Carinity Education Glendyne

Annual Report 2025 (Based on 2024 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.

Working alongside our Youth Worker Team to support students is our Attendance and Inclusion Coordinator and Chaplain. These positions compliment and extend the wellbeing and mental health support to young people and their families and ensures that services are available and accessible.

We have also partnered with The Resilience Project to provide all students lessons and support around wellbeing and positively impact mental health through the principles of gratitude, empathy, mindfulness and emotional literacy.

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. We offer students a range of vocational and applied subjects that support them to attain the QCE as well as mentoring opportunities through our personal best program.

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. Year level Retreat Days help to enrich spiritual growth. 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 all of our graduating year 12's achieving Vocational qualifications, QCE's or QCE pathways to further education.

Brian Hawthorne - 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 31.8% and 66.7% respectively, with an additional 1.5% identifying as Unspecified.

In 2024 we continued to experience demand for enrolments with our waitlist growing.

Indigenous enrolment percentage was at 24.2%

Total Enrolments:

Total enrolments from the commonwealth census data were 132. However, this enrolment number fluctuates during the year due to referrals and the transient nature of some of our families, and other issues. Housing for many of our families has become an increasing problem due to housing shortages and booming rental prices due to the influx of people into the region. 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. 2022 was impacted by the nation-wide teacher shortage, so numbers reduced to 103. 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:
6 x Teachers	1 x Principal
2 x Youth Worker	1 x Deputy Principal
2 x Admin	5 x Teachers
1 x Ancillary Staff	11 x Youth Workers (1 Indigenous)
1 x Specialist Support	2 x Admin
	3 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	23%
Bachelor	85%
Diploma	38%
Certificate	54%

Funding Information

School Income Broken Down by Funding Source *[1]

Please refer to School profile | My School

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

Social Climate

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

Satisfaction Data:

Our regular feedback surveys indicate that staff feel supported and enjoy the friendly teamwork. Our staffing levels have remained consistent and well balanced with several new staff choosing to work at Glendyne over other schools in the region.

Parents and students highly rate student interactions and positive relationships with staff that allows for student's self-growth.

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 132	16,805	3,547	13,258

The average student attendance rate for the whole school in 2024 was 79%

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 – 8 students	1,063	166	897
Grade 7 – 16 students	1,891	251	1,640
Grade 8 – 23 students	2,430	508	1,922
Grade 9 – 28 students	3,608	970	2,638
Grade 10 – 29 students	3,985	752	3,233
Grade 11 – 21 students	2,791	740	2,051
Grade 12 – 7 students	1,037	160	877

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

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

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

Year levels	Average attendance rate for each year level as a percentage in 2024
Grade 6	84%
Grade 7	87%
Grade 8	79%
Grade 9	73%
Grade 10	81%
Grade 11	73%
Grade 12	85%

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, Email, Mobile or Facebook. If there is no response, a staff member may conduct a home visit. 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 delegate 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 2024 *[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 2024	
Number of students awarded a Senior Education Profile	7

[5] *Australian Education Regulation 2023 s60 (1)(d)(ii)*
[6] *Australian Education Regulation 2023 s60 (1)(e)*
[7] *Australian Education Regulation 2023 s60 (1)(h)(i)*

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	2
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	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	n/a

Post-school Destination Information*[8]

3 students are in employment, 1 is in TAFE doing further study and 3 are unknown.

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