


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## North Rockhampton State High School (2041)

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### Principal's foreword

#### Introduction

NRHS commenced 2010 with an enrolment of 966 students and approximately 140 staff.

The middle school curriculum (Yr 8 & 9) has a focus on the 3R's of Rigor (Academic Depth) Relevance (Real Life) and Relationships (Social Skills) with a focus on real life curriculum. At North Rockhampton High School we believe that the capacity for respect (of ourselves, others & the environment), excellence (high standards), responsibility (teamwork & leadership) and learning (critical, creative and reflective thought) are uniquely human attributes for young people to reach their full potential as contributing citizens.

Our curriculum recognises the importance of traditional learnings grounded in a strong academic foundation. An ethics program underpinned by clear values runs from Year 8 – 12.

The Northside cluster of primary partner schools have established a transition with the high school. Enrichment afternoons are offered to our Year 6 & 7 students to prepare potential future students for the high school experience. The STEP sporting extension programs have full attendance and the students have had the opportunity to be tutored by local, State and National sporting experts in the areas of hockey and football.

The instrumental bands have won awards and have been a strong focus of the school. Our new gifted classes have made a strong impression in the local community.

Our purpose of developing each child's potential is reflected in the individual interviews where students set their own goals and are case managed through the process of the SET PLAN learning plan in Year 10 and the QCE interviews in Year 11 & 12. In Year 8 & 9 students set their learning goals through the ethics program.

Academically we have many success stories and a range of competition wins in Science, Maths and English, Tourism and Japanese.

NRHS has framed its preferred future around five (5) ambitions to allow us to move forward towards our vision. The five (5) goals are: 1. Positive behaviour culture, 2. Productive relationships and partnerships, 3. Whole school teamwork and leadership building, 4. Rich contemporary learning, and 5. Enhanced school image and pride.

We are sharing the scope of our report and progress with the school community through our school council, P & C, student leaders, and staff meetings.

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## North Rockhampton State High School (2041)

### School progress towards its goals in 2010

**Positive shift in behaviour culture:** We want to develop students social skills so that they can relate well to a range of others. Two years into implementing SWPB practices. Identified the list of expectations for the classroom, exiting school and lunch hour. We have embedded these expectations to all year levels for all teachers in the three (3) areas of the school.

**Productive relationships and partnerships:** We want to sustain caring professional relationships and partnerships to maximize learning outcomes. Created strong partnership with the local university through SUN program and student teachers. Established strong community partnerships through the QMEA initiative. Our anti-bullying programs are incorporated into our ethics program. Resilience training, anger management sessions, and conflict management is available to build relationships between students when intervention is required.

**Whole school teamwork and leadership:** We want to develop consistent whole school cohesive practices where everyone is a leader and team player. All staff have taken up an extracurricular leadership and a team role in regard to e-learning, GEM, coaching, literacy and behaviour mentors.

**Rich contemporary learning:** We want to create rich contemporary learning in the classroom to engage all students. 2011 will focus on a guest speaker to raise awareness of teaching delivery for contemporary pedagogy for new kids in new times in 2010 the whole school literacy plan and NAPLAN test wise program was embedded into classroom routine. E-learning mentors led their faculties through professional development to build capacity in teachers confidence with new technologies. Staff explored contemporary learning spaces to prepare for classroom upgrades.

**Quality school image and pride:** We want to be seen as an excellent school in the community where students and teachers are proud to be.

### Future outlook

In 2011 we will have four new priorities. Our priorities are:

- (a) Gifted practices/classes for academic excellence. Engaging academic students in high order thinking and academically intellectual, problematic, creative curriculum, to maximise students opportunity for OP 1 – 15.
- (b) Reading comprehension: Reading is vital to the success of the learner. Grammar and spelling is taught through reading.
- (c) Measuring distance travelled Every teacher is tracking a class in year 8 or 9 to show distance travelled. Teachers will set their students an individual academic goal and provide feedback every 5 weeks.
- (d) Good manners (including anti-bullying) Good manners is at the heart of successful personal achievements at school and in life. We will work towards anti-bullying programs based on the latest research.

Every teacher has a goal and target with the aim of increasing pass rates, the number of As, Bs and literacy levels.

The strategic plan is framed around the eight teaching and learning criteria. For detail on the specific goals refer to the strategic plan 2011.

## Our school at a glance

### School Profile

Coeducational

Year levels offered: 8 - 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
934	478	456	79%

### Characteristics of the student body:

17% indigenous students

2% Vietnamese students

Diverse variety of students with a mixture of main stream middle class and working class families.

Well rounded coastal city/country young people.

Large pocket of academic students.

Two Year 8 academic gifted students classes.

6% special needs students.

### Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 8 – Year 10	19	99%	98%	1%	1%
Year 11 – Year 12	14	100%	96%	4%	0%
All Classes	17	99%	97%	2%	1%

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	332
Long Suspensions - 6 to 20 days	48
Exclusions	2
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

#### Our distinctive curriculum offerings

Year 8 – 12 individual learning profiles – setting goals for each student

Year 8-12 ethics program underpinned by school and Australian values

Year 8 – 9 middle school set curriculum with some electives for students to experience KLAs. Students set their goals for their future pathways in the ethics program.

Year 10 is a preparation for senior schooling and a revision of middle schooling learning. Students have a SET PLAN interview with their parents to set their individual learning goals.

Year 11/12 students can tailor their career pathway to prepare for university or their chosen vocation. Students have QCE interviews to set their learning goals. Each student is expected to exit with 20 QCE points. Strong instrumental music program.

28 authority subjects are offered in the senior school which prepare students for university. Our subject selection includes: Maths A,B,C, Drama, Music, Music extension, Legal studies, Physics, Chemistry, Economics, History and many more.

A large range of VET subjects with CERT 1,2 & 3 are offered. Vet courses prepare students for work ethic and include: Marine Practices, Hospitality, Tourism, Building and Construction, Furnishing, Engineering, Fitness, Information Technology, Workplace Education, and Early Childhood.

#### Extra curricula activities

Instrumental music program offers music tutorials and band experience

STEPS sports program offers extension work with athletically gifted students

Every second year the school offers participation in the school musical

Music recitals in evening for gifted music students

Theatre play outs for gifted drama students

Academic competitions in Science, maths and English

Working cafe for hospitality students to gain work experience

Extension Year 8 classes for gifted academic students

Robotics curriculum

C02 Car Racing curriculum

#### How Information and Communication Technologies are used to assist learning

North Rockhampton High has redesigned 37 classrooms to incorporate e-learning as a focus in classroom instruction. Each faculty team has a trained e-learning staff member to support and build capacity in the teaching staff to teach confidently with new technologies. The school library has two (2) SMART classrooms and we have 15 new SMART boards throughout the school in each faculty block. Staff have been inducted in training covering various e-learning skills and will have a data outlet for their own lap tops in the classrooms. Students will have the choice of traditional computer labs and mobile lap top trolleys or charge lap top cupboards to access technology in the classroom. A variety of contemporary learning spaces are being explored (reading lounges, mobile furniture) and contemporary pedagogical teaching and learning practices based on John Josephs emotional rooms and world views. ICT is used to assist learning in a number of ways including interface with ICTs in a range of methodologies within flexible spaces.

### Social climate

Our social climate is set around four rules: We are learners. We are respectful. We are responsible. We strive for excellence. The school wide positive behaviour program is built on the philosophy of fair treatment and consistent expectations and rules in all classrooms. The ethics program from Year 8 – 12 is underpinned by the school values and the Australian values. We are committed to school being a safe and happy place of learning.

#### CLASSROOM TEACHER

Class teachers get to know their students very well over the year. Please ask them to assist with any class/homework/personal concerns.

#### TEACHERS OF STUDENTS WITH A DISABILITY AND CASE MANAGERS

These teachers teach students with a disability in the areas of modified English and Maths, modified SOSE and Science and in alternate programs such as Life Skills, Leisure Skills and Work Readiness and other alternate programs according to individual students' particular needs.

#### YEAR CO-ORDINATOR

Year Co-ordinators manage issues relating to students in their year level and co-ordinate year level activities. They are available for individual assistance.

#### HEAD OF DEPARTMENT (HOD)

Heads of Department have expertise especially concerning curriculum and teaching-learning aspects of their subject area.

#### HEAD OF SPECIAL EDUCATION (HOSE)

The Head of Special Education organises programs for students with special needs and learning difficulties and teacher aides to support these students.

#### HEAD OF DEPARTMENT (STUDENT SUPPORT)

This particular Head of Department monitors SWPBS/RTC operations and patterns, co-ordinates support strategies and staff.

#### HEAD OF DEPARTMENT (SENIOR SCHOOLING)

This particular Head of Department can support senior students by arranging alternate pathways, traineeships and apprenticeships for students.

#### COMMUNITY EDUCATION COUNSELLOR (CEC)

Our CEC supports students of Aboriginal or Torres Strait Islander backgrounds and works closely with their families.

#### PRINCIPAL AND DEPUTY PRINCIPALS

The Administration team will assist you in both personal and academic areas. They are responsible for the day to day organisation of the school and policy direction.

#### Anti-bullying

Anti-bullying processes are articulated through the school's Anti-Bullying Policy and School's Responsible Behaviour Plan for Students. Guidance Officer, Year Coordinators, Teachers and Administration are closely involved in eliminating bullying within the school.

## Our school at a glance

### Parent, student and teacher satisfaction with the school

The School Opinion Survey has increased in a majority of all categories including parents, teachers and students. We will continue to work on the areas of dissatisfaction including the physical structures of the school. Future BER funding has addressed this issue with 37 classrooms are being upgraded, three (3) new Science The labs, and one library refit, an application for a hospitality trade centre and increasing computer access for students are all at various completion stages

Parents have been involved in their student's learning pathways including the SET Plan year 10 interviews, the QCE interviews in yr 11 & 12, the two parent teacher interviews after the formal reporting period, communication through the school newsletters, absentee lines and student diaries.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	53%
Percentage of students satisfied that they are getting a good education at school	60%
Percentage of parents/caregivers satisfied with their child's school	60%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	57%
Percentage of staff members satisfied with morale in the school	72%

### Involving parents in their child's education.

A new vision for the P&C has been formed by the new president and members. This involves an increased profile and involvement of parents in volunteer programs and fund raising ventures. Parents are being involved in the individual learning profile interviews when students set their learning goals. We have a wide range of events where parents are invited to enjoy the learning outcomes of students including music recitals and sporting events.

### Reducing the school's environmental footprint

We are energy aware in classrooms. Fans, lights and air conditioners are turned off when we leave the classroom. We re-cycle paper products in a separate collection area.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$189,932	\$122,558	\$0	\$8,220	\$30,400	\$0	\$28,754	640,249	28,258	0
2009	\$167,730	\$104,416	\$0	\$0	\$29,922	\$138	\$33,254	628,944	31,443	0
% change 2009 - 2010	13%	17%	N/A	N/A	2%	-100%	-14%	2%	-10%	N/A

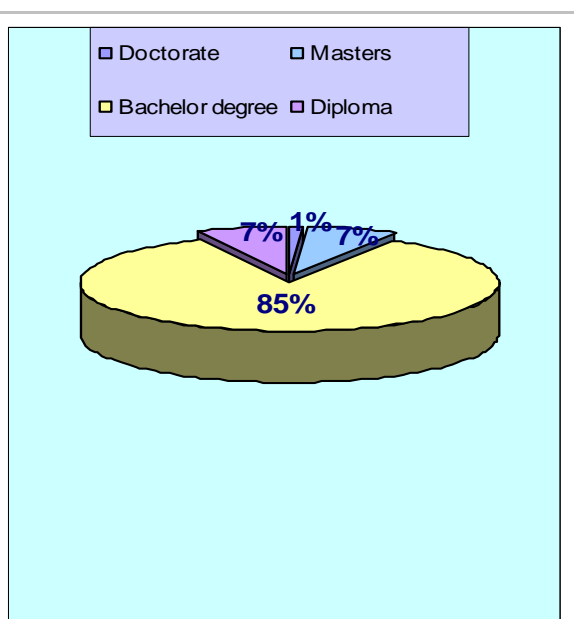
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	86	46	7
Full-time equivalents	82	30	7

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Bachelor degree	73
Diploma	6



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$67 000.00.

The major professional development initiatives are as follows: Each fortnight staff participate in a professional learning community which has included workshops in contemporary pedagogy, e-learning, IT skilling, GEM training, leadership toolkits, conversational coaching, performance reviews, data analysis for improved student outcomes, team work, vision planning, goal setting, literacy across the curriculum, and teaching/learning strategies. Student free days are also devoted to leadership toolkits and subject related training. First year teachers participate in additional training.

The involvement of the teaching staff in professional development activities during 2010 was 100% (as per school records eg child protection, code of conduct, workplace health and safety and induction program).

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 95% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 85%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
N/A							88%	84%	84%	84%	86%

##### 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.

A text message is sent to parents to indicate an absence from home group.

Id Attend software allows teachers to mark the roll each lesson on their lap top. A photograph of the student is profiled and the program allows for a print out summary of absences for each child.

Letters are sent home to parents each semester showing the list of unexplained absences from school.

Teachers follow through truancy as appropriate in line with the truancy policy.

#### Achievement – Closing the Gap

The school has employed a full time CEC indigenous officer to support indigenous students. A number of pro active programs including the butterfly program and re connect programs are available for at risk students. Student tutors are employed to support students with learning and assessment on a one to one basis. Students' attendance is below state average for the indigenous students. An improvement in the closing the gap retention rate was notes for 2010 dropping from 42% to 1% gap size.



### Achievement – Years 3, 5, 7, and 9

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

North Rockhampton High NAPLAN data can be obtained from the My school web site for the specific data. We have a very large standard deviation meaning very high results from our academic students to low results from students with learning difficulties. The school average is just below National average. The academic students who can achieve As in this area do well in this area. The mean is lower than the National average because of the number of students with learning difficulties. To support the academic students we have gifted classes and to support the students with learning difficulties we have a reading program and homework centre. In 2010 the school focus for whole school literacy was on grammar and spelling.

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/>

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

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

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.

## Performance of our students

### Attainment and Achievement – Year 12

#### Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	73%
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#### Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	114
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	4
Number of students receiving an Overall Position (OP).	37
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	85
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	63
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	68
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	59%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	85%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	78%

#### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
1	9	12	12	3

## Performance of our students

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
54	59	7

Certificate 1 courses offered in 2010:

#### Year 10 Courses

- Cert 1 in Work Education
- Cert 1 in Work Readiness
- Cert 1 in Hospitality
- Cert 1 in Business
- Cert 1 in Sport and Recreation
- Cert 1 in Rural Operations

#### Year 11/12 Courses

- Cert 1 in Construction
- Cert 1 in Furnishing
- Cert 1 in Engineering

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 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

A number of students leave in Year 11 and do not return to Year 12, to move to full time work in the mines. Others move out of town as families find work.