



# Carinity Education Glendyne

## Annual Report 2021 (Based on 2020 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, furnishing, retail, hospitality, conservation and land management, information technology, volunteering, and career preparation are some of the course 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 83% of our graduating year 12's achieving Vocational qualifications, QCE's or QCE pathways to further education in 2020.

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 30.5% and 69.5% respectively. It is noted that there has been a steady increase in female enrolments during the past 5 years.

Indigenous enrolment percentage was at 25%

### **Total Enrolments:**

Total enrolments from the commonwealth census data was 131. However, this enrolment number fluctuates during the year due to referrals and the transient nature of some of our families, and other issues. In 2019 an additional 20 students were accepted to cater for the increased need for our services. In 2020 our numbers increased to 131 to cater for increased demand. 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
6 x Teachers	6 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	79 %
Diploma	36 %
Certificate	57 %

## 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 <sup>1</sup>

#### Satisfaction Data:

A survey was not conducted in 2020 due to COVID, however surveys conducted in previous and post years, on average indicated that 94% of students were highly satisfied or satisfied that the school education program was meeting their needs. Only 6% of students stating that education was not meeting their needs. The reasons for dissatisfaction were due to health reasons, compliance issues and work options.

Student and parent satisfaction with school staff was excellent, and parent engagement was high in most school events.

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<sup>1</sup> 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 131	21,567	7,829	13,738

The average student attendance rate for the whole school in 2020 was 64%

### Average student attendance rate for each year level: \*<sup>2</sup>

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 – 9 students	1,353	321	1,032
Grade 7 – 14 students	2,162	741	1,421
Grade 8 – 16 students	2,879	960	1,919
Grade 9 – 30 students	5,306	2,036	3,270
Grade 10 – 24 students	4,138	1,628	2,510
Grade 11 – 25 students	3,740	1,395	2,345
Grade 12 – 13 students	2,471	753	1,718
<b>Year levels</b>	<b>Average attendance rate for each year level as a percentage in 2020</b>		
Grade 6	76%		
Grade 7	66%		
Grade 8	67%		
Grade 9	65%		

<sup>2</sup> Australian Education Regulation 2013 s60 (1)(d)(i)

Grade 10	61%
Grade 11	63%
Grade 12	55%

#### 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, SMS, 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 or Deputy 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 2020

Due to the Covid19 situation, the 2020 NAPLAN was cancelled, so no data is available.

#### 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 (2020)		N/A	
Year 5 (2020)		N/A	
Year 7 (2020)	N/A	N/A	N/A
Year 9 (2020)	N/A	N/A	N/A
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2020)		N/A	
Year 5 (2020)		N/A	
Year 7 (2020)	N/A	N/A	N/A
Year 9 (2020)	N/A	N/A	N/A

<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2020)		N/A	
Year 5 (2020)		N/A	
Year 7 (2020)	N/A	N/A	N/A
Year 9 (2020)	N/A	N/A	N/A
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2020)		N/A	
Year 5 (2020)		N/A	
Year 7 (2020)	N/A	N/A	N/A
Year 9 (2020)	N/A	N/A	N/A
<b>Numeracy</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2020)		N/A	
Year 5 (2020)		N/A	
Year 7 (2020)	N/A	N/A	N/A
Year 9 (2020)	N/A	N/A	N/A

**Year 12 Outcomes: \*<sup>3</sup>**

<b>Outcomes for our Year 12 cohort 2020</b>	
Number of students awarded a Senior Education Profile	12
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	10
Number of students awarded a Queensland Certificate of Education at the end of Year 12	6
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	83%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	nil%

<sup>3</sup> Australian Education Regulation 2013 s60 (1)(h)(i)

#### **Post-school Destination Information\*<sup>4</sup>**

At the time of publishing this School Annual Report, the results of the 2020 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.

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<sup>4</sup> *Australian Education Regulation 2013 s60 (1)(h)(ii)*