Rockhampton Girls Grammar School

ANNUAL REPORT 2011

Non Scholae Sed Vitai
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Communication objective
Purpose of the report
The Rockhampton Girls Grammar School 2011 Annual Report of the Board of Trustees for the Minister for Education and Industrial Relations has been prepared in accordance with the requirements of Section 49 of the Financial and Performance Management Standard 2009.

The Report:
- highlights the achievements of the School;
- profiles the history of the school;
- details school management and governance;
- outlines progress against the objectives of the School’s Strategic Business Plan 2009-12;
- provides an Outlook for 2012; and
- provides a copy of the audited financial; statements (as required under Section 62 of the Financial Accountability Act 2009).

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Availability of the report
Copies of this Report are available from:
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The Queensland Government is committed to providing accessible services to Queenslanders from all culturally and linguistically diverse backgrounds. If you have difficulty in understanding the annual report, you can contact us on 07 4930 0900 and we will arrange an interpreter to effectively communicate the report to you.
Our school

Our values
Rockhampton Girls Grammar School is a learning community founded on a commitment to ‘Learning for Life’.

Each member of our School family contributes to sustaining an environment in which individuals actively engage in their learning; where School values are embraced; where mutual and self-respect is practised; where community and global citizenship is fostered and where excellence in every endeavour is sought and celebrated.

Our values

<table>
<thead>
<tr>
<th>Openness</th>
<th>Loyalty</th>
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<tr>
<td>Equity</td>
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<tr>
<td>Involvement</td>
<td>Honesty</td>
</tr>
<tr>
<td>Independence</td>
<td>Responsibility</td>
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<tr>
<td>Acceptance</td>
<td>Creativity</td>
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<tr>
<td>Mutual Respect</td>
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</table>

This values statement reflects the amended Public Sector Ethics Act 2010 which guides ethical decision making and behaviour. The ethical principles are:

- Integrity and impartiality
- Promoting the public good
- Commitment to the system of government
- Accountability and transparency

The School values statement, established by staff and students in 2010, is published in all student planners and Handbooks for parents, students and staff.

Our history
In 1883 a movement began to establish a girls grammar school in Rockhampton and with a decision by the Trustees of the Rockhampton Grammar School to close their female department, the Rockhampton Girls Grammar School began to take enrolments.

The prime site on the Athelstane Range was selected as being appropriate and in 1891, construction commenced on the School building, designed by Mr E.M. Hockings, to accommodate 50 day and 20 boarding students.

The School was established under the Grammar Schools Act 1860 and is one of the eight original Grammar Schools of Queensland. It continues to function as a Statutory Body under the Grammar Schools Act 1975 and its amendments.

The building was enlarged three times - in 1897, 1899 and again in 1901 - to meet growing demands as students were enrolled from kindergarten to matriculation.

RGGS opened its doors to the first four boarders and thirty-three day students on 11th March, 1892.

With Miss Helen E. Downs as foundation Headmistress, the School was officially opened on 19 April 1892.

On the departure of Miss Downs, the School presented her with a gold replica of the School badge, and on her death she bequeathed it to the School to be worn by the Head Prefect who was to be known as the Helen E. Downs Prefect.

Prue McKeague was a 1985 senior who died during the Christmas holidays. At the suggestion of some of her classmates and the Old Girls Association, a platinum replica of the Helen E. Downs badge was commissioned.

This badge of office is worn during the year by the other Head Prefect who is referred to as the Prue McKeague Prefect.
Our present

Rockhampton Girls Grammar School (RGGS or Girls Grammar) is set atop Athelstane Range overlooking Rockhampton, Queensland. Rockhampton is regarded as a leading centre of education for students of all ages.

RGGS is an independent non-denominational school for girls offering day and boarding facilities for the continuous education of students from Prep to Year 12 with boarding from Year 6. Students come from diverse backgrounds across the state, the Northern Territory and internationally.

Besides offering excellent educational opportunities for primary and secondary school students in Central Queensland, continuing students also have access to CQUniversity which has established a first-class reputation for its educational offerings, particularly in Business, Health and Engineering.

The School also works in partnership with the Rockhampton College of TAFE which offers an excellent variety of courses and study options for girls seeking to broaden their education. Our girls have the option of taking up school-based traineeships and vocational education (Voc Ed) subjects as part of their courses.

The School provides a smooth transition across three levels: Junior School (Prep–Year 6), Middle School (Years 7-9) and Senior School (Years 10-12).

Boarding students are accommodated in three separate boarding houses: Kollar, Jackson and Luck Houses. Kollar House provides single rooms and the entire campus has wireless internet access. RGGS began the 2011 school year with 342 students of whom 143 were boarders and 199 were day pupils.

Acting Chairman’s speech night address

Welcome to the RGGS 120th Speech Night.

120 years is a long time and our School has travelled well and embraced change over time, but the character, traditions and ideals that we are proud of can be traced back to the very beginning.

Helen E. Downs our first Head Mistress made a statement in her maiden address that is still very relevant today. She said:

“We do not hope to turn out scholars who know everything and we certainly do not want to produce scholars who think they know everything – but intelligent workers who have, at least, learnt how little they know, and that even the wisest are only at the gateways of knowledge. We wish to form at School habits of industry, thoroughness, self-discipline, observation and thoughtfulness, to train, in short, women who shall be able to make the most of their surroundings and themselves.”

120 years later and her words still ring true.

2011 has been another successful year for RGGS. Increased enrolments and a strong financial position have enabled the Board to continue to invest in capital projects. Our emphasis this year has been on information learning technology and placing the School at the forefront of this technology.

There have been many improvements made in this area including:

- A major hardware upgrade incorporating the latest technology creating a platform to support students current and future educational outcomes
- Integrated data projectors and networked printers in all teaching spaces
- Continuing rollout of the notebook program for Years 7 – 12

In 2012, the School plans to undertake capital projects to the value of $2.25 million. We plan to remove all remaining asbestos from the School and we are also committed to the major refurbishment of both McKeague Hall and Jackson Boarding House.

Our principal Ms Melinda Scash has just completed her first full school year with RGGS. She has displayed strong leadership and has put her stamp quite firmly on our School. Melinda takes a progressive approach to education and displays an infectious enthusiasm that is evidenced through the attitude of her staff. Congratulations to Melinda and all staff on a job well done.

Friends of the School are very important and we are lucky to have many. The Board would like to
congratulate Mrs Vicki Jackson and her Race Day Committee on another resounding success. Under Vicki’s watchful eye the RGGS Race Day is run with military precision and is a highlight on the Rockhampton Racing Calendar. This event is an important fundraiser and the Board is appreciative of the efforts of all involved.

Similarly we would like to thank the President of our P&F, Mr John Dargell and his Committee for staging the highly successful Bulls and Barrels night.

While speaking of the friends of the School it would be remiss of me not to acknowledge the support of our guest speaker the Honourable Mr Robert Schwarten, Member for Rockhampton. Robert has been a long term supporter of the School and has been of great assistance in our dealings with the State Government.

The term of our existing Board ends this year and we will be farewelling three Board members. I would like to thank firstly Mrs Alice Hare, whose passion for the arts has been a positive influence in the areas of dance and drama within the School.

Dr Judith Hancock leaves us after a long association with the School. Judith was appointed Administrator of RGGS from 2002 – 2004. She formed the new Board which she chaired from 2003 until she resigned in 2005. Judith was then re-appointed to the Board in 2010. Her achievements within the field of education are legendary and her contributions to RGGS have been very significant and greatly appreciated by the current Board.

Alas, we must also farewell Phil Hancock. Phil joined the Board in November 2003 and served as Judith’s Deputy until July 2005 when he was elected Chairman, a position that he held until his resignation in September this year. I have served as his Deputy in recent years and is has been both a pleasure and a privilege to work with him. To say that he is the rock, upon which the current Board has been built, would be an understatement. Phil’s passion and commitment to the School is unquestioned and his strategic thinking has been priceless. I wish him all the best as he takes on a brave new assignment. He leaves the School a better place for his time here.

To our other current Board members, Mr John Bryant, Mrs Vicki Bastin-Byrne and Ms Suzanne Phillips thank you all for your efforts and hard work during the year.

Our Board Secretary of many years Mrs Sandra McClelland will be retiring in the New Year and I would like to take this opportunity now of thanking her for her many years of hard work and for the loyalty and commitment she has displayed throughout her career at RGGS.

Looking ahead, our region is bracing itself for a period of unprecedented growth. The industrial activity in Gladstone and the mining boom in our surrounding areas will place pressure on our entire region’s infrastructure including educational facilities. At Girls Grammar, we are well equipped for the future but we will remain vigilant and uncompromising in our vision of providing challenging academic curriculum in a personal environment where students, teachers and parents have names and faces and are not simply email addresses.

Finally, I would like to wish our seniors well as they embark on the next exciting phase of life’s journey and I remind them that as old girls they will always be welcome in our school community. Thank you.

Mr Noel Livingston
Acting Chairman of the Board of Trustees
Our organisational structure

Figure 1 – Organisational Chart
School governance

The Board of Trustees of Rockhampton Girls Grammar School is constituted under the Grammar Schools Act 1975. The Board of Trustees comprises seven members each of whom serves four years. Of these seven members and four are nominated by the Minister for Education and Industrial Relations and three are elected by and from the Roll of Electors. The term of office of the members of the Board of Trustees of the School expired on 15 December 2011.

Board membership

1 January 2011 – 15 December 2011

Government appointments

- Mr Philip Hancock (resigned September 2011 as Chairman; resigned from Board November 2011)
  BInfoTech (CompSc) CSU, GradDip FacMgt UC
  Director, Division of Facilities Management, Central Queensland University (CQU)
- Mr Noel Livingston (Deputy Chairman to September 2011; Acting Chairman from October to 18 November 2011; Chairman from December 2011)
  Licensed Real Estate Agent
- Dr Judith Hancock AM (Appointed 11 November 2010) (Retired 14 December 2011)
  BSc, Grad Dip Ed Admin, MPhil, DUniv (QUT), MACE, LFAPC
- Mr John Bryant (Treasurer)(Deputy Chairman from December 2011)
  BBus, FCA, CMC, MAICD, MIMC

Elected representatives

- Ms Suzanne Phillips
  BA (Hons) UQ, MACE
  Experienced Senior Teacher Languages
  Education Queensland
- Mrs Vicki Bastin-Byrne
  Retail Business Owner
- Mr Trevor Hammersley (New Appointment)
  BEng
  Project Manager with Stanwell Corporation

Ex-officio Members of the Board

- Ms Melinda Scash (Principal)
  BEd (Language, Literature, Psychology), MACE, MACEL
- Mrs Sandra McClelland (Facilities & Services Manager)
  Secretary to the Board of Trustees
- Mrs Lauren Sharpe (Finance Manager)
  BBus, CPA

Board attendance

The Board met on 10 occasions during 2011. Attendances were as follows:

- Phil Hancock: 4/9
- Noel Livingston: 10/10
- Suzanne Phillips: 8/10
- Alice Hare: 5/7
- Judith Hancock: 8/10
- John Bryant: 7/10
- Vicki Bastin-Byrne: 9/10
- Melinda Scash: 10/10
- Sandra McClelland: 10/10
- Lauren Sharpe: 10/10

Board statutory functions and powers

Statutory functions of the Board are to:

- supervise, maintain and control the conduct of the School for which the Board is constituted
- erect, alter, add to, purchase or sell buildings used or to be used for or in connection with the School
- effect general improvements to the premises used or to be used for or in connection with the School
- provide in the School courses of instruction

- Mr John (Ross) Johnson (New Appointment)
  BBus, LLB

Elected representatives

- Ms Suzanne Phillips
  BA (Hons) UQ, MACE
  Experienced Senior Teacher Languages
  Education Queensland
- Mrs Vicki Bastin-Byrne
  Retail Business Owner
- Mr Trevor Hammersley (New Appointment)
  BEng
  Project Manager with Stanwell Corporation
make rules with respect to:
- fees and charges to be paid in relation to students enrolled or to be enrolled at the School
- management and control of the School;
- discipline and conduct of students enrolled at the School.

Statutory powers of the Board of Trustees acting within the Grammar Schools Act 1975 include exercising and performing such powers, authorities, functions and duties as are conferred or imposed upon it by the Act. Specific powers of the Board of Trustees include the power to:

- make by-laws about elections under the Grammar Schools Act 1975
- establish trust funds and to accept gifts and the like subject to conditions
- establish investment common funds
- appoint employees
- establish and maintain a Superannuation Scheme subject to the Auditor-General Act 2009.
- enter into financial arrangements under the Statutory Bodies Financial Arrangements Act 1982.
- delegate its functions to a member or members of the Board; a sub-committee of the Board; the Principal and through her to members of the staff of RGGGS.

Board reporting
The Board is supported by the Board Secretary and two sub-committees: Finance Committee and the Workplace Health and Safety Committee.

The Finance Committee provides advice and reports to the Board on the financial strategies and practices required to achieve sound financial corporate governance within legislative requirements.

The Workplace Health & Safety Committee presents a report to the Board each term on workplace health and safety matters.

Each month the Principal presents a report to the Board which outlines educational initiatives, staff and student welfare issues and any other matters that require Board consent or that could be of concern to the Board.

From information contained in these reports, enrolments are monitored against budget to ensure that the School is on target to meet the performance indicator benchmarks established in the Strategic Business Plan 2009-2012.

Finance committee
The Finance Committee is a sub-committee of the Board and is chaired by the Treasurer, Mr John Bryant.

The Committee’s role is to oversee the financial position of the School through monitoring the budget, managing bad debts, setting financial policy, addressing financial and operational risk management and reporting matters for further discussion to the Board.

Members of the Finance Committee are Mr John Bryant (Treasurer), Mr Noel Livingston (Chairman of the Board) and Mrs Vicki Bastin-Byrne.

The School’s Finance Manager attends the meetings and provides the Finance Committee with the latest financial figures for their review, discussion and recommendations.

Due to the size of the school, Rockhampton Girls Grammar does not have an Audit Committee or a Risk Management Committee. The Finance Committee is responsible for addressing the School Audit and the Workplace Health and Safety Advisory Committee reports on a regular basis to the Board of Trustees.

Similarly, there is no internal audit function within the school. A full year financial statement audit is conducted annually by an external auditor, Bentleys, in 2011.

Finance committee attendance
The Finance Committee met on 11 occasions during 2011. Attendances were as follows:

John Bryant, Treasurer 11/11
Vicki Bastin-Byrne 9/11
Noel Livingston 10/11
Melinda Scash, Principal 11/11
Sandra McClelland, Board Secretary 9/11
Lauren Sharpe, Finance Manager 11/11

School management
Leadership team
The School is managed by an Executive Team which comprises:

- Ms Melinda Scash (Principal)
  BEd (Language, Literature, Psychology), MACE, MACEL
- Dr John Fry (Director of Learning)
  BAppSc (Phys) (Hons); GradDipT (Sec); PhD
Mr Ryan Cheers (Director of ILT)  
BBiomedSc; GradDipEd  
Mr James Lye (Director of Student Wellbeing)  
BA/BEd(Sec)  
Mrs Sandra McClelland (Facilities & Services Manager)  
Mrs Josephine Carroll (Director of Boarding)  
CertT  
Mrs Lauren Sharpe (Finance Manager)  
BBus, CPA  
Mr Robin Fay (Enterprise Manager)  
BDesSt (Arch)  

(See Fig 1 – Organisational Chart 2011 – page 6).

Operating environment

The RGGS Strategic Business Plan 2009-2012 is based on the strategic impetus to strengthen the School’s Learning for Life ethos such that graduates of Rockhampton Girls Grammar School emerge as young women of the 21st century, prepared to meet life’s challenges, capable of problem solving for sustainability and personal, rewarding growth.

The Plan is centred on three strategic focuses:
- Community promotion
- High performance culture
- Financial sustainability

Focus 1: Community promotion

To become known within the local and wider community as a small school with smaller than average class sizes, providing a high quality education for girls in a regional environment, boarding for country students from Year 6, staffed by quality experienced teachers and boarding mistresses, plus a Prep-Year 12 continuum of learning. We will work to ensure that this information is dispersed by word of mouth and by publicly promoting the school across a variety of media forums to:

- Emphasise the uniqueness of RGGS
- Establish the curriculum in the real world of industry and business, engineering sciences and environmental studies

Performance:
- Registration of the School with the Industry Capability Network as a service provider to place the School at the forefront of businesses and manufacturers, particularly those expanding their role in the Central Queensland region
- Strongly represented at the Rockhampton Eisteddfod.

Focus 2: High performance culture

To be widely recognized as a school with high expectations for endeavour from staff and students, RGGS will focus on developing a strong performance culture.

Strategies to achieve this objective of attracting and retaining high quality staff and students who thrive within the culture of performance include:
- Promote broad, challenging curricular, co-curricular and pastoral programs to attract high quality staff
- Recognize an engaged, satisfied culture within the school
- Develop a climate easily able to attract and retain high performing staff

Performance:
- Professional development for all staff at the commencement of the year on “Self and School Culture”.
- Extension of working hours for School Counsellor has been very beneficial. The formation of a Student Welfare Committee which meets weekly to discuss issues and strategies to assist students at risk academically and pastorally.
- A program for students of Japanese who graduated from the Immersion program at a local state school. One of the CLIP program teachers delivers the Year 8 SOSE program in Japanese on Saturday mornings.
- The employment of Kerr Solutions to upgrade the technology within RGGS.
- Links to be fostered with Brisbane and Townsville Universities to attract under-graduate teachers for their resident teaching placement.

Focus 3: Financial sustainability

Further build upon the School’s strong reputation of quality education within a safe, nurturing, educational environment to solidify its financial stability with the view to long term sustainability.

Strategies to achieve this objective include:

- Continuing to retain the market niche of girls only boarding through maintaining market confidence in the quality of boarding.
- The Enterprise Manager continues to market the school, seeking grants and sponsorships and engaging with the business community for philanthropic support.
- Developing partnerships between RGGS Science faculty and CQUniversity in relation to Science opportunities.
- Oversee sound financial decision-making through the implementation and annual review of 5 and 10 year plans
- Increase volume of students
- Monitor fee structure
- Reduce costs
- Retain government support beyond 2011.

**Performance:**
- Numbers of students attending the RGGS Out of School Hours Care facility Before School, After school and Vacation Care has increased throughout 2011.
- The introduction of a Yeppoon bus run where students who live at the coast are collected each morning and delivered home after school has continued to be successful.
- Increase of 9% in school fees for 2011 for tuition, boarding and levies. The fees continue to be competitive with other schools in the Rockhampton region and include a compulsory tuition levy covering activities such as school camps, excursions, competition entrance fees etc. This makes the RGGS School Fee Structure ‘all inclusive’ with minimal add-on charges during the school year.

**Curriculum directions**

**Pathways**

In 2011 senior students were interviewed and monitored by the Director of Learning who tracked the progress of individuals in a variety of learning pathways through the RGGS curriculum.

**National curriculum**

Preparation was made for the implementation of the Australian Curriculum P-10 for Mathematics, Science and English.

**Japanese**

In 2011 RGGS extended the Japanese language program into Year 10.

The Japanese Department introduced interactive Wacom boards at Years 9 and 10, which facilitate learning utilising ‘Skype’ and ‘One Note’. This interactive technology allows students to collaborate in their own time online to discuss work and receive feedback from their teacher. It also facilitates access and review of previous classes and revision work.

Once again RGGS students have participated in the annual Japanese handwriting competition. Awards were achieved by three Girls Grammar students.

RGGS applied for and received a grant from the University of Queensland for the Japanese teacher to study in Japan for one month over the 2011 summer break.

**Tutorials and homework club**

In 2011, After School Mathematics Homework Club was held on Mondays, Wednesdays, and Thursdays from 3.00 to 4:30 pm in the Library of the School. Any secondary student from Years 8 to 12 could attend seeking help with maths. Students were not required to attend, but were encouraged and reminded in class, during assembly, and through the daily notices. Students were responsible for bringing along any materials that they wanted to work on.

The purpose of these sessions was to provide support to students with questions about their mathematics lessons, exercises, or revision. While students were working on their activities, the teacher would circulate, answering any questions that arose. Any guidance that was provided reinforced what happened during the regular classroom lesson and tried to bridge gaps. Common activities that students participated in during these sessions included completion of set daily exercises, work on assignments, computer time to complete activities and tests in Mathletics, revision of returned marked work and assessment to see how to improve and correct mistakes, and revision of any notes taken in class.

Sessions were well attended by students throughout the year. Students were required to sign in so that tracking of student attendance could occur.

Information collected included name, time in, time out, grade level, regular teacher, and topic studied. Every session the student attended was logged in TASS. Feedback to teachers and parents was available and given when necessary.

**Learning enhancement centre**

The Learning Enhancement Centre provides staff with many opportunities to share the facility with students, parents and colleagues. It has a ‘user friendly’ disposition with audio visual equipment and a functional academic area to accommodate students needing to work on supervised individual programs.

This centre has a student and staff lounge area which also doubles as a meeting area, an interview area and is used for social functions.

The resources area houses a wide variety of teaching and student resources. The centre is a space that allows a variety of options which all...
attributes to the successful running of this learning facility.

The focus of our centre has been to support students, parents and the teachers in the move towards Differentiated Learning. Staff assists in the implementation of specialised programs and parent interviews, staff in service and staff meetings are accommodated in this facility.

Students requiring additional support with daily instruction, extension work, homework or assignment support are invited to access the facility.

**Visual arts**

Visual Art students at RGGS have been very busy working towards our Art Exhibition which was held in October 2011. A specialised Art program begins in Year 3, and this year all Art students have been invited to showcase their work alongside senior artworks. This led to the hosting of a colourful exhibition of over 1,000 works.

The students have been encouraged to express themselves in a wide range of media which resulted in canvas pieces, digital works, photography, instillation art, ceramics and sound/film.

![Photo 2: Example of student art](image)

**Information communication technologies**

Students develop and demonstrate the knowledge and practices necessary to operate effectively in information technology rich environments. Students critically analyse information and construct personal meanings to develop and present responses to information and communication challenges. The course will focus primarily on the Microsoft Office and Adobe Creative Suite software packages. These two software packages are Industry standard and a will enable the student to develop valuable employability skills.

Rockhampton Girls Grammar school learning technology goals and objectives can be achieved when teachers and students are using computers for meaningful tasks, which they understand. We support the use of computers as a tool to assist and achieve educational goals, to improve communication capabilities, and to develop greater preparation and presentation skills.

Assessment focuses on students’ demonstrations of learning outcomes. Assessment opportunities are typically designed to provide opportunities for students to apply the skills and knowledge acquired in a relevant and creative manner.

**Academic awards and colours**

There was a shift in how academic achievements were recognised in 2011. In recent history, all academic achievements were recognised with presentation of awards at the annual Speech Night. Those students achieving to a consistently high level across all subjects for the entire year (i.e. a B average) were awarded with an Academic Merit Award.

In 2011, both half and full academic colours were awarded to students from Years 4 to 12 at the conclusion of both Semester 1 and Semester 2. Half colours were awarded to students achieving in the High Achievement or better range in all subjects. Full Colours were awarded to all students achieving to the Very High Achievement range in all subjects. Recipients are summarised in the table below.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>No. of students - Half Colours</th>
<th>No. of students – Full Colours</th>
<th>Total number of students</th>
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<td>5</td>
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<td>2/13</td>
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<td>12</td>
<td>7/31</td>
<td>2/31</td>
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Table 2: Semester 2: Academic Colours

<table>
<thead>
<tr>
<th>Year Level</th>
<th>No. of students - Half Colours</th>
<th>No. of students - Full Colours</th>
<th>Total number of students</th>
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<tr>
<td>5</td>
<td>7/24</td>
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<td>12</td>
<td>5/29</td>
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The top achieving student in each subject in the secondary school (Years 7 – 12) continues to be awarded a subject prize.

Moodle

Moodle is a secure learning management system that is utilised by RGGS as an information repository to store documents and resources students need for learning. It provides immediate and unlimited access to these materials from anywhere through the web. Moodle is currently, primarily used with the senior grades – Year 11 and Year 12. Resources that students can access from Moodle include homework sheets, homework sheet solutions, worksheets and handouts from class, recorded videos of previous lessons, links to web resources, and class discussion forum.

For staff professional development, it provides an avenue for surveying students for an evaluation of teaching and coursework with easy access to results formatted in a meaningful way. Staff can use this feedback in their annual performance review, and for enhancing and improving the next teaching cycle.

Requiring the students to use Moodle gives them the opportunity to take responsibility for their own learning. It helps prepare them for the independence necessary after they leave school and in preparation for tertiary education. It provides a place where students can get resources at any time, especially when they are absent or have misplaced a resource handed out during class. It enables students to contribute to classroom discussion and share information in a nonthreatening environment.

Senior dance

Rockhampton Girls Grammar School introduced Dance into the curriculum in 2011. Already proving to be a popular cocurricular activity, it was no surprise that class sizes were particularly healthy and students were excited about another Performing Arts subject on offer.

Dance provides students with knowledge of a variety of cultures and their dance systems. With a focus on the use of the body as an instrument of communication and expression, Dance education enhances students’ ability to analyse, synthesise, evaluate, create and present.

Throughout the course, students are continuously exposed to the dimensions of Choreography, Performance and Dance Appreciation. By mid-year, many students were already producing high quality work, in particular choreographic pieces which were showcased to a live audience in the form of Dance Assessment Evenings held at the end of each Term. These events have proved to be a valuable tool in the promotion of curriculum dance to the wider school community.

Primary dance

In its second year on offer, Primary Dance has remained a favourite for many of the Year 4 – 7 students. This year students met once a week from Term 2 onwards and perfected a Hip Hop routine which they performed at Girls Rock in November. For some girls, this was their first experience dancing in front of an audience and allowed them to develop their performance skills, their self-esteem and confidence.

Dance at RGGS has created a happy and vibrant atmosphere for girls with a passion for the Performing Arts.

Reporting

There has been a significant overhaul of the appearance, style and structure of student reports in 2011. Formal reporting occurred four times, at the end of each term, in 2011.

In Terms 1 and 3 the School provided academic progress reports and offered Parent/Teacher/Student learning conversations which were able to be booked online.

In Terms 2 and 4 a comprehensive review of each student’s curriculum progress is provided by staff. The curriculum overview is followed by a teacher comment which focuses on the student’s academic achievements and areas for future improvements.
Care mentoring at RGGS
Wellbeing promoted through communication and care
‘Wellbeing’ is defined as ‘feeling good, functioning well and being resilient’. This includes enjoying positive relationships and knowing and optimizing your strengths. Students at Girls Grammar are provided with skills to become confident, responsible young women, motivated to work and think independently as well as being able to contribute positively to a changing world.

Rockhampton Girls Grammar School introduced a Care Mentor Program from Year Prep to Year 12. Students meet with their Care Mentor every day. This Mentor is the first point of contact for students and parents. The Care Mentors advocate for each student and monitor her overall emotional and social wellbeing and academic progress.

In the Care Program many important topics are discussed, skills developed and capacities extended. Issues explored include:
- Study techniques
- Time management
- Personality analysis
- Valuing difference
- Aboriginal and Torres Strait Islander cultural awareness
- Coping with stressful situations
- Cyber bullying
- Responsible use of social media
- Teamwork and how to do it
- Resilience building
- Health and safety issues – including diet and safe practices
- The history of RGGS – with thanks to our Old Girls Association members
- Leadership
- Work Experience (for our Year 10s)
- QCS preparation (for our Year 12s)

Girls Grammar committed significant time, expertise and dedication to extending student wellbeing and building positive staff and family relationships.

Restorative Practices continued to form the basis of the Care Program. The Restorative approach to conflict resolution concentrates on restoring the relationship between those involved or, ‘to repair the harm’. The people involved in an incident have a chance to resolve the issue and be involved in determining a viable, workable solution. This promotes healthy dialogue and ensures that every member of the Girls Grammar School community has a voice.

Communication at RGGS is open, non-judgmental and non-defensive. Each member of staff is expected to make personal contact with parents and to communicate openly with each student and her parents or guardians throughout the year.

Academic results
The 2011 National Assessment Program: Literacy and Numeracy (NAPLAN) demonstrated strength across all year levels. At Year 3 100% of students were on or above the NMS (National Minimum Standard). At Year 5 in Grammar and Punctuation, Numeracy and Spelling 100% of the girls were on or above the NMS, 92% in Reading and 96% in Writing. At Year 7 100% of students were on or above the NMS. At Year 9 100% of students were on or above the NMS in Spelling, 98% in Numeracy and Reading, 96% in Grammar and Punctuation and 89% in Writing.

The results are a very strong indication of the academic progress of the school in the primary and middle school areas. It is interesting to note that the mean performance of the Year 3 school cohort is above the Year 5 state mean.

The Year 5 and 7 cohorts are also ahead of the Year 7 and 9 State means (respectively) in several areas. As can be seen in the following table, the vast majority of students performed to a level at or below the national minimum standard for their cohort.

Table 3 – NAPLAN results

<table>
<thead>
<tr>
<th>NAPLAN Testing Summary</th>
<th>School Mean</th>
<th>State Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>534</td>
<td>407</td>
</tr>
<tr>
<td>Numeracy</td>
<td>458</td>
<td>385</td>
</tr>
<tr>
<td>Reading</td>
<td>489</td>
<td>400</td>
</tr>
<tr>
<td>Spelling</td>
<td>464</td>
<td>388</td>
</tr>
<tr>
<td>Writing</td>
<td>455</td>
<td>404</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td>480</td>
<td>396.8</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>533</td>
<td>485</td>
</tr>
<tr>
<td>Numeracy</td>
<td>487</td>
<td>470</td>
</tr>
<tr>
<td>Reading</td>
<td>506</td>
<td>470</td>
</tr>
<tr>
<td>Spelling</td>
<td>491</td>
<td>466</td>
</tr>
<tr>
<td>Writing</td>
<td>474</td>
<td>471</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td>498.2</td>
<td>472.4</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>569</td>
<td>525</td>
</tr>
<tr>
<td>Numeracy</td>
<td>541</td>
<td>539</td>
</tr>
<tr>
<td>Reading</td>
<td>568</td>
<td>534</td>
</tr>
<tr>
<td>Spelling</td>
<td>566</td>
<td>529</td>
</tr>
<tr>
<td>Writing</td>
<td>560</td>
<td>533</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td>560.8</td>
<td>532</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>578</td>
<td>568</td>
</tr>
<tr>
<td>Numeracy</td>
<td>579</td>
<td>575</td>
</tr>
</tbody>
</table>
### NAPLAN Testing Summary

<table>
<thead>
<tr>
<th></th>
<th>School Mean</th>
<th>State Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>585</td>
<td>573</td>
</tr>
<tr>
<td>Spelling</td>
<td>591</td>
<td>575</td>
</tr>
<tr>
<td>Writing</td>
<td>573</td>
<td>566</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td><strong>581.2</strong></td>
<td><strong>571.6</strong></td>
</tr>
</tbody>
</table>

### VET report

Whilst still retaining accreditation as a VET provider under Education and Training Reforms for the Future (ETRF), Rockhampton Girls Grammar is continuing a move away from providing school based VET options and towards outsourcing VET options to geographically close learning providers with more extensive offerings and facilities.

In 2011 RGGS no longer offered the Certificate II in Workplace Practices, the Certificate I in Business or the Certificate I in Information Technology. The Certificate II in Information Technology and Certificate II in Business which are embedded in the Authority subjects Information Technology Systems and Business Communication Technologies respectively were offered in 2011 and will continue to be until the conclusion of the 2013 academic year.

The Certificate I in Hospitality was offered for the last time in 2011. From 2012, the Hospitality subject will be offered as a two year SAS course rather than a one year SAS and one year VET course. In conjunction with the school plan for increased options for individual curriculum pathways, 2011 has seen an increase in the number of school based apprenticeships and traineeships as well as VET courses run by external providers.

### Table 4 – School based traineeships 2011

<table>
<thead>
<tr>
<th>No of Students</th>
<th>Year</th>
<th>Traineeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>Certificate II in Business</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>Vet Nursing (Certificate II in Animal Studies)</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Certificate I in Automotive</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Certificate II in Community Pharmacy</td>
</tr>
</tbody>
</table>

### Table 5 – ETRF TAFE courses 2011

<table>
<thead>
<tr>
<th>No of Students</th>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>Disability IT Computers for Beginners Program.</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>Certificate II in Hairdressing</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>Certificate II in Retail Cosmetic Services</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>Certificate II in Hairdressing</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Certificate III in Hospitality</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>Certificate III in Aged Care</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Certificate III in Children’s Services</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Certificate II in Automotive Mechanical</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Certificate III in Fitness</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Certificate II in Retail</td>
</tr>
</tbody>
</table>

### Table 6 – RTO VET courses

<table>
<thead>
<tr>
<th>No of Students</th>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>11</td>
<td>Certificate II in Business</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Certificate II in Information Technology</td>
</tr>
<tr>
<td>14</td>
<td>11</td>
<td>Certificate I in Hospitality</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>Certificate I in Hospitality</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
<td>Certificate II in Business</td>
</tr>
<tr>
<td>17</td>
<td>12</td>
<td>Certificate II in Information Technology</td>
</tr>
</tbody>
</table>

### OP results

### Table 7 – Comparative OP results 2004-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>OP Band 1 - 5</th>
<th>OP Band 1 - 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>RGGS 38.7%</td>
<td>State 16.41%</td>
</tr>
<tr>
<td></td>
<td>87.09%</td>
<td>56.43%</td>
</tr>
<tr>
<td>2006</td>
<td>RGGS 17.94%</td>
<td>State 17.16%</td>
</tr>
<tr>
<td></td>
<td>74.35%</td>
<td>58.37%</td>
</tr>
<tr>
<td>2007</td>
<td>RGGS 12.9%</td>
<td>State 17.02%</td>
</tr>
<tr>
<td></td>
<td>54.85%</td>
<td>58.09%</td>
</tr>
<tr>
<td>2008</td>
<td>RGGS 32.5%</td>
<td>State 17.51%</td>
</tr>
<tr>
<td></td>
<td>72.5%</td>
<td>60.89%</td>
</tr>
<tr>
<td>2009</td>
<td>RGGS 14%</td>
<td>State 18.33%</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>73%</td>
</tr>
<tr>
<td>2010</td>
<td>RGGS 9%</td>
<td>State 19%</td>
</tr>
<tr>
<td></td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>2011</td>
<td>RGGS 19%</td>
<td>State 19%</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Over the past seven years, as is evidenced in the table above, the School’s OP results have reflected the diverse nature of the School’s population.

The QCS results indicate that this particular cohort was academically weak in a general sense. This fact is not surprising as the cohort consistently displayed poor performance on three of the four examinations in the QCS preparation and practice exams. (The writing task was the exception throughout practice sessions.) The overall school results in the QCS test see a mean score of 157.98 and a mean difference score of 33.44. This mean score is significantly lower than any previous RGGS score for which data is available. Conversely, the mean difference is significantly higher. This is seen in the table below. The state mean and mean difference is always set to be 175 and 25 respectively.

Table 9 – QCS Mean 2001-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean</th>
<th>MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>178.84</td>
<td>25.2</td>
</tr>
<tr>
<td>2001</td>
<td>181.00</td>
<td>23.96</td>
</tr>
<tr>
<td>2002</td>
<td>180.81</td>
<td>26.42</td>
</tr>
<tr>
<td>2003</td>
<td>182.03</td>
<td>27.23</td>
</tr>
<tr>
<td>2004</td>
<td>173.54</td>
<td>24.33</td>
</tr>
<tr>
<td>2005</td>
<td>191.15</td>
<td>24.41</td>
</tr>
<tr>
<td>2006</td>
<td>176.61</td>
<td>22.87</td>
</tr>
<tr>
<td>2007</td>
<td>168.52</td>
<td>22.12</td>
</tr>
<tr>
<td>2008</td>
<td>184.04</td>
<td>27.81</td>
</tr>
<tr>
<td>2009</td>
<td>166.23</td>
<td>22.8</td>
</tr>
<tr>
<td>2010</td>
<td>168.56</td>
<td>24.46</td>
</tr>
<tr>
<td>2011</td>
<td>157.98</td>
<td>33.94</td>
</tr>
<tr>
<td>Average</td>
<td>175.77</td>
<td>25.46</td>
</tr>
<tr>
<td>5y average</td>
<td>169.07</td>
<td>26.23</td>
</tr>
</tbody>
</table>

The 2011 mean and mean difference effectively indicates that the group was very academically weak but that there were still several strong performers. The 2011 OP results reflect both the cohort and individual performance on the QCS test. The ratio of students receiving an OP in the 16 to 25 band is 62% whilst the number of students achieving in the D band on the QCS test was 57%.

What is important to note is that those students achieving to a high academic level were not disadvantaged. In fact, the unusually high 2011 mean difference ensured that 9 of the 21 students (the same number as those who passed the QCS test – presumably the same students) received a positive boost to their OAI (Overall Achievement Indicator). This had the effect of raising their OP back after they were scaled down by the low mean QCS result of the cohort.

The number of Queensland Certificates of Education that were awarded to the Year 12 cohort is summarised in the table below.

Table 10 – QCE Results

<table>
<thead>
<tr>
<th>QCE results</th>
<th>No of students</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of QCE’s awarded</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

The following figure indicates the first round of tertiary offers made to the 2011 applicants of RGGS.

Figure 2 – 2012 preferences and QTAC offers

Additional achievements
Girls Grammar students demonstrated excellence in academic competitions including the:
- International Competitions and Assessments for Schools (ICAS) with a Year 12 student achieving the highest result
in Queensland in the ICAS Writing Competition.
- CQUUniversity Annual Titration Competition – Two teams participated, one Year 11 and one Year 12, in this competition in 2011

Cultural achievements

Instrumental music
2011 saw a growth of the Instrumental Music department with over one third of the student body involved in private instrumental lessons and new ensembles. New and continuing ensembles were made available to the students including: Concert Band, stage Band, Flute Choir, Senior Choir, Chamber singers, Folk Group, Year 6/7 Choir, Prep/Year 2 Choir, Year 6 Band, Junior and Senior String Ensemble and an ensemble combining string, guitar and drum kit.

In Term 1 of 2011 the RGGS Concert Band and Stage Band travelled to Hawaii to represent the School and Australia in the 2011 Pacific Basin Music Festival in Honolulu. RGGS received a Silver placing.

Photo 5: Instrumental performance

The Concert Band, Stage Band, Chamber Singers and Years 6/7 Choir all competed in the Rockhampton Eisteddfod. The Year 6/7 Choir received first place in their category. RGGS ensembles also represented the School in the Rockhampton community, performing at the Rockhampton Show, ICPA conference and ‘Jazz on Quay’. Six of our secondary students also participated in the State Honours Ensemble Program at the Brisbane Conservatorium during the September holidays. Students also entertained their peers at various school events and at the inaugural Performing arts showcase.

Around 150 RGGS students took part in the nationwide ‘Music Count Us In’ and ‘Hands Across Australia’. These were Australia-wide music events which promoted the benefits of music in schools and the uniting effect of music between students of different cultures and backgrounds.

Drama

Year 11/12 Drama class participated in an acting workshop run by the Queensland Theatre Company as well as attending both professional and amateur performances. A wide range of texts were studied including ‘X-Stacy’, ‘Love Child’ and ‘Juice’ with students performing extracts from these plays. The senior Drama course also requires students to complete rigorous analytical tasks and to carefully analyse both scripted texts and live performances.

The Year 9/10 classes extended their dramatic skills through the study and application of various theatre styles. Extracts from the plays ‘The Children of the Black Skirt’ and ‘Boss of the Pool’ were performed, providing students with the opportunity to develop their rehearsal and performance skills. Students were exposed to theatre styles that are performed in unconventional settings such as ‘Street Theatre’.

Year 8 students were exposed to a range of dramatic techniques including improvisation, play building, and performance and rehearsal skills. Students were introduced to the elements of drama and applied them in both practical and theory workshops. They performed extracts from ‘Dags’, and devised plays and the pantomimes ‘Hood’ and ‘Cinders’.

Dance and sport aerobics
2011 has been a busy year for Dance and Sport Aerobics teams who performed at school community events and the Rockhampton Show. School Aerobics also competed at the National Championships in Brisbane and ‘Team Ice’ qualified to compete at a National level in Launceston, Tasmania.

‘Team Ice’ placed 5th in Australia in their division. The girls have enjoyed the challenges of perfecting a routine, improving their technique, their fitness, polishing their performance skills and working together as a team to successfully compete.

Public speaking

Girls Grammar has a commitment to public speaking and the confidence it develops in young people. RGGS held the annual School Oratory Competition for students in Years 7 to 12.

The winner of the Year 12 Oration Competition delivered the Valedictory Speech on Speech Night. Two RGGS students competed in the Rostrum ‘Voice of Youth’ competition in 2011.
Photography club
Photography club ran once a week in Semester 1 and it provided the students with a basic understanding of the camera and the art of photography. Students had a weekly task under specific themes which challenged and inspired them to look at their world differently and learn to see what many may miss or take for granted.

Students also had an opportunity to manipulate and enhance their work using Adobe Photoshop CS5, understanding and using filters and photo editing tools. Many of these images were on display at our ‘Excellence in Art’ exhibition.

Riding school for disabled
In 2011, RGGS students began volunteering on Sundays with the Rockhampton Riding School for Disabled. Riding skills are not a requirement but the students do need to display dedication, consistency and a willingness to learn something new at each visit. The day is adventurous, vigorous, exhausting and rewarding.

The volunteers become familiar with the clients, their likes and dislikes and assist the clients, (who present with a diverse range of disabilities), from the time of their arrival to the time of their departure. Some of the clients are mobile, some have to be transferred from a wheelchair to a horse, some use a wheelie walker, some are totally blind and some use communication devices. There are children, adolescents and adults attending the program.

Photo 6: Riding for the Disabled
All the disabilities seemingly ‘disappear’ when the client is finally on the horse. The horses are handpicked to be a part of this specialised Riding School. For each client upon a horse it requires up to four volunteers to surround the horse to ensure the safety of the client.

The benefits for disabled people attending Horse Riding Therapy are well documented and the role of a volunteer is a valuable one. The client depends wholly on the volunteers as does this Association who hold the RGGS volunteers in high regard. The Executive of The RDA has said on numerous occasions that the RGGS girls have been a ‘breath of fresh’ air for the Association.

‘Polished’
Social Graces and Confidence
An eight week intensive workshop was held in 2011 to promote the importance of developing self-esteem as young girls find their place in society. Poise, grace, flair, posture and perfect manners are all attributes that the young ladies at Rockhampton Girls Grammar desire to acquire. This cocurricular activity was run at lunch time one day per week.

The course commenced with an orientation lesson focusing on the history of women and their changing status in society during the 20th century. The girls were surprised to learn the roles and responsibilities of women in the past and were very appreciative of the steps taken by them to ensure that ‘girls can do anything’. A discussion defining and highlighting the importance of grooming, deportment, etiquette also opened their eyes to the many situations we could apply our newly acquired skills.

Developing good posture, exploring various methods of introductions; conversation starters for both formal and non-formal situations; learning techniques, tips and secrets regarding skin care and make-up; learning how to dress for each specific body shape; practising their balance and poise whilst navigating the classroom, stairwells, grass and uneven surfaces; how to set a formal table, the purpose and placement of cutlery and crockery, and discussed formal and informal table etiquette. The final lesson provided the girls with an opportunity to put it all together. This is regarded as a practise run for the School Formal and the polished Graduation Dinner at the end of the year.

The girls have all used the skills from this workshop in a number of situations this year. The workshops provided them with the ability to face new situations and people with confidence.

Sporting highlights
Rockhampton Girls Grammar participated in individual and team sports at School and in interschool and club competitions in the Rockhampton area. Participation in physical activity was ensured through a timetabled commitment to HPE from Prep – Year 10. Sporting activity is encouraged through an extensive cocurricular program.

In 2011 Girls Grammar students have achieved Rockhampton District and Capricornia representation in: Water Polo, Touch, Squash, Basketball, Cross Country, Athletics, Swimming,
Netball and AFL Football. Teams and individuals participated in interschool sporting competitions including: Rowing, Netball, Basketball, Soccer, Softball, Water Polo, Cricket, AFL Football, Horse Riding and Athletics.

Photo 8: RGGS Netball Team
Five students also competed at State level in 2011 in the following fields:
- Water Polo
- Squash
- Cross Country
- Swimming

Fitness club
Fitness club at RGGS in 2011 was still developing. As of the second half of the year the School brought together a Gym ready to use for 2012. Activities for the students to participate in to keep fit were Mr Cheers' 'Boot Camp.' Held once a week, for an hour each session, the girls had the opportunity to work on core strength, aerobic fitness agility and social motivation.

Morning swimming fitness was held twice a week with an experienced swimming teacher to improve swimming technique and fitness. After school distance running was also available where the students run as a group with a teacher around the local area for up to 4 km.

Table 11: Sports Achievements

<table>
<thead>
<tr>
<th>Sport</th>
<th>No. of Students</th>
<th>Level Achieved</th>
<th>Level Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rockhampton</td>
<td>Capricornia</td>
</tr>
<tr>
<td>Athletics</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Touch</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Squash</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Swimming</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Cross Country</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Selected students were chosen for Netball and Touch to represent Girls Grammar at the QISSN Netball and All School Touch carnivals in 2011. Both these carnivals are held in South East Queensland. Secondary schools from Queensland and New Zealand participate in these highly competitive tournaments.

Girls Grammar had two teams take part in the Rockhampton Netball Association fixtures with one team making the Junior A final. The School also had three teams in the Rockhampton Touch Football fixtures in both the winter and summer seasons.

Girls Grammar primary students participated in the Rockhampton Junior Touch Association competition in Semester 2 with two teams in under 8s, one in under 10s and one in under 12s. The School also had two netball teams in the Sullivan’s Netball Carnival and five teams in the Red Rooster Touch carnival. Both these carnivals include teams from Central Queensland.

Girls Grammar students and staff participated in the Stanwell Power Station River Run. The School had student and staff teams and individual competitors in the 5km and 10km events.

In 2011, the School rowing team of 12 students competed at four regattas and a further 12 girls completed ‘Learn to Row’ sessions in Term 4. Every team member achieved a placing or a win in either the Year 8, Year 9 or Novice categories.

Three regattas were held in Rockhampton and one in Bundaberg with both centres having very good buoyed course facilities. The ‘most improved’ rower this year reached the semi-final of the School Girls Year 8 single scull at the State Championships and another student achieved ‘Champion’ in the single sculls.

Community connections
Student Council comprised students from Years 5 to 12, elected by their peers for either a semester or the year. During these meetings the students had an opportunity to share their ideas with other students, presenting their ideas on behalf of their year levels and planning School events.

Girls Grammar had 16 School committees run by students. These were led by Year 12 prefects and included: Agricultural Science, Careers, Community Action, Creative Arts, environment, Expressive English, Health & Sport, Library, Magazine, Mathematics, Social and Boarding. Each committee contributed to different school community events throughout the year.

School pride and a capacity for leadership are consistently promoted. Girls Grammar students
demonstrate leadership in the wider community by contributing to the ANZAC Day Dawn Service (Guard of Honour), volunteering with the Riding for the Disabled Association, Clean up Australia Day, Red Shield Appeal, Red Cross blood donations, community action, and more.

Our students learn about teamwork, self-respect, respect for others and leadership skills through experiential learning programs. Year level camps and international tours extend capacity for cooperation and empathy. Ambassadors from Year 9 participate in an exchange with Strathcona students from Melbourne.

Hosting kinder
During the May Dal long weekend, a local kindergarten group, Leichhardt Community Kindergarten had organised a BBQ to celebrate a term for the students. The afternoon was organised by the Parents Group and with support from our RGGS students, from Year 8 up to Year 12. These students organised games and activities to make sure all of the four year olds had a great time.

History Lessons
Ms Jill Liddell is a past student, former President of the RGGS Old Girls Association and a retired teacher. In conjunction with the Principal and teaching staff, Ms Liddell presented a history of the School for the current students. The records and accounts of the past 120 years of school history are still fascinating for current students.

Mothers’ day luncheon
The Grandmothers, Daughters, Mothers’ Day luncheon has been a popular annual event which the School hosts on the Friday before each Mothers’ Day. In 2011 it was held in the undercover area of the Centenary Arts Building. The change of venue from Paterson Hall of previous years allowed many more mothers to attend.

The luncheon was served by hospitality students and prepared in the School's kitchens. Over 100 visitors attended with some tables featuring three or even four generations of families who or have RGGS connections. The entertainment featured musical items performed by students and dance presentations.

Principal’s lunches
There were four Principals Lunches held during 2011. The purpose of the lunch is to allow our new Principal, (who is not from Rockhampton), to meet many of the school parents, supporters and members of the local community. At the same time this allowed her (on behalf of the school) to thank School supporters, articulate her vision for the school in the future and foster their continuing support.

The attendees were parents, past parents, community leaders, supporters of the School and Old Girls Association Members, as well as members from the wider community e.g. Kirsten Livermore the Federal Member for Capricornia. The response to the lunch is very positive, good for communication between various parts of the school community and it has been decided to host four more Principal’s Lunches in 2012.

Carnival morning tea
The Annual Carnival Morning Tea is organised and hosted by the RGGS Parents & Friends Assoc. In 2011 the function was held on Friday June 3\textsuperscript{rd} in the Centenary Arts Undercover Area. The weather was perfect and over 110 guests attended. The audience was entertained by School music ensembles and choirs and hospitality students served the refreshments.

The purpose of the event is primarily social. The RGGS P&F Association conducted a multi draw raffle with the proceeds used to support school projects.

Photo 9: Past students
All classes from Prep to year 12 received a ‘History of RGGS’ lesson, tailored for their respective age group. The lessons were conducted in the historic Paterson Hall, followed by a tour of the original school building, Paterson House.

The talks and tours were received very enthusiastically and enhanced the students’ appreciation of RGGS past history and the heritage value and community importance of the school buildings.
School support groups

The Parents & Friends Assoc Inc (P&F)
Report by Mrs Jo John Dargel (President)
The new executive committee was elected at AGM in March. President Mr John Dargel, Ms Leeann Kime as Secretary, Mr Michael Rowell as Treasurer, Mr Greg MacKenzie as Vice-President. Mrs Jenny Leyden and Mrs Kylie Dwyer are the other members of the P&F. In April, Ms Kime resigned the secretary position. Mrs Dwyer was elected to the secretarial position.

The P and F shop continues to operate profitably.

The major fundraising event, ‘Bulls’n’Barrels’ was held in October, attracting 1700 people. The P&F is grateful for the use of the Nissan Navara Great Western Arena for this event. We also acknowledge the prizes donated by local businesses. The P&F donated to the Queensland Cancer Council for breast cancer research.

Our major contribution to the School, in disbursement of funds raised, was the provision of $7,000.00 to purchase soft fall bark for the early learning centre’s play area, replacing sand. Future projects mooted include continuing the new fence around the school. Quotes are expected to be tabled at a meeting in the near future. The Cattle Club account was inactive in 2011.

The P&F has every confidence in the school leadership of RGGS. It has been a fulfilling year with many positive outcomes.

The RGGS Race Day Committee Inc
Report by Mrs Vicki Jackson (Chairperson):
Approximately 2000 people converged on Callaghan Park for the annual Girls Grammar Race Day on 18 June 2011. The Hospitality students under the guidance of their teachers and ably supported by the School chef catered for 550 people in the corporate marquee and picnic gazebo. The event attracted 120 past students who organised reunions over the weekend.

It is fitting for our girls school to take pride in past remarks of the Chairman of the Rockhampton Jockey Club describing the event as being the A class event of the Winter Racing Carnival. Such public comments are rewarding not only for the organising committee’s efforts but are also indicative of the respect that this wonderful girls school and its events command in the Rockhampton community.

The Race Day Committee is indebted to the school chef Mark Thompson and the band of parents, friends and teachers who rallied to help in the kitchen on the evening before the race day, those who helped at Callaghan Park in the catering, bar, setting up and many of the other numerous jobs that needed to be completed.

While the event is co-ordinated by a small group of Rockhampton business persons, it is supported by the wider business community who sponsor the event as well as the Old Girls Association.

Corporate sponsors include small business, major banks, professions and the rural and mining industry.

Photo 10: ANZAC Day

Photo 11: RGGS P&F Bulls n Barrels Fundraising

In early June the P&F held the annual Carnival Morning Tea. More than 90 ladies attended this not-for-profit event.

Members of the P&F support the social and formal events held at the School by running the canteen.

Photo 12: Race Day 2011

The Race Day received enormous television and newspaper coverage thanks to its wonderful media and publicity committee person, Wendy Mulry who also sponsored prizes for the Fashions in the Field. Wendy Green, the owner of former Melbourne Cup winner Rogan Josh was a special guest for the day.

She told wonderful stories of her journey by car from Darwin to Melbourne and the joy of the return trip with the Melbourne Cup. Rockhampton Race Day
patrons enthusiastically took the opportunity to be photographed with Rogan Josh’s Melbourne Cup. The day was complimented by fabulous fashion which would do justice to any feature event at Eagle Farm or Flemington.

The Race Day Committee comprises Vicki Jackson, Rockhampton Solicitor, who chairs the Committee and takes the responsibility with John Bryant, Chief Financial Officer of Rocky’s Own for major sponsorship; Wendy Mulry, specialist travel consultant and former television presenter secures incredible media coverage and financial sponsorship both personally and from her corporate contacts; Glenys Orford, a former school parent, who is ever prepared to run errands, take orders for the gazebos and produces the magnificent bougainvillea arch; Veronica Goddard, past student, coordinates the raffle and (ably assisted by her husband) ensures smooth running of the entry; Jenny Luck, business proprietor of Capricorn Educational Resources is invaluable with her past school contacts and loyal support; Merrin Weston is a past student and Rockhampton businesswoman who ably coordinates the volunteers. The Committee secretary is Holly Smith, a member of staff of South & Geldard, Solicitors who is assisted by Vicki’s personal Assistance Nicole Svensen.

The event has become such a feature of the Rockhampton racing calendar that table reservations are sought as early as January – well before any advertising. Visitors to Rockhampton for the function express their amazement that girls Grammar school is the only girls school remaining in Rockhampton.

In circumstances where other Rockhampton schools offer only co-education, it is rewarding to hear that city families still regard single sex education as a benefit and indeed a privilege in the development of their children.

Despite each member of the Race Committee being very busy people in their own fields, the Committee is driven by its commitment to ensure the Central Queensland community retains the choice to educate their daughters at a girls school steeped in history. It was therefore with pride that the Committee was able to present the school with a significant donation as a result of its fundraising efforts.

The RGGS Old Girls’ Assoc Inc (OGA)
Report by Mrs Veronica Goddard (President)

2011 saw the beginning of a new era with the main office bearers being girls that attended the school in the 1980’s. They have very large footsteps to follow and have been encouraged greatly by the current members.

The office bearers elected are as follows:-
President: Veronica Goddard
Junior President: Shelby Goddard
Vice- President: Betty Spence
Secretary: Katrina Saunders
Treasurer: Kathy King
School Liaison Officer: Margaret Black
Membership Secretary
And Chit Chat Editor: Marilyn Watts
Committee Members: Diane Hume, Lurline Jones, Linley Kingsley, Beryl Thompson, Robyn Meredith, Val Phillips, Margaret Littleton, Janet McKenzie, Margo McKenzie and Shelley Chisholm.

The new office bearers undertook their new duties with the encouragement and help of the previous committee members who had been undertaking those roles. I am sure I speak for Kathy and Katrina that those first few months we could not have managed without the help of Jill, Betty and Shelley - it was much appreciated.

Liaison Officer Margaret Black is of course ‘the brains trust’ of our OGA. Her dedication to, knowledge of and work done on behalf of our OGA is huge. Even when Margaret was away interstate and overseas on holidays she still managed to have her finger on the pulse and continued to provide numerous amount of information that is included in the Chit Chat.

Our Membership Secretary and Chit Chat Editor Marilyn Watts continues to do a wonderful job in fulfilling these roles. There are many hours involved with putting the Chit Chat together let alone the work involved with keeping on top of the invoices, over-dues, lost members etc. Without Marilyn undertaking this role there would be a lot of people not able to get their “fix” via the Chit Chat every 3 months with regards to information about their old school friends.
I would like to add an additional “Thank You” to
Margaret Littleton as I personally called upon her at
many times for advice and guidance in the running
of the OGA. She also continues to make and
provide little extras for our dinners like raffle prizes,
gifts and table settings.

My final thanks are to the committee members
along with Rob Fay and Melinda Scash. I knew that
I could call upon any of them for information,
support, replies to queries, providing gifts,
attendance to luncheons (no matter where they
were being held) and just generally being excellent
members of the Girls Grammar community. Thank
you one and all.

As always, branch luncheons continue to be a
highlight of the OGA year. The fun and chatter on
these occasions is as always uplifting. The lunch
gatherings this year were held in Yeppoon (May),
Rockhampton (June), Gladstone (July), Townsville
(August), Biloela (September) and Brisbane
(November). Thank you to the committee members
and members that attended these luncheons and to
the ladies that organise these events.

The RGGS OGA continued to provide support to the
P&F Association by attending their morning tea in
June and to the RGGS Race Day Carnival
Committee in June by manning a table at the point
of entry to Callaghan Park and selling raffle tickets
for them. Helping both of these groups in this way
shows that we can have fun and fellowship while
working together knowing that we are helping other
important groups of the School’s community in
support of the students and teachers at RGGS.

Unfortunately the OGA lost a stalwart of our school
in the passing of Maud Bendall who was not only a
past student but also a teacher and then principal of
Girls Grammar whom revived interest in the OGA
back in the 1970’s. Mrs. Bendall was an inspiration
to many people over the years and her friendship
enriched the lives of many and the memory of her
will keep us strong. She will be sorely missed.

Another great loss to our Rocky branch was the
announcement of Jill Liddell with the news that she
was moving to Brisbane to be closer to her family.
Jill had been President for 3 years and then took the
helm on for another year as nobody was willing to
take on the role. She went above and beyond the
call of duty as a member of the OGA and inspired
many of the students this year when giving her talks
of the old days to each class.

Jill gave us very big shoes to fill and we can only
hope that we have made her proud!! I am sure the
Brisbane Branch has welcomed you with open arms
and they will be only too happy to have you as a
part of their branch!

This year’s annual Xmas dinner I am happy to say
was a huge success with over 70 people attending
with old girls coming from afar and asunder! There
were girls represented from each decade starting
from the 1920s right up until two girls who had
finished in 2009. The food as usual was
scrumptious and we thank Chef Mark and his merry
helpers for all of the food he provides for our
functions.

Our membership numbers continue to grow which is
largely thanks to the graduating seniors each year.
Out of 29 seniors graduating in 2011, 17 students
received Life Membership and 1 student obtained
annual membership – welcome to our fellowship. In
closing this annual report, it is time to offer the very
best wishes from the OGA to the graduating class of
2011. We wish you every success in your
respective endeavours.

I also re-iterate sincere best wishes to the Principal
Melinda Scash along with her staff and members of
the RGGS community, may you all enjoy the
Christmas Season and look forward to the 120 year
celebrations in 2012.

Photo 13: 1976 Senior Class Reunion

Our people
Staff profile
In 2011 RGGS had 30 teaching, 13 non-teaching,
10 boarding and 8 administrative and finance staff
members who are led by a strong leadership team
comprising the Principal, Director of Boarding,
Director of Learning, Director of Student Wellbeing,
Director of Interactive Learning Technologies,
Finance Manager, Facilities and Services Manager
and Enterprise Manager.
Table 11 - Staff (August 2011 census)

<table>
<thead>
<tr>
<th></th>
<th>FTE 2011</th>
<th>FTE 2010</th>
<th>FTE 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>28.3</td>
<td>26.7</td>
<td>27.1</td>
</tr>
<tr>
<td>Non-Teaching</td>
<td>16.3</td>
<td>16.6</td>
<td>12.1</td>
</tr>
<tr>
<td>Boarding</td>
<td>9.1</td>
<td>8</td>
<td>8.2</td>
</tr>
<tr>
<td>Total</td>
<td>53.7</td>
<td>51.3</td>
<td>47.4</td>
</tr>
</tbody>
</table>

Staff relations
The Enterprise Bargaining Agreement was finalised and 76% of staff voted all of whom were in favour of accepting the draft.

Summary of improved conditions
- Wage increase of 17% over four years with staff in executive positions not subject to the annual wage increments included in this agreement.
- Project Lead which replaces the Advanced Skills Teacher from the Teachers Award – Non-Governmental Schools.
- Lead Teacher which is an acknowledgement of exemplary teaching. Teachers can access this through meeting the criteria set out in the document.
- Annualisation of Salary – School Officers which allows for Term Time staff to annualise over 52 weeks of the year.
- Long Service Leave enables employees to access long service leave after seven years on a pro rata basis. This is an enhancement on the previous 10 years.
- Maternity/ Adoption Leave provision has been enhanced from six weeks to 12 weeks (exclusive of school holidays) paid maternity leave. Female employees may also access in addition to the paid parental leave the Federal Government’s paid parental leave scheme.
- Boarding house arrangements provide for an enhancement for training in First Aid.

Staff professional development
Professional Development for staff in 2011 included the following:

Table 12 – Staff professional development

<table>
<thead>
<tr>
<th>Activity</th>
<th>No staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC Copyright Council Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ACCYPN Navigating New Directions in Children &amp; Young People’s Health Care</td>
<td>1</td>
</tr>
<tr>
<td>AHISA New Members Conference</td>
<td>1</td>
</tr>
<tr>
<td>ASBA Qld State Conference</td>
<td>2</td>
</tr>
<tr>
<td>Asthma Foundation – Asthma First Aid</td>
<td>1</td>
</tr>
<tr>
<td>Aust Govt – Active After School Communities Program</td>
<td>2</td>
</tr>
<tr>
<td>BEAQ Regional Conference</td>
<td>1</td>
</tr>
<tr>
<td>CAPSLAQ Lively Libraries</td>
<td>1</td>
</tr>
<tr>
<td>Catholic Ed - Early Childhood Conference</td>
<td>1</td>
</tr>
<tr>
<td>CCIQ Cert IV OHS Modules 1 &amp; 2</td>
<td>1</td>
</tr>
<tr>
<td>CCIQ Fire Safety Advisor Course</td>
<td>1</td>
</tr>
<tr>
<td>CQU Customer Training</td>
<td>2</td>
</tr>
<tr>
<td>CQU Launch of CQ Uni Law Degree</td>
<td>1</td>
</tr>
<tr>
<td>CQU Rockhampton Science Forum</td>
<td>4</td>
</tr>
<tr>
<td>CYI Higher Expectations Secondary Program</td>
<td>2</td>
</tr>
<tr>
<td>Drama Qld State Conference &amp; Regional Roundup</td>
<td>1</td>
</tr>
<tr>
<td>ECA Consultation on National Quality Framework</td>
<td>2</td>
</tr>
<tr>
<td>First Aid Alive – First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Foundations – CAFS – Trauma &amp; Neglect</td>
<td>1</td>
</tr>
<tr>
<td>GDC – Global Dance Convention</td>
<td>1</td>
</tr>
<tr>
<td>Generation Next – Mental Health &amp; Wellbeing of Young People</td>
<td>1</td>
</tr>
<tr>
<td>GSA Biennial Conference</td>
<td>1</td>
</tr>
<tr>
<td>H&amp;CS Illuminating the Leader within</td>
<td>2</td>
</tr>
<tr>
<td>HEIA Walk the Talk</td>
<td>1</td>
</tr>
<tr>
<td>Ianus Consulting – Bonuses to teachers in 2014</td>
<td>1</td>
</tr>
</tbody>
</table>

Staff retention
From the end of 2010, the School achieved a retention rate of 107%.
No packages for early retirement, redundancy or retrenchment have been offered to staff during 2011.

Rockhampton Girls Grammar School supports the Queensland Carers Charter as detailed in the Carers (Recognition) Act 2008, through the flexible work practices and remote access facilities available to our staff. RGGS ensures staff is provided with relevant information and support as required and at the staff professional development days at the commencement of each academic year.

Effective 1 January 2011, the Whistleblowers Protection Act 1994 has been repealed and replaced by the Public Interest Disclosure Act 2010. During 2011 RGGS received no public interest disclosures, in accordance with the Public Interest Disclosures Act 2010.

RGGS has various policies and procedures including a Board Code of Conduct Policy and a School values statement which applies to every member of the community.
<table>
<thead>
<tr>
<th>Activity</th>
<th>No staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISQ Data Analysis Workshop</td>
<td>1</td>
</tr>
<tr>
<td>ISQ Governance Forum</td>
<td>1</td>
</tr>
<tr>
<td>ISQ My Future: My Life Strategy</td>
<td>1</td>
</tr>
<tr>
<td>ISQ Nilla Bandscale</td>
<td>3</td>
</tr>
<tr>
<td>ISQ Principal’s Briefing</td>
<td>1</td>
</tr>
<tr>
<td>ISQ Safe Schools Conference</td>
<td>1</td>
</tr>
<tr>
<td>ISQ Science Network Day</td>
<td>1</td>
</tr>
<tr>
<td>ISQ Supporting Indigenous Learners</td>
<td>3</td>
</tr>
<tr>
<td>Livingstones – Managing a critical incident &amp; building resilience</td>
<td>1</td>
</tr>
<tr>
<td>LOTE – Using New Land, New Language</td>
<td>1</td>
</tr>
<tr>
<td>Nelson Cenage – Guiding reading in the classroom</td>
<td>3</td>
</tr>
<tr>
<td>Netball Old Umpiring Course for Netball</td>
<td>1</td>
</tr>
<tr>
<td>PEEC – Guiding Reading</td>
<td>2</td>
</tr>
<tr>
<td>PEEC – NAPLAN – Writing for NAPLAN</td>
<td>2</td>
</tr>
<tr>
<td>Primary Reading Workshop</td>
<td>2</td>
</tr>
<tr>
<td>PSCQ – Designing &amp; Creating Environments</td>
<td>2</td>
</tr>
<tr>
<td>QAMT District Maths Conference</td>
<td>2</td>
</tr>
<tr>
<td>QAS Cardiopulmonary Resuscitation</td>
<td>2</td>
</tr>
<tr>
<td>QAS First Aid Course</td>
<td>1</td>
</tr>
<tr>
<td>QCAN Developing Financial Literacy</td>
<td>1</td>
</tr>
<tr>
<td>QCAN State Conference</td>
<td>2</td>
</tr>
<tr>
<td>QCAN My Time Our Place Training x 2</td>
<td>2</td>
</tr>
<tr>
<td>QCAN National Quality Framework</td>
<td>2</td>
</tr>
<tr>
<td>QCAN Professional Conversation</td>
<td>2</td>
</tr>
<tr>
<td>QLD F&amp;R Service Fire Safety Advisor Course</td>
<td>1</td>
</tr>
<tr>
<td>QLD Govt – Get Active</td>
<td>1</td>
</tr>
<tr>
<td>Qld Health Advanced Nursing Practice/Immunisation Course &amp; Workshop</td>
<td>1</td>
</tr>
<tr>
<td>QSA Various Assessment Workshops</td>
<td>12</td>
</tr>
<tr>
<td>QSA Australian Curriculum</td>
<td>3</td>
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<tr>
<td>QSA Australian Curriculum Workshops</td>
<td>4</td>
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<tr>
<td>QSA Chemistry Panel Training</td>
<td>1</td>
</tr>
<tr>
<td>QSA Exploring Australian Curriculum</td>
<td>2</td>
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<tr>
<td>QSA Legal Studies Panel Training</td>
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<tr>
<td>QSA Monitoring Day</td>
<td>4</td>
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<tr>
<td>QSA NAPLAN Teaching &amp; Assessing Writing</td>
<td>1</td>
</tr>
<tr>
<td>QSA QCE Tracer and SDCS/SLIMS</td>
<td>2</td>
</tr>
<tr>
<td>QSA School Moderators Meeting</td>
<td>1</td>
</tr>
<tr>
<td>QSA Set Planning</td>
<td>1</td>
</tr>
<tr>
<td>QSA Vision to Reality</td>
<td>1</td>
</tr>
<tr>
<td>Rex Lilleyman Beginning Teachers Workshop</td>
<td>5</td>
</tr>
<tr>
<td>RGS – Australian Gothic</td>
<td>1</td>
</tr>
<tr>
<td>TTA – Applying criteria to determine standards in Visual Arts</td>
<td>1</td>
</tr>
<tr>
<td>TTA – Creating an engaging science classroom</td>
<td>1</td>
</tr>
</tbody>
</table>

### Figure 3 - Teacher qualifications (Dec 2011)

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Teachers at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
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</tr>
<tr>
<td>Bachelor degree</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

![Teacher qualifications](image)

### School profile

#### Student information

Table 13- Enrolments (August 2011 census)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>Budget</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarders</td>
<td>138</td>
<td>140</td>
<td>130</td>
<td>144</td>
</tr>
<tr>
<td>Day Students</td>
<td>194</td>
<td>192</td>
<td>188</td>
<td>171</td>
</tr>
<tr>
<td>Total</td>
<td>332</td>
<td>342</td>
<td>318</td>
<td>315</td>
</tr>
</tbody>
</table>

School enrolments as at the August 2011 census date (as tabulated above) showed the total number of students at 332. Student numbers at the end of 2011 year were 337.
Table 14 - Enrolments Year Level (Aug 2011 census)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years P-7</td>
<td>114</td>
<td>106</td>
<td>91</td>
</tr>
<tr>
<td>Years 8-12</td>
<td>218</td>
<td>212</td>
<td>224</td>
</tr>
<tr>
<td>Total</td>
<td>332</td>
<td>318</td>
<td>315</td>
</tr>
</tbody>
</table>

Enrolments in the Years P-7 continue to show increases against previous year figures.

Table 15 - Student apparent retention rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 8 Base</th>
<th>Year 8</th>
<th>Year 12</th>
<th>Retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>43</td>
<td>2008</td>
<td>51</td>
<td>119.0</td>
</tr>
<tr>
<td>2005</td>
<td>36</td>
<td>2009</td>
<td>50</td>
<td>138.9</td>
</tr>
<tr>
<td>2006</td>
<td>36</td>
<td>2010</td>
<td>42</td>
<td>116.6</td>
</tr>
<tr>
<td>2007</td>
<td>37</td>
<td>2011</td>
<td>29</td>
<td>78%</td>
</tr>
</tbody>
</table>

Year 8 to 12 apparent retention rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who started secondary school five years previously.

Information systems and record keeping

Throughout 2011, RGGS has continued to implement sound record keeping practices in accordance with provisions of the Public Records Act 2002, Information Standard 40: Recordkeeping and Information Standard 31; Retention and Disposal of Public Records.

School location and contact details

RGGS is located on approximately six (6) hectares of Deed of Grant in Trust (DOGIT) land on the corner of Denham and Agnes Streets, overlooking the city centre of Rockhampton, Queensland. Contact details are as follows:

Postal Address: PO Box 776, Rockhampton Q 4700
Telephone No: 07 4930 0912
Facsimile No: 07 4930 0981
Email Address: PrincipalAssistant@rggs.qld.edu.au
Internet Address: www.rggs.qld.edu.au

Workplace Health & Safety Committee

Membership of the RGGS Workplace Health & Safety (WHS) Committee includes the School Facilities & Services Manager Mrs Sandra McClelland (Chair), Workplace Health & Safety Officer (WHSO) Mr Jason Cox (until March 2011), Mrs Chris Wetherall (from November 2011), Principal Ms Melinda Scash, Board Member Ms Suzanne Phillips, and representation from teaching, administrative, boarding, grounds and catering staff and parent body.

Reports presented at each meeting:
- Health Centre Report
- Accident and Injury Report
- Rehabilitation Report
- Security Log
- Fire Evacuation Log
- Science Report

The committee met once per term throughout 2011 and discussed Workplace Health and Safety developments and new ways to improve existing frameworks. This has included:
- Completion of WHS assessments on all building in the school with relevant recommendations and compliance dates.
- Completion of annual emergency response training for all staff including use of emergency fire fighting equipment.
- Completion of regular fire drills in both boarding and the day school.
- Inclusion of WHS notices on daily notices as necessary.
- Involvement of primary students in the Safe Work Australia Week in October each year.
- WHSO professional development.

The committee consolidated existing workplace health and safety initiatives carried over from 2010 and examined the requirements of the new Work Health and Safety Act which comes into effect in 2012.

The WHSO attended the 2011 Safety in Schools conference and brought back to the committee important workplace health and safety initiatives for implementation in 2012. These include providing an understanding the link between the critical incident plan and the recovery management plan within the education sector.

Professional Associations

Grammar Schools of Queensland Association
The School is a member of the Grammar Schools Queensland Association (GSQA). Board Member Dr Judith Hancock was the official delegate at the meetings during 2011.

The Association works collectively to advance the interests of Queensland Grammar Schools established under the Grammar Schools Act of 1975 by:
- Providing a forum for discussion of and information exchange about education, legal, governance, industrial relations and other issues of common interest to the Association.
Taking collective action on issues that have unanimity of agreement to act.

The Association conducted its biannual conference in June 2011 with the host being the Toowoomba Grammar School. It was attended by the Principal Ms Melinda Scash and Board member Dr Judith Hancock. The Chairman Mr Noel Livingston attended a GSA meeting in December 2011, at which it was agreed that regular quarterly meetings are to be organised throughout 2012.

Independent Schools Queensland (ISQ)
The School is a member of ISQ which represents and promotes the interests of independent schools. ISQ administers Block Grant Authority applications on behalf of the Queensland Government.

Teaching staff members availed themselves of the many ISQ professional development opportunities during 2011 and the Principal also attended the ISQ Governance Forum.

RGGS hosted the ISQ International Education Networking day in November 2011. Staff from other schools in the area also attended.

Financial information
Scholarships & bursaries
RGGS offers General Excellence scholarships for students entering Years 7 to 12. These are offered for a period of three years: Middle School, Years 7-9 and Senior School, Years 10-12.

The School also offers bursaries to assist students to gain access to a quality education at RGGS.

In 2011, the School awarded $45,062 in bursaries and $48,404 in scholarships.

The Rock Building Society has partnered with the School to provide a two year Rock Building Society Scholarship.

The School’s financial systems
The School uses The Alpha School System (TASS) which is the main database system that contains the accounting ledgers, billing and student management systems.

MYOB Fixed Assets module is used to record and monitor the schools assets and Attache for the School’s payroll system.

Mrs Lauren Sharpe is responsible for the School’s financial operations. Mrs Sharpe is a Qualified Certified Practising Accountant.

Annual audit
The RGGS Board of Trustees is a body corporate originally established in 1892 under the Grammar Schools Act 1860 and now operates under the Grammar Schools Act 1975, the Financial Accountability Act 2009 and the Financial and Performance Management Standard 2009 and as a statutory body under the Statutory Bodies Financial Arrangements Act 1982.

The Board is subject to an annual audit by the Queensland Audit Office (QAO) under the Auditor-General Act 2009.

Bentley’s Brisbane (Audit) Pty Ltd has been awarded the QAO contract to audit Rockhampton Girls Grammar School for the financial years ending 2011, 2012 and 2013.

The results of the 2011 Annual Audit were satisfactory and accordingly, Bentley’s Brisbane (Audit) Pty Ltd have issued an unqualified audit opinion.

In the opinion of the Board of Trustees, there are reasonable grounds to believe that the School will be able to pay its debts as and when they fall due.

Consultancies
Table 17 – Consultancies

<table>
<thead>
<tr>
<th>(\text{Table 16 – Staff/student ratios} )</th>
<th>(\text{2011} )</th>
<th>(\text{2010} )</th>
<th>(\text{2009} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments</td>
<td>337</td>
<td>318</td>
<td>315</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>28.3</td>
<td>26.7</td>
<td>27.1</td>
</tr>
<tr>
<td>Ratio</td>
<td>11.9</td>
<td>11.9</td>
<td>11.6</td>
</tr>
</tbody>
</table>

The staff: student ratio for the year 2011 calculated at 1:11.9.

Financial/Accounting
Educational Financial Services:
Provision of general school and financial advice

$1,995

Procurement
Mantel Solutions Pty Ltd:
Provision of services regarding RGGS Electricity Tender

$500

Thomson Adsett Architects
Provision of advice regarding School Building Projects

$1,560

Legal
Corrs Chambers Westgarth:
Provision of advice regarding employment contracts and general legal matters

$4,611
Livingstone Services Australia
Provision of advice regarding staffing and general legal matters $15,482
McCullough Robertson
Provision of advice regarding general legal matters $669

Overseas travel
The RGGS School Wind Band successfully auditioned to attend the Pan Pacific Basin Music Festival in Honolulu, Hawaii, from 18 to 27 March 2011. Staff accompanying these students included: Director of Student Wellbeing, and the Drama and the Music Teacher. The cost of this tour was fully funded by Wind Band students.

The Music Festival was a major success with the Band receiving a silver medal.

Finance 2011
RGGS operates as a not-for-profit entity and reinvests revenue raised back into the school through capital infrastructure and strategic planning for long-term financial stability.

The largest portion of the School’s operating expenses in 2011 related to staff costs, including salaries and wages, superannuation and workers compensation payments.

Figure 4: Operating expenditure

Figure 5: Operating income

A salary and wage increase of 4% was applied across the board for the period 1 July to 31 December 2011. This area of operating expenditure will continue to dominate the majority of RGGS costs due to the importance of attracting and retaining highly qualified and dedicated staff.

Operating expenditure remains comparative with other years. The School’s tuition expenses cover the curriculum based activities undertaken by students, where boarding costs largely relate to the catering and laundry needs of students in our boarding houses.

Tuition Fees, Boarding Fees and Commonwealth Grants make up the majority of RGGS operating income in 2011.

‘Other’ School income includes the rental of School facilities and the residential premises held on RGGS land.

Summary of Financial Performance 2011
In 2011, RGGS secured an operational profit of $219,585 compared with a budgeted deficit of $264,059. The variance is mainly attributed to increased enrolments in 2011.

In 2010, an operating deficit of $599,859 was budgeted to cater for a range of small repairs and maintenance projects, however RGGS was able to achieve a result close to break even, with a deficit of $48,780.

It is therefore evident that RGGS is continuing to operate within budget and achieve reasonable value for money.

Factors that continue to influence the School’s financial position include the following:
- The unpredictability of student enrolments
- Increased wages and overheads
- External factors influencing family’s financial circumstances and therefore affordability of private education

Capital works for 2011
The Building Education Revolution - Primary Schools for the 21st Century Project was completed in 2011. This involved the upgrade of the School’s Gymnasium and conversion into a Primary Multipurpose Hall.

Other funding approvals for 2011
Funding approvals granted in 2011 include:
- Digital Education Revolution 2011-2012 funding $2,527
- Additional Building Education Revolution – Primary Schools for the 21st Century Project funding - $18,666

Other major expenditure for 2011
- The School’s IT infrastructure project was finalised in 2011. This included the purchase of new servers, various software as well as the installation of campus-wide wireless networking
- Purchase and installation of an additional 181 laptops and desktops for staff and students
- Installation of Data Projectors and Printers in every classroom
- Purchase and installation of additional air conditioning units in areas such as Reception, Music and the Early Learning Centre
- Painting services and furniture purchases throughout various administrative and tuition areas of the School.

Looking forward

Outlook for 2012

Initiatives for 2012 under the direction of the principal include:
- The further rollout of laptops to all students in Years 4 to 12 for everyday use
- Stronger focus on tracking students and senior Pathways
- Stronger links with CQ TAFE and CQUneversity
- The introduction of:
  - project leadership roles
  - excellence programs
- The refurbishment of classrooms
- Improved communication with the School Community
- Paterson House Refurbishment Appeal
- Commencement of Asbestos Removal and Replacement Program

Future Capital Works

Future capital projects include:
- Upgrading of McKeague Hall to a multipurpose area for cross-curricular practical activities – approximate cost $550,000. State Funding has been approved through the Block Grant Authority
- Upgrading of Jackson House Boarding facilities – approximate cost $660,000. State funding has been approved through the Block Grant Authority
- Construction of a new Prep Building to be located adjacent to the Lower Primary area – approximate cost $815,000. State funding has been approved through the Block Grant Authority

Projected numbers for 2013

At the commencement of 2012 RGGS has enrolments secured for 340 students (140 boarders).

Table 18 – Projected numbers for 2013

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Current Numbers 2012</th>
<th>Projected Numbers 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>9</td>
<td>49</td>
<td>48</td>
</tr>
<tr>
<td>10</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>54</td>
<td>48</td>
</tr>
<tr>
<td>Totals</td>
<td>338</td>
<td>340</td>
</tr>
</tbody>
</table>

2012 – 120 Years

In 2012, we celebrate 120 years’ success in education. A special calendar has been developed and various functions will be held throughout the year.

A committee has been formed to set in motion preparations for our celebrations for the School’s 125 year anniversary in 2017.

**Non Scholae Sed Vitae**

*(Not only for school but for life we are learning)*

Translation of the Latin motto adopted in 1894 by the School.

The motto reflects the philosophy of Miss Helen E. Downs, the first Headmistress of the School 1892-1906.
History of the School Song

Forty Years On is a song written by Edward Ernest Bowen (Schoolmaster at Harrow School 1859-1901) and John Farmer in 1872 as the Harrow School Song. The song is about life at school and is meant to give pupils now, an idea of what it will be like in forty years when they return to their old school, and to remind old boys about school life. RGGS adopted one of the verses and the music of the Harrow School song and then added different lyrics for the chorus and remaining verse for the RGGS school song.

The School Song

What are we working for here at our lessons  
Why join together in book lore and play  
Forty years on will be answered these questions  
If our school motto speaks clearly today.  
Not only for school but for life we are learning  
Life with its duties, pleasure and cares  
Hearts bright with hope, with ambition high burning  
Hearts of true women our school time prepares.

Chorus

Do your best! Do your best! Do your best!  
Give again our dear School’s ringing cry  
Sounding north and south and west  
Non scholae sed vitae

Forty years on when afar and asunder  
Parted are those who are singing today  
When we look back and forgetfully wonder  
What we were like in our work and our play.  
Then it may be there will often come a’er us  
Whispers of notes like the catch of a song  
Visions of girlhood will float then before us  
Echoes of dreamland will bear them along.
### Glossary of terms

<table>
<thead>
<tr>
<th>Definition</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACER</td>
<td>Australian Council for Education Research</td>
</tr>
<tr>
<td>AGSRC</td>
<td>Average Government School Recurrent Costs</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>ISQ</td>
<td>Independent Schools of Queensland</td>
</tr>
<tr>
<td>ASBA</td>
<td>Association of School Bursars and Administrators</td>
</tr>
<tr>
<td>BEAQ</td>
<td>Business Educators’ Association of Queensland</td>
</tr>
<tr>
<td>CBRC</td>
<td>Cabinet Budget Review Committee</td>
</tr>
<tr>
<td>DEST</td>
<td>Department of Education, Science &amp; Training (Federal)</td>
</tr>
<tr>
<td>DET</td>
<td>Department of Education &amp; Training (State)</td>
</tr>
<tr>
<td>DOGIT</td>
<td>Deed of Grant in Trust</td>
</tr>
<tr>
<td>EBA</td>
<td>Enterprise Bargaining Agreement</td>
</tr>
<tr>
<td>ETRF</td>
<td>Education and Training Reforms for the Future</td>
</tr>
<tr>
<td>FFPOS</td>
<td>Full Fee Paying Overseas Student</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
</tr>
<tr>
<td>GSA</td>
<td>Grammar Schools Association</td>
</tr>
<tr>
<td>GST</td>
<td>Goods &amp; Services Tax</td>
</tr>
<tr>
<td>HEIA</td>
<td>Home Economics Institute of Australia</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>KLA</td>
<td>Key Learning Areas</td>
</tr>
<tr>
<td>LOTE</td>
<td>Language Other Than English</td>
</tr>
<tr>
<td>MYSA</td>
<td>Middle Years of Schooling Australia</td>
</tr>
<tr>
<td>NAPLAN</td>
<td>National Assessment Program in Literacy and Numeracy</td>
</tr>
<tr>
<td>NMS</td>
<td>National Minimum Standard</td>
</tr>
<tr>
<td>OHSC</td>
<td>Out of School Hours Care</td>
</tr>
<tr>
<td>Definition</td>
<td>Meaning</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>OP</td>
<td>Overall Position</td>
</tr>
<tr>
<td>QAO</td>
<td>Queensland Audit Office</td>
</tr>
<tr>
<td>QCAN</td>
<td>Queensland Children’s’ Activity Network</td>
</tr>
<tr>
<td>QCE</td>
<td>Queensland Certificate of Education</td>
</tr>
<tr>
<td>QCS</td>
<td>Queensland Core Skills</td>
</tr>
<tr>
<td>QISSN</td>
<td>Queensland Independent Secondary Schools Netball</td>
</tr>
<tr>
<td>QSA</td>
<td>Queensland Studies Authority</td>
</tr>
<tr>
<td>QTAC</td>
<td>Queensland Tertiary Admissions Centre</td>
</tr>
<tr>
<td>QTC</td>
<td>Queensland Treasury Corporation</td>
</tr>
<tr>
<td>RGGS</td>
<td>Rockhampton Girls Grammar School</td>
</tr>
<tr>
<td>SES</td>
<td>Socioeconomic Status</td>
</tr>
<tr>
<td>SRI</td>
<td>School Resources Index</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical And Further Education</td>
</tr>
<tr>
<td>TASS</td>
<td>The Alpha School System</td>
</tr>
<tr>
<td>WHS</td>
<td>Workplace Health &amp; Safety</td>
</tr>
<tr>
<td>WHSO</td>
<td>Workplace Health &amp; Safety Officer</td>
</tr>
<tr>
<td>WRC</td>
<td>Workplace Rehabilitation Coordinator</td>
</tr>
</tbody>
</table>

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Appendix A – Letter of Compliance

Letter of Compliance

26 March 2012

Minister for Education and Industrial Relations
PO Box 15033
CITY EAST QLD 4002

Dear Minister

I am pleased to present the Annual Report 2011 for the Rockhampton Girls Grammar School.

I certify that this Annual Report complies with:

- The prescribed requirements of the Financial Accountability Act 2009 and the Financial and Performance Management Standard 2009, and

A checklist outlining the annual reporting requirements can be accessed at www.rggs.qld.edu.au

Yours sincerely

Noel J Livingston
Chairman
Board of Trustees
Rockhampton Girls Grammar School