



The Rockhampton Grammar School

Established 1881



2016 Annual School Report



Headmaster's Welcome

The Rockhampton Grammar School is an independent, non-denominational co-educational school which had 1386 students in 2016. We cater for students from Early Learning 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 Capricorn 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 Phillip Moulds
HEADMASTER





School Profile

In 2016 The Rockhampton Grammar School had 1386 students enrolled from Prep to Year 12.

Year Level	Total Students	Male	Female	Indigenous
Primary (P- 6)	464	255	209	9
Secondary (7-12)	922	481	441	24
Total School	1386	736	650	33
Total Boarders (7- 12)	354	182	172	14

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 Cursing Booklet 2017. 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	Cross Country	Netball	Tae Kwon Do
Athletics	Equestrian	Rowing	Tennis
Basketball	Football	Rugby Union/League	Touch Football
Beach Volleyball	Futsal	Sport Aerobics	Waterpolo
Cricket	Golf	Swimming	

The cultural activities on offer are:

Art / Photography Club	Duke of Edinburgh	Musical	Show Cattle Team
Aviation	Hospitality	Optiminds	Signing Choir
Cadets	Maths Team Challenge	Oratory	
Chess Club	Mooting	Photography	
Debating	Music	Robotics	

Music Programme

The Rockhampton Grammar School conducts an extensive music co-curricular programme that involves students from Prep to Year 12. 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 on the second Friday of each 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

The Rockhampton Grammar School continued its partnership with several schools around the globe as part of the Round Square and Global Education Programme. In 2016 Year 7s were given the opportunity to write as pen-pals to their peers in Round Square Schools in the USA. An RGS student had the opportunity to engage in a Round Square warm-bed exchange with a boarder from Wellington College UK. This was particularly well received as the duration of the exchange was for a month and budget for families was only the cost of airfare. RGS in turn hosted a boarder from Wellington College at the same time. The School has now received other enquiries from Tamagawa Academy Tokyo and Markham College Peru. Tamagawa Academy links were made at the February conference.

The programmes' emphasis on service and culture was expanded in 2016 with group visits to Borneo and Vietnam to work in a village and a school respectively. A large group of students visited Dunedin schools and spent time with local children and a Maori education programme. Furthermore, students spent time raising money pre-tour to then spend in-country to assist their planned programmes.

In Term 3, RGS hosted students from Columba College Dunedin with students attending class as well as visiting many of the unique CQ attractions. This visit was extremely well received and has resulted in the signing of a Memorandum of Understanding for future relationships between the two schools.

In November a group of students went to the UK and spent time in London before transferring to Kent College Canterbury for the second part of their visit. Students found this cultural experience both challenging and rewarding.

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

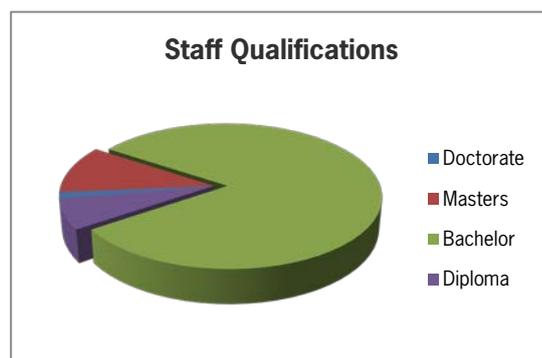
For information on school income please refer to the My School website <http://www.myschool.edu.au/>

Staffing Information

The Rockhampton Grammar School employs 220 full time staff, 70 part time staff, and 35 casual. Of these, 135 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

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification (based on highest qualification per staff member)
Doctorate or higher	1.35%
Masters	10.81%
Bachelor Degree	81.08%
Diploma	6.76%



Average Staff Attendance

The average staff attendance rate for 2016 was 95.9% based on staff over 171 school days.

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
122	171	164	95.9%

Proportion of Teaching Staff Retained from the Previous Year

Approximately 84% of staff were retained at Rockhampton Grammar School from 2015 to 2016.

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the programme year)	% retention rate
121	102	84.29%



Expenditure on Professional Development

In 2016, \$204,242 was spent on staff professional development. The average expenditure per teacher was \$1,535 based on 135 teachers.

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
135	\$207,242	\$1,535

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.

The Rockhampton Grammar School Griffith UNIVERSITY "We want the best teachers [working] with students to get the best possible learning happening." - Philip Mould

Masters degree partnership places School in national spotlight

An innovative programme has been introduced at The Rockhampton Grammar School in which Teachers will undertake a Master's Degree as part of their annual professional development studies. Announced to staff at the end of 2012, the programme - underway since January - has been developed in partnership with Griffith University, enabling teachers to acquire new understandings in areas specific to their teaching needs. The partnership is believed to be the first and only programme of its kind in Australia. More than 1000 of the early career, mid-career and very experienced teachers have applied to read in the coursework this year. "One of the great strengths of the course is that it allows us to overcome the gap between theory and action and provide a pathway to integrate theory into the classroom as much as possible," Headmaster Dr Phillip Mould told. The headline for an article published on 25 February "I am hopeful that I can be successful," says teacher and mother Miranda Beaudoin, who last studied at university 13 years ago. Director of Teaching, Mrs Nerette Murphy, sees the degree of opportunity makes the level of learning in the RGS Griffith programme higher than that of standard professional development programmes. "This Masters is not for content. Teachers have come to me very confident that this degree will focus their learning on their own special area of interest," says Mrs Murphy, an architect of the programme who is herself enrolled in the degree. She and Dr Mould - they have each written Masters level courses for secondary base and coursework development and course content for the RGS Griffith Masters. "Teachers fundamentally make a significant difference to learning outcomes of the students. So we want the best teachers [working] with students to get the best possible learning happening," Dr Mould adds. "This programme will help us achieve that." It has been applauded by the Queensland Independent Education Union's Steve Becker who told the ABC: he sees the initiative as a positive move to enhance teaching outcomes. Dr Mould welcomes the Union's support. "We want to make sure we're facilitating teachers' ongoing development at a very high level. If you want ongoing significant reflective learning you have to tackle it as an institutional level," explains the Headmaster. A few study groups of teachers have formed. They meet on campus up to three times a week. "Making time at school to study is invaluable. It has been very rewarding," says Mrs Beaudoin, who gathers with her other staff to review notes. "Teachers appreciate and value the opportunity to engage in learning that is at the centre of their work. They don't engage in the learning without feeling guilty about the time they need to put into it," Dr Mould adds. The cost of the programme is already covered into the School's existing annual professional development funding for teachers. "It's a valuable investment, which over time is not over and above traditional professional development costs. What's special here is that while teachers are advancing their skills they're modelling life-long learning to their students," explains Dr Mould. Griffith University's Dean and Head of the School of Education and Professional Studies, Professor Thomas Prosser, is hopeful other schools will consider duplicating the model established by The Rockhampton Grammar School. "It is totally integrated, it's contextual and it's relevant," Professor Prosser said. "It's such a great initiative," declared Justice Ferrer, The Australian's education correspondent. She noted that could see first another programme like it in Australia. "It's so good to see schools get behind their teachers like this."

Justice Ferrer, The Australian

Left: The Australian reported on 25 February (page 5) that the School had worked with Griffith University to tailor a Masters Degree in Education catering for the specific needs of its teachers. Below: Griffith University lecturer Dr Steve Bigg (left) with RGS Teachers, enrolled in the Masters, during a workshop at the School on 28 March.

An outcome from the Headmaster's Study Leave in 2015 was the establishment of a Leadership Programme for RGS staff. Mr Steve Scott from Laurus Consulting is facilitating the programme under the guidance of the Headmaster. The programme has been funded through a Great Teachers = Great Results grant.

Fourteen members of staff were successful in gaining entry to the programme in 2016. The participants include members of the Leadership Team, Middle Management (Heads of Departments, Heads of Year, Accountant) and members of the teaching staff. The course will continue in 2017 with a new group of staff.



Other courses that were attended in 2016 are as follows:

ACEC	Intad Conference
ACHPER Conference	Intermediate Netball Coaching Course
AMEB	ISQ - Coaching Partnerships
AMEB Musical Theatre Workshop	ISQ - Speech Impairment
Asking Questions to Improve Learning	ISQ Research in Schools Final Presentation of Report
Assessment & Coaching Tools Workshop	ISQ: Bandcales for Aboriginal & Torres Strait Islander Learners
Aust Rugby Union National Coaching Conference	ISQ: Make spaces
AUSTAQ Mini Conference	Jolly Phonics
Australasian Dance Association Workshop	Leadership Skills
Austswim	Mindset: Unlocking Student Potential
BEAQ	NAPLAN Workshop
Biennial Inter Conf Tech Edu	National Assoc of Ag Educators Conference
Binnacle Training - Cert III in Business	National Outdoor Education Conference
Brisbane Piano Teacher Workshop	Nationally Consistent Collection for Data for School Students
Bronze Medallion	PEIFA
Bronze Medallion Level 2	Positive Schools Mental Health & Wellbeing Conference
Cairns Winter Music School	QCAA
Cert III in Ag	QCAA - History Calibration
Cert IV TAE	QCAA English Teachers
Coaching Partnerships Program: Coaching for Impact	QCAA NAPLAN
Concept-Based Mathematics Teaching for Deep Understanding	QCAA: Literacy
Concert Band Reading Day	QCAA: Senior Arts Syllabus
Coral Watch	QCAN
CQ Legal Studies Conference	QTAC Update Information Session
Creating on the Ipad	QUT/UQ Visit
CSPT	Reading & Writing
Differentiated Teaching	The Traffic Jam in my Brain
Duke of Ed Orientation	Training Smart Move Manual Handling
EDSE11023 - Metal Technol.	Understanding Dyslexia
EduTECH 2016	UNSW Scholarship Cerm.
ETAQ State Conference	Vertical Rescue Training
Getting the BEST out of our BOYS	Webinar: Beyond Science Content - Literacy
Hospitality Gateway Day	Working Memory Conference 2016
Instructional Coaching	Wrapt in Rocky



Average Student Attendance Rate for each Year Level

Number of school days in programme year	Year	Total number of students in a particular year level	Total Number of days absent	Average Attendance Rate for a particular year level %
171	P	41	345	95.08%
171	1	64	570.5	94.79%
171	2	65	517	95.35%
171	3	69	579.5	95.09%
171	4	66	574.5	94.91%
171	5	73	661.5	94.70%
171	6	86	664	95.48%
170	7	138	1829	92.2%
170	8	138	1357	94.22%
170	9	122	1048	94.95%
170	10	177	1464	95.13%
170	11	170	1213	95.80%
166	12	177	1255	95.73%

Key Student Outcomes

The average attendance rate for students in 2016 was 94.84%

Number of school days in programme year	Total number of all students	Total number of all student absences	Average Attendance Rate %
169	1386	12078	94.84%

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 2016

RGS's 2016 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.

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	468	420	100%
Year 5 (2016)	530	500	97.2%
Year 7 (2016)	572	539	97.8%
Year 9 (2016)	594	576	96.6%



NAPLAN Results for Years 3, 5, 7 and 9 in 2016 (continued)

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	454	409	100%
Year 5 (2016)	498	466	100%
Year 7 (2016)	532	502	95.6%
Year 9 (2016)	591	574	91.5%

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	455	411	100%
Year 5 (2016)	528	486	98.6%
Year 7 (2016)	564	540	98.5%
Year 9 (2016)	591	574	91.5%

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	502	433	100%
Year 5 (2016)	549	506	97.2%
Year 7 (2016)	572	538	96.3%
Year 9 (2016)	594	569	94.9%

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	530	397	98.4%
Year 5 (2016)	522	488	98.6%
Year 7 (2016)	586	546	98.5%
Year 9 (2016)	615	582	99.1%

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 counsellors 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 2014 to Year 12 2016 was 98.88%.

	Year 10 Base 2014	Year 12, 2016	Retention rate %
Number of Students	179	177	98.88%

Year 12 Outcomes

Of the School's 177 graduating Year 12 2016 students, 134 were OP eligible. Overall, 35 students, or 26.12%, received an OP 1-5. Additionally 709 VET qualifications were achieved by the cohort and 100% of the students were awarded a Queensland Certificate of Education. Of the 133 students who applied to QTAC, 95.5% received an offer in their first round.

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	177
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	111
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	7
Number of students awarded one or more Vocational Education and Training (VET) qualifications	170
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)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	94.02%
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	95.5%

Further information will be added to the Report following the release of the Next Steps survey.