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Principal's foreword

Introduction

NRHS commenced 2011 with an enrolment of 960 students and approximately 120 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 learning's 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 at State level and have been a strong focus of the school. Our extended academic classes in year 8 and 9 have achieved high academic outcomes and link with the local university for learning experiences.

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.

Our priorities are reading comprehension, higher order thinking, good manners, feedback, distanced travelled and academic writing. We strive for every child to show distanced travelled each year.

This report is also available through the school if you would like a hard copy.

School progress towards its goals

- (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.
- (e) Higher order thinking: Intellectual rigour is embedded using the CCEs from 8-12. A number of higher order curriculum elements have been identified for explicit teaching. Blooms taxonomy is embedded throughout all subjects.

Every teacher has a goal and target with the aim of increasing pass rates, the number of A's, B's and literacy levels.

Our improvement agenda has a focus on Feedback. FEEDBACK drives improvement to achievement.

Future outlook

Lap tops for all year 9 students in 2012 will be implemented and all year 10 students in 2013 as part of the one to one computer access program.

The Australian curriculum will be implemented in year 2012 for English, Science and Maths. In 2013 this will roll out to History.

In 2012 we will have four new priorities. Our priorities are:

- (f) Higher order thinking:. Extended classes in year 8 and 9 who are academically challenged with higher order rigour and project work with the local university.
- (g) Reading comprehension: Pre and post testing of reading levels. One to one reading tutorship for low level readers.
- (h) 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.
- (i) Good manners (including anti-bullying) Explicitly teaching communication, how to shake hands, how to interact when in conflict, how to answer the telephone.
- (j) Academic writing: A common approach to teaching formal writing skills and keeping bookwork in order will be an emphasis in the coming year.

Key areas 2012: Explicit teaching learning model called FEEDBACK FOR LEARNING – LEARN BY DOING. Students are taught new material by breaking concepts down into steps and repeating new learnings. The I DO, WE DO, YOU DO method of learn by doing follows until a depth of understanding is reached. Feedback protocols are used consistently across the subjects and curriculum.

Our staff profile

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
906	467	439	86

Characteristics of the student body:

17% indigenous students

1% 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.

Year 8 academic gifted students classes.

0.04% special needs students.

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

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	22.8
Year 11 – Year 12	17.8
All Classes	21.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	353
Long Suspensions - 6 to 20 days	50
Exclusions	8
Cancellations of Enrolment	9

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. Strong athlete STEPS academy. Junior High gifted curriculum.

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

Indigenous programs to support indigenous students (Dragonfly & butterfly programs)

Extension Year 8 classes for gifted academic students

Robotics curriculum

E learning ethos embedded in curriculum with access to lap tops/wireless throughout.

C02 Car Racing curriculum

Homework centre after school in library: Tutoring English, Maths & Science

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 20 SMART boards throughout the school in each faculty block. Staff have been inducted in training covering various e-learning skills and have a data outlet for their own lap tops in the classrooms. Students 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 (reading lounges, mobile furniture) are available in the library. Contemporary pedagogical teaching and learning practices based on John Josephs emotional rooms and world views were introduced two years ago. Reading teachers have ipads to engage students with low reading abilities.

Social climate

Our social climate is set around four rules: We are learners. We are respectful. We are responsible. We strive for excellence. The new 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 (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.

SCHOOL BASED NURSE, POLICE OFFICER and CHAPLAIN

Part time police, health nurse, and full time chaplain work as part of the support team.

GIFTED MENTORS

Teachers work with and extend the natural abilities of individual students.

YOUTH WORKER

A Youth worker case managers high needs students to help support their pathway to work or uni.

GUIDANCE OFFICER

A full time guidance officer supports students with career pathways, subject selection and counselling.

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 Programs

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.

Anti-bullying curriculum is embedded throughout the ethics program explicitly teaching sound social skills, resilience, self-confidence, self-awareness, self-reflection and anti-anger programs with the guidance officer and school chaplain.

Parent, student and teacher satisfaction with the school

The School Opinion Survey has increased trend of many categories including parents, teachers and students. We will continue to work on the areas of dissatisfaction including the physical structures of the school. The future BER funding has addressed this issue with 37 classrooms are being upgraded, three (3) new Science labs, and one new 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 students 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

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	50%
Percentage of students satisfied that they are getting a good education at school	59%
Percentage of parents/caregivers satisfied with their child's school	67%
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	67%

DW – Data withheld

Involving parents in their child's education

The P & C has established a four year strategic plan which reflects the priorities of the school. The P & C association have a variety of sub committees which include: tuckshop, fund raising, and uniform. 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.

Indigenous parents are invited to an elder and parent council facilitated by the CEC. Indigenous parents and students have a variety of events throughout the school year including events inviting non – indigenous friends and family with the aim of making school an inviting place. Home visits are part of the CEC role to connect families into the school community.

Our staff profile

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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. The school attempts to reduce energy via a photovoltaic facility.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	567,179	17,171
2010	640,249	28,258
% change 10 - 11	-11%	-39%

North Rockhampton high school is a reef school and environmental curriculum is embedded in the Science and Social Science curriculum. The school has a working green house to grow low water using plants for the grounds. The school participated in the World Environment Day celebrations managed by the Fitzroy River and Coastal catchments Association. The City Council has a partnership with the school to provide an environmental learning space set aside near Moore's Creek.

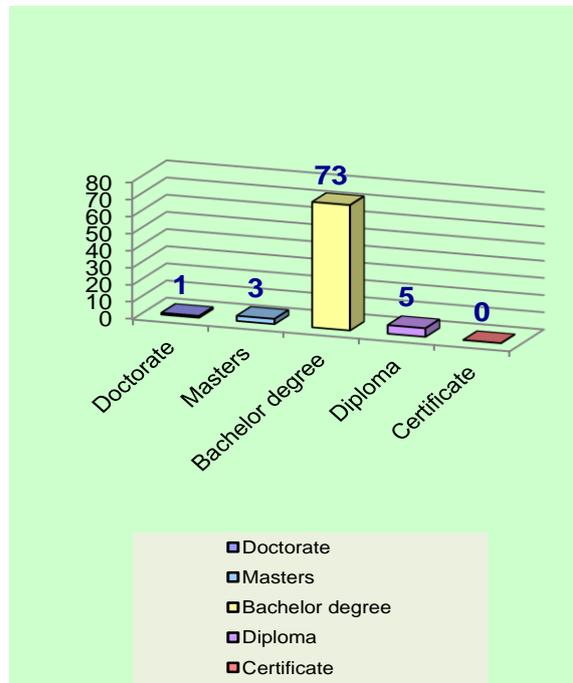
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	82	42	7
Full-time equivalents	77	29	7

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	73
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$30 000.

The major professional development initiatives are as follows:

The topics of workshops undertaken by all teaching staff throughout the year included, differentiation, feedback, reading comprehension, academic writing, self-awareness tools, data analysis, effective teaching methodology, the five pillars of building feedback cultures, change management, explicit teaching of social skills, teaching strategies for teaching gifted children, planning for the Australian curriculum, a range of literacy workshops.

Our staff profile

The leadership teams undertook the following professional development and training: coaching and mentoring, target setting, strategic plan writing, self-awareness, leadership tool kits, and conversational coaching around hard conversations, learning conversations and feedback.

Staff also had the opportunity to apply for attendance to outside training aligned with the school priorities and EQ mandated programs.

All staff members participated in a performance review conversation.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%..

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% 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.

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 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 86%.

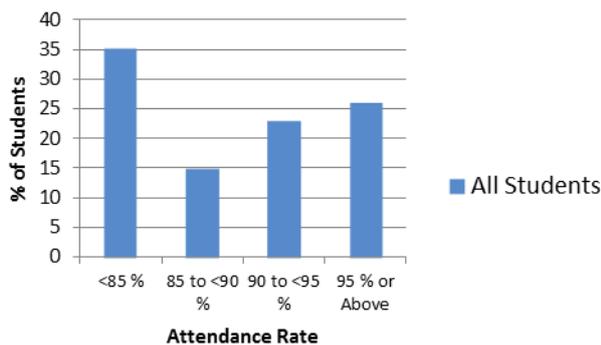
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
88%	83%	83%	87%	87%

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.

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

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. Year coordinators and the associated Deputy Principal follow up with parents and students who are not meeting the compulsory participation policy.

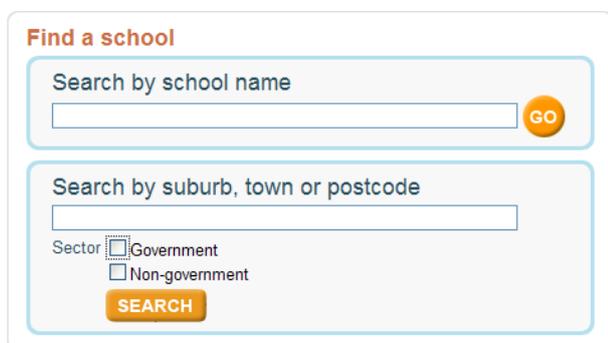
The school-based police officer and CEC follow through with home visits for those students who have a pattern of truancy.

Performance of our students

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 My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a "SEARCH" button.

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

The employment of a full time CEC and her working in conjunction with the SBPO has seen the gap between Indigenous and Non-Indigenous attendance rates fall from 10.7 to 8.4 (2010-2011). The gap between Indigenous and Non-Indigenous apparent retention rate has increased (2010 – 2011) and yet has fallen when compared to 2009. Investigation of the data over the 2008 to 2011 period shows no significant trend and varies significantly from one year to another. The proactive strategies employed by the school, such as individual profiling and determining alternative pathways for the indigenous students, does account for some of the variation within this data over the 2011 time period.

Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 62%

Outcomes for our Year 12 cohort of 2012

Number of students receiving a Senior Statement.	105
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	45
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	17
Number of students awarded one or more Vocational Educational Training qualifications.	94
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	76
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	76
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	67%
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.	90%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	81%

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
5	11	14	11	4

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
84	76	1

Certificate I Courses 2011

Certificate I in Work Readiness

Certificate I in Work Education

Certificate I in Furnishing

Certificate I in Engineering

Certificate I in Sport and Recreation

Certificate I in Hospitality

Certificate I in Information Technology

Certificate I in Business

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 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 destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

North Rockhampton High support students with individual paths in year 10 tailored to their career path. Students who intend going on to further education at university aim for an OP 1-15 and 20 QCE points. The majority of our senior students who aim for full time work complete year 12 and aim for 20 QCE on exit.

Some students who are not obtaining sound academic results opt to exit the school before year 12 ends, to full time work. Most exiting earlier travel to the mines for work or go into the 'get set for work' program which further prepares them further with work ethic and connects them to the work network and work experience. A few students exit with part time work at two venues after the age of 16. A few students exit into TAFE college.