



TOWNSVILLE GRAMMAR SCHOOL

22 February 2022

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

Dear Minister

I am pleased to present the Annual Report 2021 for Townsville Grammar School.

I certify that this Annual Report complies with:

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

A checklist outlining the annual reporting requirements is provided at page 54 of this annual report.

Yours sincerely

Stuart Durward AM QC GAICD
Chairman, Board of Trustees
Townsville Grammar School

NORTH WARD
45 Paxton Street, North Ward, QLD 4810 | 07 4722 4900

ANNANDALE
1 Brazier Drive, Annandale, QLD 4814 | 07 4412 4800

NORTH SHORE
North Shore Boulevard, Burdell, QLD 4818 | 07 4412 6600



TGS

ANNUAL REPORT *2021*

BONUS INTRA MELIOR EXI



TOWNSVILLE GRAMMAR SCHOOL

*TO THE MINISTER FOR EDUCATION, MINISTER FOR INDUSTRIAL
RELATIONS AND MINISTER FOR RACING*

For the period 1 January 2021 to 31 December 2021

PUBLIC AVAILABILITY

This report is available to the public on request at the School's Administration Office
or https://2www.tgs.qld.edu.au/welcome/annual-report/Annual_Report_2021.

ENQUIRIES SHOULD BE DIRECTED TO:

GREG WALSH
BOARD SECRETARY

Telephone: 07 4722 4931

Email: greg.walsh@tgs.qld.edu.au.

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CONTENTS

<i>INTRODUCTION.....</i>	<i>5</i>
<i>STRATEGIC PLAN 2020.....</i>	<i>7</i>
<i>KEY PERFORMANCE INDICATORS.....</i>	<i>10</i>
<i>REVIEW OF OPERATIONS.....</i>	<i>11</i>
<i>PRINCIPAL'S ANNUAL REPORT 2021</i>	<i>13</i>
<i>SERVICES PROVIDED.....</i>	<i>47</i>
<i>PERFORMANCE MANAGEMENT SYSTEMS.....</i>	<i>49</i>
<i>FORWARD PLANS</i>	<i>50</i>
<i>SUMMARY OF FINANCIAL PERFORMANCE</i>	<i>50</i>
<i>GLOSSARY.....</i>	<i>51</i>
<i>KEY FINANCIAL DATA 2021</i>	<i>52</i>
<i>ORGANISATIONAL CHART.....</i>	<i>53</i>
<i>COMPLIANCE CHECKLIST.....</i>	<i>54</i>
<i>FINANCIAL STATEMENTS (APPENDED)</i>	<i>56</i>

LEGISLATIVE BASIS

The Grammar Schools Act 2016 (Qld) came into effect on 1 January 2017. The Grammar Schools Act 2016 (Qld) did not alter the status or functions of the Board of Trustees or the Board's responsibility for the governance of the school. Townsville Grammar School was first established under the Grammar Schools Act 1860.

The Board of Trustees of the Townsville Grammar School is constituted under the Grammar Schools Act 2016 (Qld) and is a Statutory Body as prescribed by the Financial Accountability Act 2009 and is subject to audit by the Auditor-General.

MINISTER RESPONSIBLE FOR ADMINISTRATION OF LEGISLATION

The Minister for Education, Minister for Industrial Relations and Minister for Racing is responsible for the administration of the Grammar Schools Act 2016 (Qld).

PRINCIPAL PLACE OF BUSINESS

45 Paxton Street, Townsville Qld 4810 is the main campus address of the School. Junior School campuses are located at 1 Brazier Drive Annandale Qld 4814 and the corner of Erskine Place and North Shore Boulevard Burdell Qld 4818.

STATUTORY FUNCTIONS

<i>TOWNSVILLE GRAMMAR SCHOOL BOARD</i>	
ACT	Grammar Schools Act 2016 (Qld)
FUNCTIONS	<p>The Board of Trustees held eleven (11) general meetings during 2021.</p> <p>The functions of the Board of Trustees of the Townsville Grammar School are:</p> <ol style="list-style-type: none"> 1. to supervise, maintain and control the operations of the Board's school; 2. to erect, alter, add to, purchase or sell buildings used or to be used for the Board's school; 3. to effect general improvements to the premises used or to be used for the Board's school; 4. to provide an educational program for the Board's school; 5. to make policies and procedures about: <ul style="list-style-type: none"> • fees and charges payable in relation to students enrolled or to be enrolled at the Board's school; and • the management and control of the Board's school; and • the discipline and conduct of students enrolled at the Board's school; and • the matters mentioned in paragraphs (a) to (d); 6. any other function given to the board under the Grammar Schools Act or another Act.
ACHIEVEMENTS	<ul style="list-style-type: none"> • Strategic Intent 2021-2024 – The Board launched the School's new Strategic Intent document to guide future decisions. The document is the result of significant reflection and planning - see page 15 for detail. • The development of the School's third campus at North Shore was progressed with completion of an Early Education Centre in January 2015. Construction of stage 2 of the campus was completed late October 2016. Eight modular GLA's and toilets have since been added. The School accepted enrolments for years Prep to 6 during 2021. • Restoration of the School's historic, heritage listed, School House continued during 2021 with completion of the internal design and required approvals. Internal restoration started late 2020 and is expected to be completed June 2021.
FINANCIAL REPORTING	<p>The Board of Trustees is responsible for the preparation and fair presentation of the financial report in accordance with prescribed accounting requirements identified in the Financial and Performance Management Standard 2019. In accordance with this, general purpose financial statements pursuant to section 62(1) of the Financial Accountability Act 2009 are prepared.</p> <p>The financial statements are subject to annual audit under the Auditor-General Act 2009. The QAO report https://www.qao.qld.gov.au/reports-resources/reports-parliament/Education 2020 was tabled in the Queensland legislative assembly on 27 May 2021.</p>

REMUNERATION:

Board members are engaged on a voluntary basis and no remuneration is received.

GOVERNING BODY:

The Governor in Council appointed the current Board for a term of four years from 24 September 2020. The term of appointment continues until the Governor in Council appoints the new board.

ELECTED MEMBERS:

- Mr S.Durward AM QC, LLB, GAICD
- Mr G.Bell DipTeach
- Dr I Reddie LLB, MBBS, FRANZCO, FASRS

MINISTERIAL APPOINTED MEMBERS:

- Professor C.Cocklin MA, PhD, BSocSci, DipBusSt, FAIM, FAICD
- Ms J.Arlett BSc Pod Med, GAICD, FIML, FAAPSM, FSMA
- Mr C.Valentine BBus, M.Applied Taxation, FCA (CAANZ) (Appointed 17 August 2021)
- Mrs B.Price BCom (Appointed 17 August 2021)
- Mr J.Johnson BTech(Civil), MIEAust, CPEng(Retired) (Retired 17 August 2021)

Number of scheduled meetings: 11. Total out of pocket expenses: Nil

STATUTORY POWERS

The Board has all the powers of an individual as conferred or imposed upon it by or under the Grammar Schools Act 2016 (Qld), and may, for example -

1. enter into contracts; and
2. acquire, hold, deal with and dispose of property; and
3. do anything else necessary or convenient to be done in performing its functions.
4. has power to make by-laws about
 - elections under this Act; and
 - conduct of its business.

CONTROLLED ENTITY

The Board of Trustees of the Townsville Grammar School administer a Building Fund established in accordance with "The Charitable Funds Act 1958". The fund is audited by the Queensland Audit Office. The financial details are included in the attached statements. The fund is the "Townsville Grammar School Building Fund". The purpose of the fund is to provide for the acquisition, construction or maintenance of the School buildings.

OUR STORY

Ours is a story of endurance, resilience and community.

Ours is a story of determination and endeavour.

Ours is story of hope, compassion and contribution.

Ours is a story of an enduring commitment to a Grammar education.

For more than 130 years our story has encapsulated the spirit of the north, connecting generations of families and building a community of past, present and future Grammarians.

OUR CHARACTER

We are rich in diversity

We are contributing and compassionate

We are loyal and genuine

We are brave and dedicated

We are spirited, yet focused

OUR PURPOSE

To inspire our young people to develop a great love for discovery today, so that they can live life with purpose and passion tomorrow.

OUR INTENT

To always remain faithful to Bonus Intra Melior Exi.
To provide students with opportunities and support to achieve their personal best

WE AIM TO

- Unlock the strengths of each individual through instilling a growth mindset of seeking personal best.
- Seek the highest possible academic standards and deliver an exceptional education.
- Offer a disciplined, well-ordered and guided school life through which shared community activities foster initiative, independence, humility and integrity.
- Promote the development of judgement, discernment and awareness of heritage.
- Equip students to take their place in the community of the world - future world preparedness.
- Cultivate a mindset where students are open to opportunity, where they have the discernment to identify opportunity, and the courage to accept opportunity.

WE VALUE

CONNECTION

Through talking, working and dreaming together, we grow as individuals and as a community.

CURIOSITY

We constantly ask 'why'? We actively seek creative and innovative answers, solutions and outcomes for ourselves and others.

INCLUSIVENESS

We encourage the freedom of individuality, difference and uniqueness that provides a sense of belonging and enables our people to thrive.

HUMILITY

Personal achievement through honest endeavour with accountability, grace, respect and integrity.

COURAGE

Developing strength of character through learning to face life's challenges with the resilience to continue to strive for personal best.

DOMAIN 1 - TEACHING & LEARNING:

To provide an exceptional educational environment whereby each student develops a love for discovery and a mindset to strive for personal best in all of their endeavours, both inside and beyond the classroom.

DOMAIN 2 - PEOPLE & PURPOSE:

To cultivate a dedicated, purposeful and inspirational staff who actively and consciously model servant leadership, recognising that our school leaders serve with humility those that they lead.

DOMAIN 3 - COMMUNITY & ENGAGEMENT:

To pursue genuine engagement both within our TGS community, and within the broader community, to support our students to achieve their personal best.

DOMAIN 4 - STEWARDSHIP & SUSTAINABILITY:

To act as responsible stewards, building a school for the future, that values the richness of our past.

REVIEW OF STRATEGIC GOALS AND 2021 HIGHLIGHTS

- The Board convenes an annual strategic planning meeting to consider the School's progress towards the identified priorities. During 2021 the Board resolved that an externally facilitated strategic planning meeting will be conducted to refresh the existing strategic and master plans. The Strategic Intent 2020 was the result and this was embedded during 2021. A master plan review for the North Ward campus was initiated during 2021 and will be completed late January 2022. Master Plans for the Annandale and North Shore campuses have been developed to guide the building program.
- The School's third campus – North Shore – accepted years Prep to 6 enrolments in 2021.
- Providing better education and training outcomes for the School community genuinely open doors for our students as they prepare to enter the workforce and further education. Such outcomes align with the Queensland Government's community objectives.
- The government's objectives for the community are built around Unite and Recover - Queensland's Economic Recovery Plan.
<https://www.qld.gov.au/about/how-government-works/objectives-for-the-community>

2021-2024 will be another transformative chapter within the history of Townsville Grammar School, as the School prepares to grow and respond to the changing parameters of our society, whilst always remaining faithful to Bonus Intra Melior Exi – enter good, exit better.

THREE (3) KEY ACHIEVEMENTS EXPERIENCED BY TOWNSVILLE GRAMMAR SCHOOL DURING 2021:

1. COVID-19

Townsville Grammar School successfully navigated the COVID-19 pandemic forced school closures. The past year has been one of significant change and development for the School. In response to the COVID-19 pandemic the School has been focused on delivering exceptional educational offerings.

Our School community is exceptionally proud of each of our Year 12 students for the way they handled the unique challenges of 2021, and congratulate them on their individual achievements.

We are also very proud of the cohort's academic achievements. Our School has a long history of performing at a very high level academically, and this is due to exceptionally dedicated students, our highly qualified teaching staff, a disciplined and structured learning environment, and the influence of parents who support the culture of a Grammar education.

Our Year 12s have demonstrated both resilience and a commitment to striving for personal best, and I am confident this will serve them well as they pursue their chosen pathways.

2. ADOPTION OF ATAR SYSTEM

Townsville Grammar School produced outstanding ATAR results amidst the pandemic:

ATAR Score 99.00 and above – 1.9% of the cohort;
ATAR Score 95.00 and above – 23.3% of the cohort;
ATAR Score 90.00 and above – 41.7% of the cohort;
Median ATAR Score 88.85;

3. FINANCIAL PERFORMANCE

Townsville Grammar School has achieved a strong financial surplus due to enrolment growth and sound fiscal management of physical and human resources during a very difficult year for the Townsville and wider community.

THREE (3) KEY CHALLENGES EXPERIENCED BY TOWNSVILLE GRAMMAR SCHOOL DURING 2021:

1. COVID-19

Operating in an uncertain environment has placed significant stress on staff and students;

2. REMOTE LEARNING

Developing a stable on-line learning platform at short notice and delivering outstanding educational offerings.

3. FINANCIAL PERFORMANCE

Financial hardship experienced by the School community as a consequence of COVID-19 job losses.

KEY PERFORMANCE INDICATORS

10

ENROLMENT

	2021	2020	2019	2018	2017
SECONDARY	741	757	713	755	782
PRIMARY	473	415	422	438	474
TOTAL	1224	1172	1135	1193	1256
BOARDING	112	126	119	121	135

The School has experienced enrolment reductions across all categories in recent years however the relatively strong retention of enrolments during unprecedented recent regional economic hardship and extended drought indicates the School is meeting its strategic goals:

- Developing a best practice program delivery in teaching learning and caring.
- Providing a best practice co-curricular program.
- Building on the School's position, as the pre-eminent boarding school in North Queensland.

ENROLMENT

	2021	2020	2019	2018	2017
TOTAL INCOME	\$33,397,961	\$31,232,320	\$29,124,755	\$29,576,557	\$29,950,328
OPERATING SURPLUS BEFORE DEPRECIATION AND INTEREST EXPENSE	\$4,121,454	\$ 3,610,828	\$ 2,467,243	\$3,255,994	\$3,600,877
STUDENT NUMBERS	1224	1172	1135	1193	1256
OPERATING EFFICIENCY	12%	12%	9%	11%	12%
PER STUDENT	\$3,367	\$3,081	\$2,174	\$2,729	\$2,867

DEBT PER STUDENT

	2021	2020	2019	2018	2017
BORROWINGS AT END OF FINANCIAL YEAR	\$10,594,643	\$11,629,956	\$13,297,010	\$14,864,215	\$16,336,813
STUDENT NUMBERS	1224	1172	1135	1193	1256
DEBT PER STUDENT	\$8,656	\$9,923	\$11,715	\$12,460	\$13,007

REVIEW OF OPERATIONS

PROGRESS TOWARDS GOAL ACHIEVEMENTS

On behalf of the Board of Trustees I acknowledge the loyalty and endeavour of our students, staff, parents and members of our broader Grammar community in maintaining the success of the School in 2021. This is not only a time for celebrating student academic success and co-curricular achievement and for recognising our supportive community, but also a time to reflect on who we are and what we stand for as members of a great Grammar community.

This year the relative stability of the public health environment has made the delivery of our educational, co-curricular, social and sporting programs much smoother than in 2020 when the challenges of the COVID pandemic necessitated significant changes to the way we taught and the way our students learned.

Whilst COVID has not disrupted the school in any measurable way this year, one impact has been that the majority of our international students have not been able to be physically present at school and most have been attending lessons remotely from overseas and some from interstate. We recognise the challenge that this presents to those students, but we are looking forward to their return once international and state borders commence reopening.

Most of you know our international students, and their return together with further enrolled students from overseas, is something to look forward to and I am sure that you will all welcome them back to campus and enthusiastically re-engage with them upon their return, or their arrival. The difficulty of remote learning from overseas is significant and I am proud of the way that our International students have accepted that challenge and that they have done so with enthusiasm and loyalty to the school. The Board of Trustees is working to achieve their arrival back on campus next year, albeit it is a matter that is largely out of our direct control, but we will not be diverted from that task and look forward to succeeding in a common-sense and practical way.

Our year 12 students leave our school with the immeasurable benefit of a Grammar education that has equipped them for positive personal growth and career success as they enter the broader community as young adults. On behalf of the Board of Trustees I congratulate each of them and wish them every success in the future.

Our students - that is, every student, at all Grade levels - have again this year enjoyed from each of their personal perspectives, academic success through diligence and dedication directed to achieving their personal best. Whilst we recognise our high achievers during our annual Academic Awards celebrations we also recognise and celebrate the academic achievement of every one of our students.

Last year we recognised some long-serving members of the Board of Trustees (who are responsible for the governance and with the Principal, the future vision for the school) who had diligently provided voluntary service as members of our governing body. This year we have farewelled our long-serving Deputy Chairman John Johnson, whilst still retaining his contributions in advising on infrastructure and development as a co-opted member of the Board, through to the end of 2022. Mr Johnson has been a valuable and indispensable contributor to the success of the school during his tenure as a Trustee.

We also this year officially welcomed two new members to the Board of Trustees following their formal appointment by The Minister for Education: Bev Price who has tirelessly worked with the school parent body over a number of years and has accepted the Leadership of our Board Past Grammarians Committee; and Carl Valentine who has already contributed expert advice and diligent work in our financial and risk management responsibilities and has accepted the leadership of our Board Finance and Risk Committee. I publicly welcome them to the Board of Trustees and look forward to their continuing contribution to the governance of the school.

The Board also acknowledges the many years of service of our Head of Junior School Mr Noel Nethery, who has moved interstate to take up new challenges in Education. We thank him for his wonderful service to our school and wish him well in his new ventures in education. We will welcome our new Head of junior School Mr Martin Tait, to Townsville in early January.

This year we have introduced a new strategic outlook and vision for the future development of the School that will retain and sustain our Grammar values and provide the framework for our continued academic success, which in regional Queensland is second to none and overall, challenges the best that Independent Schools in Brisbane and the south-east corner of our State offer and have achieved.

At Townsville Grammar School we have and will continue to create a stimulating environment that fosters outstanding scholarship and a culture of deep learning; to foster a safe and supportive school community that enables our students to achieve their personal best; to develop an accomplished and inspirational staff, committed to the students in their care and imbued with a strong ethos of service, professional learning and ethical responsibility; to develop and sustain the connected and engaged community that shares our belief in the importance of our grammar heritage and values and provides inspiration in education; and to deliver an affordable education whilst strengthening the school's foundations for a sustainable and confident future.

Our Principal Mr Kelly, his Senior management team and our teaching staff continue to deliver to our students a standard of education and holistic learning at the highest level in a comparatively affordable and reasonable cost.

The Board of Trustees acknowledges the support of our whole Grammar community to the success of the school and particularly that of our parents who demonstrate year after year their commitment to provide for our students the benefits and advantages of a Grammar education.

I thank the members of the Board of Trustees for their support me as Chairman in the governance of the school. I also acknowledge the professional support of Board Secretary Greg Walsh. On behalf of the Board of Trustees I congratulate and thank the Principal Mr Tim Kelly and his Senior Management team together with our highly valued staff for their commitment and selfless professional service to the school and to all of our students.

I make an observation from my many years of leading the governance of the school that reflects what we already represent, that is who we are – staff, students, parents and our broader Grammar community: namely, that we are all resilient and positive, prepared to make adjustments to meet any adversity and to celebrate our success with civility, tolerance and understanding. In other words, we each in our own way personally or collectively observe and preserve the ethos of the eight great Grammar Schools of Queensland: mutual respect.

Last year I reflected on the continuing refurbishment of our iconic heritage listed building, School House. That task is in its final stage and we look forward in about mid- 2022 to celebrate the completion of that historic project to restore and reopen the building that represents the heart and soul of Townsville Grammar School. It will be a place that the whole Grammar community can enjoy – students, staff, our broader Grammar community and our Past Grammarians.

The school recognises the importance of maintenance and renewal of school infrastructure – learning places, student and community, co-curricular and sporting facilities – across each of the three campuses and we are in the process of planning significant improvements that will enhance our built environment and also expand the scope of our co-curricular programs. This of course all requires responsible, innovative and affordable planning in the current climate of rising infrastructure costs and materials supply chain disruption.

Most of you will have seen the construction during this year of a large building on the boundary of the Bill Muller Rugby Oval on this campus. It is a sporting complex built on the adjacent Sports Reserve which provides large indoor spaces for sports, including three basketball or netball courts. Whilst this is not a School building project, our School has nevertheless been intimately involved in this State Government project, including temporary provision of access to our land for construction purposes. The benefit of that cooperative approach in this Project is the provision of access to the indoor sporting complex for our students including the construction of a pathway and gate connecting the school to the Sports Reserve for our student use. We look forward to being able to use that facility in 2022 and beyond for the benefit of our students.

This year our students have again provided wonderful memories and won competitive performances in music, choir and performing arts, as we come to expect from our them. The skill, application and enthusiasm evident in our performance presentations represent much of what we strive for in student achievement at Townsville Grammar School and are a wonderful expression of the co-curricular brilliance of our students and the professionalism of our teaching staff.

The Board of Trustees wishes the whole of our school community a safe, enjoyable and celebratory Christmas and we all look forward to the challenges of the New Year with confidence and enthusiasm.

Stuart Durward AM QC LLB GAICD
Chairman I Board of Trustees

PRINCIPAL'S ANNUAL REPORT 2021

13

Mr Chairman, Trustees and members of the Townsville Grammar School community, it is my honour to present the one hundred and thirty-third Annual Report of Townsville Grammar School. It is also my pleasure to welcome our guest speaker, Ms Alison Haly, Past Grammarian and School Captain of Townsville Grammar School in 1983.

As I complete my fourth year as Principal of this wonderful School, I wish to extend my gratitude to all in our community for your ongoing support throughout the year – your collegiality and optimism has been so greatly appreciated.

Throughout my career in education, it has been my privilege to have had experience with some of the best schools in the country, and from this vantage point, I can fully appreciate the unique qualities of Townsville Grammar School that contribute to its reputation as the school we know and enjoy.

This is a school based on tenacity and endurance, of contribution and compassion, and it is a school with a deep and abiding commitment to the provision of a Grammar education to the North Queensland community. This is a school with soul, as well as purpose. It is a place to belong, and it is a place that binds together its past and present community as Grammarians.

I occasionally hear the comment that we are an academic school. Yes, we are, and proudly so; but once you enter our gates, we are, equally proudly, so much more. We are a sporting school cheering for the Black and Gold, we are a creative school producing the finest quality performing and visual artists, and we are a service-driven community whose students, staff and even our parents, seek to give and serve others. We are an innovative school, championing our students in STEM, design and technology and vocational pursuits. We are a boarding school providing an exceptional boarding experience and a home away from home for our students and their families. Finally, and perhaps most importantly, we are an inclusive school – a place where our students and families, from all backgrounds, cultures and ways of life come together to learn, grow and develop into Grammarians.

A Grammar education is about providing a broad and liberal education and I am incredibly grateful to our teachers and staff who deliver this every day across our three campuses. From our youngest Grammarians in Pre-Prep through to our senior students, we remain committed to cultivating a mindset of being open to opportunity, to being able to identify opportunity and to having the courage to accept opportunity.

To be a Grammarian is to take your place in the story of this great School and to take on the responsibility of using the privilege of a Grammar education to do good in, and for, our world.

For me, to continue to be in the position to lead and to serve the Townsville Grammar School community is a great privilege and honour.

THE SCHOOL IN 2021

14

2021 marks the 133rd anniversary of Townsville Grammar School and I wish to report that the School has enjoyed another successful year across all facets of its operations.

We commenced the year with a total enrolment of 1,201 students from Prep to Year 12, comprising of 460 students in the Junior School and 741 Middle and Senior School students. We conclude 2021 with a total of 1,216 students enrolled. For the first time both Junior School campuses have students enrolled from Prep to Year 6 as the North Shore campus enrolment continues to increase in line with additional year levels. The enrolment in the School's Early Learning Centres remains very strong with classes at capacity. Our boarding enrolment is 115, however, it is noted this has been impacted by the closure of international borders with students not able to enter the country to attend school. Whilst the School continues to operate in a highly competitive, economically challenging environment, enrolments into the future remain very positive.

SELECTED HIGHLIGHTS OF 2021 INCLUDE:

- **ACADEMIC ENDEAVOUR AND SUCCESS.** We started 2021 buoyed by the academic achievements of our 2020 cohort – the first Year 12 group to undertake the new senior studies program (ATAR). Our 2020 Year 12 cohort's academic outcomes were outstanding, especially considering the significant disruptions they endured such as the flood and the pandemic. Two students, Emily Price and Sophie de Jersey (12/2020), received the top ATAR score of 99.95. Only thirty students in Queensland achieved an ATAR of 99.95 in 2020.
- **PERSONAL BEST.** The commitment of so many of our students to commendable behaviour and to striving for personal best in all areas of school involvement was indeed a highlight of our year, with our students living faithfully to Bonus Intra Melior Exi.
- **SCHOOL HOUSE.** Renovations are now well underway and it is anticipated that the building will be opened to our community mid-2022.
- **WEST SIDE STORY.** We staged an outstanding School Musical production of West Side Story, performed at the Civic Theatre involving the collaboration of our Music, Drama and Dance faculties.
- **BOYS 1ST VIII HEAD OF THE RIVER 2021.** Our boys crossed the line to deafening cheers from a sea of Black and Gold supporters lining the river.
- **GRAMMAR 1 NETBALL.** Our girls were, once again, victorious, taking out the premiership for the Black and Gold for the 2021 netball season.
- **U10S RUGBY PREMIERS.** Our U10s played their hearts out to be crowned premiers for 2021, after a stellar season.
- **SCHOOL SPIRIT.** Our Black and Gold School spirit continued to grow, with the Spirit Squad co-ordinating lunchtime performances, activities and competitions, and encouraging spectator support at our major sporting events. The Black and Gold was on display at the river, the courts, the fields and the pool throughout the year.
- **JUNIOR SCHOOL ENGINEERING, LEGO & ROBOTICS COMPETITIONS.** This year we staged two fantastic Lego, robotics and engineering competitions for primary schools in the Townsville and North Queensland region.
- **BLACK AND GOLD CARNIVAL.** Our biennial carnival was a fantastic night of community and celebration, with an estimated crowd of 2,500 people gathered at our Annandale Campus.
- **READERS' CUP STATE CHAMPIONS.** After blitzing the regional competition, our Year 7/8 team was victorious in the State Competition, with our Year 9/10 team runners up.
- **SERVICE.** The fundraising and charitable efforts of our students throughout the year reinforced their commitment to service and community. The Junior School's introduction of an EarlyAct Club, to support out secondary School's Interact Club was an important achievement during the year.
- **YEAR 12 GRADUATION.** We celebrated with our Year 12 Class of 2021 with a moving and celebratory graduation ceremony to officially conclude their schooling journey.
- **GRAMMAR MUSIC SHOWCASE.** From Year 3 to Year 12, our musicians took to the stage to present the very best of Grammar Music, both instrumental and choral, held at the Townsville Civic Theatre.

- **SONY CAMP.** Our fourth annual Sony Foundation Children's Holiday Camp was our biggest and best yet, with our Year 11 and 12 companions and mentors presenting Sony Safari 2021.
- **GRANDPARENTS DAY.** This is one of our favourite events in the calendar, when our Junior School students welcome their grandparents and special friends back to school for the morning to join in classroom activities, musical performances and morning tea.
- **PAST GRAMMARIANS.** Our Past Grammarians Reunion and Grammar@Home weekend ran with an adjusted program, due to the Covid restrictions and border closures. In true Black and Gold spirit, the event was a fantastic celebration for those who could attend.
- **SMART PUPS.** As part of our TGS Boarding Service Learning program, we welcomed our first Smart Pup Assistance Dog to the Boarding House this year. Aggie lived in our boarding community for several months as she underwent her training to become an assistance dog for a child with disability.
- **100 DAYS OF PREP.** This is a very special milestone that we celebrate with great enthusiasm each year. Once again, our Prep students from both Campuses came together to celebrate 100 days of learning with a special 100-themed morning of games, activities and dress-ups.
- **CUM LAUDE AWARDS & PRO DILIGENTIA AWARDS.** This year we had an impressive number of students receive both Pro Diligentia and Cum Laude Awards, acknowledging and celebrating their academic efforts and outcomes.
- **YEAR 12 FORMAL.** Our Starry Night themed formal was a wonderful way for our Year 12 class of 2021 to celebrate together. This important rite of passage event was again staged in our Centenary Gymnasium, which was transformed into a sparkling arena for our students to dance the night away.
- **BOARDING FORMAL DINNERS.** Our Boarding Formal Dinners, held each term, have had a sense of occasion where students join with staff to share time together and hear from a guest speaker talking about range of topics including leadership and resilience.
- **TWEDDELL LEADERSHIP DINNER.** This inaugural student leadership event was a fantastic success, with Year 6 and Year 12 student leaders from more than 12 local primary and secondary schools in attendance. Mr Bill Tweddell, proud Past Grammarian and Vice-Chancellor of James Cook University, addressed the students, talking about his life-long learning and leadership journey.
- **BOARDING COMMUNITY VISITS.** We hit the road several times throughout 2021 to visit our boarding families in communities throughout western Queensland, the Burdekin and Tully. These were fantastic opportunities to engage with our current families and meet up with Past Grammarians.
- **PAST GRAMMARIANS ASSOCIATION.** This support group underwent a revitalisation and formalisation this year, with a new committee leading the way and the preparation of a constitution. The School Board of Trustees approved for a small component of the School fees of each Year 12 student to be allocated to the Past Grammarians Association, ensuring our ongoing financial security and growth.
- **TEACHING & LEARNING FRAMEWORK.** This document was launched and implemented across our three Campuses, providing a tailored, integrated and co-ordinated approach to our teaching and learning pedagogies.
- **STUDY SKILLS & A-TEAM TUTORING.** Our curriculum team implemented a focus on Study Skills during the year with our boarders also supported by A-Team Tuition.
- **MODIFIED RUGBY PROGRAM.** This year we initiated a Modified Rugby Program to allow TGS students to support and train a team of students with disabilities, with an exhibition game enthusiastically played at our Grammar@Home fixture in August.

Whilst this list is by no means exhaustive, I congratulate all who have contributed in these many sporting, cultural, academic, service and community events and am genuinely excited at the thought of all those to come in 2022.

In early 2021, the School's new Strategic Intent for 2021 – 2024 was launched. In developing this plan, the School's Board of Trustees and Senior Management Team have reflected upon and considered the School's strategic positioning as a leading educator in North Queensland. In undergoing this strategic review, the School's history, heritage, values, character were examined and then the future direction of our learning community was explored and conceptualised within this Strategic Intent document.

Townsville Grammar School has long provided exemplary academic and values-based leadership through the delivery of a broad and liberal education, where the development of each student is based on the principle of "personal best". Whilst academic excellence will always remain the key driver of the School, it does not stand alone. The strong and demonstrable culture of deep and authentic teaching and learning extends beyond the classroom into the domains of community, service, entrepreneurship, creativity, innovation and sustainability.

Preparing our students for the new world is the priority, and this will be achieved through a framework of our four key domains, guiding the School through the coming four years. These domains will ensure that, whilst academic excellence and pursuit will be upheld, the School will also continue to seek to purposefully engage in the areas of co-curricular development and engagement, community, ethical sustainability and servant leadership, to ensure our students become equipped to take their place in the community of our world.

DOMAIN 1 - TEACHING & LEARNING:

To provide an exceptional educational environment whereby each student develops a love for discovery and a mindset to strive for personal best in all of their endeavours, both inside and beyond the classroom.

DOMAIN 2 - PEOPLE & PURPOSE:

To cultivate a dedicated, purposeful and inspirational staff who actively and consciously model servant leadership, recognising that our school leaders serve with humility those that they lead.

DOMAIN 3 - COMMUNITY & ENGAGEMENT:

To pursue genuine engagement both within our TGS community, and within the broader community, to support our students to achieve their personal best.

DOMAIN 4 - STEWARDSHIP & SUSTAINABILITY:

To act as responsible stewards, building a school for the future, that values the richness of our past.

This document is the result of significant reflection and planning and is driven by the aim of inspiring our young people to develop a great love for discovery today, so that they can live life with purpose and passion tomorrow.

THE ACADEMIC LIFE OF THE SCHOOL

17

The students of Townsville Grammar School have a long history of performing at a very high level academically. This does not occur by chance, but rather as a result of a range of influences carefully aligned to ensure our students are given the very best possible environment in which these academic achievements can be achieved.

These influences include the School's committed and highly qualified teaching staff, the evidence of a disciplined and structured learning environment, the essential influence of our parents who support the culture of valuing education, a culture within the School of acknowledging effort, and an expectation of personal best for all. We see evidence of this when we consider the academic results of our students in relation to State benchmarks, academic competitions and in the final Year 12 results and university placements.

ACADEMIC PERFORMANCE YEAR 12 2020

Congratulations to our first cohort of students through the new QCE (ATAR) system - they performed exceptionally well. Two students, Sophie de Jersey (12/2020) and Emily Price (12/2020), achieved a perfect score of 99.95. They were two of only 30 students in the state who attained this accolade. Other notable achievements include:

- 12.8% of students achieved 99.00 and above
- 32.1% of students achieved 95.00 and above
- 45% of students achieved 90.00 and above
- Median ATAR was 89.15
- Eighteen of our students received QCAA Academic Commendations for receiving straight A results in six General subjects
- Eight students received a result of 100% for a General subject
- Twenty-one students received 100% on their final External Examination.

SCHOLARS' ASSEMBLY / SPEECH DAY PRIZES

At the start of the School year, our Scholars' Assembly was an opportunity to celebrate the success of the 2020 cohort and also to present the Speech Day prize awards for our recently graduated Year 12 cohort. The Dux of the School was jointly awarded to Sophie de Jersey and Emily Price (12/2020). The Scholar's Assembly speech was delivered by Lucinda Carter (12/2020) who had three excellent messages for the students – don't compare yourself, learn to fail and to be kind. All of which speak directly to our Pastoral and Academic programs within the School and it was wonderful to hear of the impact that these programs are having on the graduating students of our School.

TEACHING AND LEARNING FRAMEWORK

We continue to make significant progress on the implementation of our Teaching and Learning Framework across all three campuses. The academic staff are continually reflecting and improving on their practice in the classroom. The focus this year has been on the High Intensity Teaching Strategy - Metacognition. Metacognitive teaching strategies enable students to take a greater role in their learning. Maintaining the culture of high expectations and academic challenge; the central focus of our framework is always on our learners.

STUDY SKILLS WORKSHOPS

In 2021, a Study Skills program was commenced, in order to further develop the academic performance of our students. Sessions were conducted with Year 11 and 12 students on time management, utilising the syllabus and practice examination papers to develop a deeper understanding of the course content, maintaining a balance of study and lifestyle in order to manage stress and developing good study routines. These sessions were well received by students and will extend to all Year levels during 2022. Sessions on effective note taking, managing distractions, increasing motivation and setting goals are amongst the many skills that we continue to develop with students. These sessions are positioned in the School calendar according to their content, how they link with the learning stages of our students and the relevance to the Learner Traits section of our Townsville Grammar School Teaching and Learning Framework.

NAPLAN 2021

The National Literacy and Numeracy tests (NAPLAN) were conducted in May this year. As a School, our results compare very well with the national average and are well above the Queensland state average in all areas. These results are most pleasing and reflect the hard work of both students and teachers. Below is a summary of our results for 2021.

READING		
YEAR	AVERAGE SCORE (TGS)	AVERAGE SCORE (STATE)
Year 3	479	428
Year 5	553	507
Year 7	582	539
Year 9	622	571

WRITING		
YEAR	AVERAGE SCORE (TGS)	AVERAGE SCORE (STATE)
Year 3	449	415
Year 5	510	468
Year 7	554	511
Year 9	607	539

SPELLING		
YEAR	AVERAGE SCORE (TGS)	AVERAGE SCORE (STATE)
Year 3	458	410
Year 5	530	497
Year 7	586	545
Year 9	622	577

GRAMMAR AND PUNCTUATION		
YEAR	AVERAGE SCORE (TGS)	AVERAGE SCORE (STATE)
Year 3	478	424
Year 5	544	498
Year 7	583	532
Year 9	623	570

NUMERACY		
YEAR	AVERAGE SCORE (TGS)	AVERAGE SCORE (STATE)
Year 3	433	393
Year 5	532	487
Year 7	592	545
Year 9	636	583

CUM LAUDE

On Monday, 2 August we celebrated the academic success of our students at our annual Cum Laude Ceremony. Each year, we acknowledge the outstanding work of several Year 12 students through the Alan D Morwood Academic Awards. These awards are presented to students who have achieved a Cum Laude Award in each of their six years at Grammar since Year 7. This year, we had 22 Alan D Morwood Academic Award winners with eight of these students receiving the additional distinction of gaining a Maxima Cum Laude in each of the past six years. These students were: Samuel Brooks, Phoebe Evans, Ashani Hazratwala, Sarah Jacob, Sasha Lea-Rowell, Oliver Livingstone, Aimee Smith and Lachlan Taylor (12/2021). Other Morwood recipients were: Vatsal Anand, Millie Andrews, Darcy Arnold, Ella Banks, Joshua Bourquin, Matthew Ferguson, Thomas Gray, Ciara Kavanagh, Xanthe Lamari, Daniel Lee, Savahna Lee, Daniel Perez Castillo, Ellise Pickering and Neshi Weerasooriya (12/2021).

ICAS COMPETITION RESULTS

Our students continue to perform well in the International Competitions and Assessments for Schools (ICAS) competitions run by the University of New South Wales. This year, students participated in English, Mathematics, Digital Technologies and Science. Several of our students received High Distinctions placing them in the top 1% of the students in the competition. These students were: English - Dominic Eve (7/2021), Isabella Morris (8/2021); Mathematics - Abdullah Al Itmam (8/2021); Science - Gemma Morris, Rohan Nalavade (8/2021).

ART

The Art Department continued to be a haven for students to shape their creative identities in 2021. Art Club and tutorial lessons were well supported and, as always, a pleasing number of students took advantage of extra time in the Art Department during lunch times.

Displaying artwork is an essential feature of visual art practice and, with the generous support of the Parent Network, a purpose-built gallery space was established in the Art Department this year. The space was fitted with display panels, a hanging system, lights and curtains. Both QCAA and IB Art and Design and Technology students reaped the benefit of this space to exhibit their artwork.

QCAA Senior Visual Art students also took the opportunity to display their work in the wider community with Sasha Lea-Rowell and Phyllis Chen (12/19) selected to exhibit in the 2021 Creative Generations Excellence Awards in Visual Art Regional Exhibition, showcasing outstanding visual artworks by senior secondary school students.

BUSINESS & HUMANITIES

The suite of subjects offered in the Business and Humanities Faculty has, once again, received healthy support in 2021. With less COVID-19 restrictions, our Business and Humanities students were provided with a range of opportunities to engage in authentic learning activities. Our Year 8 Humanities classes visited the Museum of Tropical Queensland's Ancient Rome Exhibition which gave them greater insight into the Ancient Roman Empire. Our Year 10 Geography class investigated coastal erosion and management techniques at Rowes Bay and the Year 11 class enjoyed a one-day field trip to the Townsville City Council and Local Disaster Co-ordination Centre investigating the issues facing regional Australia from infrastructure and migration to managing disasters such as floods and pandemics. Those studying Geography in Year 12 completed their field work by investigating water quality and aquatic weeds in the Upper Ross River. In Business, Year 12 QCAA and International Baccalaureate Economics students took advantage of the opportunity to attend a business breakfast hosted by PVW Partners at The Ville to unpack the Federal Budget and its implications for individuals, businesses and the region. Additionally, Economics, Accounting and Business Studies students had the chance to manage their own investment portfolio when competing in the ASX Share Market Game. This year also saw the second year of the Entrepreneur and Investment Club. The Club saw significant growth with students from Years 7 to 12 working in Finance, Marketing, Operations and Human Resources, where they learnt about the functions and importance of each department as they worked towards a collective financial goal.

DANCE

This is the fourth year that Dance has been a creative subject choice in the Senior School. Students in Years 10, 11 and 12, currently studying the ATAR syllabus or IB Theatre subject, are consistently achieving very high results in Dance and Drama.

It is wonderful to see Dance continuing to grow and thrive across our three campuses. Many eager students have engaged in our Grammar Dance Co-Curricular program this year, with performances at school events and in the community, including entries into the Townsville Eisteddfod Primary and Secondary School's Sections, with outstanding achievements of first place by our Grammar Dance Groups in both sections. Our co-curricular program provides a positive environment for all students, across a range of abilities, to come together and enjoy dance. Friendships are built across year levels and between students from different private Dance studios, generating a supportive community of Grammar dancers.

Students in Years 10 – 12 have the opportunity to study Dance through the general ATAR subject offering, extending their understanding of movement and the human body, learning kinesthetically to become creative and collaborative developers and appreciators. This subject offers students the opportunity to express themselves physically and emotionally, alleviating stress and encouraging diversity in their school day. Outstanding results were achieved by our 2020 Dance graduates in the ATAR system. Earlier this year, our Dance students attended Dancenorth, Australia's leading Contemporary Dance Company, whom we are fortunate to have in our own community. Students viewed a modern production called Safety Net, involving several of our own Dance and Drama students. Townsville Grammar School is proud to connect with and support local arts companies such as Dancenorth.

DESIGN & TECHNOLOGY

2021 has been another successful year for students within the Design and Technology Faculty. Year 7 students now have the luxury of choosing between alternative technologies to prototype a working model of their stationery holders. With the recent acquisition of a resin printer, students can now experience an additional form of prototyping.

Year 8 students each studied a term on CAD modelling using Fusion 360 and the programming of an Epilog CO2 Laser. Through the assessment item of a Tea Light Candle holder, students were able to program, engrave high-resolution graphics and laser cut intricate designs. Students pushed the limitations, speed, precision and versatility of the Laser to produce models that projected images of dachshunds, ballet dancers, Avengers and intricate trees.

During Term 3, Year 10 Design was centrally focused on Prosthetics. Some highlights in Year 10 included: Desharthie Nona (10/2021) who used the vacuum former to manufacture a two-piece transtibial prosthetic leg; Max Blackshaw (10/2021) who prototyped a socket joint using Fusion 360 and produced the working components with the 3D printers of a socket joint to allow for the attachment of upper-limb prostheses; Astin McClelland (10/2021) who manufactured a working multicomponent gear box with the inclusion of electronics to test the speed, strength and range of motion of a transhumeral prostheses. The Design and Technology Faculty is extremely appreciative for the guidance and advice provided by Solex and Freedom Prosthetics.

The Applied Learning course of Furnishings has further expanded and refined practical tasks to develop Core Skills for Work as set out by the Australian Government. 2022 will see the inclusion of a project including an Appalachian dulcimer, that will complement the Ukulele and the Kalimba.

As we progress, we continue to have a strong focus on sustainability, identifying how designs can be supported in terms of their economic, social and ecological impact at a local, national and global level.

ENGLISH

Whilst 2020 was a difficult year with the uncertainties of the new ATAR system mixed with the anxiety and disruption of the pandemic, we came through with strong results which gave the Faculty and our students great confidence heading into 2021. The senior students have certainly risen to the challenge, demonstrating an understanding of the syllabus objectives, skills and assessment tasks which has set them up well for their External Exams. Fortunately, the new ATAR syllabus allows for a broader suite of subjects to ensure there is an option to suit everyone's needs and we look forward to continuing to offer: Essential English, General English and Literature in 2022.

While the new ATAR syllabus settled into its second round, we turned our attention to the new IB syllabus: English A - Language and Literature. 2021 marks the first year of the new syllabus and our November Session candidates will be the first in the Southern Hemisphere to complete the new Internal Assessment pieces and sit the new External Exams.

In the Middle School curriculum, we are continuing to refine our focus on literacy development to ensure students have mastered the reading and writing skills necessary to tackle their senior studies. The theory and pedagogical practice presented in *The Writing Revolution* by Hoochman and Wexler continues to drive this focus and that, along with explicit teaching and supplementary use of Cambridge's Connecting English, is assisting us in reaching our goal of developing student literacy levels.

2021 also marked the first year of the English Faculty's Book Week celebrations through a lunchtime Literature Trivia competition where students battled it out to see who had supreme literary knowledge. Additionally, for those more creative, we held a blackout poetry competition which produced some thought-provoking and aesthetically delightful pieces from our very clever students. We are certainly looking forward to growing this celebratory week in 2022 to help foster a love of books and reading in our School.

HOSPITALITY

Student numbers enrolling in Hospitality this year have, again, demonstrated that this subject is very popular. The new Senior Syllabus has been received well by the students who are enjoying a greater focus on the practical side of the subject, thus instilling positive life skills into their repertoire. The Year 11 Hospitality students were also involved in many functions within the School. They helped set up and serve at the Netball, Rowing and Rugby dinners, as well as producing several buffet lunches for each other as part of their continuing assessment.

Popularity of the after-school Cooking Club is steadily rising which has seen an influx of members from Years 7 and 8, as well as the regular group of older students. This is pleasing to see as it gives us a chance to instil foundational life skills stand them in good stead for the future.

Food Technology has proven to be enjoyable for the Year 7s. This is a fully practical subject where students are taught to prepare a range of healthy and nutritious meals. They also learn to be skilled in a variety of life skills essential for them as they mature into adulthood.

HEALTH & PHYSICAL EDUCATION

This year has been another great success for our Health and Physical Education (HPE) classes. The Senior PE students have continued to produce a very high standard of work across both Year 11 and 12.

In Middle School HPE, students have participated in a wide array of physical activities to learn the important social skills that can be developed through sport and to improve their fundamental movement skills.

Physical Education becomes an elective in Year 10, where students begin their journey into Senior PE. The learning experiences shift from being health related to the domain of Sport and Exercise Science.

INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) Diploma Programme is a rigorous, academically challenging, and balanced senior secondary course designed to prepare students for success at university and life beyond. The IB was introduced to Townsville Grammar School (TGS) in 2010 and provides an alternative senior pathway to the QCAA ATAR system. The IB Diploma Programme curriculum is one of breadth and depth, in which students choose to study subjects from six different subject groups in addition to the core elements of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS) programme. It has become an integral component of the academic fabric of TGS.

We are very proud of our alumni of over 100 students who have successfully graduated from the Diploma Programme, many of whom have gone on to study at prestigious Australian and international universities. This year, we will celebrate our tenth IB graduating cohort, with 17 candidates completing the Diploma Programme. Their dedication to embracing the vision of the IB has been outstanding and we look forward to sharing their success when IB results are released early in the new year.

Highlights of the IB year at TGS included the return of the IB Retreat, in which students took part in a wonderful weekend of activities designed to embody the mission of the IB. Students participated in community service with the C4 (Community for Coastal and Cassowary Conservation) in Mission Beach, white water canoeing on the Tully River, hiking and swimming at Echo Creek Falls, as well as laser tag and an obstacle course at the Echo Creek Adventure Camp. An important feature of the retreat was the opportunity for Year 12 students to practice their TOK presentations in front of an audience, and for the Year 11 students to gain insight into the IB experience, and Year 12 students to share their wisdom, through the XL@IB exercise.

A core element of the Diploma Programme is TOK, a course in which students 'explore and reflect on the nature of knowledge and the process of knowing.' Assessment for TOK involves two tasks, one, a 1600-word essay on a prescribed title, and the other, a new task, the TOK Exhibition. In this innovative task, students are required to create an exhibition of three objects that all link to a TOK prompt and explore how TOK connects to their lives and manifests in the world around them. Year 11 students are currently finalising their contributions and planning the inaugural TOK Exhibition at TGS. This will be a remarkable event in which students can share their knowledge gained through the IB Diploma Programme with the broader community and continue the outstanding tradition of our IB students outperforming national and international benchmarks.

MATHEMATICS

Our major focus for 2020, the preparation of our Year 12 students for the first year of senior assessment under the "ATAR" curriculum, achieved very pleasing results. In Mathematical Methods 43% of students were awarded an "A" compared to 25% statewide. For Specialist Mathematics "A" was the grade achieved by 89% of the class, far in excess of the 34% awarded across the state. Standout performances of note were Emily Price (12/2020) with 99/100 in Mathematical Methods and Felix Pountney (12/2020) achieving a perfect score of 100/100 in Specialist Mathematics.

A number of students have been involved in Mathematics Enrichment activities in 2021.

In Term 2, 35 students from Years 7-10 completed the Mathematics Challenge for Young Australians, a problem-solving competition for elite mathematicians. The results were pleasing with five High Distinction, eight Distinction and six Credit certificates awarded. Our Distinction winners were Abdullah Al Itmam (08/2021), Arjun Nigam (08/2021), Rohan Nalavade (08/2021), Anjali Rao (08/2021) and Sabeer Nayyar (10/2021).

The following Year 10 Mathematical Methods HL students attended the 2021 QAMT Mathematics Camp on Magnetic Island in August: Freya Boggild, Sabeer Nayyar, David Nugent, Thomas Rimmer and Maher Zulfiquier (10/2021).

The aim of the annual camp is to foster an interest in Mathematics amongst particularly talented students and to expand their horizons. The students were accompanied by Mrs Robyn Johnson, who is also the camp co-ordinator.

MODERN LANGUAGES

Studying a language other than your own is having more than one window from which to look at the world. In studying languages, we aim to offer more than just vocabulary and verbs, but intercultural understanding, and content and language integrated learning. In that way what we learn becomes part of who we are.

In addition to their language learning coursework, 190 North Ward Modern Languages students opted to participate in the global Education Perfect Languages Championships in their own time, responding to more than 73,000 questions. The Championships, held in March, further their language learning skills, vocabulary and language retention. Thirteen students received awards: Gold Medal Quinn Pascoe (7/2021) for French; Bronze Medal Layla Horsington (7/2021) for Japanese; Bronze Medal Gemma Morris (8/2021) for French; Bronze Medal Isabella Morris (8/2021) for French; Bronze Medal Aimee Segal (10/2021) for French; Credit Award for Alyssa Curtis (9/2021) for French; Credit Award Yasmin Eaton (9/2021) for French; Credit Award Ludivin Gray (9/2021) for French; Credit Award Zarah Moller (8/2021) for Japanese; Credit Award Ted Muller (9/2021) for French; Credit Award Makinly Orford (9/2021) for French; Credit Award Harini Ramesh (8/2021) for French; & Credit Award Chelsea Williams (8/2021) for French. It is extremely uplifting to know that so many of our language students are keen to go above and beyond to pursue further learning in their own time.

In celebration of La Fête Nationale Française, known to anglophones as Bastille Day, some classes practised the art of making crepes, and studied historical and cultural information, while also reviewing the Tour de France and the recent Euro Cup.

In this year's Alliance Française Townsville Region Poetry Recitation, outstanding French accents and pronunciation talent won numerous accolades for our students reciting a selected French poem, as well as winning all contested places in each section.

First place French Poetry winners were Millie Andrews (12/2021); Philippa Jhinku (11/2021); Aimee Segal (10/2021); Carissa Rasalam (9/2021); Isabella Morris (8/2021); Shreeya Ranabhat (7/2021); Annabelle Brown (6/2021) and Tenille Round (5/2021). This year's competition was judged online via a live platform, ensuring the social distancing practices required, along with mask-wearing at the time of the competition.

The Julie Ratliff Essay Prize for Senior School was won by Vatsal Anand (12/2021), and the Middle School Prize was won by Helena Fon (9/2021), continuing to honour the memorial prize for former Townsville Grammar School French Teacher, Julie Ratliff, with both espousing what they enjoy about learning French.

In addition to French language speaking prowess, Year 12 students Vatsal Anand, Millie Andrews, Tahlia Baker, Ella Banks, Angus Bell, Mishti Dua, Sarah Jacob, Annie Johnston, Amelia Kelly, Charlotte Meade, Ruben Nethery and Kade Watt (12/2021) won the Alliance Française French Song Competition with the traditional French 60s classic by Françoise Hardy, *Tous les garçons et les filles*, singing about the pangs of youth in the quest to find love.

2021 has seen the successful introduction of French studies on both the Annandale and North Shore Campus for all students in Prep to Year 6. This is the first time both campuses have offered a language right through the primary years.

Year 5 and Year 6 started a pen pal communication with other students in France and many younger classes presented items at Assembly to showcase their learning with parents and friends. Once again, an integral part of the French course has also seen students in Year 5 and 6 invited to participate in a French poetry competition.

MUSIC

Curriculum Music in the School aims for accessibility without compromising on the musical rigour. In 2020, Year 12 Music student, Sophie de Jersey (12/2020), who gained a perfect ATAR score, also achieved a mark of 100 in Music. Other students achieving very high results in Year 12 Music were Macey Bennett, who also studied Music Extension, Harrison Baxter, Leonardo Borello Busilacchi, and Emma Carr (12/2020).

Our classroom Music across the School continues to adapt to meet contemporary pedagogical needs. In Years 11 and 12, we offer QCAA Music and Music Extension for ATAR, and Music at higher and standard levels for the International Baccalaureate. In the Middle School, the curriculum offerings for Year 7 have increased, with a higher allocation of lessons to allow for increased opportunity in performance, composition and musical analysis. Students in Years 8 and 9 Curriculum Music have made excellent use of class time, and have expanded their work in composition, performance and musical understanding. The resources for music technology have been a great medium to underpin the student learning.

The quality and breadth of Music in the Junior School has expanded significantly in 2021. At the North Shore campus, music is a vital part of the early years curriculum as the children learn about self-control, expression and teamwork. The students at North Shore have opportunities with instrumental and choral work, and the program is growing with the campus.

At Annandale and North Shore, classroom music allows a wide range of musical experience. The Year 3 Strings Program has now been running for thirteen years and its benefits are now obvious throughout the wider School instrumental program.

SCIENCE

2021 saw continued expansion of the Science for Almost Middle School (SAMS) program. This year we took on our biggest group of eager Year 6 students, with 30 Junior School participants from both our Annandale and North Shore campuses. Hosted on the North Ward campus, this project also saw a multi-tiered mentoring program developing between the current Year 12 International Baccalaureate students and their Year 11IB counterparts.

The STEM outreach program known as the Science and Engineering Challenge was re-introduced this year. This program challenges students to experience problem solving activities relating to the fields of science and engineering, which they would not normally see in their school environment. Participants for this project were capped at 16 students per school and we were very fortunate to send a full team of very enthusiastic students including: Sophie Bell, Freya Boggild, Madeleine Connery, Ruby Davies, Daniel Doggett-Ford, Phillipa Dowling, Mina Fung, Brian Gali, Saachi Hira, Grace Ironside, Jonathan Kenneally, Isabella Linton, Sabeer Nayyar, Scarlett Pountney and Cooper Smith (10/2021). Students were accompanied by Dr Iain Faichney.

The Engineering Link Project was back again in 2021, with The Engineering Link Group partnering with James Cook University to deliver a full two-day, hands on engineering experience for students in Years 10, 11 and 12. This year we had six students attend including Jonathan Kenneally (10/2021), Gabriel Diedrick, Krishnan Menon, Thomas Middleton, Lily Roehr and Thomas Taylor (11/2021). This unique opportunity allowed the students to work with professional engineers and gain insight into this unique and diverse employment opportunities available in this field.

This year, the annual Australian National Titration Competition (ANTC) hosted by the Royal Australian Chemical Institute (RACI) returned for 2021. We had six Year 12 students nominate to participate in the challenge including Ella Banks, Hyunwoo (David) Jung, Ciara Kavanagh, Solokara (Nayana) Lankathilake, Kai Negri, and Hyeonggeun Yun (12/2001). Kai Negri was awarded a distinction for his efforts, whilst Ella Banks, Ciara Kavanagh (individual awards of distinction) and Solokara (Nayana) Lankathilake (individual award of credit) were all granted a spot to represent the state at the Australian National Titration Competition (ANTC) final. The students performed very well and received a silver medallion from the RACI for their efforts in the National competition.

Student interest in the National Youth Science Forum (NYSF) remains stronger than ever at Townsville Grammar School. The forum provides students the opportunity to meet with like-minded individuals and make friendships outside their own school. This year Townsville Grammar School has had a record 11 applicants. We wish all applicants the very best for the 10-day experience in January 2022.

Science Week for 2021 was themed 'Food Different by Design' which explores the importance of the science behind food security and the role scientists from all disciplines play in ensuring food supplies in an ever-uncertain world. Townsville Grammar School put on an array of Science Week themed activities to celebrate, including our annual Periodic Table scavenger hunt, as well as Junior and Senior Trivia competitions. The week was also supported by the Academic Mentoring Committee who hosted spaghetti bridge and catapult building competitions; both of which were hotly contested with house points and prizes at stake. The Year 11 IB CAS student group also made their Science @ Home recipe book available to all students, so that they could engage in some more yummy experiments at home.

This year the annual ICAS - Science Competition had 28 participants across Years 7-10. ICAS assessments are designed to recognise academic excellence and assess student's ability to use higher order thinking skills. Our students performed very well receiving seven High Distinctions/Distinctions, 11 Credit/Merit and 10 Participation awards.

The Queensland University of Technology (QUT) Future You STEM Summit is committed to inspiring the next generation of STEM leaders. Townsville Grammar School was very fortunate to have six students selected to attend. Congratulations to Luka Fon, Claire Jiang, Harrison Leavers, Krishnan Menon, Dylan Rao and Suin Yu (11/2021).

Our Scientist in Schools program is in its fourteenth year of collaboration with research scientist Professor Natkunam Ketheesan. The Year 9 Science students worked with Professor Ketheesan on infectious diseases, researching and compiling posters raising community awareness and the benefits of vaccination programmes, even designing their own informative brochures grounded in scientific facts. We really appreciate the time, energy, and enthusiasm that the scientists give to this initiative and know it certainly provides students with a deeper appreciation for their STEM subjects.

LIBRARY

To celebrate Book Week this year, we hosted a Book Fairies event. Book Fairies is a wonderful initiative celebrated in over 100 countries. Book fairies are people who, when they've finished reading a good book, want a unique and fun way to pass it on to the next person. They pop an official Book Fairy sticker on it, which reads 'take this book, read it & leave it for the next person to enjoy'. When they've prepared their gift, they will hide it in public to be found. Is in an act of literary kindness that extends across the world.

We didn't hide the books, but instead held a stall in the Library forecourt, and invited students to come and select their book fairies' book. It was hugely successful with the books disappearing within seven minutes! Students were excited to unwrap their gifts and there was a real sense of excitement and enthusiasm as they shared with others the books they had received.

Our library continues to offer a range of services in information literacy and research skills. We are fortunate to subscribe to a range of excellent research databases and encourage our students to access these either at school or at home, to assist in their research endeavours. As students are increasingly required to possess competency in 21st century skills and digital citizenship our library is a great place to take advantage of the support and skills offered in this space.

JUNIOR SCHOOL LIBRARY

In Term 1, we held a very successful Book Fair with the commission going towards new books for the library. In Term 2, a team of four Year 6 students took part in the annual North Queensland Readers Cup Challenge, the Annandale team came second and won a prize for the best team name. In Term 3, all year levels explored the short-listed books for the Children's Book Council of Australia's 2021 Book Week.

This year at North Shore we were excited to move our library downstairs to one of the modulated classrooms. In Term 2, North Shore participated for the first time in the North Queensland Readers Cup Challenge. There was a team of five with four of them in Year 5 and one in Year 6. In Term 3, all year levels explored the short-listed books for the Children's Book Council of Australia's 2021 Book Week.

CAREERS, WORK EXPERIENCE AND VOCATIONAL EDUCATION

Through the Careers Department, the School continues to ensure that students receive the most up-to-date information, advice and options so they can make informed choices about their futures; are supported in their transition from school to future study, training or employment; and acquire the skills, knowledge and motivation to manage their careers over their lifespan. This is achieved through targeted career education programs, individual and small group interviews, work experience, vocational education and training (VET) courses, and community engagement with tertiary institutions, training organisations, businesses and industry.

CAREER EDUCATION PROGRAMS

Through a planned program of learning experiences, career education at Townsville Grammar School aims to develop the knowledge, skills and attitudes that helps students to make informed decisions about their life, study and work options, and to enable their effective participation in working life.

In Year 9, students explored their personal interests, abilities, subject interests and potential career options through the development of a Career Action Plan in order to help build their confidence to start taking control of their future career pathway.

The Year 10 Career and Personal Development (CPD) program provided students with the opportunity to undertake work experience placement across four days during Term 1. During Term 3, Year 10 students used the results of career inventories to help inform the development of their Career Education Plan and senior education and training plan (SET Plan).

The SET Plan is a key component of the School's career education program as it helps students not only with their subject selections, but importantly helps to create a roadmap for life after school by developing a learning profile that reflects their individual strengths, abilities and interests.

Year 11 students participated in small group SET Plan Review and Future Pathways Interviews with the School's Career Advisor during Term 2. This provided students with the opportunity to reflect upon their senior education plan and to further explore their post-schooling pathway options through the development of a Career Action Plan.

In Term 3, Year 12 students developed their Career Action Plan and participated in a Post-Schooling Pathway Interview with the Career Advisor to decide on and plan for their further education, training or employment pathways after finishing school.

TERTIARY AND VOCATIONAL PATHWAYS

The School has continued to encourage and support senior students in undertaking complimentary studies with tertiary and vocational institutions.

In total, 62 senior students participated in vocational education and training opportunities throughout the year.

WORK EXPERIENCE

Work experience is an important element of the School's career education program as it helps students to develop employability skills, explore possible career options, understand employer expectations, and increase self-understanding, maturity, independence and self-confidence. Over the course of the year, 185 students participated in work experience which included 138 Year 10 students on placement during Term 1 Camps & Activities Week. Interestingly, approximately 46% of work experience placements were undertaken in the health and welfare sector, across vocations including medicine, nursing, physiotherapy, dentistry, optometry, radiography and pharmacy.

COMMUNITY ENGAGEMENT

The School has continued to foster positive relationships through engagement with local education, training and employment organisations including James Cook University, QCUUniversity, Defence Recruitment, TAFE, TORGAS, and Learning Partnerships. The School is particularly appreciative of local businesses and organisations who have hosted students for work placement, and supported the School's work experience program, to enable young people to gain invaluable industry insights.

EDUCATIONAL SUPPORT CENTRE

Educational Support offered at Townsville Grammar School is guided by best evidence-based teaching practice and follows the inclusive education model. Its focus is on enhancing student access to the curriculum and learning environment; participation of all students in educational programs; and removing, where possible, any barriers for students with disabilities and learning difficulties.

The Junior School Learning Support performed the vital role of identifying individual learning difficulties early on in the School's younger cohort and then providing the necessary and essential intervention in collaboration with the classroom teacher. Both Literacy and Numeracy support was offered to students in Years 1 to 6 across both Junior campuses. Students worked towards achieving success, through either individual goals or aligned classroom curriculum, as well as in small groups or in classroom settings.

Individual Curriculum Plans (ICPs) for students on a modified academic learning program, were reviewed and updated. Collegial collaboration with teachers, specialists, parents, and Independent Schools Queensland (ISQ), regularly occurred to support the implementation and documentation of ongoing adjustments for children within each classroom. This was documented and reported through the National Consistency Collection of Data (NCCD).

At the North Ward campus, changes were made to the case management of students with the development of improved Individual Education Profiles (IEP) being written for students identified with having learning difficulties or medical conditions that required some form of adjustment. Similar profiles were written for students diagnosed with having a disability, with individualised SMART goals identified for students to work towards and achieve throughout the year.

THE CO-CURRICULAR LIFE OF THE SCHOOL

This year, we have seen significant growth in our offerings across all aspects of our co-curricular program. This has allowed those with a passion for a particular activity to extend themselves, and for those who wish to participate, to give an activity a go.

For this program to operate, the operational and administrative support is extensive. I wish to acknowledge all of our students who have been involved this year, as well as our coaches, mentors, leaders and tutors who enable these opportunities for our students.

The co-curricular life of the School has been most ably led this year by the Director of Boarding & Co-Curriculum, Mr Jaye Beutel. Jaye has advised that, at the end of this year, he will relinquish the Co-Curriculum role so that he can continue to focus on Boarding.

I extend my thanks to Jaye for his leadership of the Co-Curricular Program this year.

CO-CURRICULAR AWARDS

The annual Co-Curricular Awards presentation ceremony provided an opportunity to acknowledge our high achieving Creative Arts, Debating, Public Speaking and Sporting Students from Years 7 to 12. Many of the School's outstanding young achievers were recognised at this ceremony. Across all of these co-curricular areas, 250 students were acknowledged in front of their parents and peers, with the ceremony live streamed for those who could not be present.

For their contributions to the Drama and Dance areas of the School and in the wider community, this year's **Perry Award recipients** were Charlotte Meade (12/2021) and Brandon Lindsay (11/2021).

The annual Co-Curricular Assembly recognised students for their high achievement in a number of areas, including a wide range of representative levels. The Assembly also recognised our Champion House winners.

MAJOR INDIVIDUAL AWARD WINNERS

PRINCIPAL'S FEMALE ALL ROUNDER	Maeghan Saldumbide (12/2021)
PRINCIPAL'S MALE ALL ROUNDER	Gerard Hayes (12/2021)
MIDDLE SCHOOL SPORTSWOMAN OF THE YEAR	Isabella Morris (8/2021)
MIDDLE SCHOOL SPORTSMAN OF THE YEAR	Angus Richardson (9/2021)
DAVIDA TUCKER SPORTSWOMAN OF THE YEAR	Madeline Mathews (11/2021)
BILL TUCKER SPORTSMAN OF THE YEAR	Xavier Cameron (11/2021)

OVERALL WINNERS

THE DUFFIN SHIELD FOR BOYS CHAMPION HOUSE	Hodges
THE GRIMSEY CUP FOR GIRLS CHAMPION HOUSE	Miller
THE ROBERTSON SHIELD FOR OVERALL CHAMPION HOUSE	Hodges

SPORT

Sport is an integral part of Townsville Grammar School and we have an inclusive, competitive and diverse sporting program. In 2021, there was very much a focus on the grass roots of activity with a focus on Every Opportunity being given to students across our Interschool program and, our @Grammar program. Throughout the year, our students donned the black and gold in a number of sports in the Interschool (Block Sport) program, as follows:

Basketball, 3v3 Basketball, Rugby Union, Touch Football, Football, Cricket, Volleyball and Water Polo were all on offer for both boys and girls in Years 7-12.

In addition, our @Grammar program grew significantly throughout the 2021 School year with the inclusion of Swimming, Fencing, Tennis, Running, Fitness, Hockey, Cricket, Football and Athletics. These sessions provided students the opportunity to participate in sports they may not have had the chance to try before. Those that took advantage of such opportunities developed their physical skills, under the guidance of some proficient and passionate coaches.

This year, students and coaches have represented TGS in numerous competitions and tournaments at Club, Interschool, and Regional level.

Heads of House Ms Kelly McBean (Hodges), Ms Jacinda Liang (Miller), Ms Mia Ohlin (Rowland) and Mrs Lizzii Watson (Whight), have shown wonderful leadership and enthusiasm in their respective Houses.

Our Interschool Swimmers and Athletes again represented Grammar with enthusiasm and determination in 2021 in the "A" Schools Swimming, Cross Country and Athletics Carnivals.

Our teams were among the largest in the TSSS competition, highlighting the depth of talent that we use when competing. Some of our athletes excelled in the Interschool competitions and subsequently earned selection in Townsville and North Queensland teams.

In Club Sport, TGS was represented by 15 teams in the TCNA competition.

The Club Sport seasons wrapped up with the annual Club Sport Presentation evenings. Each evening highlighted the invaluable contribution that students, staff and parents make to the success of our Club Sport program.

2021 was also a very successful year for Grammar students in terms of representative honours.

TGS had 53 North Queensland, 10 Queensland and one Australian selections and 29 students who were TGS Tri-Representatives (students who represent Grammar in Swimming, Cross Country and Athletics).

Queensland representatives:

- Isabella Linton (10/2021) – Athletics
- Angus Richardson (9/2021) – Athletics and Cross Country
- Maeghan Saldumbide (12/2021) – Basketball
- Georgie Coates (10/2021) – Show jumping
- Jessica Carrington (7/2021) and Isabella Morris (8/2021) – Swimming
- Ashmith Sivayoganathan (11/2021) – Table Tennis
- Dylan Carey (9/2021) and Ned Fairley (9/2021) – Touch Football Officiating

Australian Representative:

- Madeline Mathews (11/2021) – Touch Football

The athletes represented not only their region, state and country at the highest level, but were wonderful ambassadors for their school.

In the Middle School, Hodges was victorious in the Swimming whilst Miller claimed the title at the Senior School Swimming Carnival.

In the Cross Country, Hodges took out the championship, and finally, Whight House were dominant at the Interhouse Athletics Carnival, winning the boys, girls and overall trophies.

The School's Sports Program has been led by the Director of Sport, Mr Andrew Thompson, this year. Throughout the year, we have seen the development of a number of opportunities for students as well as some fantastic outcomes across all of our sports. Andrew will step down from this role at the conclusion of 2021 and I wish to thank him for the guidance and support he has provided to each of our sporting areas and to those involved.

NETBALL

Club Netball at Grammar encompasses 15 teams over three campuses with 17 coaches and 147 players. In 2021 the School had 15 teams participating in the Townsville City Netball Association Competition, 13 teams in competitive Divisions and two teams in the NetSetGo program. At the end of the regular season, six of the 13 eligible teams qualified for semi-finals. Congratulations to Grammar 1, coached by Mrs Sonya Lampton, Grammar 2, coached by Ms Caitlin Buchanan, Grammar 4, coached by Ms Ammie Stephenson, Grammar 7, coached by Ms Maggie-Rose Thompson, Grammar 8, and Grammar 10, coached by Ms Sophie Durant. Ultimately, Grammar 1 and Grammar 7 progressed through to the Grand Final. Grammar 7 finished as runner-up in Topaz 3 division after their game against Runaways went into double overtime, and Grammar 1 defeated Cathedral by three goals to win the Opal League premiership in a tough contest.

Grammar 1 clicked at the right end of the season. They won the regional Vicky Wilson Cup Final, gaining a place in the State final, that was held in Brisbane in the week leading up to the Grand Final. It was here the team was in the best 20 Netball schools in the State, winning four out of their seven games. These games proved to be the perfect preparation for the TCNA Grand Final, where they were dominant from the outset and held their opponents at bay to win the 2021 Premiership.

Grammar Netball Captain for 2021 was Remy Arnold. She has been a positive role model for aspiring young netballers and been able to pass on her netball knowledge as a co-coach of Grammar 11.

Best and Fairest award recipients from Grammar 1-14 were: Waisie Miller (12/2021), Lucy Callan (12/2021), Gayatri Menon (11/2021), Lilly Keats (10/2021), Mia Humphries (10/2021), Nina Jerome (9/2021), Nicola Hitchcock (9/2021), Libby Moller (8/2021), Harper MacInnes (7/2021), Lucia Parmegiani (7/2021), Clara Cumming (8/2021), Annalise Robertson (6/2021) and Manasee Sivayoganathan (5/2021). NetSetGo Coaches Awards for Grammar 14 and 15 were awarded to: Katherine Dowling (4/2021) and Isla Hancock (3/2021).

Alyssa Golding (11/2021) was a worthy recipient of the Most Valuable Netballer Award 2021, for her dedication to the Grammar Netball Community as a player, umpire and supporter.

TCNA season MVP awards were: Grammar 1, Waisie Miller (12/2021) and Grammar 13, Lexie Warne (4/2021).

ROWING

Our TGS Rowers had another successful year, highlighted by Grammar's five Gold medals, two Silver medals and one Bronze medals at the Head of the River Regatta. Grammar's success on the water continued at North Queensland Schools Championships and also at the Queensland Schools State Championships in Rockhampton. The highlight of the Head of the River was undoubtedly the success of our Vllls program, with our Girls' Vlll finishing runners up and our Boys' 1st and 2nd Vlll both winning their events.

The Grammar Rowing Team of 66 athletes excelled in 2021. Director of Rowing, Mr Corby Green, was superbly supported by a number of wonderfully committed parents and Rowing Captains, Gerard Hayes and Erin Keogh (12/2021).

Gold medal performances were achieved at the North Queensland Schools Championships in the following events: Boys Open Eight: Brian Hayes, Astin McClelland (10/2021), Lukas Browne, Daniel Kim (11/2021), Conroy Terry, Gerard Hayes, Lachlan Donnell-Wales, James Turnour (12/2021), Sabeer Nayyar (Cox) (10/2021); Boys Open Four: Gerard Hayes, Conroy Terry, James Turnour, Lachlan Donnell-Wales (12/2021), Erin Keogh (Cox) (12/2021); Boys Open Double Scull: Lachlan Donnell-Wales, Gerard Hayes (12/2021); Boys Open Single Scull: Gerard Hayes (12/2021); Boys Year 11 Pair: Daniel Kim, Lukas Browne (11/2021); Boys Year 10 Four: Astin McClelland, Will Pascoe, Charlie Maruff, Brian Hayes (10/2021), Sabeer Nayyar (Cox) (10/2021); Boys Year 10 Quad Scull: Astin McClelland, Will Pascoe, Charlie Maruff, Brian Hayes (10/2021), Sabeer Nayyar (Cox) (10/2021); Boys Year 10 Double Scull: Astin McClelland, Will Pascoe (10/2021); Boys Year 10 Single Scull: Astin McClelland (10/2021).

At the All Schools Head of the River Regatta, the Boys 1st Vlll placed first and the Girls 1st Vlll placed second. In overall point score, both the Boys' and Girls' team placed third. Gold medal performances were achieved in the following events: Boys 1st Vlll: Brian Hayes, Astin McClelland (10/2021), Lukas Browne, Daniel Kim (11/2021), Conroy Terry, Gerard Hayes, Lachlan Donnell-Wales, James Turnour (12/2021), Sabeer Nayyar (Cox) (10/2021); Boys 2nd Vlll: Sam Scott, Jack Valentine, Charlie Maruff (10/2021), Owen Beaney, Thomas White, Dylan Rao, Benjamin Rimmer (11/2021), Blake Cook (12/2021), Mia McKinnon (Cox) (10/2021); Boys Year 10 Double Scull: Astin McClelland, Will Pascoe (10/2021); Boys Open Double Scull: Lachlan Donnell-Wales, Gerard Hayes (12/2021);

Boys Year 10 Quad Scull: Charlie Maruff, Will Pascoe, Astin McClelland, Brian Hayes (10/2021), Blake Cook (Cox) (12/2021).

During the September break, TGS fielded a sizable team of 19 Boys and 16 Girls to contest the Queensland Schools State Championships on the Fitzroy River in Rockhampton. In all, our team featured in 30 events including 8 semi-finals and 16 finals. The following crews achieved podium finishes: Gold Medal, Boys Open Double Scull: Lachlan Donnell-Wales, Gerard Hayes (12/2021); Gold Medal, Boys Year 10 Four: Astin McClelland, Will Pascoe, Charlie Maruff, Brian Hayes (10/2021), Sabeer Nayyar (Cox) (10/2021); Silver Medal, Boys Open Single Scull: Gerard Hayes (12/2021); Silver Medal, Year 10 Boys Double Scull: Astin McClelland, Will Pascoe (10/2021); Silver Medal, Boys Open Four: Gerard Hayes, Conroy Terry, James Turnour, Lachlan Donnell-Wales (12/2021), Erin Keogh (Cox) (12/2021); Bronze Medal, Boys Year 10 Quad Scull: Astin McClelland, Will Pascoe, Charlie Maruff, Brian Hayes (10/2021), Skyla Corlis (Cox) (10/2021); Bronze Medal, Boys Open Eight: Brian Hayes, Astin McClelland (10/2021), Lukas Browne, Daniel Kim (11/2021), Conroy Terry, Gerard Hayes, Lachlan Donnell-Wales, James Turnour (12/2021), Sabeer Nayyar (Cox) (10/2021); As part of the North Queensland U19 Boys Quad Scull the following TGS athletes achieved a Gold medal in the Inter-regional Championships; Lachlan Donnell-Wales, Gerard Hayes (12/2021), Erin Keogh (Cox) (12/2021).

The annual Rowing Presentation Dinner celebrated the efforts of the team for season 2021 and gave recognition to the following major award winners: Most Improved Middle School Female Rower: Yasmin Eaton (9/2021); Most Improved Middle School Male Rower: Owen Valentine (8/2021); Best Middle School Female Rower: Sally Broad (8/2021); Best Middle School Male Rower: Charles Cronin (9/2021); Most Improved Senior School Female Rower: Georgia White (11/2021); Most Improved Senior School Male Rower: James Turnour (12/2021); Best Senior School Female Rower: Skyla Corlis (10/2021); Best Senior School Male Rower: Astin McClelland (10/2021); Best Coxswain: Sabeer Nayyar (10/2021); Most Valuable Female Rower: Naomi Kutash (9/2021); Most Valuable Male Rower: Gerard Hayes (12/2021).

RUGBY

In Club Rugby, the School fielded 7 teams between U8 and U18 in the Townsville and District Rugby Union Competition. All of these teams represented their school with pride.

Our School 1st XV was coached by Connor Barrett, who was assisted very capably by our proud Captain of Rugby, Bodene Hinchy (12/21), who was unfortunately injured for the season.

Our U8 Blue, U10 and U16 teams were our most successful over the season. The U8 Blue team only lost once throughout the year and were particularly eye catching in attack.

The U10 team, coached by Mr Luke Brennan, finished the season as Minor Premiers and also took out the Premiership, winning emphatically on Grand Final night against Teachers West. They played with an enthusiasm and passion that very much embodied what Grammar Sport is all about. In the end, their passion and enthusiasm were mirrored by their skill level which, in turn, became the catalyst for their Grand Final win. Our U16 team finished second in their competition and showed enormous determination in defence throughout the year and improving fluency in attack.

The annual Rugby Presentation Night celebrated the efforts of Rugby players for the 2021 season. The following players were acknowledged as 'Best and Fairest' award winners in their teams: Under 8 Black – Aston Miller (2/2021); Under 8 Gold – William Dawson (2/2021); Under 8 Blue – Ky Baker (2/2021); Under 10 – Jack Jackson (4/2021); Under 12 – Warike Joseph (6/2021); Under 16 – Justin Crane (10/2021); Under 18 – Hugh Stack (12/2021).

Stanley Alcock (12/2021) was also acknowledged as the club's Most Valuable Player in 2021 for his game awareness, determination and leadership. Stanley oozed composure and showed great pride every time he pulled on a Grammar Jersey.

THE ARTS

DEBATING

Debating offers students an exciting opportunity to learn how to structure arguments, develop critical thinking skills and obtain confidence with public speaking. It was very popular again in 2021 with us fielding twelve teams in the Townsville Regional Debating Competition, with more than 70 students participating. We were delighted to have teams make it into the semi-finals across all age divisions. This year many of the debates were impromptu, which meant that students had to prepare their speeches only a couple of hours prior to the event. Debating is an incredibly valuable endeavour for our students, giving students the chance to interact with like-minded students from other schools. Debating Co-ordinator, Mrs Lizzii Watson, was well-supported by the debating coaches and Debating Captains Millie Andrews (12/2021) and Hyeongguen Yun (12/2021).

DRAMA & DANCE

Grammar Dance

It is wonderful to see Dance continuing to grow and thrive across our three campuses. Many eager students have engaged in our Grammar Dance Co-Curricular program this year, with performances at school events and in the community. The Grammar Dance Groups continue to make a positive impression on our school community, performing professionally with artistry and talent for School events and celebrations at every opportunity. Co-curricular participation is possible from Year 7 and can be via Grammar Gold or Grammar Black.

Eisteddfod

Led by Jenna Fielder, the Annandale Year 4-6 students entered two dance groups in the Primary School's category. The Lyrical routine, Frozen, won first place and our lively Circus routine received second place. Our North Shore campus students in Years 1-5 also participated in this section and received a special mention for their entertaining routine about a summer trip to the beach. Led by Jacinda Laing, our North Ward campus entered two groups in the Secondary School's Section. Our Grammar Gold performers received first place for their contemporary routine, Insurgency. Our Grammar Black performers entered an innovative routine and received outstanding feedback on their commitment from the judge. These are tremendous achievements, especially considering the number of entrants from Townsville schools in each of these sections.

Performing

Many of our talented students have been thrilled to perform this year in Community theatre productions such as Jersey Boys, Charlie and the Chocolate Factory, Shakespeare under the Stars, The Sh*t Show and Priscilla. We have been so proud to attend these and acknowledge the contributions that Grammar students make to the cultural life of the Townsville community.

MUSIC

Music is intrinsic to the School's culture and sense of being. Across the three campuses, Co-curricular Music provides students opportunities to enhance and enrich their learning for life. The Music program provides a comprehensive collection of pathways for musical expression with instrumental and vocal students performing regularly at school, community and national events, exhibiting the skills and talents of our students individually and in ensembles. The spirit and fellowship of the wider Grammar Music community was on display in March at the annual Friends of Music Cocktail Function. Attended by 120 guests, this party for parents, friends and teachers featured performances from senior students and members of the Music faculty.

School Production

By far the most high-profile event of the year for Music and the Performing Arts in the School was the outstanding production of Westside Story at Townsville Civic Theatre in May. The presentation of Leonard Bernstein's masterpiece was a realisation of a highly effective collaboration among the School's teachers and students in Music, Drama and Dance, with a spectacle that was highly acclaimed.

Overseen by Samuel Blanch, Westside Story was expertly directed by Michael Ware, choreographed by Jacinda Laing, with Fiona Perry and Jenni Ansic overseeing costume design, and Debbie Winkel as Production Manager. The Assistant Musical Director was Kate Hamill, and Assistant Director was Sarah Binder.

Starring in the principal roles were Charlotte Meade (12/2021) (Maria), Brandon Lindsay (11/2021) (Tony), Philippa Jhinku (11/2021) (Anita), Sophie Traynor (12/2021) (Rosalie), Michael Pretorius (11/2021) (Bernardo), Jude Palmer (11/2021) (Riff), Ethan Connor (11/2021) (Action), Daniel Lee (12/2021) (Chino), Sacha Lea-Rowell (12/2021) (Anybodys), Ruben Nethery (12/2021) (Doc), Justin Crane (10/2021) (Schrack), Conroy Terry (12/2021) (Krupke) and Lachlan Hellmuth-Cook (12/2021) (Glad Hand). The orchestra comprised Grammar students, our instrumental tutors and leading Townsville musicians. The quality of the Production was apparent to all who attended the performances, and the School community may be proud of the students and staff whose skills and work over many months culminated in a riveting show.

Grammar Showcase

Another highlight of the year was the Grammar Music Showcase at Townsville Civic Theatre in September. This concert featured our instrumental and choral ensembles from Years 1 to 12, and demonstrated the breadth and high standard of musical performance in the School. Choirs featuring in the Showcase concert were Minors Choir, Majors Choir, Mezzo Choir, Vocal Quartet - The Elements, Senior Girls' Choir, Lezom Boys Vocal Ensemble and Grammar Singers. The instrumental ensembles were Andante Strings, JS Concert Band, Chamber Strings, Celtic Strings, Brass Ensemble, String Quartet, Wind Quintet, Guitar Orchestra, Big Band and Symphony Orchestra.

Townsville Eisteddfod

With the return of the Townsville Eisteddfod after a two-year abeyance, TGS students and ensembles received the majority of the individual special awards and scholarships. Lezom - Grammar Boys' Vocal Ensemble claimed the Bishop Benjamin Trophy for Most Outstanding Vocal item, receiving first prize in the Open Novelty Chorus. Luke Carroll (11/2021) won the Townsville & District State Schools Music Council Bursary for Instrumental Performance, Daniel Lee (12/2021) was awarded the AUSTA Award for Most Promising String Student Age 13-18, Isabella Wong (9/2021) received the Morna Ward

Trophy for Most Promising Pianist age 13 and over, Erica Round (8/2021) won the Susan Grinsell Award for the Most Promising Vocalist age 12-14, Brandon Lindsay (11/2021) received the Sandra Milliken Award for Most Promising Vocalist age 14-18, and Ethan Connor (11/2021) won the Ransom Family Award for Most Outstanding musical theatre item.

Once again, our pre-eminent Junior School Choir, Majors' Choir, was the Townsville Eisteddfod's Primary Choral championship winner, as well as being first prize winner in the Year 6 and under Novelty Chorus. Other ensembles gaining first prize were TGS Junior Recorders, Celtic Strings and Chamber Trio with Luke Carroll, Jonathan Ly, and Lily Roehr (11/2021).

TGS Students receiving first prize in Eisteddfod solo and duo music sections were Annabelle Brown (6/2021), Luke Carroll (11/2021), Ethan Connor (11/2021), Jenna Curtis (8/2021), Christian de Jersey (9/2021), Freya Eng (2/2021), Jerry Fan (4/2021), Lily Foreman (6/2021), Mynjeong Kim (6/2021), Daniel Lee (12/2021), Jocelyn Leung (7/2021), Brandon Lindsay (11/2021), Erica Round (8/2021), Hari Senthuran (11/2021), Isabella Wong (9/2021), and Caden White (10/2021).

AMEB Diplomas

We congratulate two Grammar students who have passed the Australian Music Examinations Board Diploma examination, AMusA. Luke Carroll (11/2021) has received his AMusA for flute performance, and Daniel Lee (12/2021), has his AMusA for violin.

Queensland Conservatorium Honours

Townsville Grammar School has been successfully nominating musicians for Queensland Conservatorium's Honours Programs SHEP since 2007, and was delighted to have had students participating in the Conservatorium's premium ensembles: Australian Honours and State Honours in 2021. Selected for the exclusive Australian Honours ensemble program were Luke Carroll (11/2021), 'cello, Jonathan Ly (11/2021), violin, Lily Roehr (11/2021), viola and Aimee Segal (10/2021), bassoon. Christian de Jersey (9/2021), flute, and Maxwell Hanks (9/2021), percussion, were chosen as members of the Queensland State Honours premium orchestra. AHEP and SHEP connect the finest young musicians with a team of eminent international and national conductors in pursuit of musical excellence.

The State Honours (SHEP) program in Cairns featured many TGS students who so stylishly represented the School in March. Several Grammar students were selected to lead sections of the ensembles, and the Conservatorium gave the School extremely positive feedback. The students who were participated were: Ruby Menzies (8/2021), voice, Helena Fon (9/2021), flute, Maxwell Hanks (9/2021) percussion, Aimee Segal (10/2021), bassoon and Michael Aslin (11/2021), trumpet. Michael was selected to play a solo in the final concert.

SHEP Townsville included the following Grammar musicians from Years 5 to 7: to Annabelle Brown (6/2010), flute, Lily Foreman (6/2021) violin, Seanna Malone (6/2021) voice, Vivaan Puri (6/2021) clarinet, Jessica Carrington (7/2021) violin and Heidi Claire Zahn (7/2021), viola.

AFCM Workshops

TGS has a longstanding partnership with the Australian Festival of Chamber Music. Although the Festival was unable to take place this year due to COVID-19, the Winterschool was able to function, with our students participating in workshops and masterclasses. Young musicians, Jennifer Yu and Lloyd Van't Hoff presented a masterclass with members of the TGS Symphony Orchestra and our String Quartet performing. Congratulations to Maxwell Hanks (9/2021) Aimee Segal (10/2021) Luke Carroll (11/2021), Claire Jiang (11/2021), Jonathan Ly (11/2021), Lily Roehr (11/2021) and Daniel Lee (12/2021) who played for the masterclass.

Performances

The observance of the solemnity ANZAC Day is a high priority at Townsville Grammar School. This year, our students presented moving music at each of the School's campuses and in the community. Many thanks to the brass students who presented The Last Post and Rouse – Caitlyn Halfpenny (9/2021) – North Ward, Jenna Curtis (8/2021) – Annandale, Alyssa Curtis (9/2021) – North Shore and Michael Aslin (11/2021) – Bolton Clarke, Rows Bay. The North Ward service had hymns played by the Symphony Orchestra, and the Chamber Choir sang the moving Russian Kontakion for the Departed. At Bolton Clarke Gardens on ANZAC Day, the vocal quartet performed, directed by Mrs Daniela McMahon, and comprising Monette Alloway, Naomi Kutash, Alyssa Curtis and Jasmine McMahon (9/2021).

TGS students regularly participate and receive prizes in competitions both locally and nationally. Congratulations to Myn Jeong Kim (6/2021) who proceeded to the finals in the Brisbane International Youth Festival, and was awarded Highly Commended for her piano performance.

The Barrier Reef Orchestra regularly calls upon Grammar students to perform with it in concerts. In 2021 Luke Carroll (11/2021), Maxwell Hanks (9/2021), Jonathan Ly (11/2021), Dylan Rao (11/2021), Lily Roehr (11/2021) and Aimee Segal (10/2021) have contributed to BRO performances.

Celtic Strings, directed by Megan Donnelly, presented performances on successive Friday afternoons at The Pink Piano as a feature of Strand Ephemera.

Students Music Leaders and Music Staff

Leadership through service is an important maxim that the School observes. The Music Leaders in 2021 have made a wonderful contribution to the morale and tone of Music. We thank the Junior School Music Captains, Annabelle Brown and Mosa Dong (6/2021), the Middle School Music Captains, Alyssa Curtis and Maxwell Hanks (9/2021), and the Senior Music Captains, Charlotte Meade and Daniel Lee (12/2021), for their conscientious leadership and role modelling. The ensemble leaders, Dominic Castaneda, Casey Chappell, Thomas Gray, Sarah Jacob, Oliver Livingstone, Kirra Littlejohn and Lachlan Taylor (12/2021) have each enhanced the status of the ensembles.

This year we farewell two long-serving members of the Co-Curricular Music team, Margaret and Tony Fitzgerald. After twenty years' service to Music at Grammar, Tony, who teaches reed instruments, and Margaret, who teaches piano, are retiring and we thank them for their substantial contribution to the School and wish them well for their future.

Junior School Music

As part of the School's overall commitment to co-curricular music the Junior Schools have enthusiastic membership of the choirs and ensembles with a very strong group of musical Year 6 students making up the bulk of the Co-Curricular ensemble members. The Concert Band and Andante Strings perform regularly throughout the year at Open Days, Prep Fairs, Grandparents' Day, Showcase Concert, Gala Concert, Assemblies. Excitingly, the Concert Band came second in the Townsville Eisteddfod.

In addition, Guitar ensembles, Recorder ensembles, Clarinet ensembles, and flute ensembles all played beautifully at many functions throughout the year.

In the area of Choral groups, the Junior School has the Minors' Choir from Years 1 to 3. They have performed on Assembly, Grandparents' Day, the Showcase Concert and Eisteddfod receiving second place in their section. The Junior Boys Choir, with students from Years 3 to 6, performed at Grandparents' Day and the Gala Concert. Whilst the Majors' Choir have sung at ANZAC Day, Assembly, Grandparents' Day, Showcase Concert, Writing Assembly and the Townsville Eisteddfod where they – received first place for both the sections they entered.

CLUBS

CHESS

Chess continues to play a strong part in the culture of the Townsville Grammar School, with Chess Clubs running on all three campuses. This year we were fortunate to participate in two rounds of the NQ District chess competition. For the first time, students from the North Shore Campus joined this competition. TGS sent eight teams of four students to each event, producing some solid results and also continuing to build their knowledge and skill of the game.

CODING@GRAMMAR

The annual Regional First Lego League competition took place at CQUniversity on Sunday, 25 October. The theme for the season was "Replay" and for this year's Innovation Project teams were asked to produce a solution that encouraged others to be more active. Our Coding@Grammar team, comprising of Kuba Leete, Mia McKinnon, Riley Robertson and Edgar Win (9/2020) and Berat Bozkurt, Liam Clements, Jett Dawson, Joel Koen, Thomas Mahne, and Sam Teunisse (8/2020) coded Micro:Bits to produce a wireless electronic game that requires players to move between nodes to score points. With great competition from twelve other teams, our students secured both first place in the Robot Performance category, and the overall Champions Award for their combined score across all the judged categories of Robot Design, Innovation Project and Core Values, making it the fourth year in a row that TGS have won these titles.

DUKE OF EDINBURGH AWARD

For many years the Duke of Edinburgh's Award has been offered at Townsville Grammar School to encourage our students to challenge themselves through setting and achieving goals across a range of activities. This internationally recognised scheme provides an opportunity for students to develop skills, display initiative and build self-esteem and is consequently highly regarded by both university admissions officers and potential employers.

Students at Townsville Grammar commence with the Bronze award and it is our hope to see them progress through the levels to subsequently achieve their Silver and finally their Gold awards.

To assist our students achieve their Awards a number of Adventurous Journeys were run throughout the year. In March, candidates new to the program participated in a training day to learn about preparing and planning for an adventurous journey. During May, 12 Year 9 Bronze Award candidates completed an overnight Practice Expedition to Running River Gorge near Hidden Valley. Then in August they completed their final Test Expedition by exploring the rainforests and waterfalls in the Mt Spec region near Paluma.

In July, Bronze and Silver Award candidates from Years 10 and 11 had the opportunity to participate in an ocean voyage on board the Queensland Sail Training vessel "South Passage". Eighteen student spent four days and nights learning how to sail and manage life aboard a large, 30m gaff rigged schooner. The students sailed the ship northwards through the Palm Island Group towards Hinchinbrook Island and then out the Great Barrier Reef before returning the ship safely to the Port of Townsville.

This year, Bronze Awards were presented during the Co-Curricular Awards Assembly to Vivienne Roehr (9/2021), Elisa Jacobs (10/2021), Cooper Smith (10/2021) and Dylan Rao (11/2021).

Receiving their Silver Awards were Millie Andrews (12/2019) and Lily Roehr (11/2021).

Receiving their prestigious Gold Award at ceremonies in Brisbane this year were Past Grammarians, Emma Robertson (12/2019) and Sophie De Jersey (12/2020)

GAVEL CLUB AND PUBLIC SPEAKING

A small, yet consistent number of mainly Middle School members, participated in this year's Gavel Club. Students were actively involved in several speaking activities, including impromptu and declamation speeches, and exploring effective job interview techniques. At the end of Term 3, an Interhouse declamation speaking competition was conducted. During Gavel Club meetings, effective communication skills were taught and enhanced through regular opportunities to practise speaking in front of a live audience whilst utilising the various structures specific to each type of speech.

The Public Speaking calendar commenced very early in Term 1. Three Grammar students, Xanthe Lamari (12/2021), Oliver Livingstone (12/2021) and Barnabas Juhasz (11/2021) nominated. Barnabas went on to win the Townsville and North Queensland finals and then competed at the State Final in Brisbane in April, winning the public speaking section.

Students also participated in two local competitions, Interschool Public Speaking in Term 2 and 'Townsville Talks' in Term 3. Grammar students in Middle School and Senior School competed against other Townsville high school students presenting speeches to young adjudicators to hone their skills. Zarah Moller (8/2021) and Xanthe Lamari (12/2021) were victorious in the Interschool Public Speaking Competition.

In lieu of the traditional Rostrum Voice of Youth which was cancelled last year and then did not happen again this year, students in North Queensland were given the opportunity to take part in the English Speaking Union of Queensland's Public Speaking Competition for Secondary School Students. In April the School fielded five speakers in the Junior Competition, Gemma Morris (8/2021), Winnie Shaw (8/2021), Kritika Ponangi (8/2021), Yumindi Bandara (9/2021) and Saachi Hira (10/2021) who were all highly commended. In July, three competitors from Years 11 and 12 competed; Dylan Rao (11/2021), Xanthe Lamari (12/2021) and Barnabas Juhasz (11/2021). Barnabas won the North Queensland event and went on to take the State title, in Brisbane, in September.

At the Junior School, students begin practising their public speaking skills from Year 4 up. Every year there is a Junior School Public Speaking Competition. After a number of weeks of preparation and presentations within their individual classes, those students judged by their teachers to be the best in their class, came together at the Annandale Campus to compete for Year Level success in front of a reduced but highly appreciative audience.

All students competing on the night gave their best and the high level of skill and content was impressive. As has become the tradition, students from the Senior School attended the event to chair the various rooms competently and deal commendably with the very difficult task of adjudicating the speeches.

The winners in Year 4 were: Lexie Warne (First Place), Rishon Vimalesh (Second Place) and Axel Anderson (Third Place). In Year 5, Suravi Pandey took out First Place, Aditya Pattnaik came second and Scarlett Lucas Schipplock placed third. The Year 6 winner was Annabelle Brown, with Mellanie Simon, second, and Mysha Jain, third. The following students were Highly Commended: Sophie Rinaudo (4/2021), Olive Costello (4/2021), Tenille Round (5/2021), Zoe Brakels (5/2021), Clara Win (6/2021) and Lakshmi Boardssen (6/2021). An entertaining evening was had by all.

READERS' CUP

This year we were extremely proud of the success our students achieved in the Readers' Cup competition. It involves students reading five books over the course of Term 2, and preparing possible questions in preparation for the answering of quiz questions on the evening. This year, we had five teams compete from our three campuses - each incredibly committed to the competition and met weekly throughout the term.

On 10 June, our teams travelled to St Anthony's Catholic College to participate against over 40 schools from the region.

In the Year 7/8 category, our two Townsville Grammar School teams placed both first and second place, and in the 9/10 category, our team placed first. This was a wonderful effort from our students and they were fine ambassadors of our school.

At the State Finals, held via Zoom, our Year 7/8 team were victorious on the day, taking out the final as State champions, and our Year 9/10 team placed runners up. Our students demonstrated integrity and commitment throughout Terms 2 and 3 and the results are nothing short of outstanding. Congratulations to all of our competitors and we look forward to Readers' Cup 2022.

Results – State finals

Winners - Year 7/8 Team Rise of the SWAG Js: Winnie Shaw, Jenna Curtis, Sarah Marshman, Anjali Rao, Gemma Morris

Runners up - Year 9/10 Team Mickey Mouse's Club House: Alyssa Curtis, Asha Patel, Vivienne Roeher, Elenore Locke, Poppy Costello

COMMUNITY SERVICE

The Townsville Grammar School community has continued its annual contributions to worthy causes in 2021, with the House system contributing to a greater extent than in 2020. The School has a number of community service focussed groups supporting a wide variety of charities and community minded initiatives.

The Interact Club has once again led the charge in promoting community service within the School. The Annual Food Appeal collected a staggering amount of food for those in need through the generosity of the many school students and their families. Interact again prepared in excess of 200 birthing kits for the Townsville Zonta Club, to help the safe and healthy delivery of newborns in third-world countries. Congratulations to our 2021 Interact Office bearers on their excellent leadership in the area of Community Service: President Aimee Smith, Vice President Chloe Crocker, Treasurer Het Patel and Secretary Ciara Cavanagh (12/2021), well supported by a team of Year 12 community service leaders.

Jillian's Day continues to raise awareness of the prevention of skin cancer for students from Pre-Prep to Year 12 on all three campuses of the School. This Sun-Smart free dress day also attracts generous donations from students and provides much needed funds to the Queensland Cancer Council.

Musicians Without Borders continues to receive support from our Music Faculty. Donations received at Music functions are used by this charity to develop projects that use music for healing and reconciliation in areas torn by war and conflict.

The School hosted Relay for Life in October. Online donations, car washes and bake sales were undertaken to raise money for this event. In a first, Pingpongathon was a new addition in 2021 thanks to the efforts of Year 12 students. This charity raises awareness and supports the reduction of human trafficking throughout the world. Supported by volunteer swimmers from the School community, MS Swimathon was a huge success, through the dedication of Aimee Segal (10/2021) and the large group of community minded TGS students

Term 3 provided students in Years 10-12 with two opportunities to embrace service learning and provide care and assistance to children with disabilities. In July, 43 Year 10 and 11 Grammar students partnered with the Townsville Community Learning Centre and attended the annual North Queensland Challenge Games. These students supported, encouraged and enabled children with disabilities to participate in their two-day regional sports carnival at the Sports Reserve.

At the end of Term Three, a further 73 Year 11 students and 19 Year 12 students took part in our fourth annual Sony Foundation Holiday Camp for Children with Disabilities. The Year 12s, having participated in 2020, volunteered as Mentors who developed and facilitated activities for the 34 Campers who attended Camp this year.

Year 11 students, in pairs and threes, performed the roles of Companions to the Campers, providing their camper with an event to remember whilst, at the same time, allowing the parents and family members of their guest two and a half days of respite from the often continuous 24/7 care they provide for their loved one. Once again, Sony Camp has gone from strength to strength, with this year, despite the global pandemic, being the biggest camp the School has run.

Through the House system, community service opportunities have found another avenue for all students. Hodges' Service Project involved working with the Endeavour Foundation to set up and participate in projects, such as gardening, with Endeavor's clientele. Miller linked with Townsville Foster and Rehoming animals. Miller House will visit the facility out at the Bohle several Sundays to help with cleaning out stalls, tending to the animals and general facility maintenance. Rowland House established a relationship with the Townsville City Council and Landcare in taking part in environmental support, from bush tucker garden tending to cleaning up beaches and other local areas. Whight House supported Bolton Clarke Aged-Care's residents at Rowes Bay. In addition to visiting the facility, they created gifts and keepsakes for special occasions and for when our students visit.

2021 has been another year where the Junior School Community has also spent time looking beyond themselves and supporting the wider community. We continued our support of World Families and the work they do to enhance the opportunities for children in developing countries. In particular, we continue to support Temesgen Arage, from Ethiopia.

'Free Dress Friday' and the 'Back to the 70s' disco were fun-filled activities that saw the Junior School students raise \$800 for the Red Cross, \$500 for Ronald McDonald House and \$500 for The Smith Family. The Annandale Campus also organised a sausage sizzle on the last day of Term 3 and donated the funds raised to YWAM.

Townsville Grammar School has, for the past 133 years, demonstrated a commitment to enabling students to demonstrate leadership. Students have a wide array of opportunities to serve the School and their peers. They can be a committee representative, captain, vice-captain, mentor, leader or actively involved in one of the hundreds of school activities offered in 2021. Students are given the opportunity to be part of a team, lead through example and to encourage others to be the best that they can be.

Congratulations to our 2021 leaders on their support of peers and leading of the School community.

SENIOR SCHOOL

Year 12 School Captains: Sarah Jacob and Daniel Lee

Vice-Captains: Erin Keogh and Angus Bell (Rowland House Captain)

Boarding Captains: Bridie Moller (Clermont) and Oscar Keats (Julia Creek)

School Prefects: Vatsal Anand, Millie Andrews, Ella Banks, Phoebe Evans, Gerard Hayes (Miller House Captain), Ashani Hazratwala (Rowland House Captain), Xanthe Lamari, Sasha Lea-Rowell, Oliver Livingstone, Mitch McGrath (Hodges House Captain), Charlotte Meade (Miller House Vice-Captain), Ally Minuzzo (Whight House Vice-Captain), Ellise Pickering, Regan Short, Aimee Smith, Isabel Spanswick, Lachlan Taylor (Whight House Vice-Captain) and Hyeonggeun Yun (12/21).

Other Senior Leadership positions: Anna Child (Hodges House Captain), Leyton Clifford (Hodges House Vice-Captain), Waisie Miller (Hodges House Vice-Captain), Maeghan Saldumbide (Miller House Captain), Ethan Harris (Miller House Vice-Captain), Matthew Ferguson (Rowland House Vice-Captain), Kamryn Beldan (Rowland House Vice-Captain), Lochlan Hellmuth-Cook (Whight House Captain) and Caitlin Ainsworth (Whight House Captain).

In 2021 there were seven Senior School Committees where students were encouraged and supported; Academics, Boarding, Junior School Liaison, School Spirit, Service and Wellbeing.

Academic Leaders: Olivia Conyers, Hyunwoo (David) Jung, Daniel Lee, Lily Levers, Oliver Livingstone, Sneha Ranabhat, Aparna Sankar, Neshi Weerasooriya, Hyeonggeun Yun

Boarding Leaders: Wilson Flegler, HyunWoo (David) Jung, Mya-Dora Malum, Grace Tudehope, James Turnour, Laken Wilton

Junior School Liaison: Remy Arnold, Mishti Dua, Nayana Lankathilake, Kirra Littlejohn, Bridie Moller, Amelie Richardson-Schultz, Brianna Williams

School Spirit: Angus Bell, Bodene Hinchy, Ava Lago, Mya-Dora Malum, Ruben Nethery, Regan Short, Isabelle Spanswick, James Turnour

Service: Anna Adebiyi, Kodi Brazel, Dominic Castaneda, Chloe Crocker, Mishti Dua, Phoebe Evans, Thomas Gray, Ciara Kavanagh, Sasha Lea-Rowell, Het Patel

Social: Millie Andrews, Casey Chappell, Wasifa Chowdury, Jazzmin Zooee Rose, Kaylee Snape, Sophie Trayner

Wellbeing: Ayyah Bell, Ben Davies, Amelia Kelly, Xanthe Lamari, Savahna Lee, Callum Leech, Samuel Nelson, Ellise Pickering,

Swimming Captain: Aimee Smith

Cross Country Captains: Charlotte Meade and Stanley Alcock

Athletics Captain: Caitlin Ainsworth

Rowing Captains: Erin Keogh and Gerard Hayes

Rugby Captain: Bodene Hinchy

Netball Captain: Remy Arnold

Dance Captain: Caitlin Ainsworth

Debating Captains: Millie Andrews and Hyeonggeun Yun

Hospitality Leader: Maddison Flemming

Music Captains: Charlotte Meade and Daniel Lee

Celtic Strings Leader: Thomas Grey

Choir Leaders: Kirra Littlejohn and Oliver Livingstone

Senior Girls' Choir Leader: Casey Chappell

Symphony Orchestra Leader: Daniel Lee

Guitar Leader: Lachlan Taylor

Lezom Leader: Dominic Castaneda

YEAR 12 GRADUATION AWARDS:

EASTERBROOK TROPHY FOR GIRL SCHOOL CAPTAIN:	Sarah Jacob
SENIORS OF 2006 PERPETUAL PRIZE FOR BOY SCHOOL CAPTAIN:	Daniel Lee
EMMA-JANE PEMBERTON MEMORIAL TROPHY FOR PERFORMING ARTS:	Caitlin Ainsworth
PRINCIPAL'S AWARD FOR SERVICE:	Caitlin Ainsworth, Ella Banks, Angus Bell, Ciara Kavanagh, Oscar Keats, Amelia Kelly, Erin Keogh, Xanthe Lamari, Bridie Moller, Het Patel, Zoe Rose, Lachlan Taylor
AMY BLANK MEMORIAL PRIZE FOR SERVICE TO THE SCHOOL (GIRL):	Aimee Smith
AMY BLANK MEMORIAL PRIZE FOR THE SERVICE TO THE SCHOOL (BOY):	Hyeonggeun Yun
DONALD PRIZE FOR CITIZENSHIP:	Oliver Livingstone
CARL MEYER MEMORIAL PRIZE FOR SERVICE TO THE SCHOOL:	Daniel Lee
SENIORS OF 2003 PERPETUAL PRIZE FOR SENIOR LEADERSHIP:	Caelen Malone
MARY AGNES DONALD PRIZE:	Sarah Jacob
CHELMSFORD CUP:	Gerard Hayes

MIDDLE SCHOOL

2021 Middle School Leaders: Ludivin Gray and Connor Smith (Hodges House Captains), Nina Jerome and Declan Muldoon (Hodges House Vice-Captains), Emily Maw and Lode Lasschuijt (Miller House Captains), Sienna McCallum and William McDarra (Miller House Vice-Captains), Grace Harding and Jackson Lawty (Rowland House Captains), Alyssa Curtis and Ned Smith (Rowland House Vice-Captains), Ashna Sabesan and Angus Richardson (Whight House Captains) and Yasmin Eaton, Kingsley Cameron and Christian de Jersey (Whight House Vice -Captains)

Middle School Music Captains: Alyssa Curtis and Maxwell Hanks.

In 2021 there were five Middle School Committees where Year 9 students were encouraged and supported along with the Senior School Committees.

Academic: Poppy Costello, Ned Fairley, Helena Fon, Jasmine Musumba, Carissa Rasalam, James Rasalam, Vivienne Roehr, Timothy (TJ) Rono

School Spirit: David Adebiyi, Berat Bozkurt, Paris-Coco Case, Harry Lancuba, Ruby Lane, Asha Patel, India Pelling, Lane Scott.

Service: Yumindi Bandara, Kiran Bartlett, Jonathan Davis, Charlotte McDarra, Max Mowat, Minhyung Oh, Cate Rose, Ina Singh, Isabella Wong

Social: Mikaeli Baker, Olivia Brennan, Amali Burch, Mya-Jane Griffiths, Kendal Lee, Eleanore Locke, Aiden Malone, Charlotte McDarra, Lucy Nicholas

Wellbeing: Monette Alloway, Isabella Gowland, Naomi Kutash, Lilli McClelland, Yohance Vimallesh, Tanvi Yadav, Hayley Zahner

JUNIOR SCHOOL

The School commends the following Year 6 students on their achievements in 2021:

Junior School Captains: Majella Jerome and David Golledge

Music Captains: Annabelle Brown and Mosa Dong

Community Service Captains: Lily-Grace Mahne and Kris Ram

House Captains: Jessica Lindsay and Mitchell Connery (Hodges), Riley Sexton and Ethan Kwa (Miller), Shreya Yadav and Warike Joseph (Rowland). Stella Brennan and Jett Newman (Whight)

Vice House Captains: Annalise Robertson and Kai Lisowiec (Hodges) Macushla Scott and Aarav Sinha (Miller) Amity Brown and Luke Herdegen (Whight) Jada Marsden and Flynn Wilkinson (Rowland)

The Community Service team comprises: Ben Koen, Hugh Pascoe, Eric Roehr, Abhijay Tripathi, Aliyah Waldron and Clara Win

Congratulations to the North Shore Campus Leaders: Lakshmi Boardssen, Alexandra Callaghan, Lucas Faust, Jake Furness, Heiwari Ihaka-Arbuckle, Oren Lamari, Seth Lucas-Schipplock, Riley Martin, Mellanie Simon and Willow Stead

Whilst the world has continued to battle the COVID-19 pandemic, Townsville Grammar School students have been able to exercise their resilience muscles in navigating this year. However, given our fortunate locale, in North Queensland, they have also had a plethora of opportunities not available to other students in Queensland, Australia or overseas and, for that, they have been able to be grateful.

In Term 1, North Ward Campus students participated in the annual Camps and Activities Week. Year 7 students attended camp at Lake Tinaroo, Year 8 students competed in the Survivor Camp at Camp Kanga and Year 9 students took part in a wellbeing retreat camp on Magnetic Island. Whilst Year 11 students attended a four-day leadership conference on campus and the Year 12 cohort took the opportunity to complete some resume building courses and activities, the Year 10s spread out far and wide to undertake work experience in a vast range of careers and across many locations. Term 1 also saw in the vertical House structure of pastoral care. Students and staff alike have found the change beneficial in forming more connections, as a campus.

Throughout the year, students across all three campuses were involved in focused theme weeks whereby topical issues had spotlights shone on them and were examined beyond the designated weeks by virtue of links to several Positive Education character strengths. In Term 1, the theme weeks of Drug and Alcohol Safety and Bullying Awareness Week were delivered. For Bullying Awareness Week the focus was on social intelligence and upstander behaviour. Perspective and the concepts of fake news, confirmation bias, filter bubbles and click bait were the ideas explored in eSafety Awareness Week in Term 2. Term 3's theme weeks were Road Safety Awareness, with Year 11 and 12 students experiencing the RACQ Docudrama, and Mental Health Awareness Week: knowing, accepting and embracing diversity for mental health. Finally, in Term 4, students raised money for the Cancer Council on Jillian's Day, at the end of SunSmart Awareness Week.

Also, in Term 3, students from Year 7-12 participated in the Be You Wellbeing Survey for Young People. The survey examined five domains of student wellbeing, using a series of questions with a 5-point scale response. The five areas of wellbeing are: Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support and Responding Together. Not unexpectedly, in the times in which they are living, the survey did provide insight to what the students know about mental health and wellbeing and areas in which their knowledge could be further developed; to that end next year several exciting initiatives are being implemented in the School's wellbeing offerings.

We have been particularly fortunate in 2021 compared to many schools around Australia that have experienced repeated lockdowns for the second year in a row. It was wonderful to be able to implement all of the calendared events, uninterrupted, with full complements of parents involved. Sporting events, both club and interschool, went ahead as usual. The music and cultural programs performed in front of large crowds, and our co-curricular activities and clubs operated in full force.

In 2021, the Annandale campus celebrated its 25th year of operation and continues to be the model for both of our TGS Junior campuses. However, with North Shore completing its fifth year of operation, and continuing to grow, and its first cohort of Year 6 students graduating this year, the North Shore campus is rapidly reaching full maturity.

Throughout the year, North Shore and Annandale students have joined for Sporting and Cultural events but have also enjoyed many successful separate community events including their Art Show and Spring Concert, Easter Bonnet Parade, Mothers' Day, Fathers' Day and Grandparents and Special Friends' Day.

At North Shore we saw our first group of Year 6 students and all the excitement that Year 6 brings, including Melior Exi, Interschool Sport and Science for Almost Middle Schoolers. Starting as we did with only 35 students four years ago, many have been present through the early years of the campus and we have been proud to call them all Campus Leaders this year.

In addition to the extra Interschool sport offerings this year for our senior students, Sportsmaster, Luke Brennan, as a new PE teacher on the Campus and North Shore, hosted both the Prep to Year 2 Sports Carnival and Prep to Year 2 Swimming Carnivals. The Prep to Year 2 Sports Carnival was particularly successful on 'The Green' as throngs of parents and friends came to support our young people participating in athletic events - each dressed as different countries in line with our Olympic theme.

EARLY EDUCATION CENTRE

Both the Annandale and North Shore Early Childhood Centres provide children with highly stimulating play based, age appropriate programs and prepare the children well for the transition to Prep.

The two Pre-Prep classes at both campuses have remained full for 2021 and enrolments have already reached capacity for 2022. This augers well for the Pre-Prep to Prep transition and solid numbers in the foundation year of the School, Prep.

POSITIVE EDUCATION

The Positive Education program continues to mature as the framework for our School's Pastoral Care program and no more so than at the Junior campuses. The children and staff continually teach and use the explicit language of the program and highlights of each weekly Assembly are the Positive Character Strength Certificates presented to a child from each class. Meditation and mindfulness exercises are regular features in which the children are involved.

STEM

STEM continues to be one of the favourite subjects of the students. Now in its sixth year of operation as a dedicated subject at the Junior campuses, STEM offers a hands-on project/experimental, problem-based subject, full of wonder and discovery. Community relationships is an important part of this program and 2021 saw James Cook University, Australian Institute of Marine Science, Modern Teaching Aids, Birdlife Townsville, Townsville City Council, the Dinosaur Museum in Winton, Life Skills Qld and Gem Club all involved with our students. Highlights of the year in STEM included the following:

JUNIOR SCHOOL ENGINEERING COMPETITION

Thirteen teams from across Townsville and regional areas competed in the challenge where they used Knex to design and construct the bridge that would carry as much weight as possible while weighing as little as possible (strength-to-weight ratio). Students from Townsville and Charters Towers attended the event and enjoyed the experience of an engineering masterclass conducted by JCU A/Prof Rabin Tuladhar.

TOWNSVILLE JUNIOR SCHOOLS LEGO AND ROBOTICS COMPETITION

Eighteen teams from across Townsville competed in the annual competition including one team from Charters Towers. The challenge was for teams to design, build and code the fastest race car. There were many creative designs and the students were allowed to test and modify their race car designs as many times as they liked before the final races. This challenge not only allowed students to scientifically test their ideas it also allowed students to make modifications and problems solve while working collaboratively in teams.

BIRDLIFE TOWNSVILLE

Year 5 students in STEM collaborated with BirdLife Townsville to learn about adaptations of native birds in the Townsville area. They also took part in the citizen science Australian bird count and investigated natural and human threats to birds in their local area. Students used TinkerCAD, a 3D design program, to design their own unique birdhouses with the aim to attract native birds to the School grounds and encourage them to nest and breed.

JUNIOR SCHOOL WRITING COMPETITION

The Junior School Writing Competition showcased the creative and persuasive writing talents of all students in Years 3 – 6. This annual event is now in its eleventh year and, combined with our 'Big Write' program, has had a positive impact on the writing levels in the School. Along with the acknowledgment of Credit, Distinction and High Distinction recipients, the top girl and boy in each year level receives the Colin Bingham Medal. Winners this year were:

- Year 3: Aiden John Binil, Mikhaila Miller
- Year 4: Eloan de Vine, Tien Ern Chan
- Year 5: Aditya Pattnaik, Shaarika Senthil
- Year 6: Kris Ram, Dineli Sendanayake

PERFORMING ARTS

This year the Performing Arts (Drama & Dance) have been busy with a plethora of exciting events and performance opportunities. All students at both Annandale and North Shore Campuses thoroughly enjoy their weekly Drama lessons. It is a wonderful opportunity for creative individuals to shine and immerse themselves in something that builds confidence and performance skills. It also allows those quiet and shy students a chance to develop, grow and acquire skills and tools to assist them in their future studies. Students have focused on units of study ranging from Improvisation, Melodrama, Shakespeare, Choral Speaking, Mime, Choreography Skills and have worked collaboratively to create dramatic group performances.

ICAS

As in past years, we had a strong number of our Year 3 to 6 students opt-in to challenge themselves in the various ICAS Assessments available through the University of NSW. This year saw students at both campuses participate in the six assessments offered: Digital Technologies, English, Science, Mathematics, Spelling and Writing.

JUNIOR SCHOOL PUBLIC SPEAKING

After a number of weeks of preparation and presentations within their individual classes, those students judged by their teachers to be the best in their class, came together at the Annandale Campus to compete for Year Level success in front of a reduced but highly appreciative audience.

All students competing on the night gave their best and the high level of skill and content was impressive. As has become the tradition, we again appreciated the students from the Senior School attending the event to chair the various rooms competently and deal commendably with the very difficult task of adjudicating the speeches.

YEAR 4 AWARDS

	YEAR 4	YEAR 5	YEAR 6
FIRST PLACE	Lexie Warne	Suravi Pandey	Annabelle Brown
SECOND PLACE	Rishon Vimallesh	Aditya Pattnaik	Mellanie Simon
THIRD PLACE	Axel Anderson	Scarlett Lucas-Schipplock	Mysha Jain
HIGHLY COMMENDED	Sophie Rinaudo	Tenille Round	Clara Win
	Olive Costello	Zoe Brakels	Lakshmi Boardssen

MATHS OLYMPIAD

This year, we had 16 keen mathematicians from Year 5 and Year 6 compete in the Mathematics Olympiad Competition. This competition comprised of five assessments in which students put their problem-solving skills to the test, competing against students in both Australia and New Zealand. While the competitions were completed individually, the students prepared by working through previous year's papers, enthusiastically sharing their strategies and solutions with the group. The students are to be commended on their positive attitude and persistence in working through high-level problems beyond what they would usually encounter in the classroom.

OPTI-MINDS REPORT

A team of six students from the Junior School participated in the annual Optiminds 'Creative Sustainability' Challenge 2021. This year's theme was 'Belonging', the team from Grammar opting for the Social Sciences challenge.

Students had to devise and create a party celebrating belonging within a community of their choice, identifying three special invited guests and showing how, despite their differences, they could feel a sense of belonging. The team from Grammar produced an original and thoughtful presentation in which three people affected by climate change were welcomed into the fictitious 'Royal Environmental Society'. As well as producing the script and performing their solution, the team created a range of attractive props and scenery to support their presentation.

Sadly, due to ongoing COVID restrictions, the decision was taken to move all presentations to an on-line format. Instead, the students' presentation, interviews and spontaneous response were filmed, uploaded and duly appraised by a panel of judges. Whilst the Grammar team did not secure a place, they were presented with the 'Spirit of Optiminds' award in recognition of their excellent teamwork and commitment.

**JUNIOR SCHOOL
SPORTS CARNIVALS****Interschool Swimming Carnival**

In March, the Junior School Swimming team of 42 swimmers finished third in the 'A Schools' Carnival and was awarded the Most Improved Trophy for 2021. All squad members performed to the best of their ability and represented Grammar proudly, displaying the usual grit and determination we have come to expect of Grammar students.

Interschool Cross Country Carnival

In May, the Townsville Grammar Cross Country team competed at the Interschool Cross Country Carnival at Bicentennial Park. Twenty-eight runners represented the School on a great afternoon for running with many students pushing themselves out of their comfort zones to run personal best times. Grammar had two students finishing in the top 10 in their respective age groups which qualified them for the North Queensland Trials.

Interschool Athletics Carnival

The Junior School Athletics team competed in the Interschool Carnival in August. The team had 76 students competing in sprint races, relays, long jump, high jump, shot put and 800m. All students performed to the best of their ability and were all representing the School in a very positive manner. With several Year 4 students missing the Carnival due to Year 4 Camp, our results were not as high as hoped for; this especially affected our Relay results across several age groups. Overall, Grammar finished fourth, a pleasing result but with room for improvement in 2022. All students are to be congratulated on their effort on the day of competition and for their commitment to extra training sessions before, during and after school hours.

North Queensland Athletics Representative Team

Majella Jerome won the 12yrs Girls 800m and was selected for the NQ Athletics Merit Team.

Tri-Representative

Tri-Representative medallists are students who represented Townsville Grammar in all three Interschool Carnivals: Swimming, Cross Country, Athletics.

- Filip Rajnoch (4/2021)
- Sophia Logan (4/2021)
- Spiros Yiallourides (5/2021)
- Mitchell Connery (6/2021)
- Majella Jerome (6/2021)
- Ethan Kwa (6/2021)
- Jessica Lindsay (6/2021)

Junior Sportswoman of the Year

- Majella Jerome

Junior Sportsman of the Year

- Ethan Kwa

SPORTS TOUR

The Junior School Sports Tour travelled to Cairns and Innisfail at the end of Term 2. Our travelling netball and rugby union teams represented Grammar in a very positive light, displaying outstanding sportsmanship on all occasions. The touring party were hosted by Trinity Anglican College, St Andrews Catholic College, Holy Cross and Good Counsel Primary (Innisfail). Our netball team finished the tour undefeated, with many strong performances against quality opposition. Our rugby union team were only able to play two matches of rugby union, as two schools made late changes and only offered soccer and rugby league. Despite this last-minute change, our rugby team performed admirably in all sports, eventually winning their first game on tour against Good Counsel Primary in a game of rugby league.

SPORTS GALA DAY

Townsville Grammar hosted The Southport School in matches of basketball, soccer and rugby union during the mid-year holidays. It was a beautiful winter's day on the Greg Norman Oval and although we lost all three matches, they were all played in the right spirit. A BBQ lunch was supplied to the touring party, as well as thank you gifts exchanged between the two schools.

PREP – YEAR 2 SPORTS CARNIVAL

In August, the Prep to Year 2 students participated in the Mini Olympics taking part in a variety of Olympic track and field events, such as shot put, discus, javelin and high jump. The Mini Olympics was held on The Green, adjacent to the North Shore Campus. A special mention must go to our North Shore student leaders who led each station, guiding our sporting stars of the future through various sports.

INTERSCHOOL CLUB SPORT

Townsville Grammar School entered teams in all three seasons of Interschool Sport (Years 5 and 6) from both Junior Campuses. Teams took part in hockey, netball, rugby league, touch, soccer, tennis, basketball and tee ball.

CLUBS

Art Club

Art Club is a Co-Curricular activity for children in Years 1 to 6. There are three clubs: Mini Art Club (Yrs 1 & 2), Midi Art Club (Yrs 3 & 4) and Maxi Art Club (Yrs 5 & 6). Children have the opportunity to participate in some wonderfully creative activities, and to explore a variety of mediums and techniques. A new addition to our Art Show this year was our Glow Gallery. The Media Room was blacked out and art pieces created with fluoro colours were displayed hanging from the walls and ceiling.

Fencing

Now in its second year, Fencing (Foil) has become very popular for Year 5 and 6 students under the tutelage of Mr Peter Millios. The students fence in Term 2 and 3 with a final competition (bout) held in the final weeks. 2020 saw David Golledge and Ranu Khanna as the Junior School boy and girl Fencing Champions and Kris Ram and Jessica Lindsay champions in 2021.

The challenges of living away from home are prevalent in every boarding house across the nation, particularly during the present pandemic. The ever-changing landscape of border restrictions and public health orders have been somewhat of the larger scale hurdles which boarders, their families and boarding staff have been faced with for the second consecutive year. In light of these challenges, our sense of belonging and the continual development of our boarding programs have ensured that all members of our community are supported and continue to thrive.

A special mention should be made of our fourteen amazingly resilient international boarding students, almost all of whom have not been able to travel home since international travel was restricted in March 2020. These extraordinary individuals continue to demonstrate their resilience amidst these uncertain times. We are ever grateful for their determination to remain here, continue their studies and be part of our community. To that end, we acknowledge the support of their families in home nations and their relatives here in Australia who have supported our boarders during these times.

2021 began with a special Boarders' Retreat on the Australia Day public holiday day. All boarders and staff headed to the beautiful Picnic Bay for a day of beachside activities and to spend time welcoming new boarders and reconnecting with old friends. It was a timely event, as the School moved into a House pastoral system in the New Year. Our retreat gave an opportunity for boarders to embrace this new era of pastoral care in a boarding context. These groups have proven to be instrumental throughout the year as we instituted the inaugural Boarding House Shield competition. This initiative is specifically aimed at engaging House Mentor Groups in daily boarding life and participation in boarding activities, as well as service opportunities and competition events throughout the year. Senior Mentors of each group were busy ensuring that all members of their group were engaged in these activities and supporting each other to be well-rounded, community-minded boarding citizens. In a nutshell, boarding stepped into the vertical pastoral framework era with purpose and direction, which was evident from our first Boarders' Retreat until the crowning of the 2021 Boarding House Shield winning House – Rowland.

Leadership within the boarding community here at Grammar has never been stronger. Head Boarders, Bridie Moller and Oscar Keats (12/2021), have been exceptional leaders throughout the year. They were admirably supported by a strong team of seniors – Zoe Rose and Hyeonggeun Yun, Vice-Boarding Captains, and Erin Keogh, School Vice-Captain. Their strengths of service, dedication and mentorship were continually demonstrated throughout the year. In conjunction with our Boarding Council, they were able to successfully co-ordinate many initiatives throughout the year, including the Day School v Boarder Touch Competition, Middle School discos, Senior School outdoor movie nights, Do it for Dolly Day fundraising, National Boarding Week program, Gate House Garden project, Smart Pups service project and boarder birthday calendar.

Our Boarding Heads of House, Ms Jenny Cadogan and Mr Andrew Thompson have continued to provide exceptional pastoral care and leadership of their respective Boarding Houses. Their dedication to the vocation is evident in their approach to their core mission to provide every opportunity to every boarder. In what is an expansive role and responsibility, this undertaking has been possible with the immense support of their team of residents who go well beyond the call of duty every shift. The pastoral framework that underpins the broader offerings of the TGS Boarding program continues to demonstrate that boarding here at Grammar is a happy and healthy environment, one where boarders are not just cared for, but known by the staff who care for them.

There were two significant connections tours this year, with the first being when Mr Beutel and his family visited boarding families at their homes during the mid-year holidays. This involved travelling for 15 days through Central and North Western Queensland, over more than 3700 kilometers, visiting towns and properties near Clermont, Alpha, Jericho, Barcaldine, Aramac, Longreach, Muttaborra, Winton, Cloncurry, Mount Isa, Julia Creek, Richmond and Charters Towers.

We also then toured regional areas North, West and South of Townsville in September over three weeks, visiting Mt Isa, Winton, Richmond, Charters Towers, Ingham, Tully and Ayr.

PARENTS NETWORK

On the last Friday before Mothers' Day, 82 mothers, including a couple of lucky fathers, from all three campuses of the School gathered at A Touch of Salt in a wonderful celebration of motherhood. An incredible bounty of donated prizes saw many guests go home complete with their own gifts for Mothers' Day the following Sunday.

Following in the theme of Alice in Wonderland, there were two main feature competitions included as activities for the day - a teapot painting competition and a House of Cards building contest. Both were hotly contested! The day was a huge success and a deep thank you to the team of ladies, ably led by Simone Gardiner, who created this parent social event.

Every second year, the Junior School Black & Gold Carnival, based at our Annandale campus, is anticipated with great excitement, and this year was no different. Children from Pre-Prep right through to Year 6 on both campuses, all dressed up and performed their particular themed dance that they had practiced all term. They were superb! The smiles on the faces of the children, and their proud parents and grandparents, lit up the night. The children also enjoyed a wide array of rides, and parent volunteers also ensured that everyone had a good variety of food and beverages to be able to replenish themselves after all of their efforts at entertaining us.

Family support for this event was incredible and very much appreciated as it certainly made the Carnival a great event for all involved. The total number of visitors to the Annandale campus that night was estimated to be over 2,000 visitors. Another heartwarming feature was the number of older Grammarians from the North Ward campus who also made the pilgrimage back to Annandale to enjoy the evening.

The number of moving parts and volunteers involved in such a Carnival are too numerous to even begin to count, but a massive collective thank you to the parents who volunteered their time, energy and donations to bring the Carnival together. In particular, a very special thank you to Marty Ironside for her stellar role as the Carnival Convenor.

All funds raised from the Carnival will directly benefit the children through purchases of items needed by the children to better their Co-Curricular activities in the School, such as Music and Drama.

What a great new venue we explored this year for our Fathers' Day Long Lunch - this year at the Picnic Bay Surf Club on The Strand. The highlight of the afternoon was

an interview of Matt Scott, the former Cowboys, State of Origin and Kangaroos NRL superstar. Matt was interviewed by our own supercoach - Deputy Principal, Connor Barrett, and he was a warm and very open subject for many of Connor's questions. We would like to thank Matt Scott for being generous with his time and insights into life as a sporting great, and his own world of fatherhood. Again, we relied on parents to draw this event together and Simone Gardiner and Marty Ironside were superstars in their own right in doing so for this final parent social event of the year. Many thanks also to the fathers and prize donors who made the afternoon such an enjoyable one for all who attended.

MARKETING

The School's marketing activity began very early in 2021 in response to the outstanding 2020 ATAR results. These academic outcomes formed the basis of a digital and social campaign highlighting the School's achievements and directing consumers to the Open Days and Academic Scholarships program offered in Term 1.

2021 marked the third year of the "Every Opportunity" campaign, which has been embedded across all marketing touchpoints and is now strongly associated with the School. In 2021, the narrative has shifted, moving slowly away from "Every Opportunity" to focus on the School's unique point of difference - a Grammar Education and To Be a Grammarian. This developing narrative reflects the tone of the 2021-2024 Strategic Intent, released in Term 2, and will continue throughout 2022, in line with the opening of School House.

The use of the School logo also shifted in 2021, moving slowly away from the traditional logo, and introducing a black and gold TGS tag, as a more contemporary version of the School's identity. The hashtag #TGS is now used throughout social media channels and is gaining an identity.

As we look ahead to the opening of School House in 2022, the School's marketing will wrap-around this iconic building, unpacking what it means to be a Grammarian in the telling of the story of the School's history and heritage.

IT INFRASTRUCTURE

This year has seen further growth in the opportunities to live stream school events, in response to both ongoing social distancing requirements and as an identified improvement to offerings to our families, both local and remote. The School is now able to present a professional overlay of text and graphics to announce or caption sections of the event. Of particular note was the extensive use of this during the live stream of the Year 12 Formal to announce each arrival and vehicle.

The security of school data and user accounts is of continual focus, and the risk of account compromise through social engineering continues to rise. Regardless of the levels of technical protection in place, social engineering attempts are becoming smarter and harder for staff to identify. Multi Factor Authentication (MFA) is a major tool used to overcome this, as the additional sign in protection means that a physical device is required to confirm a login in certain situations.

New functionality is regularly added to TASS, the school management system. A welcome new addition has been the ability for parents and students to sign up to extra-curricular activities online. Use of this new feature has been rolled out to some activities as an initial trial, and has vastly improved the process of managing extra-curricular activities.

A new Point-Of-Sale (POS) system has been implemented in the North Ward Tuckshop, allowing integration to the Flexischools online ordering system. Whereas daily online ordering is not required at North Ward, this enhancement has enabled the ability for parents to maintain an online account for students which can be accessed by students swiping their student card at the Tuckshop counter.

PAST GRAMMARIANS

In late 2020, a group of Past Grammarians came together to form a new Association, following in the footsteps of former Past Grammarians Association leaders, Bill Muller and Jack Calcott. We are very fortunate that Jack still attends committee meetings as the group navigates the way through setting up a Constitution, a Strategic Plan and setting goals for growing and strengthening the Association.

To kickstart the newly formed committee, the School Board arranged for a small component of the School fees of each Year 12 student to be allocated to the Past Grammarians Association, ensuring the ongoing financial security and growth.

The Past Grammarians Association started the year with a Young Past Grammarians function in January, which was well attended by former students from 2015-2020. This was followed by another Past Grammarians Function for Founders' Day in April, and then the 2021 Reunion, amidst the challenges that COVID-19 and border closures presented. Enthusiasm for the Reunion Weekend was high, but due to COVID restrictions, the low numbers prevented the staging of the traditional Reunion Dinner. Instead, a more casual Meet & Greet function was held on the Friday evening, which ended up being a very successful and popular option that will be held again in 2022.

This year the Past Grammarians Association has adopted a Constitution, providing a strong foundation for the work ahead.

STAFF MOVEMENT

STAFF NEW TO TOWNSVILLE GRAMMAR SCHOOL FOR 2021:

- Keely Anderson as an Early Childhood Educator.
- Wendy Avuru as a Catering Assistant.
- Guanguan Bai as a Residential Tutor.
- Roop Barring as an OSHC Assistant.
- Sarah Binder, AMusA (AMEB), BEd (JCU), as a Teacher of English, Maths & Drama.
- Mark Bonner as a Groundsman.
- Isla Buchanan, Cert.Food Safety (Axial), Cert III (Floristry) (Flowers to Impress), First Aid & CPR (Coral Sea Training), as an OSHC Assistant.
- Jay Burmeister, BSc, BA, PhD (Cognitive Science) (UQ), GradBED (JCU), as a Teacher of Physics & IT.
- Brittany-Sian Carbone-Long as an OSHC Assistant.
- Sandra Crick as a Chef.
- Renee Crossley, BA (Psych), PostGradDipPsych (Hons) (JCU), as School Psychologist.
- ason Dindillo as a Boarding Bus Driver.
- Tayla Donnell Wales as an OSHC Assistant.
- Clark Douglas, BMusStud, DipMus (USyd), MTeach (UNE), as a Co-curricular Music Tutor.
- Sophie Durant, BEd (JCU), as a Year 7 Teacher.
- Benjamin Floyd, Cert III Horticulture (TAFE), Cert IV Community Services (BTA), as a Senior Resident Tutor & Activities Co-ordinator.
- Stacey Frossling, BEd (Hons) (JCU), MEd (QUT), as Assistant to the Director of Co-Curriculum.
- Caitlin Gale as a Kitchen hand.
- Sandra Hughes, BEd (JCU), as a Year 7 Teacher.
- Joshua Jameson as a Kitchen Hand.
- Kristal King, BEd (Griffith), MHist (UNE), as a Teacher of HPE & Science.
- Stefan Knezevic as a Kitchen Hand.
- Regan Leong, BDes (Griffith), as a Design & Technology Teacher.
- Phoebe Lines as a Residential Tutor.
- Sam Lowry, BEd (CQU), as a HPE & Business Teacher.
- Anthony Mayer as a Chef.
- Timothy McGlinchey as a Bus Driver.

- Noemi Minter as Executive Assistant to the Principal.
- Barry Moore as a Chef.
- Amy Nichols as a Kitchen Hand.
- Martin Paulger, Cert III (Carpentry & Joinery) (TAFE), as a Teacher Aide (Design & Technology).
- Madison Plath as an OSHC Assistant.
- Theo Schrock, Cert II Hospitality, Cert II Skills Training for Work Studies, Cert II Foundations for Vocational & Further Studies (TAFE), as a Laundry Attendant.
- Susan Slater, BA, DipT, DipTJFL (Hons), MA (Japanese) (Massey [NZ]), as a Teacher of English & Japanese.
- Justin Speaks, BSc (Marine Biology) (UNCW [USA]), MSc (Environmental Biology) (UWF [USA]), as a Laboratory Assistant.
- Chris Wilson, HDipEd, BComm (UND [RSA]), MBusLeadership (UNISA [RSA]), DipResCare (ACU), as School Archivist.
- Catherine Wooden as a Pre-Prep Educator.
- Eilish Venz, BECE (JCU), as a Pre-Prep Teacher.

INTERNAL APPOINTMENTS FOR CURRENT STAFF:

- Rachel Hart, BEd (JCU), as Assistant to the Head of School.
- Jaye Beutel, AdvDipMus, AssocDipBus (TAFE), BA, BLM (Sec/Vet) (CQU), as Director of Boarding & Co-Curriculum.
- Emma Crassini, BSc, GradDipEd (Melb), as IB Co-ordinator.
- Nicole Dunne, BA (Flinders), GDipEd (JCU), as Assistant Head of House – Hodges.
- Debra Hutchison, Cert III Hospitality (Essential), Barista (Monjava), White Card (Axiom), DipHosMgt (Redmako), as a Tuckshop Assistant.
- Robyn Johnson, BEd (Hons) (JCU), as Assistant to the Director of Curriculum.
- Timothy Joseph, BBusMGMT/BAcc (CQU), GDipL&T (USQ), as Assistant Head of House – Whight.
- Hein Kamffer, BCom, PGDipDIC, PGCE (UJ [RSA]), Acting Head of Faculty – Business and Humanities.
- Kristal King, BEd (Griffith), MHist (UNE), as Assistant Head of House – Miller.

- Jacinda Laing, BFA (Drama), GradDipEd (QUT), as Head of House – Miller.
- Rana Lobley, BAppSc, BEd (QUT), as Head of Faculty – PE.
- Jacki Marsh, BEd (ACU), as Assistant Head of House – Rowland.
- Kelly McBean, BA (Rhodes [RSA]), PGCE (UKZN [RSA]), as Head of House – Hodges.
- Mia Ohlin, BMmJ, GDipTeach (JCU), as Head of House – Rowland.
- Samantha Ryder, DipSAEC (Traxion Training), as a OSHC Child Care Assistant & Early Childhood Educator.
- Andrew Thompson, BEd (ECU), DipTeach (Griffith), as Director of Sport.
- Lizzii Watson, BASianSt (ANU), BSc (Hons) (MQ), BTeach (UTAS), as Head of House – Whight.
- Nadene Moorhouse as a Receptionist Annandale.

LONG SERVICE LEAVE AND OTHER LEAVE:

- Naomi Agostino, BBus, GradDipEd (QUT).

RESIGNATIONS AND RETIREMENTS:

- Donna Ardley, Cert III Education Library Support, DipChiS(EC) (TADEC)
- Caitlin Buchanan
- Tracey Caddy
- Emma Crassini, BSc, GradDipEd (Melb)
- Graham Eden
- Campbell Evans
- Kay Godden
- Vivian Haden
- Benita Hannam
- Brandie Hennessy
- Dorothy Kim
- Yuen (Cherie) Lai
- Timothy Likely
- Marion MacKenzie
- Ben Malpas, BEc, BEd, MEd (JCU)

- Jodie Murray
- Charmain Newman
- David Rawnsley, Bed (JCU)
- Josephine Schafer.
- Ken Schulz, DipTeach, BEd, (ACAE), BTheol (ACT), GTheol (BTCQ), PhD (CGS)
- Meera Sivayoganathan, MAAT (AAT [UK]), ACMA (CIMA [UK]), CGMA (AICPA [USA]), CPA (CPA Australia), GradDipEd (JCU)
- Jennifer Smith, DipTeach (MSC), BEd (MCAE)
- Joanne Stockwell, DipChiS (TAFE)
- Georgia Talbot
- Damien Tehan
- Tegan Thomas Kinsella, BJourn/BA (UQ), GradDipEd (Griffith)
- Jethro Torres
- Prue Watson, BEd (SACAE), AdvCert Netball Coach (Netball Australia)
- Shannon Williams
- Sharon Wall
- Laura Yardley

SENIOR MANAGEMENT TEAM

The Senior administrative team in the School is referred to as the Senior Management Team and comprises the Principal, Deputy Principal / Head of School (North Ward), Business Manager, Head of Junior School, Director of Curriculum, Director of Boarding, Director of Enrolments and Director of Marketing. I receive enormous support from these senior staff in their conduct of the operational side of the School. The contribution they make to the welfare and development of the staff and students is significant and they play a key factor in the success of the School.

After 15 years of service to townsville grammar school, mr noel nethery, head of junior school, has tendered his resignation, finishing at the end of the 2021 school year. i wish to take this opportunity to personally and sincerely thank noel, on behalf of our entire townsville grammar school community, for his outstanding commitment and stewardship of our junior school. noel has managed many significant changes during his tenure, including most notably, the introduction of a second junior school campus at north shore in 2014. during his time, noel has overseen two junior school campuses, two early education/pre prep centres and the outside school hours care program, all of which he leaves in a very healthy position. townsville grammar school's junior school has consistently achieved outstanding academic results, with unrivalled naplan results and learning outcomes that solidly prepare students for their secondary education, in line with the expectations of a grammar education. noel has been instrumental in the development of a number of events and initiatives including the black & gold carnival, grandparents & special friends' days, the junior schools lego, robotics and engineering competitions, the junior school sports tour, community service partnerships, and the development of an extensive co-curricular program that has gone from strength to strength. it is difficult to aptly summarise 15 years of dedicated service, however, i acknowledge and deeply appreciate noel's dedication to townsville grammar school and the contribution he has made to the development of our school culture and organisation. i sincerely wish noel, his wife michelle, and their boys, ruben, yideg and tesfa all the very best for their next chapter.

THE SCHOOL'S BOARD OF TRUSTEES

45

There are eight original Grammar Schools in Queensland, each one being a Statutory Authority. These member schools are Townsville Grammar School, Toowoomba Grammar School, Brisbane Grammar School, Brisbane Girls Grammar School, Rockhampton Grammar School, Rockhampton Girls Grammar School, Ipswich Grammar School and Ipswich Girls Grammar School. Each of these schools is run by body known as the Board of Trustees. Every Board consists of between seven and nine members who offer their services on a voluntary basis to oversee the finance, infrastructure and long-term planning of these schools. As Principal, I report to our Board of Trustees.

I am extremely grateful to the Trustees – the Chairman of the Board of Trustees, Brigadier, His Honour Judge Stuart Durward, Mr John Johnson, Ms Jayne Arlett, Mr Grant Bell, Professor Chris Cocklin, Mrs Bev Price, Dr Ian Reddie and Mr Carl Valentine – for the support I receive from them and their contribution to the corporate governance of the School. These men and women are not involved in the day-to-day management of the School. Rather their role is to examine and initiate matters relating to the strategic planning of the School and its future direction and to oversee the financial and physical infrastructure of the School. The Board members do not receive payment for their involvement in the life of the School, yet give generously of their time, which is a testament to their commitment to our institution. I thank them most sincerely for their efforts. The entire school community is most grateful to them for the time they devote to school matters and their intelligent and thoughtful analysis of all matters brought to them for consideration.

During 2021, Deputy Chairman of the Board of Trustees, Mr John Johnson, retired from the Board after 12 years of service to the School. John's contribution to the Board during his tenure has been significant, particularly to Building Committee, of which he was Chair. I extend my sincere thanks to John for the guidance and wisdom he has provided to the TGS Board of Trustees. John has not quite stepped out of all strategic responsibilities for the School as he continues to Chair the Building Committee until the conclusion of the School House renovation.

CONCLUSION

As Principal, I derive great pleasure in reporting on the ongoing success of the School. Across all indicators, the School continues to perform strongly.

The staff of this School seek to encourage a teaching and learning environment focusing on the importance of individual commitment and the pursuit of personal best. In doing so, they continually exhibit an exceptional commitment to contribute to the welfare and education of their students. It is not possible for the students to do much of what they do without the input, support and dedication of academic, administrative and grounds staff – I wish to acknowledge their fine work.

I also thank all students for their wonderful endeavour, commitment and spirit demonstrated all year. Each of our students contributes in their own unique way and I take great personal and professional satisfaction in witnessing their individual and collective energy, passion, enthusiasm, humour and warmth. It is the personal qualities of our students and their positive and committed involvement that define Townsville Grammar School and make it such a special place.

As our Year 12 students complete their secondary schooling, I wish them all the very best as they move into the next phase of their lives. For many of them they end a long association with the School. They should be proud of their contribution to their School and of their wide-ranging achievements whilst here. As they leave us as students, they do move on to become members of another important group in the School community as our youngest Past Grammarians.

I would also like to express my personal gratitude to my wife, Nicky, for her unqualified support as I devote my own energy, passion and time into the life of the School. Nicky joins me in wishing all members of the Grammar community a wonderful Christmas and a healthy and happy New Year. To our returning students and parents, we look forward to seeing you again at the commencement of 2022. For those who leave our community this year, I wish you the very best and encourage you to always remain a part of the TGS family.

With every best wish and thank you for your support of Townsville Grammar School in 2021

BONUS INTRA, MELIOR EXI.

SERVICES PROVIDED:

47

2021 MIDDLE YEARS

The Middle Years Curriculum, Years 7 to 9, was organised around the Key Learning Areas. At Townsville Grammar School students study a core curriculum across these years electing a specific Modern Language option or Literacy Support. In Year 7, students undertook a semesterised Modern Language course and studied one semester of French and one semester of Japanese. In Year 8 students can select the language of their choice.

Students requiring literacy support were withdrawn from Modern Language classes to receive specialised support. Art and Design & Technology were studied on a semester rotation. In Years 7 and 8, all students studied Visual Art, Design and Technology, Music, Performing Arts, Health and Physical Education with specialist teachers.

Year 7 students also studied Food Technology. In Year 8, students also studied Information Technology with a specialist teacher. In Year 8, one class per fortnight was dedicated to Reading. In Year 9, students chose four subjects from electives to study over the whole year.

SUBJECTS OFFERED INCLUDE:

YEAR 7	YEAR 8	YEAR 9
<ul style="list-style-type: none"> English Mathematics Science History & Geography Health & Physical Education 2 x Modern Languages*: Japanese/ French, or Literacy Support Art Design and Technology Food Technology Music Performing Arts 	<ul style="list-style-type: none"> English Mathematics Science History Geography Health and Physical Education Art * / Design & Technology * Modern Language: Japanese/French or Literacy Support Music Performing Arts Information Technology 	<ul style="list-style-type: none"> English Mathematics Science History Geography Health and Physical Education Art Business Studies Design and Technology Drama Japanese/French or Literacy Support Information Technology Music

*Six months rotation

2021 SENIOR SCHOOL

In 2021, Years 10, 11 and 12 studied 6 subjects. In Year 10, all students studied three (3) core subjects, English, Mathematics and at least one of Natural or Physical Sciences. Students then elected three options from the electives below:

- | | | |
|----------------------|--------------------------|-----------------------|
| • Applied Technology | • French | • *Literacy Support |
| • Art | • Geography | • Music |
| • Business Studies | • History | • # Natural Sciences |
| • Dance | • Hospitality | • Philosophy |
| • Design Technology | • Information Technology | • Physical Education |
| • Drama | • Japanese | • # Physical Sciences |

* By invitation only \ # For students who choose to do both Sciences, one will count as an elective

YEARS 11 & 12 CURRICULUM

The curriculum provision was flexible and allowed a student to be directed towards entry into the Faculties of Universities in Australia and into the Schools of all Institutes of Technology and Advanced Education, the Agriculture Colleges, the Rural Training Schools, and the professions, trades and occupations in general. In 2021 the School continued the International Baccalaureate Diploma, an internationally recognised tertiary preparation programme. Specific vocational subjects were offered at Years 11 and 12 and the School continues to promote students' participation in School-based apprenticeships and traineeships to provide preparation for employment in the competitive labour market that faces school leavers today.

<i>TEACHING STAFF</i>	<i>NUMBER OF FTE STAFF</i>
SENIOR	60
JUNIOR	38
	98.0
NON-TEACHING STAFF	92.3
BOARDING STAFF	17.0
TOTAL STAFF:	207.3

LIST OF SENIOR OFFICERS

Principal

Mr Timothy Kelly B.Econ., B.Bus(Acc) ., Grad.Dip.Ed., M.Ed.Studies, MACE, MACEL

Director of Boarding

Mr Jaye Beutel BA, BLM, AdvDipMus, AssocDipBus

Head of Junior School

Mr Noel Nethery B.Ed., Dip. Teach, Grad.Cert.Ed., MACE

Deputy Principal/Head of School (North Ward):

Mr Connor Barrett BPhysEd, BEd, AssocDeg SocSc, MEd Leadership, MACE, MACEL

Director of Curriculum

Dr Carolyn Moores BSc(Hons), PhD, DipEd

Director of Enrolments

Mrs Kristell Scott BA, Dip.Ed.

Director of Marketing

Ms Julie Plath BAdmin (Tourism), MPubRel

Business Manager & Secretary to the Board of Trustees

Mr Greg Walsh B.Comm., MBA, GradDipCSP (GI of A), ADipCivEng., FCPA, FGIA, FCG

PROFESSIONAL DEVELOPMENT PROGRAMMES

48

The on-going professional development of the staff at Townsville Grammar School is actively encouraged through subject faculties, and is co-ordinated by the Director of Studies. The School has a significant Professional Development budget to provide opportunities for staff to attend professional development programmes and for professional development on designated student-free days throughout the year.

During 2021 staff attended various professional development activities, receiving professional development funding when required. Each semester a professional development newsletter is prepared and published to all staff and the Trustees. Each staff member is required to prepare a précis of the professional development and the outcomes gained.

PERFORMANCE MANAGEMENT SYSTEMS

FINANCIAL AND ADMINISTRATION SYSTEM

The School administration system is provided by a software package known as The Alpha School System (TASS).

The package is a complete school performance management system covering student and family administration, curriculum, timetable and financials. The financial module is a completely interfaced accounting package that enables the school executive team to manage the school efficiently and produce timely and accurate monthly reports to the Board of Trustees. The systems in place allow the Board to monitor the school's financial and operational performance in accordance with the Financial and Performance Management Standard 2019. The School keeps full and accurate records of its activities.

BENCHMARKING

Each year the national body of the Association of School Bursars and Administrators (ASBA) commissions Somerset Education to conduct an Independent Schools Financial Survey. Schools participating in the survey are provided with a report by Somerset Education which provides financial benchmarks for the School.

The School participated in the survey during 2021 with respect to the 2020 financial data.

The Board considered the report provided by Somerset Education comparing the School's performance against schools of similar SES both within the State and nationally. As the School's 2020 performance was within the recommended guidelines no remedial action was taken. Key benchmarks were incorporated into the 2022 budget for the Board's consideration.

BOARD REPORTING/EXTERNAL SCRUTINY

The Board of Trustees is provided with detailed financial and operational reports on a monthly basis.

The Operational Report is in the form of a report from the Principal that covers strategic matters such as staffing and enrolments as well as day-to-day activities.

The Financial Report is provided by the Board Secretary and contains:

- Statement of Financial Performance by month year to date;
- Variance Analysis of actual revenues and costs against budget;
- Cash Flow Projections;
- Finance Report;
- Property Report;
- Debtors Report;
- Statement of Financial Position at the month end;
- Key Performance Indicators against benchmarks set by education specialists for comparable schools such as:
 1. Revenues per Student;
 2. Net Operating Margins;
 3. Staff Pupil Ratios;
 4. Full Time Equivalent Staff Numbers;
 5. Capital Debt per Student.

The Finance Committee of the Board meets prior to Board meetings to review the Financial Report. This committee consists of the Chairman of the Board of Trustees, a Trustee who is a chartered accountant, the Principal and the Board Secretary. A report from this meeting is included in Board papers distributed to the Board. The School does not have an internal audit committee as it is felt the Finance Committee provides adequate audit control. Finance Committee members attend the annual audit exit meeting.

A review of the school's systems for compliance with the Financial Management and Performance Standard 2019 is provided as part of the audit process carried out by the Queensland Audit Office.

RISK MANAGEMENT

The School developed a formal system for Risk Management during 2017. This Risk Management Framework will be rolled during 2022 to form an integral management function. Risks will be considered and reviewed by senior management throughout the year. Such reviews will be presented to the Board via the Risk Management/Finance Committee in summary form. Changes to risks will be recommended if deemed necessary.

In addition to this, the School, with other Grammar Schools, has produced a comprehensive Financial Management Practice Manual as required by S61 of the Financial Accountability Act 2019. This manual provides detailed policy guidelines by which the School can operate effectively while providing a high level of accountability. The Board regularly reviews reports against the stated Risk Management Manual and Guidelines.

In addition to the Grammar Schools' risk management manual, the School has prepared staff handbooks for both academic and non-academic staff. The handbook covers the following policy headings: administration, boarding, co-curriculum, curriculum, emergency procedures, excursions and camps, facilities and resources, medical, staff and students. The manual provides policies and procedures designed to minimize day-to-day risk. These policies will fall under the risk management framework.

SPECIAL INTEREST GROUPS/RELATED ENTITIES

The Townsville Grammar School Parents Network, Past Grammarians Association and Black & Gold Ladies maintained an active interest in the School and carried out a number of fundraising ventures during 2021.

INFORMATION SYSTEMS AND RECORDKEEPING

The School makes full and accurate records of its activities. Recordkeeping is a systematic part of the School's activities and records are identified, captured and retained in an accessible and useable format. The School is working towards compliance with the prescribed Records Governance Policy. All paper records are now stored off site in a commercial records management facility that facilitates accessibility, discoverability, protection and destruction.

The School has plans to establish a dedicated School archive to house historic records and artefacts as part of the School House renovation that will continue in 2022. A dedicated Archivist has been employed to prepare School archives in readiness for the museum. The Archivist has also visited other Grammar Schools' museums to gain and understanding of how the facility will be operated.

OPEN DATA

Information regarding Consultancies and Overseas travel is published on the School's website and on the Open Data website <https://data.qld.gov.au>

FORWARD PLANS

FACILITIES AND INFRASTRUCTURE

School House Refurbishment

Planning for the restoration of the heritage listed School House continued in 2021. Since the approval process was initiated in 2011, significant progress has been made toward the full restoration of School House. During 2021 the School completed the internal layout design and heritage approval has started work in late 2021. The building will be functional by the second half of 2022. Building materials are difficult to source however the project is progressing on schedule.

North Shore Campus

2021 saw the introduction of year 6 to the campus. The campus is now a Prep to year 6 campus and will provide enrolments for the North Ward campus as students transition to year 7. Two double classroom modular buildings and toilets were installed in late 2021 to accommodate 2022 growth.

SUMMARY OF FINANCIAL PERFORMANCE

In 2021 Townsville Grammar School had a surplus from ordinary activities, after interest and depreciation of \$2,038,033. This compares with a surplus of \$1,479,864 for the previous year.

This result was achieved on revenues of \$33 million.

The final cash position at the end of 2021 was \$8 million in cash and investments.

A copy of the 2021 Annual Financial Statements of the Board prepared pursuant to section 62(1) of the Financial Accountability Act 2009 (the Act), Division 60 of the Australian Charities and Not-for-Profits Commission Act 2012, relevant sections of the Financial and Performance Management Standard 2019, and other prescribed requirements is attached.

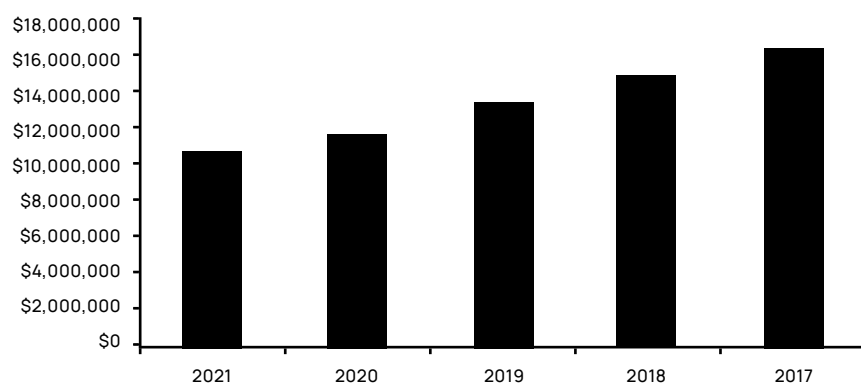
Debt and liquidity ratio graphs appear on page 51 of the report.

GLOSSARY

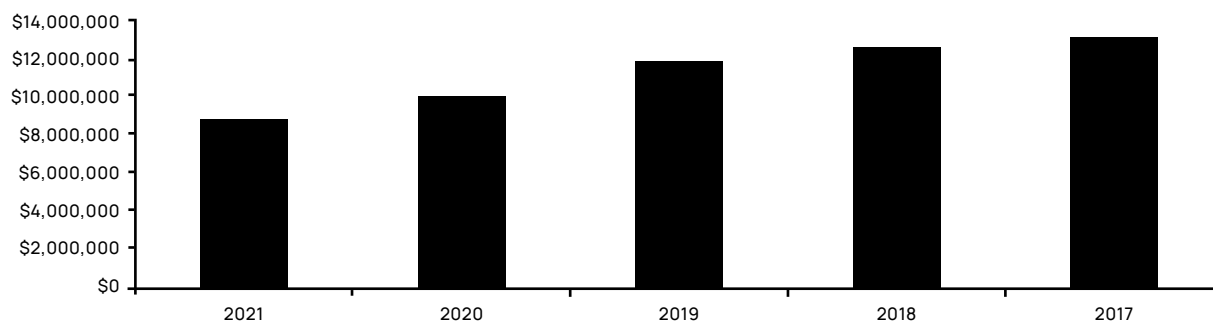
ASX	Australian Stock Exchange
ATAR	Australian Tertiary Admissions Rank
IB	International Baccalaureate
ICT	Information and Communication Technology
OP	Overall Position
QCAA	Qld Curriculum & Assessment Authority
QUT	Queensland University of Technology
STEM	Science, Technology, Engineering, Mathematics
TGS	Townsville Grammar School

KEY FINANCIAL DATA 2021

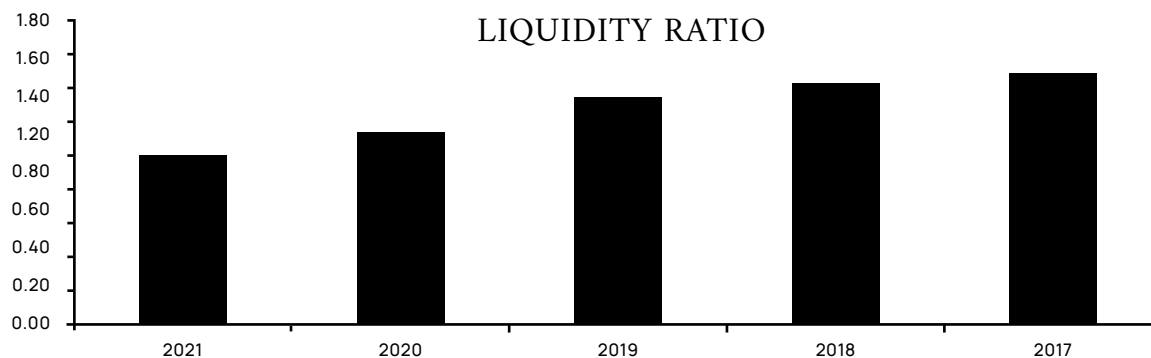
DEBT



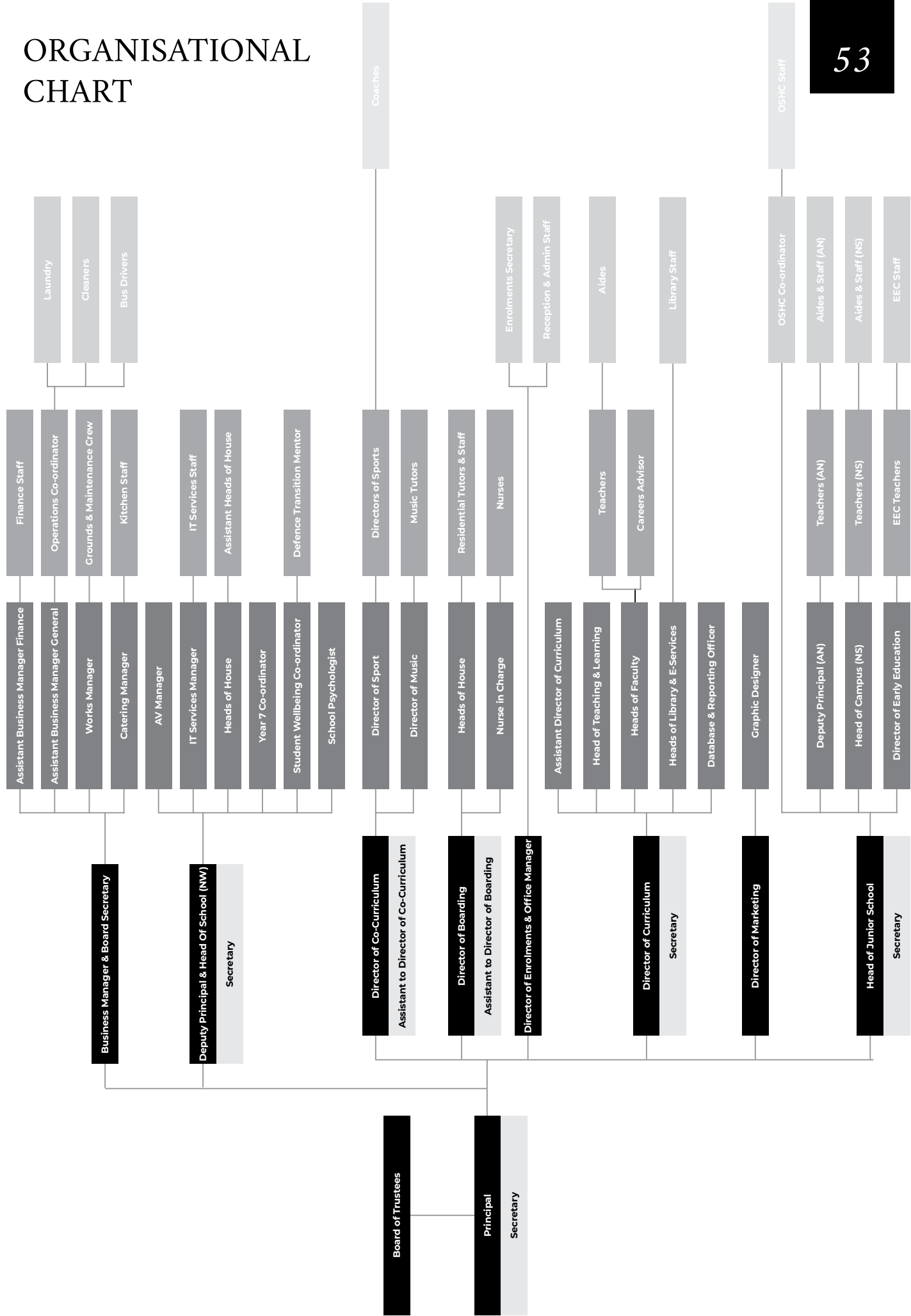
DEBT PER STUDENT



LIQUIDITY RATIO



ORGANISATIONAL CHART



COMPLIANCE CHECKLIST

54

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	Included
ACCESSIBILITY	<ul style="list-style-type: none"> Table of contents Glossary 	ARRs – section 9.1	Page 4 Page 51
	Public availability	ARRs – section 9.2	Page 3
	Interpreter service statement	Queensland Government Language Services Policy ARRs – section 9.3	NA
	Copyright notice	Copyright Act 1968 ARRs – section 9.4	Page 3
	Information Licensing	QGEA – Information Licensing ARRs – section 9.5	NA
GENERAL INFORMATION	Introductory Information	ARRs – section 10	Pages 11-46
NON-FINANCIAL PERFORMANCE	Government's objectives for the community and whole-of-government plans/specific initiatives	ARRs – section 11.1	Page 8
	Agency objectives and performance indicators	ARRs – section 11.2	Pages 5-8
	Agency service areas and service standards	ARRs – section 11.3	Pages 5-8 Page 10
FINANCIAL PERFORMANCE	Summary of financial performance	ARRs – section 12.1	Page 50
GOVERNANCE – MANAGEMENT AND STRUCTURE	Organisational structure	ARRs – section 13.1	Page 53
	Executive management	ARRs – section 13.2	Page 48
	Government bodies (statutory bodies and other entities)	ARRs – section 13.3	Page 5
	Public Sector Ethics	Public Sector Ethics Act 1994 ARRs – section 13.4	NA
	Human Rights	Human Rights Act 2019 ARRs – section 13.5	NA
	Queensland public service values	ARRs – section 13.6	NA

<i>SUMMARY OF REQUIREMENT</i>		<i>BASIS FOR REQUIREMENT</i>	<i>ANNUAL REPORT REFERENCE</i>
GOVERNANCE – RISK MANAGEMENT AND ACCOUNTABILITY	Risk management	ARRs – section 14.1	Page 49
	Audit committee	ARRs – section 14.2	Page 49
	Internal audit	ARRs – section 14.3	Page 49
	External scrutiny	ARRs – section 14.4	Pages 5 & 49
	Information systems and recordkeeping	ARRs – section 14.5	Page 50
	Information Security attestation	ARRs – section 14.6	NA
GOVERNANCE – HUMAN RESOURCES	Strategic workforce planning and performance	ARRs – section 15.1	Page 48
	Early retirement, redundancy and retrenchment	Directive No.04/18 Early Retirement, Redundancy and Retrenchment ARRs – section 15.2	NA
OPEN DATA	Statement advising publication of information	ARRs – section 16	Page 50
	Consultancies	ARRs – section 33.1	https://data.qld.gov.au
	Overseas travel	ARRs – section 33.2	https://data.qld.gov.au
	Queensland Language Services Policy	ARRs – section 33.3	https://data.qld.gov.au
FINANCIAL STATEMENTS	Certification of financial statements	FAA – section 62 FPMS – sections 38, 39 and 46 ARRs – section 17.1	Appended
	Independent Auditor's Report	FAA – section 62 FPMS – section 46 ARRs – section 17.2	Appended

TOWNSVILLE GRAMMAR SCHOOL

Financial Statements – 31 December 2021

ABN 21 565 628 438

Contents

Financial Report	Page
Statement of Comprehensive Income	1
Statement of Financial Position	2
Statement of Changes in Equity	3
Statement of Cash Flows	4
Notes to the Financial Statements	5
Trustee Declaration	14
Independent Audit Report	15

This financial report covers TOWNSVILLE GRAMMAR SCHOOL as an individual not for profit entity. The financial report is presented in the Australian currency.

The Townsville Grammar School is established under the provisions of the Grammar Schools Act 2016.

TOWNSVILLE GRAMMAR SCHOOL is a not for profit school domiciled in Queensland, Australia. Its principal place of business is:

TOWNSVILLE GRAMMAR SCHOOL
45 Paxton Street
North Ward QLD 4810

The financial report was authorised for issue by the Townsville Grammar School on 22 February 2022.

**TOWNSVILLE GRAMMAR SCHOOL
STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2021**

	NOTE	2021 \$	2020 \$
REVENUE FROM CONTINUING OPERATIONS			
Education Revenue	2	32,706,216	30,491,051
Other Revenue	2	691,744	741,269
Total Income from Continuing Operations		<u>33,397,961</u>	<u>31,232,320</u>
EXPENSES FROM CONTINUING OPERATIONS			
Employee expenses	3	(21,481,605)	(20,202,309)
Supplies and services	5	(7,337,903)	(7,016,439)
Depreciation	10a	(1,427,905)	(1,375,543)
Finance/borrowing costs	6	(655,516)	(755,421)
Other expenses	7	(457,000)	(402,744)
Total Expenses from Continuing Operations		<u>(31,359,928)</u>	<u>(29,752,456)</u>
Operating result from continuing operations		2,038,033	1,479,864
Other comprehensive Income			
Increase/(Decrease) in asset revaluation surplus	14	1,193,296	(265,324)
Total other comprehensive income		<u>1,193,296</u>	<u>(265,324)</u>
Total comprehensive income		<u>3,231,329</u>	<u>1,214,540</u>

The accompanying notes form part of these statements.

**TOWNSVILLE GRAMMAR SCHOOL
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2021**

	Note	2021 \$	2020 \$
ASSETS			
Current Assets			
Cash and cash equivalents	8	7,723,834	7,049,203
Receivables	9	992,497	967,525
Inventories		1,121	417,392
Other		668,875	587,169
Total Current Assets		9,386,327	9,021,289
Non-current assets			
Property, plant and equipment	10	67,595,092	65,721,344
Total Non-Current Assets		67,595,092	65,721,344
TOTAL ASSETS		76,981,419	74,742,633
LIABILITIES			
Current Liabilities			
Payables	11	2,213,115	2,326,089
Other financial liabilities	12	2,311,074	1,755,924
Accrued employee benefits	13	2,406,880	1,989,869
Total Current Liabilities		6,931,069	6,071,882
NON-CURRENT LIABILITIES			
Other financial liabilities	12	8,283,569	9,966,450
Accrued employee benefits	13	245,751	414,601
Total Non-Current Liabilities		8,529,320	10,381,051
TOTAL LIABILITIES		15,460,388	16,452,933
Net Assets		61,521,031	58,289,700
EQUITY			
Asset Revaluation Surplus	14	16,472,569	15,279,272
Retained surplus		45,048,462	43,010,428
Total Equity		61,521,031	58,289,700

The accompanying notes form part of these statements.

**TOWNSVILLE GRAMMAR SCHOOL
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2021**

	Retained Surplus \$	Asset Revaluation Surplus \$	Total \$
Balance as at 1 January 2020	41,530,564	15,544,596	57,075,160
Operating result from continuing operations	1,479,864	-	1,479,864
<i>Total other comprehensive income</i>			
- Decrease in Asset Revaluation Surplus		(265,324)	(265,324)
Balance as at 31 December 2020	43,010,428	15,279,272	58,289,700
 Balance as at 1 January 2021	 43,010,428	 15,279,272	 58,289,700
Operating result from continuing operations	2,038,033	-	2,038,033
<i>Total other comprehensive income</i>			
- Increase in Asset Revaluation Surplus		1,193,296	1,193,296
Balance as at 31 December 2021	45,048,462	16,472,569	61,521,031

The accompanying notes form part of these statements.

**TOWNSVILLE GRAMMAR SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2021**

	NOTE	2021 \$	2020 \$
Cash flows from operating activities			
Receipts from school fees		15,308,476	14,535,749
Receipts from government grants		14,166,140	13,135,521
Receipts from other operating activities		3,737,164	3,566,050
Payments to suppliers and employees		(28,748,417)	(27,354,426)
		4,463,365	3,882,894
Interest received		35,163	35,556
Interest paid		(587,811)	(691,447)
Net cash inflow from operating activities		3,910,717	3,227,003
Cash flows from investing activities			
Government Capital Grants		-	-
Repayment of Leases		(61,870)	(99,210)
Payments for property, plant and equipment		(1,469,946)	(487,760)
Net cash outflow from investing activities		(1,531,816)	(586,970)
Net Cash inflows/(outflows) from financing activities			
Proceeds from borrowing		-	-
Loan repayments		(1,704,273)	(1,667,054)
Net Cash inflows/(outflows) from financing activities		(1,704,273)	(1,667,054)
Net increase/decrease in cash and cash equivalents		674,629	972,979
Cash and cash equivalents at the beginning of the financial year		7,049,203	6,076,224
Cash and cash equivalents at end of financial year	8	7,723,834	7,049,203

The accompanying notes form part of these statements.

TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

Note 1	Summary of Significant Accounting Policies
Note 2	Revenue
Note 3	Employee Expenses
Note 4	Key Management Personnel and Remuneration
Note 5	Supplies and Services
Note 6	Finance/Borrowing Costs
Note 7	Other Expenses
Note 8	Cash and Cash Equivalents
Note 9	Receivables
Note 10	Property, Plant and Equipment
Note 11	Payables
Note 12	Other Financial Liabilities
Note 13	Accrued Employee Benefits
Note 14	Asset Revaluation Surplus by Class
Note 15	Commitments
Note 16	Contingencies
Note 17	Related Party Transactions
Note 18	Events Occurring After Balance Date
Note 19	Other Information

1. Summary of significant accounting policies

a) Basis of preparation

The School has prepared these financial statements in compliance with the Financial Accountability Act 2009 and the Financial and Performance Management Standard 2019. The financial statements are authorised for issue by the Chairman of the Board of Trustees and Secretary at the date of signing the Management Certificate.

These financial statements are general purpose financial statements, and have been prepared on an accrual basis in accordance with Australian Accounting Standards – Reduced Disclosure Requirements and Interpretations with the exception of the Statement of Cash Flows which is prepared on a cash basis. In addition, the financial statements comply with Queensland Treasury's Minimum Reporting Requirements for the year ending 31 December 2021, and other authoritative pronouncements.

With respect to compliance with Australian Accounting Standards and Interpretations, the school has applied those requirements applicable to not-for-profit entities, as the school is a not-for-profit entity. Except where stated, the historical cost convention is used.

Amounts included in the financial statements are in Australian dollars and have been rounded to the nearest \$1. As a result of rounding additions may not necessarily add due to the rounding to the nearest \$1.

Comparative information has been restated where necessary to be consistent with disclosures in the current reporting period.

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 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.

b) New and Revised Accounting Standards

No accounting pronouncements were early adopted in the 2021 year.

There were no Australian Accounting Standard changes mandatorily applicable for the first time as from 2021 that had a significant impact on the School's financial statements.

c) Taxation

i) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of expense. Receivables and payables in the Statement of Financial Position are shown inclusive of GST. Cash flows are presented in the Statement of Cash Flows on a gross basis.

ii) Income Tax

No provision for income tax has been raised as the School is exempt from income tax under Division 50 of the Income Tax Assessment Act 1997.

d) Critical Accounting Estimates and Judgements

Estimates and assumptions with the most significant effect on the financial statements are outlined in the following notes:

Valuation of Property, Plant and Equipment - Note 10

Depreciation - Note 10

Impairment – Note 10

Receivables Impairment – Note 9

Employee Entitlements – Note 3

Key judgements:

Provision for impairment

Included in trade and other receivables at 31 December 2021 is an amount receivable for school fees from various parents of students during the current financial year amounting to \$262,756. The debts are currently in the hands of an external debt collection agency and a provision for impairment has been made for \$262,756 at 31 December 2021.

Valuation – Land and Buildings

Land and building valuation methodologies are detailed in Note 10.

TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

2. Revenue	2021	2020
Revenue from customer contracts	\$	\$
Education revenue		
Tuition Fees	13,034,346	12,087,886
Boarding Fees	2,031,398	2,094,841
Application Fees	168,095	116,430
Surcharge Fees	240,644	202,451
State Government Recurrent Grants	2,985,422	2,572,618
State Government Endowment Grants	18,200	18,200
Commonwealth Government Recurrent Grants	11,162,519	10,544,704
General Purpose Levy	496,800	474,400
Outside School Hours Care & PrePrep	2,568,793	2,379,522
Total Education revenue	32,706,216	30,491,051
Other revenue		
Capital Grants	-	-
Interest Income - General Fund	10,319	12,856
Interest Income - Cash Management	9,854	16,284
Interest Income - Other	14,990	6,416
Trading Activities Income	610,855	628,462
Other revenue	45,726	77,251
Total Other revenue	691,744	741,269
Total Revenue	33,397,961	31,232,320

Accounting Policy

Revenue is recognised in accordance with AASB 15 Revenue from Contracts with Customers and AASB 1058 Income for Not-for-Profit Entities. Amounts disclosed as revenue are net of returns, trade allowances, rebates and amounts collected on behalf of third parties.

The school recognises revenue when the amount of revenue can be reliably measured, it is probable that future economic benefits will flow to the school and specific criteria have been met for each of the school's activities as described below.

Revenue is recognised for the major business activities as follows:

- (1) Tuition, boarding, application and Surcharge Fees, Outside School Hours Care & PrePrep fees are recognised over time as the related services (tuition/boarding services) are provided. Where funds are received in advance of services being provided the school recognises a current liability 'fees in advance' representing the schools obligation to transfer services to the customer in future periods.
- (2) Grant revenue is recognised in profit or loss when the School satisfies the performance obligations stated within the funding agreements. If conditions are attached to the grant which must be satisfied before the School is eligible to retain the contribution, the grant will be recognised in the statement of financial position as a liability until those conditions are satisfied.
- (3) Interest income is recognised when it is earned.
- (4) Trading Activities Income is recognised when it is received.

3. Employee expenses

Wages and salaries	19,269,540	18,143,464
Employer superannuation contributions	2,035,990	1,918,359
	21,305,530	20,061,823
Employee Related Expenses		
Worker's compensation premium	176,074	140,485
Total	21,481,604	20,202,308

The number of employees as at 31 December, including both full-time employees and part-time employees, measured on a full-time equivalent basis (reflecting minimum Obligatory Human Resource Information (MOHRI)) is:

Number of Employees:	207.3	210.5
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Accounting Policy

Wages, Salaries and Sick Leave

Wages and salaries due but unpaid at reporting date are recognised in the Statement of Financial Position at the nominal salary rates. Payroll tax and workers' compensation insurance are a consequence of employing employees, but are not counted in an employee's total remuneration package. They are not employee benefits and are recognized separately as employee related expenses. Employer superannuation contributions, annual leave levies and long service leave levies are regarded as employee benefits.

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

As sick leave is non-vesting, an expense is recognised for this leave as it is taken.

Annual and Long service leave

The School recognises a liability for annual and long service leave for employees from commencement of employment.

Where employees have met the prerequisite length of service and the School does not have an unconditional right to defer this liability beyond 12 months, long service is classified as a current liability. Otherwise it is classified as non-current.

The non-current liability for annual and long service leave is recognised in the provision for employee benefits and measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

Superannuation

Contributions are made by the School to employee superannuation funds and are charged as expenses when incurred. The School contributes only to defined contribution superannuation funds.

TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

4. Key Management Personnel and Remuneration

i) Remuneration of Board Members

No Board Members received or were entitled to receive any fees or other benefits during the year.

ii) Key management personnel

Key management personnel and remuneration disclosures are made in accordance with the Financial Reporting Requirements for Queensland Government Agencies issued by Queensland Treasury.

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.

Positions	Responsibilities	Contract classification and appointment authority (current incumbents)	Date appointed to position
Trustee	To supervise, maintain and control the conduct of the School. To make rules with regards to the management and control of the School.	Elected Trustee	24 September 2020
Trustee		Elected Trustee	24 September 2020
Trustee		Elected Trustee	24 September 2020
Trustee		Government Appointed Trustee	24 September 2020
Trustee		Government Appointed Trustee	24 September 2020
Trustee		Government Appointed Trustee	17 August 2021
Principal	The Principal is responsible for the implementation of plans and strategies as approved by the Board of Trustees.	Five year contract	1 January 2018
Deputy Principal/Head of School	The Deputy Principal/Head of School supports the Principal in implementation of plans and strategies as delegated by the Principal. This position was previously the Deputy Principal - Operations.	Five year contract	1 January 2019
Business Manager/ Board Secretary	To ensure best practice deployment of the School's financial resources.	Permanent	20 May 2004
Director of Boarding	The Director Boarding assumes responsibility for all matters relating to the management and leadership of Boarding at the School.	Five year contract	1 January 2019

iii) Remuneration Expenses

The remuneration and other terms of employment for the key executive management personnel are specified in employment contracts. For the 2021 year, remuneration of key executive management personnel increases were based on performance assessments. The percentage increases are tied to the achievement of pre-determined individual performance targets.

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 specific position. Amounts disclosed equal the amount expensed in the Statement of Comprehensive Income.
 - Non-monetary benefits – consisting of provision of remission for School fees and motor vehicles together with fringe benefits tax applicable to the benefit.
- Long term employee benefits include long service leave accrued.
- Post employment benefits include superannuation contributions.
- Termination Benefits 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.

2021

Description	Short Term Employee Benefits		Long Term Employee Benefits	Post Employee Benefits	Termination Benefits	Total Remuneration
Total aggregate remuneration for executive management personnel positions noted above.	Base	Non-Monetary Benefits				
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Trustees (7)	-	-	-	-	-	-
Principal	376	23	9	35	-	443
Deputy Principal/Head of School	182	13	4	18	-	217
Business Manager/ Board Secretary	227	2	6	22	-	257
Director of Boarding	159	9	4	15	-	187

2020

Description	Short Term Employee Benefits		Long Term Employee Benefits	Post Employee Benefits	Termination Benefits	Total Remuneration
Total aggregate remuneration for executive management personnel positions noted above.	Base	Non-Monetary Benefits				
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Trustees (7)	-	-	-	-	-	-
Principal	369	22	9	33	-	433
Deputy Principal - Operations	171	13	4	16	-	204
Business Manager/ Board Secretary	221	1	5	26	-	253
Director of Boarding	146	9	4	13	-	172

TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

	2021	2020
	\$	\$
5. Supplies and Services		
Supplies and consumables	4,304,231	4,659,434
Consultants and contractors	1,369,643	836,534
Operating lease rentals	650,152	618,370
Trading activities cost of sales	483,199	423,056
School Transport Costs	364,050	329,965
Other	166,628	149,080
Total	7,337,903	7,016,439
6. Finance/Borrowing Costs		
Interest on QTC Borrowings	587,811	691,447
Bank fees and charges	67,706	63,974
	655,516	755,421

Accounting Policy

Finance costs are recognised as an expense in the period in which they are incurred.

Finance costs include:

- Interest on short-term and long-term borrowings;
- Ancillary administration charges.

7. Other expenses

Insurance premiums	428,006	369,094
External audit fees*	28,994	33,650
Total	457,000	402,744

* External audit fees - Total audit fees paid to the Queensland Audit Office relating to the 2021 financial statements are estimated to be \$33,650 (2020: \$33,650). There are no non-audit services included in this amount.

The School's non-current physical assets and other risks are insured through Aon Risk Services Australia Limited, with premiums being paid on a risk assessment basis. In addition, the school pays premiums to WorkCover Queensland in respect of its obligations for employee compensation.

8. Cash and cash equivalents

General Account	2,706,575	1,966,713
Cash Management Account	1,446,389	1,438,785
Endowment Fund Account	-	225,693
Cash on Hand	2,360	2,360
Building Fund	1,990,866	1,814,400
Loan Fund	-	593
<i>Restricted use balances:</i>		
Short term deposit	1,577,646	1,600,659
Total cash assets	7,723,834	7,049,203

a) Cash at bank

The above balances are bearing interest rates between 0.01% and 0.73% (2020 - 0.06% and 1.26%).

b) Restricted Use Accounts Not available for use

Restricted use accounts (Short term deposit, CBA and Suncorp Interest Bearing Deposits) of \$1,577,646 (2020 - \$1,600,659) represents monies that have been bequeathed to the school. The use of these funds is restricted to the terms and conditions established in the bursary agreements. The bursary agreements stipulate the school cannot use these funds in the normal course of their operating cycle.

These deposits are bearing interest rates between 0.05% and 1.11% (2020 - 0.11% and 2.41%).

Accounting Policy

Cash and cash equivalents include all cash and cheques receipted but not banked at 31 December as well as deposit at call with financial institutions.

TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

	2021 \$	2020 \$
9. Receivables		
Trade receivables	933,811	983,564
less: Impairment of receivables.	(262,756)	(291,582)
	671,055	691,982
Other receivables - Debtors	321,441	275,543
	992,497	967,525
 <i>(b) Movement in impairment for receivables</i>		
Balance at beginning of the year	291,582	269,727
Increase/(decrease) in impairment recognised as an expense	(28,826)	21,855
Balance at the end of the year	262,756	291,582

Accounting Policy

The School applies AASB 9 simplified approach to measuring expected credit losses by using a provision matrix which calculates and applies historical default rates based on the type of debtor and age of outstanding receivable. This reflects the increasing probability of default occurring the longer trade receivables remain outstanding. The gross carrying amount of a receivable is written off when the counterparty is in severe financial difficulty and the School has no realistic expectation of recovery of the financial assets.

10. Property, plant and equipment

BUILDINGS

Buildings at Fair Value	98,098,000	94,608,000
Less: Accumulated Depreciation	(40,675,000)	(37,242,000)
Total Buildings	57,423,000	57,366,000

LAND

Leasehold Land at Fair Value	2,100,000	1,950,000
Freehold Land at Fair Value	6,620,000	6,050,000
TOTAL LAND	8,720,000	8,000,000

PLANT & EQUIPMENT

Plant and Equipment at Cost	4,830,347	3,953,197
Less: Accumulated Depreciation	(3,936,941)	(3,753,104)
Total Plant & Equipment	893,406	200,092

WORK IN PROGRESS

At Cost	558,687	155,252
Total Work in Progress	558,687	155,252

Total Property, Plant and Equipment	67,595,092	65,721,344
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TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

a) Property, Plant and Equipment Reconciliation

	\$	\$	\$	\$	\$	\$
	Leasehold Land Fair Value	Freehold Land Fair Value	Buildings Fair Value	P&E Cost	Work In Progress Cost	Total
Basis of Measurement						
Carrying amount at 1 January 2021	1,950,000	6,050,000	57,366,001	200,091	155,253	65,721,344
Acquisitions	-	-	163,282	858,000	1,087,076	2,108,358
Revaluation increments/(decrements) (Note 14)	150,000	570,000	473,296	-	-	1,193,296
Transfer between classes	-	-	683,642	-	(683,642)	-
Depreciation	-	-	(1,263,220)	(164,685)	-	(1,427,905)
Carrying amount at 31 December 2021	2,100,000	6,620,000	57,423,001	893,406	558,687	67,595,092

b) Valuations of land and buildings

Land and Buildings were independently valued by Mr G Pyman (Certified Practising Valuer), International Valuation Consultants, a division of Aon Risk Services Australia Limited, in December 2021.

Category	Value	Fair Value Measurement
Land		
Leasehold Land	2,100,000	Leasehold land is held under a Deed of Grant in Trust (DOGIT) providing the Trustees with exclusive use of that land but not its ownership. The ownership remains with the Crown. In accordance with Section 185(3) of the Land Act 1910 as amended by the Land Act 1962, the School has no power to sell or transfer the land. The fair value of land was based on publicly available data on sales of similar land in nearby localities in the twelve months prior to the date of the revaluation. In determining the values, adjustments were made to the sales data to take into account the location of the school's land, its size, being subject to an easement and the significant restriction on the school's inability to sell or transfer the land asset.
Freehold Land	6,620,000	The fair value of land was based on publicly available data on sales of similar land in nearby localities in the twelve months prior to the date of the revaluation, taking into consideration any zoning considerations/restrictions and encumbrances.
Total Land	<u>8,720,000</u>	
Buildings		
Current Replacement Cost	56,163,000	This category of buildings and site improvements are of a specialised operational nature and are rarely sold in the open market. The fair value of the buildings and site improvements has therefore been determined by first establishing their estimated cost to replace with an equivalent new asset or Gross Current Cost, using abbreviated bill of quantities methodology with costing reference to Australian Institute of Quantity Surveyors Current Construction Costs and Building Cost Index, and Rawlinson's Australian Construction Handbook for Civic Works and Buildings. From each building and the site improvements Gross Current Cost, is deducted depreciation for their physical, functional and economic obsolescence.
Market Value	1,260,000	The fair value of this category of buildings was based on publicly available data on sales of similar land in nearby localities in the twelve months prior to the date of the revaluation, taking into consideration any zoning considerations/restrictions and encumbrances.
Total Buildings	<u>57,423,000</u>	

Accounting Policy

Acquisition of assets

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

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
Plant and Equipment	\$5,000
Other (including heritage & cultural)	\$5,000

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

Land Improvements undertaken by Townsville Grammar School are included in buildings.

Revaluations of Non-Current Physical Assets

Property, plant and equipment

Land and Buildings, Property, plant and equipment are shown at fair value. These assets are reported at their revalued amounts, being 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 in accordance with the Non-Current Asset Policies. The carrying amounts for plant and equipment at cost should not materially differ from their fair value.

Property, plant and equipment classes measured at fair value (refer above) are revalued on an annual basis undertaken by an independent professional valuer. For financial reporting purposes, the revaluation process – revaluation practices and procedures – is managed by the School. The School undertakes annual reviews of the revaluation practices (after each year's revaluation exercise), and reports to the Board of Trustees regarding the outcomes of, and recommendations arising from, each annual review.

If a particular asset class experiences significant and volatile changes in fair value, that class is subject to specific appraisal in the reporting period, where practicable, regardless of the timing of the last specific appraisal.

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

On revaluation:

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

Separately identified components of assets are measured on the same basis as the assets to which they relate.

Depreciation of Property, Plant and Equipment

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

Property, plant and equipment is depreciated on a straight-line basis so as to allocate the net cost or revalued amount of each asset, less its estimated residual value, progressively over its estimated useful life to the school.

The estimation of the useful lives of assets is based on historical experience with similar assets as well as considerations such as manufacturers' warranties, asset turnover practices and the School's strategic asset plan. Reassessments of useful lives are undertaken annually by the School. Any consequential adjustments to remaining useful life estimates are implemented prospectively.

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.

Any expenditure that increases the originally assessed capacity or service potential of an asset is capitalised and the new depreciable amount is depreciated over the remaining useful life of the asset to the school.

The depreciable amount of improvements to or on leasehold land is allocated progressively over the estimated useful lives of the improvements or the unexpired period of the lease, whichever is the shorter. The unexpired period of a lease includes any option period where exercise of the option is probable.

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

- Buildings	25 – 40 years
- Plant and equipment	4 – 15 years

Impairment of Non-Current Assets

All non-current physical assets are assessed for indicators of impairment on an annual basis or, where the asset is measured at fair value, for indicators of a change in fair value/service potential since the last valuation was completed. Where indicators of a material change in fair value or service potential since the last valuation arise, the asset is revalued at the reporting date under AASB 13 *Fair Value Measurement*. If an indicator of possible impairment exists, the School determines the asset's recoverable amount under AASB 136 *Impairment of Assets*. 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 class to the extent available.

TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

	2021 \$	2020 \$
11. Payables		
Trade Payables	1,548,724	1,491,837
Fees in advance	664,391	834,252
	<u>2,213,115</u>	<u>2,326,089</u>

Accounting Policy

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

Fees in Advance represent the balance of overpaid parent debtor accounts, which will be applied against student fees and levies in future periods.

12. Other Financial Liabilities

Current

Bank Loan Secured (Queensland Treasury Corporation)	1,831,222	1,727,449
Lease Liability	479,852	28,475
	<u>2,311,074</u>	<u>1,755,924</u>

Non-Current

Bank Loan Secured (Queensland Treasury Corporation)	8,094,461	9,902,507
Lease Liability	189,108	63,943
	<u>8,283,569</u>	<u>9,966,450</u>

Secured bank borrowings are through the Queensland Treasury Corporation (QTC) Australia and includes a 3 year, 6 year, 12 year and 15 year debt pool. Interest on the loans calculated based on the rate charged by QTC on the principal borrowings are from 3.77% to 7.19% fixed as at 31 December 2021. Expected final payment dates vary from 15 March 2023 to 15 September 2035.

Accounting Policy

Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

Borrowings are initially recognised at fair value, plus any transaction costs directly attributable to the borrowings, then subsequently held at amortised cost using the effective interest method. The effective interest rate is the rate that exactly discounts estimated future cash payments or receipts through the expected life of a financial instrument to the net carrying amount of that instrument.

The lease liability is initially measured at the present value of the lease payments that are not paid at the commencement date, discounted by using the rate implicit in the lease. Lease payments included in the measurement of the lease liability comprise:

- Fixed lease payments and
- The amount expected to be payable by the lessee under residual value guarantees.

13. Accrued Employee Benefits

Current

Long Service Leave	1,964,731	1,585,794
Annual Leave	442,149	404,075
	<u>2,406,880</u>	<u>1,989,869</u>

Non-Current

Long Service Leave	245,751	414,601
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Accounting policies for employee benefit liabilities are disclosed in Note 3.

14. Asset Revaluation Surplus by Class

Movements

Asset Revaluation Surplus by Class

	\$ Land	\$ Buildings	\$ Total
Balance 1 January 2021	3,852,331	11,426,941	15,279,272
Revaluation Increments	720,000	473,296	1,193,296
Balance 31 December 2021	<u>4,572,331</u>	<u>11,900,237</u>	<u>16,472,568</u>
Balance 1 January 2020	3,852,331	11,692,265	15,544,596
Revaluation decrements	-	(265,324)	(265,324)
Balance 31 December 2020	<u>3,852,331</u>	<u>11,426,941</u>	<u>15,279,272</u>

The asset revaluation surplus represents the net effect of upwards and downwards revaluations of assets to fair value.

TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

	2021	2020
	\$	\$
15. Commitments		
(a) Capital commitments		
Capital expenditure contracted for at the reporting date but not recognised as liabilities is as follows:		
Payable within one year:		
School House Internal Refurbishment	2,030,158	-
Houses: 4 & 6 Rowland St	1,140,000	
North Ward Fume Cupboard	-	68,014
NW Non-Conforming Material Replacement	-	59,144
	3,170,158	127,158

(b) Lease commitments

Commitments for minimum lease payments in relation to non-cancellable leases are payable as follows:

Within one year	676,848	618,371
Later than one year and not later than two years	446,485	421,709
Later than two years and not later than five years	215,572	230,362
Commitments not recognised in the financial statements	1,338,905	1,270,442

Leases are entered into as a means of leasing motor vehicles and IT equipment for the operations of the School. Lease payments are generally fixed, but with inflation escalation clauses on which contingent rentals are determined. Treatment of lease payments is in accordance with AASB 16 Leases reporting exemptions being low-value or short term leases.

16. Contingencies

Government capital grants contingent on a minimum of 20yrs occupation of the building:

Later than 5 yrs:		
Block Grant Authority - North Shore Stage 2 (15yrs)	318,750	340,000
Block Grant Authority - Yr 7 Flying Start (13yrs)	374,075	402,850
Block Grant Authority - P21 JS Library (9yrs)	1,367,820	1,519,800
Commitments not recognised in the financial statements	2,060,645	2,262,650

17. Related Party Transactions

The Board was reconstituted and the new four year term started 24 September 2020.

The following Trustees held office during the Year Ended 31 December 2021:

S.Durward, C.Cocklin, G.Bell, I.Reddie, J.Arlett, B.Price (appointed 17 August 2021), C.Valentine (appointed 17 August 2021)

J.Johnson (retired 17 August 2021).

All dealings with Trustees were within normal trading terms and conditions. Transactions with related parties are detailed below.

The School utilised a company (PVW Partners) controlled by one of the Trustees to conduct an organisation review. The fees and charges paid to the company are on an arm's length basis at the standard rates and discounts applicable to all their other customers. Invoices from the company are payable on account within 30 days, with no security being required from the School. During 2021 consulting expenses incurred from PVW Partners totalled \$36,300 (2020: \$NIL). As at 31 December 2021 NIL is payable to PVW Partners.

18. Events Occurring After Balance Date

No matter or circumstance has arisen since 31 December 2021 that has significantly affected, or may significantly affect the entity's operations, the results of those operations, or the entity's state of affairs in future financial years.

19. Other Information

a) Boarders' Amenities accounts

The School maintains an account for boarders' pocket money placed on deposit by parents. The balance of this account at 31 December 2021 is \$29,536 and is not recognized as a cash asset by the School.

Monies held in this account are for student's own use and any balances are refunded at completion of schooling.

Certificate of the Board of Trustees of Townsville Grammar School

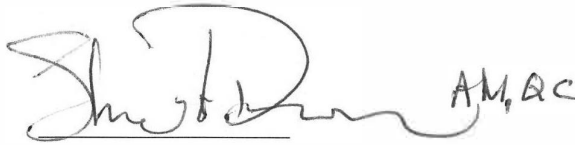
These general purpose financial statements have been prepared pursuant to Section 62(1) of the Financial Accountability Act 2009 (the Act), Section 39 of the Financial and Performance Management Standard 2019, Australian Charities and Not-for-profits Commission Act 2012, the Australian Charities and Not-for-profits Regulations 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 establishing 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 Townsville Grammar School for the financial year ended 31 December 2021 and of the financial position of the School at the end of that year; and

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

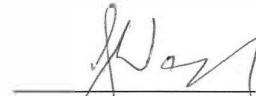
In accordance with Section 60.15 of the Australian Charities and Not-for-profit Regulations 2013, we certify that, in our opinion:

- 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.



STUART DURWARD AM QC GAICD
CHAIRMAN, BOARD OF TRUSTEES

22/02/2022



G. WALSH
BUSINESS MANAGER/BOARD SECRETARY

22/02/2022

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of the Townsville 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 Townsville 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 2021, 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 – Reduced Disclosure Requirements.

The financial report comprises the statement of financial position as at 31 December 2021, 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 management certificate.

Basis for opinion

I conducted my audit in accordance with the *Auditor-General of Queensland 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 of Queensland 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 – Reduced Disclosure Requirements, 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.

Statement

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2021:

- 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.



Carolyn Dougherty
as delegate of the Auditor-General

25 February 2022

Queensland Audit Office
Brisbane



TOWNSVILLE GRAMMAR SCHOOL

NORTH WARD

45 Paxton Street
North Ward, QLD 4810
07 4722 4900

ANNANDALE

1 Brazier Drive
Annandale, QLD 4814
07 4412 4800

NORTH SHORE

North Shore Boulevard
Burdell, QLD 4818
07 4412 6600

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