



ROCKHAMPTON GIRLS GRAMMAR SCHOOL ANNUAL REPORT 2018 (BASED ON 2017 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.

OUR VISION

Women can achieve anything

OUR MISSION

To produce graduates who are clever, confident and connected.

CLEVER Rockhampton Girls Grammar School will have a deliberate and strategic emphasis on learning outcomes. This will be achieved with a dual emphasis on knowing what to teach and how best to teach it. Researched backed programs will provide commonality of language around learning and promote a shared understanding of learning expectations. First choice of university, vocational or employment pathway is the aim of our learning pathways.

CONFIDENT Rockhampton Girls Grammar School will promote a female centred educational community where young girls and women are encouraged to develop a range of skills that will lead them on a pathway of life long participation and learning. Girls will be encouraged to grow academically, socially, emotionally and physically. Emphasis on providing leadership opportunities and communities of action will allow girls to develop skills that enable them to participate and lead in the workplaces and communities.

CONNECTED Rockhampton Girls Grammar School values its 125 years of providing a quality education to the women of Central Queensland and beyond. We are the custodians of the stories of these women. We will engage in the promotion of continuing and ongoing alumni networks and communities to provide aspiration and support for our emerging women of the future.

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: Independent boarding school.

SCHOOL'S ADDRESS: 155 Agnes Street Rockhampton QLD 4700.

TOTAL ENROLMENTS: 286 students enrolled in P to Year 12 in 2017 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	286	100
Primary	88	31
Secondary	198	69
Boarders	96	34
Indigenous	27	9
Students with Disability	6	2
Students on Visas	5	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 the academically rigorous ICAS testing each year. Registration to sit ICAS is available to self-nominated students. In 2017, all students sat for the English and Mathematics testing.

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

Extension Subjects

In 2017 Girls Grammar offered six extension and acceleration subjects:

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

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

Academic Colours

In 2017 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	1	0	18	2	0	18
5	5	0	16	5	0	17
6	4	0	22	3	0	20
7	2	3	26	3	5	27
8	3	5	24	3	6	25
9	8	4	41	10	6	42
10	3	3	23	5	4	24
11	2	5	39	5	2	41
12	4	7	40	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 2017, 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 were responsible for identifying and communicating areas in which they were seeking further assistance. The purpose of these sessions was to provide support to students with questions about their mathematics lessons, exercises or revision. While students worked on their activities, the teacher circulated answering questions as they arose. Guidance reinforced regular classroom lessons and bridged 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. Student involvement is tracked by the supervising teachers which may be rewarded with either half-colours or full colours depending upon the level of involvement. More information can be found in the Parent and Student Handbook.

Cultural

The following cultural activities were offered to Girls Grammar students in 2017: Art Club, Aerobics, Drama, Drama Production, Dance, Gala Concert, Girls Rock, Instrumental Music, 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

Students from Prep to Year 12 are engaged in a range of learning experiences through the Care Mentor Program designed to facilitate both the personal and academic care of students. The program utilizes a preventative approach to develop student wellbeing. Our programs aim to nurture the students' understanding of themselves and the community into which they are emerging. Our Care Program is the responsibility of all staff who focus on the goal at Rockhampton Girls Grammar School, in developing Clever, Confident and Connected young women.

At Rockhampton Girls Grammar we want students to achieve:

- A sense of happiness, both at school and in their everyday lives.
- An understanding of their strengths and their ability to develop new strengths.
- A sense of connectedness to the school and the broader community.
- A belief that they can achieve anything.
- A greater understanding of self, resulting in higher self - esteem and resilience.

Students explore the following topics in established care mentor groups:

A whole school approach to Growth Mindset has been implemented through the Care program in 2018. The idea that intelligence can be developed rather than being fixed is the cornerstone to the teachings of Growth Mindset. Students have been engaged in lessons about fixed and growth mindset, and how a suitable level of anxiety aligned with effort can improve learning. Studies on how the brain functions and how transference of learning between neurons occurs was modelled. Students have engaged in what being a part of a learning community is and how relationships with the people around us in school is important.

Other specific topics were covered across year levels p – 12.

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, online safety.

Senior secondary school (Years 10-12)

Understanding tolerance and inclusion, integrity, responsibility, planning for the future, healthy relationships, managing stress, staying calm, positive coping, decision making, dealing with problems, digital media literacy, positive online behaviour, 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 school committees. These were led by Year 12 Prefects and included:

- STEAM
- Humanities
- Cultural

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 program 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

In 2017, the school continued using a blend of quantitative and qualitative methods in order to measure the effectiveness of school resources and programs and to identify those areas of school operation where improvement was desirable and achievable.

As part of the school improvement process and the cyclical review, a survey was carried out by an independent provider with parents, staff and students of the school at the commencement of Term 3.

The overall satisfaction index across the three stakeholder groups was as follows:

Stakeholder Group	Overall Satisfaction Level 1 - 5
Parents	4.01
Students	3.75
Staff	3.75

The results of the parent survey show that the school is performing above average on many key areas including learning environment, cocurricular offerings, reporting, curriculum and parent engagement. The results of the student survey show that the school is performing above average on many key areas including cocurricular, student engagement, values and culture and reporting. The results of the staff survey show that the school is performing well in the areas of empowerment, work/life balance, staff engagement and procedures.

Parent responses to the survey show that the small class sizes, values instilled and high academic standards are amongst the top responses for why families chose our school.

One key area for improvement as identified by the parent and student surveys was the need to air-condition the boarding facilities. The school has prioritised this in the capital projects plan and is working towards stage one of this at the end of 2018.

CONTACT PERSON FOR FURTHER INFORMATION

Business Manager – Mrs Clair Applewaite businessmanager@rggs.qld.edu.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:

	Full time FTE		Part time FTE	
	female	male	female	male
Teaching	19	5	3.5	0.5
Non-teaching	8	4	5.1	1.9
Boarding	6	0	1.2	0

Of the above 1.0FTE female teaching staff are indigenous.

Highest Qualifications of all Teachers:

Qualification	Percentage of classroom teachers and school leaders at the school who hold this as their highest qualification
Doctorate or higher	3.7%
Masters	1.8%
Bachelor Degree	53.5%

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

<i>Description of PD activity</i>	
Agforce - Food Fibre & Agricultural Educators Conference	QCAA - Numeracy building confidence in number in Prep-Yr2
ALEA CQ - Exploring Comprehension workshop	QCAA - Building language & communication skills Prep to Yr 2
ANZELA - Parliament House	QCAA - Miss makes code, Stem I am
APPCA 2017	QHTA - Basics and Beyond
Bond University - Career Advisor Conference	Qld Ballet & Mad Dance House - Dance Teachers PD & Dance classes Contemporary Jazz Hip Hop
Bond University - Mooting Masterclass	Qld Touch Association - Elite * National Championships
CQU - GPS Cows Teacher Familiarisation	QRL - Women in rugby league Welfare course and games
CQU - Home Economics & Hospitality Professional Cooking Skills	Royal Australian Life Guard Update Course - Life guard
CSIRO - Indigenous Inquiry in Science	Welcome to Music - Early Childhood Course Stage 1
DQ - Drama QLD State Conference 2017	Senior English Syllabus
ECTA - Julie Cross Regional Tour sessions	New Chemistry Syllabus
HEIA - National Seminar 2017	English Syllabus Workshop
HEIA - 2017 National Workshop	History Conference
HEIA - Food science for H/E	New Spanish Syllabus
IEU - Just & fair workplace training	NCCD for students with disabilities refresher
ISQ - Support for school and Curriculum leaders	L2S2 catch up sessions
ISQ – Professional growth review service assessor training	New Chemistry Syllabus
Legal studies - Dr Anthony Grey Legal Conference	Preparing for External Exams
Oxlades - Mixed Media Experimentations 1 & 2	General Evacuation and Response
PPS - Building stronger, more positive & effective teams	Anaphylaxis
QAMT - Year 11 & 12 Maths Team Challenge	Collins Writing
QAMT - New Mathematics methods syllabus	Read to Learn
QAMT - Year 7 to 10 Maths Team Challenge	Writing Assessment Programs
QAMT - Year 5 & 6 Maths Team Challenge	Student Protection/Code of Conduct
QCAA - Literacy: Motivating students to engage in writing in Prep - Year 2	WPHS
QCAA - Numeracy Enhancing Additive Thinking in Prep-Yr2	Moderation
QCAA - preparing curriculum leaders for change workshop	AITSYL – Addressing the professional standards for teacher goals
QCAA - Moderation Conference	
Total number of teachers participating in at least one activity in the program year	30

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
30	\$36,851.45	\$1,228.38
The total funds expended on teacher professional development in 2017		\$36,851.45
The proportion of the teaching staff involved in professional development activities during 2017		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
35.1	185	291.4	95.51%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95.51% in 2017

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
33	27	81.82%
From the end of 2016 81.82 % of staff were retained for the entire 2017 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
52374	301	3417	48957
The average attendance rate for the whole school as a percentage in 2017 was 93.48%			

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2015
Prep	95.21%
Year 1	92.96%
Year 2	94.77%

Year 3	92.62%
Year 4	94.94%
Year 5	96.00%
Year 6	93.24%
Year 7	94.17%
Year 8	93.81%
Year 9	91.63%
Year 10	91.31%
Year 11	92.16%
Year 12	95.35%

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 2017

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	445	431	100
Year 5 (2017)	527	505	100
Year 7 (2017)	556	544	100
Year 9 (2017)	584	580	98
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	459	413	100
Year 5 (2017)	545	472	100
Year 7 (2017)	546	513	100
Year 9 (2017)	582	551	95
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	428	416	100
Year 5 (2017)	509	500	100
Year 7 (2017)	537	549	100
Year 9 (2017)	579	581	92
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	483	439	100
Year 5 (2017)	539	499	94
Year 7 (2017)	558	541	100
Year 9 (2017)	605	574	98
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	429	409	100
Year 5 (2017)	499	493	100
Year 7 (2017)	559	553	100
Year 9 (2017)	575	592	100

Apparent Retention Rate Year 10 to 12:

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	39	40	100%
Year 12 student enrolment as a percentage of the Year 10 cohort 100%			

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	40
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	28
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	7
Number of students awarded a Queensland Certificate of Education at the end of Year 12	38
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	65
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	95
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100

POST-SCHOOL DESTINATION INFORMATION

This is a summary of the post-school destinations of students from Rockhampton Girls Grammar School who completed Year 12 and gained a Senior Statement in 2017. The results are from the Year 12 Completers Survey, which is conducted approximately six months after students completed Year 12.

School Response Rate to the Survey

Number of Year 12 students in 2017	Number of responses received from students	Percentage response rate
40	33	82.5%

Summary of findings in relation to main destinations of students

School Year 2017	Number of Students in each category	Percentage of Students in each category
University (degree)	24	60.7%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	5	12.1%
Working full-time	10	24.2%
Working part-time/casual	0	0%
Seeking work	1	3%
Not in education, training or employment	0	0%
Total Year 12 Students	40	100%

Chart showing main destinations of students

