

CANBERRA GIRLS' GRAMMAR SCHOOL

Report to Synod

2006

Charter:

Introduction:

Canberra Girls' Grammar School is an Anglican independent school. Founded in 1926, our School development has paralleled and reflected the growth of Canberra, but its heritage stems from nineteenth century England where Sister Emily founded an Anglican religious order called the Community of the Sisters of the Church. Sister Emily's practical approach to serving the community and her attention to issues of social justice provide a foundation for our students to serve their own communities.

Canberra Girls' Grammar school is proud of its heritage and its uniqueness. Our school is situated within view of Parliament House and our students have access to national institutions. History is not only those occurrences of the past, but our country is changing each day and many of those changes begin in Canberra.

Canberra has a dynamic and diverse population. Students of our school meet peers from a wide range of cultures. Their own families exemplify life and work in a global community. Our rural boarding students bring to our school those attributes and skills which are quintessential to the Australian character. This blending of cultures and background brings a uniqueness to our school and opportunities for the development of resourceful and ethical young people who will have opportunities to shape their global community in the future.

The Mission

At Canberra Girls' Grammar School we:

- Prepare young women for further studies, for leadership and for life.
- Are committed to providing challenging, enriching and supportive learning experiences.
- Encourage our students to become informed, resilient, forthright, resourceful and ethical global citizens.
- Maintain our Anglican traditions and welcome people of denominations and faiths into our community.
- Seek to inspire our graduates to serve their community and to shape a changing world.

The School we are creating:

Canberra Girls' Grammar School is an Anglican independent school which:

- Is a forward thinking dynamic learning community- a leader in Girls' Education;
- Deliberately pursues excellence and encourages students and staff to achieve their 'personal best';
- Fosters care and concern for the individual and social justice for all members of the school community;
- Values the diversity that its day and boarding communities bring;
- Is committed to the implementation of innovative practice which engages students;
- Shares a philosophy of learning and teaching from Early Learning to Year 12;
- Encourages local community service;
- Promotes co-educational experiences from Early Learning to Year 2 and embraces girls' education from Year 3 to Year 12;
- Advocates gender equity and encourages young women to take the lead in shaping their own future and the future of their communities;
- Uses its exceptional human and physical resources to provide a wide range of opportunities to its students and staff;
- Promotes leadership at all levels within its staff and students.

The Goals of the Strategic Plan

1. Spiritual Dimension

To equip students to find an authentic and thoughtful path in their spiritual lives grounded in Anglican beliefs and values.

2. Staff and Staffing

To be an employer of choice in Australia and to be recognized for excellence in teaching practice, career development and workplace satisfaction.

3. Curriculum/Learning

To provide an innovative and dynamic learning environment that engages students and challenges them to achieve.

4. Pastoral Care

To ensure all students and staff are valued and supported through the provision of effective pastoral care in a Christian context.

5. Leadership

To develop and effective collaborative leadership throughout the School.

6. Community/Partnerships

To establish a practice of partnership and strong parent and community participation in the school's programs and activities, and the school's active participation in the activities of the wider community.

7. Innovation

To create a culture which encourages, embraces and celebrates innovative practice.

8. Facilities and Infrastructure

To provide high quality, flexible facilities and infrastructure that enables the school to achieve its mission.

Contact Details:

Canberra Girls' Grammar School

Melbourne Avenue

Deakin ACT 2600

PH: 02 6202 6400

Fax: 02 6273 2554

Email: principal@cggg.act.edu.au

Website: www.cggg.act.edu.au

Hours of operation: 8.30 -4.30, Monday to Friday

Contacts: Miss Susan Just (Principal)

Mrs Fiona Godfrey (Deputy Principal/Head of Senior School)

Ms Natalie Vandepier (Head of Junior School until end of Semester 1).

Ms Heather Ablett (Head of Junior School from Semester 2)

Mrs Barbara Connolly (Registrar)

Ms Heather Walsh (Business Manager)

Members: names of the governing body and the method and term of appointment of those members.

Visitor

The Right Reverend George V Browning
 The Bishop, The Anglican Diocese of Canberra &
 Goulburn

Chairman

Mr D W Holmesby	Bishop in Council	3 Years
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Deputy Chairman

Mr D S Lennie	Bishop in Council	3 Years
Dr S Bambrick	Bishop in Council	3 Years
Dr J Behrens	P&F	Annually
Dr P J Boxall	Company	3 Years
Mr D J Buckley	Bishop in Council	3 Years
Mr P J Chynoweth	Bishop in Council	3 Years
Mrs S E Hart	Company	3 Years
Miss S Just	Principal	Period of contract
Mr Richard Kent	Staff	Annually
Mr R MacDiarmid	Bishop in Council	3 Years
The Venerable Dr S Macneil	Bishop in Council	3 Years
Ms J Murphy	Bishop in Council	3 Years
Mrs J Smith	OGA	Annually
Mr A R Turnbull	Bishop in Council	3 Years

Structure: a chart indicating functional responsibilities within the organization and the titles, names and qualifications of the senior officers at an aggregated level is attached.

Activities:

1. Year 12 2005 Results: Excellent results were achieved by Year 12 2005. It is pleasing to note that 41.43% of students received a UAI of 90 or better.

Dux of the School was Nell Pierce with a Universities Admission Index (UAI) of 99.95. Nell was School Captain for Debating and a member of the 2005 Senior Council. At the ACT Recognition of Excellence Ceremony on December 13, Nell was presented an award for achieving the top UAI at CGGS and two other students also achieved awards: Grace Mollard for Outstanding Achievement in Community Service and Genevieve Chenoweth for Outstanding Achievement in the Performing Arts (Music).

The following 2005 Year 12 students achieved a UAI of 99 or above: Nell Pierce, Alison Cranney, Laura Beaton, Nadia Thorman, Genevieve Chenoweth, Ella Ward, Phi Vu, Grace Mollard, Kestin Farr, Agatha Kujawa and Caroline Gibbons.

2. **Building Projects:** During 2005 the Junior School project was under construction. February 2006 saw the completion of four new classrooms and an extension to the Library which includes a new computer laboratory. Two new Music rooms and four Music practice rooms were completed.
3. **Strategic Plan:** During 2005 the Board, Principal and staff worked with strategic planning facilitators, Dennis Doherty and Deborah Bacic (Pathways Consulting) to develop the Strategic Plan 2006-2010. A Preferred Futures Committee composed of the Principal, Deputy Principal, Business Manager, Head of Junior School, Deputy Head of Junior School, Director of the Early Learning centre, Board members, Old Grammarians, Heads of Department, Heads of House, teachers and administrative staff worked with the consultants to develop and write the strategic plan. Parent surveys, staff and student surveys, focus groups and interviews were used to gather information from all members of the School community to inform the Preferred Futures Committee in their work.
4. **Marketing:** During 2005 the School undertook a marketing repositioning exercise with our advertising agency, Engine Creative. The purpose of the exercise was to gather data about perceptions of the School in the wider community and position ourselves in that community. 'A Future Built on Opportunities' will now be used in our marketing and our marketing materials will undergo a change in appearance.
5. **Staff Restructuring:** During 2005 the Senior School Management team positions were restructured and new duty statement developed which would better meet the needs of the strategic plan. Two new positions were developed, these being the Director of Learning and Teaching and the Director of Student Development. In the new structure, the Director of Learning and Teaching, Director of Student Development and Director of Staff Services have duties statements which provide them with an opportunity to work across the Early Learning centre, Junior School and Senior School.
6. **Staff Appraisal:** Work was undertaken with facilitator Dennis Doherty (Pathways Consulting), the Principal and a whole staff committee to complete the first phase of a staff appraisal process. A method for the appraisal of all staff was developed and sets of Performance Indicators to be used by staff and their mentors in a Self-Reflection process were completed. Indicators of Performance were written for teachers, staff with positions of added responsibility, administrative staff, residential staff and auxiliary staff. Phase Two of staff appraisal will be developed in 2006.
7. **School Registration:** The Senior School undertook registration using the new guidelines. CGGS was the second ACT school to go through the new registration process and a successful report was given, along with registration for the next five years. One Term was spent by the Principal, Deputy Principal and Senior School Management team in gathering information and collating all required data to meet the registration criteria. During registration, a detailed building and facilities inspection was also completed.
8. **Music Program:** In 2005, CGGS won one of the inaugural Flame Awards for the breadth of music offered to its students from the Junior School to the Senior School. The combined CGGS and CGS co-curricular music program completed a successful year of performances and activities. Highlights of the year included the Autumn and Spring Concerts, participation in the Merrimula Jazz Festival, participation in a Schools Music Festival in Melbourne and performances at the two School fetes.

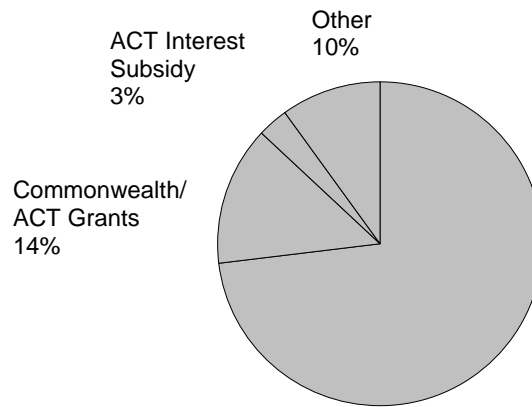
Likely Developments:

1. The 2006 Actions within the strategic plan will begin to be implemented. Outcomes in the areas of curriculum and pastoral care will result in significant changes to current structures.
2. During 2006 a priority refurbishment plan for the boarding house will be developed. The outcome of the plan will be building refurbishments undertaken in 2007, 2008 and 2009.
3. During 2006 a new School Masterplan will be developed for the CGGS estate. This will result in changes to the School facilities over the next twenty years.
4. During 2006 the first group of staff members will complete an appraisal process. The outcome of the process will be an Action Plan for Improvement developed for each staff member. Over the next three years all staff will complete a performance appraisal.

FINANCIAL STATEMENTS — 2005

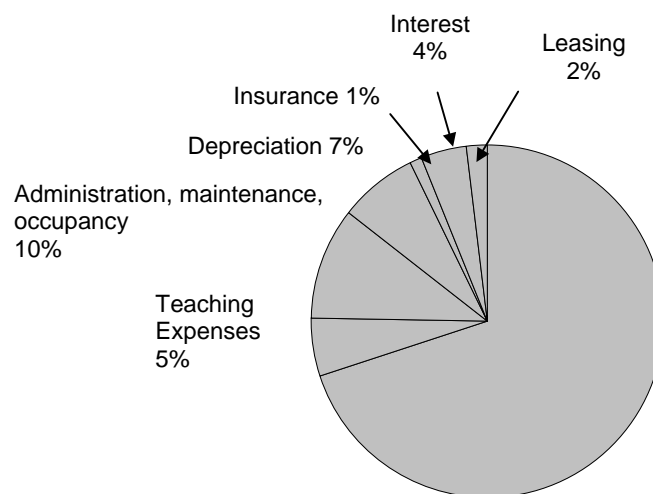
Sources of income: recurrent

TOTAL: \$23,830,611



Expenditure: recurrent

RECURRENT EXPENDITURE: \$22,360,628



Source of income — Recurrent

	2005	2004
Fees	17,443,308	14,969,820
Commonwealth Grants	3,446,749	3,248,906
ACT Interest Subsidy	729,507	574,908
Other	2,211,047	2,020,079
	23,830,611	20,813,713

Expenditure — Recurrent

Salaries	14,934,516	14,151,706
Teaching expenses	1,274,397	1,271,086
Administration, maintenance, occupancy	2,455,333	1,756,342
Depreciation	1,519,807	973,502
Insurance	317,868	284,559
Interest	818,878	651,820
Leasing	406,435	357,605
Other	633,394	622,856
	22,360,628	20,069,476

Ratio

Liquidity	.88:1	1.02:1
Debit/equity	.25:1	.81:1

No. of students	1,446	1,471
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No. of staff	205	205
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STATEMENT OF RECOGNISED INCOME AND EXPENSE

	2005	2004
	\$000	\$000
Gain on property revaluation	24,281	-
Surplus for the period	1,470	744
Total recognized income and expense for the period	25,751	744

BALANCE SHEET

	2005	2004
	\$000	\$000
Current assets	3,375	3,692
Non-current assets	47,904	21,657
Total assets	51,279	25,349
Current liabilities	3,812	3,623
Non-current liabilities	10,215	10,225
Total liabilities	14,027	13,848
Net assets	37,252	11,501
Equity	37,252	11,501

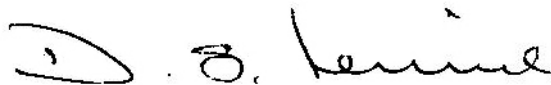
LIQUIDITY STATUS

In accordance with Part 6, Section 16 of the Finance and Annual Report Ordinance 2004, Canberra Girls' Grammar School wishes to confirm the following:

1. It is able to pay its debts as and when they fall due.
2. Adequate provision has been made, including provision for employee entitlements.
3. Trade creditors are paid in accordance with normal trading terms.
4. All dealings with real and personal property have been consistent with the trusts on which property is held.
5. Appropriate types and levels of insurance cover are held.
6. Satisfactory levels of internal control are maintained.
7. No matters have arisen since the end of the financial year that will have a significant effect on the School.
8. The annual financial reports have been presented and have been received and adopted by the members.



Signed



Signed

Independent audit report to the trustee of Canberra Girls' Grammar School Property Trust

Scope

The financial report and directors of the trustee company's responsibility

The financial report comprises the balance sheet, income statement, cash flow statement, statement of recognised income and expense, a summary of significant accounting policies and other explanatory notes and the directors of the trustee company's declaration for Canberra Girls' Grammar School Property Trust for the financial year ended 31 December 2005 as set out on pages 3 to 26.

The directors of the trustee company are responsible for the preparation and fair presentation of the financial report in accordance with Accounting Standards in Australia and the trust deed. This includes responsibility for the maintenance of adequate financial records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

Audit approach

We have conducted an independent audit of the financial report in order to express an opinion on it to the trustee. Our audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance whether the financial report is free of material misstatement. The nature of an audit is influenced by factors such as the use of professional judgement, selective testing, the inherent limitations of internal controls, and the availability of persuasive rather than conclusive evidence. Therefore, an audit cannot guarantee that all material misstatements have been detected.

We performed procedures to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with Accounting Standards in Australia and the trust deed so as to present a view which is consistent with our understanding of the trust's financial position, the results of its operations, its changes in equity and its cash flows.

Our procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates made by the directors of the trustee company.

While we considered the effectiveness of management's internal controls over financial reporting when determining the nature and extent of our procedures, our audit was not designed to provide assurance on internal controls.

The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In our opinion, the financial report of Canberra Girls' Grammar School Property Trust presents fairly in accordance with applicable Accounting Standards in Australia and the trust deed, the trust's financial position as at 31 December 2005 and the results of its operations, its changes in equity and its cash flows for the year ended on that date.

Deloitte Touche Tohmatsu

DELOITTE TOUCHE TOHMATSU

D. Black

David Black
Partner
Chartered Accountants
Canberra, 26 April 2006