



TOWNSVILLE GRAMMAR SCHOOL

24 February 2026

The Honourable John-Paul Langbroek MP,
Minister for Education and the Arts
1 William St
BRISBANE Q 4000

Dear Minister

I am pleased to submit for presentation to Parliament the Annual Report 2025 and financial statements for the Board of Trustees of 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 69 of this annual report.

Yours sincerely

Carl Valentine

Chair, 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 2025

BONUS INTRA MELIOR EXI



TOWNSVILLE GRAMMAR SCHOOL

*TO THE MINISTER FOR EDUCATION AND
THE ARTS*

For the period 1 January 2025 to 31 December 2025

PUBLIC AVAILABILITY

This report is available to the public on request at the School's Administration Office
or https://www.tgs.qld.edu.au/welcome/annual-report/Annual_Report_2025.

ENQUIRIES SHOULD BE DIRECTED TO:

BOARD SECRETARY

Telephone: 07 4722 4931

Email: bus.manager@tgs.qld.edu.au.

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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 and Minister for Education and the Arts 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	The Board of Trustees held nine (9) general meetings during 2025. The functions of the Board of Trustees of the Townsville Grammar School are: 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: • 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 (1) to (5); 6. any other function given to the board under the Grammar Schools Act or another Act.
ACHIEVEMENTS	• Strategic Intent 2025-2029 – The Board developed the School's 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 continued in 2025 with the start of a Resource Centre and two classrooms with significant shade elements. • Parker Hall boarding refurbishment.
FINANCIAL REPORTING	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. The financial statements are subject to annual audit under the Auditor-General Act 2009. The QAO report Education 2024 was tabled in the Queensland legislative assembly on 10 June 2025.

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 13 March 2025. The term of appointment continues until the Governor in Council appoints the new board.

ELECTED MEMBERS:

- Mr G.Bell DipTeach (attended 4 of 9 meetings)
- Mr C.Valentine BBus (UTS), M.Applied Taxation (UNSSW), FCA (CAANZ) (attended 9 of 9 meetings)
- Mrs S. Kinobe BCom, MBA, FCPA, FAIM, JP(Qual), CertIVWHS (attended 3 of 7 meetings)

MINISTERIAL MEMBERS:

- Professor C.Cocklin MA, PhD, BSocSci, DipBusSt, FAIM, FAICD (attended 5 of 9 meetings)
- Mrs B.Price BCom (attended 8 of 9 meetings)
- Mrs S.Wilson BSc (Hons) (JCU), Dip Travel & Tourism (attended 9 of 9 meetings)
- Ms S.McCutcheon BA (QUT),BLaws (JCU),Grad Dip Legal Practice (attended 9 of 9 meetings)
- Mrs A.Moller Bed (CQU), JP(Qual) (nil meetings attended - appointed 18 December 2025)
- Mr J.Kavanagh BSc, GAICD (nil meetings attended - appointed 18 December 2025)

Number of scheduled meetings: 9 . 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.

STRATEGIC PLAN 2025-2029

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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 2025 HIGHLIGHTS**

- The School's third campus – North Shore – continued growth in 2025.
- Continued alignment with Queensland Government's objectives for the community:

Safety where you live,

Health services when you need them,

A better lifestyle through a stronger economy,

A plan for Queensland's future.

2025-2029 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.

ENROLMENT

	2025	2024	2023	2022	2021
SECONDARY	744	716	725	753	741
PRIMARY	582	575	550	526	473
TOTAL	1326	1291	1275	1279	1224
BOARDING	121	117	117	112	112

The School experienced enrolment growth across all categories in 2025 and continues to meet 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

	2025	2024	2023	2022	2021
TOTAL INCOME	\$43,472,094	\$41,655,748	\$37,947,414	\$36,192,491	\$33,397,961
OPERATING SURPLUS BEFORE DEPRECIATION AND INTEREST EXPENSE	4,517,703	5,174,824	\$3,958,395	\$5,054,372	\$4,121,454
STUDENT NUMBERS	1326	1291	1275	1,279	1,214
OPERATING EFFICIENCY	10%	12%	10%	12%	12%
PER STUDENT	\$3,407	\$4,008	\$3,105	\$3,952	\$3,395

DEBT PER STUDENT

	2025	2024	2023	2022	2021
BORROWINGS AT END OF FINANCIAL YEAR	\$5,245,356	\$6,313,498	\$8,151,356	\$10,192,395	\$9,925,683
STUDENT NUMBERS	1326	1291	1,275	1,279	1,214
DEBT PER STUDENT	\$3,956	\$4,890	\$6,393	\$7,969	\$8,109

REVIEW OF OPERATIONS

PROGRESS TOWARDS GOAL ACHIEVEMENTS

REPORT FROM THE CHAIR 2025

Good afternoon Mr Kelly, students, staff, special guests and members of our school community.

We have many opportunities to recognise and celebrate achievement at Townsville Grammar School and our focus today is on academic achievement.

But let me start with a question:

What enables the achievements of the students of Townsville Grammar School?

At Townsville Grammar, we believe achievement takes more than talent or hard work. It also takes a culture – at our school we have a culture of supportive achievement. Our culture is built upon the values aligned behaviours consistently demonstrated by all members of our school community.

This is different from what many describe as a “high-performance culture.” High performance often focuses narrowly on outcomes (marks, grades, rankings, trophies), the highest outcomes, and disregards achievement in a broader sense. High performance cultures can give rise to behaviours and actions that focus purely on outcomes for an elite few, not the deserving many.

Supportive achievement is about the journey, about holistic development, as much as the destination. It is about creating an environment where every student feels encouraged and has every opportunity to strive for their personal best, knowing they are supported by their peers, their teachers, and their community.

Our motto, Bonus Intra Melior Exi, Enter good, exit better, captures this perfectly. It reminds us that education is not just about academic excellence; it is about character, resilience, and growth. To have entered good and exited better inherently requires achievements to have been made along the way.

Our students continue to consistently achieve outstanding academic results, results that place Townsville Grammar among the leading schools in Australia. These achievements are not isolated: they are the product of a culture that nurtures effort, persistence, and ambition.

Achievement is never the work of one person alone. Personal motivation, aptitude and effort are critical, but no student here has achieved what they have without the support of others. Teachers, peers and families all play a role. Success at Townsville Grammar is a shared

endeavour.

Being both a parent and your Chair has enabled me to observe first hand, including “behind the scenes”, that our school’s culture doesn’t happen by chance. It is created intentionally, every day, through a multitude of small actions that put students first.

I have seen the joy and growth in my own children’s journeys, the friendships formed, the confidence gained and the personal development. Behind the scenes, I see the extraordinary effort from our Principal, teachers and other staff to sustain this environment. It is this partnership, between students, families and educators that makes academic achievement possible.

So how does this culture translate into the achievements we celebrate today? While there are multiple fibres that are woven together to build our culture of supportive achievement, I will focus on three key elements that contribute to our culture.

Firstly, our co-curricular activities, ranging from sport, music, dance, debating, drama and everything in between, are not distractions from academic work and learning; they are enablers. They teach discipline, time management, teamwork, respect, and reward for effort and so many other elements of character.

I’ve seen this firsthand in the rowing program. Those early mornings on, and long days at, the river demand commitment and teamwork. In our rowing program I’ve witnessed that achievement might be getting to the starting line for a race, it might be finishing the race, let alone placing or winning that race. All our rowers achieve on a regular basis with the support that comes from parents, coaches, crew mates and other competitors.

Secondly, achievement is enabled where there is trust and respect, fundamental elements of quality relationships. At Townsville Grammar, our teachers do more than teach: they mentor, guide, and inspire. This relational approach builds confidence in our students, which is the foundation for personal growth, and creates an environment for personal achievement. Our students replicate these relationships between themselves.

These relationships foster a culture where students cheer for each other’s achievements, because success here is something to celebrate, not something to cut down. There is no “tall poppy syndrome” at our school. Instead, success is shared, and it inspires others to strive higher.

Thirdly, strong leadership sets the tone. Under our Mr Tim Kelly's guidance, our School has embraced a holistic approach to education—one that values academic rigour alongside personal development. Mr Kelly's leadership has ensured that our culture of supportive achievement is not just an aspiration, but a lived reality.

Today, we also acknowledge and thank Mr Kelly, who after eight years of outstanding service as the 12th Principal of Townsville Grammar School, will soon take up the role of Principal at Kinross Wolaroi School in Orange, NSW. Mr Kelly has guided our School through a period of growth and transformation. He has strengthened academic outcomes, expanded our co-curricular and pastoral programs, developed an integrated service program, revamped our house system and embedded a philosophy of continuous improvement. His leadership has been marked by vision, authenticity, and a deep commitment to the values of a Grammar education.

On behalf of the Board of Trustees and our entire school community, I thank you Tim for your dedication, wisdom, and unwavering belief in the potential of every student. Tim, you leave behind a legacy that will endure in the lives of the students and teachers you have inspired. On a personal note Tim, I'd like to thank you for supporting me as a new trustee and Chair and for helping me develop in my role and better serve our school community. We wish you, Nicky, and your family every success in this next chapter.

As we celebrate today, let us remember that supportive achievement is not about being the best, it is about being our best. It is about lifting each other up, embracing opportunities, and living by our motto: Enter good, exit better. It's like the old saying, popularised by President John F. Kennedy:

"A rising tide lifts all boats."

Our culture of supportive achievement is that rising tide, lifting every student, every teacher, and every family.

And as you continue to make it your own, remember: your personal best is not achieved alone, it is built on the support of those around you.

I wish you all the best for Christmas and the New Year and looking forward to continuing to work as a member of the school community into 2026 and beyond.

Mr Carl Valentine

Chair- Board of Trustees.

PRINCIPAL'S ANNUAL REPORT 2025

Chair of the Board of Trustees, Mr Valentine, Trustees and members of the Townsville Grammar School community, it is my honour to present the one hundred and thirty-seventh Annual Report of Townsville Grammar School to our community.

As I complete my eighth and final year as Principal of this wonderful School, I would like to sincerely thank everyone in our community for the steadfast support you have shown the School throughout the year. Your collegial spirit and optimism have been deeply valued.

THE SCHOOL IN 2025

2025 marks the 137th 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 1,292 students from Prep to Year 12, comprising of 583 students in the Junior School and 709 Middle and Senior School students. We conclude 2025 with a total of 1,294 students enrolled. The enrolment in the School's Early Learning Centres remains very strong with classes at capacity. Whilst the School continues to operate in a highly competitive, economically challenging environment, enrolments into the future remain positive.

For me, when reflecting on just some highlights of the year these include:

SCHOOL MUSICAL

Our Senior School production, The SpongeBob Musical, was a spectacular event showcasing the talents of our students in drama, dance and music. Staged over four performances at the Townsville Civic Theatre, the production involved more than 100 students on stage and behind the scenes, led by our creative team of staff and volunteers.

TGS FAIR

Our TGS Parent Network staged the biennial TGS Fair at the Annandale Campus, the largest event in our history attracting more than 3,000 visitors in what was a wonderful event for our TGS community.

CUM LAUDE AWARDS

We welcomed Mr Jeff Reibel, CEO of the North Queensland Cowboys as our guest presenter for the Cum Laude Assemblies at the North Ward Campus. Mr Reibel spoke

beautifully about the value of education and the importance of diligence and perseverance, reflecting on his own career path from secondary school to leading the North Queensland Cowboys.

PRO DILIGENTIA AWARDS

These awards recognise effort and diligence and this year we were thrilled to present more than 700 awards to students in Years 4-12 in two ceremonies in Term 2 and Term 4. We also presented 21 Year 12 students with a Margaret M McKenzie Award, which recognises those who have received a Pro Diligentia or Pro Summa Diligentia Award each semester from Years 7-12.

VISUAL ART EXHIBITIONS

Our Junior School Art Show & Spring Concert took place at both campuses, providing a wonderful opportunity for families to gather and enjoy performances and viewing of student artwork. Our North Ward Campus hosted the second annual Visual Art Exhibition, Flow, a collection of student work from Years 7-11.

YEAR 12 FORMAL AND GRADUATION

Our Class of 2025 participated in two rites of passage with the Senior Formal in June, and their Graduation Ceremony in November. Both events were beautiful celebrations for the students and their families.

TWEDDELL LEADERSHIP DINNER

Our fifth annual Tweddell Leadership Dinner took place in July for Year 6 and Year 12 student leaders from local schools. Hosted by our Year 6 and Year 12 leaders, the event welcomed students from nine schools.

GRANDPARENTS' DAY

Our Grandparents and Special Friends' Days at our Junior School Campuses were again delightful events where we welcomed hundreds of guests to our School to enjoy performances, hospitality and visits to the classrooms. This event continues to be one of the highlights of our calendar, connecting the generations of our TGS community.

GRAMMAR SINGS AND INSTRUMENTAL CONCERT

We hosted two performing arts events in Semester 2 – Grammar Sings which was held at St James Cathedral, and the Instrumental Music Showcase, which was held in the Centenary Gymnasium. Each event involved students from both the Junior School and the North Ward Campus and showcased the incredible talents of our ensembles.

TOURS

Our students had several touring opportunities in 2025 including the Junior School Sports Tour to the Gold Coast, the Ski Trip to New Zealand and the History tour to Italy and Germany. Some of our sports teams also travelled

for championship events including the Queensland All Schools Touch Championships on the Gold Coast, the CBSQ Championships at the Gold Coast, the Viking Rugby 10s at Airlie Beach, the Vicki Wilson Cup Netball Finals in Brisbane, and the Queensland Schools State Rowing Championships at Wyaralong Dam.

SONY CAMP

Our eighth annual Sony Foundation Children's Holiday Camp was another wonderful event where we welcomed 25 campers with special needs. Our Year 11 companions worked under the mentorship of our Year 12s who participated in the program the previous year. The Sony Camp is a significant undertaking involving our students, staff, volunteers and community organisations who give of their time and services to support this important community event.

JUNIOR SCHOOL LEGO AND ENGINEERING CHALLENGES

Our Junior School once again staged two events for primary school students in the region. The Engineering Challenge and the Lego & Robotics Challenge were hosted at the Annandale Campus and involved teams from local and regional primary schools who travelled to take part in the events.

YEAR 2 HISTORY TOURS

Our Year 2 classes from the Annandale and North Shore campuses visited the North Ward Campus in October for the annual History Tour. The students have been learning about the history of our School and were very excited to visit and explore some of the historic sites and icons such as the Honour Boards and the newly restored School House.

VP80

Our three campuses celebrated the 80th anniversary of Victory in the Pacific with a range of special guests, assemblies and activities to educate our students about this significant event in our nation's history.

NATIONAL BOARDING WEEK

This week was a fantastic opportunity to celebrate our boarding community and our history as a boarding school. The week involved a series of events for both boarding and day students, including a formal boarding dinner.

NAIDOC

Each of our campuses hosted significant NAIDOC events, including a student-led Assembly at the North Ward Campus featuring a dance performance by the NRL Cowboys House dance troupe. Year 11 student, Peah

Messa, designed this year's creative and meaningful shirt for students and staff to wear across the School.

TGS REUNION

Our 2025 TGS Reunion took place in School House, this year celebrating the graduating classes of years ending in 5. This year's event was the most attended in recent years, welcoming more than 100 past students from the 1960s to 2015.

CLUB SPORT AWARDS

Our four Club Sports Awards presentation events recognised our teams, from Junior School through to Senior School, and their efforts and achievements throughout the season. We celebrated with our Netball, Rowing, Rugby and Touch Football communities and acknowledged successful seasons.

MELIOR EXI

Our Year 6 students participated in the year-long personal development program, Melior Exi. Through this program, the students were involved in physical challenges, community service, and the development of a new skill which they presented to their peers.

100 DAYS OF PREP

In July, our Prep students celebrated one hundred days of learning. Children and teachers came to School dressed as 100 year-olds and engaged in 100-themed games and activities to celebrate this milestone in their schooling journey.

2025 TEACHX AWARDS

We were thrilled to have four of our teachers selected as finalists in the 2025 Queensland College of Teachers TEACHX Awards:

- Matthew Nicklin - Innovation in Teaching
- Louise Symonds - Outstanding Contribution to Teaching
- Kate Ward - Excellence in Teaching
- Yvonne West - Outstanding Contribution to the School Community

Louise Symonds was awarded as the winner in her category.

Whilst this list is by no means exhaustive, I congratulate all who have contributed in these many academic, sporting, cultural, service and community events and am genuinely excited at the thought of all those to come in 2026.

Earlier this year, the next iteration of the School's Strategic Intent was launched. In setting the direction for our

School for the next four years, our collaborative process arrived at a simple statement to encapsulate our vision -

to make their world a better place.

In unpacking this statement and, indeed, living out this intent, the School seeks to focus on the ways and means with which every facet of the organisation works for the betterment of our world, and in turn, the world we shape for the generations to come. The practical implementation of this approach is outlined through our six strategic domains covering learning, teaching, people, culture, community and stewardship.

From the delivery of an exceptional education to the stewardship of our resources, the preservation of our history, the evolution of our culture and master planning for the future, we strive, with intention, to make strategic choices that make our students' world a better place through learning, outreach, experiences, social and emotional development, and the exposure to a world beyond their own.

In setting our strategic intention, we take on board the deeper responsibility and philosophy of a Grammar education, recognising that it is one thing to provide an exceptional education, but quite another to adequately develop our young people to be equipped to thrive in a rapidly changing world.

As providers of a broad and liberal education, we know that this extends well beyond academic instruction. It is our responsibility to ensure that we develop in our students a worldview that:

- values and respects our history;
- is aware of, and open to, global perspectives;
- has a service mindset;
- is values-based; and
- is relevant to their generational profile.

We, as educational leaders, must set the example and ensure that the foundations of our School provides for what our young people will need for their future. We must work, alongside our families, on the development of their character - strength of spirit, resilience, courage, curiosity, connection, respect and humility - the qualities, that we,

as Townsville Grammar School value.

For 137 years, the culture of Townsville Grammar School has been one of resilience, community, the upholding of values and traditions and, yet, forward-looking. We have the responsibility of evolving this culture and transferring these values to the next generation, equipping them to

use the privilege of a Grammar education to do good in, and for, their world. In doing so, we keep faithful to the School's motto, since 1888, Bonus Intra Melior Exi - enter good, exit better.

CURRICULUM

2024 QCAA AND IB RESULTS

Our 2024 Year 12 cohort performed very well in both the QCE (ATAR) system and the IB Diploma Programme.

Notable achievements from the cohort include:

- Top ATAR Score 99.90
- Median ATAR Score 91.00
- Top IB Score 45 (Perfect Score)
- 11.5% of ATAR students achieved a score of 99.00 and above
- 33% of ATAR students achieved a score of 95.00 and above
- 55% of ATAR students achieved a score of 90.00 and above
- 22 students received QCAA Academic Commendations
- Eight perfect QCAA scores (100%) achieved by six students with two students receiving 100% for two subjects.

SCHOLARS' ASSEMBLY / SPEECH DAY PRIZES

At our annual Scholars' Assembly, we celebrated the success of the 2024 cohort with the presentation of the Speech Day Prize Awards for our graduating Year 12 group.

The Mary Foley-Elliott Prize for Dux of the School was awarded to Jonathan Davis (12/2024), with the Laurence Edward Wilkins Prize for Proxime Accessit awarded to three students Alyssa Curtis, Charlotte To and Madhava Vyas (12/2024). The Scholar's speech at the assembly was delivered by Marianthi Theodosiou (12/2024) who reflected on her journey at TGS.

CUM LAUDE ASSEMBLY

On 4 August, we celebrated the academic success of our students at our annual Cum Laude Ceremony Presentation with 320 students receiving awards. Our guest speaker for the awards presentation was Mr Jeff Reibel, Chief Executive Officer of the North Queensland Toyota Cowboys, who spoke about his own leadership journey and the hard work and persistence it takes to succeed.

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 TGS since Year 7. This year, we had 21 Alan D Morwood Academic Awards with 13 of these students receiving the additional distinction of gaining a Maxima Cum Laude in each of the past six years. These students were Oscar Caniato, Matilda Costello, Esha Malghan, Sarah Marshman, Zarah Moller, Gemma Morris, Rohan Nalavade, Arjun Nigam, Kritika Ponangi, Harini Ramesh, Anjali Rao, Vienne Richardson and Sophia (Winnie) Shaw (12/2025).

Other Alan D Morwood recipients were Sharav Ahuja, Matilda Arnold, Sally Broad, Jenna Curtis, Jackson Humphrey, Ruby Ironside, Ruby Menzies and Christopher Taylor (12/2025).

PRO DILIGENTIA AWARDS

Pro Diligentia Awards continue to remain a consistent focus for our students. These awards recognise the work ethic of our students which is pivotal to their success in their studies. Teachers consider organisation, homework, class work and effort to make their judgement on student work ethic. In Term 1, we had a total of 514 students receiving a Pro Diligentia Award and in Term 3, 206 students received Pro Diligentia Awards and 138 students received Pro Summa Diligentia Awards. Striving to achieve this award will ultimately produce the best academic results for students.

This year was the second year for the presentation of the Margaret M McKenzie Award. Margaret was a student at Townsville Grammar School from 1905 to 1908. Her persistence and dedication to achieving her personal best was undisputed. She was the first female student from the School to graduate from university. Margaret attended Sydney University and graduated in 1910 before returning to Townsville in 1911 to take up a teaching position at our School. She was only the second female teacher to teach at Townsville Grammar School.

The Margaret M McKenzie Award recognises students who have consistently achieved diligence awards over the duration of their secondary schooling. They are presented to Year 12 students who have achieved a Pro Diligentia or Pro Summa Diligentia, twice a year, in each of their six years since Year 7. Working to their very personal best on all occasions is what makes these students deserving of this very special award.

There were a total of 21 students who received this award with six of these students receiving the additional distinction of gaining a Pro Summa Diligentia Award in each semester for the past six years. These students were Oscar Caniato, Gemma Morris, Rohan Nalavade, Harini Ramesh, Vienne Richardson and Emma Warne (12/2025). Other recipients were Matilda Arnold, Sally Broad, Cody Collins, Matilda Costello, Clara Hacon, Ruby Ironside, Erin Maidment, Esha Malghan, Sarah Marshman, Ruby Menzies, Zarah Moller, Kate O'Dempsey, Kritika Ponangi, Anjali Rao and Winnie Shaw (12/2025).

NAPLAN 2025

The National Literacy and Numeracy tests (NAPLAN) were conducted earlier this year in March, through the online platform for our Year 3, 5, 7 and 9 students. Our students continue to perform well above the Queensland and National averages in all areas.

ICAS COMPETITION RESULTS

A number of our students continue to perform well in the International Competitions and Assessments for Schools (ICAS) Competition convened by the University of New South Wales. In 2025, students participated in Mathematics, Science, Writing and English. This year, High Distinctions were received by Jerry Fan and Tien Ern Chan (8/2025) for Mathematics; Lillian Rahimi (3/2025) for Science; Tien Yew Chan (6/2025) for Writing; and Lillian Rahimi (3/2025) and Hein Zin (5/2025) for English. A High Distinction Award places our award winners in the top 1% of the students in the competition.

CURRICULUM HIGHLIGHTS P-12

In 2025, the School introduced Agricultural Science as a QCAA Year 11 subject and Business Management as an IB Year 11 subject. These offerings replace QCAA Earth and Environmental Science and IB Economics as they phase out at the end of 2025. The Agricultural Science program has already established strong partnerships with external stakeholders, providing students with valuable field-based learning opportunities. This initiative has been further supported through the complementary Agricultural Science Club, which has undertaken projects such as the planting of sugar cane and the establishment of a managed beehive on the North Ward campus.

The Future Ready Skills (FRS) program for Year 7-9 students has continued to mature, with deeper reflection on its structure and uptake. In 2026, the program will undergo a rebranding process; however, its core purpose will remain unchanged: to provide an integrated learning experience that embeds a range of subject areas into project-based learning.

TEACHING AND LEARNING

TEACHING AND LEARNING FRAMEWORK (TLF)

The TLF sets out our key priorities for high-quality teaching, effective student learning, and the ongoing professional development of staff. The Framework is organised into three interconnected domains: the Pedagogical Framework, Teacher Attributes and Learner Traits.

We are currently implementing the second iteration of the Framework, which continues to guide professional learning for teachers across the year. Academic staff engage in targeted development sessions that deepen their understanding of evidence-informed practice, ensuring continual improvement in both teaching strategies and student outcomes. In this edition, the Learner Traits have been further refined to integrate insights from the science of learning.

Educational research clearly shows the importance of active, evidence-based strategies. While passive methods such as re-reading, highlighting or note summarising can seem appealing, they rarely result in long-term learning. Instead, strategies that require deliberate cognitive effort

- such as retrieval practice, elaboration, and interleaving - have been proven to yield stronger results. At North Ward, this commitment is further supported through our partnership with Elevate Education, who deliver targeted study skills workshops at key transition points throughout the year.

The School is also proud to be a member of the Research-Invested Schools Network, joining leading schools across Australia and New Zealand in evidence-informed practice. Beyond drawing on research, the School actively contributes to the network through a longitudinal cohort study tracking the development of metacognitive skills in students. Research consistently shows that metacognition - thinking about one's own thinking in planning, undertaking and evaluating tasks - is strongly linked to sustained academic achievement.

QUALITY TEACHING ROUNDS (QTR)

At Townsville Grammar School, we are committed to the professional growth of all staff through a whole-school program of Quality Teaching Rounds, implemented across both the Junior and North Ward Campuses.

Developed by the University of Newcastle, QTR is grounded in a strong evidence base and designed to enhance teaching practice through structured peer observation, feedback and collaborative reflection. This year, teachers identified specific aspects of their practice for observation and constructive dialogue, ensuring professional learning remains relevant, personalised and impactful.

The Quality Teaching Model that underpins QTR not only sharpens classroom practice but also strengthens professional culture. The benefits are clear: improved student learning, enhanced teacher confidence and stronger collaboration among colleagues. Through this process, the School continues to invest in building the collective expertise of its teachers and reinforcing its culture of professional excellence.

EDUCATIONAL SUPPORT (P-12)

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. At the Senior School, changes were made in developing improved Individual Education Profiles (IEPs). Similar profiles were written for students diagnosed with a disability, with individualised learning goals. Students with diagnosed learning difficulties are consistently supported throughout their schooling through Literacy Support classes and with allocated teacher aide time in classrooms. Student Support Plans (SSPs) for students who require classroom adjustments, 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 Nationally Consistent Collection of Data (NCCD).

ART

This year, the Visual Arts Faculty has thrived under the inspiring theme of Flow - a concept that has encouraged creativity, innovation and community engagement across all year levels. From foundational learning to sophisticated exhibitions and public installations, 2025 has been a landmark year for the faculty.

In Year 7, students embarked on their artistic journey by exploring the Elements of Art through hands-on projects in both two-dimensional and three-dimensional forms. They created expressive clay frogs, cardboard ocean animal sculptures and mixed media self-portraits, laying strong technical foundations while embracing creativity and self-expression.

Building on these skills, Year 8 students focused on observational drawing and watercolour painting, drawing inspiration from acclaimed Waanyi artist, Judy Watson. Their folios explored themes of marine habitats, discovery and environmental sustainability. Additionally, students explored fibre sculpture techniques inspired by the Tjanpi Desert Weavers, resulting in imaginative Australian animal sculptures that celebrated First Nations culture and storytelling.

In Year 9, creativity extended beyond the classroom with projects that brought art into real-world contexts. An excursion to The Strand inspired a vibrant urban landscapes unit, culminating in painted skateboard decks. Another highlight was the Wearable Art project, where students transformed recycled materials into headpieces themed around Flow, creatively addressing sustainability. Students also learnt valuable skills in measured drawing and mixed media portraiture.

Year 10 students demonstrated growing confidence and individuality through exhibitions at Open Day, the Subject Selection Expo and in the TGS Student Gallery. Students explored photography, drawing, printmaking, ceramics and oil painting. They were thrilled to attend an excursion to Strand Ephemera where they toured site specific sculptures.

Our Senior Visual Art students explored a wide range of media - including two-dimensional, three-dimensional, and time-based works - while engaging critically with contemporary practice. Visits to the Perc Tucker Regional Gallery and Umbrella Studio enriched their understanding and appreciation of professional art practice. Year 11 Visual Artist students had the opportunity to engage in workshops with local artists, Katya Venter and Baylee Griffin, to learn sculpture techniques. We commend students Kipp Wilson, Cody Collins, Ariana Alieva and

Jia Han Lim (12/2025), whose works were selected for the North Queensland Creative Generation Regional Exhibition. Throughout the year, senior students exhibited regularly in the TGS Student Gallery, gaining valuable experience in curation and presentation.

A standout achievement in 2025 was the School's selection for Strand Ephemera 2025, one of North Queensland's most prestigious outdoor art festivals. With over 150 national applicants and fewer than 30 selected, the inclusion of the School is a testament to the department's vision and excellence.

Our installation, Nature's Impressions: Monuments for Environmental Stewardship, featured three totem poles of handcrafted clay tiles wrapped around palm trees along The Strand. Activated by motion-triggered light sensors coded in collaboration with the Digital Technologies Department, the interactive sculptures transformed nightly into glowing monuments inviting reflection on our relationship with nature.

Led by Ms Costopoulos, Mrs Taylor and Mrs Ansic, with light design by Ms Bourquin, the project united students, staff and families from Prep to Year 12 across all campuses. A total of 1,400 individual clay tiles were contributed, each reflecting a personal connection to the local environment. These have been permanently installed at each campus following the festival.

Another deeply meaningful initiative this year was the Young Indigenous Printmakers program, a two-day intensive workshop delivered in partnership with Umbrella Studio Contemporary Arts and Townsville City Galleries. Guided by printmaker, Margaret Robertson, and Kalkadoon artist, Ricky Emmerton, eight First Nations students explored the art of lino printing, producing works grounded in cultural identity and personal narratives.

Participants To'Donika Bann, Joelle Williams (8/2025), Peah Messa (11/2025), Tai Ahmat, Tyler Phillips, Tee'rah Thaiday (9/2025), Carmel Pratt (12/2025) and Phoenix Pratt (10/2025) demonstrated exceptional commitment to complete their pieces. Their works will be exhibited at the Perc Tucker Regional Gallery as part of the Young Indigenous Printmakers Exhibition.

BUSINESS & HUMANITIES

2025 was an exciting year for the Faculty, with the departure of our first History Tour. This opportunity saw 26 History students making their way through Italy and Germany. The group, accompanied by three staff, explored key historical landmarks and immersed themselves in the rich stories and cultural heritage of the ancient and modern worlds. In Italy, students visited iconic locations such as the Colosseum, Trevi Fountain, Vatican City, Pompeii and Herculaneum, each offering new insights into the ancient Roman world. While there, they engaged in hands-on activities, analysing sculptures and architecture

to develop their understanding of the period.

The group then made their way to Germany, where their focus shifted to Modern History, particularly the Third Reich and Cold War eras. Students visited powerful and confronting sites, such as the Sachsenhausen Concentration Camp and the House of the Wannsee Conference. These places deepened their understanding of the Holocaust and the bureaucratic machinery behind it. The historical immersion continued through walking tours of Berlin, the Topography of Terror Museum, and a visit to the Nazi Party Rally Grounds in Nuremberg. In between these deeply educational experiences, students enjoyed local cuisine (sausages and pretzels featured heavily) and even reunited with Past Grammarian Rouven Kops (12/2023), now based in Berlin, who joined them for a tour of the iconic East Side Gallery on the Berlin Wall.

The tour offered more than just historical content – it gave students the opportunity to develop independence, resilience and global awareness. Whether navigating public transport, practising foreign languages or reflecting on the weight of history at significant sites, the experience enriched their learning well beyond the classroom.

In Geography, students participated in a number of field trips, allowing them to observe real-world activities and gather authentic data. In class, they were taught how to manipulate this information and interpret it to recognise important patterns and trends that would inform their recommendation for future action. Year 9 students travelled to the Burdekin to explore and assess sustainable farming practices in the sugar cane industry. Year 10 Geography students studied coastal erosion and management strategies at Rowes Bay and Bushland Beach, while Year 11 students visited various locations around Townsville to learn about the challenges these communities face as the demographics of populations change. They listened to presentations from council members and saw some of the innovative initiatives aimed at improving liveability in the region. Year 12 Geography students completed their fieldwork by investigating water quality and aquatic weeds in the Upper Ross River, collaborating with Townsville City Council staff to understand the impact of local land cover changes on this ecosystem.

In Business, a number of incursion opportunities were provided, including an eye-opening experience at an Accounting Careers Workshop hosted by the Queensland University of Technology (QUT). This event brightened the future of accounting for students, showcasing the exciting aspects of accounting, from global business opportunities to the intriguing world of forensic accounting, and the hands-on learning experiences available at the university level. Representatives from BDO's offices in Cairns and Townsville shared their personal journeys, helping bring the world of spreadsheets to life. Our Year 10 Business Studies students also engaged with Leading Change

Psychology when studying their Business Management unit, to better understand the role of leaders when implementing and managing change in the workplace, what processes that can be utilised to manage the workforce and improve productivity.

The Entrepreneur and Investment Club (E&I) reached a milestone this year, achieving their capital goal. As such, their focus in Term 4 shifted to investment opportunities. This has seen the Club enter into a joint venture with the Agriculture Club. A sugar cane juicer has been purchased with E&I funds, which will allow the cane grown by the Agriculture Club to be harvested and processed on site. The challenge will now be developing innovative ways to use the juice to generate sales that will re-coup the investment and lead to the funding of further projects. We look forward to this inter-club relationship growing in the future.

DANCE

Dance has continued to flourish in 2025, delivering a curriculum that balances artistic innovation with academic rigour. Across the senior years, the program has empowered students to explore dance as a powerful medium for personal expression and social commentary. Through the study of Australian and international works, students have deepened their understanding of how choreographers communicate meaning in cultural, political, and social contexts.

This year, our Year 12 cohort demonstrated remarkable maturity and creativity, producing original choreographic works that reflected their personal experiences and perspectives on pivotal life transitions. Their assessment performances in Contemporary Dance invited reflection on future choices, showcasing emotional depth and technical refinement.

The program's emphasis on research-led choreography saw students engage critically with social issues advocated by youth voices, translating these into purposeful and relevant dance works. This approach has strengthened students' ability to make informed artistic choices and communicate with clarity and conviction.

Dance continues to be a high-achieving curriculum area, with exceptional academic outcomes. We proudly acknowledge Emelia Cooke, Hadley Short and Sarah Marshman (12/2025), who achieved full marks across all internal assessments—a testament to their discipline and artistry. We also congratulate Wayne Kinoti (12/2025) who successfully auditioned for full-time study at Dance Force in Brisbane, exemplifying the program's capacity to support diverse post-school pathways.

DRAMA

Drama at Townsville Grammar School is the heartbeat of courageous storytelling and transformative learning.

Through performance, design and critical reflection, Drama nurtures emotional intelligence, creative risk-taking and cultural literacy - skills essential for thriving in an interconnected world. Whether devising original works or reinterpreting classic texts, our students learn to listen deeply, speak boldly and honour the stories that shape us.

In Years 7 and 8, Drama continues to lay the foundation for confident, expressive and culturally responsive performers. Our Year 7 students began by exploring improvisation and storytelling, cultivating spontaneity, collaboration and imaginative thinking. The enduring popularity of our 'Matilda' unit speaks to the joy of ensemble work and musical theatre, with this year's cohort enthusiastically sharing their 'Revolt of the Children' assessment performances across classes and year levels - an experience that nurtured both performance confidence and peer connection.

Students also engaged deeply with 'The Dreamtime' unit, which invited respectful investigation into the diversity of drama created and performed by First Nations Australians. Through this work, students considered Indigenous Cultural and Intellectual Property protocols and developed an appreciation for culturally responsive storytelling practices.

In Year 8, students refined their vocal technique—focusing on projection, clarity, and contrast—while learning to manipulate pace, pitch, dynamics, and silence for dramatic effect. Our Stage Combat unit introduces foundational skills in safe stage fighting, which students creatively incorporated into their Pirates assessment performances. This unit also supports physical storytelling, encouraging students to communicate through movement and stillness, explore transitions between scenes and experiment with both realistic and stylised performance conventions.

In Year 9, students deepened their understanding of dramatic form and cultural context through the introduction of Ancient Greek Theatre - a new unit designed to scaffold their future study of Greek tragedy in Year 10. This unit explores the origins and enduring significance of classical theatre, including the use of masks, the role of the chorus and the structural conventions of Greek plays. Students engaged with *Antigone* and *Oedipus the King*, developing analytical and performance skills through ensemble work and stylised staging. As part of their critical exploration, students also analysed a recorded live performance of *Medea* by Zen Zen Zo Physical Theatre. This contemporary interpretation allowed students to examine how traditional texts can be reimagined through physical theatre, offering insight into the expressive power of movement, spatial dynamics, and symbolic design.

Semester 2 saw students transition into Shakespearean drama with *The Tempest*. Our dramatic approach included a 30-minute physical theatre adaptation, using character stereotypes and movement to explore themes of power,

illusion and transformation. Students also experimented with puppetry, designing and manipulating their own creations to bring new dimensions to the play's magical world.

Year 10 Drama serves as a vital bridge to Senior studies, with students exploring a rich tapestry of canonical texts across historical and cultural contexts. This year's curriculum included works from the French Revolution, Ancient Greece, Shakespearean tragedy and contemporary Musical Theatre. Standout assessments emerged from student interpretations of *Les Misérables*, *Hamilton*, *Macbeth* and *Medea*, showcasing their ability to connect personal insights with rigorous dramatic analysis.

Year 10 students have embraced the self-guided rehearsal process, learning to shape performance through collaborative planning, directing and ensemble acting. Ensemble work is central to their development - not only as performers, but as empathetic and accountable contributors to a shared creative vision. Through rehearsal and performance, students experienced the interdependence of roles, recognising that the success of a production relies on mutual trust, clear communication and collective ownership. This approach fosters a sense of responsibility and pride in both individual contributions and the ensemble's unified storytelling. In Term 4, students investigated the Salem Witch Trials and the thematic concerns of mass hysteria and Puritanism through Arthur Miller's *The Crucible*.

The Senior Drama program remains a cornerstone of creative and critical engagement, with last year's graduating cohort achieving outstanding results and the 2025 Year 12 cohort demonstrating exceptional commitment across all three internal assessments. Notably, Matilda Costello and Erica Round (12/2025) achieved 100% in every unit. Two other students, Kate O'Dempsey and Samuel Hanks (12/2025), also delivered outstanding work.

Year 11 students have explored the complexities of storytelling through both Realism and Magical Realism, presenting compelling extracts from *A Property of the Clan* and *Wolf Lullaby*. These texts invite students to interrogate themes of morality, innocence and social responsibility, while refining their skills in characterisation, tension and symbolic staging.

Our Term 3 Year 12 Performance Assessment Evening was a highlight of the year, showcasing the depth and diversity of student work. Alongside the senior performances, Year 10 students were invited to present their work: Atrina Mohammadamin (10/2025) delivered a powerful self-penned monologue that explored identity and resilience with emotional nuance, while Kalea Burch, Annabelle Brown, Lily Forman, Naatia Raguharan and Zara Tzanabetis (10/2025) delighted audiences with a witty and well-paced *Hamilton* mash-up, blending satire, musical theatre and ensemble comedy.

DESIGN & TECHNOLOGY

This year has been an exciting and productive one for the Design and Technology Faculty. Our focus continued to be on providing students with opportunities to develop creativity, innovation and practical problem-solving skills that prepare them for the demands of the twenty-first century. Through hands on learning, students have engaged with both the QCAA Design and QCAA Furnishing Skills syllabuses, gaining valuable experience that connects directly to industry practices while fostering critical and creative thinking.

In Year 9, students explored design principles through projects that combined digital technologies with user-centred design. Notably, Lacy Collins and Neradah Duncan (9/2025) created a highly detailed chocolate mould using Adobe Illustrator. Their work not only demonstrated technical capability but also captured the innovative thinking and creative energy that we strive to inspire through our design units.

Within our Applied Technology program, students gained invaluable experience working with industry standard tools and equipment. Year 10 students Isla Hunter, Flynn Wilkinson and Atticus Rahmel (10/2025) showcased exceptional craftsmanship by designing and constructing modern LED desk lamps from Durian and White Tulip timber. Their projects incorporated traditional joining methods, wiring and soldering, and the integration of a DC-DC boost module to ensure USB compatibility. These projects highlight the balance of creativity and technical skill that is at the heart of the Furnishing Skills syllabus.

Our senior students also produced outstanding work. Under the new QCAA Furnishing Skills syllabus, Max Baldwin and Sanchia Reid (11/2025) handcrafted solid timber coffee tables featuring castle joints and inset glass panels. Their attention to detail, from the precision of their joinery to the application of Osmo finishes, reflects both their commitment to quality and their ability to apply the skills and knowledge outlined in the syllabus. Olivia Arnaboldi and Oliver Bowen (12/2025) further demonstrated their mastery by designing and manufacturing complex solid timber products using advanced jointing systems, preparing them for pathways within the furnishing industry.

Meanwhile, the QCAA Design syllabus encouraged students to think critically about how design impacts people and communities. Kenadi McGeachie and Olivia Horn (12/2025) excelled in the Human-Centred Design unit, producing high quality prototypes using the Helix laser cutter, plywood, and corflute. Their projects demonstrated a sophisticated understanding of social, cultural and economic considerations in the design process, embodying the principles of empathy, innovation and problem solving.

DIGITAL TECHNOLOGIES

The Year 12 Digital Solutions cohort of 2024 achieved outstanding results, with 63% of students achieving an A overall. This far exceeded the state-wide average of 33.85%.

The Year 12 Digital Solutions cohort of 2025 is on track to raise the bar even higher. Impressively, four of the seven students achieved full marks across all Internal Assessment. Their dedication, effort and consistent performance position them for continued success in their final year.

This year also saw exciting innovation at the junior level. As part of a new Year 9 unit, students began studying computer hardware and systems concepts. They were introduced to soldering and successfully assembled a Bluetooth speaker using the M38 circuit board. This hands-on experience provides a strong foundation for understanding how computers operate and are constructed.

Collaboration has also been a highlight in 2025. The IT Department partnered with the Art Department for the Ephemera Festival, creating motion-sensing Arduino circuits that illuminated exhibitions at night and enhanced the visual experience for festival visitors.

To further enrich student learning, the IT Department invested in Nintendo Switch 2 consoles, which are now used to teach Year 8 students about hardware evolution. Through Nintendo Switch Online, students can play and compare games from different generations, analysing how advancements in hardware have driven improvements in graphics and gameplay. The consoles also support the growth of E-sports as an extracurricular activity, sparking enthusiasm and broadening student interest in Digital Solutions.

ENGLISH

2025 has been yet another standout year for the English Faculty, defined by innovation, collaboration and a shared passion for language and literature. Our talented team of teachers has continued to design and deliver engaging, forward-thinking learning experiences that inspire curiosity and creativity in every classroom. Their dedication and enthusiasm have ignited a love of learning across all year levels, resulting in outstanding engagement and achievement from our students.

This year also marked the implementation of the revised Queensland ATAR syllabus. The transition has been seamless, thanks to the team's thoughtful planning and expertise. Students have embraced the challenges with confidence, demonstrating deep understanding and exceptional performance across all assessment types. Our senior programs have continued to thrive, with an impressive 14 Year 12 students across General English and Literature achieving perfect scores on all three Internal Assessments – a phenomenal result that reflects both

student commitment and teacher excellence. Our IB cohorts have likewise excelled in the English A: Language and Literature course, developing as insightful, reflective thinkers with a strong sense of global awareness. This program continues to nurture internationally minded, articulate young people ready to engage with the complexities of the modern world.

In the Middle School, literacy and skill development remain at the heart of everything we do. The integration of Education Perfect into our Year 7 and 8 programs has strengthened students' foundational literacy skills, and we are already seeing measurable progress in their work. Alongside this, our continued focus on comprehension at literal, inferential and evaluative levels has helped students become more discerning and confident readers. This year, we introduced several new and exciting units that have quickly become student favourites. Year 7 explored *My Place* — a creative journey into the role of setting and belonging in storytelling, and *Pitch Perfect* - a lively persuasive unit where students learned the art of advertising through a Shark Tank-style pitch. These innovative additions have brought energy and authenticity to the curriculum, setting the stage for further development of our programs with the ACARA Version 9 Curriculum in 2026.

One of the most memorable highlights of the year was our celebration of Book Week, which continues to grow in colour, creativity and community spirit. Our "Book an Adventure" theme transformed the school into a literary wonderland, with students and staff alike dressing as their favourite fictional characters for the Free Dress Day. The annual Year 12 Shakespeare Showdown once again sparked friendly rivalry, with Ms Watson's General English class claiming the title of "Masters of Macbeth" and Mr Griffin's Literature class earning the crown of "Lear Legends." This year's festivities also supported the Indigenous Literacy Foundation, combining fun with purpose. The whole school took part in a Drop Everything and Read (DEAR) session, escaping to imagined worlds through the pages of their chosen books. For our creatively inclined students, the Book Cover Design Competition provided an outlet for artistic flair, with stunning submissions from across the school. Congratulations to our senior school winner Sophie Lane (12/2025) for her beautifully rendered Macbeth design and to our middle school winner Sana Shakul Hameed (9/2025) for her striking interpretation of *The Outsiders*.

FUTURE READY SKILLS

The Future Ready Skills (FRS) program continues to provide students in Years 7 to 9 with authentic, real-world learning opportunities that encourage them to think critically, act creatively and engage in complex problem-solving across local, national and global contexts. By broadening perspectives, fostering empathy and integrating cross-disciplinary knowledge, the program

aims to strengthen students' critical and creative thinking, digital literacy, communication, collaboration, teamwork, and personal and social skills.

In Year 7, students began the year by investigating strategies to reduce the amount of waste produced by the average Australian household. During Term 2, their focus shifted to tourism, with students designing information sources such as brochures and videos to promote the natural beauty and attractions of tropical North Queensland. By Term 3, the cohort moved into the hospitality kitchens, where they learned about the importance of healthy eating while developing their own cooking skills by making pizza from scratch.

Year 8 students also embraced a diverse range of projects throughout the year. Their first challenge was to produce a collaborative music and dance routine for the Ephemera Festival, combining creativity with teamwork. Students designed and produced clothing to promote their routine. In Term 2, they refined their cooking skills through the 'four-ingredient challenge' and experimented with creating nutritious smoothies. The final term introduced an entrepreneurial focus, with students receiving a \$20 start-up fund to launch and operate a small business. This task required them to prepare a business strategy, identify their target market, record financial transactions, and design a distinctive logo and brand. The group delivered an outstanding effort, raising a total of \$5,223.28 for charity.

The Year 9 program asked students to tackle more complex and socially significant challenges. In Term 1, each student worked with a detailed profile of a 'need knower' - a person with a physical or intellectual disability - to design a solution that addressed specific challenges. Term 2 extended this creativity into a futuristic context, as students developed designs for space settlements, transportation systems, objects or clothing to support human life on new planets. In Term 3, the focus shifted to global issues with students engineering practical solutions to assist farmers in Nepal in transporting agricultural produce across rugged terrain to reach local markets.

HOSPITALITY

The new Senior Syllabus for the Grade 12 class has been well received by the students who are enjoying a greater focus on the practical side of the subject, thus instilling positive life skills into their repertoire. Their efforts in creating dishes for the Fine Dining unit has not only been impressive but has given them a much greater understanding into the finer details of haute cuisine. Year 11 Hospitality students were also involved in many functions within the School. They helped set up and serve at the Music, Netball, Rowing and Rugby end of year celebrations, as well as producing a number of buffet lunches and cocktail events for the staff and peers, as part of their assessment.

External training has also featured highly with TAFE, industry representatives and Coffee Dominion all offering students an insight into customer service and professionalism. This year the Hospitality kitchen opened its doors to a number of junior classes to assist with their understanding of weights and measures, chemical reactions and procedural writing.

Finally, we opened the kitchen to the Year 7 and 8 FRS students to make and sell a variety of delicious homemade items ranging from homemade ice creams, fairy floss and bubble tea to selections of cupcakes and cookies individually wrapped. Year 7 students were introduced to working effectively in a kitchen setting, in the hope that the younger students will build upon important practices learnt in the Hospitality Centre.

HEALTH & PHYSICAL EDUCATION

This year has been another great success for our Health and Physical Education (HPE) classes. The Senior PE cohort have been working incredibly hard, and this has resulted in them producing outstanding work on their IA2 Ethics and Integrity Reports and progressing significantly in training for their chosen Athletics event. The Year 11 students have successfully created individualised Sport Psychology strategies to enhance their performance in netball and we have seen significant progress in the quality of their work in preparation for next year.

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. In Term 3, students were provided the opportunity to attend an excursion to the North Queensland Cowboys High Performance Centre. This visit provided valuable insight into the application of Exercise Physiology in an elite sporting environment and a potential future career path for some students.

In Middle School HPE, students 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 sequences. Year 7 participated in a range of Yulunga Traditional Indigenous Games, where they learnt about First Nations culture and enjoyed playing games for the purpose of sportsmanship, collaboration, teamwork and fun. Year 8 students developed their understanding and application of Orienteering skills and were able to successfully navigate courses around the School. Year 9 students presented some interesting and engaging pitches when they were tasked with introducing a new sport that would provide increased interest, access and equity for the 2032 Brisbane Olympic Games.

INTERNATIONAL BACCALAUREATE

At Townsville Grammar School, we are fortunate to offer two programs of study in our Senior Years. The Senior Assessment and Tertiary Entrance system (otherwise known as the ATAR system) and also the International

Baccalaureate Diploma Programme (IB).

The IB Programme offers a curriculum that is recognised and respected by tertiary institutions in Australia and internationally. A part of the IB Core is the component on Creativity, Activity and Service (CAS). CAS encourages students to learn to balance their academic commitments with a project incorporating these aspects. Students in the IB Diploma Programme continue to enrich the lives of others through whole school community activities such as Multicultural Day, where students organised food, stalls, dance groups and activities. This year, we will celebrate our fifteenth IB graduating cohort, with six candidates completing the Diploma Programme. We look forward to celebrating their results later this year.

The dedication of our teaching staff in embracing the vision of the IB has been outstanding and demonstrates their expertise and professionalism in this worldwide program. A highlight of the IB year is always the IB Retreat, in which students take part in a wonderful weekend of activities designed to embody the mission of the IB. This year students, participated in community service with the C4 (Community for Coastal and Cassowary Conservation) in Mission Beach, white water canoeing on the Tully River, and hiking and swimming in local freshwater creeks at the Echo Creek Adventure Camp. An important feature of the retreat is to provide an opportunity for Year 12 students to connect with the Year 11 cohort and to share their wisdom in the course.

MATHEMATICS

In 2025, the Mathematics Faculty continued with the ability grouping process for Year 7 classes first introduced in 2024. This structure provided opportunities for extension and additional support where required, allowing students to achieve to their potential in Mathematics. Building on this initiative, in Term 3 approval was granted to introduce Extension Mathematics for Year 8 and Year 9, beginning with the 2026 Year 8 cohort. This development is intended to further enhance the support given to Middle School students, helping them achieve their best in Mathematics.

A number of students were involved in enrichment activities in Mathematics throughout the year. In August, six Year 10 Mathematical Methods students attended the QAMT Mathematics Camp on Magnetic Island. The students were Isabella Tiensten, Poppy Morris, Myn Jeong Kim, Phoebe Morris, Akshaya Mallya and Jonathan Mina (10/2025). They were joined by 65 other students from 12 schools across the North Queensland region to participate in enrichment and extension activities that are often difficult to facilitate in a classroom setting. The camp was co-ordinated by teacher Sydney Layt and Head of Faculty – Maths Robyn Johnson, with Sydney Layt accompanying the students.

At the end of Term 2, the school hosted a Year 8 Interhouse

Mathematics Quiz, with Rowland House emerging as the winner. This event was then used to select two Year 8 students to be part of the school's QAMT Year 7/8 Quiz Team. Junyu Fan and Tien Ern Chan (8/2025) were chosen, along with Anabel Mathew (7/2025), to represent the school at the regional finals in Term 4. The team was coached by Rees Pickering, Assistant to the Director of Curriculum.

In Term 3, 29 students from Years 7 to 12 completed the Australian Mathematics Competition. Three High Distinctions, five Distinctions and 11 Credit certificates were awarded. High Distinction recipients were Tien Ern Chan, Junyu Fan and Ayla Ferdosi (8/2024). In addition to this achievement, Junyu Fan (8/2025) also participated in the Australian Mathematics Trust Senior Contest and the Australian Intermediate Mathematics Olympiad.

MODERN LANGUAGES

Two French students facilitated their own exchanges at the end of 2024 for the summer break to boost their language learning experience, Sophia (Winnie) Shaw and Christopher Taylor (12/2025). Sophia (Winnie) was hosted in Grenoble in the French Alps, attended a French lycée and lived a surreal experience, immersed in another culture and speaking another language every day. Christopher lived in a small town called Vézélise outside the city Nancy, situated in the east of France. He attended a school called St Dominique, visited beautiful places like Paris and Mont Blanc, but his favourite part of this experience was going to school, never thinking that he would be able to build the connections that he did.

Language students represented both French and Japanese at the 2025 Multicultural Day Event. Year IB French student Lily Jamieson (11/2025) and QCAA French student Ines Martin (11/2025) joined Year QCAA French students Harini Ramesh, Oscar Caniato, Sophie (Winnie) Shaw, Christopher Taylor and Jenna Curtis (12/2025) to sing beautiful renditions of the French classic songs "Tous les garçons et les filles" by Françoise Hardy and "Aux Champs-Élysées" by Jacques Dassin. Japanese Taiko students Jade Zhong and Bridget King (9/2025) excelled as a drumming duo, with the Taiko drumming quartet of Jocelyn Jiang, Rasika Chaudhary, Clara Win and Jessica Lindsay (10/2025) demonstrating their commitment to dedicated weekly rehearsals with Wiseman Sensei, providing authentic Japanese musical entertainment.

Numerous language students assisted on our recent Open Day for our North Ward Campus. Japanese students performed Taiko Drumming, Japanese cultural and musical skill that they practice as an intercultural co-curricular activity, enthralled our audience. French Students in Years 7-11 assisted by guiding our visitors to speak French to assist them in ordering a delicious French macaron! Many students got out of their comfort zone to use their French communicatively in chatting to our visitors, and two IB French students, Jasmine Wavite and Lily Jamieson

(11/2025) communicated in French while contributing to their IB CAS experience as part of their International Baccalaureate.

Our IB Spanish Tutor Senora Ruiz cooked delicious Medialunas, the Argentinian version of a traditional French croissant and Chupa, a cheese bread made with tapioca starch.

Three French students Oscar Caniato, Harini Ramesh and Sophia (Winnie) Shaw (12/2025) were fortunate for their recent invitation to Bastille Day celebrations to converse with the French Ambassador to Australia, his Excellency Monsieur Pierre Andre Imbert, who was visiting Townsville for the launch of Operation Talisman Sabre. Dr Florence Boulard of James Cook University co-ordinated the visit at Pimlico State High School, hosting French language students from across the Townsville Region to meet and converse in French with his Excellency the Ambassador. He was very impressed with our students' French conversation skills, their commitment to global education, and discussion about fostering the future growth between Australia and France.

Mrs Goldsworthy organised our annual visiting homestay Japanese students from our Sister School, Shinjo East High School in Japan from 19 July until 28 July 2025. Our visiting Japanese students were hosted by Bridget Boyle, Kylie Chan, Shreeya Ranabhat (11 /2025), Clara Win (10 /2025) and Jade Zhong (9/2025) and supported by their families. Our teachers and host families our visitors with a rich learning experience including visits to Billabong Sanctuary, walks up Castle Hill and the Strand, some even attending a Cowboys game, and helping our visitors learn more about the Australian way of life. Goldsworthy Sensei organised cooking experiences, a School excursion to Magnetic Island and looked after our visitors with such care including an Aussie Barbeque for their visiting teacher.

Our Modern Language students are all provided with online learning and revision platform through Education Perfect (EP) as part of their language studies. Some Modern Language students chose to participate in the Education Perfect International Languages Championships in their own time, over and above their class work. Considering this competition was additional work out of class time, our School's ranking of 112 globally out of 1804 schools all around the world was an exceptional achievement. The Education Perfect Global Languages Championships 2025 Award winners were: Zac Yousaf (12/2025) IB Spanish Emerald Award; Ayla Ferdosi (8/2025) French Emerald Award; Alan Leparq Potokar French Gold Award; Victoria McQueen (8/2025) French Gold Award; Anish Srivastava (8/2025) French Gold Award; Arshida Mohammadamin (10/2025) French Silver Award; Annabelle Brown (10/2025) French Bronze Award; Margaret Gough (8/2025) Japanese Bronze Award; Lucas Kepper (8/2025) French Bronze Award; Sophia Logan (8/2025) French Bronze Award; Nikita Gundorov (8/2025) French Credit Award. Congratulations to all of our outstanding Language students for their

achievements outside their normal scope of learning.

Townsville Grammar School had 10 Japanese language students compete this year in the Townsville and District Japanese Speech Competition. Our keen Japanese students committed to communicating in their target language at a very busy time of Term 3, and pushing themselves outside of their comfort zone to communicate in Japanese in front of a panel of Judges. The following students placed in their division, second place Tien Chan (8/2025); third place Nainika Ponangi (8/2025); Japanese Speech second place Myn Jeong Kim (10/2025); Japanese Speech first place Kylie Chan (11/2025); second place Shreeya Ranabhat (11/2025) and in third place Clara Win (10/2025) who is in Year 10 but chose to challenge herself further to discuss a Year 11 topic.

MUSIC

Music continues to be a dynamic and vital part of the educational journey at Townsville Grammar School. This year, our Music Department has built on past successes while embracing new opportunities, ensuring that every student has the chance to explore creativity, develop critical thinking and experience the joy of making music together.

Our Year 7 students embarked on an exciting journey into orchestral and world instruments while developing their understanding of the music element of Duration. In addition, they explored film music, children's music, and pop music, engaging in all three assessment areas of musicology, performance and composition. These studies gave students a foundation in listening, performing and creating, while also encouraging them to explore how music connects across cultures and media.

Year 8 students studied Rock music and Rap, extending their knowledge of contemporary styles and experimenting with both traditional instruments and digital sounds. Curriculum challenged them to demonstrate their skills across performance, composition, and musicology while also empowering them to take creative risks, analyse music with increasing sophistication, and build confidence in their own voices as musicians.

Year 9 students immersed themselves in Australian Music, exploring genres from pop and rock through to rap, choral works and art music. This rich exploration allowed them to see how diverse and influential Australian music is both nationally and internationally. In the second semester, students studied Musical Theatre, developing both performance and analytical skills. Across the year, they completed assessment in all three areas of musicology, performance and composition, honing their critical and creative abilities. A highlight was their Musicology Presentation, where students demonstrated strong skills in research, essay writing and performance analysis.

Our Year 10, 11 and 12 students demonstrated dedication and creativity across the full spectrum of music studies. Whether tackling complex IA3 Integrated Projects, refining

performance portfolios or engaging in advanced composition, our senior students showed resilience and artistry. They consistently balanced technical skills with emotional expression, and their achievements reflect not only their hard work but also the strong foundation laid in the junior and middle years.

A highlight of 2025 has been the way our students have embraced creative challenges. From composing rap pieces and music for children's television shows to performing rock classics and original works, students have shown remarkable adaptability and enthusiasm. Our ongoing integration of music technology and online theory programs has given students even more ways to experiment and innovate, helping them connect traditional musicianship with the exciting possibilities of digital production.

The Rock Band program has continued to grow in both numbers and excitement this year. With updated equipment including amps, keyboards, and restored guitars, students were able to explore contemporary styles with confidence and flair. Performances at assemblies, showcases and school events provided authentic opportunities for students to share their talents with the broader school community, highlighting not only their skills but also their teamwork and passion for music.

SCIENCE

2025 marked an exciting new chapter in the Science Faculty with the introduction of a brand-new QCAA General Subject, Agricultural Science. Aply led by Dr Matthew Nicklin, this program has been an exciting new venture for both students and staff. The subject explores sustainable food and fibre production through scientific inquiry, resource management, economic and ecological impacts, and agricultural innovation. It has provided opportunities to enhance student learning through hands-on experiences in a small market garden, sugarcane cultivation and chicken husbandry. To further enrich the course, we have established strong connections with organisations including Central Queensland University (CQU), Burdekin Productivity Services, the Townsville and District Beekeeping Society, and the Queensland Department of Agriculture and Fisheries extension team. Engagement with past Grammarians working in agriculture and partnerships with James Cook University (JCU) continue to be explored. These organisations have supported the program through both incursions and excursions, with regular guest speakers helping to link Agricultural Science to career pathways and emerging technologies. In Term 4, our Year 11 cohort ventured to the Atherton Tablelands, providing students with firsthand insights into dairy production, crop farming processes and local industries.

With the support of our prefects, Dr Nicklin, and the Townsville and District Beekeepers Association, we were pleased to install our first beehive on campus during

Term 3. The colony is settling in well, replacing a long-standing wild colony that had thrived at this site for many years. By carefully housing the bees, we can safeguard their health and wellbeing while also offering protection against invasive species. In time, we hope the colony will contribute to producing our very own TGS honey. The hive also gives students a unique opportunity to explore biodiversity, pollination and the vital role bees play in ecosystems. We are excited about the long-term learning experiences this project will bring.

Agricultural Science has also broadened its reach within the school through the Agricultural Sciences Co-Curricular Club, designed to foster wider engagement for students from Years 7-12. Club members are actively involved in caring for the school chickens, crop management and planting, and maintaining our beehive. Partnerships have also been forged with other TGS clubs, such as the Entrepreneur and Investment (E&I) Club, which is investing in the program and supporting the development of products including honey and sugarcane juice.

The University of Queensland Women in Engineering Group returned to TGS in 2025 to run an after-school workshop with our young STEM enthusiasts as part of the UQ Regional Outreach Program. The initiative encourages diversity in engineering and highlights the possibilities and satisfaction a career in engineering can provide. Eighteen students from Years 8-12 attended, gaining insights into the diverse industries linked to engineering and how modern engineering degrees now incorporate a wide range of disciplines. Students also enjoyed a hydrogen car demonstration and an agar drug-delivery simulation. The afternoon was a highlight, with students leaving with a deeper understanding of their career options in this dynamic field.

This year also marked our second participation in the JCU Aboriginal and Torres Strait Islander Marine Science (ATSIMS) Program. Students engaged in amazing opportunities, including tours of the Australian Institute of Marine Science (AIMS) facilities, visits to JCU to meet leading researchers, and tours of their marine science facilities. A day with local land and sea rangers provided cultural and environmental perspectives, followed by a three-day camp on Orpheus Island at the JCU research station. The program concluded with a graduation ceremony at JCU's Science Place.

After a brief hiatus, the Royal Australian Chemical Institute's (RACI) annual Titration Competition returned to Townsville, hosted by JCU. This event challenges students from across the region to demonstrate precision, accuracy, and scientific skill in the delicate art of titration. Due to outstanding interest from our Year 12 cohort, preliminary trials were conducted at school, where many students competed for a spot on the team. At the regional competition, students were tasked with using titration techniques to determine the concentration of an unknown

solution - requiring careful calculation, teamwork, and steady hands. Our teams performed exceptionally well under pressure, with some students recognised for their outstanding individual efforts. We are incredibly proud of all who participated and represented TGS, and we extend our gratitude to senior Chemistry teacher Vivien Maclean for her guidance and support.

To ensure staff are best placed to support student learning, the entire Science Faculty staff and Laboratory Technicians undertook professional development led by Vernier specialist Stuart Lewis from Canberra. The workshop focused on enhancing the use of our new and extensive collection of Vernier sensors in the classroom. As we continue to integrate digital data collection technology into practical lessons, the session provided hands-on training to build staff confidence and capability. This represents an important step in bolstering our teaching practice, ensuring students across our four core senior QCAA and three IB science subjects benefit from real-time data collection and inquiry-based learning.

The Science for Almost Middle School (SAMS) Program once again inspired our Junior School community during Term 3, with Year 6 students from both Annandale and North Shore campuses, supported by Year 11 and 12 mentors attending the North Ward Campus science activities. The program's design is mutually beneficial: senior students in the QCAA and IB pathways support younger peers, while IB students also meet their CAS (Creativity, Activity, Service) requirements. The senior students worked hard to make tote bags, booklets and prizes for the students. Over four afternoons, Year 6 students explored different scientific disciplines including Biology, Chemistry, Earth and Environmental Science, and Physics. This enriching experience would not have been possible without the dedication of our specialist science teachers, who gave their time to mentor the students and run the workshops.

Beyond the classroom, our students embraced a wide variety of excursions. Visits to the Queensland Museum Tropics, Magnetic Island, Glencore Copper Refineries Limited and Billabong Sanctuary all gave students authentic opportunities to connect theory with practice and deepen their understanding of scientific concepts in real-world contexts.

LIBRARY

Our North Ward Campus Library continues to be a busy and well-used space. Our young adult fiction is popular amongst our middle schoolers, and it has been lovely to see the quiet reading space used so widely before school, as well as during our morning tea and lunch breaks. We continue to receive requests for graphic novels and series books, and these are greatly welcomed as our aim is to have a library full of books that our students want to read.

In June, we had a number of students participate in the regional Readers' Cup competition, held at Southern Cross Catholic College. We had two teams enter in the Year 7/8 division, and one team enter in the Year 9/10 division, who placed third on the evening. Congratulations to all students who participated this year: Sathini Batawana, Nishka Mahajan, Eve Starr, Anshu Pattnick, Shrihan Kamasani (7/2025), Eloan De Vine, Anish Srivastava, Sophia Choi, Nainika Ponangi, Ira Desai (8/2025), Jade Zhong (9/2025), Ted Costello, Hannah Bleys, Phoebe Morris and Lily Foreman (10/2025). As always, our students were wonderful ambassadors of the School.

In Term 3, we celebrated Book Week. Ms Watson and the English faculty ran a book cover design competition, and students were encouraged to redesign their current English novel cover. Again, there were lots of fantastic and very creative entries. Congratulations to Middle School winner Sana Shakul Hameed (9/2025), Middle School runner up Gemma Enfantie (7/2025), Senior School winner Sophie Lane (12/2025) and Senior School runner up Clara Win (10/2025).

We also held our annual free dress day, which is a wonderful way to conclude Book Week, where students and staff dress up as their favourite book character, for a gold coin donation. This year funds raised were donated to our nominated charity, The Indigenous Literacy Foundation. Our donation of \$546.40 will help gift 54 culturally relevant books to children and families in remote First Nations Communities through their Book Supply program. This is a fantastic achievement especially at a time when the demand for books that reflect and celebrate First Nations cultures continues to grow.

CAREERS, WORK EXPERIENCE AND VOCATIONAL EDUCATION

CAREERS

Through the Careers Department, the School continues to ensure that students are supported in their transition from school to future study, training or employment. This is achieved through targeted career education programs, interviews, work experience and vocational education and training (VET) courses. By providing students with the most up-to-date information, advice and options, they are empowered to make informed choices about their future.

CAREER EDUCATION PROGRAMS

Over the course of the year, students in Years 10 - 12 participated in learning experiences designed to develop their knowledge, skills and attitudes regarding their study and work options. The School's Career Education program is informed by the Australian Blueprint for Career Development. A key feature of the program is the development of a Career Action Plan, which helps students take ownership of their career development and learning through the setting of goals, identification of actions and skills, and through engagement with activities.

The Year 10 Career and Personal Development (CPD) program provided students with the opportunity to undertake work experience placement across five days during Term 1. Year 10 career education activities in Term 2 focused on understanding how personality traits can affect career choices, how personal interests can influence career decision making, and how personal strengths and abilities can relate to career choices. During Term 3, Year 10 students used the results of career inventories to help inform the development of their Career Action Plan and Senior Education and Training plan (SET Plan) and participated in small group consultation sessions with the School's Careers Advisor regarding their career interests and pathways.

Year 11 students participated in individual Future Pathways Interviews with the School's Careers Advisor during Term 2, where they revisited their SET and Career Action Plans. Reviewing the Career Action Plan provides opportunities for students to reflect on their developing and changing career interests, knowledge and skills.

In Term 3, Year 12 students participated in a Post-Schooling Pathway Interview with the Careers Advisor to plan for their post-school transition into further education, training or employment pathways.

CAREER INFORMATION AND COUNSELLING

To support students in broadening their knowledge and understanding of post-school options, the Careers Advisor facilitated the delivery of workshops, information sessions, individual and small group career interviews, and individual/family career counselling support. This included lunchtime presentations by various Queensland and interstate universities and residential colleges. In addition, Year 12 parents were invited to participate in an online information session with both the Careers Advisor and Director of Curriculum regarding the Queensland tertiary application process.

POST-SCHOOL PATHWAYS

According to the Year 12 Next Step Completers Survey, 96.8% of Year 12 (2024) graduates were engaged in education, training or employment at the commencement of 2025. Of this, 75.8% continued in education and training whilst the remaining 21.1% transitioned directly into paid employment only. The most common study destination was a bachelor's degree (67.4%).

91 of our Year 12 (2024) graduates applied through QTAC for tertiary study at Queensland universities. Of this, 50 students (54%) received early or first round tertiary offers, with 70 students (76.4%) receiving an offer for their first preference by the Main offer round in mid-January. The majority of offers were from James Cook University (59.7%) and The University of Queensland (26.4%), followed by Queensland University of Technology (5.7%) and Griffith University (4.6%). Health was the most popular study area in which students commenced study in 2025 (43.6%), followed by Natural and Physical Sciences (14.9%), Society and Culture (12.6%), Management and Commerce (10.3%), Engineering (5.7%), Education (4.6%), Information Technology (4.6%), Architecture and Building (2.3%) and Creative Arts (1.1%).

COMMUNITY ENGAGEMENT

The School has continued to foster positive relationships through engagement with local education, training and employment organisations including James Cook University, CQUniversity, Defence Recruitment, TAFE, Townsville Creative Technologies Centre (TCTC) and Police Recruitment. 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.

Throughout 2025, 132 students participated in 150 work experience placements. 116 of these were in Year 10, completing 119 placements during the Year 10 Work Experience Program alone. The majority of these placements were in Health Care and Social Assistance (46%), followed by Professional, Scientific and Technical Services (26%), Transport & Automotive (5%), Building and Construction (5%) and Education, Early Childhood Education & Care (4%). Eighteen of our Year 11 and 12 students participated in the Townsville Hospital and Health Service High School Careers Program. Additionally, five of our Year 11 and five of our Year 12 students completed work experience during School holidays or other approved times.

SPORT & ACTIVITIES

The Sport and Activities program offers a diverse range of opportunities for students, demonstrating the School's commitment to providing learning and growth opportunities for our students outside of the academic program. In addition to the usual interschool sport, opportunities available to all local schools, the School places a considerable effort to provide our students with club opportunities, touring opportunities, a range of recreational pursuits, as well as a range of clubs and groups offering a broad range of co-curricular interests. We are fortunate to have many teachers, parents, past students and current students contributing as coaches, managers and mentors.

@GRAMMAR SPORT

Our @Grammar programs offer students the opportunity to participate in various sporting endeavours, with swimming, tennis, running, athletics, fencing, cricket, football and fishing all included.

Cricket is always a popular sport, with the school Cricket@Grammar program linking with the North Queensland Interschool Cricket Challenge hosted by Queensland Cricket in Term 3. The School continues to enter boys and girls teams in this competition, and we look forward to strengthening our relationship with Wests Cricket Club who kindly allow us to use their training facilities for this program.

The Fencing@Grammar program provides a fascinating opportunity for students to participate in a unique sport requiring a combination of speed, agility and skill. Congratulations to Dominic Eve (11/2025) (Senior Boys) and Nainika Ponangi (12/2025) (Senior Girls) and Clara Heather (6/2025) (Annandale Girls) for winning the TGS Fencing Competitions this year. Dominic Eve also won the Under 17 State Fencing Championship.

New @Grammar pursuits introduced this year were Football@Grammar and Fishing@Grammar. Both sports are of keen interest to our students and we look forward to expanding these opportunities in future years.

NETBALL

The TGS Netball Program continued to grow this year and is by far our largest sporting program. This season, the School entered 19 teams in the TCNAI competition. Recruiting and managing the enormous number of coaches and umpires required to sustain this number of teams is a significant task, and the School sincerely thanks Lauren Todd who took on the role of Netball Co-ordinator this year.

Along with the healthy numbers, we also had some great success on the court. The School achieved a total of eight

teams qualifying for the finals which was a terrific result:

- U18 Divisions - Grammar One, Grammar Opal, Grammar Pearl
- U15 Divisions - Grammar Topaz, Grammar Emerald
- U12 Divisions - Grammar Blue, Grammar Sapphire, Grammar Cobalt

Huge congratulations go to Grammar Emerald who won the Grand Final in the 15 and under Div 4. Well done to coach, Rob Reeves, and the team.

In addition to the regular season, our club has had a strong presence at many of the carnivals around the region with participation at the Burdekin Carnival, Charters Towers Carnival, McDonalds Cup and Future Diamonds Cup. These carnivals are important to our program in that they provide an opportunity for our players to compete against different opposition

It would be remiss not to mention the Vicki Wilson Cup success achieved by our Grammar One team this year. Winning the Townsville Region Carnival was a great effort, which then qualified the team to the State Finals. Playing at Nissen Arena, the home of Netball Queensland and the Queensland Firebirds, was an amazing experience for the team. Grammar One represented the school superbly, competing hard in each fixture. Well done to coach, Mrs Cindy Hughes, and the team for such a wonderful achievement.

Captain of Netball for 2025 was Anjali Rao (12/2025) who is commended for doing a supreme job in setting the standards for the program to follow.

Congratulations to Majella Jerome (10/2025) who made the Ruby North U16 team playing in the Netball Queensland State Titles at Nissen Arena.

Congratulations and well done to the following players who were awarded the MVP of their respective competitions:

- Livia Robertson (11/2025) - 18 years and under Div 1
- Olivia Horn (12/2025) - 18 years and under Div 3
- Tefatu Torie (9/2025) - 18 years and under Div 4
- Cleo Waike (9/2025) - 15 years and under Div 1

The annual presentation event celebrated the efforts of all 20 teams in the program and recognised the following award winners:

	BEST AND FAIREST	MOST CONSISTENT
Grammar One	Emma Locke & Majella Jerome	Anjali Rao
Grammar Black	Sienna Butterworth	Lily Foreman
Grammar Opal	Olivia Horn	Libby Moller
Grammar Pearl	Phoebe Morris	Akshaya Mallya
Grammar Topaz	Tefatu Torie	Ashmetha Prabhakaran

	BEST AND FAIREST	MOST IMPROVED
Grammar Gold	Cleo Waike	Suravi Pandey
Grammar Steel	Claudia Gates	Charli Marshall
Grammar Emerald	Alyssa Lindsay	Bridget King
Grammar Aquamarine	Ira Desai	Nainika Ponangi
Grammar Turquoise	Anabel Matthew	Louisa Erskine
Grammar Blue	Olivia Brennan	Lenie Herriman & Matilda Derrett
Grammar Sapphire	Bailey Hayes	Aria Kim
Grammar Quartz	Lucy Woodward	Edie Wilson
Grammar Cobalt	Hannah Jibin	Asha Neilson

	COACHES AWARD	MOST IMPROVED
Grammar Bumblebees	Misha Beniwal	Gurtej Singh
Grammar Daisies	Sehej Kaur	Lillian McKinnon
Grammar Tulips	Charlee Hogan	Ada Pomery
Grammar Marigolds	Ella Meares	Eshaal Fatima
Grammar Sunflowers	Alannah Suk	MacKenzie Harrison
Grammar Blue	Olivia Brennan	Lenie Herriman & Matilda Derrett
Grammar Sapphire	Bailey Hayes	Aria Kim
Grammar Quartz	Lucy Woodward	Edie Wilson
Grammar Cobalt	Hannah Jibin	Asha Neilson

SPECIAL AWARDS:

- Most Valuable Netballer - Clementine Allen (12/2025)
- Spirit of Netball - Ruby Ironside (12/2025)
- Umpire of the Year - Sai Attam (8/2025)

ROWING

Grammar Rowing Co-ordinator and Head Coach, Erin McGuffie, new to the role this year, has made huge strides forward with the Rowing program. The Grammar rowing team this year consisted of 49 rowers, led by Captains Sally Broad, Kate O'Dempsey and Finn Pacey (12/2025).

The first major event of the year was the National Schools Regatta in Tasmania. Well done to the four students who competed and a special congratulations to Liam Mackay (11/2025) and Finn Pacey (12/2025) for finishing fifth in the Open Boys Double.

Grammar Rowing continued to have a strong presence at the Central Queensland Regatta in Bundaberg in the June/ July holidays. The team made 22 finals proudly bringing home 16 medals for the event.

The local rowing season culminated at the annual All Schools Head of the River Regatta where our rowers progressed to make a total of 26 finals, winning 10 medals across the categories. Congratulations to the following:

GOLD:

- Josie Broad (9/2025), Sophie Andrews (11/2025), Sally Broad, Kate O'Dempsey (12/2025), Saran Calleja (cox) (11/2025)
- Nicholas Beaumont Walsh (10/2025)
- Ava Kelly, Matilda Hare, Ally Callaghan, Harper Caverzan (10/2025), Saran Calleja (cox) (11/2025)

SILVER:

- Liam Mackay (11/2025)
- Boys 8+ - Gus Maruff, Liam Mackay, Rhys Jones, Ashton Green (11/2025), Harry Bunday, Owen Valentine, Julian Beaumont Walsh (12/2025), Nicholas Beaumont Walsh (10/2025), Saran Calleja (cox) (11/2025)

BRONZE:

- Owen Valentine (12/2025), Ashton Green, Max Baldwin, Noah Boggild, Saran Calleja (cox) (11/2025)
- Josie Broad (9/2025)
- Hugh Shaw (9/2025), Cameron Mills, Grant Mackenzie, Nicholas Beaumont Walsh (10/2025), Saran Calleja (cox) (11/2025)
- Julian Beaumont Walsh, Harry Bunday (12/2025)
- Girls 8+ - Josie Broad (9/2025), Sally Broad, Kate O'Dempsey (12/2025), Matilda Hare, Ally Callaghan, Harper Caverzan, Ava Kelly (10/2025), Sophie Andrews, Saran Calleja (cox) (11/2025)

During the September School holidays, the annual Queensland Schools Championship Regatta was hosted at the Queensland State Rowing Centre at Wyaralong Dam. The TGS team consisted of 29 rowers. Our team medalled in four events. Congratulations to the following students:

BRONZE:

- Liam Mackay and Gus Maruff - Year 11 Pair
- Liam Mackay - Year 11 Single
- Gus Maruff, Liam Mackay, Saran Calleja (Cox 11/2025)
Harry Bunday, Ashton Green (12/2025) - Open Quad

SILVER:

- Harry Bunday (12/2025) and Liam Mackay (11/2025) - Open Double

The following rowers were recognised at the Season Awards Presentation event:

- Most Valuable Female Rower - Claudia Gates (9/2025)
- Most Valuable Male Rower - James McKerrow (7/2025)
- Best Coxswain - Saran Calleja (11/2025)
- Most Improved Coxswain - Perri Grant (7/2025)
- Middle School Most Improved Female - Cassandra Valentine (7/2025)
- Middle School Most Improved Male - Tristan Wiltshire (8/2025)
- Middle School Best Female - Josie Broad (9/2025)
- Middle School Best Male - Ted Baldwin (9/2025)
- Senior School Most Improved Female - Matilda Hare (10/2025)
- Senior School Most Improved Male - Rhys Jones (11/2025)
- Senior School Best Female - Sophie Andrews (11/2025)
- Senior School Best Male - Finn Pacey (12/2025)

RUGBY

This season, the School fielded nine teams in the TDRU competition. The strength of our club continues to be the junior teams with three Under 8 teams and two Under 10 teams, which bears well for the future. We also made history this season, with our U17 Girls team being the first Grammar girls team entered in the club competition.

Congratulations to our U11 and U17 Girls teams who made semifinals this season.

The following players were acknowledged for their wonderful performance by winning individual awards at the annual Presentation Event:

	COACHES AWARD	MOST IMPROVED
Under 8 Black	Alfred Pont	Logan Vennell
Under 8 Gold	Hudson Murr	Mantaj Jhutti
Under 8 Blue	Harvey Hunt	Dexter Bodle
Under 10 Black	Spencer Solari	Prabjap Jhutti
Under 10 Gold	Willoughby King	Patrick McKinnon
Under 11	Jack Clark	Jaxon Morris-Steel

	BEST BACK	BEST FORWARD	BEST AND FAIREST
Under 12	Cameron Small	Harrison Whiting	Edvard Pont
Under 17 Boys	Roldan Waike	Mosa Dong	Connor King
Under 17 Girls	Wendy Bire	Zienna Newling	Claudia Woods

SPECIAL AWARDS:

- Most Valuable Player - Tilly Richards (11/2025)
- Spirit of Rugby - Willoughby King (5/2025)

The Captain of Rugby this year was Charlie Wilson who unfortunately could not play club rugby for Grammar this season due to being too old which is a continual frustration for our club.

The following players earned representative selection this year:

- Cameron Small (6/2025) - U12 Brolgas
- Edvard Pont (6/2025) - U12 Northern Schools
- Dane Olsen (9/2025) - U15 Northern Schools
- Claudia Woods (11/2025) - U18 Northern Schools 7s
- Roldan Waike (11/2025) - Open Northern Schools
- Tilly Richards (11/2025) - U18 Northern Schools 7s, Next Gen Queensland Women's 7s

Sevens Rugby continues to be a popular option for our students. It is pleasing to see both boys and girls representing the School across both the club and schools' competitions.

Touring is a tradition slowly returning to the School, and we were proud to take a number of rugby teams away this season. For the first time, we travelled to Rockhampton to play in the Regional Rugby Carnival taking Open Boys XV and Open Girls 7s teams. This was such a terrific experience for our students and we look forward to continuing our association with this event for years to come.

We once again played in the Viking Rugby 10s Carnival at Airlie Beach, this year entering two Under 10 teams and an Under 12 team. The trip was well supported by our families and proved to be an excellent way to finish the club rugby season for these players. Our best result for the weekend was our Grammar U10 Black team who finished a respectable fifth out of 12 teams in their division.

The School also took an U17 Boys team to Innisfail to play in the NQ Schools Cup. This is the second year we have played in this small event, and it is great to play against other school such as St Augustine's (Cairns).

Interschool Sport

Interschool Sport is an important element of our sporting offerings, as it allows students to come together and represent the Black and Gold. Interschool sport is structured under three models:

Block Sport are competitions organised per term where fixtures are played on a weekly basis, with the focus more on participation and interschool engagement. The School participated in the following Block Sport competitions this year - Water Polo, Rugby, Volleyball, Basketball and Football. A highlight of our Block Sport participation is always the Year 11 & 12 teams, who value the opportunity to represent the school knowing their school days are nearing conclusion.

Gala Days are another form of interschool sport which are more competitive and generally see teams undertake a period of preparation in order to perform at their best on the day. The School competed in the following Gala Days this year:

- Bill Turner Cup Football - U15 boys
- AFL school - Year 7/8 boys, Year 11/12 boys
- Vicki Wilson Netball - 2 x U15 Girls, 2 x Open Girls, 2 x Open Boys
- NQ Schools Cricket Challenge - 2 x Year 7/8/9 Boys, Year 10/11/12 Boys, Year 10/11/12 Girls
- Surf League
- Interschool Mountain Biking
- North Queensland All Schools Touch - Open Boys, Open Girls, U15 Boys, 2 x U15 Girls, U13 Boys
- Year 7/8 Netball - 2 x Girls, 1 x Boys

Championship Events include the Interschool Swimming, Cross Country and Athletics Carnivals. The School competes in the "A" Schools division, known as Melton Black.

For Cross Country, the following students achieved top three finishes - Anna Dunn (1st - U17 Girls), Majella Jerome (3rd - U16 Girls), Ethan Kwa (3rd - U16 Boys) and Joshua Kwa (3rd - U14 Boys).

The Interschool Athletics event is the largest carnival in the calendar spanning two days of competition. In a step in the right direction, the organising committee of interschool sport (TSSS), is working to collate results

in order to recognise results for these carnivals. This year, Grammar finished third for Boys and second for Girls in the Melton Black Division. The following students were awarded Age Champion Medals - Henry Davis (U17 Boys), Erica Round (U17 Girls) and Taylah Green (U15 Girls).

The Interschool Swimming Carnival was shifted to Term 4 this year, where we delivered a strong performance in the highly competitive "A" Division, finishing third overall in both the boys' and girls' competitions.

Despite a few availability challenges — largely due to overlapping with a busy period of academic and co-curricular commitments — our swimmers represented Grammar with outstanding determination, teamwork and spirit throughout the day.

A special congratulations goes to our Age Champions, who produced exceptional performances in the pool:

- Filip Rajnoch - 14 Years Boys
- Dakota Baxter - 16 Years Girls
- Jessica Carrington - 17 Years Girls

This is an outstanding achievement, and we are incredibly proud of these three students and the entire Grammar swimming team for their effort, attitude, and sportsmanship.

INTERHOUSE SPORT

Interhouse Sport has undergone a restructure this year, with the introduction of an overarching House Competition Shield that incorporates a number of interhouse competitions through the course of the year. The winning House of this competition receives the Robertson Shield.

The championship events, being Swimming, Cross Country, and Athletics, make up a significant contribution to the Robertson Shield. At each of these events, the aim is to provide an opportunity for our elite athletes to shine, while also providing opportunities to engage students to simply get in and have a go. The House Spirit Shield is a great strategy that rewards attendance, participation and general spirit for each of the carnivals.

Congratulations to the following winners:

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	CHAMPIONSHIP SHIELD	HOUSE SPIRIT SHIELD
Swimming Carnival	Hodges	Miller
Cross Country	Hodges	Whight
Athletics	Hodges	Whight

Congratulations to the following Age Champions:

	SWIMMING	CROSS COUNTRY	ATHLETICS
12 Years	Dieter Botes Perri Grant	Aston Patterson Perri Grant	Owen Wells Sienna Farmer
13 Years	Eloan de Vine Ella Gilbert	Noah Atkinson Amelie Vincent	Rocco Donovan Joelle Williams
14 Years	Filip Rajnoch Sophia Logan	Riley Simpson Tien Ern Chan	Navya Singh Cleo Waike
15 Years	Jay Botes Josie Broad	Noah Dimmock Annalise Robertson	Noah Dimmock Taylah Green
16 Years	Freddie Shonhan Dakota Baxter	Ethan Kwa Majella Jerome	Connor King Majella Jerome
17 Years	Mac Pattel Jessica Carrington	Arjun Nigam Anna Dunn	Liam Mackay Erica Round
Opens	Joel Brandi Clementine Allen	Joel Brandi Sally Broad	Kipp Wilson Olivia Horn

In addition to the Interhouse Championship Events, there are a number of House competitions for students to engage in through the course of the year. The Thursday House Competition provides plenty of fun, this year students competed in the following:

- Term 1 - Origami
- Term 2 - Tug-o-war
- Term 3 - Trivia

Interhouse Cricket in Term 3 was also well supported by the students. A special mention to the Grounds Staff for their preparation of the wickets on both Bill Muller and Alan Morwood Ovals. The cricket competition is quite surreal in that the winners shield is one of the oldest trophies at the School with the earliest plaque dating back to 1939. This year, Hodges etched their names in history by taking out the 2025 cricket competition.

The overall standings for the 2025 House Competition were as follows:

ACTIVITY	TERM	MILLER	WHIGHT	ROWLAND	HODGES
Swimming	1	4th	3rd	2nd	1st
T1 House Comp - Origami	1	1st	3rd	2nd	4th
Cross Country	1	4th	2nd	3rd	1st
Athletics	1	3rd	2nd	4th	1st
T2 house Comp - Tug-o-war	2	4th	Eq 2nd	Eq 2nd	1st
Activities Day - Netball, Touch, Theatre, Art	2	3rd	2nd	1st	4th
Battle of the Bands	2	1st	4th	3rd	2nd
T3 House Comp - Trivia	3	3rd	4th	2nd	1st
Cricket	3	4th	2nd	3rd	1st
Diligence - T1, T2, T3		4th	3rd	2nd	1st
Overall Standings		4th	3rd	2nd	1st

Congratulations to Hodges for winning the 2025 Robertson Shield.

Other traditional trophies awarded are the Grimsby Cup (girls) and Duffin Shield (boys). These trophies are awarded to the overall House winners across the three interhouse carnivals - Swimming, Cross Country, and Athletics. In 2025 the winners are as follows:

- Grimsby Cup - Hodges
- Duffin Shield - Miller

The Heads of Houses, Kristal King (Rowland), Andrew McKinnon (Whight), Kelly McBean (Hodges), and Jacinda Edwards (Miller) along with the student House leaders have demonstrated great leadership and enthusiasm which has resulted in students looking forward to wearing their house shirt and competing with pride and eagerness.

TOUCH FOOTBALL

Touch is an increasingly popular sport played at Grammar led by Mrs Kristal King. The Club Touch Program entered 14 teams from Under 7 to Under 16 in boys and girls competitions, which marks a significant participation growth trend in this program. Our Touch Club is a real community, with many of our senior students taking on the coaching and refereeing roles for our younger teams.

Our Touch Program also encompasses interschool competitions and trips. The School had six teams participate in the annual North Queensland All Schools weekend. Unfortunately, we were not able to emulate the achievement from our Open Girls team last year.

The School also entered an Open Boys and Open Girls teams in the Queensland All Schools Carnival played at the Gold Coast in October. Across a highly competitive two days, the Open Boys played six tough matches, finishing with three strong wins, one draw and two narrow losses against two of the top teams in the competition. This placed them just outside the finals on the third day. The Open Girls impressed with four wins from seven games, showing great resilience and teamwork throughout their campaign—particularly in a hard-fought 1-0 victory. The girls finished in the top half of 70 teams.

Both teams displayed outstanding sportsmanship, skill, and conduct on and off the field, proudly upholding the values of the School. Their performances against some of the best school teams in Queensland (and beyond) highlighted their development and commitment throughout the season.

ACTIVITIES

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The following Activities were on offer this year - Interact Club, Coding Club, Entrepreneurship and Investment Club, Cooking Club, Discourse Club, Book Club, Chess Club, Multimedia Club and E-Sports.

CHESS

Chess is a popular pursuit with our students competing in the interschool chess tournaments hosted each term. A highlight of the year was the Term 3 competition that saw the Grammar Gold team, consisting of Advaita Sadhu, Harry Baxter, and Colin Lam (11/2025) and Anshu Pattnaik (7/2025), winning the Premier Division. This is a terrific achievement and the future is exciting with the number of younger chess players involved in the club.

DEBATING

Debating is another school activity with a hotly contested interschool competition, with the School entering two teams in each of the Year 11/12, Year 9/10 and Year 7/8 divisions. Huge congratulations to Grammar 6 who won the Year 7/8 competition, the first time we have won this shield in 24 years. The team included the following students: Aislyn Clark, Srihan Kamasani (7/2025), Keya Patel, Nainika Ponangi, Anish Srivastava (8/2025) and Hadi Hussain (coach) (11/2025). The team defeated Grammar 5 in the final. Having both Grammar teams make the final was a wonderful achievement and testament to the strength of the program. Well done also to Grammar 4 who made the final of the Year 9/10 competition only to be narrowly defeated by Cathedral. The Grammar Debating Captain this year was Gemma Morris (12/2025) who led the program with distinction.

PUBLIC SPEAKING

The School's Interschool Public Speakers had many opportunities to practise their skills and find success throughout 2025. In the Lions Youth of the Year competition, the School had a strong field step up to compete against each other to earn one of three places to represent against Ignatius Park College at the Castle Hill Lions Club Event in early October.

Once again, the School was well-represented at the United Nations Youth Conference and Evatt Model UN competition. Held at James Cook University, in March, the greater part of the two days was spent on the Evatt Competition Model United Nations negotiations over three UN style resolutions. Grammar was represented by 20 students, accounting for the largest contingent of Townsville students at this year's event.

In the English Speaking Union of Queensland's Public Speaking Competitions for Secondary School Students, our students did exceptionally well with Anish Srivastava (8/2025) and Moira Beniwal (8/2025) placing first and

second respectively in the Junior division and Anika Chavan (10/2025) winning the Intermediate Division. Anika went on to place second at the State Final and Anish went on to the State Final to represent the School honorably.

Grammar students in Junior, Intermediate and Senior divisions competed against other Townsville secondary school students presenting speeches to adjudicators from legal, education and medical professions to hone their skills in the Interschool Public Speaking Competition. Tien Chan and Lexie Warne (8/2025) placed first and second respectively in the Junior division. Annabelle Brown (10/2025) placed first in the Intermediate division and Samuel Cathcart (12/2025) placed second in the Senior room. In the Term 3, in the Denise Glasgow Short Notice and Impromptu Competition, across Junior (Years 7-9) and Senior (Years 10-12) divisions, Tenille Round (9/2025) won the Junior event.

INTERACT CLUB

The Interact Club, the junior division of Rotary International, offers students an enriching platform to cultivate leadership, collaboration, and a profound sense of social responsibility. Supported by the Rotary Club of Mundingburra, the Club has played a pivotal role in mobilising the School community to engage in initiatives that create meaningful impact both locally and abroad.

The year commenced in April with the Community Closet Clothing Drive and the Food Appeal, initiatives that encouraged students to contribute generously to those in need. In June, students extended their charitable efforts with donations to OzHarvest, which were subsequently distributed across a range of organisations, providing vital support to vulnerable members of the community.

The Club's major fundraising event, the Colour Rush, took place on Sunday 3 August, attracting approximately 400 participants from Prep to Year 12. Organised by the Interact Board, this initiative successfully raised over \$5,000 for the School's sister school in Bazartete. The Rotary Club supported the event by operating a BBQ, with all proceeds generously donated to Interact, amplifying the overall impact of the fundraiser.

In September, the Interact Club contributed to the preparation of 200 birthing kits for the Zonta Club of Townsville, offering tangible assistance to women in need and exemplifying the Club's commitment to practical, hands-on service.

Later in Term 3, the School hosted its first inaugural Changeover Dinner, during which the 2026 Interact leaders were formally presented with their badges. The evening, attended by members of the Rotary Club of Mundingburra, was celebrated as a highly successful and meaningful occasion, marking the transition of leadership and recognising the dedication of outgoing student leaders.

Through these initiatives, the Interact Club has continued to foster a culture of leadership, empathy, and civic engagement. The dedication and initiative demonstrated by its members reflect the values of service, responsibility, and community that underpin the Interact mission, leaving a lasting positive influence on both the School and the wider community.

COOKING CLUB

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 foundation learning of life skills to stand them in good stead for future years.

NEW INITIATIVES

CBSQ BASKETBALL

For the first time, Grammar competed in the CBSQ basketball tournament at the Gold Coast. The CBSQ is a state-wide competition that features over 500 teams across multiple divisions. Grammar entered a Year 7/8 boys team playing in Division 5 of the Sophomore Competition. We finished seventh in our division which was an excellent first effort. The students involved must be commended on their conduct on and off the court, they were excellent representatives for themselves and the School.

CAMPDRAFTING

The inaugural NQ School Cup was hosted in Charters Towers in Term 3, with the Grammar team consisting of six students - Rory Hacon (10/2025), Livia Robertson (11/2025), Clara Hacon, Olivia Arnaboldi, Fred Stanger and Olivia Easton (Captain) (12/2025). The two-day event featured eight schools competing and was run by a student committee of which Fred Stanger (President) and Clara Hacon (Treasurer) were key contributors. Well done to all students and parents involved.

E-SPORTS

E-Sports is a new initiative for the School but has immediately gained quite a following. Our students have already experienced success in this E-Sports competitive space. At the regional Fuse Mario Kart 8 Tournament, congratulations go to our Year 7 and 8 students - Aarya Patel (7/2025), Patrick Ahearn, Declan Heyburn and Jonas Tzanabetis (8/2025) who proudly represented the school. Special recognition goes to Jonas Tzanabetis, who secured first place out of 36 competitors and qualified for the state championships on the Gold Coast.

We also congratulate our Senior E-sports team Alexander Loibl, Harrison Holmes, Harlow Jenkinson, Jake Griffin, Harry Walklate, Hunter Ryan (9/2025), Sam Davis and Caleb Cain (10/2025) who competed in the senior tournament and represented the school with teamwork, strength and determination.

PERFORMING ARTS

2025 has been a dynamic and rewarding year for the Performing Arts department, marked by growth, collaboration, and memorable performances. We remain deeply thankful to our dedicated teachers, ensemble directors, and dance instructors, whose expertise and commitment continue to shape a thriving program. Across the year, students have embraced a wide range of opportunities to perform, learn, and share their talents with the school and wider community. Highlights included the creativity shown in our biannual School Production, the continued growth of our ensembles and choirs, and the enthusiasm with which students approached workshops and performance opportunities throughout the year.

We were pleased to offer a wide range of musical ensembles, dance groups and theatre club opportunities in 2025 with the following available for students:

NORTH WARD CAMPUS

- Dance
 - Grammar Black - Jarrah Scarsi (Term 1) and Jacinda Edwards (Terms 2 - 4)
 - Grammar Blue - Yanique Kinobe
 - Grammar Gold - Jarrah Scarsi (Term 1) and Jacinda Edwards (Terms 2 - 4)
- Choral Music
 - Cadenza Chorale - Sarah Crawford and Kate Hardacre
 - Grammar Singers - Rachel Cairns, supported by Marlene Barrett
 - Lezom Boys Vocal Ensemble - Kate Hardacre
 - Mezzo Choir - Sarah Crawford and Kate Hardacre
 - Senior Girls Vocal Ensemble - Rachel Cairns, supported by Grace Cole
- Instrumental Music
 - Big Band - Luke Gallagher
 - Brass Ensemble - Mark Smith
 - Celtic Strings - Megan Donnelly
 - Symphony Orchestra - Mark Smith
 - Guitar Orchestra - Simon Self
 - Maggiore Strings - Bianca Parison
 - Recorder Ensemble - Anne Milanovic
 - Taiko Drumming - Kathleen Wiseman

- Wind Orchestra - Mark Smith
- Woodwind Ensemble - Megan Donnelly
- Vivo Strings - Bianca Parison
- Theatre
 - Theatre Club - Sarah Crawford
 - The Scene Project - Sarah Crawford
 - School Production - Sarah Crawford, Kate Hardacre, Rachel Cairns, Jarrah Scarsi, Jacinda Edwards, Yvonne West, Sasha Lea-Rowell, Grace Cole, Sawyer Brennan, Sophie Seymore, Jenni Ansic, Andrew Annett, Jason Curtis

NORTH WARD PERFORMING ARTS LEADERS

We extend our sincere thanks to this year's Performing Arts student leaders for their commitment and enthusiasm. Their contributions were invaluable, from assisting with events to supporting teachers in the rehearsal and management of troupes and ensembles. Their leadership and reliability have helped create a supportive environment where all our students could thrive.

- Jenna Curtis [Whole School Music Captain, Big Band Leader]
- Eleanor Howard [Whole School Music Captain, Symphony Orchestra Leader, Celtic Strings Leader]
- Wayne Kinoti [Dance Captain]
- Matthew Lai [Senior Choir Leader]
- Zarah Moller [Senior Choir Leader, Guitar Orchestra Leader]
- Hadley Short [Dance Captain]
- Suravi Pandey [Middle School Music Captain]
- Jade Zhong [Middle School Music Captain]

Community Performances

Throughout 2025, our students represented the School with professionalism and enthusiasm at a wide range of community events.

Lucinda Reid (11/2025) and Annabelle Brown (10/2025) gave moving performances at community ANZAC Day Ceremonies, while Celtic Strings made a colourful appearance at the Strand Ephemera, performing at the Pink Piano in their best pink outfits to enthusiastic feedback from the Townsville community. Students also contributed to the MS Splashathon, bringing music and energy to the event and supporting this community fundraiser.

Our involvement in the Australian Festival of Chamber Music was a particular highlight. Students from our production of The SpongeBob Musical delighted audiences at the Children's Concert, while Grammar Guitar Orchestra and Celtic Strings performed to great acclaim in the Festival Garden.

SCHOOL-BASED PERFORMANCES

Within the School, students enjoyed many opportunities to share their talents at concerts, ceremonies, and special events.

Early in the year, Senior School students, as part of Symphony Orchestra, visited the junior campuses to showcase the diverse instruments that can be learnt at school. The Junior School students thoroughly enjoyed the experience and had lots of questions for our senior musicians.

Cadenza Chorale, Brass Ensemble, Jenna Curtis (12/2025) and Alec Matthews (11/2025) made a significant contribution to the School's ANZAC Day Ceremony, with performances that brought depth and reverence to this important occasion.

Our signature concerts were once again highlights of the year. Grammar Sings filled St James Cathedral with the combined voices of all nine choirs from our three campuses, while the Instrumental Showcase Concert featured 19 ensembles, and a wide variety of engaging musical performances. Both concerts not only celebrated the depth of talent within our ensembles but also provided valuable preparation for the Eisteddfod.

Our annual Open Day featured performances from all choirs, ensembles, and dance troupes, providing a vibrant snapshot of Performing Arts at Townsville Grammar School. In addition, Middle and Senior School Soirées allowed music students to perform in a more intimate setting, showcasing solo and small ensemble repertoire.

Performances also enriched other key School events. The Woodwind Ensemble, directed by Megan Donnelly, brought warmth and elegance to the Mother's Day Luncheon; the Senior Rock Band, Stockton Beach, provided a vibrant set at the Year 7 Information Evening; Celtic Strings contributed beautifully to the Rural 2 Reef Boarding Parent Event; and our dance students brought energy and flair to the School Formal. The Co-Curricular Awards Ceremony and Speech Day Ceremonies also included performances from Grammar Singers, Combined Choir, Cadenza Chorale, Maggiore Strings, Guitar Orchestra, Woodwind Ensemble, Celtic Strings, Symphony Orchestra, Theatre Club, Grammar Gold and Grammar Black.

Across the year, assemblies showcased a remarkable breadth of talent, with performances from soloists, ensembles, and dance troupes including Gemma Enfantie, Joyce Kii (7/2025), Lainey Griffiths, Nyah McMahon, Chloe Seo (8/2025), Daniel O'Brien, Suravi Pandey, Jade Zhong (9/2025), Priya Anand, Mosa Dong, Lily Foreman, Naatia Raguhan, Mia Situ (10/2025), Jack Dempsey, Alec Matthews (11/2025), Rose Cameron, Jenna Curtis, Eleanor Howard, Lucy Horn, Daksh Sinha, Jasper Yousaf, Zach Yousaf (12/2025), Woodwind Ensemble, Brass Ensemble, Lezom Boys Vocal Ensemble, Senior Girls Vocal Ensemble, Recorder Ensemble, Production Students, Taiko Drumming

and all three of our Dance Troupes. We also had Myn Jeong Kim and Clara Win (10/2025) accompany the singing of the School Song and National Anthem every week.

THEATRE PRODUCTIONS

This year's highlight was our joyful and high-energy Whole School Production of The SpongeBob Musical. More than 80 students from Years 7-12 collaborated to bring this ambitious project to life, creating a performance filled with colour, comedy, chaos and heart.

Bringing The SpongeBob Musical to the stage in just ten weeks of rehearsals was an enormous undertaking, often as challenging as climbing Mount Humongous itself. Yet, the cast, crew and creative team met the challenge with persistence, optimism, and a strong sense of teamwork. The result was a production that captivated audiences with vibrant sets, playful choreography and powerful vocal performances, while demonstrating the resilience, courage and collaboration that define our Performing Arts community.

This production would not have been possible without the dedication and vision of the Production team, led by Sarah Crawford, and the enthusiasm of the cast, crew, band and the many staff, students, and families who supported the production in countless ways. Their collective effort made this production not only possible but unforgettable.

In addition to the School musical, Theatre Club students engaged in two exciting projects this year.

The Scene Project saw students work on Recalibrate, a newly commissioned play co-written and co-directed by Hayden Jones and Sam Foster from Shock Therapy Arts in collaboration with Queensland Theatre. Students explored the play from multiple perspectives - actors, directors, and theatre-makers - and participated in a guest artist workshop in Week 7 to further develop their interpretations. Led by Gemma Morris (12/2025), the students wrote and created an original 15-minute performance with the project culminating in Outcome Day at St Patrick's College, where Townsville Grammar School students performed alongside other Townsville schools and witnessed Queensland Theatre's professional production of Recalibrate. Students received outstanding feedback, showcasing their enthusiasm, creativity, and collaborative spirit.

Theatre Club students also performed an original piece written by Gemma Morris for the Townsville Eisteddfod, titled All the King's Horses and All the King's Men. This COVID-19 inspired parody, set in medieval times with Humpty Dumpty as patient zero for the plague, was met with great acclaim. Students created hilarious, well-considered characters and earned first place at the Townsville Eisteddfod.

WORKSHOPS AND INDUSTRY CONNECTIONS

Workshops and live performances continue to serve as a vital source of inspiration and skill development for our students and staff, offering unique opportunities to engage with industry professionals across music, theatre, and dance. This year, students benefited from a diverse program that deepened their understanding of their craft and provided insight into professional practices.

For our musicians, we had an exceptional opportunity as Dr Chris Kiver from Pennsylvania, USA, visited for two days of inspiring choral workshops. On the first day, choral educators from across Townsville explored rehearsal strategies, including how movement can enhance musical expression and ensemble connection. The following day brought together students from Townsville Grammar School, St Patrick's College, Southern Cross Catholic College, and Pimlico State High School for a combined Secondary School's Workshop. Over the course of the day, students learnt and performed three pieces, producing a remarkable sound and forming strong musical connections.

Brass and woodwind students also engaged in a masterclass with the Andromeda Saxophone Quartet as part of the Australian Festival of Chamber Music. The quartet performed for our Music Centre audience and worked closely with the Wind Orchestra, joining rehearsals to offer invaluable feedback on instrumental and ensemble technique while inspiring our musicians with their artistry.

In Theatre, students participating in The Scene Project took part in a hands-on workshop with Queensland Theatre teaching artist Arminelle Flemming in Week 7. The session focused on Recalibrate, guiding students through character development, staging, and ensemble techniques, providing rich insight into bringing a contemporary script to life.

Additionally, Theatre Club students attended TheatreINQ's production of *Cesar* as this year's Shakespeare Under the Stars. Observing professional actors use voice, movement, and staging in a live setting offered students a deeper understanding of theatre as an art form and inspired their own performances. It was also a joy to see Past Grammarians Michael Dorris (actor) and Sasha Lea-Rowell (lighting operator) contributing to the production.

Through these workshops, students have not only developed technical skills but also experienced the creative energy of professional practice, strengthening their artistry, collaboration, and confidence across all areas of Performing Arts.

COMPETITIONS

Our talented students participated in a number of competitions throughout 2025, providing opportunities to challenge themselves, develop their skills, and achieve excellence across music, dance, and theatre.

A group of our Theatre students once again demonstrated their improvisation skills with Lily Foreman, Annie King (10/2025), Suravi Pandey, Shawn Kinoti (9/2025) and Nyah McMahon (8/2025) winning the Interschool Theatre Sport Competition.

We also had a very successful year across the board at the Townsville Eisteddfod this year with the following groups placing:

- Maggiore Strings - First (Age 18 & Under String Orchestra B Grade Group)
- Senior Girls Choir - First (Age 18 & Under Modern Chorus - Partwork Choir)
- Theatre Club - First (Age 18 & Under Drama Group)
- Grammar Gold - First (Year 7 to Age 18 Secondary School Dance Group)
- Grammar Guitar Orchestra - Second (Age 18 & Under String Orchestra B Grade Group)
- Mezzo Choir - Second (Year 9 & Under Middle School Choral Championship: Chief & Australian Choir)
- Grammar Singers - Second (Age 18 & Under Senior Choral Championship: Chief & Australian Choir)
- Symphony Orchestra - Third (Age 18 & Under Symphony Orchestra Group)
- Cadenza Chorale - Third (Age 18 & Under Vocal Ensemble Group)
- Senior Girls Choir - Third (Age 18 & Under Folk Singing Chorus - Partwork Choir)
- Grammar Black - Third (Year 7 to Age 18 Secondary School Dance Group)

STUDENT ACHIEVEMENTS

We have also had many individual students achieve highly in Performing Arts this year with congratulations going to the following:

- Gemma Morris (12/2025) and Matthew Lai (12/2025) for winning the 2025 Perry Awards
- Eleanor Howard (12/2025) for being selected to play with the Barrier Reef Orchestra for 2025
- Annabelle Brown (10/2025), Myn Jeong Kim (10/2025) and Sophia Choi (8/2025) for being selected for the Australian Honours Ensemble Program
- Annabelle Brown (10/2025), Briana Payn (9/2025), Lucinda Reid (11/2025), Jenna Curtis (12/2025), Sophia Choi (8/2025) for being selected for the State Honours Ensemble Program
- Emelia Cooke (12/2025) for representing Australia in Highland Dance
- Mikhaila Miller (7/2025) and Nyah McMahon (8/2025) for being Regional Finalists in the Shirley Treacy Awards
- Lainey Griffiths (8/2025) for receiving the Overall Award Finalist for Advanced Foundation and Advanced

1 & 2 in the Shirley Treacy Awards, as well as receiving an Evo Elite award at the Evolution Dance Competition and successfully auditioning for The Dream Dance Company

- Myn Jeong Kim (10/2025) for winning the Mary Creen Piano Bursary, Annabelle Brown (10/2025) for winning the Cathie Neil Most Promising Flute Student Award, Lainey Griffiths (8/2025) for winning the Drummond Family Most Outstanding Tap, Modern or Song & Dance Award and Jocelyn Leung (11/2025) for winning the Barton Construction Senior Encouragement Award at the Townsville Eisteddfod

STUDENT LEADERSHIP

SENIOR SCHOOL

The 2025 school year has been one of progress, accomplishment and continued growth within the Senior School. Our programs have maintained a strong focus on academic excellence, personal development and community engagement. Students have embraced opportunities to extend their learning, demonstrate leadership and contribute positively to school life. This year has been defined by meaningful achievements across academic, co-curricular and wellbeing domains, reflecting a shared commitment to high standards and the development of confident, capable young people prepared for life beyond school.

STUDENT LEADERSHIP

Townsville Grammar School provides students with meaningful opportunities to lead, serve, and contribute to the School community. Leadership roles across academic, co-curricular, and pastoral domains enable students to develop confidence, initiative, and responsibility, while modelling the School's values and fostering collaboration among their peers.

True leadership is demonstrated through the ability to inspire and empower others, build positive relationships, and work collectively towards shared goals. In 2025, student leaders have exemplified these qualities with distinction, contributing significantly to the life and spirit of the School.

SENIOR SCHOOL LEADERSHIP

The Senior School leadership team has played a vital role in guiding their peers and promoting engagement across the School community.

SENIOR SCHOOL

The School Captains for 2025 were:

Captains:

Oscar Caniato and Zarah Moller

Vice-Captains

Sally Broad, Eric Round and Zac Yousaf

Boarding Captains

Libby Moller and Cornelius Farrell

Boarding Vice-Captains

Olivia Easton and Clara Hacon

SCHOOL PREFECTS

- Max Askew
- Samuel Bell
- Oliver Bowen (Miller House Captain)
- Joel Brandi
- Harry Bunday
- Rose Cameron
- Sienna Hall (Rowland House Vice-Captain)
- Lucinda Horn
- Olivia Horn
- Ruby Ironside (Hodges House Captain)
- Matthew Lai (Whight House Captain)
- Sarah Marshman (Whight House Vice-Captain)
- Gemma Morris
- Arjun Nigam
- Kate O'Dempsey
- Anjali Rao (Rowland House Captain)
- Vienne Richardson (Rowland House Vice- Captain)
- Winnie Shaw
- Hadley Short (Whight House Captain)
- Christopher Taylor (Whight House Vice-Captain)
- Owen Valentine (Hodges House Captain)
- OTHER HOUSE LEADERSHIP POSITIONS
- Sally Broad (Hodges House Vice-Captain)
- Isla Dickeson (Whight House Vice-Captain)
- Samuel Hanks (Miller House Vice-Captain)
- Erica Round (Hodges House Vice-Captain)
- Emma Warne (Miller House Captain)
- Charlie Wilson (Hodges House Vice-Captain)
- Zac Yousaf (Rowland House Captain)

ACADEMIC LEADERS

- Cornelius Farrell
- Michael Gough
- Hannah Jung
- Gemma Morris
- Rohan Nalavade
- Kritika Ponangi
- Harini Ramesh
- Winnie Shaw
- William Smith

BOARDING LEADERS

- Theo Tsang
- Cherry Leung

JUNIOR SCHOOL LIAISONS

- Emelia Cooke
- Matilda Costello
- Nicolas Dale
- Olivia Easton
- Ruth Harris
- Braith Lamari
- Kenadi McGeachie
- Frankie Numan
- Finn Pacey
- Chelsea Williams

SCHOOL SPIRIT

- Clementine Allen
- Marcus Alsop
- Olivia Arnaboldi
- Sam Cathcart
- Samuel Hanks
- Olivia Horn
- Jackson Humphrey
- Jake Searston
- Taya Webb

SERVICE COMMITTEE

- Matilda Arnold
- Max Askew
- Joel Brandi
- Joshua Crawford
- Ruth Harris
- Hannah Jung
- Esha Malghan
- Arjun Nigam
- Kritika Ponangi

SOCIAL COMMITTEE

- Ariana Alieva
- Harry Bunday
- Rose Cameron
- Clara Hacon
- Sienna Hall
- Elios Ibanez-Hara
- Wayne Kinoti
- Ella McDonald
- Kenadi McGeachie
- Ava Verzeletti
- Jasper Yousaf

WELLBEING COMMITTEE

- Samuel Bell
- Marcos del Solar
- Annabelle Fox
- Negar Ghafoory
- Eleanor Howard
- Cherry Leung
- Angella Maria
- Daniel O'Connor
- Kate O'Dempsey
- Vienne Richardson
- Owen Valentine
- Taya Webb

INTERACT COMMITTEE

- Marcos del Solar - Treasurer
- Eleanor Howard - Secretary
- Gemma Morris - Vice President
- Winnie Shaw - President

SPORTS LEADERS

- Christopher Taylor and Erica Round - Athletics Captains
- Sally Broad and Joel Brandi - Cross Country Captains
- Anjali Rao - Netball Captain
- Sally Broad, Kate O'Dempsey and Finn Pacey - Rowing Captains
- Charlie Wilson - Rugby Captain
- Christopher Taylor and Clementine Allen - Swimming Captains

ARTS AND ACTIVITIES LEADERS

- Jenna Curtis and Eleanor Howard - Whole School Music Captains
- Eleanor Howard - Symphony Orchestra Leader, Celtic Strings
- Mathew Lai and Zarah Moller - Choir Leaders
- Jenna Curtis - Big Band Leader
- Zarah Moller - Guitar Leader
- Hadley Short and Wayne Kinoti - Dance Captains
- Gemma Morris - Debating Captain
- Libby Moller, Fred Stanger and Ella Thornhill - Hospitality Leaders
- Joel Brandi - Defence Leader

MIDDLE SCHOOL**HOUSE CAPTAINS**

- Jay Singh and Tenille Round (Hodges House Captains)
- Dane Olsen, Josie Broad and Cleo Waike (Hodges House Vice-Captains)
- Hugh Shaw and Sophia Boyle (Miller House Captains)

- Daniel O'Brien and Maya Pascoe (Miller House Vice-Captains)
- Jordan Chinsamy and Taylah Green (Rowland House Captains)
- Ryan Wells and Kelly Squair (Rowland House Vice-Captains)
- Sanjam Sandhu and Suravi Pandey (Whight House Captains)
- Luke de Jersey and Tofatu Torie (Whight House Vice-Captain)

MIDDLE SCHOOL MUSIC CAPTAINS

- Suravi Pandey and Jade Zhong

ACADEMIC LEADERS

- Jay Singh
- Jade Zhong
- Aditya Pattnaik
- Grace Kennedy
- Thashaan Baskar
- Jay Botes
- Ralph Kii
- Navya Singh

SCHOOL SPIRIT

- Dane Olsen
- Kate Child
- Breanna Easton
- Sofia Parmegiani
- Pip Wilson
- Lizzie Shonhan
- Addison Isaac
- Luke de Jersey
- Suravi Pandey

SERVICE

- Jacob Thomas
- Yasmine Clements
- Faithfulness Olaleye
- Charlea MConachy
- Sana Shakul Hameed
- Zain Abdullah
- Ryan Wells
- Ruby Blackshaw
- Oliver Wilkinson
- Adam O'Callaghan
- Naija Abbott

SOCIAL

- Beatrix Ferry
- Jayden Smith
- Isabel Mathew

- Jordan Chinsamy
- Charli Marshall
- Madeleine Neal
- Lucy Dawes
- Caitlin Fry

WELLBEING

- Shawn Kinoti
- Aesha Senthuran
- Claudia Gates
- Briana Payn
- Olive Harding
- Jasmine Lee
- Lani Butterworth
- Tofatu Torie

JUNIOR SCHOOL

The School commends the following Year 6, 2025 students in attaining and superbly fulfilling their leaderships roles in 2025:

ANNANDALE

CAMPUS LEADERS

- Sophie Kwa
- Shreyansh Pandey

MUSIC LEADERS

- Freya Eng
- Aria Kim

HODGES HOUSE LEADERS

- Jessica Lynn
- Edvard Pont

MILLER HOUSE LEADERS

- Bailey Hayes
- Karmanya Jha

ROWLAND HOUSE LEADERS

- Lucy Shonhan
- Dominik Rajnoch

WHIGHT HOUSE LEADERS

- Rya Anand
- April Johnson

OUR EARLY ACT TEAM MEMBERS WERE

- Kate John (Leader)
- Charlie Jones (Leader)
- Nyla Johnson
- Nadana Raguharan
- Theia Hompas
- Sam Sweeney

NORTH SHORE

CAMPUS LEADERS

- Kavina Bharathi
- Cameron Small

ROWLAND HOUSE LEADER

- Mackenzie Baker
- Aston Miller

MILLER HOUSE LEADER

- Jack Clark
- Thomas Meares

HODGES HOUSE LEADER

- Mackenzie Reid
- Ky Baker

WHIGHT HOUSE LEADER

- Drew Mackenzie
- Jesse-Dean Carter-Powell

EARLY ACT LEADERS

- Abbigail Reeves
- Robert Meares

EASTERBROOK TROPHY FOR GIRL SCHOOL CAPTAIN	Zarah Moller
SENIORS OF 2006 PERPETUAL PRIZE FOR BOYS SCHOOL CAPTAIN	Oscar Caniato
CARL MEYER MEMORIAL PRIZE FOR SERVICE TO THE SCHOOL	Harini Ramesh
DONALD PRIZE FOR CITIZENSHIP	Gemma Morris
AMY BLANK MEMORIAL PRIZE FOR SERVICE: BOY AND GIRL	Boy - Samuel Cathcart Girl - Sally Broad
PRINCIPAL'S PRIZE FOR SERVICE	Max Askew, Sally Broad, Samuel Cathcart, Marcos del Solar, Negar Ghafoory, Eleanor Howard, Ruby Ironside, Matthew Lai, Gemma Morris, Kritika Ponangi, Vienne Richardson, Erica Round, Winnie Shaw, Emma Warne, Zac Yousaf
YANG FAMILY PUBLIC SPEAKING AWARD	Kritika Ponangi
ARNOLD DUFFIELD SHIELD FOR SENIOR DEBATING	Gemma Morris
EMMA JANE PEMBERTON AWARD	Holley Milivojevic
SENIORS OF 2003 PERPETUAL PRIZE FOR SENIOR LEADERSHIP	Samuel Cathcart
MARY AGNES DONALD PRIZE	Zarah Moller
CHELMSFORD CUP	Oscar Caniato

SCHOOL PSYCHOLOGIST

The Wellbeing Centre continues to be a designated space at our North Ward Campus, where students can access a quiet space to relax and reset when feeling stressed or overwhelmed or experiencing challenging circumstances. We are pleased to offer this pastoral space to students, as research suggests that providing these safe spaces within schools provides students with a space for relaxation and stress relief and gives a sense of security. When students are feeling calm, safe and supported, we see improvements in their academic performance, behaviour, social integration and overall wellbeing.

At Townsville Grammar School, we have a strong pastoral care model which includes our Heads of Houses, Head of Senior School, Co-ordinator of Student Wellbeing, School Nurses and School Psychologist. We feel fortunate at our North Ward Campus to have this designated Wellbeing Centre, as well as our School Psychologist, Mrs Renee Crossley. Renee is located in the Wellbeing Centre and is accessible to both students and staff in a fulltime capacity and works directly with students who are facing specific challenges, both individually and through group restorative practices, while also working closely with school staff in relation to specific school-based issues.

At TGS we actively promote student wellbeing and encourage students to recognise when and how to access additional support at school and our School Psychologist is one such additional resource at school. More specifically, the School Psychologist supports students to achieve their academic success through managing their psychological health and wellbeing as well as their social and emotional wellbeing. Students self-refer to access individual psychology appointments and are also at times encouraged by parents and staff to engage in psychological intervention. These appointments continue to be free, voluntary and confidential and provide students with opportunities to become independent in managing their wellbeing.

Additionally, students also have access to year level presentations facilitated by the School Psychologist. In 2025 topics included the impacts of stress on the developing brain, recognising and managing stress symptoms, healthy and unhealthy coping strategies, reducing the stigma of mental health, breaking the silence on bullying, social media and digital reputation, the importance of social connection to our wellbeing, unhelpful thinking styles, improving communication, body positivity, stages of change and setting personal goals to improve life satisfaction.

STUDENT DEVELOPMENT & WELLBEING

The Senior School Camps and Activities Week was held from Tuesday, 1 to Friday, 4 April. The week commenced

with a pastorally focused Masterclass Day, for each year level, focusing on the importance of sleep health, respectful relationships, self-care, nutrition and recreational activity to build and maintain good mental health and wellbeing.

The Camps and Activities week saw a few significant changes for 2025, with Year 9 Camp moving from Amaro Resort on Magnetic Island to Mungalli Falls Outdoor Education Centre, Year 8 Camp moving to Mission Beach and the Year 11 Leadership in Action Day following a more service-based model with students volunteering with multiple local organisations to support the local community. The Year 7 Camp, at the Tinaroo Environmental Education Centre, again focused on developing physical and social learning and friendships and positive relationships for the cohort. Year 8 Camp provided opportunities for students to develop independence, confidence, teamwork, leadership and problem-solving skills and to continue their social development. Year 9 Camp, a recreational and wellbeing camp, encouraged students to consider physical health and wellbeing factors. Year 11 students took part in a Leadership Conference from the Tuesday-Thursday, with keynote speakers and breakout sessions to challenge students to use their creativity and leadership skills. The Friday was the Leadership in Action Day, this year focused on community service. The Seniors worked on learning post-School skills, including completing a full First Aid Certificate.

Throughout the year, students across all three campuses continued to receive focused messaging about topical issues through the School's dedicated theme weeks in aiming to facilitate students' social and emotional learning.

In Term One, the theme weeks of Drug and Alcohol Safety and Bullying Awareness were delivered. Drug and Alcohol Awareness Week focused on the Positive Education Character Strength of Bravery and encouraged students to say 'No!' to substances that would have a detrimental impact on their development. Bullying Awareness Week focused on choosing kindness and respect and included an exceptionally successful celebration the School's multicultural diversity through the third student led, planned and facilitated Multicultural Day celebration, raising more than \$4000 for the Townsville Multicultural Support Group, in support of Townsville's refugee populations.

Term Two's theme week was eSafety Awareness Week. This year, whilst revisiting online safety and security measures, students were also encouraged to be creative and curious in engaging with artificial intelligence, AI, online. Term Three's first of two themed weeks was Road Safety Awareness, with Year 11s and Year 12s experiencing the Road Action and Planning (RAAP) program by Fire

and Emergency Services Queensland. Mental Health Awareness Week 2025 challenged students to focus on the five ways wellbeing: to give, keep learning, be active, connect and take notice, as well as practising the Positive Education Character Strengths of Forgiveness (letting things go) and Hope (looking to a more favourable future) to improve their mental health. This focus on Mental Health Awareness was followed up with all four Houses joining Rotary Townsville Saints in their 'Lift the Lid on Mental Health Walk' at the start of Term Four. Also, in Term Four, during SunSmart Awareness Week, students were reminded of the importance of sun safety and seeking knowledge and shade around protecting their skin. In memory of Jillian Hardy who, in Year 11, 27 years ago, was diagnosed with metastasised melanoma in August and passed away on 5 October, mere months later, the School also continued to raise money for the Cancer Council with a free dress day, Jillian's Day, at the end of the week.

At Townsville Grammar, we promote service learning and servant leadership. In Term Three, students in Years 10-12 had two opportunities to engage with service learning and provide care and assistance to children with disabilities. In July, more than 60 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. From September 20-22, 62 Year 11 students and 44 Year 12 students participated in the School's eighth annual Sony Foundation Holiday Camp for Children with Disabilities. The Year 12s, having participated in 2024, volunteered in a mentoring program whereby two distinct groups developed and facilitated activities or acted as photographers and scrapbookers of memories for the 28 Camper-Guests who attended Camp this year. Year 11 students, in pairs and threes, fulfilled 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 guests two and a half days of respite from the often-continuous 24/7 care they provide for their children. Our Sony Camp continues to evolve to allow more of our students to practise servant leadership and provide such a precious opportunity for the camp attendees and their families.

In 2025 our Year 11 students have continued to engage with Year 7s from their Houses through a regular Buddy Program focusing on getting to know them and becoming role-models and 'familiar faces' the younger students can turn to for help and a friendly smile.

As one of Australia's most significant military establishments, Townsville is home to many defence families and Townsville Grammar School supports our defence students through utilising the Defence School Mentors program and employing two Defence School Mentors, one at North Ward and the other across the two Junior campuses. The DSMs also assist in raising

awareness of defence families and students' unique needs as well as the significance of military service, in the past and today, within the School Community. Aside from promoting military pride through the School's annual ANZAC services, including the ANZAC address by current serving member and School parent, Warrant Officer Nicky Rothwell, in Term One, the School was honoured to assist Corporal Bayley Glover of the 3rd Combat Engineer Regiment in his operation Exercise Puk Puk 2025. The School community donated much needed schoolbooks, teaching resources, and sporting equipment for local students and teachers at Igam Barracks, Papua New Guinea. Along with the donations, some of Senior students willingly wrote letters to the Igam Barracks students and were excited to receive letters back. The donated resources have made a substantial impact at the Igam Barracks school.

In August, the School joined with the Townsville community to proudly commemorate the 80th anniversary of Victory in the Pacific, ending World War Two. Nyla Johnson (6/2025) ADF Leader Annandale, interviewed her father, Lieutenant Colonel Chris Johnson, who has served in the Australian Army for 22 years as an Infantry Officer, having been deployed on operations in the Middle East, Southeast Asia and Africa and recently served as the Commanding Officer of the 3rd Battalion, The Royal Australian Regiment in Townsville; current role Director of the Australian Army's Professional Military Education, and the School's Senior ADF Leader, Joel Brandi (12/2025), interviewed Warrant Officer Class One, Nicky Rothwell, to create a VP80 commemoration to mark the occasion. The School also welcomed Mr Scott Klima, Veteran and the Treasurer of the Townsville Servicemen's League, to both Junior School Campuses to speak to students about Australia's involvement in the Second World War. In addition, Mr Michael Larsen drove a 1954 Willys Jeep into North Shore Campus for students to view. At the North Ward Campus, Past Grammarian and Churchill Fellowship inaugural recipient, Mr Neville Hines, who served in the military reserve for 12 years (31st Battalion) and is the current President of the National Servicemen's Association in Townsville, joined the School again to address the Principal's Assembly. Mr Hines was joined by Kate Annetts, a former Sergeant in the Australian Army Catering Corps, who had served with distinction in the Australian Regular Army from 2001 to 2019. To further help mark the special occasion of VP80, Alby Lee Sye, Army Veteran and President of the Military and Historic Vehicle Club of Townsville, proudly parked a 1944 Ford GPW opposite School House for students to admire. Manufactured in the United States, it was shipped to Australia and served with the Australian forces during WW2 and beyond. Flynn Spink (7/2025) created a Victory in the Pacific sign using his own 3D printer and Esther Harris (11/2025) created 36 crocheted poppies, to enhance the display outside School House. ADF Leaders, Joel Brandi and Nyla Johnson joined dignitaries from Australia, France and America as well as 7 surviving veterans, to represent the School at a solemn

memorial service at the ANZAC Park Cenotaph. On the Sunday, the final day of the week-long commemorations, boarding students Zara-Jade Flegler and Benjamin Scott (10/2025) and Roldan Waike (11/2025) attended the pilgrimage to the Townsville War Cemetery at Belgian Gardens for VP80, accompanied by the North Ward Campus DSM.

Remembrance Day, in November, was commemorated by students participating, again, in the RSL Draw to Remember project.

HOUSE REPORTS

HODGES HOUSE

2025 has been another extraordinary year for Hodges House, defined by passion, teamwork and a strong sense of House spirit. Hodges claimed the overall Interhouse Championship, dominating across all three major carnivals. The House achieved first place in Swimming, Cross-Country and Athletics, a clean sweep that reflects both athletic excellence and the depth of participation and pride among its members.

The House's success extended beyond the sporting field, with Hodges also excelling in Battle of the Bands, where the small band performance earned first place. Additionally, many talented Hodges students were recognised individually at Carnivals, receiving Age Champion titles and being crowned Kings and Queens of the Track and Pool.

This year's focus has been on building upon the spirit of Ubuntu - "I am, because we are" - under the 2025 motto, "One House, One Heart." This philosophy has guided every aspect of Hodges life, reminding students that true success is achieved through unity, encouragement, and collective effort. Whether competing, cheering from the sidelines, or leading new war cries, every member has contributed to the vibrant and supportive culture of the House.

Furthermore, Hodges House has also continued its community partnership with the Endeavour Foundation through its ongoing House Community Service Project. This initiative has provided students with meaningful opportunities to connect with and serve others, reinforcing the importance of compassion, empathy, and looking beyond the self to strengthen the bonds of community.

2025 has been a remarkable year for Hodges House; one that has showcased excellence, connection, and a deep commitment to the spirit of Ubuntu: One House, One Heart.

MILLER HOUSE

Miller House began the year under the leadership of Acting Head of House, Thomas Harvey, guiding our students with purpose and enthusiasm into the Swimming Carnival. Although they did not secure a podium position, spirit

remained strong thanks to the House Captains, Oliver Bowen, Emma Warne (12/2025), Hugh Shaw and Sophia Boyle (9/2025), and our Vice-Captains, Sam Hanks, Lucy Horn (12/2025), Daniel O'Brien and Maya Pascoe (9/2025), who together led the House to win the Spirit Shield. Miller House also proudly introduced a new war cry, written by student Olivia Horn (12/2025).

In Term 2, Jacinda Edwards returned from maternity leave, and Miller House distinguished itself by winning the House Competition. Another highlight was their success in the annual House Battle of the Bands in Term 3, securing first place; a tremendous achievement for Miller that was both well-earned and enthusiastically embraced by all.

Community service continues to be a cornerstone of Miller House. Students are encouraged to contribute their time in support of others, and many have stepped up to lead or take part in initiatives such as the Push-Up Competition and the Lift the Lid Walk, both of which raise awareness for mental health. Our students have also supported St Joseph's Catholic School, The Strand, through our Community Service program, helping with fundraising walks, discos and other social events throughout the year.

ROWLAND HOUSE

This year, Rowland House continued to shine through its motto: courage, persistence and spirit, as well as our sense of community. Our leaders set the tone for 2025, with Senior Captains Anjali Rao and Zachary Yousaf, and Senior Vice-Captains Vienne Richardson, Sienna Hall, and Sharav Ahuju (12/2025) leading the way. They were ably supported by our Junior Captains, Jordan Chinsamy and Taylah Green, and Junior Vice-Captains Ryan Wells and Kelly Squair (9/2025). This impressive band of leaders shepherded Rowland House all year with energy and care. As with last year, the leadership team fostered a strong culture of participation across all year levels, encouraging every student to feel part of Rowland's story.

While Rowland did not secure trophies in Interhouse Swimming, Cross-Country, or Athletics in 2025, the House's commitment never wavered. Cheering was loud, participation was high, and initiatives like the Athletics Carnival BBQ brought students together in creative and enjoyable ways. Beyond competition, our House leaders invested in strengthening connections - most memorably through the birthday card initiative, where leaders personally wrote and delivered cards to Rowland students, building genuine moments of care and recognition.

Rowland also continued to shine in cultural and community pursuits. Our Battle of the Bands entry was, once again, a highlight of the year, with seniors driving rehearsals and delivering performances that wowed the audience. It is always lovely to see the talent in Rowland House on display.

Service remained at the heart of our House identity, with Rowland students proudly engaging in the Belgian Gardens

State School Ephemera display, and their Cross-Country Carnival, as well as the Lift the Lid Walk for mental health awareness, the annual Food Appeal and our Christmas Appeal.

The success of Rowland in 2025 cannot be measured solely by results but by the spirit our students brought to every challenge. With energy, compassion, and unity, Rowland House once again proved that participation, leadership, and care for one another define true success.

WHIGHT HOUSE

This year has been another wonderful chapter in the story of Whight House. Guided by the theme "To Be Kind, To Be Honest, and To Be Hardworking," our students have embraced the values that define who we are and how we contribute both within our school and the wider community.

Outstanding leadership has been the cornerstone of our success in 2025. Our House Captains, Matthew Lai and Hadley Short, alongside our Vice Captains Christopher Taylor, Isla Dickenson, and Sarah Marshman (12/2025), have provided exceptional guidance, encouragement, and energy. Together with the wider leadership group, they have done an outstanding job in fostering a strong sense of House spirit, inclusivity, and participation. Whight continues to be blessed with outstanding leadership groups. This year is no exception as they leave behind a legacy of excellence for future groups to aspire to.

Their efforts have not gone unnoticed, with Whight House proudly securing the Spirit Shield at both the Athletics and Cross-Country Carnivals. These achievements are a clear reflection of the enthusiasm, unity and resilience of all students, inspired by the example set by our leaders.

Members of Whight House have excelled across all areas of the school including Leadership, Culture and the Arts, Sport, and Academia. A major success for Whight House was their performance in the Battle of the Bands competition, where we took out the Big Band section. This was a goal set by the leadership group, and they worked extremely hard to create a well organised and well-choreographed performance. This was months of hard work and commitment, and we are very proud of this achievement.

Beyond competition, Whight continues to shine through service. Our ongoing partnership with Townsville Central State School highlights our commitment to giving back to the community and living out our values in meaningful ways. We also participated in the Rotary Saints Lift the Lid Walk.

Our Year 11 students continue to participate in the buddy program, providing guidance and to our year 7 students

As the year draws to a close, we celebrate the hard work and achievements of every Whight House member. The kindness shown to one another, the honesty upheld in all endeavours, and the dedication to work hard have shaped

a culture of pride and excellence. We look forward to building on this success in the years to come.

YEAR 7 REPORT

2025 has been a dynamic and rewarding year for our Year 7 cohort, marked by growth, connection and character development. From their first days at Townsville Grammar School, students embraced the challenges of secondary school life with enthusiasm and resilience. Their journey has been shaped by meaningful experiences, both in and out of the classroom, laying a strong foundation for their transition into Year 8.

The year commenced with a focus on building relationships and establishing routines. Our Year 7 Activities Afternoon in the first week was a wonderful way to welcome students from a wide range of primary schools. Through games and team-building exercises, students quickly began forming friendships and familiarising themselves with their new environment. Parents also had the opportunity to meet staff and connect with one another, reinforcing the sense of community that underpins our pastoral care program.

A major highlight of Term 1 was the Year 7 Camp at Lake Tinaroo. Over four days, students were challenged to step outside their comfort zones through activities such as zip lining, kayaking, and the rock wall. The camp fostered teamwork, courage, and independence, with laughter and camaraderie evident throughout. The Form challenge on the final night was a joyful and competitive way for us to end camp and strengthen the bonds that had already begun to form.

In Term 2, students engaged in self-reflection and goal setting following their interim reports. Many were recognised at the Pro Diligentia Awards ceremony for their diligence and hard work. As the term progressed, students grew in confidence and began to take greater ownership of their learning. They explored a wide range of co-curricular opportunities, including Debating, Drama Club, Chess Club and various sports teams. These experiences helped students discover new interests and develop important skills beyond the classroom.

A key highlight in Term 3 was the cooking and nutrition unit in Future Ready Skills, where students had the opportunity to prepare mini pizzas in the hospitality rooms. This hands-on experience not only taught practical cooking skills but also encouraged discussions around healthy eating, budgeting, and independence. The students thoroughly enjoyed the process, and it was wonderful to see their pride in creating something nutritious from scratch.

As we move to the end of the year, our Year 7 students are more confident, connected, and capable than ever. They have faced challenges with resilience, built lasting friendships, and developed a deeper understanding of themselves and their place within the Grammar community.

JUNIOR SCHOOL

Enrolments across both our Annandale and North Shore Campuses have remained strong despite the challenges of increasing competition and the transient nature of life in Townsville. This stability reflects the importance of strategic enrolment planning as we continue to grow. Of particular focus has been ensuring smooth transitions, from Pre-Prep into Prep and from Year 6 into Year 7, fostering continuity across Junior and Senior Schools that supports both learning and wellbeing. This will be a continued focus in 2026.

Our teaching staff have continued to embrace educational innovation, approaching the Australian Curriculum Version 9 with professionalism and enthusiasm. Full implementation of all Learning Areas by the end of 2026 remains our shared goal, aligned with our newly launched strategic plan. Professional learning has also been prioritised, with staff engaging in high-quality development opportunities locally and interstate. Increasingly, these pathways have included the small steps of exploration of artificial intelligence in education—how it can enhance teaching practice and prepare students for a rapidly evolving future.

Literacy has remained a cornerstone of Junior School focus. In 2025, our Promoting Literacy Development (PLD) program extended through to Year 3, with plans under consideration for upper year levels. Teachers and aides have undertaken comprehensive training, equipping them with the tools to establish strong literacy foundations.

Encouragingly, our students have responded with enthusiasm to the synthetic phonics program, demonstrating significant progress in spelling and reading. Looking ahead to 2026, a whole-school writing approach will be implemented - an essential step informed by both NAPLAN and internal assessment data.

This year's NAPLAN results again reflected the Junior School's strong academic standing, particularly in Years 3 and 5. Students across both campuses, achieved outcomes well above state and national averages. These results affirm the dedication of our teachers and the strength of our evidence-based practices. Building on this momentum, we will expand numeracy and literacy initiatives in 2026 to further enhance student achievement.

Our valued partnership with The Scots College has flourished this year through the ongoing leadership exchange program. This collaboration has offered rich professional learning opportunities - from leadership immersion in Sydney to reciprocal engagement here in Townsville. It has generated exciting initiatives, including a cross-school writing competition, while providing fresh perspectives that benefit both schools. Teachers have also engaged in targeted professional learning aligned with their goals, with access to additional interstate opportunities further enriching practice.

Equally important has been the strengthening of connections between our Annandale and North Shore Campuses. Through joint curriculum initiatives, shared events, and spirited participation in sporting carnivals, concerts, ceremonies, and competitions, our students and staff have built strong bridges between campuses. These shared experiences nurture unity and a powerful sense of belonging across our broader school community.

A highlight of 2025 was the much-loved TGS Fair, themed The Greatest Artists, held at the Annandale Campus. This vibrant celebration of creativity and imagination brought together students, families, and staff. Beyond the performances and displays, the Fair embodied the essence of community - an opportunity for families and friends of Grammar to connect, celebrate student talent, and strengthen the bonds that underpin the spirit of our School.

In addition, students across the Junior School joined with Senior School peers to contribute to the Ephemera Project 2025. Each student produced a tile inspired by an element of the Strand, which together formed the collaborative artwork TGS. Displayed prominently on the Strand, the project provided our students with the opportunity to connect with the wider Townsville community through art, creativity, and collective expression.

Finally, our camp program once again proved invaluable, offering transformative learning experiences beyond the classroom. Year 3 students explored the Queensland

Tropics Museum for the first time, Year 4 experienced life on a working cattle property at Wambiana Station, Year 5 tackled outdoor challenges on Magnetic Island with APEX, and Year 6 enjoyed their capstone experience in Proserpine. These camps develop resilience, independence, teamwork and a spirit of adventure - qualities that remain at the heart of a Grammar education.

As we look to the future, we remain committed to celebrating the unique strengths of each campus, while fostering unity across the Junior School. Diversity and individuality are embraced as cornerstones of our philosophy, ensuring that every child has the opportunity to flourish. This commitment has created a vibrant, inclusive culture that continues to enrich our community and prepare our students to thrive in an ever-changing world.

The 2025 school year saw further growth across the Junior School. At our Annandale Campus classes grew to 19 classes (three stream in Prep, Year 3-6) and on the North Shore Campus to double stream classes of 14 for the first time. Many of our Year 6 students will now transition with their peers to the North Ward Campus. Starting as many of them did in Pre-Prep, we have been proud to watch them thrive as leaders across our Junior School this year and very much enjoyed their presentations at assembly throughout the year delivering their 'Leaders Life' presentations.

Our Campus Leaders proudly enjoyed the opportunity to lead our weekly assemblies and to act as the outstanding role models for our other young people across our Campus. Our combined campus events (camps/carnivals/competitions) are progressively more balanced between our increasingly parallel campuses as North Shore is now a complete two stream school from Pre-Prep to Year 6.

We enjoyed many community events over the year from our Mothers' and Fathers' Day breakfasts to our Grandparents and Special Friends' Day. These events all had a wonderfully relaxed feel and we thank our families wholeheartedly for their commitment to these events and for their support as a community. The Art Show always proves a fantastic celebration of the performance and visual arts at our School and this year was no different as the staff and students prepared themed installations from each of our Art Clubs and Classes in addition to the musical and dance performances.

The Prep to Year 2 Sports Carnival at North Shore was particularly successful down on 'The Green' as throngs of parents and friends came to support our young people participating in athletic events from both campuses. It was tremendous to see our young people 'competing' in Houses, dressed in their respective House colours. North Shore also had the pleasure of hosting the P-2 Swimming Carnival at Northern Beaches Leisure Centre in addition to our ever expanding before school Squad Swimming program.

POSITIVE EDUCATION

At the heart of our educational philosophy is Positive Education, which continues to shape the growth, resilience, and well-being of our students from P-6. Central to this approach is our focus on the 24-character strengths, which have been woven into classroom practices and celebrated during our weekly Monday assemblies. These moments of recognition not only highlight individual achievements but also reinforce the values that underpin a supportive and uplifting learning environment.

The annual Random Acts of Kindness Challenge, held over the June/July holidays, once again captured the enthusiasm of our students. Seeing them embrace the challenge and actively spread positivity across our school community is a wonderful reflection of the values that define TGS.

Our commitment to well-being was further highlighted during Mental Health Awareness Week in Week 8, Term 3. Across classes and assemblies, students engaged in thoughtful discussions and activities, fostering awareness of mental health and promoting strategies to support their own and others' well-being.

Similarly, NAIDOC Week was celebrated across both campuses with engaging activities that acknowledged and honoured our First Nations People. These experiences offered meaningful opportunities for students to connect with culture, history and community.

We also continue to focus on preparing our students for life beyond the classroom. Leaders Life talks for Year 6 students provided valuable life skills, insights, and a focus on character strengths relevant to each young leader, equipping them for the journey ahead. In addition, the introduction of "Spotlight with Staff" in our assemblies allowed teachers to share their own character strengths with students, offering inspiration and practical examples of positive behaviours in action.

EARLY EDUCATION CENTRE

Our two Early Education Centres consistently uphold their very positive reputation within the wider community. They are known for their passionate and knowledgeable educators and purposely planned and delivered educational programs.

North Shore has celebrated 10 years of operation this year, and Annandale celebrated its seventeenth year. Both Centres are consistently fully booked with waitlists and next year, both campuses are already fully booked. Individual tours and interviews have been provided to each family with the Head of Junior School or Head of Campus, which have provided a personal experience offering 1:1 time to receive information about the EEC, Prep and beyond.

Families return with their younger children and many other

families enquire to enrol years in advance to ensure they don't miss out on securing a booking.

The EEC philosophy is built around respectful relationships with children, families and staff, having responsive, supportive, nurturing and fun educators, and valuing the children's interests and strengths.

Both of our Early Education Centres are a valued sector of the Junior School community, where they participate in most sporting, social and artistic events which fosters an inclusive and positive school spirit and culture. A goal for the Centres has been to increase the external programs offered to the children, providing expertise in certain fields. This year they have been involved in learning CPR, yoga classes, Capoeira (a form of dance and martial arts), a termly sports program, weekly music lessons with the school's music teacher, and they have welcomed many talents and incursions into the Centres to share their expertise with the children.

Our Director, teachers and educators are very passionate and knowledgeable about the Pre-Prep age group and program. They are driven, reflective and consistently planning and implementing fun, stimulating learning experiences to offer the children to support and extend their interests and learning.

Our Centres pride themselves on offering a child-centred interest based, stimulating program which celebrates the here and the now, providing opportunities for growth, and offers a thorough and supportive transition to Prep.

JUNIOR SCHOOL WRITING COMPETITION

This year, our annual Writing Competition has been revitalised with a new approach, shifting from an image-based stimulus to a video stimulus to further inspire creativity and engagement among students. While the competition will continue to run for students in Years 3 to 6, we are delighted to extend the opportunity to include Prep to Year 2 students for the first time. For our younger students, the focus will be on celebrating their developing writing skills rather than fostering competition, ensuring that the event is both inclusive and supportive of all stages of learning.

JUNIOR SCHOOL PUBLIC SPEAKING

After 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 North Shore Campus to compete for year level success in front of a highly appreciative audience at our Junior School Public Speaking competition.

All students competing on the night gave their best and the high level of engagement and preparation was impressive. We truly appreciated the students from the Senior School attending the event to chair, time keep and adjudicate the various rooms, ably supported by Giles Derrett as our co-ordinator and Yvonne West. Please see results below:

CHESS

Chess continues to play a strong part in the culture of Townsville Grammar Junior School, with two Chess Clubs running on both Junior School Campuses throughout the year. We continued to participate in the three rounds of the NQ District chess competition, sending eight teams of four students to each event. TGS produced some very commendable team and individual results, with players continuing to build their knowledge and skill of the game.

JUNIOR SCHOOL EARLYACT GROUP

In 2025, the Junior School Earlyact Group across Annadale and North Shore has continued to find ways to help our local community.

The group organised several successful fundraising events over the course of the year. To begin, in Term 1 the group raised much needed funds for the Saint Vincent De Paul Flood Disaster Appeal. During Term 2, Years 3 to 6 donated the profits from their "neon" themed disco to Ronald McDonald House. Term 3 saw visits from NQ Wildlife Care and students bringing in their soft toys to school for a gold coin donation to help animals and wildlife in the local area. To finish the year, students held a raffle in Term 4 where the profit was used to purchase Christmas Food Hamper packs which were flown to Palm Island and given to families who were struggling to provide food during the festive season.

FRENCH

In 2025, French has continued to thrive across North Shore and Annadale. Lessons were a vibrant and engaging part of our Junior School curriculum, engaging students from Prep to Year 6 in a range of dynamic activities including songs, role plays, quizzes, poetry recitals, and group competitions.

Students explored practical and meaningful topics such as asking for directions, ordering food at a restaurant, answering questions about how they were feeling, finding items in a supermarket, describing their family and pets,

discussing the weather and days of the week, talking about their past times and leisure activities. Further to these topics, many year levels explored French as a world-wide language, learning about other countries that speak French, not only France.

OPTI-MINDS REPORT

In Term 3 of this year, Dexter McCormack, Annabelle Whyte, Patrick Pritchard, Amelie de Vine, Arthur Zin, Hugh Heather, Saanvi Vinay (5/2025), Mackenzie Reid, Yash Patel, Jaxon Morris-Steele, Harriet Birchley, Kiana Singh, Sophie Kwa and Gofwiwa Moloi (6/2025), and represented the School at the annual Opti-MINDS competition, hosted at James Cook University. The students competed with distinction against numerous schools from across the Townsville region.

The North Shore team, making their debut this year, elected to participate in the Science and Engineering long-term challenge, Better Together - Is there strength in unity? Their task was to design a modular device capable of producing sound, light, and movement individually, while also combining to create a celebration. Utilising recycled materials and electrical circuits, the team successfully developed and presented their design to the judges, earning an Honours Award in their division.

The two Annandale teams participated in the Language and Literature challenge, tasked with composing and performing a modern-day fable centred on the theme of integrity. While these teams did not secure a top-three placing, they are to be commended for their creativity, perseverance, and commitment throughout the competition.

SPORT

INTERSCHOOL SWIMMING CARNIVAL

Our Junior School Interschool Swimming team put in a fantastic effort at this year's carnival, finishing an incredibly close second – just six points shy of first place! Team captains Dominik Rajnoch and Bailey Hayes (6/2025) led with enthusiasm and great sportsmanship, inspiring their teammates to give their very best in every race. Highlights of the day included impressive relay victories in the 12 Years Girls, 12 Years Boys and 10 Years & Under Boys events. Individual highlights in the 50m Freestyle Division 1 included: Sanay Dash - 1st in 9 Years Boys, Edward Sibley-Walsh - 1st in 10 Years Boys, Georgie Grant - 2nd in 10 Years Girls, and Dominik Rajnoch - 2nd in 12 Years Boys. Congratulations to all swimmers for their commitment, teamwork and outstanding performances in the pool.

INTERSCHOOL CROSS COUNTRY CARNIVAL

On Tuesday, 20 May, the Cross Country team competed at the Interschool Cross Country Carnival at Bicentennial Park. 30 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 Townsville District Team to then attend the North Queensland Trials. A special mention to our enthusiastic Cross Country Captains, Charlotte Sibley-Walsh and Harvey Roy (6/2025), for helping to prepare the team and leading by example during the event.

North Queensland Cross Country Trials

- 10 Years Boys - Ezra Bosen (5/2025)
- 12 Years Girls - Charlotte Sibley-Walsh (6/2025)

INTERSCHOOL ATHLETIC S

On Thursday, 7 August, the Junior School Athletics team competed in the B-Schools Interschool Athletics Carnival. Townsville Grammar School entered a team of 83 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 our School in a very positive manner. 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. Well done to Athletics Captains, Cameron Small and Matilda Derrett (6/2025), for leading our Athletics Team with distinction.

NORTH QUEENSLAND ATHLETIC S TRIALS

- Ezra Bosen (5/2025) - 10 Years 100m, 200m, 800m, High Jump, Long Jump
- Annabelle Pritchard (5/2025) - 10 Years 100m, 200m
- Evelyn Speight (6/2025) - 10 Years High Jump
- Eddric Heidenreich (4/2025) - 9 Years 100m

NORTH QUEENSLAND ATHLETIC S

- Ezra Bosen (5/2025) - 10 Years 100m, 200m, 800m, Long Jump
- Annabelle Pritchard (5/2025) - 10 Years 100m, 200m

TRI-REPRESENTATIVE

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

- Hugh Heather (5/2025)
- Edward Sibley-Walsh (5/2025)
- Evelyn Speight (5/2025)
- Georgie Grant (5/2025)
- Jack Taylor (5/2025)
- Dominik Rajnoch (6/2025)
- Matilda Derrett (6/2025)
- Charlotte Sibley-Walsh (6/2025)
- Bailey Hayes (6/2025)

SPORTSWOMAN OF THE YEAR

- Bailey Hayes (6/2025)

SPORTSMAN OF THE YEAR

- Edward Sibley-Walsh (5/2025)

SPORTS TOUR

The Junior School Sports Tour returned to the Gold Coast after a year break whilst also adding a visit to Toowoomba in 2025. The travelling party flew out of Townsville on Wednesday, 11 June and returned Saturday, 14 June. Our travelling netball and rugby union teams represented Grammar in a very positive light, displaying outstanding sportsmanship and exceptional sporting skill on all occasions. Our teams were led with distinction by Tour Captains, Olivia Brennan and Cameron Small.

Our netball and rugby teams played competitive matches against various Independent Schools on the Gold Coast including All Saints Anglican, Emmanuel College and Coomera Anglican, whilst also travelling up the highway to play friendlies against Toowoomba Grammar School (rugby) and The Glennie School (netball).

PREP TO YEAR 2 SPORTS CARNIVAL

On Friday, 8 August the Prep to Year 2 students participated in their Sports Carnival with a focus on House Spirit. All Prep to Year 2 students maintained the new tradition of wearing their House shirts to continue to create greater House spirit and to assist students prepare for the many House-based Carnivals they will experience in Years 3 to 6.

Prep to Year 2 students took part in a variety of track and field events; shot put, discus, javelin and high jump. The Sports Carnival was held on The Green, adjacent to the North Shore Campus, with students from both campuses having morning tea together, before returning to their respective campus. A special mention must go to our North Shore Campus Year 6 students who were exceptional role models by leading each activity, guiding our sporting stars of the future through various sports.

INTERSCHOOL SPORT

Townsville Grammar entered teams in all three seasons of Interschool Sport from both Junior School campuses (Years 5 and 6). Teams took part in hockey, netball, rugby league, touch football, soccer, rugby sevens, tennis, basketball and tee ball. Our Division One Girls' Basketball team are the defending champions with high hopes of completing a 'repeat' in late 2025. Congratulations to our Mixed Netball team on a tremendous effort to win the Mixed Championship for 2025.

RUGBY UNION GALA DAY

Townsville Grammar School entered two teams in the annual Townsville District Rugby Union Gala Day on Friday, 21 February. Our teams performed admirably throughout the competition with both teams producing a number of wins.

RUTH YOUNG MEMORIAL HOCKEY

The Townsville Grammar School hockey teams competed in the Ruth Young Memorial Hockey Competition on Friday, 21 February. This held extra significance for our Grammar players and coaches with Ruth Young being a much-loved teacher at Townsville Grammar School some years ago. Our teams performed very well, narrowly missing out on the Finals.

CRICKET BLAST CUP

The annual Cricket Blast Cup, held on Thursday, 4 September, was a fast-paced cricket tournament where every player bats, bowls and field. The School entered teams in the Tier 1 and Tier 2 Boys' competitions and the Tier 1 Girls' competition. Our three teams performed exceptionally well with the Boys' Tier 1 and 2 teams finishing a respectable second and third, respectively, whilst our Tier 1 Girls' side went through the tournament undefeated to be crowned cricketing champions for 2025.

DRAMA & DANCE

The 2025 academic year has been a period of growth and achievement for the Junior School Arts Department. With record numbers of students participating in a diverse range of disciplines, the department has continued to thrive, showcasing exceptional talent and an unwavering commitment to the performing arts.

Drama has also continued its heavy involvement in the Eisteddfod, with remarkable enthusiasm from our students. This year, we are proud to be showcasing three Choral Speaking groups, and we have an impressive 47 solo students from Grades 4 and 6 who have embraced the opportunity to perform solo poetry. Our students have embraced this opportunity with remarkable enthusiasm, and we are confident they will deliver a series of captivating performances.

MUSIC - JUNIOR SCHOOL

Our Junior School music program has continued to grow this year, not only in the number of students signed up for private tuition, but also in the number of students in ensemble groups and choirs, as well as more ensemble groups and programs being introduced. Students have attended rehearsals and lessons enthusiastically with a determined approach to reach a common goal and to enjoy their music making.

ART CLUB

The Junior School Art Clubs offer a rich co-curricular experience for students in Years 1 through to Year 6. Organised into three segments - Mini Art Club (Years 1 & 2), Midi Art Club (Years 3 & 4), and Maxi Art Club (Years 5 & 6) - these clubs encourage children to explore their creativity through various mediums and techniques.

LIBRARY

In 2025, we were delighted to welcome Danielle Langdon as our Teacher Librarian, serving both the Annandale and North Shore campuses and also contributing to the teaching of Technologies. In her short time with us, Danielle has already brought a vibrant energy to the library, enriching learning experiences across our school.

The Junior School libraries enjoyed a dynamic and transformative year, further strengthening their place as the heart of our learning community. Every class from Prep to Year 4 participates in weekly library lessons, ensuring that these spaces remain central to our students' educational journey. Our Year 5 and 6 teachers have taken classes for other library lessons.

Highlights of the year included our Book Week parades, which drew outstanding support from parents and celebrated our strong reading culture. The libraries were alive with engaging activities such as bookmark colouring and design competitions, writing contests, author visits and the ever-popular Readers Cup.

Beyond formal programs, the libraries continued to serve as a welcoming haven during lunchtimes, offering opportunities for reading, chess, crafts, maker space projects, and more.

The Scholastic Book Club and Book Fairs remain calendar highlights, consistently well-attended and warmly supported by our community. Importantly, proceeds from these events are reinvested into the library. This year, funds were used to update our decodable reader collection, ensuring students continue to have access to high-quality, developmentally appropriate resources.

Our Junior School libraries are far more than places to borrow books - they are dynamic hubs of creativity, discovery, and growth. We look forward to building on this momentum and continuing to inspire a love of learning across our school community.

BOARDING

At the beginning of the year, we welcomed new boarders from Hong Kong, Papua New Guinea, the Torres Strait, and across Queensland, alongside new residential and gap staff from South Africa and Northern Ireland. Their presence has enriched the cultural life of our community.

Our Boarders enjoyed a vibrant start to the year, despite the wet weather. Highlights included cinema trips, ten-pin bowling, Valentine's Dinner, Trivia and Movie Nights, Barra Fun Park, and the House Swimming Carnival. While indoors, students engaged in creative and active pursuits, such as arts and crafts, STEM challenges, sports in the gym, and a special live entertainment from country and western singer Cameron Cusack. This activity enabled many of our Boarders the opportunity to join Cameron on stage to sing and dance. This was another opportunity for our Boarding community to come together, especially so early in the year. The Castle Hill Walk, enjoyed by both senior and junior Boarders, was another highlight of the community events. Throughout the year, the Boarders attended many activities, including Cowboys games, Ice skating, Ninja Parc, Golf and our annual Boarder outings to Crystal Creek and Magnetic Island. The involvement in these activities is a testament to the strong community we have.

We are proud of the many Boarders serving in leadership roles, including Senior Leaders Zarah Moller as School Captain, Sally Broad (12/2025) as Vice-Captain, and Girls Boarding Captain Libby Moller and Boys Boarding Captain Cornelius Farrell (12/2025). Olivia Easton and Clara Hacon (12/2025) were wonderful support as Girls Vice Captains. Boarding Leaders Theo Tsang and Cherry Leung (12/2025) worked well in supporting these Captains this year. We also congratulate Fred Stanger, who was Hospitality Leader this year. Our Middle School Leaders, Dane Olsen, Josie Broad, Cleo Waike, and Tofatu Torie (9/2025), also performed their roles with diligence and dedication. The future looks bright with the quality of leadership from our Junior Boarders. Boarder Council representatives Billy James, Addy Moller (8/2025), Louis Deng, Tefatu Torie (9/2025), Rory Hacon, Georgia Russell (10/2025), Colin Lam, and Lily Jamieson (11/2025) were elected by their peers, demonstrated initiative and leadership, as well as support for Mr Fox, which helped strengthen the positive culture in Boarding.

Supporting student well-being remains central to Boarding life. Returning Boarders demonstrated exceptional care for new students, as they welcomed the new Boarders throughout the year into the TGS Boarding community.

Boarders continue to display strong dedication to their studies. Our Junior Boarders continued to receive regular support from A Team Tuition, while Residential Tutors provided academic guidance across disciplines to our Senior Boarders. This support encouraged a growth mindset that built resilience and confidence in their learning throughout the year.

We also commend the Boarders who were recognised at the Pro Diligentia and Cum Laude Awards. Special mention to Alan Morwood Award recipients Sally Broad (12/2025) and Zarah Moller (12/2025), who achieved outstanding academic results for their entire academic journey at Townsville Grammar School.

Congratulations to 65 Boarders who were recognised with Pro Diligentia Awards. It was wonderful to see so many of our students acknowledged for their consistent effort, focus, and dedication in the classroom. These awards were a testament to the strong work ethic and commitment our Boarders bring to their academic journey, and we are incredibly proud of their achievements. The Cum Laude Awards Assembly saw 38 of our Boarders receive awards. The large number of awardees demonstrates our commitment to an Academic focus that we proudly have at the School.

End-of-term experiences enriched learning beyond the classroom. The Year 10 Boarders gained valuable insights during Work Experience, both around Townsville and back in their hometowns. Our Junior Boarders embraced challenges at outdoor camps. Our Year 10 students embarked on their Work Experience placements, with many returning full of enthusiasm and new insights into potential career paths. Many individuals gained from the opportunity to explore various industries and diverse workplace environments. Meanwhile, our Junior Boarders headed north for their respective camps, each designed to challenge them, build resilience, and foster personal growth. Year 11 and 12 Boarders enjoyed the Year level activities that were on offer to support and strengthen each cohort.

This year's theme for National Boarding Week, Threads of Connection, captured the heart of our community. Events included a leadership dinner, an assembly presentation, shared meals between Boarders and inviting a Day student friend, sporting contests between Boarders and Day students, and fundraising for Do It For Dolly, Rural Education, and the Blue Tree Project. Our Boarding Captains joined Mr Fox at an ABSA Boarding Leaders dinner, where all Boarding Schools across Queensland met in various hubs throughout the state. A highlight was Somai Pensio Douglas' (8/2025) powerful Acknowledgement of Country at the Leadership dinner. The Rural to Reef parent function was another wonderful way for our parents to come together in a social event that will continue to grow in the future years ahead.

Boarders have embraced many diverse opportunities this year. We had 13 of our Year 10 Boarders involved in the annual South Passage Voyage. These activities are once-in-a-lifetime opportunities. The staff involved made many comments on how well the Boarders became engaged during their voyages. These are testing trips at times, and they require stamina and dedication to push through

challenging situations. This is part of the growth mindset opportunity that activities like these present. Our talented Boarders made their mark at the North Queensland Schools Camp Draft in Charters Towers. Competing against seven other schools, our team showcased skill, determination, and true Grammar spirit. Highlights included Olivia Arnaboldi (12/2025) and Livia Robertson (11/2025) making the individual finals—Olivia securing a spot in the top 10 overall and Livia finishing as runner-up in Round 2. The team's enthusiasm also earned them the Team Spirit Award, proving that success isn't just about winning, but how you play the game. It was outstanding to see Clara Hacon (12/2025) as Youth Treasurer and Fred Stanger (12/2025) as Youth President for their leadership in helping run this fantastic event. This is outstanding to see our Year 12 students leading activities like this.

Ten Boarders were involved in this year's School Production. Their dedication and countless hours of rehearsal culminated in a truly exceptional performance. The talent, teamwork, and professionalism on display were a testament to the dedication of every student involved.

As a Boarding community, we celebrated the many talents of some of our Boarders at the inaugural Boarders Got Talent night. It was a lovely evening, featuring a range of performances, including piano, guitar, violin, dancing, Gap assistants singing, Foot House boys singing, solo singing, and all the Boarders dancing to several songs with the help of Let's Dance to guide them. It was a fun night where the spirit of Boarding was very much on show. We certainly have a great deal of talent within our Boarding houses, and this was clearly evident.

At the NAIDOC Assembly this year, we were treated to beautiful clothing, vibrant colours, and fantastic dances and singing. It was something truly special that celebrated our First Nations Boarders and Day students. We were also treated to students from Cowboy House, who performed to add to the afternoon's entertainment. The entire School enjoyed the performances, and the applause was long and very generous in thanking the students for their work in celebrating NAIDOC week. We are delighted to have many of our Boarders present at the Assembly, and they did so with pride and confidence.

On the sporting front, Anna Dunn and Livia Robertson (11/2025) claimed first and second in the U18 Girls 10km at the EVA Brisbane Marathon. Anna also won the U18 Inter-School Cross Country. Tilly Richards' (11/2025) selection in the Queensland 7s Rugby Team. The Grammar 1 Netball team won the Townsville Vicki Wilson competition, which allowed them to attend the finals in Brisbane against the state's best Netball Schools. They performed with honour and represented the School exceptionally well. We also congratulated Sally Broad (12/2025), Nick Beaumont Walsh (10/2025) and Josie Broad (9/2025) on their first placings at the annual Rowing Head of the River. These achievements highlight our Boarders' dedication and determination to represent the Black and Gold.

Mr Fox and I were proud to join the ICPA State Conference in St. George this year. This organisation is a strong advocate for our families in rural Queensland. Mr Fox and Mrs Emma Lombard also attended the Richmond Field Days, where they connected with families, advocated for rural education, and celebrated the enduring spirit of our Grammar community. Mr Connor Barrett and Mrs Lombard visited the Julia Creek, Cloncurry and Mt Isa areas to introduce Mrs Lombard as the new Director of Enrolments to some of our Western families. This was very well received by all in attendance. Meeting past students and hearing their pride in Grammar was especially rewarding in both of these important events. And finally, the Sports for Bush Kids in Mt Isa is an event that we, as a Boarding school, continue to strongly support every year.

This year showcased the resilience, leadership, and talent of our Boarding students. From academic excellence to cultural celebration, service, and sport, our Boarders continued to enrich the life of Townsville Grammar School. I am immensely proud of their achievements and congratulate the Boarding students for their commitment to the School. Finally, I would like to thank Mr Dan Fox, as the Head of Boarding, and his staff for their commitment, care, and never-ending support of our Boarders.

MARKETING

Engagement has been a key focus in 2025, and both anecdotal and data-based evidence indicates that this has increased and strengthened across all stakeholder groups. From the Parents Network through to the Past Grammarians Association and School-driven service projects, the School community has been actively engaged throughout the year and across the three campuses.

Engagement has also continued to expand in the social and digital space, which is now an essential platform for building brand awareness, strengthening trust and supporting enrolment conversion. With social media increasingly used as an entertainment platform rather than a space for personal sharing, the School has adapted its approach to ensure our content and presence remain

relevant and effective in a shifting digital landscape.

Enrolment events this year were exceptionally well attended across the campuses. The School was represented at international education exhibitions in Hong Kong and Taiwan, and at regional shows and events in Richmond, Julia Creek, Clermont and Mount Isa. The School's sponsorship program continued to support key events and associations, particularly in the boarding space, where long-standing relationships and brand trust are highly valued.

Overall, the School's brand continues to be highly trusted and well regarded within the community and broader market.

IT INFRASTRUCTURE

This year has seen continued progress in strengthening the IT security footprint of the school, ensuring the protection of school information and data remains a top priority. A second round of penetration testing was conducted early in the year, building on the success of previous assessments. Findings from this testing have been actively addressed, with remediation efforts tracked through regular reporting and review. Security tools and configurations continue to evolve in line with best practices and policy enhancements.

Work has continued on our internet connectivity and automatic failover systems. These improvements are designed to ensure seamless access to online resources, even during unexpected outages. The failover systems have proven effective in maintaining connectivity during several incidents, supporting uninterrupted learning and operations across all campuses.

A major infrastructure upgrade was completed this year with the replacement of all Wi-Fi access points across every campus. This has significantly improved wireless coverage, speed, and reliability for staff and students alike, supporting modern teaching and learning needs. External access points were included in this project, ensuring access to teaching resources during outdoor activities and events.

The Windows 11 upgrade project has now been completed. All school computers have transitioned to the new

operating system, offering a refreshed interface, enhanced security features, and alignment with the platforms used on personal devices by staff and students. This consistency supports a smoother user experience and better integration across environments.

Live streaming of selected school events has continued throughout 2025, allowing families and students to participate remotely when attendance is not possible due to distance or illness. Events such as the Year 12 Formal and various award ceremonies have been streamed successfully. Where practical, students have once again been involved in the operation of AV equipment, gaining valuable experience under staff supervision.

Infrastructure updates and replacements have continued throughout the year in line with asset lifecycle processes. As individual components have reached end of life, or as building use and connectivity requirements have evolved, upgrades have been implemented to ensure systems remain fit for purpose. These updates have supported both the expansion of learning spaces and the increasing demand for reliable, high-performance technology across all campuses.

Ongoing support has continued as usual, with the IT Service team providing responsive assistance and proactive maintenance to ensure systems remain stable and effective.

PARENTS NETWORK

The TGS Parents Network has once again overseen a full and engaging calendar of events in 2025, supporting the School community while fostering connections among parents and staff. The Network was also pleased to continue its support of the Black & Gold events this year.

The Black & Gold Mother's Day Luncheon, held on Friday 9 May, was a sellout success. Guests were dressed beautifully, creating an elegant and celebratory atmosphere. Attendees enjoyed a delightful afternoon of conversation, laughter, and connection, celebrating the important role of mothers within the School community.

Earlier in the year, the Trivia Night took place on 22 March, providing an evening of both fun and friendly competition. Teams put their knowledge to the test with a wide array of challenging and entertaining questions. The lively atmosphere, combined with clever strategies and good-natured banter, ensured that all participants were thoroughly engaged and thoroughly entertained throughout the night.

The TGS Spring Fair was held on 23 August at the Annandale campus and proved to be a highlight of the social calendar. Families were treated to an evening of vibrant entertainment, with captivating student performances, live music, and interactive activities that engaged attendees of all ages. The combination of spirited performances and festive atmosphere created a memorable experience for the School community, fostering a strong sense of enjoyment and togetherness.

The social calendar concluded with the Black & Gold Father's Day Function on Friday 5 September, providing a relaxed and enjoyable setting for fathers to come together and celebrate the occasion. Everyone in attendance had a wonderful time, enjoying the camaraderie and warmth of the School community.

Throughout the year, the Parents Network has continued to strengthen the TGS community through their dedication, energy, and enthusiasm. Their tireless efforts in organising and supporting events contribute significantly to the life of the School, fostering a strong sense of connection, enjoyment, and shared celebration among all involved.

2025 has been a rewarding year for Townsville Grammar School, marked by achievement, engagement, and community spirit. The dedication of students, staff, and families across academic, co-curricular, and social initiatives has contributed to a vibrant and supportive School environment.

We extend our sincere thanks to the entire School community for their ongoing support, generosity, and involvement, which have been essential in making this year such a success.

PAST

GRAMMARIANS

Our Past Grammarians Association has further strengthened in 2025 as we continue working towards the engagement of our alumni across the generations.

This year we hosted three Past Grammarians events including the third annual Brisbane Catch-Up, our annual Reunion, and, for the first time, a function in Melbourne which was well received.

Our 2025 Reunion was a wonderful occasion where we welcomed Past Grammarians from across the decades, this year with a special focus on the graduating classes of years ending in 5. Our Reunion took place in School House, and we attracted more than 100 Past Grammarians from the 1960s through to the Class of 2015. This year we presented the School's former Director of Enrolments, Kristell Scott, with an Honorary Life Membership. Kristell joins the late William (Bill) Muller, Judge Stuart Durward, Brian (BC) Christensen and Chris Wilson as former recipients of Honorary Life Memberships of the Past Grammarians Association.

The Past Grammarians Association committee supported several of the School's events in 2025 including the North Ward Campus Open Day and the ANZAC service. We held a pizza lunch for the Year 12s on their final day of school (pre-exams) to welcome them to the Past Grammarians Association. A representative of the Association provided a message at the Year 12 Graduation ceremony, and we gifted each graduate with a Past Grammarian pin and other memorabilia in the spirit of welcoming them as the newest group of Past Grammarians.

Our major funding project this year was a contribution toward the development of the Distinguished Grammarians Wall at the North Ward Campus. This wall features plaques with the details of Past Grammarians of distinction, carefully selected by a panel. The wall will also feature a timeline of the School's history, including a QR code linking to more detailed information on the website.

Our Past Grammarians Facebook group has grown to more than 2,500 followers and we are also now active on LinkedIn and Instagram. This is an important way of communicating with our Past Grammarians and also provides them with a platform to share their news and information. We have plans in 2026 to expand our alumni events to include Sydney as a way of broadening our connection.

STAFF NEW TO TOWNSVILLE GRAMMAR SCHOOL FOR 2025:

- Andrew Annett as Head of Faculty - Technologies
- Angela Barrett as a Teacher
- Pimpicha Bannanurak as a Cleaner
- Ella Bould as Defence School Mentor
- Amy Byrnes as Director of Curriculum
- Taleesha Clarke as a Pre-Prep Educator
- Holly Collins as a Teacher Aide
- Michael Cooper as a Teacher Aide
- Madison Conrad as a Receptionist
- Andrew Cowen as a Bus Driver
- Janey Dickson as a Teacher
- Bree Dimmock as a Senior School Counsellor
- Keith Donaldson as a Bus Driver
- Heidi Eales as an Administration Officer
- Rosa Esteban Martinez as a Teacher Aide
- Shari Finlay as Year 7 Year Level Co-ordinator
- Eliza Ganley as a Teacher
- Kelly Gardner as a Groundskeeper
- Jacinta Guillemin as an Administration Assistant
- Jenni Hare as a Laboratory Assistant
- Sion Hatgifotis as a Teacher
- Catherine Heazlewood as a Teacher
- Damien Igoe as a Teacher
- Kynan Kershaw as a Groundsman
- Tracy Klaassen as a Teacher
- William Knight as a Bus Driver
- Katelyn Lacey as a Junior School Counsellor
- Natalie Ley as a Pre-Prep Educator
- Amy Liddle as a Teacher
- Erin McGuffie as a Rowing Co-ordinator
- Bruce McNalty as the IB Co-ordinator and Teacher
- Tania Melick as a Teacher Aide
- Riley Milner as a Groundskeeper
- Jasmin Naughton as a Kitchen Hand
- Rees Pickering as a Teacher and Assistant to the Director of Curriculum
- Tamara Robertson as a Teacher
- Nikki Robinson as a Teacher
- Kate Russell as a Pre-Prep Educator
- Mackenzie Tozer as a Teacher
- Julie Vanmarcke as a Teacher Aide
- Jeanie Walker-Campbell as a Teacher
- Fiona Wallace as a Teacher Aide
- Christine Watson as a Chef/Kitchen Hand
- Sarah Woolfitt as a Teacher
- Bahati Zawadi as a Kitchen Hand
- Evelyne Zawadi as a Kitchen Hand
- Camryn Zeller as a Teacher Aide

INTERNAL APPOINTMENTS FOR CURRENT STAFF:

- Sarah Green as the Assistant to the Director of Early Education
- John Griffin as Assistant Head of House - Whight House
- Sandra Hughes as Head of Senior School
- Robyn Johnson as Head of Faculty - Maths
- Vivien Maclean as Head of Faculty - Science
- Kerrie McCormack as Marketing & Engagement Assistant

LONG SERVICE LEAVE AND OTHER LEAVE:

- Bianca Battoraro on maternity leave
- Stephanie Devine on maternity leave

RESIGNATIONS AND RETIREMENTS:

- Sadie Addlesee
- Adam Aldridge
- Jessica Bester
- Kim Brown
- Renyee Budai
- Thiru Sasi Emmanuel
- Rommel Fajardo
- Jane Gauci
- Sion Hatgifotis
- Sarah Hodgson
- Deanne Kirkman
- Sasha Lea-Rowell
- Toni Lenoy
- Emmerentia Lombard
- Helen Lynch
- Jaquelin Marsh
- Bronwyn McCallum
- Annette McClymont
- Michael Moores
- Shandelle O'Reilly
- Sandra Reid
- Jarrah Scarsi
- Johnson Serra
- Nandini Singh
- Denis Smith
- Jake Vaiciulevicius
- Tiannie Waterhouse

SENIOR MANAGEMENT

The Senior Management Team of Townsville Grammar School represents the senior leadership group of the School. At Townsville Grammar School, the current executive team comprises the Principal, Deputy Principal – Mr Connor Barrett, Business Manager/Secretary to the Board of Trustees – Mr Greg Walsh, Head of Senior School – Mrs Sandra Hughes, Head of Junior School – Mr Martin Tait, Director of Curriculum – Ms Amy Byrnes and the Director of Advancement – Ms Julie Plath.

For the past seven years, I have been in the most fortunate position to have had the support of Mr Connor Barrett, firstly as Head of School and since 2020 as Deputy Principal. His dedication, drive, empathy and deep understanding of students have laid a strong foundation for the School, shaping and strengthening many of the values we uphold today. Mr Barrett has the unique capacity to seem to be in many places at the one time and across all situations that arise around the School. I have every confidence that the School will continue to prosper under Mr Barrett as he takes on the role of Acting Principal for 2026. It has been my privilege to have led the School with him.

Since 2004, the School has benefited from the financial expertise of our Business Manager, Mr Greg Walsh. Mr Walsh has consistently worked with our Business Services team to deliver the educational environment in which our teachers can focus on their work and our students can thrive. Our School remains in a very strong financial position with forward planning looking at further growth across all relevant indicators.

We have been fortunate to have Mrs Sandra Hughes operate as our Head of Senior School from the commencement of this year. Mrs Hughes has a broad range of experiences, most recently as the School's Year 7 Year Level Co-ordinator, and possesses a wonderful understanding of our School. I have thoroughly enjoyed working alongside Mrs Hughes this year, as her thoughtful leadership is guiding the Senior School with wisdom and care.

Mr Martin Tait joined the School in 2022 as Head of Junior School. Over this time, he has overseen considerable growth and change at our two Junior School campuses. As a very experienced school leader, Mr Tait possesses a deep understanding of not only how to develop educational programs but most importantly how to bring the very best out of staff and students. Mr Tait's approach to the leadership of our Junior School community has strengthened our "One Grammar" ethos, ensuring the campuses are connected through shared values, vision and identity.

As Director of Curriculum, Ms Amy Byrnes, has one of the most challenging and complex roles in the School. With significant curriculum leadership experience, Ms Byrnes

joined the School at the beginning of 2025.

With her positive and considered way, Ms Byrnes has consistently demonstrated a deep understanding of contemporary curriculum issues and her capacity to work with all of our community to drive the academic program forward.

Since 2019, we have been fortunate to have one of North Queensland's premier educational marketing minds, Ms Julie Plath, at the School. Ms Plath has been instrumental in the 'Every Opportunity' and 'Make it your own' marketing campaigns and has worked tirelessly on building the School's brand in our different markets. This year, Ms Plath took on a newly created role as Director of Advancement where she oversees admissions, marketing, engagement, publications, the scholarships and bursaries program, alumni, philanthropy and public relations. This is a significant portfolio in which I am certain that Ms Plath and her team will continue to develop as we seek to remain the pre-eminent school in North Queensland.

I would also like to extend my heartfelt thanks to my Executive Assistant, Noemi Mintern, for the outstanding contribution she makes to our busy office. I feel truly fortunate to benefit from Noemi's professionalism, exceptional organisational expertise and unwavering work ethic. Her can-do attitude, keen attention to detail and management skills ease the complexity of my days and make a significant difference. Noemi's skills and experience will be further utilised by the School in 2026 as she takes on a new role as Head of Engagement; a role in which I am certain she will excel.

BOARD OF TRUSTEES

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 a 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 our current Board of Trustees – the Chair of the Board of Trustees, Mr Carl Valentine ably assisted by Mrs Bev Price, Mr Grant Bell, Professor Chris Cocklin, Mrs Susan Kinobe, Ms Sally McCutcheon and Mrs Suzie Wilson – 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.

Being a Board Member of a Grammar School is a significant responsibility, considering the independence that we have as a School. Being Chair of the Board is above that again with many meetings, discussions and conferences regarding the School. Often this is out of hours and extremely time-consuming. The support that I have received from the two Board Chairs with whom I have worked, Judge Stuart Durward and Mr Carl Valentine, during my time as Principal has been unwavering. Their considered advice on all matters has always been greatly appreciated.

The relationship between the Chair of the School and the Principal is a very important one in the successful operation of a School – it is where strategy is translated into operations. Over the last eight years, we have faced our challenges including floods, the pandemic, cyclones, and, of course, the many personal incidents that occur in a large community – Judge Durward and Mr Valentine have been there for me and the School at any time. I extend my sincere gratitude to the current Chair, Mr Valentine, for his constant and unwavering support over the past three years; his enthusiasm and passion for our School has been truly appreciated.

CONCLUSION

As I conclude my final year as Principal of Townsville Grammar School, it is with a sense of delight and deep gratitude that I reflect upon the enduring success of our School. Across every measure, Townsville Grammar School continues to flourish, standing tall in academic excellence while also nurturing qualities that define true character. Beyond unquestioned scholastic achievement, we have experienced growth in leadership, service, and spirit - qualities that will carry our students far beyond the classroom.

The staff of this School strive to foster a teaching and learning environment that champions individual commitment and the pursuit of personal excellence. In doing so, they demonstrate an unwavering dedication to both the welfare and education of their students. Much of what our students achieve would simply not be possible without the tireless support and devotion of our academic, administrative and grounds staff. I wish to formally acknowledge and commend their outstanding contribution.

I extend my heartfelt thanks to all our students for the remarkable endeavour, commitment and spirit they have shown throughout the year. Each student contributes in their own unique way, and it has been both a personal joy and a professional privilege to witness their collective energy, passion, enthusiasm, humour and warmth. It is these personal qualities, together with their positive and wholehearted involvement, that truly define Townsville Grammar School and make it such an extraordinary place.

I extend my very best wishes to our departing Year 12 students as they embark upon the next chapter of their lives. For many, this moment marks the conclusion of a long and cherished association with the School. They should take great pride in the contributions they have made and in the breadth of their achievements during their time here. Though they leave us as students, they now join another distinguished group within our community - as our youngest Past Grammarians - continuing their lifelong connection to Townsville Grammar School.

I would also like to express my personal gratitude to my wife, Nicky, and my family, for their unqualified support as I have devoted my own energy, passion and time into the life of the School. Our youngest two children are now proud Past Grammarians, and I continue to thank all who made their time at the School so special.

As I sign off my final Annual Report as Principal of Townsville Grammar School, I do so with immense pride and deep gratitude. It gives me great joy to reflect on the enduring success of our School - success that shines across every measure. Our academic achievements remain unquestioned, a testament to the dedication of our staff and the determination of our students. Yet, it is in the qualities beyond the classroom - leadership, service and spirit - that I have witnessed the most remarkable growth.

These are the qualities that shape character, build resilience and prepare our young people for lives of purpose. Together, we have nurtured not only minds but hearts. We have worked to develop the whole person and, in doing so, we have strengthened the very fabric of our community.

As I look to the years ahead, I am confident that this legacy will endure. That Townsville Grammar School will continue to flourish. And that the values we hold dear will guide generations yet to come.

It has been my honour to serve and my privilege to lead the Townsville Grammar School community as its twelfth Principal.

With every best wish and thank you for your support of Townsville Grammar School in 2025. Bonus Intra, Melior Exi.

TIMOTHY J. KELLY
PRINCIPAL, NOVEMBER 2025

SERVICES PROVIDED:

2025 MIDDLE YEARS

The Middle School (Years 7-9) Curriculum at Townsville Grammar School reflects the Australian Curriculum. The Curriculum is organised around the following Key Learning Areas: English, Mathematics, Science, Humanities & Social Sciences, The Arts, Technologies, Health and Physical Education and Languages.

In Year 7, students will undertake a semesterised Modern Language course and will study one semester of French and one semester of Japanese. In Year 8, students can select either language. In Year 9, a language may be selected as an elective. Those students who enter Years 7, 8 or 9 with considerable literacy and/or learning issues may be invited to join the Literacy Support class in lieu of a Modern Language. The course is designed to address literacy skills and students enter the course upon the recommendation of the Director of Curriculum.

SUBJECTS OFFERED INCLUDE:

YEAR 7	YEAR 8	YEAR 9
• Art* • Design & Technology* • Drama • English • Health & Physical Education • Humanities & Social Sciences: (History/Geography) * • Literacy Support • Mathematics • Modern Languages: (Japanese / French) * • Music • Science	• Art* • Design & Technology* • Digital Technologies • Drama* • English • Health & Physical Education • Humanities & Social Sciences: (History/Geography/Economics and Business) * • Literacy Support • Mathematics • Modern Languages: (Japanese or French) • Music* • Science	• Art • Business Studies • Design & Technology • Digital Technologies • Drama • English • Geography • Health & Physical Education • History • Literacy Support • Mathematics • Modern Languages: (Japanese or French) • Music • Science

*Six months rotation

2025 SENIOR SCHOOL

In 2025, Years 10, 11 and 12 will study 6 subjects. In Year 10, all students study three (3) core subjects, English, Mathematics and at least one Science. Students then elected three options from the electives below:

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

For students who choose to do both Sciences, one will count as an elective

In Year 11 and 12, all students study two (3) core subjects, English (IB Language and Literature or QCAA English or QCAA Literature) and Mathematics (IB Mathematics or QCAA General Mathematics or QCAA Mathematical Methods). Students then elected three options from the electives below:

- | | |
|--|--------------------------------------|
| • Accounting | • Geography |
| • Agricultural Science [^] | • Hospitality Practices [*] |
| • Biology | • Japanese |
| • Chemistry | • Legal Studies |
| • Dance | • Modern History |
| • Design | • Music |
| • Digital Solutions | • Music Extension [#] |
| • Drama | • Physical Education |
| • Earth & Environmental Science ⁺ | • Physics |
| • Economics | • Specialist Mathematics |
| • French | • Visual Art |
| • Furnishing Skills [*] | |

^{*}QCAA Applied Subject

[#]Year 12 Only (Unit 3 and 4)

⁺Year 12, 2025 only

[^]Year 11, 2025 only

- | | |
|---------------------------------------|------------------------|
| • IB Biology | • IB Japanese |
| • IB Business Management [^] | • IB Physics |
| • IB Chemistry | • IB Psychology |
| • IB Economics ⁺ | • IB Spanish ab Initio |
| • IB French | • IB Theatre |

⁺Year 12, 2025 only

[^]Year 11, 2025 only

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 2025 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	63
JUNIOR	49
	112
NON-TEACHING STAFF	100
BOARDING STAFF	12
TOTAL STAFF:	224

LIST OF SENIOR OFFICERS

Principal

KELLY Timothy (2018) B.Econ.(UQ), B.Bus(Acc).(QUT), Grad.Dip.Ed., M.Ed.Studies (UQ), MACE, MACEL,GAICD

Deputy Principal & Head of School (North Ward)

BARRETT Connor (2019), BPhysEd (ACPE), BEd (CHC), AssocDeg SocSc (ACU), MEd (Leadership) (UC), MACE, MACEL

Head of Junior School

TAIT Martin (2022), DipEd (Primary), BEd (UTS), MEd (HR) (USYD)

Head of Senior School

HUGHES Sandra (2021), BEd (JCU)

Director of Curriculum

BYRNES Amy (2025), BCom (JCU), BEd (JCU), MEdLead (ACU), MTheo (UN)

Director of Advancement

PLATH Julie (2019), BAdmin (Tourism) (JCU), MPubRel (USQ)

Secretary to the Board & Business Manager

WALSH Greg (2004), ADipCivEng (USQ), BComm (Griffith), MBA (JCU), GradDipCSP (GI of A), FCPA, FGIA, FCP

PROFESSIONAL

DEVELOPMENT PROGRAMS

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 programs and for professional development on designated student-free days throughout the year.

During 2024 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 precis 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 2025 with respect to the 2024 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 2024 performance was within the recommended guidelines no remedial action was taken. Key benchmarks were incorporated into the 2025 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 Chair of the Board of Trustees, 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 (QAO).

In June 2025, QAO released Report 15:2024-25 Education 2024. The report summarises the results of financial audits of the entities in Queensland's education sector and made recommendations for all education entities to:

- Strengthen information system controls.
- Improve processes to capture capital accruals.
- Assess employment agreements and historical pay practices.

RISK MANAGEMENT/EXTERNAL SCRUTINY

During 2025, the School's Risk Committee met monthly to consider a broad agenda of risk matters. The Risk Committee is comprised of two members of the Board of Trustees (S.McCutcheon (Chair) and C.Valentine) and three Executive staff – Principal, Deputy Principal and Business Manager. The current Risk Management Framework was used as the basis of risk identification and management. Throughout the year risks from the framework were considered at senior management level and reporting to the Risk Committee and Board for review. In addition

to this, the School, with other Grammar Schools, has produced a comprehensive Financial Management Practice Manual as required by S 61 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 and Past Grammarians Association maintained an active interest in the School and carried out a number of fundraising ventures during 2025.

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 established a dedicated School archive to house historic records and artefacts as part of the School House renovation that will continue in 2026. A dedicated Archivist has been employed to prepare School archives in readiness for the museum.

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

During 2025 the School completed numerous minor capital works. Larger identified works include:

NORTH WARD - BOARDING HOUSE REFURBISHMENT

2026 will see the continuation of planning to refurbish the Parker Hall Building boarding facility.

NORTH SHORE CAMPUS

Development of stage 3 of the campus will continue in 2026 with the development of a Resource Centre. Construction is well advanced.

SUMMARY OF FINANCIAL PERFORMANCE

In 2025 Townsville Grammar School had a surplus from ordinary activities, after interest and depreciation of \$1,980,820. This compares with a surplus of \$2,763,921 for the previous year.

This result was achieved on revenues of \$43 million.

The final cash position at the end of 2025 was \$12 million in cash and investments.

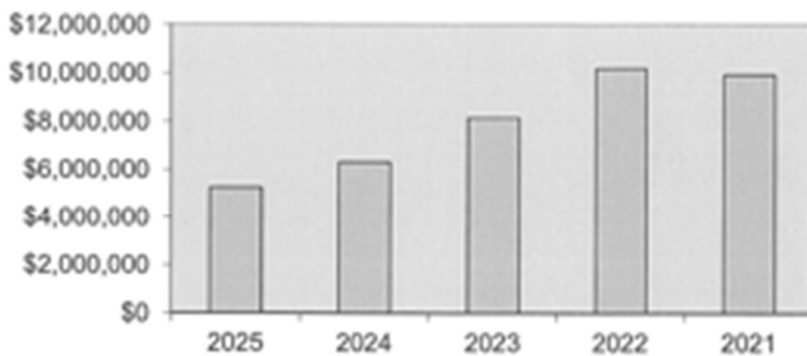
A copy of the 2025 Annual Financial Statements of the Board prepared pursuant to section 62(1) of the Financial Accountability Act 2009 (the Act), Division 60 of the Australian Charities and Not-for-Profits Commission Act 2012, relevant sections of the Financial and Performance Management Standard 2019, and other prescribed requirements is attached.

Debt and current ratio graphs appear on page 67 of the report.

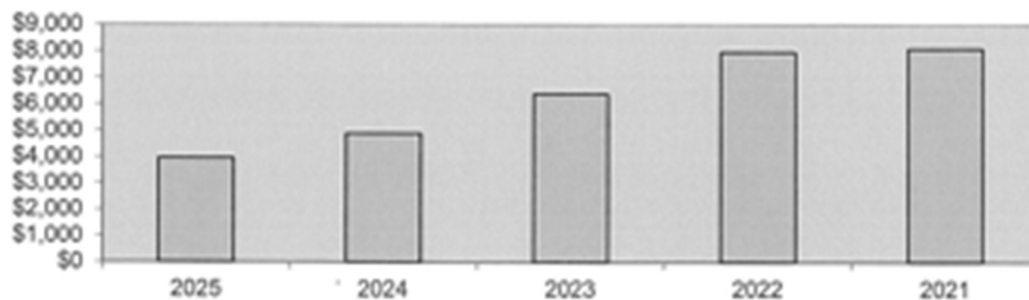
ATAR	Australian Tertiary Admissions Rank
IB	International Baccalaureate
ICAS	International Competitions and Assessment for Schools
QCAA	Qld Curriculum & Assessment Authority
STEM	Science, Technology, Engineering, Mathematics
TGS	Townsville Grammar School
CBSQ	Champion Basketball School of Qld
NAIDOC	National Aborigines and Islanders Day of Observance Committee
ACARA	Australian Curriculum, Assessment and Reporting Authority

KEY FINANCIAL DATA 2025

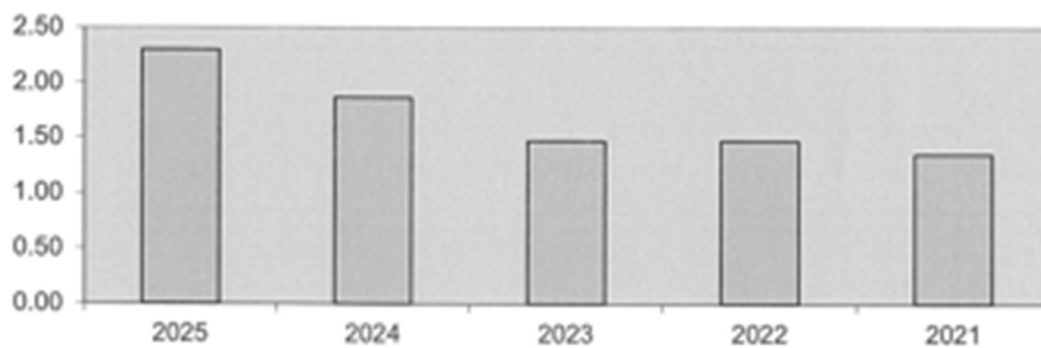
DEBT



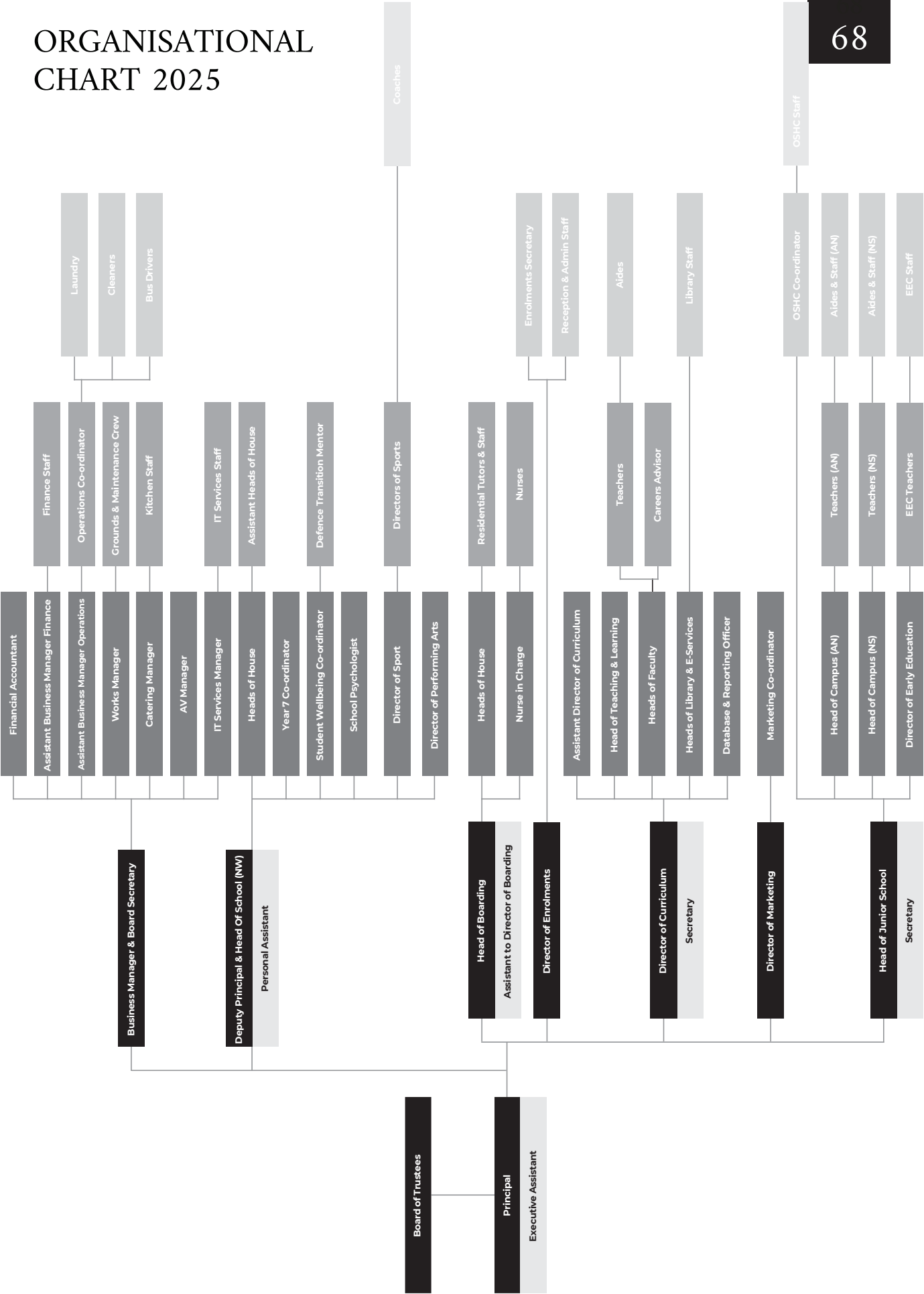
DEBT PER STUDENT



CURRENT RATIO



ORGANISATIONAL CHART 2025



COMPLIANCE CHECKLIST

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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	- Table of contents - Glossary	ARRs – section 9.1	P4 and P66
	Public availability	ARRs – section 9.2	P3
	Interpreter service statement	Queensland Government Language Services Policy ARRs – section 9.3	NA
	Copyright notice	Copyright Act 1968 ARRs – section 9.4	P3
	Information Licensing	QGEA – Information Licensing ARRs – section 9.5	NA
GENERAL INFORMATION	Introductory Information	ARRs – section 10	P10-60
NON-FINANCIAL PERFORMANCE	Government's objectives for the community and whole-of-government plans/specific initiatives	ARRs – section 11.1	P8
	Agency objectives and performance indicators	ARRs – section 11.2	P5-8
	Agency service areas and service standards	ARRs – section 11.3	P5-9
FINANCIAL PERFORMANCE	Summary of financial performance	ARRs – section 12.1	P65
GOVERNANCE – MANAGEMENT AND STRUCTURE	Organisational structure	ARRs – section 13.1	P68
	Executive management	ARRs – section 13.2	P63
	Government bodies (statutory bodies and other entities)	ARRs – section 13.3	P5
	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

SUMMARY OF REQUIREMENT		BASIS FOR REQUIREMENT	ANNUAL REPORT REFERENCE
GOVERNANCE – RISK MANAGEMENT AND ACCOUNTABILITY	• Risk management	ARRs – section 14.1	P64
	• Audit committee	ARRs – section 14.2	P64
	• Internal audit	ARRs – section 14.3	P64
	• External scrutiny	ARRs – section 14.4	P5 and P64
	• Information systems and record keeping	ARRs – section 14.5	P65
	• Information Security attestation	ARRs – section 14.6	NA
GOVERNANCE – HUMAN RESOURCES	• Strategic workforce planning and performance	ARRs – section 15.1	P63
	• 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	P65
	• Consultancies	ARRs – section 31.1	https://data.qld.gov.au
	• Overseas travel	ARRs – section 31.2	https://data.qld.gov.au
	• Queensland Language Services Policy	ARRs – section 31.3	https://data.qld.gov.au
	• Charter of Victims' Rights	VCSVRB Act 2025 ARRs – section 13.4	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

BOARD OF TRUSTEES OF THE TOWNSVILLE GRAMMAR SCHOOL

Financial Statements – 31 December 2025

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 the BOARD OF TRUSTEES OF THE 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 23 February 2026.

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2025**

	NOTE	2025 \$	2024 \$
REVENUE FROM CONTINUING OPERATIONS			
Education Revenue	2	42,272,292	40,326,383
Interest Revenue	2	693,659	670,548
Other Revenue	2	506,143	658,818
Total Income from Continuing Operations		43,472,094	41,655,748
EXPENSES FROM CONTINUING OPERATIONS			
Employee expenses	3	(28,590,067)	(26,887,069)
Supplies and services	5	(9,673,298)	(8,907,418)
Depreciation	10a	(2,220,703)	(2,004,429)
Finance/borrowing costs	6	(316,180)	(406,474)
Other expenses	7	(691,027)	(686,438)
Total Expenses from Continuing Operations		(41,491,274)	(38,891,827)
Operating result from continuing operations		1,980,820	2,763,921
Other comprehensive Income			
Increase in asset revaluation surplus	14	6,440,859	4,682,986
Total other comprehensive income		6,440,859	4,682,986
Total comprehensive income		8,421,679	7,446,907

The accompanying notes form part of these statements.

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2025**

	Note	2025 \$	2024 \$
ASSETS			
Current Assets			
Cash and cash equivalents	8	11,571,064	9,953,053
Receivables	9	1,353,333	1,284,177
Inventories		1,501	1,785
Prepayments		1,037,258	1,071,194
Total Current Assets		13,963,156	12,310,210
Non-current assets			
Property, plant and equipment	10	88,384,937	82,241,670
Total Non-Current Assets		88,384,937	82,241,670
TOTAL ASSETS		102,348,094	94,551,880
LIABILITIES			
Current Liabilities			
Payables	11	2,532,872	2,520,690
Other financial liabilities	12	1,037,427	1,371,699
Accrued employee benefits	13	2,504,367	2,748,713
Total Current Liabilities		6,074,666	6,641,102
NON-CURRENT LIABILITIES			
Other financial liabilities	12	5,102,791	5,302,125
Accrued employee benefits	13	582,802	442,499
Total Non-Current Liabilities		5,685,593	5,744,623
TOTAL LIABILITIES		11,760,259	12,385,726
Net Assets		90,587,835	82,166,154
EQUITY			
Asset revaluation surplus	14	36,670,984	30,230,126
Retained surplus		53,916,851	51,936,028
Total Equity		90,587,835	82,166,154

The accompanying notes form part of these statements.

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2025**

	Retained Surplus \$	Asset Revaluation Surplus \$	Total \$
Balance as at 1 January 2024	49,172,107	25,547,140	74,719,247
Operating result from continuing operations	2,763,921	-	2,763,921
<i>Other comprehensive income</i>			
- Increase in Asset Revaluation Surplus	-	4,682,986	4,682,986
Balance as at 31 December 2024	51,936,028	30,230,126	82,166,154
 Balance as at 1 January 2025	 51,936,028	 30,230,126	 82,166,154
Operating result from continuing operations	1,980,820	-	1,980,820
<i>Other comprehensive income</i>			
- Increase in Asset Revaluation Surplus	-	6,440,859	6,440,859
Balance as at 31 December 2025	53,916,848	36,670,985	90,587,835

The accompanying notes form part of these statements.

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2025**

NOTE	2025 \$	2024 \$
Cash flows from operating activities		
Receipts from school fees	20,395,212	19,160,895
Receipts from government grants	17,325,230	16,816,028
Receipts from Outside School Hours Care and PrePrep	3,879,392	3,784,248
Receipts from Trading Activities	403,802	431,568
Receipts other income	627,941	757,650
GST received from ATO	1,124,547	1,098,906
GST collected from customers	1,531,988	1,514,612
Payments to employees	(28,590,067)	(26,887,069)
Payments to suppliers	(10,322,732)	(9,364,974)
GST remitted to ATO	(1,525,990)	(1,510,150)
GST paid to suppliers	(1,152,076)	(1,119,740)
	3,697,247	4,681,974
Interest received	693,659	670,548
Interest paid	(316,180)	(406,474)
Net cash provided by operating activities	4,074,726	4,946,048
Cash flows from investing activities		
Repayment of Leases	(393,518)	(365,897)
Payments for property, plant and equipment	(995,055)	(1,037,778)
Net cash used in investing activities	(1,388,573)	(1,403,675)
Cash flows from financing activities		
Loan repayments	(1,068,142)	(1,837,858)
Net cash used in financing activities	(1,068,142)	(1,837,858)
Net increase/decrease in cash and cash equivalents	1,618,011	1,704,514
Cash and cash equivalents at the beginning of the financial year	9,953,053	8,248,538
Cash and cash equivalents at end of financial year	11,571,064	9,953,053

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The accompanying notes form part of these statements.

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025**

Note 1	Summary of Material 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
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Note 19	Financial Instruments
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1. Summary of Material 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*, *Australian Charities and Not-for-profits Commission Act 2012* and the Australian Charities and Not-for-profits Commission Regulations 2022. The financial statements are authorised for issue by the Chair 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 AASB 1060 General Purpose Financial Statements - Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities 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 2025, 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.

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 a 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

First time mandatory application of Australian Accounting Standards and Interpretations

No new accounting pronouncements applicable for the first time in the 2025 financial year had a material impact.

Early adoption of Australian Accounting Standards and Interpretations

No accounting pronouncements were early adopted in the 2025 financial year.

Voluntary changes in accounting policy

No voluntary changes in accounting policies occurred during the 2025 financial year.

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

Valuation - Land and Buildings

Land and building valuation methodologies are detailed in Note 10.

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025**

2. Revenue	2025	2024
	\$	\$
Revenue from customer contracts		
Education revenue		
Tuition Fees	17,276,870	16,202,855
Boarding Fees	2,752,861	2,449,039
Application Fees	184,100	191,276
Surcharge Fees	328,240	352,536
State Government Recurrent Grants	3,457,399	3,169,466
State Government Endowment Grants	18,200	18,200
Commonwealth Government Recurrent Grants	13,849,631	13,628,362
General Purpose Levy	525,600	530,400
Outside School Hours Care & PrePrep	3,879,392	3,784,248
Total Education revenue	42,272,292	40,326,383
Other revenue		
Interest Income - General Fund	345,020	279,058
Interest Income - Cash Management	141,107	179,442
Interest Income - Other	207,532	212,048
Tuckshop Income	403,802	431,568
Other revenue	102,341	227,250
Total Other revenue	1,199,802	1,329,366
Total Revenue	43,472,094	41,655,748

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, 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 Income - Revenue in the scope of AASB 1058 is recognised on receipt unless it relates to a capital grant which satisfies certain criteria, in this case the grant is recognised as the asset is acquired or constructed.
- (3) Interest income is recognised when it is earned.
- (4) Tuckshop and other sundry income is recognised when it is received.

3. Employee expenses

Wages and salaries	25,304,045	23,910,546
Employer superannuation contributions	3,042,938	2,748,253
	28,346,983	26,658,798
Employee Related Expenses		
Worker's compensation premium	243,083	228,270
Total	28,590,066	26,887,068

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:	224.0	220.0
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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 recognised 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 a 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.

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 and the requirements of AASB 124 Related Party Disclosures.

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

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.	Appointed by Governor in Council - Elected Member	18 November 2011
Trustee		Appointed by Governor in Council - Elected Member	17 August 2021
Trustee		Appointed by Governor in Council - Elected Member	13 March 2025
Trustee		Ministerial Appointed Member	10 September 2015
Trustee		Ministerial Appointed Member	20 July 2023
Trustee		Ministerial Appointed Member	17 August 2021
Trustee		Ministerial Appointed Member	24 August 2023
Trustee		Ministerial Appointed Member - Additional Member	18 December 2025
Principal	The Principal is responsible for the implementation of plans and strategies as approved by the Board of Trustees.	Ministerial Appointed Member - Additional Member	18 December 2025
		Six year contract from 1 January 2022	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 - extended for five years 1 January 2024	1 January 2019
Business Manager/ Board Secretary	To ensure best practice deployment of the School's financial resources.	Permanent	20 May 2004

iii) Remuneration Expenses

The remuneration and other terms of employment for the key executive management personnel are specified in employment contracts. For the 2025 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 expenses include mainly annual leave and long service leave entitlements earned and expensed for the entire year, or for that part of the year during which the employee occupied the specific position.
- 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.

2025

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 (9)	-	-	-	-	-	-
Principal	537	10	13	30	-	590
Deputy Principal/Head of School	242	24	6	29	-	301
Business Manager/ Board Secretary	266	2	6	32	-	306

2024

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	501	10	12	28	-	551
Deputy Principal/Head of School	240	20	6	27	-	293
Business Manager/ Board Secretary	255	2	6	29	-	292

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025**

	2025	2024
	\$	\$
5. Supplies and Services		
Supplies and consumables	5,591,440	5,106,495
Consultants and contractors	2,337,917	2,044,952
Operating lease rentals	889,784	786,737
Tuckshop expenses	266,655	282,442
School Transport Costs	392,633	412,280
Other	194,869	274,512
Total	<u>9,673,298</u>	<u>8,907,418</u>
6. Finance/Borrowing Costs		
Interest on QTC Borrowings	233,643	326,775
Bank fees and charges	82,537	79,699
Total	<u>316,180</u>	<u>406,474</u>

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	653,527	649,438
External audit fees*	37,500	37,000
Total	<u>691,027</u>	<u>686,438</u>

* External audit fees - Total audit fees paid to the Queensland Audit Office relating to the 2025 financial statements are estimated to be \$37,500 (2024: \$37,000). 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	3,705,864	2,496,334
Cash Management Account	3,152,671	3,012,644
Cash on Hand	2,100	2,100
Building Fund	2,624,578	2,433,004
Bank Guarantee Funds	16,280	13,652
<i>Restricted use balances:</i>		
Short term deposit	2,069,572	1,995,321
Total cash assets	<u>11,571,064</u>	<u>9,953,053</u>

a) Cash at bank

The above balances are bearing interest rates between 3.95% and 4.54% (2024 - 4.55% and 4.90%).

b) Restricted Use Accounts Not available for use

Restricted use accounts (Short term deposit and CBA of \$2,069,572 (2024 - \$1,995,321) 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 4.44% and 5.05% (2024 - 4.36% and 4.93%).

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.

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025**

	2025	2024
	\$	\$
9. Receivables		
Trade receivables	1,247,558	1,245,312
less: Expected credit loss allowance	(272,564)	(272,564)
	974,994	972,748
ATO Receivables	378,339	311,429
	1,353,333	1,284,177
 (b) Movement in expected credit losses is as follows:		
Opening balance at 1 January 2025	272,564	269,836
Add: Impairment during the year	-	2,728
Balance at the end of the year	272,564	272,564

Accounting Policy

The School applies AASB 9 Financial Instruments 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

Buildings at Fair Value	141,980,000	129,680,000
Less: Accumulated Depreciation	(68,567,000)	(60,347,000)
Total Buildings	73,413,000	69,333,000

LAND

Leasehold Land at Fair Value	2,900,000	2,700,000
Freehold Land at Fair Value	10,230,000	9,580,000
TOTAL LAND	13,130,000	12,280,000

PLANT & EQUIPMENT

Plant and Equipment at Cost	6,838,312	5,763,025
Less: Accumulated Depreciation	(5,760,282)	(5,286,454)
Total Plant & Equipment	1,078,030	476,571

WORK IN PROGRESS

At Cost	763,907	152,099
Total Work in Progress	763,907	152,099

Total Property, Plant and Equipment	88,384,937	82,241,670
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BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025

a) Property, Plant and Equipment Reconciliation	\$	\$	\$	\$	\$	\$
	Leasehold Land Fair Value	Freehold Land Fair Value	Buildings Fair Value	Plant & Equipment Cost	Work In Progress Cost	Total
Basis of Measurement						
Carrying amount at 1 January 2025	2,700,000	9,580,000	69,333,000	476,572	152,100	82,241,670
Acquisitions	-	-	107,177	1,075,286	740,646	1,923,109
Revaluation increments/(decrements) (Note 14)	200,000	650,000	5,590,859	-	-	6,440,859
Transfer between classes	-	-	128,839	-	(128,839)	-
Depreciation	-	-	(1,746,875)	(473,828)	-	(2,220,703)
Carrying amount at 31 December 2025	2,900,000	10,230,000	73,413,000	1,078,030	763,907	88,384,937

Plant and Equipment includes right of use assets relating to leases of various items including vehicles, buses and portable classrooms.

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 2025.

Category	Value	Fair Value Measurement
Land		
Leasehold Land - Level 3	2,900,000	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 <i>Land Act 1910</i> as amended by the <i>Land Act 1962</i> , 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 - Level 2	10,230,000	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>13,130,000</u>	
Buildings		
Current Replacement Cost - Level 3	72,123,000	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 Values/Financial Values The real estate market in Townsville as well as Australia saw unprecedented growth in 2025 due to an induced boom fuelled by a combination of record low interest rates, low unemployment, social housing demand and large demand.
		Construction Market Construction costs in 2025 saw large increases brought on by supply chain issues, high inflation and record levels of demand.
Market Value - Level 2	1,290,000	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>73,413,000</u>	

Fair Values are classified into three levels as follows:

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

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 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 Queensland Treasury's 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 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.

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025**

	2025 \$	2024 \$
11. Payables		
Trade Payables	1,626,959	1,537,075
Fees in advance	905,913	983,615
	<u>2,532,872</u>	<u>2,520,690</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)	635,098	1,076,889
Lease Liability	402,329	294,810
	<u>1,037,427</u>	<u>1,371,699</u>

Non-Current

Bank Loan Secured (Queensland Treasury Corporation)	4,610,258	5,236,609
Lease Liability	492,533	65,516
	<u>5,102,791</u>	<u>5,302,125</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 3.725% to 3.769% fixed as at 31 December 2025. Expected final payment dates vary from 15 March 2030 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	1,938,296	1,987,688
Annual Leave	566,071	761,025
	<u>2,504,367</u>	<u>2,748,713</u>

Non- Current

Long Service Leave	582,802	442,499
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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 2025	7,132,331	23,097,794	30,230,125
Revaluation Increments	850,000	5,590,859	6,440,859
Balance 31 December 2025	<u>7,982,331</u>	<u>28,688,653</u>	<u>36,670,984</u>
Balance 1 January 2024	6,352,331	19,194,808	25,547,139
Revaluation Increments	780,000	3,902,986	4,682,986
Balance 31 December 2024	<u>7,132,331</u>	<u>23,097,794</u>	<u>30,230,125</u>

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

**BOARD OF TRUSTEES OF THE
TOWNSVILLE GRAMMAR SCHOOL
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025**

	2025	2024
	\$	\$
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:		
North Shore Stage 3 Resource Centre	4,148,000	-
	<u>4,148,000</u>	<u>-</u>
(b) Lease Liability		
<i>Future lease payments</i>		
Future lease payments are due as follows:		
Within one year	1,263,892	1,184,594
One to five years	1,374,891	963,828
Commitments not recognised in the financial statements	<u>2,638,783</u>	<u>2,148,422</u>

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 (11yrs)	233,750	255,000
Block Grant Authority - Yr 7 Flying Start (9yrs)	258,975	287,750
Block Grant Authority - P21 JS Library (5yrs)	759,900	911,880
	<u>1,252,625</u>	<u>1,454,630</u>

17. Related Party Transactions

The Board was reconstituted and the new four year term started 13 March 2025.

The following Trustees held office during the Year Ended 31 December 2025:

C.Valentine, C.Cocklin, G.Bell, B.Price, S.Wilson, S.McCutcheon, S.Kinobe, H.Kavanagh and A.Moller.

All dealings with Trustees were within normal trading terms and conditions.

During the year, a spouse of an employed member of the key management personnel team was employed by the School.

This employment arrangement was on terms and conditions consistent with other employees at the School.

18. Events Occurring After Balance Date

No matter or circumstance has arisen since 31 December 2025 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. Financial Instruments

Financial Assets	Note		
Cash and Cash Equivalents	8	11,571,064	9,953,053
Financial assets at amortised cost	9	1,353,333	1,284,177
Financial Liabilities			
Financial liabilities at amortised cost	11	<u>(2,532,872)</u>	<u>(2,520,690)</u>
Total		<u>10,391,525</u>	<u>8,716,540</u>

20. Climate Related Risk Disclosure

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

Certificate of the Board of Trustees of Townsville Grammar School

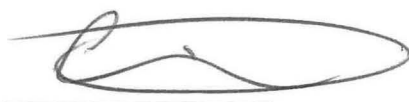
These general purpose financial statements have been prepared pursuant to Section 62(1) of the *Financial Accountability Act 2009* (the Act), Section 39 of the *Financial and Performance Management Standard 2019*, *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities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

- a) the prescribed requirements for establishing and keeping the accounts have been 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 2025 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-profits Commission Regulations 2022, 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 2012* and the Australian Charities and Not-for-profits Commission Regulations 2022.



CARL VALENTINE
CHAIR, BOARD OF TRUSTEES

23/02/2026



G. WALSH
BUSINESS MANAGER/BOARD SECRETARY

23/02/2026

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 2025, and its financial performance for the year then ended; and
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulations 2022 and Australian Accounting Standards – Simplified Disclosures.

The financial report comprises the statement of financial position as at 31 December 2025, 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 material accounting policies, and the management certificate

Basis for opinion

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

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

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

Responsibilities of the Board for the financial report

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

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

Auditor's responsibilities for the audit of the financial report

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

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

https://www.auasb.gov.au/auditors_responsibilities/ar4.pdf

This description forms part of my auditor's report.

Report on other legal and regulatory requirements

Statement

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2025:

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

Prescribed requirements scope

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



Jacqueline Thornley
as delegate of the Auditor-General

25 February 2026

Queensland Audit Office
Brisbane