The Rockhampton Grammar School
Established 1881

2015
Annual School Report
The Rockhampton Grammar School is an independent, non-denominational co-educational school which had 1422 students in 2015. We cater for students from Prep to Year 12. The School consists of a well resourced city campus, an Early Learning Centre, an aquatic centre on the Fitzroy River and an Outdoor Education Centre located 4 kilometres north of Emu Park on the Keppel Coast. It is the largest regional co-educational boarding school in Australia with accommodation for up to 360 students. RGS is structured into four separate schools (Early Learning Centre, Primary, Middle and Senior), each led by a Head of School. Student numbers are kept at a level that is large enough to support a diverse and rich curriculum, but small enough to provide proper care and attention for every girl and boy.

Our motto ‘Macte Virtute Et Litteris’ (Grow in character and scholarship) captures not only our expectation that every student will seek to do their very best in all that they undertake, but also the School’s commitment to the learning and development of each student. Grammar’s teaching and learning programmes are child centred and promote the deliberate development of higher order thinking processes, intelligent behaviours and actions, and a dedication to learning throughout life. Our teachers are committed to working with their students to help them achieve to the highest standard in all of their endeavours, and through partnerships with parents, we strive to make each student’s dream a reality.

At Grammar, we offer academic programmes that are challenging across all grades, and which provide a number of different pathways (OP and non-OP) that can be travelled together or separately through an innovative timetable. In addition, the School offers all our students the types of programmes that develop them both intellectually and socially as contributing members of a global society. Our co-curricular programme is balanced, providing sporting and cultural activities with local and overseas schools, as well as opportunities to contribute to the community through service projects. While our campuses provide outstanding facilities for our students, it is the unique feeling that you get once inside the School, and the actions and behaviours of our students that set us apart from other schools. I invite you to visit the school during any school day after making an appointment with our Registrar, Lisa Kibblewhite on 07 4936 0700 or Email: registrar@rgs.qld.edu.au

Dr Philip Moulds
HEADMASTER
School Profile

In 2015 The Rockhampton Grammar School had 1422 students enrolled from Prep to Year 12.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Total Students</th>
<th>Male</th>
<th>Female</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (P-6)</td>
<td>481</td>
<td>256</td>
<td>225</td>
<td>12</td>
</tr>
<tr>
<td>Secondary (7-12)</td>
<td>941</td>
<td>488</td>
<td>453</td>
<td>18</td>
</tr>
<tr>
<td>Total School</td>
<td>1422</td>
<td>744</td>
<td>678</td>
<td>30</td>
</tr>
<tr>
<td>Secondary Boarders</td>
<td>360</td>
<td>187</td>
<td>173</td>
<td>8</td>
</tr>
<tr>
<td>Total Boarders</td>
<td>360</td>
<td>187</td>
<td>173</td>
<td>8</td>
</tr>
</tbody>
</table>

Distinctive Curriculum Offerings

Further information on Middle School subjects offered at The Rockhampton Grammar School can be found on our website under Academic Programs; Middle School; Middle School Courses; Middle School Coursing Booklet 2016. Information on Senior Curriculum offerings including elective options and Curriculum Plus can be found on our website under Academic Programs; Senior School; Senior School Courses.

Extra Curricular Activities

The Rockhampton Grammar School has a long and proud history of Co-Curricular activities in Rockhampton. The School provides extensive facilities designed to complement and balance the Curriculum by encouraging participation, teamwork, self-confidence and creativity.

Current offerings at the School are:

- AFL
- Athletics
- Basketball
- Beach Volleyball
- Cross Country
- Futsal
- Golf
- Netball
- Rugby Union/League
- Sport Aerobics
- Swimming
- Tennis
- Triathlon
- Waterpolo
- Tae Kwon Do
- Agriculture
- Duke of Edinburgh
- Hospitality
- Mooting
- Optiminds
- Oratory
- Show Cattle Team

The cultural activities on offer are:

- Art / Photography Club
- Debating
- Duke of Edinburgh
- Hospitality
- Mooting
- Optiminds
- Oratory
- Show Cattle Team

Music Programme

The Rockhampton Grammar School conducts an extensive music co-curricular programme that involves students from Prep to Year Twelve. It is comprised of an instrumental and vocal tuition programme involving over one hundred and thirty students and thirteen visiting teachers in weekly individual lessons and a performance programme. Performance ensembles include Symphonic Band, Concert Band, Big Band, Stage Band, Jazz Ensemble, String Orchestra, String Ensemble, Symphonic Orchestra, Jazz Orchestra, Four Choirs, Primary Band, Primary Rock Band, Primary Percussion Ensemble, Musical Band and Two Signing Choirs.

The Social Climate of the School

Pastoral Care

Please refer to the website for further information www.rgs.qld.edu.au
Parental Involvement

The School operates an ‘open door’ policy and encourages parents to be involved in their children’s education. The Red and Black Association is the major parent support group. It meets every second Friday of the month with the Headmaster or his representative. A sub-committee of the Association, the Uniform Committee, advises the School on uniform matters. The Association also operates the Red and Black Shop which sells uniforms, books and stationery.

Another sub-committee, The Boarder Parent Association, meets formally four times a year. This Association is concerned with the welfare of the boarding students and provides a vital communication link between The Rockhampton Grammar School and its boarding families.

Parents play a vital role in the Primary School’s reading programme and in the Lower Primary’s cooking and swimming programmes. They support the School’s co-curricular programme through membership on various supporter committees, as well as coach or manage School groups and tours. The Rockhampton Grammar School conducts a level 1 coaching course that is available to all parents.

Round Square and Global Education

In 2015 The Rockhampton Grammar School continued it global programmes with several schools around the world. We maintained links with students from Millennia Institute, Singapore via a joint investigation into water quality. Year 10 students visited Columba College and John McGalshan College in Dunedin, New Zealand and another group of Year 10 Students went to Borneo where they engaged in a hands-on service experience, rebuilding a village long house.

The Round Square schools programme allowed year 8 and year 9 students to attend the Junior Round Square Conference at Westminster School, Adelaide where they engaged in service, environmental and leadership activities along with students from other Round Square schools around Australia.
Students from Germany visited the School for varying periods of time from a full school term, to six weeks and participated in the broad life of the school as enrolled students.

In December 2015 students visited Japan on a language development tour. Some students stayed on for an extended cultural experience.

These exchanges, trips and associations offer an opportunity to expand student’s horizons, make international connections and appreciate life beyond our Queensland communities. The Rockhampton Grammar School programme aims to provide a safe, globally focussed educational and quality experience that could be life-changing. In 2015, students have made life-long friendships from around Australia and the world and commenced on their pathway to becoming global citizens.

Parent, Teacher and Student Satisfaction with the School

The School conducts surveys every two years on Parent, Teacher and Student Satisfaction with the school. Additionally we welcome any feedback on a regular basis.

The Rockhampton Grammar School continued its established practice of regularly seeking feedback on its operation from internal stakeholders. In 2013, an independent research organisation was commissioned to apply a survey questionnaire to parents of the School.

The results and analysis of the survey have proved useful. While there is a myriad of information to consider, it is instructive and affirming to consider two broad measures: Expectations and Recommending the School to Others. For 92% of parents most, if not all, of their expectations have been met or the School has in fact exceeded their expectations. An average rating of 8.1 (on a 1-10 scale) was reported for how likely parents would be to recommend the School to others. As the above figures indicate, the overall impression of the survey data is very positive indeed. On a 10 point scale, the areas with which parents were most satisfied were: standard of school owned buses (9.2), cleanliness and upkeep of the grounds (9.0), courteous/helpful support staff (9.0), timely response to parent concerns or questions (9.0).

Additionally, 98% endorsed the success of the School in its academic achievement and the distinctive features of an education at The Rockhampton Grammar School: behaviour/discipline/values/uniform/pride in school.

The survey data was also helpful in supporting some new initiatives and highlighting issues that can be strengthened.
School Income broken down by funding source
For information on school income please refer to the My School website http://www.myschool.edu.au/

Staffing Information
The Rockhampton Grammar School employs 211 full time staff, 66 part time staff, and 34 casual. Of these, 129 are teachers. A list of contacts for each department can be found on our school website. In all curriculum and non-curriculum areas, The Rockhampton Grammar School attracts, retains and develops high quality staff. The School also upgrades and expands its physical resources continually to provide dynamic educational facilities.

Qualifications of Teachers and School Leaders

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of classroom teachers and school leaders at the school who hold this qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate or higher</td>
<td>2%</td>
</tr>
<tr>
<td>Masters</td>
<td>9%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>81%</td>
</tr>
<tr>
<td>Diploma</td>
<td>8%</td>
</tr>
</tbody>
</table>

Average Staff Attendance
The average staff attendance rate for 2015 was 99.25% based on staff over 172 school days.

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Number of School Days</th>
<th>Total Days Staff Absences</th>
<th>Average Staff Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>129</td>
<td>172</td>
<td>166</td>
<td>99.25%</td>
</tr>
</tbody>
</table>

Proportion of Teaching Staff Retained from the Previous Year
Approximately 85% of staff were retained at Rockhampton Grammar School from 2014 to 2015.

<table>
<thead>
<tr>
<th>Number of permanent teaching staff at end of previous year</th>
<th>Number of these staff retained in the following year (the programme year)</th>
<th>% retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>118</td>
<td>100</td>
<td>85%</td>
</tr>
</tbody>
</table>

Expenditure on Professional Development
In 2015, $207,828 was spent on staff professional development. The average expenditure per teacher was $1,611 based on 129 teachers.

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</th>
<th>Average expenditure on PD per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>129</td>
<td>$207,828</td>
<td>$1,611</td>
</tr>
</tbody>
</table>
Teacher Participation in Professional Development

The ongoing professional development of our staff forms a critical element in the delivery of effective education and pastoral care at The Rockhampton Grammar School. Within its active professional learning culture, an extensive annual programme, delivered by highly qualified educational consultants and researchers, informs all aspects of the School. In 2012 an innovative programme was introduced at The Rockhampton Grammar School in which Teachers undertake a Master's Degree with Griffith University as part of their annual professional development studies. It is the only programme of its kind in Australia.

The RGS Professional Development Programme has been developed because we believe that Student excellence at RGS is grounded in Teaching excellence.

By partnering with Griffith and investing in staff professional development RGS is enhancing an already engaging, motivating, and stimulating learning environment. (Read about the coverage in The Australian newspaper.

Our teachers’ participation acknowledges in a very tangible way the importance we place on the integration of theory with professional practice which will develop new and different learning opportunities for every student every day.

By continuously improving RGS teaching practice through academic staff professional development, and critical reflection of School performance, we will ensure that our students continue to achieve to the best of their abilities.

Other courses that were attended in 2015 are as follows:

- 2015 Configuration Manager
- 2015 Australia Championships Umpire Course
- 2015 Biennial Conference
- 2015 Down Syndrome Education Conference
- 2015 INTAD State Conference
- 2015 QLD Schools Virtual VET Summit
- 44th Annual ICPA QLD Inc Conf
- 5th World Congress of Science & Medicine in Cricket
- 9th International Conference - Adolescent Success
- Aboriginal & Torres Islander Network Day
- ABSA Leaders Symposium
- ACDC Chemical Training
- ACER Online Testing Workshop
- Achper HPE Conference
- ADA Workshop
- Adolescence Unplugged with Maggie Dent
- Advanced Diploma in Community Sector Management
- Advanced Leadership Programme - National Excellence in School Leadership
- AIM: Building Team Performance
- AIM: Implementing Innovation & Continous Improvement
- AIM: Recruitment and Selection
- AIM:Operational Planning
- AIM:Workplace Safety
- ALEA CQ The Writer’s Voice
- Annual QLD Society of Information Technology Educators (QSITE)
- ASCA Workshop
- Australian Childcare Alliance Conference
- Australian Copyright Council Seminar
- Australian Payroll Association Conference
- Autism & Aspergers Training Day Course
- Beginning & Establishing Teachers Assoc. Conference
- Brightspace eLearning Course
Teacher Participation in Professional Development (continued)

Business Educators’ Association of Queensland Inc
Conference
Cert 2 in Agriculture
Cert II in Hospitality & Cert IV in Training
Cert III in Education Support
Cert IV in Training & Assessing
Cert IV TAE40110
Chris Thurber Workshop
Conasta - National Science Conference
Conference Game Changer 2015
Corporate Success Professional Development
Critical Agenda
Developing your beginning and establishing teacher toolkit
Diploma of Human Resources
Diploma of Management
Documenting Children’s Learning
Drama Australia & NZ International
Duke of Edinburgh
ECTA Annual Childhood Conference
EduTECH National Congress & Expo
Financial Dashboard Design
Fringe Benefits Tax Update
From Little Boys to Good Men
Get Active QLD
Gifts in Wills Marketing Workshop
Great Teachers - Great Results
Griffith Uni Reading Day
Immunisations Programme
In the Right Headspace
Industry Placement
iPad Training for Educators Rockhampton
ISQ - STEM Project
ISQ - Teacher Performance & Development Symposium 2015
ISQ ICT Managers Forum
ISQ Professional Learning
JCU Careers & Guidance Conference
Keppel Sea Kayak Symposium
LSL Calculator Using Excel
Microsoft 10747- Administering System Center
Mindset Classroom by James Anderson
National PA’s to Principal Conf
Nationally Consistent Collection of Data for Students with Disability
NCCD Moderation Day
New IR Laws for HR Managers

PADIV Diverman Course
Painting a Large Scale Face in Watercolour
PE Teachers PD Day
Planning for the Transitions to the New Standards Workshop & Understanding Validation
Positive Schools Conference
Practising Positive Education Conference
QASR 2015
QCAA - Music Workshop
QCAA - Numeracy
QCAA - Technology Workshop
QCAA Monitoring observation for English Extension
QCAA SAS Course
QCAN Annual Conference
QCWT
QLD Academy of Sport Coaching Development Workshop
QLD Health PE
QLD Outdoor Rec Awards
QLD Schools Advanced Leadership Programme
Renton Bishopric
Return to Work Conference & Expo
Risk & Project Management
Rowing Australia Coaches Conference
Royal Academy of Dance CPD
RTO Managers Mentoring Programme
Sage Micropay - 2015
Sage Micropay Conference
Sarah Pavy Workshop
School Law Seminar
School Nurses Assoc of NSW Annual Conference 2015
Spreadsheet Risks
Statewide Training - Playing with Fire
STEM - Eye on the Reef & Coral Watch
STEM: Divemaster Symposium Rton
Taking the Play work perspective
Teaching Kids with special needs
The English Teachers Assoc. of QLD Inc Journey into Play
The Play Circle with Marc Armitage
The Role of the School Business Manager - ISQ Training & Site Mapping
VCTA: Business Courses
VET Sector Leadership Colloquium
Visible Learning
Wilderness First Aid
Average Student Attendance Rate for each Year Level

<table>
<thead>
<tr>
<th>Number of school days in programme year</th>
<th>Year</th>
<th>Total number of students in a particular year level</th>
<th>Total Number of days absent</th>
<th>Average Attendance Rate for a particular year level %</th>
</tr>
</thead>
<tbody>
<tr>
<td>175</td>
<td>P</td>
<td>58</td>
<td>458</td>
<td>95.49%</td>
</tr>
<tr>
<td>175</td>
<td>1</td>
<td>66</td>
<td>537</td>
<td>95.35%</td>
</tr>
<tr>
<td>175</td>
<td>2</td>
<td>66</td>
<td>541.5</td>
<td>95.31%</td>
</tr>
<tr>
<td>175</td>
<td>3</td>
<td>66</td>
<td>591</td>
<td>94.88%</td>
</tr>
<tr>
<td>175</td>
<td>4</td>
<td>71</td>
<td>576</td>
<td>95.36%</td>
</tr>
<tr>
<td>175</td>
<td>5</td>
<td>78</td>
<td>606</td>
<td>95.56%</td>
</tr>
<tr>
<td>175</td>
<td>6</td>
<td>76</td>
<td>636.5</td>
<td>95.21%</td>
</tr>
<tr>
<td>173</td>
<td>7</td>
<td>133</td>
<td>668.5</td>
<td>97.09%</td>
</tr>
<tr>
<td>173</td>
<td>8</td>
<td>119</td>
<td>1022</td>
<td>95.04%</td>
</tr>
<tr>
<td>173</td>
<td>9</td>
<td>164</td>
<td>1278</td>
<td>95.50%</td>
</tr>
<tr>
<td>173</td>
<td>10</td>
<td>162</td>
<td>1325</td>
<td>95.27%</td>
</tr>
<tr>
<td>173</td>
<td>11</td>
<td>183</td>
<td>1254</td>
<td>96.04%</td>
</tr>
<tr>
<td>169</td>
<td>12</td>
<td>180</td>
<td>943</td>
<td>96.90%</td>
</tr>
</tbody>
</table>

Key Student Outcomes

The average attendance rate for students in 2015 was 95.63%.

<table>
<thead>
<tr>
<th>Number of school days in programme year</th>
<th>Total number of all students</th>
<th>Total number of all student absences</th>
<th>Average Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>172</td>
<td>1422</td>
<td>10436.5</td>
<td>95.63%</td>
</tr>
</tbody>
</table>

The school manages absentees by contacting parents and/or guardians either automatically via SMS or personal call when the school does not have prior knowledge of the reason.

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

RGSS's 2015 NAPLAN results again demonstrate student performance well above the state and national levels in all literacy and numeracy tests. The tests – in Years 3, 5, 7 and 9 – identify whether all students have the literacy and numeracy skills that provide the critical foundation for their learning, and for their productive and rewarding participation in the community according to the Australian Curriculum Assessment and Reporting Authority. Students are assessed using common national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2014)</td>
<td>450</td>
<td>418</td>
<td>98.4%</td>
</tr>
<tr>
<td>Year 5 (2014)</td>
<td>514</td>
<td>495</td>
<td>98.7%</td>
</tr>
<tr>
<td>Year 7 (2014)</td>
<td>573</td>
<td>543</td>
<td>99%</td>
</tr>
<tr>
<td>Year 9 (2014)</td>
<td>596</td>
<td>572</td>
<td>98.7%</td>
</tr>
</tbody>
</table>
NAPLAN Results for Years 3, 5, 7 and 9 in 2015 (continued)

<table>
<thead>
<tr>
<th>Writing</th>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3 (2015)</td>
<td>419</td>
<td>406</td>
<td>98.5%</td>
</tr>
<tr>
<td></td>
<td>Year 5 (2015)</td>
<td>482</td>
<td>470</td>
<td>97.4%</td>
</tr>
<tr>
<td></td>
<td>Year 7 (2015)</td>
<td>531</td>
<td>505</td>
<td>95.5%</td>
</tr>
<tr>
<td></td>
<td>Year 9 (2015)</td>
<td>560</td>
<td>537</td>
<td>88.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3 (2015)</td>
<td>417</td>
<td>397</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Year 5 (2015)</td>
<td>505</td>
<td>489</td>
<td>98.7%</td>
</tr>
<tr>
<td></td>
<td>Year 7 (2015)</td>
<td>570</td>
<td>544</td>
<td>97.7%</td>
</tr>
<tr>
<td></td>
<td>Year 9 (2015)</td>
<td>592</td>
<td>580</td>
<td>97.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar and Punctuation</th>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3 (2015)</td>
<td>484</td>
<td>430</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Year 5 (2015)</td>
<td>522</td>
<td>500</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Year 7 (2015)</td>
<td>577</td>
<td>538</td>
<td>97.7%</td>
</tr>
<tr>
<td></td>
<td>Year 9 (2015)</td>
<td>597</td>
<td>566</td>
<td>98.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3 (2015)</td>
<td>430</td>
<td>393</td>
<td>98.4%</td>
</tr>
<tr>
<td></td>
<td>Year 5 (2015)</td>
<td>513</td>
<td>486</td>
<td>98.7%</td>
</tr>
<tr>
<td></td>
<td>Year 7 (2015)</td>
<td>572</td>
<td>539</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Year 9 (2015)</td>
<td>626</td>
<td>585</td>
<td>100%</td>
</tr>
</tbody>
</table>

Senior School

Students transitioning into their final years of schooling are at the ‘business end’ of their studies – responsible young adults who are focused on achievement and their Post-School future.

**Pursuing academic excellence and attaining their personal best, our students have a commendable record of achievement and success.** More than a third of our Year 12 students typically receive OPs from 1 to 5. Students equally benefit from an extensive range of course options covering traditional and non-traditional areas.

Vocational Education and Training (VET) subjects offer nationally recognised industry competencies and provide opportunities leading to traineeships and apprenticeships.

With increasing responsibilities, Rockhampton Grammar School Seniors are encouraged to take on leadership roles both within the School and in the wider community. Fostered in a genuine and encouraging atmosphere, these skills prepare our students to be the leaders of tomorrow wherever they go, whatever they do.

Respect is both demonstrated and returned at The Rockhampton Grammar School. Our Seniors enjoy a dedicated library and a top floor outdoor terrace high above the School grounds which affords them opportunities for group interaction and individual reflection.
Drawing on unrivalled pastoral care and strong support from each other, their teachers, and expert career guidance counselors students undertake a seamless and rewarding journey at The Rockhampton Grammar Senior School on their way to post-School study and work.

Apparent Retention Rate

The retention rate of students from Year 10 2013 to Year 12 2015 was 98.36%.

<table>
<thead>
<tr>
<th>Year 10 Base 2013</th>
<th>Year 12, 2015</th>
<th>Retention rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>183</td>
<td>180</td>
<td>98.36%</td>
</tr>
</tbody>
</table>

Year 12 Outcomes

Of the School’s 178 graduating Year 12 2015 students, 132 were OP eligible. Overall, 42 students, or 31.82%, received an OP 1-5. Additionally 231 VET qualifications were achieved by the cohort and 99.4% of the students were awarded a Queensland Certificate of Education. Of the 120 students who applied to QTAC, 95% received an offer in their first round.

Outcomes for our Year 12 cohort 2015

- Number of students awarded a Senior Education Profile: 178
- Number of students awarded a Queensland Certificate of Individual Achievement: 0
- Number of students who received an Overall Position (OP): 132
- Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT): 10
- Number of students awarded one or more Vocational Education and Training (VET) qualifications: 171
- Number of students awarded a Queensland Certificate of Education at the end of Year 12: 177
- Number of students awarded an International Baccalaureate Diploma (IBD): -
- Percentage of Year 12 students who received an OP1-15 or an IBD: 93.97%
- 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: 100%
- Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer: 95%

The following report is based on the results of the annual Next Step survey for The Rockhampton Grammar School.

Summary of findings

In 2016, 67.6% of young people who completed Year 12 at Rockhampton Grammar School in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (51.4%). The combined VET study destinations accounted for 16.2% of respondents, including 5.6% in campus-based VET programs, with 1.4% of Year 12 completers entering programs at Certificate IV level or higher.

10.6% commenced employment-based training, either as an apprentice (8.5%) or trainee (2.1%).

In addition to the above study destinations, a further 10.6% of respondents from this school deferred a tertiary offer in 2016 (deferers are included in their current destination).

32.4% did not enter post-school education or training, and were either employed (25.4%), seeking work (2.8%) or not in the labour force, education or training (4.2%).
### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination.

<table>
<thead>
<tr>
<th>School Year 2015</th>
<th>Percentage of Students in each category</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (degree)</td>
<td>51.4%</td>
</tr>
<tr>
<td>VET total (Cert IV+ III, HI, apprenticeship, traineeship)</td>
<td>16.2%</td>
</tr>
<tr>
<td>Working full-time</td>
<td>12.7%</td>
</tr>
<tr>
<td>Working part-time/casual</td>
<td>12.7%</td>
</tr>
<tr>
<td>Seeking work</td>
<td>2.8%</td>
</tr>
<tr>
<td>Not studying or in the labour force</td>
<td>4.2%</td>
</tr>
<tr>
<td><strong>Total Year 12 students</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Year 12 Destinations 2015**

- Bachelor Degree
- VET Cert IV +
- VET Cert III
- VET Cert I - II/ Other
- Apprenticeship
- Traineeship
- Full-time employment
- Part-time employment
- Seeking work
- NILFET

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<table>
<thead>
<tr>
<th>Number of Year 12 students in 2015</th>
<th>Number of responses received from students</th>
<th>Percentage response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>178</td>
<td>142</td>
<td>79.8%</td>
</tr>
</tbody>
</table>