

# Glenmore State High School

## Queensland State School Reporting

### 2014 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 2014

Priority	Progress toward full Implementation
Improving Literacy and Numeracy Outcomes	<ul style="list-style-type: none"> <li>The school Literacy Plan was re-written in 2014.</li> <li>Enhancement classes year 7/8/9 focusing on Reading and writing (2 lessons extra a week of literacy) were implemented</li> <li>NAPLAN Item level analysis at a class level in Year 7,8 and 9.</li> <li>Trail of Spelling Mastery</li> <li>Teachers trained in <i>7 Steps to Writing Success</i> and the program implemented to year 7 classes.</li> <li>UNIFY programs- creative writing</li> <li>Project 600 Reading year 9.</li> </ul> <p>Outcomes 2014 NAPLAN Percentage of students above NMS</p> <ul style="list-style-type: none"> <li>Numeracy year 7- 96.7%</li> <li>Numeracy year 9- 93.8%</li> <li>Spelling year 7- 93.3%</li> <li>Reading year 7- 89.7%</li> </ul> <p><b>This priority is on-going.</b></p>

<b>Quality Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• John Fleming visited the school on 3 occasions to give feedback on best practice and develop teacher skills in Explicit Instruction</li> <li>• In 2014 Glenmore SHS sent staff to John's school to review how Explicit Instruction looks in his school.</li> <li>• Term focus on aspects of Explicit Instruction.</li> <li>• Pedagogy coach working with staff to develop their expertise, 5 week blocks, 3-4 times in 2014.</li> <li>• Peer feedback protocols developed and implemented around Explicit Instruction</li> </ul> <p><b>This priority is on-going.</b></p>
<b>Improving School Culture</b>	<p>Tracking of all students across Year level cohorts has been continued to increase participation and understanding of where students may require further assistance. Year Level Coordinators, Heads of Department, Roll Class teachers and members of Administration make regular contact home regarding any ongoing attendance issues.</p> <p>Teachers have further developed their use of the 'Know Your Class' documents and OneSchool 'Class Dashboard' to ensure that they monitor individual student attendance and progress. This information is then used to cater for students' learning abilities within the classroom.</p> <p><b>This priority is on-going.</b></p>
<b>Successful Transitions</b>	<p>Transition from primary school to high school has been highly structured through the continued implementation of the Year 7 "Flying Start". Parent and community 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 have been trained as Peer Mentors and these students have assisted with the successful transition of the new Year 7 and Year 8 students.</p> <p>To support the successful transition of students from Year 10 into Year 11, we conduct our Senior Education and Training Plan (SETP) interviews with our Year 10 students and their parents/guardians on the same days as the QCS Tests are held. We place such a high value on engaging the parent/care giver into this process that Year 10 classes are suspended for these two days to allow our Senior Schooling staff the time to discuss the goals of each student and ensure that their chosen pathway matches their skills and subjects to ensure students will be successful in their studies during Years 11 and 12. Other opportunities, such as completing Vocational Education and Training (VET) subjects with external providers and participating in the Start Uni Now (SUN) program with CQ University are also discussed during these interviews so that students and their parents/care givers are aware of the opportunities available to help them successfully transition from school to further education, training or work.</p> <p>Although the results of the 2014 post-school destination survey are not available at this time, students exiting Glenmore SHS are well prepared for their future. Individual tracking of student engagement and progress ensures students successfully complete their studies and support and intervention is provided if required. 100% of students who completed Year 12 in 2014 were successful in being awarded a QCE, QCIA or Certificate II qualification. Just under 15% of Year 12 students participated in a School-based Apprenticeship or Traineeship whilst enrolled at Glenmore SHS – giving them a jump start on their chosen career.</p> <p><b>This priority is on-going.</b></p>

### Future outlook

The major focus areas for 2015 will be:

PRIORITY	Strategy
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>

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>
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>
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>
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>
Transition	<ul style="list-style-type: none"> <li>• Increase interactions and communication with Parkhurst SS, Glenmore SS, The Caves SS, Milman SS and Park Avenue SS through invitations to school events, attendance at primary school events, P&amp;C Meetings, regular newsletter communication, opportunities for student activities.</li> <li>• Review of Primary to Secondary Transition program.</li> <li>• Student achievement and engagement tracked every 5 weeks.</li> <li>• At Risk students identified and referred to Student Support Committee for intervention.</li> <li>• Review of VET and OP offerings to meet student needs in the Senior school.</li> </ul>
Quality Teaching and Learning	<ul style="list-style-type: none"> <li>• Professional development and coaching in the Fleming Model of Explicit Instruction provided for staff.</li> <li>• Development of and professional development in identified Group Work strategies for consistent implementation across the whole school.</li> <li>• AMSCO program.</li> <li>• Consistent agreed practices across all staff and facilities.</li> </ul>
Student and Staff Wellbeing	<ul style="list-style-type: none"> <li>• Introduction of a positive psychology program for staff.</li> <li>• Use of Resilience Survey to monitor student wellbeing.</li> <li>• Identify and implement a program of lunch activities for students.</li> <li>• Link the learning Curve School Diary to the student wellbeing programs.</li> <li>• Identified staff attend the Positive School Conference.</li> </ul>
Public Confidence	<ul style="list-style-type: none"> <li>• Increase interactions and communication with Parkhurst SS, Glenmore SS, The Caves SS, Milman SS and Park Avenue SS through Invitations to school events, attendance at primary school events, P&amp;C meetings, regular newsletter communication, and opportunities for student activities.</li> <li>• Writing and submission of positive stories to local media each fortnight.</li> <li>• Recognition and celebration of success, school events and positive outcomes at Staff meetings and school parades.</li> </ul>
Closing the Gap between attendance and outcomes of indigenous and non-indigenous students	<ul style="list-style-type: none"> <li>• Identify opportunities for increased contact with parents/carers of Indigenous students.</li> <li>• Case Management of identified At Risk students.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Offering of Science based Challenge Choice program.</li> </ul>
Retention	<ul style="list-style-type: none"> <li>• Attendance and engagement tracking.</li> </ul>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 7 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	654	300	354	84%
2013	737	346	391	88%
2014	623	290	333	83%

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

### Characteristics of the student body:

In 2014 Glenmore SHS had a total enrolment of 623 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 19% of students identified as Aboriginal and/or Torres Strait Islander.

Approximately 13% 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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	19
Year 11 – Year 12	17	17	16

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	233	245	191
Long Suspensions - 6 to 20 days	43	69	21
Exclusions <sup>#</sup>	11	8	19
Cancellations of Enrolment	28	19	24

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

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
- Bond University collegiate school
- 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 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, 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.

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 2014, 93% of parents/caregivers surveyed indicated that their child was getting a good education at this school and 97% agreed that teachers at this school expect their child to do his/her best. 97% 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	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	89%	93%
this is a good school (S2035)	86%	81%	75%
their child likes being at this school* (S2001)	95%	82%	93%
their child feels safe at this school* (S2002)	100%	82%	86%
their child's learning needs are being met at this school* (S2003)	85%	86%	93%
their child is making good progress at this school* (S2004)	95%	89%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	93%
teachers at this school motivate their child to learn* (S2007)	84%	85%	90%
teachers at this school treat students fairly* (S2008)	75%	85%	89%
they can talk to their child's teachers about their concerns* (S2009)	85%	92%	97%
this school works with them to support their child's learning* (S2010)	75%	88%	97%
this school takes parents' opinions seriously* (S2011)	81%	81%	79%
student behaviour is well managed at this school* (S2012)	70%	64%	69%
this school looks for ways to improve* (S2013)	83%	81%	100%
this school is well maintained* (S2014)	90%	82%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	82%	91%	93%
they like being at their school* (S2036)	82%	95%	91%
they feel safe at their school* (S2037)	74%	88%	93%
their teachers motivate them to learn* (S2038)	86%	93%	90%
their teachers expect them to do their best* (S2039)	96%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	79%	86%	89%
teachers treat students fairly at their school* (S2041)	77%	79%	84%
they can talk to their teachers about their concerns* (S2042)	66%	80%	79%
their school takes students' opinions seriously* (S2043)	68%	82%	79%
student behaviour is well managed at their school* (S2044)	61%	78%	74%
their school looks for ways to improve* (S2045)	86%	92%	94%
their school is well maintained* (S2046)	67%	83%	83%
their school gives them opportunities to do interesting things* (S2047)	78%	90%	86%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		83%	93%
they feel that their school is a safe place in which to work (S2070)		76%	91%
they receive useful feedback about their work at their school (S2071)		84%	88%
students are encouraged to do their best at their school (S2072)		90%	94%
students are treated fairly at their school (S2073)		90%	95%
student behaviour is well managed at their school (S2074)		44%	72%
staff are well supported at their school (S2075)		54%	74%
their school takes staff opinions seriously (S2076)		73%	81%
their school looks for ways to improve (S2077)		90%	94%
their school is well maintained (S2078)		60%	75%
their school gives them opportunities to do interesting things (S2079)		80%	85%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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.

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 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 risen 3.5%. A significant contributor to this is ageing air conditioning. A move to more efficient modern units will address some of this. Water usage has begun to fall.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	482,840	21,271
2012-2013	440,416	29,468
2013-2014	456,039	17,181

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.



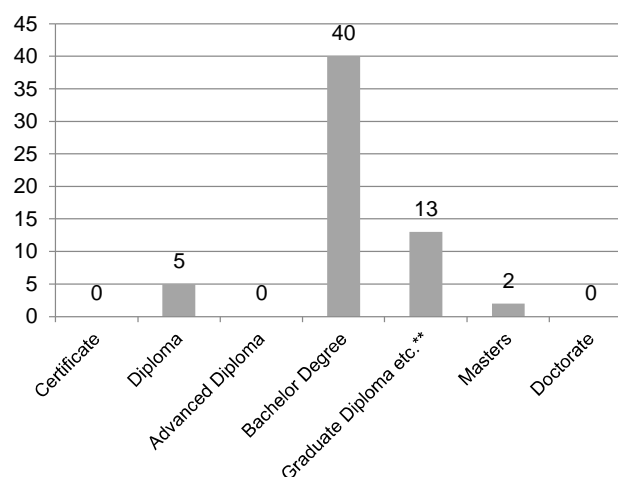
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	60	33	<5
Full-time equivalents	57	25	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	13
Masters	2
Doctorate	0
<b>Total</b>	<b>60</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 2014 were \$ 45040.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

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

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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  
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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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	85%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

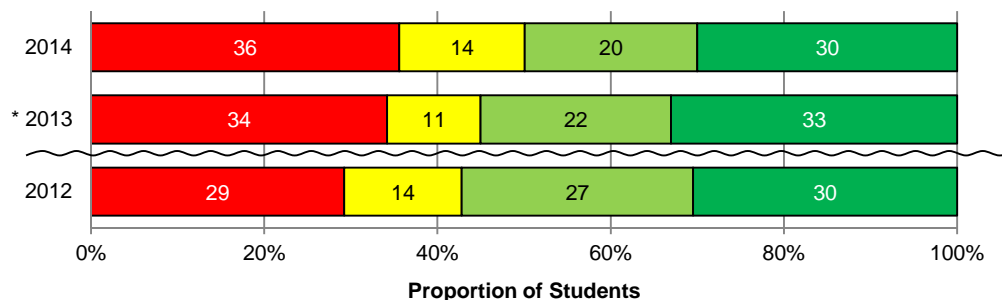
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								88%	87%	85%	87%	90%
2013							88%	89%	83%	85%	87%	87%
2014							86%	88%	85%	82%	85%	89%

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%    ■ 85% to <90%    ■ 90% to <95%    ■ 95% to 100%



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

Non-attendance is managed in state schools in line with the DETE 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 (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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Search by suburb, town or postcode

Sector  Government  
 Non-government

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. 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. Significant progress has been made in reducing the gap in the area of apparent retention of Indigenous and Non-Indigenous students from Year 10 to Year 12 from 2012 to 2014.

2014 saw an indigenous relative gain in both Yr 7 writing and Yr 9 numeracy greater than that of the school average and greater than the CQ region benchmark.

100% of Year 12 Indigenous students who completed school in 2014 exited with either a QCE, QCIA or a Certificate II qualification. 95% of Indigenous students who were eligible to complete their QCE were successfully awarded their certificate. Over 80% of the Indigenous students completed one or more VET qualifications with 18% completing a Certificate III qualification.

<b>Apparent retention rates Year 10 to Year 12</b>	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	61%	68%	76%

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students receiving a Senior Statement	83	90	106
Number of students awarded a Queensland Certificate of Individual Achievement.	1	3	4
Number of students receiving an Overall Position (OP)	24	32	37
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	7	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	79	78	72
Number of students awarded an Australian Qualification Framework Certificate II or above.	44	51	72
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	74	78	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.	83%	69%	84%
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.	96%	93%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	89%	97%

As at 19 February 2015. 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
2012	5	6	9	4	0
2013	5	5	12	6	4
2014	6	6	19	6	0

As at 19 February 2015. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	77	40	10
2013	64	51	5
2014	39	62	23

As at 19 February 2015. The above values exclude VISA students.

### In 2014, Year 12 students left Glenmore SHS with 1 or more of the following Certificates:

- Certificate I in Automotive
- Certificate I in Sport and Recreation
- Certificate I in Work Education
- Certificate I in Business
- Certificate I in Self Awareness and Development
- Certificate I in Engineering
- Certificate II in Hospitality
- Certificate II Retail Make Up and Skincare
- Certificate II in Retail
- Certificate II in Visual Arts
- Certificate II in Business
- Certificate II in Tourism
- Certificate II in Kitchen Operations
- Certificate II in Workplace Practices
- Certificate II in Self Awareness and Development
- Certificate III in Business
- Certificate III in Agriculture
- Certificate III in Beauty
- Certificate III in Fitness
- Certificate III in Hospitality
- Certificate III in Tourism
- Certificate III in Retail
- Certificate III in Community Recreation
- Certificate III in Children's Services

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2014 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.