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## Principal's foreword

### Introduction

North Rockhampton State High School commenced 2005 with a significantly increased enrolment, and some strategic planning was initiated to respond to the changing structure of the school and its student population. A significant behaviour management review undertaken in 2005 resulted in the implementation of the Responsible Thinking Process from the beginning of the 2006 school year.

The need to establish and nurture closer relationships with local associate primary schools was a priority for the school, and developments in the latter half of 2005 in transition and curriculum reflected this priority. This has become an ongoing goal for the school's future operations within the North Rockhampton cluster of schools.

A Triennial School Review process, commenced in late 2005, revealed the need for an improved public image for the school within its community, as well as the need for ongoing curriculum renewal in both the middle and senior phases of learning. Raising expectations for all members of the school within a framework of identified school beliefs is a necessary feature of modern school life at North Rockhampton High.

The very diversity of this school provided unlimited opportunities to provide programs of high interest and authenticity. A revised curriculum structure in ensuing years will be responsive to this diversity, and in the senior phase of learning, variable pathways for students will be constantly accommodated. The H.I.A. project, which commenced in 2005 for senior construction students, is an excellent example of the possibilities for learning under a more flexible model.

### Highlights

- North Rockhampton State High School continues to provide opportunities for students to perform at the highest curriculum levels: Notably:
- One year 12 student was awarded the TJ Ryan award for outstanding academic and leadership qualities
- One year 12 student was awarded the Prime-Minister's award for the highest achievement by a Queensland school student in vocational education.
- Our junior school team ('Just Go Fast Racing Team') was placed first in Queensland and represented the state in the School Innovation and Design Challenge for C02-powered computer designed and engineered models.
- The joint project between the Housing Industry Association, Rockhampton City Council, Glenmore State High School and North Rockhampton State High School provided excellent opportunities for students in Year 11 to participate in a structured work placement program involving the restoration of the Curator's cottage at the Rockhampton Botanical Gardens.
- In the co-curricular areas, the richness of the broader school program has been exemplified by:
- State champion teams in Softball and Hockey
- >20 state & national sporting representatives
- Student excellence demonstrated in the North Keppel Art project
- Ongoing quality of the school Instrumental music program, with one student awarded a M.O.S.T. scholarship in percussion
- Nationally recognised Senior Tourism program



### Key outcomes and goals achieved

- The school committed itself to the review and subsequent planning for a new approach to Behaviour Management the Responsible Thinking Process. The process was implemented in January, 2006, and is already achieving its goal of maximizing classroom learning opportunity for students, as well as providing consistency across all classrooms. This initial success of RTP has been due to the thoroughness and inclusiveness of the developmental process of 2005.
- The growing emphasis on the middle phase learner and transition was reflected in a range of successful programs conducted in 2005 and linked with 2006. These included:
  - 'Jumping the Fence' strategic cluster initiative for secondary and primary staff
  - Peer mentoring program involving year 9 students working with year students from associate schools
  - Newly defined transition program, with closer liaison between cluster schools, Class selection processes for year 8, SEU contact
  - Indigenous mentoring program
- Strategic development of the senior phase agenda, with capacity building in SAT program, Career Links & CAP training involvement, TAFE alliances etc. Successful semester 6 transition program operating for year 10 students.

### Future outlook

North Rockhampton State High School will utilize strategies outlined through its Triennial School Review process to further develop its capacity and reputation as a quality school.

Four identified areas of action for 2006 and beyond are:

- Curriculum Renewal (developing more flexibility in both structure and offerings for students at all levels)
- Quality Teaching and Learning (including a new literacy strategy, ICT development & enterprise education)
- Positive Promotion and Partnerships (involving improved community links, school of excellence concept through the S.T.E.P. program in hockey, instrumental music program, improved public relations)
- Supportive School Environment (allowing for continued successful implementation of RTP, Code of Conduct, & Healthy Schools program.)

A key aim for the future is to identify and promote the distinctive qualities of North Rockhampton High students, and the program that they undertake, within the broader Rockhampton community. This school has a proud history and record of achievement, and with the Jubilee year of 2006, this success will be fostered and enhanced.



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## Our school at a glance

### School Profile

North Rockhampton State High School is a co-educational school situated in the centre of the North Rockhampton geographical area. The school commenced 2006 with an enrolment of 1047 students on site, and a further 31 at the "Full Service School" attached at the Canning St site. This enrolment was a decline on the 2005 figure (1124), but more consistent with trend data over previous years. The school can expect moderate enrolment growth in the short term.

The school has a large and experienced staff with currently 82 teachers and over 40 ancillary staff.

The school has adopted a faculty approach, with 11 Heads of Department and Head of Special Education Services.

In 2005, a workplace reform created a third deputy principal position to assist in management and developmental programs such as RTP and transition strategies.

The school has an indigenous population of 15% of the total group, increasing from 13 % in 2005

Associate primary schools include Mt Archer, Frenchville, Berserker St & Lakes Creek. In 2006, 56% of year 7 students from these schools attended North Rockhampton State High School.

The school's Special Education Unit is growing rapidly, with numbers of students outstripping the facilities available. This area is of high priority in the school's future strategic planning.

The school occupies a large site, with 18 buildings in two 'precincts'. The substantial performing arts precinct was built in 2001 through the secondary school renewal program. Other buildings have been constructed over the 50 year life of the school, and reflect a range of architectural trends. All but two of the teaching blocks are networked to an efficient and substantial computer installation, which has received a significant upgrade in the period 2005-6. A multi-purpose hall, performing arts auditorium, sporting fields and facilities add to the flexibility of programs offered within the school.

### Curriculum offerings

North Rockhampton State High School offers a broad range of subjects for students in the middle and senior phases of learning.

The senior school offers 28 authority subjects, 17 authority-registered subjects & 3 stand alone VET subjects

The middle school offers 21 subjects across the 8 KLAs

A large Special Education Unit accommodates the program needs of approx. 60 students, with a range of modified and alternative programs

Expansion in senior VET is currently underway, with the Tourism program leading the way. NRSHS has until 2006 been the only Australian school to offer Cert. III in tourism.

Ongoing development of Information Communication and Technologies is reflecting in growing levels of competence by both students and staff. In the school opinion survey (2005) only 2.9% of students were dissatisfied with "...the way computer technology was used for learning at the school"

Improved infrastructure and budget allocation to the I.T. area will see this agenda further enhanced in the school.

### Social climate

The school provides a network of support for the social and emotional well-being of its students.

Guidance Officer, Chaplain, Youth Worker, Year Coordinators, School-Based Youth Health Nurse, School-Based Police Officer, Special Education staff, Community Education Counsellor, visiting Behaviour Management staff, HOD- Student Support and senior administrative staff form part of this network within the school.

- The RTP process provides avenues for direct team intervention with student issues. (Student Assistance Meetings)
- Anti-bullying processes are articulated through the school's Anti-Bullying policy. Guidance Officer, Year Coordinators and Administration are closely involved in eliminating bullying within the school. Indigenous students are directly supported through the Community Education Counsellor, and the Deputy Principal who manages this program.



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### Parents and the community

The school has an effective P & C Association and School Council, with the latter adopting a more strategic approach to school development. The School Council provided valuable feed-back in the development of the School Partnership Agreement 2006-8, recently completed.

In 2005, the school reported formally to parents on student progress on 4 occasions, with parent-teacher interviews occurring in each semester. Fortnightly newsletters assist in keeping parents up to date with school achievements and priorities. S.A.M. meetings through the Responsible Thinking Process have proved successful in developing a unified parent/teacher strategy for dealing with behaviourally challenging students.

A strong volunteers' network covering curricular and co-curricular activities is recognised annually through a Volunteers' Presentation Evening.

The school links closely with the community through the joint use of school facilities for sporting, cultural and other activities. 2005 saw the adoption of the school assembly hall as the evening venue for the Rockhampton Indoor Hockey Association. The school newsletter provides opportunities for community groups to advertise community events and programs.

Parent School Opinion Survey Data reflects satisfaction with the school and its programs.

"That this is a good a school"	73% satisfied
" With the variety of school activities available"	89% satisfied
" That the school makes you feel welcome"	78% satisfied



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### Key outcomes in the senior years

Apparent retention rates Year 8 to Year 12	2005
Year 12 student enrolment as a percentage of their Year 8 enrolment cohort.	73.2%

Outcomes for our Year 12 Cohort of 2005	
Total Number of Senior Certificates awarded in 2005	151
Percentage of OP-eligible students with OP 1-15	64%
Percentage of students awarded Senior Certificates and awarded a VET qualification	44%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	77%
Percentage of QTAC Applicants receiving an offer	98%

At the time of publishing this Annual Report, the results of the 2005 Year 12 post-schools destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be on our website as soon as it is received.



## Our staff profile

### Professional engagement in 2005

Priorities for the professional development of staff in 2005 included:

- Training in Responsible Thinking Process for all staff
- Middle phase approaches
- First aid qualifications for ancillary staff
- New Q.S.A. syllabus implementation
- Industry currency for authority-registered subjects e.g. Tourism
- Non-violent Crisis Intervention for SEU staff
- Responding to the needs of students with Autism
- TAFE program for cleaning staff

The school has an experienced and well-qualified workforce which can accommodate the diverse needs of all students.

- These skills extend across the academic and vocational areas, as demonstrated by the achievements of students in 2005.



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