



Rockhampton Girls
Grammar School

Est 1892

ROCKHAMPTON GIRLS GRAMMAR SCHOOL ANNUAL REPORT 2017 (BASED ON 2016 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 312 students enrolled in Prep to Year 12 in 2016 at the August census.

YEAR LEVELS OFFERED

Prep to Year 12.

CO-EDUCATIONAL OR SINGLE SEX

Single sex - Female

CHARACTERISTICS OF THE STUDENT BODY

	number	percentage
Total School	312	100
Primary	104	33
Secondary	208	66
Boarders	98	31
Indigenous	28	9
Students with Disability	5	2
Students on Visas	12	4
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 the academically rigorous ICAS testing each year. Registration to sit ICAS is available to self-nominated students. In 2016, all students sat for the English and Mathematics testing.

	Merits	Credits	Distinctions	High Distinctions
ICAS Digital Technologies - Years 2 to 10		5		
ICAS Science - Years 2 to 12	4	5	2	
ICAS Spelling - Years 3 to 7	2	5	1	1
ICAS Writing - Years 2 to 12	2	7	6	
ICAS English - Years 2 to 12	20	33	11	
ICAS Mathematics - Years 2 to 12	28	11	1	

Extension Subjects

In 2016 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 2016 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	0	4	13	4	0	14
5	2	1	16	2	0	18
6	3	2	24	2	2	24
7	4	5	23	5	6	23
8	6	2	39	6	3	38
9	4	3	23	3	2	21
10	5	5	33	5	3	33
11	6	4	44	6	5	44
12	9	6	47	11	6	47

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 2016, 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 2016 Annual Report to the Minister available on the Girls Grammar website.

Cultural

The following cultural activities were offered to Girls Grammar students in 2016: 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.

PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

As part of the school improvement process and the cyclical review which is being conducted by the school throughout 2017, a school survey will be carried out. It is expected that this survey will be conducted with parents, staff and students at the commencement of Term 3.

A sample of some of the testimonials received throughout the 2016 year from current families of the school reporting high satisfaction levels are:

"Our daughter has been a Grammar Girl since Prep 2013. There are many special and magical things about this school, its grounds and its community. The virtues and values embodied and embraced are wonderful and I could not hope for a better environment. I wish every young girl could share in this experience and recommend you visit to see for yourself and your special girl"

"My daughter is currently in Prep at RGGS. I am amazed at what she has been able to achieve in just 10 months."

"My niece, Isabella is enrolled in this school and is contemplating her studies. It is reputed as an exceptional school of learning."

CONTACT PERSON FOR FURTHER INFORMATION

Business Manager – Mrs Clair Applewaite 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	22	6	3.3	0
Non-teaching	12	5	3	1.4
Boarding	9	0	1.8	0

Of the above 1.0FTE female teaching 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 as their highest qualification</i>
Doctorate or higher	6.8%
Masters	6.8%
Bachelor Degree	86.4%

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

<i>Description of PD activity</i>	
John Collins – Writing Program	Read to Learn Program
QMAT – Maths Teams Challenge	QHTA – 2016 State Conference
Ag Science A21 Moderation Conference	QATA - Ag Force
Australian Institute of Physics Congress	Innovative Education - Beginning Teachers' Workshop
QCAA - Business Curriculum Consultation Forums	CQ Uni - Campus Schools Forum
ASTA – CONASTA 2016	QCAA – Core Aust. Curriculum Forum
Qld Ambulance – CPR Course	QCIA - Curriculum, resources and quality assurance processes
AQBAQ – Delivering the Message	Workforce Council – Documenting Children's Learning
CQ Sewing & Patchwork – Embroidery Machine Training	Sunsuper – Employer Briefing Session
QLD Minerals & Energy – EV3 Robotics Workshop	PIEFA – Food & Fibre Matters
eCert IT – Full IT Catalogue	Harved Conference
State Library – Heritage Leaders Workshop	First Aid Alive – HLTAID001 Provide CPR
Workforce council – How much is enough?	ACHPER – HPE Conference
China Trade Show – Hubei Education & Business Fair	IEU – Industrials Relations in the Workplace
QCAA – Information Forum re Arts senior syllabuses	Educate Plus – International Conference
ISQ – Languages Workshop	ANZELA – Legal Studies Teachers Conference
QCAA – Literacy Oral Language in Early Years	Lunch with Barnaby Joyce
Moderation of PreVoc – Maths	Generation Next - Mental Health & Wellbeing

Description of PD activity	
	of Young People
QCAA – Moderation Meeting Hospitality	QCAA – Moderation Meeting Biology Panel
QCAA – Moderation Meeting Japanese Panel	QCAA – Modern History Panel/Monitoring
Drama QLD – Momentum Conference	Emmaus College – Monitoring
QCAA – Monitoring	QCAA – Monitoring – Drama
AEAWA – NAAE Conference 2016	NAPLAN Test Recruitment
Aust. Copyright Council – National Seminar	HEIA – National Seminar 2017
RGS – Oral Language Support	P-10 Core Aust. Curriculum Reference Group
Oxlades – Portraits & Landscapes	
Total number of teachers participating in at least one activity in the program year	40

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
35	\$34,281.27	\$1,036.61
The total funds expended on teacher professional development in 2016		\$34,281.27
The proportion of the teaching staff involved in professional development activities during 2016		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
40	182	245	96.6%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.6% in 2016

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	34	91.89%
From the end of 2015 91.89% of staff were retained for the entire 2016 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
56420	310	2903	53517
The average attendance rate for the whole school as a percentage in 2016 was 94.85%			

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2015
Prep	94.6%
Year 1	93.1%
Year 2	95.2%
Year 3	96.8%
Year 4	96.7%
Year 5	94.4%
Year 6	94.9%
Year 7	95.4%
Year 8	93.6%
Year 9	93.3%
Year 10	95.1%
Year 11	96.2%
Year 12	94.1%

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 2016

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	475	426	100
Year 5 (2016)	533	502	100
Year 7 (2016)	552	541	100
Year 9 (2016)	594	581	96
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	431	421	100
Year 5 (2016)	521	476	100
Year 7 (2016)	542	515	100
Year 9 (2016)	559	549	83
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	418	420	100
Year 5 (2016)	515	493	100
Year 7 (2016)	554	543	100
Year 9 (2016)	574	580	96
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	499	436	100
Year 5 (2016)	565	505	100
Year 7 (2016)	569	540	100
Year 9 (2016)	580	569	87
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	428	402	100
Year 5 (2016)	499	493	100
Year 7 (2016)	558	550	100
Year 9 (2016)	567	589	100

Apparent Retention Rate Year 10 to 12:

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	48	46	96
Year 12 student enrolment as a percentage of the Year 10 cohort is 96%			

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	47
Number of students awarded a Queensland Certificate of Individual Achievement	1
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)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	6
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	83.0
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	97.9
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	96.6

POST-SCHOOL DESTINATION INFORMATION

Background information on how the Next Steps survey was conducted:

This report is based on the 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 2016, 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 2017, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

School Response Rate to the Survey

Number of Year 12 students in 2016	Number of responses received from students	Percentage response rate
47	41	87.2%

Summary of findings in relation to main destinations of students

School Year 2016	Number of Students in each category	Percentage of Students in each category
University (degree)	16	39%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	5	12.2%
Working full-time	6	14.6%
Working part-time/casual	8	19.5%
Seeking work	4	9.8%
Not studying or in the labour force	2	4.9%
Total Year 12 students	41	100%

Chart showing main destinations of students

