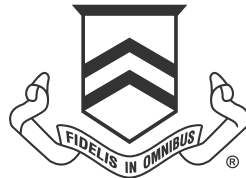


TOOWOOMBA
GRAMMAR SCHOOL

ANNUAL REPORT

2022



TOOWOOMBA
GRAMMAR SCHOOL

2022 ANNUAL REPORT

**to the Minister for Education, Minister for
Industrial Relations and Minister for Racing**

Public Availability:

A copy of the report is available on our webpage at:
<https://www.twgs.qld.edu.au/our-school/governance/>

Information on consultancies and overseas travel is available on the
Queensland Government Open Data website at:
<https://data.qld.gov.au>

Copies of the report are available in paper form on request to:
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24 February 2023

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

Dear Minister

I am pleased to submit for presentation to the Parliament the 2022 Annual Report and financial statements for the Board of Trustees of the Toowoomba Grammar School.

I certify that this Annual Report complies with:

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

A Checklist outlining the annual reporting requirements is provided on Page 50 of this Annual Report.

Yours sincerely



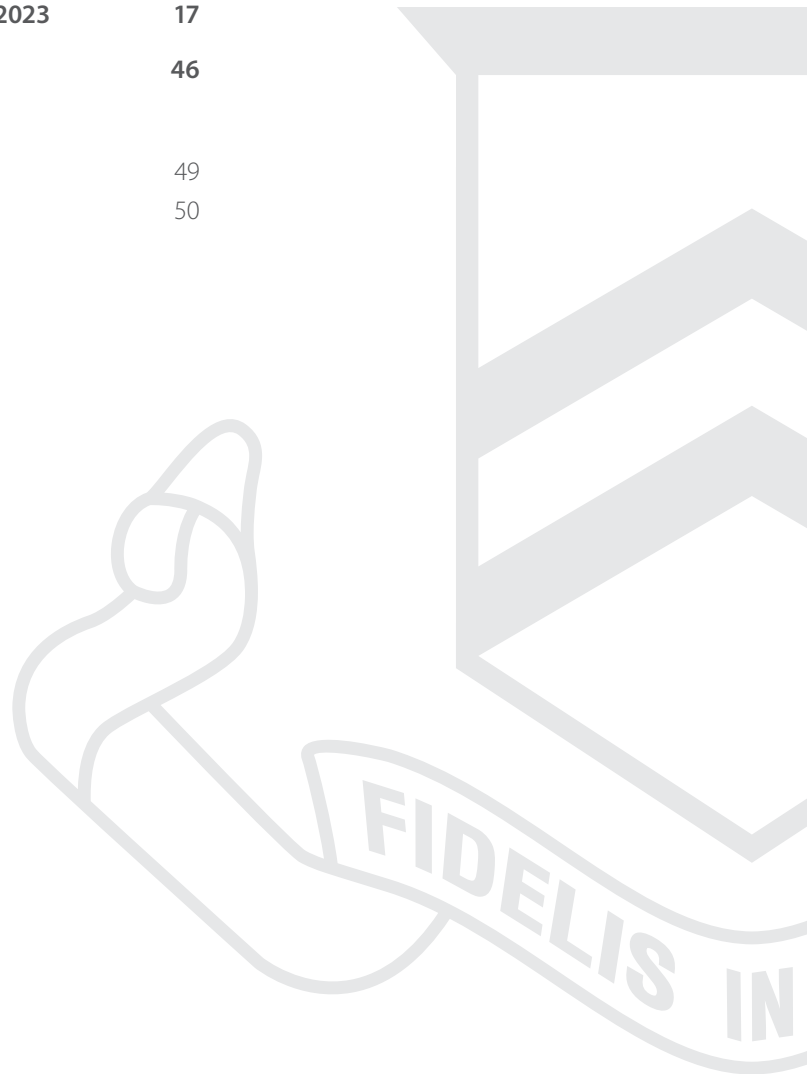
Brendan Baulch

Chairman
Board of Trustees of the Toowoomba Grammar School



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About the School

FIDELIS IN OMNIBUS FAITHFUL IN ALL THINGS

Our Purpose

Educating boys and developing their good character for life.

Our Vision

Boys leave TGS with the skills to be independent, well balanced, and successful in life, responding well to challenges and achieving lifelong wellbeing.

At Toowoomba Grammar School, we believe a good person, in an ever-changing world, is all these things. As Queensland's leading regional boarding school for boys from Prep to Year 12, we have close to 150 years of history of supporting boys to become good people. Created by the community for the community in 1875, Toowoomba Grammar School was founded to ensure that families have access to a high-quality, holistic education for their sons within a welcoming environment that understands their needs. For generations we've developed boys to be ready for lives of meaning and success.

A Grammar education is one of academic rigour as well as developing character and wellbeing to support students to flourish as individuals. Understanding that not all boys are on the same journey, TGS gives every boy the tools to forge their own path. Outstanding educators teach an inspiring curriculum in order to spark the imagination for each boy to take ownership of his learning. Our research-led, individualised approach helps each boy to achieve their very best.

Courage, integrity, respect and a strong work ethic is at the heart of the School, and every graduate of TGS. It's a place where every boy is cared for as a whole person. Lifelong friendships and connections empower students to lead and serve others in the community. The opportunities available to TGS students are remarkable, boys have a range of curricular and co-curricular options available to ignite their passion for discovery and challenge them individually and to work together. Grammar boys are Grammar boys for life; they take pride in their experiences and relationships, supporting each other at School and into the world beyond graduation.

Since the first foundation stone was laid, Toowoomba Grammar School has sought to grow and build our students to succeed – to succeed in their chosen careers, to succeed as sons, partners and parents and to succeed as leaders in their community and beyond. Developing boys into well-rounded men of good character, who will always give their best in whatever they put their mind to, is at the heart of a TGS education.



2022 in Review

2022 has been a highly successful year despite the challenges of COVID and weather events. Guided by the School's new Strategic Plan (2022-2026), many new initiatives are underway. As we now begin to emerge through the other side of the global pandemic, we do so in the understanding that the adverse experiences of recent years have forged bonds that will, in the future, enrich our community. The relationships within the School have been strengthened and build upon the strong foundations that have existed previously, and this enables us to face the future knowing we are a resilient community.

A Disrupted Start to the Year

The Toowoomba Grammar School community was tested again at the start of 2022 by the ongoing challenges presented by COVID-19. With a rise of cases over the Christmas holidays, the government announced a two-week delay to the start of the school year - back to working from home, online learning and support for students far and wide. Relentless rain events during Term 1 led to floods in Southeast Queensland and Northern New South Wales further disrupting school sport and other events. Following two years of school adjustments due to COVID-19, the Term 1 interruptions provided a frustrating start to the year. As proven over the last few years, our community rallied to successfully manage the start of the school year and welcome back the boys with open arms.

COVID-19

Following the delayed start to the school year, mask wearing was compulsory for secondary school students and school camps, excursions, large assemblies and large gatherings suspended for the first four weeks of school. Absence from school with illness or isolation requirements continued to put pressure on students and staff. The School camps and activities were able to proceed toward the end of Term 1 but were impacted by COVID cases and associated restrictions.

The isolation of boarding students due to COVID or close contacts was ongoing in the first half of the year. The school extended its COVID isolation capacity by installing temporary accommodation buildings. These provided a back-up to the Health Centre and aimed to reduce the number of boys needing to travel home for isolation. The subsequent drop in close contact requirements and manageable COVID case numbers meant the temporary accommodation was not required to be used. Even still, during Terms 2 and 3, COVID cases and influenza amongst students and staff continued to impact on typical routines.

Finally, as of October 2022, it was no longer mandatory for Queenslanders to self-isolate at home when positive to COVID-19. Term 4 became the first term since the beginning of 2020 that the School's activities, events and operations were back to normal without COVID impacts, restrictions or alternative arrangements.

Over the last two years, we have learnt plenty about what we value at school. While the COVID situation has thrown many challenges our way, the circumstances have led to new thought with positive initiatives.

Indigenous Education and Community Service

The appointment of the School's first Indigenous Education Coordinator has provided support for our indigenous students along with leading awareness and cultural initiatives for all throughout the year. The School's Reconciliation Action Plan has commenced and will identify new opportunities to promote a culture of respect, nurture relationships and create opportunities for all members of the TGS community, and a launch is planned for 2023. Boys were invited to an "On Country" tour to the Mitchell Yumba and Carnarvon Gorge. The boys heard from Elders of the Gunggari Nation, learning about cultural and historical points of significance while assisting with projects on the Yumba.

Service continues to be a focus for boys through their House and with the School through the Interact Club. The 16th Sony Foundation Children's Holiday Camp was held at Toowoomba Grammar School where 72 Year 11 students from TGS, Fairholme College and The Glennie School were responsible for a child with special needs and worked in pairs to assist the 36 guests. The camp is held over three days and two nights and is designed to be a time of fun for the young children, allow a period of respite for the families, and provide the opportunity for personal growth for the Year 11 companions through the experience.

The School has continued to commit to student led social impact programs such as the Environment Club and White Ribbon Committee. The School was recognised by Toowoomba Together with the 2022 Education Community Award for commitment and involvement toward family and domestic violence prevention activities and awareness programs.

The School's Enrolment

The School commenced this year with a total student enrolment of 1,205, comprising 295 in the Junior School (293 dayboys and two boarders) and 910 in the Senior School (630 dayboys and 280 boarders). The School Executive and Board of Trustees were pleased to see Junior School enrolments increase to 300 boys in Term 2, its highest enrolment since 2015. Offers for places have been accepted throughout the year, seeing new dayboys and boarders commencing in every term. We have seen continued growth in enrolment enquiries, creating strong enrolment numbers for 2023.

Total Enrolments

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|-------------------------|-------------|-------------|-------------|-------------|-------------|
| Junior School | 256 | 256 | 289 | 271 | 295 |
| Senior School | 927 | 903 | 920 | 912 | 910 |
| Total Enrolments | 1183 | 1159 | 1209 | 1183 | 1205 |

| | | | | | |
|-------------------------|-------------|-------------|-------------|-------------|-------------|
| Boarders | 296 | 284 | 271 | 268 | 282 |
| Day Boys | 887 | 875 | 938 | 915 | 923 |
| Total Enrolments | 1183 | 1159 | 1209 | 1183 | 1205 |



Character and Wellbeing

Character and Wellbeing is a strategic focus that is essential to achieving our purpose and vision at Toowoomba Grammar School. Our philosophy centres on the development of good character being essential for our boys to flourish as individuals, to be active and informed members of the community and to lead a meaningful life. Our goal is to equip boys with the skills to be of good character so they can flourish as an individual, contribute to society, and lead a meaningful life.

Our strategies are:

- » Deliver quality character education for all boys
- » Adopt an evidence-informed approach to pastoral care from P-12
- » Ensure a high-quality boarding experience and facilities for boarders
- » Develop a diverse and engaging co-curricular program
- » Enhance service-learning opportunities and engagement with the community
- » Offer leadership pathways and opportunities for all boys

These skills are not only taught through the School's Pastoral Care Program but are learned by our boys in the classroom, through their co-curricular pursuits and in their daily interactions with other students. Our outdoor pursuits and activities week program is crucial in teaching our boys how to build positive relationships with others. As the boy's progress through the camps that are on offer, they learn to be tolerant and understanding of others by being placed in difficult situations and supporting each other.

This year several Head of House, along with Junior School staff and School Counsellors have formed a working party to review how character and wellbeing are taught at the School. 2023 will see the development of a wellbeing and character development program that is explicitly taught as a subject in Years 9 and 10. This program will be phased into Years 7 and 8 from 2024. We know that many of the challenges that are presented to our boys are done so at an increasingly younger age. This, in part, is due to their exposure to a range of issues through social media and the instantly connected world in which we live. Teaching the boys how to make healthy decisions will help with their growth, learning and development.

Connection to House

During 2022 it was pleasing to see the Houses return to many of the charity events that were regularly on the calendar pre-COVID. These events teach boys that giving their time and effort to others in society not only builds good will but gives them happiness from the experience of helping others. It is through these House events as well as the Headmaster's Shield competition that the boys gain a connection to their house.

Prep to Year 12 Sport and Activities Program

Toowoomba Grammar School has a long history of co-curricular success in all competitive formats. Overwhelming pride in wearing the Blue and Gold is an emotion unique to TGS students, and it is as abundantly evident in all Prep students as it is in Year 12 students. This raw emotion and passion for their school is the essence of our TGS culture and defines what it means to be a TGS student.

The modelling of a Prep to Year 12 Sport and Activities Department is an action item derived from the Strategic Plan and is currently being reviewed and modified. The primary focus is to align all the

skill progressions and pathway opportunities for all TGS students across the School. From our youngest Prep students to our oldest Year 12 students, our programs will strive to provide opportunities for students to experience, engage and develop during their TGS journey. The modelling of a Prep to Year 12 journey will focus on all areas across the School, with a co-curricular focus on sport and performing arts.

One exciting example of the Prep to Year 12 modelling is identifying Long Term Athlete Development initiatives throughout the School. Focused on development-based programs, we will provide all students with the tools and the skills to learn. This starts in our younger years, where all our sporting programs are now focused on developing basic athletic development. This is highlighted in both sports training sessions and Health and Physical Education-based activities, fine tuning basic movement patterns. This is vital in developing successful athletes in years to come. As the students mature, our sporting programs evolve to include athletic development opportunities, skill progression at training and physical development.

Our strength and conditioning programs have tripled their productivity this year, providing all students access to personalised programs to enhance their physical and athletic development, no matter their individual goals. In addition, students who are focused on achieving their sporting goals and aspirational dreams have programs written specifically to fulfil their specific needs and workloads, enabling them to enrich their potential.

Toowoomba's Best Drama School

Throughout the year our Performing Arts students have experienced many highlights in their performances and productions, including the premier performance of *Greek Mythology For Millennials*, written by Year 12 student, Gabe Donaldson. Many other productions throughout the year, such as the Music Showcase, RnB Extravaganza, the Take Note Concert and Read My Lips competition, were again performed for, and appreciated by, large audiences.

TGS Performing Arts students were rewarded and acknowledged for their skills at the Toowoomba Eisteddfods held throughout Terms 2 and 3. Overall, TGS performers were awarded a 64% win or place throughout all sections competed in. TGS was also the most successful drama school in the Darling Downs region throughout the Eisteddfod competitions. We are committed to, and excited about, reviewing our Performing Arts program in 2023 to enhance strategies in participation and skill development across Prep to Year 12.

Cadets

The TGS Cadet Unit represented the School with distinction in a variety of different ceremonies throughout the year, demonstrating the strong ANZAC values of determination, dedication and resilience. The Cadet Unit demonstrated a terrific display of discipline and skill at all these ceremonies and represented TGS with distinction. The TGS Cadet Unit plays a vital role in promoting character development, decision making and leadership skills through several challenging experiences such as bivouacs, leadership courses and training initiatives. We look forward to growing and enhancing participation initiatives in the Cadet Unit where TGS students will have the opportunity to push themselves outside of their comfort zones and become exceptional leaders.



TGS Boarding

The strength of the boarding program at Toowoomba Grammar School is the relationships that exist between the boarders, the boarding staff and boarders' parents. With several new boarding staff taking up roles at the start of this year, developing the relationships and connections with the new staff has been a priority. As the year has progressed, and despite the challenges of COVID-19 and influenza, it has been wonderful to see the connections that have formed between all involved in TGS Boarding, which has helped our boarders enjoy their boarding life even more.

Character and Wellbeing in Boarding

The growth of the TGS Boarding program in 2022 has been shaped by the Character and Wellbeing pillar of the Strategic Plan. This vision of education has empowered our boarders to flourish as individuals and make a positive contribution to their community. Such an educational outcome can be seen through the breadth of activities available to boarders in their activities program. The activities have ranged from the purely recreational to those that develop a boarder's personal skills, as well as the inter-personal skills acquired through the many socials that our boarders enjoy with girls' schools in Toowoomba and Brisbane. Finally, our boarders are also encouraged to be active in helping others less fortunate by engaging in service activities both at TGS and in the wider Toowoomba community.

Opportunities to develop the character of our boarders have also been embedded within the operational aspects of boarding, including areas such as the behaviour management processes where boarders use reflection tools to consider their values, as well as the gratitude program in National Boarding Week where Houses engaged with laundry and catering staff to recognise how their lives as boarders are made possible by the work of these people.

ABSA Review

In addition to the strategic imperatives of the Character and Wellbeing pillar, a review of TGS Boarding by the Australian Boarding Schools Association (ABSA) in late 2021 provided a set of recommendations that provide a clear direction for our boarding program. The review structure replicates the five key areas of the National Standards for Boarding Schools and Residences, which is a document that guides all that a boarding school should do.

Many of the recommendations provided by the ABSA review have been achieved or are in progress. The three areas in which most recommendations were made were 'governance and management', 'staff' and 'boarders'. The changes made to our boarding program by implementing these recommendations have resulted in an increased duty of care and minimisation of risk. It has also enabled our boarders to engage with their boarding life in a positive and constructive manner that has resulted in better outcomes for our boarders both inside and outside of the classroom.

Boarding has always been, and always will be, an integral part of Toowoomba Grammar School. The strategic direction of the School has given our boarding program renewed emphasis upon character development and wellbeing. However, to achieve this outcome, our boarding community has had to work together to develop a shared understanding and vision of what our boarding program can be. Undoubtedly, what binds the various parts of TGS Boarding together are the relationships and these result in all

members of the boarding community, boarders, parents and staff, forming a deep and lasting connection to Toowoomba Grammar School. This will continue to be a priority for the future.

Teaching and Learning

The launch of the Strategic Plan and specifically the Teaching and Learning Pillar provided clear direction for our academic staff who embraced the opportunity to review their practices to ensure we have a continual improvement cycle. Our goal is to provide an inspiring and broad curriculum for all boys, delivered by outstanding educators and informed by best practice and evidence.

Our strategies are:

- » Adopt a research-informed approach to teaching and learning
- » Use data and evidence to improve student outcomes
- » Ensure the smooth transition for boys at key times throughout their education
- » Provide a knowledge-rich curriculum with a focus on core discipline skills and understandings
- » Adopt technology and innovative pedagogy to transform learning outcomes
- » Expand and diversify pathway options and opportunities for the boys

While change may not be obvious yet, the Academic staff, led by the Heads of Department, have been engaging with research and evidence informed practice to review our pedagogical practices, with further emphasis on this in 2023 and in the future.

Our approach to teaching and learning has always been one of academic rigour, and the shift to the new approach to Senior Studies, including external exams, has required a shift in the balance between exams and assignment work. It has increased the focus on a knowledge rich curriculum which supports the skills required by students for success. An understanding of cognitive load theory and how students learn supports the approach teachers are adopting which includes reinforcing strong foundational skills through explicit instruction. Data can also be used to inform and personalise instruction.

A thorough understanding of what students can know and do, benchmarked against national standards, provides valuable information for teachers. Students in Years 4, 6, 8 and 10 participated in the AAS tests this year to start to build a profile which complements the NAPLAN data to provide teachers with an in-depth understanding of student potential, strengths and weaknesses.

Careers Program

Toowoomba Grammar School has a strong program designed to support students through the transition to their Senior phase of learning and to support students' access to the most appropriate pathway to support their goals for life beyond the School. This is managed by the Careers Department who ably support all students irrespective of whether they are on an academic pathway with tertiary study aspirations or a vocational pathway, looking to work or have an apprenticeship after school. Over 50 of our students across Years 11 and 12 undertake TAFE studies, a school-based apprenticeship or traineeship or work experience, enabling



them to develop the skills necessary for their chosen trade and a clear pathway after school.

This year the Careers Program focused on connecting our students with a wide variety of industry workplaces, tertiary institutions and vocational training providers. The School hosted a variety of university and college visits throughout the year including the Australian National University, University of Queensland, James Cook University, Bond University and the University of Southern Queensland. We also had a visit from the Australian Defence Force, Study Play USA, Bush Recruitment and Let's Live to explore gap year opportunities. University experience days were also popular with visits to the University of Queensland, Queensland University of Technology, Griffith University College of Art, and the Qld Conservatorium. Representatives of a number of residential colleges have visited the School this year to discuss accommodation options.

Drawing upon our Old Boys network had the benefit for our Year 12 students hearing from a panel of Old Boys about their experiences after school. This included important life skills that they would need as they venture into life beyond school, including the importance of superannuation and understanding the rental market.

Our Senior students are certainly well prepared by the Careers Department for life after school.

Work Experience and Career Planning

The Year 10s undertook their work experience program in Term 1 and all students were placed in a wide variety of areas such as physiotherapy, architecture, the traditional trade areas, agriculture and working in a veterinary practice. This was followed up with individual career profiling sessions with each Year 10 student and their parents. The career plan interview is a significant event in pathway planning for our students.

Our students have also had the opportunity to be involved in Health and Allied Health workshops offered by the UQ Rural Clinical School and the Rural Health Society of the University of Queensland - TROHPIQ (Towards Rural and Outback Health Professionals in Queensland). Both these workshops offered opportunities for the boys to be exposed to the variety of careers offered in the health industry.

2022 Academic Results

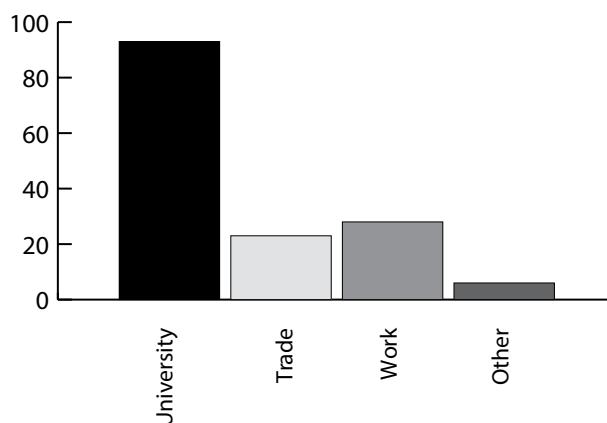
We wish to congratulate the 2022 cohort for another strong set of academic results. This cohort's work ethic is exemplified by the awarding of 23 Dr George Fielding Awards; the recipients of which received a Pro Summa Diligentia Award or a Pro Diligentia Award throughout most of their senior schooling.

The School's 2022 median ATAR was 87.6 (2021 - 84.1).

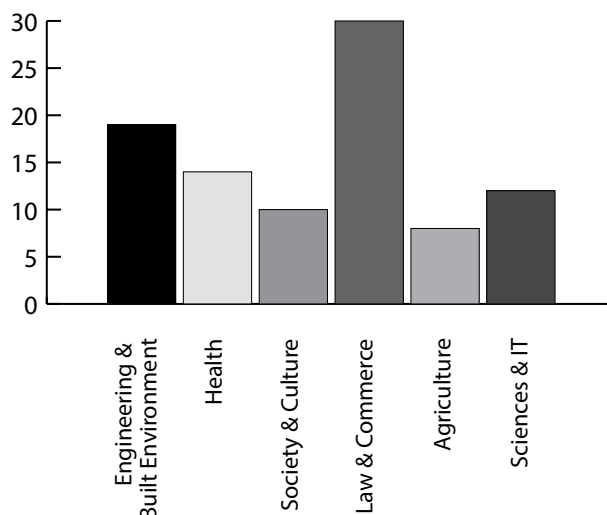
- 1%** of TGS ATAR eligible students **achieved an ATAR of 99 or above.** (State average: 1%)
- 10%** of TGS ATAR eligible students **achieved an ATAR of 95 or above.** (State average: 5%)
- 35%** of TGS ATAR eligible students **achieved an ATAR of 90 or above.** (State average: 10%)
- 64%** of TGS ATAR eligible students **achieved an ATAR of 80 or above.** (State average: 20%)

2022 Tertiary Destinations

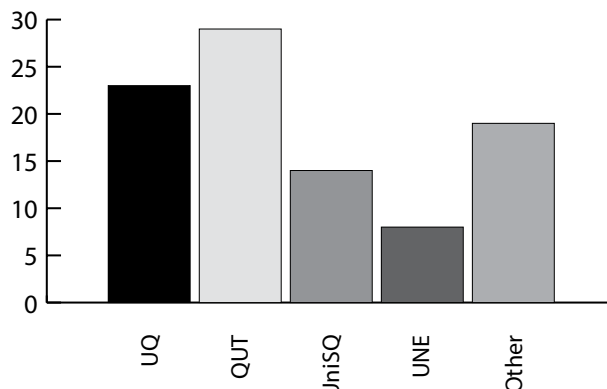
62% of the 2022 students will undertake university study, 15% will commence and apprenticeship and the remaining 23% will commence employment.



Of the cohort undertaking university study, the largest portion are studying Law & Commerce, followed by Engineering & Built Environment then Health.



The Queensland University of Technology (QUT) is the most popular university destination followed by the University of Queensland and the University of Southern Queensland.



People

The goal of the Toowoomba Grammar School Strategic Plan's People Pillar is to build a high-performing culture that supports the wellbeing and development of staff, who exemplify the TGS values and share our commitment to the growth of our boys.

Our strategies are:

- » Attract and select the best workforce
- » Develop and retain the best staff
- » Drive performance through leadership, culture and values
- » Promote a culture of wellbeing and safety
- » Maintain operational HR excellence

Our People vision is to be the School that teachers and operational and support staff desire to be a part of; and that existing staff are fueled by pride, job satisfaction, and personal and professional growth. They understand how they personally contribute to the education of our boys, and they passionately drive an outstanding experience for our students and parents, while future staff recognise TGS as a leader in boys' education and an irresistible environment to work.

Working towards this vision, this year the TGS staff participated in activities to workshop their desired culture and identify core values and behaviours that they consider to be essential to the success of the School and achieving of our vision. The desired values and behaviours will underpin our ability to create a culture that is most likely to enable our success as a team; enable individuals, teams and students to thrive; and enable achievement of our vision and strategic objectives. Together, staff members have identified the values of aspiration, kindness, collaboration, respect, integrity and accountability as those that most closely represent how we will work together to build our culture.

A particular focus for the People and Culture team this year has been to support our leaders to develop a high-performance culture. Moving forward, an integrated approach to managing individual and team performance across the School is therefore essential. In 2023 we will be working with staff to develop the TGS performance management framework that will seek to:

- » clearly align goals and expectations amongst staff and team units.
- » provide candid, frequent coaching and feedback to staff, as well as performance assessments and feedback.
- » help facilitate development and career progression discussions.
- » recognise and reward strong performance.

Our performance management framework starts with an employee's onboarding experience and continues through induction, their probationary period and into their ongoing employment at TGS.

During the year the School considered its workforce structure to ensure our current staff, their roles and duties continue to align with the School's strategic direction. A review of our position descriptions was commenced and will continue into 2023. Reviewing our position descriptions, in consultation with our staff, ensures we have the right people with the right skills in the right jobs at the right time. Further, with the introduction of a Performance Management Framework, we will be able to identify any skills gaps, anticipate staffing needs, and develop talent management strategies to address those needs. To date,

our structures and incumbent workforce has been identified as suitable to the School's needs and no redundancies were effected during the year.

TGS has also reinvigorated our commitment to educating and training entry level roles through the introduction of several trainees and apprentice positions in the areas of Finance, studying a Certificate III in Business; two trainees in IT (including a school-based trainee) both studying a Certificate III in IT; and an apprentice in Grounds and Maintenance, studying a Certificate III in Sport Turf Management. These new recruits are assisting us to build the skills capacity of the School as they adapt their learning application to the School's environment. This initiative supports sustainability in the workplace and increases the School's social impact by offering young people an opportunity to gain a recognised certification and relevant work-related skills through employment.

Staff wellbeing continues to be a focus for the School's Executive and the Director of People and Culture has commenced a project to explore how we can move beyond traditional approaches to wellbeing to a more strengthened, consistent approach that focuses on improving staff wellbeing through building capacity and enhancing school systems and processes. The Wellbeing Framework will consider 'everyday wellbeing' by considering energy and function, resilience and emotional regulation; while also understanding our 'workplace wellbeing' through a review of engagement, productivity, performance and growth. This work will progress in 2023.

In 2022 the School engaged with staff to renegotiate the *Toowoomba Grammar School Enterprise Agreement*. The process has been a collegiate and respectful process which is a sign of a healthy and positive culture. The 2023 Enterprise Agreement was approved by the Fair Work Commission in December 2022.

Community Engagement

One of the five pillars of the Strategic Plan is community engagement, with the goal of continuing to grow and develop a School community that is connected and engaged, and which fosters positive relationships and enduring local, national, and international partnerships. Our goal is to continue to grow and develop a community that is connected and engaged with the School, and which fosters positive relationships and enduring local, national, and global partnerships.

Our strategies are:

- » Increase our community engagement with strategic partnerships
- » Use communication to support the TGS community
- » Promote a culture of diversity, inclusivity, and reconciliation
- » Expand opportunities for parent engagement
- » Increase connections through Old Boys and School Associations
- » Develop philanthropic programs to support boys and their education at TGS

Much work has taken place in this space during 2023, with many positive outcomes already realised. Students have been participating in a new refrigeration industry school-based training program with NRG Services. The program is a combination of work experience with tradespeople and TAFE-delivered lessons.



Linking with local businesses reinforces the School's commitment to forging links with the community and providing diverse pathways for students. The School's strategic partnership with the Toowoomba and Surat Basin Enterprise has seen boys attending a series of career showcase events where they heard about a range of manufacturing, agriculture and health career options and spoke with a variety of employers from those industries.

Our Raising Good Men Seminar Series has continued to support parents in developing their sons. Dr Kristy Goodwin spoke about raising teenagers and the impact of screens and technology; Nathan Parnham had advice for parents of boys who are heavily involved in sport; Madhavi Nawana Parker delivered an informative session about developing resilient children; and Andrew Reiner addressed masculinity and its impact on the lives of boys and men. These events aim to give parents further insight into their son's development and ways in which parents and families can help navigate the challenges of being a teenager.

The Parents and Friends' Association, Inc.

Every year, the School is incredibly grateful to those parents who volunteer their time to assist the School's various activities via the P&F and its supporter groups. This year has had a considerable focus on friend-raising and continuing to grow a connected community.

The 2022 Toowoomba Grammar Art Show was another outstanding success, with over \$480,000 worth of art sold, beating all previous records. The Art Show is a major source of fundraising for the P&F and sees the Toowoomba Grammar School name mentioned by art lovers around the globe.

The Toowoomba Grammar School Old Boys' Association, Inc.

This year has seen the Old Boys' Association introduce a new opportunity for Old Boys to connect at TGS. Each home rugby game has seen the installation of a dedicated gathering area where Old Boys can come together, catch up and watch the rugby. This concept has proved most popular with Old Boys of all ages, many even travelling specifically for this opportunity.

The annual TGS Old Boys' Weekend saw reunion activities take place for Old Boys in the Years of the 2s. It was a most successful weekend with over 300 attending the various functions and many more catching up at the numerous informal events that occurred across the weekend. The weekend was made even sweeter with another victory in the O'Callaghan Cup rugby match against Downlands College.

Stewardship

At Toowoomba Grammar School our goal is to be a financially and environmentally sustainable organisation, that is agile, and which provides programs and operations for the long-term benefit of our community.

Our strategies are:

- » Be financially profitable to deliver our vision
- » Strive for environmental sustainability
- » Ensure best practice governance and risk management procedures are embedded
- » Develop contemporary facilities and innovative learning spaces

- » Embrace secure and supportive technologies to ensure the successful operation of the School

As with many businesses, schools and families, our School has been presented with financial challenges over the past three years as we have moved through the COVID-19 pandemic. More recently we have encountered the emerging inflationary pressures on wages and operating costs. Changes to the Commonwealth Government's funding model also came into effect from 2022, and this means that the School will receive reduced levels of government funding over the next decade.

The School seeks to deliver our services efficiently and sustainably. To ensure the prudent stewardship of our School's resources, we must balance the complex financial imperatives for both the immediate future and the longer-term sustainability of the School. In doing so, we seek to continuously improve our operational efficiency, whilst providing our community with high-quality and valued educational, boarding and co-curricular programs.

Infrastructure Master Plan

The School's previous master planning works were completed in 2018 with the construction of the Glen McCracken Sports Centre. Since this time, there have been numerous classroom refurbishments including the Barbour classrooms in the 2021 Christmas holiday period and now the Purves classrooms in 2022. These modern learning spaces enable pedagogies that support student learning through greater student autonomy, collaboration spaces and by making learning visible.

In 2022, the School also developed a masterplan to cover further re-development works across the campus to keep pace with current trends and innovations in the educational environment. This plan is aligned with the School's Strategic Plan 2022-2026 and will ensure we provide contemporary facilities, innovative learning spaces, and exceptional boarding facilities and experiences. In 2022 the School applied to the Queensland Government to seek approval for this masterplan under a Ministerial Infrastructure Designation (MID). Under this plan, if approved, the delivery of the following projects may occur over the next 10 years:

- » the extension of an existing building for student services
- » the refurbishment of existing classrooms and library extension
- » the development of a boarding precinct to consolidate and renew our boarding facilities
- » the development of a music, art and drama centre, early learning centre, technology centre and multi-purpose assembly hall
- » improvements to existing onsite parking areas and additional landscaping across the campus

In 2022 and 2023 the School is also installing a significant amount of solar infrastructure to not only reduce our operating costs, but to also work towards reducing our carbon footprint.

Information Technology

Strengthening the School's information technology (IT) infrastructure has been a focus in 2022. An IT roadmap was developed to guide the delivery of IT services at TGS over the next three years. Projects that have either been completed or are currently underway for completion over the 2022 Christmas holidays include:



- » implementation of an upgraded firewall and filtering solution that also improves monitoring and reporting of students' behaviour online
- » investigation of learning management system options and implementation of the preferred option
- » improvement to backup services
- » streamlined and secured management of user identities and access control to TGS systems including the introduction of multi factor authentication for users

2023 will see a continued focus on both cyber security and optimisation of the use of our systems.

Governance and Risk Management

The School places a high focus on good governance and risk management. On staff we have appointed a Risk and Compliance Manager and a Health and Safety Officer to guide us as we continue to embed governance and risk management into our operations. We work towards this by:

- » having a system of recording, investigating and correcting incidents
- » conducting twice yearly leaders' inspections of school facilities
- » strengthening our process of performing risk assessments of activities that impact students, staff and visitors
- » implementing specialist consultants' recommendations for improvement, following their review of our systems and processes

Health and Safety

The School takes health and safety for students, staff and visitors very seriously. The Board of Trustees, the Risk Management and Compliance Subcommittee and the School Executive review incidents and corrective actions taken, at each of their scheduled meetings. The School's Officers also undertake annual workplace health and safety training.

In 2022 the School appointed a Workplace Health & Safety Officer to support our Risk & Compliance Manager and to increase our capability in the area of risk and compliance across the School's operations, including health and safety.

We also have staff across the School who hold the position of Health and Safety Representative. They regularly meet and work towards achieving better workplace health and safety outcomes for the staff, students and wider community.

Junior School

Throughout 2022 there has been a focus on various Strategic Plan initiatives within the Junior School. These have included the ongoing development of the Character Development Program. The boys have been very much involved in the Mates Program where they regularly meet with their "Mate" in either a younger or older year level for reading. The Year 6 boys voluntarily play with the Prep to Year 2 boys each Friday lunch time, often developing some of their ball skills during this time. The Year 12 Liaison Group are boys who visit the Junior School throughout each week to work with the younger year levels on their literacy development.

Teaching and Learning has been another focus for staff. The Junior School has engaged a representative from School Locker to integrate technology into all areas of curriculum. To coincide with this, staff collaboration has continued to occur across each year level to ensure consistent and stimulating content is taught. It is exciting to see the final installation of Interactive Flat Panels to enable all 15 classrooms to have access.

People and Community remain a priority within the Junior School. Opportunities have occurred to ensure staff feel confident to voice opinions and ideas in staff meetings, committee meetings and professional development experiences. Staff have been encouraged to develop areas of interest and opportunities available to allow them the capacity to be a leader in their field. The inclusion of specialists from within the School community and by accessing knowledge from parents has been an incredible learning experience for the boys. One such area is the integration of gymnastics and dance by enlisting the expertise available within the community.

In the area of Stewardship, the Junior School has been constantly developing the concept of school excursions. A recent experience included in this program was a visit to the "Lighthouse" in Toowoomba where the emphasis is placed on literacy development. The Junior School has made classrooms more aesthetically pleasing with the introduction of new and colourful furniture offering a variety of workstations. There has also been the recent transformation of the Makerspace, Language and Music facilities which is a result of addressing certain student needs.

Independent Schools Queensland Junior School Review

Independent Schools Queensland (ISQ) was engaged by the School to undertake an externally facilitated review of the Junior School in Terms 2 and 3, utilising a well-researched framework to evaluate teaching and learning processes and practices. The purpose of the ISQ review was to:

- » Identify inconsistencies in practice
- » Support the reflection and collaboration towards improvement
- » Focus the School's improvement agenda
- » Confirm key teaching and learning priorities are aligned, consistent, embedded, and quality assured

The review highlighted commendations and recommendations in the areas of leadership and management, use of data, quality curriculum, personalised student learning, student learning culture, community, teacher practice and wellbeing. The report's commendations were not unexpected, and further reinforce the incredibly rich and nurturing environment that our teachers provide for the young boys in our care. Some of the key commendations are:

- » The Junior School staff had demonstrated high expectations of self and students and endeavour to ensure that students are well supported, and that families' expectations are consistently met.
- » Teachers demonstrated a genuine commitment to supporting their students in both academic achievement and wellbeing.



- » Junior School staff have worked to create a calm, comfortable, safe and attractive physical learning environment which supports students' sense of belonging and optimises conditions for learning.
- » The Junior School is well regarded across all stakeholders for its strong sense of community, the culture of care that is fostered for children and the efforts towards improvement and providing a valuable strategic advantage.
- » The Junior School leadership team has provided many opportunities for parents to engage with the school community.

The key recommendations highlighted by the review have been incredibly useful in informing our next steps towards improvements within the Junior School. As a school, it has always been our aspiration to deliver greater outcomes for our boys and so the outcomes of the external review will be used to support our growth and development and determine key priorities aligning with our Strategic Plan 2022 – 2026.

Financial Performance

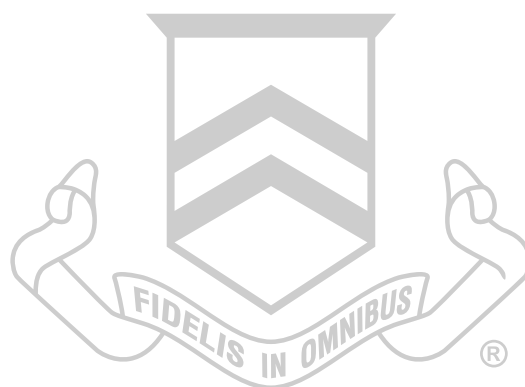
For the year end 31 December 2022, the School achieved an operating surplus before other comprehensive income of \$1,427,000. This was an improvement on the 2021 result of \$1,021,000 and was predominantly due to higher revenue associated with increased student numbers, donations and revenue from commercial ventures. The School also incurred additional expenditure in 2022 as it assumed control, from the School's Parents and Friends Association, for the Uniform Shop operations.

The School's 2022 operating result exceeded the budget by over \$600,000. This was predominantly due to an increase in revenue arising from above-budget performance of investments and the School's commercial ventures such as the Learn to Swim program and the Uniform Shop.

In 2022, the School's valuer provided indices for the land and buildings assets. As this was greater than 5%, these assets were revalued, and this resulted in an asset revaluation surplus for 2022 of \$9,362,000. This significant revaluation was caused by the current housing market conditions and inflation in the construction section, which has seen escalated building materials and labour costs. Conversely, the fair value of the School's financial assets decreased by \$747,000 due to volatile global financial market conditions.

Full details of the School's Statement of Comprehensive Income and Statement of Financial Position can be found in pages 17 to 48 of this report.

| Key Financial Performance Indicators | 2022 | 2021 | 2020 | 2019 | 2018 |
|----------------------------------------------------------------------|---------|---------|---------|---------|----------|
| Working Capital Ratio (Goal > 2) | 3.1 | 3.6 | 3.7 | 3.7 | 3.5 |
| Net Operating Margin (before interest and depreciation) (Goal > 15%) | 13% | 12% | 20% | 9% | 14% |
| Reinvestment as a % of Depreciation (Goal > 100%) | 107% | 107% | 100% | 60% | 280% |
| Debt per Student (Goal < \$10,000) | \$6,360 | \$7,636 | \$8,559 | \$9,889 | \$10,731 |



Legislative Requirements

Establishment

The Toowoomba Grammar School was founded on 5 August 1875 as a Boarding and Day School for boys, when the Lieutenant-Governor of Queensland, Mr Justice Lilley, laid the Foundation Stone of the original School building. The School opened on 1 February 1877, with an enrolment of forty-two boys, of whom eighteen were boarders.

Toowoomba Grammar School is the equal third oldest secondary boys' school in the State, and is one of the nine member schools of the Great Public Schools (GPS) of Queensland Association currently educating boys from Prep to Year 12.

Location

The Toowoomba Grammar School is located at 24 Margaret Street, East Toowoomba. The School's property is 52 acres with buildings constructed to provide both education and boarding facilities. The grounds include five sporting ovals and other recreational facilities.

The Toowoomba Grammar School postal address is – PO Box 2900, Toowoomba Qld 4350 and the website is <https://www.twgs.qld.edu.au/>.

Controlled Entities

The Board of Trustees of the Toowoomba Grammar School established a Building Fund in 1958 managed by the Trustees and is established in accordance with "Collections Act 1966". The fund is registered as a Deductible Gift Recipient by the Australian Taxation Office and is audited by the Queensland Audit Office.

The functions of the Toowoomba Grammar School Public Building Fund are to provide money for the acquisition, construction and maintenance of the School buildings through public donations.

In 2008 the School established the Toowoomba Grammar School Scholarship and Bursary Fund to receive, acquire and hold gifts, donations and legacies and devices for the advancement of the Fund. The Fund is maintained solely for providing money for scholarships or bursaries and is registered as a Deductible Gift Recipient by the Australian Taxation Office.

Government Objectives

Toowoomba Grammar School has contributed to the following priorities in the Queensland Government's objectives for the community

- » **Educating for the future:** Give our children the best start by investing in our teachers and schools. The School is continuously reinvesting in infrastructure to provide staff and students with contemporary facilities. A strategic focus for the School is the improvement of our professional development program for our teaching staff.
- » **Honouring and embracing our rich and ancient cultural history:** Create opportunities for First Nations Queenslanders to thrive in a modern Queensland. The appointment of the School's first Indigenous Education Coordinator provides support for our indigenous students along with leading awareness and cultural initiatives.

- » **Keeping Queenslanders Safe:** Safeguard people's health and jobs by keeping Queensland pandemic-ready. The School has been operating the day, boarding and co-curricular functions under a COVID plan which includes, amongst other things, increased cleaning and social distancing.
- » **Supporting jobs and Growing our regions:** Help Queensland's regions grow by attracting people, talent and investment, and driving sustainable economic prosperity. The School is one of the largest employers in Toowoomba and employs around 300 people.
- » **Investing in skills:** Ensure Queenslanders have the skills they need to find meaningful jobs and set up pathways for the future. The School educates over 1,200 boys and provides academic and vocational pathways.
- » **Backing our frontline services:** Deliver world-class frontline services in key areas such as health, education and community safety. The School is proud of its long history in providing boys with a quality education in a regional centre.
- » **Protecting the environment:** Protect and enhance our natural environment and heritage for future generations and achieve a 70 per cent renewable energy target by 2032 and net zero emissions by 2050. The School ensures that all buildings are well maintained and sympathetic with the heritage environment. The School has implemented solar, low energy fittings and water efficient fittings.

Legislative Foundation

Toowoomba Grammar School, one of the eight Grammar Schools of Queensland, was founded in 1875 under an Act of the Queensland Parliament known as the Grammar Schools' Act 1860(Qld). In short, the Act allowed for the establishment of a Board of Trustees to govern the School and, most importantly, it also allowed for the gazetting of Crown land on which the School was to be built. The land on which the School was built remains Crown land today under perpetual leases to the Board of Trustees.

The School now operates under the Grammar Schools Act 2016 which regulates the governance and administration of the School.

Statutory Powers of the Board

By statute, Toowoomba Grammar School is governed by a Board of Trustees. The Board has a dual role as a government statutory body and as a governing board.

The functions of the Board are set out in Section 11 of the Grammar Schools Act 2016 and include:

- » Supervising and controlling the School's operations
- » Policy making
- » Appointing the Headmaster
- » Planning, goal setting and appraisal
- » Overseeing school resources



Board of Trustees

Mr Brendan Baulch (Chairman) BCom, LLB (UQ), CA, MAICD

Mr Brendan Baulch was appointed to the Board of Trustees in 2017 and elected Chairman in 2019. Mr Baulch is the principal of Baulch & Associates, a Toowoomba-based accounting practice providing taxation, audit and management accounting services to small and medium-sized enterprises. He is a Chartered Accountant & a current Toowoomba Grammar School Parent. He is also a Director of Heritage Bank.

Dr Russell Domrow (Deputy Chairman) MBBS (UQ), FRACGP, DipRACOG, JP (Qual)

Dr Russell Domrow was appointed to the Board of Trustees in 2009 and is the parent of two Toowoomba Grammar School Old Boys. Dr Domrow graduated in Medicine from the University of Queensland and has practised in Toowoomba since 1986. Dr Domrow has also been an Honorary Lecturer at The University of Queensland and an Examiner for the Royal Australian College of General Practitioners.

Mr Barry O'Sullivan

Mr Barry O'Sullivan was appointed to the Board of Trustees in January 2018. Mr O'Sullivan is the Director of Newlands Civil Construction and Newlands Commercial Construction, based in Toowoomba, which specialise in civil and commercial construction. Mr O'Sullivan is also involved in a number of other companies within Toowoomba and is a current Toowoomba Grammar School parent.

Mrs April Cavanagh M.C. (U.Syd.), B.Bus. (UQ), MAICD

Mrs April Cavanagh joined the Board of Trustees in October 2019. She currently serves as a Non-Executive Director on the Board of Cotton Australia Ltd and Toowoomba Surat Basin Enterprise (TSBE). Previously she has worked in Financial, agriculture and manufacturing in Brisbane, Sydney, London and regional Australia. Mrs Cavanagh is a current Toowoomba Grammar School parent.

Mr Harrison Humphries LLB (QUT), Grad. Dip. Leg. Prac. (College of Law), MQLS

Mr Harrison Humphries was appointed to the Board of Trustees in September 2020. Mr Humphries attended Toowoomba Grammar School from 2001 to 2005 and was Senior Prefect in 2005. Mr Humphries is the Head of Litigation and Dispute Resolution at local law firm, Clifford Gouldson Lawyers. He is a past President of the Toowoomba Chamber of Commerce. Mr Humphries has a long association with local cricket and is presently Toowoomba Cricket's Commissioner.

Mrs Karina Hepner B.Ed.(Sec.)(QUT), M.A.(Eng.Lit)(UNE)

Mrs Karina Hepner has over 25 years' experience as an educator in Australia, Canada and France in the areas of English, History and French. She has held positions of Head of Middle School and Head of Department. She has a Bachelor of Education (Sec) from QUT and a Master of Arts (English Literature) from UNE. Mrs Hepner is a current TGS parent, and the mother of a young Old Boy.

Mrs Bec Statton B.Teach (ACU), Grad.Dip.Ed., M.Ed. (USQ), Grad.Dip.Id., B.Id. (TU)

Mrs Bec Statton is a current TGS parent, and mother of two young Old Boys, as well as being a TGS Junior School teacher from 2001-2005. She has a Master of Education from USQ and was a teacher for over 20 years. She is currently studying a Bachelor of Interior Design (Commercial) and is a joint director of The Toowoomba Gallery. Mrs Statton has been involved with the Grammar Art Show Committee since 2015.

Mr Paul Herbert B.A.(Hons)(UQ), Grad.Dip.Teach. (KGCAE), M.Prof.Studies.(Research)(USQ), Grad.Cert.RE (ACU), MACE

Mr Paul Herbert is currently employed with the Toowoomba Catholic Schools Office and is also a Director of 'Toowoomba Trails'. He holds a Bachelor of Arts with Honours (UQ), Graduate Diploma in Teaching and a Master of Professional Studies (Research) from the University of Southern Queensland. He is currently studying a Graduate Certificate of Religious Education. Mr Herbert is a member of the Australian Council for Educational Leaders and the Toowoomba Chamber of Commerce. He is also a parent of a TGS Old Boy.

Mr Chris Wicks BAppSc (UQ), DFP, GAICD

Mr Chris Wicks was appointed to the Board of Trustees in 2011. Mr Wicks boarded at Toowoomba Grammar School from 1981 to 1985 and was Senior Prefect in 1985. Mr Wicks has an agribusiness background and he currently works for a resource company in forecasting and economic modelling of gas developments and facilitating coexistence with landholders. Mr Wicks' two sons attended Toowoomba Grammar School and he is a Past President of the Old Boys' Association. Mr Wicks resigned from the Board in February 2022.

Meetings of the Board

The Board of Trustees held eight general, and one special additional meetings during 2022.

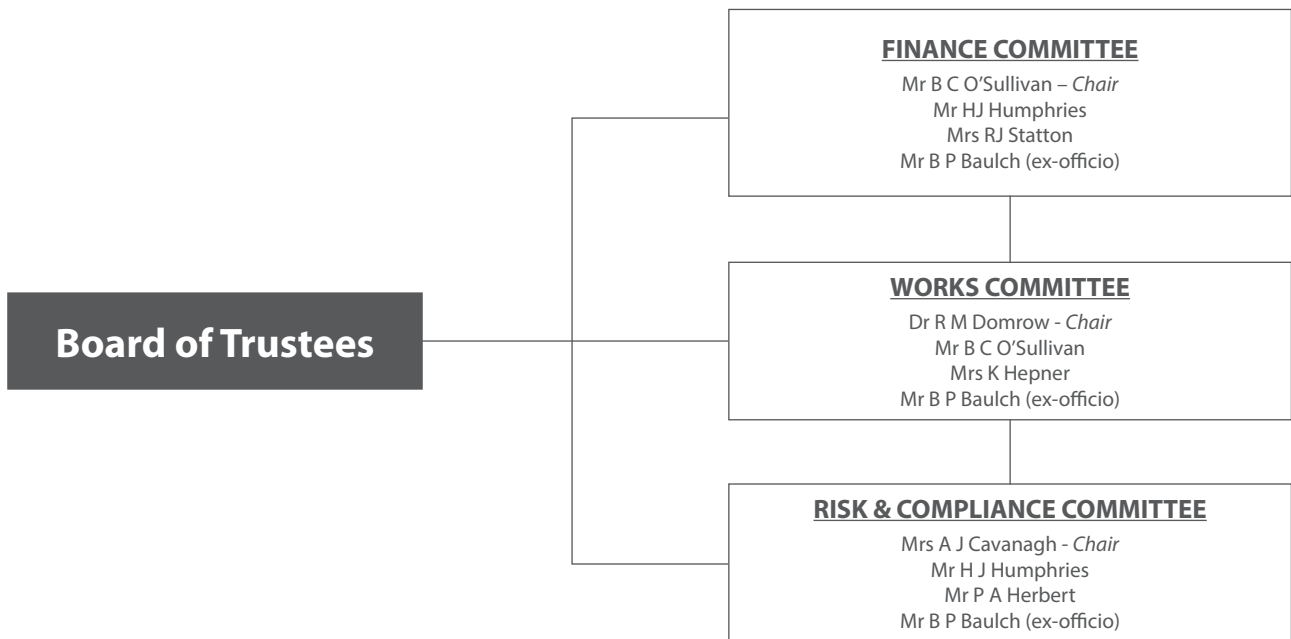
Changes to the Board

The Board of Trustees was reconstituted for a four year term on 10 March 2022. Three new members were elected, being Mrs Karina Hepner, Mr Paul Herbert and Mrs Rebecca Statton.

Trustees who were reappointed as ministerial members are Mr Brendan Baulch, Mrs April Cavanagh, Dr Russell Domrow and Mr Barry O'Sullivan. Mr Harrison Humphries was reappointed as an additional member.

Mr Chris Wicks resigned from the Board of Trustees effective 14 February 2022.





Finance Committee

This Committee is responsible for monitoring and reporting on matters relating to financial management including, but not limited to, review of the year end financial statements, liaising with the external auditors, financial policies, budgets, financial performance compared with goals, as well as proposing major transactions and programs (either new or revised) to the Board. The Finance Committee met six times in 2022.

Works Committee

The role of the Works Committee is to assist and advise the Board of Trustees to fulfil its responsibilities to the School on matters relating to property master planning, capital works, building programs and the development of the School grounds, facilities and infrastructure. The Works Committee met five times in 2022.

Risk Management and Compliance Committee

The Risk Management and Compliance Committee assists the Board in the following areas:

- » General risk oversight and monitoring
- » Internal control and risk management
- » Risk transfer and insurance
- » Corporate governance

The Risk Management and Compliance Committee met six times in 2022.



Executive Management

Headmaster

Dr JC Kinniburgh

Ph.D. (Ed.) (Macquarie), M.Sc. (Oxon), B.A. (Syd); Grad.Dip.Ed. (UNE), C.Geog, FRGS, MACE, MCCT

Deputy Headmaster

Mr JC Anderson

BEd (UQ), MACEL

Head of Senior School

Mr MS Oliphant

BAppSc (Hons) (UQ), MEd (USQ)

Head of Junior School

Mr SD Campbell

MEd (UTS), BEd, DipT (UNSW), MACE, MACEL

(resigned effective 8 April 2022)

Director of Studies

Dr JA Young

BSc (Hons), PhD (UQ), MTeach (QUT), MLeadership (QUT)

Director of Boarding

Mr NP Byron

M.Ed.Lead.Mgmt (QUT), B.A.(Geo.&Eng.) (UQ), Grad.Dip.Ed. (Wellington)

(commenced 1 January 2022)

Director of Sport and Activities

Mr SR Fryer

B.Ed (QUT)

Director of Advancement

Mrs TE Wilson

GradCertMgt (QUT), B.A (PR & Comms) (USQ), CDMP

Chief Financial Officer

Mrs CN Onley

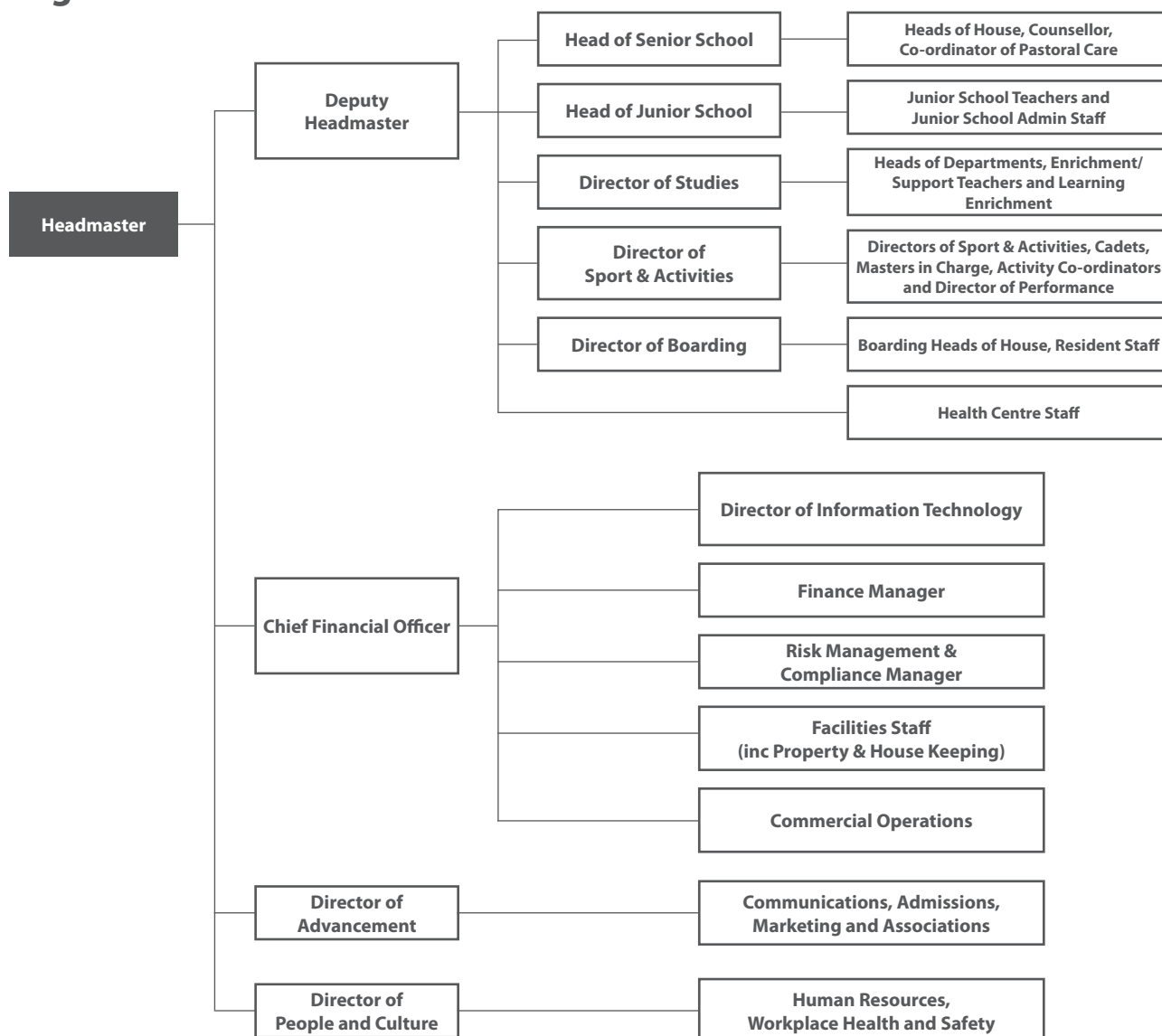
BCom (UQ), GDipEnvMan. (UQ), CA

Director of People and Culture

Ms L Strachan

MBA (HRM), B.Ed. (Hons) (QUT), MAHRI

Organisational Chart



Risk Management & External Scrutiny

The School has a Risk Management and Compliance Committee which is responsible for assisting the Board in the School's governance and exercising of due care, diligence and skill in relation to internal controls, risk management, insurance and corporate governance.

Achievements of the Risk Management and Compliance Committee in 2022 included the oversight of:

- » the School's response to the COVID-19 pandemic;
- » increases in Information Technology data protection and security measures;
- » changes to key policies; and
- » the School's response to external workplace health and safety reviews.

Due to the size of our organisation a formal internal audit function has not been established. The School has put in place, through risk assessments, a number of practices that help it to confirm the appropriateness of its operations such as monitoring financial and operational benchmarks which are also reviewed yearly by an external independent organisation.

The School also refers to advice and guidance from the Queensland Audit Office, Independent Schools Queensland, Complispace, other professional bodies and the School's legal advisors to ensure it is abreast of latest developments and recommendations with regard to internal controls and governance.

The Chief Financial Officer is responsible for, amongst other things, the financial management and the risk management and compliance function of the School.

National Redress

In 2020, the School undertook the application process to join the National Redress Scheme. The School was declared by the Minister for Families and Social Services to be a participating institution in the National Redress Scheme on 3 November 2020.

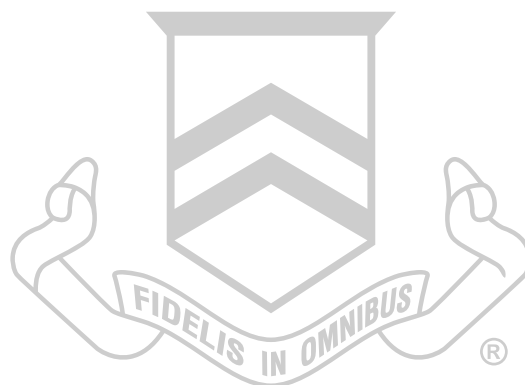
Information Systems & Recordkeeping

The School has a mixture of Cloud hosted systems and systems hosted on-site. There are two server rooms on-site and the School has upgraded cabling, and an ongoing plan to upgrade switches and uninterrupted power supplies. This will see continued improvements in resilience for the School's infrastructure and the School's disaster recovery and business continuity capabilities.

With a high reliance on Cloud based systems, there are two internet connections to provide a solution in the event that the primary connection fails. The School also has a backup generator to provide continued operation of critical network devices.

As with any organisation, the threat of cybercrime has risen considerably. Unfortunately, educational institutions are targeted by cyber criminals due to the breadth of data and potential harm that could be inflicted. It is an incredibly challenging era, finely balancing protecting school resources and data, whilst allowing core teaching and learning services and innovation to continue where possible. The School is fortunate to have highly qualified and skilled technicians leading the fight against this daily threat. Adoption of cloud-based solutions also remains a strategic direction to allow for reduced points of failure in the event of a major disaster. The School has also formally adopted the Australian Cyber Security Council's Essential Eight cybersecurity framework and in 2022 the School upgraded its firewalls. The IT team is focused on mitigating security risk through this framework, strengthening the School's security posture.

A systems review was conducted in 2021 across the entire campus. Its purpose was to identify systems fit for purpose, analysing future requirements and to recommend optimal use of software applications for the next five years. The findings from this review commenced implementation in 2022.





TOOWOOMBA
GRAMMAR SCHOOL

**BOARD OF TRUSTEES
OF THE
TOOWOOMBA GRAMMAR SCHOOL**

**FINANCIAL STATEMENTS
FOR THE
YEAR ENDED 31 DECEMBER 2022**



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2022

| | Notes | 2022 \$ | 2021 \$ |
|------------------------------------------------------------------------------|-------|-------------------|-------------------|
| Income from continuing operations | | | |
| Fees | 2 | 25,037,130 | 23,916,701 |
| Government grants | 3 | 13,395,900 | 12,897,423 |
| Investment income | | 585,307 | 807,782 |
| Other income | 4 | 2,694,895 | 1,559,710 |
| Total income from continuing operations | | 41,713,232 | 39,181,616 |
| Expenses from continuing operations | | | |
| Employee expenses | 5 | 25,220,766 | 24,439,786 |
| Supplies and services | 6 | 10,490,311 | 9,726,305 |
| Cost of Sales | | 471,165 | - |
| Depreciation | 11 | 3,255,790 | 3,091,722 |
| Finance/borrowing costs | | 477,500 | 532,309 |
| Other expenses | 7 | 370,772 | 370,415 |
| Total expenses from continuing operations | | 40,286,304 | 38,160,537 |
| Operating result for the year | | 1,426,928 | 1,021,079 |
| Gain/(loss) for change in assets held at fair value through profit or loss | | (747,075) | 15,591 |
| Result for the year before comprehensive income | | 679,853 | 1,036,670 |
| Other comprehensive income | | | |
| <i>Items that will not be reclassified subsequently to operating result:</i> | | | |
| Increase/(decrease) in asset revaluation surplus | 16 | 9,361,988 | 8,208,777 |
| Total other comprehensive income | | 9,361,988 | 8,208,777 |
| Total comprehensive income | | 10,041,841 | 9,245,447 |

The Statement of Comprehensive Income is to be read in conjunction with the accompanying notes.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2022

| | Notes | 2022 \$ | 2021 \$ |
|--------------------------------------|-------|--------------------|--------------------|
| Current Assets | | | |
| Cash and cash equivalents | 8 | 5,638,042 | 9,697,792 |
| Other financial assets | 9 | 14,816,507 | 11,261,308 |
| Trade and other receivables | | 615,776 | 455,740 |
| Other current assets | 10 | 1,347,585 | 764,510 |
| Total current assets | | 22,417,910 | 22,179,350 |
| Non-current assets | | | |
| Property, plant and equipment | 11 | 118,212,727 | 108,625,335 |
| Total non-current assets | | 118,212,727 | 108,625,335 |
| Total assets | | 140,630,637 | 130,804,685 |
| Current liabilities | | | |
| Trade and other payables | 12 | 2,574,775 | 1,706,806 |
| Other liabilities | 13 | 725,136 | 443,129 |
| Accrued employee benefits | 14 | 2,666,665 | 2,618,420 |
| Borrowings | 15 | 1,331,982 | 1,377,402 |
| Total current liabilities | | 7,298,558 | 6,145,757 |
| Non-current liabilities | | | |
| Accrued employee benefits | 14 | 413,462 | 463,942 |
| Borrowings | 15 | 6,337,995 | 7,656,205 |
| Total non-current liabilities | | 6,751,457 | 8,120,147 |
| Total liabilities | | 14,050,015 | 14,265,904 |
| Net assets | | 126,580,622 | 116,538,781 |
| Equity | | | |
| Retained earnings | | 70,603,656 | 69,923,803 |
| Asset revaluation surplus | 16 | 55,976,966 | 46,614,978 |
| Total equity | | 126,580,622 | 116,538,781 |

The Statement of Financial Position is to be read in conjunction with the accompanying notes.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL

STATEMENT OF CHANGES IN EQUITY

FOR THE YEAR ENDED 31 DECEMBER 2022

| | Retained earnings | | Asset revaluation surplus | | Total | |
|-----------------------------------------------------------------|-------------------|-------------------|---------------------------|-------------------|--------------------|--------------------|
| | 2022 | 2021 | 2022 | 2021 | 2022 | 2021 |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Balance as at 1 January | 69,923,803 | 68,887,133 | 46,614,978 | 38,406,201 | 116,538,781 | 107,293,334 |
| Operating profit from continuing operations | 1,426,928 | 1,021,079 | - | - | 1,426,928 | 1,021,079 |
| Gain/(loss) of assets held at fair value through profit or loss | (747,075) | 15,591 | - | - | (747,075) | 15,591 |
| Other comprehensive income | | | | | | |
| Increase/(decrease) in asset revaluation surplus - revaluation | - | - | 9,361,988 | 8,208,777 | 9,361,988 | 8,208,777 |
| Total comprehensive income for the period | 679,853 | 1,036,670 | 9,361,988 | 8,208,777 | 10,041,841 | 9,245,447 |
| Balance as at 31 December | 70,603,656 | 69,923,803 | 55,976,966 | 46,614,978 | 126,580,622 | 116,538,781 |

The Statement of Changes in Equity is to be read in conjunction with the accompanying notes.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2022

| | Notes | 2022 | 2021 |
|---------------------------------------------------------------------|-------|--------------------|--------------------|
| | | \$ | \$ |
| CASH FLOWS FROM OPERATING ACTIVITIES | | | |
| Inflows | | | |
| Receipts from customers | | 27,923,531 | 26,802,256 |
| Interest and Distributions Received | | 489,120 | 158,813 |
| Government Funding | | 13,395,900 | 12,897,423 |
| Capital Grants and Donations | | 580,383 | 87,639 |
| GST Input Tax Credits Received | | 1,832,956 | 1,910,656 |
| Outflows | | | |
| Payments to Suppliers | | (14,368,694) | (13,107,553) |
| Payments to Employees | | (24,269,213) | (24,649,022) |
| Finance Costs | | (477,500) | (532,309) |
| GST Paid to ATO | | (766,978) | (773,019) |
| NET CASH PROVIDED BY OPERATING ACTIVITIES | | 4,339,505 | 2,794,884 |
| CASH FLOWS FROM INVESTING ACTIVITIES | | | |
| Sale/(purchase) of Other Financial Assets | | (3,650,618) | 3,303,846 |
| Payments for Property, Plant and Equipment | | (3,481,194) | (2,886,486) |
| Interest and Distributions Received | | 96,187 | 648,971 |
| NET CASH PROVIDED BY/ (USED IN) INVESTING ACTIVITIES | | (7,035,625) | 1,066,331 |
| CASH FLOWS FROM FINANCING ACTIVITIES | | | |
| Repayments of Borrowings | | (1,363,630) | (1,289,029) |
| NET CASH USED IN FINANCING ACTIVITIES | | (1,363,630) | (1,289,029) |
| Net Increase/ (Decrease) in Cash and Cash Equivalents | | (4,059,750) | 2,572,186 |
| Cash and cash equivalents at the beginning of the financial period | 8 | 9,697,792 | 7,125,606 |
| Cash and cash equivalents at the end of the financial period | 8 | 5,638,042 | 9,697,792 |

The Statement of Cash Flows is to be read in conjunction with the accompanying notes.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

a) General Information about the reporting entity

These financial statements cover the Board of Trustees of the Toowoomba Grammar School. The School is a not for profit statutory body established under an Act of parliament. The School does not control other entities, the financial statements are for the School as an individual entity.

The objective of the School is to provide a broad high-quality education and boarding services to boys largely from the wider Toowoomba area and regional Queensland, New South Wales and Northern Territory.

These general-purpose financial statements are prepared in accordance with the disclosure requirements of Australian Accounting Standards-Simplified Disclosures. The financial statements comply with the recognition and measurement requirements of all Australian Accounting Standards and interpretations applicable to not-for-profit entities, and the presentation requirements in those standards as modified by AASB 1060.

b) Compliance with prescribed requirements

The financial statements have been prepared in compliance with the *Financial Accountability Act 2009*, the *Financial and Performance Management Standard 2019*, the *Australian Charities and Not-for profits Commission Act 2012* and the *Australian Charities and Not for profits Commission Regulation 2013*.

c) Underlying Measurement basis

The financial statements are prepared on an accrual basis with the exception of the statement of cash flow which is prepared on a cash basis.

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

d) Revenue

Revenue is recognised at an amount that reflects the consideration to which the School is expected to be entitled in exchange for transferring goods or services to a customer. For each contract with a customer, the School: identifies the contract with a customer; identifies the performance obligations in the contract; determines the transaction price which takes into account estimates of variable consideration and the time value of money; allocates the transaction price to the separate performance obligations on the basis of the relative stand-alone selling price of each distinct good or service to be delivered; and recognises revenue when or as each performance obligation is satisfied in a manner that depicts the transfer to the customer of the goods or services promised.

Variable consideration within the transaction price, if any, reflects concessions provided to the customer such as discounts, rebates and refunds, any potential bonuses receivable from the customer and any other contingent events. Such estimates are determined using either the 'expected value' or 'most likely amount' method. The measurement of variable consideration is subject to a constraining principle whereby revenue will only be recognised to the extent that it is highly probable that a significant reversal in the amount of cumulative revenue recognised will not occur. The measurement constraint continues until the uncertainty associated with the variable consideration is subsequently resolved. Amounts received that are subject to the constraining principle are initially recognised as deferred revenue in the form of a separate refund liability.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (continued)

d) Revenue (continued)

The School recognises contract liabilities for consideration received in respect of unsatisfied performance obligations and reports these amounts as other liabilities in the statement of financial position. Similarly, if the School satisfies a performance obligation before it receives the consideration, the School recognises

either a contract asset or a receivable in its statement of financial position, depending on whether something other than the passage of time is required before the consideration is due.

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

i) Fees revenue

Course fee related revenue and other education related revenue are recognised when the School satisfies its performance obligation by delivering courses and other educational material to the student.

ii) Other revenue

Other revenue is recognised when it is received or when the right to receive payment is established.

e) Government grants and other income

Grant revenue is recognised where there is reasonable assurance that the grant will be received, and all attached conditions will be complied with. Where the grant agreement is enforceable and contains sufficiently specific performance obligations for the School to transfer goods or services to a third-party on the grantor's behalf, the grant is accounted for under AASB 15 *Revenue from Contracts with Customers*. In this case, revenue is initially deferred as unearned revenue (contract liability) and recognised as or when the performance obligations are satisfied. Otherwise, the grant or donation is accounted for under AASB 1058 *Income of Not-for-Profit Entities*, whereby revenue is recognised upon receipt of the grant funding. The School did not receive any specific purpose capital grants nor assets in this financial year. Where contributions of assets are received from the government and other parties, they are recognised at fair value on the date of transfer in the Statement of Financial Position, with a corresponding amount of revenue recognised in the Statement of Comprehensive Income.

f) Cash and cash equivalents

Cash and cash equivalents include cash on hand, deposits held at call with financial institutions and other short-term highly liquid investments with original maturities of three months or less.

g) Trade and other receivables

Fees outstanding are recognised at the amounts due at the time of sale or service delivery. Unless prior arrangements are in place, settlement of these amounts is required by the start of each relevant school term.

The collectability of receivables is assessed periodically with provision being made for expected credit losses. The loss allowance is estimated based on the probability and timing of potential defaults and takes into account forecast future economic conditions as well as past events. All known bad debts were written off as at 31 December.

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



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (continued)

h) Land held in trust

Land identified as Lot 1094 is held at fair value and is subject to a Deed of Grant in Trust (DOGIT). Land identified as Lot 1093 is held at fair value and is subject to a Trust. This land is retained by the Crown, however the economic benefits of the land accrue to the School and the land is administered by the Board of Trustees of the Toowoomba Grammar School.

i) Acquisitions of assets

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

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

j) Property, plant and equipment

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

| | |
|----------------------------|----------|
| Buildings | \$10,000 |
| Land | \$1 |
| Heritage & Cultural Assets | \$1 |
| Plant and Equipment | \$5,000 |

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

k) Revaluations of non-current physical assets

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

In respect of the abovementioned asset classes, the cost of items acquired during the financial year has been judged by management to materially represent their fair value at the end of the reporting period.

Plant and equipment is measured at cost.

Non-current physical assets measured at fair value are revalued at least every three years. Heritage & Cultural Assets are revalued at least every five years. In those years where an independent valuation is not conducted an interim valuation using appropriate indices is performed where there has been a material variation in the index.

Any revaluation increment arising on the revaluation of an asset is credited to the asset revaluation surplus of the appropriate asset class, except to the extent it reverses a revaluation decrement for the asset previously recognised in the Statement of Comprehensive Income. 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



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (continued)

k) Revaluations of non-current physical assets (continued)

asset class. 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.

Where assets have not been specifically appraised and valued in the reporting period, their previous valuations are materially kept up to date via the application of relevant indices. The School's independent valuer provides indices for the various types of assets. It is the School's policy that indexed revaluation of assets will only be accounted for in the School's financial statements if the cumulative change in the index results in a 5% or greater change in the reported asset balances. Land and buildings have been assessed by an independent valuer and have been revalued in accordance with the Non-Current Asset Policies for Queensland Public Sector (NCAP) 3 Valuation of Assets.

l) Fair value measurement

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date under current market conditions (i.e. an exit price) regardless of whether that price is directly derived from observable inputs or estimated using another valuation technique. Observable inputs are publicly available data that are relevant to the characteristics of the assets/liabilities being valued. Observable inputs used by the School include, but are not limited to, published sales data for land and general office buildings.

Unobservable inputs are data, assumptions and judgements that are not available publicly, but are relevant to the characteristics of the assets/liabilities being valued. Significant unobservable inputs used by the School include subjective adjustments made to observable data to take account of the characteristics of the School's assets/liabilities, internal record of recent construction costs (and /or estimates of such costs) for assets' characteristics/functionality, and assessments of physical condition and remaining useful life. Unobservable inputs are used to the extent that sufficient relevant and reliable observable inputs are not available for similar assets/liabilities.

A fair value measurement of a non-financial asset takes into account a market participant's ability to generate economic benefits by using the asset in its highest and best use or by selling it to another market participant that would use the asset in its highest and best use.

For investments in listed shares, the fair values have been determined based on closing quoted bid prices at the end of the reporting period. For land, buildings and heritage & cultural assets the fair values are based on an external independent interim valuation using market indexation and market data for similar assets.

m) Depreciation of property, plant and equipment

Land and Heritage and Cultural Assets are not depreciated as they have 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.

Where assets have separately identifiable components that are subject to regular replacement, these components are assigned useful lives distinct from the asset to which they relate and are depreciated accordingly.

Assets under construction (work in progress) are not depreciated until they reach service delivery capacity.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (continued)

m) Depreciation of property, plant and equipment (continued)

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

| | |
|---------------------|------------|
| Buildings | 3.3%-7.7% |
| Plant and Equipment | 2.5%-30.0% |

n) Impairment of non-current assets

All non-current physical assets at cost are assessed for indicators of impairment on an annual basis. If an indicator of possible impairment exists, the School determines the asset's recoverable amount. Any amount by which the asset's carrying amount exceeds the recoverable amount is recorded as an impairment loss.

The asset's recoverable amount is determined as the higher of the asset's fair value less costs of disposal and value in use.

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

Where an impairment loss subsequently reverses, the carrying amount of the asset is increased to the revised estimate of its recoverable amount, but so that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior years. A reversal of an impairment loss is recognised in the statement of comprehensive income, unless the asset is carried at a revalued amount, in which case the reversal of the impairment loss is treated as a revaluation increase. Refer also note 1(k).

o) Leases

The School assesses at contract inception whether a contract is, or contains a lease. That is, if the contract conveys the right to control the use of an identified asset for a period of time in exchange for consideration.

The School applies the short term lease recognition exemption to its short-term leases (i.e. those leases that have a lease term of 12 months or less from the commencement date and do not contain a purchase option). It also applies the lease of low-value assets recognition exemption to leases that are considered to be low value (i.e. individually less than \$10,000). Lease payments on short-term leases and leases of low value assets are recognised as an expense on a straight-line basis over the lease term.

p) Trade and other payables

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



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (continued)

q) Financial instruments

A financial instrument is any contract that gives rise to a financial asset of one entity and a financial liability or equity instrument of another entity.

i) Financial assets

Initial recognition and measurement

Financial assets are classified, at initial recognition, as subsequently measured at cost, fair value through other comprehensive income (OCI), and fair value through profit or loss.

The classification of financial assets at initial recognition depends on the financial asset's contractual cash flow characteristics and the School's model for managing them.

For a financial asset to be classified and measured at amortised cost or fair value through OCI, it needs to give rise to cash flows that are "solely payments of principal and interest (SPPI)" on the principal amount outstanding. This assessment is referred to as the SPPI test and is performed at an instrument level.

Subsequent measurement

For purpose of subsequent measurement, financial assets are classified in four categories:

- Financial assets at amortised cost (debt instruments)
- Financial assets at fair value through OCI with recycling of cumulative gains and losses (debt instruments)
- Financial assets at fair value through OCI with no recycling of cumulative gains and losses upon derecognition (equity instrument)
- Financial assets at fair value through profit and loss

Financial assets at amortised cost

The School measures financial assets at amortised cost if both the following conditions are met:

- The financial asset is held within a business model with the objective to hold financial assets to collect contractual cash flows; and
- The contractual terms of the financial asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

Financial assets at amortised cost are subsequently measured using the effective interest rate method and are subject to impairment. Gains and losses are recognised in profit or loss when the asset is derecognised, modified or impaired.

The School's financial assets at amortised cost includes trade receivables and term deposits.

Financial assets at fair value through profit or loss

Financial assets at fair value through the profit or loss include financial assets held for trading, financial assets designated upon initial recognition at fair value through the profit or loss or financial assets mandatorily required to be measured at fair value. Financial assets with cash flows that are not solely payments of principal and interest are classified and measured at fair value through profit or loss, irrespective of the business model.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (continued)

i) Financial assets (continued)

Financial assets at fair value through profit or loss are carried in the statement of financial position at fair value with net changes in fair value recognised in the statement of profit or loss.

This category includes the School's investment in the QIC Growth Fund and listed equity investments which the School had not irrevocably elected to classify at fair value through Other Comprehensive Income.

Dividends on listed equity investments are also recognised as other income in the statement of profit or loss when the right of payment has been established.

Derecognition

A financial asset (or where applicable, a part of a financial asset or part of a group of similar financial assets) is primarily derecognized (i.e. removed from the School's statement of financial position) when:

- The rights to receive cash flows from the asset have expired; or
- The School has transferred its rights to receive cash flows from the asset or has assumed an obligation to pay the received cash flows in full without delay to a third party.

ii) Financial liabilities

Initial recognition and measurement

Financial liabilities are classified, at initial recognition, as financial liabilities at fair value through profit or loss, loans and borrowings or payables as appropriate. All financial liabilities are recognised initially at fair value and, in the case of loans and borrowings and payables, net of directly attributable transaction costs.

The School's financial liabilities include trade and other payables and borrowings.

Subsequent measurement

The measurement of financial liabilities depends on their classification as described below:

Borrowings

After initial recognition, interest bearing borrowings are subsequently measured at amortised cost using the effective interest rate method. Gains and losses are recognised in profit or loss when liabilities are derecognised.

Amortised cost is calculated by taking into account any discount or premium on acquisition and fees or costs and is included as a finance cost in the statement of profit or loss.

This category generally applies to interest bearing loans and borrowings.

Derecognition

A financial liability is derecognised when the obligation under the liability is discharged or cancelled or expired.

r) Impairment of financial assets

The School recognises an allowance for expected credit losses (ECLs) for all debt instruments not held at fair value through the profit or loss. ECL's are based on the differences between the contractual cash flows due in accordance with the contract and all cash flows that the School expects to receive, discounted at an approximation of the original effective interest rate. The expected cash flows will include cash flows from the sale of collateral held or other credit enhancements that are integral to the contractual terms.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (continued)

r) Impairment of financial assets (continued)

ECLs are recognised in two stages. For credit exposures for which there has not been a significant increase in credit risk since initial recognition, ECLs are provided for credit losses that result from default events that are possible within 12-months (a 12-month ECL). For those credit exposures for which there has been a significant increase in credit risk since initial recognition, a loss allowance is required for credit losses expected over the remaining useful life of the exposure, irrespective of the timing of the default (a lifetime ECL).

For trade receivables, the School applies a simplified approach in calculating ECLs. Therefore, the School does not track changes in credit risk, but instead recognises a loss allowance based on lifetime ECLs at each reporting date. The School has established a provision matrix that is based on its historical credit loss experience, adjusted for forward looking factors specific to the debtors and the economic environment.

The School considers a financial asset in default when contractual payments are 90 days past due where there is no agreed payment arrangement in place. However, in certain cases, the School may also consider a financial asset to be in default when internal or external information indicates that the School is unlikely to receive the outstanding contractual amounts in full before taking into account any credit enhancements held by the School. A financial asset is written off when there is no reasonable expectation of recovering the contractual cash flows.

s) Employee benefits

Wages, salaries, sick leave, annual leave and long service leave

Wages and salaries due but unpaid at reporting date, are recognised in the Statement of Financial Position at the current remuneration rates.

For unpaid entitlements expected to be paid within 12 months, or where the School does not have an unconditional right to defer settlement to beyond 12 months after the reporting date, the entitlements are recognised as current liabilities at their undiscounted values. For those entitlements not expected to be paid within 12 months, the entitlements are recognised as non-current liabilities at their present value, calculated using yields based on Fixed Rate Commonwealth Government bonds of similar maturity.

Prior history indicates that on average, sick leave taken each reporting year is less than the entitlement accrued. This is expected to continue in future years. 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

Contributions are expensed in the year in which they are paid or payable. The School's obligation is limited to its contributions to these funds.

Termination benefits

Termination benefits expense represents cash payments made to employees who accepted voluntary redundancies during the year.

Executive remuneration disclosure

The School has assessed the key management personnel positions in context of the School being constituted under the *Grammar Schools Act 2016*. Refer to note 23 for the disclosure.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (continued)

s) Employee Benefits (continued)

No member of the Board of Trustees received or were entitled to receive any fees during the year.

t) Financing costs

Finance costs including interest on bank overdrafts and short-term and long-term borrowings are recognised as an expense in the year in which they are incurred.

u) Taxation

Toowoomba Grammar School is exempted from income tax under the Income Tax Assessment Act 1936 and is exempted from other forms of Commonwealth taxation with the exception of Fringe Benefits Tax (FBT) and Goods and Services Tax (GST).

GST receivables and payables are recognised in the Statement of Financial Position.

v) Inventories

Inventories are measured at the lower of cost and net realisable value. Costs are assigned by the method most appropriate for each class or inventory, with the majority being measured on a first in first out basis. Inventories not held for resale are measured at cost unless they are no longer required, in which case they are measured at net realisable value.

w) Judgements and Assumptions

Critical accounting estimates and judgments

The estimates and judgements incorporated into the financial statements are based on historical experiences and the best available current information on current trends and economic data, obtained both externally and within the school. The estimates and judgements made assume a reasonable expectation of future events, but actual results may differ from these estimates.

Estimates and assumptions that have a potential significant effect relate to the valuation of property, plant and equipment (refer Note 11) and the assessment of impairment of assets, accrued employee benefits and contingencies.

The estimates and underlying assumptions are reviewed on an ongoing basis and any revisions to accounting estimates are recognised in the year in which the estimate is revised and in future periods as relevant.

x) Authorisation of financial Statement for issue

The financial statements are authorised for issue by the Chairman of the Board of Trustees and the Chief Financial Officer at the date of signing the Certificate of the Board of Trustees.

y) Presentation matters

Currency and rounding – Amounts included in the financial statements are in Australian dollars.

Amounts are rounded to the nearest dollar.

Comparatives- comparative information reflects the audited 2021 financial statements.

Current/non-current classification – Assets are classified as ‘current’ where their carrying amount is expected to be realised within 12 months after the reporting date. Liabilities are classified as ‘current’ when



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (continued)

y) Presentation matters (continued)

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

z) New and revised accounting Standards

First time mandatory application of Australian Accounting Standards and Interpretations

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

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

AASB 1060 introduces the Simplified Disclosures framework for general purpose financial statements prepared entities reporting under tier 2 of the Differential Reporting Framework. This new disclosure framework applies to the School. While most of the disclosures remain the same as 2021, there have been some changes by way of additional or reduced disclosures reflected in these financial statements.

The new accounting standard does not change any recognition or measurement requirements, and the Schools financial statements continue to comply with the recognition and measurement requirements of all applicable accounting standards and interpretations.

Early adoption of Australian Accounting Standards and Interpretations

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

Voluntary changes in accounting policy

No voluntary changes in accounting policies occurred during the 2022 financial year.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

| | 2022 | 2021 |
|---------------------------------------|-------------------|-------------------|
| | \$ | \$ |
| 2. FEES | | |
| Tuition fees | 18,818,106 | 17,765,480 |
| Boarding fees | 5,906,187 | 5,790,272 |
| Enrolment and application fees | 312,837 | 360,949 |
| | 25,037,130 | 23,916,701 |
| 3. GOVERNMENT GRANTS | | |
| State government grants | 2,959,103 | 3,026,550 |
| Commonwealth government grants | 10,436,797 | 9,870,873 |
| | 13,395,900 | 12,897,423 |
| 4. OTHER INCOME | | |
| Donations | 558,218 | 181,528 |
| Aquatic centre income | 1,168,790 | 1,098,528 |
| Uniform Shop Income | 692,930 | - |
| Miscellaneous income | 274,957 | 279,654 |
| | 2,694,895 | 1,559,710 |
| 5. EMPLOYEE EXPENSES | | |
| Employee benefits | | |
| Salaries and wages | 21,720,738 | 21,219,230 |
| Long service leave expense | 378,880 | 385,369 |
| Employer superannuation contributions | 2,544,432 | 2,464,860 |
| Employee related expenses | | |
| Workers' compensation premium | 109,858 | 101,590 |
| Fringe benefits tax | 129,688 | 112,080 |
| Other | 337,170 | 156,657 |
| | 25,220,766 | 24,439,786 |

The number of employees including both full-time and part-time employees measured on a full-time basis.

| | | |
|---------------------|------------|------------|
| Number of Employees | <u>161</u> | <u>163</u> |
|---------------------|------------|------------|



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

| | 2022 | 2021 |
|----------------------------------|-------------------|------------------|
| | \$ | \$ |
| 6. SUPPLIES AND SERVICES | | |
| Repairs and maintenance | 2,420,725 | 2,366,772 |
| Tuition and co-curricular | 2,827,444 | 2,514,189 |
| Administration and IT | 1,483,735 | 1,285,266 |
| Boarding provisions and services | 1,996,532 | 1,931,862 |
| Utilities | 816,209 | 781,223 |
| Consultants | 510,645 | 554,231 |
| Other supplies | 435,021 | 292,762 |
| | 10,490,311 | 9,726,305 |
| 7. OTHER EXPENSES | | |
| Doubtful debts expense | 29,522 | 89,133 |
| Insurance | 279,885 | 235,930 |
| Grants expenses | 18,565 | 3,006 |
| Audit fees ⁽¹⁾ | 42,800 | 42,346 |
| | 370,772 | 370,415 |

⁽¹⁾ Total audit fees quoted by the Queensland Audit Office relating to the 2022 financial statements are \$42,800 (2021:\$42,500)



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

| | 2022 | 2021 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| | \$ | \$ |
| 8. CASH AND CASH EQUIVALENTS | | |
| For the purposes of the Statement of Cash Flows, cash includes cash on hand and in banks and investments in money market instruments with an original maturity of less than 90 days. Cash at the end of the financial period as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows: | | |
| Petty Cash | 1,300 | 1,300 |
| Cash at Bank and Deposits at Call | 5,636,742 | 9,696,492 |
| Total Cash and Cash Equivalents | 5,638,042 | 9,697,792 |

The Board has set aside the following funds included in notes 8 & 9 for specific purposes: Endowment Fund (scholarships) \$7,862,668, Capital Maintenance Fund (Acquisition, Construction & Maintenance of Infrastructure) \$1,389,516, Building Fund (Acquisition, Construction & Maintenance of Infrastructure) \$1,599,535, Scholarship Fund \$366,561 and Special Purpose Funds (Prizes, Clubs and Refundable fee deposits) \$752,559.

9. OTHER FINANCIAL ASSETS

Financial assets held at fair value through profit or loss

| | | |
|---------------------------------------|-------------------|-------------------|
| Shares at market value | 37,056 | 35,598 |
| Units in unit trust - at market value | 10,779,451 | 11,225,710 |
| | 10,816,507 | 11,261,308 |

Financial assets at amortised cost

Short term deposits consist of term deposits held with commercial banking institutions

| | | |
|-------------------------------------|-------------------|-------------------|
| | 4,000,000 | - |
| Total Other financial assets | 14,816,507 | 11,261,308 |

Units are invested in the QIC Growth Fund, focused on growth rather than income, and the QIC Short Term Income Fund, focused on short-term returns. Both funds have the potential for short term capital loss.

Shares are held in the National Australia Bank and Virgin Money UK. These shares form part of an investment portfolio for a bursary fund and were gifted to the School.

10. OTHER CURRENT ASSETS

| | | |
|-----------------------------------|------------------|----------------|
| Prepayments | 782,535 | 764,510 |
| Stock on hand- Uniform Shop | 565,050 | - |
| Total other current assets | 1,347,585 | 764,510 |



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

| | 2022 | 2021 |
|----------------------------------------------|---------------------------|---------------------------|
| | \$ | \$ |
| 11. PROPERTY, PLANT AND EQUIPMENT | | |
| Land held in trust – at fair value | 20,165,000 | 18,500,000 |
| Freehold land – at fair value | 5,432,019 | 4,983,504 |
| Buildings – at fair value | 87,794,650 | 81,716,674 |
| less accumulated depreciation | <u>(17,683)</u> | <u>(19,610)</u> |
| | 87,776,967 | 81,697,064 |
| Plant and equipment – at cost | 5,321,196 | 4,345,408 |
| less accumulated depreciation | <u>(2,904,424)</u> | <u>(2,280,829)</u> |
| | 2,416,772 | 2,064,579 |
| Work in progress – at cost | 2,252,834 | 1,211,053 |
| Heritage and cultural assets – at fair value | <u>169,135</u> | <u>169,135</u> |
| Total property, plant and equipment | <u>118,212,727</u> | <u>108,625,335</u> |

The carrying amounts for plant and equipment at cost do not materially differ from their fair value.

Revaluation of physical assets

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

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

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

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

Where possible, land and building valuations are based on a market value approach where comparable market transactions have been obtained and used in the valuation. For the remaining assets the depreciated replacement cost approach was used in the valuation process. The unobservable inputs such as replacement cost value and useful life determination relies on the experience and judgement of the valuer and therefore these assets are classified as level 3.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

11. PROPERTY, PLANT AND EQUIPMENT (continued)

Heritage and cultural assets are specialised assets. The valuation performed is not considered to be based on observable market data and have therefore been classified as level 3.

An independent indexation, at fair value, of the Schools Land and Buildings, was performed by Robert Muller AAPI. Registered Valuer No.3997MR, from Marsh Pty Ltd, on 30 June 2022.

Buildings have been indexed during the year. It is the School's policy to adjust accumulated depreciation on revaluation. In 2022 the impact of revaluation on depreciation was \$2,634,122 and in 2021 \$7,934,934.

An independent valuation, at fair value, of the School's Heritage and Cultural Assets was performed by Mr Colin McWilliam NCJV Fine Arts Division Registered Valuer No 384, from McWilliam and Associates Pty Ltd, Sydney in October 2020.

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



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

Movements in carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial period:

| 2022 | Land held in trust | Freehold land | Buildings | Plant and equipment | Work in progress | Heritage & cultural assets | Total |
|-----------------------------------|--------------------|------------------|-------------------|---------------------|------------------|----------------------------|--------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Opening written down value | 18,500,000 | 4,983,504 | 81,697,064 | 2,064,579 | 1,211,053 | 169,135 | 108,625,335 |
| Additions | - | - | 8,072 | 101,333 | 3,371,789 | - | 3,481,194 |
| Disposals | - | - | - | - | - | - | - |
| Transfers | - | - | 1,455,553 | 874,455 | (2,330,008) | - | - |
| Depreciation | - | - | (2,632,195) | (623,595) | - | - | (3,255,790) |
| Revaluation | 1,665,000 | 448,515 | 7,248,473 | - | - | - | 9,361,988 |
| Closing written down value | 20,165,000 | 5,432,019 | 87,776,967 | 2,416,772 | 2,252,834 | 169,135 | 118,212,727 |



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

| | 2022 | 2021 |
|---------------------------------------|------------------|------------------|
| | \$ | \$ |
| 12. TRADE AND OTHER PAYABLES | | |
| Sundry creditors | 1,881,649 | 1,369,423 |
| Accrued expenses | 693,126 | 337,383 |
| Total trade and other payables | 2,574,775 | 1,706,806 |

13. OTHER LIABILITIES

Current

| | | |
|--------------------------------|----------------|----------------|
| Fees received in advance | 725,136 | 443,129 |
| Total other liabilities | 725,136 | 443,129 |

14. ACCRUED EMPLOYEE BENEFITS

Current

| | | |
|------------------------------------------------|------------------|------------------|
| Annual leave | 303,537 | 195,746 |
| Long service leave | 2,363,128 | 2,422,674 |
| Total current accrued employee benefits | 2,666,665 | 2,618,420 |

Non-current

| | | |
|----------------------------------------------------|----------------|----------------|
| Long service leave | 413,462 | 463,942 |
| Total non-current accrued employee benefits | 413,462 | 463,942 |

Although classified as current, the following liabilities are not expected to be settled within the next 12 months

| | | |
|-----------------------------------------|-----------|-----------|
| Long service leave and related on-costs | 2,146,734 | 2,124,448 |
|-----------------------------------------|-----------|-----------|



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

| | 2022 | 2021 |
|------------------------------------------------------------------|-------------------------|-------------------------|
| | \$ | \$ |
| 15. BORROWINGS | | |
| Current | | |
| Queensland Treasury Corporation loan – unsecured fixed rate loan | 1,331,982 | 1,377,402 |
| Non-current | | |
| Queensland Treasury Corporation loan – unsecured fixed rate loan | 6,337,995 | 7,656,205 |
| Total borrowings | <u>7,669,977</u> | <u>9,033,607</u> |

Principal and interest repayments are made quarterly at rates ranging from 3.12% to 7.558% and the maturity dates for the borrowings range from June 2023 to March 2035.

All borrowings by the Board are guaranteed by the Queensland Government.

16. ASSET REVALUATION SURPLUS

| | Balance 1 January | Revaluation Increments | Balance 31 December |
|------------------------------|------------------------------|-----------------------------------|--------------------------------|
| 2021 | | | |
| Land held in trust | 17,737,878 | 215,000 | 17,952,878 |
| Freehold land | 3,405,340 | 100,170 | 3,505,510 |
| Buildings | 17,149,648 | 7,893,607 | 25,043,255 |
| Heritage and cultural assets | 113,335 | - | 113,335 |
| | <u>38,406,201</u> | <u>8,208,777</u> | <u>46,614,978</u> |
| | | | |
| | Balance 1 January | Revaluation Increments | Balance 31 December |
| 2022 | | | |
| Land held in trust | 17,952,878 | 1,665,000 | 19,617,878 |
| Freehold land | 3,505,510 | 448,515 | 3,954,025 |
| Buildings | 25,043,255 | 7,248,473 | 32,291,728 |
| Heritage and cultural assets | 113,335 | - | 113,335 |
| | <u>46,614,978</u> | <u>9,361,988</u> | <u>55,976,966</u> |



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

17. SUBSEQUENT EVENTS

No matters have arisen in the interval between the end of the financial year and the date of this report which requires disclosure in these financial statements.

18. COVID-19

The Novel Coronavirus (COVID-19), declared by the World Health Organisation as a ‘Global Pandemic’ on 11 March 2020, has impacted the School’s operations. This impact is reflected in the financial statements comparatives for the year ended 31 December 2021.

The School has not been significantly impacted by COVID 19 in 2022.

The School has considered the key financial risks and uncertainties and has reviewed a range of scenarios for a period, not limited, to the next 12 months, in assessing its ability to continue as a going concern. This included reviewing liquidity and working capital risk, significant accounting judgements and key sources of estimation uncertainty. Despite the impacts of COVID-19, as at the date of these financial statements, the School has sufficient resources to conclude that using the going concern assumption as the basis of preparing these financial statements remains appropriate.

19. CONTINGENT ASSETS AND CONTINGENT LIABILITIES

a) Government capital assistance

Federal and State Governments retain equity in capital projects that are partly funded under their respective capital assistance programmes for a prescribed period of 20 years from the date of practical completion, or useable life of equipment, whichever is the shorter (the minimum period). If the facilities are not used for educational purposes for the minimum period, repayment of some of the capital assistance may be required.

There are no plans to cease operating as a School or to cease using the current facilities for their designated purpose. The Board does not foresee any time or circumstances which may result in the repayment of any capital assistance funding.

b) Legal matters

In the normal course of business, issues may arise which involved litigation and commercial negotiation. The Board is aware of one matter which has been recorded as a liability at 31 December 2022 as the likelihood of payment is considered probable and the claim can be reliably measured. Apart from this matter, there are no other matters where a formal claim has been made.



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

| | Notes | 2022 | 2021 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------|-------------------|
| | | \$ | \$ |
| 20. COMMITMENTS | | | |
| Lease Commitments | | | |
| Non-cancellable leases contracted for but not capitalised in the financial statements. | | | |
| Payable – minimum lease payments | | | |
| - not later than 12 months | | 957,569 | 903,346 |
| - between 12 months and five years | | 1,654,078 | 1,163,187 |
| | | 2,611,646 | 2,066,533 |
| The leases are for motor vehicles, I.T. equipment and photocopiers with fixed payments due monthly, quarterly or half-yearly in advance. The terms of leases for these assets are generally 3 to 5 years and the value of the individual items leased is less than \$10,000. | | | |
| Capital Expenditure Commitments | | | |
| - not later than 12 months | | 1,228,189 | - |
| In November 2022, the School entered into a contract for the refurbishment of the Administration building. | | | |
| 21. FINANCIAL INSTRUMENTS | | | |
| Financial assets | | | |
| Cash and cash equivalents | 8 | 5,638,042 | 9,697,792 |
| Trade and other receivables | | 615,776 | 455,740 |
| Financial assets held at fair value through profit or loss | 9 | 10,779,451 | 11,225,710 |
| Financial assets at amortised cost | 9 | 4,000,000 | - |
| Total financial assets | | 21,033,269 | 21,379,242 |
| Financial liabilities | | | |
| Financial liabilities measured at amortised cost | | | |
| Trade and other payables | 12 | 2,574,775 | 1,706,806 |
| Borrowings | 15 | 7,669,977 | 9,033,607 |
| Total financial liabilities | | 10,244,752 | 10,740,413 |



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

22. RELATED PARTIES

The School's main related parties are as follows:

Key management personnel

Any person(s) having authority and responsibility for planning, directing and controlling the activities of the School, directly or indirectly, including any Trustee (whether executive or otherwise) of the School, is considered key management personnel.

Other related parties

Other related parties include close family members of key management personnel and entities that are controlled or jointly controlled by those key management personnel, individually or collectively with their close family members.

During the school year there were no related party transactions to disclose (2021: Nil).

23. KEY MANAGEMENT PERSONNEL

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

| Position | Responsibilities | Current Incumbents | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------|
| | | Contract classification and appointment authority | Date initially appointed to position |
| Elected Trustees | Trustees are responsible for the overall governance of the School. | Elected through roll of electors and appointed by the Governor in Council. | 10/03/2022 (3 positions) |
| Ministerial Nominated Trustees | | Appointed by the Governor in Council. | 10/03/2022 (4 positions) |
| Additional Trustee | | Additional Governor in Council appointments under S14(1)(c) of the Grammar Schools Act 2016 | 10/03/2022 (1 position) |
| Headmaster | The Headmaster is responsible for the implementation of plans and strategies as approved by the Board of Trustees | Five-year contract | 01/01/2021 |
| Deputy Headmaster | The Deputy Headmaster supports the Headmaster in implementation of plans and strategies as delegated by the Headmaster in areas of curriculum, student welfare and pastoral care. | Five-year contract | 01/01/2018 |
| Chief Financial Officer | The Chief Financial Officer is responsible through the Headmaster for the implementation of plans and Strategies in relation to all matters pertaining to the ongoing administration of the non-academic function of the School as well as acting as secretary to the Board of Trustees. | Permanent | 30/04/2018 |



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

23. KEY MANAGEMENT PERSONNEL (continued)

The remuneration and other terms of employment for the key executive management personnel who are involved in implementation of plans and strategies are specified in employment contracts.

For the 2022-year, remuneration of key executive management personnel increases were based on performance assessments.

In line with FRR 3C *Employee Benefit Expenses and Key Management Personnel Remuneration* and AASB 124 *Related Party Disclosures*, the School has determined that the Board of Trustees, Headmaster, Deputy Headmaster, and Secretary to the Board of Trustees hold the key executive positions within the School as these positions plan, direct and control activities across the School as a whole. Members of the Executive Team (including department heads) remain responsible for the leadership and operations within their defined areas of responsibility, and the culture of the School in general.

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

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



BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

2022

| Description | Short Term Employee Benefits | | Long Term Employee Benefits | Post Employee Benefits | Termination Benefits | Total |
|-------------------------|------------------------------|------------------------------|-----------------------------|------------------------|----------------------|--------|
| | Base \$'000 | Non-Monetary Benefits \$'000 | \$'000 | \$'000 | \$'000 | \$'000 |
| Trustees | - | - | - | - | - | - |
| Headmaster | 339 | 87 | 8 | 35 | - | 469 |
| Deputy Headmaster | 226 | 63 | 5 | 29 | - | 323 |
| Chief Financial Officer | 189 | 58 | 5 | 19 | - | 271 |

2021

| Description | Short Term Employee Benefits | | Long Term Employee Benefits | Post Employee Benefits | Termination Benefits | Total |
|-------------------------|------------------------------|------------------------------|-----------------------------|------------------------|----------------------|--------|
| | Base \$'000 | Non-Monetary Benefits \$'000 | \$'000 | \$'000 | \$'000 | \$'000 |
| Trustees | - | 74 | - | - | - | 74 |
| Headmaster | 332 | 79 | 8 | 30 | - | 449 |
| Deputy Headmaster | 222 | 70 | 5 | 28 | - | 325 |
| Chief Financial Officer | 188 | 58 | 5 | 19 | - | 270 |



CERTIFICATE OF THE BOARD OF TRUSTEES OF THE TOOWOOMBA GRAMMAR SCHOOL

These general purpose financial statements have been prepared pursuant to Section 62(1) of the *Financial Accountability Act 2009* (the Act), Section 39 of the *Financial and Performance Management Standard 2019*, the *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Regulations 2013* 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 the establishment and keeping the accounts have been complied with in all material respects, and
- b) the financial statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Board of Trustees of the Toowoomba Grammar School for the year ended 31 December 2022 and of the financial position of the School as at the end of that year, and

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

In accordance with Section 60.15 of the *Australian Charities and Not-for-profit Regulations 2013*, we certify that, in our opinion:

- i) There are reasonable grounds to believe the registered entity is able to pay all of its debts, as and when they become due and payable; and
- ii) The financial statements and notes satisfy the requirements of the *Australian Charities and Not-for-profit Commission Act*.

B P BAULCH
BCom, LLB (UQ), CA, MAICD

Chairman



24 February 2023

C N ONLEY
BCom, GDipEnvMgt (UQ), CA

Secretary to the Board of Trustees



24 February 2023



INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Toowoomba Grammar School

Report on the audit of the financial report

Opinion

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

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2022, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards – Simplified Disclosures.

The financial report comprises the statement of financial position as at 31 December 2022, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including summaries of significant accounting policies and other explanatory information, and the certificate of the Board of Trustees.

Basis for opinion

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

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

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

Responsibilities of the entity for the financial report

The Board is responsible for the preparation of the financial report that gives a true and fair view in accordance with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards – Simplified Disclosures, and for such internal control as the Board determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.



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

Auditor's responsibilities for the audit of the financial report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances. This is not done for the purpose of expressing an opinion on the effectiveness of the entity's internal controls, but allows me to express an opinion on compliance with prescribed requirements.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the entity.
- Conclude on the appropriateness of the entity's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



Report on other legal and regulatory requirements

Statement

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

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

Prescribed requirements scope

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



Bhavik Deoji
as delegate of the Auditor-General

27 February 2023

Queensland Audit Office
Brisbane



Appendix 1 - Glossary

AAS

Academic Assessment Services

AASB

Australian Accounting Standards Board

ABSA

Australian Boarding Schools Association

ANZAC

Australian and New Zealand Army Corps

ATAR

Australian Tertiary Admission Rank

ATO

Australian Taxation Office

CA

Chartered Accountant

COVID-19

Novel Coronavirus

DOGIT

Deed of Grant in Trust

ECL

Expected Credit Loss

GST

Goods and Services Tax

HR

Human Resources

ISQ

Independent Schools Queensland

IT

Information Technology

MID

Ministerial Infrastructure Designation

NAPLAN

National Assessment Program - Literacy and Numeracy

OCI

Other Comprehensive Income

P&F

Parents and Friends Association

QIC

Queensland Investment Corporation

TAFE

Technical and Further Education

TGS

Toowoomba Grammar School

UNE

University of New England

UniSQ

University of Southern Queensland

UQ

University of Queensland



Appendix 2 - Compliance Checklist

| Summary of requirement | | Basis for requirement | Annual report reference |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------|
| Letter of compliance | • A letter of compliance from the accountable officer or statutory body to the relevant Minister/s | ARRs – section 7 | p 1 |
| Accessibility | • Table of contents • Glossary | ARRs – section 9.1 | p 2 p 49 |
| | • Public availability | ARRs – section 9.2 | Inside Front Cover |
| | • Interpreter service statement | Queensland Government Language Services Policy ARRs – section 9.3 | N/A |
| | • Copyright notice | Copyright Act 1968 ARRs – section 9.4 | Inside Front Cover |
| | • Information Licensing | QGEA – Information Licensing ARRs – section 9.5 | N/A |
| General information | • Introductory Information | ARRs – section 10.1 | p 3 |
| Non-financial performance | • Government's objectives for the community | ARRs – section 11.1 | p 12 |
| | • Agency objectives and performance indicators | ARRs – section 11.3 | p 4-11 |
| | • Agency service areas and service standards | ARRs – section 11.4 | N/A |
| Financial performance | • Summary of financial performance | ARRs – section 12.1 | p 11 |
| Governance – management and structure | • Organisational structure | ARRs – section 13.1 | p 15 |
| | • Executive management | ARRs – section 13.2 | p 15 |
| | • Government bodies (statutory bodies and other entities) | ARRs – section 13.3 | p 50 |
| | • Public Sector Ethics | Public Sector Ethics Act 1994 ARRs – section 13.4 | N/A |
| | • Human Rights | Human Rights Act 2019 ARRs – section 13.5 | N/A |
| | • Queensland public service values | ARRs – section 13.6 | N/A |
| Governance – risk management and accountability | • Risk management | ARRs – section 14.1 | p 16 |
| | • Audit committee | ARRs – section 14.2 | p 14 |
| | • Internal audit | ARRs – section 14.3 | p 16 |
| | • External scrutiny | ARRs – section 14.4 | p 16 |
| | • Information systems and recordkeeping | ARRs – section 14.5 | p 16 |
| | • Information Security attestation | ARRs – section 14.6 | N/A |
| Governance – human resources | • Strategic workforce planning and performance | ARRs – section 15.1 | p 8 |
| | • Early retirement, redundancy and retrenchment | Directive No.04/18 Early Retirement, Redundancy and Retrenchment ARRs – section 15.2 | p 8 |
| Open Data | • Statement advising publication of information | ARRs – section 16 | Inside Front Cover |
| | • Consultancies | ARRs – section 33.1 | Inside Front Cover |
| | • Overseas travel | ARRs – section 33.2 | Inside Front Cover |
| | • Queensland Language Services Policy | ARRs – section 33.3 | N/A |
| Financial statements | • Certification of financial statements | FAA – section 62 FPMS – sections 38, 39 and 46 ARRs – section 17.1 | p 17 |
| | • Independent Auditors Report | FAA – section 62 FPMS – sections 46 ARRs – section 17.2 | p 46 |

| | |
|-------------|---------------------------------------------------------------|
| FAA | Financial Accountability Act 2009 |
| FPMS | Financial and Performance Management Standard 2019 |
| ARRs | Annual Report requirements for Queensland Government Agencies |

Name of Government body - Board of Trustees of the Toowoomba Grammar School

| | |
|---------------------------------|------------------------------------------------------------------------------------------------|
| Act or instrument | Grammar Schools Act 2016 |
| Functions | Operates an open entry, non-academically selective school for boys, both dayboys and boarding. |
| Achievements | Refer to pages 4 - 11 of the 2022 Annual Report |
| Financial reporting | Transactions of the entity are accounted for in the financial statements |
| Remuneration | Refer to Note 23 of the Financial Statements included in the 2022 Annual Report |
| No. scheduled meetings/sessions | 9 |
| Total out of pocket expenses | Refer to Note 23 of the Financial Statements included in the 2022 Annual Report |





TOOWOOMBA
GRAMMAR SCHOOL

Annual Report 2022

Toowoomba Grammar School

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