



Annual Report 2018





Interpretation Requests



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Report Availability

This report is available for viewing by contacting the Deputy Headmaster – Staff.

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LETTER OF COMPLIANCE



BRISBANE GRAMMAR SCHOOL

1 March 2019

The Honourable Grace Grace MP
Minister for Education and Minister for Industrial Relations
1 William Street
Brisbane Qld 4000

Dear Minister

I am pleased to submit for presentation to the Parliament the Annual Report 2018 and financial statements for the Board of Trustees of the Brisbane Grammar School.

I certify that this Annual Report complies with:

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

A checklist outlining the annual reporting requirements can be found at page 94 of this annual report.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Howard Stack'.

Howard Stack
Chair – Board of Trustees

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CRICOS Number 00489C

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Section A

Governance Report

ABOUT THE SCHOOL

Locations

Spring Hill Campus

Brisbane Grammar School provides education programs on five campuses. The main campus of nearly eight hectares is on Gregory Terrace overlooking the Brisbane CBD and is the site for the delivery of the main academic program across Years 5 to 12, as well as the Indoor Sports Centre and boarding house. Brisbane Grammar School is located on Gregory Terrace, Brisbane.

The Tennis Centre

Close to the Gregory Terrace site is the Tennis Centre, adjacent to the Victoria Park Golf Course. The Tennis Centre contains 10 all-weather tennis courts, parking for 65 cars, catering and changing room facilities and viewing platforms. The Tennis Centre is located on Victoria Park Road, Kelvin Grove and is connected to the main campus by a pedestrian bridge.

Northgate Playing Fields

Brisbane Grammar School's Northgate Playing Fields are an extensive complex of 10 ovals incorporating specialist coaching facilities, a covered grandstand and function room, and a fully equipped canteen and undercover barbecue. The sporting fields are just under 12 km from the Gregory Terrace campus and are located at 773 Nudgee Road, Northgate.

The Boat Shed

The School provides an extensive rowing program for boys in Years 7 to 12. This activity is based at the Boat Shed on the Milton Reach of the Brisbane River, about a 10-minute drive from the main campus. The facility has a dedicated pontoon and multi-bay shed and during the rowing season it is open seven days per week. The School provides access to the rowers from Brisbane Girls Grammar School during the Brisbane Schoolgirls' Rowing Association's competitive season. The Shed is located at Riverside Drive, West End.

Outdoor Education Centre

The School has provided a vibrant outdoor education experience for students at the Outdoor Education Centre, Pepperina Hill on the shores of Lake Moogerah for over 40 years. In 2017, the School purchased a 200 acre block of land in mountainous country on the edge of Lake Moogerah. The acquisition will provide the program with campsites, rock climbing and remote wilderness bushwalking. The Centre also includes dormitories, commercial standard kitchen, dining room, amenities, staff accommodation, workshops and laundry. In addition, there is a number of on-site adventure components including the boat shed, climbing tower, low and high ropes courses, and flying fox. The Centre is situated at 1156 Lake Moogerah Road, Moogerah.

LEGISLATIVE BASES

Grammar Schools Act 1860

The *Grammar Schools Act*, passed by Queensland Government in 1860, provided for the establishment of secondary education in the State. By 1868, enthusiastic public subscribers had raised sufficient funds to establish Brisbane's first grammar school, which was also the first public secondary school in the city. In that same year, Prince Alfred, Duke of Edinburgh, laid the foundation stone at the School's original site at Roma Street.

The doors of the new school opened in February 1869, with 94 students and four masters under the leadership of Headmaster, Thomas Harlin. In 1881, the School was moved to its present site and the magnificent neo-gothic style Great Hall and classrooms were opened that year. With the opening of the boarding house in 1886, the School became one of the first in Queensland to provide unified boarding facilities on a single site.

Grammar Schools Act 2016

The *Grammar Schools Act 1975* provided for the establishment and regulation of the School, including the constitution of the Board of Trustees and the functions of the Board. These matters are now provided for in the *Grammar Schools Act 2016*.

The *Grammar Schools Act 2016* does not alter the status or functions of the Board of Trustees or the Board's responsibility for the governance of the School. The *Grammar Schools Act 2016* allows for more flexibility in both the number and term of appointment of members of the Board of Trustees. The Board of Trustees has considered how this provision will support the Board in having appropriate skills and gender balance, and corporate knowledge as it considers succession planning of Trustees.

Values and ethics

School Values

Brisbane Grammar School values:

- Endeavour
- Learning
- Respect
- Leadership
- Community

Ethics

Brisbane Grammar School and its staff have high standards of professionalism, which are informed by the Australian Institute of Teaching and School Leadership's (AITSL) professional standards for teachers and school leaders. These standards ensure high-quality practices by the teaching staff, who are also bound by the Queensland College of Teachers (QTC) Code of Ethics for Teachers in Queensland.

In addition, Brisbane Grammar School has negotiated and agreed a school ethos standard with both teaching and non-teaching staff at the School. In agreeing to this standard, the School and the staff are committed to sustaining and enhancing the School's culture through actively advocating the values and ethos of the School through their actions and communication, both within the School and the wider community. The School and its employees know and are committed to the purpose and values of the School and this is demonstrated by employee practice, which is guided by and demonstrates endeavour, learning, respect, leadership and community.

Leadership

Board of Trustees

The *Grammar Schools Act 2016*, which came into effect on 1 January 2017, replaced the *Grammar Schools Act 1975* with modern legislation that aims to meet the contemporary needs of the School and simplify administrative processes. The Act provides for the establishment and regulation of the School, including the constitution of the Board of Trustees and the functions of the Board.

The Minister for Education is responsible for the administration of the *Grammar Schools Act 2016*.

In 2018, the Board consisted of nine members appointed by the Governor in Council of whom:

- six are nominated by the Minister for Education (with one filling a casual vacancy created by the retirement of the predecessor); and
- three are elected as prescribed by the *Grammar Schools Act 2016*.

Elected Subscriber Representatives	Ministerial Nominees
Mr Howard Stack (Chair)	Ms Susan Palmer
Dr John Fenwick (Deputy Chair)	Professor Doune Macdonald
Mr Christopher Morton	Mr Stephen Lonie
	Ms Megan Houghton
	Mr Warren Traves
	Professor John Humphrey

The Board of Trustees oversees the governance of the School, with responsibility delegated to the Headmaster for day-to-day management, curriculum leadership, recruitment and appointment of staff. The Headmaster, Secretary to the Board of Trustees and Chief Financial Officer, four Deputy Headmasters, Head of Middle School, Executive Director – Educational Innovation and Executive Director – Advancement and Community Relations attend the significant majority of Board meetings.

Strategic risks, opportunities and challenges.

The School has a number of opportunities, challenges and risks in the current operating environment. These include:

- (i) The population growth in South East Queensland;
- (ii) Balancing parents' capacity to absorb fee increases with the School's desire to maintain and where appropriate increase the levels of service;
- (iii) Increasing competition from both public and private schools in our main catchment areas;
- (iv) Regular changes to the government funding models which impact mid and long-term planning; and
- (v) Significant cost structures for grammar schools pertaining to staff, insurance, energy, and regulatory compliance.

As it looks to the future, the School has incorporated the following strategic intentions into the Strategic Plan 2018 – 2022 to manage these challenges and risks:

- (i) Achieving leadership in research driven teaching and learning, wellbeing and extracurricular practices;
- (ii) Maintain and enrich a culture of growth, collaboration and care;
- (iii) Maintain and enhance school infrastructure to enable academic, wellbeing and extracurricular programs;
- (iv) Ensure a sustainable financial position that supports the ongoing development of the School; and
- (v) Ensure that the School's reputation is synonymous with excellence in education.

Board committees

All members of the Board perform their duties on a part-time basis for no remuneration. The Board met eighteen (18) times during 2018. The Board has established various committees which meet on a regular basis to provide detailed governance in specialist areas. These committees are comprised of representatives of the Board as indicated below:

	Finance	House and Grounds	Education	Nominations	STEAM	Advancement and Community Relations
Mr Stack				Chair		Chair
Mr Fenwick AM		Chair				
Ms Palmer	Member					
Prof Macdonald			Chair	Member		
Mr Lonie	Chair			Member		
Mr Morton		Member			Member	Member
Ms Houghton	Member				Member	
Mr Traves					Chair	
Prof Humphrey	Member		Member			

Finance Committee

The Finance Committee meets 8 times per year and monitors the business activities of the School including financial performance, treasury management and risk. This committee also oversees the external audit and statutory financial reporting obligations of the School.

House and Grounds Committee

The House and Grounds Committee meets quarterly and oversees the infrastructure of the School including refurbishment and minor capital works.

Education Committee

The Education Committee meets quarterly and reviews progress and plans regarding the education program and staffing of the School. This committee oversees the advancement of the School's Effective Thinking Cultures agenda.

Nominations Committee

This committee meets as and when required to assess and advise on various aspects of the Board, including performance evaluation, skill assessment, composition and succession planning.

STEAM Committee

This committee meets as and when required to oversee the realisation of the School's integrated STEAM infrastructure (Science, Technology, Engineering, Art and Mathematics). Management's STEAM Project Control Group reports to the STEAM Committee on a regular basis.

Advancement and Community Relations Committee

The Advancement and Community Relations Committee meets quarterly and monitors various aspects of the School's community relations, including the P&F Association and the Old Boys' Association. This committee also focuses on advancement activities, including fundraising and marketing efforts. In 2018, this committee was actively involved in overseeing the School's sesquicentenary celebrations.

Biographies

Mr Howard Stack | BA LLB (UQ)

Trustee since 1991, Chair

Howard Stack is a lawyer and experienced company director with both listed and unlisted companies, including several as Chair. He was a partner of the leading national law firm Allen, Allen & Hemsley until 2001, and before that a partner with predecessor firm Feez Ruthning from 1969 to 1996. Howard is a BGS Old Boy and was School Captain in 1962. His son also attended BGS and his daughter attended BGGS.

Dr John Fenwick | BE (UQ) DPhil (Oxon), DEng (UQ), FIEAust, RPEQ, AM

Trustee since 1999, Deputy Chair

Dr John Fenwick attended BGS from 1958 to 1961, gained an Open Scholarship, and studied Civil Engineering at UQ before taking up a Rhodes Scholarship at Oxford in 1967. In 1988, he took charge of bridge engineering with Main Roads. He currently works as an independent consultant. John's three sons attended BGS, as did his father and brother. He has served on several other boards including the Senate of The University of Queensland.

Professor Doune Macdonald | BHMS(Ed) (Hons)(UQ), PhD (Deakin), FNAK, FAIESEP, GAICD

Trustee since 2011

Professor Doune Macdonald was the Head of the School of Human Movement Studies at The University of Queensland from 2004 and is currently Pro Vice-Chancellor (Teaching and Learning) at the University. She also serves on the board of Queensland Curriculum and Assessment Authority and has previously held directorships with UQ Sport Ltd and St Margaret's Anglican Girls School.

Ms Sue Palmer | BCom (UQ), CA, FAICD

Trustee since 2011

Sue Palmer has had an executive career spanning more than 30 years in senior financial and commercial roles across a range of industries, most recently as Chief Financial Officer of Thiess. Sue is now a professional non-executive director, and sits on the boards of New Hope Corporation, RCR Tomlinson, Qube Holdings and Charter Hall Retail. Her son is a BGS Old Boy.

Mr Stephen Lonie | BCom MBA (UQ), FCA, FAICD, FINSA

Trustee since 2003

Stephen Lonie is a Chartered Accountant, working for over 30 years with KPMG, with seven years as Managing Partner of Queensland. Since 2002, he has been self-employed as a Chartered Accountant and Management Consultant. Stephen is an experienced company director and holds a number of current Board positions. Both Stephen and his son are BGS Old Boys.

Mr Christopher Morton | BCom LLB (UQ), LLM (Cantab), FINSIA, MAICD

Trustee since 2003

Chris Morton was a partner of international legal firm Phillips Fox prior to moving into funds management. He was the Founder and Managing Director of Property Funds Australia Limited and was Managing Director and Deputy Chair of ASX-listed Trinity Limited from 2009 until 2016. Chris is a BGS Old Boy and was School Captain in 1973. His four sons are also Old Boys.

Ms Megan Houghton | BCom, BA (Econ) (UQ), GAICD

Trustee since 2018

Megan Houghton was appointed to the Board of Trustees on 17 April 2018. She has over nine years' experience as a non-executive director on public and private company boards, including chairing several board committees. Megan also has 22 years' experience in CEO, senior executive and management consultant roles working for listed companies, government, and professional service firms, including PricewaterhouseCoopers, Energex, United Energy, CitySmart, ERM Power and the Queensland Government as the Director General of Tourism, Small Business and the Commonwealth Games. Megan is a recognised business leader with accolades including Queensland Telstra Business Woman of the Year in 2010 and named as an Australian Financial Review '100 Women of Influence' award 2012. She currently has a son at BGS and a daughter at BGGS.

Mr Warren Traves | BE(Hons), MEngSc,
FIEAust, CPEng, RPEQ, GAICD

Trustee since 2018

Warren Traves was appointed to the Board of Trustees on 17 May 2018. Warren is a civil engineer with over 30 years' experience in engineering and management. He has been with leading Australian professional services firm GHD for three decades and is a past director of the company. Warren is a past director of the Queensland Bulk Water Supply Authority (Seqwater) and has also been involved in a range of research bodies including the Advanced Water Management Centre at The University of Queensland, the Cooperative Research Centre for Water Sensitive Cities and the Australian Water Recycling Centre of Excellence. He is a BGS Old Boy, having graduated in 1982. His father, brother and son are also Old Boys.

Professor John Humphrey | LLB (UQ)

Trustee since 2018

Professor John Humphrey was appointed to the Board of Trustees on 17 May 2018. Professor Humphrey has over 30 years' experience as a commercial lawyer and is a trusted advisor to many boards. He is currently Executive Dean of the Faculty of Law of Queensland University of Technology. Professor Humphrey was previously a Senior Partner at the leading law firm King & Wood Mallesons. Professor Humphrey is a director of a number of listed public companies and a former member of the Australian Takeovers Panel. From 1993 to 1996, he was a member of the consultative group advising the Commonwealth taskforce on the simplification of Australia's corporate laws, and from 1992 to 1996 he was State President and National Vice President of the Securities Institute of Australia. He and his son are BGS Old Boys.

The Board of Trustees of the Brisbane Grammar School

Act or instrument	<i>Grammar Schools Act 2016</i>
Functions	<p>The functions of the Board of Trustees, as specified in Section 14 of the <i>Grammar Schools Act 2016</i>, are:</p> <ol style="list-style-type: none"> To supervise, maintain and control the operations of the Board's school; To erect, alter, add to, purchase or sell buildings used or to be used for the Board's school; To effect general improvements to the premises used or to be used for the Board's school; To provide an educational program for the Board's school; To make policies and procedures about: <ol style="list-style-type: none"> fees and charges payable in relation to students enrolled or to be enrolled at the Board's school; the discipline and conduct of students enrolled at the Board's school; the management and control of the Board's school; and the matters mentioned in paragraphs (a) to (d); Any other function given to the Board under this Act or another Act.
Achievements	<p>During 2018, the members of the Board of Trustees contributed to the realisation of a number of planned activities at the School including:</p> <ul style="list-style-type: none"> review and update of the School's master plan; review and approval of the School's Strategic Plan 2018 – 2022; allocation of resources to further progress realisation of the School's integrated STEAM pedagogy and infrastructure (Science, Technology, Engineering, Art and Mathematics); engagement with School's stakeholders, government officials and royalty during the School's sesquicentenary celebrations; review and approval of further infrastructural investments in Boarding, Outdoor Education and the Northgate Playing Fields; championing the School's philanthropic agenda; and allocation of resources to further enhance the School's pedagogy to position student thinking at the heart of education.
Financial reporting	<p>Not exempted from audit by the Auditor-General Transactions of the entity are accounted for in the financial statements / other</p>

Remuneration					
Position	Name	Meetings / sessions attendance (a)	Approved annual, sessional or daily fee	Approved sub-committee fees if applicable	Actual fees received
Chair	Mr Howard Stack	18	Nil	Nil	Nil
Deputy Chair	Dr John Fenwick AM	14	Nil	Nil	Nil
Member	Ms Sue Palmer	13	Nil	Nil	Nil
Member	Prof. Doune Macdonald	17	Nil	Nil	Nil
Member	Mr Stephen Lonie	13	Nil	Nil	Nil
Member	Mr Christopher Morton	17	Nil	Nil	Nil
Member	Ms Megan Houghton (b)	11	Nil	Nil	Nil
Member	Mr Warren Traves (c)	12	Nil	Nil	Nil
Member	Prof. John Humphrey	13	Nil	Nil	Nil
No. scheduled meetings/sessions		18			
Total out of pocket expenses		0			

(a) During the year, there were 18 meetings held of the Board of Trustees.

(b) Appointed 17 April 2018 and was eligible to attend 15 meetings.

(c) Appointed 17 May 2018 and was eligible to attend 13 meetings.

SENIOR LEADERSHIP TEAM

Organisational structure

The members of the Senior Leadership Team (SLT) have overall responsibility to the Headmaster for the strategic and operational activities at the School. The reporting lines of the members of the SLT are shown in the organisational table below.

Headmaster	Chief Financial Officer and Secretary to the Board of Trustees	Catering Manager Director of Finance Facilities Manager
	Deputy Headmaster – Extracurricular	Director of Athletic Development Director of Middle School Sport Director of Sport Directors of individual sports Heads of Art, Drama and Music
	Deputy Headmaster – Staff	Dean of Administration Dean of Teaching Development Director of Enrolments Director of ICT Human Resource Manager
	Deputy Headmaster – Students	Director of Boarding Director of Outdoor Education Director of Student Services Director of Student Wellbeing Programs Heads of Year School Marshall
	Deputy Headmaster – Teaching and Learning	Dean of Administration Dean of Curriculum Dean of Studies Director of Information Services Heads of Department
	Head of Middle School	Head of Middle School Administration and Events Curriculum Assistants - Middle School Director of Middle School Sport Heads of Department Head of Middle School Curriculum Heads of Year
	Executive Director – Advancement and Community Relations	Alumni and Community Relations Manager Archivist Communications Manager Fundraising Executive Fundraising Manager Marketing Manager
	Executive Director – Educational Innovation	Dean of Administration Associate Dean - Curriculum Dean of Studies Dean of Teaching Development Coordinator of Learning Analytics Heads of Department

Mr Anthony Micallef | BA, DipEd, MA (Syd), MACE, MACEL, Sabbatical (Harvard)

Headmaster

Anthony Micallef is the 12th Headmaster of Brisbane Grammar School. He is a graduate of the University of Sydney and has also completed a sabbatical at the Harvard Graduate School of Education. Anthony has taught in several independent boys schools in Brisbane and Sydney where he fulfilled leadership roles in the academic, student wellbeing and extracurricular domains. For the past 24 years, Anthony has served Brisbane Grammar School in a number of key leadership roles. He combines his strong academic, pastoral and sporting background with a collaborative style of leadership and an ardent belief in creating an inclusive educational environment, where individual strengths can be encouraged and nurtured.

Mr Mark Brusasco | BA (UQ), DipEd (UQ)

Deputy Headmaster – Extracurricular

Mark Brusasco joined the teaching staff in 1982. He has served in other senior positions including Head of Year and Deputy Headmaster – Staff and Administration. He has a significant sporting pedigree, having represented his state and country in football (soccer). He is also an Old Boy and, in his final year, played Firsts rugby and cricket.

Mr Ed Roper | BEd (JCU), BAppSc (Maths) (QUT), MACEL, Sabbatical (Harvard)

Deputy Headmaster – Staff

Ed Roper joined the School as the ICT curriculum support teacher and Teacher of Mathematics in 1982. Since then, he has been a Boarding Housemaster, Head of Year, Head of Mathematics, and, in the early 2000s, planned and led the introduction of middle schooling at the School. He commenced his current role in 2006.

Mr David Carroll | GradDipArts (ACU), BA (UQ), GradDipTeach (ACU), MEL (ACU)

Deputy Headmaster – Students

David Carroll commenced working at Brisbane Grammar School in 2014. David's career has focused on the area of student wellbeing. He has held senior leadership positions in this area since 1998. David's focus is on the establishment of a system of individual care, where boys are mentored within a caring community atmosphere.

Mr Steve Uscinski | BA (Hons)(UQ), GradDipT, MEd (QUT)

Deputy Headmaster – Teaching and Learning
Steve Uscinski leads the team of the Studies Directorate. In his more than 20 years at BGS, Steve has given service as a Teacher of English, coach of rugby and cricket, Director of the Senior Dramatic Production, Boarding Housemaster, school administrator and curriculum innovator and leader.

Ms Jacqui Zervos | BA (UQ), DipEd (UQ), MEdSt (UQ), MACEL, MACE

Executive Director - Educational Innovation
Jacqui Zervos joined the School in 1995 as a Teacher of Geography and History, having completed her initial teacher qualification at The University of Queensland in 1987 and then spending a few years teaching with Education Queensland. Jacqui is well known as a passionate and exemplary Teacher of Geography and took on the position of Head of Year in 2001. During the following five years as Head of Year, Jacqui completed her Masters in Education at The University of Queensland with a major study into boys' education. She was appointed Head of Middle School in 2006.

Ms Rebecca Campbell | BEd(OUT), MEdSt(UON), ProfCertIns(Melb), MACEL
Acting Head of Middle School

Rebecca Campbell joined BGS in mid-2013 as the School's first Head of Year 5 and 6. In recent years, she has completed a Masters degree specialising in educating boys and a Professional Certificate in Instructional Leadership through the University of Melbourne. Rebecca has acted in the Head of Middle School role on two separate occasions: Term 1 2017 and from the beginning of 2018.

Mr Mark Corgat | CA, MBA (GU), BCom (UQ), SMP (IMD, CH)

Chief Financial Officer and Secretary to the Board of Trustees

Mark Corgat joined BGS in 2017. His finance career spans more than 30 years, including tenures with KPMG and Ernst & Young; 10 years in the corporate finance function of Jupiters Limited (a top 100 ASX hotel and gaming group) including as Director of Finance; nine years in the corporate function of Holcim Limited (the world's largest producer of cement) including six years as global Head of Standards and Accounting Principles based in Zurich Switzerland; and

most recently as CFO and Company Secretary of Migas Limited, a not-for-profit charitable enterprise dedicated to training and qualifying trade apprentices throughout Australia. Mark is a Chartered Accountant (Australia), and has worked in several teaching capacities for both the Institute of Chartered Accountants and Griffith University.

Ms Heather Hamilton | MBA (UWA)

Executive Director – Advancement and Community Relations

Heather Hamilton joined Brisbane Grammar School in 2014. Her career as an external relations and fundraising professional spans more than 25 years in the education, corporate and not-for-profit sectors throughout Australia, Indonesia and Canada. In Heather's previous roles prior to joining BGS, she was instrumental in developing corporate, community and alumni partnerships, building a culture of philanthropy and delivering strategic marketing and communications.

STATUTORY REQUIREMENTS

Risk management

Effective risk management is a key factor in safeguarding the School's students, staff, assets and reputation. Brisbane Grammar School has a framework and a system of protocols in place to ensure appropriate risk management strategies are effective.

The School adopts the risk management methodology recommended in Australian and International quality standards AS/NZS ISO 31000:2009.

The protocols in place to manage and mitigate risk include a risk management framework incorporating:

- Risk management policy;
- Risk appetite statements for all major risk categories;
- Risk management matrix aligned with the risk appetite statements approved by the Board of Trustees;
- Regular reporting of risk issues to the Board of Trustees;
- Regular review of financial risks;
- Periodic assessment to the Board of Trustees of the strategic risks and relevant controls and treatments in place to manage and mitigate them;
- Annual self-assessment of compliance with key controls in place to manage risks; and
- Specialist legal review of all new policies and procedures before they are presented to the Board of Trustees for approval.

A separate risk register is also maintained for the School's Information and Communications Technology infrastructure. This risk register assesses risks associated with this infrastructure and is monitored quarterly by the Director of ICT and the ICT Steering Committee, which includes appropriate representatives from the Senior Leadership Team.

Audit

Internal audit

While the School does not have a structured internal audit function, the Finance Committee oversees financial performance, audit and risk management issues. Financial

outcomes are measured against operating budgets and forecasts. The Finance Committee requests management to review internal controls and processes as and when required. In 2018, this included a review of internal controls pertaining the receipting and recording of donations made to the School's Deductible Gift Recipient philanthropic funds.

External audit

The Queensland Audit Office performs the external audit of the School's financial statements, in accordance with applicable legislative requirements, including: the *Financial Accountability Act 2009*, the *Financial and Performance Management Standard 2009*, the *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Commission Regulation 2013*, the *Auditor-General Act 2009*, and *Australian Accounting Standards – Reduced Disclosure Requirements*. The Finance Committee of the Board of Trustees oversees the external audit process and engages directly with the Queensland Audit Office's delegate in conjunction with, and without, the School's Executive Management.

External scrutiny

Financial Accountability Act 2009, Auditor-General Act 2009

As a statutory body, Brisbane Grammar School is required to prepare financial statements in accordance with the *Financial Accountability Act 2009* and *Financial and Performance Management Standard 2009*. These statements are subject to annual audit under the *Auditor-General Act 2009*.

The financial statements for the year ended 31 December 2017 are available from the website of the Queensland Audit Office at: <https://www.qao.qld.gov.au/reports-parliament/education-2016-17-results-financial-audits>

The financial statements for the year ended 31 December 2018 are included in the Appendix of this Annual Report.

In addition, the financial statements of Brisbane Grammar School are also prepared

in accordance with applicable requirements of the *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Regulation 2013*, and other prescribed requirements.

In May 2018, the Queensland Audit Office (QAO) tabled a report in the Queensland Parliament entitled *Education: 2016-17 Results of Financial Audits (Report 15: 2017-18)*. This report may be accessed online at the QAO's website and summarises the results of QAO financial audits of the eight Queensland grammar schools and their controlled entities with a financial year end of 31 December 2017. The QAO report provides an overview of the grammar schools finances at 31 December 2017 and of the financial accounting issues that arose during the audits.

There were no matters contained in the QAO Report specifically addressed to Brisbane Grammar School. Queensland grammar schools were collectively advised by QAO of the need to monitor their financial performance to ensure they remain financially sustainable, and to continue to manage their costs to mitigate the risks of changes in government funding arrangements and external market forces. Brisbane Grammar School reflects this advice from QAO in its processes related to annual budgeting, mid-term forecasting and strategic planning.

Education (Accreditation of Non-State Schools) Act 2017

As defined in Section 6 of the *Education (Accreditation of Non-State Schools) Act 2001* (the Act), Brisbane Grammar School is a non-State school providing primary (Years 5 and 6) and secondary (Years 7 to 12) education.

On 2 March 2018, the NSSAB requested information from the School in relation to a matter reported to it by a member of the public regarding a post on social media depicting three of the School's students. The School responded to the NSSAB's request for information. On 11 April 2018, the NSSAB confirmed that it had formed the view that, on the information available to it, there is no basis for further action by the NSSAB on any of the issues raised.

During the year ended 31 December 2017, the School participated in the NSSAB's

cyclical review program. The School provided a review plan for the review and gave the Board information to assist the Board in its monitoring responsibilities. On 1 March 2018, the NSSAB confirmed that the Board of Trustees of the Brisbane Grammar School is and continues to be, suitable to be the School's governing body and the School is complying with the NSSAB's accreditation criteria.

Education (General Provisions) Act 2006

As an operating non-State School under the *Education (General Provisions) Act 2006* (the Act), the School has not issued any directions under sections 346, 348, 349 and 350 of the Act. During 2018 the School did not receive any applications under section 347 and 349B of the Act.

Education (Queensland College of Teachers) Act 2005

Under Section 74 of the *Education (Queensland College of Teachers) Act 2005*, Brisbane Grammar School is a prescribed school. During the reporting period, no notices were issued by the QCT about teachers at the School under Section 56 of the Act.

Royal Commission into Institutional Responses to Child Sexual Abuse

In November 2015, the Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission) conducted a public hearing into the response of Brisbane Grammar School and St Paul's School to allegations of sexual abuse by Kevin Lynch committed at BGS from 1976 to 1988, and subsequently at St Paul's.

A report into the case study was published in January 2017. A supplementary report was published in August 2017. The Royal Commission also published its final report in December 2017 and the process of the Royal Commission has come to an end.

Another matter relevant to the sexual abuse by Kevin Lynch is that the School and its insurers have been dealing with claims by former students since 2002. Subsequent to the Royal Commission's public hearing and report, the School has continued to receive further claims from past students in relation to abuse. The School's approach to resolving these claims has always been a face-to-face, personal apology by the Chair and current

Headmaster, ongoing counselling for as long as is necessary, and mediated compensation payments where each former student is represented by independent lawyers. This process is consistent with the recommendations of the Royal Commission to date.

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

Investigation by the Queensland Ombudsman regarding decision not to refund school fees

On 15 September 2017, the Queensland Ombudsman (Ombudsman) advised that it had made a decision to investigate two separate complaints it received from the parents of two former Lynch victims in respect of the Board's decision not to refund school fees to parents of Lynch victims. The Ombudsman requested information from the School in relation to that decision. The School provided the Ombudsman with the requested information.

On 27 June 2018, the Ombudsman advised that further investigation of the complaints was not justified on the basis that the Ombudsman was unable to identify evidence of maladministration in the decision-making process undertaken by the Board.

Request from Crime and Corruption Commission to publish a policy dealing with complaints against the public official

Following an audit of independent schools by the Crime and Corruption Commission (CCC), on 17 April 2018 the School was advised by the CCC that, pursuant to section 48A of the *Crime and Corruption Act 2001* (Qld), the School was required to have in place a policy which outlines how the School will deal with a complaint made against the 'public official' of the School.

The School prepared an appropriate policy which was approved by the Board in August 2018 and appropriately publicised. The CCC has confirmed the policy complies with the requirements of the Act.

Record keeping

Brisbane Grammar School uses data collected from a range of sources to inform its decision-making processes. The School stores both structured and unstructured data that fulfils its purposes but relies most heavily on our community database.

The following points relate specifically to the School's use of this database.

- The School collects attendance data on a per-period basis to ensure an improved standard of care for our students. This has been facilitated via a mobile app and Windows software.
- The School converts all paper-based enrolment records to digital form. Paper-based enrolments will be in the minority by the end of 2018 as online enrolments are fully adopted.
- Management and support of the School's information systems are the responsibility of the Director of ICT. The Director is supported by a team of professionals who specialise in information systems, including the Manager of Information Systems and a database administrator. These employees are responsible for supporting infrastructure and ensuring compliance with the processes and protocols that have been implemented, to ensure that accurate record keeping and data storage are maintained.
- All information systems are subject to hourly, daily, monthly and yearly backup regimes and are archived to disk. An offsite backup repository site has been implemented to provide an additional level of redundancy for this data set.
- Any changes/upgrades to the system are managed via a formal change management process.
- There have been no known breaches of information security protocol and all user activity on the information system is logged and audited.
- Password changes are forced on a regular scheduled basis and relevant staff are regularly reminded of information security obligations.
- Audits of user and group security access to the community database are completed regularly.

- An Information Asset register for classification and handling of information assets in accordance with the Queensland Government Information Security Classification Framework is in place.
- A comprehensive Information Security Plan aligned to Information Standard 18: Security is in place.

The School has completed a gap analysis of its alignment with the Queensland Government Chief Information Officer's Information Standard 40: Recordkeeping, and Information Standard 31: Retention and Disposal of Public Records.

Where required, compliance related activities have been undertaken and the related policies are being upgraded.

There are a number of formal roles assigned to the records keeping function. These include:

- The School Archivist;
- The Director of ICT;
- The Dean of Curriculum, and
- The School Historian.

These roles have specific duties regarding public records and are complemented by processes designed to preserve public records. For example, all records of meetings of the Board of Trustees are digitized, catalogued and stored in the archives.

The School's Recordkeeping Policy and associated Retention and Disposal of Public Records Policy have been drafted and are currently being reviewed prior to their approval by the Board of Trustees.



Section B

Strategy Report

FROM THE CHAIR

Brisbane Grammar School has much to be proud of as we celebrate our first 150 years as a school, and much to be thankful for as the beneficiaries of the hard work and sacrifice of so many past BGS generations. Pride in past contributions underscores our commitment to continue to add to what has been achieved.

As with life in general, our first 150 years have not always been easy. Wars, depressions and lack of financial capacity have slowed the grand visions of great men to realise their dreams of what they believed the School should be.

And of course, there have been failures, and it is appropriate to continue to recognise the courage and dignity of the Lynch victims who have come forward and joined with us in the very difficult processes we have implemented to ease their hurt and loss. We are a better place for their courage in coming forward to us, and to the Royal Commission.

We cannot erase their hurt, but we will continue to support them, and promise them that this monumental failure of governance is properly recorded in the new 150-year history of the School, to be published early in 2019.

The quality of our educational outcomes at BGS is not accidental. The professionalism and commitment of our teachers in readying our boys for life are outstanding. In a digital world, the ways boys learn and the way we teach them, is changing significantly, and our dedicated teachers are engaged at the centre of this change.

The support we must give to our teachers includes, of course, the provision of infrastructure to optimise teaching and learning, and this continues to have special focus as we finalise the detailed planning of our well-publicised STEAM project. Our preparation has been typically painstaking, which is a trademark here at BGS. An architectural competition, to implement the requirements of what is an exciting educational brief, will be decided shortly. Construction is still targeted to commence in 2020, subject to successful fundraising, financing and planning approval in 2019.

The sciences and mathematics have always been at the core of what we provide at BGS. In 1911, the School sold what became the Kelvin Grove Army Barracks for 8000 pounds in order to pay back 4000 pounds of government debt, and to build its first dedicated science block.

This critical project will bring the teaching of sciences and mathematics to the forefront of best practice. It will blend the teaching of the sciences and mathematics with the teaching of design, technology and art, break down silos and foster creativity. The science fiction of yesterday is frequently today's reality. It will also provide much-needed space for our important Middle School. It will be our biggest project ever and it will be transformative.

As with all our major projects, the support of the wonderful BGS community will again be important, and an active fundraising program will commence next year.

Looking forward, our other major initiative for 2019 is our 20/20 Endowment Campaign. It is our goal to raise our Endowment Fund from \$11M where it now stands, to \$20M by 2020.

While I think Sir Charles Lilley would be proud of what he gave birth to 150 years ago, he would, I think, be concerned about the limitation which the level of our fees today place upon access to BGS from a broad socio-economic cross-section of society.

Lilley's dream, enshrined in the *Grammar Schools Act 1860*, was for BGS to be non-denominational, and funded by government scholarships so that the School would be open to all classes without distinction.

However, the finances of the then-colony of Queensland were not adequate to realise this dream, and so the School opened with a mix of both government scholarship holders and fee-paying students. This socio-economic diversity, forged by Lilley and the State, has been a key element of BGS culture ever since.

Not surprisingly, with the removal of State Government scholarships in the 1960s, this mix was, of necessity, diminished because the School could not afford to fund the same number of scholarships which had until then been provided by the government.

The Board has now made a decision to take steps to reverse this trend with the 20/20 Endowment Campaign. The income from the School's Endowment Fund presently supports about 60 boys in the School, and our initial target is to increase the Endowment Fund to facilitate 10% of the BGS student body being so supported. This is what the top international schools and universities do, and our aspirations should be no less. Indeed, we must not fail if we are to stay true to the ideals forged by Lilley and the State 150 years ago.

We are progressively working our way through to every living Old Boy year group and requesting them to create their own separate endowment sub-fund, and to grow it over time as their financial circumstances allow. The responses are encouraging, from as far back as the year of 1943; a year group which left BGS and went straight to war.

We are particularly excited by the willingness of the departing Year 12s to create their own fund as they leave, also with a commitment to grow it when their vocational and family circumstances allow. The Class of 2018 is joining those of 2016 and 2017 in the beginnings of what will become an embedded tradition. Pleasingly, a number of Year 12 parents are supporting this philanthropic commitment by their boys as they leave.

The Board of Trustees and our Senior Leadership Team have likewise committed to this campaign, and as I move into the twilight of my leadership of the Board, I have committed to lead this key cultural project so that endowment becomes firmly embedded in the DNA of all Old Boy year groups.

As we celebrate our first 150 years, I think we can proudly say that we continue to stand tall as a key institution in our community, and one whose standing has not been diminished. Readyng our boys to lead in the face of an increasingly complex society has never been more important, and we must ensure that our support remains steadfast. Schools like BGS provide reasons for us to be optimistic. They are an investment in our future.

So, we have long-term plans at BGS which reflect our optimism in the future. Following STEAM, the extension and modification of our Centenary Hall into an effective performing arts centre is anticipated, and entry into co-educational primary schooling, either at Northgate or adjacent to our Spring Hill campus, is scheduled to follow thereafter. The gaps between these major projects is, of course, necessitated by the need to pay down debt and maintain a strong balance sheet. And of course, there are many more 'stay in business' projects. Projects such as the BGS Tennis Centre completed last year, our Moogerah acquisitions, and the Northgate upgrade now underway, fall into this category. There is always plenty in between the 'majors' to keep us focused.

It is important that the dedication of our P&F in their support our projects, large and small, is again acknowledged, with the P&F Auxiliary leading from the front. It is a unique part of our BGS culture. We are deeply in your debt.

FROM THE HEADMASTER

Brisbane Grammar School's 150th anniversary since foundation has been filled with triumphs and much festivity. 2018 started with the news that the previous year's graduates achieved exceptional academic results. A total of 41 students achieved an OP1, which increased to 75 OP1 equivalent students when combined with those who earned bonus ranks.

OP1 and OP2 results accounted for 30% of the year group, the second highest on BGS historical record. The maximum possible Australian Tertiary Admission Rank of 99.95 was achieved by three students, with a further seven students achieving an ATAR of 99.90. Overall, the consistency of the Class of 2017 was evidenced by the median OP4, only achieved once before by a graduating class.

By any available measure, Brisbane Grammar School students have consistently performed at the highest level. This is testament to our strong learning culture and to the overall breadth and balance of the educational experience BGS offers boys. Our students perform well in all kinds of assessments, including standardised tests like NAPLAN, precisely because they are challenged as learners to develop the broad suite of skills in thinking, communication and metacognition essential to leading successful and fulfilling lives and careers.

The 2018 NAPLAN highlights revealed that the Year 9 results are the best in Queensland as measured across all skill domains; BGS again has the strongest results in numeracy in the state in Years 5, 7 and 9; and BGS remains the best-performing boys school in Queensland across all NAPLAN measures.

Looking to the future, 2019 is year one of a transformed academic system for all Queensland high schools. Our current Year 10s, the seniors of 2020, will undertake their studies in Years 11 and 12 with a completely revised suite of syllabuses in every subject, using a different set of assessment measures, all culminating in a new tertiary rank for accessing post-school pathways.

Brisbane Grammar School is a strong proponent of the new standards and our talented teaching staff have been heavily involved in trials, writing teams, marking operations, consultative groups and workshops, ensuring our organisational readiness for the transition. Our students will be very well prepared, both cognitively and emotionally, for the challenges of the new assessment regime; and just as importantly the current Year 11 cohort will be well versed for the final year of the OP system.

As in any new system, there are some changes in language and process to which we will adapt. What will not change at BGS are the foundational principles of a broad liberal education and the importance of students learning to be thinkers and not simply test takers. Building our students' critical thinking capacities to better equip them to regulate their learning (what we term metacognition) is our strategic academic intent. Educational research consistently confirms that students who are metacognitive perform better in all modes and systems of assessment, both in and beyond school. Our commitment as a school to building Effective Thinking Cultures engages teachers and students to understand content through cognitions; to understand what they value in their thinking practice; to modify thinking as the context demands; to utilise knowledge in meaningful ways; and to understand and consciously employ the virtues of effective learners.

The education of young people requires scholarly, social and emotional instruction. It may be self-evident to say that schools play a critical role in supporting students to make healthy choices; however, we believe firmly in the view that we have a responsibility to teach, model, build behaviour practices and deliver curriculum that supports health and wellbeing.

The School continues to augment its child safety practices. The Child Protection Committee comprised of staff, parents, external experts and students have established a framework to guide the implementation of the Royal Commission's recommendations.

As part of the School's commitment to the ongoing personal growth of our students, this year saw the commencement of the Extended Day Study program. This course offers three hours of directed study and tuition two evenings a week. The feedback from students and parents has been overwhelmingly positive and student outcomes indicate that the program is valuable.

BGS aims to support its graduates to mature into men of character who contribute to their families and communities. The School's Public Purpose program fosters this ambition. Our longstanding partnership with Nursery Road State Special School flourishes as does our relationship with The Exchange at Kelvin Grove, where BGS boys tutor refugee children. Fundraising remains central to the program and we continue to support multiple community partners.

The BGS Gender Respect Committee invited boys to examine socially relevant issues such as equality and diversity and the immersion programs encouraged them to make a demonstrable difference in communities. Project Cambodia enabled Year 10 students and BGS staff to build houses and complete important infrastructure ventures. Similarly, the Cape York Indigenous Immersion permitted BGS staff and students to visit some of the most remote communities in Australia and learn from Elders in Cape York.

In line with our commitment to global citizenry, BGS takes part in many international leadership conferences. These summits provide a forum for students to globally network and explore world issues. This year, boys represented BGS at the Loudoun International Youth Leadership Summit in Virginia, others took part in the Asia-Pacific Young Leaders Summit in Singapore and space tours to the United States. International physics tournaments and cultural exchanges remain popular.

Much closer to home our Outdoor Education program has experienced growth. At Moogerah, the renovation of the timber climbing tower has provided new age-appropriate height activities; and the Mt Alford and Pulpit Rock properties purchased last year have been transformed, ready for an official opening in 2019.

The School's Boarding program also evolves. Boys from diverse backgrounds learn and live on campus within an environment that caters for their academic, athletic, cultural and emotional needs. In January of this year BGS completed renovations of both Harlin House common rooms and the adjoining outdoor social space. A new staffing model involving teaching staff was employed to further enhance boarder care and academic coaching.

As one of the foundation schools of the GPS Association, Brisbane Grammar School has not only been celebrating its sesquicentenary but has joined other member schools in honouring the best of the association's rich history that has made GPS 100 years strong.

While our future is bursting with options, the present has provided much to rejoice. The extracurricular program at BGS offers real choice and real independence. The School continues to manage the most wide-ranging program of its type in the association and boys continue to participate in vast numbers. Very importantly, we remain committed to guiding and developing our young athletes to compete determinedly in an intensely competitive environment.

Across all sports and activities, BGS secured GPS premierships in Swimming, Debating and Gymnastics, and the School's Sailing and Cross Country teams placed second at championship events. Most strikingly, boys had success at state and national level in Tennis, Rugby, Rowing, Swimming, Debating, Cross Country, Cricket, Gymnastics, Water Polo, Fencing, Track and Field, Volleyball and Snowsports. Our senior Cross Country squad competed at the World Championship and placed an impressive fourth.

The School's cultural program was again grand. Grammar Community in Concert was spectacular, and another major highlight of 2018 was the Concert Tour of Europe. Our musicians performed in London and Paris, honoured our fallen BGS soldiers on the Western Front in France, shared their music with audiences in Warwick, Cambridge and Oxford and participated in the International

Eisteddfod in Wales where the Grammarphones placed second, with Head of Music, Mr Peter Ingram named best conductor.

Key to the growth of high-quality Arts practice at BGS is the facilitation of an engaging Drama program. The Senior Dramatic Production, *The Boy We Lost at Sea*, was a commissioned script written by Daniel Evans. It was one of the most memorable showcases of student comedic and dramatic talent, which resulted in an incredibly poignant and moving production. Additionally, student art exhibitions and the Old Boy collection at the annual Art Show complemented a stunning cultural season.

While we continue to enjoy our current physical environment, master planning remains an important strategic focus of the Board of Trustees and the Senior Leadership Team to ensure the School continues producing its enviable educational outcomes in state-of-the-art facilities. By Easter of 2019, an upgrade of facilities at Northgate will deliver an expanded, efficient and modern complex. Our sincere gratitude extends to the Wembley Club, Normanby Blues and Willow Club support groups, which each contributed to the design and funding of the upgrade, and the P&F Auxiliary who donated a further \$500,000 to realise this project.

In recent years, there has been considerable dialogue in educational circles to focus on an integrated science curriculum, known as STEM, to equip students with skills for careers in the 21st century. We have extensively researched the merits of the STEM agenda, and we believe the integration of Art with Science, Technology, Engineering and Mathematics is the key to offering divergent yet necessary ways of seeing and knowing the engineered world, or the visualisation that empowers modern scientific research. Hence, Brisbane Grammar School is driving its own STEAM agenda, integrating both the creative and scientific disciplines. The School is proceeding to the development and design phase in 2019.

Throughout the year, the School has had much delight in celebrating the 150th anniversary since its foundation in 1868. This milestone year provided us with the opportunity to not only share our rich history, but also connect with countless members of our extended community.

In addition to our normal calendar of events, this year BGS hosted innumerable celebratory events to feature this landmark. We commenced our sesquicentenary year with a Gala Dinner at Brisbane City Hall; treasured a royal visit from His Royal Highness The Prince Edward, Earl of Wessex; held a special Grammar Community in Concert; conducted celebrations in interstate cities; hosted regional gatherings and international reunions. We celebrated everything sport; held the inaugural Harlin House Reunion; and importantly acknowledged our precious volunteers, donors and sponsors at our annual Celebrating Our Community event.

As we look towards 2019, we will be ending our BGS150 celebrations with a special event commemorating the day the School's doors opened in February 1869. We are also looking forward to launching the official School history book written by esteemed historian Helen Penrose. *Light dark blue: 150 years of learning and leadership at Brisbane Grammar School* will reward those who wish to sample the School's history, as well as readers determined to delve more deeply. This elegant hardcover book celebrates the School's distinctive place in Queensland's educational landscape.

STRATEGIC INTENT 2018 – 2022

Brisbane Grammar School is committed to a liberal education philosophy. Our major goals for each boy are:

- to develop attitudes, skills, and a base of knowledge as a foundation for critical intelligence, imaginative and creative powers, effective communication and the capacity and enthusiasm for independent, lifelong learning
- to develop and extend personal character and talents
- to develop a strong sense of service, community, leadership and loyalty to others.

To achieve these goals, the School seeks to provide:

- a broad and balanced academic curriculum in which each boy is challenged to do his best
- highly competent teaching staff who are committed to the School's purpose
- a disciplined and supportive environment for learning
- a broad program of cultural, intellectual and outdoor activities
- sporting activities where boys are encouraged to strive vigorously for success, but always within the finest traditions of sportsmanship.

The School is committed to the personal and social development of each boy. It recognises that education is a responsibility shared between the School and the home, and promotes effective communication between the School and families.

1. Educational Leadership	Achieve leadership in research-driven teaching and learning, wellbeing and extracurricular practices
2. Culture	Maintain and enrich a culture of growth, collaboration and care
3. Infrastructure	Maintain and enhance school infrastructure to enable academic, wellbeing and extracurricular programs
4. Sustainability	Ensure a sustainable financial position that supports the ongoing development of the School
5. Community Relations	Ensure that the BGS reputation is synonymous with excellence in education

During 2018, the School updated its Strategic Plan for the period 2018 to 2022. The new plan builds on the five priorities in the Strategic Intent 2015 – 2017 which are:

1. A commitment to educational leadership in teaching and learning, wellbeing and extracurricular programs;
2. The maintenance of a community that is safe and a culture that promotes collaboration and care;
3. The delivery of school infrastructure that furthers student learning, wellbeing, sporting and cultural interests;
4. A sustainable financial strategy that supports the ongoing development of the School; and
5. An obligation to ensuring that the BGS identity is synonymous with excellence in education.

The Brisbane Grammar School Strategic Plan 2018 – 2022 provides a vision for the School's future. Underpinned by the School's Mission and Core Values, the plan offers the outline of strategic imperatives, explicit objectives and agreed targets.

For 150 years, Brisbane Grammar School has enjoyed strong enrolment, academic excellence and sporting and cultural outcomes that confirm our commitment to an ethos of excellence in boys education. The School seeks to provide a set of experiences which promote a purposeful growth towards self-discovery and good citizenry.

The Strategic Plan 2018 – 2022 also addresses the Queensland Government's objectives for the community, especially:

- Create jobs in a strong economy;
- Give all our children a great start; and
- Keep Queenslanders healthy.

STRATEGIC INTENT #1

Educational Leadership: Achieve leadership in research driven teaching and learning, wellbeing and extracurricular practices

Teaching and Learning	
Priorities	Selected highlights of 2018
Effective Thinking Cultures (ETC)	<ul style="list-style-type: none"> • Development of the ETC Strategy Team to collaboratively oversee the project • Appointment of Executive Director: Educational Innovation • Appointment of twelve Lead Learners to mentor teaching staff, developing their understanding of ETC and pedagogy and the implementation of individual teaching development plans for all teachers with a mandated ETC focus • Presentations to parents on ETC (Years 5 to 11) that included explanation of the elements of ETC • Restructuring of teachers' professional learning opportunities from the beginning of 2019 • Ongoing formal documentation and auditing of ETC curriculum (Years 5 to 12) • External report to evaluate and monitor the progress of ETC and inform future actions
New Senior Assessment and Tertiary Entrance Regime	<ul style="list-style-type: none"> • Teaching staff supported in completing the QCAA's accreditation course on assessment • 30 BGS teachers were involved as QCAA panellists and all are planning to transition to new system as endorsers or assessors • All senior departments have planned study sequences for Units 1 – 4, aligned with BGS assessment calendar 2019 – 2020 • Regular briefings re: QCAA changes provided to school community, including focus group sessions for parents of students impacted by changes in 2019 – 2020 • Realignment of all school assessment and reporting in Years 5 – 10 to reflect QCAA syllabus and curriculum changes
Learning Analytics	<ul style="list-style-type: none"> • Formation of a Learning Analytics Steering Committee to lead the data agenda • Development of a Project Plan for 2019 • Appointment of a Coordinator of Data Analytics • Real-time reporting to parents of class-based revision in Years 9 and 10 Mathematics trialled
Whole school curriculum map	<ul style="list-style-type: none"> • Australian Curriculum Assessment and Reporting Authority Learning Progressions in numeracy and literacy mapped against BGS curriculum • A plan created to manage implementation of Literacy Learning Progressions • Key QCAA cognitions and assessment modes for each syllabus identified and digitally 'tagged' to enable dynamic mapping
Digital Strategy	<ul style="list-style-type: none"> • No known cybersecurity issues • BGS Notifiable Data Breaches Standard implemented

	<ul style="list-style-type: none"> • Implementation of new learning management system • BGS cloud strategy in place
Student Wellbeing	
Student Wellbeing	<ul style="list-style-type: none"> • Learn2Lead program implemented across Years 7 – 9 • Years 11 and 12 Tutor Group student voice meetings held • Six parent education/information evenings held • Connections with other schools developed through Gender Respect, Closing the Gap, Explicit Sexual Imagery Committees • Years 5 – 12 Student Wellbeing curriculum themes with ETC Focus completed with Years 5 and 6 fully detailed • Provision of professional learning for teachers to enhance the role of Form Tutors • Implemented Child Safe Institution audit including a Framework for Child Protection at BGS • A focus on belonging as a source of improved wellbeing • Implemented transition program Years 8 and 10 • Provided anxiety and stress management learning opportunities for students
Boarding and Health Centre	<ul style="list-style-type: none"> • New residential staffing model implemented • Provided enhanced provisions for of student voice regarding boarding experience • Training program implemented for staff on positive relationships • Boarding sleep program implemented • Life Skills program completed • Entry and Exit safety procedures finalised for boarders
Outdoor Education	<ul style="list-style-type: none"> • Developed a student tracking platform for each student • Developed an IT-based protocol for collection of medical data • Developed a comprehensive briefing and debriefing process • Created Standard Operating Procedures for camp operations • New programs completed for Year 10 • Implemented a plan for management of vegetation on new properties • Development of new outdoor site for usage in Outdoor Education program
Student services	<ul style="list-style-type: none"> • Revised senior subject selection process implemented • Enhanced understanding of pathways for Indigenous students developed • Developed a coherent program for graduate university transition/placement and future workforce options
Indigenous program	<ul style="list-style-type: none"> • Reconciliation Action Plan implemented • Staff visit Cape York Leadership Program and schools in Far North Queensland resulting in enhanced networks with these institutions • Implemented the Deadly Choices program • Introduced Harlin House induction process and leaders' weekend
Extracurricular	
Athletic Development program	<ul style="list-style-type: none"> • Developed a model for alignment across Physical Education, Athletic Development program and individual sport programs • Development of Directors' Forum to better enhance communication and capacity to develop high quality experiences for participants • Implemented management of concussion protocols and return-to-play protocols • Implemented enhanced medical communication protocols to for athletes who incur injuries

Quality coaching	<ul style="list-style-type: none"> • Implementation of Head Coach role statements to assist clarity of role • Development of shared practice between Head Coaches and Directors regarding coaching pedagogy • Development of a Music program strategic plan
Systematic review of programs	<ul style="list-style-type: none"> • Evidence from stakeholder survey and participation rates reviewed and show high level of satisfaction • Enhanced coach accreditation and induction programs
Leadership development	<ul style="list-style-type: none"> • Developed recommendations for each activity based on collected data • Formalised meetings and collaboration processes for the co-curricular team • Developed more emphasis on induction and coaching pedagogy
Program development using Framework for Teaching	<ul style="list-style-type: none"> • All programs adopted a whole-school approach to player-centred coaching • Development of role statements to assist feedback to coaches and managers
ICT support	<ul style="list-style-type: none"> • Introduction of child protection presentations and quizzes to Old Boy coaches and volunteers • Introduction of data visualisation software to track athletic development across some activities
Research into the use of Effect Size to measure success of programs	<ul style="list-style-type: none"> • Data measured against national standards • Data is used to assist boys' national standing

STRATEGIC INTENT #2

Culture: Maintain and enrich a culture of growth, collaboration and care

Outcomes	2018 Progress
Professional learning community and performance culture	<ul style="list-style-type: none"> • A process to understand the School's workplace culture implemented and a gap analysis of current v desired culture is underway • Suitable candidates were secured for all vacancies during 2018 • A revised recruitment and selection process including more reliable candidate screening • A revised schedule of orientation and induction activities implemented • HRIS selected and implemented • All teachers developed and implemented Teaching Development Plans • A program for supporting professional, administrative and services staff with performance review and development plans piloted • Employment engagement survey completed by all staff and focus groups formed to review outcomes
Mitigation of risk	<ul style="list-style-type: none"> • Risk Management Framework prepared • Risk Appetite Statements defined by the Board of Trustees • Risk Management Policy prepared • Risk Management Register reviewed quarterly by Board of Trustees • External specialist engaged to review risk management and compliance
Sesquicentenary history of the School	<ul style="list-style-type: none"> • BGS150 history book ready for launch in February 2019 • Online compendium developed and ready to be published in 2019 • History stories and facts shared via various print and digital communications

Sesquicentenary celebrations	<ul style="list-style-type: none"> Hosted and/or supported 38 engagement events in 2018 including: BGS150 Gala Dinner, Royal Visit, Grammar Community in Concert, OBA Annual Reunion Dinner, Celebrating 150 Years of Sport, David Malouf AO Gallery naming, Harlin House Reunion and Remembrance Day Engaged with more than 5300 members of our community
Advancement and philanthropy	<ul style="list-style-type: none"> Increase in the numbers of gifts received and new donors Feasibility commenced regarding fundraising capacity and capability for major priorities Rules for Deductible Gift Recipient Funds prepared and approved by Board of Trustees for improved governance Investment Strategy prepared for Bursary Fund
Extended community	<ul style="list-style-type: none"> Established and broadened working relations with the P&F Association and Auxiliary Established social media networking for all year groups and parent representatives Launched initiatives to engage families of past students
Student access	<ul style="list-style-type: none"> 2017 and 2018 student bursary funds initiated including P&F Bursary established in perpetuity 21 year groups currently engaged for Bursary program
BGS/BGGS synergies	<ul style="list-style-type: none"> Bus transport review and joint tender completed Shared facilities and security measures implemented (including rowing) Collaborative discussions commenced to address traffic congestion
State, national and international partnerships	<ul style="list-style-type: none"> Headmaster appointed to IBSC Board and BGS involvement in boys action research project Attendance by BGS staff and students at the International Young Leaders Forum Representation by senior BGS staff at G09's affiliation of schools across Australia and New Zealand Collaboration with the Danielson Group Membership of Positive Schools Australia

STRATEGIC INTENT #3

Infrastructure: Maintain and enhance school infrastructure to enable academic, wellbeing and extracurricular programs

Outcomes	2018 Progress
Gregory Terrace Master Plan	<ul style="list-style-type: none"> Master plan that outlines future building program for BGS completed Financial analysis completed, approved, and successfully tested against external finance providers' metrics and protocols
Northgate Master Plan	<ul style="list-style-type: none"> Northgate Master Plan completed with Stage 1 to be completed first quarter 2019
Facility upgrades	<ul style="list-style-type: none"> Additional sun safe social space provisions provided for Year 9 students. War Memorial Gardens precinct completed Reconfiguration of parking and pedestrian area completed Expanded social spaces for Year 12 completed
STEAM precinct Stage 1	<ul style="list-style-type: none"> Functional brief completed Architect tender in progress Funding requirements identified

STRATEGIC INTENT #4

Sustainability: Ensure a sustainable financial position that supports the ongoing development of the School

Outcomes	2018 Progress
Optimal financial wellbeing of the School	<p>Budget processes enhanced to include:</p> <ul style="list-style-type: none">• Trends in key performance indicators;• Relevant benchmarks analysed relative to comparator school group;• Fee increase scenarios;• Cost reduction initiatives to contain fee increases;• Top-down/bottom-up budget process, with School-wide assumptions and targets defined by the Board of Trustees, and granular financial budgets prepared by cost centre owners; and• Cash generation target established by the Board of Trustees to manage capital investment and debt servicing over the longer term.
Boarding capacity	<ul style="list-style-type: none">• Business case prepared for an upgrade to boarding house facilities• Transparent financial analysis of financial impact and performance of boarding• New outdoor recreation space for boarders

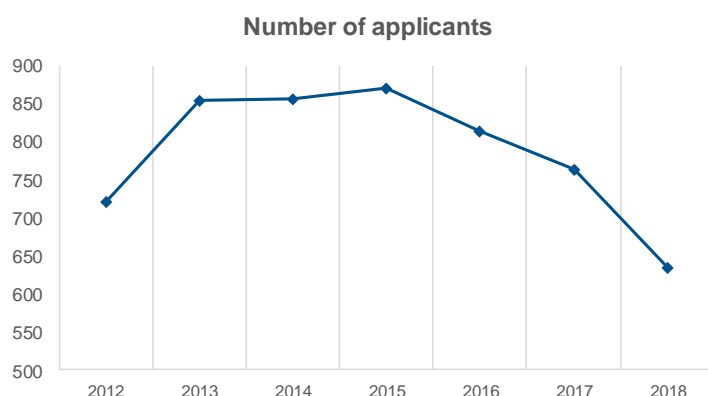
STRATEGIC INTENT #5

Community Relations: Ensure that the BGS reputation is synonymous with excellence in education

Outcomes	2018 Progress
Marketing	<ul style="list-style-type: none">• BGS at capacity with healthy waiting lists• Marketing planning for brand socialisation, enrolments and Harlin House commenced for implementation in 2019
Enhanced enrolment processes	<ul style="list-style-type: none">• Developed data analysis capacity in Enrolments staff
Communications and publications	<ul style="list-style-type: none">• Annual year-on-year engagement through social media increased• Monthly editorial received in major News Corp publications, the ABC and community/regional newspapers increased• BGS brand value proposition, brand style guide and written style guide completed

2018 In Review

Enrolments

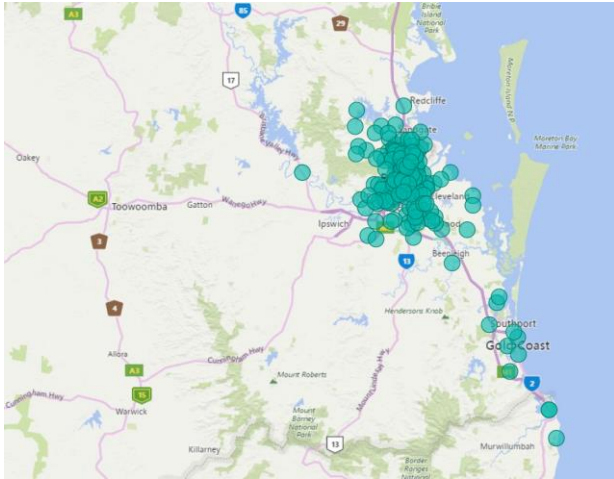


The School uses four key indicators to measure its Enrolments Office performance. They are: a sufficient pool of enrolments to ensure optimum school size; the number of enrolment applications each year; the population of students; and the diversity of, and accessibility for, students. The School's relative performance on these indicators during 2018 is shown in the following graph, table and maps.

Graph 1: number of enrolment applications processed each calendar year (all entry years)

STUDENT NUMBERS AT MONTH END - 2018												
	Budget	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Year 5	104	104	104	104	104	104	106	106	106	106	106	106
Year 6	110	109	109	110	110	110	111	111	111	112	112	112
Year 7	250	245	245	245	245	245	245	245	245	245	245	245
Year 8	250	252	252	252	252	252	252	251	251	251	251	251
Year 9	260	272	272	272	272	272	274	274	274	274	274	274
Year 10	260	260	260	260	259	259	259	259	258	260	260	260
Year 11	206	208	207	207	207	207	207	207	207	207	207	207
Year 12	260	259	259	258	258	258	258	258	258	258	258	258
Total	1700	1709	1708	1708	1707	1707	1712	1711	1710	1713	1713	1713
Of whom: Full time boarders		84	84	83	83	82	81	81	81	82	82	82
Temporary boarders	0	0	1	1	1	1	1	1	0	1	0	0

Table 1: total student population at the School, including the number of boarding students



Map 1: distribution of students within the greater Brisbane area



Map 2: distribution of students within Australia



Map 3: distribution of students with other countries' passports

Academic

NAPLAN Results – Year 5

Year	Cohort	Reading		Writing		Spelling		Grammar / Punctuation		Numeracy	
		Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %
5	QLD	506	95	454	97	497	94	501	94	488	96
	Aust	509	95	465	90	503	94	500	94	494	96
	BGS	604	100	512	100	569	100	585	100	590	100

Table 2: comparison of average NAP performances and percentages of students at or above the NMS in Year 5 for BGS, Queensland and Australia

NAPLAN Results – Year 7

Year	Cohort	Reading		Writing		Spelling		Grammar / Punctuation		Numeracy	
		Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %
7	QLD	535	94	494	84	542	93	542	93	542	96
	Aust	542	94	505	87	545	93	544	92	545	96
	BGS	611	100	564	99	596	99	619	100	630	100

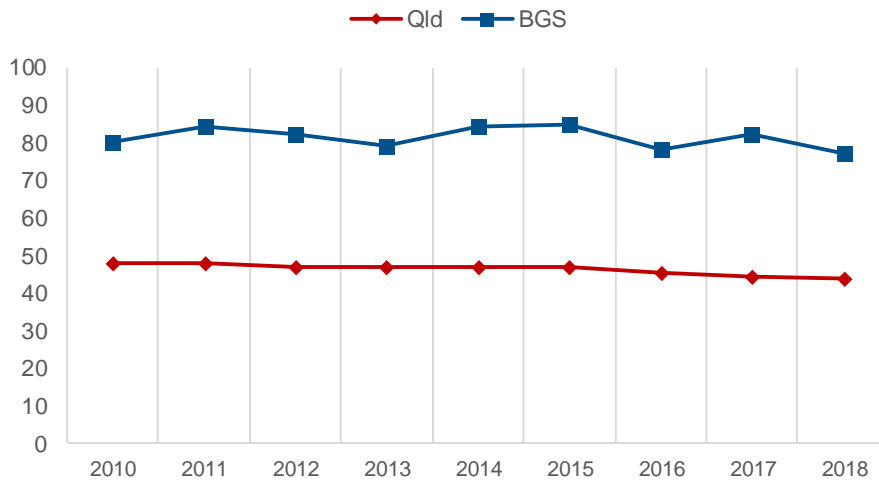
Table 3: comparison of average NAP performances and percentages of students at or above the NMS in Year 7 for BGS, Queensland and Australia

NAPLAN Results – Year 9

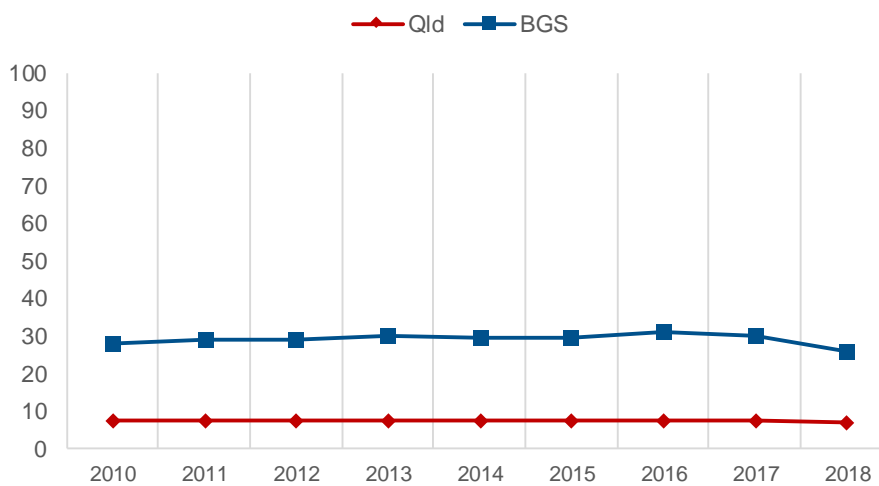
Year	Cohort	Reading		Writing		Spelling		Grammar / Punctuation		Numeracy	
		Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %
9	QLD	535	94	494	84	542	93	542	93	542	96
	Aust	542	94	505	87	545	93	544	92	545	96
	BGS	611	100	564	99	596	99	619	100	630	100

Table 4: comparison of average NAP performances and percentages of students at or above the NMS in Year 9 for BGS, Queensland and Australia

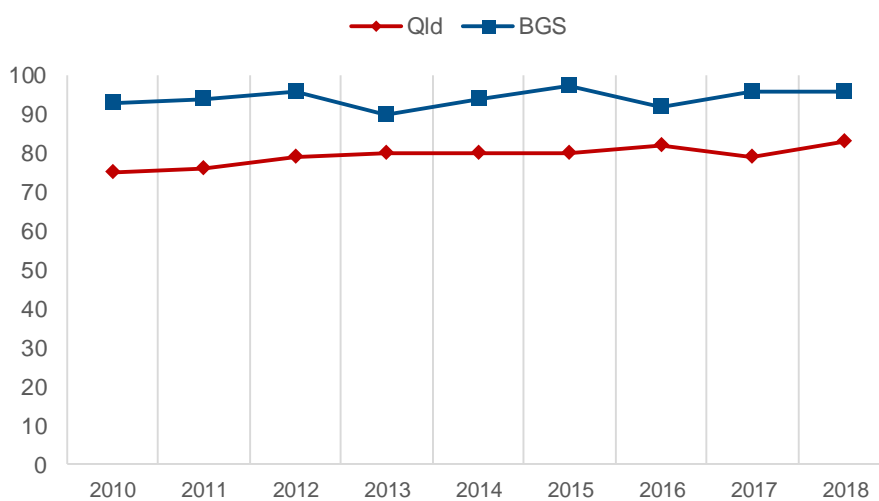
Outcomes – Year 12



Graph 2:
Year 12 students' performance
on the Queensland Core Skills
Test



Graph 3:
percentages of Brisbane
Grammar School and
Queensland students receiving
OP1 or OP2
(2018 results provisional)



Graph 4:
percentages of Brisbane
Grammar School and
Queensland students receiving
OP1 – OP15
(2018 results provisional)

Post-school pathways

Of the total number of students (258) 256 applied for a university or TAFE place. 2 students have decided to enter the workforce and did not apply, and 1 student has a July offer pending.

	2010	2011	2012	2013	2014	2015	2016 ¹	2017	2018
University	95.1	96.3	96	94.3	96.8	98.8	97.3	96.8	98
TAFE	4.1	2.1	2	3.7	0.4	0.8	0.4	1.6	0.8
Workforce	0.8	1.2	1.5	1.6	1.2	0	1.2	1.6	0.8
Other	0	0.4	0.5	0.4	1.6	0.4	1.2	0	0.4

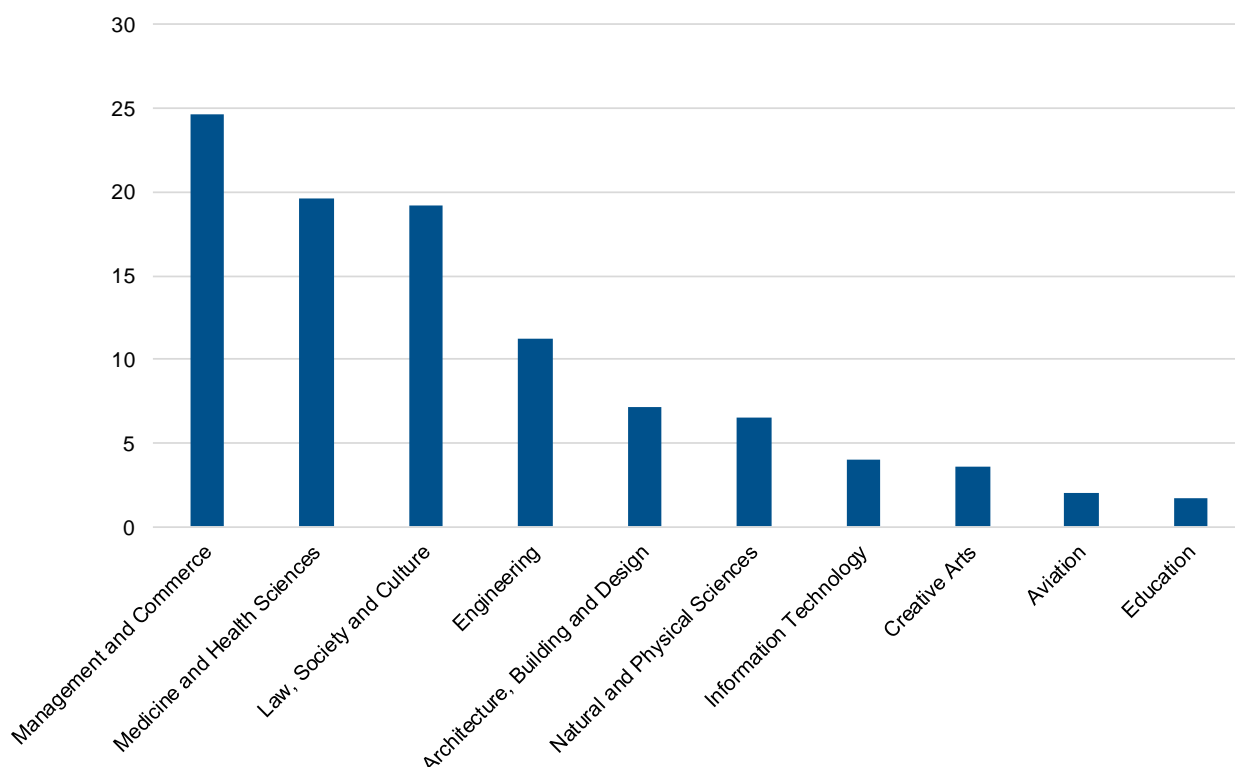
Table 5: percentage of Year 12 graduate destinations by tertiary provider

¹ 2016 percentages total 100.1 due to rounding)

The total number of students who have received a tertiary offer is 98.8% (University and TAFE). However, when expressed as a percentage of applicants (256) rather than total number of students the offer rate is 99.6%.

Year 12 post-school destinations by area of study

2018 Brisbane Grammar School students' areas of study are shown in the following graph. The areas of study selected by the School's most recent Old Boys closely align with the Queensland Government's action plan for education in Queensland, *Advancing education*, with 49% of 2018's Year 12s moving into study areas involving science, technology, mathematics, engineering and the creative industries.



Graph 5: percentage of 2017 Year 12 students' areas of study at university

As at 29 January 2019, 24 of the 2018 seniors had been offered scholarships to major institutions with a total value of \$1,504,300.00. These included offers from:

- Australian Defence Force Academy;
- Australian National University;
- University of Melbourne;
- Monash University;
- University of Otago;
- Griffith University;
- Queensland University of Technology;
- Southern Cross University;
- The University of Queensland; and
- University of the Sunshine Coast.

Student wellbeing

An integral part of the mission of Brisbane Grammar School is the care of each member of its community.

A formalised student wellbeing structure, which includes a dedicated student wellbeing team, supports this mission for students. Every individual's progress through all areas of school life is monitored, together with additional case management of boys with particular needs.

The School is committed to a culture that nurtures and encourages the ongoing development of global citizens, who are thoughtful young men of character and who contribute to their communities.

The School uses a number of indicators to monitor the wellbeing of its students. These indicators include:

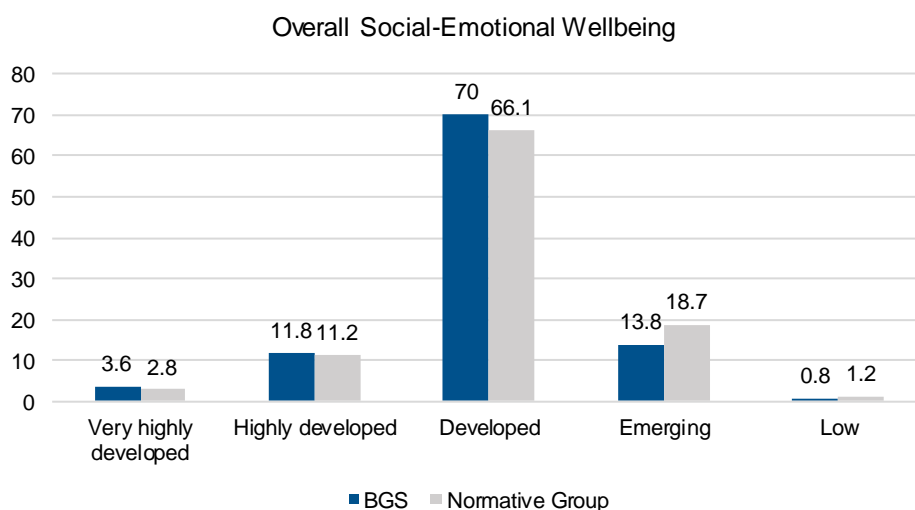
- Social and emotional wellbeing audit;
- Safety audit;
- Student sleep study;
- Student attendance rates;
- Student retention rates; and
- Student involvement in public purpose initiatives.

Wellbeing audit

Brisbane Grammar School regularly conducts an audit of the psychological wellbeing and safety of students each year. These are undertaken in the critical junctures of Years 8 and 10, as students are preparing to leave the Middle School (Year 8) or commence their senior phase of learning (Year 10). The School uses the ACER Socio-Emotional Wellbeing (SEWB) survey in which students are asked to indicate their level of agreement with 94 statements on a five-point scale (Very Highly Developed, Highly Developed, Developed, Emerging, Low). ACER's SEWB provides comparative data for an Australia-wide sample of students with the same grade level and gender. In 2018 the ACER Social-Emotional Wellbeing Survey was extended to include Year 11 students.

Overall SEWB

Students with high overall levels of SEWB typically have more positive (and hence less negative) emotions and behaviours, higher levels of emotional, social and learning skills, and perceive greater levels of connectedness with their school, family and community.



Graph 6: graph showing levels of SEWB in Years 8, 10 and 11 compared with Australia-wide measures in like schools during 2018

Safety audit

An annual safety audit collects data on the instances of bullying and perceptions of the effectiveness of the School's management of these issues. In keeping with the results of the safety audit in previous years, the reported instances of behaviours interpreted as bullying compare very favourably with the Australian average of 28.2% as reported in the current Australian Bullying Prevalence Study (Years 5 to 9 males) conducted by Edith Cowan University and commissioned by the Australian Government Department of Education and Training.

Sleep study

The School introduced a sleep study to monitor this important aspect of wellbeing. The initial study's data helped shape an education program for students, staff and parents. This baseline data will help measure the effectiveness of the School's education program over time, as well as shape the education program for the community.

Student attendance rates

Brisbane Grammar School manages student attendance through period-by-period electronic roll marking with follow-up notification to parents of student absence. This system ensures an accurate tracking tool as well as the ability to produce accurate attendance data. The data regarding student attendance rates in the following table show that attendance rates for students remain consistently high.

Year	2012	2013	2014	2015	2016	2017	2018
Attendance Rate (%)	96	96	96	95	96	96	96

Table 6: average student attendance rate (%) from 2012 to 2018

Student retention

A key element of the School's approach is the provision of a seamless and increasingly sophisticated and challenging program across all years. The outcomes that the students achieve at the end of their secondary schooling are the culmination of their and their teachers' work during their entire time at the School. The School monitors the rate of student retention at the key junctures of Year 8 into 9 and then from Year 10 to 12, and the following table shows these retention rates over time.

Transition	2012	2013	2014	2015	2016	2017	2018
Year 8 into 9 (%)	98.0	98.3	99.6	99.2	96.0	96.1	98.9
Year 10 to 12 (%)	97.1	97.5	97.1	97.9	98.3	95.4	96.5

Table 7: students retention rates at key transitions at the School

Public Purpose

Brisbane Grammar School has an expanding Public Purpose program which focuses on:

- The development of reflective practices related to student immersion experiences;
- Providing opportunities for students to access opportunities outside of BGS and for these to be recognised by the School; and
- Establishing longitudinal relationships with key stakeholders connected to public purpose experiences.

During 2018, aspects of these focuses were implemented across a variety of Public Purpose programs including the Year 10 immersion experience in Cambodia. This involved over 60 students and teachers working with villages during the September term break. Other students were involved with Rosies – Friends on the Street, the Closing the Gap committee, Share the Dignity program, working with local community groups on environmental projects, as well as many other

opportunities for involvement in helping others. Students in Year 11 and 12 also have the opportunity to engage in an Indigenous immersion experience to Cape York.

Indigenous program

In 2018 the Indigenous program built on its strong base and focused on:

- Finalising the Implementation of the Reflect Reconciliation Action Plan;
- Commencing the development of an Innovate Reconciliation Plan for 2019;
- Establishing opportunities for staff to engage in professional development opportunities in understanding High-Expectation Relationships;
- Modelling reciprocity in relationship with Indigenous partners;
- Visiting Indigenous communities associated with BGS students;
- Developing new Indigenous partnerships with Education Queensland; and
- Growing the opportunity for staff to deepen their understanding of Indigenous culture as well as a desire to engage in supporting this at BGS.

Extracurricular

The rich extracurricular life at Brisbane Grammar School embraces sport, the visual and performing arts (including music, art and drama) and a range of other cultural activities and special interest clubs.

Extracurricular involvement in the wide variety of activities available is central in the student's overall development as a member of the BGS community, promoting connectedness, skills in teamwork and, potentially, leadership.

The School encourages high levels of participation, achievement and the pursuit of excellence by boys who have particular talents in specific sports and activities. Almost inevitably, and desirably, such involvement promotes an all-roundedness, which is congruent with its mission of providing a broad, liberal education.

In annually reviewing its work towards these aims, the School monitors a number of indicators regarding the extracurricular program. These include:

- The diversity of sports and activities offered;
- Students' participation in sports and activities, particularly related to the School's membership of The Great Public Schools' Association of Queensland (GPS);
- Data as it pertains to achievement;
- Student involvement and selection in state and national representative teams; and
- The number, type and calibre of the visual and performing arts events each year.

Sport	Numbers of Teams/Crews					
	2013	2014 ¹	2015	2016	2017	2018
Basketball	26	23	30	35	44	52
Cricket	26	30	35	37	41	41
Football	29	32	43	47	47	51
Rowing ²	27	30	26	25	23	25
Rugby	26	25	24	24	22	23
Sailing	3	4	5	5	6	6
Tennis	20	27	32	32	31	31
Volleyball	16	15	19	21	23	23

Table 8: numbers of teams/crews involved in team-based GPS sports

(¹ Years 5 and 6 became part of the GPS competition in 2014)

(² Years 10 to 12 crews only from 2017)

Year Level	Participation Rates %					
	2013	2014 ¹	2015	2016	2017	2018
5	-	99	99	98	99	99
6	98	99	98	99	99	99
7	97	100	98	95	98	96

Participation Rates %						
Year Level	2013	2014 ¹	2015	2016	2017	2018
8	95	95	99	98	96	96
9	95	95	96	95	99	95
10	94	94	90	93	95	93
11	95	96	91	93	94	94
12	92	92	90	90	92	86
TOTAL (averaged)	95	96	94	94	97	95

Table 9: percentage of students engaged with the extracurricular program

GPS team competition outcomes		
Sport/Activity	Percentage of games won	Percentage of 'A' games won
Basketball	44	32
Chess	90	90
Cricket	60	50
Debating	76	75
Football	62	67
Rugby	27	25
Tennis	90	95
Volleyball	70	80

Table 10: The School's achievements in GPS team sports and activities

Championship competition outcomes		
Activity		Result
Cross Country		2
Gymnastics		1
Rowing	Old Boys' Cup	5
	O'Connor Cup	5
Sailing		2
Swimming		1
Track and Field		4

Table 11: The School's achievements in GPS championship events

Visual and performing arts

The School's highly successful theatre season featured three original works that celebrated the 150-year anniversary and the young men of our Brisbane Grammar School community. Students from Years 7 – 12 can audition for productions aligned to their year level. In 2018 these productions were:

- Senior Dramatic Production – *The Boy We Lost at Sea* was a commissioned work by award-winning playwright Daniels Evans, featuring students from QACI and Somerville House;
- Junior Dramatic Production – *Good Grief* by Merlynn Tong was a collaboration with Queensland Theatre involving over 70 schools across QLD; and
- Middle School Musical – *Kidd*, an original jukebox musical, co-written by the Drama Department included students from Brisbane Girls Grammar who showcased their talent in singing, dancing and acting.

Staff

Brisbane Grammar School employs over 200 full-time equivalent (FTE) staff members in the core areas of teaching, professional services, administrative support and general services. All staff, in each of these areas, play a valuable role in enabling the School to deliver on its educational commitment to its students across the three core school programs – academic, extracurricular and student wellbeing.

The cornerstone of the School's program is the high quality of staff the School is able to attract, a significant number of whom remain at the School for many years. The School is committed to the wellbeing and safety of staff in its care.

As indications of the School's commitment to its people, the School monitors the following aspects of the profile of the staff, as well as the School's support of their wellbeing, safety and development:

- Number of staff;
- The demographics of all staff, and staff with leadership responsibilities;
- Annual separation rates;
- Human resource practices; and
- Professional learning and development.

Number of Staff

	2012	2013	2014	2015	2016	2017	2018
Teachers	117.5	118.1	127.3	140.8	142.4	147.2	153.0
Non-Teachers	68.1	72.9	91.7	87.9	99.5	88.3	87.0

Table 12: staff numbers (FTE) from 2012 until 2018

(¹ Some variation in the number of full time equivalent staff results from the changes in the staff definitions as required by the Department of Education and Training's Non-Government Schools Census during 2015 – 2018)

Separation rate

The composition of BGS staff is very stable with many staff remaining employed with the School until retirement. The following table summarises the reasons for staff departures during 2018.

	Promotional position elsewhere	Family relocation	Retirement	Other	Total
Teachers	4	0	2	4	10
Non-Teachers	4	1	5	5	15

Table 13: 2018 staff departures and reasons

This table shows the separation rates (numbers leaving as percentages of total staff), during the years 2012 to 2018.

	2012	2013	2014	2015	2016	2017	2018
Teachers (%)	7.5	3	2.5	9	7	3	3.6
Non-Teachers (%)	0	5.5	5	15.5	8	10	5.4

Table 14: Staff separation rates 2012 to 2018

Demographics

The School values staff diversity and aims to provide a supportive environment that encourages development of the professional and leadership skills of all staff. The School is very conscious of its role in educating boys about gender respect and equal opportunity. The following tables show the distribution by age and gender across the whole teaching staff and for those teachers with leadership positions.

	20-29	30-39	40-49	50-59	60-69	70-79	80-89
Male	4	19	27	27	8	0	1
Female	7	19	21	17	5	0	0

Table 15: Shows age and gender distribution of teachers

	20-29	30-39	40-49	50-59	60-69	70-79	80-89
Male	0	6	17	17	3	0	0
Female	0	6	11	9	0	0	0

Table 16: Shows age and gender distribution of teachers with Positions of Added Responsibility

HR practices – recruitment and staff engagement

The 2016 external review of the School's HR practices saw several recommendations regarding best practice initiatives in recruitment and staff engagement. In 2018, the HR team undertook activities towards best practice by way of:

- Sourced a cost-effective HR Information System (including recruitment and onboarding functionality);
- Improved consistency in the recruitment process and developed tools for hiring managers (interview guide, database of questions, unconscious bias factsheet);
- Developed and commenced an action plan in response to the Staff Alignment and Engagement Survey; and
- Commenced culture styles initiative in consultation with the Board of Trustees, SLT and staff.

Professional learning and development

Staff professional learning in 2018 involved the refinement and extension of the School's existing programs, and planning and preparation for the future. The School dedicated eight days to formal professional learning activities during 2018, including five in January at the commencement of the school year.

These days were used substantially to develop staff understanding of, and skill in, curriculum development and effective pedagogy, and to induct staff in essential practices in the student wellbeing and extracurricular fields. Specific areas of focus in 2018 included:

- Effective Thinking Cultures (understanding the ETC schema, cognitive verbs, collaborative learning structures, curriculum design and documentation, assessment for learning/formative assessment/feedback strategies);
- Pedagogy (uses of feedback); and
- Department collaborative planning (new QCAA curriculum focus).

In approximating the value of the School's support of teachers' professional learning, the nominal value of salaries for the eight formal days as well as registration, course fees and travel costs have been included. On this basis, the School's financial support of professional learning during 2018 averaged \$7,549 per teacher.

Staff induction and orientation

All staff are provided with an extensive orientation and induction program. This takes the form of 2 full days prior to the commencement of the academic year and a shorter induction program for those staff commencing through the year.

Teaching staff are also provided with professional buddies and teaching mentors as well as a program of tailored relevant professional experiences during their first twelve months at the School.

Performance development

In accordance with the School's academic strategic plan, teaching development activities in 2018 continued to support teachers' knowledge of the new senior syllabus curriculum; understanding and confidence with designing and implementing valid and reliable assessment; use of relevant, timely data sources to inform planning for and with students; and their opportunities for peer collaboration in the development of learning experiences that promote students' capacities as self-regulating thinkers who can confidently respond to unfamiliar contexts and problems. Specific whole-school pedagogical focuses included: effective strategies for assessment for learning, feedback, collaborative learning structures, and developing students' capacities as accurate peer and self-assessors to build their metacognitive independence.

During 2018 each teacher produced an individual teaching development plan. In producing this plan, teachers reflected on their practice and developed S.M.A.R.T. goals for the development of their practice. These evidence-based goals and plans were then reflected on at the end of the 2018 academic year prior to the development of a development plan in the following year.

Also, during 2018 a pilot was conducted with a number of support team members which followed a similar process of evidence-based performance review and reflection, goal setting, professional learning and development. A review of this pilot during 2019 will inform a decision about a widespread adoption of the development program in the future.

Leadership and management development framework

For a number of years, the School has used an adaptation of the Charlotte Danielson Framework for Teaching. During the reporting period work continued on an additional domain, Domain 5: Leadership which describes aspects of leadership and stages in the development of these capacities and skills. In the future this framework will guide our efforts to further develop the capabilities of managers and supervisors.

Talent management and recognition

For many years the School has offered a process of recognition and reward for high quality performance by all staff. In 2018 this system was further refined and the period of recognition and renewal was increased and the performance review process simplified.

Flexible working arrangements, wellbeing and work-life balance

The School has undertaken the following initiatives to support staff:

- Raising awareness with staff in relation to their rights to access flexible work arrangements, domestic violence leave;
- Promote the Employee Assistance Program, especially in instances where we are aware that staff face personal or work-related difficulties;
- Facilitate flexible work arrangements for all staff where operationally feasible e.g. part time, compressed week, leave without pay, change to start and finish times; and
- Risk and compliance audit to identify gaps in safety and wellbeing for staff.

In the future the School aims to:

- Where appropriate, include flexible work arrangements into recruitment and selection process;
- Develop an early intervention program focussed around staff health and wellbeing where the School can support people with assistance early; and
- Include health and wellbeing into staff training and development sessions, so that leaders and frontline staff are informed and empowered to take action.

Advancement and Community Relations

Advancement and Community Relations (A&CR) at Brisbane Grammar School includes alumni and community relations, fundraising, marketing and communications and archives.

In 2018, A&CR's major objectives included strengthening the foundations already established and engaging the community, both internal and external, during the School's celebration of the sesquicentenary anniversary of its founding in 1868 and opening in 1869.

The key indicators which are used to monitor performance in these areas were fundraising outcomes, including bequests, and the numbers of events and community members who engaged with these events during the year.

Fundraising	2018	2017
	Received	Received
Bursary Fund	\$1,329,714	\$554,693
Building Fund	\$730,843	\$923,819
Library Fund	\$7,486	\$9,176
Bequests	\$20,000	\$249,226
Total Philanthropic Funds Received	\$2,088,043	\$1,736,914
Industry Partners/ Sponsors	\$133,000	\$28,000
Non DGR Funds		\$76,628
Australian Sports Foundation	\$12,329	\$9,518
In-kind donations ¹	\$35,000	\$225,650
Total Funds Received	\$2,268,372	\$2,076,710

Total funds raised² 2017 to date (incl. funds received)	\$5,859,890	
Donors ³	332	330
Gifts	591	709 ⁴

Table 17: summary of fundraising outcomes 1 January 2017 to 31 December 2018

¹In-kind donations include art, wine, cars etc. ²Funds raised includes pledge amounts. ³Number of donors equals the unique number of people who have given either one or several gifts in the calendar year. ⁴Donor/gift numbers higher in 2016/2017 due to telephone campaign

BGS Bequests – Intentions	as at 2018
Confirmed GHS Membership (end 2018)	37
New intentions – amount not disclosed	2
New intentions – written indication	1
Total value disclosed	\$3,603,000

Table 18: shows the bequest intentions up to and including 2018

2018 bequests received	2018	Total
Realised	1	\$20,000
Notifications	1	\$250,000
Total		\$270,000

Table 19: shows the number of bequests during 2018

Engagement events	2018	2017	% Increase
Number of Events	38	19	50
Attendance	5290	901	487

Table 20: engagement events during 2018

Infrastructure

War Memorial Gardens

The BGS War Memorial Library was officially opened on 11 November 1924 to honour those Old Boys who served and died in World War I. The iconic structure also pays homage to the many BGS Old Boys who have defended Australia in various other military campaigns.

2018 marked the centenary commemoration of World War I. This important occasion was a catalyst to enhance the War Memorial Library and Gardens as a focal point and social space for students at the heart of the School entrance. The project included new social spaces to encourage senior boys to gather and socialise in the surrounds of the building and to frequently display more artefacts of historical significance in the building. Authorisation was secured from the relevant defence forces to use their emblems within the new Centenary precinct footpath. This project was only made possible by the generous financial support of the BGS Parents and Friends' Auxiliary and the Old Boys' Association.

Boarders' social space

An external recreation space with amphitheatre, artificial grass and barbeque facilities was constructed for enjoyment of boarding students. The adjacent internal social space in Harlin House was refurbished as part of this project, which was totally funded by a generous donation by an Old Boy of the School.

Air conditioning of Science Laboratories (L Block)

Air conditioning was introduced in the School's L Block, representing one of the final interior spaces in the Spring Hill campus to be climate controlled. The installation involved a substantial reconfiguration of transformer equipment.

Year 10 social space

A previously unusable space near L Block was excavated and converted to a tiered social space for Year 10 students. The multi-purpose space features grand sandstone blocks and artificial grass.

Great Hall stained glass window protection

An innovative and complex achievement in engineering was achieved by the attachment of substantial glass panels to protect the iconic stained glass window featured on the front of the Great Hall. This heritage-compliant protection system is intended to avoid a repeat of the considerable damage sustained during a severe hail storm in 2014.

Vision impaired modifications

Brisbane Grammar School educates a small number of severely vision-impaired students. As these students progress through the Middle School, considerable improvements have been implemented to improve the safety and visibility of the School's infrastructure. All occupants on the Spring Hill campus benefit from these continuing and added precautions.

BGS Crest on basketball court

Following a productive fundraising campaign by the Student Representative Body, the Brisbane Grammar School Crest was applied to the sports hall floor in the Indoor Sports Centre as a lasting legacy of the group's contribution to the School.

Security systems continued rollout

In 2018, the School continued its campus-wide rollout of additional electronic door locking systems and closed circuit television coverage to include the Centenary Building, H Block and N Block. The new locking system monitors and restricts access to school buildings through the use of staff identification cards, while the television coverage strengthens monitoring and assessment of activity on site.

Finance

Financial goals

The School includes among its ongoing financial objectives:

- Maintaining the financial capacity to provide for the continuing operation;
- Continuously improving infrastructure and human resourcing to operate at the forefront of contemporary educational practices that secure the School's leading position in the marketplace in which it operates;
- Performing well-considered master planning to accommodate the Board's plans for infrastructural developments;
- Setting tuition fee levels which are affordable, competitive, and allow high quality to be maintained and improved;
- Regularly monitoring the financial and regulatory environment in which the School operates; and
- Protecting and expanding the financial resources of the School to sustain its long-term future.

Financial Benchmarks

The following benchmarks are widely used for assessing financial viability in the Queensland grammar school sector.

	2013	2014	2015	2016	2017	2018
Working Capital Ratio ^(a)	1.96	1.52	1.52	0.91^(a)	1.65^(a)	2.40^(a)
Debt per Student ^(b)	\$8,233	\$6,759	\$3,405	\$2,278	\$1,048	\$684
Reinvestment Ratio ^(c)	51%	123%	40%	66%	11%	17%

Table 21: Financial indicators from 2013 to 2018

- The Working Capital Ratio represents the degree to which current assets will cover current liabilities as at 31 December. A Working Capital Ratio greater than one indicates there are sufficient liquid assets to cover liabilities due for payment within the ensuing 12 months period after 31 December. In 2017, the Queensland Treasury Financial Reporting Requirements were amended to change the basis of classification of the Provision for Long Service Leave. The amendment requires any long service leave entitlements to be classified as current liabilities where the School does not have an unconditional right to defer them beyond 12 months of the reporting date. Previously, only those long service leave entitlements expected to be paid within 12 months of the reporting date were classified as current liabilities. The Working Capital Ratio reported above for 2016, 2017 and 2018 reflects the amended Queensland Treasury Financial Reporting Requirements.
- In February 2018, the School fully retired its sole debt facility with Queensland Treasury Corporation which was used to fund the construction of The Lilley Centre. This is consistent with the reduction in the Debt per Student Ratio reported in the table above.
- The reinvestment ratio represents the cash invested in property, plant and equipment divided by net cash provided by operating activities. The School is positioning itself for its next and most substantial capital project, involving the construction of a new precinct that will integrate the disciplines of science, technology, engineering, arts and mathematics (STEAM). The STEAM project will be funded through a combination of operating cash surpluses generated from 2017, a philanthropic capital raising campaign, external debt from Queensland Treasury Corporation and possibly some minor Government grants. Preparation for this strategy is observable in the low reinvestment ratio since 2017 and the aforementioned reduction in the debt per student ratio.

Underlying financial performance

The School reported a headline operating surplus for the year ended 31 December 2018 of \$6,174K. Total Comprehensive Income of \$6,691K additionally includes the one off recognition by the School of a surplus in its defined benefit superannuation fund.

The underlying operating surplus for the year ended 31 December 2018 was \$4,619K compared to \$4,473K in the prior year, as set out below:

	2018 \$000	2017 \$000
Reported total comprehensive income	6,691	7,877
Defined benefit superannuation fund asset recognised	(517)	-
Reported operating surplus	6,174	7,877
Income applied to the bursary, library and building funds:		
Donations	(2,538)	(2,055)
Confirmation fees	(930)	(881)
Loss / (Gain) on financial assets	680	(673)
2014 storm damage: Repairs / (Insurance recovery), net	40	(477)
Historical redress: Fees, settlements and counselling	1,193	682
Underlying operating surplus	4,619	4,473

Table 22: Underlying operating result 2017 and 2018.

Brisbane Grammar School operates as an autonomous economic unit without the financial backing of a broader educational system. Being a not-for-profit institution, all funds generated must be used to fulfil and further the School's education mission to its students.

The School generates underlying income principally from tuition and boarding fees. Tuition fees are set to allow the School to trade in a solvent position and over time generate capital to sustain the fabric of the School to support contemporary educational needs. The School also receives funding from the Commonwealth and State Governments in accordance with their respective funding models. The School's largest operating cost is employee expenses, which accounts for in excess of 70% of cash operating costs. Energy, insurance and regulatory compliance costs are significant overheads, and they continue to rise at a rate well above inflation.

From year to year, the School's operating surplus or deficit may vary due to debt interest and other expenses, depending on what stage the School is at in its long-term strategic building and curriculum-planning cycle. Having recently repaid the debt associated with The Lilley Centre, the School is presently in a cash accumulation phase in preparation for its next major capital project, the STEAM Building. The STEAM Building is considered to be an important strategic element in continuing to maintain the School's position as the leader in educational outcomes

Like all independent schools, Brisbane Grammar School is continually investing contributions received from parents over many years in new infrastructure and maintenance of existing infrastructure. This process is continuous and to some extent inter-generational. All current students enjoy the benefit of the School's existing infrastructure much of which was originally funded by contributions from the parents of past generations of students.

A surplus in the independent school sector is considered good financial practice. It gives parents and the community confidence that these schools are financially viable and responsibly managed.



Section C

Appendices

OPEN DATA

Consultancies

Information on expenditure on consultancies can be viewed online at:
<https://www.brisbanegrammar.com/About/Reporting/Pages/default.aspx> and
<https://data.qld.gov.au>

Overseas travel

Information on overseas travel can be viewed online at:
<https://www.brisbanegrammar.com/About/Reporting/Pages/default.aspx> and
<https://data.qld.gov.au>



BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

FINANCIAL STATEMENTS YEAR ENDED 31 DECEMBER 2018

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2018

	Note	2018 \$'000	2017 \$'000
Income from continuing operations			
Fees	2	45,280	43,615
Grants	3	10,900	10,475
Interest		520	286
Donations		2,538	2,055
Other income	4	1,660	1,638
Total income from continuing operations		60,898	58,069
Expenses from continuing operations			
Employee expenses	5	34,102	32,494
Supplies and services	6	13,649	12,579
Depreciation and amortisation	11	4,241	4,102
Borrowing costs expense		83	265
Other expenses	7	2,649	752
Total expenses from continuing operations		54,724	50,192
Operating result for the year		6,174	7,877
Other comprehensive income			
<i>Items that will not be reclassified subsequently to Operating Result</i>			
Remeasurement gain on defined benefit plan	9	517	-
Total other comprehensive income		517	-
Total comprehensive income		6,691	7,877

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**BALANCE SHEET
AS AT 31 DECEMBER 2018**

	Note	2018 \$'000	2017 \$'000
Current assets			
Cash and cash equivalents	8	15,615	8,497
Trade and other receivables	9	1,152	661
Other financial assets	10	11,479	10,279
Prepayments		2,582	2,096
Total current assets		30,828	21,533
Non-current assets			
Prepayments		9	22
Property, plant and equipment	11	137,116	139,598
Total non-current assets		137,125	139,620
Total assets		167,953	161,153
Current liabilities			
Trade and other payables	12	4,317	3,612
Short term borrowings	13	789	1,376
Provisions	14	4,950	4,892
Unearned income	15	2,807	3,168
Total current liabilities		12,863	13,048
Non-current liabilities			
Trade and other payables	12	440	-
Long term borrowings	13	379	404
Provisions	14	758	758
Unearned income	15	242	363
Total non-current liabilities		1,819	1,525
Total liabilities		14,682	14,573
Net assets		153,271	146,580
Equity			
Asset revaluation surplus	16	67,401	67,401
Accumulated surplus		85,870	79,179
Total equity		153,271	146,580

The Balance Sheet should be read
in conjunction with the notes to the financial statements.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2018

	Note	Revaluation Surplus \$'000	Accumulated Surplus \$'000	Total \$'000
Balance at 1 January 2017		67,401	71,302	138,703
Operating result		-	7,877	7,877
Total comprehensive income for the year		-	7,877	7,877
Balance at 31 December 2017		67,401	79,179	146,580
Operating result		-	6,174	6,174
Other comprehensive income				
Remeasurement of defined benefit asset	20	-	517	517
Total other comprehensive income		-	517	517
Total comprehensive income for the year		-	6,691	6,691
Balance at 31 December 2018		67,401	85,870	153,271

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2018**

	Note	2018 \$'000	2017 \$'000
Cash flows from Operating Activities			
<i>Inflows:</i>			
Fee income		45,302	44,630
Grants and other contributions		10,650	10,727
Donations		2,481	1,516
Other income		520	1,516
GST input tax credits from Australian Taxation Office		1,363	1,350
GST collected from customers		778	749
Interest		520	286
<i>Outflows:</i>			
Employee expenses		(33,366)	(31,651)
Supplies and services		(11,725)	(11,668)
Other expenses		(2,287)	(1,489)
GST paid to suppliers		(1,366)	(1,371)
GST remitted to Australian Taxation Office		(784)	(757)
Borrowings costs		(82)	(280)
Net cash provided by operating activities		12,004	13,558
Cash flows from Investing Activities			
<i>Inflows:</i>			
Proceeds from sale of property, plant & equipment		235	10
Investments redeemed		51	49
<i>Outflows:</i>			
Payments for property, plant & equipment		(2,006)	(1,522)
Payments for investments		(1,422)	(1,584)
Net cash (used) in investing activities		(3,142)	(3,047)
Cash flows from Financing Activities			
<i>Outflows:</i>			
Repayment of borrowings		(521)	(1,934)
Repayment of leases		(1,223)	(1,210)
Net cash (used) in financing activities		(1,744)	(3,144)
Net increase in cash and cash equivalents		7,118	7,367
Cash and cash equivalents at the beginning of the year		8,497	1,130
Cash and Cash Equivalents at the End of the Year	8	15,615	8,497

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

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BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Preparation

The financial statements have been prepared in accordance with the *Financial Accountability Act 2009*, Australian Accounting Standards - Reduced Disclosure Requirements, and Australian Accounting Interpretations, where applicable to not-for-profit entities. In addition, the financial statements comply with Queensland Treasury's Financial Reporting Requirements and other applicable authoritative pronouncements.

The financial statements are general purpose financial statements and cover the Board of Trustees of the Brisbane Grammar School (the School) as an individual entity. The School is a statutory body formed under the *Grammar Schools Act 2016*. It operates as a Queensland independent school and is principally located at Gregory Terrace, Brisbane in Australia.

The financial statements are authorised for issue at the date of signing of the Certificate of the Board of Trustees of the Brisbane Grammar School.

Accounting policies have been consistently applied, unless otherwise stated.

Reporting Basis and Convention

The financial statements have been prepared on an accruals basis. Except where stated, the historical cost convention is used.

Currency and Rounding

Amounts included in the financial statements are in Australian dollars. The financial statements are rounded off to the nearest thousand dollars, unless otherwise indicated.

Comparatives

Comparative information reflects the audited 2017 financial statements, and has been restated, where appropriate, to be consistent with changes in presentation for the current year.

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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

Accounting Policies

(a) Revenue

Interest revenue is recognised on a proportional basis, taking into account the interest rate applicable to the financial assets.

Revenue from the rendering of services, being tuition and boarding, is recognised when the obligation to provide the related service is discharged. Revenue from enrolments, application fees and non-refundable confirmation fees is recognised when received.

Government grants are recognised as revenue on receipt where the grant is non-reciprocal, otherwise, if reciprocal, the grant revenue is recognised progressively over the grant term.

The School also receives contributions of assets from the Government and other parties. These assets are recognised at fair value on the date of acquisition in the Balance Sheet, with a corresponding amount of revenue recognised in the Statement of Comprehensive Income.

Where the fees for services are paid in advance, a liability called Fees in Advance is recognised. This liability is written back when the obligation to provide the related service is discharged.

Bequests and donations are recognised when received. Donations received in kind (other than cash) are recognised at their fair value at the time of receipt.

(b) Financial Assets and Financial Liabilities

Recognition

Financial assets and financial liabilities are recognised in the Balance Sheet when the School becomes a party to the contractual provisions of the financial instrument.

Classification and Subsequent Measurement

Financial instruments are measured at either fair value or at amortised cost.

Financial assets

(i) Cash and cash equivalents

Cash and cash equivalents include cash on hand and at bank, and short term deposits at call with a maturity of less than 3 months, net of any outstanding bank overdrafts.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(b) Financial Assets and Financial Liabilities (continued)

(ii) Trade and other receivables

Trade receivables are recognised at the nominal amount due at the time of sale or service delivery. Fee income is paid in accordance with the schedule of fees. For other receivables, payment is required within 30 days from invoice date. The collectability of receivables is assessed periodically, with provision being made for impairment. All known bad debts were written-off at 31 December each year.

(iii) Financial assets at fair value through profit or loss (FVPL)

The School classifies the following financial assets at fair value through profit or loss:

- Debt investments that do not qualify for measurement at either amortised cost or Fair Value through Other Comprehensive Income;
- Equity investments that are held for trading; and
- Equity investments for which the entity has not elected to recognise fair value gains and losses through OCI.

For assets measured at fair value, gains and losses will either be recorded in profit or loss or Other Comprehensive Income. For investments in equity instruments that are not held for trading, the approach will depend on whether the School has made an irrevocable election at the time of initial recognition to account for the equity investment at fair value through other comprehensive income (FVOCI).

At initial recognition, the School measures a financial asset at its fair value plus, in the case of a financial asset not at fair value through profit or loss, transaction costs that are directly attributable to the acquisition of the financial asset. Transaction costs of financial assets carried at FVPL are expensed in profit or loss.

The School subsequently measures all equity investments at fair value. Changes in the fair value of financial assets at FVPL are recognised in other gains/(losses) in the Statement of Comprehensive Income as applicable.

Financial liabilities

(iv) Trade and other payables

Trade payables are unsecured and are usually paid within 30 days of recognition.

The carrying amounts of trade and other payables are considered to be the same as their fair values, due to their short-term nature.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(b) Financial Assets and Financial Liabilities (continued)

Impairment of Financial Assets

The School applies the AASB 9 simplified approach to measuring expected credit losses, which uses a lifetime expected loss allowance for all trade receivables.

The expected loss rates are based on the payment profiles of school fees over a period of five years before 31 December 2018 or 1 January 2018, respectively, and the corresponding historical credit losses experienced within this period. The historical loss rates are adjusted to reflect current and forward-looking information on macroeconomic factors affecting the ability of the customers to settle the receivables. The School is not entirely sensitive to macroeconomic conditions such as unemployment rates and interest rates, but defaults occurring mainly as a result of relationship changes have been found to be the most relevant factors. Accordingly, the School adjusts the historical loss rates based on expected changes in these factors.

On that basis, the loss allowance as at 31 December 2018 and 1 January 2018 (on adoption of AASB 9) was determined as follows for trade receivables:

31 December 2018	Current	More than 30 days past due	More than 60 days past due	More than 90 days past due	Total
Expected loss rate	18.6%	22.9%	27.6%	30.2%	
Gross carrying amount – trade receivables (\$'000)	11	4	78	185	278
Loss allowance (\$'000)	2	1	21	56	80

1 January 2018	Current	More than 30 days past due	More than 60 days past due	More than 90 days past due	Total
Expected loss rate	18.6%	22.9%	27.6%	30.2%	
Gross carrying amount – trade receivables (\$'000)	11	11	36	227	285
Loss allowance (\$'000)	2	2	10	69	83

No adjustment to impairment losses as at 31 December 2017 was necessary as the previously calculated impairment, based on the “incurred loss” model, exceeded the calculated loss allowance above.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(c) Borrowings

The lease of fixed assets, where substantially all the risks and benefits incidental to the ownership of the asset, but not the legal ownership, are transferred to the School, are classified as finance leases. Finance leases are capitalised, recording an asset and a liability equal to the present value of the minimum lease payments, including any guaranteed residual values. Leased assets are depreciated on a straight line basis over their estimated useful lives where it is likely that the School will obtain ownership over the asset or over the term of the lease. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for the period.

Lease payments for operating leases, where substantially all the risks and benefits remain with the lessor, are charged as expenses in the periods in which they are incurred.

(d) Property, Plant and Equipment and Depreciation Expense

Asset Acquisition

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

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

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 expense.

Recognition of Property, Plant and Equipment

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

Land	\$1
Plant and equipment	\$5,000
Heritage and cultural assets	\$5,000
Buildings and Improvements	\$10,000

Minimum capitalisation thresholds are not applied to individual pieces of art work.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(d) Property, Plant and Equipment and Depreciation Expense (continued)

Items with a lesser value are expensed in the year of acquisition. Expenditure is only capitalised if it increases the service potential or useful life of the existing asset. Maintenance expenditure that merely restores original service potential (arising from ordinary wear and tear) is expensed.

Measurement of Non-Current Physical Assets using Cost

Plant and equipment is measured at cost in accordance with the Non-Current Asset Policies. The carrying amounts for plant and equipment at cost approximate their fair value.

Measurement of Non-Current Physical Assets using Fair Value

Land and buildings are measured at fair value in accordance with AASB 116 Property, Plant and Equipment, AASB 13 Fair Value Measurement and Queensland Treasury's Non-Current Asset Policies for the Queensland Public Sector. These assets are reported at their revalued amounts, being the fair value at the date of valuation, less any subsequent accumulated depreciation and accumulated impairment losses where applicable.

Revaluation of Non-Current Physical Assets

Land and buildings measured at fair value are revalued on an annual basis either by appraisals undertaken by an independent professional valuer, or by the use of appropriate and relevant indices.

Revaluations using independent professional valuer are undertaken at least once every three years. However, if a particular asset class experiences significant and volatile changes in fair value, that class is subject to specific appraisal in the reporting period, where practicable, regardless of the timing of the last specific appraisal. Materiality concepts are considered in determining whether the difference between the carrying amount and the fair value of an asset is material (in which case revaluation is warranted).

The fair values reported by the School are based on appropriate valuation techniques that maximise the use of available and relevant observable inputs and minimise the use of unobservable inputs.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(d) Property, Plant and Equipment and Depreciation Expense (continued)

Where assets have not been specifically appraised in the reporting period, their previous valuations are materially kept up-to-date through the application of relevant indices. The School ensures that the application of such indices result in a valid estimation of the assets' fair values at reporting date. JLL Public Sector Valuations Pty Ltd (JLL) supplies the indices used for the various types of assets. Such indices are either publicly available, or are derived from market information available to JLL. JLL provides assurance of their robustness, validity and appropriateness for application to the relevant assets. Indices used are also tested for reasonableness by applying the indices to a sample of assets, comparing the results to similar assets that have been valued by an independent professional valuer or internal expert, and analysing the trend of changes in values over time. Through this process, which is undertaken annually, management assesses and confirms the relevance and suitability of indices provided by JLL, based on the School's own particular circumstances.

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

On revaluation, for assets revalued using a cost valuation approach (e.g. current replacement cost), accumulated depreciation is adjusted to equal the difference between the gross amount and carrying amount, after taking into account accumulated impairment losses, which is generally referred to as the 'gross method'. For assets revalued using a market or income-based valuation approach, accumulated depreciation and accumulated impairment losses are eliminated against the gross amount of the asset prior to restating for the revaluation, which is generally referred to as the 'net method'.

The cost of land and buildings acquired during the financial year has been judged by management to materially represent their fair value at the end of the reporting period.

Impairment

All material 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 GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(d) Property, Plant and Equipment and Depreciation Expense (continued)

- 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.

Depreciation

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

Buildings and improvements and plant and equipment are depreciated on a straight-line basis to allocate the revalued amount or net cost of each asset (respectively), less its estimated residual value, progressively over its estimated useful life to the School.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(d) Property, Plant and Equipment and Depreciation Expense (continued)

The estimation of the useful lives of assets is based on historical experience with similar assets, as well as considerations such as manufacturers' warranties, asset turnover practices and the School's strategic asset plan. Reassessments of useful lives are undertaken annually by the School. Any consequential adjustments to remaining useful life estimates are implemented prospectively.

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

Depreciation and Amortisation Disclosures

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

Buildings and Improvements	0.99% – 9%
Heritage and Cultural Assets	2%
Plant and Equipment	6.67% – 30%
Leased Assets	25% – 33.3%

(e) Land Ownership

The School's campus land at Spring Hill and Normanby, with a total value of \$21,050,000 (2017: \$21,050,000), is held under Deed of Grant of Land in Trust (DOGIT). The land is retained by the Crown, however, the economic benefit of this land accrues to the School and the land is administered by the School. The independent valuation of these assets has special regard to the fact that, as the property is held under DOGIT, it is considered an inferior title to freehold due to the restrictive covenants.

(f) Employee Benefits

Wages, salaries, annual leave and long service leave due but unpaid at reporting date are recognised in the Balance Sheet at the remuneration rates expected to apply at the time of settlement and include related on costs such as WorkCover premiums and employer superannuation contributions.

Employee benefits disclosed as current liabilities represent those employee benefits which the School does not have an unconditional right to defer access to such benefits beyond 12 months of the reporting date. All other employee benefits are classified as non-current liabilities. Non-current employee benefits have been measured at the present value of the estimated future cash outflows to be made for those benefits. These 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 applied in the calculation of the employee benefits.

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(f) Employee Benefits (continued)

In respect of the School's defined benefit superannuation plan, the cost of providing the benefits is determined using the projected unit credit method. Actuarial valuations are conducted every three years, with interim valuations performed on an annual basis. Consideration is given to any event that could impact the funds up to the end of the reporting period where the interim valuation is performed at an earlier date.

Any liability recognised in the Balance Sheet represents the present value of the defined benefit obligations, adjusted for any unrecognised actuarial gains and losses and unrecognised past service costs less the fair value of the plan's assets. Where an actuarial valuation has determined that there is a surplus in the net defined benefit assets of the plan, that surplus is recognised as an asset of the School to the extent that it is able to offset future contributions to the School's defined contribution employee superannuation fund.

Remeasurements of the net defined benefit liability, which comprise actuarial gains and losses, the return on plan assets (excluding interest) and the effect of the asset ceiling (if any, excluding interest), are recognised immediately in Other Comprehensive Income. The School determines the net interest expense (income) on the net defined benefit liability (asset) for the period by applying the discount rate used to measure the defined benefit obligations at the beginning of the annual period to the then-net defined benefit liability (asset), taking into account any changes in the net defined benefit liability (asset) during the period as a result of contributions and benefit payments. Net interest expense and other expenses related to defined benefit plans are recognised in the operating result for the year.

When the benefits of a plan are changed or when a plan is curtailed, the resulting change in benefit that relates to past service or the gain or loss on curtailment is recognised immediately in the operating result for the year. The School recognises gains and losses on the settlement of a defined benefit plan when the settlement occurs.

(g) Borrowing Costs

Unless borrowing costs are incurred in the construction of a qualifying asset, they are recognised as expenses in the period in which they are incurred.

(h) Taxation

Income Tax

The School is exempt from income tax under the Income Tax Assessment Act 1936.

Goods and Services Tax (GST)

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(h) Taxation (continued)

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.

(i) Key Management Personnel and Remuneration

Key management personnel and remuneration disclosures are made in accordance with Section 5 of the Financial Reporting Requirements for Queensland Government Agencies, issued by Queensland Treasury.

(j) Key Estimates and Judgements

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

- Valuation of Property, Plant and Equipment - Notes 1(d) - (e) and Note 11;
- Depreciation and Amortisation - Note 1(d) and Note 11; and
- Contingent liabilities and contingent assets – Note 19.

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

(k) Contributions

The School receives non-reciprocal contributions from other parties, from time to time, for no or nominal value. These contributions are recognised at the fair value on the date of acquisition, at which time, an asset is taken up in the Balance Sheet and revenue in the Statement of Comprehensive Income.

(l) 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. The School has noted no impact in respect of the adoption of these new and revised standards and interpretations. One new accounting standard was released with an initial application date of 1 January 2018, being:

AASB 9 - Financial Instruments

AASB 9 sets out requirements for recognition, classification, measurement and de-recognition of financial assets and financial liabilities, impairment of financial assets, hybrid contracts and hedging.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

(I) New and Revised Accounting Standards (continued)

Classification and Measurement of Financial Assets and Financial Liabilities

The following table explains the original measurement categories and the new measurement categories under AASB 9 for each class of the School's financial assets and financial liabilities as at 1 January 2018. The new guidance does not affect the classification and measurement of any of the Schools existing instruments.

The effect of adopting AASB 9 (on the carrying amounts of financial assets) has not been material and accordingly carrying amounts have not been restated.

	Note	Original Classification	New classification under AASB 9	Original carrying amount \$'000	New carrying amount under AASB 9 \$'000
Financial Assets					
Cash and cash equivalents	8	Amortised cost	Amortised cost	8,497	8,497
Trade and other receivables	9	Amortised cost	Amortised cost	661	661
Financial assets at fair value through profit or loss	10	FVPL	FVPL	10,279	10,279
Financial Liabilities					
Trade and other payables	12	Amortised cost	Amortised cost	3,612	3,612
Borrowings	13	Amortised cost	Amortised cost	1,780	1,780

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

	2018	2017
	\$'000	\$'000
2. Fees		
Tuition fees	42,193	40,329
Boarding fees	1,840	2,035
Confirmation fees	930	881
Enrolment fees	317	370
Total fees	45,280	43,615

3. Grants ¹

Recurrent Grants		
Commonwealth government grants	7,079	6,820
State government grants	3,807	3,647
Capital Grants		
Commonwealth government grants	14	8
Total grants	10,900	10,475

¹ All grants are non-reciprocal grants, see Note 1 (a).

4. Other income

Investment income	456	396
Fundraising events	426	115
Other income	182	146
Proceeds from insurance claims ¹	214	598
Facility hire	191	206
Property income	191	177
Total other income	1,660	1,638

¹ In 2018, the proceeds from insurance claims includes a claim for storm damage that occurred in November 2014 for \$168,000 (2017: \$482,000). Refer Note 6.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

	2018	2017
	\$'000	\$'000
5. Employee expenses		
Employee benefits		
Salaries and wages	28,539	26,755
Employer superannuation contributions	3,429	3,213
Annual leave	1,110	1,055
Long service leave	648	1,124
Employee related expenses		
Workers' compensation premium	346	347
Other employee related expenses	30	-
Total employee expenses	34,102	32,494

The number of employees as at 31 December, including full-time, part-time and casual employees, measured on a fulltime equivalent basis is:

Number of employees	<u>263</u>	<u>269</u>
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6. Supplies and services

Tuition and extracurricular expenses	3,815	3,714
Repairs and maintenance ¹	3,273	2,748
Administration expenses	1,676	1,007
Minor plant and equipment	1,133	1,538
Contractors	981	812
Utilities	941	1,188
Professional fees:		
Royal Commission related	570	413
Other professional fees	592	415
Other supplies and services	490	597
Motor vehicle expenses	178	147
Total supplies and services	13,649	12,579

¹ Insurance repairs:

Expenditure incurred in repairing School property damaged in a November 2014 storm was \$208,000 (incurred 2017: \$5,000).
Refer Note 4.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

	2018 \$'000	2017 \$'000
7. Other expenses		
Loss/(Gain) on financial assets at fair value through profit or loss	680	(673)
Litigation settlement expenses ¹	623	269
Insurance	613	442
Bank charges	296	255
Fringe benefits tax	288	317
Doubtful debts expense	46	62
Other expenses	42	38
Audit fees	33	35
Lease and rentals	15	13
Loss on disposal of property, plant and equipment	13	(6)
Total other expenses	2,649	752

¹ Settlement of claims by past students:

During the year ended 31 December 2018, the School made payments in settlement of claims made by past students amounting to \$623,000 (2017: \$269,000), net of insurance recoveries. Expenditure in relation to settlements is only recognised when it can be measured reliably.

8. Cash and cash equivalents

Cash at bank and on deposit	14,719	8,226
Building fund	557	2
Bursary fund	185	135
Library fund	125	119
Accountable advances	20	9
Restricted reserve	9	5
Petty cash	-	1
Total cash and cash equivalents	15,615	8,497

Refer Note 10 for an explanation of the purpose of fund and reserve accounts. Cash held within these accounts is restricted for use in respect of the documented purpose.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

	2018 \$'000	2017 \$'000
9. Trade and other receivables		
Current		
Tuition and boarding fees outstanding	224	285
Sundry receivables	56	123
Allowance for impairment losses	(80)	(127)
	<u>200</u>	<u>281</u>
 GST input tax credits receivable	 315	 311
GST payable	(4)	(10)
	<u>311</u>	<u>301</u>
 Defined benefit superannuation asset	 517	 -
Accrued revenue	124	79
Total trade and other receivables	<u><u>1,152</u></u>	<u><u>661</u></u>

Refer Note 20 for an explanation of the Defined Benefit Superannuation Asset.

Movements in the allowance for impairment loss for trade and other debtors

Balance at 1 January	127	155
Amounts written off during the year	(90)	(44)
Increase in allowance	43	16
Balance at 31 December	<u><u>80</u></u>	<u><u>127</u></u>

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

	2018 \$'000	2017 \$'000
10. Other financial assets		
Queensland Investment Corporation Investment Fund and Australian listed equity securities - at fair value:		
Bursary fund ¹	10,226	9,040
Library fund ²	620	637
Building fund ³	633	602
Total other financial assets	11,479	10,279

Changes in fair values of other financial assets are recorded in profit or loss. 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.

Australian listed equity securities are valued at their quoted market price at 31 December, and may be liquidated at the discretion of the Trustees in accordance with the Brisbane Grammar School Rules for Deductible Gift Recipient Funds.

1 *The Bursary fund* uses non-refundable confirmation fees paid by parents to fund needs based Bursaries. It is also a Deductible Gift Recipient, as prescribed by the Australian Taxation Office, established to provide bursaries from donations.

2 *The Library fund* is a Deductible Gift Recipient, as prescribed by the Australian Taxation Office, established to raise money for School library resources.

3 *The Building fund* is a Deductible Gift Recipient, as prescribed by the Australian Taxation Office, established to raise money for School building projects.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

	2018 \$'000	2017 \$'000
11. Property, plant and equipment		
Land - at fair value	47,979	47,795
	<u>47,979</u>	<u>47,795</u>
Buildings and improvements - at fair value	153,052	152,463
less accumulated depreciation	(67,301)	(63,798)
	<u>85,751</u>	<u>88,665</u>
Plant and equipment - at cost	10,321	13,091
less accumulated depreciation	(8,117)	(10,658)
	<u>2,204</u>	<u>2,433</u>
Leased assets - at cost	142	142
less accumulated amortisation	(142)	(142)
	<u>-</u>	<u>-</u>
Heritage and cultural assets - at cost	748	747
less accumulated depreciation	(176)	(161)
	<u>572</u>	<u>586</u>
Capital work in progress - at cost	610	119
Total property, plant and equipment	<u><u>137,116</u></u>	<u><u>139,598</u></u>

In September 2018, JLL Public Sector Valuations Pty Ltd provided valuation indices for the period 31 December 2016 to 31 December 2018, to provide an indication of the fair value of the land. The cumulative change in the index for non-residential construction in Queensland was used to calculate the impact of any change on the fair values of buildings and improvements. Based on this information, the School determined that the carrying value of land and buildings and improvements at 31 December 2018 approximated their fair value. As such, no change in the carrying value was recognised.

The last comprehensive revaluation occurred 31 December 2016.

The gross method of revaluation, regarding the treatment of accumulated depreciation at the date of revaluation, has been applied.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

11. Property, plant and equipment - movement reconciliation

2018

Description	31 December 2017 \$'000	Additions \$'000	Disposals \$'000	Transfer \$'000	Depreciation \$'000	Revaluation \$'000	31 December 2018 \$'000
Land	47,795	174	-	10	-	-	47,979
Buildings and improvements	88,665	546	-	44	(3,504)	-	85,751
Plant and equipment ¹	2,433	686	(248)	56	(723)	-	2,204
Heritage and cultural assets	586	-	-	-	(14)	-	572
Capital work in progress	119	610	-	(119)	-	-	610
Total	139,598	2,016	(248)	(9)	(4,241)	-	137,116

¹ Computer equipment with an original cost of \$3,020,000 and a written down value of \$Nil was disposed of in 2018.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

	2018 \$'000	2017 \$'000
12. Trade and other payables		
Current		
Trade and other payables	3,438	2,868
Other accrued employee benefits	879	744
Total current trade and other payables	4,317	3,612
Non-current		
Trade and other payables	440	-
Total non-current trade and other payables	440	-
Total trade and other payables	4,757	3,612
13. Borrowings		
Current		
Queensland Treasury Corporation loan - unsecured	-	521
Chattel mortgage - secured	789	855
Total current borrowings	789	1,376
Non-current		
Chattel mortgage - secured	379	404
Total non-current borrowings	379	404
Total borrowings	1,168	1,780
Chattel mortgage liabilities are secured over the assets to which they relate.		
14. Provisions		
Current		
Annual leave	892	872
Long service leave	4,058	4,020
Total current provisions	4,950	4,892
Non-current		
Long service leave	758	758
Total non-current provisions	758	758
Total provisions	5,708	5,650

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

	2018	2017
	\$'000	\$'000
15. Unearned income		
Current		
Fees in advance	2,807	2,771
Other	-	397
Total current unearned income	2,807	3,168
Non-current		
Fees in advance	242	363
Total non-current unearned income	242	363
Total unearned income	3,049	3,531

16. Asset revaluation surplus

	Land	Buildings	Total
	\$'000	\$'000	\$'000
Balance 1 January 2017	39,774	27,627	67,401
Revaluation increments	-	-	-
Balance 31 December 2017	39,774	27,627	67,401
Balance 1 January 2018	39,774	27,627	67,401
Revaluation increments	-	-	-
Balance 31 December 2018	39,774	27,627	67,401

	2018	2017
	\$'000	\$'000
17. Lease commitments		
(a) Finance leases liabilities and chattel mortgages		
Liabilities recognised in the Balance Sheet		
Current	789	855
Non-current	379	404
Total finance lease liabilities	1,168	1,259

Minimum lease payments due under finance leases liabilities and chattel mortgages at reporting date are payable as follows:

- Not later than one year	820	887
- Later than one year but not later than five years	386	412
Total	1,206	1,299

Finance leases on equipment are on terms of between 28 months to 48 months, with an option to purchase at the end of the lease life.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

	2018 \$'000	2017 \$'000
17. Lease commitments (continued)		
(b) Non-cancellable operating leases		
Commitments under operating leases at reporting date are payable as follows:		
- Not later than one year	80	64
- Later than one year but not later than five years	94	98
- Minimum lease payments	<u>174</u>	<u>162</u>

Operating leases are held on terms of between 24 months and 36 months.

18. Capital expenditure commitments

Property plant and equipment	<u>1,557</u>	<u>270</u>
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19. Contingent liabilities and contingent assets

(a) Since 2002, in conjunction with its insurers, the School has been addressing claims by former students in respect to activities that occurred at the School dating back to the mid- 1970s. To address these issues, the School established and maintains an independent process to assist the claimants and their families and to also assess and advise the School in an objective manner in regard to these claims. The total value of those claims settled or in the process of being settled as at 31 December 2018 are noted at Note 7.

Subsequent to the Royal Commission into Institutional Responses to Child Sexual Abuse hearings in Brisbane and the Royal Commission's final report tabled in December 2017, the School has received further claims from past students in regard to alleged abuse, which are also being processed through the School's established process.

Further, Queensland legislation passed in early 2017 allows for previous settlement agreements to be set aside in certain circumstances and new claims to be pursued. One such application has been heard by the Supreme Court but judgment has not been delivered.

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

(b) Pursuant to the lease of airspace over land adjoining the School, the School has issued a \$12,000 guarantee to the Department of Natural Resources, Mines and Water.

(c) The School has no other known contingent assets or liabilities at balance date.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

2018	2017
\$'000	\$'000

20. Superannuation

At the reporting date, one employee of the School is entitled to benefits from the School's defined benefit superannuation plan on retirement, disability or death (2017: two employees).

The defined benefit superannuation plan provides lump sum benefits based on years of service and final average salary.

The recognised surplus in net assets in the defined benefit superannuation plan is \$517,000 (2017: \$Nil). The unrecognised surplus in 2017 was \$569,000.

The detailed disclosures made in previous years are no longer considered necessary, due to the immaterial value of the remaining balances within the defined benefit superannuation plan.

The defined contribution superannuation plan receives contributions from the School and the School's legal or constructive obligation is limited to these contributions.

21. Financial instruments

Financial assets

Financial assets at amortised cost:

Cash and cash equivalents	8	15,615	8,497
Trade and other receivables	9	1,152	661
Financial assets at fair value through profit or loss	10	11,479	10,279
Total financial assets		28,246	19,437

Financial liabilities

Financial liabilities at amortised cost:

Trade and other payables	12	4,757	3,612
Borrowings	13	1,168	1,780
Total financial liabilities		5,925	5,392

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

22. Key management personnel and remuneration

a) Key management personnel

The School has assessed the key management personnel positions in the context of the School being constituted under the Grammar Schools Act 2016. Details of key management personnel positions, responsibilities, appointment dates and remuneration are set out in the following table.

The following details for key management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the School during 2018.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position
Elected Trustee	To supervise, maintain and control the conduct of the School. To make rules with regards to the management and control of the School.	Elected position through roll of electors and appointed by the Governor in Council	16 June 2016 (3 positions)
Ministerial Nominated Trustee		Appointed by the Governor in Council	16 June 2016 (3 positions) 17 April 2018 (1 position, filling a casual vacancy) 17 May 2018 (2 additional positions, increasing Board size to 9)
Headmaster	The Headmaster is responsible for the management of the School and the implementation of plans and strategies as approved by the Board of Trustees of the Brisbane Grammar School.	Six year contract	1 January 2014

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

22. Key management personnel and remuneration (continued)

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position
Secretary to the Board of Trustees and Chief Financial Officer	All positions support the Headmaster in implementation of plans and strategies as delegated by the Board of Trustees of the Brisbane Grammar School.	Five year contract	13 March 2017
Deputy Headmaster (Four positions)		Five year contracts extended to: 18 June 2021 31 December 2018 31 December 2018 31 December 2023	17 July 2006 1 January 2000 1 January 2014 24 May 2009
Acting Head of Middle School		Annual appointment	1 January 2018
Executive Director Educational Innovation (Head of Middle School seconded to project)		Five year contract extended to: 31 December 2020	4 September 2006
Executive Director Advancement & Community Relations		Three year contract extended to: 31 December 2021	Appointed to Key Management Position 1 January 2017

b) Remuneration

The Trustees are not remunerated for their services. The remuneration and other terms of employment for the key management personnel are specified in their employment contracts.

For the 2018 year, increases to the remuneration of key management personnel were based on individual performance assessments, with increases aligned to the achievement of pre-determined individual performance targets.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

22. Key management personnel and remuneration (continued)

Remuneration packages for key management personnel comprise the following components:

- Short term employee benefits, which include: Base remuneration, consisting of base salary, performance payments, allowances and leave entitlements paid and provided for the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expensed in the Statement of Comprehensive Income.
- Non-monetary benefits, which include provision of motor vehicles and partial remission for School fees, together with any fringe benefits tax applicable to the benefits. Any partial remission of School fees provided to key management personnel, is consistent with the general entitlement of all of School employees who have their children enrolled in the School.
- Long term employee benefits, which include long service leave accrued.
- Post employment benefits, which include superannuation contributions.
- No redundancy payments were paid.

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base	Non-Monetary Benefits			
2018	\$'000	\$'000	\$'000	\$'000	'000
Headmaster	469	7	17	20	513
Secretary to the Board of Trustees	273	2	7	20	302
Deputy Headmaster – Staff	185	44	7	21	257
Deputy Headmaster – Extracurricular	167	35	7	22	231
Deputy Headmaster – Students	208	26	7	19	260
Deputy Headmaster – Teaching & Learning	182	33	7	23	245
Acting Head of Middle School ¹	177	0	4	23	204
Executive Director Educational Innovation	183	17	7	23	230
Executive Director Advancement & Community Relations ²	209	0	6	25	240

¹ During the year ended 31 December 2018, the Head of Middle School was seconded into a project role called Executive Director Educational Innovation, and an "Acting Head of Middle School" was concurrently appointed.

² A performance payment of \$10,000 was paid to the Executive Director Advancement & Community Relations during 2018 (2017: \$20,000), the entitlement to which was conditional on the achievement of specific objectives set for the role.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)**

22. Key management personnel and remuneration (continued)

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base	Non-Monetary Benefits			
2017	\$'000	\$'000	\$'000	\$'000	\$'000
Headmaster ¹	472	0	64	19	555
Secretary to the Board of Trustees ²	69	3	3	7	82
Secretary to the Board of Trustees ²	213	1	6	21	241
Head of Middle School	175	17	7	25	224
Deputy Headmaster – Staff	175	45	6	25	251
Deputy Headmaster – Extracurricular	178	21	7	26	232
Deputy Headmaster – Students	175	26	5	24	230
Deputy Headmaster – Teaching & Learning	175	33	6	25	239
Executive Director Advancement & Community Relations ³	217	0	5	22	244

1 A reconciliation of the Headmaster's remuneration for 2017 appears subsequently in this note.

2 The person occupying the role of Secretary changed in March 2017.

3 Performance payments for 2017 totalled \$20,000 which were paid to the Executive Director Advancement & Community Relations in two equal instalments on 5 May 2017 and 15 December 2017 (2016: Nil), the entitlement to which was conditional on the achievement of specific objectives set for the role.

During 2017, the Headmaster's remuneration was reviewed for the first time since his appointment on 1 January 2014. In 2017, the Trustees approved implementing a Total Fixed Remuneration package, effective 1 January 2016, which resulted in: (a) the non-monetary benefits being included in base salary; (b) back pay for 2016 paid in 2017; and (c) a restatement of accrued long service leave entitlements from the 2014 rate of pay to the 2017 rate of pay. A reconciliation of Total Fixed Remuneration to the amount expensed in the operating results for 2017 is set out in the table following.

Reconciliation of Headmaster's Remuneration: 2017	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base	Non-Monetary Benefits			
	\$'000	\$'000	\$'000	\$'000	\$'000
Total amount expensed 2017	472	0	64	19	555
Remuneration review prior periods	(9)	0	(51)	0	(60)
Total fixed remuneration 2017	462	0	14	19	495

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018 (CONTINUED)

23. Related party transactions

Transactions with people/entities related to key management personnel

During the year, various key management personnel provided philanthropic support to the School in the form of donations, which are regarded as 'ordinary citizen transactions' for the purposes of Australian Accounting Standards. During the year, the spouse and child of one of the employed members of the key management personnel team were also employed by the School for remuneration of \$36,825 (2017: spouse only, \$32,850), including superannuation. During the year, the child of one other employed member of the key management personnel team was also employed by the School for remuneration of \$4,479 (2017: Nil), including superannuation.

24. Events subsequent to balance date

No events have occurred subsequent to balance date that are required to be disclosed.


CERTIFICATE OF BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

The foregoing annual financial statements have been prepared in accordance with the Financial Accountability Act 2009 and other prescribed requirements and we certify that:


- a) The foregoing general purpose financial statements have been prepared pursuant to the *Financial Accountability Act 2009*, the *Financial and Performance Management Standard 2009*, the *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Regulation 2013* and other prescribed requirements.
- b) In accordance with s.62(1)(b) of the Financial Accountability Act 2009, we certify that, in our opinion:
 - i) The prescribed requirements for establishing and keeping the accounts have been complied with in all material respects;
 - ii) The statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Board of Trustees of the Brisbane Grammar School for the year 1 January 2018 to 31 December 2018 and of the financial position of the School at the end of year; and
 - iii) These assertions are based on an appropriate system of internal controls and risk management processes being effective, in all material respects, with respect to financial reporting throughout the reporting period.
- c) In accordance with s.60.15 of the *Australian Charities and Not-for-profits Regulation 2013*, we certify that, in our opinion:
 - i) There are reasonable grounds to believe the registered entity is able to pay all of its debts, as and when they become due and payable; and
 - ii) The financial statements and notes satisfy the requirements of the *Australian Charities and Not-for-profits Commission Act*.

14 February 2019

Date



H L STACK
Chairman of the
Board of Trustees



M J CORGAT
Secretary to the
Board of Trustees

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Brisbane 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 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 2018, 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 2009, 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 balance sheet as at 31 December 2018, 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 certificate of the Board of Trustees.

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 of Trustees 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 2009, 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 of Trustees 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 of Trustees 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 of Trustees 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.

Report on other legal and regulatory requirements

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2018:

- 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



Queensland Audit Office
Brisbane

GLOSSARY

A&CR	Advancement and Community Relations
ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
ATAR	Australian Tertiary Admissions Rank
BGGS	Brisbane Girls Grammar School
BGS	Brisbane Grammar School
BGSOBA	Brisbane Grammar School Old Boys' Association
Board	The Board of Trustees of the Brisbane Grammar School
BYOD	Bring Your Own Device
DHM	Deputy Headmaster
E&S	Education and Staffing
ETC	Effective Thinking Cultures
FTE	Full Time Equivalent
GPS	Great Public Schools' Association of Queensland
HoD	Head of Department
HoMS	Head of Middle School
HoY	Head of Year
ICT	Information and Communications Technology
MS	Middle School
NAP	National Assessment Program
NAPLAN	National Assessment Program - Literacy and Numeracy
NMS	National Minimum Standards
NSSAB	Non-State Schools Accreditation Board
OP	Overall Position
P&F	Parents and Friends
PD	Professional Development
PE	Physical Education
QCAA	Queensland Curriculum and Assessment Authority
QCST	Queensland Core Skills Test
QCT	Queensland College of Teachers
QDU	Queensland Debating Union
QTAC	Queensland Tertiary Admissions Centre
RAM	Random Access Memory
SAN	Storage Area Network
SEWB	Socio-Emotional Wellbeing
SLT	Senior Leadership Team
STEAM	Science, Technology, Engineering, Art, Mathematics

COMPLIANCE CHECKLIST

Summary of requirement		Basis for requirement	Annual report reference
Letter of compliance	<ul style="list-style-type: none"> A letter of compliance from the accountable officer or statutory body to the relevant Minister/s 	ARRs – section 7	4
Accessibility	<ul style="list-style-type: none"> Table of contents 	ARRs – section 9.1	5
	<ul style="list-style-type: none"> Glossary 	ARRs – section 9.2	93
	<ul style="list-style-type: none"> Public availability 	ARRs – section 9.2	3
	<ul style="list-style-type: none"> Interpreter service statement 	Queensland Government Language Services Policy ARRs – section 9.3	3
	<ul style="list-style-type: none"> Copyright notice 	Copyright Act 1968 ARRs – section 9.4	3
	<ul style="list-style-type: none"> Information Licensing 	QGEA – Information Licensing ARRs – section 9.5	N/A
General information	<ul style="list-style-type: none"> Introductory Information 	ARRs – section 10.1	22-26
	<ul style="list-style-type: none"> Agency role and main functions 	ARRs – section 10.2	8, 27
	<ul style="list-style-type: none"> Machinery of Government changes 	ARRs – section 31 and 32	N/A
	<ul style="list-style-type: none"> Operating environment 	ARRs – section 10.3	9-10, 33-52
Non-financial performance	<ul style="list-style-type: none"> Government's objectives for the community 	ARRs – section 11.1	28
	<ul style="list-style-type: none"> Other whole-of-government plans / specific initiatives 	ARRs – section 11.2	N/A
	<ul style="list-style-type: none"> Agency objectives and performance indicators 	ARRs – section 11.3	27-52
	<ul style="list-style-type: none"> Agency service areas and service standards 	ARRs – section 11.4	N/A
Financial performance	<ul style="list-style-type: none"> Summary of financial performance 	ARRs – section 12.1	51-52
Governance – management and structure	<ul style="list-style-type: none"> Organisational structure 	ARRs – section 13.1	9-13
	<ul style="list-style-type: none"> Executive management 	ARRs – section 13.2	14-16
	<ul style="list-style-type: none"> Government bodies (statutory bodies and other entities) 	ARRs – section 13.3	8
	<ul style="list-style-type: none"> Public Sector Ethics Act 1994 	Public Sector Ethics Act 1994 ARRs – section 13.4	N/A
	<ul style="list-style-type: none"> Queensland public service values 	ARRs – section 13.5	N/A
Governance – risk management and accountability	<ul style="list-style-type: none"> Risk management 	ARRs – section 14.1	17
	<ul style="list-style-type: none"> Audit committee 	ARRs – section 14.2	17
	<ul style="list-style-type: none"> Internal audit 	ARRs – section 14.3	17
	<ul style="list-style-type: none"> External scrutiny 	ARRs – section 14.4	17-20
	<ul style="list-style-type: none"> Information systems and recordkeeping 	ARRs – section 14.5	19-20
Governance – human resources	<ul style="list-style-type: none"> Strategic workforce planning and performance 	ARRs – section 15.1	44-45
	<ul style="list-style-type: none"> Early retirement, redundancy and retrenchment 	Directive No.11/12 Early Retirement, Redundancy and Retrenchment Directive No.16/16 Early Retirement, Redundancy and Retrenchment (from 20 May 2016) ARRs – section 15.2	N/A
Open Data	<ul style="list-style-type: none"> Statement advising publication of information 	ARRs – section 16	54
	<ul style="list-style-type: none"> Consultancies 	ARRs – section 33.1	https://data.qld.gov.au
	<ul style="list-style-type: none"> Overseas travel 	ARRs – section 33.2	https://data.qld.gov.au
	<ul style="list-style-type: none"> Queensland Language Services Policy 	ARRs – section 33.3	https://data.qld.gov.au
Financial statements	<ul style="list-style-type: none"> Certification of financial statements 	FAA – section 62 FPMS – sections 42, 43 and 50 ARRs – section 17.1	89
	<ul style="list-style-type: none"> Independent Auditor's Report 	FAA – section 62 FPMS – section 50 ARRs – section 17.2	90-92

FAA Financial Accountability Act 2009

FPMS Financial and Performance Management Standard 2009

ARRs Annual report requirements for Queensland Government agencies





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