



Carinity Education Glendyne

Annual Report 2019 (Based on 2018 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 Road, Nikenbah, Queensland 4655

Total Enrolments:

Total enrolments from the commonwealth census data was 116. However, this enrolment number fluctuates during the year due to referrals and the transient nature of some of our families, and other issues. Previous years did have a higher number of student enrolments (approximately 140). The reduction in numbers in 2018 was intentional, and not due to a lack of client satisfaction with case work and teacher support. Each year we maintain a wait list of students that are available for enrolment when space becomes available.

Year Levels Offered:

Year 6 – Year 12.

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

The ratio of Females to Males was 38% and 62% respectively. It is noted, that there has been a steady increase in female enrolments during the past 5 years.

Indigenous enrolment percentage was at 24%.

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 focus for younger students is to ensure that the pattern of disengagement that preceded enrolment is interrupted. This means that leaning programs are individually tailored, generally “hands on” and often “play based”. Students are involved, even at an early age, to represent the school in a variety of activities outside of the school curriculum to develop their confidence, and aspire to opportunities in the local community, such as volunteering.

Students in Years 10 – 12 undertake Vocational Education in the areas of Hospitality, Information Technology, Furniture Making, Engineering, and transition pathways. This year, the year 12 students who had learner licenses could enroll in the ‘Breaking the Cycle’ program to develop and improve driving skills. Also on offer for senior students is a range of SAS subjects, including Recreation Studies and, for all students, short courses in Literacy and Numeracy.

The school also provides pathways to work, traineeships and work experience as part of curricular activities, and maintains strong links with external education providers including TAFE, private RTO's and the local

University. Some students have participated in these additional learning options as part of their holistic approach to education to ensure a better position when competing for jobs post school. Typically, students come to Glendyne with a range of diverse needs, and the school is structured to provide for this. Small class sizes of 14-16, 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 2018 were:

- School sports carnivals,
- Community volunteer and work programs,
- Mentoring activities to improve student engagement,
- School vacation camps,
- Leadership programs
- Rewards programs,
- Work placement on community projects.
- Indigenous programs, and cultural activities,
- University and TAFE open days.
- Driver education programs
- Human Powered Vehicle race participation

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.

Child protection is an important part of school life. The school activity 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:

Parents/Guardians are considered as an important part of a three-way partnership in their child's education. Parents are routinely invited to participate in parent support programs that are offered each term, along with parent / teacher evenings. Parents are encouraged through the work of the pastoral care team, to participate in regular events and meetings so that staff can best support the child as well as the family when needed.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

Formal surveys are conducted with parents and carers every year to ensure that customer satisfaction is maintained, and opportunities and ideas for improvement are received. This is completed through an on-line process, or paper based at Parent/Carer meetings.

Students have the same opportunity to answer questions through an on-line survey tool to gauge satisfaction. Students are encouraged to provide ideas for discussion through the on-line survey, or by raising ideas and concerns with the school captains. The school captains meet each term with the principal and senior staff to discuss and receive feedback on student concerns and satisfaction.

Satisfaction was high, and most students and parents indicated that the school was improving education outcomes for the students.

Contact Person for Further Information:

Title: Dale Hansen, Principal

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Staffing Information

Staff Composition, Including Indigenous Staff:

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

Qualifications of all Teachers:

Qualification	The percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	nil
Masters	8%
Bachelor Degree	100 %
Diploma	44 %
Certificate	67 %

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Annual Fire & Emergency Training	11
Annual First Aid Refresher	1
Annual CPR Refresher	10
Youth Mental Health First Aid	4
ISQ Child Protection	11
Webcast – Conversations we should be having with Teens	3
Outcomes Star Refresher	1
Professionalism	6
Rural Training Youth Support Conference	1
Workplace Relations Conference 2018	1
School & Curriculum Leaders Update & Workshop	2
Therapeutic Crisis Intervention	7
Certificate II in Skills for Work & Vocational Pathways FSK20113	5
Certificate IV Training & Assessment TAE40116	4
TAE Upgrade Gathering Evidence	5
Annual Gym Refresher	1
Annual Ropes Course Facilitator refresher	2
TASS Refresher	5
QCAA SDCS Information Session	1
Management Leadership Training 1	3
Management Leadership Training 2	3
Middle School Leadership Workshop – Contemporary Leadership	1
Middle School Leadership Workshop – High Performing Teams	1
Middle School Leadership Workshop – Difficult Conversations	1
Data Breach Changes	6
Introducing My Safety in Tech One	8
Introduction to Case Management	1
Excursion & Camp Risk Management training	6

Driver Safety Training	7
Report Writing Tips	2
Relationship Management	7
Doing Schools Differently Conference	2
Total number of teachers participating in at least one activity in the program year	11

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
11	\$11,468	\$1,042
The total funds expended on teacher professional development in 2018		\$11,468
The proportion of the teaching staff involved in professional development activities during 2018		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
11	179	72	96.3%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 92.9% in 2017			

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
9	8	88.9%
From the end of 2017 88.8 % of staff were retained for the 2018 school year		

Key Student Outcomes

[Schools may wish to include comparative data from previous year(s) in this section]

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

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
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18,693	Varies – approx. 116 students	5,746	12,947
The average attendance rate for the whole school as a percentage in 2018 was 69%			

Average student attendance rate for each year level:

Year 6	73%
Year 7	74%
Year 8	68%
Year 9	66%
Year 10	64%
Year 11	65%
Year 12	77%

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

If a student has an un-explained absence, 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. Records of these activities is maintained on the school's student management system (TASS).

NAPLAN results for Years 7 and 9 in 2018

Benchmark Data for 2018

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2018)	482	542	80%
Year 9 (2018)	426	584	25%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2018)	414	505	40%
Year 9 (2018)	333	542	13%

Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2018)	485	545	80%
Year 9 (2018)	449	583	25%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2018)	460	544	80%
Year 9 (2018)	433	580	25%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2018)	460	548	100%
Year 9 (2018)	516	595	71%

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.

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	31	16	51.6%
Year 12 student enrolment as a percentage of the Year 10 cohort is 51.6%			

Year 12 Outcomes:

<i>Outcomes for our Year 12 cohort 2018</i>	
Number of students awarded a Senior Education Profile	19
Number of students awarded a Queensland Certificate of Individual Achievement	nil
Number of students who received an Overall Position (OP)	nil
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	19
Number of students awarded a Queensland Certificate of Education at the end of Year 12	12
Number of students awarded an International Baccalaureate Diploma (IBD)	nil
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	100%
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 2018 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.