North Rockhampton State High School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Established in 1956, North Rockhampton State High School has built a strong reputation as an academic, cultural and sporting State school. These achievements are underpinned by the belief that we are responsible, we are respectful, we are learners and we strive for excellence. In 2015, we commenced the year with an enrolment of 998 students and approximately 120 staff.

The Annual Report contains a concise summary of North Rockhampton State High School in 2015. The report can be obtained on the website and in hard copy from the school office.

School progress towards its goals in 2015

In 2015, the major focus was on the development of data collection tools, processes and strategies to inform identified areas of school improvement. This included curriculum planning, teaching and learning, attendance and academic engagement.

Curriculum planning and teaching and learning

Key staff were employed to support improved teaching and learning. The Master Teacher and the Pedagogy Coach worked with identified, new and beginning staff to support improved classroom practice. This included feedback on explicit instruction, the use of Essential Skills for Classroom Management, the use of data collection tools such as CQ3S and also support in developing age appropriate teaching strategies.

Heads of Department and the Administration team worked collaboratively with teams of teachers and individuals to ensure that curriculum was reviewed and units of work implemented followed the Australian Curriculum and/or Queensland Curriculum & Assessment Authority syllabi. Heads of Department developed Faculty planning that supported the schools explicit improvement agenda and collected data on student academic progress to measure outcomes against the established targets. This data was reviewed each term during meetings with members of the Administration team. New strategies were implemented as necessary to continually focus on improved student outcomes.

Staff were provided with professional development to improve their knowledge and understanding through regular professional development sessions offered at school and with external providers where appropriate. Specific focus was given to the development of teachers' skills in the teaching of writing and numeracy. This work will continue in 2016.

Attendance

Attendance was impacted significantly during Term 1 of 2015 due to Cyclone Marcia striking the surrounding area. Many students and staff were affected and this contributed to significant absences for a considerable period of time for a number of students.

The role of Attendance Officer has led to an improvement in student attendance and faster identification and follow up with those students at risk of disengaging from class or school.

In the last twelve months there has been an improvement in the percentage of students attending in the 95-100% attendance range from 29% to 35%. There has also been a reduction in the percentage of students with less than 85% attendance at school from 37% to 31%. Whilst this is encouraging there is still greater improvement required.

Attendance data has been reviewed and issues identified for further attention in 2016. A program of lunch time activities has been developed for implementation in 2016 with the aim of encouraging students to come to school to be engaged with others.

Academic Engagement

Classroom teachers identified specific strategies to support improvement in student engagement and academic attainment. Staff focused on improving student achievement in the upper two bands of achievement.

Students were tracked at a regular interval to gauge their individual progress and an additional reporting period was introduced at the end of Term 1 to assist with this process. Identified students were offered opportunities to engage in Impact learning programs and opportunities for extension were sought from the wider community.

Indigenous students in the senior school were supported by the CEC and Senior Schooling HOD to ensure they remained on track for a QCE. 100% of the indigenous students exiting Yr 12 in 2015 achieved a QCE. This focus continues into 2016.

Future outlook

In 2016 the explicit improvement agenda will focus on the following areas;

Focus Area	Target	Timelines
Attendance	Whole school 90% attendance or above	December 2016
Writing	85% students achieve a C or above for English 100% English teachers access professional development in the teaching of Writing.	December 2016
The teaching and learning of Mathematics	North Rockhampton SHS participates in the Community of Practice – Teaching and learning of Mathematics. 100% Mathematics teachers access professional development in the teaching of Mathematics.	December 2016
Year 12 Exit Outcomes	100% students achieve a QCE/QCIA and /or VET qualification	December 2016

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	889	438	451	140	85%
2014	870	419	451	132	88%
2015	966	450	516	172	87%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

In 2015 North Rockhampton SHS had a total enrolment of 966 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 17% of students identify as Aboriginal and/or Torres Strait Islander.

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

Approximately 5% of students ascertained with a learning disability are catered for by our Special Education Program.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	21
Year 11 – Year 12	18	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Queensland Government

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	311	321	432
Long Suspensions - 6 to 20 days	47	14	14
Exclusions	10	13	4
Cancellations of Enrolment	15	10	9

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

In junior secondary year levels we have a strong focus on improving student Literacy and Numeracy skills.

In the senior school, 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 Training Centre** which prepares students for a Certificate II Hospitality. 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 performances. The **Drama** and **Art** classes also adjoin this area.

University academic and engagement programs are available for many of our students. Indigenous student achievement is supported through the **ARTIE** and **AIME** programs.

Extra curricula activities

- **Master Classes, Summer School** and **Tutorials** are offered for academic extension and support.

- **Instrumental Music** programs: concert band, symphonic bands, strings.

- **SHEP program**: Music students can apply for a university workshop held over the weekend with our school as host.

- Annual **Musical** or **Arts Showcase** offered each alternate year.

- **Leadership** programs: Year 7-12 have a range of leadership opportunities.

- **HAWKS sporting teams** participate in a wide range of sports such as Rugby League, Netball, Soccer, Basketball etc.

- **Rugby League Football Academy**: Clinic after school with community coaches.

- **STEPS Excellence Sporting program**: Inside and outside the curriculum.

- **Lunch time activity program** available for all year levels.

How Information and Communication Technologies are used to improve 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. Students may also interact with ICT through specialist programs such as robotics, graphics programs and publication software.

Social Climate

Our social climate is set around four rules: We are responsible. We are respectful. We are learners. 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 Hawks Wellbeing program from Year 7 – 12 is developed to meet student needs based on data supplied by an annual Resillience Survey. The wellbeing program is punderpinned by the school and Australian values. We are committed to our school being a safe and happy place of learning.

In the 2015 School Opinion Survey 93% of parents/carers surveyed indicated that their child felt safe at school. 93% of parents/carers responded that their child likes being at this school. 100% of parents/carers surveyed believed that their child was getting a good education at this school.

Within the school there are various members of staff actively working to support student engagement and academic, social, cultural and sporting success.

CLASSROOM TEACHERS

Classroom teachers work closely with individual students and 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, 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 concerning curriculum and teaching-learning aspects of their subject area.

HEAD OF SPECIAL EDUCATION SERVICES (HOSES)

The Head of Special Education Services 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.

YOUTH SUPPORT COORDINATOR

The Youth Support Coordinator 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:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	93%	100%
this is a good school (S2035)	94%	91%	100%
their child likes being at this school (S2001)	89%	96%	93%
their child feels safe at this school (S2002)	89%	93%	93%
their child's learning needs are being met at this school (S2003)	78%	89%	90%
their child is making good progress at this school (S2004)	89%	96%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	84%	87%
teachers at this school motivate their child to learn (S2007)	89%	84%	90%
teachers at this school treat students fairly (S2008)	78%	79%	87%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	100%
this school works with them to support their child's learning (S2010)	100%	93%	90%
this school takes parents' opinions seriously (S2011)	94%	90%	88%
student behaviour is well managed at this school (S2012)	83%	82%	70%
this school looks for ways to improve (S2013)	100%	93%	93%
this school is well maintained (S2014)	89%	84%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	91%	91%
they like being at their school (S2036)	92%	88%	85%
they feel safe at their school (S2037)	95%	85%	93%
their teachers motivate them to learn (S2038)	96%	91%	90%
their teachers expect them to do their best (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	96%	86%	92%
teachers treat students fairly at their school (S2041)	88%	73%	84%
they can talk to their teachers about their concerns (S2042)	90%	69%	81%
their school takes students' opinions seriously (S2043)	82%	72%	76%
student behaviour is well managed at their school (S2044)	69%	66%	75%
their school looks for ways to improve (S2045)	94%	89%	93%
their school is well maintained (S2046)	88%	79%	87%
their school gives them opportunities to do interesting things (S2047)	93%	89%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	96%	91%
they feel that their school is a safe place in which to work (S2070)	93%	94%	93%
they receive useful feedback about their work at their school (S2071)	91%	88%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	79%	81%
students are encouraged to do their best at their school (S2072)	99%	100%	98%
students are treated fairly at their school (S2073)	97%	96%	93%
student behaviour is well managed at their school (S2074)	77%	90%	74%
staff are well supported at their school (S2075)	87%	82%	81%
their school takes staff opinions seriously (S2076)	85%	84%	82%
their school looks for ways to improve (S2077)	95%	98%	93%
their school is well maintained (S2078)	80%	87%	81%
their school gives them opportunities to do interesting things (S2079)	86%	85%	84%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

The school has a small but dedicated P & C Association. Parents may choose to become involved in the P & C Association which meets monthly. The P&C runs a very successful school tuckshop and uniform shop for the benefit of the school community.

We have a wide range of events where parents are invited to enjoy the learning outcomes of students including music recitals and sporting events.

Parent Teacher Interviews to discuss students academic progress are held in Terms 2 and 3. These allow teachers to speak face to face with their child's teachers following the publishing of the Term 1 and Semester 1 Reports. Parents are also able to speak with teachers by arranging an interview at any time throughout the year.

Parents may also be involved in the development of individual curriculum plans for their child as necessary. This supports the establishment of students learning goals for those students who may be identified as Gifted or requiring additional support.

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 interviews to assist in developing a learning profile and career pathway for their child. 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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	612,492	24,740
2013-2014	669,915	28,018
2014-2015	637,324	22,934

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	82	41	5
Full-time equivalents	77	30	5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	55
Graduate Diploma etc.**	20
Masters	3
Doctorate	0
Total	**82**
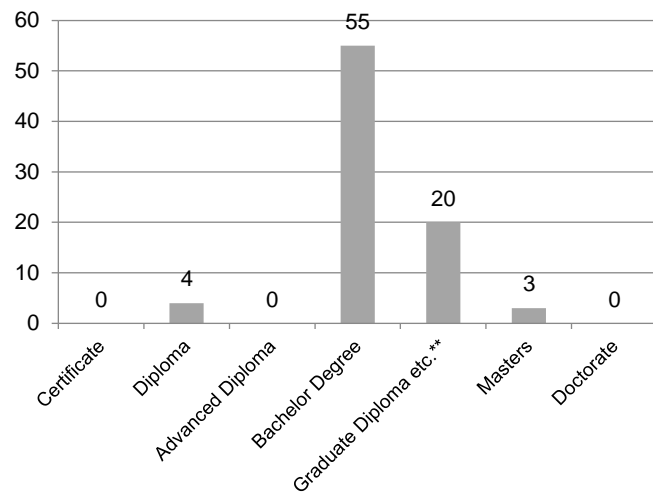
*Teaching staff includes School Leaders

**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 2015 were $34,000.

The major professional development initiatives are as follows:

- Numeracy Alliance – teaching and learning of Mathematics
- Writing – Seven Steps to Writing and John Munroe
- Academic improvement -Upper 2 Bands improvement
- Essential Skills For Classroom Management
- Coaching and Mentoring
- Beginning Teacher workshops
- QCAA curriculum
- Data collection and analysis – CQ3S
- QELi leadership programs

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 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

School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	84%	85%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	76%	79%	81%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									85%	83%	82%	83%	88%
2014									88%	83%	80%	87%	88%
2015								89%	88%	83%	84%	86%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
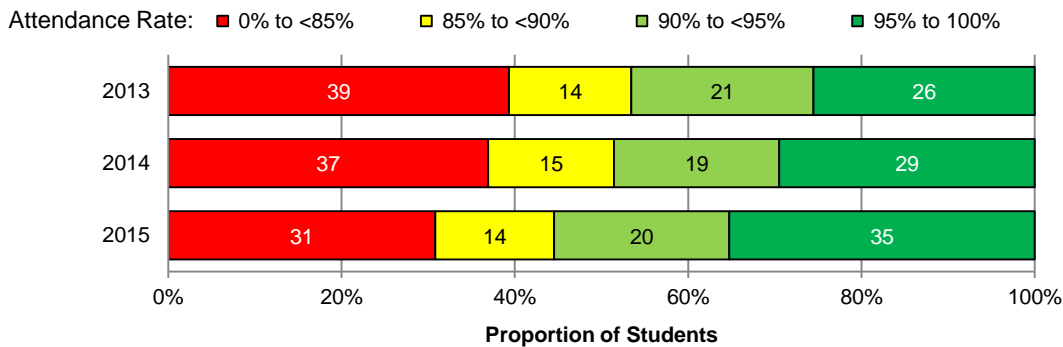
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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.

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.

In 2015 letters were sent home to parents each term showing the list of unexplained absences from school.

Teachers follow through truancy as appropriate in line with the truancy policy. Year Coordinators, the Attendance Officer 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.

Student attendance is monitored closely and the school provides regular information to parents/carers via school newsletters, the school sign and phonecalls home regarding the importance of regular attendance.

A program of lunch time activities is being developed for implementation in 2016.

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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	63%	66%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%	37%	59%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	122	128	152
Number of students awarded a Queensland Certificate of Individual Achievement.	2	4	2
Number of students receiving an Overall Position (OP)	41	46	41

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of Indigenous students receiving an Overall Position (OP)	18%	29%	6%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	19	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	112	120	142
Number of students awarded an Australian Qualification Framework Certificate II or above.	93	55	67
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	99	120	148
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	65%	93%	100%
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.	63%	72%	76%
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.	98%	98%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	97%	92%

As at 16 February 2016. 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
2013	6	8	12	15	0
2014	8	5	20	11	2
2015	8	11	12	10	0

As at 16 February 2016. 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
2013	96	91	4
2014	113	50	9
2015	134	61	13

As at 16 February 2016. The above values exclude VISA students.

In 2015 Year 12 students may have 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 Health Support

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

Certificate III Business Administration

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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. Many students leaving early in 2015 relocated to another town within Queensland. Some students enrolled in TAFE to complete further education and training while others sought employment in a full or part-time capacity.

All students who left school early were able to gain assistance with Resume writing and Interview skills by contacting the Senior Schooling support staff.