HER FUTURE

Rockhampton Girls Grammar School
Est 1892

Annual Report 2014

Not only for school... but for life we are learning!
2014 report contents

Contents

2014 report contents .................................................. 2
Communication Objective ........................................... 2
Our School .................................................................. 3
Our Organisational Structure 2014 .............................. 6
School Governance ..................................................... 7
School Leadership ...................................................... 8
Student Wellbeing Program 2014 ............................... 15
Curriculum overview .................................................. 16
Curriculum Tracking .................................................... 24
e-Learning Environments .......................................... 25
Academic Extension .................................................... 25
Learning Enhancement ............................................... 27
Academic Results ....................................................... 28
Reporting .................................................................. 29
Cultural Achievements ............................................... 29
Sporting Highlights ................................................... 31
Community Connections ............................................. 32
School support groups ................................................ 33
Our People ................................................................ 37
School Profile ............................................................ 37
Professional Associations .......................................... 38
Financial Information ............................................... 38
Looking Forward ....................................................... 40
History of the School Song ......................................... 41
Glossary of terms ....................................................... 42
Letter of Compliance ................................................. 44

Copyright

© (Rockhampton Girls Grammar School) 2014

Licence:
This annual report is licensed by the Board of Trustees of Rockhampton Girls Grammar School under a Creative Commons Attribution (CC BY) 3.0 Australia licence.

CC BY Licence Summary Statement:
In essence, you are free to copy, communicate and adapt this annual report, as long as you attribute the work to the Board of Trustees of Rockhampton Girls Grammar School.
To view a copy of this licence, visit http://creativecommons.org/licenses/by/3.0/au/deed.en

Attribution:
Content from this annual report should be attributed as: the Board of Trustees of Rockhampton Girls Grammar School annual report 2014.

Purpose of the Report

The Rockhampton Girls Grammar School 2014 Annual Report of the Board of Trustees for The Honourable Kate Jones MP, Minister for Education has been prepared in accordance with the requirements of Section 49 of the Financial and Performance Management Standard 2009.

This report will illustrate how the School aligns its services with the government’s new objectives for the community through a focus on:

• grow a four pillar economy
• lower the cost of living
• invest in better infrastructure and better planning
• revitalise front-line services
• restore accountability in government

This report:
• highlights the achievements of the School
• profiles the history of the School
• outlines progress against the objectives of the School’s Strategic Plan 2012-15
• provides an outlook for 2015
• provides a copy of the audited financial statements (as required under Section 62 of the Financial Accountability Act 2009).

Public Availability of the Report

Copies of this Report are available from:
Mrs Debbie Munns
Secretary to the Board of Trustees
Rockhampton Girls Grammar School
PO Box 776
Rockhampton Q 4700
Phone: 07 4930 0900
Fax: 07 4922 4809
Email: BusinessManager@rggs.qld.edu.au
Website: http://www.rggs.qld.edu.au/about/downloads/


If you have difficulty in understanding the annual report, you can contact us on 07 4930 0900 and we will arrange an interpreter to effectively communicate the report to you.
Our School

Our Values
Rockhampton Girls Grammar School is a learning community founded on a commitment to excellence.

Each member of our School family contributes to sustaining an environment in which individuals actively engage in their learning; where School values are embraced; where mutual and self-respect is practised; where community and global citizenship is fostered and where excellence in every endeavour is sought and celebrated.

Openness
Equity
Loyalty

Involvement

Values at the heart of Girls Grammar

Honesty
Independence
Responsibility
Acceptance
Creativity
Mutual Respect

Values at the Heart Girls Grammar

This statement of values reflects the amended Public Sector Ethics Act 2010 which guides ethical decision making and behaviour. The ethical principles are:

- Integrity and impartiality
- Promoting the public good
- Commitment to the system of government
- Accountability and transparency

The School statement of values, established by staff and students in 2010, is published in all student planners and handbooks for parents, students and staff.

Our History
In 1883 a movement began to establish a girls grammar school in Rockhampton and with a decision by the Trustees of the Rockhampton Grammar School to close their female department, the Rockhampton Girls Grammar School began to take enrolments.

The prime site on the Athelstane Range was selected as being appropriate and in 1891, construction commenced on the School building, designed by Mr E.M. Hockings, to accommodate 50 day and 20 boarding students. The 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 1975 and its amendments.

The building was enlarged three times - in 1897, 1899 and again in 1901 - to meet growing demands as students were enrolled from kindergarten to matriculation.

Rockhampton Girls Grammar School 1892

Rockhampton Girls Grammar opened its doors to the first four boarders and thirty-three day students on 11th March, 1892. With Miss Helen E. Downs as foundation Headmistress, the School was officially opened on 19 April 1892.

On the departure of Miss Downs, the School presented her with a gold replica of the School badge, and on her death she bequeathed it to the School to be worn by the Head Prefect who was to be known as the Helen E. Downs Prefect.

Prue McKeague was a 1985 senior who died during the Christmas holidays. At the suggestion of some of her classmates and the Old Girls Association, a platinum replica of the Helen E. Downs badge was commissioned. This badge of office is worn during the year by the joint Head Prefect who is referred to as the Prue McKeague Prefect.

Miss Helen E Downs

Prue McKeague was a 1985 senior who died during the Christmas holidays. At the suggestion of some of her classmates and the Old Girls Association, a platinum replica of the Helen E. Downs badge was commissioned. This badge of office is worn during the year by the joint Head Prefect who is referred to as the Prue McKeague Prefect.
Our Present

Rockhampton Girls Grammar School (Girls Grammar) is set atop Athelstane Range overlooking Rockhampton, Queensland. Rockhampton is regarded as a leading centre of education for students of all ages. Girls Grammar is an independent non-denominational School for girls offering day and boarding facilities for the continuous education of students from Prep to Year 12 with boarding from Year 6. Students come from diverse backgrounds across the state, the Northern Territory and internationally.

Besides offering excellent educational opportunities for primary and secondary school students in Central Queensland, continuing students also have access to CQU which has established a reputation for its educational offerings, particularly in Business, Health and Engineering.

The School also works in partnership with the Rockhampton College of TAFE which offers a variety of courses and study options for girls seeking to broaden their education. Our girls also have the option of participating in School-based traineeships and apprenticeships as part of their courses of study. The School provides a smooth transition across three levels: Junior School (Prep-Year 6), Middle School (Years 7-9) and Senior School (Years 10-12).

Boarding students are accommodated in three separate boarding houses: Kollar, Jackson and Luck Houses. Kollar House provides single rooms and the entire campus has wireless internet access. Girls Grammar began the 2014 School year with 340 students of whom 139 were boarders and 201 were day pupils.

Chairman’s Speech Night Address

Distinguished guests, Principal Melinda Scash, fellow board members, parents, students and friends of the school – Welcome to the 2014 Rockhampton Girls Grammar Speech Night.

A special welcome to our guest speaker Mrs Marilyn Watts. Marilyn is a tireless and long serving supporter of Girls Grammar who served on the Board from 2004 – 2009 and does a superb job as the driving force behind the Old Girls Association.

2014 has been an exciting year for Girls Grammar. The highlight being the completion of the McKeague Hall redevelopment and the creation of Littleton Plaza at a cost of approx. 2 million dollars. These capital improvements have had an enormous impact on the school environment and I must once again thank Max & Margaret Littleton for their generous contribution.

The business of the school is sound. We are operating profitably in tough economic conditions. Our budgeting is conservative and our stringent adherence to budget stands us in good stead. The slowdown of the mining and industrial sectors have had a major impact on our local economy. Girls Grammar has held its own in the competitive private school market through these times.

The Board would like to push forward from here and implement strategies designed to place us ahead of our competitors. For example, we will strongly support the Principal in the area of curriculum and ensure that there is no obstacle to the implementation of innovative educational initiatives. Our academic performance in recent times has been outstanding but we will strive for improvement as academic performance lies at the forefront of our vision.

Boarding is also a major priority. Boarding facilities will be closely monitored and staged maintenance programs are in place. We would like to position ourselves as regional Queensland’s most desired all Girls Boarding School.

We will continue to reinvest profits back into the school to ensure that our assets are maintained, improved and upgraded as required. The restoration of Paterson House and a new pre-prep building are high on our agenda as is our ongoing commitment to information technology.

The Board would like to congratulate Principal Melinda Scash and her dedicated teaching staff on a highly successful year. We are thrilled with our academic performance in all areas particularly our NAPLAN and OP results and are truly appreciative of Melinda’s focus in this area. The Board welcomes Debbie Munns as our recently appointed Board Secretary and Business Manager. Thanks also to all the finance and administration staff for their efforts. A special mention
also to the sometimes forgotten ones – Dave Eyles and the boys who look after the grounds and all the maintenance. I have never seen the grounds look better. Well done Dave.

The structure of the Board of Trustees of Girls Grammar consists of 7 trustees (4 Government appointments and 3 elected appointments). I am proud to say that the current Board members stand very high on the list of many that I have worked with. All use their individual expertise effectively and work cohesively in a team environment for the good of the school.

Current Board members aside from myself are Mr John Bryant, Mr Ross Johnson, Mrs Vicki Bastin-Byrne, Dr Bobby Harreveld and Ms Jenny Luck. I would personally like to thank them all for their support and their efforts over the last 12 months.

The term of this current Board expires at the end of 2015 and there are some members who will be moving on to other challenges and not seeking reappointment. Hence the winds of change are afoot and there will be opportunities for some positions on the Board. To serve on the Board of Girls Grammar is both an honour and a privilege. To be entrusted with the care of a school so rich in history and heritage comes with great responsibility. It is also very rewarding personally to be involved in the ongoing improvement of the school.

We have many talented people in our school community and I would invite any who believe they can make a contribution to the Board to register their interest with the Board Secretary over the coming months.

The Board would like to thank all the supporters of the school. Groups such as the P&F Association, the Race Day Committee and the Old Girls Association are most generous in donating their time and efforts for the good of the school.

A very special thank you to Mr Ian Weigh. I have known Ian for a long time so when the idea of a fund raising art union was discussed, I decided to have a chat with Ian about the possibility of supplying a new vehicle at a discounted rate. He told me that he would give it some thought and get back to me. A couple of weeks later he dropped into my office and said that he had decided that he would like to support the school and offered a new vehicle free of charge. This level of corporate support is priceless. Thank you to Ian.

The Girls, as a Board we are very proud of our students. We are not at school on a day to day basis, but we see and hear about you constantly. You involve yourselves in the community in events such as Anzac Day and many other charitable and community initiatives. The way you appear in the public eye is a credit to each and every one of you.

Once again we say farewell to another Grade 12 cohort. Good luck girls. Thank you for the way you have represented the school and I am sure we can all look forward to hearing of your worldly successes.

Compliments of the season to the whole school community. Thank you all for support and your involvement.

The Board looks forward to 2015. Another year, another challenge, another opportunity. As a Board we are not interested in marking time and will be satisfied with nothing less than further improvements.

Girls Grammar is a wonderful story. The 122 year history is highlighted by great successes, periods of adversity, colourful personalities, individual achievements and the odd minor scandal! Whilst the road is not always smooth, the character of the school strengthens as it overcomes every challenge. This reminds me of some famous words:

“Do not judge me by my successes, Judge me by how many times I fell down and got back up again!” – Nelson Mandela

Briony Brooks, Dux 2014
Organisational Structure 2014

Rockhampton Girls Grammar Board of Trustees

Principal

School Executive Team (Educational & Operational)

School Leadership Team – Operational

School Leadership Team – Educational

Admin Manager | Facilities & Services Manager | Business Manager | Enterprise Manager | Director of Boarding | Director of Teaching & Learning | Director of Primary | Director of Technology and Innovation | Director of Student Wellbeing

Admin Staff | Outsourced contractors WHSO | Finance Officers OSHC staff | Community OGA P&F | Boarding Heads | Boarding supervisors | Secondary Teachers Learning Support Team | Primary Staff | Network Admin | Care Mentors Instrumental Music Nurse

Organisational structure 2014
School Governance

The Board of Trustees of Rockhampton Girls Grammar School is constituted under the Grammar Schools Act 1975. The Board of Trustees comprises seven members each of whom serves four years.

Of these seven members, four members are nominated by the Minister for Education, Training and Employment. Three members are elected by and from the roll of subscribers who have donated or subscribed at least the electoral eligibility amount as prescribed by the Act. The term of office of the members of the Board of Trustees will expire on 14 December 2015.

Board Membership
1 January 2014 – 31 December 2014

Government appointments
- Mr Noel Livingston (Chair to 2 December 2014 and Deputy Chair from 2 December 2014) Licensed Real Estate Agent
- Mr John Bryant (Deputy Chair to 2 December 2014 and Treasurer) BBus, FCA, FCPA
- Mr John (Ross) Johnson (Chair from 2 December 2014) BBus, LLB
- Dr Roberta (Bobby) Harreveld PhD, DipT&AS, MEd, BEd, DipTch

Elected representatives
- Mrs Vicki Bastin-Byrne Retail Business Owner
- Miss Jennifer Luck BEd, DipTch, GradDipTch (Librarian), TEFL
- Mr Mark Wilson (from 4 December 2014) Dip FM

Ex-officio Members of the Board
- Ms Melinda Scash (Principal) BEd, MACE, MACEL
- Mrs Lauren Sharpe (Business Manager and Board Secretary to 31 August 2014) BBus, CPA
- Mrs Debra (Debbie) Munns (Business Manager and Board Secretary from 1 September 2014) BBus

Board Statutory Functions and Powers
Statutory functions of the Board are to:
- provide in the School courses of instruction
- make rules with respect to:
  - fees and charges to be paid in relation to students enrolled or to be enrolled at the School
  - management and control of the School
  - discipline and conduct of students enrolled at the School

Statutory powers of the Board of Trustees acting within the Grammar Schools Act 1975 include exercising and performing such powers and functions as are conferred or imposed upon it by or under the Act. Specific powers of the Board of Trustees include the power to:
- make by-laws about elections under the Grammar Schools Act 1975
- establish trust funds and to accept gifts and the like subject to conditions
- establish investment common funds
- appoint employees
- establish and maintain a Superannuation Scheme subject to the Auditor-General Act 2009
- enter into financial arrangements under the Statutory Bodies Financial Arrangements Act 1982
- delegate its functions to a member or members of the Board; a sub-committee of the Board; the Principal and through her to members of the staff of Girls Grammar

Board Reporting
The Board of Trustees meets most months of the year. Each month 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 Plan.
The Board is supported by the Board Secretary and two sub-committees: Finance Committee and the Workplace Health and Safety Committee.

**Finance Committee**
The Finance Committee is a sub-committee of the Board and is chaired by the Treasurer, Mr John Bryant.

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

The Finance Committee in 2014 is made up of the following Board representatives:
- Mr John Bryant (Treasurer)
- Mr Noel Livingston (Board Chair to 2 December 2014)
- Mrs Vicki Bastin-Byrne
- Mr John (Ross) Johnson (Board Chair from 2 December 2014)

The School’s Business Manager attends the meetings and provides the Finance Committee with the latest financial figures for review, discussion and recommendation. The Principal also attends the Finance Committee meetings.

Due to the size of the School, Rockhampton Girls Grammar does not have an Audit Committee or a Risk Management Committee. The Finance Committee is responsible for addressing the School Audit and the Workplace Health and Safety Advisory Committee reports on a regular basis to the Board of Trustees.

A full year financial statement audit is conducted annually by external auditor, Bentleys and is appointed by the Queensland Audit Office.

**Finance Committee Attendance**
The Finance Committee met on 10 occasions during 2014. Attendances were as follows:
- John Bryant 9/10
- Noel Livingston 9/10
- Vicki Bastin-Byrne 6/10
- John (Ross) Johnson 7/10
- Melinda Scash 8/10
- Lauren Sharpe 7/7
- Debra Munns 3/3

**Workplace Health & Safety Committee**
The Workplace Health & Safety Committee meets and then presents a report to the Board each term on workplace health and safety matters.

**School Leadership**

**Executive Team**
The School is operationally managed by an executive team which comprises:
- Ms Melinda Scash, Principal BEd, MACE, MACEL
- Mrs Lauren Sharpe, Business Manager BBus, CPA (Semester 1)
- Mrs Debbie Munns Business Manager BBus(Acc)Dis (Semester 2)
Dr John Fry, Director of Learning  
BAppSc (Phys) (Hons); GradDipT (Sec); PhD

Mr Ryan Cheers, Director of ILT  
BBiomedSc; GradDipEd, Cert III IT, Cert IV TAE

Mr James Lye, Director of Student Wellbeing  
BA/BEd

Mr Scott Fuller, Director of Primary  
B/Teach, Bed

Ms Jade Allgood  
Bed, BA

Mr Robin Fay, Facilities and Services Manager  
BDesSt (Arch)

Mrs Kim Dixon, Enterprise Manager  
ADBLT

The Girls Grammar Strategic Plan 2012-2015 outlines the nature and range of the School’s operations, the forward thinking that has gone into developing the School’s future including the risks and obstacles that need to be overcome.

The Strategic Plan is designed to create a learning community where every individual matters. The following lists the achievements and progress made in 2014 as well as plans for 2015 against Strategic Plan priorities:

**Priority 1 - Academic Success & Opportunity**

1.1 Senior Curriculum Review
- Further complications arose in 2014 with changes to funding models in the VET sector. This still has the potential for significant impact upon Girls Grammar senior curriculum. We are now in the midst of a QSA review of SAS subjects, VET changes and forthcoming introduction of senior Australian curriculum.
- Australian Curriculum for 15 senior subjects has been endorsed at a national level however at this stage, no decision has been made about when Queensland schools should implement Australian Curriculum senior subjects. In 2014, Girls Grammar retained our current senior curriculum.

1.2 P-10 Curriculum Review
- The second year of our curriculum mapping tool Atlas has now been completed. The 2013 academic year was archived and 2014 has opened. Problems in 2014 encountered included:
  - Inconsistent data from staff
  - Differences between primary and secondary models
- A review of P-10 curriculum by subject area in staff meetings was commenced in 2014. A review of the care program was completed and teaching staff were allocated tasks to complete.
- The introduction of Latin at Year 9 for roll out into senior in 2016 began
- Preparations for the introduction of Spanish in 2015 were completed in 2014

1.3 P-12 Curriculum Continuum
- DRA continuum from Prep to Year 9 allowed for data transition
- Numeracy data tracking in P-6 provided data for entry to secondary schooling
- Student information hand over from Year 6 to Year 7 occurred
- Specialist teachers from secondary delivered lessons in language, the arts and science
- Preparations for the implementation of Year 7 into secondary were undertaken. As a P-12 school we were well prepared for this ‘official’ transition as we have operated Year 7 under a secondary model for some years.

1.4 Data Tracking
- Successful data tracking continued to occur in NAPLAN, QCS, in school assessments, academic colours, primary numeracy and DRA
- ISQ longitudinal data tracking in NAPLAN did not come to fruition
- Director of Learning has investigated other possibilities for longitudinal data tracking. Student Performance Analyser (SPA) software was trailed in Semester 2
- NAPLAN data indicated a strong performance for the 2014 cohort

1.5 Student Pathways
- The VET landscape continues to change which makes this an area of difficulty. We resigned our RTO status in January 2014 and outsourced all VET activity. Girls Grammar had students undertaking Certificate courses, University courses, Apprenticeships and Traineeships.
teachers, including those to be rolled out by ACARA in 2015
- All primary taught curriculum is linked to the Australian curriculum
- Assessment tools were created for 2015 to ensure teaching staff cover all Achievement Standards
- NAPLAN results were very good, with all Year 3 students reaching above the National Minimum Standards. Media coverage highlighted some exceptional results

2.2 Primary Student Data Tracking
Implementation of academic student data tracking procedures which can be utilised by staff to collate, display and convey student academic progress
- Student numeracy tracking was used to identify student strengths and weaknesses across all Mathematical strands.
- Student reading and spelling assessment continue to be tracked using DRA and SWST databases

2.3 Knowledge Sharing
Design processes for teaching staff which facilitate sharing of professional knowledge and practice
- Regular primary staff meetings allowed the sharing of quality teaching pedagogy
- Classroom and specialist teachers were involved in curriculum development sessions working towards consistency in planning and documentation for 2015
- All staff received training for the administration of DRA testing along with professional development of our Numeracy and Spelling programs and exporting data

2.4 Extend Primary Culture
- The primary team received positive feedback from the carnivals and events run in 2014
- Each assembly gives a year level the opportunity to showcase their work in class and present a Values item to the school
- Primary Open Evenings and Orientation days provided continued communications between staff and parents

2.5 Improve Primary Facilities
- Primary Students have access to the new drama studio as part of the McKeague refurbishment
- Installation of handball courts
- Refurbished McKeague gives Primary students access to whole school assemblies

2.6 Refined Primary Care Program
Document and refine care program across Prep to Year 6 to ensure greater effectiveness and outcomes
- The Values program in Prep - 6 was formally developed to be run by the Year 6 leaders
- Students are recognised at Assemblies for displaying the school values
- The Values program recognises the Girls Grammar values and ensures the students spend time learning each of them
- The Daniel Morcombe curriculum runs through the Care program and had a week-long focus during the week of Daniel Morcombe day

Priority 3 - ICT Integration

3.1 Laptop / eLearning Device Program
- Investigate best options for student needs, including: new tablet/slate pc devices to utilise Windows 8; smaller and lighter devices for younger grades (Year 4-6); multiple devices for senior students; more powerful machines for high end users
- Our Notebook program ran extremely well. The latest round of Software imaging completed in Term 1 was extremely stable and solved many of the issues faced in 2013

Looking forward to 2015 we are considering two devices; the Microsoft Surface 3 Pro and the HP Pro X2 612 G1. Both of these machines are Wacom enabled pen and touch devices. The final decision will be based on Warranty and Care Pack considerations. Both devices are on the government price list and will be available at a discounted price.

3.2 Online Learning Management
- Evaluate and implement a LCMS (Learning and Content Management System), streamline content management and document organisation, implement online student learning portfolios and increase collaboration between key stakeholders
- With SharePoint fully deployed and functional the Student share dive (“S Drive”) has become read only for staff and is no longer available to students. It is hoped that all relevant student resources will be online before the end of the year and then next year only adjustments will need to be made as appropriate. Once this has been successfully completed this process will be replicated with the teacher share drive. A new product ‘Own Cloud’ is currently under trial to determine its suitability as a cloud based document server for staff and students.

3.3 Interactive Teaching Spaces
- Contemporise teaching spaces to maximise student engagement and leverage the available ICTs, address needs of individual learning areas (i.e. hover cams for Science to record/ project experiments)
The new Year 7 Classrooms have been set up with the latest Pen enabled Epson Projectors and full Yamaha Multimedia Amp and Speaker Package. These showcase rooms are a blue print for the next stage in our interactive classroom upgrades.

3.4 Wireless Infrastructure
- Achieve seamless integration with server architecture
- Our Network switching upgrade has just been completed and at this point in time seems to be running very well. The network has now been set up according to best practise and is ready for the Wireless and Storage upgrade in 2015.

3.5 Server Infrastructure
- As a part of the Network upgrade there were some connectivity issues solved within our server setup which should increase speed and decrease interference across other parts of the network. Consulting One have advised that our Server infrastructure is in very good shape and we should extend our server care packs for an additional 12 months before upgrading them. Wireless and Storage upgrade is still recommended for 2015.

Priority 4 - Student Wellbeing

4.1 Refined Care Program
- Document and refine the care program across Prep to Year 12 to ensure greater effectiveness and outcomes
- The Care Mentors entered the topics, resources and units into Atlas

4.2 Student Leadership
- Establish and maintain a strong sense of leadership opportunities throughout students’ schooling
- The Year Level leaders have really stepped up. We continuously seek to add authentic leadership opportunities for students to undertake. For example, our Year 10 leaders became Executive Staff for a day. This was a huge success, as the Year 10 leaders were able to see what work is undertaken from some of our Executive staff.

4.3 Big Sister Program
- Girls Grammar established and maintained a strong sense of mutual respect for new students, by assigning a Big Sister to support her while attending School
- The Big Sister program also catered for students who began at Girls Grammar after the commencement of the academic year.

Year 11 students developed a plan for 2015, asking only those students who would like to participate, instead of assuming everyone wants to be a Big Sister. More development of the program is required for our Primary students to ensure that they do make contact early and follow through with meeting up with their Little Sister on the day they start.

4.4 New Student Orientation Days
- Orientation days that are student and parent friendly continued by providing information for new families so they feel comfortable at their new School
- All of our Seniors were available for our orientation week-end, with our day girls accessible to attend and meet with new students.

4.5 Staff Wellbeing
- A professional development program for staff was established, specifically for the care program
- Boarding staff attended a two day workshop in December by The Youth Mental First Aid team.
- The Health Centre Nurse and Director of Student Wellbeing presented at a conference in Cairns during October to speak of the successful program we offer at Girls Grammar

Priority 5 - Unrivalled Boarding Experience

5.1 Programs & Activities
- An effective activity program was created for Boarders on weekends and long weekends to minimise behaviour issues and combat boredom
- Beach and shopping trips were organised including special events like markets, shows, festivals and the St Brendan’s Formal
- The pool was opened on weekends under the supervision of a qualified lifeguard in warmer months
- Students also had a range of activities to participate in at school including, Table Tennis, Volleyball, Slip ‘n’ Slide, Tennis, Outdoor Cinema and Theme Nights

5.2 Major Events Program
- Identify major events in key towns from which large numbers of students are drawn (apart from the usual events all schools attend) and seek opportunities for Girls Grammar students to be involved

5.3 Facility Upgrade
- A facility upgrade program was prepared and implemented to ensure all amenities meet or exceed expectations of a boarding facility
5.4 Staff Recognition
- Appropriate recognition of key boarding staff was implemented to further encourage staff retention
- Head of House role was created for Years 6-10

5.5 Reasons to Board
- The key points of difference and major benefits of Boarding at Girls Grammar were reviewed and developed into ‘10 Reasons Your Daughter Should Board at Girls Grammar’
- The ‘10 Things You’ll Love About Boarding’ were printed to complement flyers about Primary and Secondary schooling at Girls Grammar
- These flyers were utilised for AgGrow and Westech stalls and are included in all prospectus packs to boarding families
- Boarding staff participated in a PD session outlining these reasons and how we can ensure staff are keeping these priorities in mind in all their interactions with parents and students

5.6 Boarding Student Voice
- Student opinion was harnessed to establish priorities for boarding
- Regular meetings were held for girls to have input into their boarding experience
- Boarding Council meetings were very successful. Meetings were Prefect run and were attended by representatives from each dorm.
- Suggestion boxes have also been placed in each dorm so that students can leave suggestions for ways to improve their dorm

6.2 Annual Goal Setting
- Annual goal setting for teachers was continued in 2014, encouraging reflective practice and professional excellence
- Staff goals were reviewed in August and new goals established for 2015
- Line management structures were refined for best outcomes
- Full staff goal setting cycles implemented for all teaching and non-teaching staff in 2014
- Lesson observations now standard for all teachers – minimum twice yearly
- 100% of teachers completed their reviews in 2014 and set goals for 2015

6.3 Peer Mentoring
- Peer mentor opportunities were developed
- Peer partnerships were undertaken by all teaching staff in 2014
- Staff reflections indicate positive outcomes from the 2013 cycle
- Director of Student Wellbeing tracked provisionally enrolled teachers to move to full QCT registration in 2015
- Early Career Teachers program incorporated expanded peer partnership structures, forum discussions and individual reflective conversations with mentor

6.4 Student Feedback
- Staff were encouraged to seek feedback from students to enhance practice
- Teachers sought student feedback more regularly which is increasingly impacting positively on improved practice and a culture of mutual respect between teachers and students

6.5 Staff Recognition
- Experienced Teacher payments were implemented through the new EBA
- 14 Project Lead roles were awarded in 2014

Priority 7 - Reputation

7.1 Reputational Messages
- Rebranding has now been established in all media and school communications
- The ‘Her Future’ tag line is adaptable and used in all advertising.
- A meaningful positioning statement with points of difference has been defined for each of our markets; Primary, Secondary and Boarding. Our strengths evolve each year and the marketing must keep up with the great achievements of staff in enabling each young woman to know her strengths and to enthusiastically embrace her future – our Mission.
7.2 Enrolment Process
- Review all procedures for handling enquiries, processing enrolments and selling the features of the School to increase conversion rates
- Professional Development in this area has further confirmed that our enrolment procedures are at or above best practice
- Assisting clients with on-line application and payment facilities is next on the agenda.

7.3 Marketing Audit
- Conduct an audit of all marketing activities to prioritise the effectiveness of tools, media and events
- Activities within the audit identified
- Measuring the effectiveness of each marketing method used can be very difficult. All current research indicates that social media is being used more and more for marketing purposes.
- GeneratePR developed this years’ marketing plan with data provided by us and consultation. Some aspects have failed, but the main objective is to get out there in the community as much as possible. Our presence at many community events should bear fruit for years to come.

7.4 Alumni Database
- Develop a database (names and connections) and put in place programs in conjunction with OGA to expand membership, to tap into skill sets and interests, and establish a support base to benefit the students and the School
- Alumni surveys are collected and TASS Communityplus was to be installed in April. Data issues had delayed installation until October and then the task of data entry began. Each reunion group has been approached for information. Alumni surveys are still being received and we eagerly look forward to the functionality of TASS Communityplus.

7.5 125th Anniversary 2017
- Commenced planning for the 125 year anniversary to ensure it is well-organised, widely appealing and a significant event in Rockhampton
- 125 meetings continue, plans for 2017 are being investigated and established by this core group of supporters

7.6 Hall of Fame/Archives Centre
- Establish a museum, ‘Hall of Fame’ and Archives Centre in Paterson Hall to provide an emotional connection to the school for past and present students, and to reinforce the tradition, history and values of the school
- The first Museum display entitled ‘Beginnings - The Foundation Era’ was on show for our Foundation Day celebrations and has since had 110 VIPs through
- Funds have been secured for two $10,000 museum cabinets from the OGA and the plans are underway for their design and installation
- 290 artefacts have been formally catalogued into the collection and stored in the new compactus generously provided by the Girls Grammar P&F committee
- The digital database housed on eHive.com now contains approximately 230 entries, providing a platform for future digital curation possibilities

Priority 8 - Facilities and services

8.1 Master Plan
Progressively implement the School’s master plan
- McKeague/Littleton Plaza project completed by June 2014. The Hall was refurbished, stage rebuilt and all lighting and AV systems upgraded. Two new classrooms created on the Plaza level. New air conditioning installed. Landscaping completed.
- Flying Start Classrooms upgrade and refurbishment for Year 7 starting secondary in 2015 at the top level of the Maud Bendall Centenary Arts Building. Project work commenced January 2014 and completed May 2014.
- Development Approval application for Prep House/ Primary School Building submitted to Rockhampton Regional Council. Plans with documents completed up to approval stage. Approval received from council, September 2014

8.2 Risk Mitigation
Continue the work of the Workplace Health and Safety Committee and Safety Officer. Review areas where the School faces risks, action for safer practices, prepare appropriate policies and ensure legal compliance
- Safety review conducted by Consultants R2A draft report received in 2013 with recommendations acted on in 2014.
- Replacement WHSO appointed in 2013 – Nadia Hoare upgraded her qualification in 2014
- All emergency lighting/sensors/fire safety equipment maintained and/or upgraded in 2014
- Kitchen independently audited for safety and food safety procedures – Passed. Test and tag for Kitchen Appliances.
- Old Fire and Rescue inspected the Campus in January and March 2014 School passed checks for installations, maintenance, records and procedures
- Girls Grammar safety Committee will meet each term in 2015 to review the implementation of the safety action plans

8.3 Campus Beautification & Entrances
Develop grounds plan and continue maintenance plans. Entrances and impressions will be addressed to create clear and distinctive entrances to School
- New service road entry to Agnes Street part of McKeague/ Littleton Plaza project - completed
- More flowering plants have been planted in School gardens with more sitting areas in Boarding precinct
- Trees have been trimmed to allow more light to gardens
- Grey water study to commence 2015
- Agricultural Science Gardens completely remade in 2014
- Campus irrigation system underwent further repairs in 2014
- Flowers planted at Primary School entrances
- New Sandstone entrance Stairs from Agnes Street car park to Littleton Plaza completed.
- Sports oval top dressed and holes repaired

8.4 Signage and Directions
Improve the signs and directions through the School
- Stage one and two completed
- Stage three of Building Names/ID to commenced in 2014
- Entrance signs for all entrances and stage three to continue in 2015

8.5 Learning Spaces
Research emerging developments in learning spaces to reconfigure School classrooms and areas to better accommodate 21st century practice and recent educational developments
- Altered McKeague project plans to add extra GLA area. Completed and in use from July 2014
- Primmer Classrooms P3, P4 and P5 all refurbished during July 2014
- Flying Start Project - the refurbishment of two CAB classrooms to accommodate two Year 7 classes in 2015. The plans and work were commenced and completed in 2014
- Preliminary plans and costing completed for upgrading and refurbishing Luck Building Classrooms with new connection to the Library completed December 2014

8.6 Catering Expertise
Explore opportunities to increase the awareness of catering in the boarding house to School community and outside users
- Successful billet hosting in 2014. Hosted three large music, art and craft workshops during the June and July school break. Attended by 200 people.
- New meals for healthy eating campaign started with boarders
- Council Fitzroy water waste water inspection conducted and recommendations received. New Kitchen Grease trap upgrade completed. CAB Kitchen Grease trap will need repair or upgrade in 2015
- Kitchen Passed external audit for safety and food safety procedures in November 2014

Priority 9 - Financial sustainability

9.1 Integrated Financial Systems
Progressively implement software and systems that will increase productivity
- TASS Payroll Module implemented in 2013 continues to function well integrating with data already established in TASS from other applications
- TASS Fixed Assets Module was run parallel with MYOB Fixed Assets in 2014 to ensure a smooth transition in 2015

9.2 Financial Compliance and Internal Controls
Progressively research, prepare and endorse policies that are compliant and safeguard the School’s internal control processes.
- International Student Enrolment policies continued to be updated prior to renewal of CRICOS registration due in June 2015
- All other policies continue to be revised, updated or created as required
- Development of shared calendar of finance dates and deadlines also includes payroll and HR deadlines

9.3 Financial Modelling
Forward financial planning to capture proposed government changes and future opportunities
- Known funding changes from Government recurrent funding and enrolment uncertainty reflected in 2015 budget
- Preparation for the next round of EBA negotiations

9.4 Activity-Based Costing
Identify the break-even point of each School facility and activity to ensure effective use of resources and value for money
- Actual to Budget comparisons were completed each month for review
Future budgets to capture trading activity surpluses and losses for future planning

9.5 Government Compliance
Implement systems and policies that represent best practice as well as provide a measure of protection to the Board of Trustees
• Creation of remaining Board policies and registers to be completed in 2015

Student Wellbeing Program
2014

Students from Prep to Year 12 will engage in a range of learning experiences through the care program designed to facilitate social, emotional, and moral development. Student wellbeing will be supported through education in the following key focus areas: understanding the core values of our School, acquiring and fostering positive values, building healthy relationships and interpersonal skills, developing resilience, promoting cybersafety awareness and development of effective problem solving skills.

Early Years (Prep to Year 2)
Care and compassion, doing your best, identifying feelings, asking for help, building social problem solving skills, developing empathy, overcoming fear and anxiety, managing frustration, developing positive online behaviours and exploring the web world are all focus topics. The students were also given an opportunity to start on the Virtues Project and the Daniel Morcombe curriculum. These two programs will continue in 2015.

Primary School (Years 3 to 6)
A fair go, responsibility, exploring the dynamics of bullying, supportive and non-supportive friendships, sense of belonging, dynamics of friendship groups, dealing with difficulties, emotional resilience, getting connected-online reality, identifying appropriate online content and places and protecting yourself online are all focus topics. The students were also given an opportunity to start on the Virtues Project and the Daniel Morcombe curriculum. These two programs will continue in 2015.

Middle School (Years 7 to 9)
Respect, honesty and trustworthiness, dynamics of bullying, power and control, dynamics of the group, friendship dynamics, peer pressure, dealing with stress, changing friendships, self-concept and self-esteem, making decisions, digital media literacy, positive online behaviour and managing online safety are all focus topics. A link will be made from the Virtues Project and will assist in the guidance of the care program for the middle School students beyond 2014. As part of the progression, students will continue to work with the Beyond Blue curriculum package, SenseAbility as they progress from middle School through to senior School.

Senior Secondary School (Years 10 to 12)
Understanding tolerance and inclusion, integrity, responsibility, planning for the future, healthy and abusive relationships, managing stress, staying calm, positive coping, decision making, dealing with problems, digital media literacy, positive online behaviour and managing online safety are all focus topics.

Students Leading the Way - ‘Girls Can Do Anything’
Leadership at Girls Grammar starts in Primary School with the clear message that each student’s voice is valued and encouraged. Four girls in each Year 4 to Year 6 class have an opportunity to become year level leaders for the School year. In 2014, a Year 12 Prefect led the primary School council of elected class leaders.

Student Councils
Student councils comprise students from Years 4 to 12 that are elected by their peers. During these meetings the students have an opportunity to share their ideas with the other students, presenting them on behalf of their year levels. In 2014, the structure included five councils:
• Primary School Council (Years 4-6),
• Middle School Council (Years 7-9)
• Senior School Council (Years 10-12)
• Boarding Council
• ATSI Council

Each Council of elected representatives was led by a Prefect from Year 12 and supported by a teacher mentor.

Student Committees
All students in Years 4 to Year 12 who were not members of the councils, were members of one of the 13 School Committees. These were led by Year 12 Prefects and included:
• Agricultural Science
• Dance
• Drama
• Environment
• Expressive English
• History
• IT Media
• Library
• Magazine
• Mathematics
• Music
• Science
• Visual Art
Each Committee contributed to a different School community event throughout the year.

Houses
All students are actively involved in the four house teams at events throughout the year. Each house team is led by a house prefect elected to the position and is supported by a teacher mentor. In 2014, the House Prefects formed a small Committee to discuss the events throughout the year and to freshen up the events for future years. The four houses are:
- Downs (green)
- Paterson (red)
- Smith (blue)
- Williams (yellow)

There are eight house events each year, including a performing arts competition.

Camps and Tours
Year level camps and international tours extend capacity for cooperation and empathy and are designed to enhance the learning experiences and care program of the School. In 2014 the following year level camps took place:
- Year 4 & 5 – School sleepover
- Year 6 & 7 – 3 day camp at North Keppel Island
- Year 8 – 5 day camp at Boyne Island Education Centre
- Year 9 – 5 day camp at Camp Fairbairn
- Year 10 – 5 day work experience and activity day
- Year 11 – 3 day leadership conference
- Year 12 – 2 day QCS camp and 4 day activity week

Exchange Experiences
Ambassadors from Year 9 participate in an exchange with Strathcona students from Melbourne. This is a 12 day program and is a beneficial experience for all involved.

Principal for a Day
This year saw the introduction of the Year 10 Leaders being a Principal for a Day. The student leaders were given an inside taste of being either a Principal or another executive staff member. The tasks for the day included running an Assembly, being involved in Executive meetings and doing some of the day to day operations of the Executive role.

Curriculum overview

Australian Curriculum
Girls Grammar continued the implementation of the Australian curriculum for Prep to Year 10 in the curriculum areas of Mathematics, Science, English and History during 2014. The subject area of Geography was implemented for the first time. A new subject called Humanities and Social Science was introduced to incorporate Australian curriculum History and Geography as well as Civics and Citizenship. The Arts, Health and Physical Education, Technology, Economics and Business also continued to be implemented but moved to be under the banner of Australian Curriculum. Preparations for the introduction of two new languages subjects – Latin and Spanish – were made ready for implementation in 2015. Teaching staff participated in professional development regarding the changes to curriculum.

Business Faculty
At Girls Grammar we conduct elective Business classes for Years 9 and 10 which run as two or three composite classes each year. The program is run across two years and students learn the fundamentals of business and economics, along with basic financial accounting, focusing on entrepreneurial and innovation qualities. In the senior business subject of Business Communication and Technologies (BCT), we have now implemented the 2012 Work Program and this course has just finished its first full two years of implementation. BCT now focuses more on improving student critical thinking skills and assessment is based around the theory and interpretation of business successes.

Legal Studies for senior is in its second year of implementing the 2013 Syllabus and the course seems to be popular with the students. This subject is run on a composite program but can be run separately if student numbers dictate. This subject has also seen a significant restructure, particularly in the collaboration of assessment, consolidating four criteria into three. Legal Studies develops a capacity in students to think critically and to elaborate their ideas and beliefs in order to implement better processes within the law. Students discover law making, political ideologies and become empowered as more concerned and informed members of the community.

English Faculty
In 2014 the work program for Years 7-10 was reviewed and revised. After consultation with students and teachers, it was determined that most aspects of the work program were highly successful. However, new novels, resources, units and approaches were adopted in some circumstances to meet the changing needs of students and societal expectations. This is standard policy and procedure in the English Department. An increased focus on visual and critical literacy was also introduced which will be reinforced and expanded upon in 2015. The middle school work program is designed to build upon students’ skills and knowledge in order to assist with a smooth transition into either Senior English or English Communication. Units, tasks, resources and contexts must take into account the varied literacy needs of students both across cohorts and within cohorts.
Senior English classes have also experienced success in 2014 with English Communication, OP English and English Extension. All three cohorts demonstrated a 100% pass rate with the majority of students achieving within the VHA or HA range. In 2014 Extension English was continued and developed. Excellent progress was made with a 100% pass rate and the top student in the cohort receiving the highest VHA level since Girls Grammar started offering this subject on campus. Extensive plans have been put in place for development in 2015. The English Communication cohort continues to grow in popularity as students of all literacy levels find value in the broad range of units, tasks and opportunities of this course.

The teachers in the English Department work very closely together both within and across cohorts to team-teach, moderate assessment pieces and create innovative learning experiences for all Girls Grammar students. They work to foster the development of high achievers, while supporting the needs of students with greater literacy needs. Professional development and reflection is a vital and valued process and opportunity for all our teachers.

The English Department also promoted opportunities for ladies to participate in a range of public speaking competitions including: Rostrum Voice of Youth, The Lions Youth of the Year Quest and the annual Girls Grammar Oratory Competition and Valedictory Competition.

Home Economics/Hospitality Faculty

In Year 7 Home Economics, the students have studied both food and textile units. In Term 1, students studied the unit ‘Snacking for Life’ to develop knowledge and understanding of the need for healthy snack foods to establish healthy eating habits. The students used the Guide to Healthy Eating food selection model to learn how to prepare and cook healthy home-made snacks. This also developed their skills in the kitchen and an awareness of the consequences of poor food choices, an important issue in today’s society. Textiles in Term 2 involved the students learning basic patterns and sewing including the decoration and production of a pillow case.

In Term 3, students evaluated meals available to families and recommended foods that are appropriate for the development of children and adolescents. In Textiles studies, students designed, planned and created a soft toy using bacteria and plankton as their stimulus. This further developed their hand and machine sewing skills as well as focus on time management and detailed planning for success.

Year 8 Home Economics used the textbook ‘Eating for Life’ by Margaret Duncan. ‘Meals for Life and Fresh Choices for Life’ developed knowledge and understanding on the importance of balanced meals and wise food selections. Students had practical experience in creating healthy alternatives from fresh ingredients as opposed to take-away and processed foods. An analysis of common takeaway foods was an enlightening experience for students. In textiles, students researched fashion through the ages with a focus on fashion trends and recycling of ideas. Practical skills were developed, focusing on time management and creativity in embellishment.

This year we had two composite classes of Years 9 and 10. Students developed their awareness of the Australian cuisine by exploring foods that have shaped Australian food over the years. Students had an introduction to hospitality and enjoyed the opportunity to learn presentation techniques. Students modified and embellished retro aprons throughout Term 3 where they showcased their aprons to the school. There were 19 Year 9 students and 26 Year 10 students studying Home Economics/Hospitality in 2014.

In 2014, Year 11 and 12 Home Economics students focused on the 21st century Australian food identity where they examined the dietary habits of individuals and families in relation to convenience foods and the possible health effects that may stem from increased consumption over time. The final semester saw students engage in launching and housing for 21st century adolescents which involved creating a stylish garment for the races on a budget as well as a focus on community and family services available for adolescents leaving home. There were 18 Year 11 students and 19 Year 12 students studying Senior Home Economics in 2014.

In Senior Hospitality students have used the SAS work program incorporating the five core areas:
1. The hospitality industry
2. Communication for the hospitality industry
3. Cultural awareness for the hospitality industry workplaces
4. Workplace health, safety and security issues in the hospitality industry
5. Hospitality event management

Students studied the hospitality industry through a themed unit, The Beginnings. Semester 1 focussed on Back of House which incorporated researching the different jobs involved in this area and introduced the skills and knowledge necessary to prepare a variety of menu items. Students planned, produced and importantly reflected upon the courses of action when they held The Australia’s Biggest Morning Tea for staff, raising money for the Cancer Council. This was a very successful and real life experience for the students. In Semester 2 the students explored
Front of House and gained skills and knowledge required to provide food and beverage service to customers in a range of hospitality enterprises. Students ran their own market stall to enhance their service skills.

Many students took the opportunity to obtain their RSA Certificate from a certified trainer from CSaT. This will enable them to obtain employment in restaurants and hotels in the future.

The girls have displayed their waitressing skills on many occasions throughout the year. Examples include the Marlborough Centenary Show Ball, Mother’s Day Luncheon, Gaia Festival and Race Day.

Humanities Faculty

The Humanities program of 2014 consisted of both Modern and Ancient History in the senior School. Australian History and Geography curricula in Years 7 to 10 formed the basis of humanities in the junior and middle Schools.

Students in the senior School continue to engage in deep analytical and evaluative historical investigations, making connections with, and judgements about the contemporary world based on historical evidence. Increasingly, Modern History is becoming a subject of choice for the highest academic achievers in the senior school, with links being drawn between the English, Extension English and History curricula. A cultural tour to the Brisbane Cultural Precinct, the University of Queensland, and the Abbey Medieval Fair provided opportunities for senior students to broaden their cultural horizons.

The proud historical heritage of Girls Grammar is a focus of student and staff interest. The Girls Grammar Heritage Museum Project moved forward rapidly in 2014 with massive increases in catalogued materials. Museum volunteers, comprised of significant School benefactors, former staff and students have been researching in preparation for the first significant exhibition of the School’s heritage. Preliminary research suggests that there are about 21 men and women who attended Girls Grammar as students prior to 1914 who participated in World War I. Most of this number (18) were boys, six of whom were killed in action during the War. Research concerning these individuals and artefacts are being collected before the exhibition opening in April 2015.

The Humanities program is robust and continues to support high achievement and success.

LOTE Faculty

In 2014 the new primary LOTE program from Prep to Year 6 that was implemented in 2013 was expanded and enhanced. Each year level was separated and capped at 20 students per class. There were no combined LOTE classes. Each primary class attended one 50 minute class per week. Year 7 classes began working towards the new Australian LOTE curriculum. They attended two 50 minute classes per week. Two classes of Year 8 students continued with the existing LOTE program. They attended two 50 minute classes per week. The combined Year 9 and 10 class worked from the Tsumiki 1 and 2 workbooks and CDs. They attended one 50 minute and one 100 minute class per week. The extension Year 10 class who are working at Year 12 level met during School for one 50 minute class and one 100 minute class per week. They worked from the Mirai 6 textbook, activity book and CD. They both graduated at the end of the year. The Year 11 class met for two 50 minute classes and one 100 minute class per week. They worked from the Mirai 5 textbook, activity book and CD. There was no Year 12 class in 2014.

Mathematics Faculty

In 2014, the implementation of the Australian Mathematics Curriculum from Prep to Year 10 continued as required.

Primary staff have continued to incorporate ‘hands on’ manipulatives to support the Australian Numeracy Curriculum delivery within Numeracy lessons. Prep to Year 10 students participated in ‘Fun With Maths’ that explored problem solving with tactile experiences. Students have had experiences with testing in ICAS. The iMaths program has been utilised with students interacting with technology to enhance and demonstrate their understanding of
mathematical concepts. All primary teachers have been provided with copies of recent mathematical programs such as Nelson Maths to enhance their current classroom practice.

In 2015, Girls Grammar will introduce a specific Director of Learning (Primary) role to closely monitor students learning throughout the Primary School. Curriculum development and improvements began in 2014 with numeracy planning templates being designed and implemented before this role is formally introduced in 2015.

Opportunities to seek mathematics support outside of class were available to students. Teachers in upper primary have identified and created student numeracy ability groups which had a one hour focus time conducted in a smaller setting per week throughout the year. Numeracy testing preparation and practise provides students with the opportunity to develop confidence and problem solving ability which assist their performance in national testing.

Naplan testing in Years 3, 7 and 9 have indicated that no student is below the National Minimum Standard in Numeracy. This is also true for 93% of Year 5 students.

Girls Grammar entered seven teams into the Queensland Association of Mathematics Teachers Maths Teams Challenge and one team in the Year 8 Quiz.

For the Middle School, the Year 8, 9 and 10 cohorts were separated into three classes; Foundation, Mainstream and Extension. The Pearson textbooks were used in Years 7 to 10 Mainstream and Extension classes to align with the Australian Curriculum. Mathletics was used in the Foundation classes.

Of the Year 9 cohort, approximately 20% were in Foundation and 33% were in the Extension class. Approximately 14% of the Year 10 students were in Foundation and 40% were in Extension. For this first year offering all levels of mathematics in Year 8 approximately 24% were in Foundation and 31% in Extension.

Enrolments have increased for Years 8 and 9 from 2013 in the Foundation classes. The Year 8 Foundation class was only introduced in Semester 2 of 2013. By allowing more students opportunities to rectify any mathematical deficiencies in the early years of Middle School, they are better placed during Year 10, in preparation for senior school. Many are ready to join Mainstream. Student numbers in Year 10 Foundation have decreased between 2013 and 2014 from 23% to 14%. Anticipated enrolments in Prevocational Mathematics for 2015 have correspondingly decreased. There are only four Year 11 students enrolled, down by 4% of the cohort from 2014. Projected enrolment numbers for 2015 used throughout this report are as of 28 November, 2014.

Senior students in Year 11 Maths A, B and C were the second cohort to come through with the groundwork from the specialised classes of Year 10. The projected enrolments for 2015 in Mathematics A, B and C have attrition of only one student in Mathematics B. Enrolments show considerable numbers of students are progressing to Year 12 in their chosen Mathematics course. This illustrates that almost all students are placed into the appropriate level from the beginning of their senior studies of Mathematics.

Senior students used SharePoint to enhance their learning experiences and gain independence in their learning as preparation for tertiary study. They continued with the use of the Casio Classpad 330 graphics calculator. Students were also able to retrieve resources from course specific webpages in Moodle.

In Prevocational Mathematics, the students were provided with more opportunities for hands on and real life experiences to enhance their ability to engage with the subject. The class was small which allowed ample one on one time.

Enrolments have also benefited throughout the Sciences. Student numbers have increased in Agricultural Science, Biology, Chemistry and Physics. Most notably, Year 11 Chemistry enrolments have jumped from 8 students in 2014 to 23 students in 2015, an increase of approximately 30% of the cohort. For Year 11 in 2015, Ag Science is up 12%, Biology up 11% and Physics boosted by 10%. The progression from Year 11 to Year 12 in the current students have an attrition of only one student in Biology. Other enrolments remain steady.

Strong enrolments in Maths and Science are believed to be a direct result of the specialised Middle Years Mathematics Program that we offer at Girls Grammar. These groupings allow teachers to better cater for student needs and to provide focused avenues of success for each child. Foundation classes work on Mainstream material at a slower pace. The classes are small, which allow individualised one-on-one guidance, providing students with assistance and immediate feedback. Extension classes grant the opportunity for challenge beyond the regular curriculum. More exposure to advanced topics is valuable as students progress, and guide students toward making informed choices for their senior subjects. The students gain much needed confidence in these environments. As confidence in Maths grows, their
self-confidence to take risks and explore Science also increases.

Support for students outside the classroom is offered by all Secondary Maths and Science staff at various times throughout the year. Small tutorial sessions were often seen in the Library or in the classrooms at lunch or after school. These were often in response to student requests or as required when assessment due dates arrived.

For secondary students, the After School Mathematics Support Program was held on Mondays, Wednesdays and Thursdays from 3.00 to 4.00pm in the Library of the school. Any student from Years 7 to 12 can attend, seeking help with Maths free of charge. Students are not required to attend, but are highly encouraged and reminded in class, during Assembly and through the daily notices and periodic newsletters. Students must show initiative and choose to attend these sessions. Students are responsible for bringing along any materials they want to work on.

After School Maths sessions were well received by students throughout the year, although overall attendance was lower than previous years. Students ask if sessions are available and arrive with specific questions. On average, about 8 students attend seeking assistance at each session.

The overall decrease in attendance indicates the Mathematics students are appropriately placed into classes and are receiving appropriate support in class. They are not having to attend After School Maths to get caught up or spend extra time consolidating previous skills to keep up with class. Students are now utilising these sessions to reach proficiency with the current unit of study and to maintain their progress or push themselves to challenge their achievement.

Students are required to sign in, so that tracking of student attendance can occur. Every session the student attended was logged in TASS. Feedback to teachers and parents was available and provided when necessary.

Overall, the specialised Mathematics program introduced at Girls Grammar is beneficial and moving students toward confidence in both Maths and Science. Enrolments are steady or increasing in the targeted areas, which can contribute positively to building our reputation as an academic school. 2015 looks bright.

Performing Arts Faculty

In 2014, the Performing Arts department (Music, Dance & Drama) continued to form a critical part of the School curriculum.

Drama has now been offered as a core subject from Prep to Year 8, ensuring all students in these year levels gained opportunities to develop confidence, improve teamwork and increase capacity for empathy. Drama was also offered as an elective subject in Years 9 and 10, with the OP eligible subject being offered in Years 11 and 12. From Years 9 to 12, students have had the opportunity to present their work to the broader community at regular performance assessment evenings. This initiative provided students with an authentic audience and will continue in future years.

All students from Years 7 to 12 enjoyed performances by ‘Shake and Stir Theatre Company’ of Shakespeare compilation performances appropriate to their age group. Senior Drama students also appreciated the opportunity to engage in workshops with professional actors from ‘Shake and Stir’ and ‘Grin and Tonic’, gaining practical hands on experience and advice from industry experts.

Dance students are continuing to produce high quality work, particularly in their performance and choreographic work, which is showcased to a live audience in the form of dance assessment events held at the end of each term. These continue to prove a valuable tool in the promotion of the Dance curriculum to the wider School community and has allowed students to perform in real situations that matter more to them. Dance technique across the year levels has improved, in particular, middle school dance students due to completing two semesters of Dance over Years 7 and 8.

Dance students in Years 9 to 12 participated in another Queensland Ballet workshop with the EdSquad as part of their regional tour of Cinderella. These students also went and saw Queensland Ballet’s Cinderella at the Pilbeam Theatre in October 2014.

Much has occurred within the Music department in 2014, including concerts, performances, eisteddfods and an interhouse choir competition in which every student in Years 4 to 12 participated. This year’s theme was a Glee Mash Up. Students in Year 7 and 8 trialled Keyboard Evolution – a new contemporary music program that delivers keyboard technology and music theory in fun learning experiences. Due to the program’s success and positive responses from the students, Keyboard Evolution will continue to be implemented in future years. Another new addition, a recording studio in the Music Department now enables students with a passion for composing to record their projects and get their music heard.

Music Extension continues to provide opportunities for students to communicate and express complex ideas about music, as well as to apply higher-order and creative thinking skills. With a focus on performance, students devote much of their time to developing and expressing music ideas for an audience. Music Extension students are continuing to produce quality work and impressive results.

Throughout the year students have completed skills related to swimming and athletics as well as throwing, catching and motor skills. Students are developing fundamental basic movement skills specific to freestyle, backstroke, underwater skills, relays, race starts, shot put, long jump and high jump. Prep students also learnt basic movement skills that improved individual and paired throwing and catching ability. Prep students were involved in simple movement techniques designed to develop their motor skills and spatial awareness. Prep to Year 3 students demonstrated the ability of fundamental and simple movements when participating in various activities and drills during class.

Students in Years 4 to 6 completed learning activities which encouraged movement sequences and skills in the sports of swimming, athletics, netball and softball. Students have also developed throwing and catching techniques that were practised in a variety of modified and mini games. Students were encouraged to extend the distance they could competently swim in freestyle, backstroke and breaststroke, as well as practice athletic disciplines including shot put, long jump, high jump and discus. Students are challenged to apply fundamental and simple specialised movement skills when participating in various activities.

During the year primary students have had the opportunity to participate in focused skill sessions with regional coaching officers. Programs that students have been actively involved with are AFL Auskick, Soccer, Romp in the Park, Get Active, Oztag and Swim School.

Primary students have also obtained local and regional selection in a variety of sporting competitions.

Years 7 to 10 undertook Physical Activity as a compulsory subject. Physical Activity students have experienced a range of sports throughout the year and had the opportunity to actively participate and enjoy direct interceptive, indirect interceptive, performance and aesthetic activities. Physical Activity focuses on communication and tactics, leadership, and skills and drills. Lessons are driven by getting fit and having fun at the same time. Students also have the opportunity to study Physical Education and Recreational Studies as a combined subject in Years 9 and 10. Students complete a semester of each learning area. Students can gain an understanding of senior Physical Education throughout the two years of junior study. This helps students decide if Physical Education is a correct subject selection for them in Senior School. Junior Physical Education is a practical and theory-based
learning experience designed to upskill students for senior Physical Education.

Senior Physical Education students investigated Sports Psychology, Training Programs, Figueroa's Framework, and Energy Systems as their theory components. There are a variety of theory assessment tasks that include multi-modal, extended written response, analytical exposition and a research assignment. Students have also studied golf, touch football, volleyball and water polo. They then related their theoretical knowledge to each sport for their theory assessment. Such sports required a variety of individual, leadership, team and mental skills. Students had the opportunity to be in composite classes that enriched the learning experience for Year 11 and gave them insight into how to maximise their learning and study capacity. Students also receive the opportunity for rich learning in a composite class environment.

Primary Faculty

In 2014, the Primary Department brought in a new Values Programme, which was developed around the School Values. The program's aim was twofold; to develop our Primary Seniors as Leaders of the Primary school and to instil our school values into our everyday being. The Primary Seniors developed activities around a Value and worked with different Year levels throughout Primary to teach them this new value.

The Primary Department shifted focus in the latter part of the year to begin developing a succinct and thorough map of the Primary Curriculum for 2015. This process involved a number of meetings to develop Scope and Sequences across Mathematics, English, HSS, Science, Health and Technologies. The final result ensures that the School’s Curriculum aligns with the National Curriculum and it is clear for all to see what content is being covered and when.

Two new programs were developed in upper Primary in 2014. The inclusion of Maths Groups saw Year 4, 5 and 6 students working in small groups of similar abilities under the guidance of one of five teachers. The program was designed to attend to the specific needs of the students allowing those who needed extending to have that opportunity as well as provide support to those at the other end of the spectrum. The small ability based groups were modified throughout the year depending on the needs of the students and their understanding of the content. The second program develop was the Year 4/5 Innovations Project. This program was developed with the skills and competencies of students of the future in mind. Creativity, critical thinking and collaboration were the main concepts behind the project. Using student centred learning, students had to develop a ‘big’ question and then develop strategies, use scientific and critical thinking to propose a solution to their ‘big’ question.

The Primary faculty developed new and contributed to existing co-curricular activities including Hip Hop, Cheerleading, Netball, Exploring Technology, Touch Football and Music.

Science Faculty

This year, the Australian curriculum was fully implemented from Prep to Year 10. A specialist Science teacher was again timetabled into the Year 4 to 6 Science program to provide content support and development. This also contributed to the engagement of students and the creation of interesting activities in relation to focused topics of study. Prep to Year 6 students are using Primary Connections as a foundation to their study topics, whilst Year 7 to 10 students are using Pearson textbooks to aid in learning. Refinement of Senior School programs, whole School activities and competitions were also trialled with the Science Faculty to increase interest and engagement across all year levels. One such activity allowed 24 Science students from Year 10 to participate in the Science and Engineering Challenge in Bundaberg. This is the first time Girls Grammar have attended. All of the students thoroughly enjoyed the day and we won three of the eight challenges on the day. Such a good result!
The following units were studied in Chemistry during 2014: Water Quality, The Atmosphere, Industrial and Analytical Chemistry. Students again participated in the RACI Chemical Analysis (Titration) Competition in Term 3, which saw one of our teams finish 6th within the Central Queensland Region and three of our students receive certificates for their exemplary titration skills.

Physics provided students with investigations into electricity, sport, medical diagnostic equipment and forensics. Enrichment experiences included a visit from the Rockhampton Police Scientific Officer who showed the students how the theory they were learning was being put into practice to solve crimes in the area.

2014 saw no significant change to the Biology program. Enrolments in the subject continue to be strong. Liaison with Dr Hilda Pickett provided students with the opportunity to engage with an industry professional. She shared her knowledge of up-to-date genetic research.

Growth continued in the Agricultural Science program, with the addition of a small herd of studbook Ausline cattle to the school. Chickens were kept for the majority of the year in portable chicken tractors and calves were kept for a one month period in August. The students have maintained the responsibility for the care of the animals which has been an excellent learning experience. There has also been a reworking of the garden beds to create bigger beds in which many vegetables were grown and harvested. Students have continued to show enthusiasm in the Agricultural Science program and numbers of students studying the subject for next year have increased significantly.

The Year 9 and 10 Agricultural Science students participated in the Cows Create Careers program in Term 3. The Year 9 and 10 class also participated in the rehabilitation and revegetation of a section of Thozet Creek as well as on North Keppel and Conical Island. The Year 11 and 12 Agricultural Science class participated in the Archibull Art4Agriculture Program through the creation of a blog surrounding the topic of sustainability in the grain industry.

Visual Arts Faculty
The Rockhampton Girls Grammar School Visual Arts Department has been very busy participating in a number of projects promoting the arts in the community. Our art stall is growing in size and the range of artworks available are of a professional standard. This year the takings from selling our beautiful handmade items was gifted to the Capricornia Animal Fund. This project is increasingly successful and the students were very proud of their efforts. Our art students also entered the Archibull competition and their concepts were very highly praised by the judges. The final product will be on show at Beef Week 2015 and at the EKKA. Three Year 12 students’ works were selected to represent the school at the Ministers Award for Excellence Art Awards at the Rockhampton Art Gallery. This event was a wonderful opportunity for the students and their friends and family to attend a major art event and see their work hung in a professional environment. Our annual Girls Grammar Excellence in Art held in September was a huge success and artworks showcased from Years 4 to 12 were exciting, expressing themes in a wide range of contemporary and traditional media. We were very lucky to have had Mr Brian Kheoe to open this year’s exhibition and judge the works. Exceptional student artwork was available for purchase and the community showed great support. Our exhibition was highly praised by the public and this inspires us to focus on even more exciting and professional ventures in 2015.

Information Communication Technologies
Students developed and demonstrated the knowledge and practices necessary to operate effectively in technology-rich information environments. Students critically analysed information and constructed personal meanings to develop and present responses to information and communication challenges.

ICT skills were developed through the use of the Microsoft Office Professional and Adobe Creative Cloud software packages. These two software packages are industry standard and enable the student to develop valuable employability skills.
Girls Grammar supports the use of computers as a tool to assist and achieve educational goals, to improve communication capabilities and to develop greater preparation and presentation skills. Assessment focuses on students’ demonstrations of learning outcomes. Assessment tasks are typically designed to provide opportunities for students to apply the skills and knowledge acquired in a relevant and creative manner.

The restructure of Technology programs has seen the implementation of digital and print design based projects, widening the programs and allowing students to develop skills in these areas. Students in the senior design programs engage in project based learning assessment which allows them to connect with businesses in the wider community and build their marketing and public relation skills.

Curriculum Tracking

ATLAS
The online curriculum mapping tool Atlas continued implementation in 2014. Teachers have continued to develop their online curriculum in accordance with school policy. The next stage of implementation of Atlas will move to curriculum analysis.

DRA Tracking
The implementation of the Developmental Reading Assessment (DRA) continued in 2014. DRA provides teachers with a method for assessing and documenting primary students’ development as readers over time. Its purpose is to identify each student’s reading level, defined as a text on which students meet specific criteria in terms of engagement, fluency and comprehension. Additional purposes include identifying independent reading strengths and weaknesses, planning for instruction, monitoring reading growth and preparing students to meet classroom testing expectations.

The assessments are conducted during one-on-one reading conferences, as children read specially selected texts. A set of levelled texts, which increase in difficulty, are used for the assessment. The DRA evaluates the major aspects of reading that are critical to independence as a reader. DRA has been implemented for Prep to Year 6.

Primary Maths
In 2014, the in house mathematics tracking tool has continued to be implemented for use in the primary School classrooms. This tool tracks each individual student’s achievement progress against each piece of the Australian curriculum. It also tracks whole student cohort achievements. This allows teachers to easily identify individual student and cohort strength and weakness and links easily to Australian curriculum resources via Scootle.

Academic Audits
At the conclusion of each semester, a comprehensive audit of all student results is completed. Student results are converted into a 15 point Grade Point Average and high achieving students are rewarded with either half or full colours. Any student achieving a C- or lower is provided with a letter of academic concern with an invitation for parents to discuss strategies to increase success with teachers and/or the Director of Learning.

SunLANDA
This is a QSA devised tool to assist in the analysis of NAPLAN data. It is useful to identify individual student and cohort wide strengths and weaknesses, which are linked to specific teaching strategies.
In 2014, registration to ISQ Data Paks

The other main NAPLAN analysis tool available is ‘ISQ data paks’. This tool allows filtering of student information and data to more carefully identify the influence of variables, such as the effect of the teacher. The analysis of longitudinal NAPLAN data has identified numeracy as the main area to further investigate. This has resulted in the development of individual and cohort data tracking tools for Prep to Year 6 and Years 7 to 10 in Mathematics.

Data Analysis Software for Discussion of OP Progress

The Director of Learning meets with each Year 11 and 12 OP eligible student to outline their predicted OP along with their strongest to weakest subjects in terms of contribution to OP. This forms a basis of discussion to strategize individually on the ways to improve OP scores. The Executive and Year 12 care mentors worked with small numbers of students. Each member of the preparation team worked in their specialty area to prepare individual students for the test in September. Year 11 students undertook a full practice test in November 2014.

Analysis of in-School Results

At the conclusion of each semester, the Director of Learning completes an overall analysis of each student’s results from Year 4 to 12. This allows for the calculation of academic colours and half colours which was introduced in 2011. The introduction of these awards has significantly contributed to the recent refocusing on academic success by the student body as a whole.

The analysis of School results has allowed for greater opportunities to identify students who require additional support. Letters of academic concern with strategies for improvement are sent to the families so that a learning solution can be fully supported.

e-Learning Environments

With today’s ever-changing technology, students are interacting with each other in new and exciting ways; online is ‘normal’ and communication doesn’t have to be synchronous. So why should access to learning be restricted to school days and classroom hours? With the help of a significant ICT upgrade and a laptop program, Girls Grammar is taking full advantage of technology by providing an online learning platform that enables students to interact with each other and teachers whenever they need.

Personal laptop program

In 2014, Girls Grammar continued the roll-out of the one-to-one laptop program. All students in Years 4 to 12 were provided with computers for their academic and personal use.

SharePoint

SharePoint is a Virtual Learning Environment (VLE) from Microsoft which seamlessly integrates with our computer network. It grants students access to the system based upon their user profile.

The main advantage offered by Microsoft over the other two VLEs is that it looks and feels like any other Microsoft product. Users of Windows and the Office suite will find many of the same features in SharePoint, making it more intuitive for the end user. The structure of the SharePoint platform will mimic the School’s curriculum structure making navigation and access to information logical and user-friendly. File management in SharePoint is its most obvious feature, as users can access learning material in the same manner that they access their own personal documents. Another less obvious advantage of SharePoint is the way it integrates with other Microsoft products, most notably Outlook. Outlook integration allows students to sync aspects of their class pages with their outlook accounts, giving them access to information about their subject right in the email client.

Each secondary learning area has a subject and year level-based class site, allowing students to have access to all of the resources relevant to their year level. Similar sites will be set up for Committees and Cocurricular groups.

SharePoint has enabled Girls Grammar to create its own cloud-based learning environment that is not only engaging and interactive but also available 24/7 from any web enabled device.

Girls Grammar’s online experience has been extended to the trial and implementation of our own Cloud based server for documents, our staff have access to their documents on any internet enabled device 24/7.

Academic Extension

International Competitions and Assessments for Schools (ICAS)

In conjunction with The University of New South Wales (UNSW), Girls Grammar conducts the delivery of ICAS each year. The Educational Assessment Australia (EAA) is an education group of UNSW Global Pty Limited, a not-for-profit provider of education, training and consulting services and a wholly owned enterprise of UNSW. EAA specialises in large-scale measurement and assessment programs, including the International Competitions and Assessments for Schools. ICAS are conducted annually in Australia. ICAS is not an essential part of the School curriculum and it is intended to be an academically rigorous test. In 2014, registration to...
sit ICAS was determined by the executive team of Girls Grammar.

**Computer skills - Years 2 to 10**

General computer skills drawn from a range of curriculum areas and focusing on various computing contexts, including:
- Common operating systems and hardware
- Word processing
- Graphics and multimedia
- Spread sheets and databases
- Internet and email
- Programming and scripting

Girls Grammar students participating in the computer skills test achieved 7 merits and 6 credits.

**Science - Years 2 to 12**

Scientific skills in the subject contexts of earth and beyond, natural and processed materials, life and living and energy and change including:
- Knowledge
- Measuring and observing
- Interpreting data
- Predicting and concluding from data
- Investigating
- Reasoning and problem solving

Girls Grammar students participating in the science test achieved 4 merits, 8 credits and 2 distinctions.

**Spelling - Years 3 to 7**

Spelling of words that range from those with simple spelling patterns to those with difficult or unusual spelling patterns, in four different contexts:
- Dictation
- Proofreading
- Error correction
- Applying rules and conventions

Girls Grammar students participating in the spelling test achieved 2 merits, 1 credits and 1 distinction.

**Writing - Years 2 to 12**

Constructing an aspect of a narrative text or a form of persuasive writing demonstrating:
- Text purpose and structure
- Language choices that enhance the writing
- Syntax and grammar
- Punctuation
- Spelling

Girls Grammar students participating in the writing test achieved 7 merits, 15 credits and 1 high distinction.

**English - Years 2 to 12**

Reading and language skills in a range of texts. Students are required to locate, identify, interpret, infer and synthesise information in and about texts, focusing on the aspects of:
- Reading for meaning in literary texts
- Reading for meaning in factual texts
- Textual devices
- Syntax
- Vocabulary

Girls Grammar students participating in the English test achieved 6 merits, 20 credits and 5 distinctions.

**Mathematics - Years 2 to 12**

Mathematical skills in a range of contexts from the following areas:
- Number and arithmetic
- Algebra and patterns
- Measures and units
- Space and geometry
- Chance and data

Girls Grammar students participating in the mathematics test achieved 12 merits, 15 credits and 1 distinction.

**Extension Subjects**

In 2014, Girls Grammar continued to offer six extension subjects at senior:
- Extension English
- Extension Music
- Extension LOTE
- Mathematics C
- Physics
- Chemistry

These subjects provide pathways for our gifted and talented students.

**Academic Colours**

In 2014, academic success continued to be formally recognised through the awarding of academic excellence (full colours) and academic merit (half colours). Academic colour recipients are summarised in the table below. Individual Year Level Dux, Proxime Accessit and overall subject award winners are recognised at the annual Speech Night ceremony.
Learning Enhancement

Philosophy and Aims
The aim of Learning Enhancement is to involve the School Community to work together in helping the identified and ‘at risk’ students to reach their individual potential.

Inclusive practices are promoted for all students at Girls Grammar. School-based management requires flexibility and responsiveness to the educational needs of every student. By identifying the educational needs and support requirements for a whole range of students in the School, management then assists in the promotion of best practice in the teaching of identified students.

Staff at Girls Grammar are offered ongoing professional development to better understand best practice for Inclusion, Planning for All Learners, Universal Design Learning and Differentiation.

Identification of students:
This is a disability specific process. These are:
- Ascertained Disabilities II (Intellectual Impairment), PI (Physical Impairment), HI (Hearing Impairment), ASD (Autism Spectrum Disorder) and SED (Social Emotional Disorder) which require strict adherence to certain protocol. Verification attracts funding to the School

- Learning Support students initially require a similar identification process (for example Dyslexia.) The School does not receive funding for students with Learning Difficulties (LD.) These identified students are monitored and supported.

Process for a student with a disability
1. Parent raises concern with teacher OR
2. Teacher raises concern with parent
3. Initial concerns are forwarded to The Director of Student Wellbeing. If the Director senses the concern may fall into a Disability category, he refers the concern to Coordinator of Learning Enhancement
4. Teachers and parents discuss observations with the Learning Enhancement Coordinator
5. The Learning Enhancement Coordinator assesses the case
6. A Review is requested by a Paediatrician and/or Specialist Therapist and/or a Paediatric Clinical Psychologist
7. The School requests parent permission to commence the Verification Process
8. Data gathering commences. Staff, parents and health professionals are asked to contribute to data collection
9. An Individual Education Plan (IEP) can be drafted
10. If the student is presenting with indicators suggesting Disability Specific then the verification process will commence
11. Parents and coordinator complete the Educational Adjustment Program Profile (EAP)
12. Coordinator assembles all the medical reports and data to complete an application to forward onto the governing body so verification can be considered
13. Once verification is secured, the School puts processes in place to formalise the Individual Education Program (IEP)
14. All members of staff are informed of the verification. Discussions proceed and the School community is trained in delivering the best practice to be implemented for the student
15. The IEP is reviewed twice per year and can also be reviewed if critical information changes
16. All learning programs and specific educational pathways are modified to suit the individual needs of the student
17. Report formatting is modified
18. All stakeholders are invited to comment on progress of student
19. The IEP remains a critical working document
20. Case Manager ensures reviews of EAP and IEP are maintained
Academic Results

Queensland Certificate of Education (QCE) Results

100% of the graduating 2014 cohort achieved their Queensland Certificate of Education.

Overall Position (OP) results

The data that follows outlines in detail the recent OP performance of Girls Grammar Year 12 students. As Girls Grammar is a relatively small OP eligible cohort, there is quite a bit of volatility in the year-to-year data. In 2014, the Girls Grammar OP eligible Year 12 cohort received lower than state averages in the OP 1-5 and OP1-15 percentage bands. This unexpected result can be attributed to underperformance of several members of the upper end of the academic cohort in the QCS test. QCS preparation programs focused on the most frequently tested curriculum elements but due to timetabling restrictions, individualised programs were not implemented in 2014. This will be altered in 2015. OP prediction software has helped inform students of their progress and enabled specific improvement strategies to be implemented for each student.

QCS outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>Girls Grammar Mean</th>
<th>Girls Grammar Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>178.84</td>
<td>25.2</td>
</tr>
<tr>
<td>2001</td>
<td>181</td>
<td>23.96</td>
</tr>
<tr>
<td>2002</td>
<td>180.81</td>
<td>26.42</td>
</tr>
<tr>
<td>2003</td>
<td>182.03</td>
<td>27.23</td>
</tr>
<tr>
<td>2004</td>
<td>173.54</td>
<td>24.33</td>
</tr>
<tr>
<td>2005</td>
<td>191.15</td>
<td>24.41</td>
</tr>
<tr>
<td>2006</td>
<td>176.61</td>
<td>22.87</td>
</tr>
<tr>
<td>2007</td>
<td>168.52</td>
<td>22.12</td>
</tr>
<tr>
<td>2008</td>
<td>184.04</td>
<td>27.81</td>
</tr>
<tr>
<td>2009</td>
<td>166.23</td>
<td>22.8</td>
</tr>
<tr>
<td>2010</td>
<td>168.56</td>
<td>24.46</td>
</tr>
<tr>
<td>2011</td>
<td>157.98</td>
<td>33.44</td>
</tr>
<tr>
<td>2012</td>
<td>166.28</td>
<td>27.56</td>
</tr>
<tr>
<td>2013</td>
<td>177.10</td>
<td>26.56</td>
</tr>
<tr>
<td>2014</td>
<td>167.03</td>
<td>20.55</td>
</tr>
<tr>
<td>average</td>
<td>174.65</td>
<td>25.31</td>
</tr>
<tr>
<td>5y average</td>
<td>167.39</td>
<td>26.51</td>
</tr>
</tbody>
</table>

Girls Grammar QCS Mean Data

The 2014 cohort demonstrated a performance in the QCS test below state average QCS test results in terms of mean and mean difference. State mean is always set to 175. State mean difference is always set to 25.

QCS %2012 %2013 %2014

<table>
<thead>
<tr>
<th>Grade</th>
<th>Girls Grammar</th>
<th>State</th>
<th>Girls Grammar</th>
<th>State</th>
<th>Girls Grammar</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>13.6</td>
<td>16.9</td>
<td>23.5</td>
<td>16.3</td>
<td>8.8</td>
<td>16.1</td>
</tr>
<tr>
<td>B</td>
<td>22.7</td>
<td>30.1</td>
<td>26.5</td>
<td>27.7</td>
<td>26.5</td>
<td>27.9</td>
</tr>
<tr>
<td>C</td>
<td>29.6</td>
<td>35.6</td>
<td>32.4</td>
<td>34.6</td>
<td>41.2</td>
<td>34.8</td>
</tr>
<tr>
<td>D</td>
<td>34.1</td>
<td>17.0</td>
<td>17.6</td>
<td>20.9</td>
<td>23.5</td>
<td>20.9</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0.3</td>
<td>0</td>
<td>0.6</td>
<td>0</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Girls Grammar QCS grade comparisons

Students continued to have an opportunity to participate in VET programs including University and Certificate level courses as well as school based traineeships and apprenticeships.

Vocational Education and Training (VET)

In 2014, Girls Grammar relinquished its Registered Training Organisation (RTO) status under Education Training Reforms for the Future (ETRF) guidelines. Students continued to have an opportunity to participate in VET programs including University and Certificate level courses as well as school based traineeships and apprenticeships.

Girls Grammar OP performance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Traineeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Certificate III in Business</td>
</tr>
<tr>
<td>1</td>
<td>Certificate II in Retail Services</td>
</tr>
<tr>
<td>1</td>
<td>Certificate III in Hospitality</td>
</tr>
<tr>
<td>2</td>
<td>Certificate III in Business</td>
</tr>
<tr>
<td>1</td>
<td>Certificate II in Agriculture</td>
</tr>
</tbody>
</table>
Girls Grammar continued to perform strongly on NAPLAN testing in 2014. Students generally performed above state means across all year levels and test areas. This performance reinforces Girls Grammar’s focus and success in academics within the state.

**NAPLAN Testing Summary**

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Grammar/Punctuation</th>
<th>School Mean</th>
<th>State Mean</th>
<th>NMS Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>456</td>
<td>421</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>414</td>
<td>393</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>436</td>
<td>410</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>423</td>
<td>400</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>419</td>
<td>390</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td><strong>442.7</strong></td>
<td><strong>420.8</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Grammar/Punctuation</th>
<th>School Mean</th>
<th>State Mean</th>
<th>NMS Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>509</td>
<td>500</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>493</td>
<td>481</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>524</td>
<td>496</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>576</td>
<td>537</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>520</td>
<td>505</td>
<td>86</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td><strong>497.4</strong></td>
<td><strong>484.6</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Grammar/Punctuation</th>
<th>School Mean</th>
<th>State Mean</th>
<th>NMS Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>574</td>
<td>541</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>535</td>
<td>544</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>571</td>
<td>542</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>587</td>
<td>575</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>520</td>
<td>505</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td><strong>555.2</strong></td>
<td><strong>533.8</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Grammar/Punctuation</th>
<th>School Mean</th>
<th>State Mean</th>
<th>NMS Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>569</td>
<td>568</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>591</td>
<td>580</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>581</td>
<td>571</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>587</td>
<td>575</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>567</td>
<td>544</td>
<td>92</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td><strong>579</strong></td>
<td><strong>567.6</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reporting**

At the conclusion of each semester, each student in Prep to Year 12 receives a fully detailed report with individual curriculum semester overviews, along with personalised reports detailing progress and strategies for improvement in each study area.

Results are allocated on a fifteen point scale for Year 3 to Year 12. Prep to Year 2 are reported on a five point scale. In addition, mid-semester reports of student progress accompany student-parent-teacher learning conversations.

**Cultural Achievements**

**Dance**

Throughout the 2014 year, Girls Grammar Performance Company (GGPC) (Dance) performed at various events such as the Rockhampton Show and competed at the Dance Star National Championships in Brisbane and the Gold Coast – a competition that provides dancers of all ages throughout Australia with an avenue to improve their performance skills, confidence, talent and self-esteem.

This year, GGPC (Dance) placed 1st at Finals with their Contemporary piece and qualified for Nationals. Their performance at Nationals was amazing! Several of these girls also took the challenge, competing in audition sections with great results. Janae Walsh placed 3rd nationally in the Audition Lyrical / Contemporary section.

**Sport Aerobics**

The Girls Grammar Sport Aerobics squad competed at the Schoolaerobics National Championships. This competition is the largest interschool sport aerobics competition in Australia. Over 7000 primary and secondary students from NSW, VIC, SA and QLD compete in state competitions hoping to make Nationals. Over the years, Girls Grammar has experienced great success in this competition. The 2014 Sport Aerobics Squad enjoyed yet another year competing at this event, making it through the first round and qualifying for State Finals.
Girls Rock
Girls Rock, the School’s annual celebration of artistic talent, energy and girl power was held on Saturday 8 November at the Pilbeam Theatre.

The standard of this year’s performances were yet again unsurpassed, proving that moving Girls Rock to the Pilbeam Theatre has been a valuable decision for the event. Students ranging from Prep to Year 12 participated, including the traditions of the staff act and the final act performed by the Class of 2014.

An assortment of different acts of dance, drama, music and cheerleading, students (especially Primary) won over the crowd with their polished performances. Highlights this year included Janae Walsh’s moving contemporary solo, the Primary Cheerleaders, the voices of the mini Glee club and of course, the staff Hip Hop crew.

Glee Club
This year the Glee Club was involved in the Rockhampton Eisteddfod and various performances within the school. They placed 2nd place at the Rockhampton Eisteddfod in the new ‘Glee Group’ section.

Mini Glee Club
This year saw the continuation of Mini Glee Club run by the music prefect. This involved eight students from Years 4 to 6. Mini Glee Club performed at the Rockhampton Eisteddfod in the folk group section this year.

Gala Concert
In Term 3 of 2014, the Girls Grammar Music Gala was held in McKeague Hall. This event showcased performances from the Secondary Choir, Chamber Singers, Year 4 to 6 Choir, Prep to Year 3 Choir, Concert Band, String ensemble, Mini Glee and Glee Club. This event was made possible through the strong ensemble support in 2014 and the night was a successful showcase of the dedication and commitment of Girls Grammar students. All performances from the night showcased the incredible talent of the students and their teamwork skills as they performed with skill and enthusiasm.

In 2014 the Instrumental Department stayed strong with around 30% of students taking private instrumental lessons and ensembles. The continuing ensembles from 2014 included: Concert Band, Stage Band, Chamber Singers, Senior Choir, Folk Group, Year 4 to 6 Choir, Prep to Year 3 Choir, String Ensemble and Glee.

Students could choose an instrumental path from woodwind/brass, keyboard, percussion or strings. This allowed these students to have a wider choice of instruments. Mini Glee Club, Rock Band, Primary Piano ensemble and Secondary Piano ensemble were also new additions.

The Chamber Singers, Year 4 to 6 Choir, Prep to Year 3 Choir, Mini Glee, Glee, Senior Choir and Concert Band all competed in the Rockhampton Eisteddfod receiving the following placings:

- Chamber Singers – 1st place Folk Group under 18 years, 2nd place Folk Group Secondary, Highly Commended for Small vocal group.
- Year 4 to 6 Choir – 1st place – Awarded the Thomas P. Wahlin memorial bursary and the Marge Nugent Trophy
- Prep to Year 3 Choir – 1st place – Rats of Tobruk Trophy and the Margaret Harvey Memorial Trophy for most outstanding primary choir of the Eisteddfod.
- Senior Choir – 2nd place – Were asked to sing at the Eisteddfod Gala concert.
- Glee Group – 2nd place
New Zealand Rhapsody Rotorua Music Festival
In 2014 six students travelled to Rotorua for the annual Youth Music Festival. This festival had competitors from many different countries with well over 1000 students involved. Students competed for a Gold, Silver or Bronze placing. Girls Grammar small vocal ensemble performed five pieces to a well-respected New Zealand vocal adjudicator. The girls were awarded a Gold placing. Girls Grammar were the only Australian school to receive a Gold placing.

String Ensembles
The String ensemble was condensed into one ensemble this year. The ensemble mainly consists of young players. They had the opportunity to play at the Gala concert as well as Progress concerts throughout the year.

Concert Band
Concert Band has participated in several School functions such as the Rockhampton Eisteddfod, the Music Gala Night and Speech Night.

State Honours Ensemble Program (SHEP)
In 2014, five Girls Grammar students attended the State Honours Ensemble Program (SHEP) in Brisbane at Griffith University. SHEP brings together the finest young musicians who have the privilege to be tutored by a team of international and national conductors. Seven Girls Grammar girls were involved in the Capricornia Middle School SHEP Program and four students were involved in the Capricornia High School SHEP Program.

Progress Concerts
In 2014, progress concerts were a continued series of concerts giving our soloists an opportunity to perform each term. This allowed students to gain valuable performing experience and for their family and friends to celebrate progress each term.

Battle of the Bands
Two groups of students competed in the Capricorn Battle of the Bands held at St. Brendan’s College on 29 August. One of our students received particular mention and a judge’s award for her original composition. Two other students were awarded a 3rd place. These students were then asked to be the opening act for ‘The Short Fall’ Tour here in Rockhampton.

Sporting Highlights
Girls Grammar School participated in individual and team sports at school, interschool and Rockhampton club level in 2014. Timetabled physical activity from Prep to Year 10 increased student interest in social sports that were run after School. Sporting activity is further extended through an extensive cocurricular program.

National Qualifications
In 2014, one student competed at the National level in the open water swimming event.

District and Regional Representation
In 2014, Girls Grammar students reached Rockhampton District and Capricornia level in the following sports:
- Water Polo – two students selected for District and one student selected for Capricornia
- Touch – three students selected for District and one student selected for Capricornia
- Cross Country – three students selected for District and one student selected for Capricornia
- Swimming – one student selected for District and Capricornia
- Athletics - 13 students selected for District
- Rowing – two students selected for District and two students selected for Capricornia
- Touch Football – two students selected for District and one student selected for Capricornia
- Softball – three students selected for District
- Volleyball – one student selected for District
- Equestrian – eight students selected for District and eight students selected for Capricornia

Interschool Representation
Teams and individuals participated in the following interschool sport competitions:
- Rowing - 10 students
- Touch - 34 students (3 teams)
- Netball - 72 students (7 teams)
- Football - 32 students (2 teams)
- Softball - 30 students (3 teams)
- Water Polo - 20 students (2 teams)
- AFL - 17 students (1 team)
- Basketball – 10 students (1 team)
- Horse Riding - 8 students
- Volleyball – 20 students (2 teams)
- Cross Country - 27 students
- Swimming - 41 students
- Athletics - 33 students

Distance Running
After School distance running was also available in 2014, where the students ran up to 4 km as a group with a supervising teacher around the local area.

Fitness and Health
In 2014, Girls Grammar students had the opportunity to stay active outside School hours with Fitness Swimming, Gym Activities and Boot Camp classes. These School run activities aimed at improving and maintaining student fitness, encouraging them to be active in a non-competitive environment. These activities were very popular, with up to 30 students attending each session. The one hour sessions were
spread throughout the week to allow for differing student schedules.

Netball

Club Netball was well supported by Girls Grammar students in 2014. Seven teams competed in the Rockhampton District Netball competition, ranging from 10 year old to 18 year old students. Further student interest in Netball for 2015 is expected.

The School also sent a select team to Runaway Bay to compete in the Queensland Independent Secondary Schools Netball (QISSN) tournament. Representatives from the Capricornia Claws (state netball team) conducted coaching sessions which was a highlight for students.

Touch Football

Touch Football continued to grow in 2014, with three teams nominated in the club competition and two teams competing in the All Schools Cup in Brisbane. Secondary Schools from Queensland, New Zealand and Singapore participate in this highly competitive tournament.

Girls Grammar primary students participated in the Rockhampton Junior Touch Association competition with a team in Under 8’s, two teams in Under 10’s and two teams in Under 12’s. The School also had three teams in the Red Rooster Touch carnival. This carnival was held for teams from across Central Queensland.

Rowing

In 2014, the School Rowing Team competed at six regattas. The team had many wins and placings at local regattas, including three Gold and seven placings at the Rockhampton Schools Championships. They won medals at the CQ School Championships. Two students were selected in the Regional Rowing team and achieved 4th place at the Qld Schools rowing Championships. All of Year 8 participated in a ‘Learn to Row’ program as part of their Physical Activity lessons.

Community Connections

Community Service

Girls Grammar School’s pride and capacity for leadership are evident in the students’ sporting endeavours, School drama productions, dance performances, working bees and art exhibitions.

ANZAC Day Ceremonies

The students of Girls Grammar have the very proud tradition of being the Candlelight Guard of Honour at Rockhampton’s Dawn Service. Students are also involved in the ANZAC Day March. 2014 saw one of the largest number of students participate in the March. The group featured students from Prep to Year 12, parents and staff. It was wonderful to see so many Girls Grammar students walking in remembrance of those who had sacrificed their lives for our freedom today. We also had a small contingent of students attend the Service for the Rats of Tobruk. This presence was very well received by the family members of this elite group of military personnel.

Australia’s Biggest Morning Tea

In May 2014, the Senior Hospitality classes hosted the Australia’s Biggest Morning Tea for the staff of Girls Grammar. This annual community event helped raise money for Cancer Council. Guests were elegantly presented with a variety of tasty finger foods. These included mini quiche, steamed dumplings with dipping sauces, slices and delicate chocolate cakes. This was a wonderful opportunity for students to put their classroom learning in practice. Students were responsible for designing invitations, decorating the dining room, making cappuccinos, and serving food and drinks. This important occasion was supported by the entire Girls Grammar community.

Blood Donations

2014 Girls Grammar Head girl, Shinae Haidley was instrumental in introducing blood donations as another way to contribute to the wider community. In 2014, approximately 20 senior students in Year 11 and 12 donated blood to help save the lives of strangers.

Riding for the Disabled

2014 was the fourth year that Girls Grammar students volunteered their time to assist the Disabled Riding School Association. To become a volunteer does not require horsemanship skills. What is required is dedication, consistency and a willingness to learn something new. The horses are handpicked to be part of this specialised riding School. The benefits for disabled people attending horse riding therapy are well documented. The clients and the horses become familiar with each other. Girls Grammar students supported this great cause by leading the horses and spotting those aboard the horses. In 2014, we had two students who received Volunteer Awards through the Riding
for the Disabled Association. A wonderful achievement for these girls.

**Red Shield Door Knock Appeal**
This year saw a number of students sign up to support the annual Red Shield Door Knock Appeal. The students spent one of their weekends walking around the streets, knocking on doors to support this wonderful charity event.

**Jason Rich Foundation**
The Jason Rich Foundation was set up in memory of Jason Rich, who was killed in a car crash. The Foundation aims to provide better motor skills to Year 12 students in Central Queensland by taking part in a defensive driving course through Safe Driving Training (SDT). This course is free to students and is well supported.

**Anglicare**
School supported Anglicare in 2014 with a toothbrush drive. The School community donated toothbrushes, toothpaste and dental floss to help those families who need extra support in our local community.

**Relay for Life**
2014 Year 12 students actively participated in the Rockhampton Relay for Life. The event supports the cancer awareness and aims to fundraise for this cause. Students raised funds and took turns walking for 18 hours straight at CQUniversity. This was a true highlight for those Girls Grammar students and staff involved.

**Harmony Day**
The 2014 Year 11 cohort took responsibility for the organisation of Harmony Day. Harmony Day involves tasting foods from different cultures and being involved in different sporting events from around the world.

**Mothers’ Day Luncheon**
The 2014 annual luncheon was held in the undercover area of the Maud Bendall Centenary Arts Building. 110 guests attended the event with some tables featuring three or even four generations of Old Girls or Girls Grammar connections. Entertainment during the luncheon featured student recitals by Music, Dance and Drama students. Students play an essential role in helping to make this event a success each year. The three course luncheon was served by Hospitality students and prepared in the School's kitchen by chef, Mark Thompson.

**Light the Night**
Students from Years 8 through to 12 attended the 2014 Light the Night event in Rockhampton. This event raises awareness for leukaemia survivors and for those who lost the battle. Students proudly walked along the riverbank holding their lanterns.

**Principal’s Lunches**
Three Principal’s Lunches were held during 2014. The purpose of these lunches was to enable conversation between the Principal and parents, supporters and members of the local community in a relaxed and intimate setting. At the same time this allowed the Principal (on behalf of the School) to thank supporters, articulate her vision for the School in the future and foster continuing support.

**P&F Spring Morning Tea**
The P&F Spring Morning Tea was organised and hosted by the Girls Grammar Parents & Friends Association. In 2014 the function was held in the Maud Bendall Centenary Arts Undercover Area. The weather was perfect and over 70 guests attended. The event showcased some of the School’s music ensembles, choirs and performing groups, while Hospitality students served the refreshments.

**School support groups**

**P & F Association**
Report by Greg MacKenzie (President of the P&F)

It has been a whirlwind 2014 with a series of successful events run by the P&F Association. The introduction of Family BBQs each term got off to a slow start but proved hugely popular as the year progressed.

The annual spring morning tea was again a well organised function with over 70 guests enjoying
carefully prepared delights and an abundance of gifts from the Multi draw raffle.

Cakes, biscuits, jams and nuts were an absolute hit at our Gaia Festival cake stall. Virtually all items were sold out and customers were quick to offer their feedback on how tasty the treats were.

Running the canteen during functions held at the new McKeague Hall has been a great opportunity to promote the P&F Association and to also provide further income for projects. Chocolate is definitely a big appeal for these occasions! The donation of running a BBQ at the Primary Social was well received and another good opportunity to raise our profile. The cost was minimal and was easily covered by the sales from the canteen on the night.

The major event for the year, Bulls 'n Barrels was the most attended we have seen. We were delighted with the support of families, staff and volunteers in attending and ensuring the night’s success. Seeing the sea of pink in the crowd and also among the riders proves that the fundraising efforts for Breast Cancer Research continues to be valued.

Current fundraising efforts are going towards refurbishments in the school pool area. While requirements and details are yet to be confirmed by the school, we are confident the ongoing fundraising support of families will ensure this can be carried out in 2015.

Among these events, some changes occurred within the P&F Committee, with our President Leonie Carroll resigning and Greg MacKenzie accepting nomination as President for the remainder of the year. We welcomed two new uniform shop employees, Karen Wallace and Theresa Egerton and farewelled Brenda Fisher. Thanks also go to Julie Murphy for her voluntary assistance during Brenda’s employment.

Thank you sincerely to all members who assisted with planning and running events through the year. These contributions enable us to provide funds towards resources and aesthetic improvements to the school as well as social opportunities for families.

I would also like to add a special thank you to the other Executive Committee members Tracy Wone and Leanne Chippendale. Their contributions in their roles as Treasurer and Secretary have been invaluable and ensure that adequate account management, communication and organisation is carried out by the P&F.

Well done to everyone.

---

The Girls Grammar Race Day Committee Inc
Report by Mrs Vicki Jackson (Chairperson)

Congratulations and a big thank you to the many volunteers from the school community who joined with the Girls Grammar School (Rockhampton) Race Day Committee to stage the annual Race Day at Callaghan Park on Saturday 14 June 2014. It goes without saying that despite the best efforts of the committee, the Race Day would not be the usual overwhelming success without the hard working volunteers – whether it be helping the chef in the lead up to the Race Day, helping on the day or cleaning up afterwards.

The reputation of the event is in no small way attributable to the superb food created by the school chef, Mark Thompson. Mark achieves an incredible culinary extravaganza when one considers the somewhat primitive conditions in which he caters for such a large number (including having to dash back to the school kitchen for the lamb).

Once again, the students, under the tutelage of Pat O’Beirne and ably supported by Chris Gollogly, served our guests with professionalism, poise and friendliness. Pat and her students are to be congratulated.

Congratulations to each and every member of the school staff who volunteered for jobs to help alleviate the committee’s work load.
Raffle

Thank you to Veronica Goddard for co-ordinating the race day raffle and school staff for distributing tickets. Sometimes, a thankless task but nevertheless essential to raising funds to defray the ever-increasing race day costs. Congratulations to the prize winner, Max Cann. My sincere gratitude to school families and staff who bought or sold tickets.

Old Girls Association

Congratulations must also go to the many members of the Old Girls Association who sell raffle tickets, staff the entrance and undertake numerous other and varied tasks.

For those in or able to view the corporate marquee, you would have been impressed with the beautiful floral centrepieces created by past student Pam Gibb.

The Girls Grammar Race Day feature, ‘Fashions on the Field’ once again lived up to its reputation with the added support this year from Coopers. The committee is indebted to Coopers for supporting the day by a generous donation as well as $2,000.00 worth of prizes for Fashions in the Field. Coopers, as you would be aware, is a Rockhampton icon, retailing fashion since 1953. Congratulations to the committee’s publicity officer, Wendy Mulry, who coordinated Fashions in the Field and provided very professional compering for the event. The 2014 fashion judge was the gentleman behind the label “George”, sold exclusively in Rockhampton by Coopers. Once again, George was suitably impressed by the high standard of fashion at Girls’ Grammar Races.

Fitzroy Nurseries

A special thank you to the Dargell Family at Fitzroy Nurseries who provide shrubbery and other beautiful plants to decorate marquees and the party area. It is no mean feat to have to individually pack almost 100 plants to bring to the track and then return the next day to pack them up again to return the plants back to their nursery. The committee appreciates the time and effort which goes into providing the floral display which I believe makes Girls’ Grammar Race Day stand apart from other events at Callaghan Park.

Once again, the bougainvillea entry was our pièce de résistance created by Glenys Orford. A special thank you also to Ken Murphy and Ion Jackson who cut and transported most of the bougainvillea to the track.

Chevron Laundry

Our floral display was supplemented by home gardeners, Col and Katrina Donovan of Donovan Downs, who at the last minute brought in a load of smaller pots to fill in any gaps. A special thank you again to the Donovans of Chevron Laundry for donating linen table cloths and serviettes. Their generous donation saves the committee hundreds of dollars in hire fees as well as a lot of washing and ironing if the linen was sourced by the committee.

Race Day Committee

I am indebted to my committee members, John Bryant, Wendy Mulry, Glenys Orford, Ken Murphy, Veronica Goddard, Jenny Luck, Merin Weston and Holly Smith as well as my personal assistant at South & Geldard, Nicole Svensen, who does so much behind-the-scenes paperwork for the event and also doubles up as the committee’s appointed secretary.

Corporate Sponsors

My committee is humbled by the corporate sponsors who remain loyal to the event and I publicly recognise their ongoing support. I urge the school community to support the sponsors who support your school:-

- Agrify
- Aqua Pumping & Solar
- Ausmine Mechanical
- B&J Car Sales
- Bollino Civil and Mining Solutions
- Brown & Hurley
- Capricorn Educational Resources
- Capricorn Survey Group
- Chris Pegg Roofing & Plumbing
- City Printing Works
- Coopers
- EcoSmart Solar
- Holcim
- Inspirations Plant & Colour
- Jaffra Brahmans
- Kennas Chartered Accountants
- Keppel Bay Marina
- Lawrie & Taylor Optometrists
- Morgans
- Peter Boodle’s Quality Meats
- Professionals Livingston & Molloy Real Estate
- Rocky’s Own Transport Company
- Rosedale
- Savage, Barker & Backhouse
- Smoothy Contractors
- South & Geldard Solicitors
- Southside Holiday Village
- Thomo’s Betta Electrical
- Tile & Carpet Court
- Unleashed Hair Boutique
- Waterline Restaurant
- Wendy Mulry, Travel Specialist
- Westpac
- Woollam Constructions
The Girls Grammar Old Girls' Association Inc (OGA)

Report by Kim Dixon (President)
The elected office bearers for 2014 were:
President – Kim Dixon
Vice President – Kathy King
Immediate Past President - Veronica Goddard
Secretary – Margaret Littleton
Treasurer - Betty Spence
School Liaison Officer - Kim Dixon
Membership Secretary and Chit Chat Editor - Marilyn Watts
Committee Members: Beryl Thompson, Margaret Black, Robyn Meredith, Val Phillips, Katrina Saunders and Shelby Goddard.

With a new President and Secretary the executive was well supported by Committee members, especially Margaret Black whose association with the School spans many years and generations. Our membership grows each year with over 900 Life and annual members in 2014. Marilyn Watts gathers news and publishes three Chit Chat Magazines each year to the members. We also have a Facebook page where news and photos can be posted by Kim Dixon.

As always, regional luncheons continue to be a highlight of the OGA calendar. These events are always filled with fun and nostalgic chatter which is uplifting to all who attend. The lunch gatherings this year were held in Yeppoon (May), Rockhampton (June), Gladstone (July), Townsville (July), Biloela (September), Mackay (October) and regular Brisbane gatherings.

The Girls Grammar OGA continued to provide support to the P&F Association, by attending their morning tea and to the Race Day Committee, by selling raffle tickets at the entrance and cooking in the lead up. Our members continue to have fun and fellowship while working together with these groups in support of the students and staff of Girls Grammar.

The Our Association has been able to support the School with a donation of $9,000 which went towards new furniture for the refurbished Year 7 classrooms and new Drama studio. Both the Rockhampton branch and the Brisbane branch (in honour of Dot Donald who turned 100 in 2014) donated $10,000 for museum cabinets to go into Paterson Hall as part of the Heritage Collection. We are privileged to be able to raise money, while socialising at gatherings and help the School out each year. This allowed us to donate a further $2,000 late in 2014 for an interactive whiteboard in the LOTE classroom, even though most of our members did not know what one is.

Our enigmatic Principal, Melinda Scash continues to inspire us all with her continued enthusiasm and insight into continuing the traditions of Rockhampton Girls Grammar School while moving it to the forefront of educational practice.

It was wonderful to see ‘old girl’ Marilyn Watts (nee Elgar) as guest speaker at the 2014 Speech Night. Marilyn is a long serving ‘old girl’ and was also on the Board of Trustees for a number of years. Her enthusiastic support of the School shone through as she inspired the current students to put on a purple hat and not be afraid to ‘do their best’.

Age 3: She looks at herself and sees a Queen.
Age 8: She looks at herself and sees Cinderella.
Age 15: She looks at herself and sees an Ugly Sister (Mum I can’t go to school looking like this!)
Age 20: She looks at herself and sees "too fat/too thin, too short/too tall, too straight/too curly"- but decides she’s going out anyway.
Age 30: She looks at herself and sees "too fat/too thin, too short/too tall, too straight/too curly" - but decides she doesn’t have time to fix it, so she’s going out anyway.
Age 40: She looks at herself and sees “clean” and goes out anyway.
Age 50: She looks at herself and sees “I am” and goes wherever she wants to go.
Age 60: She looks at herself and reminds herself of all the people who can’t even see themselves in the mirror anymore. Goes out and conquers the world.
Age 70: She looks at herself & sees wisdom, laughter and ability, goes out and enjoys life.
Age 80: Doesn’t bother to look. Just puts on a purple hat and goes out to have fun with the world.
Our People

Professional Learning 2014
The Professional Learning Program for staff has been focused on three main areas:
1. Professional knowledge, professional practice and professional engagement
2. Identifying and implementing strategies to increase student achievement
3. Welcoming student voice to inform practice through formal and informal survey devices

Professional Practice
- Staff learning supported through professional learning and development program both within and outside the School
- Continuing engagement with the Australian Institute for Teaching and School Leadership (AITSL) Standards
- Embedded in teaching practice strategies from Professor John Hattie (‘Visible Learning for Teachers’) – specifically, as teachers set and recorded their individual goals with the Professional Learning Coordinator they have selected one or more of the strategies identified by Professor Hattie which raise student achievement
- Members of the teaching staff have also adopted strategies from Robert Marzano in their practice which complement the work of Professor Hattie. In particular, they have employed Marzano’s work in regard to ‘Reflecting on Teaching’
- All teaching staff individually completed the 2014 annual professional review of personal SMART objectives
- Undertaken individual interviews through which 2015 annual professional review objectives have been set and signed-off
- All teaching staff will formally enter into a professional peer learning partnership with a colleague in 2015
- All non-teaching staff will undertake an annual professional review of personal SMART objectives in 2015

Identifying and Developing Strategies to Increase Student Achievement
- Workshops dedicated to raising capacity through Formative Assessment, Emotional Intelligence and the development of Professional Learning Communities
- Workshops developing strategies which maximise student learning
- When setting formal personal goals for 2015, teachers have undertaken one or more of strategies from Hattie, Marzano and the AITSL

Using Student Voice to Inform Practice
- Invite student voice to inform learning through conversation, surveys and opinion
- Established an alternative survey for lower primary students
- Extended the use of post unit surveys to inform the next stage of curriculum development as well as review
- Identified ways to ask students to articulate their learning during the formative stages of learning tasks

When formally setting personal goals for 2015, many teachers have included student surveys as sources of valued evidence

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>32</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

Teacher qualifications (Dec 2014)

Staff Profile
In 2014 Girls Grammar had 32 teaching, 24 nonteaching and 18 boarding staff members who are led by an executive team.

<table>
<thead>
<tr>
<th>FTE</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>30.3</td>
<td>33.9</td>
<td>30.4</td>
</tr>
<tr>
<td>Non-Teaching</td>
<td>22.0</td>
<td>24.2</td>
<td>15.6</td>
</tr>
<tr>
<td>Boarding</td>
<td>12.0</td>
<td>10.6</td>
<td>8.1</td>
</tr>
<tr>
<td>Total</td>
<td>64.3</td>
<td>68.7</td>
<td>54.1</td>
</tr>
</tbody>
</table>

FTE Staff information (August 2014 census)

Staff Relations
Staff at Girls Grammar are employed in accordance with the terms and conditions outlined within Rockhampton Girls Grammar Enterprise Agreement 2013 and individual letters of appointment.

Staff Retention
From the end of 2013, the School achieved a permanent retention rate of 107% and a permanent separation rate of 12%.

School Profile

Student Information

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>Budget</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarders</td>
<td>130</td>
<td>135</td>
<td>126</td>
<td>140</td>
</tr>
<tr>
<td>Day Students</td>
<td>201</td>
<td>206</td>
<td>211</td>
<td>199</td>
</tr>
<tr>
<td>Total</td>
<td>331</td>
<td>341</td>
<td>337</td>
<td>339</td>
</tr>
</tbody>
</table>

Enrolments (August 2014 census)
School enrolments as at the August 2014 census date (as tabled above) showed the total number of students at 331. Student numbers at the end of 2014 year were 326.

<table>
<thead>
<tr>
<th>Years</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-7</td>
<td>103</td>
<td>105</td>
<td>117</td>
</tr>
<tr>
<td>8-12</td>
<td>228</td>
<td>236</td>
<td>220</td>
</tr>
<tr>
<td>Total</td>
<td>331</td>
<td>341</td>
<td>337</td>
</tr>
</tbody>
</table>

Enrolments Year Level (Aug 2014 census)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 8 Base</th>
<th>Year</th>
<th>Year 12</th>
<th>Retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>36</td>
<td>2010</td>
<td>42</td>
<td>116.7</td>
</tr>
<tr>
<td>2007</td>
<td>37</td>
<td>2011</td>
<td>29</td>
<td>78.3</td>
</tr>
<tr>
<td>2008</td>
<td>51</td>
<td>2012</td>
<td>52</td>
<td>101.9</td>
</tr>
<tr>
<td>2009</td>
<td>50</td>
<td>2013</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td>2010</td>
<td>44</td>
<td>2014</td>
<td>45</td>
<td>102.3</td>
</tr>
</tbody>
</table>

Student apparent retention rate

The Year 8 to 12 apparent retention rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who started secondary School five years previously.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 8 Base</th>
<th>Year</th>
<th>Year 12</th>
<th>Enrolments</th>
<th>Teaching Staff</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td>326</td>
<td>35.0</td>
<td>9.3</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td>343</td>
<td>34.7</td>
<td>9.9</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td>339</td>
<td>31.7</td>
<td>10.7</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td>332</td>
<td>28.3</td>
<td>11.7</td>
</tr>
</tbody>
</table>

Staff/student ratios

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 4922 4809
Email Address: Reception@rggs.qld.edu.au
Web Address: www.rggs.qld.edu.au

Information Systems and Record Keeping
Throughout 2014, Girls Grammar continued to implement sound record keeping practices in accordance with provisions of the Public Records Act 2002, Information Standard 40; Recordkeeping and Information Standard 31; Retention and Disposal of Public Records.

Professional Associations
Grammar Schools of Queensland Association
The School is a member of the Grammar Schools Queensland Association (GSA). Board Chairman, Mr Noel Livingston was the official delegate at the quarterly meetings during 2014.

The Association works collectively to advance the interests of Queensland Grammar Schools established under the Grammar Schools Act of 1975 by:

- Providing a forum for discussion of and information exchange about education, legal, governance, industrial relations and other issues of common interest to the Association
- Taking collective action on issues that have unanimity of agreement to act.

Independent Schools Queensland (ISQ)
The School is a member of ISQ which represents and promotes the interests of independent Schools. ISQ administers Block Grant Authority applications on behalf of the Queensland Government.

Girls Grammar staff members availed themselves of the many ISQ professional development opportunities during 2014.

Financial Information
Scholarships and Bursaries
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. The School also offers bursaries to assist students to gain access to a quality education at Girls Grammar.

In 2014, the School awarded $19,180 in bursaries and $65,645 in scholarships.

Commencing in 2014 National Australia Bank Limited partnered with the School to provide a two year NAB Scholarship.

The School’s Financial Systems
The School uses The Alpha School System (TASS) which is the main database system that contains the accounting ledgers, payroll, billing and student management systems.

MYOB Fixed Assets module is used to record and monitor the schools assets.

Mrs Debbie Munns is responsible for the School’s financial operations.
Annual Audit

The Board is subject to an annual audit by the Queensland Audit Office (QAO) under the Auditor-General Act 2009.

Bentley’s Brisbane (Audit) Pty Ltd has been awarded the QAO contract to audit Rockhampton Girls Grammar School for the financial years ending 2011, 2012, 2013, 2014 and 2015.

The results of the 2014 Annual Audit were satisfactory and accordingly, the Queensland Audit Office have issued an unmodified audit report.

In the opinion of the Board of Trustees, there are reasonable grounds to believe that the School will be able to pay its debts as and when they fall due.

Finance 2014
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.

The largest portion of the School’s operating expenses in 2014 related to staff costs, including salaries and wages, superannuation and workers compensation payments.

Operating expenditure

A salary and wage increase of 2.4% was applied across the board as at 1 July 2014. This area of operating expenditure will continue to dominate the majority of Girls Grammar costs due to the importance of retaining highly qualified and dedicated staff.

Operating expenditure remains comparative with other years. The School’s tuition expenses included in Supplies & Services cover curriculum based activities undertaken by students, boarding costs also included in Supplies & Services largely relate to the catering and laundry needs of students in our boarding houses.

Tuition Fees, Boarding Fees and Commonwealth Grants make up the majority of Girls Grammar operating income in 2014.

Summary of Financial Performance 2014
In 2014, Girls Grammar secured an operational profit (including capital grants) of $1,156,779 compared with a budgeted profit of $213,407. The variance is mainly attributed to unbudgeted donations and fundraising and savings in salaries.

It is therefore evident that Girls Grammar is continuing to operate within budget and achieve reasonable value for money.

Factors that continue to influence the School’s financial position include the following:
- Increased wages and overheads
- The unpredictability of student enrolments
- External factors influencing family’s financial circumstances and therefore affordability of private education
2014 Capital Works

2014 saw the completion of the refurbishment of McKeague Hall and Littleton Plaza. This was possible due to the considerable donation from Mr & Mrs Littleton.

New learning areas were completed for the introduction of Year 7 to Secondary in 2015.

Other Major Expenditure for 2014
- Purchase and installation of additional air conditioning units throughout tuition areas of the school
- Continued painting services and furniture purchases throughout various administrative, boarding and tuition areas of the school
- Server upgrade to further improve the school’s IT infrastructure
- Purchase of additional laptops and tablets as part of the School Laptop Program. From 2013, every student from Year 4 – 12 has a school provided laptop for everyday use

Looking Forward

Outlook for 2015
Initiatives for 2015 under the direction of the Principal include:

- First year of replacing laptops in our Year 4, 7 and 10 cohorts. All students from Year 4 to 12 have access to a school owned and managed touch screen tablet PC.
- Investigate potential of combined data analysis tools to further student academic success
- Mapping the curriculum P-12
- Extending student councils and committees to reflect student interest and passion
- The refurbishment of classrooms
- Paterson House Museum Appeal

Future Capital Works

The Master Plan for the school recommends a number of projects including:
- A new Prep/primary building. The plans and documentation have been completed. Council approval received. Quotes from three commercial builders obtained. There is not currently a starting date.
- Construction of a new parking and drop off facility for the primary school
- New pathways and connections for access around the school campus
- The creation of better sports oval or upgrade of the current sports field area
- Upgrades to the school pool and change rooms
- New workshop building for the grounds and maintenance
- New Boathouse accommodation for the Girls Grammar Rowing Team and Fleet
- New Multi-purpose Netball/Tennis/Basketball courts
- Restoration work for the heritage listed Paterson House and precinct. This involves upgrades to technology as well as replacing decaying building fabric, so the building can continue to serve the school in the 21st century.

125 Celebration Preparation
Committee efforts continue in preparation for the School’s 125 year anniversary in 2017.

Projected Enrolments for 2016
At the commencement of 2015 Girls Grammar has enrolments secured for 326 students (119 boarders).

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Current Numbers 2015</th>
<th>Projected Numbers 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>41</td>
<td>34</td>
</tr>
<tr>
<td>11</td>
<td>53</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>51</td>
<td>53</td>
</tr>
<tr>
<td>TOTAL</td>
<td>326</td>
<td>342</td>
</tr>
</tbody>
</table>

Projected numbers for 2016
History of the School Song

Forty Years On
Forty Years On is a song written by Edward Ernest Bowen (Schoolmaster at Harrow School 1859-1901) and John Farmer in 1872 as the Harrow School Song. The song is about life at School and is meant to give pupils now, an idea of what it will be like in forty years when they return to their old School and to remind old boys about School life.

Girls Grammar adopted one of the verses and the music of the Harrow School song and then added different lyrics for the chorus and remaining verse for the Girls Grammar School song.

The School Song
What are we working for here at our lessons
Why join together in book lore and play
Forty years on will be answered these questions
If our School motto speaks clearly today.
Not only for School but for life we are learning
Life with its duties, pleasure and cares
Hearts bright with hope, with ambition high burning
Hearts of true women our School time prepares.

Chorus
Do your best! Do your best! Do your best!
Give again our dear School’s ringing cry
Sounding north and south and west
Non scholae sed vitae

Forty years on when afar and asunder
Parted are those who are singing today
When we look back and forgetfully wonder
What we were like in our work and our play.
Then it may be there will often come o’er us
Whispers of notes like the catch of a song
Visions of girlhood will float then before us
Echoes of dreamland will bear them along.

Chorus
Do your best! Do your best! Do your best!
Give again our dear School’s ringing cry
Sounding north and south and west
Non scholae sed vitae
## Glossary of terms

<table>
<thead>
<tr>
<th>Definition</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACER</td>
<td>Australian Council for Education Research</td>
</tr>
<tr>
<td>AGSRC</td>
<td>Average Government School Recurrent Costs</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>ISQ</td>
<td>Independent Schools of Queensland</td>
</tr>
<tr>
<td>ASBA</td>
<td>Association of School Bursars and Administrators</td>
</tr>
<tr>
<td>BEAQ</td>
<td>Business Educators’ Association of Queensland</td>
</tr>
<tr>
<td>CBRC</td>
<td>Cabinet Budget Review Committee</td>
</tr>
<tr>
<td>DEST</td>
<td>Department of Education, Science &amp; Training (Federal)</td>
</tr>
<tr>
<td>DETE</td>
<td>Department of Education, Training &amp; Employment (State)</td>
</tr>
<tr>
<td>DOGIT</td>
<td>Deed of Grant in Trust</td>
</tr>
<tr>
<td>EBA</td>
<td>Enterprise Bargaining Agreement</td>
</tr>
<tr>
<td>ETRF</td>
<td>Education and Training Reforms for the Future</td>
</tr>
<tr>
<td>FFPOS</td>
<td>Full Fee Paying Overseas Student</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
</tr>
<tr>
<td>GGPC</td>
<td>Girls Grammar Performance Company</td>
</tr>
<tr>
<td>GSA</td>
<td>Grammar Schools Association</td>
</tr>
<tr>
<td>GST</td>
<td>Goods &amp; Services Tax</td>
</tr>
<tr>
<td>HEIA</td>
<td>Home Economics Institute of Australia</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>KLA</td>
<td>Key Learning Areas</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>LOTE</td>
<td>Language Other Than English</td>
</tr>
<tr>
<td>MYSA</td>
<td>Middle Years of Schooling Australia</td>
</tr>
<tr>
<td>NAPLAN</td>
<td>National Assessment Program in Literacy and Numeracy</td>
</tr>
<tr>
<td>NMS</td>
<td>National Minimum Standard</td>
</tr>
<tr>
<td>OHSC</td>
<td>Out of School Hours Care</td>
</tr>
<tr>
<td>OP</td>
<td>Overall Position</td>
</tr>
<tr>
<td>QAO</td>
<td>Queensland Audit Office</td>
</tr>
<tr>
<td>QCAN</td>
<td>Queensland Children’s’ Activity Network</td>
</tr>
<tr>
<td>QCE</td>
<td>Queensland Certificate of Education</td>
</tr>
<tr>
<td>QCS</td>
<td>Queensland Core Skills</td>
</tr>
<tr>
<td>QISSN</td>
<td>Queensland Independent Secondary Schools Netball</td>
</tr>
<tr>
<td>QSA</td>
<td>Queensland Studies Authority</td>
</tr>
<tr>
<td>QTAC</td>
<td>Queensland Tertiary Admissions Centre</td>
</tr>
<tr>
<td>QTC</td>
<td>Queensland Treasury Corporation</td>
</tr>
<tr>
<td>Girls Grammar</td>
<td>Rockhampton Girls Grammar School</td>
</tr>
<tr>
<td>SES</td>
<td>Socioeconomic Status</td>
</tr>
<tr>
<td>SRI</td>
<td>School Resources Index</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical And Further Education</td>
</tr>
<tr>
<td>TASS</td>
<td>The Alpha School System</td>
</tr>
<tr>
<td>WHS</td>
<td>Workplace Health &amp; Safety</td>
</tr>
<tr>
<td>WHSO</td>
<td>Workplace Health &amp; Safety Officer</td>
</tr>
<tr>
<td>WRC</td>
<td>Workplace Rehabilitation Coordinator</td>
</tr>
</tbody>
</table>
Letter of Compliance

9 March 2015

The Honourable Kate Jones MP
Minister for Education
PO Box 15033
CITY EAST QLD 4002

Dear Minister

I am pleased to present the Annual Report 2013-2014 and financial statements for the 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 2009, and
• the detailed requirements set out in the Annual Report Requirements for Queensland Government Agencies.

A checklist outlining the annual reporting requirements can be accessed at http://www.rggs.qld.edu.au/about/downloads/

Yours sincerely

John R Johnson
Board Chair
Board of Trustees
Rockhampton Girls Grammar School
BOARD OF TRUSTEES OF THE ROCKHAMPTON GIRLS GRAMMAR SCHOOL
FINANCIAL REPORT 31 DECEMBER 2014

DOMICILE AND STATUS

The Rockhampton Girls Grammar School was established in 1892. The school is a statutory body and is exempt from income tax from the Commonwealth Government. The school is domiciled in Rockhampton, Australia, with the school's head office of operations and principal place of residence being:

155 Agnes Street, Rockhampton, Queensland 4700

BOARD OF TRUSTEE MEMBERS

Mr Noel Livingston (19 July 2007 - 1 October 2011)
  Chairperson (1 October 2011 - 2 December 2014), Deputy Chairperson (2 December 2014 - current)
Mr John Bryant - B.Bus, FCA, FCPA - Deputy Chairperson and Treasurer
  (11 November 2010 - 2 December 2014), Treasurer (2 December - current)
Mrs Vicki Bastin-Byrne (11 November 2010 - Current)
Mr John Ross Johnson - B.Bus, LLB (16 December 2011 - 2 December 2014),
  Chairperson (2 December - current)
Dr Roberta Harreveld - PhD, DipT&AS, MEd, BEd, DipTch (16 December 2011 - Current)
Ms Jennifer Luck - BEd, DipTch, GradDipTch(Librarian), TEFL (8 August 2013 - Current)
Mr Mark Wilson - Dip FM (4 December 2014 - current)

CONTENTS

<table>
<thead>
<tr>
<th>Statement of Comprehensive Income</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Financial Position</td>
<td>2</td>
</tr>
<tr>
<td>Statement of Changes in Equity</td>
<td>3</td>
</tr>
<tr>
<td>Statement of Cash Flows</td>
<td>4</td>
</tr>
<tr>
<td>Notes To and Forming Part of the Financial Statements</td>
<td>5</td>
</tr>
<tr>
<td>Management Certificate</td>
<td>25</td>
</tr>
<tr>
<td>Independent Audit Report</td>
<td>26</td>
</tr>
</tbody>
</table>
ROCKHAMPTON GIRLS GRAMMAR SCHOOL  
STATEMENT OF COMPREHENSIVE INCOME  
FOR THE YEAR ENDED 31 DECEMBER 2014

<table>
<thead>
<tr>
<th>NOTE</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>3,015,597</td>
<td>2,801,992</td>
</tr>
<tr>
<td>Out of School Hours (OSHC) Fees</td>
<td>99,880</td>
<td>97,976</td>
</tr>
<tr>
<td>Boarding Fees</td>
<td>2,080,155</td>
<td>1,809,301</td>
</tr>
<tr>
<td>Interest</td>
<td>64,164</td>
<td>97,803</td>
</tr>
<tr>
<td>Donations</td>
<td>113,572</td>
<td>677,557</td>
</tr>
<tr>
<td>Rent</td>
<td>115,625</td>
<td>69,449</td>
</tr>
<tr>
<td>Infrastructure Levy</td>
<td>131,427</td>
<td>126,504</td>
</tr>
<tr>
<td>State Recurrent Grant</td>
<td>712,653</td>
<td>713,521</td>
</tr>
<tr>
<td>State Endowment Grant</td>
<td>17,000</td>
<td>17,000</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>2,609,434</td>
<td>2,363,234</td>
</tr>
<tr>
<td>Commonwealth Other Grants</td>
<td>16,521</td>
<td>61,949</td>
</tr>
<tr>
<td>State Capital Grants</td>
<td>642,850</td>
<td>238,834</td>
</tr>
<tr>
<td>Commonwealth Capital Grants</td>
<td>-</td>
<td>85,346</td>
</tr>
<tr>
<td>Other Income</td>
<td>754,675</td>
<td>596,152</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>10,373,553</strong></td>
<td><strong>9,756,618</strong></td>
</tr>
</tbody>
</table>

**EXPENSES**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Employee</td>
<td>5,420,993</td>
<td>5,249,169</td>
</tr>
<tr>
<td>Supplies and Services</td>
<td>2,235,560</td>
<td>2,269,858</td>
</tr>
<tr>
<td>Financial</td>
<td>231,932</td>
<td>242,928</td>
</tr>
<tr>
<td>Operating Leases</td>
<td>166,605</td>
<td>102,625</td>
</tr>
<tr>
<td>Maintenance and Repairs</td>
<td>542,792</td>
<td>540,239</td>
</tr>
<tr>
<td>Motor Vehicle</td>
<td>50,333</td>
<td>65,363</td>
</tr>
<tr>
<td>Depreciation</td>
<td>568,559</td>
<td>633,890</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>9,216,774</strong></td>
<td><strong>9,104,072</strong></td>
</tr>
</tbody>
</table>

**Operating Surplus/(Deficit)**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Other Comprehensive Income</strong></td>
<td><strong>1,156,779</strong></td>
<td><strong>652,545</strong></td>
</tr>
</tbody>
</table>

**OTHER COMPREHENSIVE INCOME**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revaluation Increment/(Decrement) on Land</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Revaluation Increment/(Decrement) on Buildings</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Other Comprehensive Income</strong></td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**TOTAL COMPREHENSIVE INCOME**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL COMPREHENSIVE INCOME</strong></td>
<td><strong>1,156,779</strong></td>
<td><strong>652,545</strong></td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements.
ROCKHAMPTON GIRLS GRAMMAR SCHOOL
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2014

<table>
<thead>
<tr>
<th>NOTE</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Cash Equivalents</td>
<td>8</td>
<td>956,582</td>
</tr>
<tr>
<td>Receivables</td>
<td>9</td>
<td>129,355</td>
</tr>
<tr>
<td>Other Assets</td>
<td>10</td>
<td>54,672</td>
</tr>
<tr>
<td>Total Current Assets</td>
<td></td>
<td><strong>1,140,609</strong></td>
</tr>
<tr>
<td><strong>NON CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, Plant and Equipment</td>
<td>11</td>
<td>30,655,127</td>
</tr>
<tr>
<td>Investment Property</td>
<td>12</td>
<td>156,100</td>
</tr>
<tr>
<td>Total Non Current Assets</td>
<td></td>
<td><strong>30,811,227</strong></td>
</tr>
<tr>
<td>Total Assets</td>
<td></td>
<td><strong>31,951,836</strong></td>
</tr>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payables</td>
<td>13</td>
<td>464,873</td>
</tr>
<tr>
<td>Other Financial Liabilities</td>
<td>14</td>
<td>237,521</td>
</tr>
<tr>
<td>Accrued Employee Benefits</td>
<td>15</td>
<td>125,016</td>
</tr>
<tr>
<td>Total Current Liabilities</td>
<td></td>
<td><strong>827,410</strong></td>
</tr>
<tr>
<td><strong>NON-CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Financial Liabilities</td>
<td>14</td>
<td>3,554,337</td>
</tr>
<tr>
<td>Accrued Employee Benefits</td>
<td>15</td>
<td>229,091</td>
</tr>
<tr>
<td>Total Non-current Liabilities</td>
<td></td>
<td><strong>3,783,428</strong></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td></td>
<td><strong>4,610,838</strong></td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td><strong>27,340,998</strong></td>
</tr>
<tr>
<td><strong>EQUITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revaluation Surplus</td>
<td>17</td>
<td>13,949,482</td>
</tr>
<tr>
<td>Retained Surpluses</td>
<td></td>
<td>13,391,516</td>
</tr>
<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td></td>
<td><strong>27,340,998</strong></td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements
ROCKHAMPTON GIRLS GRAMMAR SCHOOL
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2014

<table>
<thead>
<tr>
<th></th>
<th>Asset Revaluation Surplus $</th>
<th>Retained Earnings $</th>
<th>Total Equity $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at 1 January 2013</td>
<td>13,949,482</td>
<td>11,582,192</td>
<td>25,531,674</td>
</tr>
<tr>
<td>Surplus for Year 2013</td>
<td>-</td>
<td>652,545</td>
<td>652,545</td>
</tr>
<tr>
<td>Total Balance at 31 December 2013</td>
<td>13,949,482</td>
<td>12,234,737</td>
<td>26,184,219</td>
</tr>
<tr>
<td>Balance at 1 January 2014</td>
<td>13,949,482</td>
<td>12,234,737</td>
<td>26,184,219</td>
</tr>
<tr>
<td>Other Comprehensive Income:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revaluation of Land</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Revaluation of Buildings</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Surplus for Year 2014</td>
<td>-</td>
<td>1,156,779</td>
<td>1,156,779</td>
</tr>
<tr>
<td>Total Comprehensive Income:</td>
<td>-</td>
<td>1,156,779</td>
<td>1,156,779</td>
</tr>
<tr>
<td>Total Balance at 31 December 2014</td>
<td>13,949,482</td>
<td>13,391,516</td>
<td>27,340,998</td>
</tr>
</tbody>
</table>
ROCKHAMPTON GIRLS GRAMMAR SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2014

<table>
<thead>
<tr>
<th>NOTE</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Cash Flows from Operating Activities

**Inflows:**
- Receipts from Students: 5,159,283
- Receipts from Government: 3,370,778
- Receipts from Capital Grants: 642,850
- Receipts from Other Activities: 1,087,212
- Interest Received: 64,164
- GST Received: 610,559

**Outflows:**
- Payments to Employees: (5,472,245)
- Payments to Suppliers: (3,159,480)
- Interest and Other Cost of Finance: (219,965)
- GST Paid: (601,235)

**Net Cash Provided By Operating Activities**
18 (b) 1,481,921 1,137,758

Cash Flows from Investing Activities

**Outflows:**
- Payments for Property, plant and equipment: (2,591,522)
- Proceeds from Sale of Property, plant and equipment: 4,618

**Net cash used in investing activities**
(2,586,904) (879,633)

Cash Flows from Financing Activities

**Outflows:**
- Repayment of borrowings: (215,671)

**Net cash used in financing activities**
(215,671) (203,944)

NET INCREASE/(DECREASE) IN CASH EQUIVALENTS HELD
(1,320,654) 54,181

CASH EQUIVALENTS AT THE BEGINNING OF THE FINANCIAL YEAR
2,277,236 2,223,055

CASH EQUIVALENTS AT THE END OF THE FINANCIAL YEAR
18 (a) 956,582 2,277,236

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 2014

Objectives and Principal Activities

The school, established in 1892, provides for the educational needs of young women from Preparatory to Year 12. Boarding students are accepted from Year 6.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Accounting

The financial report is a general purpose financial report that has been prepared in accordance with Australian Accounting Standards, Australian Accounting Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board. In addition, the financial statements comply with Queensland Treasury & Trade’s Minimum Reporting Requirements and with Section 43 of the Financial and Performance Management Standard 2009. The School is established under the Grammar Schools Act 1975 and is a State Government Statutory Body. The School is a not-for-profit entity for financial reporting purposes under Australian Accounting Standards.

The financial report has been prepared on an accruals basis and is based on historical costs modified by the revaluation of selected non-current assets, financial assets and financial liabilities for which the fair value basis of accounting has been applied.

The following is a summary of the significant accounting policies adopted by Rockhampton Girls Grammar School in the preparation of the financial report. The accounting policies have been consistently applied unless otherwise stated.

(b) The Reporting Entity

The financial statements include the value of all revenues, expenses, assets, liabilities and equity of the Rockhampton Girls Grammar School.

(c) Revenue

Fees and charges including Tuition and Boarding Fees that are charged by the School are recognised as revenues when invoices for the related goods/services are issued.

Interest income is recognised as revenue at the end of each month that it is received. Other Sundry Income is recognised as revenue as it accrues.

(d) Grants and Contributions

Grant revenue received by the State or Commonwealth Government are recognised in the Statement of Comprehensive Income when the entity obtains control of the grant and it is probable that the economic benefits gained from the grant will flow to Rockhampton Girls Grammar School and the amount of the grant can be measured reliably.

If conditions are attached to the grant which must be satisfied before the School is eligible to receive the grant, the recognition of the grant as revenue will be deferred until those conditions are satisfied. Where grant income is received whereby Rockhampton Girls Grammar School incurs an obligation to deliver economic value directly back to the contributor, this is considered a reciprocal transaction and the grant revenue is recognised in the Statement of Financial Position as a liability until the service has been delivered to the contributor, otherwise the grant is recognised as income on receipt.

(e) Cash Assets

For the purposes of the Statement of Financial Position and the Statement of Cash Flows, cash assets include all cash and cheques received but not banked at 31 December 2014 as well as deposits at call with financial institutions.

(f) Receivables

Trade debtors are carried at nominal amounts due at the time of invoicing less any provision for doubtful debts as the amounts are due for settlement upon the issue of the invoice. The collectability of receivables is assessed periodically with provision being made for impairment. All known bad debts were written off as at 31 December 2014.

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

Actual cost is used for the initial recording of all non-current physical and intangible 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.

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:

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings and Infrastructure</td>
<td>$10,000</td>
</tr>
<tr>
<td>Land</td>
<td>$1</td>
</tr>
<tr>
<td>Other</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

Items with a lesser value are expensed in the year of acquisition.

Revaluations of Non-Current Physical and Intangible Assets

Land, buildings, infrastructure, major plant and equipment and heritage and cultural assets are measured at fair value in accordance with AASB 116 Property, Plant and Equipment and Queensland Treasury & Trade’s Minimum Non-Current Asset Accounting Policies for the Queensland Public Sector.

Plant and equipment are measured at cost. The carrying amounts for plant and equipment at cost should not materially differ from their fair value.

Non-current physical assets measured at fair value are comprehensively revalued at least once every three years. Interim valuations, using appropriate indices or desktop valuations, are performed on an annual basis where there has been material variation in the market.

Any revaluation increment arising on the revaluation of an asset is credited to the asset revaluation surplus of the appropriate asset, except to the extent it reverses a revaluation decrement for the asset previously recognised as an expense. A decrease in the carrying amount on revaluation is charged as an expense, to the extent it exceeds the balance, if any, in the revaluation surplus relating to that asset.

On revaluation, accumulated depreciation is restated proportionately with the change in the carrying amount of the asset and any change in the estimate of remaining useful life.

Amortisation and Depreciation Property, Plant and Equipment

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

Property, plant and equipment is 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.

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

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.

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings</td>
<td>1 - 2.5</td>
</tr>
<tr>
<td>Building Improvements</td>
<td>4</td>
</tr>
<tr>
<td>Ground Improvements</td>
<td>5</td>
</tr>
<tr>
<td>Furniture and Fittings</td>
<td>5-10</td>
</tr>
<tr>
<td>Plant and Equipment</td>
<td>10</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>33</td>
</tr>
<tr>
<td>Motor Vehicles</td>
<td>20</td>
</tr>
<tr>
<td>Library Books</td>
<td>5</td>
</tr>
<tr>
<td>Swimming Pool</td>
<td>2</td>
</tr>
</tbody>
</table>
ROCKHAMPTON GIRLS GRAMMAR SCHOOL  
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2014  

(k) Investment Property  
Investment property comprises buildings held to generate rental yields. All rents are on an arm’s length basis. Investment property is initially and subsequently measured at cost.  
Investment property is depreciated on a straight line basis over the assets useful life at 1 - 2.5%.  

(l) Leases  
Finance leases are capitalised, recording an asset and a liability equal to the present value of the minimum lease payments, including any guaranteed residual values. Leased assets are depreciated over their estimated useful lives where it is likely that the entity will obtain ownership of the asset or over the term of the lease. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for the period.  
Lease payments for operating leases, where substantially all the risks and benefits remain with the lessor, are charged as expenses in the period in which they are incurred.  

(m) Payables  
Trade creditors are recognised upon receipt of the goods or services ordered and the invoice, 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.  

(n) Other Financial Liabilities  
Interest bearing liabilities are recognised at face value as the amount contractually owing.  

(o) Employee Benefits  
Wages, Salaries, Recreation Leave, Sick Leave, and Long Service Leave  
Wages, salaries, recreation leave and long service leave due but unpaid at reporting date are recognised in the Statement of Financial Position at the remuneration rates expected to apply at the time of settlement and include related on-costs such as Work Cover premiums and employer superannuation contributions.  
For unpaid entitlements expected to be paid within 12 months, the liabilities are recognised at their undiscounted values and are based on recent historical trends of long service leave taken or paid. Entitlements not due to be paid within 12 months are classified as non-current liabilities and recognised at their present value, calculated using yields on Fixed Rate Commonwealth Government bonds of similar maturity, after projecting the remuneration rates expected to apply at the time of likely settlement.  
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.  

Superannuation  
Rockhampton Girls Grammar School provides employees with the opportunity to choose their Superannuation Fund. The vast majority of employees are members of either the NGS Super or QSuper. Contributions are expensed in the period in which they are paid or payable. The School’s obligation is limited to its contributions to these funds. (2013: AMP Custom Super Fund or QIEC Super Fund).  
Therefore, no liability is recognised for accruing superannuation benefits in these financial statements.  
Rockhampton Girls Grammar School had 85.94 full time equivalent employees at 31 December 2014 (61.72 FTE at 31 December 2013).  

(p) Financing/Borrowing Costs  
Finance costs are recognised as an expense in the period in which they are incurred.  
Finance costs include interest on bank overdrafts and short-term and long-term borrowings.
ROCKHAMPTON GIRLS GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014

(q) Insurance

AON Risk Services Australia Limited insure the school’s Non-Current Physical Assets, Student, Staff and Volunteer Accident Protection, Director and Officer’s Supplementary Legal Expenses, Statutory Liability and Educator’s Liability and Forgery. In addition, the School pays premiums to Work Cover Queensland in respect of its obligations for employee compensation and student work experience placements. Insurance is expensed in the period in which it relates.

(r) 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). FBT and GST are the only taxes accounted for by the School. As such, input tax credits receivable and GST payables from/to the Australian Taxation Office are recognised and accrued as part of receivables or payables in the Statement of Financial Position. Revenues, expenses and assets are recognised net of the amount of GST except:

1) Where the GST incurred on a purchase of goods and services is not recoverable from the taxation authority, in which case the GST is recognised as part of the cost of acquisition of the asset or as part of the expense item as applicable; and

2) Receivables and payables are stated with the amount of GST included.

Cash flows are included in the Statement of Cash Flows on a gross basis and the GST component of the cash flow arising from investing and financing activities, which is recoverable from, or payable to, the taxation authority, are classified as operating cash flows.

(s) Issuance of Financial Statements

The financial statements are authorised for issue by the Chairman of the Board of Trustees of the Rockhampton Girls Grammar School and the Business Manager at the date of signing the Management Certificate as found on page 25.

(t) The Board has Critical Accounting Estimates and Judgments

Management evaluate 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.

Key Estimates — Impairment

The school assesses impairment at each reporting date by evaluating conditions specific to the school that may lead to impairment of assets. Where an impairment trigger exists, the recoverable amount of the asset is determined. Value-in-use calculations performed in assessing recoverable amounts incorporate a number of key estimates.

The desktop valuation of non-current assets at reporting date confirmed no change in valuations. No impairment has been recognised for the year ended 31 December 2014.

(u) Rounding and Comparatives

Amounts included in the financial statements have been rounded to the nearest dollar. Comparative information has been restated where necessary to be consistent with disclosures in the current reporting period. Functional and presentation currency is Australian dollars.

(v) New and Revised Accounting Standards

The School did not voluntarily change any of its accounting policies during 2014. The School is not permitted to early adopt a new or amended accounting standard ahead of the specified commencement date unless approval is obtained from Queensland Treasury and Trade. Consequently, the School has not applied any Australian accounting standards and interpretations that have been issued but are not yet effective. The School applies standards and interpretations in accordance with their respective commencement dates.

All Australian accounting standards and interpretations with future commencement dates are either not applicable to the School’s activities, or have no material impact on the School.

(w) Executive Remunerations

Key management personnel and remuneration disclosures are made in accordance with section 5 of the Financial Reporting Requirements for Queensland Government Agencies issues by Queensland Treasury and Trade. Refer to Note 16 for disclosures regarding key executive management personnel and remuneration.
(x) Fair Value Measurement

The School measures the following assets at fair value on a recurring basis:

- Land
- Buildings

**Fair Value hierarchy**

In accordance with AASB 13, fair value measurements are categorised on the following basis:

- Fair value based quoted prices (unadjusted) in active markets for identical assets or liabilities (Level 1)
- Fair value based on inputs that are directly or indirectly observable for the asset or liability (Level 2)
- Fair value based on unobservable inputs for the asset and liability (Level 3)

All fair value measurements are recurrent and categorised as either Level 2 or Level 3. The School does not hold any assets valued using Level 1 inputs. Where all significant inputs used to value the asset are observable, the asset is valued at Level 2. However, if one or more of the significant inputs are unobservable, the asset is valued at Level 3. The rationale for making a determination between Level 2 or Level 3 on specific categories of assets is described below.

**Valuation Techniques**

The School’s valuation procedures are set by the Finance Committee and reviewed every year. Annual reviews of depreciation, impairment, asset lives and asset balances are conducted by the finance team. The School’s current policy for the recurrent valuation of property, plant and equipment is documented in Note 1. The fair values of assets and liabilities that are not traded in an active market are determined using one or more valuation techniques which maximise, to the greatest extent possible, the use of observable market data.

Where land and buildings relate to capital works in progress, they are recognised at cost until such time as capital works are completed.

The valuation techniques selected by the School are consistent with one or more of the following valuation approaches:

- Market approach: valuation techniques that use prices and other relevant information generated by the market transactions for similar or identical assets or liabilities.
- Cost approach: valuation techniques that reflect the current replacement cost of an asset at its current service capacity.

**Recognised fair value measurements**

The fair value of assets measured and recognised at fair value at 31 December 2014 is as per the table below.

<table>
<thead>
<tr>
<th>31 December 2014</th>
<th>Description</th>
<th>Gross Value</th>
<th>Written down Value</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>5,900,000</td>
<td>3,900,000</td>
<td>3,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buildings</td>
<td>26,155,205</td>
<td>25,688,175</td>
<td>156,100</td>
<td>25,712,076</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>31 December 2013</th>
<th>Description</th>
<th>Gross Value</th>
<th>Written down Value</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>3,000,000</td>
<td>3,000,000</td>
<td>3,000,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional disclosure in respect of land and buildings is included in Note 11 to the financial statements.

There were no transfers between Level 2 and Level 3 during the year. The School’s policy is to recognise transfers in and out of the fair value hierarchy levels (if any) at the end of the reporting period.

**Disclosed fair values**

Apart from land and buildings, there are no other fair values disclosed in the financial report. The carrying amounts of all other assets and liabilities are assumed to approximate their fair values due to their short term nature.

**Valuation techniques and inputs used to derive fair values**

The specific valuation techniques used to value the School’s assets are documented below. Fair value represents the highest and best use of the assets having regard to the optimal financial, physical and legal use of the asset.
The sensitivity of the fair value to the Level 3 inputs is provided in a table following each class. There is clear inter-relationship between the asset condition, the assumed level of consumed service potential and remaining life for all assets valued at depreciated replacement cost. In these cases, the lower the asset condition; the higher the level of consumed service potential; and the lower the remaining life. No other relationships between Level 3 inputs are noted.

**Land**

The fair value of freehold land and buildings, and the land subject to a Deed of Grant in Trust, is determined at least every three years based on valuations by an independent value. At the end of each intervening period, the finance team review the independent valuation and, when appropriate, update the fair value measurement to reflect current market conditions using observable market data.

All of the School’s land was comprehensively valued in December 2012 by qualified independent external values, Taylor Byrne, and subsequently revalued by way of a desktop valuation at 31 December 2013 and again at 31 December 2014. The valuation was based on publically available data on sales of similar land in the region.

A direct comparison method was used as at December 2012 to value all freehold land. Direct comparison involves the analysis of sales evidence and comparison with the subject land, taking into account such matters as area, location and other general site characteristics. Where an active market exists and there are no unreasonable restrictions as to use and/or sale, the land was deemed to be valued as Level 2. All land currently owned by the School was deemed to fit this category.

**Buildings**

All buildings were valued as at December 2012 by independently qualified external valuers, by qualified independent external values, Taylor Byrne, and subsequently revalued by way of a desktop valuation at 31 December 2013 and again at 31 December 2014.

The valuation of residential buildings was based on publicly available data on sales of similar properties in the region.

Other buildings were valued on the basis of depreciated replacement costs. This was determined using a bill of quantities with costing reference to the Rawlinson’s Australian Cost Handbook and Cordells eCosting. The economic life of buildings have been adopted with reference to published Commissioner for Taxation recommended economic lives and industry standards.

Where an active market exists and there are no unreasonable restrictions as to use and/or sale or where data inputs are directly observable from external sources, the buildings were deemed to be valued as Level 2. All investment properties currently owned by the School was deemed to fit this category.

The School has sought to maximise the use of external data and observable inputs, however given the specialised nature of School Buildings, inputs such as useful lives and residual values are likely to require some degree of estimation and thus could be considered to be ‘unobservable’ inputs.

The School has considered the additional disclosure required for assets classified as ‘level 3’ values, as follows:

- **Quantitative information about significant unobservable inputs**: The School considers that the major unobservable inputs in relation to Property, Plant and Equipment relate to useful lives and residual values. The inputs used in the valuation of such assets are consistent with the useful lives disclosed in the accounting Policy at Note 1 (j)

- **Reconciliation from opening balance at the start of the year to closing balance at the end of the year for assets classified as ‘level 3’**: Reconciliations of the movement in all items of Property, Plant and Equipment is included in Note (x).

- **Gains and losses in profit and loss relating to unrealised movements in Level 3 assets**: No such gains or losses arose.

- **Sensitivity analysis for reasonably possible alternatives**: The School does not consider it practical to provide detailed sensitivity analysis for all inputs for all assets on account of the large number and variety of assets that were Independently valued. In addition, the School has an accounting policy of only amending asset values where there is an indication of significant movement in the fair value as overall values in the region have been steady in recent years. As such, a small change in an observable input would be unlikely to result in an adjustment to the financial statements, as it would not result in a significant movement in the fair value of the asset. Furthermore, small movements in the fair value of the Schools’ Property, Plant and Equipment will not have a material impact on the assessment of the going concern of the Schools operations by users of the financial report. As a result of these factors, the School has not prepared detailed sensitivity analysis in respect of level 3 inputs in this financial report.
ROCKHAMPTON GIRLS GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014

<table>
<thead>
<tr>
<th>Note Number</th>
<th>Description</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>INTEREST INCOME</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Fund</td>
<td>6,474</td>
<td>7,821</td>
</tr>
<tr>
<td></td>
<td>Trust Funds</td>
<td>57,690</td>
<td>89,982</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>64,164</strong></td>
<td><strong>97,803</strong></td>
</tr>
<tr>
<td>3</td>
<td>DONATIONS INCOME</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Donations for Capital Purposes</td>
<td>105,706</td>
<td>651,856</td>
</tr>
<tr>
<td></td>
<td>Scholarship</td>
<td>5,466</td>
<td>9,067</td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>2,400</td>
<td>16,634</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>113,572</strong></td>
<td><strong>677,557</strong></td>
</tr>
<tr>
<td>4</td>
<td>OTHER INCOME</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Transport</td>
<td>62,488</td>
<td>40,994</td>
</tr>
<tr>
<td></td>
<td>Student Sport</td>
<td>80,809</td>
<td>62,456</td>
</tr>
<tr>
<td></td>
<td>Textbooks Income</td>
<td>44,382</td>
<td>45,076</td>
</tr>
<tr>
<td></td>
<td>Student Resources</td>
<td>55,605</td>
<td>42,470</td>
</tr>
<tr>
<td></td>
<td>Senior Formal and Jerseys</td>
<td>17,416</td>
<td>13,783</td>
</tr>
<tr>
<td></td>
<td>ICT Levy</td>
<td>138,278</td>
<td>133,305</td>
</tr>
<tr>
<td></td>
<td>State Needs Based Grants</td>
<td>78,378</td>
<td>85,837</td>
</tr>
<tr>
<td></td>
<td>P&amp;F Chaplaincy Grant</td>
<td>20,000</td>
<td>30,000</td>
</tr>
<tr>
<td></td>
<td>Student Performances</td>
<td>6,088</td>
<td>4,381</td>
</tr>
<tr>
<td></td>
<td>Board and Lodging</td>
<td>14,398</td>
<td>10,384</td>
</tr>
<tr>
<td></td>
<td>Application and Enrolment Fees</td>
<td>27,979</td>
<td>42,508</td>
</tr>
<tr>
<td></td>
<td>Profit/(Loss) Sale of Assets</td>
<td>4,465</td>
<td>(36,510)</td>
</tr>
<tr>
<td></td>
<td>Instrumental Music</td>
<td>100,647</td>
<td>62,425</td>
</tr>
<tr>
<td></td>
<td>Sundry</td>
<td>103,742</td>
<td>59,033</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>754,675</strong></td>
<td><strong>596,152</strong></td>
</tr>
<tr>
<td>5</td>
<td>EMPLOYEE EXPENSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wages and Salaries</td>
<td>4,835,758</td>
<td>4,648,495</td>
</tr>
<tr>
<td></td>
<td>Employer Superannuation Contributions</td>
<td>502,479</td>
<td>463,523</td>
</tr>
<tr>
<td></td>
<td>Workers Compensation Premium</td>
<td>30,237</td>
<td>29,996</td>
</tr>
<tr>
<td></td>
<td>Long Service Leave Expense</td>
<td>41,734</td>
<td>64,963</td>
</tr>
<tr>
<td></td>
<td>Annual Leave Expense</td>
<td>(9,158)</td>
<td>30,051</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>19,943</td>
<td>12,141</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5,420,993</strong></td>
<td><strong>5,249,169</strong></td>
</tr>
<tr>
<td>6</td>
<td>SUPPLIES AND SERVICES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplies and services includes the following key functional areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Boarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Catering</td>
<td>463,660</td>
<td>438,539</td>
</tr>
<tr>
<td></td>
<td>Kitchen and Linen Replacements</td>
<td>5,293</td>
<td>4,964</td>
</tr>
<tr>
<td></td>
<td>Security</td>
<td>17,934</td>
<td>18,306</td>
</tr>
<tr>
<td></td>
<td>Laundry Contract</td>
<td>21,704</td>
<td>20,802</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>69,847</td>
<td>33,877</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>578,438</strong></td>
<td><strong>516,488</strong></td>
</tr>
</tbody>
</table>
ROCKHAMPTON GIRLS GRAMMAR SCHOOL  
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2014

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>(b) Professional Fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditor's Remuneration - QAO audit of financial statements</td>
<td>22,800</td>
<td>33,700</td>
</tr>
<tr>
<td>Accountancy Fees</td>
<td>-</td>
<td>5,285</td>
</tr>
<tr>
<td>Consultancy Fees</td>
<td>38,560</td>
<td>59,011</td>
</tr>
<tr>
<td>Other Professional Fees</td>
<td>11,934</td>
<td>6,907</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>73,294</td>
<td>104,903</td>
</tr>
<tr>
<td><strong>(c) Administrative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing and Stationery</td>
<td>16,240</td>
<td>21,349</td>
</tr>
<tr>
<td>Light and Power</td>
<td>128,556</td>
<td>123,028</td>
</tr>
<tr>
<td>Telephone and Postage</td>
<td>62,059</td>
<td>54,191</td>
</tr>
<tr>
<td>Insurance</td>
<td>48,867</td>
<td>99,671</td>
</tr>
<tr>
<td>Rates</td>
<td>100,918</td>
<td>88,400</td>
</tr>
<tr>
<td>Bad and Doubtful Debts Expense</td>
<td>16,880</td>
<td>60,793</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>14,239</td>
<td>13,324</td>
</tr>
<tr>
<td>Cleaning</td>
<td>211,779</td>
<td>192,989</td>
</tr>
<tr>
<td>Computer Expenses</td>
<td>109,166</td>
<td>117,729</td>
</tr>
<tr>
<td>Advertising</td>
<td>139,023</td>
<td>146,135</td>
</tr>
<tr>
<td>Other</td>
<td>171,705</td>
<td>130,107</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,019,422</td>
<td>1,047,716</td>
</tr>
<tr>
<td><strong>(d) Other Education Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Expenses</td>
<td>77,588</td>
<td>81,968</td>
</tr>
<tr>
<td>OSHC Expenses</td>
<td>14,626</td>
<td>14,573</td>
</tr>
<tr>
<td>Speech Night</td>
<td>12,364</td>
<td>16,240</td>
</tr>
<tr>
<td>Scholarship Fund Expense Payments</td>
<td>7,323</td>
<td>8,034</td>
</tr>
<tr>
<td>Library Expenses</td>
<td>16,028</td>
<td>11,078</td>
</tr>
<tr>
<td>Magazine Expenses</td>
<td>12,154</td>
<td>11,532</td>
</tr>
<tr>
<td>School Performances</td>
<td>6,088</td>
<td>4,381</td>
</tr>
<tr>
<td>School Camp Expense</td>
<td>41,750</td>
<td>44,565</td>
</tr>
<tr>
<td>Student Activity Expenses</td>
<td>120,479</td>
<td>146,530</td>
</tr>
<tr>
<td>Trustee Scholarships</td>
<td>65,645</td>
<td>59,490</td>
</tr>
<tr>
<td>Other</td>
<td>190,361</td>
<td>202,360</td>
</tr>
<tr>
<td><strong>Total Other Education Expenses</strong></td>
<td>564,406</td>
<td>600,751</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Supplies and Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,235,560</td>
<td>2,269,858</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No other fees have been paid to auditors other than that as disclosed above in Note 6.

**NOTE 7 - DEPRECIATION**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Buildings and Ground Improvements</td>
<td>296,855</td>
<td>276,383</td>
</tr>
<tr>
<td>Investment Property</td>
<td>4,460</td>
<td>4,460</td>
</tr>
<tr>
<td>Plant and Equipment</td>
<td>240,510</td>
<td>331,572</td>
</tr>
<tr>
<td>Furniture and Fittings</td>
<td>26,734</td>
<td>21,475</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>568,559</td>
<td>633,890</td>
</tr>
</tbody>
</table>

QAO  
certified statements
ROCKHAMPTON GIRLS GRAMMAR SCHOOL  
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2014

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>NOTE 8 - CASH AND CASH EQUIVALENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund (NAB)</td>
<td>205,221</td>
<td>339,576</td>
</tr>
<tr>
<td>Floats</td>
<td>870</td>
<td>862</td>
</tr>
<tr>
<td>Deposits at Call (QTC)</td>
<td>750,491</td>
<td>1,936,798</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>956,582</strong></td>
<td><strong>2,277,236</strong></td>
</tr>
</tbody>
</table>

The school does not currently hold any cash that has a restriction governing how or where it is spent.

**NOTE 9 - RECEIVABLES**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees</td>
<td>175,671</td>
<td>247,131</td>
</tr>
<tr>
<td>OSHC Fees</td>
<td>3,224</td>
<td>8,074</td>
</tr>
<tr>
<td>Commercial Fees</td>
<td>1,619</td>
<td>109</td>
</tr>
<tr>
<td>Less Allowance for Impairment</td>
<td>(51,159)</td>
<td>(97,971)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>129,355</strong></td>
<td><strong>157,343</strong></td>
</tr>
</tbody>
</table>

**NOTE 10 - OTHER ASSETS**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepayments</td>
<td>54,672</td>
<td>54,630</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54,672</strong></td>
<td><strong>54,630</strong></td>
</tr>
</tbody>
</table>

**NOTE 11 - PROPERTY PLANT AND EQUIPMENT**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land (Deed of Grant)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oval Sporting Facilities - at independent valuation</td>
<td>374,263</td>
<td>374,263</td>
</tr>
<tr>
<td>Land - at independent valuation</td>
<td>3,525,737</td>
<td>3,525,737</td>
</tr>
<tr>
<td><strong>Total Land</strong></td>
<td><strong>3,900,000</strong></td>
<td><strong>3,900,000</strong></td>
</tr>
<tr>
<td>Buildings and Improvements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paterson (Heritage Listed) - at independent valuation</td>
<td>6,800,000</td>
<td>6,800,000</td>
</tr>
<tr>
<td>Other Buildings - at independent valuation</td>
<td>18,193,798</td>
<td>16,314,689</td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>(489,331)</td>
<td>(238,359)</td>
</tr>
<tr>
<td><strong>Total Buildings and Improvements</strong></td>
<td><strong>24,629,664</strong></td>
<td><strong>23,281,724</strong></td>
</tr>
<tr>
<td><strong>Total Land and Buildings</strong></td>
<td><strong>28,529,664</strong></td>
<td><strong>27,181,724</strong></td>
</tr>
<tr>
<td>Ground Improvements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At independent valuation</td>
<td>1,161,407</td>
<td>724,006</td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>(78,599)</td>
<td>(35,315)</td>
</tr>
<tr>
<td><strong>Total Ground Improvements</strong></td>
<td><strong>1,082,808</strong></td>
<td><strong>688,691</strong></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>906,327</td>
<td>890,849</td>
</tr>
<tr>
<td>Accumulated depreciation</td>
<td>(728,964)</td>
<td>(672,860)</td>
</tr>
<tr>
<td><strong>Total Computers</strong></td>
<td><strong>177,363</strong></td>
<td><strong>217,989</strong></td>
</tr>
</tbody>
</table>

QAO certified statements

14
ROCKHAMPTON GIRLS GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>NOTE 11 - PROPERTY PLANT AND EQUIPMENT (CONTINUED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Furniture and Fittings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>554,417</td>
<td>430,333</td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>(292,461)</td>
<td>(266,524)</td>
</tr>
<tr>
<td><strong>Total Furniture and Fittings</strong></td>
<td>261,956</td>
<td>163,809</td>
</tr>
<tr>
<td><strong>Plant and Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>822,737</td>
<td>588,492</td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>(437,077)</td>
<td>(391,718)</td>
</tr>
<tr>
<td><strong>Total Plant and Equipment</strong></td>
<td>385,660</td>
<td>196,774</td>
</tr>
<tr>
<td><strong>Motor Vehicles</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>157,409</td>
<td>157,409</td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>(128,171)</td>
<td>(110,485)</td>
</tr>
<tr>
<td><strong>Total Motor Vehicles</strong></td>
<td>29,238</td>
<td>46,924</td>
</tr>
<tr>
<td><strong>Library Books</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>15,973</td>
<td>15,973</td>
</tr>
<tr>
<td>Accumulated depreciation</td>
<td>(12,278)</td>
<td>(11,479)</td>
</tr>
<tr>
<td><strong>Total Library Books</strong></td>
<td>3,695</td>
<td>4,494</td>
</tr>
<tr>
<td><strong>Office and AV Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>89,020</td>
<td>18,556</td>
</tr>
<tr>
<td>Accumulated depreciation</td>
<td>(29,077)</td>
<td>(18,505)</td>
</tr>
<tr>
<td><strong>Total Office Equipment</strong></td>
<td>59,943</td>
<td>51</td>
</tr>
<tr>
<td><strong>Swimming Pool</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At independent valuation</td>
<td>130,000</td>
<td>130,000</td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>(5,200)</td>
<td>(2,600)</td>
</tr>
<tr>
<td><strong>Total Swimming Pool</strong></td>
<td>124,800</td>
<td>127,400</td>
</tr>
</tbody>
</table>

Total Property Plant and Equipment

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Property Plant and Equipment</strong></td>
<td>30,655,127</td>
<td>28,627,856</td>
</tr>
</tbody>
</table>

As at 31 December 2014, land and buildings were revalued by Taylor Byrne, registered Valuers, as a "desktop" review of their previous valuation as at 31 December 2012. This desktop review was to ascertain any change in values to the fair value for the land and buildings. The valuation of the buildings is based on depreciated value. As a result of the desktop review, there was no change in the fair values of land and buildings.

Land with a total value of $3,900,000 is subject to a Deed of Grant in Trust (DOGIT). The land is retained by the Crown, however, the economic benefits of this land accrue to Rockhampton Girls Grammar School and the land is administered by the Rockhampton Girls Grammar School. The land cannot be used for any purpose other than education.

As per AASB 116 Property, Plant and Equipment, revaluation increments are credited directly to the Asset Revaluation Surplus except to the extent that the increment reverses a revaluation decrease of the same class of assets previously recognised in the Statement of Comprehensive Income. Revaluation decrements are recognised in the Statement of Comprehensive Income except to the extent of any credit balance existing in the Asset Revaluation Surplus in respect of that class of assets, in which case the decrement is debited directly to equity.
### NOTE 11 - PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrying amount at 1 January 2014</td>
<td>3,900,000</td>
<td>22,876,330</td>
<td>405,394</td>
<td>688,691</td>
<td>217,989</td>
<td>51</td>
<td>163,809</td>
<td>196,774</td>
<td>46,924</td>
<td>4,494</td>
<td>127,400</td>
<td>28,627,856</td>
<td></td>
</tr>
<tr>
<td>Acquisitions</td>
<td>-</td>
<td>1,989,935</td>
<td>46,380</td>
<td>117,869</td>
<td>70,464</td>
<td>124,082</td>
<td>242,794</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,591,524</td>
<td></td>
</tr>
<tr>
<td>Disposals</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(153)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(153)</td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>-</td>
<td>(250,972)</td>
<td>-</td>
<td>(43,284)</td>
<td>(158,342)</td>
<td>(10,572)</td>
<td>(25,935)</td>
<td>(53,910)</td>
<td>(17,686)</td>
<td>(799)</td>
<td>(2,600)</td>
<td>(564,100)</td>
<td></td>
</tr>
<tr>
<td>Revaluation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>-</td>
<td>1,879,109</td>
<td>(2,270,132)</td>
<td>391,021</td>
<td>-</td>
<td>-</td>
<td>(1)</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>Carrying amount at 31 December 2014</td>
<td>3,900,000</td>
<td>24,504,467</td>
<td>125,197</td>
<td>1,082,808</td>
<td>177,363</td>
<td>59,943</td>
<td>261,955</td>
<td>385,660</td>
<td>29,239</td>
<td>3,695</td>
<td>124,800</td>
<td>30,665,127</td>
<td></td>
</tr>
<tr>
<td>Carrying amount at 1 January 2013</td>
<td>3,900,000</td>
<td>22,033,400</td>
<td>933,776</td>
<td>700,000</td>
<td>329,796</td>
<td>1,552</td>
<td>155,866</td>
<td>192,806</td>
<td>31,675</td>
<td>5,293</td>
<td>130,000</td>
<td>28,414,164</td>
<td></td>
</tr>
<tr>
<td>Acquisitions</td>
<td>-</td>
<td>-</td>
<td>606,382</td>
<td>24,007</td>
<td>156,468</td>
<td>-</td>
<td>18,294</td>
<td>39,852</td>
<td>37,211</td>
<td>-</td>
<td>-</td>
<td>882,214</td>
<td></td>
</tr>
<tr>
<td>Disposals</td>
<td>-</td>
<td>(39,092)</td>
<td>-</td>
<td>24,007</td>
<td>156,468</td>
<td>-</td>
<td>18,294</td>
<td>39,852</td>
<td>37,211</td>
<td>-</td>
<td>-</td>
<td>(39,092)</td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>-</td>
<td>(238,467)</td>
<td>-</td>
<td>(35,316)</td>
<td>(258,275)</td>
<td>(1,501)</td>
<td>(20,676)</td>
<td>(39,334)</td>
<td>(21,962)</td>
<td>(799)</td>
<td>(2,600)</td>
<td>(629,430)</td>
<td></td>
</tr>
<tr>
<td>Revaluation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>-</td>
<td>1,120,489</td>
<td>(1,134,764)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,325</td>
<td>3,950</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrying amount at 31 December 2013</td>
<td>3,900,000</td>
<td>22,876,330</td>
<td>405,394</td>
<td>688,691</td>
<td>217,989</td>
<td>51</td>
<td>163,809</td>
<td>196,774</td>
<td>46,924</td>
<td>4,494</td>
<td>127,400</td>
<td>28,627,856</td>
<td></td>
</tr>
</tbody>
</table>
ROCKHAMPTON GIRLS GRAMMAR SCHOOL  
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2014  

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOTE 12 - INVESTMENT PROPERTY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment Property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>242 Denham Street</td>
<td>178,400</td>
<td>178,400</td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>(22,300)</td>
<td>(17,840)</td>
</tr>
<tr>
<td><strong>Total Investment Property</strong></td>
<td><strong>156,100</strong></td>
<td><strong>160,560</strong></td>
</tr>
<tr>
<td>Carrying amount at beginning of year</td>
<td>160,560</td>
<td>165,020</td>
</tr>
<tr>
<td>Acquisitions</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Depreciation</td>
<td>(4,460)</td>
<td>(4,460)</td>
</tr>
<tr>
<td><strong>Carrying amount at end of year</strong></td>
<td><strong>156,100</strong></td>
<td><strong>160,560</strong></td>
</tr>
</tbody>
</table>

| **NOTE 13 - PAYABLES** |       |       |
| Trade Creditors       | 159,435 | 244,595 |
| Enrolment Deposits    | 133,940 | 189,848 |
| PAYG Tax Payable      | 31,699  | 124,226 |
| GST Payable/(Refundable) | (17,421) | (26,745) |
| Accrued Expenses      | 157,220 | 232,422 |
| **Total**             | **464,873** | **764,346** |

| **NOTE 14 - OTHER FINANCIAL LIABILITIES** |       |       |
| Current               |       |       |
| Debenture Loan        | 237,521 | 225,725 |
| **Total**             | **237,521** | **225,725** |
| Non Current           |       |       |
| Debenture Loan        | 3,554,337 | 3,781,804 |
| **Total**             | **3,554,337** | **3,781,804** |

All borrowings are in $A 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.

In relation to the debenture loan, the school had been paying interest only in quarterly instalments at the rate of 5.53% since 1 October 2006. Quarterly principal repayments commenced in the March 2012 quarter.

The market value of the School's borrowings at 31 December 2014, as notified by the Queensland Treasury Corporation was $4,336,345 (2013: $4,205,035). This represents the value of the debt if the School repaid it 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.
ROCKHAMPTON GIRLS GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>NOTE 15 - ACCRUED EMPLOYEE BENEFITS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Leave</td>
<td>86,286</td>
<td>96,444</td>
</tr>
<tr>
<td>Long Service Leave</td>
<td>38,730</td>
<td>32,560</td>
</tr>
<tr>
<td><strong>Total Current</strong></td>
<td>125,016</td>
<td>128,004</td>
</tr>
<tr>
<td><strong>Non-Current</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Service Leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Non-Current</strong></td>
<td>229,091</td>
<td>193,527</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Opening balance at beginning of year</td>
<td>321,531</td>
<td>234,025</td>
</tr>
<tr>
<td>Additional provision raised</td>
<td>148,036</td>
<td>214,991</td>
</tr>
<tr>
<td>Amounts used</td>
<td>(115,460)</td>
<td>(127,485)</td>
</tr>
<tr>
<td>Balance at end of year</td>
<td>354,107</td>
<td>321,531</td>
</tr>
</tbody>
</table>

A provision has been made for employees benefits relating to annual leave and long service leave for employees. In calculating the present value of future cash flows in respect of long service leave, the probability of long service leave being taken is based on historical data.

The current portion of long service leave is based on the amount expected to be paid in the next 12 months. The amount that would be classified as "current" if the accrual for all employees with greater than seven years service were included would be $176,306 (2013: $178,158)

[Certified Statements]
ROCKHAMPTON GIRLS GRAMMAR SCHOOL  
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2014  

NOTE 16 - KEY EXECUTIVE REMUNERATION

The School has assessed the key executive management personnel positions in context of the School being constituted under the Grammar Schools Act 1975. 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
<th>Current Incumbents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elected Trustee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elected Trustee</td>
<td></td>
<td>Elected position through roll of electors and appointed by the Governor in Council</td>
</tr>
<tr>
<td>Elected Trustee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elected Trustee</td>
<td>To supervise, maintain and control the conduct of the School.</td>
<td></td>
</tr>
<tr>
<td>Government Appointed Trustee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Appointed Trustee</td>
<td></td>
<td>Appointed by the Governor in Council</td>
</tr>
<tr>
<td>Government Appointed Trustee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>The Principal is responsible for the implementation of plans and strategies as approved by the Board of Trustees.</td>
<td>5 year contract</td>
</tr>
<tr>
<td>Business Manager</td>
<td>The Secretary/Business Manager supports the Principal in implementation of plans and strategies as delegated by the Board.</td>
<td>5 year contract</td>
</tr>
</tbody>
</table>

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

For the 2013 and 2014 year, remuneration of key executive management personnel increases were based on performance assessments. The percentage increases are tied to the achievement of pre-determined individual performance targets.
ROCKHAMPTON GIRLS GRAMMAR SCHOOL  
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2014  

NOTE 16 - KEY EXECUTIVE REMUNERATION (CONTINUED)  

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

Short term employee benefits which include:

1) Base - consisting of base salary, allowances and leave entitlements paid and provided for the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expensed in the Statement of Comprehensive Income.

2) Non-monetary benefits - consisting of provision of remission for School fees together with fringe benefits tax applicable to the benefit.

Long term employee benefits include long service leave accrued.

Post employment benefits include superannuation contributions.

Redundancy payments are not provided for within individual contracts of employment. Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.

No performance bonuses or share-based payments were paid.

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Short Term Employee Benefits</th>
<th>Long Term Employee Benefits</th>
<th>Post Employee Benefits</th>
<th>Termination Benefits</th>
<th>Total Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Base $</td>
<td>Non-Monetary Benefits $</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>2013</td>
<td>Principal</td>
<td>207,819</td>
<td>-</td>
<td>1,810</td>
<td>26,198</td>
<td>235,827</td>
</tr>
<tr>
<td></td>
<td>Business Manager</td>
<td>106,035</td>
<td>-</td>
<td>1,048</td>
<td>9,637</td>
<td>116,720</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Short Term Employee Benefits</th>
<th>Long Term Employee Benefits</th>
<th>Post Employee Benefits</th>
<th>Termination Benefits</th>
<th>Total Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Base $</td>
<td>Non-Monetary Benefits $</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>2014</td>
<td>Principal</td>
<td>217,717</td>
<td>-</td>
<td>1,901</td>
<td>26,857</td>
<td>246,475</td>
</tr>
<tr>
<td></td>
<td>Business Manager (1/1/14-31/8/14)</td>
<td>85,539</td>
<td>-</td>
<td>-</td>
<td>7,799</td>
<td>123,409</td>
</tr>
<tr>
<td></td>
<td>Business Manager (1/9/14-31/12/14)</td>
<td>37,052</td>
<td>-</td>
<td>131</td>
<td>4,933</td>
<td>42,116</td>
</tr>
</tbody>
</table>
ROCKHAMPTON GIRLS GRAMMAR SCHOOL  
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2014  

NOTE 17 - ASSET REVALUATION SURPLUS BY ASSET CLASS

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th>Buildings</th>
<th>Heritage Listed Buildings</th>
<th>$</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Land</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance 1 January 2014</td>
<td>3,863,696</td>
<td>8,589,215</td>
<td>1,496,571</td>
<td>13,949,482</td>
<td></td>
</tr>
<tr>
<td>Revaluation Increments</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Revaluation Decrements</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Balance 31 December 2014</strong></td>
<td><strong>3,863,696</strong></td>
<td><strong>8,589,215</strong></td>
<td><strong>1,496,571</strong></td>
<td><strong>13,949,482</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th>Buildings</th>
<th>Heritage Listed Buildings</th>
<th>$</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Land</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance 1 January 2013</td>
<td>3,863,696</td>
<td>8,589,215</td>
<td>1,496,571</td>
<td>13,949,482</td>
<td></td>
</tr>
<tr>
<td>Revaluation Increments</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Revaluation Decrements</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Balance 31 December 2013</strong></td>
<td><strong>3,863,696</strong></td>
<td><strong>8,589,215</strong></td>
<td><strong>1,496,571</strong></td>
<td><strong>13,949,482</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE 18 - STATEMENT OF CASHFLOWS

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>General Fund (NAB)</td>
<td>205,221</td>
<td>339,576</td>
</tr>
<tr>
<td>Floats</td>
<td>870</td>
<td>862</td>
</tr>
<tr>
<td>Deposits at Call (QTC)</td>
<td>750,491</td>
<td>1,936,798</td>
</tr>
<tr>
<td></td>
<td><strong>956,582</strong></td>
<td><strong>2,277,236</strong></td>
</tr>
</tbody>
</table>

(b) Reconciliation of net cash from operating activities to net result for the period:

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating surplus / (deficit)</td>
<td>1,156,779</td>
<td>652,545</td>
</tr>
<tr>
<td>Depreciation</td>
<td>568,559</td>
<td>633,890</td>
</tr>
<tr>
<td>Bad debts</td>
<td>16,880</td>
<td>60,792</td>
</tr>
<tr>
<td>(Gain)/loss on disposal of non-current assets</td>
<td>(4,465)</td>
<td>36,510</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in operating assets and liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease/(increase) in receivables</td>
<td>11,108</td>
<td>(107,287)</td>
</tr>
<tr>
<td>Decrease/(increase) in other assets</td>
<td>(42)</td>
<td>(37,846)</td>
</tr>
<tr>
<td>Increase/(decrease) in payables</td>
<td>(299,474)</td>
<td>(188,352)</td>
</tr>
<tr>
<td>Increase/(decrease) in employee benefits</td>
<td>32,576</td>
<td>87,506</td>
</tr>
<tr>
<td></td>
<td><strong>1,481,921</strong></td>
<td><strong>1,137,758</strong></td>
</tr>
</tbody>
</table>

(c) Unused finance facilities

The School has an operating lease credit facility of $174,260, of which $27,921 is unused as at 31 December 2014.
NOTE 19 - FINANCIAL INSTRUMENTS

The school's activities expose it to a variety of financial risks: market risk, credit risk and liquidity risk.

Financial risk management is managed by the Business Manager under policies approved by the Board of Trustees.

(a) Market Risk

Interest rate risk arises from the school's borrowings. When managing interest rate risk the School seeks to minimise its overall cost of funds by borrowing through Queensland Treasury Corporation.

The following table summarises the sensitivity of the School's financial assets and financial liabilities at 31 December 2014 to interest rate risk.

<table>
<thead>
<tr>
<th>2014</th>
<th>Interest Rate Risk</th>
<th>Interest Rate Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interest Rate</td>
<td>+ 10%</td>
</tr>
<tr>
<td><strong>Financial Assets</strong></td>
<td>Cash at Bank (NAB)</td>
<td>1.20%</td>
</tr>
<tr>
<td></td>
<td>Deposits at Call (QTC)</td>
<td>3.34%</td>
</tr>
<tr>
<td><strong>Financial Liabilities</strong></td>
<td>Debenture Loans</td>
<td>5.63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013</th>
<th>Interest Rate Risk</th>
<th>Interest Rate Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interest Rate</td>
<td>+ 10%</td>
</tr>
<tr>
<td><strong>Financial Assets</strong></td>
<td>Cash at Bank (NAB)</td>
<td>2.50%</td>
</tr>
<tr>
<td></td>
<td>Deposits at Call (QTC)</td>
<td>3.56%</td>
</tr>
<tr>
<td><strong>Financial Liabilities</strong></td>
<td>Debenture Loans</td>
<td>5.63%</td>
</tr>
</tbody>
</table>

(b) Credit Risk

The maximum exposure to credit risk at balance date in relation to each class of recognised financial asset is represented by the carrying amount of those assets as indicated in the Statement of Financial Position. There are no concentrations of credit risk as exposure is spread over a large number of counterparties and customers. The School engages a debt collection agency to assist in managing the credit risk of its customers.

<table>
<thead>
<tr>
<th>2014</th>
<th>Current $</th>
<th>30 Days $</th>
<th>60 Days $</th>
<th>90 Days+ $</th>
<th>Balance $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees</td>
<td>-</td>
<td>14,520</td>
<td>879</td>
<td>160,273</td>
<td>175,671</td>
</tr>
<tr>
<td>OSHC Fees</td>
<td>1,753</td>
<td>1,009</td>
<td>462</td>
<td>-</td>
<td>3,224</td>
</tr>
<tr>
<td>Commercial Fees</td>
<td>-</td>
<td>1,499</td>
<td>-</td>
<td>120</td>
<td>1,610</td>
</tr>
<tr>
<td><strong>Total Receivables</strong></td>
<td>1,753</td>
<td>17,026</td>
<td>1,341</td>
<td>160,393</td>
<td>180,514</td>
</tr>
</tbody>
</table>

**Less Impairment Allowance**
| Opening Balance | (97,971) |
| +/- Change in Allowance | 46,812 |
| **Total Receivables** | 129,355 |
(c) Liquidity Risk

Prudent liquidity risk management implies maintaining sufficient cash or credit facilities to meet the operating requirements of the business. This is managed through committed undrawn facilities and prudent cash flow management.

The tables below analyse the schools financial liabilities and net settled derivative financial instruments into relevant maturity groupings based on the remaining period at the reporting date to the contractual maturity date. The amounts disclosed in the table are the contractual undiscounted cash flows, which are stated as notional principal amounts. Balances due within 12 months equal their carrying balances, as the impact of discounting is not significant.

<table>
<thead>
<tr>
<th>2014</th>
<th>1 year or less</th>
<th>2 to 5 years</th>
<th>Greater than 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payables</td>
<td>464,873</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interest-bearing liabilities</td>
<td>435,636</td>
<td>1,742,544</td>
<td>3,049,452</td>
</tr>
<tr>
<td>Total</td>
<td>900,509</td>
<td>1,742,544</td>
<td>3,049,452</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013</th>
<th>1 year or less</th>
<th>2 to 5 years</th>
<th>Greater than 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payables</td>
<td>764,346</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interest-bearing liabilities</td>
<td>435,636</td>
<td>1,742,544</td>
<td>3,485,088</td>
</tr>
<tr>
<td>Total</td>
<td>1,199,982</td>
<td>1,742,544</td>
<td>3,485,088</td>
</tr>
</tbody>
</table>

(d) Fair Values

The financial statements reflect the carrying amounts and estimated fair values of financial assets and financial liabilities held at balance date.

(e) Capital Management Policies and Procedures

The school's capital management objectives are:

* To ensure the school's ability to continue as a going concern; and
* To maximise returns for school purposes while maintaining a suitably low level of risk in keeping with expectations of primary stakeholders.

The school monitors capital on the basis of the carrying amount of equity plus its subordinated loan, less cash and cash equivalents as presented on the face of the statement of financial position.

The school manages the capital structure and makes adjustments to it in the light of changes in economic conditions and the risk characteristics of the underlying assets.
NOTE 20 - COMMITMENTS

(a) Operating Lease commitments

At 31 December the School had the following operating lease commitments exclusive of GST:

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>within one year</td>
<td>167,526</td>
<td>92,540</td>
</tr>
<tr>
<td>one to five years</td>
<td>189,489</td>
<td>154,582</td>
</tr>
<tr>
<td></td>
<td><strong>357,015</strong></td>
<td><strong>247,122</strong></td>
</tr>
</tbody>
</table>

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

(b) Capital Expenditure Commitments

No capital expenditure commitments exist as at 31 December 2014.

NOTE 21 - 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 are 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.

NOTE 22 - EVENTS OCCURRING AFTER BALANCE DATE

No other matters or circumstances have arisen since 31 December 2014 that have significantly affected or may significantly affect the operations, results or state of affairs of the School.
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), relevant sections of the Financial and Performance Management Standard 2009 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 complied with in all material respects; and

b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Board of Trustees of the Rockhampton Girls Grammar School for the year 1 January 2014 to 31 December 2014 and of the financial position of the School at the end of that year.

Debra Munns
Business Manager
BBus(Acc)Dis

John Ross Johnson
Chairman
B.Bus, LLB

26/12/14

26/12/2015
INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Rockhampton Girls Grammar School


I have audited the accompanying financial report of the Board of Trustees of the Rockhampton Girls Grammar School, which comprises the statement of financial position as at 31 December 2014, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and certificates given by the Chairman and the Business Manager.

The Board's Responsibility 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 prescribed accounting requirements identified in the Financial Accountability Act 2009 and the Financial and Performance Management Standard 2009, including compliance with Australian Accounting Standards. The Board's responsibility also includes such internal control as the Board determines is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with the Auditor-General of Queensland Auditing Standards, which incorporate the Australian Auditing Standards. Those standards require compliance with relevant ethical requirements relating to audit engagements and that the audit is planned and performed to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control, other than in expressing an opinion on compliance with prescribed requirements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Board, as well as evaluating the overall presentation of the financial report including any mandatory financial reporting requirements approved by the Treasurer for application in Queensland.

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

The Auditor-General Act 2009 promotes the independence of the Auditor-General and all authorised auditors. The Auditor-General is the auditor of all Queensland public sector entities and can be removed only by Parliament.

The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

Opinion

In accordance with s.40 of the Auditor-General Act 2009:

(a) I have received all the information and explanations which I have required

(b) in my opinion:

(i) the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects

(ii) the financial report presents a true and fair view, in accordance with the prescribed accounting standards, of the transactions of the Board of Trustees of the Rockhampton Girls Grammar School for the financial year 1 January 2014 to 31 December 2014 and of the financial position as at the end of that year

Other Matters - Electronic Presentation of the Audited Financial Report

This auditor's report relates to the financial report of Board of Trustees of the Rockhampton Girls Grammar School for the year ended 31 December 2014. Where the financial report is included on Board of Trustees of the Rockhampton Girls Grammar School’s website the Board is responsible for the integrity of Board of Trustees of the Rockhampton Girls Grammar School’s website and I have not been engaged to report on the integrity of Board of Trustees of the Rockhampton Girls Grammar School’s website. The auditor’s report refers only to the subject matter described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these statements or otherwise included with the financial report. If users of the financial report are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial report to confirm the information contained in this website version of the financial report.

These matters also relate to the presentation of the audited financial report in other electronic media including CD Rom.