

# Glenmore State High School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Established in 1975 under foundation Principal, Mr Mike Maher, Glenmore State High School has built a strong reputation of caring for the students enrolled at the school. Underpinning the relationships between staff, students and parents are high expectations regarding Responsibility, Respect and Excellence.

The Annual Report contains a concise summary of Glenmore State High School in 2014. The report can be obtained on the website and in hard copy from the school office.

### School progress towards its goals in 2015

PRIORITY	Progress toward full implementation
Attendance	<ul style="list-style-type: none"> <li>Tracking of attendance and engagement of all students.</li> <li>Student attendance goal setting and tracking through diaries.</li> <li>Regular communication regarding attendance through whole school assemblies, year level parades, student and staff notices, student noticeboards, newsletters, parent information sessions, brochures and individual interviews.</li> <li>Use of school support staff to make contact with and support parents to assist with school attendance.</li> <li>Case Management of students below 85% attendance.</li> <li>Promotion of Every Day Counts</li> </ul> <p>Outcomes 2015 Attendance – 85%</p> <p><b>This priority is on-going.</b></p>
Writing	<ul style="list-style-type: none"> <li>Implementation of the Junior Secondary Writing Program.</li> <li>Ability grouping of Year 7, 8 and 9 students for English, Maths, Science.</li> <li>Identified students participate in the IMPACT Booster writing program for students aspiring to the Upper 2 Bands.</li> <li>Professional Development for identified staff on the teaching of Writing.</li> </ul> <p>Outcomes 2015 Average relative gain – 50.2 (yr 7 to Yr 9) Average relative gain – 14.7 (yr 5 to yr 7)</p> <p><b>This priority is on-going.</b></p>

Reading	<ul style="list-style-type: none"> <li>• Ability grouping of Year 7, 8 and 9 students for English, Maths, Science.</li> <li>• Identified students participate in Project 600 Reading program.</li> <li>• Identified student's participation in the Unify IMPACT programs.</li> <li>• Implement the planned Junior Secondary Reading Program.</li> <li>• Provide Professional Development for identified staff on the teaching of Reading.</li> </ul> <p>Outcomes 2015 Average relative gain – 47.7 (yr 7 to Yr 9) Average relative gain – 41.5 (yr 5 to yr 7)</p> <p><b>This priority is on-going.</b></p>
Numeracy	<ul style="list-style-type: none"> <li>• Identified students participate in the IMPACT Booster numeracy program for students aspiring to the Upper 2 Band.</li> <li>• Development and implementation of a Junior Secondary Numeracy program.</li> <li>• Participation in the Numeracy Improvement Project.</li> </ul> <p>Outcomes 2015 Average relative gain – 63.6 (yr 7 to Yr 9) Average relative gain – 58.3 (yr 5 to yr 7)</p> <p><b>This priority is on-going.</b></p>
Attainment	<ul style="list-style-type: none"> <li>• Ability grouping of students in Years 7, 8 and 9.</li> <li>• 5 weekly tracking of attendance and engagement.</li> <li>• Data analysis every 5 weeks through use of TraQCEr for QCE eligibility.</li> <li>• Case management of students completing a QCIA.</li> <li>• Identified students participate in ASDAN</li> </ul> <p>Outcomes 2015 &gt;75% of yr 7 to yr 10 students achieving a C or greater in English, Mathematics and Science.</p> <p><b>This priority is on-going.</b></p>

## Future outlook

The school's focus for 2016 is sharp and narrow around Mathematics attainment and Reading.

PRIORITY	Strategy
Mathematics Attainment	<ul style="list-style-type: none"> <li>• Ability grouping of Year 7, 8 and 9 students for Maths.</li> <li>• Auditing of current curriculum to align with ACARA via C2C</li> <li>• Auditing of assessment itmes to align with ACARA via C2C</li> <li>• Paticipation in Community of Practice</li> <li>• Professional Development with experts in the area</li> <li>• HOD to monitor teacher self reflection on pedagogical practice.</li> <li>• HOD to coach teachers around student achievement/interventions</li> <li>• Identified students participate in the IMPACT booster numeracy program for stuents aspiring to upper 2 bands (NAPLAN).</li> </ul> <p>GOALS and TARGETS:</p> <ul style="list-style-type: none"> <li>• In 7 – 10 mathematics at least 80% of students to attain a C or higher with no individual class less than 70%.</li> <li>• Yr 7 NAPLAN numeracy MSS to improve by at least 45 points. Yr 9 NAPLAN numeracy MSS to improve by at least 40 points.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Ability grouping of Year 7, 8 and 9 students for English, Maths, Science.</li> <li>• Identified student's participation in the Unify IMPACT programs.</li> <li>• Implement the planned Junior Secondary Reading Program.</li> <li>• Implement Reading to Learn.</li> <li>• Provide Professional Development for identified staff on the Reading to Learn program.</li> </ul> <p>GOALS and TARGETS:</p> <ul style="list-style-type: none"> <li>• All teaching staff able to teach Reading to Learn program.</li> <li>• Yr 7 NAPLAN reading MSS to improve by at least 45 points. Yr 9 NAPLAN reading MSS to improve by at least 40 points.</li> <li>• Focused reading to occur in all subject disciplines.</li> </ul>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	737	346	391	112	88%
2014	623	290	333	103	83%
2015	538	256	282	73	88%

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

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

### Characteristics of the student body:

In 2014 Glenmore SHS had a total enrolment of 538 students who were drawn from a variety of small to large partner primary schools from within North Rockhampton and the surrounding district. The student population is drawn from a broad cross section of the community.

Approximately 14% of students identified as Aboriginal and/or Torres Strait Islander.

Approximately 15% of our students speak English as a Second Language.

Approximately 14.5% of students ascertained with a learning disability are catered for by our Special Education Program.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	19	19
Year 11 – Year 12	17	16	16

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

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	245	191	138
Long Suspensions - 6 to 20 days	69	21	7
Exclusions	8	19	6
Cancellations of Enrolment	19	24	9

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

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

## Curriculum delivery

### Our approach to curriculum delivery

An accelerated program in Years 8-11 in Mathematics, Science and Computing (AMSCO).

*Challenge Choices* from all subject areas are offered to students in Year 7. These are chosen by the students from a range of offerings and encourage student engagement and depth of interest. The topics covered include such topics as Robotics, Cooking, Literacy, Drama, Musical Instrument making, Maps & Treasure, Aquatics, Archery, Soccer and Myth Busters.

A Total Arts Program to give students the opportunity to access all strands of The Arts including Visual Art, Music, Drama, Media and Dance to Year 12.

Specialised HPE classes with a focus on Rugby League.

A 'high tech' approach to learning using interactive whiteboards and TI-Inspire calculators.

### Extra curricula activities

- Instrumental Music Program
- CQ University *Widening Participation* program (Yr 7-12)
- *Start Uni Now* (SUN) program
- Drama Productions
- 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
- "Steps To The Future" Charter signing – Yr 10 students
- Rockhampton Eisteddfod
- Breakfast Club – "Feeding for Learning" supported by The Smith Family
- Supporting charitable organisations through school fundraising

## How Information and Communication Technologies are used to improve 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 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

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.

In 2015, 94% of parents/caregivers surveyed indicated that their child was getting a good education at this school and 100% agreed that teachers at this school expect their child to do his/her best. 91% of parents and caregivers surveyed also felt that they were able to talk to their child's teachers about their concerns.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	89%	93%	94%
this is a good school (S2035)	81%	75%	91%
their child likes being at this school (S2001)	82%	93%	97%
their child feels safe at this school (S2002)	82%	86%	100%
their child's learning needs are being met at this school (S2003)	86%	93%	97%
their child is making good progress at this school (S2004)	89%	93%	88%
teachers at this school expect their child to do his or her best (S2005)	93%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	93%	91%
teachers at this school motivate their child to learn (S2007)	85%	90%	88%
teachers at this school treat students fairly (S2008)	85%	89%	79%
they can talk to their child's teachers about their concerns (S2009)	92%	97%	91%
this school works with them to support their child's learning (S2010)	88%	97%	90%
this school takes parents' opinions seriously (S2011)	81%	79%	87%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
student behaviour is well managed at this school (S2012)	64%	69%	88%
this school looks for ways to improve (S2013)	81%	100%	88%
this school is well maintained (S2014)	82%	93%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	93%	96%
they like being at their school (S2036)	95%	91%	88%
they feel safe at their school (S2037)	88%	93%	91%
their teachers motivate them to learn (S2038)	93%	90%	87%
their teachers expect them to do their best (S2039)	97%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	86%	89%	87%
teachers treat students fairly at their school (S2041)	79%	84%	81%
they can talk to their teachers about their concerns (S2042)	80%	79%	75%
their school takes students' opinions seriously (S2043)	82%	79%	78%
student behaviour is well managed at their school (S2044)	78%	74%	68%
their school looks for ways to improve (S2045)	92%	94%	90%
their school is well maintained (S2046)	83%	83%	81%
their school gives them opportunities to do interesting things (S2047)	90%	86%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	83%	93%	96%
they feel that their school is a safe place in which to work (S2070)	76%	91%	98%
they receive useful feedback about their work at their school (S2071)	84%	88%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	80%	88%
students are encouraged to do their best at their school (S2072)	90%	94%	100%
students are treated fairly at their school (S2073)	90%	95%	98%
student behaviour is well managed at their school (S2074)	44%	72%	86%
staff are well supported at their school (S2075)	54%	74%	90%
their school takes staff opinions seriously (S2076)	73%	81%	92%
their school looks for ways to improve (S2077)	90%	94%	96%
their school is well maintained (S2078)	60%	75%	82%
their school gives them opportunities to do interesting things (S2079)	80%	85%	93%

# '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.

## Reducing the school's environmental footprint

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

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 and a rainwater tank collects water from the Mike Maher Centre. Electricity usage has fallen 29%. A move to more efficient modern units will address some of this. Water usage has declined significantly.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	440,416	29,468
2013-2014	456,039	17,181
2014-2015	321,897	2,324

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

## Our staff profile

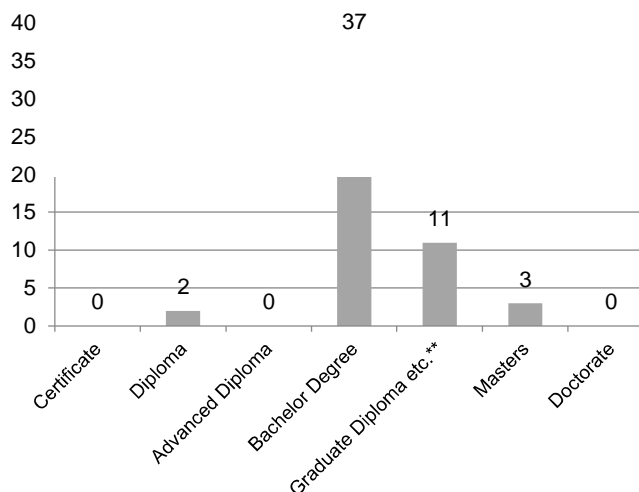
### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	53	29	<5
Full-time equivalents	51	22	<5

### Qualification of all teachers



Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.**	11
Masters	3
Doctorate	0
<b>Total</b>	<b>53</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$154551.32.

The major professional development initiatives are as follows:

- Explicit Instruction – John Fleming
- Positive Psychology
- Seven Steps for Successful Writing
- Coaching and feedback
- English as Additional Language or Dialect
- Question and Answer Relationship
- Essential Skills in Classroom Management training for classroom teachers
- Beginning Teachers workshops
- Community of Practice

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

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

From the end of the previous school year, 81% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	85%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	79%	84%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

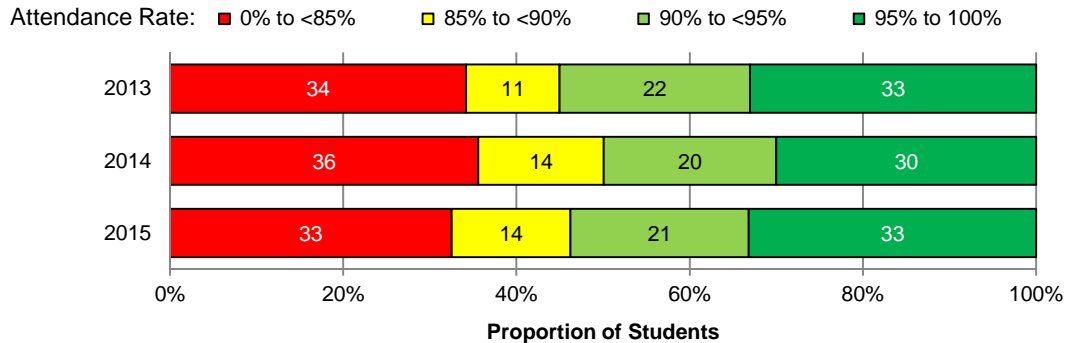
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								88%	89%	83%	85%	87%	87%
2014								86%	88%	85%	82%	85%	89%
2015								91%	88%	88%	85%	87%	90%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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GO

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Sector:

Government

Non-government

SEARCH

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

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	76%	64%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	63%	74%	55%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	90	106	85
Number of students awarded a Queensland Certificate of Individual Achievement.	3	3	5
Number of students receiving an Overall Position (OP)	32	37	13
Percentage of Indigenous students receiving an Overall Position (OP)	0%	4%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	15	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	78	72	70
Number of students awarded an Australian Qualification Framework Certificate II or above.	52	72	66
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	78	100	80
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	29%	83%	82%
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.	69%	84%	62%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
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.	93%	97%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	97%	93%

As at 16 February 2016. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	5	5	12	6	4
2014	6	6	19	6	0
2015	1	3	4	4	1

As at 16 February 2016. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	64	52	5
2014	39	62	23
2015	31	55	23

As at 16 February 2016. The above values exclude VISA students.

**In 2015, Year 12 students left Glenmore SHS with 1 or more of the following Certificates:**

1. Certificate I in Self Awareness and Development
2. Certificate I in Business
3. Certificate I in Engineering
4. Certificate I in Construction
5. Certificate I in Retail Services
6. Certificate I in Information, Digital Media and Technology
7. Certificate II in Hospitality
8. Certificate II in Self Awareness and Development
9. Certificate II in Retail
10. Certificate II in Workplace Practices
11. Certificate II in Automotive
12. Certificate II in Tourism
13. Certificate II in Business
14. Certificate II in Engineering
15. Certificate II in Retail Make-up and Skin Care
16. Certificate III in Hospitality
17. Certificate III in Fitness
18. Certificate III in Allied Health
19. Certificate III in Warehousing
20. Certificate III in Children's Services
21. Certificate IV in Fitness

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Glenmore SHS offers all students leaving the school the opportunity to engage with the Careers Office for continuing support to access further education and/or training.

Students who leave school early, prior to completing Year 12, are referred to the Schools To Jobs Alliance (S2J) and also Youth Connections. This referral assists students to access short courses (eg RSA, RSG, White Card etc), to participate in work experience and to gain assistance with Resume writing and Interview skills. All students leaving school are contacted on a regular basis to ascertain if any further assistance is required.