Students)*, *Acceptable Use Policy (Students)* and *Student Code of Behaviour* provide guidance to students about the School's expectations. Philosophically, the School believes in fostering connectedness between people and ideas in a strong community with a shared purpose.

The Student Ethics Program from Years 7 to 12 provides age-appropriate experiences to assist students to make ethical and informed choices in the world they inhabit.

Grammar girls are encouraged to question and act, both at School and in the wider community, where so many have gone on to become outstanding contributors both nationally and internationally. Brisbane Girls Grammar School has a tradition of nurturing imaginative and adventurous women who use mind, body and spirit to benefit the world.

Read more about the School's Student Care Program here: bggs.qld.edu.au/student-care/.

Parental involvement

Brisbane Girls Grammar School encourages parental involvement at the School. A strong foundation of collaborative partnerships between the School, staff and families contributes to the success and wellbeing of Grammar girls. Parent-teacher communication is essential to ensuring this partnership, and an effective system of communication between home and school is well-established. Each girl is placed in a House with the Head of House responsible for her general welfare and communication management. From interviews prior to her entering the School, through to when she departs in Year 12, there is systematic and regular two-way communication between the School and parents in the form of parent-teacher interviews, parent information evenings, formal and informal reporting in relation to student learning, and via the School's engaging curricular and co-curricular programs.

The School has a number of active parent support groups including: the Parents & Friends Association; Mothers Group; Fathers Group; Music Support Group; Rowing Support Group; and Water Polo Support Group. All parents and carers are welcome to be involved in these groups as well as volunteering at the P&F Uniform Shop, School Cafés, and Rangakarra Recreational and Environmental Education Centre Canteen. Parents are also very involved in the School's annual Open Day.

A representative group of parents (and students) are also involved in the Board of Trustees' Annual Strategic Planning Day.

Parent, teacher and student satisfaction with the School

In 2019, the School continued to respond to feedback from its independent, confidential 'experience' survey undertaken in 2016. Parents, students and staff participated in the survey, providing views on academic performance, student care, outdoor education, co-curricular activities, sport, communications, reputation and facilities.

In relation to the five areas identified by parents as most important—quality of teaching, academic standards, a balanced and challenging education, student wellbeing and reputation—expectations were being met or exceeded by the School. Students and staff recorded similar levels of satisfaction across the same five areas with expectations being met or exceeded.

SECTION B—THE SCHOOL EXPLAINED

STRATEGIC PRIORITIES

In 2019, the School entered the fourth and final year of its four-year strategic planning cycle. The performance indicators in this report have been measured against the strategic goals articulated in the *Strategic Design 2016–2019*:

ASPIRATION

Brisbane Girls Grammar School aspires to be a leader in exceptional scholarship.

INTENT

Proud of our Grammar tradition, we are a secondary school that establishes the educational foundation for young women to contribute confidently to their world with wisdom, imagination and integrity.

GUIDING PRINCIPLES

- Systematic curiosity in teaching, learning and research
- Judicious and ethical action
- Life-wide learning
- Stewardship and sustainability
- Purposeful community engagement

GOVERNMENT OBJECTIVES

Brisbane Girls Grammar School has contributed to the priorities as stated in the Queensland Government's *Objectives for the Community* through delivering excellent educational outcomes with 100 per cent of our Year 12 cohort receiving tertiary placement offers. This, combined with strong student retention and engagement and innovative education practices, seeks to ensure its students are skilled for the future.

INITIATIVES

The School's new *Strategic Design 2020–2022* will be implemented in 2020. Operational initiatives planned for the School in 2020 include:

Professional review cycles for academic staff

The School's approach to Professional Review is designed to improve teaching practice longitudinally. In 2014, Girls Grammar implemented *Open Doors*—a cyclical review program that encourages staff to visit the classrooms of colleagues in their own teaching areas and from other disciplines.

The second, three-year cycle of *Open Doors*—Noticing (opportunity to reflect, experiment and explore)—commenced in 2017. In 2018, the second phase—Distilling (time to analyse, debate, refine and value)—commenced, with the third and final phase—Consolidating (time to consolidate) completed in 2019.

New system of senior assessment

The School continued to prepare for the 2020 introduction of the Australian Tertiary Admission Rank (ATAR). Girls Grammar staff have worked closely with the Queensland Curriculum and Assessment Authority (QCAA) to support the implementation of the new system.

25-Year Master Plan

The School has developed a 25-Year Master Plan for its Spring Hill campus and will continue to identify the facilities required across its three campuses—Spring Hill, Marrapatta and Rangakarra. The 25-Year Master Plan is intended to provide a blueprint for the School's properties and facilities for the future.

A new Science Learning Centre

In 2019, the School commenced construction of a new Science Learning Centre for delivery in January 2021. The Science Learning Centre will transform science education at Girls Grammar, ensuring girls are prepared for the world in which they will live and work. Constructed over seven levels, the Science Learning Centre will significantly increase the number of laboratories and general learning areas available at Girls Grammar.

Partnership with Queensland Symphony Orchestra

The School continued its Education Partnership with Queensland Symphony Orchestra in 2019, providing girls who demonstrated strong musical talent the opportunity to be mentored by some of Australia's finest musicians in a real-world setting. This partnership culminated in a performance at the Queensland Performing Arts Centre, with 13 Girls Grammar students performing on stage with Queensland Symphony Orchestra in *Latin American Gala* on 17 August 2019.

Purposeful community engagement

The School undertakes strategic activities to strengthen networks with relevant local, national and international communities that share a belief in the importance and value of educating girls and young women.

POLITICAL AND ECONOMIC CLIMATE

Brisbane Girls Grammar School continues to closely observe the Queensland economy. The political landscape has been of interest to the School with national and state education policy announcements and funding of independent schools remaining under close review. The Board of Trustees has been working over many years to ensure that annual tuition fees are kept at a level that provides for the sustainability of the School, while still being at an acceptable level for families.

The School remains committed to keeping the annual increase in tuition fees as low as possible while making allowance for annual agreed wage increases for staff under the *Enterprise Bargaining Agreement 2019* and addressing a decline in real terms of government funding from both State and Federal Governments. Staff salaries represent the single most significant cost input to the operation of the School at approximately 68 per cent of total cost. The 2019 fee increase was 3.25 per cent.

The following changes and proposed changes to legislation will have, or have had, an impact on the School:

NATIONAL CURRICULUM

The School continues to monitor the release of the National Curriculum by the Australian Curriculum Assessment and Reporting Authority (ACARA).

Subject areas working under mandated syllabi have fulfilled the content requirements. The School continues to meet minimum ACARA time allocations for all approved syllabi.

QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY (QCAA)

The School has monitored the development of the new internal-external assessment structure devised by the QCAA.

In 2019, the Year 12 cohort completed the QCS/OP system. Concurrently, the Year 11 cohort was our first cohort to complete Units 1 and 2 of the QCE/ATAR system. This cohort will complete Units 3 and 4 and their associated internal and external assessment components in 2020.

GOVERNMENT FUNDING

Changes to Commonwealth and State funding for education and schools continues to be closely monitored by the School. The School's expectations and long-term forecasts acknowledge a transition to lower levels of Federal and State funding over the next 10 years and has factored this into its long term forecasting.

SENIOR MANAGEMENT

The Senior Management of the School for the financial year 2019 was as follows:

Principal

Ms Jacinda Euler, BA, GDipEd, MEdSt, MACE, MACEL, MAICD

Responsible for the leadership, development and management of the School including academic, co-curriculum and student care programs, human resources, finance and physical assets.

Also has responsibility for policy development, capital works projects, strategic planning and community engagement.

Chief Financial Officer and Secretary to the Board

Ms Rachel Fraser, BCom, Grad.Dip Adv.Acctg, CA, GAICD

Responsible for the financial, facilities, risk and information technology and systems management of the School.

Deputy Principal

Mrs Anne Ingram, BSc, DipEd, AMuA

Supports the Principal in the academic leadership and operational management of the School and implements strategies and plans as delegated by the Principal. Has collaborative leadership responsibilities in relation to the design, development and delivery of the School's Student Care Program and Student Care staff. The Deputy Principal may assume the responsibilities of the Principal in her absence.

Deputy Principal (Academic)

Dr Bruce Addison, BA, BBus(Econ), BEdSt, PhD, DipEd, MAICD, MACE, FACEL

Has collaborative leadership responsibilities in relation to the development and delivery of the School's curriculum as well as academic staff professional development. The role contributes to the strategic planning and leadership of the School and may assume the responsibilities of the Principal in her absence.

ORGANISATIONAL STRUCTURE

The School's organisational structure is outlined in Annexure A (see page 28).

GOVERNANCE

BOARD OF TRUSTEES

The Board of Trustees of Brisbane Girls Grammar School is constituted under the *Grammar Schools Act 2016*. To meet the contemporary needs of grammar schools, and to support succession planning, the *Grammar Schools Act 2016* provides that the Board of Trustees comprises at least seven, but no more than nine persons. Four positions are nominated by the Minister for Education (presently the Minister for Education and Minister for Industrial Relations), three appointments are filled following an election process with candidates nominated from the School's Roll of Electors, which comprises certain donors to the School, and up to two additional members may be chosen by the Board and nominated by the Minister.

Members appointed on the nomination of the Minister may be appointed for a term of up to four years and members appointed following an election process are appointed for a fixed term of four years. Members from all categories are eligible for reappointment.

The term of office for the School's Board of Trustees was due to expire on 18 December 2018 following an election process throughout 2018 undertaken in accordance with the *Grammar Schools Act 2016*. These positions were held over until 2019 pending formal approval of the appointments by the Governor in Council (such approvals were subsequently given on 31 January 2019).

As at 31 December 2019, there were eight Board members. Refer to [Government body reporting template](#) in accordance with 13.3 of the *Annual Reporting Requirements for Queensland Government Agencies*.

The Board of Trustees is the School's governing body, accountable to the School's broad community of stakeholders for the good governance of the School. As the School is a statutory body, the Board of Trustees has direct accountability to the Minister for Education (presently the Minister for Education and Minister for Industrial Relations) in Queensland, as well as a responsibility to past, current and future families.

The Board updates governance policies regularly and discharges its role primarily through the meetings of the Audit, Risk and Compliance (ARC) Committee, with additional meetings of the Board for specific purposes, such as strategy development, as necessary.

In 2019, nine meetings were held including Board meetings and an all-day strategy planning session.

The Development and Philanthropy Committee (established in 2015) meets approximately four times a year to support the Board of Trustees in relation to the development and approval by the Board of an explicit Development and Philanthropy Strategy for implementation by the School.

Membership of the Board and its Committees is voluntary and there is no remuneration for this commitment. No out-of-pocket expenses have been reimbursed to the Board of Trustees during 2019.

Ministerial Nominees

- Ms Kerry Newton, LLB, LLM, MBA, MA, Grad Dip (Applied Finance and Investment), FAICD, FGIA, FIML (Deputy Chair)
- Professor Adam Shoemaker, BA Hons, PhD
- Mr Andrew King
- Ms Diana Lohrisch, BComm, BLLB, FGIA

Elected Representatives

- Ms Julie McKay, BA, BBusMan, Fellow in Ethical Leadership, EMBA, MPP (Chair)
- Associate Professor Dr James Lindsay Nicklin, MBBS, FRANZCOG, CGO
- Ms Sophie Moore, BBus, CA, FFin (Chair, ARC Committee)

Additional Board Nominees pursuant to Section 14(1)(c) of the *Grammar Schools Act 2016*

- Mr Tony Young, Bus(Acct), FCA, CPA, FTIA, GAICD

The Board of Trustees' overall responsibility under Section 11 of the *Grammar Schools Act 2016* is to:

- supervise, maintain and control the operations of the School
- erect, alter, add to, purchase or sell buildings used or to be used for the School
- effect general improvements to the premises used or to be used for the School
- provide an educational programme for the School
- create policies and procedures about:
 - fees and charges payable in relation to students enrolled or to be enrolled at the School
 - the management and control of the School
 - the discipline and conduct of students enrolled at the School.

The powers of the Board are contained in the Act and include the power to:

- make by-laws about elections under the Act (Section 13)
- establish trust funds and to accept gifts and the like subject to certain conditions (Section 25)
- establish investment common funds (Section 26)
- appoint staff (Section 28).

Audit, Risk and Compliance Committee Members

- Ms Sophie Moore (Chair)
- Ms Kerryn Newton
- Mr Tony Young
- Mr Andrew King (from March 2019 upon dissolution of CA Committee)

Capital Assets Committee Members

(dissolved March 2019 and body of work transferred to ARC Committee)

- Mr Tony Young (Chair)
- Ms Sophie Moore
- Mr Andrew King

Development and Philanthropy Committee Members

- Ms Julie McKay (Chair)
- Professor Adam Shoemaker
- Associate Professor Dr James Lindsay Nicklin

RISK MANAGEMENT AND EXTERNAL SCRUTINY

Risk management is overseen by the Board of Trustees. The Board has an Audit, Risk and Compliance (ARC) Committee, which acts as a review committee and meets at least four times a year to monitor the School's financial goals and other resource implications. The ARC Committee met four times throughout 2019, and has observed the terms of its charter. The ARC Charter and the operation of the ARC Committee have due regard to the *Audit Committee Guidelines*.

The Chief Financial Officer is responsible for the day-to-day management of risks with the assistance of the School's Risk and Compliance Officer. The School has a well-developed risk management and compliance program. Effective risk management is an essential factor in sustainably safeguarding the School's students, staff and assets, as well as its reputation.

The School does not have an internal audit department/program, but rather operates an internal self-assessment program to obtain assurance that controls are in place to manage risks.

The effective management of risks is an integral part of the day-to-day operations at the School, without causing the organisation to be risk averse. The elements of risk management at the School, as overseen by the ARC Committee in 2019, include:

- a Risk Management Framework approved by the Board of Trustees
- regular risk and compliance report to the Board of Trustees
- annual review of risk registers
- annual self-assessment of compliance with key controls in place to manage risks
- annual review of policies and procedures and, for key policies, a rotational review by the School's lawyers
- rotational external compliance reviews for high-rated risks.

The Queensland Audit Office (QAO) did not report any material control weaknesses in its report to the Board of Trustees on the audit of the financial statements of the School for the year ended 31 December 2019.

In May 2019, the following QAO report was tabled in the Queensland legislative assembly 'Education: 2017-18 results of financial audits (Report 19: 2018-19)'. This report summarises the results of QAO financial audits of the eight Queensland grammar schools with a financial year end of 31 December 2018. It provides an overview of the schools' finances at 31 December 2018 and of the financial accounting issues that arose during the audits.

ETHICS

The School applies the *Code of Ethics for Teachers in Queensland*. All staff within the School are bound by this code. The code is available on the School's intranet site and staff are also reminded of the code annually and at induction. All teachers within the School are Provisionally Registered or Registered with the Queensland College of Teachers. Teacher Registration recognises the significant role of teaching as a profession and ensures that high standards of preparation, conduct and practice are upheld through the application of its Professional Standards for Queensland Teachers. In addition, the Board of Trustees has a separate *Trustee Code of Conduct*.

SECTION B—THE SCHOOL EXPLAINED

RECORDS GOVERNANCE

The School has a *Records Management Policy* and records are currently managed through the use of network folders aligned with the School's Business Classification Scheme.

Information systems are currently used to report on financial and operating performance to the Board of Trustees on a monthly basis. A 10-year forecast quantifying and supporting the School's Strategic Design is reviewed and approved by the Board of Trustees on an annual basis. An approved annual budget is used to monitor performance on a monthly basis.

The School aims to be compliant with the principles underpinning the Queensland Government's *Records Governance Policy*. Details of compliance are as follows:

RECORDS GOVERNANCE POLICY

Principle 1—Agencies must ensure records management is supported at all levels of the business

The School's *Records Management Policy* assigns roles and responsibilities for recordkeeping.

Key roles have been assigned formal records management responsibilities to monitor and support the implementation of the School *Records Management Policy*.

All business areas and staff are responsible for identifying what records need to be created or captured within their area of responsibility to establish a full and accurate account of the School's business activities and decisions.

Principle 2—Agencies must systematically manage records using governance practices that are integrated and consistent with broader agency frameworks

The School has implemented an online network folder system to assist with the management of electronic records. In addition, the *Records Management Policy* includes a procedure for document titling.

The School is working towards a strategy of digitising documents but already allows for electronic updating of parental details, electronic sign-off for excursion consent and electronic leave approval.

The School has also made scanners available to allow for digitisation of other documentation including correspondence, contracts and hardcopy forms.

The School uses an electronic learning management system to enhance digitised delivery of curriculum resources.

Principle 3—Agencies must create complete and reliable records

The School creates, captures, manages and retains full and accurate records of the School's business activities, which evidence decisions, support accountability and transparency, mitigate risk, help the School meet legislative requirements and reflect the business of the School.

Processes and procedures are communicated to staff detailing how such records must be created, when they must be created, who must create them and the correct format they must be created in.

The School is working towards a life cycle of its documents in a password protected online network filing system, as well as hardcopy files located in lockable filing cabinets onsite and archived files in a secure off-site location.

Principle 4—Agencies must actively manage permanent, high-value and high-risk records and information as a priority

The School has identified permanent records and an appropriate archiving methodology for these records.

Principle 5—Agencies must make records discoverable and accessible for use and re-use

The School ensures records are discoverable, accessible and are able to be used and re-used by keeping records in the School's systems and applications.

Principle 6—Agencies must dispose of records in a planned and authorised way

The School does not currently dispose of any records and is finalising its retention schedule in line with Queensland State Archives *Education and Training Sector Retention and Disposal Schedule*.



BRISBANE GIRLS GRAMMAR SCHOOL

SECTION C:
OUR PERFORMANCE

2019

SECTION C—THE SCHOOL'S PERFORMANCE

The School's *Strategic Design 2016-2019* articulates five Guiding Principles:

- Systematic curiosity in teaching, learning and research
- Judicious and ethical action
- Life-wide learning
- Stewardship and sustainability
- Purposeful community engagement

The details of the *Strategic Design 2016-2019* can be found on the School website.

PERFORMANCE AGAINST KEY OBJECTIVES

The School's performance against key objectives is summarised below:

GOVERNANCE		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Governance Processes	Annual review of all Board policies Annual Strategic Planning Day Good attendance at Board meetings Approval and monthly review of financial results and budgets Annual approval of budget and ten year forecast Review of monthly risk reports Monthly board meeting evaluations Monthly review of risk declarations	All targets were met

ACADEMIC RESULTS		Systematic curiosity in teaching, learning and research
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Year 12 results	Year 12 results exceed state averages and majority of students receive their first, second or third preference tertiary placements	<ul style="list-style-type: none"> • The Year 12 cohort outperformed all state averages for OP and QCST results • 100 per cent of the Year 12 cohort received a tertiary placement offer
Academic benchmark results	NAPLAN results exceed national averages	<ul style="list-style-type: none"> • The Year 9 cohort was ranked first overall in the State • The Year 7 cohort was ranked third overall in the State
Disruption to curriculum/operations	No/minimal disruption to classes over a period of time due to timetabling issues	This target was met

The School's exceptional record of academic excellence was again demonstrated with the 2019 Year 12 students achieving outstanding results.

OP RESULTS		
RESULT	PERCENT OF BGGS COHORT	PER CENT OF STATE*
1-2	17.8%	6.88%
1-5	52.36%	22.5%
1-15	96.34%	82.92%
1-20	100%	98.37%

* State OP 1-25 = 100%

QCS TEST RESULTS		
GRADE	PERCENT OF BGGs COHORT	PER CENT OF STATE
A	39.2%	15.3%
B	39.2%	28.2%
C	18.3%	35.2%
D	3.2%	21.1%
E	0.0%	0.2%

These results show 78.4 per cent of our students received an A or B grade compared with 43.5 per cent of students across the state in the QCS Test. It is important to note that entry into Year 7 at Brisbane Girls Grammar School is not academically selective—which provides the School with a diverse student population—and importantly, the School does not award academic scholarships. Therefore, these impressive results are testament to the high quality teaching and positive learning culture inherent in the student body at the School.

NAPLAN Results

The School's Year 9 cohort were ranked first in the state for Year 9 NAPLAN, and the Year 7 cohort were ranked third overall.

This standardised testing is completed by all Australian students in Years 3, 5, 7 and 9. There are five results emerging from the papers: reading; writing; spelling; grammar and punctuation; and numeracy. The achievements of the Year 9 and Year 7 students are recorded in the tables below.

YEAR 7					
LEARNING AREAS	BGGs 2018	2018 NATIONAL AVERAGE	BGGs 2019	2019 NATIONAL AVERAGE	Percentage at or above National Minimum Standard
Reading	616	542	619	546	100%
Writing	573	505	572	513	100%
Spelling	606	545	601	546	100%
Grammar and punctuation	645	544	634	542	100%
Numeracy	613	548	625	554	100%

YEAR 9					
LEARNING AREAS	BGGs 2018	2018 NATIONAL AVERAGE	BGGs 2019	2019 NATIONAL AVERAGE	Percentage at or above National Minimum Standard
Reading	652	584	650	580	100%
Writing	602	542	607	549	98%
Spelling	645	583	638	582	100%
Grammar and punctuation	664	580	654	573	100%
Numeracy	672	596	652	592	100%

SECTION C—THE SCHOOL’S PERFORMANCE

CO-CURRICULAR		Judicious and ethical action/Life-wide learning
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Student co-curricular participation	Attain more than 90 per cent participation rates in co-curricular activities	95.82 per cent of students participated in co-curricular activities

Students are actively encouraged to participate in activities provided and the table below provides a summary of 2019 student participation per year level.

YEAR LEVEL	NO. OF PARTICIPANTS	Percentage of cohort participating
7	244	98.79%
8	239	98.35%
9	237	95.56%
10	225	92.59%
11	181	94.76%
12	180	94.24%
TOTAL	1306	95.82%

STUDENT ATTENDANCE

Student Attendance Rates

The average attendance rate as a percentage in 2019 was 96.1 per cent.

YEAR LEVELS	Average attendance rate for each year level as a percentage in 2019
7	97.1%
8	96.8%
9	95.5%
10	95.0%
11	96.5%
12	95.9%

A description of how non-attendance is managed by the School

The School has a *Student Attendance Policy* which sets out procedures for early intervention for students at risk of developing irregular patterns of attendance.

Apparent Retention Rate

The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students in Year 10 two years previously (this may be greater than 100 per cent).

LEAVING YEAR	YEAR 10 BASE	YEAR 12	RETENTION RATE %
2016	236	238	100.85%
2017	247	243	98.38%
2018	234	238	101.71%
2019	186	191	102.69%

YEAR 12 OUTCOMES

The School has a consistent record of academic excellence—particularly remarkable as Brisbane Girls Grammar School is not an academically selective school. The School offers two means-tested bursaries—the Maria Sulima Bursary and the Brisbane Girls Grammar School Bursary. The inaugural recipient of the Brisbane Girls Grammar School Bursary commenced in Year 7 2019.

Of the 2019 Year 12 cohort, 100 per cent were eligible to receive an OP (Overall Position) score.

Number of students awarded a Senior Education Profile	191
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	191
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and training (VET) qualifications	2
Number of students awarded a Queensland Certificate of Education at the end of Year 12	191
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OPI 1-15 or an IBD	96.34
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100
Percentage of Queensland Tertiary Admissions centre (QTAC) applicants receiving an offer	99

Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2019 post-school destinations survey, *Next Steps—Student Destination* report for the School was not available. Information about post-school destinations of students will be uploaded to the School's website in September after release of the information.

SECTION C—THE SCHOOL'S PERFORMANCE

NON-ACADEMIC PERFORMANCE

COMMUNITY ENGAGEMENT		Purposeful community engagement
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Engagement with our stakeholder groups (parents, alumni, old girls and donors)	Mostly positive feedback from stakeholder groups through formal and informal stakeholder satisfaction surveys	The School maintains a complaints and compliments register; complaints are followed up and resolved

RISK MANAGEMENT AND COMPLIANCE		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Risk management	Annual review of all risks registers	This target was met
Compliance with policies and legislation	Annual internal self-assessment compliance reviews for key areas Action plans implemented to reduce any risk areas or non-compliance issues noted	This target was met

HEALTH AND WELFARE OF STUDENTS AND STAFF		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Preventable injuries	Reduction in injury rates due to monitoring and action taken to reduce likelihood and severity of incidents	This target was met with a year-on-year decrease in the number of incidents and no 'high' or 'critical' incidents occurring

FINANCE		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Income and expenditure within Board approved budget	Actual results remain within budget	The year-end financial results were favourable and were in line with the Board approved annual budget
Cash fund balance positive	General fund balance remains adequate to fund day-to-day expenses	This target was met
Debtors levels reasonable	Debtors > 90 days < 5 per cent of fees billed	This target was met
Healthy balance sheet	Working capital ratio of 1:1	This target was met
Legislation	Compliance with tax legislation or changes in legislation affecting the School	This target was met

In accordance with the *Strategic Design 2016–2019*, the School’s financial management must deliver appropriate, sustainable, transparent and empowering fiscal management that balances the surplus requirement for future reinvestment with immediate educational program priorities.

Annual Financial Statements (Annexure B) for 2019 highlight the School’s strong financial position.

The annual operating surplus of \$4.079M (2018: \$2.445M) was above budget expectations of the Board of Trustees, driven by the following factors:

- The School budgeted an increase in revenue and overall surplus for 2019 (and 2020) to reflect anticipated philanthropic giving which will flow directly into the funding of the new Science Learning Centre. To date the School has received higher than expected support for this project and met its revenue budget for the year, with the target for 2020 remaining a strong focus for the School.
- The School’s investments (held in the QIC Growth fund) performed well above expectations, contributing \$904k to revenue in 2019 (2018: \$223.5k), with the overall fund performance returning losses previously recorded by the School in 2018. These returns were offset by a reduction in government funding received for the year.

ANNUAL OPERATING RESULT 2015–2019

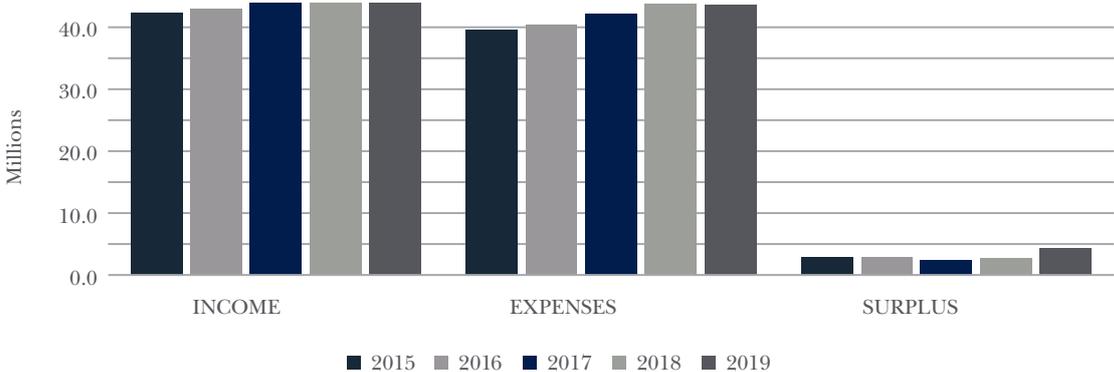


Figure 1. Annual Operating Result 2015-2019

The School has continued to generate consistent and reasonable surpluses each year, which are used by the School to fund payments on capital loans, capital expenses and to provide for future capital projects and ensure long-term sustainability. Of particular focus for 2019 is the Science Learning Centre Project which is budgeted to cost \$37.3M.

The main revenue source of the School is tuition fees, comprising 72 per cent of total revenue (2018: 72 per cent) as demonstrated in Figure 2. State and Commonwealth Government Funding reduced slightly to 17.4 per cent.

The Board remains committed to keeping the School’s annual increase in tuition fees as low as possible for the broad and deep offerings sought and expected by our families, and to ensuring a consistent and reliable approach when setting fees. This includes maintaining a long-standing policy of an all-inclusive fee, with no additional levies, while addressing a decline in real terms of government funding from both State and Federal Governments.

Tuition fees comprise around 72 per cent (2018: 72 per cent) of the School’s annual income, out of which three of the most significant categories of expenditure in delivering the exceptional education for which Girls Grammar is renowned are:

- employing the best teachers and other professional staff it is possible to secure and remunerating them fairly and appropriately, this representing around 66 per cent (2018: 64 per cent) of our annual expenditure;
- delivering excellent academic programs; and
- providing the resources required to deliver the current quality and standard of a Brisbane Girls Grammar School student experience and, additionally, the School’s physical resourcing requirements into the future.

The ongoing growth, liquidity and financial stability of the School is supported by the ongoing careful review of the School’s procurement and efficiency opportunities to find sustainable cost and productivity savings without reducing or impacting on the experience of its students, families and staff.

Expenditure increases in 2019 were primarily driven by increased employee expenses, in line with the agreed terms and conditions of employment of the School’s employees through its Enterprise *Bargaining Agreement 2019*.

The key income and expenditure areas of the School are set out in Figures 2 and 3 below:

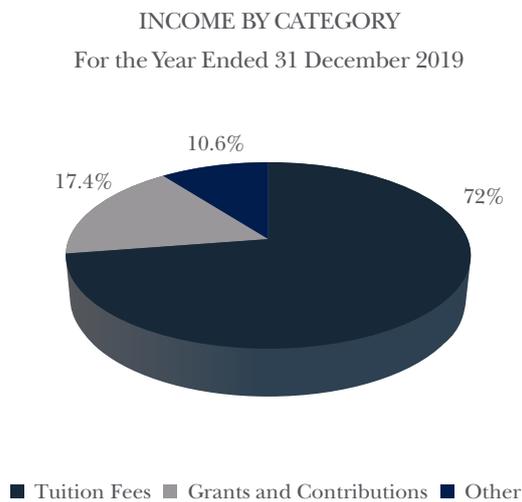


Figure 2. Income by Category

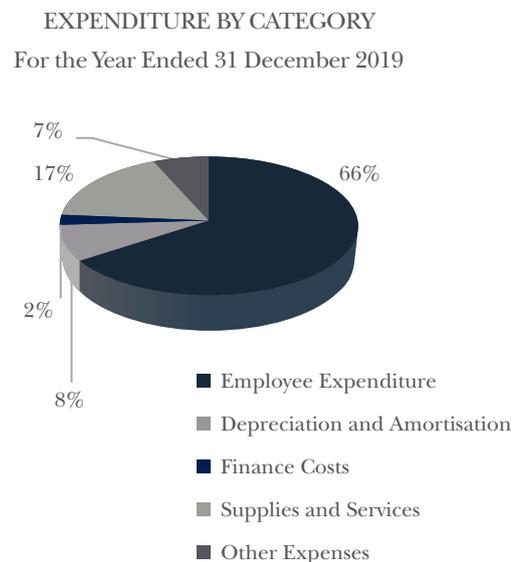


Figure 3. Expenditure by Category

Capital expenses for 2019 focused on the Science Learning Centre, with construction commencing in July 2019. The project is overseen by a Project Steering Committee and will be delivered within its expected budget and timeframe, and be fully operational, for the commencement of the 2021 Academic Year.

Additionally, the School commenced investment in environmental sustainability initiatives, including solar systems installed on the Cherrell Hirst Creative Learning Centre and McCrae Grassie Sports Centre buildings and investigation of solar and wind initiatives at its Outdoor Education campus at Imbil. These initiatives were undertaken alongside renewed and alternative approaches to waste management with a view to support cost savings and environmental imperatives.

During 2019, the School entered into a contract for the acquisition of land (45.6ha) in close proximity to its current Outdoor Education campus at Imbil. This new property, referred to as 'Bella Junction', has direct creek access and will support and supplement the School's current outdoor education offering.

The School undertook a number of other projects, which included the commissioning of three new classrooms in Main Building (following the relocation of administration offices to Bread House), the relocation of offices for Health and Physical Education staff, the continuation of the locker improvement program as well as commencement of a new shade structure at Marrapatta Memorial Outdoor Education Centre, Imbil.

During 2019, the School has continued its investment in the School's IT infrastructure and systems. In January 2019, a renewed website was launched and provided an improved platform to share School information, events and *BGGS News*. The School continues to review and assess its systems and has commenced implementation of an integrated Learning Management System that will be introduced to the School in 2020.

Monitoring of financial performance and effectiveness

Management and the Board of Trustees, with support from its Committees, continually monitor the School's financial performance and effectiveness. This is undertaken through monthly financial reporting, a robust budget process and annual review of the School's 10-Year strategic forecasting.

GOVERNMENT ASSISTANCE

The School acknowledges the contributions made by the State and Commonwealth Governments in the form of grant allocations. The grants received and approved in 2019 included:

- Recurrent State and Commonwealth Government Grants, including Indigenous assistance:
 - Commonwealth Grants—\$5 189 687
 - State Government Grants—\$2 948 425
- Funding from the Queensland Government for VET Co-ordination, special education and students with a disability—\$1 733
- Queensland State Endowment Grant provided to Grammar Schools in Queensland to assist with the additional cost of complying with State Government legislation for Statutory Bodies—\$21 500

SECTION C—THE SCHOOL’S PERFORMANCE

ENROLMENTS		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Waiting list numbers strong	Waiting lists for 1 to 5 years greater than student numbers required	Target met; enrolment interest and waiting lists remain strong
Entry year (Year 7) numbers	Intake numbers exceeded enrolment target	This target was met

INFORMATION TECHNOLOGY		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
IT systems disruptions	No unscheduled down time of key systems campus-wide for longer than one hour	This target was met
Upgrade and maintenance of IT	Continuous upgrade and maintenance of IT equipment to meet the School's requirements and stay abreast of latest technology developments	Some of the major IT projects completed in 2019 included: <ul style="list-style-type: none"> • new website and CRM project for delivery in January 2019 • refresh of the School's servers and data centre • review of School IT systems for integration and alignment

PROPERTY, FACILITIES AND PROCUREMENT		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Maintenance	Ensuring a physically safe School/working environment through regular maintenance of buildings, equipment, grounds and gardens carried out	The School continued its focus on ensuring a safe work environment across all three campuses; regular audits were carried out and actions for repair and maintenance were completed

HUMAN RESOURCES		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Staff turnover	Staff retention rates to remain above 80 per cent	The overall staff retention rate was 88 per cent
Employee relations	Performance issues managed effectively	Staff performance issues were carefully managed, resulting in positive outcomes

Staff composition

Our academic staff comprises 122 full-time, 24 part time and 10 non-teaching staff.

Qualifications of all teachers

QUALIFICATION	Percentage of classroom teachers and school leaders with qualification
Doctorate or higher	8%
Masters	33%
Bachelor degree	97%
Diploma	55%
Certificate	14%

Strategic talent management

The School consolidated its reputation as an employer of choice resulting in the attraction, recruitment, retention and engagement of high calibre staff. Through effective strategic recruitment practices and supporting Human Resource systems, the School has strengthened its ability to attract and recruit the best educators and professional staff to deliver its strategic goals.

All new staff participated in a comprehensive induction and on-boarding program on commencement with the School. Additionally, all staff (i.e. new and current staff) participated in a Staff Week Program at the beginning of the year to ensure they were well-prepared for the start of the Academic Year.

With a strong culture of lifelong learning and commitment to staff development, the School prides itself on its exceptional staff professional development program. Professional development is carefully planned to ensure the School has the expertise to deliver high quality teaching and learning to achieve optimal outcomes for students.

The School remains committed to strengthening the leadership capacity of its senior and middle leadership. In 2019 all members of the Senior Leadership Team completed *Leadership Innovation* sessions conducted by facilitators from consultancy firm Stephenson Mansell. Middle leaders, as well as academic staff, continue to immerse themselves in a number of professional development opportunities based on Harvard University's internationally renowned *Cultures of Thinking* protocols. This approach to teaching and learning forms an integral component of the School's School Wide Pedagogy model.

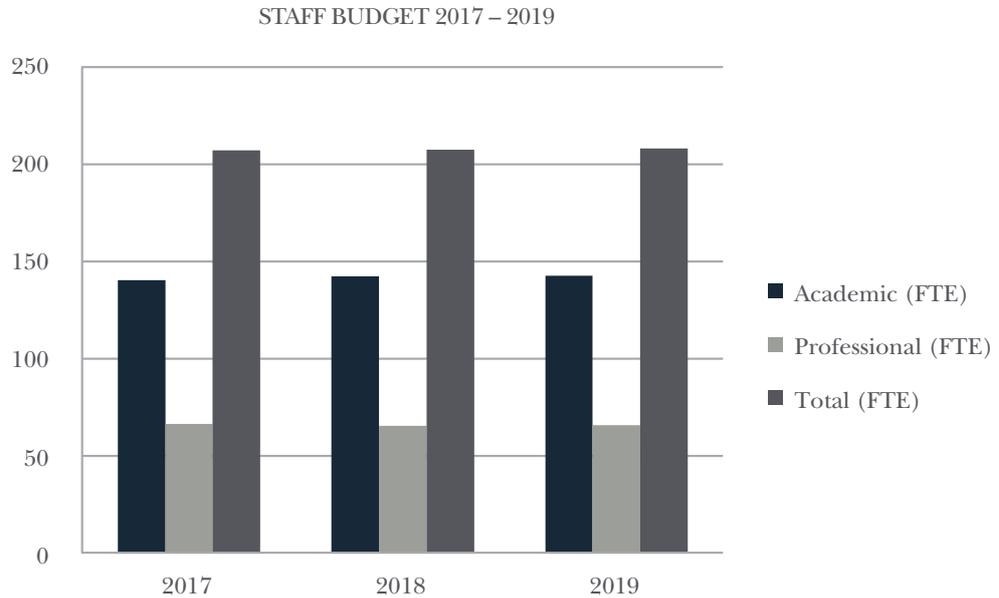
Staff wellbeing

The School is committed to the health and safety of all staff and encourages staff to take responsibility for maintaining a healthy lifestyle. The School's mindfulness program continued to be well received by staff. Additionally, all staff have access to an external employee assistance program (EAP) that provides confidential counselling services at no cost to staff.

SECTION C—THE SCHOOL’S PERFORMANCE

Staffing levels

The graph below shows comparative staff full-time equivalents over the past three years



ACTUAL STAFF NUMBERS (FTEs) AS AT 31 DECEMBER 2019	
Academic Staff	135
Professional Staff	68
TOTAL STAFF	203

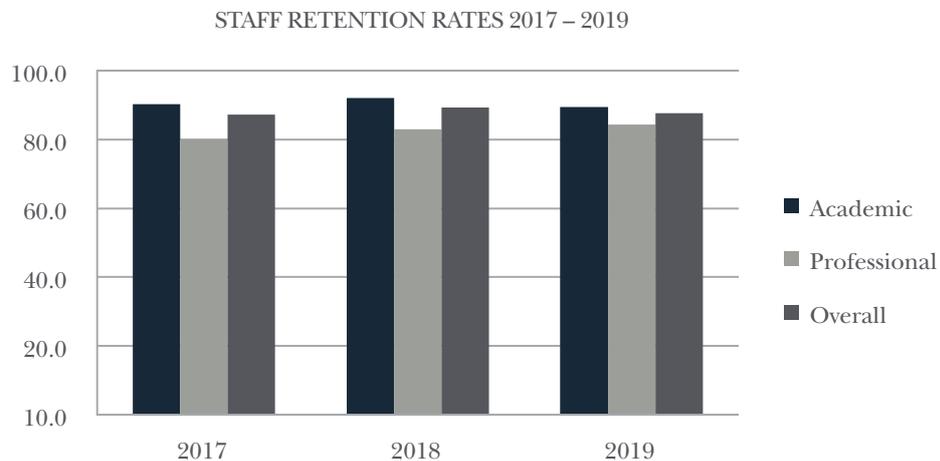
STAFF RETENTION RATES (PERCENTAGES) AS AT 31 DECEMBER 2019	
Academic Staff	90
Professional Staff	85
TOTAL STAFF	88

Staff attendance

Average staff attendance for the School in 2019 was 97 per cent, based on unplanned absences of sick and emergency leave periods of up to five days.

Staff retention

The staff retention was 88 per cent for the entire 2019 school year.



Expenditure on, and teacher participation in, professional development

The School recognises that teacher knowledge and skills, along with quality administrative support, contribute significantly to the quality of teaching and learning outcomes. Therefore, the School actively supports the professional development of all staff. The School adopts a considered approach to professional development and provides a substantial budget managed by the Deputy Principal and the Deputy Principal (Academic). All applications for professional development are submitted to the Professional Development Committee for consideration and approval. The Senior Leadership Team, Directors of Faculties and other managers responsible for staff must ensure that staff have the requisite skills and knowledge necessary to effectively deliver the School's educational program. An important aspect of professional development is that learnings and ideas are shared with respective colleagues within the individual's Faculty/Department. The School provides a diverse range of learning opportunities for staff including Staff Conference Days, where staff present on key points of professional development undertaken during term breaks. The Centre for Professional Practice (CPP) is another mechanism through which staff can share their learnings with colleagues.

The School's teaching staff remains committed to supporting QCAA District and State Panels that monitor assessment at Years 11 and 12 during 2019. In addition to this, our academic staff continued to be heavily involved in the quality assurance processes underlying the implementation of the QCE/ATAR system with approximately 30 teachers involved in these rigorous processes during the year. The School's Manager of e-Learning continued our strategic meaningful technology integration across the curriculum. The School's approach to such integration is that digital technology is but one of the important processes associated with student learning and growth. The totality of professional development experiences has strengthened both our theoretical and practical understanding of student learning. This has led to the consolidation of well understood approaches to pedagogy as well as the implementation of innovative and creative approaches to both thinking skills and problem solving.

Professional Review

The *Open Doors* Professional Review Cycle (2017–2019) concluded at the end of 2019 with a conversation with either the Principal or one of her delegates. Detailed letters were written to each staff member outlining key learnings and areas for further investigation. The model works well and forms an integral approach to our belief in the transformative power of each one of our teachers vast array of *personal pedagogical gifts (PPGs)*.

In 2019, a performance planning and professional development system was utilised for professional staff. This is an integrated system linked to the individual's position description, performance planning and review, career and professional development planning, rewards and recognition and succession and transition planning.

It involved a series of conversations during the year aimed at fostering staff engagement and building staff capability.

Documentation of staff professional reviews is kept in staff files managed by Human Resources.

Professional qualifications

All members of the teaching staff must maintain Teacher Registration through the Queensland College of Teachers.

All staff are encouraged to pursue further professional qualifications to deepen their knowledge and pedagogical expertise. All academic staff have been awarded at least one Bachelor Degree while 33 per cent hold a Master's Degree. Sixteen (13 academic/3 professional) staff have been awarded Doctorates; two staff members are currently undertaking a Doctorate.

SECTION C—THE SCHOOL’S PERFORMANCE

The School values the knowledge and commitment of its employees and recognises that teacher knowledge and skills contribute significantly to the quality of teaching and learning. The School, therefore, actively supports the professional development of staff which for 2019 included:

- a series of regular ‘in-house’ professional development opportunities that occurred on campus throughout the year
- professional development workshops took place with external and internal speakers providing presentations to staff
- Outdoor Education and Wilderness First Aid training for specialised staff at the School’s Outdoor Education Centre
- QCAA State and local panel involvement of the academic staff
- the Association of School Business Administrators Executive Leadership Program
- Harvard Graduate School *Cultures of Thinking (Project Zero)*
- Project Zero Sydney Network events
- Bialik College Cultures of Thinking Conference
- ACEL Conference *Why some leaders succeed and others fail*
- TimeSmart Productivity Workshops
- Mental Health and Wellbeing Conferences
- National Coalition of Girls Schools Conference
- First Aid Training.

Other management and training activities in which staff have participated, as part of school-funded external professional development, included:

- Administration and Communication: Approx. 15 courses/conferences
- Information Technology: Approx. 15 courses/conferences
- Pedagogy: more than 160 courses/conferences
- Pastoral Care: Approx. 16 courses/conferences
- Personnel Management and Women’s Leadership: Approx. 8 workshops/conferences
- Technology: Approx. 6 courses/workshops
- Student Career Support: Approx. 9 courses/workshops

One hundred per cent of teaching staff were involved in professional development activities during 2019.

The total expenditure on teacher development in 2019 was approximately \$187 000—an average of \$1385 per teacher. Total expenditure on all staff training was approximately \$225 000.

Centre for Professional Practice (CPP)

To increase the School’s access to adequately credentialed teaching staff, the CPP provides positive mentoring for intern/student teachers, graduate/early career teachers and coordinates internal professional development experiences.

Since its inception in 2004, the CPP has continued to provide opportunities for improving the professional learning of academic staff and pre-service teachers during their practice at the School. The CPP continues to foster close relationships with South East Queensland’s universities to provide opportunities for staff to remain at the forefront of the teaching profession.

The CPP facilitates and coordinates the induction and mentoring of pre-service teachers into the School. The School has always taken its responsibility in the area of pre-service teacher education very seriously and is considered to be a leader in practicum development and execution. Pre-service teachers completing practicum experiences are provided with weekly workshops on a range of topics relating to classroom practice and teacher effectiveness. Many staff commenced their teaching careers as a BGGs pre-service teacher, either commencing at the School immediately after university or coming back to the School after a wide array of professional experiences.

Additionally, the CPP facilitates internal professional learning programs to build teacher capacity. In recent years this has been linked very closely to the continued unpacking of our School Wide Pedagogy model with a particular focus on *Noticing Learning* and *Cultures of Thinking*. This has involved the facilitation of online courses and the development of relationships with a number of outside consultants.



BRISBANE GIRLS GRAMMAR SCHOOL

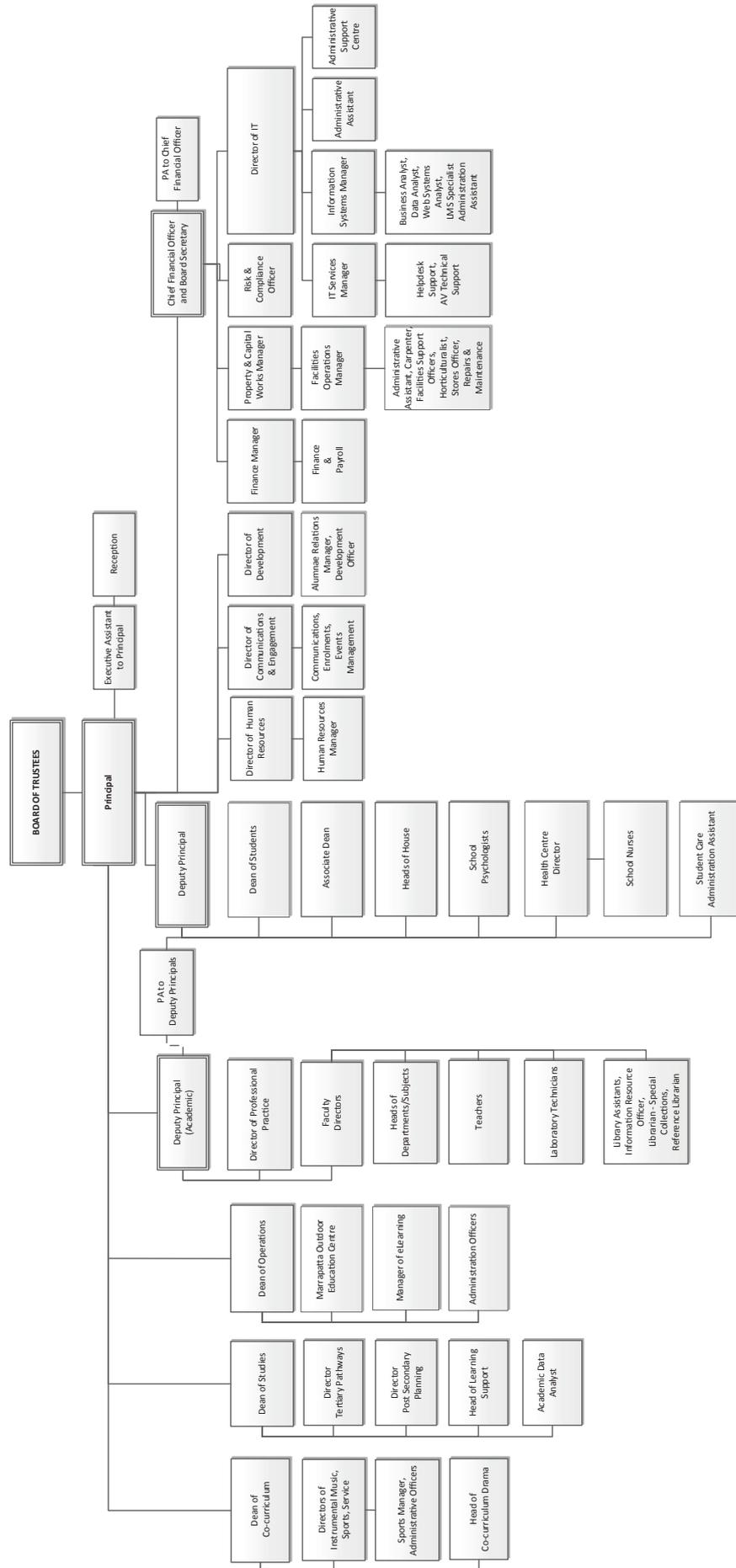
SECTION D: DISCLOSURE OF ADDITIONAL MANDATORY INFORMATION

2019

In accordance with the annual report requirements for Queensland Government Agencies, the disclosure of the following additional information is available on the School's website at www.bggs.qld.edu.au and can also be found on the Queensland Government's Open Data website at www.data.qld.gov.au

- Consultancies
- Overseas Travel

ANNEXURE A—ORGANISATIONAL STRUCTURE



Board of Trustees of the Brisbane Girls Grammar School
Financial Statements for the Year Ended 31 December 2019

Contents

Statement of Comprehensive Income

Statement of Financial Position

Statement of Changes in Equity

Statement of Cash Flows

Notes to and forming part of the Financial Statements

Certificate of The Board of Trustees of the Brisbane Girls Grammar School

General Information

The financial statements are for Brisbane Girls Grammar School as an individual entity.

Brisbane Girls Grammar School is a statutory body formed under the *Grammar Schools Act 2016*.

The principal location is Gregory Terrace, Spring Hill, QLD 4000.

The principal activity of the School is to provide specialised secondary education to female students.

These financial statements were authorised for issue by the Board of Trustees on 20 February 2020.

Board of Trustees of the Brisbane Girls Grammar School
Statement of Comprehensive Income
for the year ended 31 December 2019

	Note	2019 \$	2018 \$
Revenue			
Tuition fees		33,880,751	32,740,340
Grants and other contributions	2	9,402,597	9,259,162
Other revenue	2	3,689,991	3,494,360
Total Revenue		<u>46,973,339</u>	<u>45,493,862</u>
Expenses			
Employee expenses	3	28,292,587	27,369,998
Depreciation and amortisation expenses	4	3,571,541	3,292,931
Finance costs		901,200	1,047,416
Supplies and services	3	7,266,236	7,846,432
Other expenses	3	2,862,724	3,492,468
Total Expenses		<u>42,894,288</u>	<u>43,049,245</u>
Operating Surplus		<u>4,079,051</u>	<u>2,444,617</u>
Other Comprehensive Income			
Items that will not be reclassified subsequently to Operating Surplus			
Increase in asset revaluation surplus	15	7,479,644	554,009
Total items that will not be reclassified subsequently to Operating Surplus		<u>7,479,644</u>	<u>554,009</u>
Total Other Comprehensive Income		<u>7,479,644</u>	<u>554,009</u>
Total Comprehensive Income		<u><u>11,558,695</u></u>	<u><u>2,998,626</u></u>

The accompanying notes form part of these financial statements.

Board of Trustees of the Brisbane Girls Grammar School
Statement of Financial Position
as at 31 December 2019

	Note	2019 \$	2018 \$
ASSETS			
Current Assets			
Cash and cash equivalents	5	22,221,950	14,524,400
Receivables	6	362,635	847,410
Other financial assets	7	6,397,636	5,520,854
Other current assets	8	1,132,011	742,020
Total Current Assets		<u>30,114,232</u>	<u>21,634,684</u>
Non-Current Assets			
Property, plant and equipment	9	117,256,914	104,899,626
Intangible assets		5,593	18,106
Total Non-Current Assets		<u>117,262,507</u>	<u>104,917,732</u>
TOTAL ASSETS		<u>147,376,739</u>	<u>126,552,416</u>
LIABILITIES			
Current Liabilities			
Payables	10	2,059,300	1,416,604
Financial liabilities	11	3,025,751	2,991,499
Accrued employee benefits	12	2,658,952	2,499,088
Other current liabilities	13	2,209,930	1,537,668
Total Current Liabilities		<u>9,953,933</u>	<u>8,444,859</u>
Non-Current Liabilities			
Financial liabilities	11	22,782,868	15,225,420
Accrued employee benefits	12	877,375	702,751
Other non-current liabilities	13	3,902,648	1,098,195
Total Non-Current Liabilities		<u>27,562,891</u>	<u>17,026,366</u>
TOTAL LIABILITIES		<u>37,516,824</u>	<u>25,471,225</u>
NET ASSETS		<u>109,859,915</u>	<u>101,081,191</u>
EQUITY			
Retained earnings		62,436,397	61,137,317
Asset revaluation surplus	15	47,423,518	39,943,874
TOTAL EQUITY		<u>109,859,915</u>	<u>101,081,191</u>

The accompanying notes form part of these financial statements.

Board of Trustees of the Brisbane Girls Grammar School
Statement of Changes in Equity
for the year ended 31 December 2019

	Note	Retained Earnings \$	Asset Revaluation Surplus (Note 15) \$	Total \$
2018				
Balance at the beginning of the year		58,692,700	39,389,865	98,082,565
Operating surplus from continuing operations		2,444,617	-	2,444,617
Other comprehensive income:				
• Increase in Asset revaluation surplus	15	-	554,009	554,009
Balance at the end of the year		<u>61,137,317</u>	<u>39,943,874</u>	<u>101,081,191</u>
2019				
Balance at the beginning of the year		61,137,317	39,934,874	101,081,191
Adjustment from the adoption of AASB 15 – Revenue from customer contracts	1(g)	(2,776,288)	-	(2,776,288)
Adjustment from the adoption of AASB 16 - Leases	1(g)	(3,683)	-	(3,683)
Adjusted Opening Balance at the beginning of the year		<u>58,357,346</u>	<u>39,943,874</u>	<u>98,301,220</u>
Operating surplus from continuing operations				
Other comprehensive income:		4,079,051	-	4,079,051
• Increase in Asset revaluation surplus	15	-	7,479,644	7,479,644
Balance at the end of the year		<u>62,436,397</u>	<u>47,423,518</u>	<u>109,859,915</u>

The accompanying notes form part of these financial statements.

Board of Trustees of the Brisbane Girls Grammar School
Statement of Cash Flows
for the year ended 31 December 2019

	Note	2019 \$	2018 \$
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipt of tuition fees		34,371,964	32,956,138
Receipt of grants - State		2,971,601	3,045,187
Receipt of grants - Commonwealth		5,708,656	5,907,238
Receipt of rent		85,138	86,998
Interest received		487,648	546,405
GST input tax credits from ATO		1,065,414	522,944
Other receipts		4,428,721	3,484,158
Payments to employees		(27,682,772)	(27,112,148)
Payments to suppliers		(11,561,602)	(11,553,222)
GST remitted to ATO		(149,304)	(188,926)
Finance costs		(900,356)	(1,047,416)
Net cash provided by /(used in) operating activities		8,825,108	6,647,355
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of property, plant and equipment		27,273	705
Purchase of property, plant and equipment		(7,978,108)	(2,729,816)
Purchase of other financial assets		-	(880,000)
Net cash provided by /(used in) investing activities		(7,950,835)	(3,609,111)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings		(3,176,723)	(2,826,519)
Advances from borrowings		10,000,000	-
Net cash provided by /(used in) financing activities		6,823,277	(2,826,519)
Net increase /(decrease) in cash and cash equivalents		7,697,550	211,725
Cash and cash equivalents at beginning of financial year		14,524,400	14,312,675
Cash and cash equivalents at end of financial year	5	22,221,950	14,524,400

The accompanying notes form part of these financial statements.

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

OBJECTIVE & GUIDING PRINCIPLES

The objective of Brisbane Girls Grammar School is to provide specialised secondary education to female students.

The guiding principles of the School, as presented in the School's Strategic Design, are systematic curiosity in teaching, learning and research, judicious and ethical action, life-wide learning, stewardship and sustainability and purposeful community engagement.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS 2019

Note 1 - Summary of Significant Accounting Policies

Note 2 - Revenue

Note 3 - Expenses

Note 4 - Depreciation & Amortisation

Note 5 - Cash & Cash Equivalents

Note 6 - Receivables

Note 7 - Other Financial Assets

Note 8 - Other Assets

Note 9 - Property, Plant & Equipment

Note 10 - Payables

Note 11 - Financial Liabilities

Note 12 - Accrued Employee Benefits

Note 13 - Other Liabilities

Note 14 - Financial Instruments

Note 15 - Asset Revaluation Surplus by Class

Note 16 - Capital and Leasing Commitments

Note 17 - Key Management Personnel

Note 18 - Contingent Liabilities and Assets

Note 19 - Events Occurring after Balance Date

Note 20 - Related Party Transactions

Note 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Statement of Compliance

The School is a not for profit entity and these financial statements are general purpose financial statements that have been prepared in accordance with the *Financial Accountability Act 2009*, the *Financial and Performance Management Standard 2019*, Australian Accounting Standards - Reduced Disclosure Requirements and Interpretations applicable to not for profit entities and the Australian Charities and Not-for-profits Commission Act 2012 and the Australian Charities and Not-for-profits Commission Regulations 2013.

The financial statements have been prepared on an accruals basis and under the historical cost convention, except for certain classes of property, plant and equipment which are measured at fair value.

The accounting policies have been consistently applied, unless otherwise stated.

(b) The Reporting Entity

Brisbane Girls Grammar School consists of the School, together with Brisbane Girls Grammar School Library Fund, the Brisbane Girls Grammar School Building Fund and the Brisbane Girls Grammar School Scholarships and Bursaries Fund.

The Financial Statements include the value of all revenues, expenses, assets, liabilities and equity of the School.

(c) Income Tax

The School is exempt from income tax under Subdivision 50-B of the *Income Tax Assessment Act 1997*.

(d) Goods and Service Tax

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

Cash flows are presented in the Statement of Cash Flows on a gross basis, except for the GST component of investing and financing activities, which are disclosed as operating cash flows.

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

(e) Accounting Estimates and Judgements

Estimates and assumptions that have a potential significant effect are outlined in the following financial statement notes:

- Provision for Doubtful Debts - Note 6
- Valuation of Property, Plant and Equipment - Note 9
- Accrued Employee Benefits - Note 12

(f) Other Presentation Matters

Currency and Rounding

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

Comparatives

Comparative information reflects the audited 2018 financial statements unless otherwise stated.

Current / Non-current Classification

Assets are classified as 'current' where their carrying amount is expected to be realised within 12 months after the reporting date. Liabilities are classified as 'current' when they are due to be settled within 12 months after the reporting date, or the School does not have an unconditional right to defer settlement to beyond 12 months after the reporting date. All other assets and liabilities are classified as non-current.

(g) Adoption of New and Revised Accounting Standards

In the current period, the School has adopted all of the new and revised standards and interpretations issued by the AASB that are relevant to its operations and effective for the current reporting period. These include, AASB 15 Revenue from Contracts with Customers, AASB 1058 Income of Not for Profit Entities and AASB 16 Leases. The School has set out the impact in respect to the adoption of these new and revised standards and interpretations. The initial application date of 1 January 2019.

	Note	Income Statement under previous accounting Standard	Impact of AASB 15 and AASB 1058	Impact of AASB 16	Income Statement under new accounting Standard
Other Revenue	2	3,925,564	(235,573)		3,689,991
Operating lease expense		(205,127)	-	205,127	-
Finance cost – Lease Liability	9	-	-	(13,273)	(13,273)
Amortisation Expense – Right-of-Use Asset	9	-	-	(196,125)	(196,125)
Total comprehensive income		11,789,539	(235,573)	(4,271)	11,558,695
	Note	Balance Sheet under previous accounting Standard	Impact of AASB 15 and AASB 1058	Impact of AASB 16	Balance Sheet under new accounting Standard
Right-of-use Asset	9	-		768,422	768,422
Accumulated Amortisation Right-of- Use Asset	9	-	-	(196,125)	(196,125)
Lease Liability - (Current)	11	-	-	(249,159)	(249,159)
Lease Liability - (Non-Current)	11			(331,092)	(331,092)
Unearned Fee Income	13		(3,011,867)		(3,011,867)
Retained Earnings		(65,456,219)	3,011,867	7,954	(62,436,397)

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

AASB 15 – Revenue from Contracts with Customers

AASB 15 sets out requirements to assess contracts with customers for specific, enforceable performance obligations and where applicable recognise income if those obligations are satisfied.

The adoption of AASB 15 has resulted in an adjustment to the School's treatment of non-refundable and non-transferable confirmation fees received from customers (parents). Previously confirmation fees paid have been recognised as revenue in the year that they have been received. Upon applying AASB 15 an enforceable contract exists between the School and the customer that guarantees future tuition for the prospective student to commence in the agreed upon year and for the period of the tuition contract up to 6 years. The confirmation fee does not represent a distinct performance obligation but is instead an advance fee payment for future tuition services and will now be recognised on a straight line basis over the estimated tuition contract being 6 years.

The new standard has been applied using the modified retrospective approach with the cumulative effect of adopting AASB 15 being recognised as an adjustment to the opening balance of retained earnings for the current period.

Prior periods have not been restated.

The following is a deferred revenue calculation as at 1 January 2019 due to changes to revenue recognition of confirmation fees:

	2019
Students in attendance during 2019 – Deferred confirmation fee revenue	1,554,088
Future students commencing after 1 January 2020 – Deferred confirmation fees	1,222,200
Total Opening Deferred Revenue - Confirmation Fees	2,776,288

AASB 1058 – Income of Not-for-Profit Entities

AASB 1058 applies to transactions of a not-for-profit entity where the consideration to acquire an asset is significantly less than fair value principally to further its objectives. Under the new income recognition model, the School has first considered AASB 15. Where AASB 15 does not apply to a certain stream of revenue for the School, it has then been assessed for AASB 1058.

There are no items of revenue measurement that will be impacted by AASB 1058 that have been identified.

AASB 16 – Leases

The adoption of this AASB 16 has resulted in the recognition of a right-of-use asset representing of the School's right to use the underlying asset and a related lease liability representing the obligation to make lease payments in connection with all former operating leases except for those identified as low-value or having a remaining lease term of less than 12 months from the date of initial application.

The new standard has been applied using the modified retrospective approach with the cumulative effect of adopting AASB 16 being recognised as an adjustment to the opening balance of retained earnings at the date of initial application.

Prior periods have not been restated.

The following is a reconciliation of the financial statement line items upon adoption of AASB 16 at 1 January 2019

	Carrying Amount at 31 December 2018	Re-measurement	AASB 16 carrying amount at 1 January 2019
Property, Plant and Equipment	-	383,019	383,019
Financial Liabilities	-	(386,702)	(386,702)
Total	-	(3,683)	(3,863)

For contracts in place at the date of initial application, the School has elected to apply the definition of a lease from AASB 117 - Leases and has not applied AASB 16 to arrangements that were not previously identified as a lease.

The School has elected to measure right-of-use assets at their carrying amounts, calculated from the respective leases original commencement date.

Current operating lease rental payments will no longer be expensed in the statement of comprehensive income. They will be apportioned between a reduction in the recognised lease liability and the implicit finance charge (the effective rate of interest) in the lease. The finance cost will also be recognised as an expense.

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

On transition, for leases previously accounted for as operating leases with a remaining lease term of less than 12 months and for leases of low-value assets (value lower than \$10,000) the School has applied the optional exemption to not recognise right-of-use assets but to account for the lease expense on a straight line basis over the remaining lease term.

On transition the weighted average incremental borrowing rate applied to lease liabilities recognised under AASB 16 was 2.41% - 2.44%

Note 2 REVENUE

	2019	2018
	\$	\$
Grants and other contributions		
Endowment and State grants	2,971,601	3,045,187
Commonwealth grants	5,189,687	5,370,216
Donations - cash	1,241,309	843,759
	9,402,597	9,259,162
All of the grants received from Commonwealth and State Governments are non-reciprocal in nature.		
Other revenue		
Enrolment fees	269,132	278,725
Confirmation fees	552,827	678,800
Investment income	487,648	546,405
Dividends and distributions received	255,812	223,529
Gain on fair value of financial asset	648,238	-
Rental income	77,399	79,089
Cost recovery income	690,251	967,830
Other income	708,684	719,982
	3,689,991	3,494,360

Accounting Policy

Revenue

Grants, contributions, donations and gifts with no sufficient performance obligations are recorded under AASB 1058 upon receipt when the School obtains control over the funds.

Rental income from operating leases is recognised in income on a straight-line basis over the lease term.

All revenue is stated net of the amount of goods and services tax (GST).

Tuition Fee Revenue

Revenue from the rendering of services, being tuition, is recognised over the period in which the service relates (over the relevant school year to which tuition fees relate).

Revenue from enrolments is recognised when received as the single performance obligation is met.

Non-refundable confirmation fees have been adjusted and recognised in the 2019 financial year upon application of AASB 15 as set out see Note 1.

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 3 EXPENSES

	2019	2018
	\$	\$
Employee benefits		
Salaries and wages	24,241,633	23,442,167
Employer superannuation contributions	3,019,712	2,893,180
Long service leave and annual leave expense	668,922	629,341
Other employee benefits	225,504	239,957
Employee related expenses		
Workers' compensation premium	136,816	165,353
	<u>28,292,587</u>	<u>27,369,998</u>

Full time equivalent staff

As at the reporting date, the School's full time equivalent staff was 203 (2018: 206.3)

Accounting Policy

Short-term employee benefits - Wages, Salaries and Sick Leave

Wages and salaries due but unpaid at reporting date are recognised in the Statement of Financial Position at the current salary rates. As the School expects such liabilities to be wholly settled within 12 months of reporting date, the liabilities are recognised at their undiscounted values.

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.

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 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 future payments.

All directly associated on-costs (e.g. employer superannuation contributions and workers' compensation insurance) are also recognised as liabilities, where these on-costs are material.

Superannuation

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

	Note	2019	2018
		\$	\$
Supplies and services			
Repairs and maintenance		1,972,812	2,217,200
Administration expenses		1,671,868	1,751,223
Tuition expenses		1,457,960	1,461,639
Professional and legal fees		552,266	625,450
Minor plant and equipment		585,456	656,199
Insurance		495,067	445,933
Operating leases	9	279,271	444,997
Printing and stationery		217,036	213,791
External audit fees		34,500	30,000
		<u>7,266,236</u>	<u>7,846,432</u>

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 3 EXPENSES (Cont'd)

Accounting Policy

Remuneration of Auditor

Total external audit fees as quoted in the External Audit Plan for the 2019 financial year was \$34,500 (2018: \$30,000). There are no non-audit services included in this amount.

	2019	2018
	\$	\$
Other expenses		
Bad debts and doubtful debts	22,380	76,701
IT expenses	798,934	741,394
Loss on disposal property, plant and equipment	11,619	-
Loss on financial assets	-	386,604
Cost recovery expenses	667,384	1,042,760
Other	1,362,407	1,245,009
	<u>2,862,724</u>	<u>3,492,468</u>

Note 4 DEPRECIATION AND AMORTISATION

	2019	2018
	\$	\$
Buildings	3,117,663	3,011,454
Investment property	-	51,822
Plant and equipment (including right of use assets) 9	441,364	217,142
Intangible assets	12,514	12,513
	<u>3,571,541</u>	<u>3,292,931</u>

Accounting Policy

Depreciation

The depreciable amount of all fixed assets including buildings but excluding land and antiques and art collection (as it has an indefinite useful life) is depreciated on a straight-line basis over the asset's useful life commencing from the time the asset is held ready for use.

The depreciation rates used for each class of depreciable assets are:

Class of Fixed Asset	Depreciation Rate
Buildings and improvements	2.0% - 20.0%
Plant and equipment (including right-of-use asset)	5.0% - 33.0%

The assets' residual values and useful lives are reviewed at the end of each reporting period.

An asset's carrying amount is written down to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount. Property, plant and equipment assets are not depreciated until they are available for use. Assets under construction (work in progress) are reclassified to the relevant classes within property, plant and equipment when they are available for use.

Board of Trustees of the Brisbane Girls Grammar School
 Note to and forming part of the Financial Statements
 for the year ended 31 December 2019

Note 5 CASH AND CASH EQUIVALENTS

	2019	2018
	\$	\$
Cash at bank		
General Fund	890,462	965,292
Restricted Fund	1,000	1,024
Future Fund	2,800	26,872
Building Fund	6,181	319,165
Library Fund	1,051	1,000
Scholarships and Bursaries Fund	2,023	21,860
Cash on hand	6,877	5,877
	<hr/>	<hr/>
	910,394	1,341,090
 Deposits at call		
General Fund	14,428,043	9,212,502
Restricted Fund	1,832,008	1,162,368
Future Fund	3,483,033	2,592,061
Building Fund	1,434,879	130,140
Library Fund	10,960	10,034
Scholarships and Bursaries Fund	122,633	76,205
	<hr/>	<hr/>
	21,311,556	13,183,310
	<hr/>	<hr/>
	22,221,950	14,524,400

Accounting Policy

Cash and Cash Equivalents

Cash assets include cash on hand, cash at bank and at call deposits with banks or financial institutions and investments in money market instruments maturing in less than three months.

The funds identified above in Cash and Cash Equivalents contain the following restrictions:

Restricted Funds

Restricted funds comprise bequests and donations where the funds received are used for the purposes specified by the donor.

Future Fund

The object of the fund is to accumulate monies to be used to realise exceptional strategic opportunities which would be of enduring benefit to the School and would not otherwise be funded on a 'business as usual' basis.

Building Fund

The object of the fund is to raise and provide monies for the acquisition, construction and maintenance by the Board of a building or buildings used as part of the Brisbane Girls Grammar School.

Library Fund

The object of the fund is to raise and provide funds for the purchase of library resources.

Scholarships and Bursaries Fund

The object of the fund is to provide bursaries and scholarships to attend Brisbane Girls Grammar School.

Board of Trustees of the Brisbane Girls Grammar School
 Note to and forming part of the Financial Statements
 for the year ended 31 December 2019

Note 6 RECEIVABLES

	2019 \$	2018 \$
Tuition fees	57,050	94,540
Provision for impairment	(17,687)	(51,736)
	<u>39,363</u>	<u>42,804</u>
Commercial debtors	45,396	597,473
Provision for impairment	(17,560)	(21,310)
	<u>27,836</u>	<u>576,163</u>
GST refundable	295,436	228,443
	<u>362,635</u>	<u>847,410</u>
Movement in the provision for impairment:		
Balance at 1 January	73,046	140,960
Additional provision raised	26,130	76,701
Amounts written off	(14,697)	(118,845)
Amounts collected	(49,232)	(25,770)
Balance at 31 December	<u>35,247</u>	<u>73,046</u>

Accounting Policy

Receivables

Trade debtors are recognised at the amounts due at the time of service delivery. All known bad debts were written-off as at 31 December. The collectability of receivables is assessed periodically with provision being made for impairment. Increases in the allowance for impairment are based on any expected losses.

Impairment of Receivables

The School recognises an allowance for expected credit losses (ECLs) for all trade and other receivables. The School applies the simplified approach in calculating ECLs as permitted by AASB 9. Therefore, the School recognises a loss allowance based on lifetime ECLs at each reporting date. The School has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the debtors and the economic environment.

If the School determines that an amount owing by such a debtor does become uncollectable (after appropriate range of debt recovery actions), that amount is recognised as a Bad Debt expense and written-off directly against Receivables. In other cases where a debt becomes uncollectable but the uncollectable amount exceeds the amount already allowed for impairment of that debt, the excess is recognised directly as a Bad Debt expense and written-off directly against Receivables.

Note 7 OTHER FINANCIAL ASSETS

Financial assets at fair value through profit and loss	2019 \$	2018 \$
Future Fund - QIC Investment	5,440,579	4,694,960
Scholarships and Bursaries Fund - QIC Investment	957,057	825,894
	<u>6,397,636</u>	<u>5,520,854</u>

QIC investments are reviewed by the School throughout the year and can be redeemed on an at-call basis at the market value of the investment at the date of redemption less certain fees and charges.

Board of Trustees of the Brisbane Girls Grammar School
 Note to and forming part of the Financial Statements
 for the year ended 31 December 2019

Note 7 OTHER FINANCIAL ASSETS (Cont'd)

Movement in other financial assets:	2019	2018
	\$	\$
Balance at 1 January	5,520,854	4,830,293
Purchases	-	880,000
Distributions reinvested	255,812	223,529
Loss on fair value	-	(386,604)
Gain on fair value	648,238	-
Management fees	(27,268)	(26,364)
Balance at 31 December	<u>6,397,636</u>	<u>5,520,854</u>

Accounting Policy

Financial assets at fair value through profit and loss

Financial assets are to be measured at fair value through profit or loss unless an irrevocable election is made to measure at amortised cost or at fair value through other comprehensive income. The School measures its other financial assets to enable performance evaluation where a group of financial assets is managed by key management personnel on a fair value basis in accordance with a documented risk management or investment strategy. Such assets are subsequently measured at fair value, with changes in carrying value being included in profit or loss. Fair value is determined based on current bid prices for all quoted investments.

Note 8 OTHER ASSETS

	2019	2018
	\$	\$
CURRENT		
Prepayments	1,042,142	679,332
Deposits	89,869	62,688
	<u>1,132,011</u>	<u>742,020</u>

Note 9 PROPERTY, PLANT AND EQUIPMENT

	2019	2018
	\$	\$
LAND		
At fair value	17,490,000	17,490,000
	<u>17,490,000</u>	<u>17,490,000</u>
BUILDINGS AND IMPROVEMENTS		
At fair value	127,426,877	118,119,590
	<u>127,426,877</u>	<u>118,119,590</u>
Accumulated depreciation	(37,357,760)	(33,470,918)
	<u>90,069,117</u>	<u>84,648,672</u>
PLANT AND EQUIPMENT		
At cost	4,203,319	2,960,191
Accumulated depreciation	(2,527,439)	(2,182,298)
	<u>1,675,880</u>	<u>777,893</u>
ANTIQUES AND ART COLLECTION		
Antiques and art collection at fair value	347,346	290,946
WORK IN PROGRESS		
Work in progress - at cost	7,674,571	1,692,115
TOTAL PROPERTY, PLANT AND EQUIPMENT	<u>117,256,914</u>	<u>104,899,626</u>

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 9 PROPERTY, PLANT AND EQUIPMENT (Cont'd)

Property, Plant and Equipment

Accounting Policy

Actual cost is used for the initial recording of all non-current physical asset acquisitions. Cost is determined as the value given as consideration plus costs incidental to the acquisition, including all other costs incurred in getting the assets ready for use. Assets acquired at no cost or for nominal consideration are recognised at their fair value at date of acquisition. Items of property, plant and equipment with a cost or other value equal to or in excess of the following thresholds are recognised for financial reporting purposes in the year of acquisition:

Buildings and improvements	\$10,000
Land	\$1
Plant and equipment	\$5,000
Art collection and antiques	\$5,000

Items with a lesser value are expensed in the year of acquisition. Each class of property, plant and equipment is carried at cost or fair value as indicated less, where applicable, any accumulated depreciation and impairment losses.

Useful lives of property, plant and equipment

The School assesses the useful lives of property, plant and equipment based on the assets expected utility to the School. An assessment of the useful life of each asset has been based on a physical inspection of the assets and for those assets revalued, the independent valuer's experience.

Fair Value of Land, Buildings and Improvements

The School has Land, Buildings and Improvements with a carrying value of \$107,559,117 (2018: \$102,138,672) representing estimated fair value. The School's properties were subject to an independent valuation as at 31 December 2019 (Independent valuer: JLL Pty Ltd).

In determining the fair value, the direct comparison approach for land values and the current replacement cost approach for buildings, improvements and the market approach for the Bread House property and art work has been applied.

Revaluation of Non-Current Physical Assets

Land, buildings and improvements are measured at their fair value, less subsequent depreciation for buildings and improvements. It is the policy of the School to have an independent valuation conducted every three years. A comprehensive valuation was conducted by the School's independent valuer in 2019.

In reporting periods where assets have not been specifically appraised, their previous valuations are materially kept up to date via the application of relevant indices. The School ensures that the application of such indices results in a valid estimation of the assets' fair values at reporting date. The School's independent valuer supplies these indices to the School which is used for the various types of assets. These indices are either publically available or are derived from market information available to the valuers. The independent valuers have provided assurance to the School of the indices' robustness, validity and appropriateness for application to the relevant assets.

It is the policy of the School that indexed revaluation of assets will only be accounted for in the School's financial statements if the cumulative change in the index results in a 5% or greater change in the reported asset balances. Indexations assessed by the independent valuer indicate no revaluation adjustments would be required for the current year (i.e. all indexations are less than 5%) in accordance with the Non-Current Asset Policies for Queensland Public Sector (NCAP) 3 *Valuation of Assets*.

The Board of Trustees of the School review the carrying value of Land, Buildings and Improvements at each balance date, to confirm that it materially represents their fair value. Any revaluation increment arising on the revaluation of an asset is credited to the asset revaluation surplus of the appropriate class, except to the extent it reverses a revaluation decrement for the class previously recognised as an expense. A decrease in the carrying amount on revaluation is charged as an expense, to the extent it exceeds the balance, if any, in the revaluation surplus relating to that asset class.

Impairment

All non-current physical and intangible assets are assessed for indicators of impairment on an annual basis or, where the asset is measured at fair value, for indicators of a change in fair value/service potential since the last valuation was completed. Where indicators of a material change in fair value or service potential since the last valuation arise, the asset is revalued at the reporting date under AASB 13 *Fair Value Measurement*. If an indicator of possible impairment exists, the School determines the asset's recoverable amount under AASB 136 *Impairment of Assets*. Recoverable amount is equal to the higher of the fair value less costs of disposal and the asset's value in use subject to the following:

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 9 PROPERTY, PLANT AND EQUIPMENT (Cont'd)

- 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 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.

For all other remaining assets (including intangible assets) measured at cost, recoverable amount is equal to the higher of the fair value less costs of disposal and the asset's value in use. Value in use is equal to the present value of the future cash flows expected to be derived from the asset, including the estimated net disposal proceeds.

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 surplus of the relevant class to the extent available.

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

Plant and Equipment

Plant and Equipment includes right of use assets (refer right-of-use assets Policy Note 9) and are measured at cost less accumulated depreciation and impairment losses. The carrying amount of plant and equipment is reviewed annually to ensure it is not in excess of the recoverable amount from these assets.

Antiques and Art Collections

Antiques and Art Collections are measured at fair value.

Movements in Carrying Amounts

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and end of the financial year:

	Land	Buildings and Improvements	Plant & Equipment	Antiques and Art Collection	Work in progress	TOTAL
	\$	\$	\$	\$	\$	\$
Carrying amount at 1/01/2019	17,490,000	84,648,673	777,893	290,946	1,692,115	104,899,627
Adjustment on transition to AASB16	-	-	383,019	-	-	383,019
Additions	-	335,352	1,281,950	-	6,531,208	8,148,510
Depreciation	-	(3,117,663)	(441,364)	-	-	(3,559,027)
Disposals	-	-	(20,332)	-	(74,527)	(94,859)
Transfers	-	779,511	(305,286)	-	(474,225)	-
Revaluation increments	-	7,423,244	-	56,400	-	7,479,644
Carrying amount at 31/12/2019	17,490,000	90,069,117	1,675,880	347,346	7,674,571	117,256,914

Right-of-use assets

Leases

Leases are recognised as a right-of-use asset and a corresponding liability at the date of which the leased asset is available for use by the School. The lease liability arising from the lease are measured on a present value basis discounted using the incremental borrowing rate applicable. Right-of-use assets are measured at their carrying amounts, calculated from the respective leases original commencement date.

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 9 PROPERTY, PLANT AND EQUIPMENT (Cont'd)

The School leases computer and photocopying equipment. The contracts are fixed term renewable on average every three years. There are no contingent rental or escalation clauses in the contracts. With the exception of short term leases and leases of low value underlying assets, each lease is reflected in the balance sheet as a right-of-use asset and a lease liability.

Included in the carrying amount of property, plant and equipment are right-of-use assets as follows:	2019
IT Equipment at cost	454,452
Accumulated amortisation	(99,310)
	<hr/> 355,142
Photocopying Equipment at cost	313,970
Accumulated amortisation	(96,815)
	<hr/> 217,155
Total right-of-use assets	<u><u>572,297</u></u>

Additional information on the right-of-use asset by class of asset is as follows:

	IT Equipment	Photocopying Equipment	TOTAL
Recognition of Right of use asset 1 January 2019	69,049	313,970	383,019
Additions	385,403	-	385,403
Amortisation	(99,310)	(96,815)	(196,125)
Total right-of-use assets	<u>355,142</u>	<u>217,155</u>	<u>572,297</u>

The table below describes the nature of the School's leasing activities by type of right-of-use asset recognised on the balance sheet:

Right-of-use assets	No of right-of-use assets leased	Average Remaining Lease Term
IT Equipment	4	2-3 years
Photocopying Equipment	23	3 years

Lease liabilities are presented in the statement of financial position as follows:

	2019	1 January 2019
	\$	\$
Lease Liabilities		
Current	249,159	119,199
Non-current	331,092	267,503
	<hr/> 580,251	<hr/> 386,702

The statement of comprehensive income shows the following amounts relating to leases:

	2019	2018
	\$	\$
Depreciation charge of right-of-use assets		
IT Equipment	99,310	-
Photocopying Equipment	96,815	-
	<hr/> 196,125	<hr/> -
Interest Expense (included in Finance Costs)	13,273	
Expenses relating to leases of low-value assets (included in Supplies and Service expenses)	144,085	
Expenses relating to short-term leases (included in Supplies and Service expenses)	31,045	

The total cash flow for leases in 2019 was \$384,528

Board of Trustees of the Brisbane Girls Grammar School
 Note to and forming part of the Financial Statements
 for the year ended 31 December 2019

Note 9 PROPERTY, PLANT AND EQUIPMENT (Cont'd)

The following is a reconciliation of total operating lease commitments at 31 December 2018 (as disclosed in the financial statements to 31 December 2018, refer Note 16) to the lease liabilities recognised at 1 January 2019.

Operating lease commitments disclosed at 31 December 2018	16		632,917
• Leases of low value assets		(207,576)	
• Leases with remaining lease terms of less than 12 months		(31,045)	
Total other adjustments			<u>(238,621)</u>
Operating lease liabilities before discounting			394,296
Discounted using incremental borrowing rate			<u>(7,594)</u>
Operating lease liabilities			<u>386,702</u>
Total lease liabilities recognised under AASB 16 at 1 January 2019			<u>386,702</u>

The lease liabilities are secured by the related underlying assets. Future minimum lease payments at 31 December 2019 were as follows:

	Within 1 Year	1-2 Year	2-3 Years	Total
31 December 2019				
Lease Payments	260,783	256,518	80,354	597,655
Finance Charges	(11,622)	(5,336)	(445)	(17,403)
Net Present Values	<u>249,161</u>	<u>251,182</u>	<u>79,909</u>	<u>580,252</u>

The School has elected not to recognise a lease liability for short-term leases (leases with an expected term of 12 months or less) or for leases of low value assets. The expense relating to payments not included in the measurement of the lease liability is as follows:

	31 December 2019
Short Term Leases	31,045
Leases of Low Value Assets	144,085
Total	<u>175,130</u>

Work in Progress

Work in Progress largely comprises consulting, design and construction costs for the School's Gregory Terrace East Wing Project (Science Learning Centre).

Deed of Grant in Trust

The land at Spring Hill is held under Deed Of Grant of land In Trust (DOGIT) (Area: 2.18 Hectares). Independent valuations received have special regard to the fact that the property held under DOGIT is considered an inferior title to freehold due to the restrictive covenants.

Land with a total value of \$9.4m is subject to a Deed of Grant in Trust (DOGIT). The land is retained by the Crown, however, the economic benefit of this land accrued to the Board of Trustees of the Brisbane Girls Grammar School and the land is administered by the School.

Board of Trustees of the Brisbane Girls Grammar School
 Note to and forming part of the Financial Statements
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Note 10 PAYABLES

	Note	2019 \$	2018 \$
Trade payables and accruals		1,989,205	1,316,842
Other		70,095	99,762
		<u>2,059,300</u>	<u>1,416,604</u>

Accounting Policy

Payables

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

Note 11 FINANCIAL LIABILITIES

		2019 \$	2018 \$
CURRENT			
Unsecured liabilities			
Right of Use lease liability	9	249,159	-
QTC loans		2,776,592	2,991,499
		<u>3,025,751</u>	<u>2,991,499</u>
NON-CURRENT			
Unsecured liabilities			
Right of use lease liability	9	331,093	-
QTC loans		22,451,775	15,225,420
		<u>22,782,868</u>	<u>15,225,420</u>

The market value of Financial Liabilities is \$28,201,720 (31 December 2018: \$20,202,307).

All borrowings are in AUD and no interest has been capitalised during the current or comparative reporting period. The School has not defaulted on or breached any loan agreement during the period. During the 2019 financial period a new loan facility of \$ 22.5 million was secured, to support the Gregory Terrace East Wing Project (Science Learnings Centre), \$10 million was drawn down on this facility by the School at the end of December 2019. Interest rates on borrowings range from 2.02% - 6.96%.

Note 12 ACCRUED EMPLOYEE BENEFITS

		2019 \$	2018 \$
CURRENT			
Annual Leave		589,945	589,091
Long Service Leave		2,069,007	1,909,997
		<u>2,658,952</u>	<u>2,499,088</u>
NON-CURRENT			
Long Service Leave		877,375	702,751
Aggregate employee benefits liability		<u>3,536,327</u>	<u>3,201,839</u>

Accounting Policy

Accrued Employee Benefits

Provision is made for the School's liability for employee benefits arising from services rendered by employees to balance date. Liabilities are to be classified as current when they are due to be settled within 12 months after the reporting date, or there is no unconditional right to defer settlement of a liability for at least twelve months after the end of the reporting period. As employees are entitled to long service leave benefits after 7 years of employment there is no unconditional right to defer settlement so the full value of this entitlement is to be classified as a current liability. Employee benefits payable later than one year have been measured at the present value of the estimated future cash outflows to be made for those benefits. Those cash flows are discounted using market yields on national government bonds with terms to maturity that match the expected timing of cash flows. Current wage rates and expected wage increases have been used in the calculation of these provisions.

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
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Note 12 ACCRUED EMPLOYEE BENEFITS (Cont'd)

Long service leave liabilities are estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period of 7 years of qualifying service, the probability that they will reach the required minimum period of service has been taken into account in estimating the long service leave liability.

All directly associated on-costs (eg. employer superannuation contributions and workers compensation insurance) are also recognised as liabilities, where these on-costs are material.

Note 13 OTHER LIABILITIES	2019	2018
	\$	\$
CURRENT		
Confirmation Fees	447,064	-
Deposits on tuition	1,762,866	1,537,668
	<u>2,209,930</u>	<u>1,537,668</u>
NON-CURRENT		
Confirmation Fees	2,564,803	-
Deposits on tuition	1,337,845	1,098,195
	<u>3,902,648</u>	<u>1,098,195</u>
Aggregate deposits on tuition liability	<u>6,112,578</u>	<u>2,635,863</u>

Accounting Policy

Non-refundable confirmation fees which represents acceptance of an offer for enrolment at the School have been adjusted and recognised in the 2019 financial year upon application of AASB 15 as set out see Note 1.

Note 14 FINANCIAL INSTRUMENTS

Initial 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. With the exception of trade receivables that do not contain a significant financing component or for which the School has applied the practical expedient, the School initially measures a financial asset at its fair value.

Classification and Presentation

Financial assets are classified, at initial recognition, as subsequently measured at amortised cost, fair value through other comprehensive income (OCI), and fair value through profit or loss. The classification of financial assets at initial recognition depends on the financial asset's contractual cash flow characteristics and the School's business model for managing them.

Financial liabilities are classified, at initial recognition, as financial liabilities at fair value through profit or loss, loans and borrowings, or as payables, as appropriate.

	Note	2019	2018
Financial instruments are classified under Accounting Standard AASB 9 as follows:			
<i>Financial Assets</i>		\$	\$
Cash and Cash Equivalents at fair value through profit and loss	5	22,221,950	14,524,400
Receivables at amortised costs	6	362,635	847,410
Other Financial Assets at fair value through profit and loss	7	6,397,636	5,520,854
		<u>28,982,221</u>	<u>20,892,664</u>
<i>Financial Liabilities</i>		\$	\$
Payables at amortised cost	10	2,059,300	1,416,604
Borrowings at amortised cost	11	25,228,367	18,216,919
		<u>27,287,667</u>	<u>19,633,523</u>

Board of Trustees of the Brisbane Girls Grammar School
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Note 15 ASSET REVALUATION SURPLUS BY CLASS

	Land	Buildings and Improvements	Antiques and Art collection	Total
	\$	\$	\$	\$
Carrying amount at 1/01/2018	10,187,061	29,118,175	84,629	39,389,865
Revaluation increments	267,946	286,063	-	554,009
Carrying amount at 31/12/2018	10,455,007	29,404,238	84,629	39,943,874

	Land	Buildings and Improvements	Antiques and Art collection	Total
	\$	\$	\$	\$
Carrying amount at 1/01/2019	10,455,007	29,404,238	84,629	39,943,874
Revaluation	-	7,423,244	56,400	7,479,644
Carrying amount at 31/12/2019	10,455,007	36,827,482	141,029	47,423,518

Note 16 CAPITAL AND OPERATING LEASE COMMITMENTS

Capital expenditure commitments	2019	2018
	\$	\$
Capital amounts contracted but not provided for in the financial statements:		
• due not later than one year	18,750,631	1,339,106
• later than one year and not later than five years	-	378,225

Capital expenditure commitments comprises primarily contracted amounts for consulting and construction costs for the School's Gregory Terrace East Wing Project. During 2019, the School entered into a contract for the purchase of land (45.6ha) at Imbil, Queensland. The deposit is recorded in Prepayments (Note 8) with the balance of \$220,000 plus GST due for payment in 2020.

Leasing commitments

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

Payable - minimum lease payments

• not later than one year	152,952	266,554
• later than one year and not later than five years	71,568	366,363
	<u>224,520</u>	<u>632,917</u>

The 2019 leasing commitments balance of \$224,520 includes those lease commitments excluded from recognition under AASB16. (Low value assets and short term leases.) Refer to note 9 for a reconciliation of total operating lease commitments at 31 December 2018 to the lease liabilities recognised at 1 January 2019.

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 17 KEY MANAGEMENT PERSONNEL

The School has assessed the key management personnel positions in context of the School being constituted under the *Grammar Schools Act 2016*. The following details for key management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the School during 2019. Further information on these positions can be found in the body of the Annual Report under the section relating to Governance.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position
<i>Trustee</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 appointment by the Governor in Council	15 Dec 2016
<i>Trustee</i>			3 May 2018
<i>Trustee</i>			31 Jan 2019
<i>Trustee</i>		Appointed by the Governor in Council	3 May 2018
<i>Trustee</i>			18 Dec 2014
<i>Trustee</i>			18 Dec 2014
<i>Trustee</i>			31 Jan 2019
<i>Trustee</i>		Additional Governor in Council appointment under S14(1)(c) of the <i>Grammar Schools Act 2016</i>	20 Nov 2006
<i>Principal</i>	Responsible for the operational management of the School, implementation of plans and strategies as approved by the Board of Trustees	Five year contract (extended to 31 Dec 2022)	15 April 2013
<i>Deputy Principal</i>	Supports the Principal in the operational management of the School, implementation of plans and strategies as delegated by the Principal. The Deputy Principal has collaborative responsibilities in relation to the design, development and delivery of the School's student care programme curriculum.	<i>Outgoing: Deputy Principal 1 Jan 2014 to 9 Jan 2019</i> Appointed: Deputy Principal (contract expires 31 Dec 2021) <i>formerly Deputy Principal (Students)</i>	1 Jan 2019
<i>Deputy Principal (Students)</i>	The role of Deputy Principal (Students) was redesigned in early January 2019 with the appointment of the incumbent to the role of Deputy Principal on 10 January 2019.	11 July 2018 to 9 January 2019	N/A
<i>Deputy Principal (Academic)</i>	Responsible for the strategic leadership of expert teaching, pedagogy and professional development in the School and supports the development of a highly competent, ethical and professionally fulfilled academic staff. The Deputy Principal (Academic) works with Heads of Department and Teachers in Charge of Subjects and has collaborative leadership responsibilities in relation to the research, development, design and delivery of the School's curriculum.	Five year contract (expires 31 Dec 2022)	1 Jan 2018
<i>Chief Financial Officer and Secretary to the Board</i>	Responsible for the financial, facilities and information systems management of the School and to act as secretary to the Board of Trustees	Five year contract (expires 31 Dec 2021)	16 Jan 2016

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

For the 2019 year, remuneration of key executive management personnel increases were based on performance assessments. The percentage increases are tied to the achievement of pre-determined individual performance targets.

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 17 KEY MANAGEMENT PERSONNEL (Cont'd)

Remuneration packages for key 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 fringe benefits together with fringe benefits tax applicable to the benefit.
- Long term employee benefits include long service leave entitlements earned and expensed for the entire year, or for that period of that year the individuals occupied the position.
- Post employment benefits include superannuation contributions.
- Redundancy payments are not provided for within individual contracts of employment. Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.
- No KMP's remuneration packages provide for performance payments.

1 January - 31 December 2018

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Termination Benefits	Total Remuneration
	Base \$	Non-Monetary Benefits \$	\$	\$	\$	\$
Trustees	-	-	-	-	-	-
Principal	469,827	-	16,865	22,634	-	509,326
Deputy Principal	262,478	-	4,286	25,573	-	292,337
Deputy Principal (Students)	221,473	-	6,894	25,360	-	253,727
Deputy Principal (Academic)	198,038	-	5,279	24,225	-	227,542
Chief Financial Officer and Secretary to the Board of Trustees	242,413	-	3,015	25,209	-	270,637

1 January - 31 December 2019

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Termination Benefits	Total Remuneration
	Base \$	Non-Monetary Benefits \$	\$	\$	\$	\$
Trustees	-	-	-	-	-	-
Principal	479,368	-	32,549	27,366	-	539,283
Deputy Principal (outgoing)	24,382	-	-	809	-	25,191
Deputy Principal	253,053	-	12,459	26,877	-	292,389
Deputy Principal (Academic)	220,014	-	16,157	27,060	-	263,231
Chief Financial Officer and Secretary to the Board of Trustees	242,420	-	3,301	25,469	-	271,190

Note: Employee benefit amounts that appear as a negative balance represent higher leave amounts taken than that accrued in that year.

Board of Trustees of the Brisbane Girls Grammar School
Note to and forming part of the Financial Statements
for the year ended 31 December 2019

Note 18 CONTINGENT LIABILITIES AND ASSETS

(a) Contingent Liabilities

There are no contingent liabilities as at 31 December 2019 (2018: nil).

(b) Contingent Assets

There are no contingent assets as at 31 December 2019 (2018: nil).

Note 19 EVENTS OCCURRING AFTER BALANCE DATE

There has been no matter or circumstance which has arisen since 31 December 2019 that has significantly affected or may significantly affect the operations, the results of those operations, or the state of affairs of the School in financial years subsequent to 31 December 2019.

Note 20 RELATED PARTY TRANSACTIONS

There were no related party transactions during the 2019 year.

The Board of Trustees of the Brisbane Girls Grammar School

These general purpose financial statements have been prepared pursuant to S 62(1) of the *Financial Accountability Act 2009 (the Act)*, section 42 of the *Financial and Performance Management Standard 2019*, the *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Regulation 2013* and other prescribed requirements.

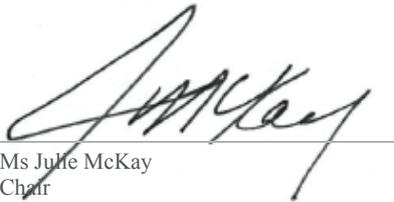
In accordance with s.62(1)(b) of the Act we certify that in our opinion:

- (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 Brisbane Girls Grammar School for the financial year ended 31 December 2019 and of the financial position of the School as at the end of that year; and

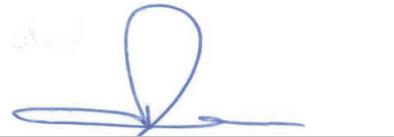
We acknowledge responsibility under s.8 and s.15 of the *Financial and Performance Management Standard 2019* for the establishment and maintenance, in all material respects, of an appropriate and effective system of internal controls and risk management processes with respect to financial reporting throughout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

In accordance with s.60.15 of the Australian Charities and Not-for-profits Regulation we certify that in our opinion:

- (a) there are reasonable grounds to believe that the registered entity is able to pay all of its debts, as and when they become due and payable;
- (b) the financial statements and notes satisfy the requirements of the Australian Charities and Not-for-profits Commission Act.



Ms Julie McKay
Chair
Board of Trustees
Brisbane Girls Grammar School



Ms Rachel Fraser
Chief Financial Officer
Brisbane Girls Grammar School

20 February 2020

Date

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Brisbane Girls 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 Brisbane Girls 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

25 February 2020

Queensland Audit Office
Brisbane

ANNEXURE C—GLOSSARY

AUDIT, RISK AND COMPLIANCE (ARC) COMMITTEE	Subcommittee of the Board of Trustees formed in August 2018
CAPITAL ASSETS COMMITTEE	Subcommittee of the Board of Trustees formed in August 2018, dissolved in March 2019 with its body of work transferred to the ARC Committee
FULLTIME EQUIVALENTS (FTES)	A representative number that is calculated by assessing the hours worked over the financial year by all full-time and part-time employees, and converting this to a corresponding number of employees as if all staff were full-time.
INFORMATION TECHNOLOGIES (IT)	An umbrella term that describes the use of all and any advanced technologies in the manipulation and communication of information.
MARRAPATTA MEMORIAL OUTDOOR EDUCATION CENTRE (MARRAPATTA)	The School's Outdoor Education centre at Imbil in the Mary Valley.
NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)	Tests conducted nationally in Years 3, 5, 7 and 9, covering reading, writing, spelling, grammar and punctuation, and numeracy. The results provide information for teachers and schools on individual student performance on a national basis. This is used to identify areas of strength and where further assistance may be required. NAPLAN tests are part of a collaborative process between states and territories, the Australian Government and non-government schools' sectors.
OVERALL POSITION (OP)	A student's state-wide rank based on overall achievement in QCAA-approved subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland. Students who want an OP must study twenty semester units of QCAA subjects, including at least three subjects for four semesters each, and must sit the QCS test.
QUEENSLAND CORE SKILLS TEST (QCST)	A state-wide test designed for Year 12 students conducted by the QCAA.
QUEENSLAND COLLEGE OF TEACHERS	A Queensland Government statutory authority established in January 2006. Its purpose is to regulate, enhance and promote the teaching profession in Queensland in the best interests of the public and the profession.
QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY (QCAA)	A statutory body of the Queensland Government, providing Kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing and certification services for Queensland schools.
RANGAKARRA RECREATIONAL AND ENVIRONMENTAL EDUCATION CENTRE (RANGAKARRA)	The School's recreation and environmental educational centre at Fig Tree Pocket. This campus provides a home ground for Girls Grammar sporting teams.

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