Carinity Education Glendyne

Annual Report 2024 (Based on 2023 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.

In 2023 Carinity education Glendyne commenced a new position of an inclusion and Support worker. This new position compliments and extends the wellbeing and mental health support to young people and their families, and ensuring that services are available and accessible.

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. It has always been the goal that students graduate Glendyne with not only academic achievement, but also skills in managing and navigating the challenges of life itself.

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 85% of our graduating year 12's achieving Vocational qualifications, QCE's or QCE pathways to further education in 2023.

Dale Hansen - Principal

School Sector: *

Independent

Year Levels Offered:

6 - 12

Co-educational or Single Sex: *

Co-educational

Characteristics of the Student Body:

The ratio of Females to Males was 23.2% and 65.9% respectively, with an additional 2.4% identifying as Unspecified.

In 2023 one noted change was the demand on enrolments particularly in years 6 through to year 9. Our waitlist has grown to the point that we cannot wait for the Tinana campus to commence to take some students off the waitlist. There has also been positive change in the seniors years this year, but not because the numbers have grown, but rather the opposite, with many seniors exiting school early to take up work and apprenticeships that are on offer in the local area.

Indigenous enrolment percentage was at 23.2%

Total Enrolments:

Total enrolments from the commonwealth census data were 133. 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 2022 was intentional, and not due to a lack of client satisfaction with case work and teacher support. In 2023 the school's enrolment increased to 131. Each year we maintain a wait list of students that are available for enrolment when space becomes available.

Workforce Information

Workforce Composition, Including Aboriginal and Torres Strait Islander Staff:

FULL TIME:	PART TIME:
4 x Teachers	1 x Principal
1 x Youth Worker	1 x Deputy Principal
2 x Admin	8 x Teachers
1 x Ancillary Staff	11 x Youth Workers (1 Indigenous)
	2 x Admin
	1 x Ancillary staff
	1 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	14%
Bachelor	79%
Diploma	43%

Certificate	64%

Funding Information

School Income Broken Down by Funding Source *[1]

Please refer to School profile | My School

Social Climate

Parent, Student and Teacher Satisfaction with the School *[2]

Satisfaction Data: A survey was conducted in June of 2023 with parents/carers and students. Parents/Carers indicated that 90% were highly satisfied or satisfied that the school education program was meeting the needs of students. The same percentage also rated that Glendyne was supporting their child better than previous education options.

More than 70% of students indicated that they were happy and satisfied with the school program. All students felt they had improved in most areas of wellbeing and education.

Staffing numbers improved compared to 2022. This also improved student engagement and reduced pressure on staff and the leadership to try and covered all student needs. As a result, staff felt they could focus on program delivery and improve education outcomes for students with classes being filled with enough staff to support students and their daily needs.

2023 was a much-improved year compared to 2022. and the preceding years of managing the COVID pandemic in education had many restrictions that impacted on student activities, such as more sporting activities, removal of masks, etc.

Student Outcomes

Average student attendance rate (%) for the whole school: *[3]

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
Varies – approximately 133	18,601	4,909	13,692

The average student attendance rate for the whole school in 2023 was 74%

[1] *Australian Education Regulation 2023 s60 (1)(g)*

[2] *Australian Education Regulation 2023 s60 (1)(f)*

[3] *Australian Education Regulation 2023 s60 (1)(d)*

Average student attendance rate for each year level: *[4]

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	730	91	639
Grade 7 – 7 students	872	92	780
Grade 8 – 25 students	3,940	1,393	2,547
Grade 9 – 35 students	4,469	877	3,592
Grade 10 – 22 students	3,014	1,001	2,013
Grade 11 – 26 students	3,526	960	2,566
Grade 12 – 13 students	2,050	495	1,555

Year levels	**Average attendance rate for each year level as a percentage in 2023**
Grade 6	88%
Grade 7	89%
Grade 8	65%
Grade 9	80%
Grade 10	67%
Grade 11	73%
Grade 12	76%

A description of how non-attendance is managed by the school: *[5]

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

[4] *Australian Education Regulation 2023 s60 (1)(d)(i)*

[5] *Australian Education Regulation 2023 s60 (1)(d)(ii)*

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 2023 *[6]

Please refer to School profile | My School

Year 12 Outcomes: *[7]

*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 **

Outcomes for our Year 12 cohort 2023	
Number of students awarded a Senior Education Profile	13
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	11
Number of students awarded a Queensland Certificate of Education at the end of Year 12	13
Number of students awarded an International Baccalaureate Diploma (IBD)	Nil
Percentage of Year 12 students who received an ATAR above 90	n/a
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	85%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	n/a

Post-school Destination Information*[8]

At the time of publishing this School Annual Report, the results of the 2023 post-school destinations survey, Next Steps – Student Destination report for the school was not available for this report. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

[6] *Australian Education Regulation 2023 s60 (1)(e)*

[7] *Australian Education Regulation 2023 s60 (1)(h)(i)*

[8] *Australian Education Regulation 2023 s60 (1)(h)(ii)*