Readers Feedback and Interpretation Requests
Brisbane Girls Grammar School values your feedback on our Annual Report. Please provide any feedback, interpreter requests or suggestions to the Director, Communications and Community Relations at the undernoted address.

Public Availability
Copies of this report are available on our website at www.bggs.qld.edu.au and further copies are available on request to:

<table>
<thead>
<tr>
<th>Brisbane Girls Grammar School</th>
<th>Tel: +61 7 3332 1300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Terrace</td>
<td>Fax: +61 7 3332 6097</td>
</tr>
<tr>
<td>Brisbane QLD 4000</td>
<td>Email <a href="mailto:admin@bggs.qld.edu.au">admin@bggs.qld.edu.au</a></td>
</tr>
</tbody>
</table>

Acknowledgements
This report reflects the combined efforts of many people. A special acknowledgement is made of the work of the staff involved in contributing and coordinating the content.
February 2011

The Honourable Cameron Dick MP
Minister for Education and Industrial Relations
P.O. Box 15033
City East QLD 4002

Dear Minister,

I am pleased to present the Annual Report 2010 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 2009*, and

- The detailed requirements set out in the *Annual Report Requirements for Queensland Government Agencies, 2009-2010 reporting period*.

A checklist outlining the annual reporting requirements can be obtained from the Secretary to the Board of Trustees.

Yours sincerely,

Ms Elizabeth Jameson
Chair, Board of Trustees
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A: Brisbane Girls Grammar School
- At a Glance

Introduction
Brisbane Girls Grammar School is a secondary school for girls founded in 1875. The School is renowned for its innovative educational practices and consistent record of academic achievement. This report details our achievements, performance and financial position for 2010 financial year. This report also provides information on our future strategies, community engagement and governance processes.


The Grammar Schools Act 1860 provided for the establishment of Grammar Schools in Queensland. In 1875 the Brisbane Girls Grammar School (the School) was founded as a branch of the Brisbane Grammar School and in 1882 secured its independence from Brisbane Grammar School 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, and is available for young women who wish to enrol for secondary school studies.

Location of Brisbane Girls Grammar School
The School operates two campuses as follows:

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

Outdoor Education Centre:
Marrapatta — The Memorial Outdoor Education Centre
Yabba Creek Road   IMBIL QLD 4570
Phone: 07 5484 5433
Fax: 07 5484 5403
Email: admin@bggs.qld.edu.au

Our Strategic Priorities
2010 is the third year in the School’s four year strategic planning cycle. The School’s strategic goals have been documented in the organisation’s School Design document as follows:

Our Aspiration
To be respected internationally as a leader in the education of young women and professional teaching practice.

Our 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.

Governance
Brisbane Girls Grammar School is a statutory body responsible under the Grammar Schools Act 1975 for the governance of the School and is ultimately responsible to the Minister of Education and Industrial Relations in Queensland. The Act gives the Board of Trustees full authority to govern the School and its role consists of the following major functions:
• Providing accountability to the School and wider communities.
• Working with and through the Principal to achieve the School’s aspirations.
• Influencing the School’s strategic direction.
• Developing key governance policy.
• Monitoring and supervising management and operations.
• Stewardship of the School’s resources.

Education
The School’s priorities in the education of young women are to:
• Provide a range of formal educational experiences which will motivate and challenge all students across the spectrum of abilities and learning styles.
• Encourage an excitement and joy in learning which will ignite enthusiasm to engage in education throughout life.
• Encourage, acknowledge and celebrate excellence in student and staff performance across all academic, co-curricular and community programmes.
• Strengthen relationships between students, staff and parents to optimise an environment where a positive sense of community is cultivated.
• Provide experiences for students which will nurture an ethos of social responsibility.
• Provide a diverse range of co-curricular opportunities for individual enrichment and recreation.
• Provide conditions and skills to optimise learning possibilities via new technologies.
• Maintain an imaginative futures orientation in all educational planning.

Community
The School’s priorities for community engagement are to:
• Create and maintain strong relationships with our community, including current students and staff; alumni; present, past and future parents; future students; the education sector, corporate partners and friends of the School.
• Build and strengthen the School’s unique position and reputation as a leading girls’ secondary school of choice.
• Increase awareness and recognition for the School’s programmes and initiatives with community partners, government, the education environment, business and industry.
• Develop the School’s Centre for Professional Practice, in partnership with the tertiary institutions, to facilitate further research, development and promotion of exemplary practicum training through mentorship for pre-service teachers.
• Continue to strengthen a philanthropic culture in the School community.
• Promote the School’s work in the global context by encouraging contributions from staff and students of new initiatives and innovative programmes in education.

Resources
The School’s priorities for resource management are to:
• Recruit, develop, motivate and retain high quality staff.
• Maintain a leading edge in the financial and physical conditions of employment, entitlements and professional development for all staff.
• Provide high quality facilities with particular regard for the changing needs of students, staff and the School community.
• Provide quality ICT infrastructure and services to anticipate and support the School’s academic and administrative endeavours.
• Ensure optimal standards exist for record management and customer support.
• Maintain, protect and enhance the School’s financial and capital assets.
• Maintain and develop systems which enhance the School’s capabilities to deliver its strategic goals, while allowing flexibility to respond to unexpected opportunities.
• Encourage sustainable design and practices by developing awareness and resource solutions that are environmentally responsible.
Significant Performance Outcomes, 2010

2010 was an excellent year for the School. It was the 135 Year Anniversary for the School and it again maintained an excellent academic record, recognition locally and internationally, prudent financial management and good corporate governance standards. Staff and students received widespread recognition for their efforts during 2010. The School maintained full enrolments and exceeded its goals for 2010. Some of the key achievements have been highlighted below.

Survey Results

The results of the stakeholder surveys conducted in 2010 by an independent consultant were extraordinary in the consistency of the positive response across all groups — current parents, alumni, staff and enrolment families. Stakeholder groups recorded extremely high levels of overall satisfaction with the School indicating that the School is meeting the expectations of these groups. Some areas of improvement were identified during the survey. These areas have been addressed, for example based on feedback received the School developed a stakeholder communication strategy. The findings reinforced the School’s reputation as a leading best practice secondary school and positioned it as an Australian benchmark school in the top five per cent of all rated schools.

School

• Inaugural appointment to the staff for 2010 of internationally renowned education futurist Prof. Erica McWilliam, January.
• Awarded EOWA Employer of Choice for Women (EOCFW) citation for the fifth year, March.
• Dr Roland Simons cites Brisbane Girls Grammar School as an Australian Benchmark School in his presentation on stakeholder survey results, May.
• Winner of the QGSSSA Cross Country, May.
• Bovis Lend Lease won the Australian Institute of Building Award for the Brisbane Girls Grammar School Swimming Pool, in the Commercial Construction $1m to $10m category, June.
• School hosts the inaugural Peer-ing Symposium for 5 schools from Singapore, New Zealand and Australia, July.
• School wins the National Fencing Competition, Melbourne, October.
• School wins QGSSSA Athletics Competition, October.
• School wins the Queensland Fencing Association Competition, November.

Staff

• Staff members have presented papers and participated in the following national conferences and forums:
  o Director of Instrumental Music presented Multi Instrumental Fundamentals to post graduate students at the Conservatorium.
  o School Music teacher presented at Nuts and Bolts – Kodaly Music Education Institute of Australia for primary and secondary music specialists.
  o School Music teacher was a guest conductor at Australian National Choral Association’s Treble Voices Festival. 320 students from 12 schools around Brisbane.
  o Dean of Curriculum and Director for the Centre for Professional Practice presented Shaping a vision for teacher education at the ISQ Innovation Forum.
  o Principal presented at the Aspiring Women’s Conference.
  o Principal presented at the AHISA New Heads’ Conference, Canberra.
  o Director of Information Services invited by UQ Cyber school to present on School use of data base – the John Hopkins Guide.
  o Head of House presented at First Steps in Leadership Conference.
  o Dean of School presented at QSA Workshop on Study of Religion.
  o Head of Department attended the ACARA Modern History Consultation, Sydney and invited as panel member on Showcase Conference – Asian Cultural Literacy in Queensland Schools at Queensland University of Technology.
  o Director of Science presented at ACARA curriculum review, Sydney.
  o Director of Science presented to workshop on Inspirational Teaching in Science at Griffith University Conference.
  o Co-Director of Mathematics; QAMT National Literacy and Numeracy week workshop at University of Queensland and QAMT October Forum – workshop on modeling using dynamic technology – ‘Modeling by Massage’.
  o Co-Director of Technology Studies: published paper – Barriers and facilitators to the adoption of tools for online pedagogy in ‘International Journal of Pedagogies and Learning’.
  o The Australian Council for Educational Leaders (ACEL Qld) conferred on Director of Science a Queensland Fellowship.
  o Director of Instrumental Music nominated as a finalist for a NEiTA 2010 ASG Inspirational Teaching Award.
  o Music teacher nominated as a finalist for the QCT Excellence in Teaching Award.
  o Director of Science Highly Commended in the Prime Minister’s Awards for Excellence in Secondary Science Teaching.
  o English teacher awarded as Rotary’s Paul Harris Fellow for work with the School’s Interact Club.
Students

2010 Outcomes of Academic Programme

The School’s academic performance in the Year 9 NAPLAN and Year 12 Queensland Core Skills Test are summarised below. The results indicate a strong academic performance for the School, where it exceeded the State and National average results.

Year 9 NAPLAN results revealed a talented cohort and reflected the effectiveness of the whole school literacy and numeracy programme and policy.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BGGS</td>
<td>National Average</td>
</tr>
<tr>
<td>READING</td>
<td>643</td>
<td>580</td>
</tr>
<tr>
<td>WRITING</td>
<td>654</td>
<td>569</td>
</tr>
<tr>
<td>SPELLING</td>
<td>635</td>
<td>576</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>655</td>
<td>574</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>651</td>
<td>589</td>
</tr>
</tbody>
</table>

The 2010 Year 12 cohort received excellent results. The results can be summarised as follows.

Many of our students were chosen to participate in a range of state and national events.

- A Year 11 student was the recipient of the prestigious Simpson Prize which included an award ceremony in Canberra and a trip to Turkey for ANZAC Day, February.
- A Year 10 student was invited by the Lord Mayor of Brisbane to join the Lord Mayor’s Youth Advisory Council, March.
- A Year 11 student was awarded a half scholarship to attend the Oxbridge Residential programme, July.
- A Gold medal and a Scholarship in the American Classical League Latin Competition was awarded to a Year 12 student.
- A place in the Queensland State Debating Team was won by a Year 12 student, April. The team won the State championships in August.
- A Year 12 student was selected in July to attend the London National Science Forum (1 of 6 students nationally).
- A Paedagogischer Austauschdienst Scholarship to study in Germany was awarded to a Year 11 student, July.
- Two Year 10 students represented Australia at the 30th International Annual Arab Children Congress in Amman, Jordan, July.
- A Year 12 student was placed first in the QUT Accountancy in Schools Programme and the first year cohort, July.
- Three Year 11 students were selected for the 2010 UQ Scholars Program, August.
- Three Year 12 students won the 2010 USQ WHK Financial Challenge, July.
- Four Year 10 students and six Year 11 students took up the challenge to attend the Oxbridge Academic Programme offering a unique four week summer school programme. Six students chose to study at Oxford University and two each at Cambridge University and L’Academie de Paris. Girls selected from a wide variety of majors and minors offered by the programme, the most popular choices ranging from Medical Science and Neuropsychology to Creative Writing and Photography.
- A Year 10 student was the State winner in the National History Challenge, October.
2010 Outcomes of the Co-curricular Programme

Grammar girls are encouraged to extend and explore their interests and knowledge through their choice of co-curricular activities. Every student has the opportunity to involve herself in a variety of pursuits such as competitive and recreational sports, music ensembles, debating, public speaking and performing arts. Designed to complement and balance the curriculum these programmes encourage participation, team-work, self-confidence and creativity. The leadership roles assumed by students in many of these activities contribute to academic success and significant personal development.

Student Co-curricular Participation – the table below provides a summary of student participation per year level.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Participants</th>
<th>% of cohort participating in co-curricular activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8:</td>
<td>231 students</td>
<td>98.3%</td>
</tr>
<tr>
<td>Year 9:</td>
<td>222 students</td>
<td>95.3%</td>
</tr>
<tr>
<td>Year 10:</td>
<td>218 students</td>
<td>94.8%</td>
</tr>
<tr>
<td>Year 11:</td>
<td>233 students</td>
<td>92.7%</td>
</tr>
<tr>
<td>Year 12:</td>
<td>192 students</td>
<td>82.8%</td>
</tr>
<tr>
<td>Total</td>
<td>1079 students</td>
<td>92.8%</td>
</tr>
</tbody>
</table>

The following details some of the achievements of our students in co-curricular programmes and events.

General Activities

- Two students represented Australia at the IYPT in Vienna.
- Interact celebrated its 40th Anniversary with a dinner.
- Duke of Edinburgh – students involved in the programme achieved three Gold Awards; one Silver Award and nine Bronze Awards (136 students involved in the programme in total).
- The Visual Art Department completed a Traffic Signal Box design and painting in Spring Hill.
- Two Debating Teams reached the QDU Debating Finals.
- Two Year 11 students were named Queensland winners of the UNYA Hammarskjold Security Council Trophy.

Music

- The annual Cathedral and Gala Concerts were standout performances showcasing the School’s music talent.
- Ian Cooper and The Idea of North concerts provided professional music recitals to the School community and professionally run workshops for our music students.
- Commissioned works were performed to commemorate the 135th Year of the School.

Service

- Students fundraised a total of $77,317.12 for charity in 2010. Over $8,000 was raised for the World Vision 40 Hour Challenge.
- The Student Council continued to support the Ecumenical Coffee Brigade.
- The School continued to support the Second Chance Community Project with the Othila’s organisation.

Sporting

- The School won 23 QGSSSA Premierships and eight Club Sport Premierships.
- The School won the QGSSSA Cross Country for the seventeenth consecutive year, winning Premierships in four age divisions.
- The School won the QGSSSA Athletics Carnival.
- The School attained fourth place overall at QGSSSA Swimming.
- Fencing – competed at National Schools Championships in Melbourne: BGGS ‘A’ placed first and BGGS ‘B’ placed third.
- Tennis had most successful QGSSSA results in ten years with four premierships and several other placings.
- Rowing – Year 9 Quad was placed 1st in Div 1 at Head of the River and 2nd at Queensland Schools Championship Regatta.
- Water Polo won the gold medal for U14s at State Club Championships.

Travel

- Seventeen domestic and international sport and cultural tours were undertaken by students in 2010.
- Forty-three students and six staff members travelled to Cambodia for leadership challenge. The tour was guided by Antipodeans Abroad.
- Four students attended the International Convention for Young Leaders held at Raffles Girls School in Singapore.
B: Governance and the Board of Trustees

Board of Trustees

The Board of Trustees of Brisbane Girls Grammar School is constituted under the Grammar Schools Act 1975. The Board of Trustees comprises seven persons, each of whom serves for four years. Of the seven positions, four are nominated by the Minister for Education and Industrial Relations and the remaining three appointments are filled from nominees (the Electors’ positions) on the School’s Roll of Electors. The term of office of the members of the Board of Trustees of Brisbane Girls Grammar School expired on 19 November 2010.

The Board of Trustees is ultimately responsible for the governance of the School and oversees the management of the School with the Principal having responsibility for its day-to-day management and operations. The Board has a Finance and Audit Committee (FAC). The FAC acts as a review committee to the Board of Trustees and meets throughout the year to monitor the School’s financial goals and other resource implications.

Board of Trustees and Committees:
1 January 2010 – 19 November 2010

To follow is a list of Trustees and Board Committee representatives from the 1 January 2010 – 19 November 2010.

Government Appointments

- Professor John Hay AC, BA(Hons), MA, PhD, LittD, DLitt, LLD, DU, FACE, FAHA, FAIM
- Adjunct Professor Mary Mahoney AO, MBBS, GDipClinEd, HonMDQld, MRACMA, FRACGP, FAMA, FAIM — Deputy Chair
- Ms Else Shepherd AM, BE(HonsElec), FTSE, HonFIEAust, CEng, RPEQ, GAICD, GradDipMus, AMusA
- Mr David Vann OAM

Elected Representatives

- Ms Elizabeth Jameson, BA, LLB(Hons1), LSDA, FAICD — Chair
- Ms Sally Pitkin, LLB, LLM, FAICD
- Mr Tony Young, BBus(Account), FCA, CPA, FTIA

Finance & Audit Committee

- Mr Tony Young, BBus(Account), FCA, CPA, FTIA — Chair
- Ms Elizabeth Jameson, BA, LLB(Hons1), LSDA, FAICD
- Adjunct Professor Mary Mahoney AO, MBBS, GDipClinEd, HonMDQld, MRACMA, FRACGP, FAMA, FAIM
- Ms Sally Pitkin, LLB, LLM, FAICD

Trustee Election

The election of three members for appointment to the Board upon expiry of the Board’s term were conducted in accordance with the Grammar Schools Act, 1975 (the Act), associated Regulations and the School’s By-Laws, with the closure of the poll on Monday 16 August 2010. Three elected representatives were duly elected, from amongst the five valid nominations received.

On 18 November 2010, Her Excellency the Governor, acting on the advice of the Executive Council and under the Grammar Schools Act 1975, approved the appointment of the Trustees listed below as members of the Board of Trustees of the Brisbane Girls Grammar School from 20 November 2010 up to and including 19 November 2014.

To follow is a list of Trustees and Board Committee representatives from the 19 November 2010 to current.

Board of Trustees and Committees:
19 November 2010 to Current

Government Appointments

- Professor John Hay AC, BA(Hons), MA, PhD, LittD, DLitt, LLD, DU, FACE, FAHA, FAIM
- Adjunct Professor Mary Mahoney AO, MBBS, GDipClinEd, HonMDQld, MRACMA, FRACGP, FAMA, FAIM — Deputy Chair
- Mr David Vann OAM
- Ms Gillian Adams, BE(Civil), MSc, CEng, RPEQ, GAICD (new appointment to the Board)

Elected Representatives

- Ms Elizabeth Jameson, BA, LLB(Hons1), LSDA, FAICD — Chair
- Mr Tony Young, BBus(Account), FCA, CPA, FTIA
- Mrs Margaret Huth, BA, DipEd, AAICD (new appointment to the Board).

Finance & Audit Committee

- Mr Tony Young, BBus(Account), FCA, CPA, FTIA — Chair
- Ms Elizabeth Jameson, BA, LLB(Hons1), LSDA, FAICD
- Adjunct Professor Mary Mahoney AO, MBBS, GDipClinEd, HonMDQld, MRACMA, FRACGP, FAMA, FAIM
Cost of Boards and Committees

Membership of the Board is a voluntary activity and there is no remuneration for this commitment.

Roles, Functions, Powers and Responsibilities of the Board of Trustees

The Board of Trustees of Brisbane Girls Grammar School is the School's governing body. It is accountable to the School's broad community of stakeholders for the good governance of the School. The School is a statutory body formed under the Grammar Schools Act, 1975 and therefore the Board has direct accountability to the Minister for Education and Industrial Relations in Queensland, as well as a responsibility to our past, present and future families.

The Board discharges its role primarily through the conduct of its regular meetings at least ten times a year, and through the regular meetings of the Board’s Finance and Audit Committee, with additional meetings of the Board for specific purposes, such as strategy development, as necessary.

This Board Charter clarifies the role and functions of the Board of Trustees (“the Board”) of Brisbane Girls Grammar School, in keeping with its overall responsibility under Section 14 of the Grammar Schools Act, 1975 to:

(a) supervise, maintain and control the conduct of the School for which the Board is constituted
(b) erect, alter, add to, purchase or sell buildings used or to be used for or in connection with the School
(c) effect general improvements to the premises used or to be used for or in connection with the School
(d) provide in the School courses of instruction
(e) make rules with respect to:
   (i) fees and charges to be paid in relation to students enrolled or to be enrolled at the School
   (ii) the management and control of the School
   (iii) 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 15A)
• establish trust funds and to accept gifts and the like subject to certain conditions (Section 16)
• establish investment common funds (Section 17)
• appoint staff (Section 18)
• establish a superannuation scheme (Section 19)
• enter into financial arrangements (Division 2).

As the Board of Trustees is ultimately responsible for the governance of the School, the Board's role consists of the following major functions:

• providing accountability to the School and wider communities
• appointing and working with and through the Principal
• influencing the School’s strategic direction
• developing and reviewing key governance policy
• monitoring and supervising management and operations.

Finance and Audit Committee

The Board has a Finance and Audit Committee (FAC). The FAC acts as a review committee to the Board of Trustees and meets four times a year to monitor the School’s financial goals and other resource implications. The FAC's responsibilities and roles as documented in the FAC charter can be summarised as follows:

Financial Oversight Responsibilities

• Conduct reviews of the ten year forecast and where appropriate take action to correct adverse trends.
• Conduct reviews of Annual Budgets as follows:
  o Conduct reviews of the Annual (draft) Budget Estimates to:
    • Recommend the setting of annual School fees for approval by the Board of Trustees; and
    • Ensure the framework of the Annual Budget Estimates financially supports the School’s strategic development
  o Conduct reviews of monthly financial reports including reviews of management reports analysing material variations to the Budget Estimates and where appropriate take action to correct adverse trends
• Conduct a review (at least annually) of the effectiveness of the budgeting, forecasting and reporting processes used by management
• Review all financial reports to be tabled at Board meetings or if intended to be released externally, prior to their release
• If required by the Board, review contract proposals and provide recommendations to the Board as to the financial impact of the contract
• Liaise with management concerning any matters that have a financial impact on the School's operations.

External Audit Responsibilities

• Liaise with the external auditors concerning the audit plan
• Review and approve the external audit plan as prepared and managed by the External Auditors
• Evaluate the overall effectiveness of external audit through regular meetings with the audit partner
• Determine that no management restrictions are being placed upon the external auditors
• Evaluate the adequacy and effectiveness of the administrative, operating, and accounting policies through active communication with management and the external auditors
• Evaluate the adequacy of the accounting control systems by reviewing written reports from the external auditors, and monitor management’s responses and actions to correct any noted deficiencies
• Require reports from management and external auditors of any significant proposed regulatory, accounting or reporting issue, to assess the potential impact upon the School’s financial reporting process
• Play a key role in the prevention, detection and investigation of fraud and irregularities
• Conduct an exit interview with the external auditors
• Review the annual financial statements with management and make recommendations for their acceptance to the Board
• Meet with the external auditors at least annually in the absence of management.
Risk Management and Compliance Responsibilities

The Finance and Audit Committee’s Risk Management and Compliance responsibilities are limited to Finance, ICT and Facilities, and include the following:

- Liaison with the Principal and the Business Manager to ensure development and implementation of appropriate Operational and Financial Risk Management policies and procedures for Finance, ICT and Facilities, within the School’s broader Risk Management Framework.
- Review all areas of significant operational and financial risk as set out in the Risk Management Policy for Finance, ICT and Facilities, and that there are arrangements in place to contain those risks to levels acceptable to the Board.
- Oversee the development and monitoring of an internal compliance program for Finance, ICT and Facilities.
- Evaluate the adequacy of the control systems managing key risks for Finance, ICT and Facilities by reviewing written reports from the Business Manager and other compliance consultants, and monitor management’s responses and actions to correct any noted deficiencies.
- Make recommendations to the Board with respect to key operational and financial risk and compliance issues arising in the course of the deliberations of the Committee.

Risk Management

Risk Management is overseen by the Board of Trustees. The Business Manager is responsible for the day-to-day management of risks with the assistance of the School Compliance Officer. The School has a well developed risk management and compliance programme. Effective risk management is a key factor in sustainably safeguarding the School’s students, assets, and staff, as well as its reputation.

The School does not have an internal audit department / programme but rather operates an internal self assessment programme 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 the risk management at the School include:

- A Risk Management Framework approved by the Board of Trustees.
- Fortnightly review of key risks by Senior Management.
- Annual review of risk registers.
- Annual self assessment of compliance with key controls in place to manage risks.
- Rotational external compliance reviews for high rated risks.

The School also implemented an electronic risk management tool in 2008 that assists with the online monitoring and review of risks and compliance.

A risk and compliance report is provided to the Board on a monthly basis.

Records Management

The School has implemented a Records Management Policy and records are currently managed through the use of network folders aligned with the School’s Business Classification Scheme. The computer software packages utilised by the School are as follows:

- Meridian is used for the management of the payroll and
- TASS is used for the management of student administration and finance processes.

The systems are currently used to report on Financial and Operating Performance to the Board of Trustees on a monthly basis. A 10 year Financial Plan quantifying and supporting the School’s Strategic Design is reviewed and approved by the Board of Trustees on an annual basis. This plan is then translated into an approved annual budget that is utilised to monitor performance on a monthly basis.

Public Sector Ethics Act

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.

Whistleblowers

During 2010, the School received no public interest disclosures, in accordance with the Whistleblowers Protection Act 1994.
C: The School Explained

Nature and Range of Significant Operations

Brisbane Girls Grammar School is a secondary school for girls and is non-selective in its enrolments in its in-take year, Year 8. Limited funding is available for a small number of means tested bursaries. The results achieved by the students of Brisbane Girls Grammar School flow directly from the impact of the quality of teaching, the School’s culture and the positive nurturing of its students. The outcome of the education process at the School is the development of highly motivated girls, with a strong work ethic and clear values.

Brisbane Girls Grammar School’s Tuition Fee for 2010 was $16,180 per student. The School operates on the basis of an all-encompassing fee structure unlike many schools which apply a base tuition fee with additional charges for a range of activities which our students routinely enjoy as part of their entitlement.

The inclusive curriculum and extensive co-curricular programme offers each girl the opportunity to express her individuality and achieve her ambitions. Grammar girls are encouraged to set themselves high standards, to be strong and resilient in their endeavour to realise their potential and to approach their world with wisdom, imagination and integrity.

Distinctive Curriculum Offerings

With a background of distinguished academic achievement, Brisbane Girls Grammar School provides a broad-based holistic education that equips each young woman to meet her future with confidence. The extensive range of subjects offered at Brisbane Girls Grammar School, combined with our comprehensive co-curricular activities and well developed student care programmes, encourages each girl to realise her full potential. From Year 8, learning experiences are designed to excite our students, capturing their imagination, securing their academic success and building a life-long love of learning. Embedded extension activities, cross-curricular experiences and involvement in national and international competitions are just some of the strategies employed to stimulate positive and enjoyable outcomes for students beyond the daily core programmes. Brisbane Girls Grammar School is renowned for its innovative educational practices. The School offers a liberal education—an education that provides a basis for continuous learning and one that encourages girls to engage in critical thought with a variety of thinking methodologies. Our fundamental goal underpinning this is to provide every young woman with the best intellectual platform from which to approach their future endeavours. The School’s inclusive curriculum offers each student the opportunity to express her individuality, achieve her ambitions and be prepared to embark on a rewarding career path in her future.

### Available Subjects

#### Senior School:
- English, English Extension (Literature) – Year 12,
- French, German, Japanese, Chinese, Latin, Ancient History, Modern History, Geography, Economics, Mathematics A, Mathematics B,
- Mathematics C, Chemistry, Physics, Biological Science, Multi-Strand Science, Accounting, Information Technology Systems, Physical Education, Visual Art, Study of Religion, Drama, Music, Music Extension – Year 12,
- Health & Movement Studies.

#### Junior School:
- English, French, German, Japanese, Chinese (Accelerated), Latin, Geography, Visual Art, Music, Drama, Health Science & Movement Studies, History, Humanities, Mathematics, Science, Multimedia and Interactive Technologies, Computer Studies – Year 8,
- Innovative Design – Year 9,
- Enterprise and Management – Year 10.
Outdoor Education Programme

The School’s Memorial Outdoor Education Centre — Marrapatta - was established to provide a range of experiences and challenge for our students. This Centre is sited 173 km north of Brisbane in the Mary Valley. Outdoor Education is regarded as an integral part of the School’s Junior Curriculum emphasising environmental awareness, knowledge of self, interpersonal skills, and physical challenge. The programme is a carefully considered sequential progression through Years 8, 9 and 10, encouraging students to firstly, manage themselves and secondly, to think and work interdependently with others.

Activities undertaken serve to focus on specific aspects; for example, an activity like canoeing necessitates communication and teamwork. Expeditioning has become a common theme throughout the three year levels. Students use multimodal transport to reach a destination. The learning comes from more than reaching the destination; importance is placed on the journey. Most activities (particularly the rope adventure activities) operate on a ‘challenge by choice’ philosophy which enables students to set personal goals and encourages them to challenge their personal level of ability. The Centre is committed to providing innovative outdoor experiences to nurture the development of independent and spirited young women who make positive contributions to their communities.

Student Care Programme

At Brisbane Girls Grammar School we understand the importance of a strong and caring community in nurturing intellectual, emotional, spiritual and social growth in our young women. Growing in learning and life requires courage and an ability to take risks. Grammar girls are encouraged to set themselves high standards and to be strong and resilient in their endeavour to realise their potential. We strongly believe in the value of positive relationships as a powerful factor in supporting our students in their growth. Staff work together with parents to consider the learning and emotional needs of each girl, while providing a stimulating and challenging learning environment. Our student care programmes assist students to develop their sense of identity and purpose to prepare them for life after school. This careful, professional and individualised approach is rewarded by the growth of confidence and self-belief in our young women. We expect our growing girls to develop inner discipline based on empathy and respect for others. Pastorally, we believe in fostering connectedness between people and ideas in a strong community with a shared purpose. Grammar girls are encouraged to question and to make things happen, both here at School and later in the wider community, where so many have become outstanding contributors both nationally and internationally. We have a tradition of nurturing imaginative and adventurous women who use mind and spirit to benefit the world they inhabit.

Co-Curricular Activities

At Brisbane Girls Grammar School we recognise that academic success needs to be balanced with a comprehensive co-curricular programme. Designed to complement the curriculum, these programmes encourage participation, team-work, self-esteem and creativity. Grammar girls are encouraged to extend and explore their knowledge and interest in particular areas through their choice of co-curricular activities. With over 100 co-curricular clubs and activities available, all our students have the opportunity to be involved in a variety of pursuits including service groups, music ensembles, debating, public speaking, performing arts, enrichment activities and sport. The leadership roles assumed by girls in many of these activities contribute to academic success and significant personal development. This emphasis on involvement in the School and wider community builds leadership, commitment and understanding. Students are encouraged to take a global perspective and look beyond their immediate environment.

In order to promote a broad knowledge and understanding of the students in our care and to provide for positive student-staff interactions beyond the classroom context, all teaching staff are expected to participate in at least one co-curricular activity across a year.

The following table lists co-curricular activities and clubs which operate in the School.

<table>
<thead>
<tr>
<th>Activities, Clubs and Committees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anime Club</td>
<td>International Young Physicists and Junior Young</td>
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<tr>
<td>Antipodeans</td>
<td>Physicists Tournaments</td>
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<tr>
<td>Artistic Gymnastics</td>
<td>Interact</td>
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<tr>
<td>Art Café</td>
<td>IT Support</td>
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<tr>
<td>Art Walks</td>
<td>Karate</td>
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<tr>
<td>Art Workshops</td>
<td>Kirsten Jack Memorial Leukaemia Committee</td>
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<tr>
<td>Athene</td>
<td>Libellum – Reading Group</td>
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<tr>
<td>Athletics</td>
<td>Literature Café</td>
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<tr>
<td>Badminton</td>
<td>Maths Competitions</td>
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<tr>
<td>Basketball</td>
<td>Multimedia Club</td>
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<tr>
<td>Calligraphy</td>
<td>Netball</td>
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<tr>
<td>Centre for Science Research</td>
<td>Oaktree</td>
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<tr>
<td>Chess</td>
<td>Optiminds</td>
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<tr>
<td>Choirs &amp; Choral Ensembles</td>
<td>Philosophy Cafe</td>
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<tr>
<td>Cricket</td>
<td>Public Speaking</td>
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<tr>
<td>Cross Country</td>
<td>Publication Team</td>
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<tr>
<td>Debating</td>
<td>QUT Accounting in Schools Programme</td>
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<tr>
<td>Drama – The Felgates, Junior</td>
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<tr>
<td>Production, Grammar Techies</td>
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<tr>
<td>Duke of Edinburgh</td>
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<td>Ecorman</td>
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<tr>
<td>E-Sports</td>
<td></td>
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<tr>
<td>Fencing</td>
<td></td>
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<tr>
<td>Fitness-Gym, Aerobics, Pilates,</td>
<td></td>
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<tr>
<td>Aqua-aerobics</td>
<td></td>
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<tr>
<td>Football (Soccer)</td>
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<tr>
<td>GECO</td>
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<tr>
<td>Grammar Dance</td>
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<tr>
<td>Gwen Harwood Society – Creative Writing</td>
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<tr>
<td>Health Promoting School</td>
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<tr>
<td>Committee</td>
<td></td>
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<tr>
<td>History Competitions</td>
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<tr>
<td>Hockey</td>
<td></td>
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<tr>
<td>Instrumental Music Groups –</td>
<td></td>
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<tr>
<td>String and Band</td>
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</tr>
</tbody>
</table>
Organisational Structure

The School’s organisational structure is outlined at Annex A.

Senior Management

The Senior Management appointments of the School are as follows:

- **Principal:** Dr A A Bell, BA, PhD, DipEd, FACE, FAIM
- **Secretary to the Board of Trustees and Business Manager:** Ms C Pretorius, BCOM (Hons), CIA, CA
- **Deputy Principal:** Miss F Williams, BA, BEdSt, MEd, ASDA, MACE, FAIM
- **Deputy Principal (Students):** Mrs M McConaghy, BA, DipT, ASDA, MACE, AFAIM

The Principal and Deputy Principal are Fellows of the Australian Institute of Management (FAIM) and the Deputy Principal (Students) is an Associate Fellow (AFAIM), and utilise the resources of AIM.

The Principal is a Fellow and both Deputy Principals are members of the Australian College of Educators.

The Principal is also a member of:
- Board of AHISA Ltd and Chair of the Association’s National Curriculum Committee.
- Australian Institute of Company Directors (GAICD)
- Deputy Chair of the UTS Centre for Child and Youth Culture & Wellbeing.
- Association of Heads of Independent Schools of Australia (AHISA).
- Board of the Queensland Art Gallery and Gallery of Modern Art Board (GOMA)
- Board of the Queensland Girls Secondary Schools Sports Association (QGSSSA).
- The Board of Brisbane Schools Rowing Association (BSRA).

The following senior management committees exist within the School:

**Senior Management Committee**

This committee is chaired by the Principal and meets on a fortnightly basis.

The function of this committee is to implement and monitor progress on the strategic priorities of the School, monitor compliance and strategic risks and monitor equal opportunity for women in the workplace matters.

Membership comprises Deputy Principals, Business Manager, Directors of Communications and Community Relations, ICT and Finance as well as the Property and Facilities Manager.

**Academic Management Committee**

This committee is chaired by the Deputy Principal and meets on a fortnightly basis.

The function of this committee is to manage academic and co-curricular strategy, risks and processes.

Membership comprises Deputy Principals and Deans.

**Directors — Academic**

This committee is chaired by the Deputy Principal and meets on a fortnightly basis.

The function of this committee is to manage the day to day procedural matters relating to the academic and co-curricular programmes.

Membership comprises Deans and Academic Directors.

**Heads of House — Student Care**

This committee is chaired by the Deputy Principal (Students) and meets on a fortnightly basis.

Membership comprises Deans, Heads of House and Counsellors.

**Staff Establishment**

Staff establishment levels as at 31 December 2010 were as follows:

- Academic Staff 114.8 (FTE)
- General Staff 47.9 (FTE)

The School maintained a high level of full-time staff retention rates as at 31 December 2010 as follows:

- Academic staff 92.4%
- All staff 83.2%

**Significant Staffing Developments**

The School management team on behalf of the Board of Trustees continued a range of improvements in staff conditions (including increases in salaries) effective from January 2010 implementing salary increases as agreed in the new Collective Agreement signed on 30 November 2009.

No early retirement, redundancy or retrenchment packages were offered to staff during 2010.

A Workplace Consultative Committee was established in 2010 as required under the Enterprise Bargaining Agreement. This committee meets twice a year to provide a forum for employees to discuss issues such as working arrangements and conditions, workloads, health and safety and future plans for the development of the School.

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D: Our Staff
A number of policies to protect and enhance the working conditions of staff in the School have been reviewed and updated and a number of Human Resource Policies have been updated in line with the National Employment Standards. In 2010 a new policy on Protective Practices for Staff in their interactions with students was completed to assist staff in their Duty of Care responsibilities.

All updated policies appear on the School’s intranet, GrammarNet and are introduced to new employees as part of their induction process.

Professional Development

The School values the knowledge and commitment of employees. We recognise teacher knowledge and skills contribute significantly to the quality of teaching and the School therefore actively supports the professional development of our staff.

Staff holding middle management positions all underwent a biennial appraisal and all Senior Management underwent their annual performance appraisal in 2010.

The Scholar-in-Residence provided valuable advice and facilitated contacts with the tertiary education sector for a number of staff wishing to undertake higher degrees.

The Creative Leadership Group ran for a second year, this time under the guidance of Professor Erica McWilliam. Eight sessions were offered across the year, with between 10 and 18 members participating each time. Particular focus was given to the ideas of Kieran Egan in his text, The future of education: Reimaging our schools from the ground up.

The Principal and Deputy Principal attended the OECD Imagine Conference in Austria with the main theme being classroom design for the future.

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

- Administration & Marketing: 11 courses/conferences — total attendance of 15
- Information Technology: 8 courses/conferences — total attendance of 10
- Pedagogy: 27 courses/conferences — total attendance of 36
- Pastoral Care: 8 courses/conferences — total attendance of 12
- Risk Management & Health & Safety: 5 courses/conferences — total attendance of 9
- Personnel Management & Women’s Leadership: 12 workshops and conferences — total attendance 15.

Health and Safety

Brisbane Girls Grammar School aims to provide staff, students, voluntary workers and visitors to the School with a safe and healthy workplace. In addition to observing the requirements of the Workplace Health and Safety Act, the School’s policy is enacted by adherence to the following procedures:

- The School has two qualified Workplace Health and Safety Officers on staff and ensures their WHSO accreditation is current. One other staff member is an accredited Rehabilitation Officer.
- A comprehensive Workplace Health and Safety Manual covering all aspects of the School’s operations is annually updated. As well, a separate manual is maintained for the Memorial Outdoor Education Centre — Marrapatta.

Employer of Choice for Women

The School has received a citation as an EOWA Employer of Choice for Women for five successive years from 2006 – 2010.

In recruitment and selection, promotion and transfer, training and development, work organisation, conditions of service, and arrangements for dealing with sex-based harassment, pregnancy, potential pregnancy and breast feeding the School pursues inclusive and positively affirming policies.

Our previous policy of employing young and early career staff to balance the profile of our ageing teaching staff has continued. The School also welcomes trainee pre-service teachers and will give them consideration as future employees. While appointment is on merit, when qualifications and experience are ‘equal’, preference is given to female applicants.

There has been active support through professional development and personal coaching for women seeking promotional positions beyond the School as well as within.

Late 2009 and on-going in 2010, a review process was begun for the Development of a Professional Excellence Recognition Policy to reward staff for their professionalism, skills and proficiencies outside existing instruments and promotional opportunities.

Queensland Carers Charter

The School supports the Queensland Carers Charter as detailed in the Carers (Recognition) Act 2008, through the flexible work practices and remote access facilities available to our staff. Brisbane Girls Grammar School staff are provided with relevant information and support as required.
E: Our Performance in 2010

The School uses an online strategic tool to manage and monitor the strategic plan on a continuous basis. All short term goals, long term goals and action plans are recorded electronically, reviewed and followed up during regular senior management meetings. Reporting to the Board is performed on a monthly basis through a detailed Key Performance Report.

The School undertakes an efficiency review as part of its Risk Management practices to ensure that processes implemented are efficient and effective. Best Practice procedures are considered as part of this assessment.

Finally the ultimate test of the efficiency of the School is the market’s perception of the value and quality education that it provides in relation to the fees it sets. Brisbane Girls Grammar School, as a result of its fine reputation and achievements, enjoyed optimal enrolment numbers in 2010.

To follow is a summary of our achievements of our strategic goals for 2010. The results have been organised in the following categories in line with the School Design / strategic plan: Governance, Education, Community and Resources.

Governance

Significant activities undertaken by the Board of Trustees in 2010 included:

- Strategic planning day held to confirm the School’s Strategic Design. The Board identified key themes, areas for development and a framework for investigation of the future strategic direction of the School towards 2020.
- Held strategic evaluation meetings with key stakeholder groups.
- A key initiative for the Board of Trustees in 2010 was to engage with stakeholders to develop a clear understanding of their perceptions, assessment and requirements of the School. Given the breadth of the School community and diversity of the stakeholder base an independent survey was commissioned in March and April to inform the understanding of the Board. The results across all four stakeholders surveyed were both positive and consistent.
- Completed an external Board evaluation process and implemented recommended improvements as agreed.
- Management of the Board of Trustees election process in compliance with legislation and relevant policy.
- Board Induction Day was held for new Board members.
- Election of Chair and Deputy Chair to the Board of Trustees at the Board Induction Day on 20 November 2010.
- Year end financial results were achieved within the approved annual budget.
- Approved the School’s 10 Year Financial Forecast and long term capital plan.
- Approved a well balanced 2011 budget.
- Monthly reviews of Risk and Compliance reports.
- Reviewed all Board Governance policies.

Education

- Excellent academic results achieved in 2010.
- Appointment of an e-Learning Coordinator to strengthen staff ICT skills and the identification of key staff in each faculty to act as ICT leaders and mentors.
- Further modifications of Moodle as the basis of a Learning Management System supported by staff training across faculties.
- Introduction of tablet and wireless technology that provide greater flexibility in pedagogy.
- Renewal of focus on literacy across the curriculum in the light of NAPLAN test results.
- The Statistics Committee initiated the analysis of various data for different Year levels to provide longitudinal information on student performance.
- The role of Marrapatta (Memorial Outdoor Education Centre) was strengthened in leadership development – Camp Seniors, Duke of Edinburgh training.
- Workshops with professional Artists, Musicians and Scholars-in-Residence have been arranged and Master classes held with nationally and internationally renowned performers and experts.

Community

- Desired enrolments numbers maintained in 2010
- Consolidated the enrolments programme to provide a strong and stable future for the School
- Received positive feedback from enrolment families via stakeholder surveys which indicated a high level of customer satisfaction and understanding of parent expectations
- Strengthened the School’s reputation as a secondary school of preference for girls through media exposure
- Focused on extending community connections and engagement through the alumni programme and events such as inter-state alumni reunions aimed at engaging the extended Grammar Community.
- Celebrated the School’s 135th Year with a variety of activities and events including two community concerts and production of a commemorative DVD and special edition of the Grammar Gazette
- Conducted a comprehensive research study of four key stakeholder groups to provided insight on opinions and perceptions of these groups. Results will be used to inform and improve community engagement and communication strategies
- Reinvigorated the School’s public website to create a more interactive environment and effective communication too for all stakeholders.
- Further development of e-Communications for our stakeholders
- Parental participation welcomed in Community Weekend Art Walks and the ‘Café Series — Art, Literature and Philosophy.
- The Service Programme has enhanced links to our community e.g. Royal Children’s Hospital, Second Chance Programme, Ecumenical Coffee Brigade as well as fund-raising for Victorian Bushfire relief and responding to international calls for monetary aid.
• The Fathers’ Group assisted Marrapatta staff at the outdoor education campus in developing facilities for student use with a large response by parents attending the Marrapatta Open Day.
• The School hosted the United Nations Association of Australia launch of the UNAA Community Awards attended by The Hon Karen Struthers MP, Queensland Minister for Community Services and Housing and Minister for Women.

Resources

Quality Staff and Employment Conditions
• The School was named an Employer of Choice for Woman for the fifth time in 2010.
• An extensive Professional Development programme continued through 2010.
• Several academic staff members were acknowledged as leaders in their subject fields and have presented papers at various local and international conferences.
• A number of teaching staff were invited to contribute to ACARA deliberations regarding the Australian Curriculum.

Sustainable Resource Solutions
• The School’s procurement policy recognised the significance of purchasing environmentally friendly products; an example is the School being one of the first to change over to green computers.
• The School actively recycles waste including printer toners, paper and cardboard.

Strong Financial Position
• The year end financial results were favourable and were in line with the Board approved annual budget.
• Annual Financial Statements for 2010 highlighted the School’s strong financial position (a copy is attached under Annex B) and the audit report was issued without any qualification.

ICT Infrastructure
The School continued the roll out of the 2009 ICT strategy whereby all computers are funded internally and we will not be charging our families a technology levy. The School is on track with its plan to move to the 1:1 student vs. computer ratio by 2011, providing four different types of computers to students. These will consist of a mixture of desktops, laptops, net books and tablets — all available on the campus.

Major IT projects completed in 2010 were:
• Implementation of secondary storage area network (SAN) to meet the growing storage requirements of the school. Bringing total storage in the school to over 45 terabytes.
• Designed and constructed new server room
• Finalised rollout of campus wide wireless network
• Upgraded wireless management controller to increase wireless throughput by 300%
• Deployed Windows 7 on over 50% of the Schools desktop and mobile device fleet
• Upgraded email system to Microsoft Exchange 2010
• Upgraded Internet connection to a dedicated 1Gbps fibre connection
• Implemented new network user management tool
• Upgraded network switches to improve bandwidth
• Introduced new carbon neutral laptop trolleys
• Upgraded all photocopiers and expanded number of colour devices
• The New School Calendar and Events Management System is currently in testing phase and will be finalised in 2011.
• Installation of new projectors and setting up a test room for a new wireless projector system for progressive rollout throughout the School.

Quality Facilities
The School is very proud of its excellently maintained campus and has a rotational maintenance programme in place. The key projects performed in 2010 included:
• Repainting of the historic Main Building.
• New offices for Communications & Community Relations Department.
• New Computer Server Room.
• Installation of sewerage treatment plant at Marrapatta outdoor education campus.
• Planning and commencement of the refurbishment of G Block.
• Painting of exterior of Sport Centre and re-coating of sprung floor.
• Refurbishment of Dean of Studies Office.
• Cut back and resurface bamboo floors in Band Room and Strings Room.
• Strip and seal polished concrete floor to Refectory.
• Replace carpet under felt in Main Building.

Records Management
The School has reminded all staff of the importance of keeping accurate records in an acceptable format in accordance with IS40 and the School’s internal record management policy.

Risk Management and Compliance
A full review of all operational risk registers was performed during the year. In addition the School completed all compliance checklists and reported results to the Board of Trustees.

The Senior Management team also completed a Strategic Risk assessment and the outcomes were confirmed by the Board of Trustees.
Major Activities/Cost Structures to Fund Educational Outcomes

The Sources of Funding were deployed to ensure the School was adequately resourced to provide our students with a quality, creative learning environment. The School's Operating Expenses have been illustrated in Graph B. The core Operating Expenses have been highlighted below:

- **Employee benefit expenses / Staff costs** — Staff costs make up 63% of the School’s total operational expenses and ensure that the School maintains its record for employing highly qualified and the best in the industry staff.
- **Information Technology (IT) — technology remains a key focus to the School and made up 5% of the total expenses. The School is working toward a 1 to 1 student vs. computer ratio in 2011.**
- **Tuition Costs** — these costs fund the day to day student activities within and outside of the classroom and includes approved activities such as camps, co-curricular activities, excursions and visiting speakers. Tuition cost made up 4% of total expenses.
- **Repairs and Maintenance** — the School is very proud of its excellently maintained campus and has a rotational maintenance programme in place. Repairs and Maintenance made up 5% of the total expenses.

With the start of 2010 the world economy was slowly recovering from one of the most devastating financial crises the world has seen. Once again these economic circumstances had minimal impact on Brisbane Girls Grammar School. 2010 saw healthy financial results that aligned to budget predictions. The timeliness of receipts of tuition fee income remained fairly consistent with previous years with only a small number of non current debtor accounts remaining outstanding at year end. The returns on investments improved with a new investment strategy and higher interest rates. In addition we need to thank our students, parents, support groups and the broader community for their generous support to our building, library and endowment funds in 2010, and general donations were comparable with previous years.

The School has maintained a fairly conservative monetary policy ensuring that sufficient reserves are available to fund future growth and development.

**Key Highlights and Focus Areas for 2010**

The School's financial resources were utilised as an enabler to achieve our Aspiration “to be respected internationally as a leader in education of young women and professional teaching practice”. To follow is a brief summary of the financial results within each of the key financial categories.

**Sources of Funding**

Graph A shows that the key sources of income for the School are:

- **Tuition Fee Income** — 67%
- **State and Commonwealth Government Funding** — 21%

Both these income categories have a key reliance on enrolment numbers. The School was in the fortunate position of once again enjoying a full enrolment in 2010 and strong enrolment lists for the future.

**Graph A: Sources of Funding 2010**

- 67% Tuition Fees
- 21% State and Commonwealth Grants
- 3% Enrolment and Confirmation Fees
- 4% Investment Income
- 2% Donations and Bequests
- 3% Other Income

**Capital Expenses**

The School has always ensured that capital developments are completed in a manner that is testament to our pursuit of excellence. This has been clearly indicated with the Cherrell Hirst Creative Learning Centre (CLC) completed in 2007 and the swimming pool in 2009. The School has started a major renovation of G Block in 2010 that will see classrooms turned into flexible learning spaces.
Budget vs Actual Results

The budget vs. actual results for 2010 are presented below. The year-end surplus amounted to $3,351,757 exceeding the budgeted surplus by $1,902,981. The key reasons for the increase in surplus are as follows:

- the increase in interest earned due to the new investment strategy,
- increased donations,
- additional students not budgeted for increasing tuition fee income and grants,
- timing of ICT computer purchases delaying leasing costs, and
- delays in two capital and maintenance projects to 2011.

Key Financial Performance areas

The following key finance performance areas have been assessed for the year ended 31 December 2010. As can be seen from these ratios the School has exceeded all set and agreed financial targets for the year.

<table>
<thead>
<tr>
<th>Key Indicator</th>
<th>Benchmark</th>
<th>Results as at 31 August 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income and expenditure within Board Approved Budget</td>
<td>90% of overall month end results within Board approved budget.</td>
<td>Actual surplus at year end exceeds the budget.</td>
</tr>
<tr>
<td>Cash flow Adequacy</td>
<td>General Fund balance &gt; 2x average monthly spend and &gt; budgeted balance</td>
<td>General Fund exceeded budget by $3.4 million. It covers average monthly expenses 5 times.</td>
</tr>
<tr>
<td>Adequate debtors management</td>
<td>90 days &lt; 5% of fees billed</td>
<td>Total debtors &gt; 90 days at 31 December 2010 is 0.8% of total fees billed.</td>
</tr>
<tr>
<td>Healthy Balance Sheet</td>
<td>Working capital of 2:1</td>
<td>Working capital of 5:1</td>
</tr>
</tbody>
</table>

Government Assistance

The School would like to acknowledge the contributions made by the State and Commonwealth Governments in the form of grant allocations. The grants received and approved in 2010 included:

- Recurrent State and Commonwealth Government Grants, including Indigenous assistance - $5,405,570
- Literacy, numeracy and special learning grants, including an ESL grant - $15,480
- Funding from the Queensland Government for VET Coordination and Career Enhancement - $4,645
- Queensland State Endowment grant provided to Grammar Schools in Queensland - $21,500
- ICT Infrastructure Capital Assistance used to fund a portion of the wireless extension - $25,000
- Commonwealth Building the Education Revolution School Pride Grant used to fund part of the green terrace of the new pool as well as painting of the historic Main Building - $100,000
- 2009 Queensland State Government School Community Development Programme partly funding the retractable shade cover over the new swimming pool - $30,000
- Commonwealth National Partnerships Centers of Excellence grant - $15,500
- The School has also signed an agreement with Commonwealth Government for ICT on cost funding amounting to total of $382,192 to be utilised to assist with additional information technology on costs in reaching a student computer ratio of 1:1. This funding will run from 2009-2013. Amount received in 2010 - $194,460.

Annual Financial Statements

The Annual Financial Statements is included under Annex B.
Changes in Law
The major legislative changes during 2010 that affected the School were the implementation of the final requirements of the Fair Work Act 2009, changes to Australian Consumer Laws and changes to the State Procurement Policy. Details of the changes are as follows:

Fair Work Act 2009 — the new National Employment Standards (NES) took effect on 1 January 2010. All Human Resource policies were reviewed and updated to ensure compliance with the NES.

Australian Consumer Law — Trade Practices Amendment (Australian Consumer Law) Act 2010 came into effect on 1 July 2010. Enrolment contracts were reviewed by the School lawyers to ensure compliance with the new requirements on standard form contracts.

State Procurement Policy — changes to the State Procurement Policy have seen an increase in disclosure requirements.

Information Standards — the Queensland Government Information Standards assist government agencies by defining and promoting best practice in the acquisition, development, management, support and use of the information systems and technology infrastructure which support Queensland Government business processes and service delivery. A number of Information Standards have recently been reviewed and recently approved updates include:

- IS2 — ICT Resources Strategic Planning
- IS13 — Procurement and Disposal of ICT Products and Services
- IS33 — Information Access and Use
- IS19 — ICT Resource Maintenance and Disposal

Economic Climate
The global economy stabilised in 2010. The School continued to monitor its credit risk. The School’s credit exposure remains low. Income from investment increased during the year as result of the higher interest rates. The current economic climate is not posing any major risks to the School.

Political Climate
Education was a major topic during the 2010 Federal election. Some of the significant educational initiatives that were funded by Federal Government included:

- Building Education Revolution — a major part of the Government’s response to the GFC threat was a $16 billion plan to build school halls and other centres. Brisbane Girls Grammar School received $200,000 as part of the Building Education Revolution Funding. These funds were used to upgrade the facilities around the new pool as well as painting the historic main building.

- Digital Education Revolution — there was also a $2 billion plan to give each student in Australia in Years 9 to 11 a laptop. Brisbane Girls Grammar School has participated in the programme and has been allocated $382,192 to fund infrastructure costs and $283,083 to fund computers. Brisbane Girls Grammar School will reach the one to one student vs. computer ratio in 2011.

- Australian Curriculum — the Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. In 2008, the Australian education ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to Year 12 Australian national curriculum. The Australian national curriculum is being developed initially in the areas of English, mathematics, science and history, followed by geography, the arts and languages and the remaining learning areas focusing on economics and business, civics and citizenship, health and physical education, design and the technologies. On 8 December 2010 Federal, State and Territory Education Ministers took the historic step of endorsing and publishing the first four learning areas of the Australian Curriculum up to Year 10. Brisbane Girls Grammar School is in the process of redeveloping its curriculum to meet the requirements of the Australian Curriculum.

- My School — the My School website was launched in January 2010 and provides profiles of almost 10,000 Australian schools that can be searched by the school’s location, sector or name. The website provides statistical and contextual information, as well as National Assessment Program—Literacy and Numeracy (NAPLAN) results that can be compared with results from statistically similar schools across Australia. The launch of the My School 2.0 website was postponed to 2011 to resolve concerns regarding the accuracy of financial data and socio economic status (ICSEA) scores. The updated website will include:
  o expansion of School profile page;
  o the 2009 recurrent income and capital expenditure are displayed for each school broken down by source of funding;
o student gain information presenting student progress information for students who undertook NAPLAN in both 2008 and 2010;
o The new formula for Index of Community Socio-Educational Advantage (ICSEA) used to identify schools serving students from similar backgrounds.

Brisbane Girls Grammar School has assisted ACARA in providing information specifically required for the updated School profile, financial information and ICSEA score. A large number of staff hours have been spent in order to collate and review information provided.

- Review of Funding for Schooling – on 15 April 2010, the then Minister for Education, the Hon Julia Gillard MP, announced a review of funding and regulation across the government and non-government schooling sectors, the first such review in Australia since 1973. The review will focus on the funding needs of students from all schools (government, Catholic and independent) and will consider funding provided by the Australian Government and state and territory governments, as well as other sources of school income. The aim of the review is to identify arrangements that will achieve a funding system which is transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students. Integral to this is ensuring the funding that is available is equitably distributed among schools; that is, directed to where it is needed most so that students are supported to overcome barriers to achievement, regardless of their background or where they go to school. Ultimately, the review is intended to provide the strongest possible platform for long-term investment and improvement in educational outcomes in schooling beyond 2013 when the current SES funding model expires. Brisbane Girls Grammar School has recorded the uncertainty of future funding formulas as a strategic risk and will continue to monitor the review outcomes.
The School has completed the third year in its 2008–2011 School Design. In addition to the strategic priorities identified in the strategic plan the School will be focusing on the following key goals for 2011.

**Governance**
- Improved community consultation through attendance by Trustees at key community events as well as annual consultation with community groups at a meeting with the Board of Trustees.
- Involvement in the development as well as the approval of the new School Design for 2012-2015.
- Approving and monitoring of the implementation strategy for the introduction to Year 7.
- Reviewing and updating the School's master plan specifically considering introduction of Year 7.
- Monitoring implementation of annual strategic plans by management.
- Annual review of Board of Trustees governance policies.
- Annual review of strategic risks and compliance processes.
- Monitoring compliance with approved financial budget targets.
- Approval of accurate and complete financial statements that meets all regulatory requirements and an audit report issued with no qualifications.
- Monitoring and approval of the School’s long term financial plan.

**Education**
- This year will see the development of a new four year strategic plan for 2012 – 2015 that will be central to the forward planning of educational programmes.
- Planning – resource and curricular. The Year 7 in-take will assume a sharper focus this year with the initiation of small, short-term, project based planning groups.
- Appointment of a new position – Dean of Academic Development – to strengthen curriculum planning within the School.
- In pedagogy, the overarching focus for the year remains differentiation. Our approach to this will be to target three areas: the importance of the relationship built between teacher and student, an understanding the learning process – metacognition, and the use of the concept of personal bests to motivate students.
- Associated with differentiation will be the development and promotion of Moodle, the School's learning management system.
- Allocation of additional staff into the Differentiated Studies Faculty.
- Pedagogical initiatives and projects commenced in 2010 supported by the Scholar-in-Residence will gather momentum in 2011. These will include – e-portfolios, trans-disciplinary activities, co-teaching initiatives, ethics and a variety of research projects relevant to classroom practice.
- Appointment of a Deputy Principal Emerita to drive special projects in strategic planning and educational mentoring and development.
- With the refurbishment of a major teaching space – the Gehrmann Building – teaching staff will be challenged to move away from the traditional teaching styles into a more collaborative mode using a combination of group work, interactive lessons and tertiary-style lecture formats. The new flexible classrooms have been designed to produce optimal learning conditions.
• New work programmes to be written collaboratively for Years 8 – 10 based on the Australian Curriculum – Science, English, Mathematics and History.
• Strong focus on cyber safety, cyber courtesy and development of Positive Relationships in Ethics classes.
• Establishment of a Technology Focus Group, as a spin-off from Centre for Professional Practice.
• Trial of different group configurations for Marrapatta experiences for Year 10s with projected future demands on this campus in mind e.g. subject specific and leadership camps, Duke of Edinburgh training, the addition of Year 7s.
• Extension of support in post-secondary planning, tertiary scholarship applications and GAP year pursuits.

Community
• Continue to enhance the enrolments programme through improved communication and early engagement with families to provide a strong and stable future for the School.
• Maintain a strong customer orientation.
• Initiate planning for the enrolment of Year 7.
• Focus on extending community connections and engagement through the alumni programme.
• Provide a range of opportunities and events aimed at engaging the extended Grammar community.
• Continue to develop the School’s public website to create a more interactive environment and effective communication tool for all stakeholders.
• Further develop e-Communications across all stakeholder groups.
• Integrate findings of 2010 stakeholder surveys to improve community engagement and communications strategies.

Resources
• Provide a range of professional development opportunities both in pedagogy and leadership to talented and career-oriented staff members.
• Implementation of the recognition of professional excellence policy.
• Further improved current sustainability practices and strategies.
• Refurbishment of G Block to create flexible General Learning Areas on each floor.
• Continue with progressive refurbishment of the historic Main Building.
• Refurbishment of the Gehrmann Theatre.
• Staff centre refurbishment.
• Roll out of additional computers as funded through the digital education funding.
• Upgrading of projectors throughout the School to allow wireless connections and multiple input use.
• Streamline and extension of available online payment systems.
• Continue with the archive scanning process to improve accessibility and durability of archive materials.
• Continue to improve electronic archiving and recordkeeping management systems.
I: Other Compliance Reporting

The following information is an annual reporting requirement.

International Travel

Details of overseas travel undertaken by staff during the year are as follows:

<table>
<thead>
<tr>
<th>Name of Officer and Position</th>
<th>Destination</th>
<th>Reason for Travel</th>
<th>BGGS Cost</th>
<th>Contribution from other agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr A Bell, Principal</td>
<td>Austria</td>
<td>OECD Imagine Conference</td>
<td>$23,954</td>
<td>NIL</td>
</tr>
<tr>
<td>Mrs M McConaghy, Deputy Principal</td>
<td>UAE</td>
<td>Tour of International Education Institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs W Parkinson, HOD French</td>
<td>France</td>
<td>Accompanied students on study tour</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>Mrs K Cohen, HOH Mackay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms S McGarry, Teacher</td>
<td>Cambodia</td>
<td>Antipodean Adventure – to assist communities in under-developed countries with development of facilities</td>
<td>$3,322</td>
<td>NIL</td>
</tr>
<tr>
<td>Dr N Mayne, Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms A Hills, Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms C Lansdown, Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr P Martineau, Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr S Stephens, Director Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs J Tudball, Dean of Co-Curriculum</td>
<td>Singapore</td>
<td>Accompanied students to International Convention Youth Leadership Conference</td>
<td>$2,800</td>
<td>NIL</td>
</tr>
<tr>
<td>Mr G Bland, Director Mathematics</td>
<td>USA</td>
<td>Mathematics Conference</td>
<td>$1,638</td>
<td>$5000</td>
</tr>
<tr>
<td>Ms K West, Teacher Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms S Bolton, Dean of Studies</td>
<td>UK</td>
<td>ACEL Winter School, London Centre for Leadership in Learning</td>
<td>$8,321</td>
<td>NIL</td>
</tr>
</tbody>
</table>

Consultancies

Information regarding the agencies expenditure on consultancies is as follows:

<table>
<thead>
<tr>
<th>Consultancy Area</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>$40,498.55</td>
</tr>
<tr>
<td>Information /Technology (Security and support)</td>
<td>$89,705.86</td>
</tr>
<tr>
<td>Industrial Relations</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Design and Internet Management</td>
<td>$24,972.30</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>$140.00</td>
</tr>
<tr>
<td><strong>Total Expenditure on Consultancies</strong></td>
<td><strong>$156,516.71</strong></td>
</tr>
</tbody>
</table>
Annex A: Organisational Structure
### Board of Trustees of the Brisbane Girls Grammar School

#### Income Statement as at 31 December 2010

<table>
<thead>
<tr>
<th>Note</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Revenue</td>
<td>28,135,262</td>
<td>26,708,416</td>
</tr>
<tr>
<td>Expenses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee benefits expense</td>
<td>15,532,175</td>
<td>14,340,051</td>
</tr>
<tr>
<td>Depreciation and amortisation expense</td>
<td>1,300,979</td>
<td>1,134,980</td>
</tr>
<tr>
<td>Finance costs</td>
<td>1,316,075</td>
<td>1,268,259</td>
</tr>
<tr>
<td>Other expenses</td>
<td>6,634,276</td>
<td>6,163,789</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>3,351,757</td>
<td>3,801,337</td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements.

### Board of Trustees of the Brisbane Girls Grammar School

#### Statement of Comprehensive Income as at 31 December 2010

<table>
<thead>
<tr>
<th>Note</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>3,351,757</td>
<td>3,801,337</td>
</tr>
<tr>
<td>Other comprehensive income:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net gain on revaluation of land and buildings</td>
<td>3,340,386</td>
<td>-</td>
</tr>
<tr>
<td>Net gain on revaluation of financial assets</td>
<td>11,290</td>
<td>-</td>
</tr>
<tr>
<td>Total comprehensive income for the year</td>
<td>6,703,433</td>
<td>3,801,337</td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements.
<table>
<thead>
<tr>
<th>Note</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>5</td>
<td>7,100,598</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>6</td>
<td>214,132</td>
</tr>
<tr>
<td>Financial assets</td>
<td>10</td>
<td>10,141,151</td>
</tr>
<tr>
<td>Other assets</td>
<td>7</td>
<td>672,824</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td></td>
<td>18,128,705</td>
</tr>
<tr>
<td><strong>Non-Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>8</td>
<td>67,191,332</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>9</td>
<td>136,211</td>
</tr>
<tr>
<td>Financial assets</td>
<td>10</td>
<td>21,594</td>
</tr>
<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td></td>
<td>67,349,137</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td></td>
<td>85,477,842</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>11</td>
<td>1,196,445</td>
</tr>
<tr>
<td>Borrowings</td>
<td>12</td>
<td>1,959,555</td>
</tr>
<tr>
<td>Short-term provisions</td>
<td>13</td>
<td>468,749</td>
</tr>
<tr>
<td>Other liabilities</td>
<td>14</td>
<td>741,898</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td></td>
<td>4,366,647</td>
</tr>
<tr>
<td><strong>Non-Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowings</td>
<td>12</td>
<td>20,978,014</td>
</tr>
<tr>
<td>Long-term provisions</td>
<td>13</td>
<td>1,316,303</td>
</tr>
<tr>
<td><strong>Total Non-Current Liabilities</strong></td>
<td></td>
<td>22,294,317</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td></td>
<td>26,660,964</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td>58,816,878</td>
</tr>
<tr>
<td><strong>EQUITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retained earnings</td>
<td>39,739,777</td>
<td>36,388,020</td>
</tr>
<tr>
<td>Reserves</td>
<td>18,008,945</td>
<td>14,657,269</td>
</tr>
<tr>
<td>Trust funds</td>
<td>15</td>
<td>1,068,156</td>
</tr>
<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td></td>
<td>58,816,878</td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements
<table>
<thead>
<tr>
<th>Note</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>RETAINED EARNINGS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance at the beginning of the year</td>
<td>36,388,020</td>
<td>32,586,683</td>
</tr>
<tr>
<td>Surplus</td>
<td>3,351,757</td>
<td>3,801,337</td>
</tr>
<tr>
<td><strong>Balance at the end of the year</strong></td>
<td>39,739,777</td>
<td>36,388,020</td>
</tr>
<tr>
<td><strong>RESERVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asset Revaluation Reserve</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance at the beginning of the year</td>
<td>14,657,269</td>
<td>14,657,269</td>
</tr>
<tr>
<td>Total other comprehensive income</td>
<td>8</td>
<td>3,340,386</td>
</tr>
<tr>
<td><strong>Balance at the end of the year</strong></td>
<td>17,997,655</td>
<td>14,657,269</td>
</tr>
<tr>
<td><strong>Financial Assets Revaluation Reserve</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance at the beginning of the year</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total other comprehensive income</td>
<td>11,290</td>
<td>-</td>
</tr>
<tr>
<td><strong>Balance at the end of the year</strong></td>
<td>11,290</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Reserves</strong></td>
<td>18,008,945</td>
<td>14,657,269</td>
</tr>
</tbody>
</table>

Asset Revaluation Reserve records the revaluations of the School's land and buildings.

Financial Assets Revaluation Reserve records the revaluations of the School's financial assets.

<table>
<thead>
<tr>
<th>TRUST FUNDS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Balance at the beginning of the year</td>
<td>1,049,572</td>
<td>1,030,277</td>
</tr>
<tr>
<td>Trust Surplus</td>
<td>15</td>
<td>18,584</td>
</tr>
<tr>
<td><strong>Balance at the end of the year</strong></td>
<td>1,068,156</td>
<td>1,049,572</td>
</tr>
</tbody>
</table>

The Trust Fund is a holding account for donations and bequests made to the School for Prizes and Awards, Scholarships and Bursaries. There are no Trust Account audit requirements placed on this fund.

The accompanying notes form part of these financial statements.
<table>
<thead>
<tr>
<th>Note</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>CASH FLOWS FROM OPERATING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipt of tuition fees</td>
<td>18,645,985</td>
<td>17,502,240</td>
</tr>
<tr>
<td>Receipt of grants - State</td>
<td>2,172,402</td>
<td>2,310,435</td>
</tr>
<tr>
<td>Receipt of grants - Commonwealth</td>
<td>3,639,755</td>
<td>3,339,157</td>
</tr>
<tr>
<td>Interest received</td>
<td>652,597</td>
<td>661,598</td>
</tr>
<tr>
<td>Dividends received</td>
<td>133</td>
<td>442</td>
</tr>
<tr>
<td>Other receipts</td>
<td>3,122,481</td>
<td>4,105,200</td>
</tr>
<tr>
<td>Payments to suppliers and employees</td>
<td>(22,137,143)</td>
<td>(21,769,294)</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(1,316,075)</td>
<td>(1,268,259)</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td><strong>16(b)</strong> 4,780,135</td>
<td><strong>16(b) 4,881,519</strong></td>
</tr>
<tr>
<td><strong>CASH FLOWS FROM INVESTING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proceeds from sales of property, plant and equipment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Purchase of property, plant and equipment</td>
<td>(1,033,965)</td>
<td>(7,189,989)</td>
</tr>
<tr>
<td>Purchase of intangible assets</td>
<td>(36,949)</td>
<td>(104,118)</td>
</tr>
<tr>
<td>Net cash used in investing activities</td>
<td>(1,070,914)</td>
<td>(7,294,107)</td>
</tr>
<tr>
<td><strong>CASH FLOWS FROM FINANCING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proceeds from borrowings</td>
<td>-</td>
<td>4,000,000</td>
</tr>
<tr>
<td>Repayment of borrowings</td>
<td>(1,904,954)</td>
<td>(1,849,374)</td>
</tr>
<tr>
<td>Purchase of term deposit</td>
<td>(10,141,151)</td>
<td>-</td>
</tr>
<tr>
<td>Net cash provided by /(used in) financing activities</td>
<td>(12,046,105)</td>
<td>2,150,626</td>
</tr>
<tr>
<td><strong>CASH FLOWS FROM OTHER ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trust Funds Receipts</td>
<td>55,444</td>
<td>41,725</td>
</tr>
<tr>
<td>Trust Funds Payments</td>
<td>(36,860)</td>
<td>(22,430)</td>
</tr>
<tr>
<td>Net cash provided by /(used in) other activities</td>
<td>18,584</td>
<td>19,295</td>
</tr>
<tr>
<td>Net increase /(decrease) in cash held</td>
<td>(8,318,300)</td>
<td>(242,667)</td>
</tr>
<tr>
<td>Cash and cash equivalents at beginning of financial year</td>
<td>15,418,898</td>
<td>15,661,565</td>
</tr>
<tr>
<td>Cash and cash equivalents at end of financial year</td>
<td><strong>16(a) 7,100,598</strong></td>
<td><strong>15,418,898</strong></td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements.
Note 1  STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

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 1975 in Australia. It operates as a School and is located in Australia.

These financial statements were authorised for issue by the Board of Trustees on 7 March 2011.

Basis of Preparation

The financial statements are general purpose financial statements that have been prepared in accordance with the Financial Accountability Act 2009, Financial and Performance Management Standard 2009, Australian Accounting Standards, Australian Accounting Interpretations, and other authoritative pronouncements of the Australian Accounting Standards Board.

Except for those Australian specific requirements for not-for-profit entities, compliance with Australian Equivalents to International Financial Reporting Standards ensures that the financial statements comply with the International Financial Reporting Standards.

The following is a summary of the material accounting policies adopted by Brisbane Girls Grammar School in the preparation of these financial statements. The accounting policies have been consistently applied, unless otherwise stated.

The financial statements have been prepared on an accruals basis and are based on historical costs and does not take into account changing money values or, except where stated, current valuations of non-current assets. Cost is based on the fair values of the consideration given in exchange for assets.

Accounting Policies

(a) Property, Plant and Equipment

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.

Property

Land and buildings are shown at their fair value, (being the amount for which an asset could be exchanged between knowledgeable willing parties in an arm's length transaction), less subsequent depreciation for buildings. It is the policy of the School to have an independent valuation conducted every three years.

Increases in the carrying amount arising on revaluation of land and buildings are credited to the Asset Revaluation Reserve unless they are reversals of prior decreases, in which case they are credited to the Statement of Comprehensive Income. Decreases in the carrying amount of an asset, by asset class, are debited to the Statement of Comprehensive Income, unless they are reversals of prior increases, in which case they are debited to the Asset Revaluation Reserve.

Any accumulated depreciation at the date of revaluation is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

Plant and Equipment

Plant and Equipment are measured on the cost basis less 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.

Plant and equipment that have been contributed at no cost, or for nominal cost are valued and recognised at the fair value of the asset at the date it is acquired.
Note 1  STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (Cont’d)

Depreciation
The depreciable amount of all fixed assets including buildings but excluding land, is depreciated on a straight-line basis over the asset's useful life commencing from the time the asset is held ready for use.

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

<table>
<thead>
<tr>
<th>Class of Fixed Asset</th>
<th>Depreciation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming pool</td>
<td>2 - 10 %</td>
</tr>
<tr>
<td>Other buildings and improvements</td>
<td>1.5 %</td>
</tr>
<tr>
<td>Plant and equipment</td>
<td>5 - 33 %</td>
</tr>
</tbody>
</table>

The assets' residual values and useful lives are reviewed at the end of each reporting period. Asset classes carrying amount is written down to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount.

Valuations
Buildings and improvements were revalued effective 30 June 2010 by Preston Rowe Paterson Queensland Pty Ltd, an independent external valuer. This valuation is deemed to be the Fair Value. The valuation has been booked and all buildings, with the exception of work in progress, have been revalued.

Land
Land at Brisbane is held under Deed of Grant of Land in Trust (DOGIT) (Area: 2.06 Hectares). An independent valuation of land was performed by Preston Rowe Paterson Queensland Pty Ltd effective 30 June 2010. This valuation is based on the valuers’ assessment of the value of the land having regard to available sales evidence of freehold title properties comparing the zoning, size and topography to the DOGIT property having special regard to the fact that the property held under DOGIT is considered an inferior title to freehold due to the restrictive covenants.

Land at Imbil is held freehold (Area: Lot 1 - 17.5 Hectares, Lot 2 - 12.01 Hectares). An independent valuation was performed by Preston Rowe Paterson Queensland Pty Ltd effective 30 June 2010. This valuation is deemed to be the Fair Value.

(b) Intangibles
Intangible assets include computer software with a finite useful life of 3 years. Software is recorded at cost and carried at cost less accumulated amortisation. It is assessed annually for impairment.

(c) Financial Instruments
Financial instruments, incorporating financial assets and financial liabilities, are recognised when the School becomes a party to the contractual provisions of the instrument. For financial assets, this is equivalent to the date that the School commits itself to either purchase or sell the asset. Financial instruments are initially measured at fair value plus transaction costs.

Financial instruments are subsequently measured at either fair value, amortised cost using the effective interest rate method or cost. Fair value represents the amount for which an asset could be exchanged or a liability settled, between knowledgeable, willing parties. Where available, quoted prices in an active market are used to determine fair value.

Available-for-sale financial assets are non-derivative financial assets that include investments in the equity of other entities where there is neither a fixed maturity nor fixed or determinable payments. They are included in non-current assets, except for those which are expected to be disposed of within 12 months after the end of the reporting period.

Financial liabilities are derecognised where the related obligations are either discharged, cancelled or expire.

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market and are so measured at cost.

Non-derivative financial liabilities are measured at amortised cost using the effective interest rate method.

(d) Impairment of Assets
At each reporting date, the School reviews the carrying values of its tangible and intangible assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is expensed to the Statement of Comprehensive Income. Where it is not possible to estimate the recoverable amount of an individual asset, the school estimates the recoverable amount of the cash generating unit to which the asset belongs.
## Board of Trustees of the Brisbane Girls Grammar School

### Notes to the Financial Statements as at 31 December 2010

<table>
<thead>
<tr>
<th>Note 1</th>
<th>STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (Cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e) Leases</td>
<td>Leases of fixed assets, where substantially all the risks and benefits incidental to the ownership of the asset, but not the legal ownership, are transferred to the Brisbane Girls Grammar School are classified as finance leases. Finance leases are capitalised, recording an asset and a liability equal to the present value of the minimum lease payments, including any guaranteed residual values. Leased assets are depreciated on a straight line basis over their estimated useful lives where it is likely that the school will obtain ownership over the asset. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for the period. The school does not have any finance leases. Lease payments for operating leases, where substantially all the risks and benefits remain with the lessor, are charged as expenses in the periods in which they are incurred.</td>
</tr>
<tr>
<td>(f) Employee Benefits</td>
<td>Provision is made for the school's liability for employee benefits arising from services rendered by employees to balance date. Employee benefits expected to be settled within one year have been measured at the amounts expected to be paid when the liability is settled. 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 cashflows are discounted using market yields on national government bonds with terms to maturity that match the expected timing of cashflows. Current wage rates and expected wage increases have been used in the calculation of these provisions. Contributions are made by the school to employee superannuation funds and are charged as expenses when incurred. The School contributes only to accumulation style superannuation funds.</td>
</tr>
<tr>
<td>(g) Borrowing Costs</td>
<td>Borrowing costs are recognised as expenses in the period in which they are incurred.</td>
</tr>
<tr>
<td>(h) Income Tax</td>
<td>The school is exempt from income tax under Subdivision 50-B of the Income Tax Assessment Act 1997.</td>
</tr>
<tr>
<td>(i) Cash and cash equivalents</td>
<td>Cash and cash equivalents include cash on hand, cash at bank and at call deposits with banks or financial institutions, investments in money market instruments maturing in less than three months. Bank overdrafts are shown within current financial liabilities on the Statement of Financial Position.</td>
</tr>
<tr>
<td>(j) Revenue</td>
<td>Interest revenue is recognised on a proportional basis taking into account the interest rate applicable to the financial assets. Government grants are recognised as revenue on receipt where the grant is unconditional, otherwise once all the conditions of the grant have been met progressively over the grant terms. Revenue from the rendering of services is recognised upon the delivery. Where the fees for services are paid in advance, a liability called Deposits on Fees is recognised. This liability is amortised once the fees are earned. Bequests and donations are recognised upon receipt. All revenue is stated net of the amount of goods and services tax (GST).</td>
</tr>
<tr>
<td>(k) Goods and Service Tax</td>
<td>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 Tax 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.</td>
</tr>
<tr>
<td>Note 2</td>
<td>REVENUE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition fees</td>
<td></td>
</tr>
<tr>
<td>Enrolment fees</td>
<td></td>
</tr>
<tr>
<td>Confirmation fees</td>
<td></td>
</tr>
<tr>
<td>Endowment and State grant</td>
<td></td>
</tr>
<tr>
<td>Commonwealth grant</td>
<td></td>
</tr>
<tr>
<td>Investment income</td>
<td></td>
</tr>
<tr>
<td>Donations and bequests</td>
<td></td>
</tr>
<tr>
<td>Other income</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Significant items of revenue:**

- Single estate bequest: 478,720

<table>
<thead>
<tr>
<th>Note 3</th>
<th>OTHER EXPENSES</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Bad debts</td>
<td></td>
<td>107,299</td>
<td>15,688</td>
</tr>
<tr>
<td>Printing and stationery</td>
<td></td>
<td>271,569</td>
<td>198,996</td>
</tr>
<tr>
<td>Operating leases</td>
<td></td>
<td>862,623</td>
<td>758,032</td>
</tr>
<tr>
<td>Insurance</td>
<td></td>
<td>241,773</td>
<td>238,181</td>
</tr>
<tr>
<td>Professional and legal fees</td>
<td></td>
<td>404,032</td>
<td>325,964</td>
</tr>
<tr>
<td>Tuition expenses</td>
<td></td>
<td>971,711</td>
<td>941,015</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td></td>
<td>1,317,139</td>
<td>1,285,651</td>
</tr>
<tr>
<td>Administration expenses</td>
<td></td>
<td>951,444</td>
<td>841,345</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1,506,686</td>
<td>1,558,917</td>
</tr>
<tr>
<td><strong>Total Other Expenses</strong></td>
<td></td>
<td>6,634,276</td>
<td>6,163,789</td>
</tr>
</tbody>
</table>

**Remuneration of Auditor**

- Audit of the financial report: 30,420

<table>
<thead>
<tr>
<th>Note 4</th>
<th>DEPRECIATION AND AMORTISATION</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Buildings</td>
<td></td>
<td>933,692</td>
<td>799,811</td>
</tr>
<tr>
<td>Plant and equipment</td>
<td></td>
<td>302,846</td>
<td>267,826</td>
</tr>
<tr>
<td>Art collection</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Computer software</td>
<td></td>
<td>64,441</td>
<td>67,343</td>
</tr>
<tr>
<td><strong>Total Depreciation and Amortisation</strong></td>
<td></td>
<td>1,300,979</td>
<td>1,134,980</td>
</tr>
</tbody>
</table>
## Notes to the Financial Statements

### Note 5: CASH AND CASH EQUIVALENTS

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash at bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>110,822</td>
<td>306,835</td>
</tr>
<tr>
<td>Trust Fund</td>
<td>4,824</td>
<td>1,532</td>
</tr>
<tr>
<td>Endowment Fund</td>
<td>25,044</td>
<td>12,462</td>
</tr>
<tr>
<td>Building Fund</td>
<td>5,037</td>
<td>1,292</td>
</tr>
<tr>
<td>Library Fund</td>
<td>1,092</td>
<td>1,973</td>
</tr>
<tr>
<td>Cash on hand</td>
<td>3,100</td>
<td>3,100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>149,919</strong></td>
<td><strong>327,194</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits at call</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>4,773,488</td>
<td>9,078,035</td>
</tr>
<tr>
<td>Trust Fund</td>
<td>1,063,335</td>
<td>1,048,043</td>
</tr>
<tr>
<td>Endowment Fund</td>
<td>1,091,507</td>
<td>4,944,134</td>
</tr>
<tr>
<td>Library Fund</td>
<td>10,276</td>
<td>10,662</td>
</tr>
<tr>
<td>Building Fund</td>
<td>12,073</td>
<td>10,830</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,950,679</strong></td>
<td><strong>15,091,704</strong></td>
</tr>
</tbody>
</table>

**TOTAL** 7,100,598 15,418,898

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

**General Fund**

Monies in the General Fund amounting to $77,387 (2009: $68,869) are held on behalf of sporting clubs and external fundraising activities.

**Trust Fund**

The Trust Fund is a holding account for donations and bequests made to the School for Prizes and Awards, Scholarships and Bursaries. There are no Trust Account audit requirements placed on this fund.

**Endowment 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.

**Building Fund**

The object of the Building 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 both print and non-print, and any equipment and materials required to promote and encourage learning within the Brisbane Girls Grammar School.

### Note 6: TRADE AND OTHER RECEIVABLES

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition fees</td>
<td>212,544</td>
<td>95,595</td>
</tr>
<tr>
<td>Provision for impairment</td>
<td>(105,931)</td>
<td>(22,455)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>106,613</td>
<td>73,140</td>
</tr>
<tr>
<td>Commercial debtors</td>
<td>50,334</td>
<td>65,139</td>
</tr>
<tr>
<td>Provision for impairment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50,334</td>
<td>65,139</td>
</tr>
<tr>
<td>GST refundable</td>
<td>57,185</td>
<td>42,390</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>214,132</td>
<td>180,669</td>
</tr>
</tbody>
</table>

### Note 7: OTHER ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepayments</td>
<td>290,385</td>
<td>257,709</td>
</tr>
<tr>
<td>Accrued income</td>
<td>362,097</td>
<td>1,788</td>
</tr>
<tr>
<td>Deposits</td>
<td>20,342</td>
<td>16,507</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>672,824</td>
<td>276,004</td>
</tr>
</tbody>
</table>
Note 8 PROPERTY, PLANT AND EQUIPMENT

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brisbane - at independent valuation in 2010</td>
<td>7,200,000</td>
<td>6,200,000</td>
</tr>
<tr>
<td>Imbil - at independent valuation in 2010</td>
<td>600,000</td>
<td>600,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,800,000</strong></td>
<td><strong>6,800,000</strong></td>
</tr>
<tr>
<td>BUILDINGS AND IMPROVEMENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brisbane - at independent valuation in 2010</td>
<td>56,990,000</td>
<td>48,623,000</td>
</tr>
<tr>
<td>Brisbane - at cost</td>
<td>-</td>
<td>7,905,131</td>
</tr>
<tr>
<td>Work in progress - at cost</td>
<td>239,342</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57,229,342</td>
<td>56,528,131</td>
</tr>
<tr>
<td>Imbil - at independent valuation</td>
<td>1,350,000</td>
<td>1,088,820</td>
</tr>
<tr>
<td>Imbil - at cost</td>
<td>-</td>
<td>6,408</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58,579,342</td>
<td>57,623,359</td>
</tr>
<tr>
<td>Accumulated depreciation</td>
<td>(470,681)</td>
<td>(1,549,173)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>58,108,661</strong></td>
<td><strong>56,074,186</strong></td>
</tr>
<tr>
<td>PLANT, FURNITURE AND EQUIPMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>2,044,155</td>
<td>1,875,037</td>
</tr>
<tr>
<td>Accumulated depreciation</td>
<td>(882,551)</td>
<td>(671,507)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,161,604</td>
<td>1,203,530</td>
</tr>
<tr>
<td>ANTIQUES AND ART COLLECTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antiques and art collection at fair value</td>
<td>121,067</td>
<td>36,317</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>121,067</td>
<td>36,317</td>
</tr>
<tr>
<td><strong>TOTAL PROPERTY, PLANT AND EQUIPMENT</strong></td>
<td><strong>67,191,332</strong></td>
<td><strong>64,114,033</strong></td>
</tr>
</tbody>
</table>

Movements in Carrying Amounts

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at the beginning of the year</td>
<td>6,800,000</td>
<td>64,114,033</td>
</tr>
<tr>
<td>Additions</td>
<td>-</td>
<td>84,750</td>
</tr>
<tr>
<td>Depreciation</td>
<td>- (933,692)</td>
<td>- (1,236,538)</td>
</tr>
<tr>
<td>Impairment loss</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Revaluation increment</td>
<td>1,000,000</td>
<td>3,340,386</td>
</tr>
<tr>
<td>Disposals</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Carrying amount at the end of the year</td>
<td>7,800,000</td>
<td>67,191,332</td>
</tr>
</tbody>
</table>

Asset revaluations

The land and buildings were independently valued at 30 June 2010 by Preston Rowe Paterson Queensland Pty Ltd, National Property Consultants. The valuation was based on the fair value. The valuation resulted in a revaluation increment of $3,340,386 being recognised for the year ended 31 December 2010.

Note 9 INTANGIBLE ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPUTER SOFTWARE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>293,077</td>
<td>256,127</td>
</tr>
<tr>
<td>Accumulated Amortisation</td>
<td>(156,866)</td>
<td>(92,424)</td>
</tr>
<tr>
<td><strong>Total Intangible Assets</strong></td>
<td><strong>136,211</strong></td>
<td><strong>163,703</strong></td>
</tr>
</tbody>
</table>
Note 9  INTANGIBLE ASSETS (Cont’d)  

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Movements in Carrying Amounts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance at the beginning of the year</td>
<td>163,703</td>
<td>126,928</td>
</tr>
<tr>
<td>Externally acquired software</td>
<td>36,949</td>
<td>104,118</td>
</tr>
<tr>
<td>Amortisation</td>
<td>(64,441)</td>
<td>(67,343)</td>
</tr>
<tr>
<td><strong>Carrying amount at the end of the year</strong></td>
<td>136,211</td>
<td>163,703</td>
</tr>
</tbody>
</table>

Note 10  FINANCIAL ASSETS  
(a) CURRENT  
Term deposit | 10,141,151 | - |

(b) NON-CURRENT  
Available-for-sale financial assets: | 21,594 | 10,304 |

Available-for-sale financial assets comprise:  
- shares in listed corporations | 21,594 | 10,304 |

Note 11  TRADE AND OTHER PAYABLES  
Trade payables and accruals | 889,621 | 778,233 |
Monies held for third parties | 295,242 | 96,170 |
Other creditors | 11,582 | - |

1,196,445 | 874,403 |

Note 12  BORROWINGS  
(a) CURRENT  
Unsecured liabilities  
QTC loans | 1,959,555 | 1,876,766 |

(b) NON-CURRENT  
Unsecured liabilities  
QTC loans | 20,978,014 | 22,965,757 |

The market value of Financial Liabilities is $22,667,874.83 (31 December 2009: $24,230,364.05).

Note 13  PROVISIONS  
Balance at the beginning of the year | 1,506,193 | 1,402,822 |
Additional provisions raised during the year | 379,063 | 453,678 |
Amount used | (96,204) | (350,307) |
Balance at the end of the year | 1,785,052 | 1,506,193 |

(a) CURRENT  
Annual Leave | 272,082 | 236,405 |
Long Service Leave | 196,867 | 161,154 |

468,749 | 397,559 |

(b) NON-CURRENT  
Long Service Leave | 1,316,303 | 1,108,634 |
Aggregate employee benefits liability | 1,785,052 | 1,506,193 |

A provision has been recognised for employee benefits relating to annual and long service leave for employees. In calculating the present value of future cash flows in respect of long service leave, the probability of long service leave being taken is based on historical data. The measurement and recognition criteria relating to employee benefits has been included in Note 1(f) to this financial report.
Note 14 OTHER LIABILITIES

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits on fees</td>
<td>$741,898</td>
<td>$845,631</td>
</tr>
</tbody>
</table>

Note 15 TRUST FUNDS

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening balance as at 1 January</td>
<td>$1,049,572</td>
<td>$1,030,277</td>
</tr>
<tr>
<td>Operating income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doris Townsend Waraker prize</td>
<td>$1,561</td>
<td>-</td>
</tr>
<tr>
<td>Burrell prize</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td>BGGS scholarship</td>
<td>-</td>
<td>$300</td>
</tr>
<tr>
<td>Interest</td>
<td>$52,383</td>
<td>$38,425</td>
</tr>
<tr>
<td>Operating expenditure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prizes</td>
<td>$4,500</td>
<td>$7,450</td>
</tr>
<tr>
<td>School fees</td>
<td>$32,360</td>
<td>$14,980</td>
</tr>
<tr>
<td>Operating Surplus/ (Deficit)</td>
<td>$36,860</td>
<td>$22,430</td>
</tr>
<tr>
<td>Closing balance as at 31 December</td>
<td>$1,068,156</td>
<td>$1,049,572</td>
</tr>
</tbody>
</table>

Note 16 CASH FLOW INFORMATION

(a) Reconciliation of cash and cash equivalents

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand</td>
<td>$3,100</td>
<td>$3,100</td>
</tr>
<tr>
<td>Cash at bank</td>
<td>$146,819</td>
<td>$324,094</td>
</tr>
<tr>
<td>Deposits at call</td>
<td>$6,950,679</td>
<td>$15,091,704</td>
</tr>
<tr>
<td></td>
<td>$7,100,598</td>
<td>$15,418,898</td>
</tr>
</tbody>
</table>

(b) Reconciliation of cash flows from operating activities with surplus

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus</td>
<td>$3,351,757</td>
<td>$3,801,337</td>
</tr>
<tr>
<td>Depreciation and amortisation</td>
<td>$1,300,979</td>
<td>$1,134,980</td>
</tr>
<tr>
<td>Deficit (surplus) on disposal of assets</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Loss on assets written off</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Increase / (decrease) in payables</td>
<td>$382,556</td>
<td>$(211,284)</td>
</tr>
<tr>
<td>Increase / (decrease) in other liabilities</td>
<td>$(103,733)</td>
<td>$6,843</td>
</tr>
<tr>
<td>(Increase) / decrease in receivables</td>
<td>$(33,463)</td>
<td>$27,554</td>
</tr>
<tr>
<td>(Increase) / decrease in other assets</td>
<td>$(396,820)</td>
<td>$18,718</td>
</tr>
<tr>
<td>Increase / (decrease) in provisions</td>
<td>$278,859</td>
<td>$103,371</td>
</tr>
<tr>
<td>Net cash used in operating activities</td>
<td>$4,780,135</td>
<td>$4,881,519</td>
</tr>
</tbody>
</table>

(c) Credit standby arrangements and loan facilities

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total facility</td>
<td>$22,937,569</td>
<td>$24,842,523</td>
</tr>
<tr>
<td>Amount used</td>
<td>$22,937,569</td>
<td>$24,842,523</td>
</tr>
<tr>
<td>Unused credit facility</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Note 17  CAPITAL AND LEASING COMMITMENTS

(a) Operating lease commitments
Non-cancellable operating leases contracted for but not capitalised in the financial statements
Payable - minimum lease payments
- not later than one year 559,994 1,143,200
- later than one year and not later than five years 647,516 3,274,245
1,207,510 4,417,445

The School leases computer and photocopying equipment. The contracts are fixed term renewable every three years. There are no contingent rental or escalation clauses in the contracts.

(b) Capital expenditure commitments
Capital amounts contracted but not provided for in the financial statements:
- due not later than one year 775,000
- due later than one year and not later than five years -
775,000 -

Capital commitments relate to the refurbishment of the G Block. The project was commenced in November 2010 and completed in February 2011.

Note 18  FINANCIAL RISK MANAGEMENT

In the normal course of its activities the School is exposed to a variety of financial risks including credit risk, liquidity risk and market risk (specifically interest rate risk). The School’s overall financial risk management strategy is to ensure that the School is able to fund its business plans.

The School uses various methods to measure the risks to which it is exposed. These methods include ageing analyses for credit risk, cash flow forecasts for liquidity risk and monitoring of interest rates for interest rate risk.

Ultimate responsibility for the identification and monitoring of financial risks rests with the Board of Trustees, whilst day to day management of these risks is under the control of the Principal and Business Manager.

The School does not use derivative instruments either for risk management purposes or for speculative trading purposes.

(a) Capital management

The School manages its funding arrangements to ensure that it will be able to continue as a going concern while seeking to optimise the mix of debt and equity balances.

To fund its expenditure the School uses the mix of debt (Note 12), cash and cash equivalents (Note 5) and retained earnings.

The School reviews its funding arrangements regularly and adjusts its overall position through the raising of new debt and the repayment of existing debt.

(b) Fair values

The carrying value of the following financial assets and liabilities are considered to be a reasonable approximation of their fair values for the reasons stated:
- Trade and other receivables and trade and other payables - all are short term in nature
- Listed investments - as available-for-sale financial assets these investments are adjusted to Australian Stock Exchange close prices at balance date
- Term deposit - the term deposit has an original maturity of less than 12 months
- QTC loans - refer market value disclosed in Note 12

(c) Credit risk

Credit risk arises from cash held with banks and financial institutions as well as credit exposures to amounts receivable, and represents the potential financial loss if counterparties fail to perform as contracted.

Management has credit policies in place and exposure to credit risk is monitored on an ongoing basis. The School controls credit risk by closely monitoring amounts due from debtors. The result is that the School's exposure to bad debts is not significant.

The maximum exposure to credit risk is represented by the carrying amount of financial assets of the School as recognised in the Statement of Financial Position. There are no significant concentrations of credit risk.
Note 18  FINANCIAL RISK MANAGEMENT (Cont'd)

The following amounts of unimpaired trade receivables were past due at reporting date:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past due &lt; 30 days</td>
<td>4,278</td>
<td>6,812</td>
</tr>
<tr>
<td>Past due 30 - 60 days</td>
<td>33,569</td>
<td>5,751</td>
</tr>
<tr>
<td>Past due &gt; 60 days</td>
<td>68,766</td>
<td>60,368</td>
</tr>
</tbody>
</table>

Past due unimpaired receivables relate to a number of independent parties for whom there is no recent history of default.

Movement schedule for impairment provisions:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening balance</td>
<td>22,455</td>
<td>39,374</td>
</tr>
<tr>
<td>Additional provision raised</td>
<td>100,931</td>
<td>15,286</td>
</tr>
<tr>
<td>Amounts written off</td>
<td>(6,032)</td>
<td>(18,666)</td>
</tr>
<tr>
<td>Amounts collected</td>
<td>(11,423)</td>
<td>(13,539)</td>
</tr>
<tr>
<td>Closing balance</td>
<td>105,931</td>
<td>22,455</td>
</tr>
</tbody>
</table>

(d)  Liquidity risk

Prudent liquidity risk management involves maintaining sufficient cash and bank facilities to meet ongoing operational and capital requirements. The School manages liquidity risks by maintaining adequate cash reserves and borrowing facilities and by continuously monitoring forecast and actual cash flows.

The table below analyses the contractual maturities of the School's financial liabilities into relevant maturity groupings based on the remaining period to maturity date. The amounts disclosed are not discounted and comprise principal and interest payments.

<table>
<thead>
<tr>
<th></th>
<th>Under 1 Year</th>
<th>1 - 5 Years</th>
<th>Over 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>1,196,445</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Financial liabilities</td>
<td>3,245,555</td>
<td>11,574,651</td>
<td>16,723,141</td>
</tr>
</tbody>
</table>

2009

<table>
<thead>
<tr>
<th></th>
<th>Under 1 Year</th>
<th>1 - 5 Years</th>
<th>Over 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade and other payables</td>
<td>874,403</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Financial liabilities</td>
<td>3,245,555</td>
<td>12,032,677</td>
<td>19,679,099</td>
</tr>
</tbody>
</table>

(e)  Market risk - interest rate sensitivity and risk management

The School's exposure to interest rate risk, which is the risk that a financial instruments value will fluctuate as a result of changes in market interest rates and the effective weighted average interest rates on classes of financial assets and financial liabilities, is disclosed in the table below.

<table>
<thead>
<tr>
<th>Weighted Average Effective Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
</tr>
<tr>
<td>%</td>
</tr>
<tr>
<td>Financial Assets</td>
</tr>
<tr>
<td>Cash &amp; cash equivalents</td>
</tr>
<tr>
<td>Term deposit</td>
</tr>
<tr>
<td>Financial Liabilities</td>
</tr>
<tr>
<td>QTC Loans</td>
</tr>
</tbody>
</table>

Based upon the amounts of loans and interest bearing assets during the year, if interest rates had changed by +/- 1%, with all other variables held constant, the net surplus for the year and total equity would have been $77,983 (2009: 82,301) lower/ higher. Such a level of changes in interest rates is considered to be reasonably possible based on observation of current market conditions.
**Note 19 CONTINGENT LIABILITIES AND ASSETS**

(a) Contingent Liabilities
   - There are no contingent liabilities as at 31 December 2010 (2009: nil).

(b) Contingent Assets
   - There are no contingent assets as at 31 December 2010 (2009: nil).

**Note 20 SEGMENT REPORTING**

The School operates in the one business and geographical segment being secondary education of girls in Brisbane, Queensland.

The principal place of business is Gregory Terrace, Brisbane.

**Note 21 EVENTS AFTER THE REPORTING PERIOD**

Since the end of the year there have been no events subsequent to balance date that have occurred that are required to be disclosed.

**Note 22 GOVERNMENT GRANTS**

As detailed in Note 2 above, government grants (Federal and State) total $5,812,157 (31 December 2009: $5,649,592) which represents 20.7% (31 December 2009: 21.1%) of the School’s total revenue.

**Note 23 OPERATING ACTIVITIES**

The net surplus result from ordinary activities has been determined in accordance with accounting standards and principles. This is a reflection of the Board of Trustees’ commitment to the concept of planning for unforeseen commitments and opportunities by creating strong cash reserves. It is thereby able to confidently plan strategies that benefit its staff and students.

This is particularly important because Brisbane Girls Grammar School is a statutory body of the Queensland Government and is one of eight Grammar Schools subject to the Grammar Schools Act 1975. Although, a statutory body, the Board of Trustees is required to conduct the School’s operations in a competitive environment with other Non State Schools within the financial and other guidelines of various State Government Acts, including the Statutory Bodies Financial Arrangements Act and the Education (Accreditation of Non State Schools) Act 2001.

Furthermore, under the Education (Accreditation of Non State Schools) Act 2001, every five years the School must for registration purposes, satisfy assessments which amongst a number of pre-requisites, includes proof of its financial viability and its commitment to the on-going development of its education programs. Where access to loan funding to meet development and works programs is necessary, Brisbane Girls Grammar School unlike other Non State Schools, is not only required to operate within the framework of various Acts but also satisfy the Minister for Education and Training it has the financial resources to meet its loan repayment commitments to the Queensland Treasury Corporation.
### Note 24 CHANGE IN ACCOUNTING POLICY

The following Australian Accounting Standards issued or amended which are applicable to the School but are not yet effective have not been adopted in preparation of the financial statements at reporting date:

<table>
<thead>
<tr>
<th>Reference</th>
<th>Nature of change to accounting policy</th>
<th>Application date of Standard (for the School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASB 9 Financial Instruments. AASB 2009-11 Amendments to Australian Accounting Standards arising from AASB 9. (Replaces AASB 139 Financial Instruments: Recognition and measurement).</td>
<td>AASB 9 introduces new requirements for the classification and measurement of financial assets and liabilities. AASB 9 uses a single approach to determine whether a financial asset is measured at amortised cost or fair value, replacing the many different rules in AASB 139 and removes the impairment requirement for financial assets held at fair value. This may result in the movement of assets between fair value and cost categories. Management does not anticipate the changes will affect the measurement of the School's financial assets.</td>
<td>31 December 2013</td>
</tr>
</tbody>
</table>
| AASB 1053 Application of Tiers of Australian Accounting Standards | This Standard establishes a differential financial reporting framework consisting of two Tiers of reporting requirements for preparing general purpose financial statements:  
  a) Tier 1: Australian Accounting Standards;  
  b) Tier 2: Australian Accounting Standards - Reduced Disclosure Requirements.  
  Tier 2 comprises the recognition, measurement and presentation requirements of Tier 1 and substantially reduced disclosures corresponding to those requirements. Management is currently assessing whether the School can be classified as a Tier 2 entity. | 31 December 2014 |
| AASB 2010-2 Amendments to Australian Accounting Standards arising from reduced disclosure requirements | AASB 2010-2 sets out the relevant disclosures that will not be required to be made if the School is a Tier 2 entity that nominates to comply. Reduced note disclosures in the following main areas: AASB 7 Financial Instruments: Disclosures; AASB 101 Presentation of Financial Statements; AASB 108 Accounting Policies; AASB 123 Borrowing Costs; AASB 124 Related Party Disclosures. | 31 December 2014 |
| AASB 2010-4 Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 1, AASB 7, AASB 101, AASB 134 and Interpretation 13] | Emphasises the interaction between quantitative and qualitative AASB 7 (financial instruments) disclosures and the nature and extent of risks associated with financial instruments. Clarifies that the School will present an analysis of other comprehensive income for each component of equity, either in the statement of changes in equity or in the notes to the financial statements. | 31 December 2011 |
| AASB 2010-05 Amendments to Australian Accounting Standards and Interpretations, including amendments to reflect changes made to the text of International Financial Reporting Standards by the International Accounting Standards Board. No major impact is expected. | The Standard makes numerous editorial amendments to a range of Australian Accounting Standards and Interpretations, including amendments to reflect changes made to the text of International Financial Reporting Standards by the International Accounting Standards Board. No major impact is expected. | 31 December 2011 |
The foregoing annual financial statements have been prepared in accordance with the Financial Accountability Act 2009 and other prescribed requirements and we certify that:

1. the foregoing financial statements and notes to the financial statements are in agreement with the records of the Board of Trustees of the Brisbane Girls Grammar School; and

2. in our opinion:

   (a) the prescribed requirements in respect of the establishment and keeping of accounts have been complied with in all material respects; and

   (b) the foregoing financial statements have been drawn up so as to present a true and fair view, in accordance with the Australian Accounting Standards, of the transactions of the Board of Trustees of the Brisbane Girls Grammar School for the year 1 January 2010 to 31 December 2010 and of the financial position as at the close of that year.

MS E JAMESON
Chair
Board of Trustees
Brisbane Girls Grammar School

Date: 7 March 2011

MS C PRETORIUS
Secretary to the Board of Trustees
Brisbane Girls Grammar School
To the Board of Trustees of Brisbane Girls Grammar School

Scope

I have audited the financial statements of the Board of Trustees of the Brisbane Girls Grammar School for the year ended 31 December 2010 comprising the Statement of Comprehensive Income, Statement of Financial Position, Statement of Changes in Equity, Statement of Cash Flows, Notes to the financial statements and certificates given by the Chair and Secretary as required by the Financial Accountability Act 2009.

The Board of Trustees is responsible for the preparation and the form of presentation of the financial statements and the information they contain. I have audited the financial statements in order to express an opinion on them.

The audit has been conducted in accordance with QAO Auditing Standards to provide reasonable assurances as to whether the financial statements are free of material misstatement. Audit procedures adopted have included the examination, on a test basis, of evidence supporting the amounts and other disclosures in the Financial Statements and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material aspects, the Financial Statements are presented fairly in accordance with prescribed accounting standards and other prescribed requirements so as to present a view which is consistent with my understanding of the entity’s financial position and the results of its operations.

The audit opinion expressed in this certificate has been formed on the above basis.

Audit Opinion

In accordance with the provisions of the ‘Financial Accountability Act 2009’ I certify that I have received the information and explanations I have required in respect of the financial statements of the Board of Trustees of the Brisbane Girls Grammar School and, in my opinion:

1. The prescribed requirements in respect of the establishment and keeping of accounts have been complied with in all material respects; and

2. The financial statements have been drawn up so as to present a true and fair view in accordance with prescribed accounting standards and other prescribed requirements of the transactions of the Board of Trustees of the Brisbane Girls Grammar School for the financial year ended 31 December 2010 and the financial position as at the end of that year.

D CARROLL
A/Director of Audit Queensland Audit Office
(as delegate of the Auditor-General) Brisbane

Date:
Annex C: Glossary

A

**Australian Curriculum, Assessment and Reporting Authority (ACARA)**
ACARA is responsible for a national curriculum (K-12), a national assessment program, national data collection and reporting.

**Australian Music Examination Board (AMEB)**
Provides a graded system of examinations in music, speech and drama, as well as syllabuses, educative services and other publications, to teachers, examiners and candidates.

**Association of Heads of Independent School of Australia (AHISA)**
AHISA is a professional association for Principals of independent and private schools across Australia. Members’ schools include day and boarding, and are of religious and non-denominational affiliations.

**AIM**
Australian Institute of Management

**B**

**Building the Education Revolution**
Building the Education Revolution (BER) is a $16.2 billion federal government investment over three financial years, beginning 2008-09, as part of its Economic Stimulus Plan. BER will provide educational infrastructure to meet the needs of students in primary and secondary schools.

**D**

**Duke of Edinburgh**
The Duke of Edinburgh's Award is a youth empowerment programme which equips, engages and rewards young Australians striving toward personal excellence. Currently there are over 1,100 licensed operators Australia wide who manage the implementation of The Award programme. In 2008, The Award was undertaken by some 33,000 young Australians aged between 14 and 25.

**G**

**Ecumenical Coffee Brigade**
The Ecumenical Coffee Brigade (ECB) was established by Louisa Toogood who saw a need to minister to homeless and marginalised people within the Brisbane CBD by offering them food and a hot drink each morning.

**E-Sport**
Electronic sports, is used as a general term to describe the play of video games competitively

**Equal Opportunity for Women in the Workplace Agency (EOWA)**
EOWA is a statutory authority located within the portfolio of the Australian Commonwealth Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)

**F**

**Finance and Audit Committee (FAC)**
Subcommittee of the Board of Trustees.

**Full-time 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.

**G**

**GECO Grammar Environmental and Conservation Organisation**

**I**

**Information and communication technologies (ICT / IT)**
An umbrella term that describes the use of all and any advanced technologies in the manipulation and communication of information.

**International Junior Science Olympiad (IJSO)**
The International Junior Science Olympiad (IJSO) is an annual individual and team competition in the natural sciences for fifteen-year-old students.

**Independent Schools Queensland (ISQ)**
ISQ acts in the best interests of Queensland independent schools; to assist, strengthen, represent and promote the interests of independent schools in Queensland.

**International Young Physicists’ Tournament (IYPT)**
The principal aim of the competition was to foster scientific research and improved international communication in Physics. To facilitate this, the tournament is based on problems requiring extensive research, presentation in English and highly developed debating and communicating skills. The target audience of high school students meant that it is also a vehicle for generating interest in science and engineering careers.

**E**

**English as a Second Language (ESL)**
A program in Queensland state schools that provides English language support to students from language backgrounds other than English. The program aims to develop these students’ English to enable them to participate fully in mainstream classrooms and to enhance their learning outcomes.

**ECOMAN**
Each ECOMAN is run over three consecutive days. Approximately 18 to 21 senior secondary school students participate in each ECOMAN. Wherever possible they are held in the premises of sponsoring businesses, typically in central city high rise offices or the equivalent in provincial cities and towns, to add realism to the students’ experience of business.
K

Key Learning Areas (KLAs)
Underpin both curriculum development and the Essential Learnings. They are the Arts, English, Health and Physical Education, Languages Other Than English, Mathematics, Science, Studies of Society and Environment, and Technology.

Key performance indicator (KPI)
Tracking indicator used to measure the achievement of outputs against goals.

M

Marrapatta
The School’s outdoor education centre at Imbil.

Moodle
Moodle is a software package for producing internet-based courses and web sites. It’s an ongoing development project designed to support a social constructionist framework of education.

N

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.

National Employment Standards (NES)
The Fair Work Act provides a safety net of enforceable minimum employment terms and conditions through the National Employment Standards (NES).

Next Step Survey
A comprehensive annual survey that reports on the destinations of school leavers from state and non-state schools.

National Institute of Education (NIE)
The National Institute of Education (NIE) Singapore is a national teacher training institute in Singapore.

Opti-MINDS
Opti-MINDS is a creative problem solving event for teams of participants from Preschool to Adult within 4 divisions

P

Parents and Friends Association (P&F)
A group of community minded people, parents and friends, who take on a more formal role to assist the school by providing: feedback on school policies and activities, additional resources to be used to enhance student learning, parents with opportunities to be involved in their child’s education.

Pedagogy
Theories and methods of teaching. These incorporate an array of teaching strategies that support classroom environments, recognise difference, and are implemented across all key learning and subject areas.

Q

Queensland Certificate of Education (QCE)
A school-based qualification awarded to students at the completion of Year 12 or equivalent studies that also recognises workplace, university and community learning. It replaced the Senior Certificate from 2008.

The Queensland Girls’ Secondary Schools Sports Association (QGSSSA)
The Queensland Girls’ Secondary Schools Sports Association is an association of schools. It aims to provide member schools with opportunities to equip young women to meet and enjoy life’s challenges. To achieve this aim, the Association seeks to provide quality sporting opportunities and social interaction within a school environment, which balances performance, participation, tradition and innovation.

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, Assessment and Reporting (QCAR) Framework
Sets standards to define what Queensland school students should learn, how they are assessed, and how schools report student achievement. It aims to improve student learning outcomes and increase comparability of assessment and reporting across schools.

Queensland Debating Union (QDU)
The Queensland Debating Union (QDU) is an association which promotes and organises school-level debating in Queensland, Australia.
Queensland Studies Authority (QSA)
A statutory body of the Queensland Government, providing Preparatory Year to Year 12 syllabuses, assessment, reporting, testing, accreditation and certification services for Queensland schools.

Queensland Tertiary Admissions Centre (QTAC)
QTAC processes applications for admission to the majority of undergraduate courses offered by universities in Queensland, Bond University, the Australian Maritime College in Tasmania, and to some courses at universities in Northern NSW.

Queensland University of Technology (QUT)
Based in Brisbane, QUT is a top Australian university with global connections and a reputation for quality undergraduate and postgraduate courses, a wide range of studies and applied research best suited to the needs of industry and the community.

Royal Children’s Hospital (RCH)
The Royal Children’s Hospital is a specialist paediatric hospital and provides a full range of clinical services, tertiary care and health promotion and prevention programs for children and adolescents.

Second Chance Programme
Second Chance Programme Fund Raising Group Inc (SCP) was set up to address the distressing problem of women’s homelessness.

Senior Education and Training (SET) plan
An individualised learning plan for a young person in the Senior Phase of Learning.

TASS
TASS.web is a web-based school administration system specifically designed for K-12 schools.

Tertiary and Further Education (TAFE)
Provide a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System, Australian Qualifications Framework or Australian Quality Training Framework.

United Nations (UN) and United Nations Youth Association (UNYA)
The United Nations is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights.

University of Queensland (UQ)
The University of Queensland (UQ) is one of Australia’s premier learning and research institutions. It is the oldest university in Queensland and has produced generations of graduates who have gone on to become leaders in all areas of society and industry.

University of Technology Sydney (UTS)
A dynamic and cosmopolitan university that marks the gateway to Sydney.

Vocational education and training (VET)
Post-compulsory education and training which provides people with occupational or work-related knowledge and skills.

WHSO _ Workplace Health and Safety Officer