

# Glenala State High School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### 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 have a current enrolment of 740 students and 100 staff.

We are very proud of our student learning outcomes in 2014. One hundred percent of our Year 12 students received a Queensland Certificate of Education and 92% of our tertiary bound young people received an OP between 1 –15. All received their QTAC offers. NAPLAN results were also pleasing with great positive gains for students in all fields. An example of this was in Numeracy where 97% of our Year 9 students achieved the National Minimum Standard. Our parents, staff and students all showed their high satisfaction in the school with outstanding results in the 2014 School Opinion Survey. Our attention to an orderly learning environment was recognised in the 2014 Discipline Audit where Glenala State High School achieved Outstandings in all domains assessed.

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 the School Wide Positive Behaviour 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. 2015 will be a particularly interesting year with the building of a Trade Training Centre and the year 7s joining high school.

### School progress towards its goals in 2014

	Measure	2010	2011	2012	2013	2014	2015
Engagement	Attendance	80%	85.2%	88.7%	86.8%	90%	92%
	Short suspensions	228	186	228	234	308*	-10%
Public Confidence	Enrolment	432	436	462	547	631	741
	SOS – Parents	61.8%	85.3%	98.8%	98.3%	98.5%	95%+
	Students	43.3%	48.5%	83%	94.5%	96%	95%+
	Staff Morale	76.5%	82.2%	90.9%	94.2%	91.5%	95%+
Outcomes	QCE	73%	84%	94%	100%	100%	100%
	OP 1-15	58%	71%	100%	91.7%	92.3%	100%
	QTAC Offers	71.4%	96.2%	92.6%	100%	100%*	100%
NAPLAN	NMS - Reading	63.5%	68.5%	70%	83.8%	81.7% RG 86.7	85%
	Writing	75.3%	59.2%	53.8%	75.5%	62.6% RG 62.8	70%
	Grammar and Punctuation	64.6%	64.3	80.2%	72.2%	74.8% RG 93.2	78%
	Spelling	75.6%	74.3%	85.2%	85.2%	86.5% RG 85.2	89%
	Numeracy	73.2%	75%	87.3%	71.7%	97.1% RG 95.2	95%
Main Destinations (by cohort year)	University	5.1%	19.1%	26%	25%		
	VET CertIV+	2.6%	12.8%	16%	10.7%		
	VET Cert III	0%	2.1%	2%	3.6%		
	VET Cert I-II/other	2.6%	0%	0%	1.8%		

	Trainee	7.7%	6.4%	0%	1.8%		
	Apprentice	7.7%	4.3%	0%	1.8%		
	Seeking Work	38.5%	25.5%	30%	35%		20%

### Future outlook

Our five school priorities are linked to the Department of Education's State School Strategy and will drive the school's direction in 2015. The priorities are:

- Attendance and Engagement
- Literacy and Numeracy Achievement
- Academic Achievement through a common evidence based teaching and learning framework
- Retention in post compulsory phase
- Safe, supportive learning environment

We have set some specific targets to ensure these priorities are realised and these include:

- 92% attendance rate
- School Opinion Survey – Parents, Students and Staff 95% satisfaction rating
- 100% QCE, OP 1-15, QTAC offers
- NAPLAN positive gains in all areas
- 90% A – C level of achievement
- Increase in As and Bs in each faculty
- Decrease in student discipline absences
- Be a school of choice for our local community

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 7 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	452	229	223	83%
2013	527	254	273	84%
2014	601	273	328	87%

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. 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, Pacifica teaching staff. Glenala State High School recognises and celebrates difference.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	22
Year 11 – Year 12	17	17	18

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	228	234	308
Long Suspensions - 6 to 20 days	55	33	11
Exclusions <sup>#</sup>	8	11	15
Cancellations of Enrolment	13	12	12

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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 7 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 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.

#### 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 Curriculum Assessment Authority (QCAA) 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. Junior Secondary School Curriculum

All Year 7, 8 and 9 students study a core of Mathematics, English, Science, Humanities 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 the Humanities 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
- Comprehensive Gifted and Talented Program
- '7 Habits of Successful Teens' Program for Year 9 students
- Uni-bound Program for students who are on a pathway to tertiary study
- RISE Reading and Mentoring Program for Year 8 students
- 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 8-12
- Excursions and Outdoor Activities including Junior Secondary School Camp
- Multicultural Day and Harmony Day
- Glenala's Got Talent
- LEAD (Learn, Education, Aspire, Dream) Project for Pacifica Students
- Community Performance Opportunities – *Creative Generation – On Stage, Stylin'Up Festival, Multifest, Arts Showcase*, at feeder Primary schools,
- Entries in *Creative Generation – Visual Art Awards*
- Student Council supported ventures including fundraising for Shave for a Cure, Cup Cake Day for RSPCA and Daffodil Day for Cancer Research, selling ANZAC badges,
- Sports Carnivals – Cross Country, Athletics Day, Swimming Carnival
- Maths/Science – STEM, celebration of Science Week (activities including the annual 'egg drop'),
- ITD bridge building at Brisbane EKKA

### How Information and Communication Technologies are used to assist learning

At Glenala State High School, 97% of staff is satisfied with how the school uses digital technologies 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 9 – 12 and the take home laptop program is offered to all students in these year levels.

ICT's are embedded into the curriculum across the school. All students have access to ICT learning in Years 8. Students also have the option of selecting a number of subjects throughout Years 9 – 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.

## Social Climate

Glenala State High School works hard to create a safe, supportive learning environment. The 2014 performance measures indicate that this rhetoric matches reality. 100% of students and parents agreed that young people feel safe at school and 100% of parents agreed that their child likes being at Glenala State High School. 94% of parents believe their child is treated fairly while 98% of students who responded believe this to be true.

Specific strategies employed to ensure a positive social climate include:

- The school is mobile phone free, significantly reducing opportunities for bullying including cyber bullying.
- The Glenala Way student welfare program and a zero tolerance to bullying ensure student safety.
- A high fence and 16 surveillance cameras is evidence of our focus of student safety and behavior 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 behavior 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, Pacifica Liaison Officer and a Special Education Program.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	98%	98%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	95%	95%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	98%	100%
their child is making good progress at this school* (S2004)	100%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	98%
teachers at this school motivate their child to learn* (S2007)	100%	100%	98%
teachers at this school treat students fairly* (S2008)	97%	100%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	98%
this school takes parents' opinions seriously* (S2011)	100%	100%	98%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
student behaviour is well managed at this school* (S2012)	100%	98%	97%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	98%	98%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	96%	95%
they like being at their school* (S2036)	85%	96%	97%
they feel safe at their school* (S2037)	92%	95%	100%
their teachers motivate them to learn* (S2038)	86%	97%	97%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	84%	92%	99%
teachers treat students fairly at their school* (S2041)	69%	87%	94%
they can talk to their teachers about their concerns* (S2042)	71%	84%	95%
their school takes students' opinions seriously* (S2043)	64%	85%	92%
student behaviour is well managed at their school* (S2044)	67%	81%	93%
their school looks for ways to improve* (S2045)	86%	98%	100%
their school is well maintained* (S2046)	85%	95%	99%
their school gives them opportunities to do interesting things* (S2047)	86%	96%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	100%
they feel that their school is a safe place in which to work (S2070)		100%	99%
they receive useful feedback about their work at their school (S2071)		93%	94%
students are encouraged to do their best at their school (S2072)		99%	100%
students are treated fairly at their school (S2073)		99%	96%
student behaviour is well managed at their school (S2074)		100%	96%
staff are well supported at their school (S2075)		92%	99%
their school takes staff opinions seriously (S2076)		90%	96%
their school looks for ways to improve (S2077)		99%	97%
their school is well maintained (S2078)		100%	99%
their school gives them opportunities to do interesting things (S2079)		94%	99%

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



# 'Agree' represents the 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 Junior Secondary information evenings
- 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, Bring it On Programs
- Transition Employment Program for community members – Heavy Vehicle, Fork Lift, Bus Licences
- Glenala's Got Talent

### Reducing the school's environmental footprint

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

During 2014 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	357,440	1,461
2012-2013	404,408	1,444
2013-2014	410,746	2,955

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.

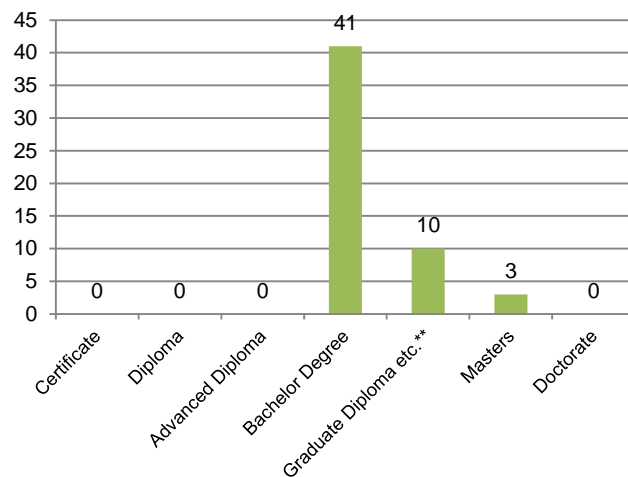
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	31	5
Full-time equivalents	51	24	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	41
Graduate Diploma etc.**	10
Masters	3
Doctorate	0
<b>Total</b>	<b>54</b>



\*Teaching staff includes School Leaders

### Expenditure on and teacher participation in professional development :

The total funds expended on teacher professional development in 2014 were \$18 095

The major professional development initiatives are as follows:

- Marzano's School Wide Pedagogy
- Literacy and numeracy
- Differentiation
- Vocational Education and Training
- School Wide Positive Behaviour Systems
- Australian National Curriculum Implementation
- Coaching and Mentoring

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
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, 90% of staff was retained by the school for the entire 2014 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.

**Find a school**

Search by school name

**GO**

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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 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 webpage.

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

## Performance of our students

### Key student outcomes

<b>Student attendance</b>	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	87%	90%

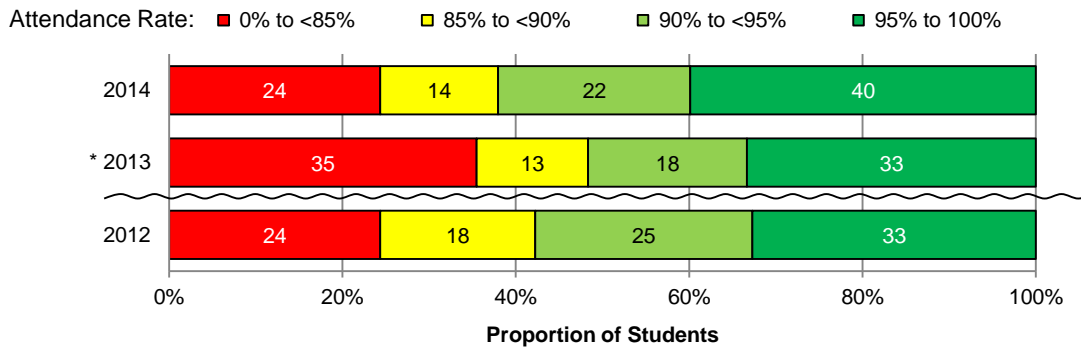
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

<b>Student attendance rate for each year level (shown as a percentage)</b>												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								92%	88%	87%	86%	89%
2013								90%	87%	83%	86%	87%
2014								92%	89%	89%	88%	92%

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 after 2012 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 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.

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 phone call 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.

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 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 students' attendance rates improved by 3.9% in 2014. 35% of Indigenous students had attendance above 85% compared to 24.3% for all students.

Year 12 Outcomes;

- 100% graduated with a QCE (Queensland Certificate of Education)
- 100% of eligible students graduated with an OP 1-15
- 100% of QTAC applications were successful

Year 9 NAPLAN

- In 2014 there was no gap between Indigenous and non-Indigenous students in Reading, and marginal gaps in Numeracy, Grammar & Punctuation and Writing

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	76%	98%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	67	70	97
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	10	12	13
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	14	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	61	66	81
Number of students awarded an Australian Qualification Framework Certificate II or above.	40	58	77
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	64	70	97

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
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.	100%	92%	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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	100%	100%

As at 19 February 2015. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	3	7	0	0
2013	0	3	8	1	0
2014	0	3	9	1	0

As at 19 February 2015. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	46	39	5
2013	53	56	12
2014	46	73	10

As at 19 February 2015. The above values exclude VISA students.

The following qualifications were offered and delivered at Glenala SHS in 2014:

- 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

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

- Certificate II in Hospitality (Kitchen Operations) by Direct Training.

The following qualification were achieved as part of the SAT's program:

- Certificate III in Information, Digital Media and Technology
- Certificate III in Hospitality
- Certificate III in Child Care
- Certificate III in Business
- Certificate III in Retail

Funded Programs delivered at school which gave students qualifications:

- GenR8 program – Certificate II in Warehouse and Logistics

### **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 school 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.