

# Glenmore State High School (2028)

## Queensland State School Reporting

### 2012 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 the expectations of Responsibility, Respect and Excellence.

The Annual Report contains a concise summary of Glenmore State High School in 2012. The report can be obtained on the website and in hard copy from the school office.

### School progress towards its goals in 2012

The key priorities identified in the School Annual Implementation Plan included;

#### Improved attendance and engagement of all students

Tracking of all students across Year level cohorts has been introduced to increase participation and an understanding of where students may require further assistance. Year Level coordinators make regular contact home regarding any ongoing attendance issues.

Teachers have further developed their use of the "Know Your Class" documents to ensure that they monitor individual student progress and cater for students learning abilities within the classroom.

#### Use of data to inform teaching and learning, planning and practice

All staff use data to inform their planning and practice. The "Know Your Class" data is updated each term and is referred to during all planning sessions.

PAT R reading comprehension and vocabulary testing has been introduced to assist with identifying student strengths and weaknesses. This information is collated and shared with all staff.

A practice NAPLAN test has been introduced to Years 8 and 9 to assist with test readiness and to further inform teachers of student capabilities. This information was used to identify and target specific students for increased Literacy and Numeracy support from teachers and teacher aides.

#### Improved communication with students, parents and staff

2012 saw increased communication with parents and the wider community through the holding of Community Forums and Open Days regarding the Year 7 Flying Start Pilot. A change to enrolment procedures involved all students enrolling at Glenmore SHS participating in an interview with their parent/carer. This ensured that the parent had opportunity to discuss the best placement of their child within the education setting.

# Queensland State School Reporting

## 2012 School Annual Report



A new website was developed and implemented. This has allowed ease of access and increased communication as school newsletters, announcements and photographs are now able to be placed directly on the website.

Year level and whole school parades have been reinstated with the opening of the new Mike Maher Centre sports hall. This has allowed more regular contact with students in larger groups.

"Week 8 is Great" has been introduced as an opportunity to make contact home to parents to celebrate the 'good news' stories around individual students. The Week 8 whole school parade is one of celebration and recognition.

### Successful transitions across all key junctures

Transition from primary school to high school has been highly structured through the implementation of the Year 7 "Flying Start" Pilot. Parent and community forums open days and tailored transition programs have provided opportunities for interested parents/caregivers and their child to visit the school and engage with staff and other students. Students in Years 9 and 10 have been trained as Peer Mentors and these students have assisted the successful transition of the new Yr 7 and Yr 8 students.

Apparent retention and year on year progression rates of students continue to improve across all year levels. Student numbers continue to increase.

Glenmore SHS was selected as a State Finalist in the Showcase Award for Excellence in the Senior Phase of Learning. The award showcased our 'Steps to the Future' career pathways program which supports students in years 10, 11 and 12 to successfully transition into their chosen pathway.

The development grant received as part of this award has allowed us to further resource the Steps to the Future program. We have been able to purchase new equipment for use in the Careers Office and VET classrooms and intend purchasing some industry-specific uniforms (such as hi-vis work wear) for students to wear whilst completing work experience and attending training courses. Part of the development grant will also be used to up-skill our Careers Office and other key staff members so that they continue to support and guide our students during this phase of their learning.

### Targeted classroom teaching strategies for the top ½ of every class

Staff used "Know Your Class" documentation to identify students in the top ½ of the class. Strategies to support these students were identified and opportunities to access additional extension activities made use of. Further professional development for staff is required to further enhance teacher skills in this area.

### Implementation of the Australian curriculum in English, Mathematics and Science

All staff in these subject areas implemented the Australian curriculum in years 8, 9 and 10 through the use of Curriculum into the Classroom (C2C). As the first year of implementation 2012 was a period of trial and significant review of the student learning has been undertaken. Staff will continue to make use of the C2C curriculum in 2013.

### Development of the Year 7 Pilot and the Junior Secondary model and philosophy

Preparations for the Year 7 students to join Glenmore SHS were ongoing throughout the year. Community and parent forums were held to gauge parent support for the Pilot and to address any parent concerns or questions. Strong community support for this program was evident from those who attended the meetings.

Enrolments began in Term 2 and 96 Year 7 students were enrolled by the end of 2012. Planning of the timetable and selection of specialist primary staff to join the Glenmore SHS staff were completed during Term 3, 2012. All students are to be offered access to core subjects of English, Maths, Science, History, HPE and LOTE. "Challenge Choices" also provide students with opportunities to access topics of choice in the areas of Arts and Technology as well as extension and interest areas in the core subjects.

Preparation of the physical environment included the refurbishment of six classrooms and the construction of a covered area. This was mainly for Year 7 use as a lunch area, handball court and Year Level meetings. Two new classrooms were constructed and transported to the school. These included a flexible learning space and a general learning area. Resources were purchased to provide faculties with age appropriate materials and texts for the Yr 7s.

Students in Years 9 and 10 were trained as Peer Mentors. Their role was to assist new students in the transition to high school. This included supporting new students during open days and during the two Transition programs "The Big Day In" and "Get Set For Seven". This role and further training of student leaders will be ongoing in 2013.

Welfare and leadership programs within the Junior Secondary were reviewed and new programs developed. This process will continue throughout 2013.

All staff participated in professional development on the topic of the "Adolescent Learner". Heads of Department participated in leadership training to support their leadership of the new Junior Secondary implementation.

### Future outlook

In 2013 the major focus will be on the implementation of Explicit Instruction in every classroom, every day. All staff will receive professional development and support to ensure that Explicit Instruction is central to the teaching and learning environment.

The implementation and refinement of the Junior Secondary model will continue with particular emphasis on the Year 7 Pilot.

# Queensland State School Reporting 2012 School Annual Report



Staff will continue to develop their expertise in data collection and analysis to assist with identified areas of school improvement including attendance and academic engagement.

A school Pedagogical Framework will be developed and in place by the end of 2013.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	658	325	333	87%
2011	639	309	330	84%
2012	654	300	354	84%

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

## Characteristics of the student body:

In 2012 Glenmore SHS had a total enrolment of 675 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 15% of students identified as Aboriginal and/or Torres Strait Islander.

Approximately 7% of our students speak English as a Second Language.

Approximately 9% of students ascertained with a learning disability are catered for by our Special Education Program.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	21	23	22
Year 11 – Year 12	14	16	17

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	193	213	233
Long Suspensions - 6 to 20 days	32	20	43
Exclusions	7	5	11
Cancellations of Enrolment	27	27	28

## Curriculum offerings

### Our distinctive curriculum offerings

An accelerated program in Years 8-10 in Mathematics, Science and Computing (AMSCO).

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 Netball and Rugby League.

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

“Steps To The Future” career pathways program for students in the Senior Phase of Learning. This program was selected as a State Finalist in the *Showcase Award for Excellence - Senior Schooling*.

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### Extra curricula activities

Instrumental Music Program

CQ University Immersion days

*Start Uni Now* (SUN) program

Drama Productions

Art exhibition of student works

Rotary Quiz

Maths Team Challenge

Bond University collegiate school

Maths & English tutoring (after school & lunch time)

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

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

CQU Business Team Challenge

Work Experience

RSA/RSG

Health Careers in the Bush

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 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. Media Studies, IPT, 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.

Heads of Department have undertaken professional development in the "Symphony of Teaching & Learning". This program has highlighted the use of ICTs in teaching and learning and has assisted with enhancing teacher skills in this area. This will continue to be focussed upon in 2013.

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 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.

2012 saw the introduction of the 1-1 laptop program to Year 11 and 12 students with the majority of Senior students choosing to access this opportunity. Two classrooms have been equipped with laptop garages which allow storage and recharging of laptops within a general classroom. This has enhanced ease of student access and has freed up usage of the designated computer rooms.

## 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 "What If" 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 and in 2012, 100% of parents/caregivers surveyed indicated that their child feels safe at this school. This is an area that the school will continue to focus upon.

## Parent, student and staff satisfaction with the school

Parent/caregivers performance measures indicated high levels of satisfaction:

**95.2%** of parents believe their child is getting a **good education** at this school. This is above the State satisfaction level of 94.1%

**95.2%** of parents believe that their child is **making good progress** at this school. This is above the State satisfaction level of 91.9%.

**100%** parents report that their child feels **safe at this school**. This is above the State satisfaction level of 95.3%.

**100%** parents report that **teachers expect their child to do his/her best**. This is above the State satisfaction level of 97.1%.

Student performance measures indicated satisfaction at the following levels:

**98.3%** of students indicated that they **were able to access computers and other technologies at this school for learning**. This is above the State satisfaction level of 94.8%.

**95.8%** of students reported that **teachers expected them to do their best**.

**90.5%** of students indicated that they **understood how they were assessed** at this school. This is above the State satisfaction level of 89.1%.

**85.7%** reported that their **teachers motivated them to learn and looked for ways to improve**.

# Our school at a glance

Staff performance measures indicated satisfaction:

**89%** staff indicated that **they were happy working in this school.**

**97.6%** staff indicated that **they get on well with students at this school.**

**93.9%** staff indicated that **they were able to access appropriate information and communication technologies to do their job well.** This is well above the State satisfaction level of 89.7%

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	95.2%
this is a good school	85.7%
their child likes being at this school*	94.7%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	85.0%
their child is making good progress at this school*	95.2%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	90.0%
teachers at this school motivate their child to learn*	84.2%
teachers at this school treat students fairly*	75.0%
they can talk to their child's teachers about their concerns*	85.0%
this school works with them to support their child's learning*	75.0%
this school takes parents' opinions seriously*	81.0%
student behaviour is well managed at this school*	70.0%
this school looks for ways to improve*	83.3%
this school is well maintained*	90.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	81.5%
they like being at their school*	81.7%
they feel safe at their school*	73.9%
their teachers motivate them to learn*	85.7%
their teachers expect them to do their best*	95.8%

## Our school at a glance

their teachers provide them with useful feedback about their school work*	79.2%
teachers treat students fairly at their school*	76.9%
they can talk to their teachers about their concerns*	65.5%
their school takes students' opinions seriously*	67.5%
student behaviour is well managed at their school*	61.3%
their school looks for ways to improve*	85.7%
their school is well maintained*	67.2%
their school gives them opportunities to do interesting things*	78.2%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	72.6%
with the individual staff morale items	86.7%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

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.

Parents of students wishing to participate in the school Laptop program are asked to participate in information sessions prior to their child signing up to the program. This ensures that parents, as well as students, are aware of the capabilities of the laptops and the installed programs and expectations regarding their use and maintenance.

In 2012 a number of community and parent forums were held to inform parents and interested community members of the Year 7 Pilot to be conducted at Glenmore SHS and the implications of the move of Year 7 to high school from 2013. These were well attended and parents indicated a very high level of support for the Pilot.

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.

## Reducing the school's environmental footprint

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

Glenmore SHS continues explore options to minimise its environmental footprint. Recycling of paper is actively encouraged throughout the school with recycle bins available to all staff. Equipment is kept well maintained to maximise efficiency. Solar panels have been installed and a rainwater tank collects water from the newly built sports hall, the Mike Maher Centre. Electricity usage has continued to fall and water usage is still below that of 2009-10.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	536,120	24,175
2010-2011	489,053	7,278
2011-2012	482,840	21,271

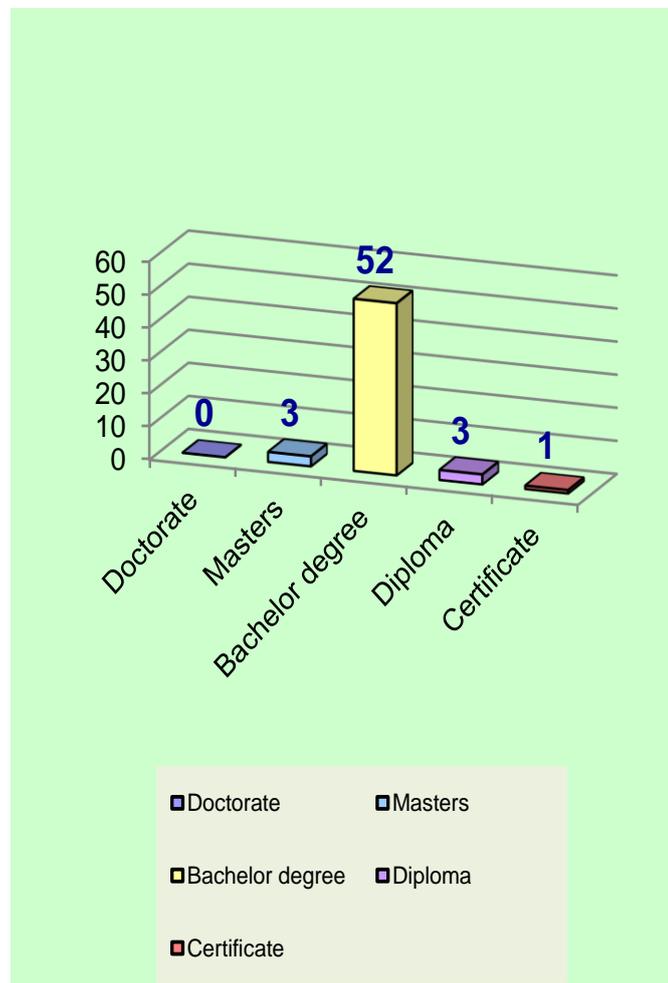
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	59	34	<5
Full-time equivalents	56.5	25	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	52
Diploma	3
Certificate	1



In 2012 Glenmore SHS had a fully qualified solicitor teaching Legal Studies, two qualified Chefs teaching Hospitality and a qualified Boilermaker teaching Industrial Skills.

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$29,019.

The major professional development initiatives are as follows:

Explicit Instruction

Leadership development

Training in Teaching Adolescent Learners in preparation for the Yr 7 Pilot

C2C – Implementation of the Australian Curriculum

Essential Skills training for classroom teachers

Beginning Teachers workshops

Performance Development plans and conversations

Sports coaching accreditation to continue to develop HPE teachers and sports coaches

Digital Pedagogical licence training and other training regarding the use of ICTs

Differentiation

Symphony of Teaching and Learning

Classroom observation and feedback

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	95.4%	95.3%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2012 school year.

## School income broken down by funding source

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	87%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

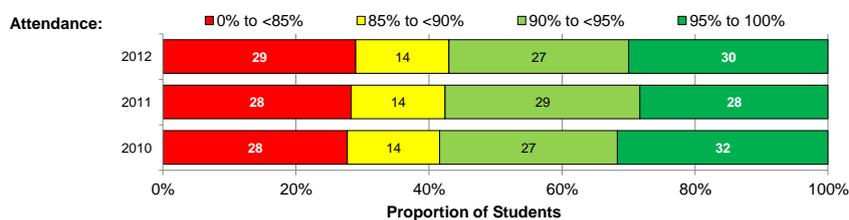
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	NA	91%	87%	86%	86%	89%						
2011	NA	90%	87%	85%	89%	88%						
2012	NA	88%	87%	85%	87%	90%						

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 (Yr 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.

# Performance of our students

## 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/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Staff at Glenmore SHS remain committed to assisting students to improve their attainment results across all subject areas. Progress has been made in reducing the gap in the area of numeracy. The gap in apparent retention and attendance between Indigenous and Non-Indigenous students has increased from 2011 to 2012. 100% of year 12 Indigenous students who completed school in 2012 left with a QCE and a VET qualification. This was a significant improvement from 2011 when only 40% left with a QCE and 50% left with a VET qualification.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	66%	55%	61%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	91	68	83
Number of students awarded a Queensland Certificate Individual Achievement.	1	1	1
Number of students receiving an Overall Position (OP).	28	22	24
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	16	8

# Performance of our students

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	81	58	79
Number of students awarded an Australian Qualification Framework Certificate II or above.	27	19	44
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	54	44	74
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.	82%	73%	83%
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.	91%	88%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	100%	96%

As at 2 May 2013. The above values exclude VISA students.

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	7	7	9	5	0
2011	6	4	6	6	0
2012	5	6	9	4	0

As at 2 May 2013. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	79	26	5
2011	55	16	6
2012	77	40	10

As at 2 May 2013. The above values exclude VISA students.

In 2012, Year 12 students left Glenmore SHS with 1 or more of the following Certificate 1's:

Certificate 1 in Construction

Certificate 1 in Engineering

Certificate 1 in Furnishing

Certificate 1 in Manufacturing Futures

Certificate 1 in Hospitality

Certificate 1 in Work Education

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

## Early 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.

In 2012 Glenmore SHS was recognised as one of four State Finalists in the *Showcase Awards for Excellence* in the Senior Phase of Learning. This award was recognition of the significant support program that the school has in place to assist students to access further education/training and/or gain meaningful employment after they leave school.