



ROCKHAMPTON GIRLS GRAMMAR SCHOOL

ANNUAL REPORT 2016 (BASED ON 2015 DATA)

SCHOOL PROFILE

Rockhampton Girls Grammar School is one of the original eight Grammar Schools of Queensland. Opening in 1892, Girls Grammar has served and supported the education of girls and young women for over 120 years. The Girls Grammar family experience is dynamic and contemporary, informed by rich traditions and profound values. The School provides independent, non-denominational education for girls from Prep to Year 12 with boarding available from Year 6.

A Girls Grammar education is much more than academic programs and subject offerings. What makes our school special is our people, our culture of mutual respect and open communication and above all, our focus on students being at the centre of learning.

The Girls Grammar Boarding experience fosters friendships for life. Deep bonds are evident in the life-long friendships of past students and in the pride current students feel for their School. We believe that girls will thrive and achieve their best in an environment where they feel secure, valued and affirmed. Independent research consistently demonstrates that girls simply learn better in a single gender environment.

In a technology-rich learning environment Girls Grammar students have the capacity to be independent, global learners. Every student in Years 4 to 12 has her own laptop. The whole campus enjoys wireless internet, every classroom is technology enabled and all staff are resourced to ensure learning can occur anytime, anywhere. Technology also facilitates open and frequent communication with families and allows students access to school resources out of school hours.

Girls Grammar girls have strong role models, abundant leadership opportunities and are not limited by the need to conform to gender stereotypes. Students are challenged to accept responsibility, value differences, to act ethically and to use initiative.

In the Care Program, students have access to a Mentor and live the values at the heart of Girls Grammar. These include: Acceptance, Equity, Openness, Loyalty, Involvement, Responsibility, Creativity, Mutual Respect, Honesty and Independence.

Rockhampton Girls Grammar School offers a breadth of academic programs at all year levels which provide a number of different pathways (OP and non-OP), including School based Traineeships, TAFE courses and SUN courses (Start University Now in conjunction with Central Queensland University). This breadth, together with our small class sizes, provides a capacity for girls to truly flourish.

Our School's size is a positive influencing factor for many families. Every girl has the opportunity to shine and the class sizes ensure that girls are provided with the best possible educational opportunities. Excellent academic results achieved over many years have clearly demonstrated this.

Girls Grammar also provides opportunities for students to participate in a large range of sporting and cultural cocurricular activities. Students from Prep to Year 12 thrive in an environment that encourages increasing independence, resilience, resourcefulness and community contribution. We believe young women should make a positive difference through their actions.

Our mission is to ensure our young women know their strengths and embrace their future with enthusiasm and confidence, equipped with the tools they need to achieve fulfilment and success. The School's motto, established in 1892, 'Non scholae sed vitae, discimus' (Not only for school, but for life we are learning), captures the expectation that students will experience learning at Girls Grammar that they will take with them as they confidently enter their post school lives. 'Learning for Life' is not just a motto at Girls Grammar.

SCHOOL SECTOR

Rockhampton Girls Grammar is an independent boarding school catering for girls.

SCHOOL'S ADDRESS

155 Agnes Street Rockhampton QLD 4700.

TOTAL ENROLMENTS

The school had 321 students enrolled in Prep to Year 12 in 2015 at the August census.

YEAR LEVELS OFFERED

Prep to Year 12.

CO-EDUCATIONAL OR SINGLE SEX

Single sex.

CHARACTERISTICS OF THE STUDENT BODY

| | number | percentage |
|--------------------------|--------|------------|
| Total School | 321 | 100 |
| Primary | 98 | 31 |
| Secondary | 223 | 69 |
| Boarders | 112 | 35 |
| Indigenous | 34 | 11 |
| Students with Disability | 8 | 2 |
| Students on Visas | 8 | 2 |
| Overseas Students | 4 | 1 |

DISTINCTIVE CURRICULUM OFFERINGS

In addition to the full curriculum program (see <http://rggs.qld.edu.au/curriculum/>) Girls Grammar offers differentiated pathways for our students. In this way, we provide for the needs of all students including those with special needs and gifted and talented students.

International Competitions and Assessments for Schools (ICAS)

In conjunction with The University of New South Wales (UNSW), Girls Grammar conducts the delivery of ICAS each year. Registration to sit ICAS is only available to the top ten percent of academically successful students in each ICAS area of testing. In 2015, students were determined by the Executive Team of Girls Grammar.

| | Merits | Credits | Distinctions | High Distinctions |
|---|--------|---------|--------------|-------------------|
| ICAS Digital Technologies - Years 2 to 10 | 2 | 3 | | |
| ICAS Science - Years 2 to 12 | 2 | 8 | | |
| ICAS Spelling - Years 3 to 7 | | 1 | 1 | |
| ICAS Writing - Years 2 to 12 | 1 | 4 | 2 | |
| ICAS English - Years 2 to 12 | 3 | 8 | 2 | |
| ICAS Mathematics - Years 2 to 12 | 3 | 5 | 1 | |

Extension Subjects

In 2015 Girls Grammar offered six extension and acceleration subjects:

- Extension English
- Extension Music
- Extension LOTE
- Mathematics C
- Physics
- Chemistry

These subjects provide additional pathways for our gifted and talented students.

Academic Colours

In 2015 academic success was formally recognised through the awarding of Academic Excellence (full colours) and Academic Merit (half colours). Academic colour recipients are summarised in the table below. Individual Year Level Dux, Proxime Accessit and overall subject award winners were recognised at our Speech Night ceremony.

| Year Level | Semester 1 | | | Semester 2 | | |
|------------|----------------|---------------------|------------------|----------------|---------------------|------------------|
| | Academic Merit | Academic Excellence | Total # students | Academic Merit | Academic Excellence | Total # students |
| 4 | 3 | | 14 | 3 | | 15 |
| 5 | 5 | 1 | 21 | 5 | 3 | 21 |
| 6 | 3 | 2 | 18 | 3 | 2 | 19 |
| 7 | 5 | 5 | 30 | 4 | 5 | 33 |
| 8 | 2 | 3 | 19 | 3 | 4 | 19 |
| 9 | 3 | 2 | 33 | 5 | 1 | 31 |
| 10 | 11 | 3 | 41 | 11 | 3 | 39 |
| 11 | 4 | 7 | 51 | 8 | 7 | 49 |
| 12 | 8 | 9 | 51 | n/a | n/a | n/a |

Learning Enhancement

The philosophy and aims of learning intervention support students with a disability. Our aim is to involve everyone in the school community to work together in helping a student with a disability to reach her individual potential. Inclusive practices are promoted for all students at Girls Grammar. School based management requires flexibility and responsiveness to the educational needs of every student. By identifying the educational needs and support requirements for a whole range of students in a school, management then assists in the promotion of best practice in the teaching of students with a disability.

Homework Club

In 2015, the After School Mathematics Support Program was held on Mondays, Wednesdays, and Thursdays between 3.00pm and 4.00pm in the school library. Students from Year 7 to 12 could attend to obtain assistance with mathematical understanding. Students were not required to attend, but were highly encouraged and reminded in class, during assembly and through daily notices. Students are responsible for identifying and communicating areas in which they are seeking further assistance. The purpose of these sessions is to provide support to students with questions about their mathematics lessons, exercises or revision. While students work on their activities, the teacher circulates answering questions as they arise. Guidance reinforces regular classroom lessons and bridges gaps in understanding. Common activities that students participated in during these sessions included completion of set daily exercises, work on assignments, computer time to complete activities and tests in Mathematics, revision of returned marked work and assessment to see how to improve or correct mistakes, and revision of any notes taken in class. Sessions were well attended by students throughout the year. Students were required to sign in so that tracking of student attendance could occur. Information collected included name, time in, time out, Year level, Mathematics teacher and topic studied. Every session each student attended is logged in the school's administrative system - TASS. Feedback to teachers and parents was provided when appropriate.

COCURRICULAR ACTIVITIES

Cocurricular activities make up a large part of the Girls Grammar experience. Each student is expected to participate in the cocurriculum program each semester. The Director of Student Wellbeing tracks student involvement which may be rewarded with either half-colours or full colours depending upon the level of involvement. More information on each can be found on in the 2015 Annual Report to the Minister available on the Girls Grammar website.

Cultural

The following cultural activities were offered to Girls Grammar students in 2015: Art Club, Aerobics, Drama, Drama Production, Dance, Exploring Technology, Gala Concert, Girls Rock, Instrumental Music, Mooting, Concert Band, Stage Band, State Honours Ensemble Program, Glee Club, Mini Glee and Public Speaking competitions.

Sporting

Girls Grammar participated in individual and team sports at School and in interschool and club competitions in the Rockhampton area. Participation in Physical Activity was ensured through a timetabled commitment to physical activity from Prep to Year 10. Sporting activity is further extended through an extensive cocurricular program including: District and Regional Representation, Interschool Representation, AFL, Distance Running, Fitness Club, Gym, Netball, Touch Football, Rowing, Soccer, Basketball, Water Polo, Boot Camp and Swimming.

Community

Girls Grammar places an emphasis on interaction with the wider community with activities including: Community Service, Australia's Biggest Morning Tea, Blood Donations, Riding for the Disabled, Harmony Day, Mothers' Day Luncheon, Principal's Lunches, Gaia Festival, P&F High Tea, Relay for Life, Light the Night Walk, Jason Rich Foundation Fun Run, Red Shield Door Knock Appeal, Rocky River Run and Principal's Speaking Engagements.

THE SOCIAL CLIMATE OF THE SCHOOL

Care Mentoring

Girls Grammar students learn about teamwork, self-respect, respect for others and leadership skills through experiential learning programs.

Students from Prep to Year 12 are engaged in a range of learning experiences through the Care Mentor Program designed to facilitate social, emotional, and moral development. Student wellbeing is supported through education in the following key focus areas:

- understanding the core values of our school
- acquiring and fostering positive values
- building healthy relationships and interpersonal skills
- developing resilience
- promoting cyber safety awareness
- development of effective problem solving skills

Students explore the following topics in established care mentor groups:

Early years (Years P-2)

Care and compassion, doing your best, identifying feelings, asking for help, building social problem solving skills, developing empathy, overcoming fear and anxiety, managing frustration, developing positive online behaviours, exploring the web world.

Primary school (Years 3-6)

A fair go, responsibility, exploring the dynamics of bullying, supportive and non-supportive friendships, sense of belonging, dynamics of friendship groups, dealing with difficulties, emotional resilience, getting connected-online reality, identifying appropriate online content and places, protecting yourself online.

Middle school (Years 7-9)

Respect, honesty and trustworthiness, dynamics of bullying, power and control, dynamics of the group, friendship dynamics, peer pressure, dealing with stress, changing friendships, self-concept and self-esteem, making decisions, digital media literacy, positive online behaviour, managing online safety.

Senior secondary school (Years 10-12)

Understanding tolerance and inclusion, integrity, responsibility, planning for the future, healthy and abusive relationships, managing stress, staying calm, positive coping, decision making, dealing with problems, digital media literacy, positive online behaviour, managing online safety.

Student Councils

Leadership at Girls Grammar starts in primary school with the clear message that each student's voice is valued and encouraged. Four girls in each Year 4 to Year 11 class have an opportunity to become year level leaders for the school year. Student councils comprise students from Years 4-12 elected by their peers. During these meetings the students have an opportunity to share their ideas with the other students, presenting their ideas on behalf of their year levels. These include;

- Primary School Council (Years 4-6)
- Middle School Council (Years 7-9)
- Senior School Council (Years 10-12)
- Boarding Council
- ATSI Council

Each Council of elected representatives was led by a prefect from Year 12 and supported by a teacher mentor.

Student Committees

All students in Years 4 to Year 12, who were not members of the councils, were members of one of the 13 school committees. These were led by Year 12 Prefects and included:

- Agricultural Science
- Dance
- Drama
- Environment
- Expressive English
- History
- IT Media
- Library
- Magazine
- Mathematics
- Music
- Science
- Visual Art

Each committee contributed to a different school community event throughout the year.

Houses

All students are actively involved in the four House teams at events throughout the year. Each House team is led by a House Prefect elected to the position

- Downs
- Smith
- Paterson
- Williams

Camps and Tours

Year level camps and international tours extend capacity for cooperation and empathy and are designed to enhance the learning experiences and Care programs of the school.

Exchange Experiences

Ambassadors from Year 9 participate in an exchange with Strathcona Baptist Girls Grammar School students from Melbourne.

Leadership Conferences

In both Year 11 and Year 12 students are involved in a series of leadership workshops. They also participate in an 'Amazing Race' style team building challenge.

PARENTAL INVOLVEMENT

Girls Grammar recognizes that parental involvement in a students' education increases student academic achievement. Parents are warmly welcomed into the school for all events and carnivals and an open communication exists between teachers, the executive of the school and parents. Each student is assigned a care mentor from the teaching staff. The care mentor contacts parents on a regular basis to update them on overall social, personal and academic progress of their daughter. Parents meet formally with teachers twice a year at Student-Parent-Teacher learning conversations, however they are encouraged to discuss their daughter's progress with teachers on an ongoing basis. Parents are also formally involved in the Parents & Friends Association which is an active organization promoting and fundraising for the school.

CONTACT PERSON FOR FURTHER INFORMATION

Business Manager – Mrs Debbie Munns businessmanager@rggs.qld.ed.au

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

For information on school income by funding source please refer to the My School website.
<http://www.myschool.edu.au/>

STAFFING INFORMATION

Staff Composition, Including Indigenous Staff:

| | <i>Full time FTE</i> | | <i>Part time FTE</i> | |
|--------------|----------------------|-------------|----------------------|-------------|
| | <i>female</i> | <i>male</i> | <i>female</i> | <i>male</i> |
| Teaching | 19 | 6 | 4.8 | 0 |
| Non-teaching | 11 | 5 | 4.2 | 2.1 |
| Boarding | 8 | 0 | 2.9 | 0 |

Of the above 1.0FTE female boarding staff are indigenous.

Highest Qualifications of all Teachers:

| <i>Qualification</i> | <i>Percentage of classroom teachers and school leaders at the school who hold this qualification</i> |
|----------------------|--|
| Doctorate or higher | 5.1% |
| Masters | 7.7% |
| Bachelor Degree | 82.1% |
| Diploma | 5.1% |

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

| <i>Description of PD activity</i> | |
|--|--|
| ACEL - Visible Learning | ISQ - Schools Communication & Marketing Forum |
| AEAWA - NAAE Conference 2016 | ISQ - Social Emotional Disorder |
| AgForce QLD - Ag Teachers Conference | ISQ - Using Data for School improvement |
| AHISA - Conference | Leading Infrastructure - 2015 LG & Pub Sec Build Maint & Fac Man |
| AICD - Good Governance for NFP Organisations | Literacy Solutions - Language & Literacy |
| ANZELA - Legal Studies Conference | Literacy Solutions - Teaching Diverse Learners |
| ANZMH - Mental Health Future for All | Literacy Solutions - Teaching Writing |
| ASBAQ - Accounting Standards | Marist College - In the right headspace |
| ASBAQ - National Conference | MMC - Maryborough Music Conference |
| Aust Copyright - Copyright Seminar | NIDA - Game Changer |
| Cap Dist Ed - An evening with Andrew Fuller | Oxlades - Layering Gouache |
| Continuity of Teaching - in Early Years | Oxlades - Micador Media |
| CQUIRP - Ag Science Faculty Launch | peakphysed - Energise |

| <i>Description of PD activity</i> | |
|---|---|
| CQUni - Linking Engineers with Science | Pearson - The National & Teaching Conference |
| CQUni - Panel - Pre Service teachers | Pearson - Words their way |
| CQUni - Science Education | PrimeZone - Schools Initatuion Meeting |
| CQUni - Uni Spanish Exam | QAS - First Aid Course |
| Defence Force Recruiting - for ATSI | QCAA - A21 Panel Training |
| Early Years - Collaboration through Networking | QCAA - Ag Science Assessment Workshop |
| EduTECH - EdeTech | QCAA - Developing your beginning |
| Eventopia - An evening with dr Tyson | QCAA - Implemation of QCIA |
| First Aid Response - First Aid & CPR | QCAA - Math B Subject teacher training |
| HEIA - Conference | QCAA - Moderation |
| HEIA - Home Ec Workshop | QCAA - NAPLAN Algebraic thinking |
| ISQ - ACER | QCAA - QCIA Process |
| ISQ - Curriculum Briefing | QCAA - School Moderator Meeting |
| ISQ - Development Symposium | QHTA - State Conference |
| ISQ - Education Advisory Subcommittee | QMAT - Maths Teams Challenge |
| ISQ - Graduate & Grew | Queensland Government - School Immunisation Program |
| ISQ - Great Teachers... | Solution Tree - Challenge 2025 |
| ISQ - Initial Teacher Education Symposium | St Aidan's - Aspiring Women Leaders |
| ISQ - International Ed. Orientation | State Theatre Sydney - An evening with Buzz Aldrin |
| ISQ - Mentoring Early Career Teachers | State Theatre Sydney - An evening with Buzz Aldrin |
| ISQ - Parliamentary Reception | Teach Start - Beginning Teachers Workshop |
| ISQ - Polarity Thinking with Jane Kise | |
| Total number of teachers participating in at least one activity in the program year | 39 |

b) Expenditure on Professional Development

| Total Number of Teachers | Total expenditure on teacher PD (as recorded in Financial Questionnaire) | Average expenditure on PD per teacher |
|--|--|---------------------------------------|
| 39 | \$25 230.02 | \$646.92 |
| The total funds expended on teacher professional development in 2015 | | \$25230.02 |
| The proportion of the teaching staff involved in professional development activities during 2015 | | 100% |

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

| Number of Staff | Number of School Days | Total Days Staff Absences | Average Staff Attendance Rate |
|-----------------|-----------------------|---------------------------|-------------------------------|
| 39 | 187 | 256 | 96.4% |

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.3% in 2015

Proportion of teaching staff retained from the previous year:

| Number of permanent teaching staff at end of previous year | Number of these staff retained in the following year (the program year) | % retention rate |
|--|---|------------------|
| 37 | 31 | 83.8% |
| From the end of 2014 83.8 % of staff were retained for the entire 2015 school year | | |

Key Student Outcomes

Average student attendance rate (%) for the whole school:

| Number of possible attendance days | Total number of students | Total number of days absent | Total Attendance |
|--|--------------------------|-----------------------------|------------------|
| 59856 | 344 | 4578 | 55278 |
| The average attendance rate for the whole school as a percentage in 2015 was 92.4% | | | |

Average student attendance rate for each year level:

| Year levels | Average attendance rate for each year level as a percentage in 2015 |
|-------------|---|
| Prep | 96.6% |
| Year 1 | 96.4% |
| Year 2 | 93.3% |
| Year 3 | 97.5% |
| Year 4 | 93.9% |
| Year 5 | 94.3% |
| Year 6 | 92.9% |
| Year 7 | 91.5% |
| Year 8 | 92.3% |
| Year 9 | 90.4% |
| Year 10 | 90.2% |
| Year 11 | 92.2% |
| Year 12 | 91.0% |

A Description of How Non-Attendance is managed by the School:

Student absenteeism is managed by staff with the TASS school administration system. Parents are notified of unplanned student absences by SMS messaging or a phone call. Extended absences are handled by Care mentors with consultation between the school, student and parents. Both primary and secondary school absences are analysed and discussed by the executive of the school on a weekly basis.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Benchmark Data for Year

| Reading | | | |
|--------------------------------|------------------------|--------------------------|---|
| Year | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015) | 452 | 426 | 100 |
| Year 5 (2015) | 509 | 499 | 100 |
| Year 7 (2015) | 527 | 546 | 100 |
| Year 9 (2015) | 584 | 580 | 97 |
| Writing | | | |
| Year | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015) | 451 | 416 | 100 |
| Year 5 (2015) | 473 | 478 | 90 |
| Year 7 (2015) | 510 | 511 | 86 |
| Year 9 (2015) | 561 | 547 | 77 |
| Spelling | | | |
| Year | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015) | 427 | 409 | 100 |
| Year 5 (2015) | 487 | 498 | 100 |
| Year 7 (2015) | 550 | 547 | 96 |
| Year 9 (2015) | 590 | 583 | 90 |
| Grammar and Punctuation | | | |
| Year | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015) | 476 | 433 | 100 |
| Year 5 (2015) | 535 | 503 | 100 |
| Year 7 (2015) | 543 | 541 | 93 |
| Year 9 (2015) | 586 | 568 | 87 |
| Numeracy | | | |
| Year | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015) | 428 | 398 | 100 |
| Year 5 (2015) | 480 | 493 | 100 |
| Year 7 (2015) | 524 | 543 | 97 |
| Year 9 (2015) | 573 | 592 | 100 |

Apparent Retention Rate Year 10 to 12:

| | Year 10 Base | Year 12 | Apparent Retention Rate % |
|--|--------------|---------|---------------------------|
| Number of Students | 52 | 50 | 96 |
| Year 12 student enrolment as a percentage of the Year 10 cohort is 96% | | | |

Year 12 Outcomes:

| Outcomes for our Year 12 cohort 2015 | |
|--|-------|
| Number of students awarded a Senior Education Profile | 50 |
| Number of students awarded a Queensland Certificate of Individual Achievement | 0 |
| Number of students who received an Overall Position (OP) | 37 |
| Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT) | 5 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications | 10 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12 | 46 |
| Number of students awarded an International Baccalaureate Diploma (IBD) | 0 |
| Percentage of Year 12 students (including non-OP students) who received an OP1-15 or an IBD | 52% |
| 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 | 94% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer | 93.3% |

POST-SCHOOL DESTINATION INFORMATION**Background information on how the Next Steps survey was conducted:**

This section presents a summary of results of the annual Next Step survey for Rockhampton Girls' Grammar School. The Next Step survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2015, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2016, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the Next Step survey will be available on the Next Step website in September 2016 at www.education.qld.gov.au/nextstep.

School Response Rate to the Survey

| <i>Number of Year 12 students in 2015</i> | <i>Number of responses received from students</i> | <i>Percentage response rate</i> |
|---|---|---------------------------------|
| 50 | 41 | 82 |

Summary of findings in relation to main destinations of students

| <i>School Year 2015</i> | <i>Number of Students in each category</i> | <i>Percentage of Students in each category</i> |
|--|--|--|
| University (degree) | 20 | 48.8% |
| VET total (Cert IV+ III, I-II, apprenticeship, traineeship) | 9 | 22% |
| Working full-time | 1 | 2.4% |
| Working part-time/casual | 6 | 14.6% |
| Seeking work | 5 | 12.2% |
| Not studying or in the labour force | 0 | 0% |
| Total Year 12 students | 41 | 100% |

Chart showing main destinations of students.

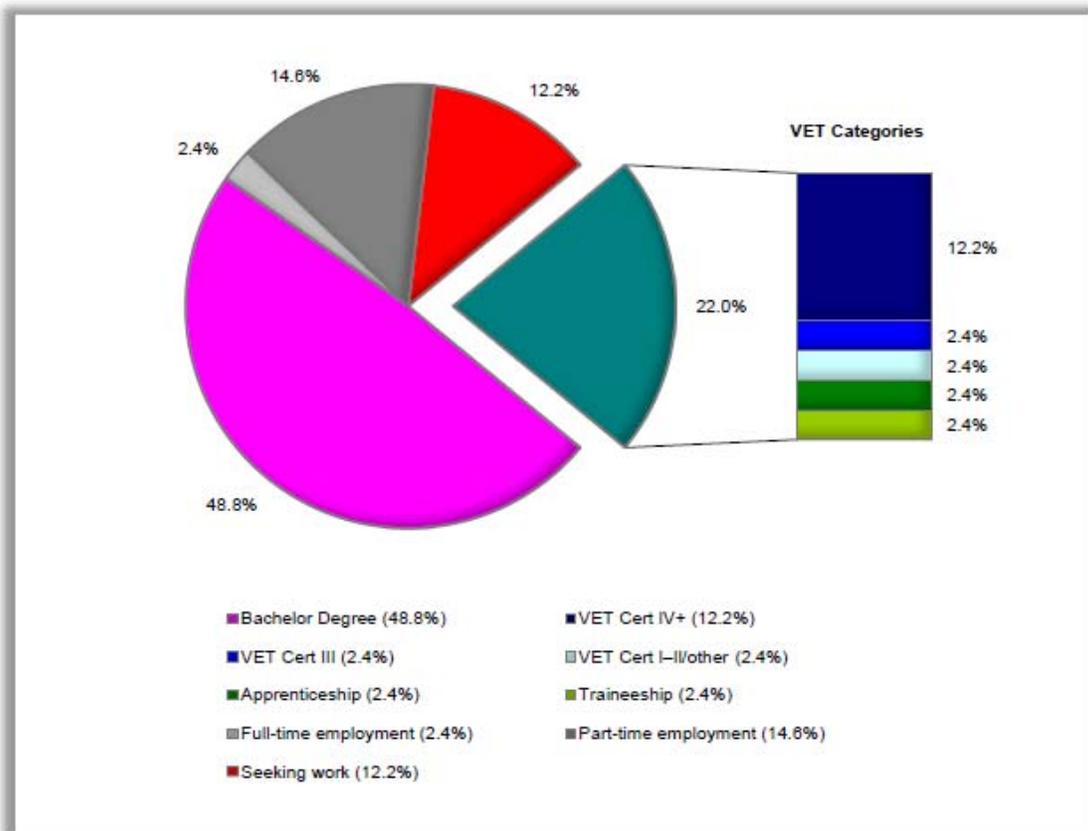


Figure 1: Main destinations of Year 12 completers from Rockhampton Girls Grammar School