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PUBLIC AVAILABILITY OF ANNUAL REPORT

A copy of the annual report is available from:

The Board Secretary

The Rockhampton Grammar School

Archer Street

Rockhampton Qld 4700

Telephone 07 49360602 or email: bskilling@rgs.qld.edu.au

Or on the School's website at: www.rgs.qld.edu.au

INTERPRETER SERVICES

The Rockhampton Grammar School is committed to providing access to its community from all culturally and linguistically diverse backgrounds. If you have difficulty in understanding this report and require an interpreter to effectively communicate the report to you please contact:

The Board Secretary

The Rockhampton Grammar School

Archer Street

Rockhampton Qld 4700

Telephone 07 49360602 or email: bskilling@rgs.qld.edu.au

The Rockhampton Grammar School At A Glance

Who We Are And What We Do

The Rockhampton Grammar School is an independent non – denominational co-educational day and boarding school catering for students from Early Learning to Year 12. Boarding students are enrolled from Years 7 to 12. Enrolments are drawn from Rockhampton and the Central Queensland region. It is a leading school in regional Queensland and one of the foremost schools in regional Australia.

The Rockhampton Grammar School was founded in 1881 and is one of the eight schools in Queensland governed by the *Grammar Schools Act 1975*. Primary education was reintroduced in 1990, Prep was introduced in 2005 and The Rockhampton Grammar School Early Learning Centre opened in 2007. The School offers an affordable education, quality boarding facilities and a caring environment.

At the date of the 2011 Commonwealth census the total enrolment was 1289 students, of whom 325 were boarders. Primary school enrolment was 426, from the Preparatory year to Year 7, and secondary enrolment at census date was 863.

As well as strong academic and vocational offerings the School has an extensive extracurricular program.



School Mission Statement

Our Ambition

The Rockhampton Grammar School aspires to be a centre of excellence in education. The School is committed to:

- ▶ providing opportunities for students to achieve success
- ▶ providing outstanding teaching and learning opportunities for students and staff
- ▶ strengthening its partnerships locally, nationally and internationally
- ▶ providing an environment where all feel safe and secure and can thrive
- ▶ challenging students to find meaning and value in their lives

Our Purpose

The School provides a disciplined, challenging and stimulating learning environment to inspire our students to become successful lifelong learners, responsible local and global citizens, and men and women of strong ethical and moral character. We promote high standards of scholarship and work with all members of the School community to pursue personal excellence in their intellectual, physical, creative and emotional development.

Our Values

- **Care and Compassion** – care for self and others
- **Endeavour** – seek to perform at your best in everything you undertake individually and collectively
- **Respect** – treat others with consideration and regard
- **Honesty and Trustworthiness** – be honest, sincere and able to be trusted
- **Responsibility** – be accountable for and in charge of your own actions
- **Integrity** – act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions
- **Democracy** – appreciate the rights and privileges of citizenship, commitment to the pursuit of the common good, and standing up and helping others
- **Community** – be aware and welcoming of others, accept

Our Commitment

Every Opportunity, Every Student, Every Day

MANAGEMENT and ORGANISATION

GOVERNANCE

LEGISLATIVE BASIS

The Board of Trustees of the Rockhampton Grammar School is constituted under the Grammar Schools Act 1975 and is a Statutory Body within the meaning given in the Financial Administration and Audit Act 1977 and subject to audit by the Queensland Audit Office.

MINISTER RESPONSIBLE FOR ADMINISTRATION OF LEGISLATION

The Minister for Education and Training is responsible for the administration of the *Grammar Schools Act 1975* (*The Act*).

Functions and Powers

The functions of the Board of Trustees are specified in Section 14 of the Grammar Schools Act 1975 as follows:

- (a) to supervise, maintain and control the conduct of the school for which the Board is constituted;
- (b) to erect, alter, add to, purchase or sell buildings used or to be used for or in connection with the school;
- (c) to effect general improvements to the premises used or to be used for or in connection with the school;
- (d) to provide in the school courses of instruction;
- (e) to make rules with respect to –
 - (i) fees and charges to be paid in relation to students enrolled or to be enrolled at the School;
 - (ii) the management and control of the School; and
 - (iii) the discipline and conduct of students enrolled at the School.

The powers of the Board of Trustees as set out in Part 3 Divisions 1 and 2 of the Grammar Schools Act 1975 are as follows:

Division 1 - General powers

Powers and functions generally

A Board shall have and may exercise and perform such powers and functions as are conferred or imposed upon it by or under this Act.

By-law making power

- (1) a Board may make by-laws about elections under this Act, including by-laws about –
 - (a) an electoral eligibility amount for the Board; and
 - (b) when an election is held; and
 - (c) a maximum number of terms for which a person may be elected under section 7(4)(b).
- (2) a by-law made under subsection (1)(a) may provide for an amount that is an electoral eligibility amount in relation to all elections or a specified election.
- (3) a by-law has effect only if it is consistent with this Act, including a regulation in force under this Act.
- (4) without limiting subsection (3), a provision of a by-law mentioned in subsection (1)(a) is of no effect unless it complies with a regulation about the minimum or maximum amount that may be set as an electoral eligibility amount for the Board.
- (5) a by-law is not subordinate legislation.

Power to establish trust funds and to accept gifts and the like subject to conditions

- (1) a Board may establish and administer trust funds for any purpose in connection with the exercise and performance of its powers and functions.
- (2) a Board may agree to and carry out conditions to which a gift, grant, bequest, devise, purchase, lease or other means whereby a Board acquires or holds property is subject.

Power to establish investment common funds

- (1) a Board may establish investment common funds for the collective investment of moneys of the School in respect of which the Board is constituted, trust moneys and other moneys held by or in the custody of that School.
- (2) a Board may, from time to time without liability for breach of trust, bring into or withdraw from an investment common fund established by it the whole or any part of moneys of the School in respect of which the Board is constituted or trust moneys or other moneys held by or in the custody of that School.
- (3) subject to subsections (4) and (5), a Board shall distribute periodically the income of each investment common fund amongst those funds participating in the common fund, having regard to the extent of the participation of those funds in the common fund during the relevant accounting period.
- (4) in a case where a Board has brought into an investment common fund sums of money that, having been received by it to be expended for a stated purpose, will not for any cause be expended for that purpose forthwith, the Board may pay into its general fund the whole or any part of that portion of the income of such investment common fund that is attributable to the participation of those sums of money in that common fund and that is not required for that stated purpose.
- (5) a Board may if it considers it proper so to do, from time to time, add a portion of the income of an investment common fund to the capital thereof or use another portion of that income to establish or augment a fund or funds as a provision against capital depreciation or reduction of income.

Appointment of employees

- (1) a Board –
 - (a) shall appoint and at all times have a secretary; and
 - (b) shall appoint a secretary when and as often as a vacancy occurs in that office; and
 - (c) may appoint and employ such administrative officers, teachers, clerks and other employees as it considers necessary for the proper exercise and performance of its powers and functions.
- (2) a Board may enter into, perform and discharge any agreement with respect to the payment of salary, wages, expenses or other moneys to be paid to or in respect of any person who performs functions on behalf of the Board for the purposes of this Act.

Superannuation scheme

- (1) a Board may –
 - (a) establish or amend superannuation schemes; or
 - (b) join in establishing or amending superannuation schemes; or
 - (c) take part in superannuation schemes.
- (2) the auditor-general may audit the schemes.
- (3) Subsection (2) is subject to the *Financial Administration and Audit Act 1977*, part 6.

Division 2 – Power to enter into financial arrangements

Boards are statutory bodies

- (1) Under the *Statutory Bodies Financial Arrangements Act 1982*, a Board is a statutory body.
- (2) The *Statutory Bodies Financial Arrangements Act 1982*, part 2B sets out the way in which a Board's powers under this Act are affected by the *Statutory Bodies Financial Arrangements Act 1982*.

Procedure before borrowing

Before proceeding to borrow money under the *Statutory Bodies Financial Arrangements Act 1982*, a Board must cause the following to be prepared –

- (a) plans and specifications of the projects or full details of other undertakings for which the money to be borrowed is required;
- (b) an estimate of the cost of those projects or other undertakings;
- (c) a statement showing details of the proposed expenditure of the money to be borrowed.

Illegal borrowing

- (1) if a Board borrows money that it is not authorised under this Act and the *Statutory Bodies Financial Arrangements Act 1982* to borrow, the members of the Board who have consented to the borrowing of that money shall be jointly and severally liable to repay it and to pay interest thereon to the person from whom it was borrowed and that money and interest may be recovered from those members or any of them as money lent by that person to those members or, as the case may be, that member by action in any court of competent jurisdiction.
- (2) if moneys are appropriated from any fund kept under this Act for the purpose of repaying money so borrowed or paying interest thereon, the members of the Board who have consented to the appropriation of those moneys for that purpose shall be jointly and severally liable to refund them with interest thereon at a rate determined by the Treasurer in respect of that appropriation and those moneys and interest may be recovered from those members or any of them by action in any court of competent jurisdiction at the suit of the Treasurer.
- (3) in an action brought under subsection (3), the Treasurer –
 - (a) is entitled to costs as between solicitor and client; and
 - (b) must pay the amounts recovered under the action into the fund concerned.



The Board of Trustees of The Rockhampton Grammar School

GOVERNING BODY

The Board of Trustees of The Rockhampton Grammar School was constituted on 4 October 1878. The Board consists of seven members appointed by the Governor in Council for four years of whom:

- (a) four are persons nominated by the Minister
- (b) three are persons who have donated or subscribed to the School and been elected as prescribed by the Act.

The Governor in Council appointed the Board for a term of four years from 21 December 2009 to 20 December 2013.

Trustees

Membership of the Board for 2010 was:

Chairman	Mr B V R Beasley, LL. B (Hons), J.P
Deputy Chair	Mr S K Irwin, MBA
Member	Mr R A Armstrong
Member	Mr M J Birkbeck, B. Bus. (Acct), FCPA
Member	Emeritus Professor D J Clayton M.App.Sci., B.App.Sci.,Grad.Dip.Sci.Ed
Member	Dr J South, B.Sc. (Hons), Ph.D
Member	Mrs K M Wilson, B.A. (UQ), Dip. Ed. (UQ)

The Board met formally on eight occasions during 2011.

Members of the Board perform their duties on a part-time basis for no remuneration.

PRINCIPAL PLACE OF BUSINESS

The School's principal place of business is Archer Street, Rockhampton. The School also operates an Outdoor Education Facility on the Capricorn Coast at Ritamada, Emu Park. It has a small farm at Port Curtis and has a rowing facility on the Fitzroy River.

ASSOCIATED BODIES

The Board does not operate any controlled, associated or trustee bodies.

LIST OF SENIOR STAFF

Headmaster	Dr P. A. Moulds, B.Sc., Dip.Ed (Qld), B.Mus. (Qld), B.Ed.St.(Hons) (Qld), Ph.D. (Qld), M.A.C.E., F.A.I.M.
Board Secretary	Mr R. Skilling, B. Com., CPA, JP C. Dec.
Deputy Headmaster and Head of Middle School	Mr A. A. Kelly, B.Ed., M.Ed. Stud, N.T.S.D., H.Dip.Ed.
Head of Senior School	Ms. Denise Wright, B.Sc. (Hons), Grad. Dip. Tchg.
Head of Primary School	Mr. G R Hadwen, Dip.Tchg., Grad. Dip.(Ed. Admin.)
Director of Teaching	Mrs. N K Murphy, B.Ed., Grad. Dip. Ed., M.Learning Mgmt., M.A.C.E.
Director of Learning	Mrs. R E Carter, B.Ed (Hons), Cert IV (Training and Assessment)
Director of Co-Curriculum	Mr. T R Wells, B.HMS. B.Ed.
Director of Early Learning	Mrs. A S Shackleton, Adv. Dip (Childrens Services), Cert.IV (Training and Assessment)
Director of Boys' Boarding	Mr. S J Norford, B.Ed., Dip. Tchg.
Director of Girls' Boarding	Mrs. D J Skilling, Dip. Ed. (Phys. Ed.)



Left to right: G. Hadwen, R. Carter, N. Murphy, P. Moulds, A. Kelly, D. Wright, S. Norford, D. Skilling, \ A. Shackleton, B. Skilling, T. Wells

A copy of the Chairman of Trustees and Headmaster's reports to the School community at the 2011 Speech Night can be found on pages 20 to 29 of this report. These remarks provide a summary of the operations of The Rockhampton Grammar School in 2011. They are also printed in the School Magazine which has been distributed to all students who attended the School in 2011 and to those entering the School in 2012.

Critical Projects for 2011

The Board and the School Executive set out the following as Critical Projects for 2011:

1. Deliberately pursue the teaching and learning of the Habits of Mind from Early Childhood to Year 12.
2. Upgrade the School's website to ensure that it responds to students, parents, teachers and community needs.
3. Conduct and successfully complete the Non State School Accreditation Board five year accreditation process.
4. Produce a Physical Master Plan for all sites for the Rockhampton Grammar School.
5. Establish Professional Learning Programmes for all teachers at The Rockhampton Grammar School.
6. Develop a Risk management Strategy and Risk Profile for The Rockhampton Grammar School.

Review of Critical Project Outcomes

Each year the School's progress on achieving the objectives set out in the Strategic Plan occurs twice. In March, the School's progress on the Critical Projects for the year is reviewed, with a full review on the progress for the Critical Projects and Critical Success Factors occurring in September or October.

The six Critical Projects for 2011 are:

- Completion of the Master Planning process
- Upgrading the School's website to ensure it responds to the needs of students, teachers, parents and the community
- The deliberate pursuit of the development of Habits of Mind for students from Early Childhood to Year 12
- The establishment of professional learning plans for all teachers at The Rockhampton Grammar School
- Successful completion of the Non-State Schools Accreditation Board Cyclic Review Process
- Development of a risk management strategy for The Rockhampton Grammar School.

In compiling the report on the Review of Critical Projects it has been noted that student achievement and School achievement have not been captured in the reporting process. While the capturing of this data does occur elsewhere (e.g., Board of Trustees reports, speech night addresses, school magazine articles), performance in areas such as NAPLAN, OP results, sporting competitions and community involvement are critical components in the success of the School.

1. Completion of the Master Planning Process

The School is currently engaged in the production of a Master Plan for the five campuses of The Rockhampton Grammar School. The Master Plan is structured into seven sections:

- a. Introduction
 - (i) Key Goals
 - (ii) Planning Principles

- b. Context
 - (i) Campuses of The Rockhampton Grammar School
 - (ii) Teaching and Learning – Now and Into the Future
 - (iii) Issues from Strategic Planning
 - (iii) Other Possibilities

- c. Taking Stock
 - (i) Location of the Campuses of RGS
 - (ii) Existing Development
 - (a) Teaching and Learning Space Assessment
 - (b) Facilities assessment for each site including buildings, space”, access, security, student safety, wayfinding, electrical supply, air conditioning, stormwater, sewerage, water, parking, traffic, telecommunications and data.
 - (c) Space – Land Use and Access
Table and colour coded map looking at land use (academic, residential, services, car parking, sports surfaces, playground, passive open space, roads, parking) Access – how students arrive and depart from the School
– bus, walk, car

- d. Planning Guidelines
 - (i) Sustainability, Environmental Control
 - (ii) Land Use – Precinct and Places
 - (iii) Open Space, Landscape
 - (iv) Built Forms, Materials and Colours
 - (v) Access, Circulation and Parking
 - (iv) Services Infrastructure

- e. Master Plan Priorities and Recommendations
 - i. Identification of priorities, elucidation of issues and examination
 - ii. of solution pathwayFormulation of recommendations for future action

f. Master Plan Sequence

g. Master Plan Costing

The plan has been split into two volumes. The first volume contains sections 1 - 4 which has undergone only small changes in 2011. The second volume contains sections 5 – 7 and has undergone significant development in 2011.

At the Board of Trustees meeting held on September 1st significant progress was achieved through a Master Planning workshop facilitated by Dr Liz Mellish. Board members were asked to consider four important issues which would provide significant direction to subsequent discussions and decisions:

1. What is the optimal size of The Rockhampton Grammar School, both overall and in the various sub-schools?
2. How do we as a School want to structure our enrolments (linked with issue 1) to ensure protection of our population as an ongoing learning and revenue stream? That is, in the Primary School in particular, how many streams of classes do we want in each year level to ensure healthy enrolments going forward through to the Secondary School?
3. What should be the size and composition of the Boarding School population of The Rockhampton Grammar School? That is, should it be capped at 340 or additional beds made available for approximately 50 new boarders?
4. What is the debt appetite of the Board of Trustees of The Rockhampton Grammar School?

The School has also engaged during 2011 in some short term projects which have included:

- Consideration of the School entrance
- Planning for the occupation of the Lifeline Building
- Consideration of an additional Year 6 class in 2012
- The future of the demountable classroom at the School Farm.

2. Upgrading the School’s website to ensure it responds to the needs of students, teachers, parents and the community

Redevelopment of the RGS Website was identified in the 2011 Strategic Plan as a priority for the Manager of Communications and Marketing. A review by the Manager of a report to the School (by consultant Stephen Holmes) and other research confirmed the assessment that the website was underdeveloped, that there was not very good integration of website based communications with RGS printed material, and that the site failed to “creatively set out [the School’s] complete offer” (Holmes). Whilst the site was loaded with information it was not very communicative. Additionally, the website was hosted and managed by an external provider. Whilst the relationship with the provider in terms of web services is good, it is costly and cumbersome to make changes to the website.

Research on the re-development of the RGS website, therefore, included that of service providers who specialise in the production of electronic media for education outlets. Based on the data accumulated, information provided by principals at each organisation as well as a review of websites produced by each company, it was recommended in August that RGS engage Mediasphere to develop its site.

Mediasphere has produced sites for organisations such as the University of Queensland, ABC Learning Centres, numerous school and multiple Queensland Government sites. They provide the structure, support and hosting infrastructure as well as will work with the School on e-commerce and other on-line transactions. Crucially, its systems ‘talk’ to TASS, the School’s administration system which should enable the School to maintain its parent/student/past student information more efficiently. Under Mediasphere, day-to-day maintenance and operation of the website is directly controlled by the School. That is, updates to text, images and functionality are conducted by the Comms & Marketing department and/or authorised staff member(s).

Start-up costs, including licensing of software and training, are modest, estimated to be \$5500. Annual support, licensing and hosting fees are estimated to be \$990.

The School spoke to Mediasphere clients, confirming its products and level of service were commendable.

In early/mid September consultation with RGS Staff by the Manager of Marketing and Communications and planning with Mediasphere representatives was underway. A draft sitemap from Medisphere was provided to the School on 16 September. Further consultation and revision to the sitemap have occurred over subsequent weeks with RGS and Mediasphere exchanging drafts. On 12 October Mediasphere provided its first RGS home page design draft which, when signed off, will inform the design and functionality of the site content pages.

It is forecasted that the main components of the website redevelopment will be completed within the next 5-8 months.

3. The deliberate pursuit of the development of Habits of Mind for students from Early Childhood to Year 12

Two major activities have been the focus of this Critical Project in 2011. First, Professor Arthur Costa visited The Rockhampton Grammar School to work with the staff during the day, and to give a public lecture to the School community on Wednesday, May 25th in the Memorial Assembly Hall.

Arthur L. Costa, Ed.D. is an Emeritus Professor of Education at California State University, Sacramento, and Co-Director of the Institute for Intelligent Behaviour in El Dorado Hills, California. He has served as a classroom teacher, a curriculum consultant, and an assistant superintendent for instruction and as the director of educational programs for the National Aeronautics and Space Administration. Professor Costa has written numerous books, including *Techniques for Teaching Thinking* (with Larry Lowery), *The School as a Home for the Mind*, and *Cognitive Coaching: A Foundation for Renaissance Schools* (with Robert Garmston). He is editor of *Developing Minds: a Resource Book for Teaching Thinking*, co-editor (with Rosemarie Liebmann) of the *Process as Content Trilogy: Envisioning Process as Content, Supporting the Spirit of Learning*, and *The Process Centered School*.

Importantly, Professor Costa in collaboration with Dr Bena Kallick, is the editor of four books that focus on the development of the Habits of Mind titled *Habits of Mind: A Developmental Series*, which provides the substance of Dimension 5 in the Dimensions of Learning Framework. The School views the development of students' Habits of Mind as important, as we see these behaviours and actions as broad, enduring and essential lifelong learnings that are as appropriate for adults as they are for students. The School's hope is that by teaching Grammar girls and boys the Habits of Mind, they will be more disposed to draw upon the habits when they are faced with uncertain or challenging situations. Additionally, we hope the habits will help our teachers develop thoughtful, compassionate, and cooperative human beings who can live productively in an increasingly chaotic, complex, and information rich world.

In deliberately pursuing Habits of Mind at RGS we also believe that we are developing students' emotional intelligence. By deliberately helping our students develop self awareness, manage their impulsivity and emotions, empathising, and developing social skills we recognise the importance of our boys and girls intellectual and emotional growth whilst at school.

Over fifty parents and educators attended the breakfast to hear Professor Costa relate first-hand how to develop a child's success in life, school and work with the Habits of Mind.

Professor Costa spent time in the Primary School and at the Early Learning Centre. During these visits, as well as viewing the work of our students he answered staff questions and shared his experience of the Habits. Several Middle and Secondary School Heads of Department and teachers attended a session with Professor Costa where the focus was embedding the Habits into both the curriculum and assessment items.

All Early Learning, Primary, Secondary and Learning Support staff came together in the afternoon to attend a workshop with Professor Costa. At this session he spoke of the journey of continual growth in relation to the Habits and addressed the fact that the Habits are never fully mastered, that as continuous learners, they are repeatedly practiced, modified and refined.

The School's core aim with the framework continues to be to provide a learning culture and environment in which our students learn to take responsibility for their own learning, develop the skills that allow them to do that well and come to appreciate that their commitment to being effective learners is a life-long habit. To this end, Professor Costa's visit was invaluable in terms of stimulating staff and refocused the school wide commitment to Dimensions of Learning and specifically the Habits of Mind.

Second, as a part of the pursuit of the Habits of Mind, all secondary departments have been required to complete documents for Semester 1 and 2 outlining the specific Habit(s) to be pursued for each topic, in each year level and subject. This has allowed for curriculum mapping to occur in order to ensure students learn specific strategies for each of the Habits over the course of their education at Grammar.

4. The establishment of Professional Learning Plans for all teachers at The Rockhampton Grammar School.

Professional Learning Plans (PLPs) for all teachers are now in place. Heads of Department and the Assistant Head of Primary have worked closely with their staff and the Director of Teaching to determine the best plan for each teacher in their faculties.

As part of the planning process, four (4) categories provided structure for determining actions, support and review procedures. These categories were:

- a) Departmental initiatives (aligned with departmental directions/requirements and our School Strategic Plan);
- b) ICTs (direct connection with the TabletPC programme particularly affecting teachers of Years 9 and 10);
- c) Dimensions of Learning (teachers were required to consider their departmental plan and our whole-school focus);
- d) Self-selected Professional Development – i.e. PD that the teacher feels he/she requires to grow professionally.

Heads of Department and the Assistant Head of Primary were also provided with the following guidelines (summarised) to ensure that the intent of the PLP was maintained:

- Ensure a focus on a teacher's strengths. Teachers were asked to consider strengths and HODs/AHP to encourage teachers to 'take them to the next level'. Our PLPs are not just be about improving or initiating/developing new initiatives, they are also about highlighting and growing teachers already strong capabilities.

- PLPs were to be kept to one page and be written on a provided template.
- Timelines were to be specific (where possible). Note, however, the PLP is a ‘goal setting’ document and that at times because of the very nature of what we do, timelines may need to be adjusted. They were advised that we can be flexible if the situation warrants it.
- The Review Procedure is to be considered very important and treated seriously. The Director of Teaching provided HODs/AHP with a structure to guide the review process that was conducted in Term 2.
- All were encouraged to be as creative as appropriate. HODs/Assistant Head of Primary, alone, do not have to do all the reviewing of their teachers focus areas. They were to consider grouping teachers on tasks, encouraging peer review procedures and invite Senior Staff, other HODs or even other faculty teachers to participate in focus tasks/initiatives.
- HODs/Assistant Head of Primary directed to meet with teachers to discuss their PLP. The first meeting may have been held as a group (perhaps at a faculty meeting) and other meetings, one-on-one.
- HODs/Assistant Head of Primary also prepared their own PLP.

5. Successful completion of the Non-State Schools Accreditation Board Cyclic Review Process.

Following the 18th November 2010 Board of Trustees meeting, The Rockhampton Grammar School Cyclic Review Plan 2011 was submitted to the Non-State School Accreditation Board (NSSAB) for approval. This plan was subsequently approved at the start of 2011.

The School prepared a document register to guide the gathering of evidence in order to answer the review questions posed in the Cyclic Review Plan. The gathering of evidence began in February 2011.

Validation of the review occurred on the 14th July with the following panel involved in the process:

- Dr Phillip Moulds (Headmaster)
- Mrs Kaye Wilson (Ministerial Appointment, Board of Trustees)
- Dr Warren Beasley (retired Professor – Education Faculty UQ)
- Mr Robert Skilling (Board Secretary)

The validation report was considered and accepted by the Board of Trustees at the Board meeting on the 21st July, with the report being submitted to the Non-State Schools Accreditation Board the following week.

The Non-State Schools Accreditation Board has informed the Board of successful completion of the Cyclic Review Process and thanked the School for the manner in which the review was conducted.

The Cyclical Review Report is attached as an appendix to this report.

6. Develop a Risk Management Strategy for The Rockhampton Grammar School

During 2011 the School undertook a process to produce a risk review of the School, and develop a risk management strategy, including:

- Identifying and collating a summary of key areas of risk that face the School;
- Undertaking a review of the processes used by the School to manage its risk exposures; and
- Developing an overall risk management strategy.

A paper was developed by the Headmaster that set out a recommended strategy for The Rockhampton Grammar School to build on the foundation of risk management activities that had already been carried out at the School. The risk management strategy allows the School to develop a robust risk management framework and clearly demonstrate that it has proactive management practices to ensure that risks are identified, monitored and reviewed.

This risk management strategy developed gives consideration to the specific management practices in place at the School, and has been designed to be integrated with the School's existing management activities in a streamlined way that will not create a significant extra burden to the School. That is, the risk management strategy provides a means for the School to integrate proactive risk management techniques into its day-to-day activities.

The key components of the risk management strategy set out in the report were:

- Risk Management Policy
- Risk Review
- Risk Reporting
- Critical Controls Review

Additionally, a risk profile for The Rockhampton Grammar School was developed.

As a result of the development of the School's Risk Management Strategy and Risk Profile the need for a checklist to ensure that The Rockhampton Grammar School was in compliance with legislation was identified. The Legislative Compliance Checklist has also been developed for RGS.

Chairman's Report

On behalf of the Board of Trustees, it is my pleasure to present the 2011 Annual Report.

Throughout the year, the Board has had oversight of a number of governance issues including a review of our Strategic Plan developed in 2010.

I am pleased to report that Grammar is on track to meet its strategic targets for 2011:

- with successful completion of the Non-State Schools Accreditation;
- establishment of professional learning plans for our teachers; and
- upgrading of the School's website well underway.

The Board in conjunction with the Headmaster has set six critical projects for 2012 including:

- ongoing development of our Master Plan;
- completion of the next Enterprise Bargaining process; and
- A review of timetabling and subject offerings.

In September this year we were represented at the biennial Grammar Schools Conference in Toowoomba. Gatherings such as these provide a wonderful opportunity for representatives of the eight Grammar Schools to come together to discuss issues of mutual importance.

From this conference I can report with confidence that your School is very well placed among its Grammar School peers.

Also this year, the Board has increased its commitment to ensuring your School operates under a comprehensive risk management framework by formally developing a Risk Management Strategy and establishing a Risk and Compliance Committee.

This Committee is to report regularly to the Board on all matters touching or concerning risk within the School to ensure our desired risk culture and management is achieved.

Also the Board has been actively involved in a number of matters to oversee the future progress of the School. As I outlined at last year's Speech Night, the State Government announced the Flying Start Programme, however, this year, changed the commencement date to 2015.

We are acutely aware of the need to plan for this change as it is anticipated the move for Year 7 into High School will see greater demand on our School's resources -the day school, co-curricular, administration and importantly, boarding.

A number of Master Planning sessions were convened this year as well as a full day meeting with an external facilitator to address major questions such as:

- optimal School size;
- composition of our boarding population; and
- the debt capacity for the School to manage major projects.

To date little direction has been provided regarding the Government's proposal to give financial assistance to schools like RGS to fund these changes.

As you will be aware, the property at 124 Quarry Street was acquired earlier this year, and the addition of this tremendous asset will assist with the School's growth needs.

Once again, Rockhampton Grammar has a financial surplus recorded for the year and the School's finances continue to remain in good shape. Fee increases are necessary to ensure the School remains strong and well positioned to provide the best it can for all students.

I thank our School's leadership team for another year that brings great credit to Grammar.

Our Headmaster, Dr Moulds, has continued his great passion for education and remains unending in his capacity to drive the School to greater achievements.

Recognising the need for continued development of our School's leadership, Dr Moulds attended two leadership conferences in July and August of this year. As identified in our strategic aims, professional development is an important aspect of the teaching profession and, in due course, will only add benefit to our School.

On behalf of the Board I again thank Dr Moulds for his continuing efforts throughout 2011.

I also express the Board's thanks to our other School Heads in Mr Kelly, Deputy Headmaster; Mrs Denise Wright, Head of the Senior School; and Mr Geoff Hadwen Head of Primary. This group of outstanding individuals supported by various Assistant Heads and Directors provides a wonderful leadership team for Grammar.

Let me also thank our entire teaching and administrative staff for a remarkable year throughout 2011. All who pass through the doors of Grammar will forever be grateful for such commitment and dedication.

The Board Secretary, Mr Bob Skilling, continues to provide prudent and considered advice to the Board in all matters financial and, in particular, has taken a main role in the establishment of the Risk and Compliance Committee I mentioned earlier. Mr Skilling is owed our thanks.

Your Board seeks to observe the highest standards of corporate governance and an important element of effective corporate governance is Board review. This year the process of the Board review has been revisited with greater emphasis placed on individual and group assessment of the effectiveness of the Board.

I thank my fellow Trustees for their contributions again this year. The many and varied skills that the Trustees bring to the table provide a tremendous platform for effective decision making.

Looking towards 2012, the Board's time will continue to be absorbed with planning for the Flying Start Programme, involving not only the structural and building requirements but also the education outcomes to be achieved.

The School is entering an exciting stage and dedication to the continued search for higher achievements will no doubt be carried into the next year.

Finally, I wish all of our departing students the very best for their future lives and careers. May you long remember and cherish your days at Grammar.

Mr B. Beasley
Chairman

Headmaster's 2011 Speech Night Address

As part of its purpose, The Rockhampton Grammar School both treasures and celebrates its long held traditions — academic excellence, pursuit of each and every students' personal best, an all round education and community involvement — while at the same time providing a contemporary and innovative education to prepare our students for an ever-changing future. The purpose of my speech night address is both to affirm these notions as well as to demonstrate evidence of them being alive and well in the Grammar School.

By any of our traditional measures, this has been a most successful year for The Rockhampton Grammar School community. I was pleased this year to report to our community on what were, frankly, outstanding results attained by the students of The Rockhampton Grammar School in the two major external measures of academic achievement.

The OP results of the 2010 senior students were exceptional. By all of the standard measures we use to evaluate performance across the range of results, our 2010 cohort consistently achieved well above historical Grammar averages for OP attainment. The median OP score of seven achieved by the 2010 senior group, a result that ranks with our best ever year groups, is a simple and powerful representation of our students' efforts and the School's investment in their academic development and growth. Further measure of the quality of the outcomes is demonstrated by The Rockhampton Grammar School students winning Australian Student prizes, gaining University places in the most sought after courses nationally, and with our vocational education students being very keenly sought after for apprenticeships and employment opportunities.

Rockhampton Grammar students have performed exceptionally well in NAPLAN which is a uniform, standardised, Australia-wide test of the skills of students in Years 3, 5, 7 and 9. Our student groups exceeded established benchmarks and achieved combined means in Reading, Writing, Grammatical Conventions and Numeracy that place us as, clearly, one of the best performed schools in regional Queensland and amongst the top schools overall in Queensland.

A number of initiatives this year have further demonstrated our commitment to considered

and planned teaching and learning innovations. First, the whole school has focused in the use of the Habits of Mind in enabling the growth of our students as successful learners and people. The School was very fortunate to have Professor Arthur Costa visit in May to spend time with staff, students and parents alike. Of particular significance was the fact that Professor Costa recognized the School as one that is achieving very highly in this area, with the school being invited to be a Habits of Mind Centre of Excellence.

Second, we have continued with the implementation of the TabletPC programme in 2011. As the use of these computers grow the School is becoming increasingly aware of the efficacy of the one-to-one environment for the development of disciplinary content and resources, the organisation of, and access to, curriculum, and sustained student engagement and reflection.

The co-curricular programme offered our students the opportunity to meaningfully broaden their educational experiences. Outstanding team performances this year have included: Capricornia Brisbane Lions Cup Champions in AFL; Rockhampton Schoolgirls Premiers in Netball; silver medals at the National Rowing Champions and gold, silver and bronze medals at the Queensland Secondary Schools Rowing Championships; Central and North Queensland Champions in Futsal; Rockhampton, Central Queensland and North Queensland Champions in Rugby Union; Gold and Silver Medallists at the Australian Championship and Gold Medalists at the Queensland Secondary School Championships in Sport Aerobics; and Queensland Country Champions in Tennis. Our students also came together to be awarded Rockhampton and District Secondary School Premiership Teams in Athletics, Cross Country and Swimming. Additionally, students from The Rockhampton Grammar School have been selected for state and national teams in a wide range of sports including surf life saving, rugby league, karate, table tennis, netball, rugby union, rodeo, AFL, rowing, athletics, swimming, equestrian, cross country, softball, tae kwon-do, triathlon, touch, tennis, cricket, football and futsal. The depth and breadth of such achievements by the teams and individuals of the School are to me astounding, and marks the co-curricular programme as a special and unique part of an education at The Rockhampton Grammar School. Thank you to Mr Todd Wells, Director of Co-Curriculum and his staff, the MiCs, support groups, managers and student leaders who have all worked together to provide a host of opportunities for students across one of the most diverse co-curricular programmes operating in any school. The cultural life of the School again featured astonishing variety and quality.

There were fine dramatic productions, compelling concerts, a fantastic musical performance of FAME and an engaging art exhibition. I was very pleased to participate in the first International Music Tour which saw The Rockhampton Grammar School students perform in the United States including Seattle, San Francisco, Disneyland and Los Angeles. The following video clip from the Channel Seven news captured some of the students' thoughts on their adventure and why these experiences are important to offer students at The Rockhampton Grammar School in the academic, co-curricular and service areas.

Rich student learning extended far beyond the academic classrooms, sports fields and performance venues. The renovated personal development programme, whose highlights included focuses in the Senior School on leadership and the new "What About Me" programme in Year 9, provided both theoretical and practical learning. For example, the "What About Me" programme promoted healthy social, emotional, spiritual and physical growth through challenges, responsible risks, community service and appropriate learning opportunities. Year 9 students participated in team building, self defense and gym activities as well as discussion sessions on relationships, making good decisions, communication skills, substance abuse, stress busters, personal values and social justice issues. The programme culminated in a variety of activities held on the last two days of Term 3. These activities included sessions on confronting bullying issues and personal presentation, solo reflection time and a 14km hike up Mt Archer. Thank you to our four Heads of School, Mrs Adeina Shackleton, Mr Geoff Hadwen, Mr Arthur Kelly and Ms Denise Wright for their exceptional work and leadership in this area. Additionally, thank you to all the teachers of the School and the students whose daily interactions model and promote the positive and caring climate of The Rockhampton Grammar School.

In community service initiatives, staff and students have worked tirelessly in the pursuit of helping others. Through such efforts the girls and boys of the School develop their leadership capacities, character, empathy and understanding of others and the world in which we live. These initiatives have included: the Flood Fundraising Dinner held in February where over \$36000 was raised and shared between communities in Rockhampton, Emerald and Theodore; numerous classroom based projects; a construction project in Nepal; \$7000 raised to assist a school in Tanzania; and working with sick and less fortunate people in Rockhampton.

It gives me great pleasure to announce to the School community that two students will be attending The Rockhampton Grammar School on the new needs based bursary scheme in 2012. These bursaries, which are funded externally through a gift by Dr Mark Lupton, provides the opportunity for a girl or boy who would greatly benefit from an education at The Rockhampton Grammar School, but who without financial assistance would be otherwise unable to attend The Rockhampton Grammar School. The School is committed to pursuing more of these bursary places so that it models to both the students and the community, a commitment of enabling children of Central Queensland access to an outstanding education regardless of background or financial circumstance.

The boarding experience has a special place at The Rockhampton Grammar School. The Rockhampton Grammar School is a Boarding School rather than a school with boarders. The Boarding Houses embrace those intangibles that transform a place to sleep and rest into a home. They are places that are secure and safe, where girls and boys are happy and feel that they belong to a community that both develops their character and provides order to their lives. Girls and Boys Boarding at The Rockhampton Grammar School also is a place where individual rights are celebrated, but not at the expense of community rights, and where warmth and empathy are balanced with high expectations of behaviour and effort. Perhaps most importantly, boarding at Grammar provides students with friendships and experiences which enrich their school lives and leaves them equipped for life beyond school. I thank Mrs Dorothy Skilling and Mr Stewart Norford for their dedication and care of our boarders and for their leadership of the boarding community.

While I am very proud of the achievements of students and staff this year, a strategic future oriented school must prepare students not only for the present, but also for the future. As John Dewey (1944:167), one of the 20th century's leading educational theorists, timelessly expressed, '...If we teach today as we taught yesterday, we rob our children of tomorrow.' Our classrooms must respond to the twin demands of a vastly different world and learners with fundamentally different attitudes, skills and priorities. We live in a global society marked by increased integration and interdependence; changed international competition; complex global problems whose solutions extend beyond national boundaries; all pervasive advances in information and communications technology and scientific discoveries; and social realities requiring difficult ethical choices.

Twenty-first century teaching and learning will require innovative learning methods that integrate the use of supportive technologies, enquiry and problem-based approaches, complex reasoning processes and real world problems. As a School we are fully aware that the academic course we have charted offers very real challenges. First, the supposed comfort of our 'digital natives' can conceal variable technological proficiencies and maturity inadequate to anticipate the future implications of either an inappropriate, permanent digital footprint or of obsessive engagement in the virtual world. Our mandate must be as much to the development of students' ethical responsibilities in the virtual world as it is to their technology, information and critical thinking skills. Our success with this mandate will determine: 'how they shape their identities, protect their privacy, and keep themselves safe; how they create, understand and shape the information that underlies the decision making of their generation; and how they learn, innovate and take responsibility as citizens. (Palfrey and Gasser, 2008:7).'

Second, the teacher's role clearly must evolve. No-one would pretend that it is not very challenging for an adult to go from subject matter expert to technology novice. However, while the teachers' subject matter insight will be vital, and a teachers' expertise important in shaping new learning approaches, it is the human connection that is irreplaceable. Teachers' capacities to appropriately challenge, support and inspire their students will remain the essence of the learning experience.

Third, we must steer a responsible but farsighted path in an era increasingly emphasising centralisation, high-stakes testing and test based accountabilities. We must balance a NAPLAN inspired emphasis on the fundamental skills of literacy and numeracy with the development of 21st century understanding and skills. Simply, we must resolutely prepare our young women and men for the 'tests of life' not merely for a 'life of tests'.

The success of our efforts in enabling and empowering student learning is only possible of course through the active guidance of our staff. I thank our Director of Learning, Ms Reniece Carter for her enthusiasm, creativity, work ethic and vision in this area and for the great work she has done in 2011.

It is also important to formally recognize the role played by the school's Director of Teaching, Mrs Nanette Murphy, Deputy Head of Primary, Mrs Janet Spark, Heads of Departments, and the many teachers who have acted as curriculum and academic leaders in and beyond their classrooms. In our teaching and learning journey, we must live Roland Barth's important encouragement that: 'A school culture hospitable to widespread leadership will be a school culture hospitable to widespread learning.'(Barth, 2001:81).

It is important at this formal occasion to recognise the invaluable contribution of a number of people to The Rockhampton Grammar School. It gives me great satisfaction to publicly acknowledge the enormous contribution made to the School by the Board of Trustees. Their expertise, commitment and belief in the School are critical elements in both its current standing and exciting future. I particularly pay tribute to the leadership of the Chairman of Trustees, Mr Brad Beasley, who not only has great dreams for the School but spends extraordinary time in seeking their realisation. I would also like to thank the School's Secretary to the Board of Trustees, Mr Bob Skilling, who is seemingly indefatigable in pursuing the wishes of the Headmaster and the Board of Trustees.

The performance and reputation of The Rockhampton Grammar School is critically dependent on the quality and effort of all our staff. The School is outstandingly served by its teaching staff. I thank them all for their dedicated and professional efforts this year, and want to affirm that they are the school's greatest resource. My particular thanks are extended to the members of the Senior Staff Team whose capacity is matched by their devotion to the School's advancement. In doing so I would like to recognize the leadership of Mr Arthur Kelly who filled in as Acting Headmaster during my study leave in Term 3. Finally, I want to acknowledge the significant contribution of our support staff who work with such loyalty and ownership for the School.

It is a privilege to recognise the enthusiasm and efforts of the host of people who have supported the School in 2011. In particular, I thank the following people for their work in critical community leadership roles: Mr Steven Deaves, President of the Past Students' Association, President of the Red and Black Association Mrs Kim Matthews and Mrs Louise Dunne, President of the Boarders Parents Association.

In conclusion, I wish to offer congratulations and best wishes to the departing Year 12s. They have been a very cohesive year group who have strongly lived our values of care and compassion, endeavour, respect, honesty, responsibility, integrity, democracy and community. Their selfless and enthusiastic efforts have benefited many in the student body. Student leaders School Captains Tammy McArthur and Xander Armstrong and Vice Captains Katie Marsden and Felix Modlmayr have been outstanding in their personal efforts, in their role modelling and in their connection with the student body. The whole school wishes the Years 12s well in their future endeavours, confident they have been strongly shaped by the values of this great school and assuring them they will always remain part of the Grammar community and be welcome back to it.

Phillip Moulds
Headmaster

MANAGEMENT TRAINING AND DEVELOPMENT

The School has a policy of providing paid leave and contributing to the associated training costs of staff to attend training and professional development courses approved by the School.

During 2011 the School spent \$143,000 on training and associated costs. Staff attended external training courses as well as those that were internally designed and conducted on campus.

OVERSEAS TRAVEL

There was no overseas travel undertaken on behalf of the School by any member of the Board of Trustees during 2011.

REVIEW OF PERFORMANCE

Critical Success Factors

The following eight Critical Success Factors have been identified:

- Develop and maintain the School's physical Infrastructure to meet demand and expectations.
- Identify, develop and retain a highly skilled and motivated teaching staff to achieve the School's academic, pastoral, boarding and extracurricular outcomes.
- Enhance and develop our reputation for and understanding of exemplary teaching and learning in the academic domain.
- Enhance and develop our reputation for and understanding of the pastoral care of our students.
- Enhance and develop our reputation for and understanding of exemplary teaching and learning in the co-curricular domain.
- Enhance and develop our reputation, understanding of and response to the needs of our boarding community.
- To secure, enhance and where prudent diversify our funding sources.
- Enhance, broaden, and promote an understanding of the offerings of the Rockhampton Grammar School to ensure and secure enrolments.

Each of these factors have had detailed action plans and strategies attached to them for 2011 and 2012. Reports are made on progress of the action plans for each year at the March and October Board of Trustees meeting.

Risk Management

The Board of Trustees had previously decided that the School was not large enough to warrant a permanent Risk Management and Audit committee meeting separately but that the risks identified and the actions required to manage and reduce these risks should be a matter for the whole Board and therefore Risk Management is now a permanent item on Board agendas.

In 2011 a Risk Management Strategy document was produced to build on the risk management foundation already in place. This Strategy document will allow the school to continue to develop a robust risk management framework and clearly demonstrate that it has proactive management practices in place to ensure that risks are identified, managed, monitored and reviewed.

The School continues to review and update the policies that underpin the risk management strategy. These efforts focus on student and staff welfare, financial health, governance issues, regulatory and legal issues, information technology systems and stakeholder interests.

The School's Workplace Health and Safety committee meets regularly to review safety in the workplace.

FINANCIAL RESULTS AND KEY STATISTICS

In 2011 The Rockhampton Grammar School recorded another healthy operating surplus and ended the year in a strong financial position. There was an operating surplus of \$2,742,968 after interest payments and before depreciation. The 2011 surplus budgeted for was \$2,255,145

SUMMARY 2011 FINANCIAL RESULTS

<u>REVENUE</u>	<u>2011</u>	<u>Budget</u>	<u>2010</u>
Tuition Fees	\$9,440,598	\$9,573,975	\$8,364,229
Boarding Fees	\$4,261,582	\$4,244,500	\$3,929,006
Commonwealth Grants	\$8,138,306	\$7,249,640	\$9,994,576
State Grants	\$2,414,784	\$2,363,654	\$2,284,361
Early Learning Centre	\$1,389,504	\$1,368,983	\$1,148,600
Other	\$1,428,282	\$1,484,017	\$1,254,099
TOTAL	\$27,073,056	\$26,284,769	\$26,974,871
<u>EXPENSES</u>			
Tuition	\$11,680,976	\$12,425,906	\$11,399,866
Boarding	\$3,077,021	\$2,909,201	\$2,696,488
Property	\$2,839,476	\$2,791,501	\$2,476,142
Administration	\$4,915,829	\$4,078,513	\$4,086,693
Early Learning Centre	\$1,061,486	\$1,043,520	\$1,009,522
Depreciation	\$1,359,265	\$1,200,000	\$1,189,892
TOTAL	\$24,934,053	\$24,448,641	\$22,858,603
Earnings before Interest	\$2,139,003	\$1,836,128	\$4,116,268
Interest	\$755,300	\$780,983	\$686,960
Surplus after Interest	\$1,383,703	\$1,055,145	\$3,429,308
<u>CAPITAL MOVEMENTS</u>			
Capital Income	\$920,377	\$509,400	\$2,843,316
Capital Borrowings	\$2,800,000	\$2,800,000	\$326,000
Capital Expenditure	\$4,245,843	\$3,770,000	\$4,858,842
Capital Repayments	\$688,788	\$791,514	\$592,179
Capital Deficit	-\$1,214,254	-\$1,252,114	-\$2,281,705

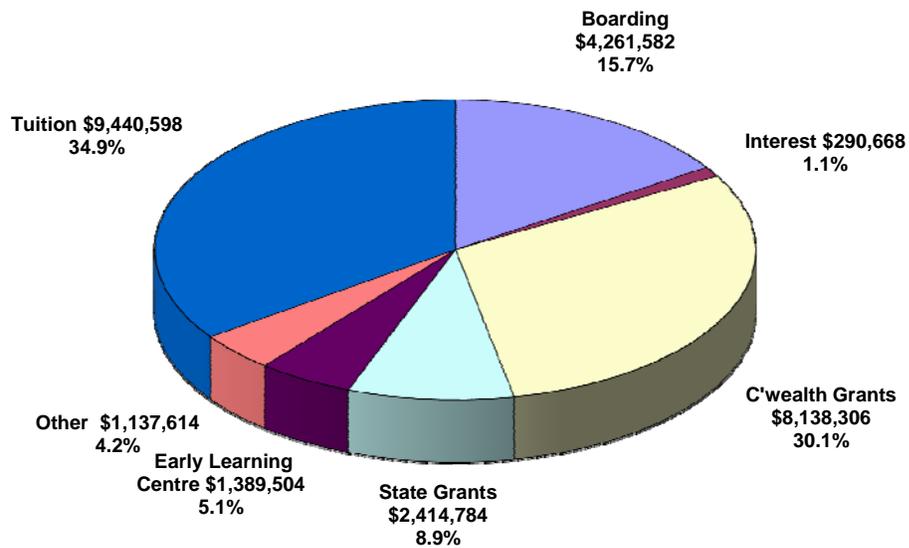
2011

KEY FINANCIAL DATA

Operating Revenue	\$27,073,056
Operating Expenses	\$24,934,053
Operating Surplus	\$2,742,968
Cash as at: 31 Dec 2011	\$3,937,510

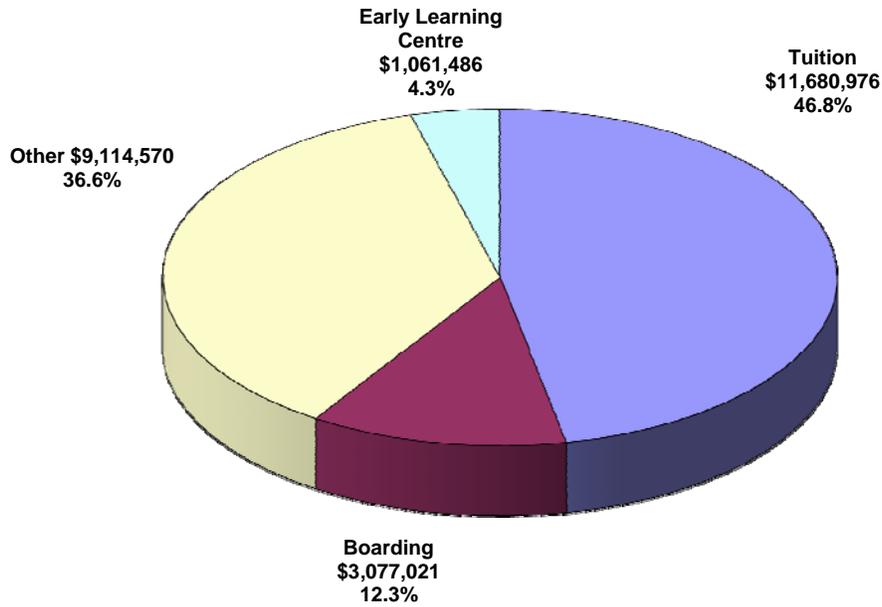
OPERATING REVENUE

\$27,073,056



OPERATING EXPENSES

\$24,934,053.00



KEY PERFORMANCE INDICATORS

STUDENT / STAFF NUMBERS

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Primary	377	391	400	416	426
Staff	21.4	22.8	25.0	25.1	25.9
Ratio	17.6	17.2	16.0	16.57	16.44
<i>Benchmark</i>	<i>18</i>	<i>18</i>	<i>18</i>	<i>18</i>	<i>18</i>
Secondary	840	837	847	852	863
	67.9	71.1	71.1	74.6	73.6
Ratio	12.4	11.8	11.9	11.4	11.7
<i>Benchmark</i>	<i>11.8</i>	<i>11.8</i>	<i>11.8</i>	<i>11.8</i>	<i>11.8</i>
Total Students	1217	1228	1247	1269	1289
Boarding	338	330	324	325	325

The Benchmark is from ASBA School Survey 2009

TUITION AND BOARDING FEES

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Secondary Tuition	\$5800	\$6100	\$6500	\$7040	\$7600
Primary Tuition	\$4000	\$4200	\$4480	\$4860	\$5300
Boarding	\$10000	\$10500	\$11160	\$12100	\$13060

OPERATING EFFICIENCY (PROFITABILITY) PER STUDENT

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Net Surplus Net Operating Margin (Before Depreciation and Interest)	\$3 264 757	\$3 911 801	\$2 392 714	\$2 922 182	\$5 306 162
BENCHMARK 0.13	0.19	0.19	0.11	0.12	0.19
Student Numbers	1154	1217	1228	1247	1269
Operating Efficiency(Profitability Per Student)	\$2 829	\$3 214	\$1 948	\$2 343	\$4 181

Net Operating Margin measures the cash surplus from every dollar of gross income. This means that from every dollar of income 13 cents is available for strategic development. Income includes Capital Receipts from Government.

CAPITAL DEBT RATIO

Capital debt as at 31/12/2011	\$11 923 809
Debt Per Student	\$9 279
Debt Servicing as % of Total Income	6.03%

REVIEW OF OPERATIONS

SERVICES PROVIDED

Curriculum

Primary (Years Prep – 7)

Grammar Primary prides itself on its achievements in the academic areas and students invariably achieve very well on state and national tests.

Complementing classroom work in Key Learning Areas is extension in academically stimulating areas such as Future Problem Solving and Tournament of Minds. Teachers have also constructed learning programs for extension and reinforcement under diverse titles such as Challenger, Right Frame of Mind, Day of the Notables and Student Enterprises Expo.

A rotational program on Wednesdays allows students to have regular lessons in Science, Thinking Skills, Health, Japanese, Public Speaking, Social Development, Lego Technology and Computing. Specialist teachers are also used for Home Economics, Physical Education, Music and Art.

Middle School (Years 8 – 10)

The Middle School Course is divided into two sections:-

Section A: Core Subjects (each of 6 periods per week)

Subjects - English, Mathematics, Science and Humanities. All students are required to study the four core subjects. In Mathematics and Science students are streamlined into sets according to ability and performance.

Section B: Elective Subjects (each of 4 periods per week).

The School offers 16 elective subjects in the Middle School. Each student must study three (3) electives from this selection.

Agriculture, Art, Business Life Skills, Business Technology Studies, Business Principles, Computer Solutions, Small Business Management, Drama, Food Technology, Graphics, Japanese, Junior Design and Technology, Marine Systems, Music and Sports Science.

Senior School (Years 11 – 12)

Subjects offered in the Senior School are as follows:

Accounting, Agriculture, Art, Business Communication & Technologies, Biology, Chemistry, Drama, Economics, English, Legal Studies, English Communication, Geography, Graphics, Home Economics, Studies, Health & PE, Information Processing & Technology, Information Technology Systems, Japanese, Marine Studies, Mathematics A, Mathematics B, Mathematics C, Modern History, Music, Music Extension, Physics, Technology Studies.

SCHOOL OPERATIONS

In 2011 The Rockhampton Grammar School maintained its cycle of growth. Term one opened with 1286 students (2010: 1266) of which 421 were primary students and 865 were secondary students. The year finished with a total enrolment of 1285.

The boarding population average over the year was 325 and the boarding school continues to hold its' market share. This is due in no small part to the excellent facilities and "value for money" fees.

The primary school continues to grow and the Early Learning Centre with its pre-prep class will continue to help that growth continue.

Educational Program

The School uses the QSA syllabi for all senior school studies in Years 11 and 12. From Prep to Year 10 the school curriculum is based on QSA Key Learning Area syllabi material.

The School introduced an instructional program, Dimensions of Learning (DoL) in 2003. This translates a large body of educational research into a practical model that Prep to Year 12 teachers can use to improve the quality of teaching and learning throughout the school curriculum. Work programs are continually reviewed and updated particularly with a DoL perspective. Teaching staff has embraced the critical review of teaching practices and delivery by colleagues through classroom visits and in staff professional development days. Many of the staff of The Rockhampton Grammar School are members of Queensland Studies Authority review panels at both local and State level.

The School monitors the suitability of its curriculum through a range of measures including student destinations before and after Year 12. The School offers a broad range of subjects enabling students to take a vocational education pathway as well as academic pathways through the Queensland Core Skills Test and an OP score.

The School is committed to the professional development of its teachers to acknowledge and support the high standards of teaching expected from them.

The Rockhampton Grammar School applies the Code of Ethics for Teachers in Queensland and all teaching staff are bound by this code

Accreditation by Non State School Accreditation Board

In 2011 the School undertook the five year cyclical review required by the Non State School Accreditation Board (NSSAB). This required the submission of a Review Plan to be approved by the NSSAB and then the execution of the plan. The process involved is a self review of the educational, governance and financial structures of the School to demonstrate its continued viability.

The Review Report was submitted and accepted by the NSSAB. The School has received accreditation for the provision of Primary and Secondary education for the five years to 2016.

NAPLAN

The Rockhampton Grammar School 2011 Year 3, 5 And 7 Naplan Results Summary

	Yr 3 State Av.	Yr 3 THE ROCKHAMPTON GRAMMAR SCHOOL Av.	Yr 5 State Av.	Yr 5 THE ROCKHAMPTON GRAMMAR SCHOOL Av.	Yr 7 State Av.	Yr 7 THE ROCKHAMPTON GRAMMAR SCHOOL Av.
Numeracy	385	414	470	486	539	579
Reading	400	459	470	505	534	571
Grammar and Punctuation	407	457	485	523	525	562
Spelling	388	434	466	488	529	549
Writing	404	447	471	491	533	568

	Yr 3 THE ROCKHAMPTON GRAMMAR SCHOOL Student's % Above National Benchmark	Yr 5 THE ROCKHAMPTON GRAMMAR SCHOOL Student's % Above National Benchmark	Yr 7 THE ROCKHAMPTON GRAMMAR SCHOOL Student's % Above National Benchmark
Numeracy	100%	96%	100%
Reading	100%	98%	100%
Writing	100%	96%	100%
Spelling	100%	98%	99%
Grammar and Punctuation	100%	96%	100%

**The Rockhampton Grammar School 2009, 2010, 2011
Year 9 Naplan Results Summary**

Mean	Standard % At or above National Minimum				
	Grammar	State (QLD)	Grammar	State (QLD)	Australia
Reading 2011	597	573	97	92	92
2010	592	564	97	90	91
2009	591	570	92	90	92
Writing 2011	576	566	95	85	85
2010	593	564	94	87	87
2009	594	558	92	85	88
Spelling 2011	590	576	97	90	91
2010	587	572	94	89	90
2009	584	569	92	88	90
Grammar and Punctuation 2011	598	568	96	89	90
2010	604	573	97	90	91
2009	602	569	94	89	90
Numeracy 2011	622	575	100	93	93
2010	623	576	99	93	93
2009	630	579	97	95	95

Percentage of R.G.S. Students Above National Minimum Standard

R.G.S./Qld	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	100	100	100	100	100
Qld	92.9	94.0	90.8	91.6	95.2
Year 5	98	96	98	96	97
Qld	88.7	89.6	88.5	89.9	93.5
Year 7	100	100	99	100	100
Qld	94.3	91.20	90.9	91.9	94.5
Year 9	97	94	97	96	100
Qld	91.6	84.7	90.2	89.4	92.8

CO-CURRICULAR ACTIVITIES

Secondary Sports include:

Aerobics, Basketball, Beach Volleyball, Cricket, Cross Country, Golf, Netball, Rowing, Rugby League, Rugby Union, Soccer, Swimming, Tennis, Touch Football, Triathlon, Water Polo, Weight Training.

The Primary School also participates in Netball and Touch Football.

Co-Curricular Activities include:

Art Club, Cadets, Computer Club, Debating, Duke of Edinburgh, Equestrian, Show Cattle Team, Oratory, Mooting, Secondary Musical, Primary Musical, Music, Christian Fellowship, Tournament of Minds.

THE ARTS

MUSIC

The School has a number of vocal and musical ensembles including the Orchestra, Marching Band, Stage Band, Concert Band, Jazz Ensemble, Senior Choir, Junior Choir, Signing Choir and Chamber Choir.

Music Festival

The Rockhampton Grammar School Music Festival was again a great success in 2010 with large and appreciative audiences attending what was a celebration of the musical talent at The Rockhampton Grammar School.

Musical Theatre

The Secondary and Primary School's musical productions were again outstanding and successful.

The efforts of staff, students and parents were well rewarded when the secondary school production of "Fame" again surpassed the previous record for audience attendance at a school production in Rockhampton.

DRAMA

Drama continues to grow both as a subject area and an extra curricular activity at The Rockhampton Grammar School with productions ranging from Greek Theatre and Shakespeare to modern drama. Students have had the opportunity to be coached by members of the Bell Shakespeare Company and to visit their studio in Sydney.

SPORT

Sport, like music and drama, continues to be a jewel in the co-curricular crown and sets a benchmark in terms of participation of students and involvement of staff.

In 2011 the School was successful in many local school competitions, again winning championships in Athletics, Swimming, Cross Country Running, Netball, Cricket, Rugby and Water Polo.

At State level individual and team championships and selections were won in Athletics, Cricket, Netball, Swimming and Rowing competitions.

At National level, the rowing squad won one silver medal and one bronze medal. All crews made semi finals or finals at the National Rowing Championships.

The Sport Aerobics team were Gold and Silver Medallists at the Australian Championship and Gold Medalists at the Queensland Secondary School Championships.

Grammar spirit is seen on all fields of sporting endeavours in club or interschool competition and at local, state and national levels.

Students from The Rockhampton Grammar School have been selected for state and national teams in a wide range of sports including surf life saving, rugby league, karate, table tennis, netball, rugby union, rodeo, AFL, rowing, athletics, swimming, equestrian, cross country, softball, tae kwon-do, triathlon, touch, tennis, cricket, football and futsal.



BOARDING

Ethos

To provide quality pastoral care to all those students (male and female) who choose to board at the School and to help and guide them to reach their full potential.

The Boarding Houses are:

Luck House – Year 11 and 12 boys – 43 single studies

Coombe House – Year 11 boys – 21 double studies

Girls House – Senior Dormitory – 31 single studies for Year 12 girls, 8 twin studies for some Year 11 girls, Year 8 – 11 in dormitory style accommodation.

Boland Girls – 15 Year 11 girls in single or twin accommodation

School House – Junior Boys – in dormitory style accommodation.

The senior boys Houses are ‘state of the art’ for boarding in the new millennium with direct line access to the internet and our Computer Resources Centre (for easy research).

Girls House and Palmer Girls dormitory are modern dormitories that are home for some 144 girls ranging from Year 7 to Year 12. This house features refurbished study areas and a large common room area. The House is also linked to our Computer Resources Centre. Boland Girls is newly refurbished accommodation for Year 11 girls.

In 2009 the Board decided that the school should embark on a program to provide air conditioned living spaces for boarders. This program commenced with an initial project to air condition the senior student’s spaces in Palmer and Girls dormitories and in Luck and Coombe boys’ houses. This project was completed by the start of Term 1 in 2010. All other boarding accommodation was air conditioned for the start of Term 1 in 2011.

The junior boys house, known as School House and situated in the original school building, is the home for 110 boys in Years 8 to 10. It also is home for our primary boarders. This House has 2 separate wings or Houses, Wheatcroft and Wheatley, each with their own common room area.

Each House has its own Master in Charge who is supported by appropriate staffing levels. The living arrangement for students is of the bed/set arrangement.

Professional and experienced carers, and their families staff all of these houses. The majority of our boarding staff are teachers or people actively involved in tertiary education.

ASSOCIATED SUPPORT GROUPS

In 2011 The Red and Black Association Inc. as the main parent support group continued its invaluable assistance to the School both monetarily and in general support.

This group, along with The Past Students Association and the Boarder Parents Group, provide a powerful backup to all that goes on at the School.

CAPITAL INFRASTRUCTURE

A great deal of work has gone into maintaining the physical fabric of the School in 2011 to ensure a quality environment for students and staff.

Some \$1 2255 000 has been spent in 2011 on infrastructure development. This work includes air conditioning in the Boarding Houses, new school buses, residential accommodation for boarding staff and other projects.

In addition the School purchased two strategic blocks of land for \$3 240 868

CONSULTANCIES

During 2011 the School spent the following amounts on consultancies:-

Management & Governance	\$ 17 027
Human Resource Management	\$ 20 341
Finance / Accounting	\$ 30 541
Professional / Legal	\$ 3 813

INFORMATION SYSTEMS

The School operates the following computer systems at the School: -

1. TASS.
2. Micropay.

The TASS system is a fully integrated data base package that handles all areas of the School's administration both financial and academic. Micropay is a payroll system.

The School has used the systems for a number of years and have found both systems to be stable and supported by companies who are committed to progressive future development programs.

In 2007 TASS moved to a web based system with several advancements in both process and outcomes and is continuing to develop.

In 2009 Micropay was upgraded and the new system was moved from a DOS base to a Windows environment and gives much improved functionality.

The systems generate accurate and timely management information that assists the Board in discharging its governance responsibilities.

BENCHMARKING

Each year the national body of the Association of School Bursars and Administrators (ASBA) commissions an Independent Schools Financial Survey that provides schools that participate in the survey with a report. This report provides financial benchmarks for the School against other schools of similar characteristics within Queensland and Australia. The School participated in the survey during 2010 with respect to the 2009 financial data. The Board considered the report provided by ASBA, investigated aspects of the report and took remedial action where it was felt necessary.

HUMAN RESOURCES

The Rockhampton Grammar School did not offer any Early Retirement, Redundancy or Retrenchment packages in 2011.

Carers

The Rockhampton Grammar School supports the Queensland Carers Charter as detailed in the *Carer's (Recognition) Act 2008*, through the flexible work practices and the provision of Carer's Leave.

Students with Disabilities

The Rockhampton Grammar School values the diversity of all students including those with special educational needs, recognizes the right of all students to equitable access to the curriculum and offers education programmes specific to the needs of students with disabilities.

The School has a written Disabilities Policy.

TOWARD Q2: TOMORROWS QUEENSLAND

Smart Queensland: Target 1 All children will have access to a quality early childhood education, so they are ready for school.

The Rockhampton Grammar School operates an Early Learning Centre which includes a pre – prep class, staffed by a fully qualified early childhood trained teacher.

Smart Queensland: Target 2 Three out of four Queenslanders will hold a trade, training or tertiary qualification by 2020

Academic Outcomes

OP Results 2011

The School can report with pleasure the academic results of the class of 2011.

In the OP strand the Year 12 cohort of 156 students achieved outstanding academic results:

RGS			STATE (Average)
OP1	19	12.18%	2.62%
OP 1 – 5	57	36.54%	19.01%
OP 1 – 7	77	49.36%	–
OP 1 – 15	142	91.03%	75.74%

Similarly the Year 12 students who completed the non-OP strand achieved exciting results with the vast majority already having obtained either an apprenticeship or employment in their chosen fields.

99% of students were awarded their Queensland Certificate of Education.

Public Interest Disclosure Act 2010

The *Whistleblowers Protection Act 1994* has been repealed and replaced by the *Public Interest Disclosure Act 2010*. Commencing 1 January 2011 agencies are now required to report public interest disclosures to the Public Service Commission (PSC).

There have been no public interest disclosures in 2011. The PSC will include disclosures made by the School in the annual report of that agency.