Carinity Education Glendyne

Annual Report 2022 (Based on 2021 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.

Carinity 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 from years 6 to year 12 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 school program starts with a daily 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. For inclusive learning to occur everybody has to feel safe in their learning space.

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 Australian Curriculum standards from years 6 - 10, and Vocational Education package requirements for years 10 - 12. Student needs in learning, and opportunities to develop positive relationships within the school with staff and other students is also a part of the daily activities. 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, Furniture Making, Retail Operations, 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 social development that builds capability in curriculum 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 2021.

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 31.2% and 68.8% 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%

Total Enrolments:

Total enrolments from the commonwealth census data were 128. 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. 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	3 x Teachers
2 x Youth Workers	11 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	9 %
Bachelor	91 %
Diploma	18 %
Certificate	55 %

Funding Information

School Income Broken Down by Funding Source *[1]

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

Social Climate

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

In 2021 a parent survey was conducted in term 2 to gain feedback on parent/carer satisfaction. !9 parents and carers participated in the survey, with 4 parents only enrolling their child within the last 3 months, 7 parents within the last 12 months, and 6 within the last 2 years.

The parents and carers general satisfaction rating of the school and its programs with very high, with 95% of those who completed the survey indicating a rating between good and excellent.

93% of respondents stated that school communication with staff was good to excellent compared with previous schools. It was also noted that all parents provided feedback to state that there was noticeable

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[1] *Australian Education Regulation 2013 s60 (1)(g)*

improvements in their child's, wellness, behaviour, social responsibility, personal relationships, and general learning.

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 128	21,916	6,385	15,531

The average student attendance rate for the whole school in 2021 was 71%

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
Grade 6 – 3 students	469	89	380
Grade 7 – 14 students	1,987	332	1,655
Grade 8 – 19 students	3,251	889	2,362
Grade 9 – 29 students	4,432	1,151	3,281
Grade 10 – 26 students	4,583	1,417	3,166
Grade 11 – 20 students	3,822	1,258	2,564
Grade 12 – 17 students	3,372	1,149	2,223

Year levels	Average attendance rate for each year level as a percentage in 2021
Grade 6	60%
Grade 7	83%
Grade 8	73%
Grade 9	74%
Grade 10	69%
Grade 11	67%
Grade 12	66%

A description of how non-attendance is managed by the school: *[2]

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 2021

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.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Benchmark Data for Year

Progress

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[2] *Australian Education Regulation 2013 s60 (1)(d)(ii)*

The percentage of students at the school who achieved above average progress, compared to students of a <u>similar background</u> and who had the <u>same starting score</u> on their previous NAPLAN test.

	Year 3-5 (2021)	Year 5-7 (2021)	Year 7-9 (2021)
Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Numeracy	N/A	N/A	N/A

Results

The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain

- 6 x year 7 students attended the Naplan testing in 2021.
- 7 x year 9 students attended the Naplan testing in 2021.

Reading

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	318	331
Average Score (National)	438	511	542	577

Writing

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	152	379
Average Score (National)	425	480	522	551

Spelling

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	383	378
Average Score (National)	421	504	548	580

Grammar and Punctuation

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	354	185
Average Score (National)	433	503	533	573

Numeracy

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	453	497
Average Score (National)	403	495	550	588

Year 12 Outcomes: *³

Schools provide secondary education are required to report senior secondary outcomes including percentage of year 12 students undertaking vocational training or training in a trade and the percentage of year 12 students attaining a year 12 certificate or equivalent vocational education and training qualification *⁴

Schools may choose how to do this. The table below provides one example of how you could meet the requirements.

Outcomes for our Year 12 cohort 2021	
Number of students awarded a Senior Education Profile	15
Number of students awarded a Queensland Certificate of Individual Achievement	Nil
Number of students who received an ATAR	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	15
Number of students awarded a Queensland Certificate of Education at the end of Year 12	4
Number of students awarded an International Baccalaureate Diploma (IBD)	Nil
Percentage of Year 12 students who received an ATAR above 90	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*⁵

At the time of publishing this School Annual Report, the results of the 2022 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.

Publication Format ⁶

The School Annual Report for the previous year is to be made publicly available on the internet for a minimum of 12 months and schools are to make arrangements to provide the information, on request, to a parent, carer or a person who is responsible for a student at the school and is unable to access the internet.

Publication Timeline - The School Annual Report MUST be published by 30 June of each year.⁷

However, post-school destinations information for Year 12 completers is to be included by 30 September of each year, after release of the information.

For further details, schools are encouraged to access the Department of Education reporting web pages.

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

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

⁵ *Australian Education Regulation 2013 s60 (1)(h)(ii)*

⁶ *Australian Education Regulation 2013 s60 (3)*

⁷ *Australian Education Regulation 2013 s60 (1)*