

**2019 Annual Community
School Report Card:
A summary of data for Indigenous students
at main secondary schools in the
Rockhampton and Livingstone LGAs**

ROCKHAMPTON ABORIGINAL AND TORRES STRAIT ISLANDER
COMMUNITY EDUCATION WORKING GROUP



This inaugural Annual Community School Report Card is a summary of outcomes for Aboriginal and Torres Strait Islander students enrolled in schools in the Rockhampton and Livingstone local government areas (LGAs). The purpose of the Report Card is to collate annual reporting data to inform the work of the *Rockhampton Aboriginal and Torres Strait Islander Community Education Working Group*. The Report Card is shared with attendees of the *Rockhampton Big Community Meetings* for transparency and information sharing.

The Report Card data is taken from publicly accessible Annual Reports published mid-year by the Queensland Government for state schools and reports published by Catholic and independent schools. To access the Annual Reports, visit the relevant website for each school (NB. Annual Reports are often refreshed and replaced each year). For more information relating to a school's profile, including student background, NAPLAN results, attendance, finances, VET in schools and Senior Secondary search for a specific school at the Australian Curriculum, Assessment and Reporting Authority (ACARA) My School website <https://www.myschool.edu.au/> .

It is hoped that in future issues of the Annual Community School Report Card, the Education Working Group will add more education providers and categories of data which will continue to direct the effort of the Working Group. Providing strong advocacy for young Aboriginal and Torres Strait Islander people, supporting and informing parents and community members and working on initiatives with willing schools remain priorities. Young people's voices will be central to shaping the goals for the Working Group in 2021 and this will become more urgent as the impacts of Covid-19 on the learning outcomes of Aboriginal and Torres Strait Islander students are realised over the next few years.

Chairs,

Melinda, Seini and Ty

October 2020



GLENMORE STATE HIGH SCHOOL

Enrolment Category	2017	2018	2019
Total	517	554	570
Girls	235	248	260
Boys	282	306	310
Indigenous	78	97	106
Enrolment continuity (Feb – Nov)	86%	86%	84%
Average Class Sizes	2017	2018	2019
Year 7 – Year 10	20	22	20
Year 11 – Year 12	16	15	14
School Disciplinary Absences	2017	2018	2019
Short suspensions – 1 – 10 days	138	300	292
Long suspensions 11 to 20 days	1	13	8
Exclusions	5	3	11
Cancellations of enrolment	8	10	23
Staff composition, including Indigenous staff	Teaching staff	Non-teaching staff	Indigenous staff
Headcounts	55	35	6
Full-time equivalents	53	26	5
Attendance	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders	96%	96%	96%
Overall attendance rate for students	85%	83%	82%
Indigenous student attendance	74%	73%	69%
Year 12 Outcomes	2017	2018	2019
Percentage of Indigenous students awarded a QCE at the end of Year 12	75%	100%	100%
Percentage of Indigenous students who received an OP	0%	0%	0%
Percentage of school staff who agree that:	2017	2018	2019
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	84%	93%	78%
They feel that their school is a safe place in which to work	98%	88%	79%
Students are treated fairly at their school	97%	89%	79%
Student behaviour is well managed at their school	84%	62%	51%
Percentage of students who agree that:	2017	2018	2019
They are getting a good education at school	97%	97%	88%
They like being at school	97%	89%	74%
They feel safe at school	99%	93%	80%
Teachers motivate them to learn	89%	91%	75%
Teachers treat students fairly at their school	88%	82%	62%
They can talk to their teachers about their concerns	79%	69%	67%
Their school takes students' opinions seriously	92%	81%	64%



NORTH ROCKHAMPTON STATE HIGH SCHOOL

Enrolment Category	2017	2018	2019
Total	910	869	895
Girls	439	431	445
Boys	471	438	450
Indigenous	196	209	215
Enrolment continuity (Feb – Nov)	85%	87%	88%
Average Class Sizes	2017	2018	2019
Year 7 – Year 10	21	22	22
Year 11 – Year 12	18	16	15
School Disciplinary Absences	2017	2018	2019
Short suspensions – 1 – 10 days	476	435	377
Long suspensions 11 to 20 days	13	4	8
Exclusions	18	6	10
Cancellations of enrolment	11	12	8
Staff composition, including Indigenous staff	Teaching staff	Non-teaching staff	Indigenous staff
Headcounts	81	46	8
Full-time equivalents	78	35	6
Attendance	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders	95%	95%	95%
Overall attendance rate for students	87%	87%	86%
Indigenous student attendance	80%	80%	77%
Year 12 Outcomes	2017	2018	2019
Percentage of Indigenous students awarded a QCE at the end of Year 12	90%	100%	100%
Percentage of Indigenous students who received an OP	14%	5%	0%
Percentage of school staff who agree that:	2017	2018	2019
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	79%	87%	82%
They feel that their school is a safe place in which to work	83%	78%	76%
Students are treated fairly at their school	91%	85%	82%
Student behaviour is well managed at their school	55%	50%	40%
Percentage of students who agree that:	2017	2018	2019
They are getting a good education at school	89%	91%	89%
They like being at school	89%	92%	84%
They feel safe at school	87%	89%	81%
Teachers motivate them to learn	85%	91%	89%
Teachers treat students fairly at their school	77%	76%	67%
They can talk to their teachers about their concerns	76%	76%	69%
Their school takes students' opinions seriously	79%	83%	67%



ROCKHAMPTON STATE HIGH SCHOOL

Enrolment Category	2017	2018	2019
Total	1119	1098	1085
Girls	558	557	537
Boys	561	541	548
Indigenous	222	235	236
Enrolment continuity (Feb – Nov)	87%	87%	90%
Average Class Sizes	2017	2018	2019
Year 7 – Year 10	24	24	24
Year 11 – Year 12	19	17	17
School Disciplinary Absences	2017	2018	2019
Short suspensions – 1 – 10 days	545	495	472
Long suspensions 11 to 20 days	4	5	8
Exclusions	22	5	6
Cancellations of enrolment	16	11	11
Staff composition, including Indigenous staff	Teaching staff	Non-teaching staff	Indigenous staff
Headcounts	93	51	<5
Full-time equivalents	89	39	<5
Attendance	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders	96%	96%	96%
Overall attendance rate for students	87%	85%	86%
Indigenous student attendance	82%	81%	80%
Year 12 Outcomes	2017	2018	2019
Percentage of Indigenous students awarded a QCE at the end of Year 12	93%	94%	88%
Percentage of Indigenous students who received an OP	7%	9%	6%
Percentage of school staff who agree that:	2017	2018	2019
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	95%	97%	93%
They feel that their school is a safe place in which to work	85%	93%	93%
Students are treated fairly at their school	96%	97%	95%
Student behaviour is well managed at their school	84%	94%	91%
Percentage of students who agree that:	2017	2018	2019
They are getting a good education at school	88%	96%	95%
They like being at school	84%	89%	93%
They feel safe at school	80%	91%	94%
Teachers motivate them to learn	85%	91%	91%
Teachers treat students fairly at their school	71%	84%	83%
They can talk to their teachers about their concerns	67%	80%	78%
Their school takes students' opinions seriously	65%	86%	83%



MOUNT MORGAN STATE HIGH SCHOOL

Enrolment Category	2017	2018	2019
Total	193	183	183
Girls	109	95	92
Boys	84	88	91
Indigenous	56	58	56
Enrolment continuity (Feb – Nov)	86%	86%	82%
Average Class Sizes	2017	2018	2019
Year 7 – Year 10	18	17	17
Year 11 – Year 12	18	14	9
School Disciplinary Absences	2017	2018	2019
Short suspensions – 1 – 10 days	103	108	105
Long suspensions 11 to 20 days	0	1	2
Exclusions	6	1	7
Cancellations of enrolment	1	4	2
Staff composition, including Indigenous staff	Teaching staff	Non-teaching staff	Indigenous staff
Headcounts	21	19	5
Full-time equivalents	21	13	<5
Attendance	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders	97%	95%	96%
Overall attendance rate for students	84%	81%	81%
Indigenous student attendance	80%	73%	75%
Year 12 Outcomes	2017	2018	2019
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Percentage of Indigenous students who received an OP	0%	10%	33%
Percentage of school staff who agree that:	2017	2018	2019
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	82%	84%	89%
They feel that their school is a safe place in which to work	73%	82%	88%
Students are treated fairly at their school	63%	64%	73%
Student behaviour is well managed at their school	53%	55%	61%
Percentage of students who agree that:	2017	2018	2019
They are getting a good education at school	85%	88%	81%
They like being at school	83%	84%	65%
They feel safe at school	84%	91%	73%
Teachers motivate them to learn	87%	92%	85%
Teachers treat students fairly at their school	73%	77%	66%
They can talk to their teachers about their concerns	70%	67%	59%
Their school takes students' opinions seriously	74%	79%	64%



YEPPOON STATE HIGH SCHOOL

Enrolment Category	2017	2018	2019
Total	1017	1032	1053
Girls	459	465	502
Boys	558	567	551
Indigenous	112	135	117
Enrolment continuity (Feb – Nov)	87%	88%	88%
Average Class Sizes	2017	2018	2019
Year 7 – Year 10	24	23	24
Year 11 – Year 12	19	19	18
School Disciplinary Absences	2017	2018	2019
Short suspensions – 1 – 10 days	519	941	558
Long suspensions 11 to 20 days	31	9	19
Exclusions	16	22	18
Cancellations of enrolment	21	9	8
Staff composition, including Indigenous staff	Teaching staff	Non-teaching staff	Indigenous staff
Headcounts	89	43	6
Full-time equivalents	85	35	<5
Attendance	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders	95%	96%	96%
Overall attendance rate for students	86%	86%	85%
Indigenous student attendance	79%	81%	78%
Year 12 Outcomes	2017	2018	2019
Percentage of Indigenous students awarded a QCE at the end of Year 12	89%	94%	80%
Percentage of Indigenous students who received an OP	0%	19%	0%
Percentage of school staff who agree that:	2017	2018	2019
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	72%	84%	78%
They feel that their school is a safe place in which to work	76%	73%	74%
Students are treated fairly at their school	75%	77%	77%
Student behaviour is well managed at their school	40%	35%	61%
Percentage of students who agree that:	2017	2018	2019
They are getting a good education at school	81%	65%	83%
They like being at school	78%	55%	76%
They feel safe at school	76%	67%	81%
Teachers motivate them to learn	76%	65%	80%
Teachers treat students fairly at their school	55%	50%	65%
They can talk to their teachers about their concerns	55%	46%	59%
Their school takes students' opinions seriously	55%	48%	57%



EMMAUS COLLEGE
ROCKHAMPTON

EMMAUS COLLEGE

Enrolment Category	2017	2018	2019
Total			1268
Girls			No data available
Boys			
Indigenous			
Enrolment continuity (Feb – Nov)			
Average Class Sizes	2017	2018	2019
Year 7 – Year 10	No data available		
Year 11 – Year 12			
School Disciplinary Absences	2017	2018	2019
Short suspensions – 1 – 10 days	No data available		
Long suspensions 11 to 20 days			
Exclusions			
Cancellations of enrolment			
Staff composition, including Indigenous staff	Teaching staff	Non-teaching staff	Indigenous staff
Headcounts	114	80	2
Full-time equivalents	103.74	62.7	1.63
Attendance	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders			94.37%
Overall attendance rate for students			92.02%
Indigenous student attendance			No data available
Year 12 Outcomes	2017	2018	2019
Percentage of Indigenous students awarded a QCE at the end of Year 12	No data for Year 12 outcomes for Indigenous students published in the 2019 Annual Report for Emmaus College.		
Percentage of Indigenous students who received an OP			
Parent, teacher and student satisfaction			
<p>No data published in the 2019 Emmaus College Annual Report. However, the following excerpt is a direct quote from the Report.</p> <p><i>Many new teachers to the school make comments about the inviting atmosphere of the school environment, as well as the support they receive from the leadership team and their colleagues. Student representative council meetings usually focus on future events and Social Justice and outreach activities rather than concerns about the functioning of the school. Each year parents are strongly encouraged to communicate with the school about matters relating to their children's education and to speak to staff regarding concerns. This is effective, as parental concerns are almost always, promptly and satisfactorily resolved. P&F and Board meetings are conducted in a friendly and collaborative environment with very little, if any, tension apparent.</i></p>			
Percentage of students who agree that:	2017	2018	2019
They are getting a good education at school	No data available		
They like being at school			
They feel safe at school			
Teachers motivate them to learn			
Teachers treat students fairly at their school			
They can talk to their teachers about their concerns			
Their school takes students' opinions seriously			



THE CATHEDRAL COLLEGE

Enrolment Category	2017	2018	2019
Total			1224
Girls			No data available
Boys			
Indigenous			
Enrolment continuity (Feb – Nov)			
Average Class Sizes	2017	2018	2019
Year 7 – Year 10	No data available		
Year 11 – Year 12			
School Disciplinary Absences	2017	2018	2019
Short suspensions – 1 – 10 days	No data available		
Long suspensions 11 to 20 days			
Exclusions			
Cancellations of enrolment			
Staff composition, including Indigenous staff	Teaching staff	Non-teaching staff	Indigenous staff
Headcounts	95	77	1
Full-time equivalents	91.18	64.26	1
Attendance	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders			95.8%
Overall attendance rate for students			92.26%
Indigenous student attendance			No data available
Year 12 Outcomes	2017	2018	2019
Percentage of Indigenous students awarded a QCE at the end of Year 12	No data for Year 12 outcomes for Indigenous students published in the 2019 Annual Report for The Cathedral College.		
Percentage of Indigenous students who received an OP			
Parent, teacher and student satisfaction			
<p>No data published in the 2019 The Cathedral College Annual Report. However, the following excerpt is a direct quote from the Report.</p> <p><i>In 2019, the college continued to progress through the ongoing Rockhampton Catholic Diocese School Review and Improvement Process. Students, families and staff members affirmed the college and identified its areas of success. The external reports commended The Cathedral College on the spiritual life of the college and the strong Catholic ethos evident in its activities and relationships. The reports commended the college on the welcoming, supportive and inclusive spirit and the strong relationships established with the Parish of Rockhampton South. The college was commended for the positive relationships nurtured between staff, students and parents and the overwhelming sense that students were respectful, well-mannered and had pride in The Cathedral College.</i></p>			
Percentage of students who agree that:	2017	2018	2019
They are getting a good education at school	No data available		
They like being at school			
They feel safe at school			
Teachers motivate them to learn			
Teachers treat students fairly at their school			
They can talk to their teachers about their concerns			
Their school takes students' opinions seriously			

2019 NEXT STEP PROFILE – ROCKHAMPTON AND LIVINGSTONE LOCAL GOVERNMENT AREAS

Source: <https://statistics.qgso.qld.gov.au/nextstep/profiles> accessed 26 September, 2020

The table below includes information from the Next Step Data Report for Rockhampton and Livingstone Local Government Areas in relation to Aboriginal and Torres Strait Islander Year 12 completers who finished in 2019. It is important to note this data is representative not comprehensive. It is based on the responses of the 983 young people who responded to the survey. The Next Step Data is included in the Report Card to inform the Education Working Group members how a representative group of Aboriginal and Torres Strait Islander students are tracking in the first six months post-secondary.

Total number of student respondents	983	
Males	49.1%	
Females	50.9%	
Indigenous	9.9%	
LBOTE (language background other than English)	5.5%	
QCE	91.3%	
QCIA	2.8%	
OP eligible	44.8%	
VET	64.9%	
SAT	8.6%	
Percentage of Indigenous Year 12 completers in further education, training, or paid employment	83.8%	
Main destination	Indigenous	Non-Indigenous
<i>Bachelor Degree</i>	9.1%	28.2%
<i>VET Certificate IV+</i>	6.1%	2.9%
<i>VET Certificate III</i>	12.1%	4.3%
<i>VET Certificate I-ii/other</i>	5.1%	4.1%
<i>Apprenticeship</i>	9.1%	8.4%
<i>Traineeship</i>	6.1%	4.4%
<i>Full-time employment</i>	13.1%	10.2%
<i>Part-time employment</i>	23.2%	24.5%
<i>Seeking work</i>	16.2%	10.2%
<i>Not in labour force, education or training</i>	0.0%	2.9%