



BRISBANE GRAMMAR SCHOOL

Annual Report 2019



BRISBANE GRAMMAR SCHOOL

Interpretation Requests



Brisbane Grammar School is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. Please provide any feedback, interpreter requests, copyright requests or suggestions to the Deputy Headmaster – Staff at the undernoted address.

Report Availability

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

Brisbane Grammar School

Tel	(07) 3834 5200
Fax	(07) 3834 5202
Email	reception@brisbanegrammar.com
Website	www.brisbanegrammar.com
Online	www.brisbanegrammar.com/About/Reporting/

ISSN: 1837-8722

© (Board of Trustees of the Brisbane Grammar School), 2020

LETTER OF COMPLIANCE



BRISBANE GRAMMAR SCHOOL

13 February 2020

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 2019 and financial statements for 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 2019, and
- the detailed requirements set out in the Annual report requirements for Queensland Government agencies.

A checklist outlining the annual reporting requirements is provided at page 99 of this annual report.

Yours sincerely

A handwritten signature in black ink, appearing to read 'John Humphrey'.

Prof John Humphrey
Chair – Board of Trustees

Brisbane Grammar School Gregory Terrace Brisbane QLD 4000
T +61 7 3834 5200 E reception@brisbanegrammar.com W brisbanegrammar.com
CRICOS Number 00489C

Table of Contents

Letter of Compliance	4
SECTION A GOVERNANCE REPORT	6
About the School	7
Locations	7
Legislative bases	8
Values and ethics	8
Leadership	9
Senior Leadership Team	15
Statutory Requirements	18
Risk management	18
Audit	18
External scrutiny	18
Record keeping	20
SECTION B STRATEGY REPORT	22
From the Chair	23
From the Headmaster	25
Strategic Intent 2018 – 2022	28
2019 In Review	36
Enrolments	36
Academic	39
Student wellbeing	43
Co-Curriculum	46
Staff	49
Advancement and Community Relations	52
Infrastructure	54
Finance	55
SECTION C APPENDICES	57
Open Data	56
Consultancies	58
Overseas travel	58
Financial Statements	59
Glossary	95
Compliance Checklist	99



BRISBANE GRAMMAR SCHOOL

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.

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.

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 is open seven days per week during the rowing season. The School provides access to the rowers from Brisbane Girls Grammar School during the Brisbane Schoolgirls' Rowing Association's competitive season. The Boat Shed is located at Riverside Drive, West End.

Outdoor Education Centre

The School has provided a vibrant outdoor education experience for students for over 40 years at the Outdoor Education Centre, Pepperina Hill, on the shores of Lake Moogerah. 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 are 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.

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.

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*.

From 1 January 2019 to 17 November 2019, the Board consisted of nine members appointed by the Governor in Council of whom:

- six were nominated by the Minister for Education; and
- three were elected as prescribed by the *Grammar Schools Act 2016*.

Sadly, Ministerial nominee, Mr Stephen Lonie, passed away on 17 November 2019, taking the number of members to eight.

The table below lists the Trustees who held office during the year ended 31 December 2019.

Elected Subscriber Representatives	Ministerial Nominees
Dr John Fenwick	Professor John Humphrey (Chair)
Mr Christopher Morton	Ms Megan Houghton
Mr Howard Stack	Mr Stephen Lonie (deceased 17 November 2019)
	Professor Doune Macdonald
	Ms Susan Palmer
	Mr Warren Traves

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 the School's broad 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) Achieve leadership in research driven teaching and learning, wellbeing and co-curricular practices;
- (ii) Maintain and enrich a culture of growth, collaboration and care;
- (iii) Maintain and enhance school infrastructure to enable academic, wellbeing and co-curricular 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 twenty-one (21) times during 2019. 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
Prof Humphrey	Member		Member	Chair (from 10/10/2019)		
Dr Fenwick AM		Chair				
Ms Houghton	Member				Member	
Mr Lonie	Chair*			Member*		
Prof Macdonald			Chair	Member		
Mr Morton		Member			Member	Chair
Ms Palmer	Member					
Mr Stack				Chair (ended 10/10/2019)		Member (ended 10/10/2019)
Mr Traves					Chair	

* Mr Lonie passed away on 17 November 2019 and Ms Palmer was appointed Acting Chair of the Finance Committee

Finance Committee

The Finance Committee meets up to eight times per year and monitors the business activities of the School including financial performance, treasury management and risk management. 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 several times a year and reviews progress and plans regarding the education program 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 as and when required and monitors various aspects of the School's community relations, including the Parents' and Friends' Association Inc. and the Old Boys' Association. This Committee also focuses on advancement activities, including fundraising and marketing efforts.

Biographies

Professor John Humphrey | LLB (UQ)

Trustee since 2018, Chair

Professor John Humphrey was appointed to the Board of Trustees on 17 May 2018 and was elected as Chair on 10 October 2019. Professor Humphrey has over 30 years' experience as a commercial lawyer and is a trusted advisor to many boards. In his role as Executive Dean of the Faculty of Law of Queensland University of Technology, Professor Humphrey was responsible for the development and leadership of the School of Law, School of Justice and Legal Practice Unit. Prior to joining QUT in January 2013, Professor Humphrey was a Senior Partner at the leading law firm King and Wood Mallesons where he specialised in corporate mergers and acquisitions and general commercial work including equity capital markets. Professor Humphrey is a Director of a number of listed public companies and a former member of the Australian Takeovers Panel. In 1993-1996, he was a member of the Consultative Group advising the Commonwealth Task Force on the Simplification of Australia's Corporate Laws, and in 1992-1996 he was State President and National Vice President of the Securities Institute of Australia. He is a BGS Old Boy '71.

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

Trustee since 1999

Dr John Fenwick attended BGS from 1958 to 1961, gained an Open Scholarship, and studied Civil Engineering at UQ. Starting work in 1966, he was involved with the design of the Riverside Expressway, before taking up a Rhodes Scholarship at Oxford in 1967. He joined Main Roads in 1971. In 1998 he took charge of bridge engineering and worked on all the major bridge projects until retirement in 2009. He currently works as an independent consultant. John's three sons attended BGS, as did his father (1919) and brother Tom (1956). Dr Fenwick has been on the BGS Board since 1999 and has served on several other boards including the Senate of The University of Queensland and Emmanuel

College (within UQ, currently Deputy Chair). He is Deputy Chair of the board of a construction industry based Certification Authority for construction steels. Dr Fenwick chairs the School's House and Grounds Committee. Dr Fenwick served as Deputy Chair of the Board of Trustees for BGS from 1999 to 10 October 2019.

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 ten years' experience as a non-executive director on public and private company boards, including chairing several board committees. These Non-Executive Director roles included boards of GOLDOC (the 2018 Commonwealth games Organising Committee), Tourism and Events Queensland, Urbis, and Unitywater. Megan also has 24 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 Stephen Lonie / BCom MBA (UQ), FCA, FAICD, FINSA

Trustee since 2003 (deceased November 2019)

Stephen Lonie was a Chartered Accountant including over 30 years with KPMG, and seven years as Managing Partner of Queensland. Since 2002, he had been self-employed as a Chartered Accountant and Management Consultant. Mr Lonie was an experienced Company Director and held a

number of current Board positions. Mr Lonie was on the Board of Trustees of BGS since 2003 and sadly, he passed away in November 2019.

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

Trustee since 2011

Professor Doune Macdonald was appointed to the BGS Board of Trustees in 2011. Professor 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 QCAA, and has previously held directorships with UQ Sport Ltd and St Margaret's Anglican Girls' School. After an early career teaching health and physical education in primary and secondary schools, Professor Macdonald returned to UQ in 1990. In 1998 she won an Australian Award for University Teaching. She sits on the State Ministerial Advisory Committee for Sport and Active Recreation and the Centre for Youth Substance Abuse Research advisory group.

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. For ten years until 2007, he was the Founder and Managing Director of Property Funds Australia Limited. He was subsequently Managing Director and Deputy Chairman of ASX listed Trinity Limited. Mr Morton has had a wide-ranging involvement in property activities, including as past President of the Property Council of Australia (Qld Div) and a member of the Queensland Heritage Council. He is currently Chairman of the Board of the Prince Charles Hospital Foundation. Mr Morton is a BGS Old Boy and was School Captain in 1973. He joined the Board of Trustees of BGS in 2003 and serves on a number of Board sub-committees including Advancement and Community Relations, and House and Grounds. His four sons are also BGS alumni.

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

Trustee since 2011

Sue Palmer was appointed to the BGS Board of Trustees in 2011. She has had an executive career spanning more than 30 years in senior financial and commercial roles

across a range of diversified industries. Her previous experience includes senior financial positions with the Leighton group and CS Energy as well as board positions with New Hope Corporation, RCR Tomlinson, MSF Sugar, Port of Brisbane and Queensland Competition Authority. Sue is now a professional non-executive director, and currently sits on the boards of Qube and Charter Hall Retail. Her son is a BGS Old Boy.

Mr Howard Stack | BA LLB (UQ)

Trustee since 1991

Howard Stack is an experienced company director with both listed and unlisted companies, including several as Chair. These directorships included companies with substantial international operations or whose strategies included penetration of world markets, including Bow Energy, Flight Centre, and Australian National Industries, among others. He was a partner of the leading national law firm Allen, Allen and Hemsley until 2001, and before then a partner with predecessor firm Feez Ruthning from 1969 to 1996. He also acted as a corporate advisor to one of Australia's largest electricity generators until 2011. Mr Stack is a BGS Old Boy and was School Captain in 1962. His son also attended BGS and his daughter attended BGGs. Mr Stack served as Chair of the Board of Trustees for BGS from 1991 to 10 October 2019.

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. He is a member of the firm's Risk Committee and past member of the Finance and Strategy Committees. 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 '82, as are his father, brother and son.

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 11 of the <i>Grammar Schools Act 2016</i>, are:</p> <ol style="list-style-type: none"> a. To supervise, maintain and control the operations of the Board's school; b. To erect, alter, add to, purchase or sell buildings used or to be used for the Board's school; c. To effect general improvements to the premises used or to be used for the Board's school; d. To provide an educational program for the Board's school; e. To make policies and procedures about: <ol style="list-style-type: none"> i. fees and charges payable in relation to students enrolled or to be enrolled at the Board's school; ii. the discipline and conduct of students enrolled at the Board's school; iii. the management and control of the Board's school; and iv. the matters mentioned in paragraphs (a) to (d); a. Any other function given to the Board under this Act or another Act.
Achievements	<p>During 2019, 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; • review and allocation of resources for enhanced risk management, digital strategy and the School's strategic framework; • approval of joint arrangements with Brisbane Girls Grammar School in relation to shared rowing facilities, traffic management and bus transportation; • 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 matters	<p>During 2019, the Board approved an operating and capital expenditure budget for the year ending 31 December 2020.</p> <p>The management of cash flow and the investment of funds was overseen by the Board's Finance Committee.</p> <p>The Financial Statements of the School for the year ended 31 December 2019 received an unqualified opinion from the Queensland Audit Office.</p>

Remuneration					
Position	Name	Meetings / sessions attendance (a)	Approved annual, sessional or daily fee	Approved sub-committee fees if applicable	Actual fees received
Chair	Prof. John Humphrey	18	Nil	Nil	Nil
Member	Ms Megan Houghton	13	Nil	Nil	Nil
Member	Dr John Fenwick AM	19	Nil	Nil	Nil
Member	Mr Stephen Lonie	7	Nil	Nil	Nil
Member	Prof. Doune Macdonald	14	Nil	Nil	Nil
Member	Mr Christopher Morton	18	Nil	Nil	Nil
Member	Ms Sue Palmer	17	Nil	Nil	Nil
Member	Mr Howard Stack	19	Nil	Nil	Nil
Member	Mr Warren Traves	21	Nil	Nil	Nil
No. scheduled meetings/sessions		21			
Total out of pocket expenses		0			

(a) During the year, there were 21 meetings held of the Board of Trustees.

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 to 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 Risk and Compliance Manager
	Deputy Headmaster – Co-Curriculum	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 Marshal Assistant School Marshal
	Deputy Headmaster – Teaching and Learning	Dean of Administration Dean of Curriculum Dean of Studies Associate Dean - Curriculum Director of Information Services Heads of Department
	Acting 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 Fundraising Executive Marketing and Communications 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 Research Associate

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 co-curricular domains. For the past 25 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 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 and 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 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 Years 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 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, safe and secure caring community.

Ms Heather Hamilton | MBA (UWA)

Executive Director – Advancement and Community Relations (until 31 December 2019)

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 in the higher education sector.

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 in the role Deputy Headmaster – Staff and Community Relations in 2006 and his current role in 2017.

Mr Greg Thorne | B.Ed (QUT)

Deputy Head Co-curriculum

Greg Thorne joined BGS in January 2019. His new role replaces the Deputy Headmaster - Extracurricular position. He is an experienced educational leader with a broad range of proficiencies. He has expertise in student wellbeing roles, curriculum leadership and school administration. Greg was part of the Senior Leadership Team at Nudgee College for eight years, most recently as the Director of

Activities (Sport and Culture). He has also been chairperson of multiple GPS Association sub-committees.

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 seven 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. In 2018 she was seconded to her current position.

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.

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 2019*, 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 2019*. These statements are subject to annual audit under the *Auditor-General Act 2009*.

The financial statements for the year ended 31 December 2018 are available from the Publications website of the Queensland Government.

The financial statements for the year ended 31 December 2019 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 2019, the Queensland Audit Office (QAO) tabled a report in the Queensland Parliament entitled *Education: 2017-18 Results of Financial Audits (Report 19: 2018-19)*. This report may be accessed online at the QAO 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 2018. The QAO report provides an overview of the grammar schools' finances for the year ended 31 December 2018 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.

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.

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 2019 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. The Royal Commission has completed its task although governments continue to implement some of its recommendations.

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.

National Redress Scheme

On 8 August 2019, the Board of Trustees of Brisbane Grammar School resolved to apply for entry into the National Redress Scheme, well ahead of the legislated time frame for such applications of 30 June 2020.

The establishment of the National Redress Scheme was a key recommendation of the Royal Commission into Institutional Responses to Child Sexual Abuse.

The School will also continue to operate its own redress scheme and recognises that some of those who have experienced abuse in the past may not wish to engage with the School. If approved, the School's participation in the National Redress Scheme will provide an additional avenue for those who have experienced abuse to seek redress.

Following the submission of the School's application to join the Scheme in August 2019, the Department of Social Services has informed the School that the usual application process for the National Redress Scheme, which is subject to approval by the Minister, will likely take up to six months to complete.

Abolition of limitation periods in respect of child sexual abuse claims

On 8 November 2016, Queensland Parliament enacted the Limitation of Actions (Child Sexual Abuse) and *Other Legislation Amendment Act 2016* which abolished limitation periods in respect of child sexual abuse claims. That Act included section 48 (5A) which allows a court to set aside a previous settlement of a child sexual abuse claim if the court is satisfied that it is just and reasonable to do so. The section gives the court a wide discretion.

In June 2018 a former BGS student who suffered sexual abuse by Kevin Lynch filed an application in the Supreme Court for an order setting aside a settlement agreement he entered into in October 2002.

On 21 June 2019, that application was dismissed by the Supreme Court. The former student filed a notice of appeal in respect of the decision of the Supreme Court. That appeal was heard by the Court of Appeal on 19 November 2019. The judgment of the appeal court has been reserved.

At the date of this report it is not possible to predict when that appeal decision will be delivered or the outcome of the decision. Further, it is not possible to accurately identify whether any further such applications to set aside previous settlements will be pursued by other former students whose claims have been settled in the period from 2002 to the date of the amending legislation in November 2016.

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.
- 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.

Queensland State Archives released its new Records governance policy in June 2018 with an update in April 2019. The Records governance policy repealed Information Standard 31: Retention and disposal of public records and Information Standard 40: Recordkeeping.

The School is currently conducting a gap analysis of its alignment with the new policy.

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;
- The Chief Financial Officer

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.



BRISBANE GRAMMAR SCHOOL

Section B

Strategy Report

FROM THE CHAIR

It is honour to serve as Chair of the Board of Trustees, taking over from Mr Howard Stack. The Board thanks Howard for the significant contribution he has made during his 29 years of service as Chair of the Board of Trustees.

Helen Penrose, in her outstanding history of the 150-year existence of the Brisbane Grammar School, Light Dark Blue, said this of Howard:

'Howard Stack's service as Chair is the longest, and arguably the most influential, in the School's history. His legal background, thorough attention to detail, and long-range strategic vision were employed to great effect while several multi-million dollar building projects were constructed. Dubbed 'Howard the builder' his legacies include intangible structures of deep board stability and an unwavering commitment to innovation. In addition, his immeasurable contribution to all historical sexual abuse matters, enormous commitment of time and obvious humanity were given freely and deeply admired.'

As Helen Penrose notes, the Middle School, the Indoor Sports Centre, The Lilley Centre and the Northgate playing fields and facilities constitute a transformative legacy.

It is the School's response to the tragedy of the sexual abuse of students that occurred in the 1970s and 1980s that is the real measure of Howard Stack. From the time the problem emerged – well before the establishment of the Royal Commission – Howard, in leading the Board, immediately sought to deal with it head-on and accepted the School's moral responsibility to the victims.

Howard has met with every victim, listened to their stories and apologised to them for the trauma they had suffered. His compassion was reflected in the processes that were put in place to enable victims to seek counselling and compensation, processes which – with the benefit of hindsight – can be seen to be best practice and ahead of their time.

Howard is the epitome of the character traits the Board associates with a Brisbane Grammar School Old Boy. He has made this outstanding contribution with selflessness, modesty, grace and good humour – imbued with the belief that with the support of a good team, anything can be accomplished.

In sad news, Trustee and BGS Old Boy Stephen Lonie '68 passed away on 17 November 2019, following a short illness. A Chartered Accountant and company director, Mr Lonie served on many boards during a distinguished career. He will be remembered by BGS for his service to the Board of Trustees from 2003.

The BGS community offers its condolences to the Lonie family, including his wife Jennifer, daughter Alison, son Richard '01, and brother John '63. His name was added to the Distinguished Service Honour Board in the Great Hall.

As the new Chair of the Board of Trustees, I would like to provide a short summary of my vision for the School.

I am a passionate believer in the benefits of education, and my time as a member of the Executive team at QUT has given me a detailed understanding of the current Australian tertiary education system and a good look at emerging trends in education and the associated technology.

We exist today in a fast-changing and increasingly complex and competitive educational environment, and nothing can be taken for granted. My vision for Brisbane Grammar School is for it to become the best boys school in Australia.

To do this, we will – among other things – need to maintain our position as the top-performing academic school in Queensland, judged by reference to a range of measures.

While this goal is a collective one, my experience in the tertiary sector has convinced me that the best way to do this is through greater emphasis on maximising the personal learning achievement of each and every BGS student.

We will work to further develop our capability to tailor our educational offering to better fit an individual's strengths, skills and interests. An important part of this will be for the School to develop an enhanced ability to diagnose early any problems an individual student may be experiencing with their learning and to take effective personalised remedial action.

The School's move to developing its own Effective Thinking Culture, whereby our boys are encouraged to develop a critical mindset, is one aspect of personalised learning. As we move further into the twenty-first century, our graduates need to be flexible, critical thinkers.

We will invest in the training and professional development of our teaching staff to develop their skills and keep them at the forefront in what is a very fast-changing educational environment. This is because the research continues to show that quality teaching is still the biggest school based determinant of learning outcomes.

We will continue to offer and deliver a broad range of quality co-curricular activities to balance out a student's learning experience with a view to producing well-rounded graduates.

On the School's infrastructure, the major focus of the Board is the STEAM project, which will combine the disciplines of Science, Technology, Engineering, Arts and Mathematics in a new learning precinct. The design for this exciting project is currently being finalised, and we are excited by the educational potential of this cutting-edge new facility.

The School is once again working on boarding house renovations, to create separate junior and senior boarding houses. The first phase has begun, with the planned development of the new Griffith House.

It is intended that the second stage of renovations of Harlin House will provide a high quality, contemporary boarding offering for our senior students, but details of the timing of this project are yet to be finalised.

Preparation and planning for the new tertiary entrance regime is well advanced, and we are confident that our senior students will be well prepared to successfully tackle the new regime.

The Board thanks the Headmaster and staff of Brisbane Grammar School for their dedicated efforts in 2019. I serve with my colleague Professor Doune Macdonald on the Board's Education Committee, and we see the tremendous effort and striving that all staff put in to deliver and constantly improve the School's offering.

FROM THE HEADMASTER

Brisbane Grammar School's 151st year since foundation has been as industrious and enjoyable as last year's sesquicentenary year. 2019 started with the news that the previous year's graduates achieved excellent academic results. A median OP5 was a key highlight, showcasing the consistency and depth of the cohort. This median broadly equates to an Australian Tertiary Admission Rank median of 93, placing BGS among the best-performing schools in Australia.

The maximum possible ATAR of 99.95 was achieved by four BGS students, five students attained an ATAR of 99.90 and a further five students an ATAR of 99.85, another leading result by national standards. A total of 40 students achieved an OP1 or ATAR of 99, which increased to 67 OP1 equivalent students when combined with those who earned bonus ranks.

In governing a large boys school, our leadership purpose is centred on forming a healthy school culture that helps students to navigate the Fourth Industrial Revolution. As educators, we know that young people need to develop digital fluency, creative skills and scientific reasoning if they are to thrive in modern society.

Critical thinking, systems thinking, entrepreneurship and cultural agility are capabilities that underpin a BGS education. Critical thinking – analysing ideas skilfully and applying them meaningfully – has long been a BGS strength, and understanding the elements of complex systems and applying that information in different contexts – or systems thinking – is also fixed in BGS learning.

What is of greater relevance today is enterprise education, which encourages students to reinvent and repurpose, and cultural agility which enables young people to function successfully in cross-cultural situations. Both aptitudes are richly adopted in the BGS curriculum. Of equal importance is teaching the boys to lead with character. Through the student wellbeing curriculum BGS staff nurture purpose-driven, future leaders who demonstrate civic responsibility, moral conviction and comfortably apply suitable and practical leadership principles.

Student involvement in the Public Purpose program, with a range of community agencies, builds social and human capital. Projects such as The Royal Brisbane and Women's Hospital Patients in Need Program, the Homework Club, and regular visits to the Nursery Road State Special School, focus on the needs of others and generate a culture of altruism.

The School's focus on creating global citizens furthers boys' cultural agility.

This year, overseas leadership courses in America, Indonesia and Singapore sponsored cultural diversity and social entrepreneurship. The Year 10 Cambodia Immersion enabled boys and BGS staff to build houses and complete important infrastructure ventures. Similarly, the Kokoda Expedition offered participants the chance to retrace the footsteps of brave Australian soldiers. BGS is a school that honours the past, addresses the needs of the present, and intentionally looks forward to a preferred future. Our vision is far-sighted and is translated through positive leadership that is continually interpreting, reviewing and reinforcing the School's mission.

The implementation of the School's Effective Thinking Cultures is at the core of leading through transformation. We remain prepared to redesign the structures and processes to achieve our vision of being the best Australian boys schools, and an international leader in teaching and learning.

The Co-Curriculum program also performs a vital role in educating boys. This year, BGS recorded victories in GPS Chess and Gymnastics; and won the Tri-Grammar Cricket Twenty20 trophy and the Queensland School Sport Championships in Cross Country. BGS boys won the Queensland School Fencing Competition; secured medals at the Australian Interschools Snowsports Championships; and recorded podium finishes in GPS Debating, Cross Country, Sailing,

Swimming, Tennis and Volleyball. BGS sailors and cross country runners qualified for national championships and a host of boys were selected in State and National teams in a variety of sports.

In the cultural domain, stellar productions, performances and exhibits were once again delivered in the performing and visual arts.

This year's theatre season continued to raise the bar of artistic excellence. The Senior Dramatic Production was a ground-breaking adaptation of *Richard III* by award-winning playwright Daniel Evans. *10 Ways to Survive a Zombie Apocalypse* was the perfect vehicle for our younger actors in the Middle School to build dramatic skills and stage confidence. The final showcase, *Trick or Treat*, was an original work that involved Years 9 and 10 students collaborating with specialist staff and mentors from Backbone Theatre Company to devise a modern piece.

Our Music program continues to enrich the lives of many. This year, there was a conscious effort to vary the usual programming. Some highlights included *Christmas in July*, the popular (and loud) *Bang the Drum*, a *Sing and Swing* afternoon which featured an impressive Jazz repertoire, and *Grammar in Concert* was again enthralling.

Similarly, our string festivals brought together the most accomplished players from Queensland; our singers collaborated with talented girls schools; our best musicians featured in the *Australian Combined Schools Music Festival*; while our top singers worked with members of The Australian Brandenburg Orchestra to present a wonderful program of Baroque anthems.

Likewise, BGS Art provides the boys with the richness of human experience. Student exhibitions, the Annual Art Show, Artists-in-Residence, the Art Trail, the BGS Art Collection and the creation of the David Malouf AO Art Gallery are all palpable examples of how art permeates our community.

Diversity of experience is a key element of a BGS education. Brisbane Grammar School has sponsored diversity of experience since its first Headmaster, Thomas Harlin, identified a need to provide bursaries to deserving students from all backgrounds, to encourage a broad representation of talent and social experience.

In recent years, the BGS community has rallied together to support Campaign 2020. Our aspiration is for a sustainable Bursary Fund, with the capacity to provide needs-based support for 10% of the student population. The School has also made a firm commitment to improve the educational outcomes of Aboriginal and Torres Strait Islander people and build relationships that ensure an inclusive school village.

In 2018, I shared an overview of the School's master plan for the next 20 years which includes several important capital projects to sustain our exceptional educational offerings. Since then, some projects have been completed.

New and improved facilities were completed at Northgate this year. The enhancements include the refurbishment and expansion of the canteen block and the construction of a new amenities block. The user groups for Football, Cricket and Rugby all contributed to the design of the project, and donations from the support groups facilitated a better outcome.

A total of 150 mature trees – bunya pines, quandongs and Moreton Bay figs – were planted throughout the centre to commemorate the first 150 years of BGS education and to provide additional shade over time to the many visitors who frequent our wonderful sporting complex.

Similarly, the acquisition of land near Mount Alford has enabled the growth of the School's Outdoor Education program, and with the help of the Moogerah Support Group, we have been able to establish new campsites, develop improved road access, and commence an environmental sustainability program to ensure these areas, now known as Bitenbar, are enjoyed by BGS generations to come.

The Board has confirmed its commitment to enhancing BGS boarding for the longer term, and with the support of the PandF Auxiliary and BGS Old Boy Matthew McLennan '86 a junior house – Griffith House – will be created and refurbishment of Harlin House will occur as further funds become available.

The design for the highly anticipated STEAM project is almost complete, and the project control group is carefully working through the development application phase. The benefits of a STEAM-rich education are increasingly recognised as worthy of investment for a well-rounded scholastic experience and development of important life skills. The project will integrate the disciplines of Science, Technology, Engineering, Art and Mathematics across an entirely new dedicated precinct. 2020 will see much of this project's efforts devoted to complex town planning, detailed design, traffic engineering, and the securing of funding.

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

I acknowledge the valuable contributions of outgoing Chair of the Board of Trustees, Mr Howard Stack. For 29 years, Mr Stack has led the Board with distinction. He has been the most passionate and generous of BGS Old Boys.

After leading the student body as School Captain in 1962, Mr Stack has continued to advocate for this great institution. During his tenure, much has been achieved – capital works, community building, financial stability and most importantly his commitment to giving victims of abuse a voice.

It is my view that Mr Stack's greatest contribution is that he has not allowed our school to be idle. Building the conditions for success has and will be Mr Stack's legacy.

I welcome Professor John Humphrey as the new Chair of the Board of Trustees and thank him in advance for his strategic direction and commitment to the educational purpose of Brisbane Grammar School.

I also thank Director of Sport Mr Ron Cochrane for his almost 40 years of service to the School. Mr Cochrane's knowledge of everything BGS is extraordinary; his investment in boarding, sport, and the broader BGS community esteemed; and his commitment to the personal development of young men noble.

It is a privilege to lead this school. To quote Donna Orem, if "deep self-knowledge, emotional regulation, responsible decision-making, empathy and perspective-taking" are to be important for the digital economy, then I am confident that BGS is uniquely placed to prepare men of character for the future.

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; and
- 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; and
- 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 co-curricular 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 co-curricular 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:

- A commitment to educational leadership in teaching and learning, wellbeing and co-curricular programs;
- The maintenance of a community that is safe and a culture that promotes collaboration and care;
- The delivery of school infrastructure that furthers student learning, wellbeing, sporting and cultural interests;
- A sustainable financial strategy that supports the ongoing development of the School; and
- 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 co-curricular practices

Teaching and Learning	
Priorities	Selected highlights of 2019
Effective Thinking Cultures (ETC)	<ul style="list-style-type: none"> • ETC Interim report findings and recommendations • Phase 2 of ETC monitoring and evaluation report received for full analysis and action • Evidence in all departments (involved in monitoring) of further success in pedagogical shift. • ETC curriculum auditing process implemented in Years 5 to 10 • Internal assessment endorsement process implemented in Years 5 to 10 • Ongoing documentation of ETC curriculum across the School • Restructuring of professional learning to support ETC initiatives • Ongoing ETC professional learning for Lead Learners to develop understanding of ETC and build their pedagogical capacities • ETC focus for all teachers' TDPs • Professional development for all teaching staff in ETC (Teaching Exchange, Professional Learning Team time) • Educational Improvement Plan completed and targets for 2020 set • Online ETC library established • Presentations to parents on ETC (Years 5 to 11). • Regular reports to the Board Education Sub-Committee on ETC strategy and progress • Research Associate appointed • Initial development of Learning Organisation Project Plan
New Senior Assessment and Tertiary Entrance Regime	<ul style="list-style-type: none"> • >95% of BGS teaching staff have completed at least one QCAA accreditation courses • >20 BGS staff appointed as QCAA endorsers/confirmers/lead assessors. • New senior syllabuses implemented Units 1-4; IA1-2 endorsed in all subjects; study of Unit 3 commenced Term 4 2019 in all subjects • Positive community and media stories reflecting BGS as Qld's leading school, including OP outcomes (February) and NAPLAN (September). • Core modes of assessment and Instrument Specific Marking Guides, aligning with QCAA senior syllabuses, used across Years 5-10 in all subjects, enhancing student preparation for QCE-ATAR system • Successful implementation of new QCAA AARA standards for student assessment school wide
Learning Analytics	<ul style="list-style-type: none"> • Learning Analytics Strategic Plan completed • Year 9 – 11 Student Data trial completed • 100% Year 11 and Year 12 students received access to their data profile • Digital Student Learning Plans developed for implementation in 2020

	<ul style="list-style-type: none"> Professional development for staff to conduct data mentoring conversations Research and planning for longitudinal tracking of learning progression Appointment of data consultant to advise strategy and activity in 2020 Academic data audit commenced NAPLAN results relative to state and competitor benchmarks remain strong; detailed analysis of literacy and numeracy results by Heads of Department with curriculum adjustments and interventions for 2020 planned
Whole school curriculum map	<ul style="list-style-type: none"> Phase 1 of the BGS curriculum map completed Curriculum map informed decision-making re-assessment and cognitions strategy Phase 2 planned in advance of implementation in 2020 Program Logic plan created to manage implementation and monitoring of Literacy Learning Progressions. ACARA Learning Progressions (Numeracy and Literacy) mapped against BGS curriculum. 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 or Data breach issues Implementation of new Library management system Implementation of a Digital Asset Management system Implementation of a HR recruitment system Upgrade of the Daily Bulletin system Installation of a digital signing terminal for the Heath Centre and an Attendance tracking system for large student events Online Service desk functionality implemented for the HR department, ICT Admin group and Maintenance department Major enhancements to the Community Calendar system BGS cloud strategy in place. 2019 services transitioned - Digital signage, Anti-Virus Management, Library Management, HR Onboarding, Lift Telecommunication monitoring ICT Health Check performed
Student Wellbeing	
Student Wellbeing	<ul style="list-style-type: none"> Implementation of a mentoring and tracking model including the development of staff and student usage of data Recorded protocols for issues associated with the student related policies were enacted as part of the management of issues Collaborated with the co-curricular program and the various wellbeing experiences, developing meaningful engagement for students. Socialised wellbeing strategies associated with the implementation of our post ATAR wellbeing programs Implementation of recommendations of the 2018 Wellbeing audit Implementation of the Child Safe School Environment Framework Implementation of the Extended Day Study Program
Boarding and Health Centre	<ul style="list-style-type: none"> Embedded the use of boarding values to define the culture of the residential experience Focused on enhancing further the culture within Harlin House and to capture the Student Voice, through both formal and informal processes Implemented the reviewed academic enrichment program involving connection to EDSP in Harlin House Implementation of the reviewed activity program, ensuring it is attractive to all the boys in the community

	<ul style="list-style-type: none"> • Finalised and Implemented an improved infrastructure plan providing student accommodation • Established structures and practices that enable boarders to access differentiated residential experiences as they progress through Harlin House • A concerted 'relational' based marketing plan that built upon the work done in 2018, and which utilised the broader Grammar community was undertaken. • Established an enhanced and transparent relationship between the boarding house and the day school • Established a comprehensive and well-documented boarding staff induction and orientation process. • Completed Health Centre procedure manual to ensure consistency in service provision • Increased engagement with broader school community with the focus on promoting health and wellbeing • Implemented strategies to improve relationships with the boarding community with a focus on developing more effective advocacy skills for our students who engage with outside health services • Continue to review and develop the role of the RN within the School with particular focus on the risk management of students engaging in co-curricular activities • Continued to review and update guidelines including, Diabetes Management, Seizure Management and Infection Control Guidelines
Outdoor Education	<ul style="list-style-type: none"> • Worked with Peer Power to identify potential connections with OE • Continued to innovate OE practices in ICT, parent communication and tracking • Finalised the ecological management plan for the new property • Continued to advance the indigenous education program • New Property <ul style="list-style-type: none"> • Officially opened and named the site • Developed vertical activities on Pulpit Rock • Developed the Year 9 ETC unit • Developed the ATAR OE Leader plan for trial • A safety review by external consultant was undertaken
Student services	<ul style="list-style-type: none"> • Developed a 2019 wellbeing audit document • Ensured ongoing professional development of the Student Services team in keeping with changes to tertiary entry and management of mental health issues in the school environment • Maintained currency of local, interstate and overseas processes • A trial of adjusted timelines for Year 12 tertiary interviews for the 2019 Seniors undertaken • Mapped the wellbeing program against the Australian Blueprint for Career Development to identify links and gaps • Made improvements to the categories used in Student Services record keeping • Updated and changed all Special Provisions documents to reflect Access Arrangements and Reasonable Adjustments
Indigenous program	<ul style="list-style-type: none"> • Reconciliation Action Plan implemented • Staff visited the Cape York Leadership Program and schools in Far North Queensland which resulted in enhanced networks with these institutions • Implemented the Deadly Choices program • Introduced Harlin House induction process and leaders' weekend

Student Wellbeing Programs	<ul style="list-style-type: none"> • Encouraged student participation in Public Purpose experiences outside of school • Developed further opportunities for boarding house students to engage in Public Purpose projects • Tracked student involvement in Public Purpose activities • Implemented an Explicit Sexual Material Action plan • Audited the immersion tours and risk management strategies • Developed a student wellbeing curriculum • Developed a vehicle for increasing parent engagement in the wellbeing programs • Developed the Year 7 to 9 leadership lessons in the SWC to reflect the ETC Schema • Implemented a 5-year plan for Leadership Development • Connected the L2L program with Public Purpose • Created opportunities for students to develop entrepreneurial skills while enhancing leadership opportunities • Maintained student voice connection with the SRB
Co-Curriculum	
Athletic Development program	<ul style="list-style-type: none"> • Reviewed Athletic Development program, resulting in restructure and rigorous alignment of Performance Development (ADP), PE, and individual sport programs, commencing 2020. • Enhanced communication and collaboration opportunities for Directors which develop cross-program benefits for student participants • Implemented expanded game day coverage, medical procedures and follow-up for student athletes who incur injuries
Quality coaching	<ul style="list-style-type: none"> • Development of Head Coaches through professional development • Further development of shared practice between Head Coaches and Directors with a focus on Effective Thinking Culture within Co-Curriculum
Systematic review of programs	<ul style="list-style-type: none"> • Evidence from stakeholders and participation data show high levels of engagement and satisfaction • Reviewed coach induction programs across all programs • Review of Music performance program
Leadership development	<ul style="list-style-type: none"> • Developed leadership capacity amongst Directors through internal projects and cross-program opportunities • Developed collaboration processes for the co-curricular team • Built greater coach leadership capacity through induction and Director oversight of coaching practices across all teams.
Program development using Framework for Teaching	<ul style="list-style-type: none"> • All programs continue to adopt a whole-school approach to player-centred coaching • Further development of role statements to aide feedback to coaches and managers
ICT support	<ul style="list-style-type: none"> • Further implementation of child protection presentations and quizzes to Old Boy coaches and volunteers • Enhanced uptake of data visualisation software to track athletic development and student engagement across Co-Curriculum programs.

STRATEGIC INTENT #2

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

Outcomes	2019 Progress
Professional learning community and performance culture	<ul style="list-style-type: none"> Supported Leaders to resolve performance matters across the School Further socialisation of the current vs preferred workplace culture Suitable candidates were secured for all vacancies during 2019 A revised schedule of orientation and induction activities implemented to improve the onboarding experience for new staff All teachers were supported in their development and implementation of personalised Teaching Development Plans All teachers attended timetabled Professional Learning Team meetings to promote a culture of collaborative professionalism and to develop practice All new teachers attended regular lunchtime meetings in 2019 to support their induction into the School's professional learning community. A range of foci were explored and included opportunities for new teachers to lead the learning. A program for supporting professional, administrative and services staff with performance review and development plans piloted Establishment of a draft People and Culture Strategy in response to the outcomes from the staff alignment and engagement survey Development of the BGS: Towards 2030 all staff workshop, to be held in January 2020
Mitigation of risk	<ul style="list-style-type: none"> Independent Risk Review completed Risk and Compliance Manager appointed Formal Project Plan prepared to manage execution of prioritised recommendations from the Risk Review Risk Management software tender commenced Regulatory compliance checklist maintained, reviewed and updated monthly Cyclical legal review completed of School policies, with amended and new policies approved by Board of Trustees
Sesquicentenary history of the School	<ul style="list-style-type: none"> BGS150 history book was launched on Foundation Day in February Online compendium developed and published
Community Relations	<ul style="list-style-type: none"> Hosted and/or supported 83 events in 2019 including: Open Day, Old Boy Reunions, The Jam, BGS Golf Day, Celebration of 50 years of Art at BGS, Spring Luncheon, parent and support group events, and weddings Engaged with more than 4900 members of our community
Advancement and philanthropy	<ul style="list-style-type: none"> Feasibility study finalised to inform Bursary Fund, Harlin House and STEAM campaigns Anonymous donation received of \$2.9M to provide six bursaries for students in financial need Total funds received of \$4.2M (at 11/19) Bursary Fund at \$14.65M (at 10/19) from \$10.4M in 2018 Harlin House campaign at \$1.05M (10/19) Bequest intentions disclosed \$4.8M from \$768k in 2018
Extended community	<ul style="list-style-type: none"> Established and broadened working relations with the PandF Association and Auxiliary – active volunteerism continuing Growing social media network for all year groups and parent representatives
Student access	<ul style="list-style-type: none"> 44 students on bursaries. Six new bursaries in perpetuity established to commence in 2020

	<ul style="list-style-type: none"> • 50 year groups engaged in the Year Group Bursary program, from 21 in 2018
BGS/BGGS synergies	<ul style="list-style-type: none"> • Traffic review completed and joint traffic reduction strategy deployed (BGS and BGGS) • Boat shed sub-lease with BGGS renewed to match full term of the primary lease with Brisbane City Council • BGS facilities shared with BGGS: Boatshed, Tennis centre and BGS No.2 Oval • Shared external security firm engaged across both schools to optimise coverage • Joint arrangement (BGS/BGGS) kicked-off and progressed for upgrade of rowing shed pontoon • Exploring opportunities for shared public purpose and global citizenry opportunities • Fully outsourced bus transport joint arrangement with BGGS commenced
State, national and international partnerships	<ul style="list-style-type: none"> • Headmaster appointed to International Boys Schools Coalition Board and BGS staff involvement in boys' action research project • Headmaster appointed to Independent Schools Queensland Education Committee • Representation by BGS staff and students at International Young Leaders Forums in USA and Asia Pacific Youngs Leaders Conventions • Ongoing collaboration with Australian Council for Educational Research • Strong ties with domestic and international universities • Ongoing membership of Positive Schools' Australia

STRATEGIC INTENT #3

Infrastructure: Maintain and enhance school infrastructure to enable academic, wellbeing and co-curricular programs

Outcomes	2019 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 completed first quarter 2019
Facility upgrades	<ul style="list-style-type: none"> • Additional social space arrangements provided for Year 9, 10 and 11 students • Sun safe structures erected throughout the School • Upgrade of boarders' social spaces • General maintenance of all teaching and learning areas
STEAM precinct Stage 1	<ul style="list-style-type: none"> • Project Manager appointed • Architect appointed • Secondary consultants appointed • Design phase substantially completed • Ministerial Infrastructure Designation Application well progressed • Funding application in progress

STRATEGIC INTENT #4

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

Outcomes	2019 Progress
Optimal financial wellbeing of the School	<ul style="list-style-type: none">• Budget processes enhanced to include:• 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">• Boarding refurbishment to commence end 2019• Heritage certification attained• Design of Griffith House completed• Business case prepared and currently under review to assess options to upgrade Harlin House• Boarding marketing plan in progress

STRATEGIC INTENT #5

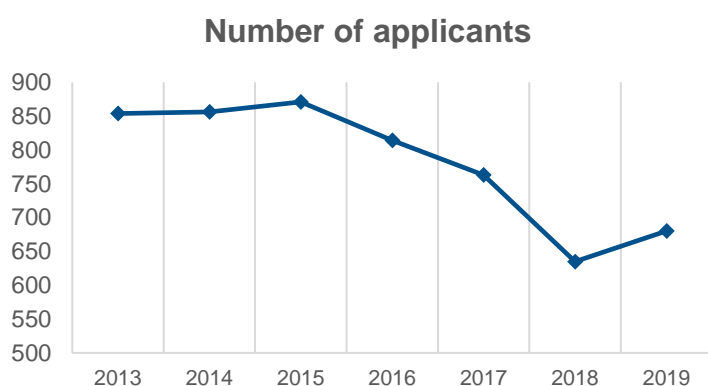
Community Relations: Ensure that the BGS reputation is synonymous with excellence in education

Outcomes	2019 Progress
Marketing	<ul style="list-style-type: none">• BGS at capacity with healthy waiting lists• Marketing planning for enrolments and Harlin House commenced for implementation in 2020
Enhanced enrolment processes	<ul style="list-style-type: none">• The enrolments office analysed both historical and future enrolments from 2014-2031• The enrolments office has linked the School's future enrolment objectives with the Waiting List Reviews conducted to increase enrolment numbers both one year and three years prior to entry• The enrolments office continues to work towards a paperless process with the online Student Details at Entry booklet released in 2019 and the online Application Form to be released in early 2020
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 socialised

2019 In Review

Enrolments

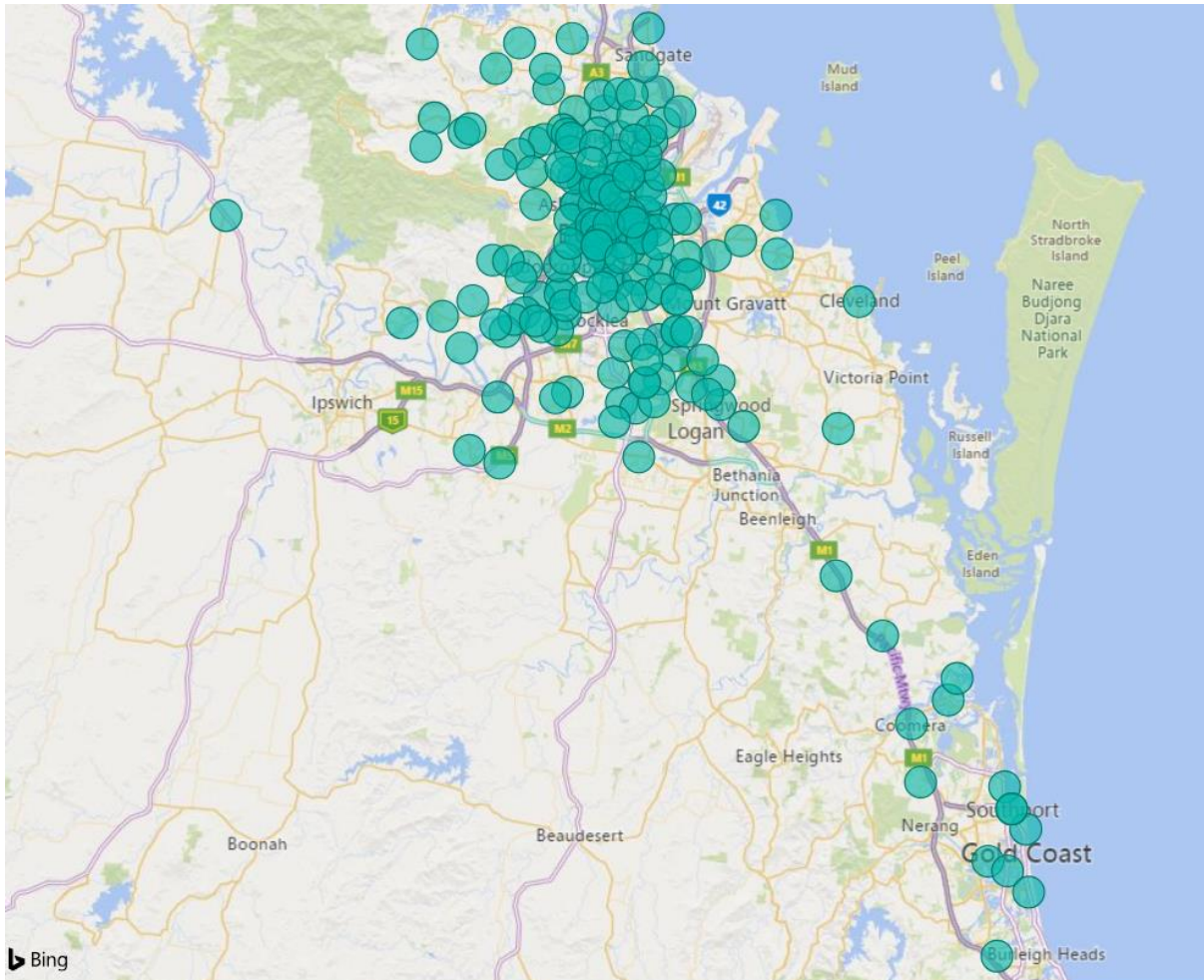
The School uses four key indicators to measure its Enrolments Office performance. They are: a sufficient pool of enrolments to ensure optimum school size; the number of enrolment applications each year; the population of students; and the diversity of, and accessibility for, students. The School's relative performance on these indicators during 2019 is shown in the following graph, table and maps. The current application numbers ensure that the School's Waiting List remain strong for the next 10 years. The majority of applications are for Year 5 and Year 7 entry (day school) with applications (per year) continuing to fluctuate each year. The number of applicants between 2013 to 2015 reflect the introduction of Year 5 and 7 entry (moving from Year 6 and 8) which effectively resulted in double intakes for those years.



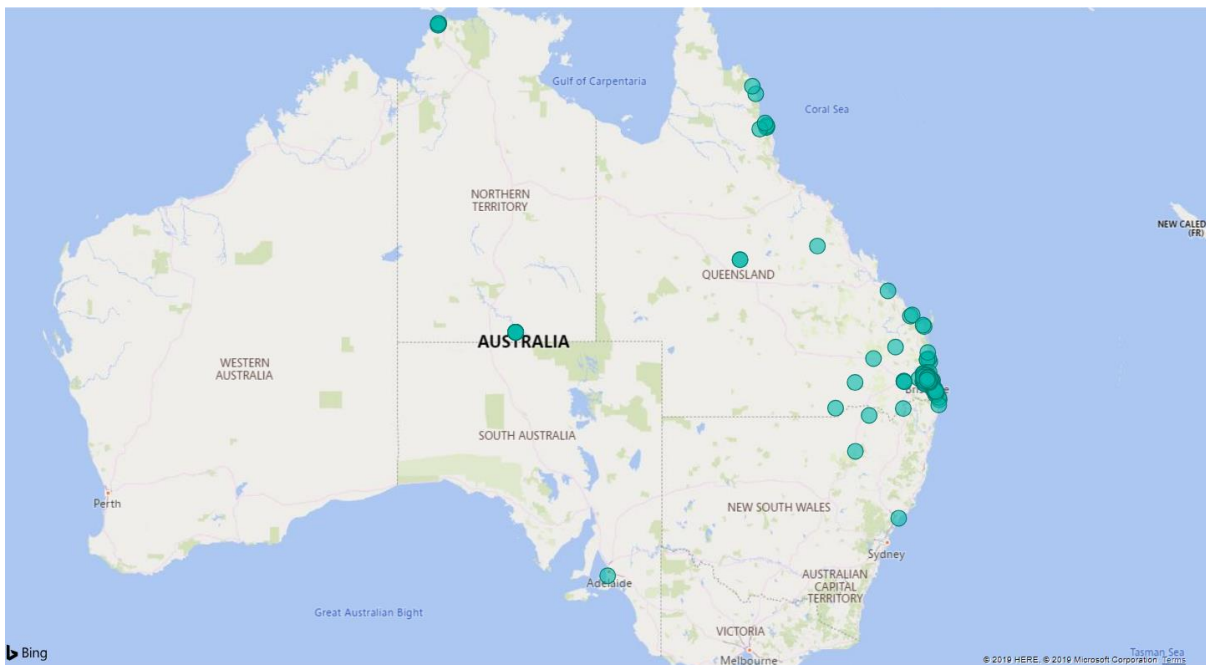
Graph 1: number of enrolment applications processed each calendar year (all entry years)

STUDENT NUMBERS AT MONTH END - 2019											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Year 5	103	103	103	103	103	104	104	104	104	104	104
Year 6	108	108	108	107	107	107	107	107	108	108	108
Year 7	253	253	253	252	252	251	251	250	251	251	251
Year 8	247	247	247	247	247	247	247	247	247	247	247
Year 9	255	255	255	255	254	254	254	255	254	254	254
Year 10	286	286	286	284	284	284	284	284	285	286	286
Year 11	265	264	264	267	268	269	269	269	268	268	268
Year 12	206	206	206	205	205	205	205	205	205	205	205
Total	1723	1722	1722	1720	1720	1721	1721	1721	1722	1723	1723
Of whom: Full time boarders	83	81	81	81	82	82	82	81	81	82	82
Temporary boarders	2	3	4	0	2	2	1	3	2	4	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	503	94	465	91	495	94	498	91	493	95
	Aust	506	96	474	96	500	96	499	96	496	95
	BGS	589	100	524	100	562	100	591	100	600	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	545	95	504	88	544	93	542	91	550	95
	Aust	546	95	513	95	545	94	541	94	554	94
	BGS	620	100	568	100	599	100	625	100	652	100

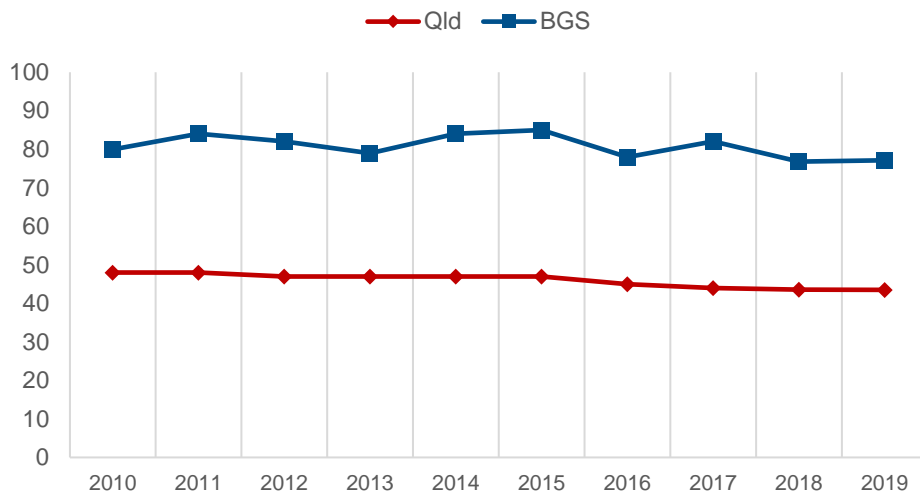
Table 3: comparison of average NAP performances and percentages of students at or above the NMS in Year 7 for BGS, Queensland and Australia

NAPLAN Results – Year 9

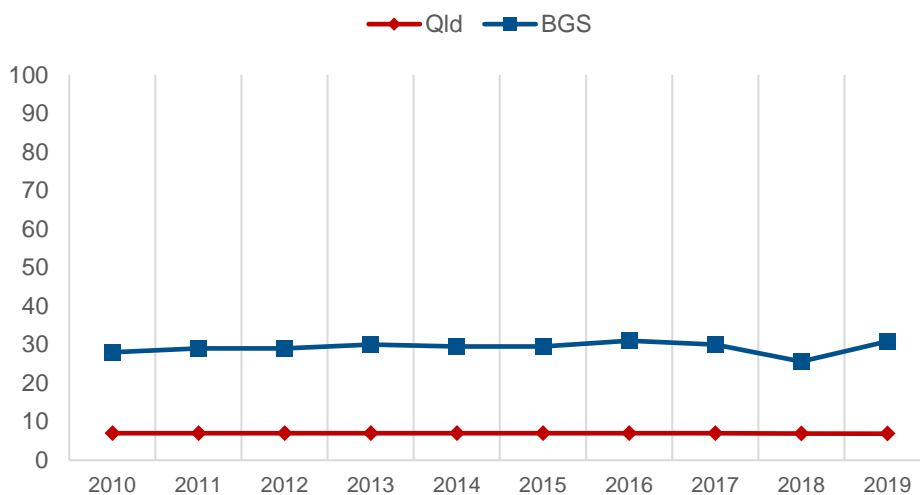
Year	Cohort	Reading		Writing		Spelling		Grammar / Punctuation		Numeracy	
		Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %	Average Score	Benchmark %
9	QLD	576	90	535	79	580	92	573	88	589	96
	Aust	580	91	549	92	582	91	573	91	592	90
	BGS	636	100	593	100	631	100	646	100	672	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

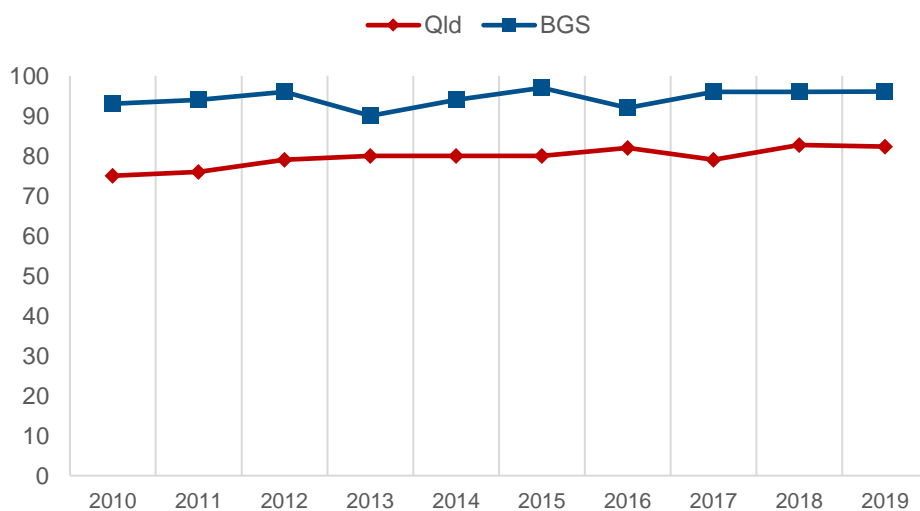
Outcomes – Year 12



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 (205) 203 applied for a university or TAFE place. 1 applicant accepted a place at TAFE, 1 decided to join the workforce and 1 student has accessed a private offer. The total number of students who have received a tertiary offer is 99% (University and TAFE).

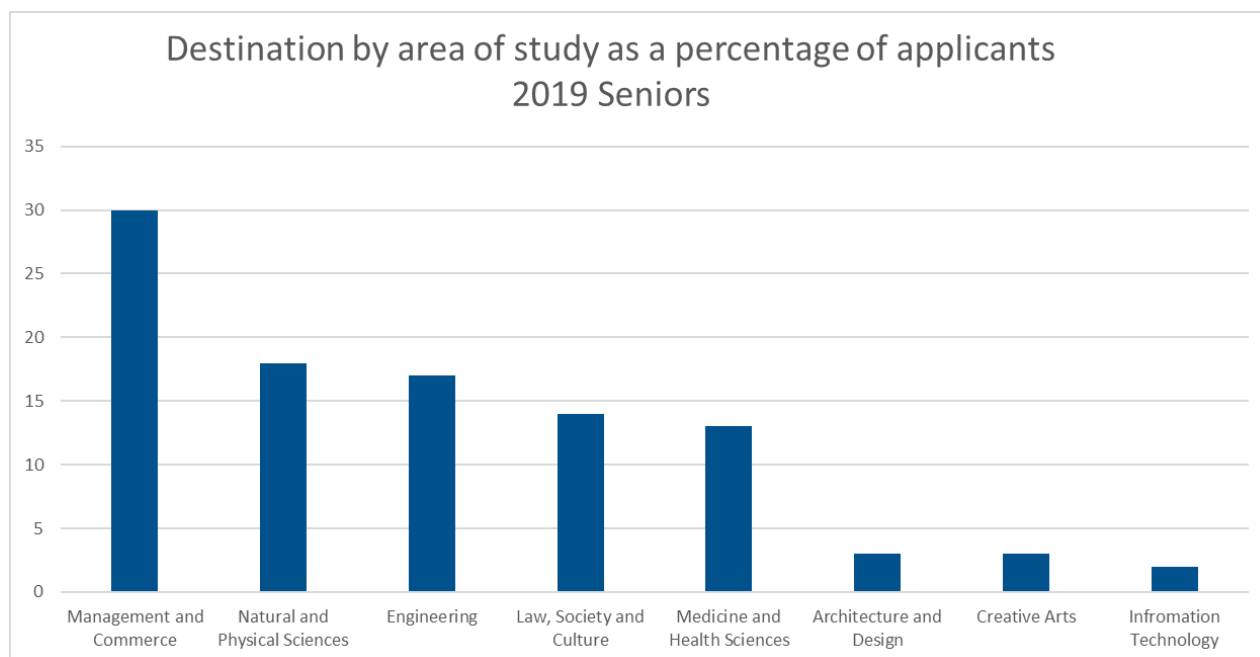
	2010	2011	2012	2013	2014	2015	2016 ¹	2017	2018	2019
University	95.1	96.3	96	94.3	96.8	98.8	97.3	96.8	98	98.5
TAFE	4.1	2.1	2	3.7	0.4	0.8	0.4	1.6	0.8	0.5
Workforce	0.8	1.2	1.5	1.6	1.2	0	1.2	1.6	0.8	0.5
Other	0	0.4	0.5	0.4	1.6	0.4	1.2	0	0.4	0.5

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

¹ 2016 percentages total 100.1 due to rounding)

Year 12 post-school destinations by area of study

2019 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 are closely aligned with futures predictions, with 56% of 2019's Year 12s moving into key study areas involving science, health science, technology, mathematics, engineering and the creative industries.



Graph 5: percentage of 2019 Year 12 students' areas of study at university

As at 29 January 2020, 18 of the 2019 seniors had been offered scholarships to major institutions with a total value of \$1,200,700.00. These included offers from:

- ANU
- The University of Melbourne
- Monash
- The University of Otago
- Griffith University
- QUT
- Southern Cross University
- The University of Queensland
- The University of Southern Queensland
- The University of Sydney
- UNSW

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, a scoped and sequenced student wellbeing curriculum, supports this mission for students. Every individual's progress through all areas of school life is monitored and stored in a student dashboard, 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 several indicators to monitor the wellbeing of its students. These indicators include:

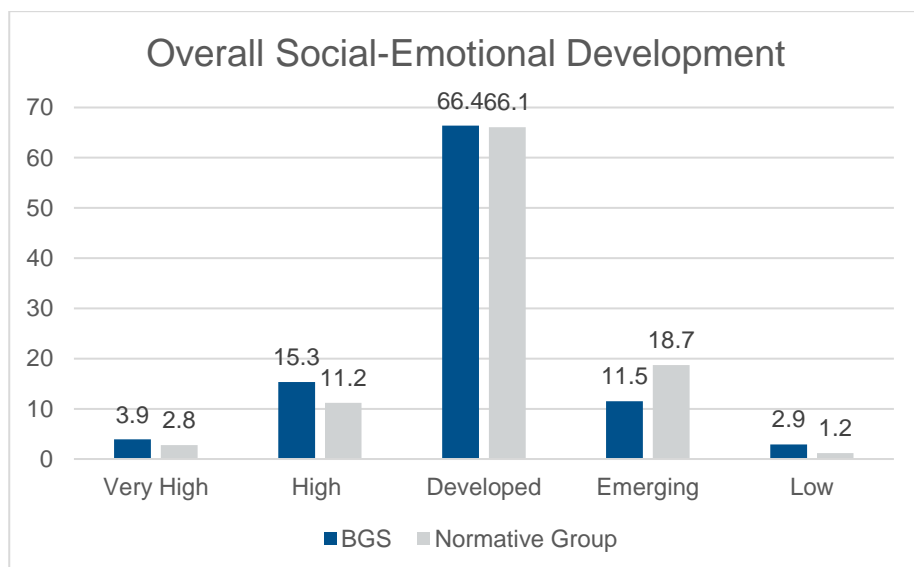
- Social and emotional wellbeing audit;
- Safety audit;
- Student sleep study;
- Student attendance rates;
- Student retention rates; and
- Student involvement in co-curricular sport, cultural and club activities (see table on page 47).

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 2019

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. The survey is conducted biannually.

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	2013	2014	2015	2016	2017	2018	2019
Attendance Rate (%)	96	96	95	96	96	96	97

Table 6: average student attendance rate (%) from 2013 to 2019

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	2013	2014	2015	2016	2017	2018	2019
Year 8 into 9 (%)	98.3	99.6	99.2	96.0	96.1	98.9	98.8
Year 10 to 12 (%)	97.5	97.1	97.9	98.3	95.4	96.5	97.5

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

Public Purpose

Brisbane Grammar School has a 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 2019, aspects of these focuses were implemented across a variety of Public Purpose programs including the Year 10 immersion experience in Cambodia. This involved 45 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, the Royal Brisbane and Women's Hospital Patients in Need 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 2019 the Indigenous program built on its strong base and focused on:

- Develop a draft Innovate Reconciliation Action Plan;
- Expanded partnerships with Cape York Leaders Program and the Transition Support services;
- Engaged in the 3rd Indigenous Education Symposium;
- Implemented an induction program for Indigenous students;
- Visited Indigenous communities and hosted Hope Vale State School at Brisbane Grammar School.
- Developed a leadership program for Indigenous students;
- Names the expanded Outdoor Education property Bitenbar which is the Indigenous name of the property;
- Developed a Years 5-10 Indigenous curriculum delivered in conjunction with the Outdoor Education program;
- Provided key staff with professional development opportunities;
- The work of the Closing the Gap Committee;
- Celebrating important Indigenous rituals at formal assemblies and inviting guest speakers to address the assembly; and
- Fostered connection with key Indigenous elder and growing the opportunity for staff to deepen their understanding of Indigenous culture.

Co-Curriculum

The co-curricular 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.

Co-curricular 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 leadership.

The School encourages high levels of participation, achievement and the pursuit of excellence by boys who have talents in specific sports and activities. This involvement promotes holistic development, which is congruent with its mission of providing a broad, liberal education.

In annually reviewing its work towards these aims, the School monitors several indicators regarding the co-curricular 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 Inc (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					
	2014 ¹	2015	2016	2017	2018	2019
Basketball	23	30	35	44	52	36
Cricket	30	35	37	41	41	38
Football	32	43	47	47	51	46
Rowing ²	30	26	25	23	25	24
Rugby	25	24	24	22	23	22
Sailing	4	5	5	6	6	4
Tennis	27	32	32	31	31	32
Volleyball	15	19	21	23	23	21

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)

Participation Rates %						
Year Level	2014 ¹	2015	2016	2017	2018	2019
5	99	99	98	99	99	97
6	99	98	99	99	99	98
7	100	98	95	98	96	98
8	95	99	98	96	96	96
9	95	96	95	99	95	95
10	94	90	93	95	93	91
11	96	91	93	94	94	93
12	92	90	90	92	86	87
TOTAL (averaged)	96	94	94	97	95	94

Table 9: percentage of students engaged with the co-curricular program
(¹ Years 5 and 6 became part of the GPS competition in 2014)

GPS team competition outcomes		
Sport/Activity	Percentage of games won	Percentage of 'A' games won
Basketball	50	24
Chess	69	72
Cricket	49	43
Debating	65	65
Football	70	56
Rugby	32	33
Tennis	93	95
Volleyball	83	76

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

Championship competition outcomes		
Activity		Result
Cross Country		3
Gymnastics		1
Rowing	Old Boys' Cup	5
	O'Connor Cup	6
Sailing		2
Swimming		2
Track and Field		5

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

Visual and performing arts

The School's highly successful theatre season featured three works that showcased the talent of BGS boys. Students auditioned for productions aligned to their year level. In 2019, these productions were:

- Senior Dramatic Production – *Richard III* was a contemporary adaptation by award-winning playwright Daniel Evans. An outstanding cast and crew included students from QACI;
- Junior Dramatic Production – *Trick or Treat*, written and produced by the Drama Department, showcased the dramatic talents of boys in Years 9 and 10, with a Halloween theme; and
- Middle School Production – *10 Ways to Survive a Zombie Apocalypse* entertained audiences with a funny and light-hearted production.

This year, the School's comprehensive Co-Curricular Music offerings, again provided an enriching array of opportunities for students through an extensive performance program. A range of ensembles cater for all playing levels across:

- Strings and orchestra;
- Woodwind, brass and percussion bands;
- Choirs; and
- Chamber ensembles.

Staff

Brisbane Grammar School employs over 250 full-time equivalent (FTE) staff members across academic, professional services, administration and general services. All staff play an important part in enabling the School to deliver on its educational commitment to students across the three core school programs – academic, co-curricular and student wellbeing.

The School recognises that its success in delivering an exceptional education program is driven largely by the dedicated efforts of its highly talented workforce. Brisbane Grammar School attracts high quality people, many of whom maintain lengthy tenures. The School is committed to the wellbeing and safety of staff in its care.

The School monitors the following aspects of the profile of the workforce, as well as the School's support of people's 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

	2013	2014	2015	2016 ¹	2017 ¹	2018 ¹	2019 ¹
Teachers	118.1	127.3	140.8	142.4	147.2	153.0	162.6
Non-Teachers	72.9	91.7	87.9	99.5	88.3	87.0	89.1

Table 12: staff numbers (FTE) from 2013 until 2019

(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 – 2019)

Separation rate

The workforce at BGS is stable with a separation rate below ten percent across the organisation. The following table summarises the reasons for staff departures during 2019.

	Promotional position elsewhere	Family relocation	Retirement	Other	Total
Teachers	5	-	3	8	8
Non-Teachers	-	2	1	5	16

Table 13: 2019 staff departures and reasons

This table shows the separation rates (numbers leaving as percentages of total staff), during the years 2013-2019.

	2013	2014	2015	2016	2017	2018	2019
Teachers (%)	3	2.5	9	7	3	3.6	4.9
Non-Teachers (%)	5.5	5	15.5	8	10	5.4	17.9

Table 14: Staff separation rates 2013 to 2019

Demographics

The School acknowledges the inherent value of diversity and aims to provide an inclusive workplace that encourages engagement and development of all staff. The School is conscious of its role in educating boys about gender respect and equality. The following tables show the

distribution by age and gender across the whole teaching staff and for those teachers with leadership positions. Gender parity is close to being achieved across the teaching function, with the future focus being on the imbalance within the 50-59 age group.

	20-29	30-39	40-49	50-59	60-69	70-79	80-89
Male	4	17	27	27	7	-	-
Female	6	22	22	14	8	-	-

Table 15: Shows age and gender distribution of teachers

	20-29	30-39	40-49	50-59	60-69	70-79	80-89
Male	-	5	14	20	1	-	-
Female	-	5	10	7	2	-	-

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

HR Focus

In 2019, the HR team undertook initiatives to contemporise the people and culture aspects of the School by way of:

- Developing a People and Culture Strategy to inform annual plans;
- Sourcing a cost-effective electronic timesheet system to replace paper-based practices;
- Raising awareness with staff in relation to their rights to access flexible work arrangements, leave entitlements and support for their wellbeing;
- Supporting leaders to effectively manage their teams and promote professional conduct;
- Establishment of all staff workshop BGS: Towards 2030 to take place in 2020;
- Workforce planning activities to accommodate flexible work requests; and
- Continued to implement action plans in response to the 2018 Staff Alignment and Engagement Survey.

Leadership and management development framework

Since 2014, the School has used an adaptation of the Charlotte Danielson *Framework for Teaching* to characterise development across the breadth of a teacher's role. During the reporting period, an additional domain has been completed which describes aspects of leadership and stages in the development of these capabilities and skills. Domain 5: Leadership has been developed in collaboration with an industry expert as well as BGS staff. This framework forms the basis for our 2020-2021 plans to further develop the capabilities of managers and supervisors.

Talent management and recognition

For many years the School has supported a process of recognition and reward for high quality performance.

In 2019 the School reviewed this process and considered the appropriateness of the Highly Accomplished Teacher (HAT) and Lead Teachers (LT) framework as a contemporary recognition scheme for exceptional teachers. Following a consultation process with staff which included a positive ballot result, the School has taken steps to implement formal recognition for HALT which will commence in 2020.

Staff induction and orientation

New staff are provided with an extensive orientation and induction program. This takes the form of 3 days prior to the commencement of the academic year and a shorter induction program for those staff commencing during the year.

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

Professional learning and development

Professional learning and development in 2019 involved the refinement of the School's existing programs and strategic planning for the future. The School dedicated the equivalent of eight days to formal professional learning activities during 2019.

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 co-curricular fields. Specific areas of focus in 2019 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 2019 averaged \$7,549 per teacher.

Performance development

In accordance with the School's academic strategic plan, teaching development activities in 2019 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 2019 each teacher was supported in their documentation and implementation of an individualised 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 2019 academic year prior to the development of a development plan in the following year.

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 2019, A&CR's key objectives included building on the engagement of the BGS community from the sesquicentenary year, launching the BGS150 history book and increasing philanthropic support for the Bursary and Building Fund.

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	2019 Received	2018 Received
Bursary Fund	\$3,286,042	\$1,329,714
Building Fund	\$714,337	\$730,843
Library Fund	\$8,041	\$7,486
Bequests	\$250,000	\$20,000
Total Philanthropic Funds Received	\$4,258,420	\$2,088,043
Industry Partners/ Sponsors	\$26,200	\$133,000
Grants	\$21,544	\$55,793
Australian Sports Foundation	\$9,925	\$12,329
In-kind donations ¹		\$35,000
Total Funds Received	\$4,316,090	\$2,324,165

Total funds raised ² 2017 to date (incl. funds received)	\$9,662,628	
Donors ³	299	334
Gifts	466	596

Table 17: summary of fundraising outcomes 1 January 2017 to 31 December 2019

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.

BGS Bequests – Intentions	as at 2019
Confirmed GHS Membership (end 2019)	46
New intentions – amount not disclosed	7
New intentions – amount disclosed	1
New intentions – written indication	1
Total value disclosed	\$4,853,000

Table 18: shows the bequest intentions up to and including 2019

2019 bequests received	2019	Total
Realised	1	\$250,000
Total		\$250,000

Table 19: shows the number of bequests during 2019

Engagement events	2019	2018*	2017
Number of Events	25	38	19
Attendance	2892	5290	901

Table 20: engagement events during 2017-2019

*2018 figures higher due to milestone anniversary of the School

Infrastructure

Replacement of air conditioning chiller unit

The ageing, inefficient and unreliable air conditioning chiller unit which served the Middle School, Art Department, H Block and Drama Building was replaced in early 2019.

Power factor correction equipment

A Power Factor Correction unit was installed in the Indoor Sports Centre which enables the management of reactive power consumption to reduce the overall volume of electricity consumed.

Northgate Sports Complex upgrade

Substantial improvements were completed at the Northgate Sports Complex, including the expansion and upgrade of the catering block, construction of a new amenities block incorporating game day administration office, change rooms and medical centre, plus construction of an additional satellite toilet block.

BGS 150 tree planting

As part of the School's sesquicentenary celebrations, and with the help of the Greening Grammar Student Committee, 150 native trees were planted around the Northgate Sports Complex to provide shade cover for students and visitors.

Security systems continued rollout

In 2019, the School continued its campus-wide rollout of additional electronic door locking systems and closed-circuit television camera coverage, to include the campus entry/exit points and social space, the boatshed, and the new tennis centre. The new locking system monitors and restricts access to school buildings through the use of staff identification cards, while the CCTV coverage strengthens monitoring and assessment of activity on site.

Finance office refurbishment

The renovation of the Finance office was completed, creating a modern office layout and reception area for visitors. This area was previously fitted out 25 years ago.

Vision-impaired modifications

Brisbane Grammar School educates a small number of severely vision-impaired students. As these students progress through the Middle School to Senior 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.

Year 10 social space

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

Year 11 social space

The Year 11 social space within the School's rain forest area was improved through the addition of hard landscaping, shade umbrellas and more seating.

Finance

Financial goals

The School includes among its ongoing financial objectives:

- Maintaining the financial capacity to provide for the continuing operation of the School;
- 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.

	2014	2015	2016	2017	2018	2019
Working Capital Ratio (a)	1.52	1.52	0.91(a)	1.65(a)	2.40(a)	3.57
Debt per Student (b)	\$6,759	\$3,405	\$2,278	\$1,048	\$684	\$683
Reinvestment Ratio (c)	123%	40%	66%	11%	17%	19%

Table 21: Financial indicators from 2014-2019

- 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 each of 2016, 2017, 2018 and 2019 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, 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 2019 of \$7,556K, which incorporates various non-operating items (e.g. donations and earnings of the bursary, library and building funds).

The School's operating result for the year ended 31 December 2019, excluding the effect of these non-operating items is a surplus of \$4,911K (2018: \$4,619K) as shown in the table below:

	2019	2018
	\$000	\$000
Reported total comprehensive income	24,256	6,691
Defined benefit superannuation fund asset recognised	0	(517)
Asset revaluation increment	(16,700)	0
Reported operating result	7,556	6,174
Income applied to the bursary, library and building funds:		
Donations	(4,287)	(2,538)
Confirmation fees	(702)	(930)
Loss / (Gain) on financial assets	(1,351)	680
STEAM building project:		
Project costs expensed	1,454	0
Accelerated depreciation of buildings to be demolished	1,409	0
Prior period storm damage	0	40
Historical redress: Fees, settlements and counselling	832	1,193
Underlying operating surplus	4,911	4,619

Table 22: Underlying operating result 2018 and 2019.

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 in Queensland.

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. 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.



BRISBANE GRAMMAR SCHOOL

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>

FINANCIAL STATEMENTS



BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

FINANCIAL STATEMENTS YEAR ENDED 31 DECEMBER 2019

INDEX

	<u>Pages</u>
STATEMENT OF COMPREHENSIVE INCOME	1
BALANCE SHEET	2
STATEMENT OF CHANGES IN EQUITY	3
STATEMENT OF CASH FLOWS	4
NOTES TO THE FINANCIAL STATEMENTS	5-34
CERTIFICATE OF BOARD OF TRUSTEES	35
INDEPENDENT AUDITOR'S REPORT	36-38

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$'000	2018 \$'000
Income from continuing operations			
Fees	2	47,055	45,280
Grants	3	10,958	10,900
Interest		593	520
Donations		4,287	2,538
Other income	4	2,813	1,660
Total income from continuing operations		65,706	60,898
Expenses from continuing operations			
Employee expenses	5	35,413	34,102
Supplies and services	6	14,402	13,649
Depreciation and amortisation	11	5,822	4,241
Borrowing costs expense		64	83
Other expenses	7	2,449	2,649
Total expenses from continuing operations		58,150	54,724
Operating result for the year		7,556	6,174
Other comprehensive income			
<i>Items that will not be reclassified subsequently to Operating Result</i>			
Increase in asset revaluation surplus	16	16,700	-
Remeasurement gain on defined benefit plan	20	-	517
Total other comprehensive income		16,700	517
Total comprehensive income		24,256	6,691

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 2019

	Note	2019 \$'000	2018 \$'000
Current assets			
Cash and cash equivalents	8	21,226	15,615
Trade and other receivables	9	790	1,152
Other financial assets	10	17,080	11,479
Prepayments		1,519	2,582
Total current assets		40,615	30,828
Non-current assets			
Prepayments		-	9
Property, plant and equipment	11	150,364	137,116
Total non-current assets		150,364	137,125
Total assets		190,979	167,953
Current liabilities			
Trade and other payables	12	2,421	4,317
Short term borrowings	13	785	789
Provisions	14	5,135	4,950
Unearned income	15	3,028	2,807
Total current liabilities		11,369	12,863
Non-current liabilities			
Trade and other payables	12	405	440
Long term borrowings	13	386	379
Provisions	14	1,025	758
Unearned income	15	3,825	242
Total non-current liabilities		5,641	1,819
Total liabilities		17,010	14,682
Net assets		173,969	153,271
Equity			
Asset revaluation surplus	16	84,101	67,401
Accumulated surplus		89,868	85,870
Total equity		173,969	153,271

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 2019**

	Note	Revaluation Surplus \$'000	Accumulated Surplus \$'000	Total \$'000
Balance at 1 January 2018		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
Adjustment from the adoption of AASB 15 <i>Revenue from Contracts with Customers</i>	1		(3,558)	(3,558)
Restated balance at the beginning of the reporting period		67,401	82,312	149,713
Operating result		-	7,556	7,556
Other comprehensive income				
Asset revaluation surplus	16	16,700	-	16,700
Total other comprehensive income		16,700	-	16,700
Total comprehensive income for the year		16,700	7,556	24,256
Balance at 31 December 2019		84,101	89,868	173,969

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 2019

	Note	2019 \$'000	2018 \$'000
Cash flows from Operating Activities			
<i>Inflows:</i>			
Fee income		47,313	45,302
Grants and other contributions		10,958	10,650
Donations		4,141	2,481
Other income		825	520
GST input tax credits from Australian Taxation Office		1,602	1,363
GST collected from customers		803	778
Interest		593	520
<i>Outflows:</i>			
Employee expenses		(34,710)	(33,366)
Supplies and services		(13,942)	(11,725)
Other expenses		(2,432)	(2,287)
GST paid to suppliers		(1,614)	(1,366)
GST remitted to Australian Taxation Office		(788)	(784)
Borrowings costs		(64)	(82)
Net cash provided by operating activities		12,685	12,004
Cash flows from Investing Activities			
<i>Inflows:</i>			
Proceeds from sale of property, plant & equipment		3	235
Investments redeemed		113	51
<i>Outflows:</i>			
Payments for property, plant & equipment		(2,380)	(2,006)
Payments for investments		(3,661)	(1,422)
Net cash (used) in investing activities		(5,925)	(3,142)
Cash flows from Financing Activities			
<i>Outflows:</i>			
Repayment of borrowings		-	(521)
Repayment of leases		(1,149)	(1,223)
Net cash (used) in financing activities		(1,149)	(1,744)
Net increase in cash and cash equivalents		5,611	7,118
Cash and cash equivalents at the beginning of the year		15,615	8,497
Cash and Cash Equivalents at the End of the Year	8	21,226	15,615

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 2019

Note 1:	Statement of significant accounting policies
Note 2:	Fees
Note 3:	Grants
Note 4:	Other income
Note 5:	Employee expenses
Note 6:	Supplies and services
Note 7:	Other expenses
Note 8:	Cash and cash equivalents
Note 9:	Trade and other receivables
Note 10:	Other financial assets
Note 11:	Property, plant and equipment
Note 12:	Trade and other payables
Note 13:	Borrowings
Note 14:	Provisions
Note 15:	Unearned income
Note 16:	Asset revaluation surplus
Note 17:	Lease commitments
Note 18:	Capital expenditure commitments
Note 19:	Contingent liabilities and contingent assets
Note 20:	Superannuation
Note 21:	Financial instruments
Note 22:	Key management personnel and remuneration
Note 23:	Related party transactions
Note 24:	Events subsequent to balance date

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Preparation

The financial statements have been prepared in accordance with the Financial Accountability Act 2009, Financial and Performance Management Standard 2019, 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, the Australian Charities and Not-for-profits Commission Act 2012 and the Australian Charities and Not-for-profits Commission Regulations 2013 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 2018 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 2019 (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 over the period in which the service relates (over the relevant school year to which tuition fees and boarding relate).

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

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

Government grants are recognised as revenue when the School obtains control over the funds, at the time of receipt.

The comparatives are disclosed under previous accounting standard AASB 1004 Contributions. Government grants were recognised as revenue on receipt where the grant is non-reciprocal, otherwise, if reciprocal, the grant revenue was 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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

(b) Financial Assets and Financial Liabilities (continued)

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.

(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 (FVOCI);
- 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 FVOCI.

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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

(b) Financial Assets and Financial Liabilities (continued)

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.

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 2019 or 1 January 2019, 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 (marriage dissolution etc) 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 2019 was determined as follows for trade receivables:

31 December 2019	Current Year Fee Income	1-30 days past due	More than 30 days past due	More than 60 days past due	More than 90 days past due	Total
Expected loss rate	0.1%	10.5%	14.8%	18.8%	21.9%	
Gross carrying amount – trade receivables (\$'000)	47,158	13	2	93	188	
Loss allowance (\$'000)	24	1	0	17	42	84

31 December 2018	Current	1-30 days past due	More than 30 days past due	More than 60 days past due	More than 90 days past due	Total
Expected loss rate	0.1%	18.6%	22.9%	27.6%	30.2%	
Gross carrying amount – trade receivables (\$'000)	0	11	4	78	185	
Loss allowance (\$'000)	0	2	1	21	56	80

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

(c) Borrowings

Borrowings are initially recognised at fair value, plus any transaction costs directly attributable to the borrowings, then subsequently held at amortised cost using the effective interest method. The effective interest rate is the rate that exactly discounts estimated future cash payments through the expected life of a financial liability to the amortised cost of the liability.

The fair value of borrowings subsequently measured at amortised cost is set out in Note 13.

Any borrowing costs are added to the carrying amount of the borrowing to the extent they are not settled in the period in which they arise. Borrowings are split between current and non-current liabilities using the principles set out in the foreword and preparation information section of this financial report.

The School does not enter into transactions for speculative purposes, nor for hedging. No financial liabilities are measured at fair value through profit or loss.

(d) Leases

On transition, for leases previously accounted for as operating leases with a remaining lease term of less than 12 months and for leases not considered material, the school has applied the optional exemption to not recognise right-of-use assets but to account for the lease expense on a straight line basis over the remaining lease term.

The comparatives under the previous accounting standard make a distinction between finance leases that effectively transfer from the lessor to the lessee substantially all risks and rewards incidental to ownership, and operating leases, which do not transfer substantially all risks and rewards to the lessee.

Lease payments are allocated between the principal component of the lease liability and the interest expense.

(e) 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 Goods and Services Tax (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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

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

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.

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 are considered to 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 are shown at their fair value, being the amount for which an asset could be exchanged between knowledgeable willing parties in an arm's length transaction, less subsequent depreciation for Buildings and Improvements. The Board of Trustees of the Brisbane Grammar School commissions an independent valuation of the School's land and buildings on a regular basis, at least once every three years. In years where an independent valuation is not performed, the valuation is performed by the Board of Trustees of the Brisbane Grammar School. The Board of Trustees of the Brisbane Grammar School reviews the carrying value of property, plant and equipment at each balance date, to confirm that these assets are still held at fair value.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

(e) 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.

An indexed revaluation will only be accounted for in the financial statements if the cumulative change in the index results in a 5% or greater change in the reported asset balances. Likewise, a change in asset condition will only be accounted for if it is anticipated that the change will result in a revaluation of 5% or greater in the reported asset balances.

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.

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. This 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. This 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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

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

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:

- 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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

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

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.

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.

Where buildings are planned for demolition, the remaining service potential of such assets to the School is considered when assessing their remaining useful lives for the purposes of determining any prospective depreciation.

Depreciation and Amortisation Ranges

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%

Land Ownership

The School's campus land at Spring Hill and Normanby, with a total value of \$24,080,000 (2018: \$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 particular 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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

(f) Employee Benefits (continued)

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.

(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.

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

(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 indicated above 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.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

(I) New and Revised Accounting Standards

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

	Note	Statement of Comprehensive Income under previous accounting Standard	Impact of AASB 15 and AASB 1058	Impact of AASB 16	Statement of Comprehensive Income under new accounting Standard
Fee Income	2	47,379	(324)	-	47,055
Other comprehensive income		17,024	(324)	-	16,700

	Note	Balance Sheet under previous accounting Standard	Impact of AASB 15 and AASB 1058	Impact of AASB 16	Balance Sheet under new accounting Standard
Unearned Fee Income	15	(2,971)	(3,882)	-	(6,853)
Accumulated Surplus		85,986	3,882	-	89,868

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

(I) New and Revised Accounting Standards (continued)

AASB 15 – Revenue from Contracts with Customers

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

The adoption of AASB 15 has resulted in an adjustment to the School's treatment of non-refundable and non-transferable confirmation fees received from customers (parents). Previously confirmation fees paid have been recognised as revenue in the year that they have been received. Upon applying AASB 15 an enforceable contract exists between the School and the customer that guarantees future tuition for the prospective student to commence in the agreed upon year and for the period of the tuition contract up to 8 years. The confirmation fee is an advance fee payment for future tuition services and will now be recognised over the estimated tuition contract being up to 8 years.

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

Prior periods have not been restated.

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

	2019 \$'000
Current student's confirmation fees – enrolment continuing in 2019	1,465
Students due for entry 2019 – enrolment commencing in 2019	625
Future student's confirmation fees paid before 1 January 2019 – entry after 1 January 2020	<u>1,477</u>
Total Opening Deferred Revenue – Confirmation Fees	<u>3,558</u>

AASB 1058 – Income of Not-for-Profit Entities

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

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

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

(I) New and Revised Accounting Standards (continued)

AASB 16 – Leases

AASB 16 Lease supersedes AASB 117 Leases, AASB Interpretation 4 Determining whether an Arrangement contains a Lease, AASB Interpretation 115 Operating Leases – Incentives and AASB Interpretation 127 Evaluating the Substance of Transactions Involving the Legal Form of a Lease.

Under AASB 16, applicable operating leases are reported on the Balance Sheet as right of use assets with a corresponding lease liability. The right of use asset is initially recognised at cost, consisting of the initial amount of the associated lease liability, plus any lease payments made to the lessor at or before the effective date, less any lease incentive received, the initial estimate of restoration costs and any initial direct costs incurred by the lessee. The right of use asset gives rise to a depreciation expense. The lease liability is initially recognised at an amount equal to the present value of the lease payments during the lease term that are not yet paid. Operating lease rental payments are apportioned between a reduction in the recognised lease liability and the implicit finance charge in the lease. The finance cost is recognised as an expense.

The School has determined that the application of AASB 16 does not require any change to the method it has previously adopted to account for existing operating leases. Leased motor vehicles provided exclusively as employee benefits, and employee novated leased vehicles, do not result in the School obtaining a right to obtain substantially all of the economic benefits from the use of those vehicles throughout the period of use. Consequently, a lease liability and corresponding right of use asset is not recognised for such leased vehicles. From time to time the School may lease minor items of equipment, to which the application of AASB 16 has been assessed to be immaterial.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)**

	2019	2018
	\$'000	\$'000
2. Fees		
Tuition fees	44,201	42,193
Boarding fees	1,855	1,840
Confirmation fees	702	930
Enrolment fees	297	317
Total fees	47,055	45,280
3. Grants		
Recurrent Grants		
Commonwealth government grants	7,265	7,079
State government grants	3,684	3,807
Capital Grants		
Commonwealth government grants	9	14
Total grants	10,958	10,900
4. Other income		
Gain on financial assets at fair value through profit or loss	1,351	-
Investment income	554	456
Facility hire	366	191
Fundraising events	193	426
Property income	191	191
Other income	122	182
Proceeds from insurance claims	36	214
Total other income	2,813	1,660

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)**

	2019	2018
	\$'000	\$'000
5. Employee expenses		
Employee benefits		
Salaries and wages	29,609	28,539
Employer superannuation contributions	3,518	3,429
Annual leave	1,042	1,110
Long service leave	848	648
Employee related expenses		
Workers' compensation premium	358	346
Other employee related expenses	38	30
Total employee expenses	35,413	34,102

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

	No.	No.
Number of employees	282	263

	\$'000	\$'000
6. Supplies and services		
Tuition co-curricular expenses	5,979	4,097
Repairs and maintenance	2,487	3,273
Administration expenses	1,340	1,676
Minor plant and equipment	1,264	1,133
Utilities	1,117	941
Contractors	939	981
Professional fees:		
Royal Commission related	171	570
Other professional fees	456	310
Other supplies and services	489	490
Motor vehicle expenses	160	178
Total supplies and services	14,402	13,649

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

	2019 \$'000	2018 \$'000
7. Other expenses		
Insurance	996	613
Litigation settlement expenses ¹	661	623
Bank charges	332	296
Fringe benefits tax	302	288
Loss on financial assets at fair value through profit or loss	-	680
Doubtful debts expense	49	46
Other expenses	43	42
Audit fees	39	33
Lease and rentals	20	15
Loss on disposal of property, plant and equipment	7	13
Total other expenses	2,449	2,649

¹ Settlement of claims by past students:

During the year ended 31 December 2019, the School made payments in settlement of claims made by past students amounting to \$661,000 (2018: \$623,000), 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	20,376	14,719
Building fund	576	557
Library fund	131	125
Bursary fund	112	185
Accountable advances	19	20
Restricted reserve	12	9
Total cash and cash equivalents	21,226	15,615

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 2019 (CONTINUED)**

	2019	2018
	\$'000	\$'000
9. Trade and other receivables		
Current		
Tuition and boarding fees outstanding	296	224
Sundry receivables	67	56
Allowance for impairment losses	(84)	(80)
	279	200
 GST input tax credits receivable	 340	 315
GST payable	(46)	(4)
	294	311
 Defined benefit superannuation asset	 25	 517
Accrued revenue	192	124
Total trade and other receivables	790	1,152

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	80	127
Amounts written off during the year	(43)	(90)
Increase in allowance	47	43
Balance at 31 December	84	80

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

	2019 \$'000	2018 \$'000
10. Other financial assets		
Queensland Investment Corporation (QIC) Investment Fund and Australian listed and unlisted equity securities - at fair value:		
Bursary fund ¹	15,410	10,226
Library fund ²	718	620
Building fund ³	952	633
Total other financial assets	17,080	11,479

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 2019 (CONTINUED)**

	2019	2018
	\$'000	\$'000
11. Property, plant and equipment		
Land - at fair value	50,261	47,979
	50,261	47,979
Buildings and improvements - at fair value	171,350	153,052
less accumulated depreciation	(72,954)	(67,301)
	98,396	85,751
Plant and equipment - at cost	8,870	10,321
less accumulated depreciation	(7,772)	(8,117)
	1,098	2,204
Heritage and cultural assets - at cost	748	748
less accumulated depreciation	(191)	(176)
	557	572
Capital work in progress - at cost	52	610
Total property, plant and equipment	150,364	137,116

As at 31 December 2019, the School's Land, Buildings and Improvements were revalued, resulting in an increment in the carrying value. This independent valuation of land was performed by JLL based on the valuer's assessment of the land having regard to available sales evidence of freehold title properties comparing the zoning, size and topography. Buildings were valued using the depreciated replacement cost approach, or direct comparison approach depending upon the availability of sales data.

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 at that time.

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 2019 (CONTINUED)

11. Property, plant and equipment – movement reconciliation

2019									
Description	31 December 2018 \$'000	Additions \$'000	Disposals \$'000	Transfer \$'000	Depreciation \$'000	Revaluation \$'000	31 December 2019 \$'000		
Land	47,979	-	-	-	-	2,282	50,261		
Buildings and improvements	85,751	1,498	-	1,806	(5,077)	14,418	98,396		
Plant and equipment	2,204	830	(10)	(1,196)	(730)	-	1,098		
Heritage and cultural assets	572	-	-	-	(15)	-	557		
Capital work in progress	610	52	-	(610)	-	-	52		
Total	137,116	2,380	(10)	0	(5,822)	16,700	150,364		

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)**

	2019	2018
	\$'000	\$'000
12. Trade and other payables		
Current		
Trade and other payables	1,808	3,438
Other accrued employee benefits	613	879
Total current trade and other payables	2,421	4,317
Non-current		
Trade and other payables	405	440
Total non-current trade and other payables	405	440
Total trade and other payables	2,826	4,757
13. Borrowings		
Current		
Chattel mortgage - secured	785	789
Total current borrowings	785	789
Non-current		
Chattel mortgage - secured	386	379
Total non-current borrowings	386	379
Total borrowings	1,171	1,168
Chattel mortgage liabilities are secured over the assets to which they relate.		
14. Provisions		
Current		
Annual leave	948	892
Long service leave	4,187	4,058
Total current provisions	5,135	4,950
Non-current		
Long service leave	1,025	758
Total non-current provisions	1,025	758
Total provisions	6,160	5,708

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)**

	2019	2018
	\$'000	\$'000
15. Unearned income		
Current		
Fees in advance	2,461	2,807
Confirmation fees	567	-
Total current unearned income	3,028	2,807
Non-current		
Fees in advance	510	242
Confirmation fees	3,315	-
Total non-current unearned income	3,825	242
Total unearned income	6,853	3,049

16. Asset revaluation surplus

	Land	Buildings	Total
	\$'000	\$'000	\$'000
Balance 1 January 2018	39,774	27,627	67,401
Revaluation increments	-	-	-
Balance 31 December 2018	39,774	27,627	67,401
Balance 1 January 2019	39,774	27,627	67,401
Revaluation increments	2,282	14,418	16,700
Balance 31 December 2019	42,056	42,045	84,101

	2019	2018
	\$'000	\$'000

17. Commitments

(a) Chattel mortgages

Liabilities recognised in the Balance Sheet

Current	785	789
Non-current	386	379
Total	1,171	1,168

Minimum payments due under chattel mortgages at reporting date are payable as follows:

- Not later than one year	814	820
- Later than one year but not later than five years	392	386
Total	1,206	1,206

The chattel mortgages are for equipment purchases and are on terms of 34 months. The individual assets financed by chattel mortgage are below the School's capitalisation threshold.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

	2019 \$'000	2018 \$'000
17. Commitments (continued)		
(b) Non-cancellable equipment hire agreements		
Commitments under equipment hire at reporting date are payable as follows:		
- Not later than one year	72	80
- Later than one year but not later than five years	77	94
- Minimum lease payments	<u>149</u>	<u>174</u>

Equipment hire agreements are held on terms of between 24 months and 36 months. The 2019 lease commitments balance include those lease commitments excluded from recognition under AASB 16 Leases, refer to note 1(l).

18. Capital expenditure commitments

Property plant and equipment	<u>1,053</u>	<u>1,557</u>
------------------------------	--------------	--------------

19. Contingent liabilities and contingent assets

(a) Since 2002, in conjunction with its insurers, the School has been addressing claims by former students with respect to claims for sexual abuse that occurred at the School from the mid-1970s until 1988. To address these issues, the School established and maintains a structured mediation 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 cost to the School of those claims settled in 2019 or in the process of being settled as at 31 December 2019 are noted at Note 7.

Queensland legislation passed in early 2017 allows claimants who previously settled their claim to apply to the courts for an order that the previous settlement in certain circumstances be set aside. One such application had been heard by the Supreme Court in October 2018, and that application was dismissed in June 2019. The claimant has subsequently appealed that decision which was heard in the Court of Appeal in November 2019. At the reporting date, the judgement of that appeal has not been delivered.

In accordance with a decision of the Board of Trustees, the School applied in August 2019 to participate in the National Redress Scheme. At the reporting date, the School is waiting for the Federal Minister of Social Services to declare the outcome of that application.

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 2019 (CONTINUED)

2019	2018
\$'000	\$'000

20. Superannuation

At the reporting date, there were no remaining employees (2018: one employee) of the School entitled to benefits from the School's defined benefit superannuation plan on retirement, disability or death (2018: one employee).

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

The recognised surplus in net assets in the defined benefit superannuation plan in 2018 was \$517,000.

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	21,226	15,615
Trade and other receivables	9	790	1,152
Financial assets at fair value through profit or loss	10	17,080	11,479
Total financial assets		39,096	28,246

Financial liabilities

Financial liabilities at amortised cost:

Trade and other payables	12	2,826	4,757
Borrowings	13	1,171	1,168
Total financial liabilities		3,997	5,925

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (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 ('Act'). 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 2019.

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, of whom 1 deceased on 17 November 2019) 17 April 2018 (1 position, filling a casual vacancy) 17 May 2018 (2 additional positions, appointed under section 14(1)(c) of the Act.)
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 extended to: 31 December 2025	1 January 2014

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019 (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 2023 31 December 2023 31 December 2023	17 July 2006 1 January 2019 1 January 2014 25 May 2009
Acting Head of Middle School		Annual contract extended to: 31 December 2020	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		Resigned: 31 December 2019	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 2019 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.

Remuneration packages for key management personnel comprise the following:-

- 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 full-time 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 redundancies were paid.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (CONTINUED)

22. Key management personnel and remuneration (continued)

Position	Short Term Benefits		Long Term Benefits	Post Employment Benefits	Total Remuneration
	Base	Non-Monetary Benefits			
2019	\$'000	\$'000	\$'000	\$'000	\$'000
Headmaster	482	3	17	21	523
Secretary to the Board of Trustees	246	1	8	25	280
Deputy Headmaster – Staff	188	45	6	23	262
Deputy Headmaster – Co-curricular	183	16	6	27	232
Deputy Headmaster – Students	188	30	6	27	251
Deputy Headmaster – Teaching & Learning	187	34	6	24	251
Acting Head of Middle School ¹	184	0	5	24	213
Executive Director Educational Innovation	188	18	6	24	236
Executive Director Advancement & Community Relations	174	0	0	24	198

Position	Short Term Benefits		Long Term 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	259	2	7	20	288
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	190	0	6	25	221

1. 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, the entitlement to which was conditional on the achievement of specific objectives set for the role. There were no performance payments paid to that role in 2019.

BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019 (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 \$39,982 (2018: \$36,825), including superannuation. During the year, the children of two other employed members of the key management personnel team were also employed by the School for remuneration of \$12,649 (2018: \$4,479), including superannuation. These employment arrangements were on terms and conditions consistent with other employees at the School.

24. Events subsequent to balance date

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

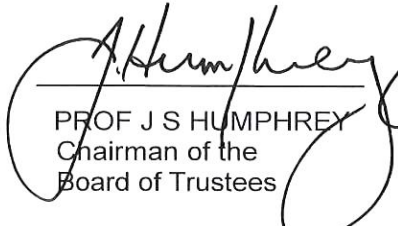
CERTIFICATE OF BOARD OF TRUSTEES OF THE BRISBANE GRAMMAR SCHOOL

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 s.62(1) of the *Financial Accountability Act 2009 (the Act)*, section 42 of the *Financial and Performance Management Standard 2019*, the *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Commission 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; and
 - 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 2019 to 31 December 2019 and of the financial position of the School at the end of year.
- c) We acknowledge responsibility under s.8 and s.15 of the Financial and Performance Management Standard 2019 for the establishment and maintenance, in all material respects, of an appropriate and effective system of internal controls and risk management processes with respect to financial reporting throughout the reporting period.
- d) In accordance with s.60.15 of the *Australian Charities and Not-for-profits Commission 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*.

13 February 2020

13/2/20
Date



PROF J S HUMPHREY
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 2019, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards – Reduced Disclosure Requirements.

The financial report comprises the statement of financial position as at 31 December 2019, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including summaries of significant accounting policies and other explanatory information, and the management certificate.

Basis for opinion

I conducted my audit in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report.

I am independent of the entity in accordance with the auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* and with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code and the *Auditor-General of Queensland Auditing Standards*.

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

Responsibilities of the entity for the financial report

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

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

Auditor's responsibilities for the audit of the financial report

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

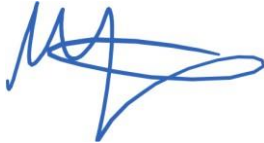
As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

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

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

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

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



Melissa Fletcher
as delegate of the Auditor-General

18 February 2020

Queensland Audit Office
Brisbane

GLOSSARY

A&CR	Advancement and Community Relations
ACARA	Australian Curriculum, Assessment and Reporting Authority
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
EandS	Education and Staffing
EDSP	Extended Day Study Program
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
L2L	Learn to Lead
MS	Middle School
NAP	National Assessment Program
NAPLAN	National Assessment Program - Literacy and Numeracy
NMS	National Minimum Standards
NSSAB	Non-State Schools Accreditation Board
OE	Outdoor Education
OP	Overall Position
PandF	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
RN	Registered Nurse
SAN	Storage Area Network
SEWB	Socio-Emotional Wellbeing
SLT	Senior Leadership Team
SRB	Student Representative Body
STEAM	Science, Technology, Engineering, Art, Mathematics
SWC	Student Wellbeing Curriculum
TDP	Teaching Development Plan

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 Glossary 	ARRs – section 9.1	5 98
	<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	23-27
	<ul style="list-style-type: none"> Machinery of Government changes 	ARRs – section 10.2, 31 and 32	N/A
	<ul style="list-style-type: none"> Agency role and main functions 	ARRs – section 10.2	8,28
	<ul style="list-style-type: none"> Operating environment 	ARRs – section 10.3	9-10, 36-56
Non-financial performance	<ul style="list-style-type: none"> Government's objectives for the community 	ARRs – section 11.1	29
	<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	28-56
	<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	55-56
Governance – management and structure	<ul style="list-style-type: none"> Organisational structure 	ARRs – section 13.1	9-14
	<ul style="list-style-type: none"> Executive management 	ARRs – section 13.2	15-17
	<ul style="list-style-type: none"> Government bodies (statutory bodies and other entities) 	ARRs – section 13.3	8
	<ul style="list-style-type: none"> <i>Public Sector Ethics Act 1994</i> 	<i>Public Sector Ethics Act 1994</i> 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	18
	<ul style="list-style-type: none"> Audit committee 	ARRs – section 14.2	18
	<ul style="list-style-type: none"> Internal audit 	ARRs – section 14.3	18
	<ul style="list-style-type: none"> External scrutiny 	ARRs – section 14.4	18-21
	<ul style="list-style-type: none"> Information systems and recordkeeping 	ARRs – section 14.5	20-21
Governance – human resources	<ul style="list-style-type: none"> Strategic workforce planning and performance 	ARRs – section 15.1	49-51
	<ul style="list-style-type: none"> Early retirement, redundancy and retrenchment 	Directive No.04/18 <i>Early Retirement, Redundancy and Retrenchment</i> ARRs – section 15.2	N/A

Open Data	• Statement advising publication of information	ARRs – section 16	58
	• Consultancies	ARRs – section 33.1	https://data.qld.gov.au
	• Overseas travel	ARRs – section 33.2	https://data.qld.gov.au
	• Queensland Language Services Policy	ARRs – section 33.3	N/A
Financial Statements	• Certification of financial statements	FAA – section 62 FPMS – sections 38, 39 and 46 ARRs – section 17.1	94
	• Independent Auditor's Report	FAA – section 62 FPMS – section 46 ARRs – section 17.2	95-97

FAA *Financial Accountability Act 2009*

FPMS *Financial and Performance Management Standard 2019*

ARRs *Annual report requirements for Queensland Government agencies*



BRISBANE GRAMMAR SCHOOL

Brisbane Grammar School

Gregory Terrace
Brisbane QLD 4000

T +61 7 3834 5200

E reception@brisbanegrammar.com

W brisbanegrammar.com

CRICOS Provider Number 00489C