



Glenden State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Glenden State school is a Prep to Year 12 campus located 165 kilometres north west of Mackay. Glenden State School's aim is to provide the best education possible for every student in our care. At Glenden State School our students are encouraged to be part of a learning society where problem solving and critical thinking are crucial. We provide a high quality education that assists all to engage in learning, develop judgment and a sense of responsibility, understand the past and prepare to embrace the future. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. Teachers cater for the diverse range of students' needs, capabilities and interests through monitoring performance and holding meetings where students' performances and needs are discussed. The curriculum is modified to cater for students' differing ability levels. Our successful curriculum has a central focus on high levels of literacy, numeracy and science, with the remaining syllabuses delivered primarily as integrated units of study in the primary school. We pride our school on academic success, vocational pathways and strong community partnerships.

Glenden P-12 State School continues to strive positively forward. We continue to celebrate successes and look for ways to improve what we do and how we do it. I am extremely proud of our current data gains and trends; this is achieved through the combined efforts of our staff, students, parents and school community. This report outlines our progress in relation to a number of aspects of our school. Our focus, to accept the challenge of catering for each child, drives our thinking and commitment to providing a range of programs in a range of fields. At Glenden P -12 State School we use the structures of Positive Behaviour Learning to teach appropriate behaviour in the context of our values and expectations. These are reflected in all we do and in our day to day interactions: aim for safety, success and respect. The ongoing professional and genuine commitment of our staff, and their ability to provide and promote an excellent learning environment is more than commendable; they are a major reason that we continuously improve and innovate in many ways and I thank them for being an outstanding group of educators.

Our Motto is Aim High

Our Values are aim for success, safety and respect.

Our Purpose is to encourage quality educational experiences, embracing an inclusive environment that values diversity and the needs of all learners. In partnership with parents and the community we aim to foster responsibility, pride and respect for self and others while finding worth within learning, so all may achieve goals that will celebrate personal success and make a positive contribution to society.

School progress towards its goals in 2018

Focus	School Priorities 2018	Status
Numeracy	<ul style="list-style-type: none"> Engage teachers in data discussions around numeracy and number facts to identify student goals for learning Implement common pedagogical approach to teaching and learning in numeracy Access professional development around Inquiry approach to mathematics Deploy resources to support including teacher aides and pedagogical coach Seek and create opportunities for teachers to network and moderate outside the school 	Achieved and embedding
Writing	<ul style="list-style-type: none"> Focus on secondary implementation of STRIVE around cognitive verbs including: collection of baseline data; modelling and coaching; data discussions; genre planning Continue to apply consistent research based pedagogy across P-12, collaborative marking and analysis each term 	Achieved and embedding

	<ul style="list-style-type: none"> Engage teachers in data discussions to identify problems of practice across KLAs and teacher goals for improvement Implement coaching and modelling in writing and school agreed pedagogy 	
Wellbeing	<p>Students</p> <ul style="list-style-type: none"> Implement Friendly Schools as a whole school evidence based wellbeing program to complement existing program Implement Youth Mental Health First Aid – training for staff and all secondary students Expand roles of Captains to create a unified team, and genuine student voice opportunities Utilise TrackEd as a monitoring tool for youth engagement around attendance, academic progress, behaviour, wellbeing, QCE attainment and goal reaching Identify early at risk students and support plans <p>Staff</p> <ul style="list-style-type: none"> Continue strategies including whole of staff meeting with wellbeing focus, collaborative development of staff professional development plans, feedback cycles and ten minute rounds with Admin <p>Beginning Teachers</p> <ul style="list-style-type: none"> Continue implementation of induction and mentoring program within and across schools 	Achieved

Future outlook

Our school at a glance

Focus	School Priorities 2019
Numeracy	<p>Mentor and coach staff in collecting and analysing student pre and post unit data for number</p> <p>Engage teachers in data discussions around numeracy to identify student goals for learning</p> <p>Continue to implement and on board new staff in common pedagogical approach to numeracy featuring warm ups, whole class teaching and small groups; visible learning and scaffolded strategies. Deploy resources to support including teacher aides and pedagogical coach</p> <p>Support teachers in their Circle of Practice including peer coaching/feedback</p> <p>Seek and create opportunities for teachers to network and moderate with like teachers in other schools – to support school based pedagogy and SATE implementation</p>
Writing	<p>Mentor and coach staff in monitoring writing samples across KLAs using Aspects of Writing as a tool through collaborative data collection, marking and analysis once per term</p> <p>Engage teachers in data discussions around writing to identify problems of practice and goals for teaching and learning across KLAs</p> <p>Implement/coach/model integration of explicitly teaching writing demands of Australian Curriculum across KLAs, with a focus on explicit teaching of cognitive verbs and genre</p> <p>Implement coaching and modelling and watching others work in writing and school agreed pedagogy</p>

Wellbeing	<p>Student Wellbeing</p> <p>Engage with Wheel of Wellbeing and <i>be you</i> programs to reconceptualise Wellbeing Program – PBL team, staff and student representatives to be involved.</p> <p>Continue implementation of Youth Mental Health First Aide</p> <p>Expand roles of School and Sport Captains to create a unified team and genuine student voice opportunities</p> <p>Review Responsible Behaviour Plan to include reinforcers appropriate for secondary (through consultation) and conduct staff induction around to ensure consistency</p> <p>Review PBL for Tier 1 fidelity; establish team and action plan</p> <p>Continue to implement and Investigate ways to work with community to establish and ensure extracurricular opportunities and experiences for students</p> <p>Utilise TrackEd as a monitoring tool for youth engagement around attendance, academic progress, behaviour, wellbeing, QCE attainment and goal reaching; identifying early at risk students and support plans.</p> <p>Staff Wellbeing</p> <p>Continue fortnightly 10 minute rounds with teachers, monthly with teacher aides as individual consultation</p> <p>Conduct whole of staff meetings once per term with a wellbeing focus</p> <p>Implement High Performance Team strategies</p> <p>Collaboratively develop staff professional development plans with all of staff, align performance plans to school priorities; continue feedback cycles and implement timelines with DPPs</p> <p>Beginning Teachers Wellbeing</p> <p>Continue school based Induction Program utilising best practice through AITSL</p> <p>Facilitate opportunities for beginning teachers to network with, engage in observations/coaching and moderation experiences across schools</p> <p>Implement ongoing Mentoring program within the school, aligned to proficiency standards.</p>
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School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	140	96	91
Girls	70	43	43
Boys	70	53	48
Indigenous	12	8	13
Enrolment continuity (Feb. – Nov.)	87%	88%	84%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Glenden State School students come from the immediate community, with families coming from a range of cultural backgrounds and working either in local industry or surrounding areas. Student enrolment continues to decrease with fluctuations in the mining industry and consequence employment opportunities and/or job losses. Student pathways at the completion of year 12 continue to vary, with students seeking vocational or tertiary pathways. Our students and community have a positive attitude towards education and school, and families have high expectations for their children in the areas of academic performance and social competence.

Lower enrolments and smaller class sizes give us the valuable opportunity of knowing all of our students and being able to nurture and guide them in a very focussed way.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	16	14
Year 4 – Year 6	21	20	18
Year 7 – Year 10	14	4	10
Year 11 – Year 12	7	8	6

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Glenden P-12 State School provides high quality education services that make a positive difference to the lives of all students. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

The school offers a quality education in all key learning areas of the Australian Curriculum. Our curriculum plan allows for a strong focus on Literacy and Numeracy across all key learning areas.

Classes are organised in year levels from Prep to Year 12, including multi age classes. Despite small numbers in the secondary section, a full range of subject choice is offered.

Common agreed school pedagogies and strategies include:

- Explicit teaching pedagogies
- Problem Solving/Inquiry approaches in mathematics
- Reading Comprehension – Guided Reading pedagogies
- THRASS phonological awareness and teaching
- STRIVE vocabulary teaching
- Pre and post testing in mathematics
- Cars and Stars Reading Comprehension from years 3 to 12 to identify individual and cohort strengths and needs
- Year 6 transition program which enables year 6 students to partake in subjects with high school teachers
- Specialised teachers instructing programs across P-12 including PE, The Arts
- Business and Training Partnerships which allow students to undertake traineeships and apprenticeships with

a view to employment

Co-curricular activities

Extra school curricular programs aim to provide students with an array of sporting, cultural and enrichment activities. Some of these have been generously implemented by teachers to address the need for activities in the community. Such activities include:

- Cross Country, Athletics and Swimming Sports Carnivals
- School discos, movie nights, Mocktail events for secondary
- Excursions and camps
- Industry places work experience over 5 days for years 10 -12
- Glenden-Calen Sporting Exchange – a 30 year tradition with alternate schools hosting a two day sporting and cultural event
- Touch Football training after school
- Ball Skills held once per week after school
- Robotics club twice a week, alternate age groupings
- Robotics Competition held annually through Isaac Regional Council
- Under 8s celebrations
- Tennis, squash, soccer
- Maker Space

The school and staff are extremely responsive in catering to expressed needs of students in the community.

How information and communication technologies are used to assist learning

Glenden P-12 State School has a strong ICY focus with the necessary hardware, software and skilled staff to integrate

Information and Communication Technologies into all curriculum areas. Wireless access to the school network and internet is available throughout the campus. All teachers have access to their own laptop computer and iPad, and classrooms have data projectors and interactive whiteboards.

The school has a computer lab, as well as computers situated in classrooms and the library. Laptops are readily accessed by all students. The take home laptop program for all students in years 9 -12 has allowed students access to a device (either laptop or tablet) to enhance their learning and connectivity. In 2018 the school moved to a BYODx program.

The implementation of the Maker Space and STEM curriculum has enabled students to access further technology including robotics, 3D printing, art tablets, spheros and a range of other hardware to implement our Coding program in the future. We are also aligning this program with Digital Technologies and syllabus.

Some students access online learning through Brisbane School of Distance Education, while others requiring extension in their learning access IMPACT online learning programs where they collaborate in their learning with students across the State.

Social climate

Overview

Glenden P-12 State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. We have created a cohesive and consistent focus across the school, collectively engaging in Positive Behaviour Learning through teaching and consistent rewards/consequences. School values of respect, safety and success are embedded in all we do.

The school has a strong anti-bullying culture that is reinforced through Positive Behaviour Learning and our structured Wellbeing Program, focused around principles of the Wheel of Wellbeing. These are all proactive approaches to student engagement and success.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	94%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	93%	94%	100%
• their child is making good progress at this school* (S2004)	93%	94%	100%
• teachers at this school expect their child to do his or her best* (S2005)	93%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	100%
• teachers at this school motivate their child to learn* (S2007)	93%	88%	100%
• teachers at this school treat students fairly* (S2008)	86%	88%	100%
• they can talk to their child's teachers about their concerns* (S2009)	93%	94%	100%
• this school works with them to support their child's learning* (S2010)	93%	94%	100%
• this school takes parents' opinions seriously* (S2011)	86%	94%	100%
• student behaviour is well managed at this school* (S2012)	93%	94%	100%
• this school looks for ways to improve* (S2013)	93%	94%	100%
• this school is well maintained* (S2014)	92%	94%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	87%	98%	88%
• they like being at their school* (S2036)	84%	90%	79%
• they feel safe at their school* (S2037)	94%	92%	88%
• their teachers motivate them to learn* (S2038)	81%	92%	91%
• their teachers expect them to do their best* (S2039)	97%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	88%
• teachers treat students fairly at their school* (S2041)	55%	76%	65%
• they can talk to their teachers about their concerns* (S2042)	71%	80%	74%
• their school takes students' opinions seriously* (S2043)	81%	78%	74%
• student behaviour is well managed at their school* (S2044)	77%	84%	76%
• their school looks for ways to improve* (S2045)	90%	90%	88%
• their school is well maintained* (S2046)	83%	84%	88%

Percentage of students who agree# that:	2016	2017	2018
<ul style="list-style-type: none"> their school gives them opportunities to do interesting things* (S2047) 	97%	92%	85%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
<ul style="list-style-type: none"> they enjoy working at their school (S2069) 	100%	100%	100%
<ul style="list-style-type: none"> they feel that their school is a safe place in which to work (S2070) 	100%	100%	100%
<ul style="list-style-type: none"> they receive useful feedback about their work at their school (S2071) 	100%	100%	100%
<ul style="list-style-type: none"> they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) 	88%	91%	83%
<ul style="list-style-type: none"> students are encouraged to do their best at their school (S2072) 	100%	100%	100%
<ul style="list-style-type: none"> students are treated fairly at their school (S2073) 	100%	95%	100%
<ul style="list-style-type: none"> student behaviour is well managed at their school (S2074) 	100%	94%	100%
<ul style="list-style-type: none"> staff are well supported at their school (S2075) 	93%	95%	100%
<ul style="list-style-type: none"> their school takes staff opinions seriously (S2076) 	93%	100%	100%
<ul style="list-style-type: none"> their school looks for ways to improve (S2077) 	93%	100%	100%
<ul style="list-style-type: none"> their school is well maintained (S2078) 	100%	100%	94%
<ul style="list-style-type: none"> their school gives them opportunities to do interesting things (S2079) 	93%	100%	94%

* 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

Glenden P-12 State School has enhanced its communication with parents and the community through the establishment of a Facebook page, advertising on the community noticeboard (online), webpage and celebrating achievements and events through the newsletter. Engagement in our online communication tools such as Facebook have shown a strong increase.

Parents volunteer their time in a range of ways, through assisting in the classroom, P&C membership, excursion help, classroom activities and extra-curricular activities and events. The P&C Association is an active group of parents who meet monthly to participate in the management of the school. Their contribution is highly valued. We also encourage parent engagement in parent teacher interviews at the end of terms 1 and 3, and in SET planning and reviews for our secondary students. We highly value this as it helps us work in partnership to track and ensure that students are on target to achieve their QCE and career aspirations.

Respectful relationships education programs

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

This program is comprised of:

- Positive behaviour teaching through Positive Behaviour Learning structures – driven by data collected and analysed

monthly and responsive to needs.

- Whole School Wellbeing Program once per week, across the school which encompasses topics such as relationships

and sexual education, healthy lifestyles, hygiene, cyber safety, personal qualities/achievements/strengths, cultural

awareness and diversity, strange danger, cyber safety and bullying and group work skills to name a few.

- KidsMatter and MindsMatter programs and professional development for all staff
- We also schedule visits for secondary cohorts across the year from Headspace and Mackay Police who address issues such as identity, personal safety and awareness, identifying and responding to abuse and violence, legalities around contact and use of mobile devices; and a year 12 transition program address safe and defensive driving.
- Kids Helpline skype sessions as part of the wellbeing program

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	1	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	41,949		127,602
Water (kL)		112	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

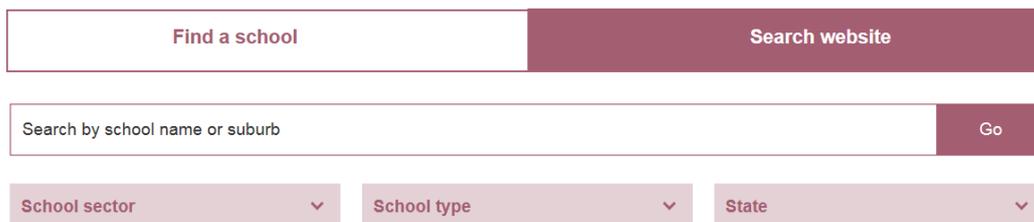
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	15	12	<5
Full-time equivalents	13	8	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	11
Diploma	0
Certificate	0

*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 2018 were \$16 276.76

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Positive Behaviour Learning – team development
- Seven Steps to Writing
- THRASS
- Literacy for teacher aides
- Coaching
- Cleaners and Grounds eg Chemical Accreditation
- Mathematics
- Master Teacher Project (writing)
- Beginning teachers Professional Development and Mentoring
- STEM agendas
- Australian Curriculum
- Special needs

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	91%	91%
Attendance rate for Indigenous** students at this school	95%	91%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	92%	90%
Year 1	93%	90%	91%
Year 2	93%	93%	93%
Year 3	91%	92%	93%
Year 4	93%	88%	94%
Year 5	92%	94%	89%
Year 6	95%	88%	89%

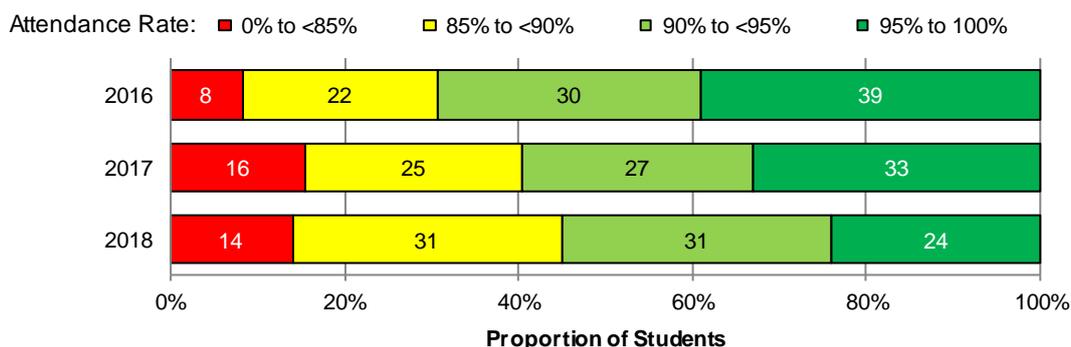
Year level	2016	2017	2018
Year 7	89%	94%	87%
Year 8	93%	90%	91%
Year 9	90%	94%	94%
Year 10	93%	88%	90%
Year 11	92%	94%	90%
Year 12	94%	90%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

At Glenden P-12 State School attendance rolls are marked twice a day in the primary school (morning and afternoon) and five times a day in secondary (each period including form). An SMS alert system is used to communicate with parents when students are absent with no explanation. If we don't hear from parents, we follow up with a phone call. Parents are required to give a reason for absence, in document form or via the student absence phone line. Parents of students who are absent two days without explanation are phoned. Written notification of unexplained absence of a day is sent to all parents each term to account for students missing school. We encourage attendance by ensuring our curriculum is relevant and interesting. We teach our students to set goals around their learning, which encourages them to see a need for being at school unless ill. At assembly each week there is an award for the class with the highest attendance for the week prior in primary and secondary.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	9	7	7
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	9	7	7
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP	2	4	3
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)	9	7	7
Number of students awarded a VET Certificate II or above	8	4	6
Number of students who were completing/continuing a SAT	7	5	4
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	50%	100%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	67%	100%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	1	1	2
11-15	0	3	1
16-20	1	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	9	7	7
Certificate II	7	3	6
Certificate III or above	2	1	1

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

VET qualifications include Certificate I Resources & Infrastructure Operations, Certificate II in Resources & Infrastructure Operations, Certificate II in Engineering Production, Cert II in Self Awareness and Personal Development.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	56%	64%	54%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	0%		

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Students who left the school in years 10, 11 and prior to completing year 12 continued their education at other schools. Those who left at the end of year 11 went to take up Apprenticeships which they successfully applied for. All students at Glenden P-12 State School are guided through post schooling options. Each individual student undergoes a Semester review which involves parent meetings to discuss the various pathways available to each individual students. If there are early leavers, the students and parents are contacted to ensure that the student is engage in work or further education, and is aware of support options.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.glendenss.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>