

Glenala State High School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

This report captures the achievements of the Glenala State High School community during 2013.

Our Vision: Glenala State High School is a united community committed to improving learning through strong values and high expectations. We aim to inspire our community to "believe and achieve" today, so they will succeed in the challenging and exciting world of tomorrow.

Values - The Glenala Commitment

We:

- Commit to Learning;
- Are Responsible and Respectful;
- Cultivate Pride in Self and Others and;
- Persevere to be our Best.

Glenala State High School is a rapidly growing, modern and dynamic high school with high expectations for all students and staff. A strong culture of learning is evident across the school. Glenala caters for a diverse range of learners from a variety of cultural backgrounds. All students are encouraged to practice their first language and to celebrate their cultural heritage. These opportunities ensure that our difference and diversity is our united strength. Students are supported by a comprehensive English as a Second Language (ESL) Program. Extension Vietnamese language classes are offered in Years 8, 10, 11 and 12.

We recognise the importance of physical, emotional, social and spiritual development to ensure a well-rounded young person. Glenala State High School continues to ensure a proud expectation of student performance in a range of academic and vocational areas. Student performance is further supported by our partner in learning, Minter Ellison, an International Law firm who provide senior scholarships, mentoring by their staff from a range of professions and a Year 8 Reading Program. Over the past few years the number of students who have achieved an OP 1-15 upon exiting Year 12 has improved exponentially (91.6%) and 100% of Year 12 students in 2013 achieved a Queensland Certificate of Education. Our Year 9 students and teachers have significantly improved their NAPLAN results in recent times.

Glenala State High School is committed to ensuring that students begin thinking about future pathways and goal setting early in their schooling lives. Our quality academic programs include extension programs in Mathematics, English and Science across Years 8-10 and are complimented and supported by vocational education and training opportunities and a wide range of sporting and cultural activities, as well as a strong music, instrumental music and arts program. The community's support is reflected in our excellent Vocational, Education and Training programs which offer a number of locally based opportunities enabling our students to participate

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in School Based Traineeships and Apprenticeships. High performing students across Years 8-12 are supported by a quality gifted and talented program.

Staff at Glenala take a holistic approach to the education of students, recognising that learning is enhanced when children are happy and working within a supportive environment. The school's student support staff monitor the well-being and social development of students who are guided and supported by clear expectations with respect to behaviour and presentation. We are a full uniform school. Students are encouraged to believe and achieve (the school motto) and to apply themselves to achieve success. The Glenala Way is a positive behaviour program which underpins the choices we make and the conduct we demonstrate in all areas of the school and community. Our students and teachers are very committed to the Glenala Way.

Our students are warm, welcoming and genuine young people who are provided with many and varied learning opportunities by a very committed and hardworking teaching team. Students are espousing the personal qualities that are absolutely essential for achieving individual success. All students, with the support of their teachers and the school community will continue to achieve some very impressive milestones in the coming years.

School progress towards its goals in 2013

The following constitutes Glenala SHS's priorities for 2013:

- Improve the attendance rate of all students.
- Improve the literacy and numeracy achievement of all students.
- Improve student's subject achievement data across years 8-12 especially in Mathematics, English and Science.
- Improve the retention rates across Years 8-12, particularly the number of students completing the compulsory participation phase of learning.
- Improve the learning outcomes of targeted students.
- Build community confidence through:
 - developing a culture of learning and high expectations;
 - the continued implementation of School Wide Positive Behaviour Strategy;
 - the maintenance of a safe and disciplined learning environment, ensuring the positive assimilation of new Australians into a complex multicultural community;
 - enhanced community partnerships and parent relationships; and
 - building leadership density through developing understandings about servant and community leadership across the school (including administrators, teaching and non teaching staff and students).

Further:

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 7 to high school

The following table demonstrates progress towards the 2013 identified goals.

Measure	2010	2011	2012	2013	2014
Enrolment	432	436	460	550	632
Attendance	80%	85.2%	89%	87%*	92% (Term 1)
Indigenous Attendance	75%	82%	83%	82.5%	88.5% (Term 1)
QCE	73%	84%	94%	100%	
OP 1-15	58%	71%	100%	91.6%	
University	5.1%	19.1%	26%	39%	
QTAC Offers	71.4%	96.2%	92.6%	100%	
NAPLAN NMS - Reading	63.5%	68.5%	70%	83.8%	
Grammar and Punctuation	64.6%	64.3%	80.2%	72.2%	

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Spelling	75.6%	74.3%	85.2%	87%	
Writing	75.3%	59.2%	53.8%	75.5%	
Numeracy	73.2%	75%	87.3%	71.7%	
SOS - Parents	56%	85.3%	99%	95.4%	
Students	43.3%	48.5%	83%	86.3%	
Staff	76.5%	82.2%	90.9%	89%	

*2013 – Change in formula used to calculate attendance

Future outlook

The following priorities have been listed explicitly in the school's QSR 2011-2015, and relate to the local issues identified by the staff, parents, students and community in formulating the QSR in July 2011:

- Improve the attendance rate of all students.
- Improve the literacy and numeracy achievement of all students.
- Improve student's subject achievement data across years 8-12 especially in Mathematics, English and Science.
- Implement whole school pedagogical practices (The Art and Science of Teaching)
- Use data to inform teaching practice
- Increase the number of OP eligible students across Years 8-10
- Build community confidence through:
 - developing a strong culture of learning and high expectations;
 - the continued implementation of School Wide Positive Behaviour Strategy;
 - the maintenance of a safe and disciplined learning environment, ensuring the positive assimilation of new Australians into a complex multicultural community;
 - enhanced community partnerships and parent relationships; and
 - building leadership density through developing understandings about instructional, servant and community leadership across the school (including administrators, teaching and non-teaching staff and students).
- Plan to transition Year 7 to high school

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	415	200	215	84%
2012	452	229	223	83%
2013	527	254	273	84%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Glenala State High School students are from 40 different countries. Most students speak more than one language. Many students and their families are new Australians and are supported by our school to settle into their new community. The majority of students are from the Pacifica Region, 18% of students are Aboriginal or Torres Strait Islander and a growing number of students are from a Vietnamese background (9%) and are enrolling in our school. Vietnamese is offered as a subject from Years 8-12. Our students are supported by Vietnamese, Aboriginal, African and Pacifica teaching staff. Glenala State High School recognises and celebrates difference.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	22	22
Year 11 – Year 12	16	17	17

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	186	228	234
Long Suspensions - 6 to 20 days	36	55	33
Exclusions	6	8	11
Cancellations of Enrolment	8	13	12

Curriculum offerings

Our distinctive curriculum offerings

At Glenala State High School we recognise that each student has their own unique goals and interests and therefore we offer a range of pathways to ensure they are able to pursue their chosen career option with pride. Glenala SHS is proud to provide a holistic approach to education across years 8 to 12. Our diverse and dynamic curriculum allows students to develop the attributes of a lifelong learner and to become highly employable individuals.

Tertiary Study Options

1. OP

Students in years 11 and 12 have access to a variety of Queensland Studies Authority (QSA) developed subjects. It is recommended that students select six subjects to study across the four semesters of Senior to maximise their OP score. A full range of subjects can be viewed on the school website and the Senior Curriculum Handbook can also be downloaded from this site.

Tertiary Selection Rank

Students who complete year 12 and do not satisfy the requirements for an OP can gain entry into courses offered throughout Queensland tertiary institutions. Students must satisfy tertiary pre-requisites as stipulated by the Queensland Tertiary Application Centre (QTAC). Pre-requisites may include auditions, portfolios, interviews or supplementary exams.

All OP ineligible students are allocated a QTAC selection rank. This selection rank is based on the level achieved in authority and authority registered subjects as recorded on their Senior Statement from the Queensland Studies Authority (QSA) and their performance on the Queensland Core Skills test (QCS) if available.

A selection rank is similar to an OP, in that it is a numerical measure that places students in order of merit for entry to tertiary courses. A selection rank relies on individual student performance whereas an OP score is dependent on the performance of the group on the QCS test plus individual student achievement.

Vocational Options

2. School Based Apprenticeships and Traineeships

Those students who are interested in pursuing careers in service industries or traditional and emerging trades may wish to undertake a school based apprenticeship or traineeship. This option allows students to undertake one to two days of paid employment per week in their chosen field. Students also work towards completing a nationally recognised qualification which reduces the amount of time required to complete their chosen post year 12 destination.

3. TAFE courses

Students have the opportunity to travel to a local TAFE institution one day per week/fortnight to undertake vocational courses of a higher level or courses that the school is unable to deliver. Expressions of interest for TAFE courses are advertised in the year prior to the student starting year 11. All TAFE fees must be paid in full and in advance before commencing at TAFE. This pathway requires a high degree of commitment and motivation on the student's behalf.

4. School based VET courses.

Vocational Education courses may be undertaken by students participating in either the OP or Rank Pathways. These are nationally recognised courses and are incorporated into subjects at the school. School based VET courses provide students with points which they can bank towards the attainment of their QCE.

5. Middle School Curriculum

All Year 8 and 9 students study a core of Mathematics, English, Science, Study of Society and Environment and Health and Physical Education. Students can also choose from a range of elective subjects including The Arts, Business and Technology (incorporating Design and Technology). All Year 8 students have the opportunity to be assigned a mentor as part of the SRA Corrective Reading Program which is a core subject - the RISE mentored reading program forms part of this Reading Program. In 2013, all Year 8 students have had the opportunity to study Vietnamese as the LOTE.

6. Year 10

This year is seen as a preparatory year for senior. Students study both English and Mathematics and may complete extension units in both Science and Social Science that will better prepare them for senior. Extension courses are also available in The Arts, Business and Technology (Design and Technology) subjects.

Extra curricula activities

- Academic Competitions including University of New South Wales Science, Mathematics, Information Technology and Writing Competitions
 - Senior Leadership Activities including the Year 11 Minter Ellison Aspirations Mentor Program
 - University Visits and University Subject offerings from Year 10
-

Our staff profile

- Academic Assemblies twice per year
- Comprehensive Gifted and Talented Program
- '7 Habits of Successful Teens' Program for Year 9 students
- RISE Reading and Mentoring Program for Year 8 students
- Leadership Days for Middle School and Senior Leaders at UQ, QUT, Griffith University and USQ
- Supported work experience and industry placement
- District inter-school sporting competition involving 150 students from Years 8-12
- Excursions and Outdoor Activities including Middle School and Senior School Camps
- Multicultural Day and Harmony Day
- Glenala's Got Talent
- LEAD (Learn, Education, Aspire, Dream) Project for Pacifica Students

How Information and Communication Technologies are used to assist learning

- 97% of staff are satisfied with how the school uses digital technology for planning, teaching, assessing, reporting and communicating.
- 100% of computers are connected to the school local area network (LAN) and the Internet.
- A 1:1 computer to student ratio is in place across Years 8 to 12.
- The take home laptop program is offered to all students across Years 9 – 12.
- ICT's are embedded into the curriculum across the school. Students also have the option of selecting a number of subjects throughout Years 8 – 12 that develop ICT skills within the context of the subject area.
- Teachers are developing ICT skills through professional development activities within the school. A number of teachers have attained their ICT Pedagogical License in 2011 and will lead professional development activities for other staff.

Social climate

- 98% of parents believe this school is a good school.
- The school is a mobile phone free school significantly reducing opportunities for bullying including cyber bullying
- The Glenala Way student welfare program and a zero tolerance to bullying ensures student safety
- A high fence and 16 surveillance cameras is evidence of our focus on student safety and behaviour at all times.
- The school's student welfare staff monitor the well-being and social development of students who are guided and supported by clear expectations with respect to behaviour and presentation. The school welfare team consists of a full time school based Police Officer, a school health nurse, a Guidance and Careers Officer, a Community Education Counsellor, Indigenous Education workers, a Chaplain, Polynesian liaison officer, learning support and special education staff.

Parent, student and staff satisfaction with the school

As the below statistics indicate, parents, students and staff report strong satisfaction rates.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	98%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	95%	95%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	98%
their child is making good progress at this school* (S2004)	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	97%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	98%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	98%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	88%	96%
they like being at their school* (S2036)	85%	96%
they feel safe at their school* (S2037)	92%	95%
their teachers motivate them to learn* (S2038)	86%	97%
their teachers expect them to do their best* (S2039)	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	84%	92%
teachers treat students fairly at their school* (S2041)	69%	87%
they can talk to their teachers about their concerns* (S2042)	71%	84%
their school takes students' opinions seriously* (S2043)	64%	85%
student behaviour is well managed at their school* (S2044)	67%	81%
their school looks for ways to improve* (S2045)	86%	98%
their school is well maintained* (S2046)	85%	95%

Our staff profile

their school gives them opportunities to do interesting things* (S2047) 86% 96%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	99%
students are treated fairly at their school (S2073)	99%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	90%
their school looks for ways to improve (S2077)	99%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	94%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents and caregivers are actively encouraged to participate in the education of their children. Community members actively participate and support the school in a variety of ways:

- Parents and Citizens Meeting is held on the third Tuesday of the month at 6pm
- Parent Forums including Middle School information evenings
- RISE Reading Program Opening Ceremony
- Industry parent tours with their students
- NAPLAN and QCS Information sessions
- Principal morning teas
- Parent Teacher Interviews twice per year
- SET Plan Meetings
- Subject Selection Evenings
- Multicultural Events including Multicultural Day, Spark it Up, Glenala's Got Talent and Bring it On Programs
- Transition Employment Program for Parents – Heavy Vehicle Licence, Fork Lift Licence or Bus Licence

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2013 Glenala State High School continued to encourage staff commitment to reduce the environmental footprint. Students and staff are aware of the impact of their behaviours on this important issue.

Our staff profile

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	492,844	1,202
2011-2012	357,440	1,461
2012-2013	404,408	1,444

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Staff composition, including Indigenous staff

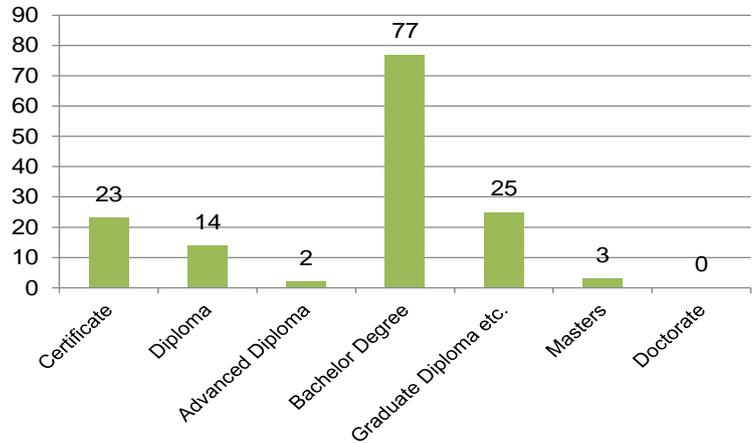
The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	48	29	6
Full-time equivalents	46	23	4

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	23
Diploma	14
Advanced Diploma	2
Bachelor Degree	77
Graduate Diploma etc.	25
Masters	3
Doctorate	0
Total	144



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$25 972.55.

The major professional development initiatives are as follows:

- Marzano's School Wide Pedagogy;
- Differentiation as a pedagogical tool;
- Essential Skills Training;
- School Wide Positive Behaviour Systems;
- Australian National Curriculum Implementation;
- Coaching and Mentoring and
- ESL Training

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Our staff profile

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	85%	89%	87%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

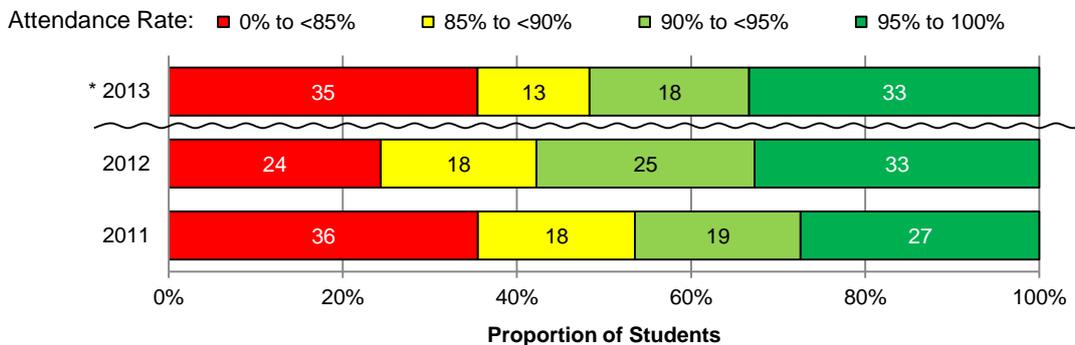
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								89%	85%	83%	84%	86%
2012								92%	88%	87%	86%	89%
2013								90%	87%	83%	86%	87%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school has an attendance policy which promotes high expectations around student attendance. These are communicated consistently to students and the school community. The school has invested in the software program ID Attend to support the focus on student attendance. Every student is also issued with a study organiser which clearly outlines attendance expectations and an Attendance Passport.

Rolls are marked each morning during That's Life class at the beginning of the day. An automated phone call system is used to inform parents that a student was not present for roll marking at That's Life class or did not sign in at the office, if they have arrived late to school. Parents are sent a letter each week seeking an explanation for unexplained absences in excess of one day. That's Life teachers follow up single day absences.

Attendance data is monitored on a weekly basis to identify absenteeism trends and patterns, and individual students with high levels of absenteeism.

Students who are regular non-attendees are monitored and on a daily basis. Parents of these students are contacted regularly and are

Performance of our students

also sent letters in accordance with DET policies. Parents are requested to attend an interview with their child to identify underlying causes and the implementation of appropriate support strategies. Outside agencies are used where appropriate to support individual students and their families around attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

- Indigenous student's attendance rates have increased exponentially since 2010, by 9.5%. The school is working hard to ensure the improvement of Indigenous student's retention rates.

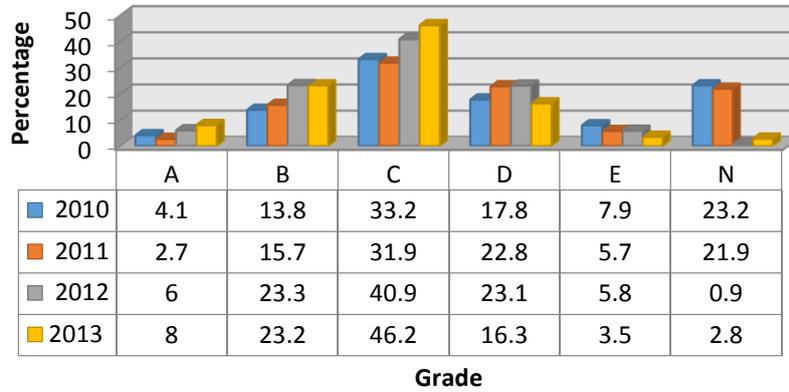
Year 12 Outcomes

- 100% graduated with a QCE (Queensland Certificate of Education)
- 100% graduated with a VET qualification (Certificate I or above)

Year 9 NAPLAN Improvement

- Percentage of students above National Minimum Standard – Reading up 13% since 2010, Grammar & Punctuation up 29% since 2010, Writing up 12% since 2010.

Academic Results - Aboriginal & Torres Strait Islander Students



Apparent retention rates Year 10 to Year 12

2011

2012

2013

Performance of our students

Year 12 student enrolment as a percentage of the Year 10 student cohort.	64%	69%	76%
Outcomes for our Year 12 cohorts			
	2011	2012	2013
Number of students receiving a Senior Statement.	63	67	70
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP).	14	10	12
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	7	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	54	61	66
Number of students awarded an Australian Qualification Framework Certificate II or above.	30	40	58
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	52	64	70
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	100%	92%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	93%	100%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	1	2	7	4	0
2012	0	3	7	0	0
2013	0	3	8	1	0

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	45	28	2
2012	46	39	5

Performance of our students

2013	53	56	12
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As at 5 May 2014. The above values exclude VISA students.

The Certificate I courses students undertook included a Certificate I Information and Communication Technology, Certificate I Work Education and Certificate I in Construction, Certificate I Business and Communication Technology, Certificate I in Engineering and Certificate I in Furnishing.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who leave school before completing Year 12 are provided with ongoing access to the School's Guidance and Careers Officer who supports students to enter into TAFE or alternative and flexible schooling arrangements. All students who leave Glenala State High School prior to the completion of Year 12 have a defined pathway.