Glenala State High School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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School Overview

Introduction

Glenala State High School offers students the opportunity to excel academically, culturally, in service to others and on the sporting fields. The school is a 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. We take pride in our physical environment with beautiful grounds and modern, well maintained and equipped classrooms.

We are very proud of our student learning outcomes in 2016. One hundred percent of our Year 12 students received a Queensland Certificate of Education and 100% of our tertiary bound young people received an OP between 1 –18. All received their QTAC offers. These results proudly include an OP 1 for the second year in a row. NAPLAN results were also pleasing with some positive gains for students in all fields. Our parents, staff and students all showed their high satisfaction in the school with outstanding results in the 2016 School Opinion Survey. We continue to refer to the direction set from the 2015 School Review providing clear direction for further enhancement.

At Glenala SHS our motto 'Believe and Achieve' and four values – 'Respect and Responsibility, Commitment to Learning, Pride and Perseverance' guide us as to how we conduct ourselves and provide a common language in which to go about school business. These values are explicitly taught to our students and guided by Positive Behaviour for Learning philosophy which looks to bring the best out in our students. We have high expectations of our students in behaviour, effort and academic progress.

Our students are warm, welcoming and genuine young people who are provided with many and varied learning opportunities by a very dedicated and hardworking teaching and non- teaching team. The school is committed to ensuring students begin thinking about future pathways and goal setting early in their school lives and we have high expectations of student performance in a range of academic and vocational areas. We are well supported by a variety of external partners such as Minter Ellison, an international law firm, UQ, QUT and Griffith University and local industries. 2016 was a particularly interesting year with the opening of the Trade Skills Centre focusing on Heavy Vehicle and Warehousing industries.

School Progress towards its goals in 2016

	Measure	2010	2011	2012	2013	2014	2015	2016
Engagement	Attendance	80%	85.2%	88.7%	86.8%*	90%	90.2%	89.4%
	Short suspensions	228	186	228	234	308*	283	321
Public Confidence	Enrolment (day 8)	432	436	462	547	631	741	794
	SOS – Parents	61.8%	85.3%	98.8%	98.3%	98.5%	95.8%	97.8%
	Students	43.3%	48.5%	83%	94.5%	96%	97.7%	88.4%
	Staff Morale	76.5%	82.2%	90.9%	94.2%	91.5%	95.5%	95.7%
Outcomes	QCE	73%	84%	94%	100%	100%	100%	100%
	OP 1-15	58%	71%	100%	91.7%	92.3%	86.7%	60%
	QTAC Offers	71.4%	96.2%	92.6%	100%	100%	100%	94.4%
NAPLAN	NMS - Reading	63.5%	68.5%	70%	83.8%	81.7%	91.2%	83.5%
							82.5%	78.5%
	Writing	75.3%	59.2%	53.8%	75.5%	62.6%	75.4%	77.2%
							66.7%	68.3%
	Grammar and Punctuation	64.6%	64.3	80.2%	72.2%	74.8%	79.8%	83.1%
							71.5%	74.3%
	Spelling	75.6%	74.3%	85.2%	85.2%	86.5%	86%	88.2%
							86.2%	85.1%
	Numeracy	73.2%	75%	87.3%	71.7%	97.1%	97.6%	91.2%
							91.6%	93.3%
Main Destinations (by cohort year)	University	5.1%	19.1%	26%	25%	22.4%	17.3%	
	VET Cert IV+	2.6%	12.8%	16%	10.7%	17.2%	15.4%	
	VET Cert III	0%	2.1%	2%	3.6%	8.6%	7.7%	
	Trainee	7.7%	6.4%	0%	1.8%	1.7%	1.9%	
	Apprentice	7.7%	4.3%	0%	1.8%	3.4%	0%	
	Seeking Work	38.5%	25.5%	30%	35%	32.8%	26.9%	

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Future Outlook

In 2016, the school was in the second year of the school plan. Three main priority areas were identified and time frames, strategies and targets set. These three areas include:

- Achievement- at and beyond society expectations with an emphasis on high yielding teaching and learning strategies, an unrelenting focus on continual improvement and a strong belief that every student can learn and achieve.
- Community- we value and seek to further strengthen our partnerships with our families, local and broader community. We believe we are the best choice for secondary education for our local families.
- Engagement- learning is key to a positive future and we are determined to engage our students and community in our motto "Believe and Achieve".

The school community is keen to enact these priorities to ensure further positive outcomes for Glenala State High School's students.

The 2016 school priorities from the Strategic Plan and articulated in the Annual Implementation Plan included:
- Engagement
- Literacy and Numeracy
- Feedback

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	601	273	328	81	87%
2015*	716	337	379	92	88%
2016	780	373	407	97	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the Student Body

Overview

Glenala State High School students are from forty different countries. Many 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. Our main cultural groups include students from the Pacifica Region, African, Vietnamese and 13% of the student body are Aboriginal and Torres Strait islanders. Our students are supported by Vietnamese, Aboriginal, African and Pacifica teaching staff. Glenala State High School recognises and celebrates difference.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	21	22
Year 11 – Year 12	18	18	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Senior Secondary Curriculum

Tertiary Study Option
Students in years 11 and 12 have access to a variety of Queensland Curriculum Assessment Authority (QCAA) 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.

Vocational Options
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.

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.

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. A wide range of SAS subjects are offered to support choice for non- OP Pathway students including – Business Studies, Tourism, Science in Practice, Music in Practice and Recreational Studies.

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 the Humanities that will better prepare them for senior. Extension courses are also available in The Arts, Business and Technology (Design and Technology) subjects. A Foundation Maths Course was introduced in 2015 to prepare students for Pre-Vocational Maths in Years 11 and 12 or as a link to TAFE studies.

Junior Secondary Curriculum

All Year 7, 8 and 9 students study a core of Mathematics, English, Science, Humanities and Health and Physical Education based on ACARA/C2C guidelines. Students can also choose from a range of elective subjects including The Arts, Business and Technology (incorporating Design and Technology). Glenala SHS offers extension classes in years 7 – 10 and also support classes for EALD/SEP students.

Co-curricular 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 for Year 10 Uni-bound Program for students who are on a pathway to tertiary study
- RISE Reading and Mentoring Program for Year 7/8 students
- Debating competition through the Queensland Debating Union
- Leadership Days for Junior Secondary 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 7-12
- Excursions and Outdoor Activities including Junior Secondary School Camp
- Multicultural Day, Harmony Day, RUOK, NAIDOC Week
- Glenala's Got Talent
- LEAD (Learn, Education, Aspire, Dream) Project for Pacifica Students
- Community Performance Opportunities – Creative Generation – On Stage, Multifest, Arts Showcase, cluster Primary school performances
- Entries in Creative Generation – Visual Art Awards
- Student Council supported ventures including fundraising for Shave for a Cure, Day for Daniel, Cup Cake Day for RSPCA, Daffodil Day for Cancer Research, ANZAC Day promotion
- Darkness to Daylight Run/Walk with Minter Ellison
- Sports Development Program for identified talented sporting students.
- Sports Carnivals – Cross Country, Athletics Day, Swimming Carnival
- Maths/Science – STEM, celebration of Science Week
- Math Team Challenge

How Information and Communication Technologies are used to Assist Learning

All computers at Glenala SHS are connected to the school local area network (LAN) and the Internet. The take home laptop program is offered to all students from Years 7 – 12. ICT's are embedded into the curriculum across the school. All students have access to ICT learning from Year 7. Students also have the option of selecting a number of subjects throughout Years 7 – 12 that develop ICT skills within the context of the subject area. Students in Years 10 are also offered the opportunity to select to complete their Certificate I in Information Digital Media and Technology and students in Year 11 -12 the Certificate II in Information Digital Media and Technology. Senior students use ICTs to study subjects via Distance Education online.

Our school has invested in Smartboards which are located in 32 classrooms, enabling further interactivity with ICTs for both teachers and students. Some teachers provide lessons in Ed Studio on The Learning Place to assist students in accessing information, through systems both inside and outside of the classroom, required for their learning. To further enhance students' access and learning opportunities in ICTs, a Computer Club is offered one afternoon per week as an extension of the school's Homework Club, and in 2014, the purchase of ADOBE software was made. Teachers are developing ICT skills through professional development activities within and external to the school. A number of teachers have also obtained qualifications in ICTs and lead professional development activities for other staff. 16 stand-alone computers were included in the Trade Skills Centre opened in July 2016.

Social Climate

Overview

Glenala State High School works hard to create a safe, supportive learning environment. The 2016 performance measures indicate that this rhetoric matches reality. 92% of students and 96% parents agreed that school is a safe place and 98% of parents agreed that that their child likes being at Glenala State High School. 96% of parents believe their child is treated fairly while 97% staff believe this to be true.

Specific strategies employed to ensure a positive social climate include:
- Following and achieving Tier 2 of the evidenced based Positive Behaviour for Learning framework
- The Personal Education Program's explicit values for positive behaviour are taught to all year levels.
- The school is mobile phone free, significantly reducing opportunities for bullying including cyberbullying.
- A zero tolerance to bullying ensure student safety.
- A high fence and 16 surveillance cameras is evidence of our focus of student safety and behaviour at all times.

The school's Student Services team monitor the well- being and social development of students who are guided and supported by clear expectations with respect to behaviour and presentation. The Student Services team consists of a full time School Based Police Officer, a School Health Nurse, a Youth Support Worker, a Guidance Officer, a Community Education Counsellor, Indigenous Education workers, a Chaplain, Pacifika Liaison Officer, African Liaison Officer and a Special Education Program. A Success Coach, mentors and monitors at risk and disengaged junior secondary students. This team is line managed by the Director of Student Engagement.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	97%	99%
this is a good school (S2035)	98%	97%	98%
their child likes being at this school* (S2001)	100%	98%	98%
their child feels safe at this school* (S2002)	100%	97%	96%
their child's learning needs are being met at this school* (S2003)	100%	96%	97%
their child is making good progress at this school* (S2004)	100%	95%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	95%	98%
teachers at this school motivate their child to learn* (S2007)	98%	93%	98%
teachers at this school treat students fairly* (S2008)	98%	95%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	98%
this school works with them to support their child's learning* (S2010)	98%	94%	99%
this school takes parents' opinions seriously* (S2011)	98%	96%	100%
student behaviour is well managed at this school* (S2012)	97%	95%	98%
this school looks for ways to improve* (S2013)	100%	97%	98%
this school is well maintained* (S2014)	98%	97%	100%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	98%	94%
they like being at their school* (S2036)	97%	97%	92%
they feel safe at their school* (S2037)	100%	99%	92%
their teachers motivate them to learn* (S2038)	97%	99%	91%
their teachers expect them to do their best* (S2039)	100%	99%	94%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	92%
teachers treat students fairly at their school* (S2041)	94%	95%	79%
they can talk to their teachers about their concerns* (S2042)	95%	92%	70%
their school takes students' opinions seriously* (S2043)	92%	98%	77%
student behaviour is well managed at their school* (S2044)	93%	98%	74%
their school looks for ways to improve* (S2045)	100%	98%	95%
their school is well maintained* (S2046)	99%	98%	95%
their school gives them opportunities to do interesting things* (S2047)	98%	95%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	97%
they feel that their school is a safe place in which to work (S2070)	99%	99%	97%
they receive useful feedback about their work at their school (S2071)	94%	98%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	86%	77%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	96%	100%	97%
student behaviour is well managed at their school (S2074)	96%	99%	98%
staff are well supported at their school (S2075)	99%	94%	98%
their school takes staff opinions seriously (S2076)	96%	99%	95%
their school looks for ways to improve (S2077)	97%	100%	99%
their school is well maintained (S2078)	99%	99%	96%
their school gives them opportunities to do interesting things (S2079)	99%	95%	94%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 Junior Secondary information morning and afternoons.
- Parent Teacher Interviews twice per year
- SET Plan Meetings
- Subject Selection Evenings
- Multicultural Events and Glenala's Got Talent
- Transition Employment Program for community members – Heavy Vehicle, Fork Lift, Bus Licences
- Newsletters, Facebook, Mail, Text messages, Positive Postcards
- Family Maths Night

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Glenala State High School's Education Services Department work very closely with Parent/Carer of Student With Disabilities and those students who are on Individual Curriculum Plans. All decisions are made in consultation with the Parent/Carer.

Respectful relationships programs

Glenala SHS has developed and implemented programs that focus on appropriate, respectful and healthy relationships. All students in Years 7 and 8 study units of work in Health and Physical Education where the focus is on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

This is further enhanced by the Personal Education Program (PEP) every student encounters in Years 7 – 12, where once a week for five weeks they study a Respectful Relationships course that has been specially designed to suit their age group. This is enhanced by input from the Student Services team including the Guidance Officer, School Nurse, Youth Support Worker and School based police officer. A Cyber Safety unit is also included in the PEP program which supports the intent of a Respectful Relationships program. As a Positive Behaviour for Learning school, weekly rules are explicitly taught to students and again these include elements described above that relate to what should be contained in a Respectful Relationships program.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	308	283	321
Long Suspensions – 6 to 20 days	11	12	19
Exclusions	15	9	18
Cancellations of Enrolment	12	8	17

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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Environmental Footprint

Reducing the school's environmental footprint

During 2016 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. Staff and students are actively controlling the use of electricity by managing the use of Air Conditioning and lighting. Student numbers have increased by 253 since 2013, with only a slight increase in electricity use. With the installation of underground rain water tanks, there has been a significant drop in water usage

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	410,746	2,955
2014-2015	433,252	951
2015-2016	459,309	1,222

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

Find a school

School name [GO]

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

[SEARCH]

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	67	34	6
Full-time Equivalents	65	26	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	18
Bachelor degree	44
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $42 000

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:
- Marzano's School Wide Pedagogy (ASOT)
- Literacy and numeracy
- Whole School Reading Approach
- Positive Behaviour and Learning program
- Australian National Curriculum Implementation
- GROWTH Coaching and Mentoring
- Pedagogy Coach
- QSiL
- QCAA
- Junior Secondary
- Annual Teacher Review
- QTU
- Non- teaching staff – Scientific assistant training, annual cleaners PD, IT – orange card, grounds and facility pd
- Code of Conduct
- Student Protection
- Disability Training
- Student Services – Mental Health training

.The proportion of the teaching staff involved in professional development activities during 2016 was 100 per cent.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	82%	82%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

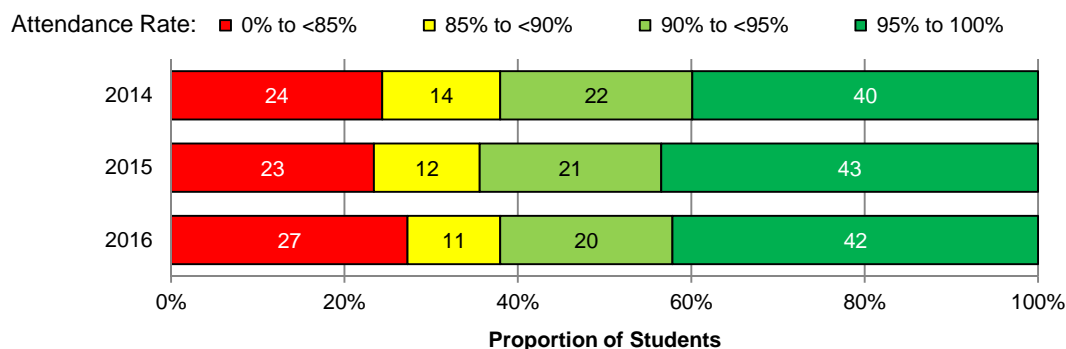The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014								92%	89%	89%	88%	92%	
2015								92%	91%	90%	89%	89%	91%
2016								93%	91%	88%	86%	88%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	24	14	22	40
2015	23	12	21	43
2016	27	11	20	42

Proportion of Students

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Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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. This consistently reinforces the positive link between attendance and achievement. Two Director of Student Achievement positions exist for both Junior and Senior Secondary with a focus on monitoring student attendance.

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 organizer 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 text message system is used to inform parents that a student was not present for roll marking at That's Life or did not sign in at the office, if they arrived late to school. Parents are sent a letter each week seeking an explanation for unexplained absences in the excess of one day. That's Life teachers follow up single day absences. Year Co-ordinators follow up on three or more absences.

Attendance data is monitored on a weekly basis to identify absenteeism trends and patterns, and individual students with high levels of absenteeism. The 2016 target was 92% and this is explicitly discussed with parents and students. When attendance goals are reached, this is celebrated on year level and whole school assemblies. Students who are regular non-attendees are monitored on a daily basis. Parents of these students are contacted regularly and are 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. Year level co-ordinators and administration staff oversee attendance for their particular year level. Outside agencies are used where appropriate to support individual students and their families around attendance.

NAPLAN

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.**

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	97	82	115
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	13	15	20
Percentage of Indigenous students receiving an Overall Position (OP)	9%	30%	18%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	9	37
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	81	77	102
Number of students awarded an Australian Qualification Framework Certificate II or above.	77	67	99
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	97	82	115
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	92%	87%	60%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	94%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
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2014	0	3	9	1	0
2015	2	3	8	2	0
2016	1	1	10	8	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
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2014	46	73	11
2015	55	64	8
2016	51	94	26

As at 3rd February 2017. The above values exclude VISA students.

The following qualifications were offered and delivered at Glenala SHS in 2016 and completions:

- Certificate I in Information, Digital Media and Technology
- Certificate II in Information, Digital Media and Technology
- Certificate I in Furnishing
- Certificate I in Hospitality
- Certificate II in Hospitality

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The following qualification was delivered by private RTO's in school:

- Certificate II in Health Services (AXIOM)
- Certificate II in Automotive Cylinder Head Reconditioning (GTSC)
- Certificate II in Logistics(GTSC)
- Certificate II in Hospitality Commercial Cookery (SAT's)
- Certificate III in Information, Digital Media and Technology (SAT's)
- Certificate III in Hospitality (SAT's)
- Certificate III in Child Care (SAT's)
- Certificate II in Business (SAT's)
- Certificate III in Retail (SAT's)
- Certificate II in Fitness (SAT's)
- Certificate II in Business Administration(SAT's)
- Certificate III in Warehousing (SAT's) (Pinyali)
- Certificate II in Furniture Making (SVETE)
- Certificate II in Kitchen Operations(SVETE)
- Certificate II in Automotive Vocational Prep (SVETE)
- Certificate II in Health Support Services(SVETE)
- Certificate II in Logistics(SVETE)

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	98%	82%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	65%	63%	79%

* The Years 10 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 were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.glenalashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx
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Early leavers information

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. Metropolitan Regional Office provides support through a Transition Officer.