

Rockhampton Girls Grammar School

Est 1892

ANNUAL REPORT 2024

To the Minister for Education
and the Arts

Communication Objective

Purpose of the Report

The Rockhampton Girls Grammar School 2024 Annual Report of the Board of Trustees for the Minister for Education and the Arts – the Honourable John-Paul Langbroek 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
- building Queensland
- 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 2025
- provides a copy of the audited financial statements (as required under Section 62 of the *Financial Accountability Act 2009*).

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ISSN 1837-8706 (Print)

ISSN 1837-8714 (Online)

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 2024.



Rockhampton Girls
Grammar School

Est 1892

25 February 2025

The Honourable John-Paul Langbroek MP
Minister for Education and the Arts
PO Box 15033
CITY EAST QLD 4002

Dear Minister

I am pleased to submit for presentation to Parliament the Annual Report 2024 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 34 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

2024 has again been an exciting year for Girls Grammar. Some of the many highlights were the completion of the refurbishment of Upper Luck – now converted to classrooms and breakout spaces, the building of the outdoor Agriculture classroom, the continuing process of putting our overhead cables underground and the P&F contribution for the Discovery Playground. There are also preliminary plans underway for the Stop, Drop and Go zone. These capital improvements have had an enormous impact on the school environment for the benefit of our staff and students.

The stringent financial framework that we have adopted has served us in good stead as the school continues to operate profitably. With the economic climate improving we have exciting opportunities for growth ahead of us. Enrolments remain strong this year and also for the start of 2025.

Our annual Long Lunch was a successful and colourful spectacular and of course there were the many and varied educational, sporting and cultural pursuits in which our girls participated. How so much can be jam-packed into one year is sometimes quite staggering.

Girls Grammar benefits from the support and contributions of many. On behalf of the Board I thank:

Our leadership team, Principal Mrs Kara Khrelik well supported by her Executive team Dr John Fry, Ms Sammy Cobon, Mrs Clair Applewaite, Mrs Stacey McCarthy and Ms Kasey Mitchell.

Kara has firmly established herself as a leader with strength and direction. Her enthusiastic and progressive approach to education is refreshing and inspiring. Her commitment to involving the school in community events and projects has seen her become a great ambassador for Girls Grammar.

Our dedicated teaching staff is made up of a group of individuals from diverse backgrounds offering wide ranging skills and personalities as role models for our girls. Their commitment to nurturing not just minds, but also character, is what truly sets Girls Grammar apart. We are determined to ensure that our primary department offers a caring and nurturing environment where students educational needs are met. Thank you to Mrs Vanessa Hempson, who has ably filled in for Mrs Goltz this term: and your dedicated primary staff.

To all the finance and administration staff, lead professionally by Mrs Clair Applewaite our Business Manager and Board Secretary, assisted by Mrs Donna Sleaford. Our reliance on Clair and Donna for so many government, educational and financial regulations seems a never-ending and demanding workload.

To our Director of Boarding, Mrs Stacey McCarthy and her welfare and boarding staff, to our Facilities Manager Ms Kasey Mitchell, to Kaitlyn Graham Marketing and Events Manager, Emily Conrad - HR and Enrolments Officer Wendy Shephard. Kent Reid and the catering staff, Ryan Kimm and the grounds, transport and maintenance staff, Danielle Unwin and her cleaning staff – all working behind the scenes to keep the place running smoothly.

President of the P&F Luke Brunsmann, and his Committee work tirelessly for the school. Once again, they have staged the successful Bulls and Barrells night at Paradise Lagoon and as I mentioned previously - have also funded the Discovery Playground for the ELC.

The Old Girls Association and President Mrs Kim Dixon who has taken over the reins from Veronica Goddard. The strength of our Old Girls Association reflects our culture and pride.

As a Board we look forward to the future and we will remain diligent in our quest to cement Girls Grammar's position as a leader in the field of girls education.

Our current Board members aside from myself are Mr Cale Dendle - Deputy Chairman, Ms Alexandra Becker - Treasurer, Mr Gordon Stunzner, and new members - Ms Michelle Dunbar, Ms Janet McKenzie and Ms Leslie Single. I would personally like to thank them all for their support.

It would be remiss of me not to thank and make special mention of our outgoing Board Members – Mrs Anni Bastin Byrne, Mr Ken Murphy and Ms Hilarie Dunn who voluntarily committed their time and expertise in a collective effort over many years. On behalf of the school, thank you and we look forward to your continued association.

Rockhampton Girls Grammar is all about educating girls. It's what we do. We've been doing it for over 130 years, and we'll continue doing it. An all-girls education gives our girls the freedom to develop and realise their full potential. You need no more evidence of this than when you meet our year 12 graduates.

The Girls Grammar team of professional staff have helped you achieve your best. You have studied hard, developed leadership and public speaking skills, sporting prowess and teamwork and have involved yourselves in cultural pursuits.

You leave us with the confidence to take your place in the community and to pursue your path of choice; a path I know for which you are well prepared. So as the newest 'Old Girls' we wish you every success in whatever you choose to do in the future.

2024 - Achievements and Challenges

Achievements

- 2024 graduating class highlights included Hayley Brannigan receiving QCAA Subject Achievement Commendation for 100% in Music and Olivia Waardyk receiving QCAA Subject Achievement Commendation for 100% in English and QCAA Certificate of Academic Achievement for six “A” results in general subjects. In addition to these exceptional achievements, 22% of known eligible year 12 graduates received an ATAR of 90 and above.
- Completed the following capital works to improve learning experiences, provide modern facilities and address safety concerns within our school community:
 - Discovery Playground (with a generous donation provided by the P & F)
 - ELC Stop, Drop and Go (preliminary works)
 - Outdoor Classroom (utilised by our Agriculture students)
 - Upper Luck refurbishment (incorporating four classrooms, two breakout rooms for independent student learning, two Boarding Supervisor residences and a meeting room)
 - Storm Water Infrastructure Upgrade Stage 1
- Commenced the 2024 academic year with enrolments exceeding 400 students, a 40% increase in enrolment numbers since 2020. Due to unprecedented enrolment numbers for prep in 2024, we grew from one to two classes of prep with 1.0 FTE teacher aide supporting learning and development of our youngest students in each of these rooms. Continued enquiries and additional enrolments were received across year levels throughout the 2024 school year.
- In 2024, a variety of events were held that provided opportunities for staff, students, parents, and the wider community to experience the unique spirit of Girls Grammar. These included the Mother’s Day Twilight Soiree, Long Lunch, Father’s Day BBQ, Old Girls Association (OGA) Hall of Fame Evening and Bulls n Barrels. Additionally, Girls Grammar was proud to participate in Beef Week, which allowed staff and students to connect with both past and present families while meeting new faces. These events not only fostered a sense of belonging and school pride but also offered students valuable networking opportunities, enhanced their sense of community, and enriched their overall school experience.

Challenges

- Managing and aligning the Heritage aspects, scope of works and ongoing maintenance required of facilities in a school that is 133 years old with budgets and accessible funding.
- Finding solutions for staffing shortages, particularly in specialist secondary teaching roles and managing recruitment and retention across non-teaching departments, most notably in boarding, catering, grounds and maintenance consumes a significant amount of time for our HR Officer and Executive team.
- Remaining competitive as an employer of choice while considering State Government pay increases and staffing shortages Queensland and Australia wide.

From the Principal

2024 In Review – Kara Krehlik

As we reflect on the year that has been, 2024 has brought incredible milestones, achievements, and growth to Rockhampton Girls Grammar School. This year, we warmly welcomed new staff across both teaching and non-teaching roles. Each individual has brought unique skills and fresh perspectives, enriching our school community. We also celebrated a historic milestone with enrolments exceeding 400 students for the first time in over 20 years, representing a remarkable 40% growth over five years. This achievement reflects the strong support of our community and the enduring value families place on what Girls Grammar offers.

Among our students, 2024 has been a year of exceptional achievements across all areas of school life. The year began with the celebration of our 2023 Year 12 results. Our Dux, Bridgette Williams, achieved an outstanding 98% in English and Literature Extension, earning recognition as Queensland's top student in English with a perfect score of 100%.

Our younger students also shone brightly, particularly in critical thinking and teamwork. Two Opti-MINDS teams from Years 3 to 6 excelled at the regional finals, demonstrating creativity, problem-solving, and collaboration—qualities that are nurtured within our school environment.

On stage, our students delighted us with their performances in *Legally Blonde Junior the Musical*. Their dedication and vibrant energy brought the production to life, showcasing their extraordinary talent and passion for the performing arts.

On the sporting field, our athletes excelled across various disciplines, from athletics and netball to rowing and equestrian sports. They proudly represented our school, demonstrating perseverance and sportsmanship. Our Show Team also achieved outstanding success, preparing tirelessly for district, regional, and even state-level competitions.

Across these diverse cocurricular arenas, whether on stage, in competition, or in the show ring, our students' passion, resilience, and teamwork have set a benchmark for excellence.

Building on the success of our inaugural Hall of Fame event last year, our Old Girls Association hosted the Alumni Sip and Celebrate. This event saw the induction of five exceptional women into our Hall of Fame. Their remarkable contributions to their respective fields inspire our current students, illustrating the profound impact of a Girls Grammar education.

I would like to extend my heartfelt gratitude to our dedicated Board, whose commitment and vision have been instrumental in our school's ongoing growth and success.

This year, we farewelled long-standing members Ken Murphy, Hilarie Dunn, and Anni Baston-Byrne, whose contributions have been invaluable. At the same time, we welcomed three new Board members: Leslie Single, Janet Makenzie, and Michelle Dunbar. As alumni, they bring not only a wealth of professional expertise but also a deep personal connection to the school's values and traditions.

Our community engagement has been another highlight of 2024. Participation in Beef Week allowed us to celebrate the agricultural achievements of our students and deepen connections within the community. Our annual Long Lunch at the Shearing Shed set a new record with 300 guests, raising \$28,500 for the School Building Fund, demonstrating the strength and generosity of our school community.

Student wellbeing remained a priority this year through initiatives such as the Brainwise School program and Smiling Minds, which have equipped students and staff with tools to build resilience, self-regulation, and mindfulness. With our school-wide theme of "Kindness and Respect" and weekly Wellbeing Wednesday activities, we have continued to prioritise the physical, mental, and social-emotional wellbeing of our students.

Our facilities also saw significant upgrades in 2024. Highlights include the refurbishment of Upper Luck House, the construction of an agricultural plot outdoor classroom, and the updated Discovery Playground, made possible by a generous \$100,000 donation from our Parents and Friends Association. Additional projects, such as the upcoming refurbishment of the Discovery Centre classrooms and improved ELC traffic management, reflect our commitment to providing an optimal learning environment.

Our curriculum continues to evolve to meet the needs of our students and the dynamic demands of society. Notable updates include:

- Introduction of Fashion as a senior subject.
- Expansion of Food and Textiles into Years 4, 5, and 6.
- Spanish commencing from Year 4 rather than Prep.
- Continued focus on literacy and reading in Prep- Year 3.
- Extension Mathematics classes continuing in upper primary, now joined by English Extension.

As 2024 marks the conclusion of our current Strategic Directions, we are excited to launch our 2025-2027 plan. This refreshed strategic vision reaffirms our commitment to:

- Single-sex education.
- Non-denominational identity.
- A holistic approach to education.

At Girls Grammar, our Contribution to Society is centred on nurturing confident and capable young women who will make meaningful contributions to an ever-changing world. As we prepare to embrace 2025, I am filled with pride in all that we have achieved together and look forward to a future where every young woman at our school can realise her full potential.

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

2024 marked the third and final year of the School's 2022-2024 Strategic Directions. In the second half of the year, a comprehensive review was undertaken to refine the School's vision, focus, and alignment with societal values. This process fostered a strategic mindset that strengthened unity and shared purpose, preparing the School to enter 2025 with a refreshed and dynamic vision. The updated Strategic Plan was carefully crafted and announced to the school community in November 2024.

Continued strategic focus areas in 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 - A culture of academic success		
Goal 1.1 Excellence in academic outcomes		
Strategic Goal		Progress through 2024
1.	Nurture a school wide culture of expectation for academic excellence.	<p>Results for 2024 Year 12 cohort:</p> <ul style="list-style-type: none"> 79% were ATAR eligible, well above the state average. 100% of graduates were in the top half of ATAR results. 92% of results achieved across all subjects were an A to C. 25% of results achieved across all subjects were an A. 16% of students undertook a school-based traineeship or apprenticeship. 26% of students completed a Certificate II or above VET qualification. 47% of students took up a partial alternative pathway in their senior years. These were outsourced by the school. 5% of Year 12s studied at least one university subject.
2.	Develop best practice pedagogical approaches to classroom teaching.	<ul style="list-style-type: none"> Australian Curriculum for English and Mathematics was rolled out through 2024. Science of Language and Reading continued to be implemented in our early years. A focus on mathematical place value understanding in the upper primary school was a focus area. Year 7 numeracy data was used to identify an intervention strategy for this cohort, resulting in significant improvement.
Goal 1.2 Strong post school transition pathways		
Strategic Goal		Progress through 2024
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 2024. In addition to P-10 Australian Curriculum, students in Year 11 and 12 could choose from 3 Applied and 22 General subjects.</p> <p>Students also completed Certificate II and above courses in diverse areas such as health services, hospitality, education, agriculture, dance, volunteering, animal Care, aquatic rescue and aircraft line maintenance.</p>
Goal 1.3 An acclaimed girls-only education program		
Strategic Goal		Progress through 2024
1.	Develop and effectively promote successful girls' centric educational programs.	<p>There has been a continued 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.</p>
2.	Cultivate a school wide environment where girls feel safe to be themselves and take appropriate academic risks.	<p>In 2024, we continued to actively enforce anti-bullying policies that ensure all girls feel secure and protected from harassment and discrimination; this is reflected by the updated Student Bullying Policy, which was authorised in July 2024 and will be monitored for continued review. As a whole school community, we celebrate diversity not only through our engagement with ABSTUDY and the Cape York Leadership Program, but through numerous cultural events, both internally and externally to the school. In 2024 we saw the continuation of the SMILE Program and Sisters Program, where girls can freely express themselves, and engage with members of the whole school community, allowing them to find positive role models. We ensure that counselling services are freely and readily available for all students to address their emotional, social and academic needs; this support has been instrumental in assisting students overcome challenges, build resilience and develop a positive attitude towards social-emotional, and academic risks.</p>

Goal 1.4		Attraction and retention of highly skilled teachers	
Strategic Goal		Progress through 2024	
1.	Grow a staff culture of lifelong learning to model successful professional behaviours to Girls Grammar students.	<p>Staff have engaged in professional SMART goal setting, aligning with the School's Strategic Directions. Each staff member included a goal related to personal and professional engagement with the Brainwise School program, reflecting the School's focus on Educational Neuroscience to promote effective communication, supportive relationships, social-emotional development and optimum conditions for learning.</p> <p>Line manager meetings occurred mid-year to review progress, address challenges, and recalibrate goals where needed, with final review in term 4 to celebrate achievements, identify areas for growth, and prepare staff for continued learning in 2025.</p> <p>The Brainwise School program played a pivotal role in professional growth, with staff deepening their understanding of Educational Neuroscience principles. This emphasis supported improved student wellbeing, decision-making, and resilience, strengthening staff as role models. This structured approach enhanced collaboration, positively influencing student outcomes and reinforcing the School's culture of lifelong learning.</p>	
Goal 1.4		Attraction and retention of highly skilled teachers	
Strategic Goal		Progress through 2024	
2.	Provide opportunities and support for teachers to accelerate their professional practice.	<ul style="list-style-type: none">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.Participation in ISQ Aspiring Principal's Program (Deputy Principal – Studies and Principal's Round Table (Principal) allowed for development of learning and collaboration of ideas.Implementation of Subject Area Coordinators as a middle leadership role in 2023 was a success and continued in 2024. These positions in the combined subject areas of:<ul style="list-style-type: none">ArtsEnglish and HASSMathematics and ScienceTechnologies, Languages and Physical Educationhave provided internal leadership opportunities to support teachers in their curriculum planning and assessment.	
Focus Area 2 - A unique culture of personalised care			
Goal 2.1		A safe and secure environment for girls	
Strategic Goal		Progress through 2024	
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>In 2024 we saw the continuation of the SMILE Program (Seniors Mentoring initiative, to, leading empowerment). This program fosters an environment of care and support from Prep to 12, where students engage with one another to foster positive relationships, positive play during break times, and build connections and encourage participation from every student.</p> <p>The Sisters Program connects students from Prep to Year 12, fostering friendships and strong relationships through activities that promote diversity, wellbeing, and kindness.</p> <p>Assemblies and newsletter articles regularly highlight the values of acceptance, inclusion, and respect by emphasizing the importance of celebrating diversity and maintaining positive communication, attitudes, and behaviours among all students.</p>	

Goal 2.1		A safe and secure environment for girls
Strategic Goal		Progress through 2024
2.	Ongoing review and enhancement of our Pastoral Care program.	Our Pastoral Care program delivers tailored content designed to support the social and emotional wellbeing of students across all year levels, from Prep to Year 12, with a focus on meeting their age and developmental needs. 2024 saw a complete review and revitalisation of the Pastoral Care Program from Prep to Year 12. The review saw the need to improve consistency and direction, and therefore a whole-school approach was developed and implemented; this included embedding of the Brainwise School Program. A Prep to Year 12 tailored program which is aimed at teaching students how their brain works, to enhance learning and social-emotional regulation and participation.
Goal 2.2		Mental and physical wellbeing
Strategic Goal		Progress through 2024
1.	Support students to attain the social and emotional skills, practical knowledge and sense of purpose required to develop resilience and nurture wellbeing.	<p>A Chill-In-Space and Reflective Thinking Room continued as additional spaces for students to attend at lunch times. The Chill-In-Space offered support to students who attended quiet, calming activities, a place to self-regulate and talk to staff. The Reflective Thinking process is targeted towards students developing the necessary social and emotional, and practical skills of accountability for actions and restorative practice.</p> <p>The SMILE Program (Seniors Mentoring Initiative, for, Leading Empowerment) continued in 2024. This program was designed to enhance social interactions during playtime, promote constructive play, build resilience, and strengthen relationships between primary and secondary students. To prepare for their leadership roles in the program, Year 11 and 12 students received specialized training.</p> <p>This year's results of the ACER Social Emotional Wellbeing Survey, show an improvement in student results compared to the 2023 year data. Across the sum of the 12 individual year levels there was a 66.6% increase in students social-emotional score (SEW), with an average of 4.9% score increase per year level. This is testament to our ongoing commitment of student care and wellbeing.</p>
2.	Provide reasonable adjustments to enable full participation.	<p>The Chill in Space was offered in terms 1 and 2 in 2024; this space continued to be utilised by students at break times. Attended mainly by students in secondary years, it continued to support students' wellbeing and social emotional needs.</p> <p>Facilitation of full participation through the year 11 and 12 lead SMILE Program. This mentoring program is designed to improve positive play and encourage all students to participate in lunch time activities. 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> <p>Wellbeing Wednesday, developed and facilitated by the 2024 Wellbeing Prefect, was a successful way in which students could reach for participation. Students engaged in activities run at lunch time on a Wednesday.</p>

Goal 2.3		Strengthen relationships across the whole school community
Strategic Goal		Progress through 2024
1.	Strengthen our School culture of acceptance and inclusion.	<p>Harmony Day was celebrated across the entire school with a range of engaging activities for students from Prep to Year 12. Year 11 students led rotations where younger students explored different countries and cultures through hands-on experiences. The activities included traditional dancing, learning about bush tucker and cuisine from a wide range of cultures, as well as flag design and the learning of basic language conventions of overseas countries.</p> <p>NAIDOC Week Assembly was held as a school-wide celebration in 2024. Students identifying as Aboriginal or Torres Strait Islander were heavily engaged in the planning and preparation of the event and led the celebrations with pride and enthusiasm. Families from the community were invited to join us for our assembly and school events.</p>
2.	Provide opportunities as part of the school's curriculum for students to build relationships across year levels.	<p>Offering a wide range of co-curricular opportunities in sports, the arts, and academic support is essential for fostering relationships across year levels. These activities provide students with shared experiences that encourage teamwork, mentorship and mutual respect. By engaging in diverse pursuits, students can connect over common interests, develop leadership and collaborative skills, whilst strengthening the schools sense of community.</p> <p>Interhouse competitions play a vital role in fostering school spirit, encouraging students to take pride in their house and chosen activities. These events promote camaraderie, healthy competition, and a sense of belonging within the school community across Prep to Year 12.</p> <p>The Sisters Program brings students from Prep to Year 12 together on a rotational basis each term, fostering connections and relationships across the school. This allows younger students to learn social skills and build confidence while older students develop leadership and mentoring abilities.</p> <p>Camps are an integral component of the school's pastoral care program, playing a crucial role in fostering relationships and connections within student cohorts. These camps are thoughtfully designed to cultivate resilience, teamwork, and leadership skills through tailored programs offered from Year 4 to Year 11.</p>
3.	Deliver strategically effective communications and events which encourage connectedness.	<p>In 2024, we demonstrated our commitment to fostering connectedness within our school community and beyond through a comprehensive calendar of strategically planned events and communications. From weekly assemblies, sister and house meetings to year level camps and cultural celebrations like Harmony Day and NAIDOC, these activities created opportunities for students, staff, families, and alumni to connect meaningfully. Signature events such as the Mother's Day Twilight Soiree, Bulls 'n' Barrels, and the Girls Grammar Long Lunch brought the broader community together, while initiatives like the ANZAC Day services, Day for Daniel, R U OK? Day, and Pink Gate Challenge highlighted our school's active engagement with important causes. This extensive program strengthened existing relationships, built new connections, and enhanced the sense of belonging across all facets of our school.</p>
Goal 2.4		Holistic development of every girl
Strategic Goal		Progress through 2024
1.	Nurture the talents, interests, and aspirations of students through rich and diverse extra-curricular and co-curricular programs	<p>Legally Blonde the musical was a wonderful 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 the June school holidays.</p> <p>There is a broad range of activities offered through Extra-curricular and Cocurricular Programs to support academic success, increase physical and creative activity and to cater for the holistic development of all students. A co-curricular expo is held each year, showcasing the broad range of options available to students. Boarding students are also encouraged to engage in a wide range of outside school activities with transport provided wherever possible.</p>

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 and Literacy.</p>
Goal 2.5 Offering a home away from home		
Strategic Goal		Progress through 2024
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 was held which allowed new boarding students in 2024 to stay in the boarding house overnight and parents to attend information sessions. Not only did this ease anxiety, but provided necessary information to parents whilst students developed connections and friendships before the start of the new year. In 2024 boarders were involved in the Taste of the World festival as performers.</p>
Focus Area 3 - Honouring our Heritage whilst embracing the future		
Goal 3.1 A valued Girls Grammar Heritage		
Strategic Goal		Progress through 2024
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>The members of our OGA continue to have fun and fellowship while working together with school groups in support of the students and staff of Girls Grammar. Our reunion events were well attended this year, with 50 at the annual Christmas Dinner on the Deck at the School.</p> <p>We inducted five awesome women into the RGGS OGA Hall of Fame on Saturday 7th September at RGGS:</p> <ol style="list-style-type: none"> 1. Emeritus Professor Shelley Burgin AM (McCann) - RGGS Student 1960-1961. Member of the Order of Australia for significant service to environment, science and education as an academic, author and mentor, and to zoology and conservation. 2. Elma (Girlye) Goody - RGGS Student 1954-1956 - Renowned cattle producer and pioneer who paved the way for women in the beef industry. 3. Dr Elizabeth Hotham (Grant) - RGGS Student 1962-1965. Adjunct Senior Lecturer, University of South Australia with a very busy career in various fields of pharmacy all around Australia. 4. Judith Middlebrook - RGGS Student 1960-1962. House of Representatives Parliamentary Officer (1989-2009), Awardee of the Public Service Medal and Centenary Medal for services to the House of Representatives and the Australian Parliament. 5. Enid O'Toole (deceased) - RGGS Student 1948-1949 - Notable high-achieving businesswoman, with a pioneering banking career including some female firsts in the business. <p>It is heartening to see tradition continued with the next generations attending Girls Grammar. 2022 saw 17.3%, 2023 17.1% and 2024 16.9% of the School population as second, third or more generations.</p>

2.	Maintain the importance of those who have walked the halls of Paterson House through the OGA Museum and Hall of Fame.	<p>Old Girls continue to volunteer their time on a Wednesday, restoring the OGA Museum and sorting through the many decades of archives, converting to electronic records.</p> <p>Following the inaugural Alumni Sip and Celebrate in 2023 with the opening of the OGA Hall of Fame, this OGA event has become an annual celebration of Alumni achievements.</p> <p>An addition to the Alumni Liaison Officer, a 'Heritage Officer' role was established towards the end of 2024 to further support the maintenance and importance of the School's heritage, in particular archiving, OGA volunteers and Museum.</p>
Goal 3.2	A built environment that values tradition and innovation	
Strategic Goal		Progress through 2024
1.	Maintain current facilities whilst adding innovative educational spaces.	Scheduled building audits have been conducted to ensure the completion of all facilities' contractual services, with any required additional works identified and addressed promptly. Our ongoing commitment to refurbishing two classrooms per year remains a priority. The recent Upper Luck refurbishment has introduced four innovative general learning areas, breakout spaces, and meeting rooms. Additionally, the Outdoor Classroom and Discovery Playground, completed in October 2024, are now in active use, enhancing our students' educational experience.
2.	Restore Heritage listed Paterson House to reflect our history whilst also providing a contemporary educational environment.	Structural Engineers have been engaged and have analysed structural upgrades required to the Paterson verandahs to restore to their original condition. Planning for a staged approach for required restorations to verandahs over coming years.
Goal 3.3	Fostering an active and engaged network with old girls and the wider community	
Strategic Goal		Progress through 2024
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. Now an annual event honoring nominated Alumni for their respective achievements, the 'Sip and Celebrate' evening was held on 7 September 2024, where five additional Alumni were inducted to the Old Girls Association Hall of Fame.</p> <p>Relationships with Alumni continued to be fostered through school community events such as Girls with Pearls networking event during Beef Week, Mother's Day Twilight Soiree and the Long Lunch where several alumni held their respective reunions.</p>
Goal 3.4	Pursuing technological advancements to support innovative teaching pedagogy	
Strategic Goal		Progress through 2024
1.	Resource indoor and outdoor learning spaces to reflect contemporary research and educational innovation.	Stage Two of the Outdoor Classroom has been completed and is now enhancing learning opportunities for students from Prep to Year 12. This facility offers immersive, hands-on experiences, promotes collaboration, boosts physical and mental well-being, encourages environmental stewardship, and bridges curriculum concepts with real-world applications. Additionally, the new space benefits agriculture students by providing specialised resources for their studies. In 2024, the refurbishment of Upper Luck further expanded our facilities, adding four contemporary classrooms with flexible breakout areas designed to support both students and teachers in modern, engaging learning environments.
2.	Pursue innovative teaching practices and contemporary pedagogical practices through quality professional learning opportunities for staff.	Rockhampton Girls Grammar School is progressing toward <i>Brainwise School</i> accreditation by 2025, with staff now 12 months into their educational neuroscience journey. A team of <i>Brainwise Trainers</i> have passionately led practical, hands-on professional learning sessions each term, supporting colleagues in applying neuroscience principles to teaching.

		Trainers received expert guidance from Dr Judi Newman, Director of the Academy of Organisational Neuroscience while Executive Staff and Middle Leaders are close to completing their Leadership and Coaching training as part of the accreditation process. This initiative is driving innovative, evidence-based teaching practices across the school.
Focus Area 4 - Fiscal and environmental stewardship		
Goal 4.1	Prudent financial stewardship	
Strategic Goal		Progress through 2024
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.
Goal 4.2	A balanced enrolment growth	
Strategic Goal		Progress through 2024
1.	Achieve optimum student enrolments in all year levels whilst maintaining our School's small by design community feel.	Enrolment numbers have continued to increase throughout 2024. Over the period 2019 – 2024, the school has experienced an increase in student numbers of 40%. We remain an inclusive, school community, and are committed to balancing our desire for growth with maintaining our school spirit and community involvement.
Goal 4.3	Development of a highly skilled staff	
Strategic Goal		Progress through 2024
1.	Recruit and retain high quality staff who are committed to their role and apply their knowledge and skills to achieve exceptional outcomes.	This remained challenging throughout 2024 with the shortage of teachers being experienced Australia wide, coupled with the added complexity of being a small independent school in a regional area. Despite this nationwide teacher shortage, we were successful in recruiting specialist teachers in all areas to fulfill timetabling requirements that met student subject selection preferences. The Enterprise Bargaining Agreement (EBA) process led to enhanced salaries and better employment conditions across a range of departments, making our school more appealing to potential employees.
2.	Further develop our induction program to provide guidance and mentorship to staff.	Our Induction and Retention Framework which was developed in 2023 continues to receive positive feedback at six-month probation meetings with new staff, which indicates strength in the orientation program. A comprehensive new staff induction and training program has been developed for each sub department in the Facilities team and this continued across other departments in 2024. 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.
Goal 4.4	Adapt learning environments to reflect best practices and facility requirements	
Strategic Goal		Progress through 2024
1.	Embrace technologies to support best practice learning and business operations.	<ul style="list-style-type: none"> New IT equipment procured and installed in Upper Luck refurbishment and outdoor classroom New server room designed and built in lower Grant building to facilitate change over after completion of underground cabling project in early 2025 Migration of staff files from onsite file server to Microsoft sharepoint (commenced in 2024), including implementation of new backup system to replace existing Microsoft 365 backup and existing data backup process after migration Change to dining/canteen on line ordering system – Flexischools Implementation of Parent Orbit app Online staff leave forms in TASS and Attendance Self Registration (ASR) kiosks in Student Services

2.	Implement policies and procedures in relation to our sustainable environment, property, technology and community.	As a school community, we have continued the Inter-House Recycling campaign that was introduced in 2022. Our school has partnered with Containers for Change and actively participates in the 'Recycling Heroes' initiative led by the local council. This program embeds links seamlessly with our primary years curriculum and includes annual audits to review and compare waste management results, fostering a deeper commitment to sustainable practices.
Goal 4.5	Master planning priorities for future growth and development	
Strategic Goal		Progress through 2024
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 2024. Capital projects completed in 2024 in line with school growth and requirements included:</p> <ul style="list-style-type: none"> • Outdoor Classroom • Storm Water Infrastructure Upgrade Stage One • Upper Paterson Classroom refurbishment • Discovery Playground refurbishment • Upper Luck refurbishment • Upgrades and undergrounding of fire, electrical and data cables • ELC Stop, Drop and Go Stage One

Enrolments

Enrolments (August Census)	2024	2023	2022	2021	2020
Boarders	104	106	104	86	87
Day Students	300	279	255	235	203
Total	404	385	359	321	290

Enrolments Year Level (Aug census)	2024	2023	2022	2021	2020
Years P-6	144	127	135	108	83
Years 7-12	260	258	224	213	207
Total	404	385	359	321	290

Student Academic Outcomes

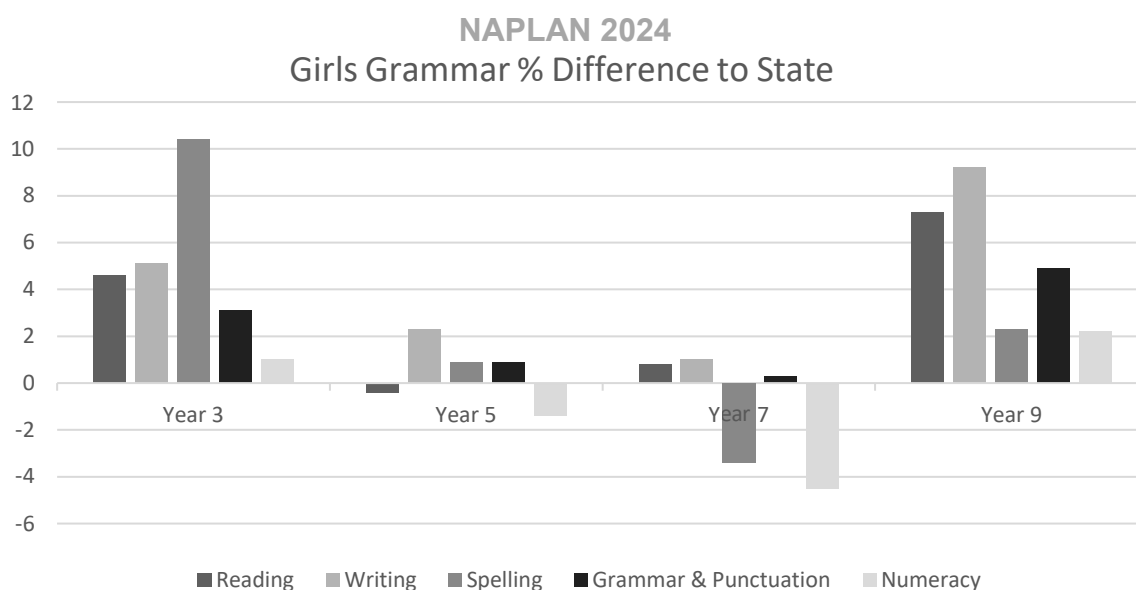
NAPLAN

The graph below illustrates the performance of Girls Grammar students across all NAPLAN domains in comparison to statewide averages. Overall, performance is mixed. Year 3 and Year 9 students have consistently achieved above the state average in all areas, while Year 7 students fell below the state average in spelling. Additionally, both Year 5 and Year 7 students performed below the state average in numeracy.

Notably, the Year 7 cohort represents a significant intake, and it has been observed in the upper primary years that there are gaps in students' understanding of numerical place value. To address this, the school has implemented a targeted Place Value and Arithmetic (PVAT) program, with explicit teaching of place value concepts in dynamic vertical groupings for Years 4 to 6.

While current data is insufficient for deeper analysis, it is evident that students have stopped regressing and are now improving at least in line with chronological age expectations. We anticipate that by 2025, data will show growth surpassing chronological age expectations.

In Year 7, a Mathematics withdrawal intervention program, developed by the Learning Enhancement Coordinator, was launched in 2023. This program has continued in 2024, with promising results: 76% of the cohort has shown academic improvement.



YEAR 12 SUBJECT RESULTS

Students performed well on both internal and external assessments.

- Percentage 'A' Results – All Subjects 25.00%
- Percentage 'B' Results – All Subjects 37.00%
- Percentage 'A - C' Results – All Subjects 92.00%

ATAR

79% of our 2024 cohort were ATAR eligible which is well above state average. There were a range of outcomes up to a score of 95.45. 22% of students with disclosed ATAR results scored higher than 90.00 and 100% scored above 60.0.

Academic Colours

In 2024 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 - 2024			Semester 2 - 2024		
	Academic Merit/Full Colours	Academic Excellence/Half Colours	Total # students	Academic Merit/Full Colours	Academic Excellence/Half Colours	Total # students
4	0	4	22	3	4	23
5	2	10	24	5	7	24
6	2	0	22	4	1	20
7	2	9	38	9	8	39
8	12	7	53	14	4	48
9	12	8	47	15	11	45
10	13	5	38	12	2	36
11	4	6	41	2	4	40
12	15	4	44	N/A	N/A	N/A

Our People

Strategic Workforce 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, reproductive 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 2024 and individual letters of appointment.

In addition to annual compliance training for all staff, some of the professional development opportunities provided to staff for personal and professional growth throughout the 2024 year included training/learning in the areas of:

- First Aid and CPR;
- Leadership;
- Curriculum, planning and assessment;
- Student and Staff Wellbeing;
- Training relevant to particular job role/department; eg. IT, music etc

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.

Members of the Executive and management have attended various PD opportunities that are specific to their roles throughout the 2024 year.

To ensure the recruitment process is fair and equitable, Rockhampton Girls Grammar School follows the Advertising and Hiring of Staff Policy. This policy was last updated and approved by the Board of Trustees in February 2024. 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 where possible and during student free days at the start of the year.

Staff Profile

At August 2024 census, Girls Grammar had 38 teaching, 55 non-teaching and 16 boarding staff members who are led by an Executive team.

FTE	2024	2023
Teaching	34.4	33.5
Non-Teaching	49.9	45.4
Total	84.3	78.9

FTE Staff information (August 2024 census)

NB: Calculation methodology was amended for 2024 and has been applied to 2023 data contained in above table to allow comparison. Therefore, staff profile data is not directly comparable to historical staff profile data pertaining to years prior to 2023 continued in previous annual reports due to this change.

Highest level of attainment	Teachers
Doctorate	3
Masters	2
Graduate Diploma	4
Graduate Certificate	1
Bachelor's Degree	28
Permission to Teach	0
Total	38

Teacher qualifications (August 2024 census)

Financial Results 2024

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 2024 year. A comprehensive set of financial statements is provided in the appendices to this report.

Key Financial Indicators

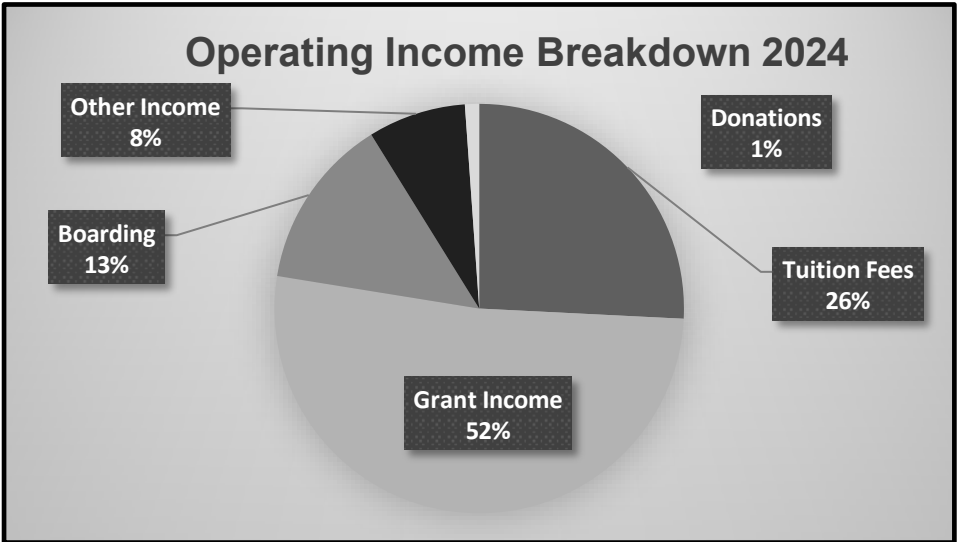
Ratio/Indicator	2024 (000's)	2023 (000's)	2022 (000's)	2021 (000's)	2020 (000's)
Operating Income (excl. cap grants)	\$14,217	\$13,170	\$12,164	\$9,768	\$9,699
Operating Expenditure	\$13,187	\$11,792	\$10,780	\$9,411	\$8,451
Operating Profit/(Loss)	\$1,030	\$1,418	\$1,773	\$387	\$1,248
EBIDA (Earnings Before Interest, Depreciation and Amortisation)	\$1,947	\$2,216	\$2,501	\$978	\$1,951

Ratio/Indicator	2024	2023	2022	2021	2020
Total Students	404	385	359	321	290
Working Capital Ratio (CA/CL)	1.95	1.7	1.7	1.53	1.58
Debt per Student	\$7,027	\$4,471	\$5,933	\$5,986	\$7,811
Capital Re-investment Ratio (Capital Expenditure/Depreciation)	362%	196%	265%	183%	48%

Operating Income

Total operating income for the year was \$14.98m (compared to \$13.2m 2023). Tuition Fees and State and Federal Recurrent Grants increased from prior year result due to increase in students.

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

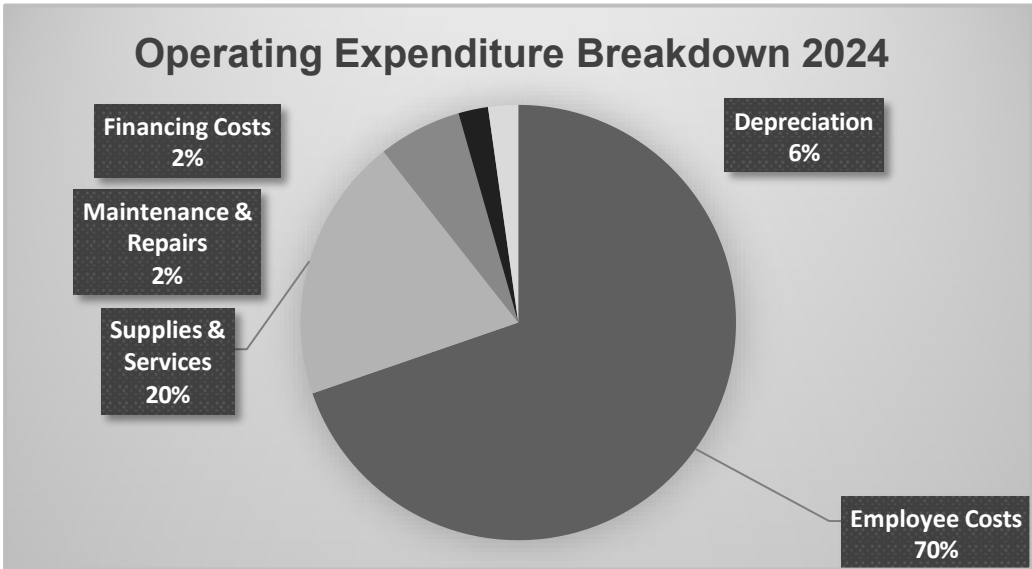


Operating Expenses

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

A salary and wage increase of 3% was passed on to all employees from 1 July 2024 under the terms of the Enterprise Bargaining Agreement 2024. 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 significantly in 2024 due to increases in staffing levels to support increasing student numbers.

Other categories of general operating expenditure were maintained at similar levels to 2023 with small increases to most due to contractual increases linked to CPI.



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.

Summary of Financial Performance 2024

The operating profit position for 2024 is \$1.79m. Total comprehensive income is \$2.8m, due to increases in the value of buildings throughout the year resulting from rising building costs and significant capital works carried out. The operating profit result of \$1.79m includes a \$760k capital grant from the BGA, adjusted to give operating profit of \$1.03Mill. The School's improved profit position over recent years is attributable to the continued growth in student numbers. Whilst revenue has increased significantly, so has operating expenditure to ensure continued investment and resourcing in the areas of staffing, educational resources and grounds and infrastructure improvements. Overall cash increased by \$952k throughout the year, this the net result of inflows from operating \$2.8m, outflows of \$2.96m on capital expenditure and \$412k 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
- Recent 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 2024

- Upper Luck Refurbishment
- Asbestos Register and Asbestos Management System
- Installation of additional fencing surrounding the Centenary Art Building
- Refurbishment of the Discovery Playground
- Purchase of newly branded marquees for student events
- Construction of new outdoor classroom
- Upgrade to storm water infrastructure
- Refurbishment to Upper Paterson space to create a new classroom
- Upgrade and installation of new evacuation diagrams across the school
- Undergrounding and upgrading of electrical, fire and data cabling across the school
- Installation of Stage One solar project
- Construction of Stage One Early Learning Centre Stop Drop & Go Zone

Future Capital Works

- Construction of Early Learning Centre storage shed
- Construction of Ag Plot storage shed
- Discovery Classrooms refurbishment
- Installation of Stage One keyless entry system to boarding dormitories
- Purchase of auditorium chairs for McKeague Hall
- Purchase of additional outdoor seating
- Upgrade of signage across the school
- Stage Two of storm water infrastructure upgrade
- Replacement of the Health Centre with a Health and Wellbeing Centre
- Paterson House verandah refurbishments

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	Reception@rggs.qld.edu.au
Web Address	https://www.rggs.qld.edu.au

The Board of Trustees

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 2024. 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 may be chosen by the Board and nominated by the Minister. The board was approved by the Governor in Council on 11 September 2024.

Board Membership: 11 September 2024 – 10 September 2028

Ministerial members

- Mr Cale Dendle (Deputy Chairperson) BBus, FLGMA, GAICD, JP (Qld)
- Ms Alexandra Becker (Treasurer) BCom/LLB, CA
- Mr Gordon Stunzner BA, LLB, QLS, ITA
- Ms Janet McKenzie BBus (Acctg), CPA, Dip FP

Elected members

- Ms Jennifer Luck (Board Chairperson) BEd, DipTch, GradDipTch (Lib), TEFL
- Ms Michelle Dunbar BBus, GradDip Ed (Prim)
- Ms Leslie Single BEd, Dip Tch

Following a number of years of voluntary contribution to the school, Board members Anni Bastin-Bryne, Ken Murphy and Hilary Dunn elected to complete their terms as Board members on 10 September 2024. We thank them for their much-valued efforts during their time with Girls Grammar.

Ex-officio Members of the Board

- Mrs Kara Krehlik, (Principal) MEd (SpecEd), BEd (Bio, PhEd)
- Mrs Clair Applewaite, (Business Manager and Board Secretary), BBus (Acctg), CA

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.

Name of Government body: Board of Trustees of the Rockhampton Girls Grammar School					
Act or instrument	Grammar Schools Act 2016				
Functions	The functions of the Board are to: a) supervise, maintain and control the operations of the School b) erect, alter, add to, purchase or sell buildings used or to be used for the School c) effect general improvements to the premises used or to be used for the School d) provide an educational program for the School e) make policies and procedures about: o fees and charges payable in relation to students enrolled or to be enrolled at the School o discipline and conduct of students enrolled at the School o management and control of the School o the matters mentioned in paragraphs (a) to (d) f) any other function given to the Board under the Grammar Schools Act 2016 or another Act.				
Achievements	<ul style="list-style-type: none">• Reconstitution of Board process completed with three new Board members approved by the Minister for Education and a new Board in place for the period 11 September 2024 to 10 September 2028.• Monitoring of performance against Strategic Objectives 2022-2024.• Review and approve the School’s Strategic Directions 2025 - 2027• Monitoring of performance and informed decisions in line with 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
Elected member Chairperson	Jennifer Luck	7	N/A	N/A	N/A
Ministerial member Term concluded 10/09/2024	**Anni Bastin-Byrne	3	N/A	N/A	N/A
Ministerial member Deputy Chair	Cale Dendle	5	N/A	N/A	N/A
Ministerial member	Alexandra Becker	6	N/A	N/A	N/A
Ministerial member	Gordon Stunzner	6	N/A	N/A	N/A
Elected member Term concluded 10/09/2024	**Kenneth (Ken) Murphy	5	N/A	N/A	N/A
Elected member Term concluded 10/09/2024	**Hilarie Dunn	2	N/A	N/A	N/A
Elected member Term started 11/09/2024	*Leslie Single	2	N/A	N/A	N/A
Elected member Term started 11/09/2024	*Michelle Dunbar	2	N/A	N/A	N/A
Ministerial member Term started 11/09/2024	*Janet McKenzie	2	N/A	N/A	N/A
No. scheduled meetings/sessions	7		Total out of pocket expenses	\$0	

NB: *Possible attendance for Leslie Single, Michelle Dunbar and Janet McKenzie = 2 as current term commenced 11.09.2024

**Possible attendance for Ken Murphy, Anni Bastin-Bryne and Hilarie Dunn = 5 as term ended 10.09.2024

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 the Workplace Health and Safety Committee.

Disbandment of Finance and Audit Committee

Following the decision to discontinue the Finance and Audit Committee on 25 October 2023, the Board directly assumed responsibility to oversee the financial position of the School through monitoring of the budget and debtors (including management of bad debts), setting financial policy and addressing financial and operational risk management.

The School's Business Manager and Accountant provide the Board with the latest financial figures for review, discussion and recommendation each month. Should a Board meeting not be scheduled during a particular month, the previous month's financial information is provided via email to all Board members for review.

Some of the key achievements of the Board in the area of finance and audit throughout 2024 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 Executive
- Consideration of necessary annual school fee increases

Disbandment of Risk Committee

The Board of Trustees assumed direct responsibility on all matters relating to risk management in 2024 following the Board's decision to disband the Risk Committee on 25 October 2023. This responsibility included the provision of objective review and oversight for all categories of risk, setting risk appetite and ensuring an appropriate risk framework.

The Workplace Health and Safety Officer provides the Risk Register for review, discussion and approval by the Board bi-annually (usually in March and October each year).

In addition, Executive staff provide the Board with "Top Risks" identified for review and discussion at each Board meeting.

Some of the key achievements of the Board in the area of risk throughout 2024 were:

- Review and update of the School's risk related policies
- Review and approval of updated Risk Register

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,
- analyse data to identify trends and implement strategies to mitigate these risks,
- 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 2024 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,
- continued the management of Complispace and Complilearn, including continual development of additional operational improvements to the quality assurance reporting and retention platform and safety learning platform thus encouraging the development and retention of corporate knowledge,
- Onguard – training platform for safe operating procedures, inspections and maintenance.

Organisational Structure 2024

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 2024 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
Marketing & Enrolments/ Human Resources	Finance/ Reception/ IT	Students/Wellbeing	Curriculum	Boarding	Facilities / Workplace Health and Safety / Compliance
<ul style="list-style-type: none">• Business Manager• Deputy Principal – Studies• Deputy Principal – Students• Head of Boarding• Facilities and Services Manager• Marking and Events Manager<ul style="list-style-type: none">◦ Events Assistant• Enrolments Officer• Executive Assistant and Sports Administration Officer• Human Resources Officer<ul style="list-style-type: none">◦ Daily Org/Payroll Officer• Alumni Officer	<ul style="list-style-type: none">• Accountant<ul style="list-style-type: none">◦ Accounts Payable◦ Accounts Receivable◦ Uniform Shop Manager• Director - IT<ul style="list-style-type: none">◦ IT Manager• Reception• Student Services• Executive Financial Support Officer	<ul style="list-style-type: none">• Director – Secondary• Director – Primary• Executive Support Officer• Academic Support Officer	<ul style="list-style-type: none">• School Nurse• School Counsellor• Director – Sport<ul style="list-style-type: none">◦ Cocurricular Staff◦ Sports Administration Officer• Instrumental Music Tutors <ul style="list-style-type: none">• Subject Coordinators• Learning Enhancement Coordinator<ul style="list-style-type: none">◦ Teacher Aides◦ Lab Tech• Teachers	<ul style="list-style-type: none">• Boarding Assistant• CYLP Tutors• 2IC Boarding Supervisor• Boarding Supervisors	<ul style="list-style-type: none">• Executive Support Officer• Workplace Health and Safety and Compliance Officer• Cleaning Manager<ul style="list-style-type: none">◦ Cleaning Staff• Kitchen Manager<ul style="list-style-type: none">◦ Catering Staff• Grounds and Maintenance Manager<ul style="list-style-type: none">◦ Grounds Staff• Transport staff• Laundry staff

Senior Executive

Mrs 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.

Dr John Fry 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.

Ms 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 at the Rockhampton Grammar School. Stacey and her staff take pride in providing a safe and caring environment for girls who live away from home to further their education.

Mrs Clair Applewaite, BBus(Acc), CA

Business Manager and Secretary to the Board of Trustees

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

Clair joined Rockhampton Girls Grammar School in January 2017. Her finance career spans more than 19 years, and prior to commencing at the school, she worked for 13 years at a local Chartered Accounting Firm spanning the disciplines of Business Advisory, Taxation and Audit. Clair completed her Accounting degree in 2003 and became a member of the Institute of Chartered Accountants in 2007. Clair returned to Girls Grammar in 2024 following time away for the birth of her third child. She is a passionate advocate for Girls Grammar in the community.

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 Adam Tuffery Cert III Electrotechnology – Computer Systems and Networking

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.)

Adam joined Rockhampton Girls Grammar in April 2024, bringing over fourteen years of experience in education. Adam worked as an Infrastructure Specialist with the Catholic Diocese of Rockhampton and prior to that held various roles with a local school and private enterprise in the field of technology. Understanding the capability of today's technology and the everchanging needs of the end user, Adam takes pride in providing solutions to bring the two together. Through the use of improved technology in the classroom, Adam believes educators can provide the best possible learning experience for their students.

Statutory Requirements

Risk Management

A risk register is maintained and regularly reviewed by Executive for the School and reviewed bi-annually by 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 in the school environment.

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 Board and quarterly Workplace Health and Safety (WH&S) meetings held to monitor and review the school's risk register and determine appropriate actions and control measures required to reduce risk ratings to an appropriate level where possible. The Workplace Health and Safety Committee reports 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 program to ensure they are giving appropriate attention to meeting their legislated requirements for accreditation, through their organisational structure, policies and procedures. The School last 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 next undertake this process in 2027. 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 Board operates as the School's internal audit function acknowledging that there is no formal internal audit function established aside from the Board's functions. In this respect, functions include 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 Girls Grammar School is included. The report provides an overview of finances and any financial accounting issues that arose during the audit process. *'Education 2023 (Report 13: 2023-24)'*.

In June 2024, QAO released Report 13: 2023-24 Education 2023 and made recommendations for all education entities to:

- Strengthen information system controls.
 - Girls Grammar have since:
 - Migrated on premises files to Microsoft Sharepoint to increase security by leveraging Microsoft's secure storage capabilities.
 - Review and update of file permission structures across various information systems.
- Improve processes to capture capital accruals.
- Assess employment agreements and historical pay practices.
 - Girls Grammar engaged external HR consultant to review and update general and executive employment contract templates
 - The School concluded Enterprise Bargaining Negotiations throughout 2024 and updated payroll systems and processes in accordance with agreed outcomes and pay conditions.

Annual Audit

The Girls Grammar Board of Trustees is a body corporate originally established in 1892 under the *Grammar Schools Act 1860*. In 2024 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*. After being awarded the contract, Crowe Australasia conducted the audit for Rockhampton Girls Grammar School for the financial year ending 2024.

The results of the 2024 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.

Office 365 is used as an electronic learning management system to enhance delivery and storage of curriculum resources.

Throughout 2024, Girls Grammar continued to implement sound record keeping practices in accordance with provisions of the *Public Records Act 2023* 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 authorized by the State Archivist. On 14 November 2018, the Queensland Government approved the Education and Training Sector Retention and Disposal Schedule that is applicable to our school. An updated version of this schedule was issued on 4 July 2024. Reference is also made to the General Retention and Disposal Schedule last updated 22 December 2023.

These schedules have been utilised to record and update information in Rockhampton Girls Grammar School's Records Retention and Disposal Policy (RGGS-039-POL) which was last updated in September 2024. This policy is followed by relevant staff in relation to the retention and disposal of public records held by the school.

Records Governance Policy

Rockhampton Girls Grammar is committed to meeting the requirements of the Records Governance Policy introduced by the Queensland Government on 4 December 2024. To this end, the school has implemented the following:

- An update of our Asset Register is underway via the introduction of an asset register system utilising complispace. Training was provided to six staff members to complete this task which commenced in December 2024.
- The Workplace Health and Safety & Compliance Officer at the school is responsible for the update and publishing of all school policies, procedures, forms and guidelines. These documents are recorded electronically under Policies and Procedures in sharepoint and are easily located via a number and document type system. A document register is held which records the following:
 - Document number;
 - Document type;
 - Document title;
 - Person responsible;
 - Approved by;
 - Version details

A spreadsheet also records the following: Change Notification, Review Schedule and Status – Document Updates for tracking purposes.

- Records management (retention and disposal) is the responsibility of the School Receptionist who is guided by our Records Retention and Disposal Policy.

Further work will be completed in this area to ensure our records meet the requirements provided.

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>

Glossary of Terms

ABSA	Australian Boarding Schools Association
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
ICPS	Isolated Childrens Parents Association
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
QHTA	Queensland History Teachers Association
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

Compliance Checklist

Summary of requirement		Basis for requirement	Annual report reference
Letter of compliance	<ul style="list-style-type: none"> A letter of compliance from the accountable officer or statutory body to the relevant Minister/s 	ARRs – section 7	P.3
Accessibility	<ul style="list-style-type: none"> Table of contents Glossary 	ARRs – section 9.1	P.4 P.33
	<ul style="list-style-type: none"> Public availability 	ARRs – section 9.2	P.2
	<ul style="list-style-type: none"> Interpreter service statement 	Queensland Government Language Services Policy ARRs – section 9.3	P.2
	<ul style="list-style-type: none"> Copyright notice 	Copyright Act 1968 ARRs – section 9.4	P.2
	<ul style="list-style-type: none"> Information Licensing 	QGEA – Information Licensing ARRs – section 9.5	N/A
General information	<ul style="list-style-type: none"> Introductory Information 	ARRs – section 10	P.5-8
Non-financial performance	<ul style="list-style-type: none"> Government's objectives for the community and whole-of-government plans/specific initiatives 	ARRs – section 11.1	P.2 & 9
	<ul style="list-style-type: none"> Agency objectives and performance indicators 	ARRs – section 11.2	P.9 - 20
	<ul style="list-style-type: none"> Agency service areas and service standards 	ARRs – section 11.3	N/A
Financial performance	<ul style="list-style-type: none"> Summary of financial performance 	ARRs – section 12.1	P.21 - 23
Governance – management and structure	<ul style="list-style-type: none"> Organisational structure 	ARRs – section 13.1	P.27
	<ul style="list-style-type: none"> Executive management 	ARRs – section 13.2	P.28 - 29
	<ul style="list-style-type: none"> Government bodies (statutory bodies and other entities) 	ARRs – section 13.3	P.24 - 25
	<ul style="list-style-type: none"> Public Sector Ethics 	Public Sector Ethics Act 1994 ARRs – section 13.4	N/A
	<ul style="list-style-type: none"> Human Rights 	Human Rights Act 2019 ARRs – section 13.5	N/A
	<ul style="list-style-type: none"> Queensland public service values 	ARRs – section 13.6	N/A
Governance – risk management and accountability	<ul style="list-style-type: none"> Risk management 	ARRs – section 14.1	P.30
	<ul style="list-style-type: none"> Audit committee 	ARRs – section 14.2	P.26
	<ul style="list-style-type: none"> Internal audit 	ARRs – section 14.3	P.30
	<ul style="list-style-type: none"> External scrutiny 	ARRs – section 14.4	P.30
	<ul style="list-style-type: none"> Information systems and recordkeeping 	ARRs – section 14.5	P.31
	<ul style="list-style-type: none"> Information Security attestation 	ARRs – section 14.6	N/A
Governance – human resources	<ul style="list-style-type: none"> Strategic workforce planning and performance 	ARRs – section 15.1	P.20
	<ul style="list-style-type: none"> Early retirement, redundancy and retrenchment 	Directive No.04/18 Early Retirement, Redundancy and Retrenchment ARRs – section 15.2	N/A

Summary of requirement		Basis for requirement	Annual report reference
Open Data	• Statement advising publication of information	ARRs – section 16	P.32
	• Consultancies	ARRs – section 31.1	https://data.qld.gov.au
	• Overseas travel	ARRs – section 31.2	https://data.qld.gov.au
	• Queensland Language Services Policy	ARRs – section 31.3	https://data.qld.gov.au
Financial statements	• Certification of financial statements	FAA – section 62 FPMS – sections 38, 39 and 46 ARRs – section 17.1	P.63
	• Independent Auditor's Report	FAA – section 62 FPMS – section 46 ARRs – section 17.2	P.64

FAA *Financial Accountability Act 2009*

FPMS *Financial and Performance Management Standard 2019*

ARRs *Annual report requirements for Queensland Government agencies*



Rockhampton Girls
Grammar School

Est 1892

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

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 DECEMBER 2024**

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ROCKHAMPTON GIRLS GRAMMAR SCHOOL

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2024

	Note	2024 \$	2023 \$
Income			
Grant Income	2	7,750,138	6,494,200
Tuition Fees	3	3,863,291	3,546,125
Boarding Fees	3	2,038,365	1,983,573
Donations	4	167,716	104,538
Other Income	5	1,157,085	1,081,664
Total Income		14,976,595	13,210,100
Expenses			
Employee Expenses	6	9,193,945	8,153,909
Supplies and Services	7	2,591,141	2,405,312
Depreciation and Amortisation	12	817,488	798,096
Maintenance and Repairs		290,957	203,604
Lease Expenses	8	193,711	133,398
Finance Expenses		99,480	98,114
Total Expenses		13,186,722	11,792,433
Operating Surplus (Deficit)		1,789,873	1,417,667
Increase in Asset Revaluation Surplus		1,030,145	1,770,952
Total Other Comprehensive Income		1,030,145	1,770,952
Total Comprehensive Income		2,820,018	3,188,619

The accompanying notes form part of these financial statements.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2024

	Note	2024 \$	2023 \$
Current Assets			
Cash and Cash Equivalents	9	3,491,366	2,539,271
Receivables	10	130,344	169,797
Other Assets	11	764,296	708,541
Total Current Assets		4,386,006	3,417,609
Non-Current Assets			
Property, Plant and Equipment	12	44,034,941	40,867,578
Total Non-Current Assets		44,034,941	40,867,578
Total Assets		48,420,947	44,285,187
Current Liabilities			
Payables	13	996,474	893,129
Short Term Borrowings	14	565,584	433,808
Accrued Employee Benefits	15	686,987	644,248
Total Current Liabilities		2,249,045	1,971,185
Non-Current Liabilities			
Long Term Borrowings	14	2,273,396	1,287,394
Accrued Employee Benefits	15	217,440	165,560
Total Non-Current Liabilities		2,490,836	1,452,954
Total Liabilities		4,739,881	3,424,139
Net Assets		43,681,066	40,861,048
Equity			
Retained Surplus		19,951,883	18,162,010
Asset Revaluation Surplus	16	23,729,183	22,699,038
Total Equity		43,681,066	40,861,048

The accompanying notes form part of these financial statements.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2024

	Retained Surplus \$	Asset Revaluation Surplus \$	Total Equity \$
Balance at 1 January 2023	16,744,343	20,928,086	37,672,429
Operating Surplus	1,417,667	-	1,417,667
Other Comprehensive Income			
• Revaluation of Buildings & Improvements	-	1,770,952	1,770,952
Total Comprehensive Income	<u>1,417,667</u>	<u>1,770,952</u>	<u>3,188,619</u>
Balance at 31 December 2023	18,162,010	22,699,038	40,861,048
Operating Surplus	1,789,873		1,789,873
Other Comprehensive Income			
• Revaluation of Land, Buildings & Improvements		1,030,145	1,030,145
Total Comprehensive Income	<u>1,789,873</u>	<u>1,030,145</u>	<u>2,820,018</u>
Balance at 31 December 2024	<u>19,951,883</u>	<u>23,729,183</u>	<u>43,681,066</u>

The accompanying notes form part of these financial statements.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2024

	Note	2024 \$	2023 \$
Cash Flows from Operating Activities			
Inflows			
Receipts from government		6,979,647	6,442,950
Receipts from students		5,924,630	5,533,357
Receipts from other activities		1,098,238	956,023
Receipts from capital grants		760,000	40,000
Interest received		204,864	133,469
GST input tax credits from ATO		296,791	243,025
GST collected from customers		618,893	576,704
Outflows			
Payments to employees		(8,892,260)	(8,069,772)
Payments to suppliers		(3,156,036)	(2,535,113)
Interest and other costs of finance		(99,480)	(98,114)
GST paid to suppliers		(540,642)	(362,491)
GST remitted to ATO		(394,812)	(453,511)
Net cash provided by (used in) operating activities		2,799,833	2,406,527
Cash Flows from Investing Activities			
Inflows			
Sale of property, plant and equipment			-
Outflows			
Payments for property, plant and equipment		(2,965,518)	(1,514,759)
Net cash provided by (used in) investing activities		(2,965,518)	(1,514,759)
Cash Flows from Financing Activities			
Inflows			
Proceeds from borrowings		1,530,000	-
Outflows			
Repayment of borrowings		(412,221)	(413,101)
Net cash provided by (used in) financing activities		1,117,779	(413,101)
Net increase (decrease) in cash equivalents held		952,094	478,667
Cash and cash equivalents at beginning of year		2,539,272	2,060,605
Cash and cash equivalents at end of financial year		3,491,366	2,539,272

The accompanying notes form part of these financial statements.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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 Commission Regulations 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 2023 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

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

The School has adopted all of the new and revised standards and interpretations issued by the AASB that are relevant to its operations and effective for the current reporting period with an initial application date of 1 January 2024. These include AASB 2020-1 *Classification of Liabilities as Current or Non-Current*; AASB 2022-6 *Non-Current Liabilities with Covenants*, AASB 2022-10 *Fair Value Measurement of Non-Financial Assets of Not-for-Profit Public Sector Entities*, AASB 2023-3 *Disclosure of Non-Current Liabilities with Covenants: Tier 2*.

Early adoption of Australian Accounting Standards and Interpretations

No accounting pronouncements were early adopted in the 2024 year.

Voluntary changes in accounting policy

No voluntary changes in accounting policies occurred during the 2024 year.

(i) Climate Related Risk Disclosure

The State of Queensland, has published a wide range of information and resources on climate related risks, strategies and actions accessible via <https://www.energyandclimate.qld.gov.au/climate>

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The Queensland Sustainability Report (QSR) outlines how the Queensland Government measures, monitors and manages sustainability risks and opportunities, including governance structures supporting policy oversight and implementation. To demonstrate progress, the QSR also provides time series data on key sustainability policy responses. The QSR is available via Queensland Treasury's website at <https://www.treasury.qld.gov.au/programsand-policies/queensland-sustainability-report>

No adjustments to the carrying value of assets held by the School were recognised during the financial year as a result of climate-related risks impacting current accounting estimates and judgements. No other transactions have been recognised during the financial year specifically due to climate-related risks impacting the School.

Note 2 GRANT INCOME

	2024 \$	2023 \$
Commonwealth Government Grants		
Commonwealth Recurrent Grants	5,729,276	5,321,199
Commonwealth Other Grants	20,152	25,022
	<u>5,749,428</u>	<u>5,346,221</u>
State Government Grants		
State Recurrent Grant	1,117,537	1,023,370
State Capital Grants	760,000	40,000
State Grant Other	95,682	56,359
State Endowment Grant	17,000	17,000
	<u>1,990,219</u>	<u>1,136,729</u>
Other		
Other	10,491	11,250
	<u>7,750,138</u>	<u>6,494,200</u>

Accounting Policy

Where the grant agreement is enforceable and contains sufficiently specific performance obligations for the school to transfer goods or services to a third-party on the grantor's behalf, the transaction is accounted for under AASB 15 *Revenue from Contracts with Customers*. In this case, revenue is initially deferred (as a contract liability) and recognised as or when the performance obligations are satisfied.

Otherwise, the grant is accounted for under AASB 1058 *Income of Not-for-Profit Entities*, whereby revenue is recognised upon receipt of the grant funding, except for special purpose capital grants received to construct non-financial assets to be controlled by the school. Special purpose capital grants are recognised as a contract liability when received, and subsequently recognised progressively as revenue as the School satisfies its obligations under the grant through construction of the asset.

Note 3 TUITION AND BOARDING FEES

(a) Tuition	2024 \$	2023 \$
Tuition Fees	3,450,257	3,168,654
ICT Levy	211,554	193,575
Infrastructure Levy	201,480	183,896
	<u>3,863,291</u>	<u>3,546,125</u>
(b) Boarding	2024 \$	2023 \$
Boarding Fees	2,038,365	1,983,573
	<u>2,038,365</u>	<u>1,983,573</u>

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NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Accounting Policy

Fee revenue, with the exception of enrolment confirmation fees, is recognised over time as the related services (provision of tuition and boarding facilities) are provided. Fees are typically raised in advance of each term and are due for payment by the commencement of the term.

Where applicable, fees are recognised net of allowances, discounts, bursaries and scholarships.

Where funds are received in advance of services being provided, the School recognises a contract liability, representing the School's obligation to transfer services to the customer in future periods. Refer to Note 13: Payables. Confirmation fees are raised to a student once their application to the School has been deemed successful. AASB 15 Revenue from Contracts with Customers requires an assessment of whether an upfront fee represents an advance payment for future goods or services, or a separate performance obligation. As confirmation fees are highly interrelated with tuition fees, these fees have been considered as an advance payment for future tuition services, and therefore are initially recognised as a contract liability and are released to revenue as future services are provided.

Note 4 DONATIONS

	2024	2023
	\$	\$
Donations for Capital Purposes	100,000	58,569
Building Fund	60,970	41,037
Other	6,746	4,932
	167,716	104,538

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

	2024	2023
	\$	\$
Student Charges	444,699	402,649
Insurance Proceeds	13,514	12,657
School Shop	176,929	150,875
Instrumental Music	75,620	71,783
Interest Received	210,335	138,251
Application and Enrolment Fees	42,388	40,401
Fundraising Events	84,563	131,322
Rent Received	68,125	62,667
Other	40,912	71,059
	1,157,085	1,081,664

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.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Note 6 EMPLOYEE EXPENSES

	2024 \$	2023 \$
Employee Benefits		
Wages and Salaries	8,021,069	7,139,169
Employee Superannuation Contributions	981,179	847,257
Annual and Long Service Leave Expense	94,619	69,341
Employee Related Expenses		
Workers Compensation Premium	60,057	49,115
Other	37,021	49,027
	9,193,945	8,153,909

	2024	2023
Number of employees	84	78

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.

Note 7 SUPPLIES AND SERVICES

Supplies and services include the following key functional areas:

(a) Boarding

	2024 \$	2023 \$
Catering	290,643	313,209
Security	18,376	16,987
Activities	15,338	17,739
Kitchen Expenses	2,998	4,047
Other	24,960	21,110
	352,315	373,092

(b) Professional Fees

	2024 \$	2023 \$
Audit Fees	34,000	33,800
Consultancy Fees	71,728	15,355
Other Professional Fees	5,638	8,699
	111,366	57,854

Total audit fees quoted by the Queensland Audit Office relating to the 2024 Financial Statements are \$36,400 (2023 \$34,000). Audit fees have been expensed when invoiced.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

(c) Administrative

	2024	2023
	\$	\$
Insurance	382,957	324,646
Computer Expenses	200,037	171,818
Electricity and Gas	162,790	127,462
Advertising and Promotional	145,706	128,293
Rates	149,129	156,636
School Shop	99,611	96,335
Cleaning	72,303	63,497
Telephone and Postage	39,102	52,584
Printing & Stationery	56,421	55,843
Fundraising Events	57,434	91,788
Loss on Disposal of Assets	10,812	24,643
Loss Allowance	4,724	15,703
Other	241,061	124,752
	<u>1,622,087</u>	<u>1,434,000</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.

(d) Other Education Expenses

	2024	2023
	\$	\$
Student Activity Expenses	105,883	117,181
Subject Resources	97,348	108,752
School Camp Expenses	77,727	69,040
School Performances	14,065	20,811
Magazine Expenses	11,600	10,450
Speech Night	9,530	6,174
Library Expenses	4,553	5,350
Other	87,190	92,109
	<u>407,896</u>	<u>429,867</u>

(e) Motor Vehicle Expenses

	2024	2023
	\$	\$
Motor Vehicle Expenses	97,477	110,499
Total Supplies and Services	<u>2,591,141</u>	<u>2,405,312</u>

Note 8 LEASE EXPENSES

	2024	2023
	\$	\$
Computer Equipment	193,711	132,723
Establishment Costs	-	675
	<u>193,711</u>	<u>133,398</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.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Note 9 CASH AND CASH EQUIVALENTS

	2024	2023
	\$	\$
Deposits at Call (QTC Working Capital Accounts)	2,988,897	1,899,895
General Fund (NAB)	146,084	347,331
Building Fund	314,226	250,526
Scholarship Fund	25,378	23,918
Social Club & Student Council (NAB)	15,981	16,801
Floats	800	800
	3,491,366	2,539,271

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.

Note 10 RECEIVABLES

	2024	2023
	\$	\$
Student Fees	111,562	174,206
GST Refundable	30,645	10,875
Commercial Fees	11,784	13,144
Less: Allowance for Expected Credit Loss	(23,647)	(28,428)
	130,344	169,797

Movements in the allowance for expected credit loss for trade and other debtors

	2024	2023
	\$	\$
Balance at 1 January	28,428	25,760
Amounts written off during the year	(12,537)	(15,034)
Amounts recovered during the year	3,032	2,000
Increase (decrease) in allowance	4,724	15,702
Balance at 31 December	23,647	28,428

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.

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NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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 2024.

Note 11 OTHER ASSETS

	2024 \$	2023 \$
Prepayments		
Insurance	305,070	321,943
Computer Expenses	126,197	120,292
Other	86,519	81,069
	<u>517,786</u>	<u>523,304</u>
Other		
Stock on Hand	154,492	159,710
Accrued Income	92,018	25,527
	<u>764,296</u>	<u>708,541</u>

Note 12 PROPERTY, PLANT AND EQUIPMENT AND DEPRECIATION EXPENSE

(a) Depreciation and Amortisation

	2024 \$	2023 \$
Depreciation		
Heritage and Cultural Assets	93,415	84,282
Buildings and Improvements	384,879	374,441
Plant & Equipment	339,194	334,025
	<u>817,488</u>	<u>792,747</u>
Depreciation – Right of Use Assets		
Plant & Equipment	-	4,146
		<u>796,893</u>
Amortisation – Intangible Assets		
Intangible Assets	-	1,202
	<u>817,488</u>	<u>798,096</u>

(b) Property, Plant and Equipment

	2024 \$	2023 \$
Land (Deed of Grant) – at fair value	3,842,000	3,525,737
Land (Deed of Grant) – Sport Oval Facilities – at fair value	408,000	374,263
	<u>4,250,000</u>	<u>3,900,000</u>
Heritage and Cultural Assets – at fair value	19,123,646	18,408,119
Accumulated Depreciation	(9,983,468)	(9,172,016)
	<u>9,140,178</u>	<u>9,236,103</u>

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NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Buildings & Improvements – at fair value	39,597,178	36,445,000
Accumulated Depreciation	<u>(11,446,356)</u>	<u>(10,731,175)</u>
	<u>28,150,822</u>	<u>25,713,825</u>
Work in Progress – at cost	<u>450,401</u>	<u>217,158</u>
Plant and Equipment – at cost	4,010,461	3,782,281
Accumulated Depreciation	<u>(1,966,921)</u>	<u>(1,981,789)</u>
	<u>2,043,540</u>	<u>1,800,492</u>
Total Property, Plant and Equipment	<u>44,034,941</u>	<u>40,867,578</u>

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NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

(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 2024	3,900,000	9,236,102	25,713,825	217,159	1,800,492	40,867,578
Acquisitions	-	54,327	1,975,550	407,891	527,750	2,965,518
Disposals	-	-	-	-	(10,812)	(10,812)
Depreciation	-	(93,415)	(384,879)	-	(339,194)	(817,488)
Revaluation	350,000	(70,817)	750,962	-	-	1,030,145
Impairment Losses in Operating Result	-	-	-	-	-	-
Transfers	-	13,981	95,364	(174,649)	65,304	-
Carrying amount at 31 December 2024	4,250,000	9,140,178	28,150,822	450,401	2,043,540	44,034,941

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

(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*.

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 2024

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 comprehensive valuation was undertaken by independent professional valuer Acumentis in October 2024 in order to ascertain any change in values to the fair value of land and buildings.

- The valuer assessed that the land value increased from \$3,900,000 in 2023 to \$4,250,000 in 2024.
- 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 \$4,250,000 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 \$19 to \$130 per square metre, and has adopted a lower rate of \$65 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.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

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 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 2024.

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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NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Note 13 PAYABLES

	2024	2023
	\$	\$
Accrued Expenses	496,160	446,120
Refundable Deposits	66,213	47,811
Trade Payables	146,183	100,757
Deferred Confirmation Fee	25,855	24,850
Revenue Received in Advance	262,063	273,591
	996,474	893,129

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

	2024	2023
	\$	\$
Current		
QTC Loans	565,584	433,808
Non-current		
QTC Loans	2,273,396	1,287,394
Total	2,838,980	1,721,202

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 and a variable interest only loan at 31 December 2024 and:

- has been paying quarterly principal and interest repayments on the first loan since March 2012 quarter at a fixed interest rate of 5.63% with a maturity date of December 2026.
- is paying quarterly principal and interest repayments on the second loan at a fixed interest rate of 3.465% with a maturity date of June 2032.
- is paying monthly interest only repayments on the third loan since September 2024 at a variable interest rate of 4.903%. This loan will be converted to a 10-year fixed principal and interest loan in 2025.

The market value of the School's borrowings at 31 December 2024, as notified by the Queensland Treasury Corporation (QTC) was \$2,832,346 (2023: \$1,729,839). 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 \$526,415 is unused at 31 December 2024.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Financial Liability Maturity

Undiscounted future loan payments included in borrowings are as follows:

	2024	2023
	\$	\$
Payable within one year	671,922	506,887
Payable within one to five years	1,500,804	1,156,276
Payable later than one year	1,202,092	249,379
Less effect of discounting	(535,838)	(191,340)
Borrowings	2,838,980	1,721,202

Note 15 ACCRUED EMPLOYEE BENEFITS

	2024	2023
	\$	\$
Current		
Annual Leave	199,066	205,235
Long Service Leave	487,921	439,013
	686,987	644,248
Non-current		
Long Service Leave	217,440	165,560
Total	904,427	809,808

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 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	-	-	-	-
Balance at 31 Dec 2023	3,863,696	3,444,621	15,390,721	22,699,038
Balance at 1 Jan 2024	3,863,696	3,444,621	15,390,721	22,699,038
Revaluation Increments	350,000	19,557	774,081	1,143,638
Revaluation Decrements	-	(90,374)	(23,119)	(113,493)
Balance at 31 Dec 2024	4,213,696	3,373,804	16,141,683	23,729,183

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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	2024 \$	2023 \$
Financial Assets			
<i>Cash and Cash Equivalents</i>	9	<u>3,491,366</u>	<u>2,539,271</u>
<i>Financial Assets – Amortised Cost</i>			
Receivables	10	<u>130,344</u>	<u>169,797</u>
Financial Liabilities			
<i>Financial Liabilities – Amortised Cost</i>			
Payables	13	<u>996,474</u>	<u>893,129</u>

Items of Income, Expense, Gains and Losses

	Note	2024 \$	2023 \$
Interest Income from Cash	5	210,335	138,251
Impairment Losses on Receivables	10	4,724	15,702

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Note 19 KEY MANAGEMENT PERSONNEL (KMP)

Details of Key Management Personnel

Key management personnel and remuneration disclosures are made in accordance with Part 5 of the Financial Reporting Requirements for Queensland Government Agencies, issued by Queensland Treasury and the requirements of *AASB124 Related Party Disclosures*.

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.	Commenced: 27 May 2016
Elected Trustee			Commenced: 11 September 2024
Elected Trustee			Commenced: 11 September 2024
Elected Trustee			Commenced: 27 May 2016 Ceased: 10 September 2024
Elected Trustee			Commenced: 27 May 2016 Ceased: 10 September 2024
Government Appointed Trustee		Appointed by the Governor in Council.	Commenced: 27 August 2020
Government Appointed Trustee			Commenced: 27 August 2020
Government Appointed Trustee			Commenced: 22 December 2022
Government Appointed Trustee			Commenced: 11 September 2024
Government Appointed Trustee			Commenced: 16 August 2018 Ceased: 10 September 2024
Government Appointed Trustee			Commenced: 2 March 2023 Ceased: 26 August 2024
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.	Ongoing permanent	3 March 2024
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	Commenced: 8 August 2022 Ceased: 1 March 2024
Deputy Principal – Studies	The Deputy Principal – Studies is an essential member of the Rockhampton Girls Grammar School Executive with	Ongoing permanent	1 January 2020

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
	delegated responsibility for the oversight of all aspects of learning and teaching practices and procedures across Prep to Year 12.		
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.	Ongoing permanent	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.	Ongoing permanent	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 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 2023 and 2024 years, remuneration increases for key management personnel were based on performance assessments and a review against Australian Heads of Independent Schools Australia Salary Survey reports. 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.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Remuneration Benefits

2024

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	216,915	-	10,382	24,896	-	252,193
Business Manager / Secretary to the Board of Trustees ¹	98,500	-	25,980	13,000	-	137,480
Business Manager / Secretary to the Board of Trustees ²	29,861	-	-	6,705	-	36,566
Deputy Principal – Studies	156,674	-	5,869	22,557	-	185,100
Deputy Principal – Students	134,545	-	4,513	15,638	-	154,696
Deputy Principal – Students ³	10,218	-	48	1,105	-	11,371

¹ From 04 March 2024.

² To 31 March 2024.

³ From 25 November 2024 (Handover commenced for maternity leave cover)

** Review of KMP resulted in Director of Boarding and Facilities and Services Manager no longer being considered.*

2023

Position	Short Term Employee Benefits		Long Term Employee Benefits*	Post-Employment Benefits	Termination Benefits	Total Remuneration
	Monetary Benefits \$	Non-Monetary Benefits \$	\$	\$	\$	\$
Elected Trustees	-	-	-	-	-	-
Government Appointed Trustees	-	-	-	-	-	-
Principal	190,038	-	981	22,119	-	213,138
Business Manager / Secretary to the Board of Trustees ¹	154,236	-	486	19,613	-	174,335

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

Position	Short Term Employee Benefits		Long Term Employee Benefits*	Post-Employment Benefits	Termination Benefits	Total Remuneration
	Monetary Benefits \$	Non-Monetary Benefits \$	\$	\$	\$	\$
Deputy Principal – Studies	151,358	-	6,872	19,549	-	177,779
Deputy Principal – Students ¹	60,630	-	0	8,585	-	69,215
Deputy Principal – Students ²	58,520	-	736	6,075	-	65,331
Head of Boarding	110,684	15,600	2,010	14,533	-	142,827
Facilities & Services Manager	112,980	18,825	2,044	11,504	-	145,353

¹ To 7 July 2023.

² From 10 July 2023.

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 2024.

Note 21 COMMITMENTS

(a) Lease Commitments

At 31 December 2024, the School had the following low value assets and short term lease commitments (exclusive of GST):

	2024 \$	2023 \$
Payable within one year	147,274	110,050
Payable within one to five years	104,251	73,584
	251,525	183,634

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:

	2024 \$	2023 \$
<i>Commitments for acquisition of PP&E – Buildings & Improvements</i>		
Payable within one year	173,000	65,779
Payable within one to five years	-	-
	173,000	65,779

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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 2024.

(b) Contingent Assets

There are no contingent assets at 31 December 2024.

Note 23 EVENTS OCCURRING AFTER BALANCE DATE

No other matters or circumstances have arisen since 31 December 2024 that have significantly affected or may significantly affect the operations, results or state of affairs of the School.

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

MANAGEMENT CERTIFICATE

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

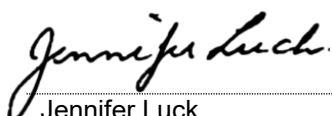
These general purpose financial statements have been prepared pursuant to Section 62(1) of the *Financial Accountability Act 2009* (the Act), Section 39 of the *Financial and Performance Management Standard 2019*, *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities 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 2024 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 and notes satisfy the requirements of the Australian Charities and Not-for-profit Commission Act.



Jennifer Luck
BEd DipTch GradDipTch(Lib) TEFL
Board Chair



Clair Applewaite
BBus CA
Business Manager

19.02.2025

Date

INDEPENDENT AUDITOR'S REPORT

To the Members of the 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 the Board of Trustees of the Rockhampton Girls Grammar School.

The financial report comprises the statement of financial position as at 31 December 2024, 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 2024, and its financial performance for the year then ended; and
- 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.

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 the 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

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 2024:

- 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

26 February 2025

Queensland Audit Office
Brisbane