Queensland State School Reporting – 2011
Glenmore State High School (2028)

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Principal's foreword

Introduction

The annual report contains a concise summary of Glenmore state High School in 2011. The report can be obtained on the website and in hard copy from the school office.

School progress towards its goals in 2011

In 2011, in addition to maintaining our whole school focus on positive relationships, literacy, indigenous education and brain compatible learning, we have used our NAPLAN and QCAT results to sharpen our attention on reading and comprehension in Years 8 and 9.

In 2011 we continued with our unrelenting focus on improving learning experiences for students through the application of brain compatible pedagogies and embedding literacy in every lesson across the curriculum.

Many opportunities were scheduled in our 2011 calendar for professional conversations and professional development as teachers meet their Performance Plan goals for 2011.

Personalised Learning Plans have been introduced in 2011 for identified year 8 students.

Glenmore SHS successfully implemented an identification and tracking process of the outcomes and pathways for our Senior students.

Future outlook

In 2012, a major focus will be the continued use of data to inform teaching and learning. Staff will be trained in the use of data analysis tools to create a greater understanding of the information available.

Staff will be actively involved in the development of programs and appropriate pedagogy ready for the implementation of the Year 7 pilot in 2013.

The identification of successful outcomes and pathways for senior students will be further developed with explicit tracking of all students individually. Students not yet successful in gaining fulltime work or further education and training have been enrolled into year 13. These students are being provided with further opportunities for work experience and training.

Staff will undertake a Behaviour Management review and develop policy and procedures to address issues. A major focus will be developing positive relationships, consistency of application and increasing the explicit teaching and expectations.

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School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
639	309	330	84%

Characteristics of the student body:

The student population is drawn from a broad cross section of the community. In 2011 there were approximately 101 students identified as Aboriginal and/or Torres Strait Islander and approximately 5% of our students speak English as a second language. We have approximately 9% of students ascertained with a learning disability for whom our Special Education Program caters for.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	22.7
Year 11 – Year 12	16.1
All Classes	20.1

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	213
Long Suspensions - 6 to 20 days	20
Exclusions	5
Cancellations of Enrolment	27

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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 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

Extra curricula activities

Instrumental Music Program

CQ Immersion days

Start Uni Now (SUN) program

Drama Productions

School oratory competitions

Rotary Quiz

Maths Teams Challenge

Westpac Mathematics Competition

Bond University collegiate school

C.P.A/Bond University competitions

Rockhampton Eisteddfod

Speaking competitions (Rostrum voice of youth, Lions youth of the year, Legacy plain English Speaking competition)

Supporting charitable organisations through school fundraising and door knock support

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 deployment of 270 devices through the NSSCF 1-1 laptop program has spurred our staff to achieve even greater objectives through the use of technology. 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 around the school. The school now has a student computer ratio of 1:1 with student accessible curriculum computers allowing ICT's to be a major part of our students learning.

Social climate

The social climate of our school is based upon the ethos of positive relationships with mutual respect and regard at its core.

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.

Positive relationships are also fostered through the pastoral care program, where through roll class and our transition programs, a deeper relationship between the roll class teacher and the student is developed to give the student a central contact person to unpack any issues that may arise.

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Parent, student and teacher satisfaction with the school

Glenmore SHS 2011 School Opinion Survey reported that 91.9% of Staff has a good working relationship with other staff, and 91% said they get on well with their students.

71.2% of Glenmore SHS students thought they are getting a good education at this school, while 88% of the schools' parents were satisfied with what their child is learning and also indicated a satisfaction level of 84% about the usefulness of what their child is learning at this school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	63%
Percentage of students satisfied that they are getting a good education at school	61%
Percentage of parents/caregivers satisfied with their child's school	58%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	57%
Percentage of staff members satisfied with morale in the school	65%

DW – Data withheld

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 maintained at this level by linking with home aver 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 students "Student 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.

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Reducing the school's environmental footprint

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

An increasing focus on the environment footprint of the school is being created in an effort to reduce environmental impact. Recycling of paper is actively encouraged throughout the school with recycle bins available to all staff. Fluorescent lights have been updated with T5 Tri-Phosphur bulbs and staff are encouraged to turn off electrical equipment when not in use. Equipment is kept well maintained to maximise efficiency.

Environmental footprint indicators, 2010-2011

|	Electricity KwH	Water KL
2011	489,053	7,278
2010	536,120	24,175
% change 10 - 11	-9%	-70%

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Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	56	27	<5
Full-time equivalents	55	21	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	48
Diploma	3
Certificate	1
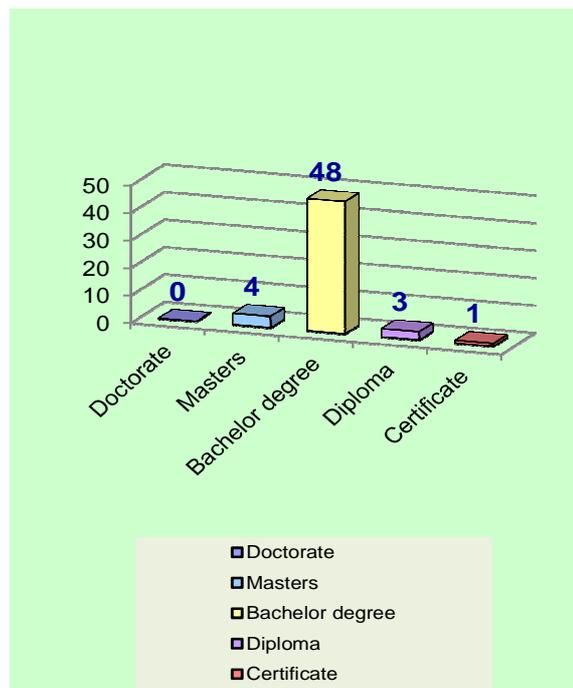
We have a fully qualified solicitor teaching Legal Studies.

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Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $23627.

The major professional development initiatives are as follows:

C2C – Implementation of the Australian Curriculum

Literacy and Numeracy

Leadership development

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 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.**

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

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Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.

The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							90%	87%	85%	89%	88%

Student Attendance Distribution

The proportions of students by attendance range.
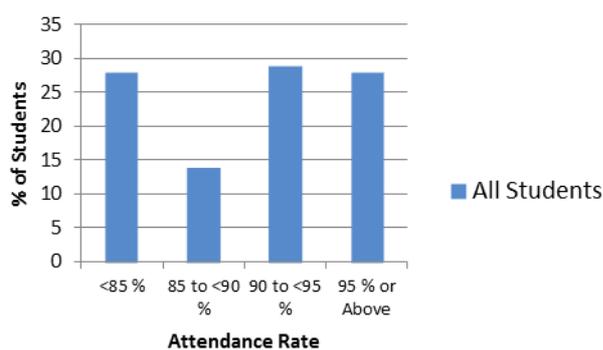
Description of how non-attendance is managed by the school

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.

Rolls are marked every lesson. Text messages indicating a student absence are sent based on attendance at morning roll class. SMS replies help reduce unexplained absences and truancy. At regular intervals, absence letters are produced and sent home, with a return stub supplied to account for absences.
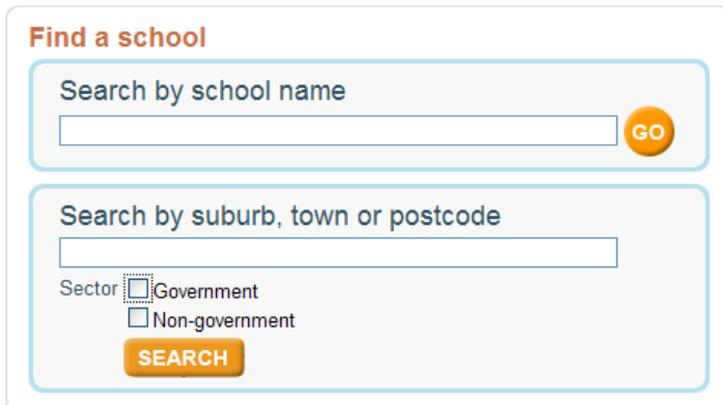
Glenmore SHS have introduced a policy of making students aware of their attendance rate, with rewards for students who maintain 95% or above attendance rate.

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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.**

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results 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 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

The gap in attendance between Indigenous and Non-Indigenous has reduced from 9.7% in2010 to 7% in 2011.

Staff at Glenmore SHS remain committed to assisting students to improve their attainment results across all subject areas.

The gap between Indigenous and Non Indigenous apparent retention rates from year 10 – year 12 is significantly less than similar Queensland State High Schools.

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Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	63%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	68
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	22
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	16
Number of students awarded one or more Vocational Educational Training qualifications.	58
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	19
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	44
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	73%
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.	88%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

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
6	4	6	6	0

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
55	16	6

In 2011, Year 12 students left Glenmore SHS with 1 or more of the following Certificate 1's:

Certificate 1 in Work Education

Certificate 1 in Manufacturing

Certificate 1 in Engineering

Certificate 1 in Construction

Certificate 1 in Furnishing

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Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 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.

Tracking of students who leave Glenmore SHS at the end of year 12 involves regular contact to ascertain if any further assistance is required to attain a successful level of post-school engagement. Glenmore SHS offers students who have left the opportunity to complete courses (eg RSA, RSG, white card etc), to participate in further work experience and the services of our Careers office to ensure students have maximum chances to gain meaningful employment or training after they leave school.

Students who leave early (not students who enrol in another school) are included in these follow up conversations. The majority of early leavers do leave school and enter the workforce as either a straight employee or as fulltime apprentices / trainees.

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