

Carinity Education Glendyne

Annual Report 2020 (Based on 2019 data)

Vision and Mission Statement.

Enabling young people to develop a sense of belonging and hope, in order to promote social inclusion by means of a Christian culture.

Our schools are proud to be different and provide opportunities for young people to develop holistically to meet the demands of an ever-changing world. The school program focuses on developing belief and hope for a future, by enabling educational capability and providing a transition for future aspirations.

Model of Service.

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 and a successful education to work journey.

The three key areas of focus within the Model of Service principles of delivery are;

- Co-created learning,
- Positive relationships,
- Sense of belonging.

Distinctive Curriculum Offerings

The schools program starts with a check-in of the student's wellbeing. This is done individually to ensure that the student is ready for learning and is emotionally and physically safe. If not, the staff respond to this need as a first step each day.

Sport, exercise, and healthy lifestyles are promoted in the school program. Everything for morning activities which can include walks or sport, to the provision of healthy lunches are an everyday occurrence.

All learning is developed to meet the needs of students and includes opportunities to develop positive relationships within the school with staff and students. There is a variety of community based learning activities that includes volunteering, excursions and camps.

As much as possible and practicable, the learning is project based. The school also has online learning included as part of the learning programs. In the senior school (years 10 – 12) Vocational education courses are the primary focus. Recreation studies, engineering (including small motors), furnishing, retail, hospitality, conservation and land management, information technology, volunteering, and career preparation are some of the courses that students can complete.

Summary

Carinity Education Glendyne is part of a network of Carinity schools across Queensland that are distinctly Christian, with a focus on building lives on biblical principles. Carinity Education Glendyne achieves outcomes by using a journey-based model of education that builds capability in learning, behaviour change, work and education pathways, social inclusion, wellbeing management, and life skills.

Each year we enjoy seeing the success of young lives change, with over 90% of our graduating year 12's achieving Vocational qualifications, QCE's or QCE pathways to further education in 2019.

Dale Hansen - Principal

School Sector:

Independent

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 39% and 61% respectively. It is noted that there has been a steady increase in female enrolments during the past 5 years.

Indigenous enrolment percentage was at 20%

Total Enrolments:

Total enrolments from the commonwealth census data was 126. 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 students (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. In 2019 an additional 20 students were accepted to cater for the increased need for our services. Each year we maintain a wait list of students that are available for enrolment when space becomes available.

Workforce Information

Staff Composition, Including Indigenous Staff:

FULL TIME:	PART TIME:
1 x Principal	1 x Deputy Principal
5 x Teachers	7 x Teachers
2 x Youth Workers	12 x Youth Workers (1 Indigenous)
1 x Specialist Support	1 x Admin
3 x Admin	2 x Ancillary staff
1 x Ancillary staff	

Qualifications of all Teachers:

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	Nil
Masters	7 %
Bachelor	71 %
Diploma	50 %
Certificate	71 %

Funding Information

School Income Broken Down by Funding Source

Please refer to <http://www.myschool.edu.au/> Carinity Education Glendyne.

Social Climate

Parent, Teacher and Student Satisfaction with the School ¹

Satisfaction Data:

A survey was conducted in March of 2019 which indicated that 93% of students were highly satisfied or satisfied that the school education program was meeting their needs. Only 7% of students stating that education was not meeting their needs. Most of the reasons for dissatisfaction was due to students preferring to leave school for work options.

Student and parent satisfaction with school staff was excellent, and parent engagement was high in most school events. The main key points of school improvement were about providing cold water taps in the senior school, calisthenic equipment and playground facilities.

¹ Australian Education Regulation 2013 s60 (1)(f)

School support for student wellbeing was not only recognised as essential but valued. All parents and student stated that this was one of the most valued points of difference as the reason for coming to Glendyne.

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 days
Varies – approximately 126	19,179	6,713	12,466

The average student attendance rate for the whole school in 2019 was 65%

Average student attendance rate for each year level: *²

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
Grade 6 – 5 students	857	262	595
Grade 7 – 12 students	2,011	624	1,387
Grade 8 – 24 students	3,584	1,077	2,507
Grade 9 – 20 students	2,851	757	1,824
Grade 10 – 25 students	3,951	1,347	2,604
Grade 11 – 26 students	3,454	1,623	1,831
Grade 12 – 15 students	2,471	753	1,718
Year levels	Average attendance rate for each year level as a percentage in 2019		
Grade 6	69%		
Grade 7	69%		
Grade 8	70%		
Grade 9	64%		

² Australian Education Regulation 2013 s60 (1)(d)(i)

Grade 10	66%
Grade 11	53%
Grade 12	70%

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

If a student has an un-explained absence, a youth workers 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 are maintained on the schools' student management system (TASS)

NAPLAN results for Years 3, 5 and 7 and 9 in 2019

Carinity Education Glendyne delivers NAPLAN to year 7 & 9 students only. Only approximately 6 students from each cohort sit the test. Due to student transitioning in and out of education there is no valid comparative data between the year groups for individual students.

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)		432	
Year 5 (2019)		506	
Year 7 (2019)	428	546	78.4%
Year 9 (2019)	519	581	89.3%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)		423	
Year 5 (2019)		474	
Year 7 (2019)	470	513	91.6%

Year 9 (2019)	370	549	63.4%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)		419	
Year 5 (2019)		501	
Year 7 (2019)	454	546	83.2%
Year 9 (2019)	513	582	88.1%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)		440	
Year 5 (2019)		499	
Year 7 (2019)	423	542	78.0%
Year 9 (2019)	510	574	88.9%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)		408	
Year 5 (2019)		496	
Year 7 (2019)	427	554	77.1%
Year 9 (2019)	524	592	88.5%

Year 12 Outcomes: *³

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	14
Number of students awarded a Queensland Certificate of Individual Achievement	nil
Number of students who received an Overall Position (OP)	nil
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	nil
Number of students awarded one or more Vocational Education and Training (VET) qualifications	13
Number of students awarded a Queensland Certificate of Education at the end of Year 12	9
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	93%

³ Australian Education Regulation 2013 s60 (1)(h)(i)

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	%
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Post-school Destination Information*⁴

At the time of publishing this School Annual Report, the results of the 2019 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.

⁴ *Australian Education Regulation 2013 s60 (1)(h)(ii)*