

Carinity Education Glendyne

Annual Report 2023 (Based on 2022 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

Wellbeing and mental health support.

The school has a strong wellbeing focus each day to ensure that students who attend school are ready for learning. Often students with trauma require internal support or help from external community-based organizations' to assist young people in;

- Mental health,
- Access to professional health services
- Child protection and other family support
- Wellbeing programs and activities.

Each student is involved in one of or both programs listed below, as part of their wellbeing journey;

- The resilience project – About developing personal growth in resilience.
- Outcomes Star (My Mind) – A journey of change program involving 7 different areas of personal growth;
 - Healthy lifestyles,
 - School, training, and work
 - Where they live
 - Self-esteem
 - Friends and Relationships
 - Feelings and emotions,
 - How you use your time.

Each of these programs with the help of student support is designed to equip students with the ability to manage wellbeing and the road blocks of life at school and beyond into their future.

Middle school (years 6 – 8)

The middle school program focuses on the Australian curriculum in a school setting that combines the middle years students. Each student has a differentiated approach to learning within the class environment, and because the class sizes are small, each student can have their learning individualized.

The middle school offers hands-on subjects such as design and technology, the kitchen garden project, cooking, mentoring and recreational programs, and HPE.

Transition (Year 9).

The year 9 program or transition program is like the middle school and retains much of the structured approach. However, there is more focus on preparing for year 10 SET (Senior Education and Training) planning, and opening opportunities for trade tasters, vocation education pathways, and beginning career education.

Senior school (years 10 – 12).

The senior school retains much of the learning support model as in middle school and transition. However, students in year 10 still participate in the Australian curriculum, as well as experience vocational training pathways options, and senior education pathways. Work experience, school based traineeships, industry visits, and TAFE courses are part of the senior curriculum. Finding employment, further study pathways, or the year 12 QCE are equally encouraged.

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 87% of our graduating year 12's achieving Vocational qualifications, QCE's or QCE pathways to further education in 2022.

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 27.2% and 72.8% respectively. It is noted that there has been a steady increase in female enrolments during the past 5 years, although 2022 has seen a slight decline.

Indigenous enrolment percentage was at 20%

Total Enrolments:

Total enrolments from the commonwealth census data were 103. 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. 2022 has been impacted enrolments have been impacted by the nation-wide shortage in teachers, limiting our abilities to enrol students.

Workforce Information

Staff Composition, Including Indigenous Staff:

FULL TIME:	PART TIME:
1 x Principal	1 x Deputy Principal
5 x Teachers	4 x Teachers
1 x Youth Workers	11 x Youth Workers (1 Indigenous)
2 x Admin	2 x Admin
1 x Ancillary Staff	1 x Ancillary staff
	2 x Specialist Support

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	82 %
Diploma	55 %
Certificate	64 %

Funding Information

School Income Broken Down by Funding Source *¹

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

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

Social Climate

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

A survey was conducted in March of 2022 with parents/carers and Students, whereby students indicated that 94% 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. Parents and carers indicated that 100% were extremely satisfied or satisfied with the school program with no complaints.

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

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 103	17,793	3,819	13,974

The average student attendance rate for the whole school in 2022 was 79%

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 – 4 students	606	25	581
Grade 7 – 12 students	2,200	489	1,711
Grade 8 – 19 students	3,148	506	2,642
Grade 9 – 17 students	2,824	515	2,309
Grade 10 – 23 students	4,150	905	3,245
Grade 11 – 17 students	3,090	672	2,418
Grade 12 – 11 students	1,775	437	1,338

Year levels	Average attendance rate for each year level as a percentage in 2022
Grade 6	96%
Grade 7	78%
Grade 8	84%
Grade 9	72%
Grade 10	78%
Grade 11	78%
Grade 12	75%

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 messenger. 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 2022

In 2022, only a small number students sat NAPLAN tests across Years 7 and 9. Therefore, to protect the privacy of those students, NAPLAN data will not be included in this report.

Year 12 Outcomes: *^{3v}

*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 2022	
Number of students awarded a Senior Education Profile	8

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

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

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

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	7
Number of students awarded a Queensland Certificate of Education at the end of Year 12	3
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	87.5%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0%

Post-school Destination Information*⁵

Information received from the department of education;

Fewer than five responses to the 2023 Next Step survey were received from students who completed Year 12 at Carinity Education - Glendyne (Nikenbah). Consequently, information on the post-school destinations of Year 12 completers from 2022 is not available for reasons of data confidentiality.

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.

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

⁶ Australian Education Regulation 2013 s60 (3)

⁷ Australian Education Regulation 2013 s60 (1)