



# Rockhampton Girls Grammar School

Est 1892

## **ANNUAL REPORT 2023**

To the Minister for Education  
and Minister for Youth Justice

## Communication Objective

### Purpose of the Report

The Rockhampton Girls Grammar School 2023 Annual Report of the Board of Trustees for the Minister for Education and Minister for Youth Justice – the Honourable Dianne Farmer MP has been prepared in accordance with the requirements of Section 49 of the Financial and Performance Management Standard 2019.

This report will illustrate how the School aligns its services with the Queensland Government's objectives for the community, the objectives are 'Good jobs, Better services, Great lifestyle', we focus on:

- supporting jobs
- investing in skills
- backing our frontline services – education
- educating for the future
- safeguarding our health
- growing our regions
- honouring and embracing our rich and ancient cultural history

This report:

- highlights the achievements of the School
- profiles the history of the School
- outlines progress against the objectives of the School's Strategic Directions 2022 - 2024
- provides an outlook for 2024
- provides a copy of the audited financial statements (as required under Section 62 of the *Financial Accountability Act 2009*).

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### Public Availability of the Report

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### Attribution

Content from this annual report should be attributed as: The Board of Trustees of Rockhampton Girls Grammar School Annual Report 2023.



Rockhampton Girls  
Grammar School

Est 1892

23 February 2024

The Honourable Dianne Farmer MP  
Minister for Education and Minister for Youth Justice  
PO Box 15033  
CITY EAST QLD 4002

Dear Minister

I am pleased to submit for presentation to Parliament the Annual Report 2023 and financial statements for Rockhampton Girls Grammar School.

I certify that this Annual Report complies with:

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

A checklist outlining the annual reporting requirements can be found at page 68 of this annual report.

Yours sincerely

Jennifer M Luck  
Board Chairperson  
Board of Trustees  
Rockhampton Girls Grammar School

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## From the Chairperson

### Jennifer Luck - Speech Night Address

It is an honour to represent the Board of Trustees and I welcome you all to the 2023 Rockhampton Girls Grammar School Speech Night.

Today, as we gather to reflect upon another academic year, it is with gratitude that we extend our thanks to our Principal Mrs Krehlik and her dedicated staff. Kara, embodies leadership, grace, and inspiration. Under her guidance, our school is developing into a vibrant hub of intellectual curiosity and personal development. Your creative leadership has been a guiding light, steering us through both challenges and triumphs.

Every day, within the walls of Girls Grammar, we witness the dedication of our teachers, mentors, administrative, boarding, IT, kitchen, grounds and cleaning staff who work tirelessly to create an environment that fosters learning, growth, and strength.

This year, we've achieved milestones, big and small. Our students have risen to new academic, sporting, and cultural heights, displaying not only their intelligence but also their resilience and determination. This could not have been possible without the constant encouragement, guidance, and support that our staff provide. Their commitment to nurturing not just minds, but also character, is what truly sets Girls Grammar apart. So, thank you most sincerely.

2023 has seen enrolments remain strong despite a fluctuating economic environment and the school continues to operate profitably. All revenue is reinvested into the school as we

strive to continuously provide the best facilities for our students.

The future of Girls Grammar is exciting as our strength enables us to maintain motivated, quality staff, a commitment to the ongoing evolution of technology and to continue to improve our facilities.

The year began with the completion of the Covered Court. It has been an incredible addition for the school. We now have a 'state of the art' facility which has been used not only by our girls but by the local community and visiting schools.

A traditional smoking ceremony saw the opening of the Yarning Circle in April - this has provided a special place to share and nurture.

Staff have moved back to Upper Paterson and with the upgrade now complete - the old building has come alive again.

The next big project that we now turn our attention to is the refurbishment of Upper Luck House to allow for new learning spaces. We have plans to begin early next year and be ready for use by the beginning of the 2025 school year.

Thanks also go to the Parents & Friends Association for their hard work highlighted by the successful Bulls and Barrells event – held at Paradise Lagoon which proved to be a wonderful venue.

Our thanks also to the Old Girls Association who have recently held their inaugural Hall of Fame unveiling – their strength is quite amazing. These groups have a culture of embracing the

community whilst forever flying our flag proudly. They are very important to the school and greatly appreciated.

I would like to acknowledge the considerable time invested by the Board of Trustees - who have been generous in their support of me and the School giving of their time, skill, and passion. This year we welcomed new members Mr Allan Harwood and Mr Gordon Stunzner.

Mr Ross Johnston, retired from the School Board earlier in the year and I would especially like to take the opportunity to formally thank him for the outstanding contribution he has made over an extended period of time. He will be sorely missed.

Finally on behalf of the Board I want to thank all our parents for their ongoing support and trust in us as we strive to provide the best educational experiences for your daughters.

To our Year 12s - young ladies you have wonderful family and friends who place a high premium on education, who have afforded you the opportunity to attend Girls Grammar and assisted you as you have needed throughout your journey. They have all made sacrifices so that you can be here today, and they are here to share these final moments with you.

Our students leave the school with the tools they need to navigate the world as clever, confident, and empowered young women. Farewell and good luck for your future endeavours and remember you are always welcome at Rockhampton Girls Grammar School now as "Old Girls".



## 2023 – Achievements and Challenges

### Achievements

- Academic excellence, 2023 year 12 graduates with 88% of the cohort ATAR eligible, well above the state average. Across all subjects, 94% of year 12 results were in the A to C range and 58% of these were in the A or B range.
- Completed refurbishment and restoration of heritage listed Paterson House's upper northern wing. This signifies the first stage of restoration works in honouring our school's heritage, returning this original 132 year old building to what it once was, whilst providing modernised facilities for our growing school community.
- Continued growth in student enrolment number school wide with an unprecedented number of enrolment interviews for prep students commencing in 2024.
- The unveiling of the Old Girls Association Hall of Fame. After many years of planning the hard work the Old Girls Association honoured six outstanding alumnae who have made significant contributions in their respective fields at a Sip and Celebrate event in the Paterson House Museum. Framed images of these 6 outstanding Alumnae and a plaque in their honor adorn the wall of Paterson Hall as a lasting legacy and tribute to their life's work.

### Challenges

- Managing Heritage aspects, scope of works and ongoing maintenance required of facilities in a school that is 132 years old.
- Staffing shortages in specialist secondary and senior secondary teaching roles and managing recruitment and retention across non-teaching departments in particular boarding, facilities, grounds and maintenance.
- Remaining competitive as an employer of choice while considering State Government pay increases and staffing shortages Statewide.



## From the Principal

### 2023 In Review – Kara Krehlik (Principal)

We commenced the 2023 academic year on a positive note with all staff back on site for four days of professional learning, a relief after the restrictions COVID-19 had placed on schools in the years preceding. The enthusiasm and commitment displayed during this time set the tone for the entire academic year. The Welcome Back BBQ, a tradition reinstated after a pause since 2020, was a resounding success. The Terrace and Littleton Plaza were alive with an exciting buzz as staff, students and families reconnected, forming new bonds within our Girls Grammar community. This event radiated a strong sense of anticipation for the year ahead and left an enduring mark on our school spirit.

Results of our 2022 year 12 graduates were celebrated with 97% of the cohort ATAR eligible, well above the state average of 52%. Across all subjects, 97% of year 12 results were in the A-C range and 70% of these achieved an A or B across all subjects. Congratulations to Dux Mirae Ries for receiving an ATAR of 96.5 and being awarded the JCU Dean's scholarship.

In 2023, primary teachers and middle leaders have consolidated their training in the Science of Reading. An interdisciplinary field that draws upon cognitive science, linguistics, psychology, and educational research to understand how children learn to read and how reading difficulties can be addressed, through a systematic and explicit approach. In 2024, the direct, explicit instruction of phonics through the Science of Reading will further strengthen our youngest students' reading, continuing throughout our primary school.

Over the past decade, neuroscience research has exploded in teaching, learning and leadership. It is with great enthusiasm that I share the journey that Girls Grammar teachers, teacher aides and boarding supervisors will begin in two weeks' time to become an accredited Brain Wise School. Through the Academy of Organisational Neuroscience Australia and personalised brain-based coaching from Dr Judi Newman we will embed a whole school approach using neuroscience as a pedagogical framework.

Throughout the year, we continued to prioritise the social-emotional well-being of our students. Initiatives like the SMILE Program (Seniors Mentoring Initiative to Lead Empowerment) have proven successful in enhancing self-regulation and positive peer interactions. Our commitment to personalised care, evident through pastoral care programs, sisters and house meetings, fosters positive relationships that span from prep to year 12, creating a safe, supportive, and inclusive school culture.

I must express my heartfelt thanks to our dedicated Parents and Friends Association, whose substantial contributions have played a pivotal role in supporting various aspects of our school's strategic directions. From teaching and learning to pastoral care, heritage, facilities, and environmental sustainability, their

financial support has benefited representative sporting teams, our Musical, the re-build of our agricultural plot, rowing and sculling oars, and a successful grant application from Rockhampton Regional Council's Community Assistance Program for our Recycling Hero Composting Project. In 2024 our P&F have already committed funds to Show Team for the purchase of cattle and a coffee machine for hospitality and the extremely generous donation of \$100,000 to the re-build of the Discover Centre Playground to enrich the educational experience of our students.

The Bulls 'n' Barrels event held in October, coinciding with Pink month, was a tremendous success, raising over \$25,500 for our school. Special commendation goes to the sub-committee, whose unwavering dedication over the past three years has resulted in a combined donation of \$72,000. Looking ahead to 2024, we anticipate the launch of Girls Grammar Supporters polo shirts, a Trivia night on March 23rd along with the return of Bulls 'n' Barrels on October 12th at Paradise Lagoons.

After 20 wonderful years, the external Race Day Committee decided to hang up their hats, ties and fascinators on what has been a lengthy dedication to volunteering and fundraising for Rockhampton Girls Grammar School. A heartfelt thank you to Chairperson Vicki Jackson and committee members for their significant contribution of approximately \$720,000 to our school over the past 2 decades. The tradition continued this year for a 21st Race Day birthday with the hard work of a small group of staff and parent volunteers however this year's race day marks the end of an era for our largest annual school fundraiser. While we bid farewell to Race Day, we look forward to the Long Lunch in 2024 as our flagship celebration and fundraising event organised by school staff. The Australian Shearing Shed at the Heritage Village has been re-booked for Saturday 13th July 2024 so put it in your dairies and start organising your table. We would love to see an even larger turnout next year.

Our diverse and inclusive school culture was prominently felt through events such as Valentine's Day, Library Lover's Day, Harmony Day, and International Women's Day. The vibrant displays of school and house spirit during inter-house events, including reading, netball, choir competitions, and sports carnivals, further showcased the unity and camaraderie within our school.

In terms of infrastructure, 2023 marked significant achievements with the completion of the covered multi-purpose court, yarning circle, Upper Paterson northern wing refurbishment and the relocation of the agricultural plot.





1. Unveiled just days prior to students returning in January, our generously sized, multipurpose court has provided competition grade facilities for netball, basketball, volleyball and badminton to benefit students' curricular and cocurricular learning.
2. The Yarning Circle, opened in a traditional smoking ceremony in April, has provided a culturally significant space for connection and reflection for students, staff, families and community members.
3. Stage 1 of the agricultural plot's relocation, design and construction of irrigated, raised timber garden beds and trellises has enhanced the hands-on application of learning in ag science this year. Its new location adjacent to the ELC not only allows for future expansion, but also practical engagement and peer learning from our youngest students in the ELC. Architectural drawings and quotes have been received for stage 2 with the construction of an outdoor classroom taking place next year.
4. Upper Paterson House's northern wing refurbishment has provided modernised office and meeting space for staff who have been working from Upper Luck's old boarding dormitories over the past 15 months. The completion of this wing in September signifies our honouring of heritage whilst embracing Girls Grammar's future and the first stage of bringing our heritage listed Paterson House's upper level back to life.

The vacation of staff from Upper Luck allows us to focus our attention on the refurbishment of Upper Luck in 2024 and as students break for the Christmas holidays, the long-awaited upgrade of our transformer will occur.

Capital works projects planned in 2024 include:

1. The transformation of Upper Luck House to four general learning areas (two of which will open to one large space), two meeting rooms and two boarding supervisor residences. This upgrade will provide state of the art learning facilities for our girls, whilst attracting live in supervisors for our younger boarders residing in Jackson House;
2. Stage 1 of stormwater works; and
3. Our long-awaited underground cabling project.

Throughout 2023 we have welcomed many new staff across a range of departments as well as farewelling others, sending warm wishes for their future endeavours. For some, Girls Grammar is a point in time employment, and for others, their departures have left a hole in our community and even our hearts. Our beloved Mrs Lee Bartlem was an unexpected and permanent loss, and one that we will feel for a great deal of time throughout our school. She will remain a cherished member of the Girls Grammar family with an award in her honour added to tonight's Speech Night Program.

In 2023 we have experienced further enrolment growth. This is a true testament to the inclusive, small school community we forge which is commented on by everyone who walks through our grounds. At Girls Grammar we are committed to remaining a small school and retaining this unique nature that we have become known for. This year we experienced an unprecedented number of prep enquiries for 2024 and to accommodate this, will be adding a 2nd prep class to maintain unique class sizes in this foundational year of student-centered learning.

We look forward to welcoming Mrs. Nicola Simpson as our additional prep teacher and Mrs. Jessica Richards in year 5. In secondary, Ms Teresa Anderson will continue in a part time capacity teaching middle school English. We warmly welcome Dr Nikki Kelly back to Rockhampton Girls Grammar School as she re-joins our science department as we sadly bid farewell to Mr. Jayden Borg as he embarks on a new chapter in his teaching career. We wish Ms Morgan Meredith and Mrs Brittainy Brown all the best as they each begin their maternity leave.

The Old Girls Association, since its foundation in 1894, continues to strengthen the bond between alumni, contributing to the ongoing improvement of our school. This year, the OGA Hall of Fame was unveiled. A passion project which after many years of planning, came to fruition on Saturday 16th September honouring six outstanding alumnae who have made significant contributions in their respective fields.

I have no doubt that we have future Old Girl, Hall of Fame inductees amongst our 2023 cohort. These women before you have demonstrated, across their various fields of work, a love of lifelong learning, a trait many of you possess. From our youngest primary students through to our graduating seniors, these are values we hold dear in our hearts, and I am so proud of how you have displayed this throughout 2023.

**Kara Krehlik (Principal)**





## Strategic Directions 2022 - 2024

### Our Values

#### COURAGE + INTEGRITY

We value learning and are courageous in our approach to change, challenges and decisions. We stand up for our values, act independently and show resilience. We support girls to develop the grit, intellect and determination to contribute confidently to their world.

#### RESPECT

Respect for self and others is central to our vision. It encompasses positivity, integrity, empathy, inclusiveness, friendship, fairness, and service. It means being mindful of the needs of self and others.

#### PURSUIT OF EXCELLENCE

We inspire our girls to seek excellence in their individual endeavours.

#### INNOVATION + TRADITION

We value those who have come before us and celebrate their rich traditions and history. We embrace the present through innovation, creativity and risk-taking. We believe in our future and recognise our responsibility to provide for those who will come after us.

#### CONNECTION + INCLUSIVITY

Each girl is supported through connection and inclusivity. We embrace diversity, treat others with compassion, kindness and acceptance.

#### INTELLECTUAL CURIOSITY

We are critically engaged and curious, embracing the challenges of a changing world and respond with curiosity, imagination and innovative thinking.

### Our History

Rockhampton Girls Grammar opened its doors to the first four boarders and 33 day students on 11 March 1892. With Miss Helen E. Downs as foundation Headmistress, the School was officially opened on 19 April 1892. Rockhampton Girls Grammar School was established under the Grammar Schools Act 1860 and is one of the eight original Grammar Schools of Queensland. It continues to function as a Statutory Body under the Grammar Schools Act 2016.

The Grammar Schools Act 2016 came into effect on 1 January 2017 and replaced the Grammar Schools Act 1975 with modern legislation that aims to meet the contemporary needs of the School. The establishment and regulation of the School, including the constitution of the Board of Trustees and the functions of the Board, are now provided for in the Grammar School Act 2016.

### Our Vision

To be known as an outstanding school in Regional Queensland that works in active partnership with students, staff, families and our community so that girls:

1. Are inspired, challenged and supported to be strong in mind, body and voice;
2. Have the self-belief to pursue excellence in all endeavours;
3. Develop a lifelong aspiration for learning – 'Non Scholae, Sed Vitae'; and
4. Embrace the School's values and ethical principles to live as empowered individuals who confidently approach an ever-changing world with intellectual curiosity.

### Our Mission

At Rockhampton Girls Grammar School, we strive to be an independent day and boarding school of choice in Regional Queensland where girls build an enduring sense of connection, are nurtured to be their best and develop the skills, self-belief and resilience to confidently embrace their futures.



## Our Strategic Guiding Priorities

In 2023 the School's three year Strategic Directions document continued, following a period of consultation with the Board of Trustees and collaboration with the Executive Leadership Team in early 2022. Four specific focus areas were identified, with wellbeing given priority of one stand along focus area for the first time. These areas have been broken down further to outline our strategic goals to be achieved over the next three years.

Our strategic focus areas for 2022 - 2024 include:

1. A culture of academic success

We encourage staff and students to value their learning as an opportunity to open pathways and provide further opportunities. We support them to enjoy and value the process of learning and to strive for excellence in all they do.

2. A unique culture of personalised care

We prioritise the physical, social and emotional wellbeing of staff and students through relationships, programs and structures. We provide learning opportunities, skills and knowledge that enable staff and students to care for self and others.

3. Honouring our heritage while embracing the future

We value the relationships that come from having a rich network of connections including with Old Girls, parents, tertiary institutions, industry, and our wider community. We provide experiences for our girls to engage in a range of productive partnerships that provide current and future opportunities.

4. Fiscal and environmental stewardship

We act responsibly in managing our fiscal and environmental resources, acknowledging our role as stewards and guardians who must ensure the School thrives for future generations.

## Progress on Components of the Strategic Priorities

Focus Area 1 - Cultivate and maintain a culture of academic success		
Goal 1.1	Excellence in academic outcomes	
Strategic Goal		Progress through 2023
1.	Nurture a school wide culture of expectation for academic excellence.	<p>Results for 2023 Year 12 cohort:</p> <ul style="list-style-type: none"> <li>• 88% were ATAR eligible, well above the state average.</li> <li>• 100% of graduates were in the top half of ATAR results.</li> <li>• Dux of the School received an ATAR score of 97.70.</li> <li>• 94% of results achieved across all subjects were an A to C.</li> <li>• 19% of results achieved across all subjects were an A.</li> <li>• 12% of students undertook a school-based traineeship or apprenticeship.</li> <li>• 21% of students completed a Certificate II or above VET qualification.</li> <li>• 9% of Year 12s studied between one and five university subjects.</li> <li>• 94% of students who applied through QTAC have received an offer to continue their studies through tertiary education. Of these students, 72% are estimated to have received their first preference.</li> </ul>
2.	Develop best practice pedagogical approaches to classroom teaching.	<ul style="list-style-type: none"> <li>• Australian Curriculum training continued in line with Minister for Education's announcement of new version of Australian Curriculum from 2024. This primarily focused on English and Mathematics for implementation in 2024.</li> <li>• Science of Language and Reading was a major focus with a team of 10 undertaking four sessions of initial training from La Trobe University.</li> <li>• Other significant pedagogical training occurred in: <ul style="list-style-type: none"> <li>• Oral Language in the Early Years</li> <li>• NCCD</li> <li>• Effective use of Teacher Aides</li> <li>• Staff Wellbeing</li> <li>• Project Based Learning</li> <li>• 10% summaries</li> <li>• Essential Skills of classroom management</li> <li>• Smiling Minds</li> </ul> </li> </ul>
Goal 1.2	Strong post school transition pathways	
Strategic Goal		Progress through 2023
1.	Structure a varied and flexible curriculum to ensure graduating students are first choice candidates in their post school pursuits.	<p>Students have continued to take advantage of flexible curriculum opportunities throughout 2023. In addition to P-10 Australian Curriculum, students in Year 11 and 12 could choose from 3 Applied and 21 General subjects. Students also completed courses in:</p> <p>Diploma of Music, Certificate III Health Services Assistance, Certificate III in Early Childhood Education and Care, Certificate III in Agriculture, Certificate II in Hospitality, Certificate III Sport &amp; Recreation, Certificate IV in Design, Cert II in Aircraft Line Maintenance, Certificate II in Animal Care, Certificate IV in Dance, Certificate II Electrotechnology, Applied Academic Literacies, Measurement &amp; Evaluation in Health, Introduction to Law, Human Anatomy and Physiology 1, Introduction to Agricultural Systems, The Profession of Nursing, Introduction to Allied Health Practice, Introduction to Business, Life Course Development for Health Professionals, Determinants of Health &amp; Primary Health Care Nursing, Health Across Life Stages, Effective Communication in the Healthcare Environment.</p>



<b>Goal 1.3</b>		<b>An acclaimed girls-only education program</b>
<b>Strategic Goal</b>		<b>Progress through 2023</b>
1.	Develop and effectively promote successful girls' centric educational programs.	There has been a concerted effort to create a curriculum that is gender-sensitive and encourages girls to explore diverse fields, including science, technology, engineering, and mathematics (STEM). This is done through our Enrichment Clubs program as well as subject based curriculum. Providing mentorship programs with successful female role models inspires and guides girls to pursue their educational and professional aspirations. We offer this through our STEM mentoring program.
2.	Cultivate a school wide environment where girls feel safe to be themselves and take appropriate academic risks.	In 2023 we implemented and actively enforced anti-bullying policies to ensure that all girls felt secure and protected from any form of harassment or discrimination. We integrated inclusive practices into the school culture such as celebrating diversity through cultural events. We have established mentorship programs that pair girls with positive role models, including Old Girls through our STEM mentoring program and older students through our Sister program. In 2023 we designated a 'chill-in space' where girls could express themselves freely without fear of judgment. We ensured that counselling services were available to address the emotional and academic needs of girls. This support was instrumental in helping them overcome challenges, build resilience, and develop a positive attitude toward academic risks. We regularly recognise and celebrate the achievements of girls in various fields, whether academic, artistic, or athletic. Such public acknowledgment helps build confidence and reinforces the idea that taking risks is a necessary part of the learning process.
<b>Goal 1.4</b>		<b>Attraction and retention of highly skilled teachers</b>
<b>Strategic Goal</b>		<b>Progress through 2023</b>
1.	Grow a staff culture of lifelong learning to model successful professional behaviours to Girls Grammar students.	Personal and Professional SMART goal setting implemented for teaching and non-teaching staff across all departments in 2023. Each employee has developed two of their own professional and one personal goal that relates to strategic focus areas and goals relevant to their role and department. All staff have met with line managers throughout 2023 to review progress and sign off on goal attainment.

Goal 1.4		Attraction and retention of highly skilled teachers
Strategic Goal		Progress through 2023
2.	Provide opportunities and support for teachers to accelerate their professional practice.	<ul style="list-style-type: none"> <li>• Professional learning was provided on a weekly basis for staff which reflected AITSL standards for teachers, while balancing learning content with compliance, training, sharing best practice and staff wellbeing. Internal professional learning run amongst teaching colleagues included:                             <ul style="list-style-type: none"> <li>○ Student GPA analysis</li> <li>○ Oral Language in the Early Years</li> <li>○ Nationally Consistent Collection of Data</li> <li>○ Effective use of teacher aides</li> <li>○ Staff Wellbeing</li> <li>○ Project based learning</li> <li>○ Essential Skills of Classroom management</li> <li>○ Collaborative planning</li> <li>○ Assessment moderation and reporting</li> <li>○ School Results Survey- review and analyses of data</li> </ul> </li> <li>• Implementation of the first year of Subject Area Coordinators as a middle leadership role in 2023 was a success. These new positions in the combined subject areas of:                             <ul style="list-style-type: none"> <li>○ Arts</li> <li>○ English and HASS</li> <li>○ Mathematics and Science</li> <li>○ Technologies, Languages and Physical Education</li> </ul> </li> <li>• Have provided internal leadership opportunities to support teachers in their curriculum planning and assessment whilst supporting the Director of Primary and Director of Secondary.</li> <li>• Professional Development opportunities for teaching and non-teaching staff throughout 2023 having included:                             <ul style="list-style-type: none"> <li>○ ISQ New Principal's Program</li> <li>○ ISQ Aspiring Principal's Program</li> <li>○ Science of Language and Reading (all primary staff)</li> <li>○ ISQ Early Years Literacy Project</li> <li>○ ISQ Numeracy Project</li> <li>○ ISQ Educators as Researchers Project</li> <li>○ LawSense - various online learning courses</li> </ul> </li> </ul>
Focus Area 2 - A unique culture of personalised care		
Goal 2.1		A safe and secure environment for girls
Strategic Goal		Progress through 2023
1.	Nurture a safe and inclusive culture of care and support through the sharing and acceptance of diverse views and experiences, inviting full participation from every student.	<p>The School's Sisters program runs school wide, bringing students from Prep to Year 12 together to build friendships and relationships while engaging in activities around diversity, wellbeing, and kindness. Sisters' meetings and activities are led by Prefects and all year 12 students to build confidence and peer support.</p> <p>Content of Principal's and Deputy Principal - Students' assembly speeches and newsletter articles have focused on the importance of acceptance, inclusion, acknowledging diversity and respectful behaviour, communication, and attitudes amongst all students.</p>



Goal 2.1		A safe and secure environment for girls
Strategic Goal		Progress through 2023
2.	Ongoing review and enhancement of our Pastoral Care program.	<p>Pastoral Care program provides age and developmentally appropriate content to support the social emotional wellbeing for all students from prep to year 12. Implementation of the Smiling Mind Program in the primary school. This is an evidence-based approach to supporting the mental health and wellbeing of children.</p> <p>Continued employment of registered psychologist as the School counsellor who has worked in collaboration with Deputy Principal - Students to support student mental health and wellbeing. Counsellor has presented Love Bites (Legal Aid) program on consent and domestic violence to senior secondary students as part of their end of year pastoral care sessions.</p>
Goal 2.2		Mental and physical wellbeing
Strategic Goal		Progress through 2023
1.	Support students to attain the social and emotional skills, practical knowledge and sense of purpose required to develop resilience and nurture wellbeing.	<p>Review of Prefect Portfolios to determine relevance and importance of each of the ten portfolios to the current school environment. Secondary Prefect renamed to Student Wellbeing Portfolio to represent the value placed on developing students' wellbeing, resilience, and positive social emotional interactions where respect is at the forefront of all we do.</p> <p>Chill In space and Reflective Thinking Room added as additional spaces for students to attend at lunch times. Chill In space staffed by Counsellor, Learning Enhancement Coordinator and Deputy Principal - Students offering support to students who attend for quiet, calming activities, a place to self-regulate and talk to staff.</p> <p>Reflective Thinking Room attendance via referral system as a supportive environment at lunch times for students to reflect on choices made and create a plan moving forward which is shared with parents and teachers. The aim is to encourage and facilitate students to make positive choices and form good habits.</p> <p>The SMILE Program (Seniors Mentoring Leading for Empowerment) was trialled at three key locations at lunch times in the allocated play areas for primary students. The aim of this program was to foster social skills in the playground, encourage positive play, build resilience, strengthen connections between primary and secondary students, and improve student wellbeing. Year 11 and 12 students were given training by the School Counsellor and Deputy Principal – Students on conflict resolution, positive play and communication to facilitate them leading this program.</p>
2.	Provide reasonable adjustments to enable full participation.	<p>The Chill in Space continued to be utilised by students as a quieter alternative space at lunch times. Attended mainly by students in secondary years, this vacant classroom was transformed in to a quiet, calming environment as a place for students to attend as an alternative to being outside in unstructured play. It has supported students' wellbeing and social emotional needs as it has been staffed by the school counsellor, Learning Enhancement Coordinator and Deputy Principal - Students.</p> <p>Lead by the Year 11 and 12 students at lunch times in the allocated play areas of primary students, the implementation of the SMILE Program was successful in targeting the improvement of student social and emotional wellbeing during unstructured play.</p> <p>Support for students provided by the Learning Enhancement Coordinator. This role plays a vital aspect in the recording and implementation of reasonable adjustments and reviews for identified students.</p>





Goal 2.3		Strengthen relationships across the whole school community
Strategic Goal		Progress through 2023
1.	Strengthen our School culture of acceptance and inclusion.	<p>Harmony Day activities were a school wide event where students in Prep to Year 11 rotated through a range of activities led by Year 11 students. Rotational activities represented various countries or cultures and students engaged in hands on learning experiences including traditional dance, painting of dream time stories, flag design, and learning of the history of iconic landmarks.</p> <p>Support for Aboriginal and Torres Strait Islander students provided by Indigenous Liaison Officer following successful Indigenous Boarding Grant submission (2022). Indigenous Liaison Officer has formed a First Nations Club as part of the Enrichment Clubs program, developed and delivered activities for Reconciliation Week and Mabo Day for all year levels including cultural dancing, telling of dreamtime stories and instruction on traditional games.</p> <p>NAIDOC Week assembly was a school wide celebration of Aboriginal and Torres Strait Islander cultures. Students in Prep to Year 12 were immersed in culture, this including, dream time storytelling (story read by Aboriginal Year 12 student and play acted by Prep students), traditional dance and music playing. The school were fortunate to have Elders from Rockhampton and wider community join in the assembly. The School was gifted with a hand made and painted drum and presented by Torres Strait Islander Elder. This NAIDOC Week celebrations were continued with many of the schools' parents from the Aboriginal and Torres Strait Islander communities volunteering their time, expertise and resources to teach students about their cultures. Rotational activities represented the cultures and students engaged in hands on learning experiences including boomerang design and throwing, tasting of traditional foods such as dugong, turtle and goanna, learning about important artefacts from members of our local community group, Darumbal Youth. Both students and families danced for our boarders. We invited St Ursula's and St Brendan's College students and families to be part of this cultural day.</p> <p>We hosted an Elders dinner, local Elders were welcomed with traditional food and our girls danced for them. The Elders then shared stories and spoke with the girls informally after the festivities.</p>
2.	Provide opportunities as part of the School's curriculum for students to build relationships across year levels.	<p>Inter-house competitions coordinated throughout the year fostering connections and relationships across students in Prep to Year 12 and include:</p> <ul style="list-style-type: none"> <li>• Inter-house swimming carnival</li> <li>• Inter-house athletics carnival</li> <li>• Inter-house cross-country</li> <li>• Inter-house reading competition</li> <li>• Inter-house choir</li> <li>• Inter-house netball</li> <li>• Inter-house recycling</li> <li>• Naarah's touch carnival</li> </ul> <p>The School's Sisters program runs school wide, bringing students from Prep to Year 12 together to build friendships and relationships while engaging in activities around diversity, wellbeing, and kindness. Sisters' meetings and activities are led by Prefects and all year 12 students to build connections and confidence.</p> <p>The Camp Program is implemented from Year 4 to Year 12. All students are expected to attend campus as part of the Pastoral Care Program. The School is committed to the promotion of opportunities for the holistic development of students through camps, which have proven to build and improve relationships.</p>



Goal 2.3		Strengthen relationships across the whole school community
Strategic Goal		Progress through 2023
3.	Deliver strategically effective communications and events which encourage connectedness.	<p>A range of school, community, rural and regional events were held providing opportunities to build connections and strengthen existing relationships:</p> <ul style="list-style-type: none"> <li>• Weekly assembly, sisters, and house meetings</li> <li>• Year level camps (Year 4 to 11)</li> <li>• Harmony Day celebrations</li> <li>• International Women's Day</li> <li>• Prep to Year 3 afternoon tea (current and incoming students)</li> <li>• Easter Bonnet Parade</li> <li>• ANZAC Day Dawn Service, Rats of Tobruk Service and ANZAC Day Street March (whole school)</li> <li>• Do it for Dolly Day</li> <li>• Mother's Day Twilight Soiree</li> <li>• Discover Girls Grammar Tour</li> <li>• Rocky River Run</li> <li>• Regional agricultural shows</li> <li>• NAIDOC celebrations</li> <li>• National Science Week celebrations</li> <li>• Book Week celebrations</li> <li>• Father's Day BBQ</li> <li>• R U OK? Day</li> <li>• Ponytail Chop</li> <li>• Daffodil Day</li> <li>• Pink Day and Pink Gate Challenge (school within Rockhampton are invited to compete)</li> <li>• Bulls 'n' Barrels</li> <li>• Girls Grammar Race Day</li> <li>• Girls Grammar Long Lunch</li> <li>• Girls Rock</li> <li>• Whole School Party</li> </ul>
Goal 2.4		Holistic development of every girl
Strategic Goal		Progress through 2023
1.	Nurture the talents, interests, and aspirations of students through rich and diverse extra-curricular and co-curricular programs	<p>Anastasia the musical was a great success. Offered for students in Years 6 to 12. Rehearsals began in March for performances in August with all involved attending musical camp for intensive practice in the final weekend of June school holidays.</p> <p>There is a broad range of activities offered through the Cocurricular Program to entice student interest, increase physical and creative activity and to cater for the holistic development of all students. Through the participation in cocurricular groups students are exposed to a variety of competitive and non-competitive competitions. The Cocurricular Program includes:</p> <ul style="list-style-type: none"> <li>• Art Club</li> <li>• Athletics training</li> <li>• Basketball</li> <li>• Dance Company</li> <li>• Equestrian</li> <li>• Futsal</li> <li>• Football</li> <li>• Get Active</li> <li>• Hip Hop Crew</li> <li>• Gym Club</li> <li>• Music – Molt Voce and Bella Voce</li> <li>• Band – Concert Band and String Ensemble</li> </ul>



		<ul style="list-style-type: none"> <li>• Netball – Club and Interschool</li> <li>• Oztag</li> <li>• Rugby 7's</li> <li>• Rugby League</li> <li>• Rowing</li> <li>• Running Club</li> <li>• Show Cattle Team</li> <li>• Surf League</li> <li>• Swimming club</li> <li>• Touch – Club and All Schools Competitions</li> <li>• Volleyball</li> <li>• Water Polo</li> <li>• Young Playwrights Club</li> </ul> <p>In addition to the vast Cocurricular Program, there are extra-curricular opportunities for students. The extra-curricular activities aim at supporting the academic success of students, and includes:</p> <ul style="list-style-type: none"> <li>• Science tutoring</li> <li>• Maths tutoring</li> <li>• Homework club</li> <li>• Legal Studies tutoring</li> <li>• Extension Maths club</li> <li>• Visual Arts tutoring</li> <li>• Science &amp; Biology tutoring</li> </ul>
2.	Develop our careers and employability programs which help students identify and develop the necessary skills to participate, thrive and lead in a global economy.	<p>University visits with pop up information stalls held throughout the year for senior students to attend during Care Classes and lunchbreaks.</p> <p>Senior Secondary Students have studied Cert III in Hospitality, traineeships, and certificate courses through Central Queensland University along with others completing university subjects through the Start Uni Now (SUN) program at CQU.</p> <p>All Year 10 students completed the QCAA short course Career Education.</p>
<b>Goal 2.5</b>		<b>Offering a home away from home</b>
<b>Strategic Goal</b>		<b>Progress through 2023</b>
1.	Provide a diverse range of experiences for girls to explore interests to ignite life-long passions and explore aspects of themselves.	<p>Senior students have been selected to participate in a range of university programs to explore post schooling study options including, the Queensland University of Technology's (QUT), National Indigenous Business Summer School program and Tahgara Winter Program hosted by the University of Sydney.</p> <p>As part of the Prep to 12 Orientation Day for new students, a two-day Boarder Transition Program commenced. This allowed new boarding students in 2023 to stay in the boarding houses for the night, and the following day parents and families attended an information session to hear boarding specific information and whole school related processes and procedures whilst students attended lessons with current students for the day. This new program was well received by parents and students, providing an experience for new families before students commenced boarding in 2023. Not only did this ease anxiety but provided necessary information to parents and provided time for uniform fittings and purchases whilst students developed connections and friendships before the start of the new year. This program was expanded to include all new day students for 2024 and their parents.</p>

Focus Area 3 - Honouring our Heritage whilst embracing the future		
Goal 3.1	A valued Girls Grammar Heritage	
Strategic Goal	Progress through 2023	
1.	Celebrate the past and present achievements of our School, students, staff and alumni to reflect our School's Motto - 'Non Scholae, Sed Vitae'	<p>After many years of planning, the Old Girls Association Hall of Fame was unveiled on Saturday 16 September as a 'Sip and Celebrate' event. Six outstanding alumnae who have made significant contributions in their respective fields, and their families gathered in the Paterson House Museum for the unveiling of their framed photos and plaques.</p> <ul style="list-style-type: none"> <li>• Dr Elizabeth Bradford (student 1941-1953) The First Woman to graduate from the Australian National University with a PhD in Physics.</li> <li>• Gladys Busch (nee Kerr) (student 1949-1950) Internationally renowned Artist, Dollmaker and Churchill Fellow</li> <li>• Dr Dorothy Watts (nee Fisher) (student 1953-1954) Member of the Order of Australia General Division for significant service to tertiary education, particularly in the study of ancient history, as an academic, educator and author, notably of books of Roman Britain.</li> <li>• Dr Moya Andrews (student 1953-1956) Professor Emerita of Speech and Hearing Sciences Indiana University. Recipient of the Indiana University President's Medal for Excellence in 2017.</li> <li>• Michelle Landry (nee Martin) (student 1975-1978) Elected in 2013 as a Member of the House of Representatives, Division of Capricornia and sits with the Nationals in Federal Parliament.</li> <li>• Dr Andrea Lanyon (student 1979-1983) Program Manager, Statistical Infrastructure- Australian Bureau of Statistics.</li> </ul>
2.	Maintain the importance of those who have walked the halls of Paterson House through the OGA Museum and Hall of Fame.	<p>Following last year's completion of the roof restoration project, Heritage listed Paterson House has continued its restoration throughout 2023. The upper northern wing project was completed in September, providing much needed office space for non-teaching staff who have been working out of Upper Luck House's old boarding dormitories. This refurbished upper wing has provided the space for staff in areas of Human Resources, Payroll, Communications, Marketing and Events Coordinator, Workplace Health and Safety and Compliance, Facilities and Services, Grounds, Maintenance and Cleaning, Directors of Primary and Secondary, Academic Support, Learning Enhancement and Subject Area Coordinators. In addition to offices, the refurbishment has allowed for much needed meeting spaces and hot desks for independent online professional development for staff members and a spacious, modernised Board Room available for larger meetings for staff.</p> <p>Old Girls continue to volunteer their time on a Wednesday, restoring the OGA Museum and sorting through the many decades of archives.</p>
Goal 3.2	A built environment that values tradition and innovation	
Strategic Goal	Progress through 2023	
1.	Maintain current facilities whilst adding innovative educational spaces.	<p>Building audits conducted as per schedule to ensure all facilities contractual services have been completed and any additional works required are noted and rectified.</p> <p>Continuation of commitment to two classroom refurbishments per year. Upper Luck Refurbishment will introduce four new innovative General Learning Areas and the addition of the Outdoor Classroom in 2024.</p>
2.	Restore Heritage listed Paterson House to reflect our history whilst also providing a contemporary educational environment.	<p>Upper Paterson Northern Wing refurbishment has been completed.</p> <p>Structural Engineers have been engaged and are currently analysing structural upgrades required to the Paterson Verandas to restore to their original condition.</p>



Goal 3.3 Fostering an active and engaged network with old girls and the wider community		
Strategic Goal		Progress through 2023
1.	Engage with alumni achievements and successes through social media channels and school events.	<p>Alumni Liaison Officer continues to engage with past students, sharing successes and celebrations with the School Community. The unveiling of the Old Girls Hall of Fame in September 2023 was a proud moment for the Old Girls Association honouring six outstanding alumnae of the School. Organised as a 'Sip and Celebrate' evening, this will become an annual event on the School calendar in September with at least one Old Girl inducted annually.</p> <p>Relationships with Alumni continued to be fostered through school community events such as Girls Grammar Race Day, and the Long Lunch where several alumni held their respective reunions.</p> <p>The Mother's Day Twilight Soiree was a new event in 2023, replacing the Luncheon and High Tea of past years, it was a special occasion that brought generations of Old Girls, their daughter's, granddaughters and great granddaughters together.</p> <p>The continual recruitment and retainment of a Community, Marketing and Events Coordinator has made celebrating alumni successes via social media platforms difficult. Plans are in place however for improving this in 2024 with the inclusion of digital and print media.</p>
2.	Strengthen mentoring relationships between Old Girls and students.	<p>There has been an unfortunate decline in 2023 of Old Girls volunteering in a mentoring capacity, which has negatively affected the STEM mentor-mentee program coordinated by the Director of Secondary.</p> <p>Further investigations in to re-establishing these relationships through marketing and advertisement will occur in 2024.</p>
Goal 3.4 Pursuing technological advancements to support innovative teaching pedagogy		
Strategic Goal		Progress through 2023
1.	Resource indoor and outdoor learning spaces to reflect contemporary research and educational innovation.	<p>The Stage 1 Ag Plot as per the master plan has been completed. This stage included preparing Ag Plot land, installation of nine garden beds, six trellises, fruit trees and automatic irrigation specifically designed to allow for customised irrigation for each trellis and garden bed. A concrete slab has been laid in readiness for the storage shed. An architectural design has been approved and scope of works ready for tender of Stage 2 - Outdoor Classroom.</p>
2.	Pursue innovative teaching practices and contemporary pedagogical practices through quality professional learning opportunities for staff.	<p>Quality professional learning for staff remained a high priority in 2023.</p> <p>Primary teachers and middle leaders have consolidated their training in the Science of Reading. An interdisciplinary field that draws upon cognitive science, linguistics, psychology, and educational research to understand how children learn to read and how reading difficulties can be addressed, through a systematic and explicit approach. In 2024, the direct, explicit instruction of phonics through the Science of Reading will further strengthen our youngest students' reading, continuing throughout our Primary School.</p> <p>Teachers, teacher aides and boarding supervisors began their professional learning journey in Educational Neuroscience in 2023. This contemporary professional learning delivered by Dr Judi Newman, Director of the Academy of Organisational Neuroscience has engaged staff to better understand the brain, and strategies to effectively engage students, providing conditions for optimum learning and achievement. From its commencement in 2023, this program will see Girls Grammar at the forefront of educational neuroscience as an Accredited Brain Wise School in the coming 12 to 18 months.</p>



Focus Area 4 - Fiscal and environmental stewardship		
<b>Goal 4.1</b>	<b>Prudent financial stewardship</b>	
<b>Strategic Goal</b>		<b>Progress through 2023</b>
1.	Deliver timely, sustainable and transparent financial management that balances the requirement for future investment with immediate priorities.	Development and approval of annual income, expenditure and capital expenditure budgets with reference to Strategic Directions and Master Plan. Completion of ten year forecasting to assess and apply financing strategy.
<b>Goal 4.2</b>	<b>A balanced enrolment growth</b>	
<b>Strategic Goal</b>		<b>Progress through 2023</b>
1.	Achieve optimum student enrolments in all year levels whilst maintaining our School's small by design community feel.	<p>Enrolment numbers have continued to increase throughout 2023. The primary year levels have remained single stream with student numbers varying across Prep to Year 6. In 2023 the smallest cohorts were Year 2 with 13 students and Prep with 14 and the largest Primary cohort was Year 4 with 22 students.</p> <p>In 2023 we experienced an unprecedented number of Prep enquiries for 2024 and to accommodate this, have added a second Prep class to ensure the school continues its small school culture.</p> <p>Despite the growth of enrolments in 2021 and 2022, the Year 7 cohort in did not justify a third stream in 2023. As the largest Secondary cohort of 50 girls, they will return to two streams in 2024 in line with all other Secondary cohorts.</p> <p>We remain an inclusive, small sized school community, and are committed to retaining this unique aspect we have become known for.</p>
<b>Goal 4.3</b>	<b>Development of a highly skilled staff</b>	
<b>Strategic Goal</b>		<b>Progress through 2023</b>
1.	Recruit and retain high quality staff who are committed to their role and apply their knowledge and skills to achieve exceptional outcomes.	<p>This has been an area of difficulty with the shortage of teachers being experienced Australia wide, coupled with the added complexity of being a small independent school in a regional area.</p> <p>Despite this we have successfully recruited for the following secondary specialist subjects in 2023:</p> <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Food and Textiles</li> </ul> <p>A high turnover in boarding supervisors has continued throughout 2023 even with an increase in training and professional development in the areas of mental health and wellbeing to best support adolescent girls. Recruitment and retention in non-teaching departments such as cleaning, grounds and maintenance and kitchen have proved extremely difficult for Human Resources and line managers, resulting in responsibilities being unevenly distributed and increased workload for remaining staff.</p>
2.	Further develop our induction program to provide guidance and mentorship to staff.	<p>An Induction and Retention Framework has been developed in 2023. Feedback at six-month probation meetings with staff have indicated strength in the orientation program.</p> <p>A comprehensive new staff induction and training program has been developed for each sub department in the Facilities team with this continuing across other departments in 2024.</p> <p>The integration of the CompliLearn platform into the new staff induction program as well as annual mandatory training has been tailored to particular departments, ensuring compliance requirements are met by all staff.</p>



Goal 4.4 Adapt learning environments to reflect best practices and facility requirements		
Strategic Goal		Progress through 2023
1.	Embrace technologies to support best practice learning and business operations.	<ul style="list-style-type: none"> <li>All staff have been setup and configured to use Multifactor Authentication (MFA).</li> <li>Implemented TrackOne, a leading learning analytics package that integrates with our Student Information System (TASS).</li> <li>Replaced 20 administration computers that were over 10 years old.</li> <li>Implemented a co-managed Security Information and Event Management (SIEM) and 24/7 Security Operations Center (SOC).</li> <li>Migrated our Student Information System and Human Resource and Payroll system (TASS) to be hosted by the Vendor (Saas), reducing our reliance on onsite infrastructure and security. Also migrated to using SAML authentication to allow for fine grained polices such as always requiring MFA when logging into TASS.web externally.</li> <li>Migrated our Boarding Software to a hosted vendor supported system from an in-house developed product significantly reducing our risk exposure.</li> <li>Implemented NESSUS security scanning software to scan the environment for vulnerabilities.</li> <li>Installed ten interactive touch screen TV's in classrooms.</li> <li>Implemented a video conferencing system for the board room to allow for greater engagement during meetings.</li> <li>Upgraded virtual hypervisor infrastructure from 6.5 to 8.</li> <li>Implemented a staff intranet (Sharepoint) for centralised storage of information, policies, procedures and forms.</li> <li>Designed and implemented automated forms and approvals for students requesting a subject change or change in assessment date.</li> <li>Replaced all printers and copiers onsite procured through Print Imaging as a service contract from QLD State Purchasing.</li> </ul>
2.	Implement policies and procedures in relation to our sustainable environment, property, technology and community.	<p>Inter-House Recycling added in 2022 as an additional inter-house competition encouraging recycling across the School with coloured bins and ongoing updates of leader board to encourage participation.</p> <p>Completion of upgrade of the Transformer to 500KVA in December 2023.</p>
Goal 4.5 Master planning priorities for future growth and development		
Strategic Goal		Progress through 2023
1.	Support and enable effective project management and facility improvements in line with forecast student enrolment growth and the Master Plan.	<p>Implementation of the Master Plan continued with determined priorities and projects for 2023. Capital projects completed in 2023 in line with school growth and requirements included:</p> <ul style="list-style-type: none"> <li>Ag Plot Stage 1.</li> <li>Fire protection systems upgraded.</li> <li>Upper Paterson Northern Wing Refurbishment completed to the Heritage listed Paterson House.</li> <li>Transformer Upgrade from 300Kva to 500Kva.</li> <li>Yarning Circle.</li> <li>Completed construction of the Competition Grade Multipurpose Court.</li> <li>Refurbishment of the Jackson dormitory shower blocks.</li> <li>Investigations and reports for the stormwater infrastructure upgrade.</li> </ul>

## Enrolments

	2023	2022	2021	2020	2019
Boarders	106	104	86	87	97
Day Students	279	255	235	203	191
<b>Total</b>	<b>385</b>	<b>359</b>	<b>321</b>	<b>290</b>	<b>288</b>

Enrolments (August 2023 census)

School enrolments as at the August 2023 census date (as tabled above) showed the total number of students at 385.

	2023	2022	2021	2020	2019
Years P-6	127	135	108	83	85
Years 7-12	258	224	213	207	203
<b>Total</b>	<b>385</b>	<b>359</b>	<b>321</b>	<b>290</b>	<b>288</b>

Enrolments Year Level (Aug 2023 census)

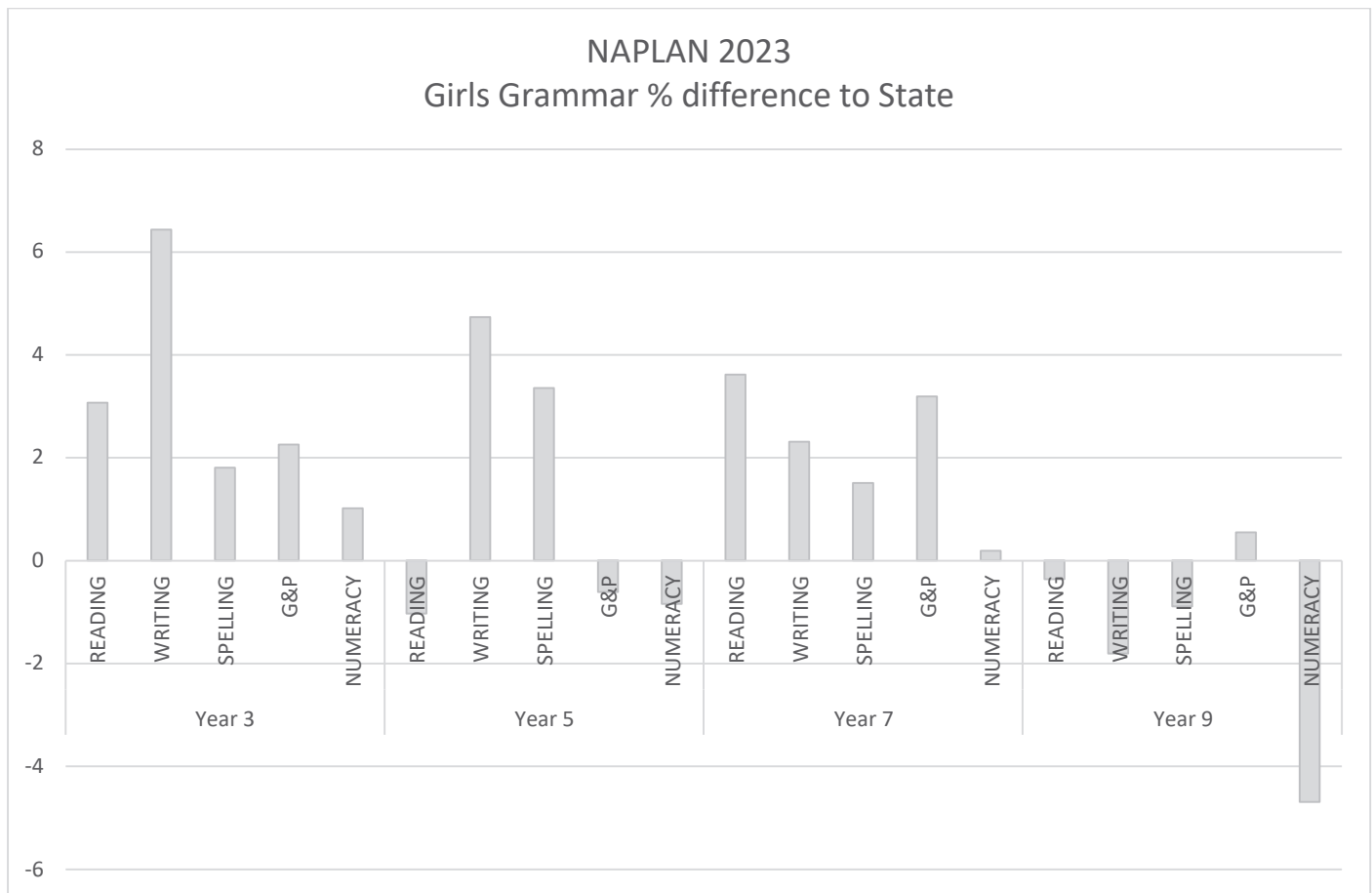
	2023	2022	2021	2020	2019
Enrolments	385	359	321	290	288
Teaching Staff	32.4	32.5	30.4	26.5	28.6
<b>Ratio</b>	<b>11.88</b>	<b>11.05</b>	<b>10.56</b>	<b>10.94</b>	<b>10.06</b>

Teacher FTE/Student Ratios

## Student Academic Outcomes

### NAPLAN

The graph below shows the performance of Girls Grammar students in all NAPLAN domains compared to statewide averages. Performances are mixed, with Year 3 and Year 7 students achieving above state average in all areas whereas Year 9 students achieved below state performance in 4 of 5 domains. Overall, Girls Grammar students achieved on average over 1% higher than their state counterparts. It is pleasing to see that efforts around Year 7 Numeracy were rewarded with significantly better results than in 2022. This is the direct result of an intervention strategy based on a collaborative numeracy project with Independent Schools Queensland (ISQ).



## YEAR 12 SUBJECT RESULTS

Students performed well on both internal and external assessments.

- The Dux of School achieved the top score in the state for English
- Percentage 'A' Results – All Subjects 19.21%
- Percentage 'B' Results – All Subjects 38.42%
- Percentage 'A - C' Results – All Subjects 94.09%

## ATAR

**88% of our 2023 cohort were ATAR eligible which is well above state average. There were a range of outcomes up to a score of 97.70 for the Dux of the School. 15% of students with disclosed ATAR results scored higher than 90.00 and 100% scored above 50.0.**

## TERTIARY ENTRANCES (QTAC)

It is estimated (25 January 2024) that 72% of students will receive their first preference for university. This is based upon QTAC data and excludes students with offers after 25 January, those applying interstate and those with direct university entry arrangements.

## International Competitions and Assessments for Schools (ICAS)

In conjunction with The University of New South Wales (UNSW), Girls Grammar conducts the delivery of the academically rigorous ICAS testing each year. Registration to sit ICAS is available to self-nominated students.

ICAS Testing	Merits	Credits	Distinctions	High Distinctions	Participants
ICAS Digital Technologies - Years 2 to 10					0
ICAS English - Years 2 to 12		2			2
ICAS Mathematics - Years 2 to 12			1		3
ICAS Science - Years 2 to 12		1			1
ICAS Spelling Bee - Years 2 to 7			1		1
ICAS Writing - Years 2 to 12					0

## Academic Colours

In 2023 academic success was formally recognised through the awarding of Academic Excellence (Year 4-6), Full Colours (Year 7-12), Academic Merit (Year 4-6) and Half Colours (Year 7-12). Academic colour recipients are summarised in the table below. Individual Year Level Dux, Proxime Accessit and overall subject award winners were recognised at our Speech Night ceremony.

Year Level	Semester 1			Semester 2		
	Academic Merit/Full Colours	Academic Excellence/Half Colours	Total # students	Academic Merit/Full Colours	Academic Excellence/Half Colours	Total # students
4	0	5	20	0	5	22
5	1	2	21	1	2	18
6	1	5	17	2	2	19
7	4	9	51	5	5	51
8	9	6	48	9	10	49
9	7	3	39	8	1	37
10	13	9	40	15	8	42
11	6	7	47	4	10	46
12	5	4	33	n/a	n/a	n/a

## Our People

### Workforce Planning, Attraction, Retention and Performance

One of the School's strategic focus areas is "Attract and retention of highly skilled teachers" whereby the School strives to grow a staff culture of lifelong learning to model successful professional behaviours to Girls Grammar students and provide opportunities and support for teachers to accelerate their professional practice.

Rockhampton Girls Grammar School supports flexible workplace and family-friendly arrangements whilst endeavouring to assist staff to achieve work-life balances through:

- offering job share, part time and term time employment arrangements;
- flexibility in working hours for support staff during school vacation periods; and
- access to personal, carers, maternity, and special leave to cater for family situations.

Staff at Girls Grammar are employed in accordance with the terms and conditions outlined within the Rockhampton Girls Grammar Enterprise Agreement 2020 and individual letters of appointment.

Some of the professional development opportunities provided to staff for personal and professional growth throughout the 2023 year included the following seminars/sessions:

- Annual compliance training including Child Protection
- First Aid and CPR Training.
- QCAA Year 7-10 Design & Technologies, Year 7-10 Health and Physical Education v9.0, Designing Quality Assessment, Year 7-10 Digital Technologies, Year 7-10 English, Designing Quality Assessment, Mathematics v9.0 & Designing Quality Assessment, Year 7-10 Science, Designing Quality Assessment, The Arts in Year 7-10 v9.0 & Designing Quality Assessment, Planning for Student Diversity, P-10 Australian Curriculum – English and Mathematics and NAPLAN – using data to inform practice.
- ISQ Early Years Literacy Project, Educators as Researchers Project, Indigenous Bandscaling, Building a Culture of Philanthropy in Independent Schools and Early Literacy, Record Keeping Forum.
- Leadership in Learning Support, STILE Platform Familiarisation, Decondable Readers Systematic Synthetic and Science of Reading, Phonics Workshop, La Trobe Science of Language and Reading (all primary staff), Reef Guardians Workshop, Conquest: Connected to Science, QLD Education Leadership Institute Limited – Student, Perceptions of Teacher Feedback, Building Foundations Literacy Block Year 3-6, Australians Together – Building Confidence, Rockhampton Pathways Forum and Capricorn Writers Festival – Writing Fiction – "Where to Start and How to go on".
- ABSA Assist Clients with Medication Clients, Duty of Care, Youth Mental Health and Wellbeing, Understanding, Dealing with & Preventing Addiction.
- Law Sense – Managing Separated Families and Law Issues in Schools, School Enrolments.
- The Place Neuro Leadership Academy – How the Brain Learns Best.

In addition to the above PD opportunities, Rockhampton Girls Grammar School implements the following strategies to attract and retain an inclusive, diverse and capable workforce and to position the sector for the future of work:

- Support Central Queensland University in accepting students currently undertaking their Bachelor of Education studies through their work placement program.
- Building collegial partnerships with local schools to deliver programs to upskill regional teachers and provide networking opportunities for our current teaching staff.

Members of the Executive and management are encouraged to attend PD opportunities that are specific to their roles. Examples of PD activities carried out by members of the Executive during 2023 are:

- ISQ Aspiring Principal's Program, Principals Round Table, School and Curriculum Leaders Workshop, ICT Management Forum and School Governance Masterclass.
- ICT Management and Leadership Conference.
- Law Sense - School Policy Writing.
- ABSA International Boarding Conference.
- AICD Company Directors Course.

To ensure the recruitment process is fair and just, Rockhampton Girls Grammar School follows the Advertising and Hiring of Staff Policy. This policy was updated and approved by the Board of Trustees in 2022. The policy clearly outlines the process of recruitment from the initial stages of identifying the position needed, to the interview stages and finally appointment.

The Rockhampton Girls Grammar School offer a comprehensive induction program which is broken into several sessions. The induction program has been reviewed to ensure staff receive an effective induction to help develop the skills, knowledge and networks to deal with the practicalities and complexities associated with working in a school

environment. Induction sessions occur in the first few days of employment (e.g. during the student free days at the start of the year).

## Staff Profile

At August 2023 census, Girls Grammar had 34 teaching, 35 non-teaching and 22 boarding staff members who are led by an Executive team.

FTE	2023	2022	2021	2020	2019
Teaching	32.4	32.5	30.4	26.5	26.2
Non-Teaching	26.2	25.5	24.2	17.7	14.7
<b>Total</b>	<b>58.6</b>	<b>58.0</b>	<b>54.6</b>	<b>44.2</b>	<b>40.9</b>

FTE Staff information (August 2023 census)

Highest level of attainment	Teachers
Doctorate	2
Masters	3
Graduate Diploma	2
Graduate Certificate	1
Bachelor's Degree	25
Permission to Teach	1
<b>Total</b>	<b>34</b>

Teacher qualifications (August 2023 census)

## Financial Results 2023

Girls Grammar operates as a not-for-profit entity and reinvests revenue raised back into the School through capital infrastructure and strategic planning for long-term financial stability.

This financial summary provides an overview of Rockhampton Girls Grammar School's financial performance for the 2023 year. A comprehensive set of financial statements is provided in the appendices to this report.

### Key Financial Indicators

Ratio/Indicator	2019 (000's)	2020 (000's)	2021 (000's)	2022 (000's)	2023 (000's)
Operating Income (excl. cap grants)	\$9,185	\$9,699	\$9,798	\$12,164	\$13,170
Operating Expenditure	\$8,946	\$8,451	\$9,411	\$10,780	\$11,792
Operating Profit/(Loss)	\$241	\$1,248	\$387	\$1,773	\$1,418
EBIDA (Earnings Before Interest, Depreciation and Amortisation)	\$923	\$1,951	\$978	\$2,501	\$2,216

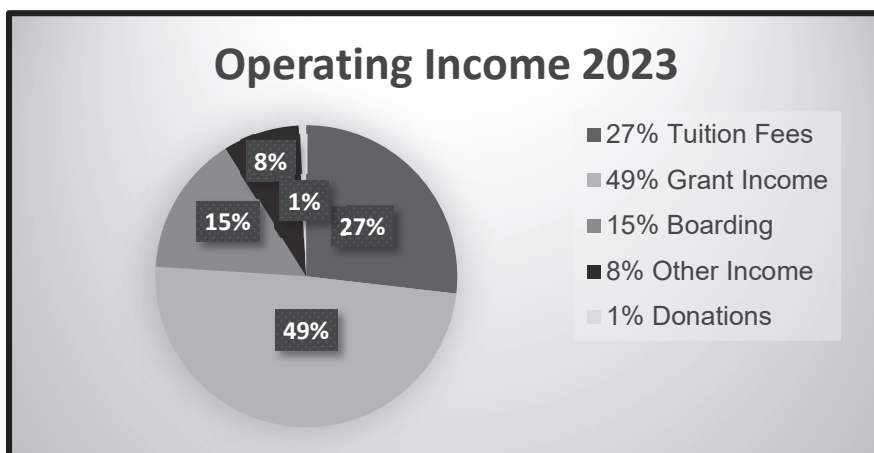
Ratio/Indicator	2019	2020	2021	2022	2023
Total Students	288	290	321	359	385
Working Capital Ratio (CA/CL)	0.77	1.588	1.53	1.7	1.7
Debt per Student	\$8,854	\$7,811	\$5,986	\$5,933	\$4,471
Capital Re-investment Ratio (Capital Expenditure/Depreciation)	76%	48%	183%	265%	196%



## Operating Income

Total operating income for the year was \$13.2m (compared to \$12.6m 2022). Tuition Fees and State and Federal Recurrent Grants increased from prior year result due to increase of 26 students. Unlike 2022 where there was \$650k of other grants, there were no significant other grants in 2023.

Other School income includes application and confirmation fees, instrumental music income, facility hire and rental income from residential premises located on Girls Grammar land.

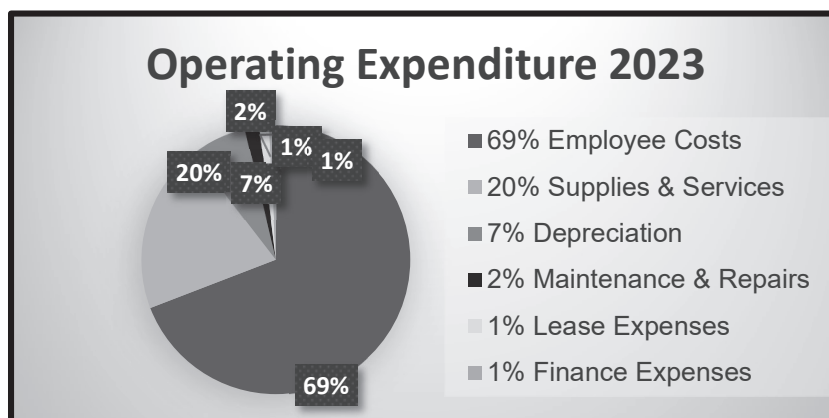


## Operating Expenses

The largest portion of the School's operating expenses in any year relate to staff costs.

A salary and wage increase of 2.5% was passed on to all employees from 1 July 2023 under the terms of the Enterprise Bargaining Agreement 2020, in addition an increase of 1.5% was paid effective February 2023 and an additional 1.5% 1 July 2023. This area of operating expenditure will continue to dominate most of Girls Grammar's costs due to the importance of retaining highly qualified and dedicated staff. Employee costs increased in 2023 due to increases in staffing levels to support increasing student numbers.

Other categories of general operating expenditure were maintained at similar levels to 2022. Interest costs are reducing as debt levels continue to be repaid.



## Bursaries and Scholarships

Girls Grammar offers General Excellence scholarships for students entering Years 7 to 12. These are offered for a period of three years: Middle School (Years 7-9) and Senior School (Years 10-12). Scholarships are awarded in recognition of academic, leadership, sporting and cultural excellence. The School also offers bursaries to assist students to gain access to a quality education at Girls Grammar. Bursaries are necessary to ensure that we can support those families within our School community facing financial difficulty due to factors including drought and other economic challenges. The School will continue to focus fundraising efforts to scholarship and bursary appeals to continue to support these students.

## Summary of Financial Performance 2023

The operating profit position for 2023 is \$1.42m. Total comprehensive income is \$1.8m, due to increases in the value of buildings throughout the year resulting from rising building costs. The operating profit result of \$1.42m is due to increasing revenue, whilst at the same time expenditure continues to increase ensuring effective invest in staffing, facilities and the provision for continued future capital works. Overall cash increased by \$479k throughout the year, this the net result of inflows from operating \$2.4m, outflows of \$1.5m on capital expenditure and \$413k of debt servicing.

Factors that continue to influence the School's financial position include the following:

- Wage increases and rising overhead costs
- Increasing costs of insurance
- The unpredictability of student enrolments
- Regular changes to the government funding model which impact mid and long-term planning
- External factors influencing family's financial circumstances and therefore affordability of private education
- Increasing competition from Catholic and independent schools within the Rockhampton region

### Capital Expenditure throughout 2023

- Construction of the Competition Grade Multipurpose Sports Court
- Construction of the 1st stage AG Plot
- Construction of Yarning Circle
- Kollar Fire Detection Upgrade
- Restoration works for the Heritage Listed Paterson House Upper Level
- Revision and implementation of an asbestos management plan on an online live platform
- Jackson Boarding House Bathroom Renovations
- Preliminary Underground Storm Water repairs and upgrades
- Replacement of Air-conditioners across the campus
- Transformer Upgrade 300KVa to 500KVa
- Refurbishment of MMPH dance floor
- Pool Chlorinator and Pump upgrades
- Swimming pool cover

### Future Capital Works

- Upper Luck Refurbishment
- Supply and install of new Commercial Washing Machine
- Upgrade of all Evacuation Diagrams
- Construction of Outdoor classroom
- Construction of ELC storage shed
- Construction of AG Plot storage shed
- Refurbishment of Discover Playground
- Underground cabling project
- McKeague Hall green room
- Solar
- Upgrade of Cold Bains
- Construction of new Traffic Management plan
- Replacement of the Health Centre with a Health and Wellbeing Centre
- Upgrade of the current sports field area
- Continual classroom upgrades



## School Location and Contact Details

Girls Grammar is located on approximately six hectares of Deed of Grant in Trust (DOGIT) land on the corner of Denham and Agnes Streets, overlooking the city centre of Rockhampton, Queensland. Contact details are as follows:

School Address	PO Box 776 ROCKHAMPTON QLD 4700
Telephone	07 4930 0900
Facsimile	07 49 30 0999
Email Address	<a href="mailto:Reception@rggs.qld.edu.au">Reception@rggs.qld.edu.au</a>
Web Address	<a href="https://www.rggs.qld.edu.au">https://www.rggs.qld.edu.au</a>

## The Board of Trustees

The Board of Trustees of Rockhampton Girls Grammar School is constituted under the *Grammar Schools Act 2016*. The Board of Trustees comprises at least seven but no more than nine members each of whom serves four years.

The necessary election process was carried out pursuant to the *Grammar Schools Act 2016* to form the Board of Trustees throughout early 2020. Four members were nominated by the Minister, three members were elected by and from the roll of electors who have donated at least the electoral eligibility amount as prescribed by the Act and up to two additional members are chosen by the Board and nominated by the Minister. The board was approved by the Governor in Council on 27 August 2020.

Mr Allan Harwood was appointed and approved by the Minister for Education, Minister for Industrial Relations and Minister for Racing Grace Grace MP on 2 March 2023 as an additional member.

### Board Membership: 1 January 2023 – 31 December 2023

#### Ministerial Nominees

- Mr Cale Dendle, (Deputy Chairperson) BBus, FLGMA, GAICD, JP (Qld)
- Mrs Anni Bastin-Byrne, BBus, FCPA
- Ms Alexandra Becker, BCom/LLB, CA
- Mr Gordon Stunzner, BA, LLB, QLS, ITA

#### Elected representatives

- Ms Jennifer Luck, (Board Chairperson) BEd, DipTch, GradDipTch (Lib), TEFL
- Ms Hilarie Dunn, GCBus
- Mr Kenneth (Ken) Murphy, BAppSc (Rural Tech)

#### Additional Member

- Mr Allan Harwood, BHMS, BApp Sci (Pod), MAPodA

#### Ex-officio Members of the Board

- Mrs Kara Krehlik, (Principal) MEd (SpecEd), BEd (Bio, PhEd)
- Mrs Joanne Winter, (Business Manager and Board Secretary) BComm, CPA, GAICD

## Board Statutory Functions and Powers

In accordance with the *Grammar Schools Act 2016*, the Board of Trustees has all the powers of an individual, and may, for example –

- (a) enter into contracts; and
- (b) acquire, hold, deal with and dispose of property; and
- (c) do anything else necessary or convenient to be done in performing its functions.



<b>Name of Government body:</b> The Board of Trustees of the Rockhampton Girls Grammar School					
Act or instrument	<i>Grammar Schools Act 2016</i>				
Functions	The functions of the Board are to: <ul style="list-style-type: none"> <li>• supervise, maintain and control the operations of the School</li> <li>• erect, alter, add to, purchase or sell buildings used or to be used for the School</li> <li>• effect general improvements to the premises used or to be used for the School</li> <li>• provide an educational program for the School</li> <li>• make policies and procedures about:                             <ul style="list-style-type: none"> <li>○ fees and charges payable in relation to students enrolled or to be enrolled at the School</li> <li>○ discipline and conduct of students enrolled at the School</li> <li>○ management and control of the School</li> </ul> </li> </ul>				
Achievements	Development and adoption of Strategic Directions 2022-2024, Cyclical Review Process, monitoring of performance against strategic objectives. The implementation and official acceptance of the 2022-2031 Master Plan.				
Financial reporting	The Rockhampton Girls Grammar School is a statutory body and therefore required to produce audited statutory accounts with a 31 December reporting period.				
Remuneration All members of the Board perform their duties on a part-time basis for no remuneration.					
Position	Name	Meetings/sessions attendance	Approved annual, sessional or daily fee	Approved sub-committee fees if applicable	Actual fees received
Chairperson	Jennifer Luck	4	N/A	N/A	N/A
Treasurer	Anni Bastin-Byrne	3	N/A	N/A	N/A
Ministerial Nominee Deputy Chair	Cale Dendle	5	N/A	N/A	N/A
Ministerial Nominee	Alexandra Becker	4	N/A	N/A	N/A
Ministerial Nominee	Gordon Stunzner	5	N/A	N/A	N/A
Elected Representative	Kenneth (Ken) Murphy	4	N/A	N/A	N/A
Elected Representative	Hilarie Dunn	4	N/A	N/A	N/A
No. scheduled meetings/sessions	5	Total out of pocket expenses		\$527.42	

## Board Reporting

The Board of Trustees meets regularly during the year. At each meeting, the Principal presents a report to the Board which outlines educational initiatives, staff and student welfare issues, and any other matters that require Board consent or that could be of concern to the Board.

From information contained in these reports, enrolments are monitored against budget to ensure that the School is on target to meet the performance indicator benchmarks established in the Strategic Directions.

The Board is supported by the Board Secretary and three sub-committees: Finance and Audit Committee, Risk Committee and the Workplace Health and Safety Committee.

# Governance Report



## Finance and Audit Committee

Finance and Audit is a sub-committee of the Board and was chaired by Mrs Anni Bastin-Byrne throughout the 2023 year.

The Committee's role is to oversee the financial position of the School through monitoring of the budget, managing bad debts, setting financial policy, addressing financial and operational risk management and reporting matters for further discussion to the Board.

The Finance and Audit Committee in 2023 was made up of the following Board representatives:

- Mrs Anni Bastin-Byrne (Treasurer)
- Ms Jennifer Luck (Board Chairperson)
- Ms Alexandra Becker
- Mrs Kara Krehlik (Principal)

The School's Business Manager and Accountant attend the meetings and provide the Finance and Audit Committee with the latest financial figures for review, discussion and recommendation. The Principal also attends the meetings. All members of the Finance and Audit Committee perform their duties on a part-time basis for no remuneration.

Some of the key achievements of the Finance & Audit Committee throughout 2023 were:

- Review and update of the School's finance related policies
- Oversight of improvements to Internal Control Framework as recommended by external auditors
- Development of new policies and procedures as identified by the Board of Trustees
- Consideration of necessary annual school fee increases

## Finance and Audit Committee Attendance

The Finance and Audit Committee met on four (3) occasions during 2023. Attendances were as follows:

Anni Bastin-Byrne	3	Jennifer Luck	3
Kara Krehlik	3	Alexandra Becker	3
Angie Olman (Accountant)	2	Joanne Winter	3
Tamika Parmenter (Accountant)	1		

The Finance & Audit Committee has observed the terms of its charter and had due regard to the Audit Committee Guidelines.

## Risk Committee

The Rockhampton Girls Grammar School Risk Committee was established in May 2021 and meets at least twice yearly to provide independent assurance and assistance to the Board of Trustees on all matters relating to risk management. The Primary purpose of the committee is to provide objective review and oversight for all categories of risk, setting risk appetite and ensuring an appropriate risk framework.

The committee will conduct regular reviews and updates to the risk register and provide prompt and constructive reports and recommendations on its findings directly to the Board of Trustees, particularly when issues are identified that could present a material risk or threat to the School.

The Risk Committee in 2023 was made up of the following Board representatives:

- Mr Kenneth Murphy (Risk Committee Chairperson)
- Ms Jennifer Luck (Board Chairperson)
- Mr Cale Dendle (Board Deputy Chairperson)
- Ms Hilarie Dunn
- Alexandra Becker
- Mr Gordon Stunzner

The School's Business Manager and Principal also attend the meetings and provide the Risk Committee with the latest risk register for review, discussion and recommendation. All members of the Risk Committee perform their duties on a part-time basis for no remuneration.



## Workplace Health & Safety Committee

The Rockhampton Girls Grammar School Health and Safety Committee brings together workers and management to assist in the development and review of health and safety policies and procedures for the workplace and to achieve excellence in the protection of the environment in which it operates. The group endeavours to:

- ensure the School is compliant with all legislation relating to health and safety,
- discuss hazards and incidents reported to mitigate risk of reoccurrence and minimise hazards in the workplace,
- improve safety for all by facilitating co-operation between the employer, employees and contractors,
- develop and review health and safety policies, safe work procedures and safety systems,
- perform other safety-related functions agreed upon by the employer and committee members.

The benefits of the Rockhampton Girls Grammar School Workplace Health and Safety Committee provided throughout the 2023 period include:

- having regular, planned and structured discussions about health and safety matters,
- encouraging a co-operative approach to health and safety,
- bringing together a group of worker and business representatives to collaboratively discuss and develop ways of improving the systems for managing health and safety at the workplace,
- Provided updated systems and information relating to the Business Improvement Plan developed with Workplace and Health and Safety IPAM program,
- implemented Complispace and Complilearn, quality assurance reporting and retention platform and safety learning platform thus encouraging the development and retention of corporate knowledge,
- implement Oguard – training platform for safe operating procedures, inspections and maintenance.

Creating a safe workplace to benefit everyone, the following provides the holistic approach the Rockhampton Girls Grammar School Workplace Health and Safety Committee has developed and reviewed throughout 2023.

<b>Management commitment</b>	Encouraging open discussion about workplace health and safety, providing opportunities for improvement. Commencement of Workplace Health & Safety Officer.
<b>Consultation</b>	Regular communication on workplace health and safety, building co-operation and trust between employers and employees. Engaged external consultancy to audit and provide solutions to ensure compliance and strong safety culture.
<b>Evaluating risk</b>	Review recent incidents that affected worker health and safety and use the information to update existing safety plans and procedures. Developed hazard reporting training and incorporated comprehensive risk assessment approach as part of event approval process.
<b>Managing risk</b>	Through identification of hazards; assessing the risk; controlling the risk and reviewing controls, thus documented in Strategic Risk Register and Operational Risk Register.
<b>Safety leadership and culture</b>	Influencing others to adopt health and safety as an important work goal, through leading by example: <ul style="list-style-type: none"> <li>- help build staff safety motivation and compliance,</li> <li>- encourage proactive safety behaviours,</li> <li>- developed schedule for building and equipment inspection, maintenance and scheduled services,</li> <li>- monitoring of hazardous substances register, hazard and incident reporting to ensure adherence to correct processes.</li> </ul>
<b>Training</b>	Provide online induction for workplace health and safety training, train staff for their specific task, provide ongoing training and supervision. Implementation of learning management system Complilearn for policy acknowledgement and recording of professional development.
<b>Reporting</b>	Encourage staff to speak up about issues and potential issues; provide regular discussions about health and safety; report back on the actions taken to resolve issues.





<b>Healthy and safe work environment</b>	Review, update, inform and train staff, students, visitors, volunteers and contractors with emergency management plans and legislative requirements.
<b>Corrective action</b>	Set out specific steps – systematic changes performed to improve business operations.

The Rockhampton Girls Grammar School Workplace Health and Safety Committee 2023 period encouraged a co-operative approach to workplace health and safety to develop ways of improving systems and managing health and safety in the workplace.

Rockhampton Girls Grammar School completed the IPaM (Injury Prevention and Management) Business Improvement Plan.

Rockhampton Girls Grammar School provided professional learning opportunities to both Facilities and Services Manager and Workplace Health and Safety Officer completing relevant Workplace Health and Safety Training in Brisbane.

Membership of the Rockhampton Girls Grammar Workplace Health and Safety Committee for 2023 included:

<b>Facilities and Services Manager</b>	Kasey Mitchell (Chairperson and Chief Fire Safety Officer)
<b>Workplace Health &amp; Safety Officer</b>	Belinda Thorburn
<b>Principal</b>	Kara Krehlik
<b>Health Centre Coordinator</b>	Linda Knowles
<b>Board Member</b>	Ken Murphy
<b>Business Manager</b>	Joanne Winter
<b>Chef / Kitchen Manager</b>	Kent Reid
<b>Grounds and Maintenance Manager</b>	Ethan Rose
<b>Laboratory Technician</b>	Anoja De Silva
<b>Teacher</b>	Veronica Miller-Waugh
<b>Food &amp; Textiles Teacher</b>	Emily Alley
<b>Head of Boarding</b>	Stacey McCarthy
<b>P&amp;F Representative</b>	Trisha Brannigan

# Governance Report



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## Organisational Structure 2023

All personnel have overall responsibility to the Principal, who in turn reports to the Board of Trustees, for the strategic and operational activities at the School. The reporting lines of all personnel and Organisational Structure for 2023 are shown in the organisational table below.

LINE MANAGEMENT STRUCTURE						
Board of Trustees						
Principal	Business Manager	Deputy Principal - Students	Deputy Principal - Studies	Head of Boarding	Facilities & Services Manager	
<b>Marketing &amp; Enrolments/ Human Resources</b>	<b>Finance/ Reception/ IT</b>	<b>Students/Wellbeing</b>	<b>Curriculum</b>	<b>Boarding</b>	<b>Facilities / Workplace Health and Safety / Compliance</b>	
<ul style="list-style-type: none"> <li>• Business Manager</li> <li>• Deputy Principal – Studies</li> <li>• Deputy Principal – Students</li> <li>• Head of Boarding</li> <li>• Facilities and Services Manager</li> <li>• Community, Marking and Events Coordinator                             <ul style="list-style-type: none"> <li>○ Events Assistant</li> </ul> </li> <li>• Enrolments Officer</li> <li>• Executive Assistant and Sports Administration Officer</li> <li>• Human Resources Officer                             <ul style="list-style-type: none"> <li>○ Daily Org/Payroll Officer</li> </ul> </li> <li>• Alumni Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Accountant                             <ul style="list-style-type: none"> <li>○ Accounts Payable</li> <li>○ Accounts Receivable</li> <li>○ Uniform Shop Manager</li> </ul> </li> <li>• Director - IT                             <ul style="list-style-type: none"> <li>○ IT Manager</li> </ul> </li> <li>• Reception</li> <li>• Student Services</li> </ul>	<ul style="list-style-type: none"> <li>• Director – Secondary</li> <li>• Director – Primary</li> <li>• Executive Support Officer</li> <li>• Academic Support Officer</li> </ul>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• School Counsellor</li> <li>• Director – Sport                             <ul style="list-style-type: none"> <li>○ Cocurricular Staff</li> <li>○ Sports Administration Officer</li> </ul> </li> <li>• Instrumental Music Tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Coordinators</li> <li>• Learning Enhancement Coordinator                             <ul style="list-style-type: none"> <li>○ Teacher Aides</li> <li>○ Lab Tech</li> </ul> </li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Boarding Assistant</li> <li>• CYLP Tutor</li> <li>• 2IC Boarding Supervisor</li> <li>• Boarding Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Support Officer</li> <li>• Workplace Health and Safety and Compliance Officer</li> <li>• Cleaning Manager                             <ul style="list-style-type: none"> <li>○ Cleaning Staff</li> </ul> </li> <li>• Kitchen Manager                             <ul style="list-style-type: none"> <li>○ Catering Staff</li> </ul> </li> <li>• Grounds and Maintenance Manager                             <ul style="list-style-type: none"> <li>○ Grounds Staff</li> </ul> </li> <li>• Transport staff</li> <li>• Laundry staff</li> </ul>



## Senior Executive

**Kara Krehlik** MEd (SpecEd), BEd (PhysEd)  
**Principal (from 29.11.2021)**

*(Responsible for leading the School towards its vision and to involve all staff in that leadership. The Principal is both adviser and Chief Executive Officer to the Board)*

Kara joined Rockhampton Girls Grammar School in January 2021 as Deputy Principal - Students. With a leadership background as a Deputy Principal and Head of Special Education Services in Prep to Year 12 settings, her passion is education in regional settings. With a Bachelor Degree in Secondary HPE and Biology, she commenced teaching in the north-west Queensland town of Cloncurry, followed by Bundaberg. Her educational leadership journey began in Longreach, Outback/North-West Queensland as a Head of Special Education. It was here that she began studying her Masters in Special Education, graduating from Toowoomba's University of Southern Queensland in 2013 while in the role of Head of Special Education in Bundaberg. Relocating to Rockhampton in January 2016 led to founding the Head of Special Education role at Capricornia School of Distance Education followed by establishing the Deputy Principal role at Gracemere State School. Kara proudly calls Rockhampton home and is committed to honouring the 130-year-old heritage of Rockhampton Girls Grammar School while leading it through the next phase of educational and strategic journey.

**John Fry (Dr)** BAppSc (Physics 1st Hons), GradDipT (Sec), PhD, Cert IV Careers  
**Deputy Principal – Studies**

*(Responsible for the support of the Principal through leading the School towards its vision and leading the School in implementation of academics, curriculum and effective pedagogical practices.)*

John joined Rockhampton Girls Grammar in 2003 as a mathematics and science teacher. Prior to that, he worked in a variety of settings in state schools in Queensland as well as Head of Art in a Pupil Referral Unit (PRU) for Emotionally and Behaviourally Disturbed (EBD) children in Hackney, London. John has worked in a variety of roles at Girls Grammar including Assistant to the Deputy Principal, Director of Learning and Dean of Senior Studies. John holds a first-class honours degree in Applied Physics and a Doctorate in Engineering. He also uses his Certificate IV in Careers to assist our senior students in their transition to post school life.

**Sammy Cobon** BAppSc (Prod. Animal Science), GradDipT (Sec)  
**Deputy Principal – Students**

*(Responsible for the support of the Principal through the holistic pastoral care and wellbeing of students.)*

Sammy joined Rockhampton Girls Grammar School in July 2021. She started her career in education, serving in remote communities in Mount Isa, where she taught middle years Maths and Science, and senior Biology. Sammy moved to Rockhampton in 2018 where she taught secondary Agricultural Science. She is passionate about student outcomes with a particular interest in students' physical, social, and emotional wellbeing. Sammy is committed to ensuring students at the Rockhampton Girls Grammar School are supported and are given every opportunity to learn and succeed.

**Ms Stacey McCarthy** Dip T, B Ed  
**Head of Boarding**

*(Responsible for the oversight of boarders, boarding facilities and boarding staff)*

Stacey joined Rockhampton Girls Grammar School in July 2019. Stacey's boarding and teaching career has spanned 30 years in Queensland and Victoria. She started her career as a Primary teacher, before working as a classroom and PE and Distance Education teacher (School of the Air) and later as a Head of Curriculum. In 2010, Stacey started her first role in boarding in 2010 at the Rockhampton Grammar School.

**Mrs Joanne Winter** BComm, CPA, GAICD  
**Business Manager and Secretary to the Board of Trustees**

*(Responsible for the oversight of finance department and budget and statutory reporting requirements of the School)*

Joanne joined Rockhampton Girls Grammar School in August 2022. She brings with her a wealth of experience, having spent 20 years working in finance and governance functions within the Education industry. Joanne spent 10 years working in the Regional Office for the Catholic Diocese of Rockhampton, followed by 3 years as Business Manager at a Catholic Boys Boarding College. In addition to her experience in the education sector, Joanne has also worked in a variety of industries, including health, manufacturing, construction and mining. Joanne holds a Commerce degree from the University of South Australia and achieved the professional designation of Certified Practising Accountant in 2005 then completed the AICD Company Directors Course in December 2023.

# Governance Report



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**Mrs Kasey Mitchell** Dip BusAdmin  
**Facilities and Services Manager**

*(Responsible for overseeing management of the School's facilities to ensure the safety and maintenance of School facilities, security and grounds and delivery of school services including catering and transport.)*

Kasey joined Rockhampton Girls Grammar School in April 2019 after being appointed to the role of Human Resources Officer. Prior to commencing at Girls Grammar, Kasey's career spanned over 15 years across a diverse range of sectors. During that time she worked in the areas of Business Operations, Workplace Health and Safety, and Human Resources. In July of 2020, Kasey was promoted into the role of Facilities and Services Manager to ensure the safe and efficient maintenance and upgrade of facilities at Girls Grammar.

## Middle Management

**Mr Lindsey Hull** GradCertMgt(IT), MCSE, MCITP:EA, ITIL  
**Director of IT**

*(Leads, directs and oversees the School's information technology services, ensuring continuous operation and cost-efficiency of the School's servers, networks, user management, desktop infrastructure and data security, measured by consistency and reliability of hardware, network operating systems, server operating systems, workstations, non-system tools (e.g. printers), data archiving, network security and disaster recovery management.)*

Lindsey joined Rockhampton Girls Grammar in January 2022 bringing over two decades of experience in education. Lindsey worked as an ICT project leader at CQUniversity and held various roles with the Department of Education, based in the regional office and learning and development centres for technology. Prior to this Lindsey worked at Emmaus College, where he introduced the laptop program and supporting infrastructure and technologies. Lindsey is passionate about inspiring educators to provide the best possible learning experiences for their students through use of technology in the classroom.



## Statutory Requirements

### Risk Management

A risk register is maintained for the School and reviewed bi-annually by the Risk Committee and reported through to the Board of Trustees. The risk register addresses risks across the School in a range of categories including governance, financial, regulatory, student welfare, staff, physical, external and fraud. The Board of Trustees acknowledge the need for focus on Risk Management thus the operation of the Risk Committee, separate from the Finance and Audit Committee.

Rockhampton Girls Grammar School has not established a formal internal audit function due to its size. The school has a number of practices in place that help confirm the appropriateness of its operations such as:

- Regular Risk Committee and quarterly Workplace Health and Safety (WH&S) meetings held to monitor and review the schools risk register and determine appropriate actions and control measures required to reduce risk ratings to an appropriate level where possible. Both committees report any identified risks or issues to the Board of Trustees.
- Every Five (5) years Queensland Non-State Schools are required to participate in the Non-State Schools Accreditation Board's (NSSAB) cyclical review programme to ensure they are giving appropriate attention to meeting their legislated requirements for accreditation, through their organisation structure, policies and procedures. The School completed the review process throughout 2022 with a final report lodged with NSSAB in early 2023. On 4 August 2023 NSSAB accepted the report as an indicator that:
  - Board of Trustees of the Rockhampton Girls Grammar School is and continues to be, suitable to be the school's governing body;
  - The school is complying with the accreditation criteria; and
  - Board of Trustees of the Rockhampton Girls Grammar School meets the government funding eligibility criteria relevant to section 10 of the Act.
- The School will undertake this process again in 2027. The school's financial benchmarks are monitored and reviewed annually by an independent external organisation.
- The Department of Education meet with the School annually to discuss its financial performance and review 5-year forecast models.
- Internal controls testing was increased as part of QAO's external audit program recommendation.

### Internal Audit

The Finance & Audit Committee operates as the School's internal audit function acknowledging that there is no formal internal audit function established aside from this committee's functions. This committee reports directly to the Board of Trustees on all aspects of external audit procedures, financial considerations, statutory requirements, budget parameters and associated financial management and risk related matters.

### External Scrutiny

#### Queensland Audit Office Report to Parliament

A report is prepared by Queensland Audit Office each year and tabled in parliament summarising the results of the QAO's financial audit of all Queensland Universities and Grammar Schools, of which Rockhampton Grammar School is included. The report provides an overview of finances and the financial accounting issues that arose during the audit process. *'Education 2021 (Report 19: 2021-22)'*.

#### Annual Audit

The Girls Grammar Board of Trustees is a body corporate originally established in 1892 under the *Grammar Schools Act 1860*. In 2023 the School operated under the *Grammar Schools Act 2016*, the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2019*, and as a statutory body under the *Statutory Bodies Financial Arrangements Act 1982*.

The Board is subject to an annual audit by the Queensland Audit Office (QAO) under the *Auditor-General Act 2009*. QAO have carried out this function in-house since the 2019 year.

# Governance Report



Rockhampton Girls  
Grammar School  
Est 1892

The results of the 2023 Annual Audit were satisfactory and, accordingly, the Queensland Audit Office have issued an unmodified audit report.

All Grants received by the State and Federal Government are verified and an annual acquittal form forwarded to ISQ and the appropriate Government department for acquittal of grants received.

## Information Systems and Recordkeeping

Rockhampton Girls Grammar School uses The Alpha School System (TASS) for student, parent and staff management. TASS is also utilised for finance, fixed assets, payroll and human resource management.

The TASS information system is currently used to report on financial and operating performance to the Board of Trustees on a regular basis. An approved annual budget is used to monitor financial performance on a monthly basis and further forecasts are developed, when necessary, as circumstances change.

The school continues to transition from an online network folder system to a cloud-based system to assist with the management of electronic records. The school is working towards a continual improvement program of digitising documents but already allows for electronic updating of parental records, electronic sign off for excursion consent and electronic leave approval. The School has scanning enabled multifunction copiers to allow for digitisation of other documentation.

The School uses Office 365 as an electronic learning management system to enhance delivery and storage of curriculum resources.

Throughout 2023, Girls Grammar continued to implement sound record keeping practices in accordance with provisions of the *Public Records Act 2002* and the Information Standard 40: Recordkeeping.

### Information Standard 40 & 31: Retention and Disposal of Public Records

Principle 1 – Public authorities must ensure public records are retained for as long as they are required.

Principle 2 – The disposal of public records must be authorised by the State Archivist.

The Queensland Government on the 14 November 2018 approved the Education and Training Sector retention and disposal schedule that is applicable to our agency.

The School is in a process of review of the Schedule and as such has not yet disposed of any records. The School will work through a process of transferring necessary documents to the State Archivist where necessary and disposal where appropriate.

### Personal laptop program

Rockhampton Girls Grammar continues the roll-out of the one-to-one laptop program. Every student in Years 4 to 12 had a School-owned touch screen tablet PC as well as the software required for their learning programs.

With the help of a significant ICT upgrade and laptop program, Rockhampton Girls Grammar is taking full advantage of technology by providing an online learning platform that enables students to interact with each other and teachers whenever they need.



## Appendices



Rockhampton Girls  
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### Open Data

#### Consultancies

Information on consultancies is available on our webpage <http://www.rggs.qld.edu.au/annual-reports> or on the Queensland Government Open Data website at <https://data.qld.gov.au>

#### Overseas Travel

Information on overseas travel is available on our webpage <http://www.rggs.qld.edu.au/annual-reports> or on the Queensland Government Open Data website at <https://data.qld.gov.au>



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Rockhampton Girls  
Grammar School

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**BOARD OF TRUSTEES  
OF THE  
ROCKHAMPTON GIRLS GRAMMAR SCHOOL**

**FINANCIAL STATEMENTS  
FOR THE YEAR ENDED  
31 DECEMBER 2023**

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**ROCKHAMPTON GIRLS GRAMMAR SCHOOL**

**STATEMENT OF COMPREHENSIVE INCOME  
FOR THE YEAR ENDED 31 DECEMBER 2023**

	Note	2023 \$	2022 \$
<b>Income</b>			
Grant Income	2	6,494,200	6,486,439
Tuition Fees	3	3,546,125	3,032,599
Boarding Fees	3	1,983,573	1,860,212
Donations	4	104,538	107,473
Other Income	5	1,081,664	1,067,159
<b>Total Income</b>		<b>13,210,100</b>	<b>12,553,882</b>
<b>Expenses</b>			
Employee Expenses	6	8,153,909	7,462,493
Supplies and Services	7	2,405,312	2,054,023
Depreciation and Amortisation	12	798,096	727,550
Maintenance and Repairs		203,604	305,823
Lease Expenses	8	133,398	123,192
Finance Expenses		98,114	107,305
<b>Total Expenses</b>		<b>11,792,433</b>	<b>10,780,386</b>
<b>Operating Surplus (Deficit)</b>		<b>1,417,667</b>	<b>1,773,496</b>
Increase in Asset Revaluation Surplus		1,770,952	2,351,739
<b>Total Other Comprehensive Income</b>		<b>1,770,952</b>	<b>2,351,739</b>
<b>Total Comprehensive Income</b>		<b>3,188,619</b>	<b>4,125,235</b>

The accompanying notes form part of these financial statements.



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## ROCKHAMPTON GIRLS GRAMMAR SCHOOL

### STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2023

	Note	2023 \$	2022 \$
<b>Current Assets</b>			
Cash and Cash Equivalents	9	2,539,271	2,060,605
Receivables	10	169,797	125,836
Other Assets	11	708,541	606,826
<b>Total Current Assets</b>		<b>3,417,609</b>	<b>2,793,267</b>
<b>Non-Current Assets</b>			
Property, Plant and Equipment	12	40,867,578	38,327,832
Intangible Assets		-	25,845
Right-of-Use Assets		-	4,146
<b>Total Non-Current Assets</b>		<b>40,867,578</b>	<b>38,357,823</b>
<b>Total Assets</b>		<b>44,285,187</b>	<b>41,151,090</b>
<b>Current Liabilities</b>			
Payables	13	893,129	603,892
Short Term Borrowings	14	433,808	412,538
Accrued Employee Benefits	15	644,248	623,949
Lease Liabilities		-	4,316
<b>Total Current Liabilities</b>		<b>1,971,185</b>	<b>1,644,695</b>
<b>Non-Current Liabilities</b>			
Long Term Borrowings	14	1,287,394	1,717,449
Accrued Employee Benefits	15	165,560	116,517
<b>Total Non-Current Liabilities</b>		<b>1,452,954</b>	<b>1,833,966</b>
<b>Total Liabilities</b>		<b>3,424,139</b>	<b>3,478,661</b>
<b>Net Assets</b>		<b>40,861,048</b>	<b>37,672,429</b>
<b>Equity</b>			
Retained Surplus		18,162,010	16,744,343
Asset Revaluation Surplus	16	22,699,038	20,928,086
<b>Total Equity</b>		<b>40,861,048</b>	<b>37,672,429</b>

The accompanying notes form part of these financial statements.



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## ROCKHAMPTON GIRLS GRAMMAR SCHOOL

### STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2023

	Retained Surplus \$	Asset Revaluation Surplus \$	Total Equity \$
<b>Balance at 1 January 2022</b>	<b>14,970,847</b>	<b>18,576,347</b>	<b>33,547,194</b>
Operating Surplus	1,773,496	-	1,773,496
Other Comprehensive Income			
• Revaluation of Buildings & Improvements	-	2,351,739	2,351,739
<b>Total Comprehensive Income</b>	<b>1,773,496</b>	<b>2,351,739</b>	<b>4,125,235</b>
<b>Balance at 31 December 2022</b>	<b>16,744,343</b>	<b>20,928,086</b>	<b>37,672,429</b>
Operating Surplus	1,417,667	-	1,417,667
Other Comprehensive Income			
• Revaluation of Buildings & Improvements	-	1,770,952	1,770,952
<b>Total Comprehensive Income</b>	<b>1,417,667</b>	<b>1,770,952</b>	<b>3,188,619</b>
<b>Balance at 31 December 2023</b>	<b>18,162,010</b>	<b>22,699,038</b>	<b>40,861,048</b>

The accompanying notes form part of these financial statements.



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ROCKHAMPTON GIRLS GRAMMAR SCHOOL

STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED 31 DECEMBER 2023

	Note	2023 \$	2022 \$
<b>Cash Flows from Operating Activities</b>			
<i>Inflows</i>			
Receipts from government		6,442,950	6,086,739
Receipts from students		5,533,357	5,025,217
Receipts from other activities		956,023	1,088,877
Receipts from capital grants		40,000	390,000
Interest received		133,469	40,894
GST input tax credits from ATO		243,025	255,059
GST collected from customers		576,704	560,280
<i>Outflows</i>			
Payments to employees		(8,069,772)	(7,256,356)
Payments to suppliers		(2,535,113)	(2,826,444)
Interest and other costs of finance		(98,114)	(107,304)
GST paid to suppliers		(362,491)	(423,975)
GST remitted to ATO		(453,511)	(385,369)
<b>Net cash provided by (used in) operating activities</b>		<b>2,406,527</b>	<b>2,447,618</b>
<b>Cash Flows from Investing Activities</b>			
<i>Inflows</i>			
Sale of property, plant and equipment		-	5,000
<i>Outflows</i>			
Payments for property, plant and equipment		(1,514,759)	(1,927,319)
<b>Net cash provided by (used in) investing activities</b>		<b>(1,514,759)</b>	<b>(1,922,319)</b>
<b>Cash Flows from Financing Activities</b>			
<i>Inflows</i>			
Proceeds from borrowings		-	600,000
<i>Outflows</i>			
Repayment of borrowings		(413,101)	(387,157)
<b>Net cash provided by (used in) financing activities</b>		<b>(413,101)</b>	<b>212,843</b>
Net increase (decrease) in cash equivalents held		478,667	738,142
Cash and cash equivalents at beginning of year		2,060,605	1,322,463
<b>Cash and cash equivalents at end of financial year</b>		<b>2,539,272</b>	<b>2,060,605</b>

The accompanying notes form part of these financial statements.





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**ROCKHAMPTON GIRLS GRAMMAR SCHOOL**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023**

**Note 1 BASIS OF FINANCIAL STATEMENT PREPARATION**

**(a) General information about the reporting entity**

These financial statements cover Rockhampton Girls Grammar School (the School). The School is a not-for-profit statutory body established under the *Grammar Schools Act 2016*. The School does not control other entities; therefore the financial statements are for the School as an individual entity.

The objective of the School is to provide for the educational needs of young women from Preparatory to Year 12, and accepts boarding students from Year 6. The head office and principal place of business of the School is 155 Agnes Street, Rockhampton QLD 4700.

**(b) Issuance of Financial Statements**

The financial statements are authorised for issue by the Chair of the Board of Trustees and the Business Manager at the date of signing the Management Certificate.

**(c) Compliance with Prescribed Requirements**

The financial statements have been prepared in compliance with the *Financial Accountability Act 2009*, the *Financial and Performance Management Standard 2019*, the *Australian Charities and Not-for-Profits Commission Act 2012* and the *Australian Charities and Not-for-profits Regulation 2022*.

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

**(d) Underlying measurement basis**

The financial statements have been prepared on an accruals basis, with the exception of the statement of cash flows which is prepared on a cash basis.

The historical cost convention is used as the measurement basis except for land, heritage and cultural assets, buildings and improvements, and financial assets and liabilities which are measured at fair value.

**(e) Presentation Matters**

*Currency*

Functional and presentation currency is Australian dollars.

*Rounding*

Amounts included in the financial statements have been rounded to the nearest dollar. As a result of rounding, additions or note references may not necessarily add or agree due to the rounding to the nearest dollar.

*Comparatives*

Comparative information reflects the audited 2022 financial statements, unless otherwise stated where necessary to be consistent with disclosures in the current reporting period.

*Current and Non-Current Classification*

Assets are classified as current where their carrying amounts is expected to be realised within 12 months after the reporting date. Liabilities are classified as current when they are due to be

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## ROCKHAMPTON GIRLS GRAMMAR SCHOOL

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

settled within 12 months after reporting date, or the School does not have an unconditional right to defer settlement to beyond 12 months after reporting date. All other assets and liabilities are classified as non-current.

#### (f) Taxation

The School is a State Body as defined under the *Income Tax Assessment Act 1936* and is exempt from Commonwealth taxation except for Fringe Benefits Tax (FBT) and Goods and Services Tax (GST).

Receivables and payables in the Statement of Financial Position are shown inclusive of GST. GST credits receivable from, and GST payable to, the Australian Taxation Office at reporting date are separately recognised in Payables (Note 13).

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

#### (g) Key Accounting Estimates and Judgements

Management evaluates estimates and judgments incorporated into the financial report based on historical knowledge and best available current information. Estimates assume a reasonable expectation of future events and are based on current trends and economic data, obtained both externally and within the School.

The most significant estimates and assumptions are outlined in the following financial statement notes:

- Receivables: Allowance for Impairment (Note 10)
- Valuation of Property, Plant and Equipment (Note 12)
- Accrued Employee Benefits (Note 15)

#### (h) New and Revised Accounting Standards

##### ***First time mandatory application of Australian Accounting Standards and Interpretations***

There were no new accounting standards that were required to be adopted in 2023.

##### ***Early adoption of Australian Accounting Standards and Interpretations***

No accounting pronouncements were early adopted in the 2023 year.

##### ***Voluntary changes in accounting policy***

No voluntary changes in accounting policies occurred during the 2023 year.



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ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023

**Note 2 GRANT INCOME**

	<b>2023</b>	<b>2022</b>
	\$	\$
<b>Commonwealth Government Grants</b>		
Commonwealth Recurrent Grants	5,321,199	4,810,862
Commonwealth Other Grants	25,022	259,129
	<u>5,346,221</u>	<u>5,069,991</u>
<b>State Government Grants</b>		
State Recurrent Grant	1,023,370	931,892
State Capital Grants	40,000	390,000
State Grant Other	56,359	63,856
State Endowment Grant	17,000	17,000
	<u>1,136,729</u>	<u>1,402,748</u>
<b>Other</b>		
Other	11,250	13,700
	<u><b>6,494,200</b></u>	<u><b>6,486,439</b></u>

**Accounting Policy**

Grants are recognised in the year in which the School obtains control over the grant (control is generally obtained at the time of receipt). If performance obligations are attached to the grant received (eg. capital grants), the recognition of the grant as revenue will be deferred until those obligations are satisfied.

**Note 3 TUITION AND BOARDING FEES**

<b>(a) Tuition</b>	<b>2023</b>	<b>2022</b>
	\$	\$
Tuition Fees	3,168,654	2,701,192
ICT Levy	193,575	169,896
Infrastructure Levy	183,896	161,511
	<u><b>3,546,125</b></u>	<u><b>3,032,599</b></u>
<b>(b) Boarding</b>	<b>2023</b>	<b>2022</b>
	\$	\$
Boarding Fees	1,983,573	1,860,212
	<u><b>1,983,573</b></u>	<u><b>1,860,212</b></u>

**Accounting Policy**

The School's revenue from the rendering of services, being tuition and boarding, is recognised over the period in which the services are provided (being the relevant school year). Tuition, boarding fees and other levies are invoiced quarterly at the commencement of each school term and the income is recognised in the relevant month. All performance obligations relating to the provision of these services are fulfilled by year-end.

Tuition and boarding fees received in advance for a subsequent year are deferred and recognised as income in the relevant school year.

**Note 4 DONATIONS**

	<b>2023</b>	<b>2022</b>
	\$	\$
Donations for Capital Purposes	58,569	51,000
Building Fund	41,037	49,663
Other	4,932	6,810
	<u><b>104,538</b></u>	<u><b>107,473</b></u>



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ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023

**Accounting Policy**

Contributions, donations or bequests are recognised in the year in which the School obtains control over the contribution or donation (control is generally obtained at the time of receipt).

Donations received in kind (other than cash) are recognised at fair value at the time of receipt.

**Note 5 OTHER INCOME**

	2023	2022
	\$	\$
Student Charges	402,649	378,841
Insurance Proceeds	12,657	241,774
School Shop	150,875	162,975
Instrumental Music	71,783	76,535
Interest Received	138,251	46,177
Application and Enrolment Fees	40,401	43,590
Fundraising Events	131,322	41,880
Rent Received	62,667	40,200
Other	71,059	35,187
	<u>1,081,664</u>	<u>1,067,159</u>

**Accounting Policy**

Revenue from enrolment application fees is recognised on receipt.

Revenue from non-refundable confirmation fees is recognised as revenue in the first year of enrolment for the student that it relates to. Where confirmation fees are received for a future year, the revenue is deferred until enrolment commences in that future year.

Revenue from various other sources including rent, student changes for extra-curricular activities and instrumental music fees are recognised over the period to which the fees relate, or services provided.

**Note 6 EMPLOYEE EXPENSES**

	2023	2022
	\$	\$
<b>Employee Benefits</b>		
Wages and Salaries	7,139,169	6,524,866
Employee Superannuation Contributions	847,257	769,609
Long Service Leave Expense	27,400	70,300
Annual Leave Expense	41,941	18,702
<b>Employee Related Expenses</b>		
Workers Compensation Premium	49,115	44,866
Other	49,027	34,150
	<u>8,153,909</u>	<u>7,462,493</u>
	<b>2023</b>	<b>2022</b>
Number of employees	78	72

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

**Accounting Policies**

*Employer Superannuation Contributions*

Employer contributions are based on rates specified under conditions of employment. The School's contributions are expensed when they become payable at each fortnightly pay period.

*Other Employee Benefits - Sick Leave*

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



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## ROCKHAMPTON GIRLS GRAMMAR SCHOOL

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

#### Note 7 SUPPLIES AND SERVICES

Supplies and services include the following key functional areas:

##### (a) Boarding

	2023	2022
	\$	\$
Catering	313,209	253,075
Security	16,987	18,429
Activities	17,739	16,978
Kitchen Expenses	4,047	10,058
Other	21,110	18,674
	<u>373,092</u>	<u>317,214</u>

##### (b) Professional Fees

	2023	2022
	\$	\$
Audit Fees	33,800	33,500
Consultancy Fees	15,355	17,694
Other Professional Fees	8,699	11,727
	<u>57,854</u>	<u>62,921</u>

Total audit fees quoted by the Queensland Audit Office relating to the 2023 Financial Statements are \$34,000 (2022: \$33,000). Audit fees have been expensed when invoiced.

##### (c) Administrative

	2023	2022
	\$	\$
Insurance	324,646	262,720
Computer Expenses	171,818	166,755
Electricity and Gas	127,462	129,132
Advertising and Promotional	128,293	128,564
Rates	156,636	123,180
School Shop	96,335	105,284
Cleaning	63,497	56,473
Telephone and Postage	52,584	53,399
Printing & Stationery	55,843	39,761
Fundraising Events	91,788	33,490
Loss on Disposal of Assets	24,643	9,009
Loss Allowance	15,703	7,069
Other	124,752	92,324
	<u>1,434,000</u>	<u>1,207,160</u>

AON Risk Services Australia Ltd insure the School's Non-Current Physical Assets, Student and Volunteer Accident Protection, Cyber Insurance, Director and Officer's Supplementary Legal Expenses, Statutory Liability and Educator's Liability and Crime. Insurance is expensed in the period in which it relates.



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ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023

(d) Other Education Expenses

	2023	2022
	\$	\$
Student Activity Expenses	117,181	133,594
Subject Resources	108,752	76,628
School Camp Expenses	69,040	54,769
School Performances	20,811	20,301
Magazine Expenses	10,450	12,430
Speech Night	6,174	9,701
Library Expenses	5,350	7,214
Other	92,109	53,789
	<u>429,867</u>	<u>368,426</u>

(e) Motor Vehicle Expenses

	2023	2022
	\$	\$
Motor Vehicle Expenses	110,499	98,302
<b>Total Supplies and Services</b>	<b><u>2,405,312</u></b>	<b><u>2,054,023</u></b>

Note 8 LEASE EXPENSES

	2023	2022
	\$	\$
Computer Equipment	132,723	122,667
Establishment Costs	675	525
	<u>133,398</u>	<u>123,192</u>

**Accounting Policy**

The above leases held by the School meet the definition of low-value assets as per AASB16 *Leases* and are therefore excluded from the prescribed treatment within the standard. As a result of this exclusion, lease payments are charged as expenses in the period in which they are incurred.

Note 9 CASH AND CASH EQUIVALENTS

	2023	2022
	\$	\$
Deposits at Call (QTC Working Capital Accounts)	1,899,895	1,581,301
General Fund (NAB)	347,331	251,058
Building Fund	250,526	188,902
Scholarship Fund	23,918	23,120
Social Club & Student Council (NAB)	16,801	15,452
Floats	800	772
	<u>2,539,271</u>	<u>2,060,605</u>

**Accounting Policy**

Cash assets include all cash and cheques receipted but not banked at the end of the reporting period, as well as deposits at call with financial institutions and bank overdrafts.

**Account Restrictions**

The Building Fund and Scholarship Fund are restricted for use in respect of the following purposes:

- *Building Fund* is a Deductible Gift Recipient established to raise money for school building projects
- *Scholarship Fund* is a Deductible Gift Recipient established to provide scholarships from donations.



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**ROCKHAMPTON GIRLS GRAMMAR SCHOOL**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023**

**Note 10 RECEIVABLES**

	<b>2023</b>	<b>2022</b>
	\$	\$
Student Fees	174,206	134,739
GST Refundable	10,875	14,602
Commercial Fees	13,144	2,255
Less: Allowance for Impairment	<u>(28,428)</u>	<u>(25,760)</u>
	<b><u>169,797</u></b>	<b><u>125,836</u></b>

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

	<b>2023</b>	<b>2022</b>
	\$	\$
Balance at 1 January	25,760	30,198
Amounts written off during the year	(15,034)	(14,142)
Amounts recovered during the year	2,000	2,635
Increase (decrease) in allowance	<u>15,702</u>	<u>7,069</u>
Balance at 31 December	<b><u>28,428</u></b>	<b><u>25,760</u></b>

**Accounting Policy**

*Receivables*

Trade debtors are carried at nominal amounts due at the time of invoicing less any allowance for impairment as the amounts are due for settlement upon the issue of the invoice.

Fees are due and payable on the first day of each term. For example, fees for Term 1 are due on the first day of Term 1.

Other debtors generally arise from transactions outside the usual operating activities of the School and are recognised at their assessed values. Terms are a maximum of 30 days. No interest is charged, and no security is obtained.

*Impairment*

The collectability of receivables is assessed annually, with provision being made for impairment based on an expected credit losses (ECL) model as is required by AASB 9 *Financial Instruments*. This approach requires estimation of expected credit losses for each receivable regardless of whether there is evidence of impairment at balance date.

Management makes this assessment based on the individual characteristics of each debtor and where possible, external economic factors that may also impact the future capacity of those debtors to pay. The School measures the impairment allowance based on lifetime expected losses at each reporting date. The School has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the debtors and the economic environment.

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

All known bad debts were written off as at 31 December 2023.



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NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023

Note 11 OTHER ASSETS

	2023	2022
	\$	\$
<b>Prepayments</b>		
Insurance	321,943	260,110
Computer Expenses	120,292	102,837
Other	81,069	56,848
	<u>523,304</u>	<u>419,795</u>
<b>Other</b>		
Stock on Hand	159,710	177,266
Accrued Income	25,527	9,765
	<u>708,541</u>	<u>606,826</u>

Note 12 PROPERTY, PLANT AND EQUIPMENT AND DEPRECIATION EXPENSE

(a) Depreciation and Amortisation

	2023	2022
	\$	\$
<b>Depreciation</b>		
Heritage and Cultural Assets	84,282	71,800
Buildings and Improvements	374,441	327,112
Plant & Equipment	334,024	296,585
	<u>792,747</u>	<u>695,497</u>
<b>Depreciation – Right of Use Assets</b>		
Plant & Equipment	4,146	24,841
	<u>796,893</u>	<u>720,338</u>
<b>Amortisation – Intangible Assets</b>		
Intangible Assets	1,202	7,212
	<u>798,096</u>	<u>727,550</u>

(b) Property, Plant and Equipment

	2023	2022
	\$	\$
Land (Deed of Grant) – at fair value	3,525,737	3,525,737
Land (Deed of Grant) – Sport Oval Facilities – at fair value	374,263	374,263
	<u>3,900,000</u>	<u>3,900,000</u>
Heritage and Cultural Assets – at fair value	18,408,119	16,140,000
Accumulated Depreciation	(9,172,016)	(8,070,000)
	<u>9,236,103</u>	<u>8,070,000</u>
Buildings & Improvements – at fair value	36,445,000	34,495,000
Accumulated Depreciation	(10,731,175)	(11,103,262)
	<u>25,713,825</u>	<u>23,391,738</u>
Work in Progress – at cost	217,158	1,299,920
Plant and Equipment – at cost	3,782,281	3,374,256
Accumulated Depreciation	(1,981,789)	(1,708,081)
	<u>1,800,492</u>	<u>1,666,175</u>
<b>Total Property, Plant and Equipment</b>	<u>40,867,578</u>	<u>38,327,832</u>



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(c) Reconciliation

	Land	Heritage & Cultural Assets (at fair value)	Buildings & Improvements (at fair value)	Work in Progress (at cost)	Plant & Equipment (at cost)	Total
	\$	\$	\$	\$	\$	\$
Carrying amount at 1 January 2023	3,900,000	8,200,000	23,261,738	1,299,920	1,666,174	38,327,832
Acquisitions	-	593,493	368,621	131,085	468,342	1,561,541
Disposals	-	-	-	-	-	-
Depreciation	-	(84,282)	(374,441)	-	(334,024)	(792,747)
Revaluation	-	526,891	1,244,061	-	-	1,770,952
Impairment Losses in Operating Result	-	-	-	-	-	-
Transfers	-	-	1,213,846	(1,213,846)	-	-
<b>Carrying amount at 31 December 2023</b>	<b>3,900,000</b>	<b>9,236,102</b>	<b>25,713,825</b>	<b>217,159</b>	<b>1,800,492</b>	<b>40,867,578</b>



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### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

#### (d) Accounting Policy

##### **Acquisition of Assets**

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

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

##### **Recognition of property, plant and equipment**

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

Buildings and Improvements	\$10,000
Land	\$1
Plant and Equipment	\$5,000

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

##### **Measurement of Property, Plant & Equipment at cost**

Plant and equipment is measured at cost in accordance with Queensland Treasury's *Non-Current Asset Accounting Policies for the Queensland Public Sector*. The carrying amounts for plant and equipment at cost approximate their fair value.

##### **Measurement of Property, Plant & Equipment at fair value**

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

##### **Fair Value – Land, Heritage & Cultural Assets and Buildings & Improvements**

The School's land and buildings (including Heritage & Cultural Assets) & improvements are measured at fair value. The fair value measurements take into account a market participant's ability to generate economic benefits by using the asset in its highest and best use.

The valuations maximise the use of relevant observable inputs, and unobservable inputs are used to the extent that sufficient relevant and reliable observable inputs are not available for similar assets.

- Observable inputs used by the School include, but are not limited to, published sales data for land and general office buildings.
- Significant unobservable inputs used by the School include subjective adjustments made to observable data to take account of the characteristics of the School's assets/liabilities, internal record of recent construction costs (and/or estimates of such costs) for assets' characteristics/ functionality, and assessments of physical condition and remaining useful life.

##### **Revaluation of Property, Plant and Equipment**

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

Revaluations using independent professional valuers are undertaken at least once every three years. However, if a particular asset class experiences significant and volatile changes in fair



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### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

value, that class is subject to specific appraisal in the reporting period, where practicable, regardless of the timing of the last specific appraisal.

Buildings are valued using the current replacement cost approach. The comprehensive valuation process performed for buildings included:

- gross replacement cost - referencing cost per square metre for recent constructions of similar buildings, and making adjustments for any excess in gross service capacity between these modern construction projects and the existing buildings.
- accumulated depreciation - physical inspections and consideration of current asset management plans to estimate expected remaining useful life.

The comprehensive valuation process performed for land includes physical inspections and reference to recent market transactions for land with similar characteristics (the market approach).

Where assets have not been specifically appraised in the reporting period, indices are applied to their previous valuations to ensure their fair values are materially up to date.

As per AASB 116 *Property, Plant and Equipment*, any revaluation increment is credited to the Asset Revaluation Surplus of the appropriate class, except to the extent that it reverses a revaluation decrement for the class previously recognised as an expense in the Statement of Comprehensive Income. A decrease in the carrying amount on revaluation is charged as an expense in the Statement of Comprehensive Income to the extent it exceeds the balance, if any, in the Asset Revaluation Surplus relating to that asset class.

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

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

A desktop valuation was undertaken by independent professional valuer Acumentis in November 2023 in order to ascertain any change in values to the fair value of land and buildings, and was based on their previous comprehensive valuation conducted in October 2021 along with current building price indices.

- The valuer's assessment of the land value was that there was no change and that the value of \$3,900,000 remains.
- The valuation of buildings (including Heritage & Cultural assets) and improvements is based on depreciated value of the buildings' replacement costs and estimated economic lives (including considering current condition and refurbishments). There were revaluation increments on most buildings due to increases in building price indices and therefore increases in construction cost estimates upon which the replacement costs are calculated.

Land with a total value of \$3,900,000 is subject to a Deed of Grant in Trust (DOGIT). The land is retained by the Crown, however, the economic benefits of this land accrue to Rockhampton Girls Grammar School and the land is administered by the Rockhampton Girls Grammar School. The land cannot be used for any purpose other than education. The value has been determined after consideration of the location of the land, and discounting due to the restrictive Deed of Grant in Trust. The valuer has determined the value by sourcing comparative sales history on school sites throughout Queensland over recent years that range from \$48 to \$150 per square metre, and has adopted a lower rate of \$60 per square metre for the Rockhampton Girls Grammar School site to recognise the inferior title to freehold due to the restrictive covenants.

Refer to Note 16 for disclosure of the revaluation movements by asset class.

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### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

#### **Impairment**

As a not-for-profit entity, certain property, plant and equipment of the School is held for the continuing use of its service capacity and not for the generation of cash flows. Such assets are typically specialised in nature. In accordance with the AASB 136 *Impairment of Assets*, where such assets are measured at fair value under AASB 13 *Fair Value Measurement*, that fair value (with no adjustment for disposal costs) is effectively deemed to be the recoverable amount. Consequently, AASB 136 *Impairment of Assets* does not apply to such assets unless they are measured at cost.

For all property, plant and equipment and intangible assets to which impairment applies, the School assesses for indicators of impairment annually. Where indicators exist, impairment is accounted for differently depending on the type of asset, as follows:

- Plant and equipment and intangible assets which are measured at cost, are reduced to the asset's recoverable amount, being the higher of the asset's fair value less costs of disposal and its value in use. The adjustment is recorded as an impairment loss.
- For non-specialised property measured at fair value, the only difference between the asset's fair value and its recoverable amount is the costs of disposal. Consequently, the fair value of the asset under AASB 13 *Fair Value Measurement* will materially approximate its recoverable amount where the disposal costs are negligible. Where disposal costs are not negligible, the asset is reduced to its recoverable amount via a revaluation decrement in accordance with AASB 136 *Impairment of Assets*.

No impairment of assets was identified at 31 December 2023.

#### **Depreciation and Amortisation**

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

Buildings (including Heritage & Cultural Assets) and improvements and plant and equipment are depreciated on a straight-line basis so as to allocate the net cost or revalued amount of each asset, less its estimated residual value, progressively over its estimated useful life to the School. The estimation of the useful lives of assets is based on historical experience with similar assets as well as considerations such as manufacturers' warranties, asset turnover practices and the School's strategic asset plan. Reassessments of useful lives are undertaken annually by the School. Any consequential adjustments to remaining useful life estimates are implemented prospectively.

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

<i>Class</i>	<i>Useful life (Years)</i>	<i>Rate (%)</i>
Heritage and Cultural Assets	100	1
Buildings and Improvements	20 – 100	1 – 5
Plant and Equipment	3 – 20	5 – 33

Any expenditure that increases the originally assessed capacity or service potential of an asset is capitalised and the new depreciable amount is depreciated over the remaining useful life of the asset to the School. Where assets have separately identifiable components that are subject to regular replacement, these components are assigned useful lives distinct from the asset to which they relate and are depreciated accordingly.

Assets under construction (work-in-progress) are not depreciated until they are ready for use.



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**Note 13 PAYABLES**

	2023	2022
	\$	\$
Accrued Expenses	446,120	247,149
Enrolment Deposits	321,402	258,261
Trade Payables	100,757	71,182
Deferred Confirmation Fee	24,850	22,800
Revenue Received in Advance	-	4,500
	<u>893,129</u>	<u>603,892</u>

**Accounting Policy**

Trade payables are recognised upon receipt of the goods or services ordered and are measured at the agreed purchase/contract price, gross of applicable trade and other discounts. Amounts owing are unsecured and are generally settled on 30-day terms or sooner.

**Note 14 BORROWINGS**

	2023	2022
	\$	\$
<b>Current</b>		
QTC Loans	<u>433,808</u>	<u>412,538</u>
<b>Non-current</b>		
QTC Loans	<u>1,287,394</u>	<u>1,717,449</u>
Total	<u>1,721,202</u>	<u>2,129,987</u>

**Accounting Policy**

Interest bearing liabilities are recognised at face value as the amount contractually owing.

All borrowings are in Australian dollar denominated amounts and carried at amortised cost with interest being expensed as it accrues. No interest has been capitalised during the current or comparative reporting period.

**Disclosure**

*Loan Particulars*

The School has two debenture loans at 31 December 2023 and:

- has been paying quarterly principal and interest repayments on the first loan since March 2012 quarter at a fixed interest rate of 5.53% with a maturity date of December 2026.
- is paying monthly principal and interest repayments on the second loan at a fixed interest rate of 3.35% with a maturity date of June 2032.

The market value of the School's borrowings at 31 December 2023, as notified by the Queensland Treasury Corporation (QTC) was \$1,729,839 (2022: \$2,149,598). This represents the value of the debt if repaid in full at balance date.

As it is the intention of the School to hold its borrowings for their full term, no adjustment provision is made in these accounts.

*Unused finance facilities*

The School has an operating lease credit facility of \$600,000, of which \$431,148 is unused at 31 December 2023.





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*Financial Liability Maturity*

Undiscounted future loan payments included in borrowings are as follows:

	2023	2022
	\$	\$
Payable within one year	506,887	506,887
Payable within one to five years	1,156,276	1,591,912
Payable later than one year	249,379	320,630
Less effect of discounting	(191,340)	(289,442)
<b>Borrowings</b>	<b><u>1,721,202</u></b>	<b><u>2,129,987</u></b>

**Note 15 ACCRUED EMPLOYEE BENEFITS**

	2023	2022
	\$	\$
<b>Current</b>		
Annual Leave	205,235	163,293
Long Service Leave	439,013	460,656
	<b><u>644,248</u></b>	<b><u>623,949</u></b>
<b>Non-current</b>		
Long Service Leave	165,560	116,517
<b>Total</b>	<b><u>809,808</u></b>	<b><u>740,466</u></b>

**Accounting Policy**

*Other Long-Term Employee Benefits - Annual and Long Service Leave*

Annual leave and long service leave liabilities are classified and measured as other long-term employee benefits, as the School does not expect to wholly settle all such liabilities within the 12 months following reporting date.

Other long-term employee benefits are presented as current liabilities where the School does not have an unconditional right to defer payment for at least 12 months after the end of the reporting period.

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

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

**Note 16 ASSET REVALUATION SURPLUS BY ASSET CLASS**

	Land	Heritage & Cultural Assets	Buildings & Improvements	Total
	\$	\$	\$	\$
Balance at 1 Jan 2022	3,863,696	1,967,230	12,745,421	18,576,347
Revaluation Increments	-	961,800	1,389,939	2,351,739
Revaluation Decrements	-	-	-	-
<b>Balance at 31 Dec 2022</b>	<b><u>3,863,696</u></b>	<b><u>2,929,030</u></b>	<b><u>14,135,360</u></b>	<b><u>20,928,086</u></b>
Balance at 1 Jan 2023	3,863,696	2,929,030	14,135,360	20,928,086
Revaluation Increments	-	515,591	1,255,361	1,770,952
Revaluation Decrements	-	-	-	-
<b>Balance at 31 Dec 2023</b>	<b><u>3,863,696</u></b>	<b><u>3,444,621</u></b>	<b><u>15,390,721</u></b>	<b><u>22,699,038</u></b>



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### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

#### Note 17 FAIR VALUE MEASUREMENT

##### *What is fair value?*

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date under current market conditions (i.e. an exit price) regardless of whether that price is directly derived from observable inputs or estimated using another valuation technique.

##### *Financial Assets and Liabilities*

The carrying amounts of trade receivables and payables approximate their fair value. The School holds no financial assets or liabilities classified at fair value through profit and loss.

##### *Non-Financial Assets – Land, Heritage & Cultural Assets and Buildings & Improvements*

To provide an indication of the observability of the inputs used to determine the fair value of non-current physical assets, the school has classified the assets into the three levels prescribed under the accounting standards.

- Level 1: The fair value of assets traded in active markets is based on quoted market prices at the end of the reporting period. The quoted market price used for assets held by the school is the current bid price. These assets are included in Level 1.
- Level 2: The fair value of assets that are not traded in an active market is determined using valuation techniques which maximise the use of observable market data and rely as little as possible on entity-specific estimates. If all significant inputs required to fair value an asset are observable, the asset is included in level 2.
- Level 3: If one or more of the significant inputs is not based on observable market data, the asset is included in level 3.

All assets of Rockhampton Girls Grammar School that are measured at fair value are included in Level 3 of the fair value hierarchy.

The school's policy is to recognise transfers into and transfers out of fair value hierarchy levels as at the end of the reporting period. There were no transfers between levels for recurring fair value measurements during the year.

Refer to disclosure at Note 12.

#### Note 18 FINANCIAL INSTRUMENTS

##### Categories of Financial Assets and Financial Liabilities

	Note	2023 \$	2022 \$
<b>Financial Assets</b>			
<i>Cash and Cash Equivalents</i>	9	2,539,271	2,060,605
<i>Financial Assets – Amortised Cost</i>			
Receivables	10	169,797	125,836
<b>Financial Liabilities</b>			
<i>Financial Liabilities – Amortised Cost</i>			
Payables	13	893,129	603,892

##### Items of Income, Expense, Gains and Losses

	Note	2023 \$	2022 \$
Interest Income from Cash		138,251	46,177
Impairment Losses on Receivables	10	15,702	7,069

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## ROCKHAMPTON GIRLS GRAMMAR SCHOOL

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

#### Note 19 KEY MANAGEMENT PERSONNEL (KMP)

##### Details of Key Management Personnel

The School has assessed the key executive management personnel positions in context of the School being constituted under the *Grammar Schools Act 2016*. Details of executive management personnel positions, responsibilities, appointment date and remuneration are detailed below. Further information on these positions can be found in the body of the Annual Report under the section relating to Governance.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
Elected Trustee	To supervise, maintain and control the conduct of the School. To make rules with regards to the management and control of the School.	Elected position through roll of electors and appointed by the Governor in Council.	27 May 2016
Elected Trustee			27 May 2016
Elected Trustee			27 May 2016
Elected Trustee			2 March 2023
Government Appointed Trustee		Appointed by the Governor in Council.	16 August 2018
Government Appointed Trustee			27 August 2020
Government Appointed Trustee			27 August 2020
Government Appointed Trustee			22 December 2022
Principal	The Principal is responsible for implementation of plans and strategies as delegated by the Board of Trustees.	Five-year contract (to 31 Dec 2026)	29 November 2021
Business Manager / Secretary to the Board of Trustees	The Secretary / Business Manager supports the Principal in implementation of plans and strategies as delegated by the Board of Trustees.	Fixed term contract (to 31 Dec 2025)	8 August 2022
Deputy Principal – Studies	The Deputy Principal – Studies is an essential member of the Rockhampton Girls Grammar School Executive with delegated responsibility for the oversight of all aspects of learning and teaching practices and procedures across Prep to Year 12.	Fixed term contract (to 31 Dec 2024)	1 January 2020
Deputy Principal – Students	The Deputy Principal – Students is an essential member of the Rockhampton Girls Grammar School Executive with delegated responsibility for the oversight of student pastoral care practices and procedures across Prep to Year 12.	Fixed term contract (to 31 Dec 2024)	18 August 2021 (7 July 2023)
		Fixed term contract (to 1 July 2026)	10 July 2023
Head of Boarding	The Head of Boarding is responsible for the day-to-day management of the residential boarding houses.	Ongoing permanent	22 July 2019
Facilities & Services Manager	The Facilities & Services Manager is responsible for overseeing all aspects of the management of the School's facilities.	Fixed term contract (to 31 Dec 2024)	13 June 2022

##### KMP Remuneration Policies

No board members received or were entitled to receive any fees or other benefits during the year.

Remuneration and other terms of employment for the School's other key management personnel are specified in employment contracts. The contracts provide for the provision of performance related



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cash payments and other benefits. Remuneration expenses for these key management personnel comprises the following components:

- Short term employee expenses which include:
  - Salaries, allowances and annual leave entitlements earned and expensed for the entire year, or for that part of the year during which the employee occupied the specified position
  - Non-monetary benefits consisting of provision of accommodation and school fee discounts, together with fringe benefits tax applicable to the benefit.
- Long term employee expenses are long service leave entitlements earned and expensed for the entire year, or for that part of the year during which the employee occupied the specified position.
- Post-employment benefits include superannuation contributions.
- Termination benefits include payments in lieu of notice on termination and other lump sum separation entitlements (excluding annual and long service leave entitlements) payable on termination of employment or acceptance of an offer of termination of employment.

For the 2022 and 2023 years, remuneration increases for key management personnel were based on performance assessments. The percentage increases are tied to the achievement of pre-determined individual performance targets.

The following disclosures focus on the expenses incurred by the School during the respective reporting periods that are attributable to key management positions. Therefore, the amounts disclosed reflect expenses recognised in the Statement of Comprehensive Income.

**Remuneration Expenses**

**2023**

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post-Employment Benefits	Termination Benefits	Total Remuneration
	Base \$	Non-Monetary Benefits \$	\$	\$	\$	\$
Elected Trustees	-	-	-	-	-	-
Government Appointed Trustees	-	-	-	-	-	-
Principal	190,038	-	981	22,119	-	213,138
Business Manager / Secretary to the Board of Trustees	154,236	-	486	19,613	-	174,335
Deputy Principal – Studies	151,358	-	6,872	19,549	-	177,779
Deputy Principal – Students <sup>1</sup>	60,630	-	0	8,585	-	69,215
Deputy Principal – Students <sup>2</sup>	58,520	-	736	6,075	-	65,331
Head of Boarding	110,684	15,600	2,010	14,533	-	142,827
Facilities & Services Manager <sup>4</sup>	112,980	18,825	2,044	11,504	-	145,353

<sup>1</sup> To 7 July 2023.

<sup>2</sup> From 10 July 2023.



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## ROCKHAMPTON GIRLS GRAMMAR SCHOOL

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

#### 2022

Position	Short Term Employee Expenses		Long Term Employee Expenses*	Post-Employment Expenses	Termination Benefits	Total Remuneration
	Monetary Expenses \$	Non-Monetary Benefits \$	\$	\$	\$	\$
Elected Trustees	-	-	-	-	-	-
Government Appointed Trustees	-	-	-	-	-	-
Principal	179,969	-	512	21,379	-	201,860
Business Manager / Secretary to the Board of Trustees <sup>1</sup>	98,292	-	(4,194)	14,720	-	108,818
Business Manager / Secretary to the Board of Trustees <sup>2</sup>	50,510	-	138	6,578	-	57,226
Deputy Principal – Studies	142,218	-	5,550	18,476	-	166,244
Deputy Principal – Students <sup>3</sup>	131,671	-	181	17,217	-	149,069
Head of Boarding	106,743	15,600	615	13,842	-	136,800
Facilities & Services Manager <sup>4</sup>	53,571	10,207	380	8,578	-	72,736

<sup>1</sup> Period of leave from 13 August 2022 to 11 December 2022.

<sup>2</sup> From 8 August 2022.

<sup>3</sup> Transitioned from Acting to formal appointment on 18 April 2022.

<sup>4</sup> Appointed to Executive Team on 13 June 2022.

#### Performance Payments

No KMP remuneration packages provide for performance or bonus payments.

#### Note 20 RELATED PARTY TRANSACTIONS

No transactions with related parties were identified during the year ended 31 December 2023.

#### Note 21 COMMITMENTS

##### (a) Lease Commitments

At 31 December 2023, the School had the following low value assets and short term lease commitments (exclusive of GST):

	2023	2022
	\$	\$
Payable within one year	110,050	77,251
Payable within one to five years	73,584	54,000
	<u>183,634</u>	<u>131,251</u>



OFFICIAL

## ROCKHAMPTON GIRLS GRAMMAR SCHOOL

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

Leases are entered in to as a means of acquiring access to office equipment and vehicles. Lease payments are fixed. No leases contain restrictions on financing or other leasing activities. Some leases have renewal or purchase options.

These lease commitments are excluded from recognition under AASB 16, on the basis that they are low value assets and short term leases.

#### (b) Capital Commitments

Commitments at reporting date (inclusive of non-recoverable GST input tax credits) are payable as follows:

	2023	2022
	\$	\$
<i>Commitments for acquisition of PP&amp;E – Buildings &amp; Improvements</i>		
Payable within one year	65,779	254,681
Payable within one to five years	-	34,514
	-	289,195

#### Note 22 CONTINGENT LIABILITIES AND ASSETS

##### (a) Contingent Liabilities

###### *Commonwealth and State Government Capital Grants*

Pursuant to the conditions attached to Commonwealth and State Government capital grants, the School is contingently liable to repay, based on a formula, all or part of the grants received if the project to which the funds were applied ceases to be used for the purpose approved or is sold or otherwise disposed of within 20 years of completion of the project.

The Board of Trustees of The Rockhampton Girls Grammar School is of the opinion that the School will continue in its current capacity and therefore any liability is unlikely to materialise.

There are no other contingent liabilities at 31 December 2023.

##### (b) Contingent Assets

There are no contingent assets at 31 December 2023.

#### Note 23 EVENTS OCCURRING AFTER BALANCE DATE

No other matters or circumstances have arisen since 31 December 2023 that have significantly affected or may significantly affect the operations, results or state of affairs of the School.

OFFICIAL

## ROCKHAMPTON GIRLS GRAMMAR SCHOOL

### MANAGEMENT CERTIFICATE

#### Certificate of the Board of Trustees of The Rockhampton Girls Grammar School

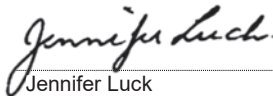
These general purpose financial statements have been prepared pursuant to Section 62(1) of the *Financial Accountability Act 2009* (the Act), Section 39 of the *Financial and Performance Management Standard 2019*, *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Regulations 2022* and other prescribed requirements. In accordance with Section 62(1)(b) of the Act, we certify that in our opinion:

- (a) The prescribed requirements for establishing and keeping the accounts have been compiled with in all material respects; and
- (b) The financial statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Board of Trustees of The Rockhampton Girls Grammar School for the financial year ended 31 December 2023 and of the financial position of the School at the end of that year; and

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

In accordance with Section 60.15 of the *Australian Charities and Not-for-profit Regulations 2022*, we certify that, in our opinion:

- (a) There are reasonable grounds to believe the registered entity is able to pay all of its debts, as and when they become due and payable; and
- (b) The financial statements hand notes satisfy the requirements of the Australian Charities and No-for-profit Commission Act.



Jennifer Luck  
BEd DipTch GradDipTch(Lib) TEFL  
Board Chair



Joanne Winter  
BComm CPA GAICD  
Business Manager

22 February 2024  
Date





## INDEPENDENT AUDITOR'S REPORT

To Board of Trustees of the Rockhampton Girls Grammar School

### Report on the audit of the financial report

#### Opinion

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

The financial report comprises the statement of financial position as at 31 December 2023, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including material accounting policy information, and the management certificate.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2023, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulations 2022 and Australian Accounting Standards – Simplified Disclosures.

#### Basis for opinion

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

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

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

#### Responsibilities of the entity for the financial report

The Board is responsible for the preparation of the financial report that gives a true and fair view in accordance with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulations 2022 and Australian Accounting Standards – Simplified Disclosures, and for such internal control as the Board determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.



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

Those charged with governance are responsible for overseeing the entity's financial reporting process.

### **Auditor's responsibilities for the audit of the financial report**

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of my responsibilities for the audit of the financial report is located at the *Auditing and Assurance Standards Board* website at:

[https://www.auasb.gov.au/auditors\\_responsibilities/ar4.pdf](https://www.auasb.gov.au/auditors_responsibilities/ar4.pdf)

This description forms part of my auditor's report.

### **Report on other legal and regulatory requirements**

#### **Statement**

In accordance with s. 40 of the *Auditor-General Act 2009*, for the year ended 31 December 2023:

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

#### **Prescribed requirements scope**

The prescribed requirements for the establishment and keeping of accounts are contained in the *Financial Accountability Act 2009*, any other Act and the Financial and Performance Management Standard 2019. The applicable requirements include those for keeping financial records that correctly record and explain the entity's transactions and account balances to enable the preparation of a true and fair financial report.

Jacqueline Thornley  
as delegate of the Auditor-General

23 February 2024

Queensland Audit Office  
Brisbane



## Glossary of Terms

AHISA	Association of Heads of Independent Schools of Australia
AITSL	Australian Institute for Teaching and School Leadership
ATAR	Australian Tertiary Admission Rank
AASB	Australian Accounting Standards Board
AICD	Australian Institute of Company Directors
BGA	Block Grant Authority
CPR	Cardiopulmonary resuscitation
CQU	Central Queensland University
DOGIT	Deed of Grant in Trust
EBIDA	Earnings Before Interest, Depreciation and Amortization
FTE	Full Time Equivalent
Girls Grammar	Rockhampton Girls Grammar School
HASS	Humanities and Social Science
ICAS	International Competitions and Assessments for Schools
ICT	Information Communication Technology
ISQ	Independent Schools Queensland
NAPLAN	National Assessment Program in Literacy and Numeracy
NSSAB	Non-State Schools Accreditation Board
OGA	Old Girls Association
PD	Professional Development
QAO	Queensland Audit Office
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QTAC	Queensland Tertiary Admissions Centre
QUT	Queensland University of Technology
RGGS	Rockhampton Girls Grammar School
STEM	Science, Technology, Engineering and Math
SMART	Specific, measurable, achievable, relevant and time-bound
SUN	Start Uni Now
TASS	The Alpha School System



Summary of requirement		Basis for requirement	Annual report reference
Letter of compliance	<ul style="list-style-type: none"> <li>A letter of compliance from the accountable officer or statutory body to the relevant Minister/s</li> </ul>	ARRs – section 7	P.3
Accessibility	<ul style="list-style-type: none"> <li>Table of contents</li> <li>Glossary</li> </ul>	ARRs – section 9.1	P.4 P.68
	<ul style="list-style-type: none"> <li>Public availability</li> </ul>	ARRs – section 9.2	P.2
	<ul style="list-style-type: none"> <li>Interpreter service statement</li> </ul>	Queensland Government Language Services Policy ARRs – section 9.3	P.2
	<ul style="list-style-type: none"> <li>Copyright notice</li> </ul>	Copyright Act 1968 ARRs – section 9.4	P.2
	<ul style="list-style-type: none"> <li>Information Licensing</li> </ul>	QGEA – Information Licensing ARRs – section 9.5	N/A
General information	<ul style="list-style-type: none"> <li>Introductory Information</li> </ul>	ARRs – section 10	P.5-8
Non-financial performance	<ul style="list-style-type: none"> <li>Government's objectives for the community and whole-of-government plans/specific initiatives</li> </ul>	ARRs – section 11.1	P.2 & 9
	<ul style="list-style-type: none"> <li>Agency objectives and performance indicators</li> </ul>	ARRs – section 11.2	P.10-22
	<ul style="list-style-type: none"> <li>Agency service areas and service standards</li> </ul>	ARRs – section 11.3	N/A
Financial performance	<ul style="list-style-type: none"> <li>Summary of financial performance</li> </ul>	ARRs – section 12.1	P.27-29
Governance – management and structure	<ul style="list-style-type: none"> <li>Organisational structure</li> </ul>	ARRs – section 13.1	P.35
	<ul style="list-style-type: none"> <li>Executive management</li> </ul>	ARRs – section 13.2	P.36-37
	<ul style="list-style-type: none"> <li>Government bodies (statutory bodies and other entities)</li> </ul>	ARRs – section 13.3	P.30-31
	<ul style="list-style-type: none"> <li>Public Sector Ethics</li> </ul>	Public Sector Ethics Act 1994 ARRs – section 13.4	N/A
	<ul style="list-style-type: none"> <li>Human Rights</li> </ul>	Human Rights Act 2019 ARRs – section 13.5	N/A
	<ul style="list-style-type: none"> <li>Queensland public service values</li> </ul>	ARRs – section 13.6	N/A
Governance – risk management and accountability	<ul style="list-style-type: none"> <li>Risk management</li> </ul>	ARRs – section 14.1	P.38-39
	<ul style="list-style-type: none"> <li>Audit committee</li> </ul>	ARRs – section 14.2	P.32
	<ul style="list-style-type: none"> <li>Internal audit</li> </ul>	ARRs – section 14.3	P.32 & 38
	<ul style="list-style-type: none"> <li>External scrutiny</li> </ul>	ARRs – section 14.4	P.38
	<ul style="list-style-type: none"> <li>Information systems and recordkeeping</li> </ul>	ARRs – section 14.5	P.39
	<ul style="list-style-type: none"> <li>Information Security attestation</li> </ul>	ARRs – section 14.6	N/A
Governance – human resources	<ul style="list-style-type: none"> <li>Strategic workforce planning and performance</li> </ul>	ARRs – section 15.1	P.26-27
	<ul style="list-style-type: none"> <li>Early retirement, redundancy and retrenchment</li> </ul>	Directive No.04/18 Early Retirement, Redundancy and Retrenchment ARRs – section 15.2	N/A



Summary of requirement		Basis for requirement	Annual report reference
<b>Open Data</b>	• <b>Statement advising publication of information</b>	ARRs – section 16	P.40
	• <b>Consultancies</b>	ARRs – section 31.1	<a href="https://data.qld.gov.au">https://data.qld.gov.au</a>
	• <b>Overseas travel</b>	ARRs – section 31.2	<a href="https://data.qld.gov.au">https://data.qld.gov.au</a>
	• <b>Queensland Language Services Policy</b>	ARRs – section 31.3	<a href="https://data.qld.gov.au">https://data.qld.gov.au</a>
<b>Financial statements</b>	• <b>Certification of financial statements</b>	FAA – section 62 FPMS – sections 38, 39 and 46 ARRs – section 17.1	P.64
	• <b>Independent Auditor's Report</b>	FAA – section 62 FPMS – section 46 ARRs – section 17.2	P.65

FAA *Financial Accountability Act 2009*

FPMS *Financial and Performance Management Standard 2019*

ARRs *Annual report requirements for Queensland Government agencies*