



Glenala State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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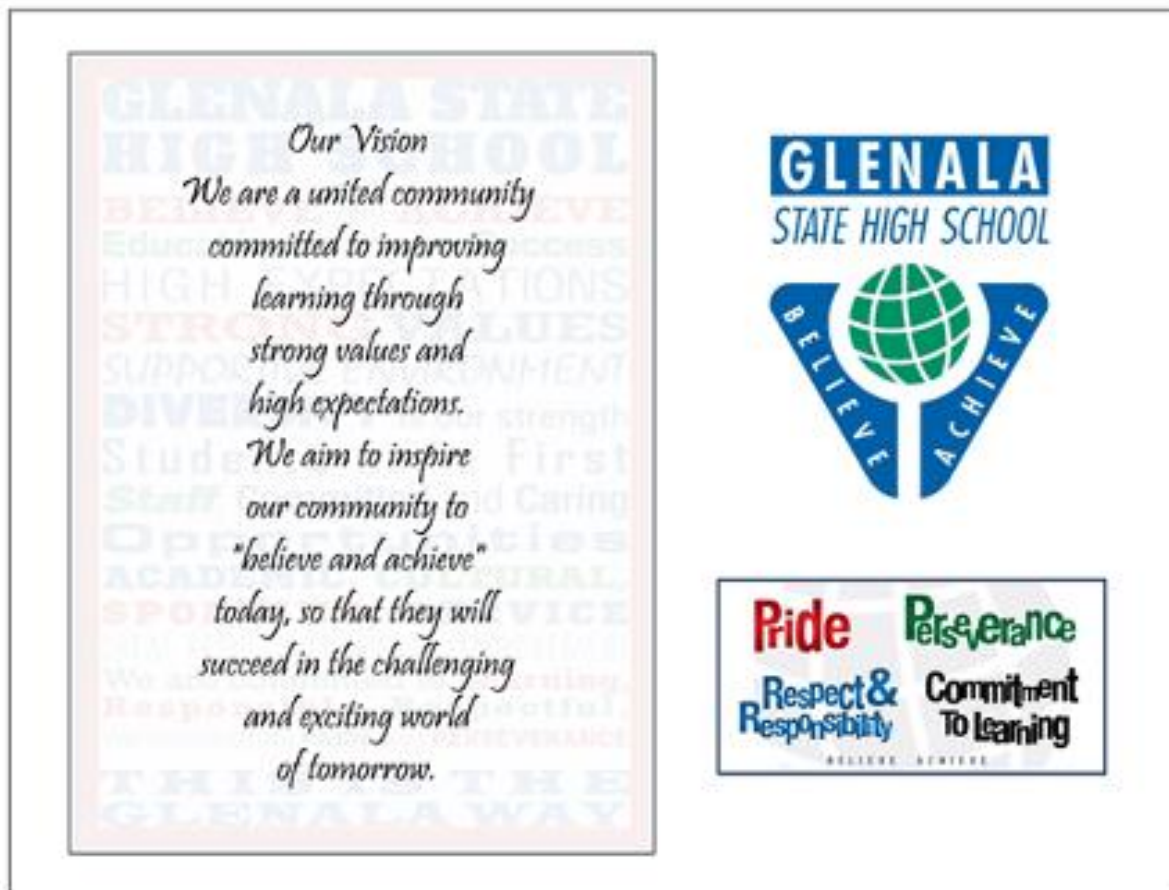


From the Principal

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.

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 2018

Our school priorities in 2018 were:

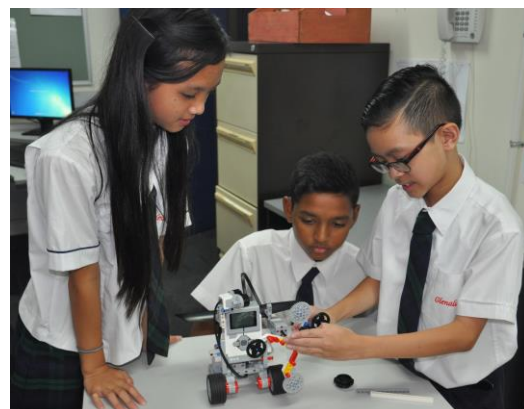
- Literacy – with a particular emphasis on Writing
- Engagement
- Curriculum implementation – Australian Curriculum and the new QCE

Targets for 2018:

- 92% attendance
- 100% Year 12 Outcomes – QTAC, OP, QCE
- 90% A- C : Achievement, Effort, Behaviour
- Increase in As and Bs
- 100% relative gain in NAPLAN
- Decrease in student discipline absences
- 95% student, parent and staff satisfaction rate – opinion surveys

Successes 2018

- 100% of the students achieved a Queensland Certificate of Education
- Tina Huynh an OP1 and Phuong Bui OP2
- 88% OP eligible students received an OP between 1 – 20.
- 98% of students who applied for entry into tertiary studies (QTAC) were successful.
- 85% of students were awarded an A-C in their subjects for Achievement
- 92% of students were awarded an A- C in their subjects for Behaviour
- 90% of students were awarded an A- C in their subjects for Effort



After reviewing 2018, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds in 2019.

Initiatives implemented include:

- work towards implementation of the Australian Curriculum and new QCE
- continuing to embed the Positive Behaviour for Learning Framework; this work links with ASOT and other evidence based research to enact student cognitive, emotional and behavioural engagement
- employing a Curriculum HOD to assist in the embedding of school priorities
- continuing to employ culturally appropriate staff across the school to ensure parent, student and community engagement
- reducing class size across Junior Secondary to better support and provide interventions for Indigenous, EAL/D, Refugee, below NMS and potential U2B students
- literacy being a whole school priority, with a 2018 focus on writing with Write That Essay
- continuing literacy and numeracy intervention program Quicksmart
- continuing a thorough NAPLAN preparation program for Junior Secondary through curriculum, intervention and NUMLIT
- Trauma Informed Practice pilot school
- Year 13 tracking to ensure students were successful with their school pathways
- eSTEAM program launched in Junior Secondary

School progress towards its goals in 2018

	Measure	2011	2012	2013	2014	2015	2016	2017	2018
Engagement	Attendance	85.2%	88.7%	86.8%	90.0%	90.2%	89.4%	90.0%	88.6%
	Short suspensions	186	228	234	308	283	321	457	350
Public confidence	Enrolment (Day 8)	436	462	547	631	741	794	812	793
	SOS – Parents	85.3%	98.8%	98.3%	98.6%	95.8%	97.8%	95.7%	97.2%
	Students	48.5%	83%	94.5%	96.6%	97.7%	88.4%	89.6%	91.7%
	Staff Morale	82.2%	90.9%	94.2%	94.4%	95.5%	95.7%	94.7%	94.6%
Outcomes	QCE	84%	94%	100%	100%	100%	100%	100%	100%
	OP 1-15	71%	100%	91.7%	92.3%	86.7%	60.0%	93.8%	50%
	QTAC Offers	96.2%	92.6%	100%	100%	100%	94.4%	92%	98%
NAPLAN %NMS	NMS - Reading	68.5%	70.0%	83.8%	81.7%	91.2%	83.5%	85.2%	77.5%
					RG 86.7	82.5%	78.5%	84.6%	79.0%
	Writing	59.2%	53.8%	75.5%	62.6%	75.4%	77.2%	72.9%	69.1%
					RG 62.8	66.7%	68.3%	63.2%	58.9%
	Grammar and Punctuation	64.3	80.2%	72.2%	74.8%	79.8%	88.2%	75.8%	76.4%
					RG 93.2	71.5%	74.3%	82.9%	78.4%
Spelling	74.3%	85.2%	85.2%	86.5%	86%	83.1%	93.0%	80.0%	
				RG 85.2	86.2%	85.1%	87.2%	82.9%	
Numeracy	75%	87.3%	71.7%	97.1%	97.6%	91.2%	93.9%	90.5%	
				RG 95.2	91.6%	93.3%	94.0%	92.7%	
Main destinations (by cohort year)	University	19.1%	26%	25%	22.4%	17.3%	15.2%	16.0%	
	VET Cert IV+	12.8%	16%	10.7%	17.2%	15.4%	13.0%	17.0%	
	VET Cert III	2.1%	2%	3.6%	8.6%	7.7%	5.4%	8.5%	
	Traineeship	6.4%	0%	1.8%	1.7%	1.9%	4.3%	2.1%	
	Apprenticeship	4.3%	0%	1.8%	3.4%	0%	3.3%	3.2%	
	Seeking Work	25.5%	30%	35%	32.8%	26.9%	33.7%	20.2%	

Future outlook

In 2018, the school was in the fourth 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”.

A Quadrennial School Review is scheduled for Term 3 2019. Achievements will be celebrated and plans formulated with the school community for 2020- 2024.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	780	789	781
Girls	373	380	361
Boys	407	409	420
Indigenous	97	96	92
Enrolment continuity (Feb. – Nov.)	89%	90%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 Pasifika Region (31%) African (20%), Vietnamese (14%) and 13% of the student body are Aboriginal and Torres Strait Islanders. Our students are supported by Vietnamese, Aboriginal, African and Pasifika teaching and non-teaching staff. Glenala State High School recognises and celebrates difference.



Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	21	21
Year 11 – Year 12	19	19	19

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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. They can select five or six Authority subjects to study across the four semesters of Senior in order 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 credits 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 these subject areas as well as Science to 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 Program
- Mentor Program University Visits and University Subject offerings for students in Year 8, 9, 10, 11 and 12
- 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 over 200 students from Years 7-12
- Excursions and Outdoor Activities including Junior Secondary School Camp and Planetarium
- Multicultural Day including G Cultural Concert, Harmony Day, RUOK, NAIDOC Week, Inala Says kNOw Symposium
- Glenala's Got Talent
- LEAD (Learn, Education, Aspire, Dream) Project for Pasifika Students, including Camp and Conference.
- Community Performance Opportunities- 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, UQ Science Ambassadors (Year 11) and Griffith University STEM Ambassadors - Year 8 and 9 Ambassadors presenting at Griffith University Cutting Edge Science for year 5 students.
- Maths Team Challenge
- Chess Tournament
- Participation in programs supporting Indigenous Students: Leroy Logins, Beyond the Broncos and ARTIE
- 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
- Partnered with Qld Mineral Energy Academy (QMEA) and Gateways in Schools Programs (GISP)
- Glenala Trade Skills Centre - TAFE Qld and Skills Tech
- Primary School's Arts Tour
- Multifest
- Visual Art displays at Inala Library
- USQ Experience Day
- QLD Symphony Workshop



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 2018 performance measures indicate that this rhetoric matches reality. 94% 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. 96% of parents believe their child is treated fairly while 98% 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 48 security 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, two Guidance Officers, a Community Education Counsellor, Indigenous Education workers, a Chaplain, Pasifika 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.

Our pastoral care program is called 'PEP' – Personalised Education Program. PEP lessons are on core academic and study skills, resilience, career preparation, leadership and social skills (respectful relationships, healthy tech, sexual health). The key idea behind the program is to develop and support the physical, emotional and social wellness of students and staff. PEP lessons occur for 35 minutes each week.

The school's Responsible Behaviour Plan outlines the school's approach to developing pro-social behaviours. It connects with our four school values (respect and responsibility, pride, perseverance, commitment to learning) and seeks to promote high standards within the school and broader community.



Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	99%	95%	97%
• this is a good school (S2035)	98%	93%	98%
• their child likes being at this school* (S2001)	98%	97%	97%
• their child feels safe at this school* (S2002)	96%	95%	96%
• their child's learning needs are being met at this school* (S2003)	97%	95%	95%
• their child is making good progress at this school* (S2004)	97%	96%	99%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	96%	98%
• teachers at this school motivate their child to learn* (S2007)	98%	94%	96%
• teachers at this school treat students fairly* (S2008)	96%	98%	96%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	99%
• this school works with them to support their child's learning* (S2010)	99%	94%	99%
• this school takes parents' opinions seriously* (S2011)	100%	95%	98%
• student behaviour is well managed at this school* (S2012)	98%	92%	94%
• this school looks for ways to improve* (S2013)	98%	98%	99%
• this school is well maintained* (S2014)	100%	97%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	95%	94%
• they like being at their school* (S2036)	92%	89%	88%
• they feel safe at their school* (S2037)	92%	92%	94%
• their teachers motivate them to learn* (S2038)	91%	91%	94%
• their teachers expect them to do their best* (S2039)	94%	97%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	92%	93%
• teachers treat students fairly at their school* (S2041)	79%	78%	80%
• they can talk to their teachers about their concerns* (S2042)	70%	77%	74%
• their school takes students' opinions seriously* (S2043)	77%	81%	87%
• student behaviour is well managed at their school* (S2044)	74%	75%	79%
• their school looks for ways to improve* (S2045)	95%	91%	95%
• their school is well maintained* (S2046)	95%	87%	88%
• their school gives them opportunities to do interesting things* (S2047)	90%	84%	95%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	97%	95%
• they feel that their school is a safe place in which to work (S2070)	97%	97%	96%
• they receive useful feedback about their work at their school (S2071)	95%	94%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	87%	97%
• students are encouraged to do their best at their school (S2072)	98%	98%	98%
• students are treated fairly at their school (S2073)	97%	99%	98%
• student behaviour is well managed at their school (S2074)	98%	96%	95%
• staff are well supported at their school (S2075)	98%	96%	95%
• their school takes staff opinions seriously (S2076)	95%	98%	96%
• their school looks for ways to improve (S2077)	99%	99%	99%
• their school is well maintained (S2078)	96%	94%	97%
• their school gives them opportunities to do interesting things (S2079)	94%	94%	92%

* 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
- Open Afternoon
- Multicultural Events (G Cultural) 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
- Inter-school Sporting Fixtures
- Inter-school Debating competitions
- Robotics Competitions
- Glenala SHS Chess Tournaments – Local Primary School playoffs
- Glenala SHS Spelling Bees
- The Inala Says kNOW Symposium on Domestic and Family Violence
- ANZAC Days
- NAIDOC Week
- Visual Arts in Practice- Painted Indigenous mural at a childcare centre in Richlands
- Special Assemblies:
 - GEMS Assemblies
 - Graduations
 - Junior Star Assemblies
 - Glenala Trade Skills Achievements
 - TRACTION Celebrations

Glenala State High School's Education Services Department works 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 education 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. In year 10, Students also study the importance of maintaining healthy relationships and investigate the impact that negative relationships have on individuals and the community.

This is further enhanced by the Personal Education Program (PEP) which every student experiences in Years 7 – 12. Once a week, for five weeks, students 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, Youth Health Nurse, Youth Support Worker and School Based Police Officer. A Cyber Safety unit and Respectful Relationships Program is also included in PEP. As a Positive Behaviour for Learning (PBL) school, weekly rules are explicitly taught to students in PEP, on assemblies and in activities during the week.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	321	452	349
Long suspensions – 11 to 20 days	19	22	19
Exclusions	18	14	14
Cancellations of enrolment	17	5	10

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

During 2018 Glenala State High School continued to encourage staff to commitment to reduce their environmental footprint. Students and staff are aware of the impact of their behaviours on this important issue. The Student Council participated in a program to encourage staff and students to save energy by actively placing notices in all staff rooms and classrooms encouraging staff to turn off Air Conditioners and lights when exiting the room. With the replacement of older Air Conditioning Units to energy rated and efficient Air Conditioners, and an increased number of units being installed, the electricity usage has been kept to a minimum. Student numbers have increased by 264 since 2013, with only a slight increase in electricity use. With the repair and regular maintenance of underground rain water tanks and connected irrigation systems for the Toilet Blocks and oval irrigation, we hope to decrease/maintain our water usage in 2019.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	459,309	475,647	468,102
Water (kL)	1,222	1,381	2,054

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

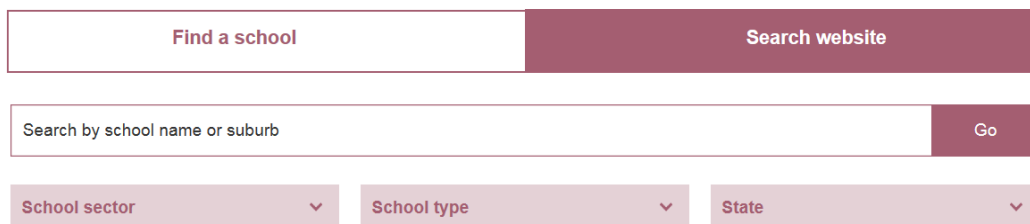
School funding

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](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	73	39	9
Full-time equivalents	70	30	7

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	2	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	6	
Graduate Diploma etc.*	24	
Bachelor degree	40	
Diploma	1	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$134,470. The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Elevate Education
- YXL Institute - Mentoring
- Queensland University of Technology
- DATTA Queensland
- Write that Essay
- Blueprint Career Development - TAE
- QLD Education Leadership Institute – Leadership Middle Leaders
- Cutting Edge Science
- Distressed or Deliberately Defiant – Dr Howard
- Quality Assessment Training – English Teachers Association
- NSIT Associate Leader Training - QELI
- Softlink Training

- Effective Pedagogy Workshop
- Simple Spatial Technologies
- QCAA Leading Students Workshop
- Science Biology Professional Development
- Staff Competencies – Asset Training
- Principal Symposium
- Cert III Hospitality Upgrade
- Maryborough Music Conference
- Deputy Principals' Association
- Business Manager Association membership
- QCAA workshops and information sessions.

The proportion of the teaching staff involved in professional development activities during 2018 was 100 per cent.



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	89%
Attendance rate for Indigenous** students at this school	82%	81%	78%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

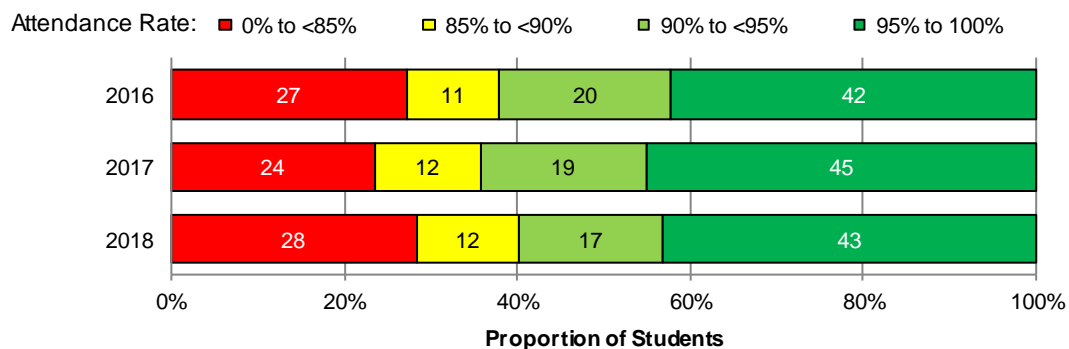
Year level	2016	2017	2018
Year 7	93%	93%	89%
Year 8	91%	88%	89%
Year 9	88%	90%	87%
Year 10	86%	87%	88%
Year 11	88%	90%	88%
Year 12	90%	92%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [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. 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. Class rolls are also marked electronically each lesson to track student attendance throughout the day. Year co-ordinators follow up on part or full day student absences daily.

Attendance data is monitored on a weekly basis to identify absenteeism trends and patterns, and individual students with high levels of absenteeism. The 2018 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-attendeers are monitored on a daily basis. Parents of these students are contacted regularly and sent letters in accordance with DOE 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	82.0%		
22	11C	3	5	4	3	1	16	81.0%		
21	11D	1		1	1	1	4	94.0%		
25	11E	1			1	1	3	93.0%		
25	11F	3	2	3	3	5	16	86.1%		
242	Total	14	9	19	12	11	62	91.2%		
Absence per day		20%	14%	28%	18%	16%	Grand Total:			
Attendance per day		80%	86%	72%	82%	84%				
25	12A	2	2	1	3	5	13	89.0%	91.9%	
22	12B	3	4	3	2	4	16	85.0%		
24	12C		2				2	95.0%		
22	12D	2	3	3		1	9	91.0%		
22	12E	2					4	94.0%		
113	Total	9	11	7	4	10	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%	89.6%				
Total students		812							Weekly Average Whole School	
Grand Total		72	63	79	78	85	367	91.0%		
		Monday	Tuesday	Wednesday	Thursday	Friday				

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb <input type="text"/>	
<input type="button" value="Go"/>	
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>
State <input type="button" value="v"/>	

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	115	106	121
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	115	106	121
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	20	16	26
Percentage of Indigenous students who received an OP	18%	8%	10%
Number of students awarded one or more VET qualifications (including SAT)	102	95	106
Number of students awarded a VET Certificate II or above	99	85	93
Number of students who were completing/continuing a SAT	37	18	26
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	60%	94%	50%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	92%	98%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	2	2
6-10	1	5	3
11-15	10	8	8
16-20	8	1	11
21-25	0	0	2

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	51	63	64
Certificate II	94	84	91
Certificate III or above	26	11	15

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The following qualifications were offered and delivered at Glenala SHS in 2018

- ICT20115 Certificate II in Information, Digital Media and Technology
- SIT20316 Certificate II in Hospitality
- MEM20413 Certificate II in Engineering Pathways
- FSK20113 Certificate II in Skills for Work and Vocational Pathways

The following qualification are delivered by private RTO's:

- AUR20716 Certificate II in Automotive Vocational Pathways(GTSC)
- TLI21815 Certificate II in Logistics(GTSC)
- SIT30816 Certificate III in Hospitality Commercial Cookery (SAT's)
- ICA30115 Certificate III in Information, Digital Media and Technology (SAT's)
- SIT30616 Certificate III in Hospitality (SAT's)
- CHC30113 Certificate III in Child Care (SAT's)
- HLT35015 Certificate III in Dental Assistant (SAT's)
- SIR30216 Certificate III in Retail (SAT's)
- SIS20115 Certificate II in Sport and Recreation (SAT's)
- SHB30416 Certificate III in Hairdressing (SAT's)
- SIS30315 Certificate III in Fitness (SAT's)
- BSB30115 Certificate III in Business(SAT's)
- AUR20716 Certificate II in Automotive Vocational Prep (SVETE)
- SHB20216 Certificate II Salon Assistant (SVETE)
- UEE22011 Certificate II Electro technology TAFE
- 52700WA Certificate II Plumbing (TAFE)



- ICT20315 Certificate II in Telecommunications Technology (Net Working) TAFE
- MST20616 Certificate II in Applied Fashion and Design(TAFE)
- HLT23215 Certificate II in Health Services (PA Hospital)

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	88%	82%	94%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	79%	68%	85%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Students who leave school before completing Year 12 are provided with ongoing access to the school's Guidance Officer and Senior Director of Student Achievement 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 Pathways Transition Officer.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.glenalashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

