Principal’s foreword

Introduction

The school’s Annual Report provides a snapshot of significant developments over the 2011 school year. It also presents broad information about the school environment, the curriculum and extra curricular programs, student learning outcomes and the school’s workforce. The document can be obtained on the school website and in hard copy from the office.

School progress towards its goals in 2011

Curriculum

Senior School

✓ 80% of students received a Queensland Certificate of Education – a 20% improvement.
✓ 85% of students exited with one or more VET (Vocational Education and Training) qualifications or a SAT (School Based Apprenticeship or Traineeship) – 14% improvement.
✓ 95% of students completed or were completing a SAT or were awarded a QCE or a VET qualification – a 15% improvement.
✓ The newly introduced GAGAL Pre-trade Program in Engineering saw three students obtaining full time apprenticeships, one continuing with a SAT and another gaining full time employment.
✓ Three students successfully completed university courses through the Central Queensland University SUN (Start University Now) program.
✓ The inaugural group of 16 Year 11 students commenced the new trade training program in the Engineering Training Centre.

Junior School

✓ The school is classified as an Asian Learning Centre. In 2011, a highly successful Japanese immersion program was introduced for Year 8 students.
✓ The Excellence Program for Year 8 students was introduced. Over 30 students participated in this program which involved selecting a project that had a significant academic challenge, working with a teacher mentor and them showcasing the completed project at a special function where parents were invited to view the work.
✓ NAPLAN results continue to improve. Results in numeracy have improved significantly and now rank as being statistically similar to the nation. In Reading, Spelling, Grammar and Punctuation, the school improvement was higher than the overall Australian improvement. As well, there has been a significant improvement in the upper two bands in all areas.

Infrastructure

Concept plans were developed for a makeover of the Arts outdoor area.

Student Welfare

A record number of Year 12 students applied for Senior Mentor positions. The role has developed substantially since it was implemented in 2010. Senior mentors are assigned to Year 8 classes and perform a support role for the students and the form teacher.

Professional Development

There was a strong involvement in the professional development programs offered to assist teachers in implementing the new Australian Curriculum in English, Mathematics and Science for 2012.

Technology

The school completed installation of interactive white boards which are now a standard classroom feature. In 2011, wireless connectivity was installed throughout the school.

At the end of 2011, the school received 398 laptop computers which was the start of the one to one laptop roll out funded by the Federal Government’s National Secondary Schools Computer fund.
Future outlook

Significant focus Areas for 2012

Curriculum
✓ Implementation of national curriculums in Science, Mathematics, History and English
✓ Continued development of an Asian Learning Centre
✓ Continued improvement of NAPLAN results
✓ Further development of an e-Learning environment
✓ Implementation plan for Year 7 moving into Junior Secondary in 2015
✓ Extension of the Engineering Training Program to include Year 11 and Year 12 students

Continued Improvement of Results in Key Areas:
✓ Senior School qualifications – QCE completion, OP results, VET qualifications
✓ NAPLAN
✓ Indigenous student results

Extra Curricular
✓ Further development of the Excellence Program to include Year 8 and Year 9 students

Professional Development
✓ Implementation of the Developing Performance Framework for all staff
✓ Joan Dalton workshops for Heads of Department on differentiated teaching strategies
✓ Joan Dalton workshop for year co-ordinators on leadership.

Student Welfare
✓ Continue to develop a broad range of programs for Indigenous students which focus on improving academic performance, culture, attendance, leadership, wellbeing and transition to work and further education
✓ Develop a new leadership induction program for the student leadership team.

Technology
✓ Commence the roll out of the one to one computer program with laptops being issued to Year 9 and Year 12 students
✓ Install the band width upgrade that was approved at the end of 2011.

Facilities
✓ Official opening of the Engineering Training Centre and the LOTE and Agricultural Science Centre
✓ Commence work on the outdoor Arts precinct.

School Improvement
✓ Continue to develop the processes aimed at improving student performance
  o Setting targets
  o School wide analysis and response to data
  o Professional conversations
  o Explicit teaching practices
  o Differentiated teaching strategies.
School Profile

At Rockhampton State High School, we value the three Rs

✓ Respect for self and others
✓ Respect for learning
✓ Respect for the environment

These are the values that are central to the school community and the culture of the school. The school’s web site www.rockhampshs.eq.edu.au provides comprehensive information on the curriculum, student services, management and procedural issues, policies and information directories. A hard copy is available on request from our General Office.

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1009</td>
<td>486</td>
<td>523</td>
<td>88%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Approximately twelve per cent of our students are Indigenous and the local clan is the Darumbal people. In addition to Rockhampton based students, approximately 20% of students also travel by bus from the communities around Gracemere, Bouldercombe, Bajool, Ridgelands and Stanwell. These communities are a mix of urban and rural lifestyles.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>18.8</td>
</tr>
<tr>
<td>All Classes</td>
<td>21.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>394</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>38</td>
</tr>
<tr>
<td>Exclusions</td>
<td>9</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Rockhampton State High School believes that all students, teachers and members of the school community have a right to learn, to teach and to work in a safe, supportive and orderly environment.

The school’s Responsible Behaviour Plan promotes positive behaviours for students and also clearly outlines the consequences for unacceptable behaviour.
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Junior Curriculum

A unitised curriculum allows each student to design his/her own course of study. In Semester two, Year 8 students design their course of study around the eight Key Learning areas – English, Maths, Study of Society and the Environment, Science, Health and Physical Education, Languages other than English, The Arts and Technology. In 2011, a Japanese immersion program was introduced for Year 8 students.

Senior Curriculum

The senior curriculum offers the range and diversity of subjects that provide students with the prerequisites for all of the professional tertiary courses as well as the skills for a comprehensive suite of vocations. There are over thirty subjects in the senior curriculum.

A significant number of students are enrolled in school based apprenticeships and traineeships. Many of the students are required to be at a workplace or TAFE for one day or more a week. To help vocational education students manage their time commitments for their subjects, the school has a "no new work day" policy every Wednesday for senior students. In 2011, the first cohort of students commenced their special trade training program in the newly established Engineering Training Centre.

Other curriculum features from Year 8 – Year 12

Agricultural courses are offered in the junior and senior school. The school is fortunate to have its own farm on the school site. It has prize winning Braham Stud cattle, market gardens, hydroponics facilities and an extensive collection of farm machinery.

Extra curricular activities

The School’s Extra Curricular Program

Rockhampton State High School's extra curricular program provides outstanding opportunities for students to develop their talents and skills and they are actively encouraged to be involved.

Some of the activities include:

- Instrumental music program
- Bands and choirs
- Highly professional school musicals performed at the Pilbeam Theatre. The school has been producing musicals for over 60 years.
- A highly respected Australian Air Force Cadets 227 Squadron
- Very active sporting involvement with wide participation in district and state sport
- A Cultural Rugby League exchange between Rockhampton State High School and the Outwood Grange College, Wakefield, in West Yorkshire, England. Two of our students were guests of the College as part of a three month rugby league tour in England and two English players enrolled in our school for term three.
- Rotary Quiz
- Maths/English/Science Competitions
- Keyboarding Competitions
- Minister's Art Awards
- A large range of sport e.g. three football codes, netball, basketball, swimming
- Debating
- Showing Braham Stud cattle
- Horse Australia
- Dance performances
- Ski Trip
- Collections for charity
- Tour de Chaplain
- Breakfast Club
- Maths Team Challenge
- Pierre de Coubertain Award
- Rockhampton District Representative Sport
- Ecoman
- Business Plan Competition
- Mooting
- Academic and Talent Aspirations Program for Aboriginal and Torres Strait Islander Students
- Special Education Unit Celebration evening
- Year 8 Camp
- Year 11 Leadership Camp
- Student Leadership program which includes a prefect system, student mentors and sports house captains
- Organised lunchtime activities
How Information and Communication Technologies are used to assist learning

The school has a strong focus on developing an eLearning environment. Funding from the National Secondary School Computer Fund will result in a 1:1 student to computer access for every student from Year 9 to Year 12. Recent refurbishments of classrooms as well as new buildings have substantially increased the capacity for greater computer usage. In 2011, wireless connectivity was installed throughout the school.

At the beginning of 2009, there were two interactive white boards in the school. By the end of 2011, there were over fifty. The school’s professional development program is heavily orientated around teaching strategies that enhance the usage of digital technologies.

All students are taught the basics about Microsoft Office programs which include word processing, spreadsheeting, use of data bases, powerpoint, electronic communications and how to effectively use the Internet.

With greatly improved access to digital technologies, students are able to use technology in nearly every subject for research, problem solving, presentations, processing and organising information, networking and assignments.

More specific subjects specialise in other applications such as CAD (graphics), computer animations, video editing, Audacity (music compositions), web design, robotics, Data Logging, foreign language conversions and remedial learning programs.

Social climate

The school has a wide range of student developmental and support programs and a number of support personnel who offer individual assistance.

Some programs include:
- ✓ FEET First (FEET stands for Full Employment, Education or Training) which aims to secure a full time position in employment, education or further training for Year 12 school leavers.
- ✓ Breakfast Club which provides a free breakfast twice weekly.
- ✓ Programs which focus on strategies that maximise achievements for Indigenous students. Rockhampton State High is a Stronger, Smarter Learning community Hub School and is a member of the Dare to Lead coalition.
- ✓ Student leadership programs which include a prefect system, sports house captains and senior mentors.

Support personnel include:
- ✓ Form teachers
- ✓ Year Co-ordinators (two per year level)
- ✓ Guidance Officer
- ✓ Youth Worker
- ✓ School Based Police Officer
- ✓ Community Education Counsellor (Indigenous)
- ✓ Indigenous Teacher Aides
- ✓ Employment and Training Co-ordinator (Indigenous)
- ✓ Nurse
- ✓ Chaplain
- ✓ FEET First Co-ordinator
- ✓ Special Education Staff

The school’s Anti-Bullying policy was recently rewritten with input from students, teachers and the School Based Police Officer. The prefacing statement of the policy reflects the school’s position on bullying. It reads:

“Our pledge to you is that if you are bullied, we will listen and act”

The Policy clearly outlines:
- ✓ What constitutes bullying
- ✓ The strategies a student can utilize to deal with bullying
- ✓ The process the school has developed to respond quickly to reported incidents of bullying.

A new strategy for addressing bullying is the serving of a red or yellow STOP BULLYING/HARASSING ME card on the perpetrator under the supervision of the School Based Police Officer. Once a perpetrator is listed on the school’s bullying register, a number of actions follow which include mediations and consequences.
Parent, student and teacher satisfaction with the school

The teaching and learning programs as well as the policies and procedures of the school have substantial support from parents, students and staff.

Parents were most positive in their responses to the questions in the area of Student Outcomes and about 70% of students responded similarly. There has been a significant increase in the percentage of student and parent satisfaction with the school.

Over 90% of the staff reported that they have a good working relationship with other staff and get on well with the students in the school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>69%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>68%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

How parents can get involved

Parents are actively encouraged to meet with our teachers at parent teacher evenings (once a semester) to discuss the progress of their children. It is an opportunity to establish a contact that will hopefully remain open throughout the year.

Parents should always feel free to contact teachers, the guidance officer or members of the administration if there are any issues of concern. Year Co-ordinators are another important group of people who are responsible for the welfare of students and they work closely with parents. Each year level has two year co-ordinators.

Reducing the school’s environmental footprint

We are trialling a solar hot water panel to decrease our electricity bill. Timers on air conditioning units have been effective in reducing the usage of air conditioning.

The school has introduced a recycling program for green waste items.

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>665,077</td>
<td>43,131</td>
</tr>
<tr>
<td>2010</td>
<td>663,165</td>
<td>80,404</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>0%</td>
<td>-46%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $33,350.

The major professional development initiatives are as follows:
- QSA subject workshops
- Interactive White Board workshops
- Access analysis and interpretation of NAPLAN Data
- Stronger, Smarter Learning Workshops
- QSA workshops on the new Australian Curriculum
- Sports Coaching workshops
- QSA moderation panel meetings
- QSA SAS moderation
- Beginning Teachers Workshops
- C2C workshops
- Cert IV in Training and Assessment

The involvement of the teaching staff in professional development activities during 2011 was 92%.
Our school at a glance

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/

To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>'

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting “School finances” in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>91%</td>
</tr>
<tr>
<td>Year 9</td>
<td>89%</td>
</tr>
<tr>
<td>Year 10</td>
<td>87%</td>
</tr>
<tr>
<td>Year 11</td>
<td>90%</td>
</tr>
<tr>
<td>Year 12</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Each day, rolls are marked during form class at the beginning of the day and for each lesson.

If a student is absent for a particular class but has been marked present for other classes, either the class teacher or a Student Services staff member contacts the parents. Year level co-ordinators receive data on a daily basis about students who have been absent for particular lessons and follow up with parent contact.

Each week, a Deputy Principal obtains data on student absences and sends a letter home for those students who have been absent for three or more days. Year Co-ordinators follow up with students who have been absent for one or two days.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the MySchool website with the following “Find a school” text box.

Find a school

Search by school name

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select<GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

Attendance - The attendance gap between Indigenous and non Indigenous students for 2011 was 2.9% compared with 4.5% in 2010. The overall attendance rate for Indigenous students from 2009-2011 has increased by 2.5%. Between February 2010 and October 2011, the percentage of Indigenous students with attendance rates over 90% increased in each year level by the following amounts Yr 8 - 3%, Yr 9 – 5%, Yr10 – 32%, Yr11 – 15%, Yr12 – 62%. There are complex issues associated with the attendance of Indigenous students including the difficulties of tracking students. Our support programs continue to focus on strategies that aim to improve attendance.

Attainment - From 2008 -2011, there has been a 26% increase in students exiting with VET qualifications. In term 1, 2010, Indigenous students collectively passed 53% of their subjects with each student studying six subjects. This improved to 71% in term 4, 2011

Retention – The apparent retention gap for 2011 was 24%.

Apparent retention rates Year 10 to Year 12.

70%

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort of 2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement</td>
<td>146</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>46</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship</td>
<td>16</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications</td>
<td>127</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above</td>
<td>71</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>118</td>
</tr>
<tr>
<td>Number of students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD</td>
<td>57%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Position Bands (OP)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in each Band for OP 1 to 25.</td>
<td></td>
</tr>
<tr>
<td>OP 1-5</td>
<td>OP 6-10</td>
</tr>
<tr>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Educational Training qualification (VET)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded certificates under the Australian Qualification Framework (AQF).</td>
<td></td>
</tr>
<tr>
<td>Certificate I</td>
<td>Certificate II</td>
</tr>
<tr>
<td>103</td>
<td>64</td>
</tr>
</tbody>
</table>

- Work Education
- Rural Operations
- Engineering
- Business

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The majority of students who leave before completing Year 12 are entering employment or enrolling in TAFE.

The school’s FEET First program (Full employment, education or training) has a specific aim of ensuring that no student enters unemployment. The school employs a full time FEET First coordinator and a part time assistant to develop the programs that prepare students for work readiness and to provide the opportunities that will enhance employment prospects. FEET First relies heavily on strong alliances with local industry and training organisations for the placement of students in training positions, part time and full time employment.