



Carinity Education | GLENDYNE

School Annual Report 2017

(Based on 2016 data)

Vision Statement: Creating communities where people are loved, accepted and supported to reach their full potential.

Mission Statement: Driven by our Christian values, we provide high quality care and services, making a real difference to people in need.

Summary:

Carinity Education – Glendyne is a Special Assistance School (SAS) that specializes in assisting youth who are at risk of disengaging, or have already disengaged from mainstream education. Glendyne is structured to be highly supportive of these youth, and provides an education that is both student centered and practical to ensure maximum opportunity for engagement. Additionally, Glendyne provides mentoring programs designed to build positive and productive relationships that steadily enmesh and immerse students within the programs. The strong staff student relationships also enable the modelling and teaching of essential skills for life.

Glendyne sees itself as a community school, providing support to local high schools and youth services through a referral process. The heart of Glendyne is in its vision, "Hope through Faith and Learning". A distinctly Christian school, with a focus on building lives on biblical principles, Glendyne achieves outcomes with youth leaving the school with improved attitudes to learning and life, improved education, and the ability to begin the next phase of life engaged in work or an apprenticeship. Many of our students become members of the local community who capably provide advice and guidance to other youth struggling with life challenges.

Prepared by: **Dale Hansen - Principal**

School Sector:

Independent

School's Address:

72 Nikenbah – Dundowran Rd, Nikenbah 4655

Total Enrolments:

138 at commonwealth census

Year Levels Offered:

6 - 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

All students that attend Glendyne are referred from normal mainstream schools, or youth agencies. This is due to a number of reasons, ranging from lack of interest in mainstream schooling methods and relationships, truancy, learning difficulties. Occasionally students are referred as a result of behavioural issues within the mainstream schooling context. The school's enrolment includes approximately 17% indigenous & has a gender profile of 72% boys, 28% girls.

All students require different levels of support when they first attend.

Distinctive Curriculum Offerings:

The school has a practical, real world approach to learning across all subject areas in all years from years 6 - 12. The school is grouped more by abilities and scope of understanding, rather than year level. Middle school is year 6 – 8, transition is year 9, and senior school is years 10 – 12.

The Middle school focuses on curriculum that underpins all learning that is in the later years, which is Literacy, Numeracy and Science. Other subjects from ACARA are imbedded into these areas to ensure that a broad knowledge is *ATTAINED*. The use of ASDAN (project based learning), is used in all these year groups, and life skills, and community based projects are also part of the day-to-day learning, to ensure that students have a knowledge of the community in which they live. The focus for younger students is to ensure that the pattern of disengagement that preceded enrolment is interrupted, with the hope that some may return to mainstream schooling eventually.

Transition is the group that moves students from a very structured program, to becoming more self-directed, and building on skills that will help them transition into the senior years of learning. A focus on understanding the world of work and further study is an important learning area, so that by the time students are in their first year of senior they are well prepared for the development of their Senior Education and Training Plan (SET).

Senior school is about getting students ready to transition into the world of work and further study. We understand that some students may want to leave before year 12, to undertake pathways to work, traineeships and apprenticeships. Vocational education pathways are a major focus of the senior school curriculum, and build on the 'hands-on' learning across all year levels.

Typically, students come to Glendyne with a range of diverse needs, and the school is structured to provide for this. Smaller class sizes of approx 10-14 offer more personalised attention than mainstream schools. This helps students access extra support and assistance. Students also have the benefit of tutors and youth workers to provide additional learning support and pastoral care as needed.

Glendyne also provides a one-to-one literacy development program to students who are low achievers in literacy, or who are verified as needing assistance in this area.

A key, underpinning “way of working” at Glendyne are distinctive positive ways that relationships are built and maintained between staff and students. This works to both improve active participation in learning and attendance.

Extra-curricular Activities:

Some of the extra-curricular activities at Glendyne in 2016 were:

- Sports carnivals,
- Community sports programs and activities,
- Mentoring activities to improve students engagement,
- School vacation camps,
- Leadership programs
- Rewards programs,
- Work placement on community projects.
- Indigenous programs, and cultural activities,
- University and TAFE open days.

Social Climate:

As most of our students come with a range of barriers, a holistic support system including the following is provided.

- Minimal resource levies,
- Youth support through the activities of the youth workers,
- A Chaplain who works with students and families to provide spiritual and emotional support,
- External partnerships with local counselling organisations provide support to referred students (also conduct substance abuse programs to assist youth where necessary).
- 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,
- All workplace health and safety equipment in workshop activities.

The school focuses on relationship as well as curriculum agendas, to try and engage the student. This develops a relationship of trust and hope that can be built on to further develop skills.

Parental Involvement:

Parents/Guardians are considered as a third part of a three-way partnership comprising the parents/guardians, the students, and the school. Parents are routinely invited to participate in parent support programs that are offered, along with parent / teacher evenings.

Parent, Teacher and Student Satisfaction with the School

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction data:

Informal surveys are conducted with parent and carers. This feedback is received through regular parent interviews, and support meetings that confirm that the school is improving its ability to meet the needs of the student cohort. Positive testimonials have been received, and enrolments have increased each year.

Students are surveyed annually, or as needed, if an issue arises. This data is discussed with the school captains. This ensures a more immediate acceptance of change.

Contact Person for Further Information:

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

Title: Mr. Dale Hansen

School Income Broken Down by Funding Source

Staffing Information

- 1 x Principal
- 11 x Teachers
- 10 x Youth Workers (incl. 1 x indigenous)
- 3 x specialist support
- 4 x admin
- 3 x ancillary staff

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	8%
Bachelor Degree	83%
Diploma	50%
Certificate	67%

Expenditure on and Teacher Participation in Professional Development:

a) 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]

Description of PD activity	Number of teachers participating in activity
Annual Re-accreditation - High Ropes Training	2
Building Resilient Staff	11
Fire Safety	12
Child Safety Procedures	12
First Aid	12
ASDAN Personal Development Program	2
Building Assessment Communities	6
Curriculum and SAS Framework	12
Understanding & Supporting Behaviour	1
Online Safety Program workshop/update	12
Autism/Asperges Sensory Workshop	1
QCAA: Managing the First Years of Teaching	2
Good to Great to Innovate	1
ASQA Training Provider Briefing - Live Webcast	1
Microsoft Training	9
Restorative Behaviour Management	9
SAS School Forum	1
School & Curriculum Leaders Workshop	2
Understanding & Supporting Behaviour	1
TASS Refresher Training	7
VET Workshop 2016 - Assessment and validation of assessment	6
VELG 2016 Qld Schools VET Summit	1

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
12	\$13467	\$1122
The total funds expended on teacher professional development in 2016		\$13467
The proportion of the teaching staff involved in professional development activities during 2016		100%

Average staff 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

32	192	204.5	96.7%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.7% in 2016			

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
11	11	100%
From the end of 2015, 100 % of teaching staff were retained for the entire 2016 school year		

Key Student Outcomes

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

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
178	Varies – Maximum 141	6963	15567

The average attendance rate for the whole school as a percentage in 2016 was 69%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2016
Year Group 6	72%
Year Group 7	73%
Year Group 8	75%
Year Group 9	68%
Year Group 10	67%
Year Group 11	64%
Year Group 12	75%

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

After two days of un-explained attendance, a youth worker or student services officer contacts the parents via Phone, Mobile or Facebook. If there is no response, a staff member will conduct a home visit and Police Liaison Officer informed. If the student does not return to school, a letter is sent out to the family to ask them to make contact with the school, to attend a meeting with the Principal to discuss and explain the non-attendance. If there is no response, the school contacts the parent / carer by letter with a timeframe to contact the school to make an alternative meeting time. If there is no response, the child's enrolment is cancelled and a letter sent to advice of such. Records of this process, including details of contacts made, are recorded on the school management system.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Benchmark Data for Year 2015

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	458	541	88%
Year 9 (2016)	496	581	69%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	353	515	22%
Year 9 (2016)	368	549	15%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	427	543	44%
Year 9 (2016)	480	580	38%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	456	540	78%
Year 9 (2016)	478	569	54%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	438	550	80%
Year 9 (2016)	496	589	91%

Apparent Retention Rate Year 10 to 12:

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

Year 12 student enrolment as a percentage of the Year 10 cohort for 2016 was 60%
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Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016

Number of students awarded a Senior Education Profile	15
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications	14
Number of students awarded a Queensland Certificate of Education at the end of Year 12	5
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	0
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	93 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0%

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.