

GLENALA
STATE HIGH SCHOOL



Glenala State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

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 2017. 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 –16. 92% of students received QTAC offers. 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 2017 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 the 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.



School Progress towards its goals in 2017

	MEASURE	2010	2011	2012	2013	2014	2015	2016	2017
ENGAGEMENT	Attendance	80%	85.2%	88.7%	86.8%	90.0%	90.2%	89.4%	90.0%
	Short suspensions	228	186	228	234	308	283	321	457
PUBLIC CONFIDENCE	Enrolment (Day 8)	432	436	462	547	631	741	794	812
	SOS – Parents	61.8%	85.3%	98.8%	98.3%	98.6%	95.8%	97.8%	95.7%
	Students	43.3%	48.5%	83%	94.5%	96.6%	97.7%	88.4%	89.6%
	Staff Morale	76.5%	82.2%	90.9%	94.2%	94.4%	95.5%	95.7%	94.7%
OUTCOMES	QCE	73%	84%	94%	100%	100%	100%	100%	100%
	OP 1-15	58%	71%	100%	91.7%	92.3%	86.7%	60.0%	93.7%
	QTAC Offers	71.4%	96.2%	92.6%	100%	100%	100%	94.4%	92%
NAPLAN %NMS	NMS - Reading	63.5%	68.5%	70.0%	83.8%	81.7% RG 86.7	91.2% 82.5%	83.5% 78.5%	85.2% 84.6%
		Writing	75.3%	59.2%	53.8%	75.5%	62.6% RG 62.8	75.4% 66.7%	77.2% 68.3%
	Grammar and Punctuation	64.6%	64.3	80.2%	72.2%	74.8% RG 93.2	79.8% 71.5%	88.2% 74.3%	75.8% 82.9%
	Spelling	75.6%	74.3%	85.2%	85.2%	86.5% RG 85.2	86% 86.2%	83.1% 85.1%	93.0% 87.2%
	Numeracy	73.2%	75%	87.3%	71.7%	97.1% RG 95.2	97.6% 91.6%	91.2% 93.3%	93.9% 94.0%
		University	5.1%	19.1%	26%	25%	22.4%	17.3%	15.2%
MAIN DESTINATIONS (BY COHORT YEAR)	VET Cert IV+	2.6%	12.8%	16%	10.7%	17.2%	15.4%	13.0%	
	VET Cert III	0%	2.1%	2%	3.6%	8.6%	7.7%	5.4%	
	Traineeship	7.7%	6.4%	0%	1.8%	1.7%	1.9%	4.3%	
	Apprenticeship	7.7%	4.3%	0%	1.8%	3.4%	0%	3.3%	
	Seeking Work	38.5%	25.5%	30%	35%	32.8%	26.9%	33.7%	

Future Outlook

In 2017, the school was in the third 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 2017 school priorities from the Strategic Plan and articulated in the Annual Implementation Plan included:

*Literacy with a particular focus on Reading

*Feedback and Assessment

*Engagement

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	716	337	379	92	88%
2016	780	373	407	97	89%
2017	789	380	409	96	90%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 and non-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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	22	21
Year 11 – Year 12	18	19	19

Curriculum Delivery

Our Approach to Curriculum Delivery

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 guidelines. Students can also choose from a range of Australian Curriculum elective subjects including The Arts, Business and Technology (incorporating Design and Technology). Glenala SHS offers extension classes in Years 7 – 10, along with foundation level classes for students with learning needs. A whole-school curriculum plan can be downloaded from the school website.

Senior Secondary Curriculum

Tertiary Study Option

Students in Years 11 & 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 whole-school curriculum plan 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.

The Glenala Trade Skills Centre offers a range of Certificate II qualifications through a partnership with TAFE Queensland. Students also 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

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, Arts in Practice and Recreational Studies.

Year 10

This year is 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. 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 vocational studies.

Co-curricular Activities

- Academic Competitions including University of New South Wales Science, Mathematics, Information Technology and Writing Competitions
- Provision of Literacy/ Numeracy Masterclass for U2B students
- 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
- ROLE (respecting Ourselves, Leadership and Education) Program
- Elevate Study Skills workshops for students in Year 7, 10 and 11
- TRACTION Program (Empowering Youth)
- Debating competition through the Queensland Debating Union
- 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 and Planetarium
- Multicultural Day, Harmony Day, RUOK, NAIDOC Week, Inala Says kNOw Symposium
- Glenala's Got Talent
- LEAD (Learn, Education, Aspire, Dream) Project for Pacifica Students, including Camp and Conference.
- Community Performance Opportunities – Creative Generation – On Stage, GenX 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, Australia's Biggest Morning Tea
- 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, including sessions with Minter Ellison. Celebration of Science Week at Science Festival
- Maths Team Challenge
- Chess Tournament

- Participation in programs supporting Indigenous Students: Leroy Logins, Beyond the Broncos
- Participation in, and hosting of Chess Tournaments: local feeder schools and competitions.
- Academic Competitions including: National Chemistry Quiz, ICAS Digital, ICAS Mathematics, ICAS Spelling
- Orchestral Workshop- Qld Symphony Orchestra, Glenala SHS and Feeder Primary Schools



How Information and Communication Technologies are used to Assist Learning

Students have remarkable access to computer technology at our school. The school has 570 desktop and laptop computers for student use. We have a computer : student ratio of 1:1.5. All computers at Glenala SHS are connected to the school local area network (LAN) and the Internet. A 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 11 and 12 have the option of studying to complete the Certificate II in Information Digital Media and Technology. Senior students can use ICTs to study subjects via Distance Education online.

Our school has invested in Smartboards and large interactive monitors located in 32 classrooms, enabling further interactivity with ICTs for both teachers and students. Teachers provide lessons in Ed Studios and eLearn on The Learning Place to assist students in accessing information both at school and at home. 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

Overview

Glenala State High School works hard to create a safe, supportive learning environment. The 2017 performance measures indicate that this rhetoric matches reality. 92% of students and 96% parents agreed that school is a safe place and 97% of parents agreed that their child likes being at Glenala State High School. 98% of parents believe their child is treated fairly while 99% 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, Pacifica 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	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	99%	95%
this is a good school (S2035)	97%	98%	93%
their child likes being at this school* (S2001)	98%	98%	97%
their child feels safe at this school* (S2002)	97%	96%	95%
their child's learning needs are being met at this school* (S2003)	96%	97%	95%
their child is making good progress at this school* (S2004)	95%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	98%	96%
teachers at this school motivate their child to learn* (S2007)	93%	98%	94%
teachers at this school treat students fairly* (S2008)	95%	96%	98%
they can talk to their child's teachers about their concerns* (S2009)	95%	98%	97%
this school works with them to support their child's learning* (S2010)	94%	99%	94%
this school takes parents' opinions seriously* (S2011)	96%	100%	95%
student behaviour is well managed at this school* (S2012)	95%	98%	92%
this school looks for ways to improve* (S2013)	97%	98%	98%
this school is well maintained* (S2014)	97%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	94%	95%
they like being at their school* (S2036)	97%	92%	89%
they feel safe at their school* (S2037)	99%	92%	92%
their teachers motivate them to learn* (S2038)	99%	91%	91%
their teachers expect them to do their best* (S2039)	99%	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	92%	92%
teachers treat students fairly at their school* (S2041)	95%	79%	78%
they can talk to their teachers about their concerns* (S2042)	92%	70%	77%
their school takes students' opinions seriously* (S2043)	98%	77%	81%
student behaviour is well managed at their school* (S2044)	98%	74%	75%
their school looks for ways to improve* (S2045)	98%	95%	91%
their school is well maintained* (S2046)	98%	95%	87%
their school gives them opportunities to do interesting things* (S2047)	95%	90%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	97%	97%
they feel that their school is a safe place in which to work (S2070)	99%	97%	97%
they receive useful feedback about their work at their school (S2071)	98%	95%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	77%	87%
students are encouraged to do their best at their school (S2072)	100%	98%	98%
students are treated fairly at their school (S2073)	100%	97%	99%
student behaviour is well managed at their school (S2074)	99%	98%	96%
staff are well supported at their school (S2075)	94%	98%	96%
their school takes staff opinions seriously (S2076)	99%	95%	98%
their school looks for ways to improve (S2077)	100%	99%	99%
their school is well maintained (S2078)	99%	96%	94%
their school gives them opportunities to do interesting things (S2079)	95%	94%	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 held on the third Tuesday of the month at 6pm.
- 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

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. This includes 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 experiences in Years 7 – 12. 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 supporting 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	2015	2016	2017
Short Suspensions – 1 to 10 days	283	321	452
Long Suspensions – 11 to 20 days	12	19	22
Exclusions	9	18	14
Cancellations of Enrolment	8	17	5

Environmental Footprint

Reducing the school's environmental footprint

During 2017 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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	433,252	951
2015-2016	459,309	1,222
2016-2017	475,647	1,381

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

Sector:
 Government
 Non-government

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	71	38	7
Full-time Equivalents	69	29	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	5
Graduate Diploma etc.**	21
Bachelor degree	42
Diploma	1
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 2017 were \$82,404

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Equity Diversity
- Trauma Workshop
- IMPACT School Program Workshop
- Generation Next (Mental Health and Wellbeing of Young People)
- Functional Behaviour Analysis
- BEQA Registration
- Non Violent Crisis Intervention
- Australian Curriculum Junior Secondary
- ACAD Writing Workshop
- VET Qld Schools Conference
- Business Educators' Conference
- PDN workshop
- Cutting Edge Science
- Teaching and Reading Yr 7-9
- STAQ Senior Science Day
- The Vault Team Building
- Berry Street Model
- Principals' Conference
- Pacifika Forum
- Maryborough Music Conference
- Food Safety Course
- Deputy Principals' Association
- LLN Training – Train Learn and Develop
- Robotics Sessions
- Business Manager Association membership
- Registration PD – Professional Knowledge Hospitality and Tourism
- PD – Thing Group
- Facility Officer Bio Security Dept of Agriculture
- TAFE course Facility Officer Cert
- QCAA workshops and information sessions.

The proportion of the teaching staff involved in professional development activities during 2017 was 100 per cent.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	82%	81%

*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 2017 for all Queensland Secondary schools was 90%.

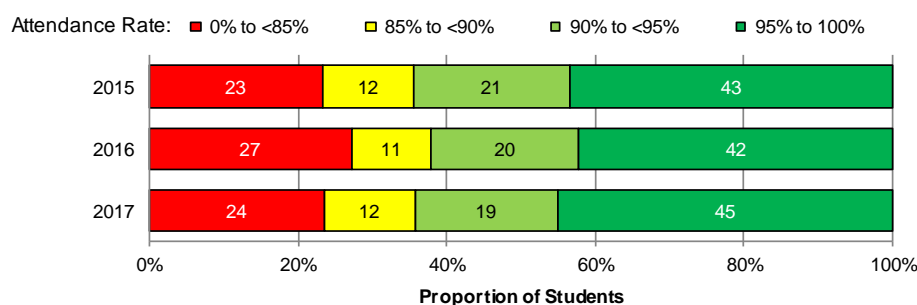
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	91%	90%	89%	89%	91%
2016								93%	91%	88%	86%	88%	90%
2017								93%	88%	90%	87%	90%	92%

*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:



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. 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 promoting 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 clearly outlining 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. 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 2017 target was 92% and 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 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.

Total Absences for Week Ending 10 February 2017									
Student Number	Class	Monday	Tuesday	Wednesday	Thursday	Friday	Class Weekly Total	Class Weekly %	Cohort Weekly Attendance Average
25	11A	2	2	2	3	1	10	92.0%	91.1%
24	11B	4	2	6	1	2	15	87.5%	
22	11C	3	3	4	3	1	14	87.3%	
21	11D	1		1	1	1	4	96.3%	
26	11E	1			1	1	3	97.7%	
23	11F	3	2	3	3	5	16	86.1%	
141	Total	14	9	16	12	11	62	91.2%	
Absence per day		10%	6%	11%	9%	8%	Grand Total		
Attendance per day		90%	94%	89%	91%	92%			
23	12A	2	2	1	2	5	12	89.6%	
22	12B	3	4	3	2	4	16	85.5%	
24	12C		2				2	98.3%	
22	12D	2	3	3		1	9	91.8%	
22	12E	2				4	6	94.5%	
113	Total	9	11	7	4	14	45	92.0%	
Absence per day		8%	10%	6%	4%	12%	Grand Total		
Attendance per day		92%	90%	94%	96%	88%			
Day Average		91.2%	92.4%	91.6%	90.5%	89.4%			
Total Students		Weekly Average Whole School							91.0%
Grand Total		72	61	70	78	86	367		
		Monday	Tuesday	Wednesday	Thursday	Friday			

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.

Find a school

Sector:

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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	2015	2016	2017
Number of students receiving a Senior Statement	82	115	106
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	15	20	16
Percentage of Indigenous students receiving an Overall Position (OP)	30%	18%	8%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	37	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	77	102	95
Number of students awarded an Australian Qualification Framework Certificate II or above.	67	99	85
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	82	115	106
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.	87%	60%	94%
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%	94%	92%

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
2015	2	3	8	2	0
2016	1	1	10	8	0
2017	2	5	8	1	0

As at 14th February 2018. 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
2015	55	64	8
2016	51	94	26
2017	63	84	11

As at 14th February 2018. The above values exclude VISA students.

The following qualifications were offered and delivered at Glenala SHS in 2017:

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



The following qualification was delivered by private RTO's:

- Certificate II in Health Services (AXIOM)
- Certificate II in Automotive Cylinder Head Reconditioning (GTSC)
- Certificate II in Logistics(GTSC)
- Certificate III 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)
- Certificate II in Rural Operations (SVETE)
- Certificate II in Landscaping (SVETE)
- Certificate II Salon Assistant (SVETE)
- Certificate II Electrotechnology (SVETE)
- Certificate I Construction (SVETE)



Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	88%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	63%	79%	68%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 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>

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.

