



Glenmore 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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<b>Contact person</b>	Mr Matt Newell- Principal

## From the Principal

### School overview

Glenmore State High School's current vision, Inspiring growth, positive wellbeing and quality outcomes for all, underpins all school programs. With a focus on excellence, 2018 has been a successful year for Glenmore. With a strong academic focus, the unique SCOPE program delivers accelerated mathematics, science, English, history and dance subjects to students who have the opportunity to progress be extended, often completing Year 12 subjects in Year 11. Enrolment in University subjects, whilst enrolled in school, is an option for Glenmore High learners. With 20% of our students speaking English as their second language and 20% of our students identifying as Indigenous, we are proud of our diverse and multicultural context.

Glenmore State High Schools values are:

- Responsibility
- Respect
- Excellence

### School progress towards its goals in 2018

In 2018, Glenmore SHS has had a strong focus on writing. By implementing a school wide writing strategy we have seen students write ability, stamina and quality improve. These strategies have added to the staff and students repertoire of skills to ensure successful access to the Australian Curriculum.

### Future outlook

As we continue to improve our teaching and learning cycles into a new senior system, NEW QCE, and the focus on preparing our students with 21<sup>st</sup> century skills has allowed us to look at the Australian Curriculum for opportunities to prepare our students by use of the General Capabilities from years 7-10.

- By the end of 2019 we will have mapped the General Capabilities as a whole school through the Glenmore SHS Curriculum, Assessment and Reporting Framework.
- Mapped Year Level Plans to ensure coverage in units of the General Capabilities.
- Developed unit plans that unpack the skills of the General Capabilities alongside content and not in isolation.
- As students progress through Junior Secondary their skills and ability to access senior materials will improve.

## Our school at a glance

### School profile

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

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	546	517	554
Girls	268	235	248
Boys	278	282	306
Indigenous	83	78	97
Enrolment continuity (Feb. – Nov.)	87%	86%	86%

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

Glenmore SHS is a proud diverse community. Our community consists of a broad range of ethnicity, cultural backgrounds, religious backgrounds, Indigenous/non-Indigenous students, students with a disability, and a number of students with English as an Additional Language or Dialect. Through 2020 and 2021, we are anticipating a growth of 100-150 students.

### 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	21	20	22
Year 11 – Year 12	17	16	15

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

- Glenmore SHS aligns our curriculum plan directly to the Department of Education's Curriculum, Assessment and Reporting Framework to ensure that all students have access to the Australasian Curriculum. Students in year 7 and 8 who are falling behind are offered additional literacy and numeracy lessons.
- An accelerated program in Years 8-11 in Mathematics, Science, History, English and Dance, Scope.
- Challenge Choices from all subject areas are offered to students in Year 7 and 8. These are chosen by the student from a range of offerings and encourage student engagement and depth of interest. The topics covered include such topics as Robotics, Cooking, Drama, Visual Art, Media, Coding, Manual Arts, HPE and Dance.
- A 'high tech' approach to learning using interactive whiteboards and TI-Inspire calculators.

### Co-curricular activities

- CQ University Widening Participation program (Yr 7-12)
- Start Uni Now (SUN) program
- Drama Productions
- Supporting charitable organisations through school fundraising

- Art exhibition of student works
- Rotary Quiz
- Maths Team Challenge
- Maths & English tutoring (after school & lunch times)
- A wide range of inter-school sporting activities including – swimming, athletics, cross-country, netball, basketball, rugby league, soccer, tennis.
- Peer Skills Program
- Senior Leaders camp
- Indigenous programs to support Aboriginal and Torres Strait Islanders students (Dragonfly & Butterfly programs) □□Participation in NAIDOC sports and cultural activities
- AIME – Australian Indigenous Mentoring Experience Program (Yr 9-12)
- Driver Education programs – Free To Go, Docu-Drama, Jason Rich Foundation Defensive Driving course and BRAKE program
- Careers Markets – Rockhampton Careers Expo, Career Match, Try A Trade Day and FOGS
- Industry Tours
- Work Experience
- Responsible Service of Alcohol/Responsible Service of Gaming
- Aptitude testing for students interested in apprenticeships or traineeships
- Rockhampton Eisteddfod
- Breakfast Club – “Feeding for Learning” supported by The Smith Family
- Instrumental Music Program

## How information and communication technologies are used to assist learning

Glenmore State High School staff have embraced computer and associated technologies across the curriculum. The school now has a student computer ratio of 1:1 with student accessible curriculum computers allowing ICTs to be a major part of our students’ learning.

Students engage with ICT on a daily basis as it is embedded within classroom practice. Classrooms are equipped with interactive whiteboards and students access these as part of the learning environment in all subject areas. Students make use of subject specific computer programs in a number of subjects (eg. Business Studies, Media Studies, Industrial Technology & Design and the Year 7 and Challenge Choice, “Robotics”). Students in the senior school use computers to email teachers regarding assessment and receive feedback on this assessment via this technology as well as face to face and in written form. One of our strategic directions is to promote our reputation for a ‘high tech’ approach to teaching and learning. The school has heavily invested in technology with interactive whiteboards with wireless internet access and surround sound a feature common across the school. A number of Glenmore SHS staff provided regular workshops for staff from within Glenmore SHS and from other schools regarding the effective use of interactive whiteboards.

## Social climate

### Overview

The social climate of our school is based upon the ethos of positive relationships with mutual respect and regard at its core. Positive relationships are fostered through the Pastoral Care program which begins on the first day of each school year. The “Learning to Learn” and ‘Dragon Spirit’ programs are conducted through roll classes and Year Level activities. These seek to develop a stronger and deeper relationship between the student and their roll class teacher as well as their peers. The roll class teachers and the Year Level Coordinator move with the students as they progress through the year levels at Glenmore SHS. This ensures a depth of knowledge about individual students and their circumstances is built and maintained over time. The intent of this is to provide students with a familiar and trusted adult that they are able to speak with should any issues arise. Bullying behaviour is not acceptable at Glenmore SHS. Reported instances of bullying are investigated, taken seriously and handled in a sensitive manner. At Glenmore SHS a ‘no blame’ approach is utilised to address bullying. Students are able to access support staff such as the School Chaplain, School Based Youth Health Nurse, Community Education Counsellor, Guidance Officer and School Based Police Officer as well as Year Level Coordinators to seek assistance with bullying issues. Considerable work has been done around this area in the past few years.

## 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)	87%	95%	96%
• this is a good school (S2035)	90%	86%	92%
• their child likes being at this school* (S2001)	87%	91%	92%
• their child feels safe at this school* (S2002)	77%	91%	96%
• their child's learning needs are being met at this school* (S2003)	90%	86%	92%
• their child is making good progress at this school* (S2004)	87%	95%	96%
• teachers at this school expect their child to do his or her best* (S2005)	97%	91%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	95%	84%
• teachers at this school motivate their child to learn* (S2007)	83%	91%	96%
• teachers at this school treat students fairly* (S2008)	86%	82%	84%
• they can talk to their child's teachers about their concerns* (S2009)	90%	86%	96%
• this school works with them to support their child's learning* (S2010)	86%	77%	83%
• this school takes parents' opinions seriously* (S2011)	83%	86%	83%
• student behaviour is well managed at this school* (S2012)	70%	82%	76%
• this school looks for ways to improve* (S2013)	93%	90%	96%
• this school is well maintained* (S2014)	89%	95%	96%

\* 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%	97%	97%
• they like being at their school* (S2036)	89%	97%	89%
• they feel safe at their school* (S2037)	93%	99%	93%
• their teachers motivate them to learn* (S2038)	86%	89%	91%
• their teachers expect them to do their best* (S2039)	95%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	91%	89%
• teachers treat students fairly at their school* (S2041)	77%	88%	82%
• they can talk to their teachers about their concerns* (S2042)	76%	79%	69%
• their school takes students' opinions seriously* (S2043)	82%	92%	81%
• student behaviour is well managed at their school* (S2044)	72%	87%	78%
• their school looks for ways to improve* (S2045)	95%	100%	94%
• their school is well maintained* (S2046)	82%	97%	85%
• their school gives them opportunities to do interesting things* (S2047)	88%	95%	90%

Percentage of students who agree# that:	2016	2017	2018
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\* 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)	88%	97%	92%
• they feel that their school is a safe place in which to work (S2070)	93%	98%	88%
• they receive useful feedback about their work at their school (S2071)	85%	89%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	84%	93%
• students are encouraged to do their best at their school (S2072)	95%	98%	95%
• students are treated fairly at their school (S2073)	95%	97%	89%
• student behaviour is well managed at their school (S2074)	81%	84%	62%
• staff are well supported at their school (S2075)	80%	85%	73%
• their school takes staff opinions seriously (S2076)	86%	84%	75%
• their school looks for ways to improve (S2077)	91%	95%	95%
• their school is well maintained (S2078)	80%	92%	82%
• their school gives them opportunities to do interesting things (S2079)	86%	92%	83%

\* 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

We believe that positive, purposeful partnerships are vital for quality learning and parents are very important partners in all aspects of school life. The Parents and Citizens' Association supports a variety of activities to enhance the development of the school.

Successful parent-teacher-student relationships are seen as the core of our work and regular communications are maintained at this level by linking with home over curriculum, assessment and reporting information.

Parents' involvement in parent-teacher interviews, which are held twice yearly, is highly encouraged.

Parents of Year 10 students are involved every year in the formation of their child's "Senior Education Training Plan", known as SET Plan. This Plan is central to the learning pathway for every student and parents are involved in its design and when any changes are made.

Every student enrolling at Glenmore SHS has an interview with their parent/carer prior to enrolling. This interview seeks to establish a strong partnership with the child's family from the start of their time at the school and also ensures that the parent is able to contribute to the best placement of their child in an appropriate program of study. This process will include the HOSES for students with disabilities to ensure a program is developed which best supports their needs.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships delivered through the SW@G program.

## 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	177	138	300
Long suspensions – 11 to 20 days	12	1	13
Exclusions	12	5	3
Cancellations of enrolment	16	8	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

Glenmore SHS continues to explore options to minimise its environmental footprint. Recycling of paper is actively encouraged throughout the school with recycle bins available to all staff. Printing by staff and students is monitored and procedures are in place to print only as necessary. Equipment is kept well maintained to maximise efficiency. Solar panels have been installed to parts of the school and a rainwater tank collects water from the Mike Maher Centre.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			759,299
Water (kL)			

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](#) website at.

#### How to access our income details

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter buttons: 'School sector', 'School type', and 'State', each with a dropdown arrow.

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

[View School Profile](#)

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

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

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

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the '**less than 5**' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	51	32	5
Full-time equivalents	50	24	<5

\*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	1
Masters	2
Graduate Diploma etc.*	12
Bachelor degree	42
Diploma	5
Certificate	17

\*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 2018 were \$80, 250

The major professional development initiatives are as follows:

- Collins writing
- New QCE sessions
- Staff capability development
- Essential Skills for Classroom Management
- ESCM class profiling
- Mandatory training programs

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

## 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.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	85%	85%	83%
Attendance rate for Indigenous** students at this school	75%	74%	73%

\* 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			

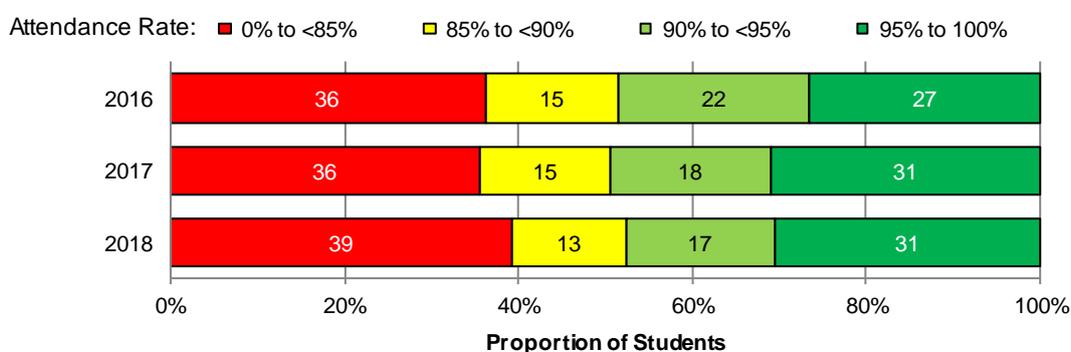
Year level	2016	2017	2018
Year 7	87%	90%	90%
Year 8	86%	83%	85%
Year 9	81%	83%	80%
Year 10	81%	78%	79%
Year 11	87%	85%	76%
Year 12	85%	88%	87%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Provide a description of:

- Non-attendance is managed in state schools in line with the 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.
- Roll marking is undertaken initially in a pastoral care group each morning (8:55-9:05am). Student absence notifications are sent based on attendance at this morning roll class.
- Parents/carers of students marked absent are notified of absences/lateness via text message.
- SMS replies help reduce unexplained absences and truancy.
- Rolls are marked by class teachers every lesson.
- At regular intervals, absence letters are produced and sent home with a return stub supplied to account for absences.
- Roll class teachers and class teachers also follow up on student absences on a regular basis by phoning home.
- Student attendance is monitored regularly and if an ongoing concern exists the student's name is forwarded to the Student Support Committee. The student is then referred to a Student Support team member (Year Level Coordinator, Guidance Officer, School Based Youth Health Nurse, Community Education Counsellor, School Based Police Officer, Chaplain, Youth Support Coordinator or a member of the Administration).

- The School Based Police Officer follows up with home visits for students whose absence has not been satisfactorily explained. Glenmore SHS has introduced a policy of making students aware of their attendance rate with rewards for students who maintain 95% or above attendance rate
- Termly wrist bands are presented to students who have 100% attendance

## 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.

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

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

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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	82	78	70
Number of students awarded a QCIA	2	9	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	79	67	65
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	75%	100%

Description	2016	2017	2018
Number of students who received an OP	30	18	15
Percentage of Indigenous students who received an OP	17%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	59	65	59
Number of students awarded a VET Certificate II or above	50	55	57
Number of students who were completing/continuing a SAT	8	18	13
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	80%	50%	47%
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	98%	96%	97%
Percentage of QTAC applicants who received a tertiary offer.	95%	100%	67%

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	4	1	1
6-10	6	4	0
11-15	14	4	6
16-20	6	8	8
21-25	0	1	0

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	22	35	3
Certificate II	43	48	54
Certificate III or above	14	16	21

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).

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

Students were engaged in a range of Vocational Education and Training Qualifications through the school as well as external providers. Students engaged in training opportunities including:

- Certificate II in Retail
- Certificate II Automotive
- Certificate II in Hospitality
- Certificate II in Kitchen Operations
- Certificate II in Resources and Infrastructure
- Certificate II in Retail Make-up and Skin Care
- Certificate II in Workplace Practices
- Certificate II in Self Awareness and Development
- Certificate I and II in Business
- Certificate II and III in Health Support Services
- Certificate III in Fitness
- Certificate III in Aged Care
- Short course:
  - Construction White Card

## 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	68%	85%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	43%	42%	50%

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.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. Glenmore SHS offers all students leaving the school the opportunity to engage with the Youth Support Coordinator for continuing support to access further education and/or training. All students leaving school are contacted on a regular basis to ascertain if any further assistance is required.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways.

### 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.glenmorehs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>