Carinity Education Gladstone

Annual Report 2020 (Based on 2019 data)

An outreach of Queensland Baptists

carinity

School Sector:

Independent

School's Address:

803 Glenlyon Road, Glen Eden. Qld 4680

Total Enrolments:

Carinity Gladstone opened in July 2017 with an enrolment of 24 students. Total enrolment in Term 4, 2019 was 93 students.

Year Levels Offered:

Year 7 – Year 11 (Year 12 will commence in 2020).

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Carinity Education Gladstone is a co-educational Special Assistance School for students in Years 7 to 12 situated on the southern side of Gladstone in Glen Eden that strives to provide excellence in education for a disadvantaged population in a setting where students' educational and personal needs are recognised, respected and met. Many students come to our school with issues in their lives from outside of school playing heavily on their mind. We aim to fully support our students and build their resilience to be able to cope in a more effective manner with the ongoing difficulties in life so they can be mindful and engage more effectively in the classroom and in learning.

 The school operates under a considered research-based Model of Service with a principle of unconditional positive regard at its core. Young people are only able to be enrolled through referral and are either disengaged from education or at high risk of disengagement. Students are referred to Carinity Gladstone from Education Queensland Schools, as well as from a range of Government Departments and Community organisations. Many Students commence at the school with a history of absenteeism in the mainstream setting. All have large gaps in their schooling, negative previous experiences of mainstream education and are seeking a different approach. Carinity Gladstone also specialises in providing assistance for students from backgrounds of disadvantage, trauma and abuse. We provide a supportive and flexible learning environment that enables all of our students to work towards overcoming the barriers they have previously faced when

accessing education.

The school has a strong focus on community; developing skills, attitudes and behaviours that equip students for life beyond school. A support team is in place to work with the underlying causes of behaviours. As a SAS school Carinity Gladstone aims to remove barriers to education and to nurture the intellectual, spiritual, social, emotional and ethical development of young people.

The ratio of Females to Males was   66% and 33% respectively.

Indigenous enrolment percentage was at 17%.

Distinctive Curriculum Offerings:

The school has a practical, real world approach to learning across all subject areas in all year levels. Learning opportunities are based on real life topics and values that engage students, helping them understand themselves, appreciate the world around them and form respectful opinions. The focus for students at Carinity Gladstone is to ensure that the pattern of disengagement that preceded enrolment is interrupted and positive relationships are formed. Learning programs in all subjects are developed to suit individual students needs at the level they are at with an emphasis on practical applications, hands on and project-based work. The use of opportunities to extend English/Literacy and Mathematics/Numeracy skills are a focus in all learning areas and is seen as a fundamental need to a student's ability to learn at school and to engage productively in society. Personal and social capability skills are also addressed in all learning areas and at every stage of schooling at Carinity Gladstone. Students learn to understand themselves and others, and manage their relationships, lives and learning more effectively. Carinity Gladstone has programs and support in place to help students recognise and regulate their emotions, develop empathy for others and understand healthy, positive relationships. Additionally, we encourage skills that produce responsible decisions, the ability to handle challenging situations and resilience.

Students in Year 10 and Year 11 and Year 12, have the opportunity to undertake Vocational Education in the areas of Hospitality, Business, Tourism, Skills for Work and Vocational Pathways and other self-selected courses. Also on offer, for future senior students is a range of SAS subjects, including Aquatics in Practice, Science in Practice, Media Arts in Practice, Art in Practice, Building and Construction Skills, Essential Mathematics, Essential English, BKSB and for all students, short courses in Literacy, Numeracy and Careers. The school also provides pathways to work experience as part of curricular activities and maintains strong links with external education providers including TAFE, private RTO's and the local University.

Typically, students come to Carinity Gladstone with a range of diverse needs, and the school is structured to provide for this. Students also have the benefit of support from our team of dedicated youth workers and passionate youth development leads to provide additional learning support and well-being support as needed.

An important focus at Carinity Gladstone is placed on developing positive relationships between staff and students. This works to improve both active participation in learning and attendance.

Extra-curricular Activities:

At Carinity Gladstone we work under the Outcomes Star and Therapeutic Crisis Intervention Models to explicitly and implicitly teach young people emotional literacy, self-regulation and resilience building strategies. By explicitly addressing the issues and the behaviours we can see positive changes in the behaviours and the academic outcomes of our students.

Some of the extra-curricular activities at Carinity Gladstone are:
- Mentoring activities to improve student engagement
- Sport
- Rewards programs
- Rock and Water Program
- Holiday Program
- Afternoon games
- University and TAFE open days
- A range of electives to choose from including Woodwork, Music, Art, Cooking, Outdoor Health and Fitness, Robotics, Gymnastics.
- Career Days
- Fit to Commit
- Work Placement
- Harmony Day
- NAIDOC Celebrations
- Biggest Morning Tea
- Headspace – Counselling support and group talks
- CYMHS – educational and counselling support
- Qld Health – Health talks and educational session
- CPIU
- Athletics and Swimming Carnivals
- Christmas and Easter Celebrations

Social Climate:

Carinity Gladstone is passionate about creating a culture of growth and development for all young people. With a commitment to social justice, we provide opportunities for young people to connect with a range of services, experiences and learnings that will empower them to create positive changes in their lives. We believe that anti-social behaviours are a direct outcome of negative experiences that have impacted on brain development and consequently young people's capacity to engage and make positive choices.

Adverse Childhood Experiences negatively impact a student's ability to engage with curriculum in traditional ways. At Carinity Education Gladstone we acknowledge the importance of providing a curriculum that is trauma informed and student driven for this reason. Providing a safe and supportive environment in which students can begin to understand the impacts of their daily lives on their learning is an integral first step in the education process.

The school's philosophy of Unconditional Positive Regard underpins the climate of the school and this philosophy informs the structure and strategies that we utilize. We aim to address the needs and capacity of each individual, providing learning and strategies that take students through steps that lead to greater resilience, increased engagement and positive brain development. Students are in small cohorts with dedicated teachers and supported by a passionate youth development lead and youth workers. Carinity Gladstone aims to create a community vibe where all students feel like a valued member.

When behavioural or bullying issues arise we use mediation, communication and restorative justice methods to come to a resolution. Bullying is not tolerated in the school and students involved in bullying behaviours are required to participate in mediation with staff and victims to develop some understanding of the impacts of their behavior on others and to come to a peaceful resolution. Repercussions of their actions are determined based on individual students and circumstances.

Because most of our students come with a range of barriers, a holistic support system including the following is provided.
- Youth support through the activities of the youth workers
- Outcome Star Program
- External partnerships with local counselling organisations provide support to referred students (also conduct substance abuse programs to assist youth where necessary)
- Pastoral care programs with a focus on mental, social and personal wellbeing
- Pastoral care programs with a focus on bullying; awareness, understanding and resilience
- Holiday mentoring programs to ensure students stay on track
- Specialised teaching, learning and assessment resources
- Rewards program to encourage positive behaviour
- External links with other youth support agencies to ensure best outcomes for the student
- Court support
- Meals
- Yarning Circle
- Catering for basic needs; food, clothing and hygiene
- Sense of Community, belonging and security; a place where students know they will be safe
- Physical Health and well being
- Strong relationship building
- Personal and social capability, personal development, emotional and social wellbeing, communication, choices and behavior
- R.E.A.L.S Tracking
- Elective subjects such as Art, Music, Fishing, Beach Outings, Botanic Garden visits, Team Sports, Cooking, Gardening
- Family functions
- Harmony Day
- Anti-Bullying Awareness Day

The school focuses on relationship building, social and emotional wellbeing, as well as curriculum requirements to engage the students. We aim to develop relationships of trust and hope with our young people that can be built into further life and work skills.

Child protection is an important part of school life. The school actively supports children who are at risk of harm or sexual abuse. As well as reporting such matters, the school works closely with external providers to ensure children have a 'safe place' outside of school hours, and that Police are kept up-to-date with issues.

Parental Involvement:

Carers and families are encouraged to play an active role in the schooling, care and support of the young person in their care. Carers are considered an important part of a three-way partnership in their child's education. They are routinely contacted by phone, text messages or emails and they are encouraged through the work of the pastoral care team, to communicate regularly with the school, participate in events and meetings so that staff can best support the child as well as the family when needed.

The school staff are available for meetings with families outside of school hours by request and an appointment time. Carinity Education Gladstone are also willing to undertake home visits for families who find it difficult to meet at the school for various reasons.

Staff are encouraged to appropriately and responsibly send text messages and photos that provide a snapshot and communication to carers and families of student achievements. Communication plays an important role at Carinity Education Gladstone.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

A process of formal surveys with carers are conducted annually to ensure that customer satisfaction is maintained, and opportunities and ideas for improvement are received. This is completed through an on-line process or hard copy. Students have the same opportunity to answer questions through an on-line survey tool or hard copy to gauge satisfaction. Students are encouraged to provide ideas for discussion and consideration on many topics and in all areas of their school community.

The data collected revealed that the majority of parents, carers and students were supportive and extremely positive about their experiences at Carinity Gladstone. Students felt that the staff were more caring, they received greater support and enjoyed coming to school. The data positively indicated that the students believed that the school was a safe place, they were succeeding in their education and learning more. Their overall experiences were much better than at other schools. The survey data from parents and carers

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies.

Title: Jane Greenland (Principal)

Funding Information

School financial data can be found on the My School Website http://www.myschool.edu.au/.

Workforce Information

Staff Composition, Including Indigenous Staff:

In 2019 Carinity Gladstone employed a very dedicated and passionate staff which consists of:

- A full-time Principal
- 1 full-time Administration Coordinator
- 1 part time Administration Officers
- 6 full-time Teachers
- 2 part-time Teacher
- 2 full-time Youth Development Leaders
- 4 full-time Youth Workers
- 2 part-time Youth Workers
- 1 full-time Grounds/Maintenance Officer
- 1 part-time Cleaner
- 1 part-time Cook

    (In 2019, 2 Indigenous staff members were employed)

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	0
Bachelor Degree	75%
Diploma	25%
Certificate	0

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of staff participating in activity
Child Protection and Duty of Care	All
Creating Calmer Classrooms	All
Drumbeat	1
TCI Training	3
TCI Refresher	6
TAE	2
MOS	All
Curriculum Updates	2
First Aid and CPR	All
Fire Safety	All
QCAA Curriculum	2
Rock and Water Program	1
Outcome Star Training	4
Code of Conduct	All
Trauma Aware Schooling	3
ISQ SAS Schools Workshop	4
QCAA School Leaders	1
Curriculum Development	All
Total number of teachers participating in at least one activity in the program year	All

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
8	$7,400	$ 1,200
The total funds expended on teacher professional development in 2019	$ 9,340	
The proportion of the teaching staff involved in professional development activities during 2019	100%	
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

Average Teacher attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
7	192	88	93%
For permanent and temporary classroom teachers the average staff attendance rate was 93% in 2019			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
7	7	100%
From the end of 2018 100% of staff were retained for the entire 2019 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

Total number of students	Number of possible attendance days	Total number of days absent	Total Attendance
93	16,275	5113	11,162

The average attendance rate for the whole school as a percentage in 2019 was 69%

Average student attendance rate for each year level:

Total number of students in year level	Number of possible attendance days for year level	Total number of days absent for year level	Total Attendance days for year level
Year 7 – 7	1,225	343	882
Year 8 – 15	2,625	677	1,948
Year 9 – 17	2,975	1,019	1,956
Year 10 – 33	5,775	1,836	3,939
Year 11 – 21	3,570	1,238	2,332
Year 12 – N/A	-	-	-

Year levels	Average attendance rate for each year level as a percentage in 2019
Year 7	72%
Year 8	74%
Year 9	66%
Year 10	68%
Year 11	66%
Year 12	N/A

A description of how non-attendance is managed by the school:

School attendance is monitored by the Youth Worker and Teacher allocated to each Pastoral Care Group. Each morning carers of students who are not at school are contacted via phone or text message by the Administration officer. Any un-explained absences or continuous absence from school is followed up by the Youth Development Lead or Principal. If there is no response, a staff member will conduct a home visit. If the student does not return to school a phone call or text message is sent asking the carer to attend a meeting with the Principal and Youth Development Lead to discuss and explain the non-attendance. If there is no response, the school contacts the carer by letter with a timeframe to contact the school to make an alternative meeting time. Records of these activities are maintained on the schools' student management system (TASS).

NAPLAN results for Years 7 and 9 in 2019

Because our small cohort of students in Years 7 and 9 levels come from backgrounds of anxiety, often just becoming comfortable with attending school in May and re-engaging with some confidence with their school work, their parents and carers opted to withdraw them from NAPLAN testing. Carinity Gladstone will continue to support NAPLAN testing for its students and encourage participation in future years.

School outcomes for Naplan can be found by going to the My School website
http://www.myschool.edu.au/

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	432	
Year 5 (2019)	N/A	506	
Year 7 (2019)	N/A	546	
Year 9 (2019)	N/A	581	

Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	423	
Year 5 (2019)	N/A	474	
Year 7 (2019)	N/A	513	
Year 9 (2019)	N/A	549	

Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	419	
Year 5 (2019)	N/A	501	
Year 7 (2019)	N/A	546	
Year 9 (2019)	N/A	582	

Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	440	
Year 5 (2019)	N/A	499	
Year 7 (2019)	N/A	542	
Year 9 (2019)	N/A	574	

Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	408	
Year 5 (2019)	N/A	496	
Year 7 (2019)	N/A	554	
Year 9 (2019)	N/A	592	

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