



Glenmore State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	PO Box 5822 Red Hill North Rockhampton 4701
Phone:	(07) 4923 0333
Fax:	(07) 4923 0300
Email:	principal@glenmoreshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Matt Newell

School Overview

Glenmore State High School's mantra, 'Excelling Together', underpins all school programs. Selected as a pilot school for the Flying Start Yr 7 Transition to High School, Glenmore has led the way for others. The "Dragon Spirit" Wellbeing program was selected as the 2014 State Winner in the Showcase Awards for Excellence in Junior Secondary. Similarly, our senior team was also acknowledged as State leaders for the untiring work staff do with our senior students taking out the 2015 State Award in the Showcase Awards for Excellence in Senior Schooling. This is recognition of the strong support provided for individual students to develop the skills that will assist them throughout their lives. Glenmore High has adopted the Fleming Model of Explicit Instruction as our signature pedagogy. With a strong academic focus, the unique SCOPE program delivers accelerated mathematics, science, history, english and dance to students who have the opportunity to progress vertically, often completing Year 12 subjects in Year 11. A strong Arts Program and a high quality Physical Education Program, ensure the development of the whole student is a priority at Glenmore High. Glenmore State High has high expectations of students with regard to behaviour, effort and engagement. With 15% of our students speaking English as their second language, 15% of our students identifying as Indigenous and 15% of students verified with a learning disability, we are proud of our inclusive and multicultural context.

Our Vision

Inspiring growth, positive wellbeing and quality outcomes for all.

Our Mission

Our mission is to provide personalised opportunities and educational excellence for the leaders of tomorrow.

Values

Respect

Responsibility

Excellence

Mantra

Excelling together

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Improvement Priority. Improving the teaching and learning of mathematics

- Identified students participate in the IMPACT Booster numeracy program for students aspiring to the Upper 2 Band.
- Participation in the Numeracy Improvement Project.
- Involvement in the Mathematics Community of Practice

Year 7	Numeracy
U2Bs %	6.2
Relative Gain	51.8
% at or above NMS	84
Year 9	
U2Bs %	5.1
Relative Gain	51.1
% at or above NMS	97.4

Improvement Priority. Attendance

- Tracking of attendance and engagement of all students.
- Student attendance goal setting and tracking through diaries.
- 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.
- Use of school support staff to make contact with and support parents to assist with school attendance.
- Case Management of students below 85% attendance.
- Promotion of Every Day Counts

Outcomes

2016 attendance 86%

Improvement Priority. Writing

- Implementation of the Junior Secondary Writing Program.
- Targeted teaching groups in Year 7, 8 and 9 students for English, Maths, Science.
- Identified students participate in the IMPACT Booster writing program for student aspiring to the Upper 2 Bands.
- Professional Development for identified staff on the teaching of Writing.

Year 7	Writing
U2Bs %	3.8
Relative Gain	34.2
% at or above NMS	73.4
Year 9	
U2Bs %	2.4
Relative Gain	13.9
% at or above NMS	42.9

Improvement Priority. Reading

- Targeted teaching groups in Year 7, 8 and 9 students for English, Maths, Science, History.
- Identified students participate in Project 600 Reading program.
- Identified student's participate in the Unify IMPACT programs.
- Implement the planned Junior Secondary Reading Program.
- Provide Professional Development for identified staff on the teaching of Reading.

Year 7	Reading
U2Bs %	7.6
Relative Gain	58
% at or above NMS	84.8
Year 9	
U2Bs %	2.3
Relative Gain	45.2
% at or above NMS	90.7

Improvement Priority. Attainment

- Targeted teaching groups in students in Years 7, 8 and 9.
- 5 weekly tracking of attendance and engagement.
- Data analysis every 5 weeks through use of TraQCEr for QCE eligibility.
- Case management of students completing a QCIA.
- Identified students participate in ASDAN

Outcomes

QCE Outcomes: 88 of 91 Students – approx. 97% attained a QCE

VET: 67 Students

Students with QCE, VET, SAT or IBD: 96.7% (Remaining students obtained a QCIA)

Future Outlook

Improvement Priority 1. Improving the teaching and learning of Mathematics

- All mathematics curriculum and assessment to be aligned with the Australian Curriculum
- All mathematics teachers to know the students they teach.
- Participation in a Community of Practice (MATHEMATICS)
- All teachers to be proficient in Explicit Instruction and Group Work.
- All mathematics teachers to develop proficiency in Reading to Learn Strategies.
- Targeted teaching groups in Yr 7, 8 and 9 students for English, Maths, Science, History.

Improvement Priority 2. Reading

- All teachers to know the students they teach
- Embed Reading to Learn in SOSE, Mathematics and Science
- Implement Reading to Learn in other Curriculum areas
- Targeted teaching groups in Yr 7, 8 and 9 students for English, Maths, Science, History.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	623	290	333	103	83%
2015*	538	256	282	73	88%
2016	546	268	278	83	87%

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.

In 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

In 2016 Glenmore SHS had a total enrolment of 550 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 15% of our students speak English as a Second Language.

Approximately 15% of students ascertained with a learning disability are catered for by our Special Education Program.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	19	19	21
Year 11 – Year 12	16	16	17

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- 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 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, Maps & Treasure, Aquatics, Archery, Soccer and Myth Busters, Manual Arts, Dance, Media Studies, Visual Arts, Health Studies.
- A 'high tech' approach to learning using interactive whiteboards and TI-Inspire calculators.

Co-curricular Activities

Instrumental Music Program

- 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- iTraxions
- 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

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	94%	87%
this is a good school (S2035)	75%	91%	90%
their child likes being at this school* (S2001)	93%	97%	87%
their child feels safe at this school* (S2002)	86%	100%	77%
their child's learning needs are being met at this school* (S2003)	93%	97%	90%
their child is making good progress at this school* (S2004)	93%	88%	87%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	90%
teachers at this school motivate their child to learn* (S2007)	90%	88%	83%
teachers at this school treat students fairly* (S2008)	89%	79%	86%
they can talk to their child's teachers about their concerns* (S2009)	97%	91%	90%
this school works with them to support their child's learning* (S2010)	97%	90%	86%
this school takes parents' opinions seriously* (S2011)	79%	87%	83%
student behaviour is well managed at this school* (S2012)	69%	88%	70%
this school looks for ways to improve* (S2013)	100%	88%	93%
this school is well maintained* (S2014)	93%	97%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	96%	94%
they like being at their school* (S2036)	91%	88%	89%
they feel safe at their school* (S2037)	93%	91%	93%
their teachers motivate them to learn* (S2038)	90%	87%	86%
their teachers expect them to do their best* (S2039)	97%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	89%	87%	87%
teachers treat students fairly at their school* (S2041)	84%	81%	77%
they can talk to their teachers about their concerns* (S2042)	79%	75%	76%
their school takes students' opinions seriously* (S2043)	79%	78%	82%
student behaviour is well managed at their school* (S2044)	74%	68%	72%
their school looks for ways to improve* (S2045)	94%	90%	95%
their school is well maintained* (S2046)	83%	81%	82%
their school gives them opportunities to do interesting things* (S2047)	86%	92%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	96%	88%
they feel that their school is a safe place in which to work (S2070)	91%	98%	93%
they receive useful feedback about their work at their school (S2071)	88%	93%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	88%	85%
students are encouraged to do their best at their school (S2072)	94%	100%	95%
students are treated fairly at their school (S2073)	95%	98%	95%
student behaviour is well managed at their school (S2074)	72%	86%	81%
staff are well supported at their school (S2075)	74%	90%	80%
their school takes staff opinions seriously (S2076)	81%	92%	86%
their school looks for ways to improve (S2077)	94%	96%	91%
their school is well maintained (S2078)	75%	82%	80%
their school gives them opportunities to do interesting things (S2079)	85%	93%	86%

* 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 HOSSES for students with disabilities to ensure a program is developed which best supports their needs.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	191	138	177
Long Suspensions – 6 to 20 days	21	7	12
Exclusions	19	6	12
Cancellations of Enrolment	24	9	16

* 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.

Environmental Footprint

Reducing the school's environmental footprint

Glennmore 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	456,039	17,181
2014-2015	321,897	2,324
2015-2016		

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

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.

In order for staff 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 to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	50	34	<5
Full-time Equivalent	49	23	<5

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	11
Bachelor degree	45
Diploma	10
Certificate	5

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$47,369.84

The major professional development initiatives are as follows:

- Reading
- Mathematics
- QCAA supported PD
- Coaching
- Wellbeing
- Writing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	85%	88%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	84%	75%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

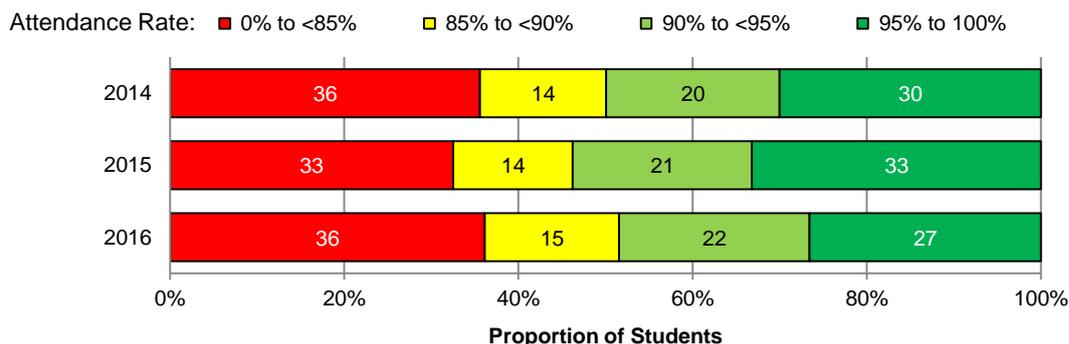
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014								86%	88%	85%	82%	85%	89%
2015								91%	88%	88%	85%	87%	90%
2016								87%	86%	81%	81%	87%	85%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	106	85	82
Number of students awarded a Queensland Certificate of Individual Achievement.	3	5	2
Number of students receiving an Overall Position (OP)	37	13	30
Percentage of Indigenous students receiving an Overall Position (OP)	4%	0%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	19	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	72	70	59
Number of students awarded an Australian Qualification Framework Certificate II or above.	72	66	50
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100	80	79
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	82%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	84%	62%	80%
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.	97%	94%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	93%	95%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	6	19	6	0
2015	1	3	4	4	1
2016	4	6	14	6	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	39	62	23
2015	31	55	24
2016	22	43	14

As at 3rd February 2017. 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 Telecommunications
- Certificate II in Retail Make-up and Skin Care
- Certificate II in Workplace Practices
- Certificate II in Self Awareness
- Certificate II in Tourism
- Certificate I and II in Business
- Certificate II and III in Health Support Services
- Certificate III in Child Services
- Certificate III in Early Childhood Education and Care
- Certificate III in Fitness
- Certificate III in Aged Care

Short course:

- Construction White Card

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	64%	68%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	74%	55%	43%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://glenmoreshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf>

Early leavers information

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

Glenmore SHS offers all students leaving the school the opportunity to engage with the Careers Office and 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.