North Rockhampton State High School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Established in 1956 North Rockhampton SHS has built a strong reputation as an academic, cultural and sporting State high school. These achievements are underpinned by the belief that we are learners, we are respectful, we are responsible and we strive for excellence. We commenced 2014 with an enrolment of 891 students and approximately 110 staff.

The Annual Report contains a concise summary of North Rockhampton State High School in 2014. The report can be obtained on the website and in hard copy from the school office.

School progress towards its goals in 2014

Improve Learning Culture

Staff raised expectations regarding classroom tone and attendance. The school Behaviour Management policy and expectations have been reviewed and updated to reflect these changes. The Bookwork policy has been explicitly taught and is regularly monitored. Tutorial sessions are available each week for all senior students for English and Maths.

Explicit Teaching

Key staff identified to coach and support the continued introduction of Explicit Teaching. A Standards and Criteria Matrix has been developed to assist staff observation and coaching feedback. Focus has been on clearly identifying the 'Learning Intent' of each lesson and having students understand this. Professional development was provided at Staff Meetings to maintain focus and build staff capacity. HODs have led the coaching of other staff. This will continue into 2015.

Junior High Model

Distinct physical precincts have been implemented for both junior and senior students. Junior Secondary Model has been finalised. Staff have participated in professional development in readiness for catering for Junior Secondary students' well-being and academic engagement. All aspects of the Junior Secondary Model will be reviewed in 2015.

Attendance

Trial of an 'Attendance Officer' role to track student attendance and truancy proved to be very successful. This will be implemented in 2015. Acknowledgement of students who are achieving the required attendance goal of 90% or above at the celebration parades.

Senior Outcomes

Completion rates for VET qualifications were reviewed and tracking of student progress implemented to achieve increased completion rates. Case Management of students identified as being 'at risk' of not completing their QCE/VET has been implemented. A staff member was trained to deliver Certificate 2 Self Awareness in 2015 but this staff member has since transferred to another school.

Reading

The 3R Reading Program has been reviewed. Staff have been provided with professional development in the teaching of reading. Reading remains a key priority area for 2015 and staff will participate in ongoing training. Additional support in building reading skills has been provided to identified students through the creation of a specialist support class.

Celebration of Success

Alumni Network established to seek sponsorship of more scholarships for students of North Rockhampton SHS. A 'Wall of Fame" has been established in the Trade Training Centre to acknowledge significant student achievement. Whole School Celebration Parades introduced in Week 8 each term to recognise students' success in academic achievement, culture, sports and attendance. Introduction of the HAWKS badges to identify, reward and grow potential leadership.

Future outlook

In 2015 the major focus will be on the development of data collection tools, processes and strategies to inform identified areas of school improvement including curriculum planning, teaching and learning, attendance and academic engagement. Staff will be provided with professional development to support their engagement with these tools and strategies.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014: **Year 8 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	939	476	463	85%
2013	889	438	451	85%
2014	870	419	451	88%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

In 2014 North Rockhampton SHS had a total enrolment of 891 students who were drawn from a variety of medium to large partner primary schools from within North Rockhampton and the surrounding district. The student population is drawn from a broad cross section of the community. Many of our students aspire to continuing their education at university.

Approximately 16% of students identify as Aboriginal and/or Torres Strait Islander.

Approximately 5% of our students speak English as a Second Language.

Approximately 5.5% of students ascertained with a learning disability are catered for by our Special Education Program.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	22
Year 11 – Year 12	17	18	18

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	306	311	321
Long Suspensions - 6 to 20 days	50	47	14
Exclusions#	6	10	13

Cancellations of Enrolment	4	15	10

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Curriculum is offered to prepare students for work readiness, university transition and life preparedness. Priority curriculum programs that are unique to the school include the **Hospitality Trade Centre** which prepares students for Certificate II in Front and Back of House Hospitality. Students participate in work experience and aim for a traineeship and full time work. The centre has a commercial restaurant for 100 seatings and a commercial kitchen teaching space. A corporate style board room for business meetings and training is part of the learning setting.

Our **Instrumental Music** programs have a specialist sound proof building and outdoor precinct for play outs. The **Drama** and **Art** classes also adjoin this area and participate to apply the curriculum e.g. music recitals, theatre restaurants and art gallery.

University academic programs are linked to our many gifted programs operating at various year levels. These are linked with the curriculum in Maths, English and Science.

Extra curricula activities

- Instrumental Music programs: concert band, symphonic bands, strings, choir.
- Rugby League Football Academy: Clinic after school with community coaches.
- STEPS Excellence Sporting program: Inside and outside the curriculum.
- SHEP program: Music students can apply for a university workshop held over the weekend with our school as host.
- LEADERSHIP programs: Year 8-12 have a range of leadership opportunities.

How Information and Communication Technologies are used to assist learning

North Rockhampton High has 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 SMART boards throughout the school in each faculty block. 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 (reading lounges, mobile furniture) are available in the library. IPads are available to engage students with low reading abilities.

All subjects offer embedded ICT skills in learning. The students interact with ICT through special programs such as robotics, graphic programs and publication software.

Social Climate

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

In the 2014 School Opinion Survey 93% of parents/carers surveyed indicated that their child felt safe at school and that their child was getting a good education at the school. 96% of parent/carers indicated that their child liked being at this school.

CLASSROOM TEACHERS

Class teachers get to know their students very well over the year. They are able 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-ORDINATORS

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

HEADS 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)

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

SCHOOL BASED NURSE, POLICE OFFICER and CHAPLAIN

Full time police officer, part-time 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 SUPPORT COORDINATOR

A Youth Worker case manages high needs students to help support their pathway to work, further training or university.

GUIDANCE OFFICER

A full time Guidance Officer supports students with career pathways, subject selection and counselling.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	89%	93%
this is a good school (S2035)	100%	94%	91%
their child likes being at this school* (S2001)	89%	89%	96%
their child feels safe at this school* (S2002)	89%	89%	93%
their child's learning needs are being met at this school* (S2003)	89%	78%	89%
their child is making good progress at this school* (S2004)	89%	89%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	84%
teachers at this school motivate their child to learn* (S2007)	78%	89%	84%
teachers at this school treat students fairly* (S2008)	89%	78%	79%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	89%	100%	93%
this school takes parents' opinions seriously* (S2011)	88%	94%	90%
student behaviour is well managed at this school* (S2012)	33%	83%	82%
this school looks for ways to improve* (S2013)	88%	100%	93%
this school is well maintained* (S2014)	63%	89%	84%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	97%	91%
they like being at their school* (S2036)	77%	92%	88%
they feel safe at their school* (S2037)	83%	95%	85%
their teachers motivate them to learn* (S2038)	78%	96%	91%
their teachers expect them to do their best* (S2039)	94%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	84%	96%	86%
teachers treat students fairly at their school* (S2041)	78%	88%	73%
they can talk to their teachers about their concerns* (S2042)	64%	90%	69%
their school takes students' opinions seriously* (S2043)	74%	82%	72%
student behaviour is well managed at their school* (S2044)	44%	69%	66%
their school looks for ways to improve* (S2045)	86%	94%	89%
their school is well maintained* (S2046)	66%	88%	79%
their school gives them opportunities to do interesting things* (S2047)	80%	93%	89%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	96%
they feel that their school is a safe place in which to work (S2070)		93%	94%
they receive useful feedback about their work at their school (S2071)		91%	88%
students are encouraged to do their best at their school (S2072)		99%	100%
students are treated fairly at their school (S2073)		97%	96%
student behaviour is well managed at their school (S2074)		77%	90%
staff are well supported at their school (S2075)		87%	82%
their school takes staff opinions seriously (S2076)		85%	84%
their school looks for ways to improve (S2077)		95%	98%
their school is well maintained (S2078)		80%	87%
their school gives them opportunities to do interesting things (S2079)		86%	85%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The P & C has established a four year strategic plan which reflects the priorities of the school. Parents may choose to become involved in the P & C Association through a variety of sub committees which include: tuckshop, fund raising and uniform. Parents are also 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.

The school council is working on how to engage more parents and community into the school improvement agenda in meaningful ways.

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 inclusive environment. Home visits are part of the CEC role to connect families into the school community.

Parents of all enrolling students have a face to face enrolment interview as a welcome and induction to our school culture. In Year 10 parents are invited to attend the SET PLAN afternoon to assist in developing a learning profile and career pathway for the student. In Year 11 and 12 the parents are invited to take part in their child's QCE interview. Each senior student has three QCE interviews over their final two years. Parents are also invited to participate in the parent teacher interviews to have input and monitor their child's educational progress.

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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	576,836	18,810
2012-2013	612,492	24,740
2013-2014	669,915	28,018

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	72	36	<5
Full-time equivalents	69	25	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.**	21
Masters	2
Doctorate	0
Total	**69**
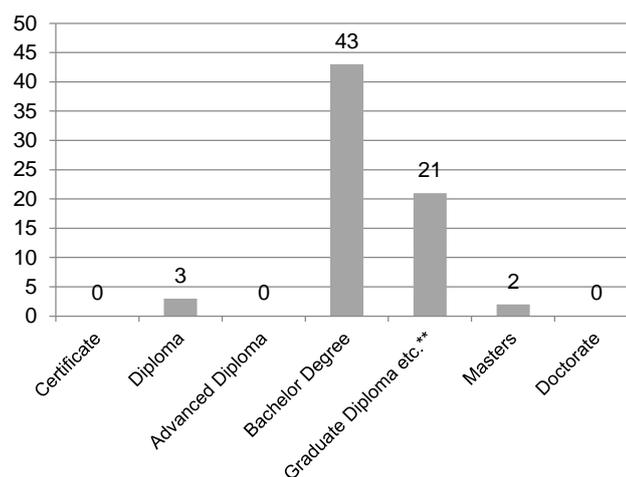
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $32,000.

The major professional development initiatives undertaken during 2014 were in the areas of:

- Preparation for the entry of Year 7 students to high school (Flying Start)

- Teaching of Reading

- Academic improvement -Upper 2 Bands improvement

- Coaching and Mentoring

- Feedback

- QSA curriculum

- Data

- QELi leadership programs

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

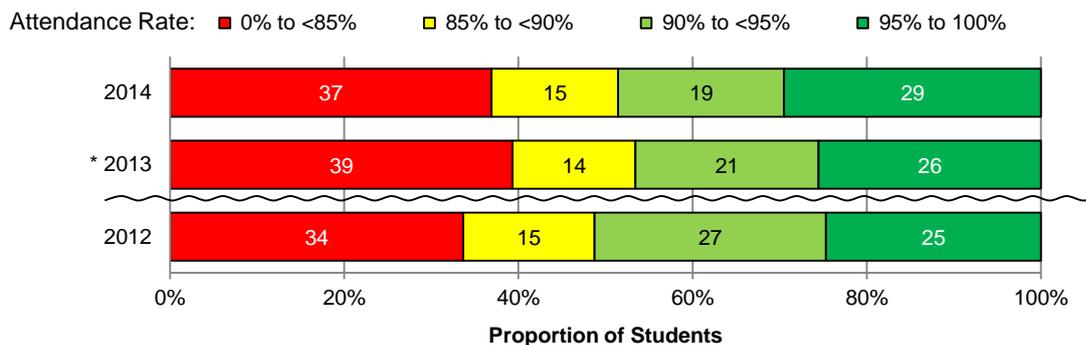| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	85%	84%	85%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								88%	85%	80%	87%	88%
2013								85%	83%	82%	83%	88%
2014								88%	83%	80%	87%	88%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	37	15	19	29
* 2013	39	14	21	26
2012	34	15	27	25

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Roll marking is undertaken initially in a pastoral care group each morning (9:00-9:15am). Student absence notifications are sent based on attendance at this morning roll class.

Queensland Government

Parents/carers of students marked absent are notified of absences/lateness via text message. SMS replies help reduce unexplained absences and truancy.

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 printout 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 of 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.

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.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
       SEARCH

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Attendance

The gap between Indigenous and non-Indigenous attendance continues to fall with a gap of 7.3% being recorded for 2014. The CEC provides support for individual students to connect and engage with their schooling. The CEC and SBPO also make home visits to encourage attendance.

Attainment

The 2014 Year 9 NAPLAN data indicates a significant reduction in the gap between Indigenous and non-Indigenous students with the smallest gap since 2008 being recorded in Reading (15%), Writing (44%) and Numeracy (14%).

Retention

The apparent retention rate gap for 2014 was 35.5%.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	66%	63%	66%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	118	122	128
Number of students awarded a Queensland Certificate of Individual Achievement.	2	2	4
Number of students receiving an Overall Position (OP)	36	41	46
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	13	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	115	112	120
Number of students awarded an Australian Qualification Framework Certificate II or above.	96	93	55
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	99	99	120
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78%	63%	72%
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.	99%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	100%	97%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	5	8	15	8	0
2013	6	8	12	15	0
2014	8	5	20	11	2

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2012	101	95	6
2013	96	91	4

2014	113	50	9

As at 19 February 2015. The above values exclude VISA students.

In 2014 Year 12 students left North Rockhampton SHS with one or more of the following Certificates.

Certificate I Construction

Certificate I Engineering

Certificate I Hospitality

Certificate I Self Awareness and Development

Certificate II Hospitality

Certificate II Business

Certificate II Self Awareness and Development

Certificate II Resources and Infrastructure Work Prep

Certificate II Retail

Certificate II Retail Make-up and Skin Care

Certificate II Automotive Servicing Technology

Certificate III Hospitality

Certificate III Business Administration

Certificate III Agriculture

Certificate III Early Childhood Education and Care

Certificate III Fitness

Certificate III Education – RATEP

Certificate III Aged Care

Certificate III Hairdressing

Certificate III Carpentry

Certificate III Cabinet Making

Certificate III Automotive Mechanical

Certificate III Appliance Service

Certificate III Air conditioning and Refrigeration

Certificate III Electro Technology Technician

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students leaving school early in Years 10, 11 and 12 prior to completing Year 12 may choose to enrol at another local high school. Some students enrol in TAFE to complete further education and training while others seek employment in a full or part-time capacity.

All students who leave school early are referred to the Schools to Jobs Alliance (S2J). This referral assists students to access short courses (eg RSA, RSG, etc), to participate in work experience and to gain assistance with Resume writing and Interview skills.