



BRISBANE GIRLS GRAMMAR SCHOOL

2022 ANNUAL REPORT TO THE
MINISTER FOR EDUCATION, MINISTER
FOR INDUSTRIAL RELATIONS AND
MINISTER FOR RACING



BRISBANE GIRLS GRAMMAR SCHOOL

Reader's Feedback and Interpretation Requests



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

Public Availability

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

Copies are also available on request to:

Brisbane Girls Grammar School

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



BRISBANE GIRLS GRAMMAR SCHOOL

Nil sine labore LIVES ENRICHED BY LEARNING

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

22 February 2023

Dear Minister

Annual Report 2022

I am pleased to present the Annual Report and Annual Financial Statements for the year ended 31 December 2022 for Brisbane Girls Grammar School.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2019*
- the detailed requirements set out in the *Annual report requirements for Queensland Government agencies (2021-22 reporting period)*.

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

Yours sincerely



Ms Julie McKay
Chair, Board of Trustees

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BRISBANE GIRLS GRAMMAR SCHOOL

SECTION A – 2022 AT A GLANCE

SECTION A: 2022 AT A GLANCE

The following points summarise the highlights for Brisbane Girls Grammar School (the School) in 2022:

- The School was founded in 1875 as a secondary school for girls and in 2022 had 1530 students in Years 7 to 12.
- The School is academically non-selective in its year of entry (Year 7) and offers no scholarships.
- The School's 2022 academic results reflect its longstanding reputation as one of Australia's leading schools.
- The 2022 Year 12 cohort exceeded Queensland state averages for ATAR: 14.59 per cent received an ATAR 99 and above; 55.79 per cent received an ATAR 95 and above; and 93.31 per cent received an ATAR 80 and above (figures are based on the 93.57 per cent of the cohort who allowed access to their ATAR data).
- 100 per cent of students completing Year 12 were ATAR eligible; 98 per cent received offers for Bachelor Degree courses in Queensland (as at 16 January 2023).
- Essential elements of the School's *Strategic Design 2020-2022*, which clearly and concisely articulate the School's strategic direction (and is publicly available at <https://www.bggs.qld.edu.au/news/publications/>), were finalised in 2022.
- The School responded well to the challenges of operating during the COVID-19 pandemic, offering remote learning, alternative co-curricular offerings, and other initiatives that reflected its commitment to providing flexible, responsive and agile delivery of educational services in a rapidly changing environment.
- The School continued to develop its use of the new Learning Management System, which has supported flexible and agile delivery of programs. Access was made available to the parent community to assist with information sharing and parent engagement.
- The School maintained a strong financial position.
- The School continued its partnership with Brisbane Roar, providing girls who play football with the opportunity to be mentored and coached by professional players.
- The School built relationships with experts and organisations across a range of co-curricular activities, to provide extension opportunities to students.
- The School held its second Giving Day, raising funds to support the School's Bursary Program. The School community continued to demonstrate a spirit of philanthropy and the funds raised from Giving Days have enabled the ability for the awarding of an additional two bursaries in coming years.



BRISBANE GIRLS GRAMMAR SCHOOL

SECTION B – THE SCHOOL EXPLAINED

SECTION B: THE SCHOOL EXPLAINED

Brisbane Girls Grammar School is an academically non-selective secondary school for girls, founded in 1875. The School is renowned for its innovative educational practices and consistent record of outstanding academic achievement. This report details the School's achievements, performance and financial position for the 2022 financial year, and provides information on its strategies for the future, community engagement and governance processes.

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

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

LOCATION

The School operates three campuses:

MAIN CAMPUS, SPRING HILL

Gregory Terrace BRISBANE QLD 4000

Phone: 07 3332 1300

Email: admin@bggs.qld.edu.au

Website: <https://www.bggs.qld.edu.au/>

MARRAPATTA MEMORIAL OUTDOOR EDUCATION CENTRE (MARRAPATTA)

Yabba Creek Road and Bella Creek Road IMBIL QLD 4570

Phone: 07 5484 5433

Email: admin@bggs.qld.edu.au

RANGAKARRA RECREATIONAL AND ENVIRONMENTAL EDUCATION CENTRE (RANGAKARRA)

Sprenger Street

FIG TREE POCKET QLD 4069

Phone: 07 3332 1300

Email: admin@bggs.qld.edu.au

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

NATURE AND RANGE OF SIGNIFICANT OPERATIONS

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

The School's tuition fee for 2022 was \$27 325 per student. As a differentiator from many other independent schools, the School has an all-inclusive *Tuition Fee Policy*. This means that, as far as practicable, the tuition fee includes the cost of most curricular and co-curricular activities, including the School's Outdoor Education Program, academic camps, the visual and performing arts program, group music tuition and class excursions.

The inclusive curriculum and extensive co-curricular program aim to offer each girl the opportunity to express her individuality and achieve her ambitions.

Traditionally, students pursue tertiary studies following graduation from Year 12 and the School's curriculum reflects this. In 2022, 100 per cent of students completing Year 12 were ATAR eligible and 98 per cent of the cohort received an offer to undertake a Bachelor Degree in Queensland (as at 16 January 2023). The School's co-curricular program includes sport, music, service, debating, public speaking, enrichment activities and the performing arts.

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

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

Distinctive curriculum offerings

Brisbane Girls Grammar School provides a broad, liberal education that seeks to prepare young women to contribute confidently to the world with wisdom, imagination and integrity. The extensive range of subjects offered at the School, combined with its comprehensive co-curricular activities and well-

developed student care program, provide a platform for each girl to experience success and develop intellectually, physically, emotionally and socially.

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

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

Read more about the School's curriculum on our website (<https://www.bggs.qld.edu.au/academic/>).

Co-curricular activities

At Brisbane Girls Grammar School, it is recognised that academic education and student wellbeing are best supported by a comprehensive co-curricular program. Designed to complement the curriculum, these programs encourage participation, teamwork, creativity and engagement in the community. Grammar girls are encouraged to both strengthen their existing talents and explore new areas of interest, while collaborating with others through physical activity, intellectual challenge, travel, adventure, and artistic expression. With more than 120 co-curricular options available, all students can become involved in a variety of pursuits including music ensembles, sport, service groups, debating, public speaking, performing arts, travel opportunities, enrichment activities and the Duke of Edinburgh Award.

This emphasis on involvement in the School and wider community builds leadership skills, resilience, gratitude, commitment and fosters a lifelong love of learning, adventure, and innovation. Students are encouraged to maintain a global perspective and look beyond their immediate environment. To promote a broad knowledge and understanding of the students in our care, and to provide for positive student-staff interactions beyond the classroom context, all teaching staff are expected to participate in at least one co-curricular activity each year. In addition, the formal and informal leadership roles assumed by girls in many of these activities support academic success and personal development.

Read more about the School's Co-curricular Program on our website (<https://www.bggs.qld.edu.au/co-curriculum/>).

Social climate

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

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

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

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

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

Read more about the School's Student Care Program on our website (<https://www.bggs.qld.edu.au/student-care/>).

Parental involvement

Brisbane Girls Grammar School encourages parental involvement at the School. A strong foundation of collaborative partnerships between the School, staff and families contributes to the success and wellbeing of Grammar girls. Parent-teacher communication is

essential to ensuring this partnership, and an effective system of communication between home and school is well-established. Each girl is placed in a House with the Head of House responsible for her general welfare and communication management. From interviews prior to her entering the School, through to when she departs in Year 12, there is systematic and regular two-way communication between the School and parents in the form of parent-teacher interviews, parent information evenings, formal and informal reporting in relation to student learning, and via the School's engaging curricular and co-curricular programs.

The School has many active parent support groups including: the Parents & Friends Association; Mothers Group; Fathers Group; Music Support Group; Rowing Support Group; and Water Polo Support Group. All parents and carers are welcome to be involved in these groups as well as volunteering at the P&F Uniform Shop. Parents are also very involved in the School's annual Open Day, and other School events throughout the year.

Parent, teacher and student satisfaction with the School

In late 2020, the School conducted a comprehensive, independent and confidential whole-school survey. Parents, staff and students participated in the survey, providing views on academic performance, student care, outdoor education, co-curricular activities (including sport, instrumental music, service and clubs), communications, reputation and facilities.

The findings from the survey have informed the School's strategic planning and help to refine operational processes.

Additionally, the School undertook short 'pulse' surveys of parents and students in Term 1 2022, to obtain feedback on the remote start to the academic year. The surveys offered an opportunity for feedback on the School's remote learning program.

STRATEGIC PRIORITIES

In 2022, the School entered the third and final year of its three-year strategic planning cycle. The performance indicators in this report have been measured against the strategic goals articulated in the *Strategic Design 2020–2022*:

ASPIRATION

Lives Enriched by Learning.

INTENT

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

GUIDING PRINCIPLES

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

GOVERNMENT OBJECTIVES

The Queensland Government's *Objectives for the Community* are built around 'Good jobs, Better services, Great lifestyle'. Brisbane Girls Grammar School has contributed to these objectives through delivering excellent educational outcomes with 99.2 per cent of our Year 12 cohort receiving tertiary placement offers. This, combined with strong student retention and engagement and innovative education practices, seeks to ensure its students are skilled for the future.

INITIATIVES

The School's *Strategic Design 2020 – 2022* was finalised in 2022 and the following operational initiatives were achieved:

Professional review cycles for academic staff

The third, three-year cycle of Open Doors commenced in 2021. This iteration, developed with significant input from academic staff, will be styled as *Open Doors as Professional Renewal*. There are three key elements to this 2021-2023 cycle, which can be completed in any order: *curriculum focussed pedagogy*; *relationships focussed pedagogy*; and *Open Doors as collegial interaction and observation*.

Masterplanning

Preparations for the creation of a new School Master Plan commenced in 2022 and will be completed in 2023.

Proactive Student Wellbeing Initiatives

In 2021 the School opened its new Floreamus Centre, comprising an interdisciplinary team of clinical psychologists, school nurses and mindfulness practitioners. Throughout 2022, the Centre continued to provide high-quality education and primary care to ensure Grammar girls are socially, emotionally, and physically at their best and ready to learn.

Students can seek medical and psychological care throughout the school day, and the ability to access such support enables early detection of typical adolescent health concerns.

In addition to individualised support, the Centre provides a specialised wellness program to build girls' resilience and cultivate optimism, and resourcefulness. The Centre aims to help Grammar girls make informed lifestyle

choices, engage in self-care, and develop necessary skills to feel good, function well and contribute to their own success.

Throughout 2022, the Floreamus Centre enhanced the range of proactive student wellbeing initiatives available by expanding the skills-based, group wellness offerings.

Partnership with Brisbane Roar

The School continued its partnership with Brisbane Roar Football Club, who offer coaching master classes and mentoring to our football coaches, skills clinics to the student players, match analysis sessions, and entry to professional games for staff and students. This provides the students who play football with the opportunity to be mentored and coached by professional players and coaches.

Other partnerships

The School continued to work with musicians, conductors and composers, particularly from the Queensland Symphony Orchestra, providing students who demonstrate strong musical talent the opportunity to be mentored by some of Australia's finest musicians in a real-world setting.

The School also hosted events with experts and professionals in the fields of sport, science, art, calligraphy, and languages, with organisations representing and advocating for First Nations people and environmental sustainability, and community service groups and providers. The aim of these events is to build relationships and partnerships that provide interested students with opportunities to extend their learning and gain the perspective of experts in the field.

Purposeful community engagement

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

Giving Day

In August 2022 the School held its second Giving Day, raising funds to support the School's means-tested Bursary Program, which provides the life-changing opportunity of a Girls Grammar education to girls from a wide range of backgrounds who could not otherwise attend the School. The success of the School's Giving Days in 2021 and 2022 will enable the School to offer an additional two bursaries in coming years.

POLITICAL AND ECONOMIC CLIMATE

Brisbane Girls Grammar School continues to closely monitor the Queensland economy and the political landscape regarding funding of independent schools.

The School remains committed to keeping the annual increase in tuition fees as low as possible while making

allowance for annual agreed wage increases for staff under the *Enterprise Bargaining Agreement 2022* and addressing a decline in real terms of government funding from both State and Federal Governments. Staff salaries represent the single most significant cost input to the operation of the School at approximately 64 per cent of total cost. The 2022 fee increase was 2.9 per cent.

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

COVID-19

The continued impact of the COVID-19 pandemic presented a number of opportunities and challenges for the School. Girls Grammar again transitioned to remote learning as required, with minimal loss to teaching and learning.

The School also permanently implemented some relevant learnings from COVID-19 into its co-curriculum program and strategies.

Co-curricular activities continued to be impacted, with the cancellation of some competition and training for sport and debating, music performances and rehearsals, clubs, extension opportunities and service activities. Some activities were held online, and elements of this are being incorporated into future activities.

Weather Events

The extreme weather events in south-east Queensland, particularly in Terms 1 and 2, led to the cancellation of some competition and training for sport and debating, and also impacted the music, service and Duke of Edinburgh programs. Many events were moved or rescheduled due to damage to venues. The School made every attempt to ensure that activities were not completely cancelled, and some opportunities were provided for students who wished to engage in every co-curricular activity.

National Curriculum

The School continues to monitor changes to the National Curriculum as advised by the Australian Curriculum Assessment and Reporting Authority (ACARA).

Subject areas working under mandated syllabi have fulfilled the content requirements. The School continues to be guided by the indicative ACARA time allocations for all approved syllabi.

NAPLAN

NAPLAN continues to evolve. 2022 saw the School undertake, for the first time, NAPLAN in its online format. Considerable work was done to ensure that the School was ready to facilitate the move to online NAPLAN. In 2023, NAPLAN has been mandated to occur early within the school year. The School has worked, and continues to work, to ensure students and teachers are familiarised with the NAPLAN online environment and that the IT facilities are in place to meet the demand of the testing regime.

Queensland Curriculum and Assessment Authority (QCAA)

The School's teaching staff remain committed to supporting QCAA's quality assurance processes including via membership of Expert Writing Panels, as Confirmers, Endorsers and as markers of External Examinations. This represents a significant contribution by the School to the success of the QCE/ATAR model.

2022 saw the third cohort of students complete Units 3 and 4 of the QCAA syllabi and the associated internal and external assessment.

Government Funding

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

ORGANISATIONAL STRUCTURE

The School's organisational structure is outlined in Annexure A (see page 25).

GOVERNANCE

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

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

The current term of office for the School's Board of Trustees expires on 31 January 2023.

As at 31 December 2022, there were eight Board members. Refer to Annexure B Government body reporting template in accordance with 13.3 of the *Annual Reporting Requirements for Queensland Government Agencies*.

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

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

In 2022, ten meetings were held including Board meetings and an all-day strategy planning session. One of these meetings was additional to the standard Board meeting schedule and was convened to provide an update on the School's response to the COVID-19 pandemic.

Membership of the Board and its Committees is voluntary and there is no remuneration for this commitment. No out-of-pocket expenses have been reimbursed to the Board of Trustees during 2022.

Ministerial Nominees

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

Elected Representatives

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

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

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

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

- supervise, maintain and control the operations of the School
- erect, alter, add to, purchase or sell buildings used or to be used for the School
- effect general improvements to the premises used or to be used for the School

- provide an educational program for the School
- create policies and procedures about:
 - fees and charges payable in relation to students enrolled or to be enrolled at the School
 - the management and control of the School
 - the discipline and conduct of students enrolled at the School.

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

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

Audit, Risk and Compliance Committee Members

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

SENIOR MANAGEMENT

The Senior Management of the School for the financial year 2022 was as follows:

Principal

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

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

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

Chief Financial Officer and Secretary to the Board

Ms Rachel Fraser, BCom, Grad.Dip Adv.Acctg, CA, GAICD (resigned effective 24 November 2022)

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

Deputy Principal

Mrs Anne Ingram, BSc, DipEd, MEd, AMusA, MACEL

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

Deputy Principal (Academic)

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

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

Deputy Principal (Co-curriculum)

Ms Sophie Mynott, BA LLB, GDipEd, MIntRel

Has collaborative leadership responsibilities in relation to the design, development and delivery of the School's Co-curricular and Outdoor Education programs and the management of staff in those areas. The role contributes to the strategic planning and leadership of the School and may assume the responsibilities of the Principal in her absence.

Director of Human Resources

Ms Retha Du Plessis, BA(Psych), BCom(Hons)(Industrial Sociology), MBA, MAHRI

Responsible for the delivery and oversight of the human resources function of the School, including the attraction, development, engagement and retention of high-calibre academic and professional staff.

RISK MANAGEMENT AND EXTERNAL SCRUTINY

Risk management is overseen by the Board of Trustees. The Board has an Audit, Risk and Compliance (ARC) Committee, which acts as a review committee and meets at least four times a year to monitor the School's financial goals and other resource implications. The ARC Committee met four times throughout 2022, and has observed the terms of its charter. The ARC Committee Charter and the operation of the ARC Committee have due regard to the *Audit Committee Guidelines*.

The Chief Financial Officer is responsible for the day-to-day management of risks with the assistance of the School's Compliance Officer. The School has a well-developed risk management and compliance program. Effective risk management is an essential factor in

sustainably safeguarding the School's students, staff and assets, as well as its reputation.

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

The effective management of risks is an integral part of the day-to-day operations at the School, without causing the organisation to be risk averse. The elements of risk management at the School, as overseen by the ARC Committee in 2022, include:

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

The Queensland Audit Office (QAO) did not report any material control weaknesses in its report to the Board of Trustees on the audit of the financial statements of the School for the year ended 31 December 2022.

In June 2022, the following QAO report was tabled in the Queensland legislative assembly 'Education 2021: Financial Audit Report (Report 19: 2021-22)'. This report summarises the results of QAO financial audits of the Queensland education sector including the eight Queensland grammar schools with a financial year end of 31 December 2021. It provides an overview of the schools' finances at 31 December 2021 and of the financial accounting issues that arose during the audits.

ETHICS

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

RECORDS GOVERNANCE

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

The School aims to be compliant with the principles underpinning the Queensland Government Enterprise Architecture *Records Governance Policy*.

The School has a *Records Management Policy*, which assigns roles and responsibilities for recordkeeping to monitor and support the implementation of the policy. All business areas and staff are responsible for identifying what records need to be created or captured within their area of responsibility to establish a full and accurate account of the School's business activities and decisions.

During 2022, the School continued a review of its information and records management policies and processes with a view to implementing a formal strategy of digitising documents and static records, defining document lifecycle management and streamlining records management processes.

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

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

The School's records retention and disposal processes are aligned to the Queensland State Archives *Education and Training Sector Retention and Disposal Schedule* (Nov 2018).

The School has identified permanent records and an appropriate archiving methodology for these records. The School has a School Archivist who is responsible for archival protocols and supporting identification of relevant permanent records.

The School's information and record systems include electronic and static records, with the School's management system and learning management systems as the key recordkeeping systems.

A comprehensive information management security system is documented, managed and independently tested regularly; no serious breaches of the School's information security occurred during the year.



BRISBANE GIRLS GRAMMAR SCHOOL

SECTION C – THE SCHOOL'S
PERFORMANCE

SECTION C: THE SCHOOL'S PERFORMANCE

The School's *Strategic Design 2020-2022* articulates six Guiding Principles:

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

The details of the *Strategic Design 2020-2022* can be found on the School's website (<https://www.bggs.qld.edu.au/about-brisbane-girls-grammar/>).

PERFORMANCE AGAINST KEY OBJECTIVES

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

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

ACADEMIC RESULTS		Systematic curiosity in teaching, learning and research
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Year 12 results	Year 12 results exceed state averages and the majority of students receive their first, second or third preference tertiary placements	The Year 12 cohort outperformed all state averages for ATAR results 99.2 per cent of the Year 12 cohort received a tertiary placement offer
Academic benchmark results	NAPLAN results exceed national averages	The Year 7 and 9 cohorts outperformed all national NAPLAN averages
Disruption to curriculum / operations	No/minimal disruption to classes over a period of time due to timetabling issues	Notwithstanding minor impacts due to COVID-19, this target was met with the School transitioning to remote learning when required

The School's exceptional record of academic excellence was again demonstrated with the Year 12 2022 cohort attaining outstanding results.

ATAR RESULTS		
GRADE	PER CENT OF BGGS COHORT [^]	PER CENT OF AGE ELIGIBLE POPULATION IN THE STATE*
99 and above	14.59%	1%
95 and above	55.79%	5%
80 and above	93.31%	20%
65 and above	99.14%	35%
50 and above	100%	50%

[^] Based on the 93.57% of the cohort who allowed QTAC to release their results to the School

* Age eligible population in the State ATAR 99.95 – 0 = 100%

It is important to note that entry into Year 7 at Brisbane Girls Grammar School is not academically selective—which provides the School with a diverse student population—and importantly, the School does not award academic scholarships. Therefore, these impressive results are testament to the high-quality teaching and positive learning culture at the School.

NAPLAN Results

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

Due to changes in Government policy on reporting NAPLAN results, direct comparison of outcomes across schools is not possible.

YEAR 7					
LEARNING AREAS	BGGS 2021	2021 NATIONAL AVERAGE	BGGS 2022	2022 NATIONAL AVERAGE	Percentage at or above National Minimum Standard
Reading	612	542	616	543	100%
Writing	589	522	607	530	100%
Spelling	618	549	614	547	100%
Grammar and punctuation	602	533	626	533	100%
Numeracy	615	551	627	546	100%

YEAR 9					
LEARNING AREAS	BGGS 2021	2021 NATIONAL AVERAGE	BGGS 2022	2022 NATIONAL AVERAGE	Percentage at or above National Minimum Standard
Reading	645	578	657	578	100%
Writing	629	551	639	560	99.2%
Spelling	650	580	639	577	100%
Grammar and punctuation	662	571	674	573	100%
Numeracy	654	588	657	584	100%

CO-CURRICULAR		Judicious and ethical action / Life-wide learning
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Student co-curricular participation	Attain more than 90 per cent participation rates in co-curricular activities	92.53 per cent of students participated in co-curricular activities

Students are actively encouraged to participate in activities provided and the table below provides a summary of 2022 student participation per year level.

YEAR LEVEL	NO. OF PARTICIPANTS	PERCENTAGE OF COHORT PARTICIPATING
7	288	99.31
8	241	97.18
9	226	92.24
10	239	93.36
11	220	92.44
12	198	79.52
TOTAL	1412	92.53

STUDENT ATTENDANCE

Student Attendance Rates

The average attendance rate as a percentage in 2022 was 93.9 per cent.

YEAR LEVELS	Average attendance rate for each year level as a percentage in 2022
7	95.8%
8	94.0%
9	93.1%
10	94.1%
11	94.1%
12	91.9%

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

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

Apparent Retention Rate

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

LEAVING YEAR	YEAR 10 BASE	YEAR 12	RETENTION RATE %
2019	186	191	102.69%
2020	188	191	101.60%
2021	240	243	101.25%
2022	250	249	99.60%

YEAR 12 OUTCOMES

The School has a consistent record of academic excellence—particularly remarkable as Brisbane Girls Grammar School is not an academically selective school. In 2022, the School had nine students on means-tested bursaries.

Of the 2022 Year 12 cohort completing senior studies in 2022, 100 per cent were eligible to receive an ATAR (Australian Tertiary Admission Rank).

Number of students who received a Senior Education Profile	249
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	249
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and training (VET) qualifications	4
Number of students awarded a Queensland Certificate of Education at the end of Year 12	249
Number of students awarded an International Baccalaureate Diploma (IBD)	0

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2022 post-school destinations survey, *Next Steps—Student Destination* report for the School was not available. Information about post-school destinations of students will be uploaded to the School's website in September after release of the information.

NON-ACADEMIC PERFORMANCE

COMMUNITY ENGAGEMENT		Purposeful community engagement
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Engagement with our stakeholder groups (parents, alumnae and donors)	Mostly positive feedback from stakeholder groups through formal and informal stakeholder satisfaction surveys	School satisfaction and pulse surveys have been undertaken and monitored closely; this target was met

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

HEALTH AND WELFARE OF STUDENTS AND STAFF		Belonging and wellbeing
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Provide an environment, resources and curriculum that support wellbeing of students and staff	Provide an agile Ethics curriculum that is responsive to longitudinal student wellbeing data Use of the Resilient Youth Australia Resilience Survey to inform student cohort strengths and risk factors in order to guide the design of effective positive education School-wide mindfulness framework to promote wellbeing and mental health Development of the Floreamus Centre, a combined space for the School's Health Centre and student counselling service, providing students with timely and professional education, information and support to promote optimal wellbeing for learning	This target was met

		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Preventable injuries	Reduction in injury rates due to monitoring and action taken to reduce likelihood and severity of incidents	This target was met

FINANCE		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Income and expenditure within Board approved budget	Actual results remain within budget	The year-end financial results were favourable and were in line with the Board approved annual budget
Cash fund balance positive	General fund balance remains adequate to fund day-to-day expenses. Action plans implemented to reduce any risk areas or non-compliance issues noted	This target was met
Debtors levels reasonable	Debtors > 90 days < five per cent of fees billed	This target was met

Healthy balance sheet	Working capital ratio of 1:1	This target was met
Legislation	Compliance with tax legislation, including consideration of changes in legislation, affecting the School	This target was met

Summary of financial performance

In accordance with the *Strategic Design 2020-2022*, the School's financial management must deliver appropriate, sustainable, transparent and empowering fiscal management that balances the surplus requirement for future reinvestment with immediate educational program priorities.

Annual Financial Statements (Annexure C) for 2022 highlight the School's strong financial position.

The annual operating surplus of \$3.68M (2021: \$3.43M) was driven by the following factors:

- tuition fees in 2022 were increased by 2.9 per cent
- other revenue (and offsetting costs) arising from School activities and tours increased compared to 2021, which had seen a significant reduction as a result of the impact of COVID-19
- a strong return on the School's investments and interest income
- continued strong philanthropic support, with contributions received towards the School's bursary fund during the 2022 Giving Day
- consistent and strong operational and financial delivery.

The School has also recorded other comprehensive income of \$15.6M with an increase to the asset revaluation reserve as a result of an external valuation of the School's land and buildings.

The School has continued to generate consistent and reasonable surpluses each year, which are used by the School to fund payments on capital loans, capital expenses and to provide for future capital projects and ensure long-term sustainability.

The main revenue source of the School is tuition fees, comprising 76 per cent of total revenue (2021: 76 per cent). The Board remains committed to keeping the School's annual increase in tuition fees as low as possible for the broad and deep offerings sought and expected by our families, and to ensuring a consistent and reliable approach when setting fees. This includes maintaining a long-standing policy of an all-inclusive fee, with no additional levies, while addressing a decline in real terms of government funding from both State and Federal Governments.

Three of the most significant categories of expenditure in delivering the exceptional education for which Girls Grammar is renowned are:

- employing the best teachers and other professional staff it is possible to secure and remunerating them fairly and appropriately, this representing around 64 per cent (2021: 64 per cent) of our annual expenditure
- delivering excellent academic programs
- providing the resources required to deliver the current quality and standard of a Brisbane Girls Grammar School student experience and, additionally, the School's physical resourcing requirements into the future.

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

Capital programs and infrastructure

During 2022 the School undertook a number of projects including upgrades to classrooms, a refurbishment of the tennis court, and a refresh to the canteen.

Significant works at the School's sports campus at Fig Tree Pocket were undertaken following flood damage from early 2022.

The School continued investment in environmental sustainability and initiatives, and continued to develop a sustainability policy to be rolled out in 2023.

2022 saw the ongoing realisation of the School's continued investment in IT infrastructure and systems across the Spring Hill and Marrapatta campuses, with an increased focus on cyber security.

Monitoring of financial performance and effectiveness

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

GOVERNMENT ASSISTANCE

The School acknowledges the contributions made by the State and Commonwealth Governments in the form of grant allocations. The grants received and approved in 2022 included:

- Recurrent State and Commonwealth Government Grants, including Indigenous assistance:
 - Commonwealth Grants—\$5,946,302
 - State Government Grants—\$3,506,004
- Queensland State Endowment Grant provided to Grammar Schools in Queensland to assist with the additional cost of complying with State Government legislation for Statutory Bodies—\$21,500

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

INFORMATION TECHNOLOGY		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
IT systems disruptions	No unscheduled down time of key systems campus-wide for longer than one hour	This target was met
Upgrade and maintenance of IT	Continuous upgrade and maintenance of IT equipment to meet the School's requirements and stay abreast of latest technology developments	This target was met

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

HUMAN RESOURCES		Stewardship and sustainability
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Staff turnover	Staff retention rates to remain above 80 per cent	The overall staff retention rate was 83.47 per cent
Employee relations	Performance issues managed effectively	Staff performance issues were carefully managed, resulting in positive outcomes

Strategic staff management

The School continues to consider and introduce initiatives to support the attraction, recruitment and retention of highly skilled and experienced people, as well as offering regular opportunities for professional development. By engaging in projects such as the development of an Employee Value Proposition (EVP), staff were provided the opportunity to share their experience and create material for attraction and retention campaigns. Staff retention rates, although fluctuating throughout the year, saw a steady incline, which is consistent with market tendencies. Additionally, the time taken to recruit professional staff has seen a slight increase.

For induction and onboarding, the School now has a fully online resource that allows all onboarding to be completed online and prior to commencement, with records created and stored electronically. This comprehensive onboarding program has been revised in 2022 with the result being that all staff who participate in the onboarding program have had every opportunity to familiarise themselves with the School's policies and procedures, in particular the Code of Conduct, Child Protection and Health and Safety policies and procedures.

At the start of 2022, all induction and professional learning activities continued to go ahead, albeit virtually, to ensure all staff were well prepared for the commencement of the academic year.

To support professional conversations, the School's formal and documented probationary and professional reviews are in place for all staff, with the majority of reviews having moved to the online and electronic HR Information System. As a commitment for 2022, this was achieved.

Capacity and Succession Planning with the Senior Leadership Team recommenced following a hiatus of two years. The outcomes will be utilised to assess and ensure skills transfer and individual and team capability and capacity building. Leadership development and capacity building remains a high priority and the School maintains its commitment to developing and strengthening these skills and capabilities.

Staff Wellbeing

During 2022, the School's commitment to the health, safety and wellbeing of all staff remained a priority, in particular relating to the evolving COVID-19 situation, and associated isolation periods. As an example, during Terms 2 and 3, additional academic staff were employed to assist with absences due to COVID-19 and all staff were offered an additional five (5) days of School Special Leave to support them should they become unwell due to COVID-19.

In consideration of the challenges presented to staff and society as a whole, and as part of the School's commitment to ensure our staff have multiple opportunities to access information, advice and support, the School increased its awareness of the free and confidential Employee Assistance Program and trained additional Workplace Support Officers who can provide more information about options for support.

The School continued its focus on providing professional development training where relevant, with a particular focus on staff wellbeing, including Mental Health First Aid, and both internal and external support was extended to staff to accommodate their personal circumstances.

Staff Composition

The School's academic staff comprises 7 full-time senior leaders, 138 full-time teachers, 28 part-time teachers and 9 casual non-teaching staff supporting teachers and faculties (not included in FTE).

The School's professional staff comprises 5 full-time senior leaders, 60 full-time staff and 18 part-time staff.

The whole-of-school staff structure comprises 81.53 per cent full-time and 18.47 per cent part-time employees.

Staff Retention

The School's staff retention remained reasonably consistent with previous years, albeit a slight downward trend, and is confirmed at 83.47 per cent during the 2022 academic year (2021: 83.4 per cent) for all staff, 88.3 per cent for academic staff (2021: 85.4 per cent) and 75.3 per cent for professional staff (2021: 79.2 per cent). This remains above the School's benchmark set at >80 per cent.

Staff Attendance

The average staff attendance in 2022 was 96 per cent (2021: 97 per cent), calculated on unplanned absences of sick and emergency-leave periods of up to five days. This remains consistent with previous years.

Highest Tertiary Qualifications

All members of academic staff at the School are confirmed to hold provisional or full Teacher Registration as required by the Queensland College of Teachers. The School encourages all staff, in particular academic staff, to pursue further professional qualifications to deepen their knowledge and pedagogical expertise.

The highest tertiary qualifications for our School leaders and teachers are as follows: Bachelor Degree (64 per cent); Master's Degree (31 per cent); and PhD or higher (5 per cent).

Expenditure on, and teacher participation in, professional development

The School has continued to invest in the professional development of academic and professional staff. A substantial budget is managed by the Deputy Principal and Deputy Principal (Academic) through the School's Professional Development Committee.

One of the major areas underscoring the ongoing professional development of staff relates to the continuing implementation and embedding of our School-wide Pedagogy model. The 2022 staff conference was held in January, and due to the impacts of COVID-19, was delivered remotely. The Keynote Address was presented by Dr Lisa Damour, a US-based clinical adolescent psychologist, author and thought leader. During the year, staff had multiple opportunities to engage in the learning activities designed by external facilitators retained by the School, as well as other sources as they have become available.

Leadership development and capacity building remains a priority and the School maintained its commitment to developing and strengthening these skills and capabilities within its staff. In 2022 Middle Management (particularly Heads of House and Academic Directors) completed the Leadership Insights course, which was delivered by a School-secured external provider. The purpose of the course was to further leadership skill development, as well as build a renewed spirit of connectedness, awareness and co-operation.

Professional Review

In 2022, due to the impact of COVID-19, Influenza, flooding, and a remote learning start to the academic year, it was decided that academic staff would be granted a pause to formal professional review processes. Staff were encouraged to gather reflections and resources across the year that might support their re-engagement with professional review in 2023.

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

Centre for School-wide Pedagogy

In 2022 the School's Centre for School-wide Pedagogy (CSWP) continued to expand its actions. The School-wide Pedagogy Model underpins the School's approaches to teaching and learning, inclusive of Noticing Learning, Cultures of Thinking as well as Mazarno's scholarship and cognitive verbs. Underlying all of this is the acknowledgement of the importance of personal pedagogical gifts and how they are developed over the teaching life cycle.

The CSWP hosted the inaugural Thoughtful Educators Conference in June 2022, welcoming Dr Ron Ritchhart as the keynote speaker. In addition, the CSWP supported teachers in a range of professional learning opportunities such as Inquiry Action Projects, Cultures of Thinking Coaching, as well as full staff days and orientation sessions for new staff to the School.

The CSWP continued to publish the School-wide Pedagogy Newsletter each semester, which is an internal publication written by teachers for teachers. Many teachers have been encouraged to complete post-graduate qualifications with the meeting of the Scholars' Hub. New collaborations began with The University of Queensland Aspiring Thinkers Network, through participation in their Foundational Workshops. This has been valuable professional learning. Insights gained from the Foundational Workshops will assist the academic staff to further develop effective pedagogies and solidify important local academic/tertiary connections.

The School's long-standing active commitment to pre-service teacher education will continue to form a very important part of the operation of the Centre for School-wide Pedagogy.



BRISBANE GIRLS GRAMMAR SCHOOL

SECTION D – DISCLOSURE OF
ADDITIONAL MANDATORY INFORMATION

SECTION D: DISCLOSURE OF ADDITIONAL MANDATORY INFORMATION

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

- Consultancies
- Overseas Travel

ANNEXURE A – ORGANISATIONAL STRUCTURE

Board of Trustees	Principal	Deputy Principal	Principal's Delegate Operational management of the School <ul style="list-style-type: none"> Enrolments Manager
		Chief Financial Officer and Secretary to the Board of Trustees	Secretary to the Board of Trustees <ul style="list-style-type: none"> Finance Manager Property and Capital Works Manager Risk and Compliance Officer
		Deputy Principal (Academic)	Academic Staff and Programs <ul style="list-style-type: none"> Academic (Faculty) Directors Director, Library/ Information Systems Centre for School Wide Pedagogy
		Deputy Principal (Co-curriculum)	Co-curriculum Programs <ul style="list-style-type: none"> Director of Instrumental Music Director of Sport Director of Service Director of Outdoor Education
		Dean of Students	Student Leadership and Care <ul style="list-style-type: none"> Heads of House Associate Dean (Wellbeing) School Psychologists School Nurses
		Dean of Studies	Studies and Subjects <ul style="list-style-type: none"> Director of Tertiary Pathways Head of Learning Support Associate Dean (Academic)
		Dean of Operations	School Administration & IT <ul style="list-style-type: none"> Director of IT Associate Dean (Administration)
		Director of Human Resources	Human Resources <ul style="list-style-type: none"> HR Manager
		Director of Communications and Engagement	Communications, Engagement and Events <ul style="list-style-type: none"> Communications Manager Events Manager
		Director of Development	Development and Alumnae Relations <ul style="list-style-type: none"> Alumnae Relations Manager

ANNEXURE B – SECTION 13.3 GOVERNMENT BODIES (STATUTORY BODIES AND OTHER ENTITIES)

Name of Government body	Board of Trustees of Brisbane Girls Grammar School				
Act or instrument	<i>Grammar Schools Act 2016</i>				
Functions	The functions of the Board are: (a) to supervise, maintain and control the operations of the School; (b) to erect, alter, add to, purchase or sell buildings used or to be used for the School; (c) to effect general improvements to the premises used or to be used for the School; (d) to provide an educational program for the School; (e) make policies and procedures about: (i) fees and charges payable in relation to students enrolled or to be enrolled at the School; and (ii) the discipline and conduct of students enrolled at the School; and (iii) the management and control of the School; and (iv) the matters mentioned in paragraphs (a) to (d); (f) any other function given to the Board under the <i>Grammar Schools Act 2016</i> or another Act.				
Achievements	Refer to Section C of this Annual Report				
Financial reporting	Transactions of the entity are accounted for in the financial statements				
Remuneration					
Position	Name	Meetings / sessions attendance	Approved annual, sessional or daily fee	Approved sub-committee fees if applicable	Actual fees received
Chair	Julie McKay	9	Nil	Nil	Nil
Deputy Chair	Kerryn Newton	9	Nil	Nil	Nil
Trustee	Andrew King	8	Nil	Nil	Nil
Trustee	Diana Lohrisch	10	Nil	Nil	Nil
Trustee	Sophie Moore	6	Nil	Nil	Nil
Trustee	James Nicklin	8	Nil	Nil	Nil
Trustee	Adam Shoemaker	7	Nil	Nil	Nil
Trustee	Tony Young	9	Nil	Nil	Nil
No. of scheduled meetings / sessions	10				
Total out of pocket expenses	Nil				

ANNEXURE C – 2022 FINANCIAL STATEMENTS



BRISBANE GIRLS GRAMMAR SCHOOL

BOARD OF TRUSTEES OF THE
BRISBANE GIRLS GRAMMAR SCHOOL
FINANCIAL STATEMENTS FOR THE
YEAR ENDED 31 DECEMBER 2022

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Statement of Changes in Equity (page 4)

Statement of Cash Flows (page 5)

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Certificate of The Board of Trustees of the Brisbane Girls Grammar School (page 29)

General Information

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

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

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

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

These financial statements were authorised for issue by the Board of Trustees on 22 February 2023.

Board of Trustees of the Brisbane Girls Grammar School
Statement of Comprehensive Income
for the year ended 31 December 2022

	Note	2022 \$	2021 \$
Revenue			
Fees	2	42,391,905	40,177,249
Grants	3	9,473,806	9,313,370
Donations		1,083,701	904,545
Investment Income	3	559,330	317,378
Other revenue	2	2,454,595	2,075,086
Total Revenue		55,963,337	52,787,628
Expenses			
Employee expenses	4	33,568,708	31,613,418
Depreciation and amortisation expenses	5	4,530,002	5,126,682
Finance costs		953,191	1,011,045
Supplies and services	4	9,344,202	8,293,952
Other expenses	4	3,890,390	3,313,445
Total Expenses		52,286,493	49,358,542
Operating Surplus		3,676,844	3,429,086
Total Other Comprehensive Income			
Increase (decrease) in asset revaluation surplus	16	15,642,488	-
Total Comprehensive Income		19,319,332	3,429,086

The accompanying notes form part of these financial statements.

Board of Trustees of the Brisbane Girls Grammar School
Statement of Financial Position
as at 31 December 2022

	Note	2022 \$	2021 \$
ASSETS			
Current Assets			
Cash and cash equivalents	6	23,135,445	18,488,759
Receivables	7	152,892	217,741
Other financial assets	8	3,096,000	2,256,254
Other current assets	9	1,052,182	1,218,573
Total Current Assets		<u>27,436,519</u>	<u>22,181,327</u>
Non-Current Assets			
Property, plant and equipment (inc right-of-use assets)	10	153,384,839	140,208,495
Total Non-Current Assets		<u>153,384,839</u>	<u>140,208,495</u>
TOTAL ASSETS		<u>180,821,358</u>	<u>162,389,822</u>
LIABILITIES			
Current Liabilities			
Payables	11	1,817,586	1,304,083
Financial liabilities (inc lease liabilities)	12	1,983,481	1,891,691
Accrued employee benefits	13	3,329,973	3,281,662
Unearned income	14	2,685,079	2,490,727
Total Current Liabilities		<u>9,816,119</u>	<u>8,968,163</u>
Non-Current Liabilities			
Financial liabilities (inc lease liabilities)	12	29,676,743	31,260,277
Accrued employee benefits	13	701,320	927,890
Unearned income	14	4,613,990	4,539,638
Total Non-Current Liabilities		<u>34,992,053</u>	<u>36,727,805</u>
TOTAL LIABILITIES		<u>44,808,172</u>	<u>45,695,968</u>
NET ASSETS		<u>136,013,186</u>	<u>116,693,854</u>
EQUITY			
Retained earnings		72,947,180	69,270,336
Asset revaluation surplus	16	63,066,006	47,423,518
TOTAL EQUITY		<u>136,013,186</u>	<u>116,693,854</u>

The accompanying notes form part of these financial statements.

Board of Trustees of the Brisbane Girls Grammar School
Statement of Changes in Equity
for the year ended 31 December 2022

	Retained Earnings	Asset Revaluation Surplus (Note 16)	Total
Note	\$	\$	\$
2021			
Balance at the beginning of the year	65,841,250	47,423,518	113,264,768
Operating surplus from continuing operations	3,429,086	-	3,429,086
Other comprehensive income	-	-	-
Balance at the end of the year	69,270,336	47,423,518	116,693,854
2022			
Balance at the beginning of the year	69,270,336	47,423,518	116,693,854
Operating surplus from continuing operations	3,676,844	-	3,676,844
Other comprehensive income:			
Increase in asset revaluation surplus	-	15,642,488	15,642,488
Balance at the end of the year	72,947,180	63,066,006	136,013,186

The accompanying notes form part of these financial statements.

Board of Trustees of the Brisbane Girls Grammar School
Statement of Cash Flows
for the year ended 31 December 2022

	Note	2022 \$	2021 \$
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipt of tuition fees		41,600,268	39,474,548
Receipt of grants - State		3,527,504	3,426,985
Receipt of grants - Commonwealth		6,540,932	6,475,024
Receipt of rent		52,965	268,671
Interest received		524,575	166,029
GST input tax credits from ATO		881,848	1,546,125
Other receipts		4,601,693	3,821,628
Payments to employees		(33,186,561)	(31,065,858)
Payments to suppliers		(14,037,630)	(14,415,032)
GST remitted to ATO		(344,115)	(400,837)
Finance costs		(953,191)	(1,011,045)
Net cash provided by / (used in) operating activities		9,208,288	8,286,238
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of property, plant and equipment		6,800	2,978
Purchase of property, plant and equipment		(1,554,298)	(8,216,755)
Proceeds from sale of other financial assets		-	-
Purchase of other financial assets		(1,012,800)	(898,600)
Net cash provided by / (used in) investing activities		(2,560,298)	(9,112,377)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings		(1,814,572)	(1,753,390)
Lease liability repayments		(186,732)	(251,183)
Advances from borrowings		-	-
Net cash provided by / (used in) financing activities		(2,001,304)	(2,004,573)
Net increase / (decrease) in cash and cash equivalents		4,646,686	(2,830,712)
Cash and cash equivalents at beginning of financial year		18,488,759	21,319,471
Cash and cash equivalents at end of financial year	6	23,135,445	18,488,759

The accompanying notes form part of these financial statements.

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

OBJECTIVE & GUIDING PRINCIPLES

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

The guiding principles of the School, as presented in the School's *Strategic Design 2020-2022*, are systematic curiosity in teaching, learning and research, judicious and ethical action, life-wide learning, stewardship and sustainability, belonging and wellbeing and purposeful community engagement. The principal place of operation of the School is Gregory Terrace, Spring Hill QLD 4000.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS 2022

Note 1 - Summary of Significant Accounting Policies

Note 2 - Revenue from Contracts with Customers

Note 3 - Other Revenue

Note 4 - Expenses

Note 5 - Depreciation & Amortisation

Note 6 - Cash & Cash Equivalents

Note 7 - Receivables

Note 8 - Other Financial Assets

Note 9 - Other Assets

Note 10 - Property, Plant & Equipment

Note 11 - Payables

Note 12 - Financial Liabilities

Note 13 - Accrued Employee Benefits

Note 14 - Other Liabilities

Note 15 - Financial Instruments

Note 16 - Asset Revaluation Surplus by Class

Note 17 - Capital and Leasing Commitments

Note 18 - Key Management Personnel

Note 19 - Contingent Liabilities and Assets

Note 20 - Events Occurring after Balance Date

Note 21 - Related Party Transactions

Note 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Statement of Compliance

The School is a not for profit entity and these financial statements have been prepared 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* and the *Australian Charities and Not-for-profits Commission Regulation 2013*.

These general purpose financial statements are prepared in accordance with the disclosure requirements of Australian Accounting Standards – Simplified Disclosures. The financial statements comply with the recognition and measurement requirements of all Australian Accounting Standards and Interpretations applicable to not-for-profit entities, and the presentation requirements in those standards as modified by AASB 1060 *General Purpose Financial statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities*.

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

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

(b) The Reporting Entity

Brisbane Girls Grammar School consists of the School, together with Brisbane Girls Grammar School Library Fund, the Brisbane Girls Grammar School Building Fund and the Brisbane Girls Grammar School Scholarships and Bursaries Fund. The Financial Statements include the value of all revenues, expenses, assets, liabilities and equity of the School.

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

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

(c) Income Tax

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

(d) Goods and Service Tax

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

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

(e) Accounting Estimates and Judgements

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

- Provision for Doubtful Debts - Note 7
- Valuation of Financial Assets – Note 8
- Valuation of Property, Plant and Equipment - Note 10
- Accrued Employee Benefits - Note 13

The most significant estimates and assumptions made in the preparation of the financial statements related to the fair value and depreciation of property, plant and equipment. Details are set out in Note 10. 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.

(f) Other Presentation Matters

Currency and Rounding

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

Comparatives

Comparative information reflects the audited 2021 financial statements unless otherwise stated.

Current / Non-current Classification

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

(g) Adoption of New and Revised Accounting Standards

One new accounting standard was applied for the first time in the 2022 financial year:

- AASB 1060 *General Purpose Financial statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities*

AASB 1060 introduces the Simplified Disclosures framework for general purpose financial statements prepared entities reporting under Tier 2 of the Differential Reporting Framework. This new disclosure framework applies to the School. While most of the disclosures remain the same as 2021, there have been some changes by way of additional or reduced disclosures reflected in these financial statements. The new accounting standard does not change any recognition or measurement requirements, and the School's financial statements continue to comply with the recognition and measurement requirements of all applicable accounting standards and interpretations.

(h) Early Adoption of Australian Accounting Standards and Interpretations

No accounting pronouncements were early adopted in the 2022 financial year.

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 2 REVENUE FROM CONTRACTS WITH CUSTOMERS

	2022	2021
	\$	\$
Fees (recognised over time)		
Tuition Fees	41,334,705	39,111,853
Confirmation Fees	658,130	647,526
	41,992,835	39,759,379
Fees (recognised at a point in time)		
Enrolment Fees	399,070	417,870
	399,070	417,870
	42,391,905	40,177,249
Other Income		
Rental income	48,150	244,246
Cost recovery income (recognised over time)	1,841,828	1,563,855
Insurance income (recognised at a point in time)	243,695	47,221
Other income (recognised over time)	320,922	219,764
	2,454,595	2,075,086

Accounting Policy

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

Revenue from enrolment fees is recognised when received, as the single performance obligation is met.

Revenue from non-refundable confirmation fees is recognised on a straight line basis over the estimated tuition contract being 6 years.

Note 3 OTHER REVENUE

	2022	2021
	\$	\$
Grants		
State and Endowment Grants	3,527,504	3,426,985
Commonwealth Grants	5,946,302	5,886,385
	9,473,806	9,313,370
Investment Income		
Interest	524,576	166,029
Dividends and distributions received	34,754	146,357
Gain on fair value of financial assets	-	4,992
	559,330	317,378

Accounting Policy

Grants, contributions, donations and gifts with no sufficient performance obligations are recorded under AASB 1058 *Income of Not-For-Profit Entities* upon receipt when the School obtains control over the funds.

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 4 EXPENSES

	2022	2021
	\$	\$
Employee benefits		
Salaries and wages	29,108,197	27,249,285
Employer superannuation contributions	3,712,655	3,382,218
Long service leave and annual leave expense	368,385	591,438
Other employee benefits	278,914	280,355
Employee related expenses		
Workers' compensation premium	100,557	110,122
	33,568,708	31,613,418

Full time equivalent staff

As at the reporting date, the School's full time equivalent staff was 227.32 (2021: 221.4)

Accounting Policy

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

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

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

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

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

Annual leave and long service leave liabilities are classified and measured as other long-term employee benefits as the School does not expect to wholly settle all such liabilities within 12 months following reporting date. Other long-term employee benefits are presented as current liabilities where the School does not have an unconditional right to defer payment for at least 12 months after the end of the reporting period.

Other long-term employee benefits are measured at the present value of the expected future payments to be made to employees. Expected future payments take into account anticipated future wage/salary levels, expected employee departures and periods of ineligible service. These are discounted using market yields on Australian Government bond rates at the end of the reporting period that coincide with the expected timing of estimated future payments.

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

Superannuation

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 4 EXPENSES (cont'd)

	Note	2022 \$	2021 \$
Supplies and services			
Repairs and maintenance		2,771,335	2,664,937
Administration expenses		1,886,356	1,609,754
Tuition expenses		1,688,302	1,617,828
Professional and legal fees		957,295	552,834
Minor plant and equipment		690,068	586,081
Insurance		838,137	814,072
Short-term and low value leases	10	289,512	235,946
Printing and stationery		187,390	177,000
External audit fees		35,807	35,500
		9,344,202	8,293,952

Total audit fees quoted by the Queensland Audit Office relating to the 2022 financial statements are \$36,200 (2021: \$35,500)

Other expenses

Bad debts and doubtful debts		89,344	80,045
IT expenses		1,160,346	1,029,088
Loss on disposal property, plant and equipment		-	75,114
Loss on financial assets		195,475	1,480
Cost recovery expenses		1,962,655	1,645,069
Other		482,570	482,649
		3,890,390	3,313,445

Note 5 DEPRECIATION AND AMORTISATION

	2022 \$	2021 \$
Buildings	4,021,675	4,567,909
Plant and equipment (including right of use assets)	508,327	558,773
	4,530,002	5,126,682

Accounting Policy

Depreciation

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

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

<i>Class of Fixed Asset</i>	Depreciation Rate
Buildings and improvements	1.85% - 20.0%
Plant and equipment (including right-of-use asset)	5.0% - 35.3%

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

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 6 CASH AND CASH EQUIVALENTS

	2022 \$	2021 \$
Cash at bank		
General Fund	135,873	374,318
Restricted Fund	1,225	1,206
Future Fund	6,400	4,600
Building Fund	2,323	1,203
Library Fund	1,044	1,431
Scholarships and Bursaries Fund	1,563	2,804
	148,428	385,562
Cash on hand		
Cash on hand	7,998	7,998
	7,998	7,998
Deposits at call		
General Fund	12,551,817	13,058,749
Restricted Fund	1,629,514	1,769,929
Future Fund	2,528,413	2,473,819
Building Fund	324,323	279,391
Library Fund	115,334	10,050
Scholarships and Bursaries Fund	824,567	498,210
	17,973,968	18,090,148
Term deposits		
CBA Term Deposit	5,051	5,051
CBA Cash Deposit Account	5,000,000	-
	5,005,051	5,051
	23,135,445	18,488,759

Accounting Policy

Cash and Cash Equivalents

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

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

Restricted Funds

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

Future Fund

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

Building Fund

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

Library Fund

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

Scholarships and Bursaries Fund

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 7 RECEIVABLES

	2022	2021
	\$	\$
Tuition fees	88,429	66,162
Provision for impairment	(54,750)	(30,498)
	33,679	35,664
Commercial debtors	35,163	44,146
Provision for impairment	-	-
	35,163	44,146
GST refundable	84,050	137,931
	152,892	217,741
 Movement in the provision for impairment:		
Balance at 1 January	30,498	33,394
Additional provision raised	89,344	87,355
Amounts written off	-	-
Amounts collected	(65,092)	(90,251)
Balance at 31 December	54,750	30,498

Accounting Policy

Receivables

Trade debtors are recognised at the amounts due at the time of service delivery. The collectability of receivables is assessed periodically with provision being made for impairment. Increases in the allowance for impairment are based on any expected losses.

Impairment of Receivables

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

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 8 OTHER FINANCIAL ASSETS

Financial assets at fair value through profit and loss	2022	2021
	\$	\$
Future Fund - QIC Investment	1,494,575	949,679
Scholarships and Bursaries Fund - QIC Investment	1,601,425	1,306,575
	<u>3,096,000</u>	<u>2,256,254</u>

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

Movement in other financial assets:	2022	2021
	\$	\$
Balance at 1 January	2,256,254	1,214,258
Purchases	1,012,800	898,600
Redemption of funds	-	-
Distributions reinvested	34,754	146,357
Loss on fair value	(195,475)	(1,480)
Gain on fair value	-	4,992
Management fees	(12,333)	(6,473)
Balance at 31 December	<u>3,096,000</u>	<u>2,256,254</u>

Accounting Policy

Financial assets at fair value through profit and loss

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

To provide an indication of the observability of the inputs used to determine of the fair value of other financial assets, the School has classified the assets into Level 1 prescribed under the accounting standards.

Level 1: The fair value of assets traded in active markets is based on quoted market prices at the end of the reporting period. The quoted market price used for assets held by the school is the current bid price. These assets are included in level 1.

Note 9 OTHER ASSETS

	2022	2021
	\$	\$
CURRENT		
Prepayments	836,959	1,074,977
Deposits	215,223	143,596
	<u>1,052,182</u>	<u>1,218,573</u>

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 10 PROPERTY, PLANT AND EQUIPMENT (inc right-of-use assets)

	2022 \$	2021 \$
LAND		
At fair value	26,725,000	22,502,205
	26,725,000	22,502,205
BUILDINGS AND IMPROVEMENTS		
At fair value	172,240,708	160,973,234
Accumulated depreciation	(48,491,105)	(45,270,258)
	123,749,603	115,702,976
PLANT AND EQUIPMENT (inc right-of-use assets)		
At cost	5,704,261	5,117,990
Accumulated depreciation	(4,046,033)	(3,590,284)
	1,658,228	1,527,706
ANTIQUES AND ART COLLECTION		
Antiques and art collection at fair value	448,046	347,346
WORK IN PROGRESS		
Work in progress - at cost	803,962	128,262
TOTAL PROPERTY, PLANT AND EQUIPMENT	153,384,839	140,208,495

Accounting Policy

Property, Plant and Equipment

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

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

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

Useful lives of property, plant and equipment

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 10 PROPERTY, PLANT AND EQUIPMENT (inc right-of-use assets) (cont'd)

Fair Value of Land, Buildings and Improvements

The School has Land, Buildings and Improvements with a carrying value of \$150,474,603 (2021: \$138,205,181) representing estimated fair value. The School's properties were subject to an independent valuation as at 31 December 2022 (Independent valuer: JLL Pty Ltd).

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

As a result of the asset valuation, compared to the written down value in the School's accounts, the fair value of total buildings and improvements have increased by 10% and total land has increased by 19%.

The key drivers to this increase in those assets valued at cost were comparison data from costs guides such as Rawlinsons and Cordells which provide indicative unit rates for building and infrastructure assets, recent actual project costs from the School and referencing against the JLL database. The key drivers to the increase in those assets valued at market are comparable sales evidence across the relevant local market.

Revaluation of Non-Current Physical Assets

To provide an indication of the observability of the inputs used to determine the fair value of non-current physical assets, the School has classified its non-current physical assets under *Level 2* as per the prescribed accounting standards.

Level 1: The fair value of assets traded in active markets is based on quoted market prices at the end of the reporting period. The quoted market price used for assets held by the School is the current bid price. These assets are included in Level 1.

Level 2: The fair value of assets that are not traded in active market is determined using valuation techniques which maximise the use of observable market data and rely as little as possible on entity-specific estimates. If all significant inputs required to fair value an asset are observable, the asset is included in Level 2.

Level 3: If one or more of the significant inputs is not based on observable market data, the asset is included in Level 3.

Land, buildings and improvements are measured at their fair value, less subsequent depreciation for buildings and improvements. It is the policy of the School to have an independent valuation conducted every three years. A comprehensive valuation was conducted by the School's independent valuer in 2022.

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

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

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 10 PROPERTY, PLANT AND EQUIPMENT (inc right-of-use assets) (cont'd)

Valuation Uncertainty

Due to the functioning nature of the market, the valuation is not reported as subject to material valuation uncertainty consistent with the guidelines issued by the Australian Property Institute and highlight that while valuations can still be relied upon at 31 December 2022, a higher degree of caution should be attached to the valuation due to the impacts of the COVID-19 pandemic. There is a potential for significant and unexpected movements in value over a relatively short period of time post the valuation being completed.

Impairment

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

- As a not-for-profit entity, certain property, plant and equipment of the School is held for the continuing use of its service capacity and not for the generation of cash flows. Such assets are typically specialised in nature. In accordance with AASB 136, where such assets measured at fair value under AASB 13, that fair value (with no adjustment for disposal costs) is effectively deemed to be the recoverable amount. Consequently, AASB 136 does not apply to such assets unless they are measured at cost.
- For other non-specialised property, plant and equipment measured at fair value, where indicators of impairment exist, the only difference between the asset's fair value and its fair value less costs of disposal is the incremental costs attributable to the disposal of the asset. Consequently, the fair value of the asset determined under AASB 13 will materially approximate its recoverable amount where the disposal costs attributable to the asset are negligible. After the revaluation requirements of AASB 13 are first applied to these assets, applicable disposal costs are assessed and, in the circumstances where such costs are not negligible, adjustments to the recoverable amount are made in accordance with AASB 136.

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

An impairment loss is recognised immediately in the Statement of Comprehensive Income, unless the asset is carried at a revalued amount. When the asset is measured at a revalued amount, the impairment loss is offset against the asset revaluation surplus of the relevant class to the extent available.

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

Plant and Equipment

Plant and Equipment includes right of use assets (refer right-of-use assets Policy Note 10) and are measured at cost less accumulated depreciation and impairment losses. The carrying amount of plant and equipment is reviewed annually to ensure it is not in excess of the recoverable amount from these assets.

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 10 PROPERTY, PLANT AND EQUIPMENT (inc right-of-use assets) (cont'd)

Intangible Assets

An intangible asset is recorded if it is an identifiable non-monetary asset without physical substance' and is a resource controlled by the School and the School obtains future economic benefits flowing from the underlying resource and restrict the access of others to those benefits. The School does not generally recognise IT software costs or configuration of software as an intangible asset because it does not control the software being configured.

Antiques and Art Collections

Antiques and Art Collections are measured at fair value.

Work in Progress

Work in Progress largely comprises capital expenditure for IT servers and minor refurbishment works.

Deed of Grant in Trust

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

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

Movements in Carrying Amounts

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

	Land	Buildings and Improvements	Plant and Equipment	Antiques and Art	Work in Progress	TOTAL
	\$	\$	\$	\$	\$	\$
Carrying amount at 1/01/2022	22,502,205	115,702,976	1,527,706	347,346	128,262	140,208,495
Additions	-	371,822	70,015	89,301	1,623,256	2,154,395
Depreciation	-	(4,021,675)	(508,325)	-	-	(4,530,001)
Disposals	-	-	(14,780)	-	(75,758)	(90,538)
Transfers	-	288,186	583,612	-	(871,798)	-
Revaluation increments	4,222,795	11,408,294	-	11,399	-	15,642,488
Carrying amount at 31/12/2022	26,725,000	123,749,603	1,658,228	448,046	803,962	153,384,839

Right-of-use assets

Leases

Leases are recognised as a right-of-use asset and a corresponding liability at the date of which the leased asset is available for use by the School. The lease liability arising from the lease are measured on a present value basis discounted using the incremental borrowing rate. The incremental borrowing rate used 2.41%-2.58% relates to the fixed rate loan rate published by Queensland Treasury Corporation that corresponded to the lease commencement date and term. Right-of-use assets are measured at their carrying amounts, calculated from the respective leases original commencement date.

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 10 PROPERTY, PLANT AND EQUIPMENT (inc right-of-use assets) (cont'd)

Included in the carrying amount of plant and equipment are right-of-use assets as follows:

	2022	2021
	\$	\$
IT equipment at cost	517,322	454,453
Accumulated amortisation	(517,322)	(400,900)
	<u>-</u>	<u>53,553</u>
Photocopying equipment at cost	760,660	313,968
Accumulated amortisation	(360,500)	(290,450)
	<u>400,160</u>	<u>23,518</u>
Total right-of-use assets	<u>400,160</u>	<u>77,071</u>

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

	IT Equipment	Photocopying Equipment	TOTAL
Right of use asset 1 January 2022	53,554	23,517	77,071
Additions	62,868	446,690	509,558
Amortisation	(116,422)	(70,047)	(186,469)
Total right-of-use assets	<u>-</u>	<u>400,160</u>	<u>400,160</u>

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

Right-of-use assets	No of right-of-use assets leased	Average Remaining Lease Term
IT equipment	0	Less than 1 year
Photocopying equipment	31	3-4 years

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

	2022	2021
	\$	\$
Lease Liabilities		
Current	107,924	79,908
Non-current	294,811	-
	<u>402,735</u>	<u>79,908</u>

Lease Liability Maturity

Undiscounted future lease payments included in the lease liability are as follows:

	2022	2021
	\$	\$
Not later than one year	118,920	80,534
Later than one year and no later than five years	307,210	-
Later than five years	-	-
Less: effect of discounting	(23,395)	(445)
	<u>402,735</u>	<u>79,908</u>

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 10 PROPERTY, PLANT AND EQUIPMENT (inc right-of-use assets) (cont'd)

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

	2022	2021
	\$	\$
Depreciation charge of right-of-use assets		
IT equipment	116,422	148,766
Photocopying equipment	70,047	96,819
	186,469	245,585
Interest expense (included in Finance Costs)	6,620	5,336
Expenses relating to leases of low-value assets (included in Supplies and Service expenses)	227,446	206,878
Expenses relating to short-term leases (included in Supplies and Service expenses)	62,066	29,068

The total cash flow for leases in 2022 was \$482,601 (2021: \$486,867)

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

	2022	2021
	\$	\$
Short term leases	62,066	29,069
Leases of low value assets	227,446	206,877
Total	289,512	235,946

Note 11 PAYABLES

	2022	2021
	\$	\$
Trade payables and accruals	1,752,722	1,231,595
Other	64,864	72,488
	1,817,586	1,304,083

Accounting Policy

Payables

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 12 FINANCIAL LIABILITIES (inc lease liabilities)

	Note	2022 \$	2021 \$
CURRENT			
Unsecured liabilities			
Lease liabilities	10	107,924	79,908
QTC loans		1,875,557	1,811,783
		<u>1,983,481</u>	<u>1,891,691</u>
NON-CURRENT			
Unsecured liabilities			
Lease liabilities	10	294,811	-
QTC loans		29,381,932	31,260,277
		<u>29,676,743</u>	<u>31,260,277</u>

The market value of Financial Liabilities is \$27,525,528 (31 December 2021: \$34,288,899).

Financial Liability Maturity

Financial liabilities (inc lease liability) future repayments are as follows:

	2022 \$	2021 \$
Not later than one year	1,983,481	1,891,691
Later than one year and no later than five years	8,536,263	5,829,558
Later than five years	21,140,480	25,430,719
	<u>31,660,223</u>	<u>33,151,968</u>

The School has 4 loans held with Queensland Treasury Corporation (QTC)

Loan 1 was taken out in 2009 and will mature in 2029. The loan has a fixed interest rate of 6.95% with interest and principal repayments made quarterly

Loan 2 was taken out in 2014 and will mature in 2034. The loan has a fixed interest rate of 4.58% with interest and principal repayments made quarterly

Loan 3 was taken out in 2019 and will mature in 2039. The loan has a fixed interest rate of 2.02% with interest and principal repayments made quarterly

Loan 4 was taken out in 2020 and will mature in 2040. The loan has a fixed interest rate of 1.93% with interest and principal repayments made quarterly

The borrowings do not impose any restrictions on the School and the School has not defaulted on or breached any loan agreement during the period.

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 13 ACCRUED EMPLOYEE BENEFITS

	2022	2021
	\$	\$
CURRENT		
Annual leave	812,399	675,146
Long service leave	2,517,574	2,606,516
	3,329,973	3,281,662
NON-CURRENT		
Long service leave	701,320	927,890
Aggregate employee benefits liability	4,031,293	4,209,552

Accounting Policy

Accrued Employee Benefits

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

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

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

Note 14 UNEARNED INCOME

	2022	2021
	\$	\$
CURRENT		
Confirmation Fees	501,677	496,573
Deposits on tuition	2,183,402	1,994,154
	2,685,079	2,490,727
NON-CURRENT		
Confirmation Fees	2,626,051	2,650,285
Deposits on tuition	1,987,939	1,889,353
	4,613,990	4,539,638
Aggregate deposits on tuition liability	7,299,069	7,030,365

Accounting Policy

Confirmation fees received are held on the balance sheet and recognised on a straight line basis over the estimated tuition contract being 6 years.

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 15 FINANCIAL INSTRUMENTS

Initial recognition

Financial assets and financial liabilities are recognised in the Statement of Financial Position when the School becomes party to the contractual provisions of the financial instrument. With the exception of trade receivables that do not contain a significant financing component or for which the School has applied the practical expedient, the School initially measures a financial asset at its fair value.

Classification and Presentation

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

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

	Note	2022 \$	2021 \$
<i>Financial Assets</i>			
Cash and Cash Equivalents at fair value through profit and loss	6	23,135,445	18,488,759
Receivables at amortised costs	7	152,892	217,741
Other Financial Assets at fair value through profit and loss	8	3,096,000	2,256,254
		26,384,337	20,962,754
<i>Financial Liabilities</i>			
Payables at amortised cost	11	1,817,586	1,304,083
Lease Liability at amortised cost	12	402,735	79,908
Borrowings at amortised cost	12	31,257,489	33,072,060
		33,477,810	34,456,051

Note 16 ASSET REVALUATION SURPLUS BY CLASS

	Land \$	Buildings and Improvements \$	Antiques and Art collection \$	Total \$
Carrying amount at 1/01/2021	10,455,007	36,827,482	141,029	47,423,518
Revaluation increments	-	-	-	-
Carrying amount at 31/12/2021	10,455,007	36,827,482	141,029	47,423,518
	Land \$	Buildings and Improvements \$	Antiques and Art collection \$	Total \$
Carrying amount at 1/01/2022	10,455,007	36,827,482	141,029	47,423,518
Revaluation	4,222,795	11,408,294	11,399	15,642,488
Carrying amount at 31/12/2022	14,677,802	48,235,776	152,428	63,066,066

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 17 CAPITAL AND LEASING COMMITMENTS

Capital expenditure commitments

There are no capital expenditure commitments as at 31 December 2022 (2021: nil).

Leasing commitments

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

Payable - minimum lease payments	2022	2021
	\$	\$
• not later than one year	246,100	198,247
• later than one year and not later than five years	159,374	213,637
	<u>405,474</u>	<u>411,884</u>

The leasing commitments balance includes those lease commitments excluded from recognition under AASB16. (Low value assets and short term leases).

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 18 KEY MANAGEMENT PERSONNEL

The School has assessed the key management personnel positions in context of the School being constituted under the *Grammar Schools Act 2016*. The following details for key management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the School during 2022. Further information on these positions can be found in the body of the Annual Report under the section relating to Governance.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position
<i>Trustee</i>	To supervise, maintain and control the conduct of the School. To make rules with regards to the management and control of the School.	Elected position through roll of electors and appointment by the Governor in Council	15 Dec 2016
<i>Trustee</i>			3 May 2018
<i>Trustee</i>			31 Jan 2019
<i>Trustee</i>		Appointed by the Governor in Council	3 May 2018
<i>Trustee</i>			18 Dec 2014
<i>Trustee</i>			18 Dec 2014
<i>Trustee</i>			31 Jan 2019
<i>Trustee</i>		Additional Governor in Council appointment under S14(1)(c) of the <i>Grammar Schools Act 2016</i>	20 Nov 2006
<i>Principal</i>	Responsible for the operational management of the School, implementation of plans and strategies as approved by the Board of Trustees	Five year contract (extended to 31 Dec 2027)	15 April 2013
<i>Deputy Principal</i>	Supports the Principal in the operational management of the School, implementation of plans and strategies as delegated by the Principal. The Deputy Principal has collaborative responsibilities in relation to the design, development and delivery of the School's student care programme curriculum.	Three year contract (extended to 31 Dec 2025)	1 Jan 2019

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 18 KEY MANAGEMENT PERSONNEL (cont'd)

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position
<i>Deputy Principal (Academic)</i>	Responsible for the strategic leadership of expert teaching, pedagogy and professional development in the School and supports the development of a highly competent, ethical and professionally fulfilled academic staff. The Deputy Principal (Academic) works with Heads of Department and Teachers in Charge of Subjects and has collaborative leadership responsibilities in relation to the research, development, design and delivery of the School's curriculum.	Five year contract (extended to 31 Dec 2025)	1 Jan 2018
<i>Deputy Principal (Co-Curriculum)</i>	Responsible for all strategic matters, operational priorities and responsibilities relating to the School's Co-curricular activities. Oversees the School's sport, instrumental music, outdoor education, service, clubs and activities, debating, drama, travel, and Duke of Edinburgh Award programs.	Five year contract (ending 31 December 2026)	10 Jan 2022
<i>Chief Financial Officer and Secretary to the Board</i>	Responsible for the financial, facilities and information systems management of the School and to act as secretary to the Board of Trustees	Departed 24 November 2022	16 Jan 2016
<i>Director of Human Resources</i>	Responsible for the strategic leadership and management of the School's human resource function.	Five year contract (ending 31 December 2024)	16 Sep 2019

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

For the 2022 year, remuneration of key executive management personnel increases were based on performance assessments. The percentage increases are tied to the achievement of pre-determined individual performance targets.

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

- Short term employee benefits which include:
- Base - consisting of base salary, allowances and leave entitlements paid and provided for the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expensed in the Statement of Comprehensive Income.
- Non-monetary benefits – consisting of provision of fringe benefits together with fringe benefits tax applicable to the benefit.
- Long term employee benefits include long service leave entitlements earned and expensed for the entire year, or for that period of that year the individuals occupied the position.
- Post-employment benefits include superannuation contributions.

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 18 KEY MANAGEMENT PERSONNEL (cont'd)

- Redundancy payments are not provided for within individual contracts of employment. Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.
- No KMP's remuneration packages provide for performance payments.

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 18 KEY MANAGEMENT PERSONNEL (cont'd)

1 January - 31 December 2021

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post-Employment Benefits	Termination Benefits	Total Remuneration
	Base \$	Non-Monetary Benefits \$	\$	\$	\$	\$
Trustees	-	-	-	-	-	-
Principal	501,060	-	50,333	27,500	-	578,893
Deputy Principal	271,101	-	10,712	25,465	-	307,278
Deputy Principal (Academic)	247,485	-	27,556	25,895	-	300,936
Chief Financial Officer and Secretary to the Board of Trustees	267,134	-	17,991	25,465	-	310,590
Director of Human Resources	152,121	-	4,771	19,622	-	176,514

1 January - 31 December 2022

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post-Employment Benefits	Termination Benefits	Total Remuneration
	Base \$	Non-Monetary Benefits \$	\$	\$	\$	\$
Trustees	-	-	-	-	-	-
Principal	534,518	-	23,639	27,500	-	585,657
Deputy Principal	306,371	-	14,211	29,256	-	349,838
Deputy Principal (Academic)	266,282	-	13,500	28,965	-	308,747
Deputy Principal (Co-Curriculum)	217,538	-	2,068	26,270	-	245,877
Chief Financial Officer and Secretary to the Board of Trustees (departed 24 November 2022)	264,012	-	-	26,164	-	290,177
Director of Human Resources	171,694	-	4,810	21,364	-	197,868

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

Board of Trustees of the Brisbane Girls Grammar School
Notes to and forming part of the Financial Statements
for the year ended 31 December 2022

Note 19 CONTINGENT LIABILITIES AND ASSETS

(a) Contingent Liabilities

There are no contingent liabilities as at 31 December 2022 (2021: nil).

(b) Contingent Assets

There are no contingent assets as at 31 December 2022 (2021: nil).

Note 20 EVENTS OCCURRING AFTER BALANCE DATE

There has been no matter or circumstance which has arisen since 31 December 2022 that has significantly affected or may significantly affect the operations, the results of those operations, or the state of affairs of the School in financial years subsequent to 31 December 2022.

Note 21 RELATED PARTY TRANSACTIONS

There were no related party transactions during the 2022 year.

The Board of Trustees of the Brisbane Girls Grammar School

These general purpose financial statements have been prepared pursuant to S 62(1) of the *Financial Accountability Act 2009 (the Act)*, section 39 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.

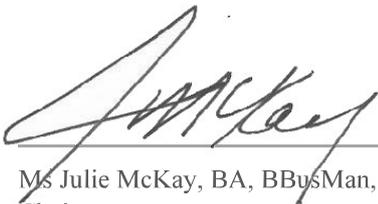
In accordance with s.62(1)(b) of the Act we certify that in our opinion:

- (a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and
- (b) the financial statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Board of Trustees of the Brisbane Girls Grammar School for the financial year ended 31 December 2022 and of the financial position of the School as at the end of that year; and

We acknowledge responsibility under s.7 and s.11 of the *Financial and Performance Management Standard 2019* for the establishment and maintenance, in all material respects, of an appropriate and effective system of internal controls and risk management processes with respect to financial reporting throughout the reporting period.

In accordance with s.60.15 of the *Australian Charities and Not-for-profits Commission Regulation 2013* we certify that in our opinion:

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



Ms Julie McKay, BA, BBusMan, Fellow in Ethical Leadership, EMBA, MPP
Chair
Board of Trustees
Brisbane Girls Grammar School



Ms Jacinda Euler Welsh, BA, GDipEd, MEdSt, MACE, MACEL, MAICD
Principal
Brisbane Girls Grammar School

22 February 2023

Date

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Brisbane Girls Grammar School

Report on the audit of the financial report

Opinion

I have audited the accompanying financial report of the Board of Trustees of the Brisbane Girls Grammar School.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2022, 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 – Simplified Disclosures.

The financial report comprises the statement of financial position as at 31 December 2022, 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 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 Auditing Standards*.

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

Other information

Other information comprises the information included in the Board of Trustees of the Brisbane Girls Grammar School's annual report for the year ended 31 December 2022, but does not include the financial report and my auditor's report thereon.

My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report and my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this information, I am required to report that fact. I have nothing to report in this regard.

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 – Simplified Disclosures, 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. This is not done for the purpose of expressing an opinion on the effectiveness of the entity's internal controls, but allows me to express an opinion on compliance with prescribed requirements.
- 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.

Statement

In accordance with s.40 of the *Auditor-General Act 2009*, for the year 31 December 2022:

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



William Cunningham
as delegate of the Auditor-General

23 February 2023

Queensland Audit Office
Brisbane

ANNEXURE D – GLOSSARY

AUDIT, RISK AND COMPLIANCE (ARC) COMMITTEE	Subcommittee of the Board of Trustees formed in August 2018.
AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY (ACARA)	ACARA is an independent statutory authority responsible for the delivery of a national curriculum, assessment and reporting for all Australian education ministers.
AUSTRALIAN TERTIARY ADMISSIONS RANKING (ATAR)	<p>ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied different subject combinations.</p> <p>ATARS are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. So the highest ATAR is 99.95, then 99.90, then 99.85, and so on, down to 0.00. ATARS below 30 are reported as '30.00 or less'.</p>
CENTRE FOR SCHOOL-WIDE PEDAGOGY (CSWP)	The School's CSWP, established in 2021, fosters the deepening and development of teaching practice across all its various dimensions.
COVID-19 PANDEMIC	The COVID-19 pandemic, also known as the coronavirus pandemic, is a pandemic of the coronavirus disease 2019 caused by severe acute respiratory syndrome first identified in December 2019 in Wuhan, China. The first confirmed case in Australia was identified on 25 January 2020. From 20 March 2020 Australian borders were closed to all non-residents, following which there were numerous rolling state border closures within Australia along with social distancing requirements and limitations being placed on gatherings. As at the date of this report, the COVID-19 pandemic is ongoing.
EMPLOYEE VALUE PROPOSITION (EVP)	An EVP is a set of benefits offered to employees in return for skills, experience and commitment, aimed at attracting and retaining talent.
FULLTIME EQUIVALENTS (FTES)	A representative number that is calculated by assessing the hours worked over the financial year by all full-time and part-time employees, and converting this to a corresponding number of employees as if all staff were full time.
INFORMATION TECHNOLOGIES (IT)	An umbrella term that describes the use of all and any advanced technologies in the manipulation and communication of information.
MARRAPATTA MEMORIAL OUTDOOR EDUCATION CENTRE (MARRAPATTA)	The School's Outdoor Education centre at Imbil in the Mary Valley.
NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)	Tests conducted nationally in Years 3, 5, 7 and 9, covering reading, writing, spelling, grammar and punctuation, and numeracy. The results provide information for teachers and schools on individual student performance on a national basis. This is used to identify areas of strength and where further assistance may be required. NAPLAN tests are part of a collaborative process between states and territories, the Australian Government and non- government schools' sectors.
QUEENSLAND AUDIT OFFICE (QAO)	The QAO is the independent auditor of the public sector in Queensland.
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)	The QCE is Queensland's senior secondary schooling qualification.

QUEENSLAND COLLEGE OF TEACHERS
(QCT)

A Queensland Government statutory authority established in January 2006. Its purpose is to regulate, enhance and promote the teaching profession in Queensland in the best interests of the public and the profession.

QUEENSLAND CURRICULUM AND
ASSESSMENT AUTHORITY (QCAA)

A statutory body of the Queensland Government, providing Kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing and certification services for Queensland schools.

RANGAKARRA RECREATIONAL AND
ENVIRONMENTAL EDUCATION CENTRE
(RANGAKARRA)

The School's recreation and environmental educational centre at Fig Tree Pocket. This campus provides a home ground for Girls Grammar sporting teams.

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