

## Carinity Education Rockhampton Annual Report 2020 (Based on 2019 data)

### Descriptive Information

#### School Sector:

Independent-Special Assistance School

#### School's Address:

46 Dawson Rd Glenlee, Qld 4711

#### Total Enrolments:

90

#### Year Levels Offered:

7-12

#### Co-educational or Single Sex:

Co-educational

#### Characteristics of the Student Body:

Carinity Education Rockhampton is a Special Assistance School catering for students across Grades 7 to 12. We accept referrals from a range of Government Departments, Community Organisations and schools for students who have or are at risk of disengaging from mainstream schooling. Students have often experienced adversity which has impacted on their capacity to positively engage in a mainstream school environment. Carinity Education Rockhampton specialize in providing assistance to students from backgrounds of disadvantage, trauma, and abuse.

Many of the students at Carinity Education Rockhampton suffer from mental health conditions and a majority of the student population have been diagnosed with one or multiple of the following conditions: Oppositional Defiance Disorder, Autistic Spectrum Disorder, Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Reactive Attachment Disorder, Anxiety and/or Depression. We provide a supportive and flexible learning environment that enables all our students to work towards overcoming the barriers they have previously faced when accessing education.

Year 7 – 9 Boys, 5 Girls, 5 Indigenous  
Year 8 – 11 Boys, 2 Girls, 4 Indigenous,  
Year 9 – 16 Boys, 8 Girls, 4 Indigenous. 1 Born Overseas  
Year 10 – 12 Boys, 6 Girls, 2 Indigenous,  
Year 11 – 8 Boys, 4 Girls, 1 Indigenous, 1 Born Overseas  
Year 12 – 4 Boys, 5 Girls, 2 Indigenous

Boys 66%

Girls 34%

Indigenous 20%

Born in Countries other than Australia 2%

### **Distinctive Curriculum Offerings:**

Due to the heightened levels of trauma, and in many cases extensive disengagement from previous mainstream school settings Carinity employs project based learning, utilising topics of interest to the school cohort to enhance and encourage student engagement and participation.

Literacy and numeracy are emphasized across the curriculum as these are often areas of deficit when students commence at Carinity. In Grade 10 the students have the opportunity to complete the QCAA short courses in literacy and numeracy which meet the literacy and numeracy requirements for the Queensland Certificate of Education.

Keeping in line with innovative offerings students are also able to undertake their Cert II in Skills for Work and Vocational Pathways which also covers their English and Maths requirements. 2019 has seen an expansion in the Vocational Educational Training (VET) subjects offered with Carinity. In some instances, Carinity has partnered with other external RTOs to ensure individual students' areas of interest are catered for.

Students in years 10, 11 and 12 have the opportunity to undertake vocational subjects offered by the schools on site RTO, this includes certificate I & II in hospitality, certificate II in tourism, certificate II in business and certificate II in skills for work and vocational pathways.

#### **Programs undertaken during 2019 have included:**

##### **VET**

- SIT10216 Certificate I in Hospitality
- SIT20316 Certificate II in Hospitality
- SIT20116 Certificate II in Tourism
- BSB20115 Certificate II in Business

- FSK20113 Certificate II in FSK (in House)
- Certificate II in FSK (FFS Tallebudgera)

#### **Curriculum**

- English com
- Math in practice
- SAS Tourism
- Essential Math's
- Essential English

#### **Project based learning (ASDAN)**

#### **DRUMBEAT**

**Secret Agent Society (SAS) a communication and behavioural program to assist in building positive relationships**

**Students completed VETiS Funded courses in Resource & Infrastructure through SDS training.**

**Future programs for 2020 include Independent living (year 10), RACQ driver programs (year 11/12) & first aid training (year12).**

#### **Extra-curricular Activities:**

At Carinity Rockhampton we work under the Outcomes Star and Therapeutic Crisis Intervention Models, explicitly and implicitly to teach young people emotional literacy, self-regulation, and resilience-building strategies. By explicitly addressing the issues and the behaviours we can see positive changes in the behaviours and the academic outcomes of our students.

With a dedicated student support team including a Youth Therapeutic/Wellness Lead and Youth Worker team we have been able to implement a range of strategies and programs that provide intensive personal support to address our students' needs. We have formed practical partnerships with the following agencies:

- Darumbal Community Youth Services
- YARHS (Youth at risk housing services)
- PCYC Yeppoon and Rockhampton
- Centacare
- Anglicare
- Department Youth Justice
- Department Communities
- ACT for Kids (IFS)
- BOOYAH (respectful relationships-indigenous)
- AODS (Alcohol and other drugs service)
- Headspace-Counselling support service
- CHYMS (Child Youth and Mental Health)
- Wahroonga - Counselling Support Services

- ARTIUS- Counselling support service
- Qld Health - Health talks and sessions
- Family and Child Connect
- CPIU - Child Protection Investigation Unit
- Police link
- Rockhampton Base Hospital - ER Department
- IFYS
- CQRET-DET Youth Regional Engagement Hub
- Rotary Rockhampton
- Department of Small Business-AllEv8 Program
- SDS Training
- CQ Uni

**Engage activities**

- Sporting events such as Austag, swimming, basketball
- Geological Exploration (Thunder Egg and fossil exploration)
- Recreational Caving
- School PET days
- Tyke-Oh Japanese Drumming
- Elective projects such as craft, gardening and cookery
- Yoga
- Zoo visits
- Secret Agent Society (SAS)
- Ten Pin Bowling
- Farming land projects
- Bush walking
- Horses helping Humans
- Beach Day Out
- Sailability
- Shalom Age care catering and community engagement
- Fishing
- Art
- Movie outings
- Talent shows
- Cultural dreamtime
- Yarning circle

- Museum outings
- PCYC events
- Community event involvement
- Public Library

#### **School events and Community Participation**

During the year Carinity Education Rockhampton holds a number of events that students, families and the community are encouraged to take part in. These days provide an opportunity for students to showcase their skills and to strengthen connections with their families and broader community.

#### **Events in 2018 included:**

- August school opening day
- Harmony Day
- Talk like a Pirate Day
- NAIDOC Celebrations
- Pyjama Day for MS
- Biggest Morning Tea
- Cross Country Carnival
- Environmental Awareness event and competition
- Christmas Party
- End of term -Cool Waters
- End of Term-Sporting day
- End of Term Seniors to Keppel Day
- Talent show
- Say NO to Bullying Day
- Celebrate 70 years Carinity

#### **Social Climate:**

Carinity Education Rockhampton is passionate about creating a culture of growth and development for all young people. With a commitment to social justice we provide opportunities for young people to connect with a range of services, experiences and learnings that will empower them to create positive changes in their lives. We believe that antisocial behaviours are a direct outcome of negative experiences that have impacted on brain development and consequently young people's capacity to engage and make positive choices.

Adverse Childhood Experiences (ACES) impact negatively a student's ability to engage with curriculum in traditional ways. At Carinity Education Rockhampton we acknowledge the importance of providing a curriculum that is trauma informed and student driven for this reason. Providing a safe and supportive environment in which students can begin to understand the impacts of their daily lives on their learning is an integral first step in the education process.

The school's philosophy of Unconditional Positive Regard underpins the climate of the school. This philosophy informs the structure and strategies we utilize. We aim to address the needs and capacity of

each individual, providing learning and strategies that take students through steps that lead to greater resilience, increased engagement, and positive brain development. Students are in small cohorts supported by youth workers who work with the student in a positive learning environment. Carinity Education Rockhampton creates a sense of belonging amongst its staff and students to ensure students feel part of their school community.

Students are encouraged to participate in all activities and to speak their mind about injustices, perceived or real, around the school and the local community. When behavioural or bullying issues arise, we use restorative justice methods to come to a resolution. Bullying is not tolerated in the school and students involved in bullying behaviours are required to participate in mediation with staff and those involved to develop some understanding of the impacts of their behaviour on others and to come to a peaceful resolution. Repercussions of their actions are determined based on individual students and circumstances. Individualised risk management plans are completed for students as required. Students also complete Steps to Success plans to assist in providing a visionary way forward.

The school works with families to support their needs for keeping their young people safe. This includes support meetings and referrals to third party stakeholders to assisting in supporting families as may be required.

Student Support Team: Carinity Rockhampton's Student Support team was formed to enable us to respond to students' needs requiring intensive and / or specialist support which goes beyond those needs generally found in a special assistance school classroom. Utilizing the therapeutic crisis intervention model with our students provides the best possible outcomes for our students as it includes the, "life space interview", a technique that is both supportive and trauma aware.

Pastoral Care topics are the focus of daily check-in and discussions with all students. These topics include mental health strategies, how to get a good night's sleep, cyber bullying, respectful relationships, and any other topic area that is current with the needs of the school student cohort.

### **Parental Involvement:**

Parents, Carers and families are encouraged to attend School event days and student outings. Information days are held each semester. Parents are encouraged to attend talent shows and end of term open days. Parent information sessions and meeting times are scheduled when children have had low attendance or participation, staff are also available at parent request.

The school staff are available for meetings to families outside of school hours by request. Carinity Education Rockhampton undertakes home visits for families unable to attend school grounds due to personal circumstances.

Parents and caregivers are encouraged to communicate and interact with school via the schools Facebook page and current website for updates and current school information. A new school website is currently under construction ready for a 2020 implementation.

### **Parent, Teacher and Student Satisfaction with the School**

Satisfaction Data:

Students have been provided a communication portal to communicate anonymously with staff their weekly requests and feedback relating to satisfaction of their schooling.

100 % of students completed the VET AQTF Learner questionnaire with 95% strongly agree their VET course was well facilitated. Feedback obtained from students tabled 80% suggested less written components and 100% enjoyed the practical elements of their courses.

**The below responses have been recorded from students:**

- “I like my experience at Carinity because I’ve become more confident in myself. I’m honored to be a student here because this school is different to mainstream school. It’s smaller and I get less anxiety. Most teachers and youth workers have really helped me to deal with my problems. My mainstream class had 30 students in it and my class now only has 18 and we get a fulltime youth worker. We go on cool outings as well.”
- I like learning when I don’t actually know I am learning
- Carinity is a place I would tell my friends to go
- I love the food here
- My teacher is great, she really listens to me
- There are too many staff around at lunch times you can’t get up to any trouble
- At my other school no one really listened to what I was trying to tell them

**The below responses from parent carers:**

- I don’t know why we didn’t come to this school sooner
- It is nice not to get phone calls all day to come and pick your kid up because they are in trouble
- Do you know how nice it is to hear your child come home after years of hating school to say things like “mum I had a great day today and I made a friend”
- You have not only changed our child’s life you have changed our family’s life because we are not having to drop everything and come pick him up every day.
- Could you please open a primary school I don’t want to have to wait till my other children are in high school before they can come here.

**Response from staff:**

- “The most rewarding moment so far teaching at Carinity has been the opportunity to work with the students in an environment that supports and fosters the learning styles. By providing the students with learning catered to their individual needs, I can observe them achieve moments of success. I am looking forward to working with the students again next year.”

School website and Facebook pages coming online for 2020 to incorporate satisfaction data portals for Parents, staff, and students.

**Contact Person for Further Information:**

Title: Principal

## Staffing Information

### Staff Composition, Including Indigenous Staff:

In 2019 we employed

- 1 fulltime Principal
- 5 fulltime classroom teachers
- 2 Youth Development Lead-Wellbeing
- 5 fulltime Youth workers and 2 part time Youth Workers
- 1 fulltime Vocational Education Training (VET) coordinator
- 1 full time Trainer
- 1 fulltime Curriculum Lead
- 1 part time Business Manager
- 2 part time administration officers
- 1 cook
- 1 part time Grounds/maintenance person
- 1 part time cleaner

10% of staff identify as Indigenous Australians

### Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1
Masters	2
Bachelor's degree	7
Diploma	3
Certificate	8

### Expenditure on and Teacher Participation in Professional Development:

#### a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Child Protection	All
Health & Safety	All
First Aid & CPR	7
Fire Safety	All
Therapeutic Crisis Intervention	All
QCAA Curriculum	4
Suicide prevention	ALL
CHYMS mental health	ALL

Outcome Stars	6
Autism QLD	ALL
MHFS Non-suicidal self-harm	5
Principal program	1
Total number of teachers participating in at least one activity in the program year	8

#### b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
8	\$12,185.51	\$1523.18
The total funds expended on teacher professional development in 2019		\$12,185.51
The proportion of the teaching staff involved in professional development activities during 2019		100%
The major professional development initiatives were as follows: QCAA curriculum updates, VET updates, Child Protection, Student Engagement, Student and Staff Wellbeing, Trauma and behavioural approaches.		

#### Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
21	165	139	66.74%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 66.74% in 2019			

#### Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
5	1	20%
From the end of 2018 20 % of staff were retained for the entire 2019 school year		

## Key Student Outcomes

### Average student attendance rate (%) for the whole school:

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
14850	90	4461	10839

The average attendance rate for the whole school as a percentage in 2019 was 73%

### Average student attendance rate for each year level:

Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
Yr 7 – 2310	14	821	1489
Yr 8 – 2145	13	633	1512
Yr 9 – 3960	24	1087	2873
Yr 10 – 2970	18	1013	1957
Yr 11 – 1980	12	576	1404
Yr 12 - 1485	9	331	1154

Year levels	Average attendance rate for each year level as a percentage in 2019
Year 7	64%
Year 8	70%
Year 9	73%
Year 10	66%
Year 11	71%
Year 12	78%

### A description of how non-attendance is managed by the school:

Student attendance is monitored by Year level Youth Workers, Student Support Team and Management. If the school is not notified of absences, contact is made with the student or their parent/carer by message media and a phone call. When a student has regular absences, they are required to meet with the Student Support Team to establish the cause, determine any support the school can offer to minimize absences and develop a plan to improve attendance. Youth workers work to maintain regular contact with students during absences so that appropriate work can be completed at home. Parent and carer contact is maintained by both the youth and administration team. Home visits in cases of extensive non-attendance occurs. A home visit consists of two team members arranging and visiting with a student and family to implement strategies to encourage and support a student's attendance at school.

## NAPLAN results for Years 3, 5 and 7 and 9 in 2019

### Benchmark Data for Year

With minimal students completing NAPLAN testing, the below percentages are comparatively viewed as statistically invalid for the year 7 and 9 cohorts. Non-attempts have been included in averages, lowering the actual data for individual attempts.

<b>Reading</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	n/a	431	n/a
Year 5 (2019)	n/a	506	n/a
Year 7 (2019)	157	545	n/a
Year 9 (2019)	23	581	n/a
<b>Writing</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	n/a	414	n/a
Year 5 (2019)	n/a	473	n/a
Year 7 (2019)	152	513	n/a
Year 9 (2019)	211	552	n/a
<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	n/a	416	n/a
Year 5 (2019)	n/a	501	n/a
Year 7 (2019)	373	550	n/a
Year 9 (2019)	459	581	n/a
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard

Year 3 (2019)	n/a	439	n/a
Year 5 (2019)	n/a	499	n/a
Year 7 (2019)	247	542	n/a
Year 9 (2019)	290	574	n/a
<b>Numeracy</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	n/a	409	n/a
Year 5 (2019)	n/a	494	n/a
Year 7 (2019)	216	554	n/a
Year 9 (2019)	343	592	n/a

### Apparent Retention Rate Year 10 to 12:

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	11	9	82%

Year 12 student enrolment as a percentage of the Year 10 cohort is 82%

The 2 students that exited relocated to other regions for family reasons.

### Year 12 Outcomes:

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	9
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	n/a
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	n/a
Number of students awarded one or more Vocational Education and Training (VET) qualifications	8
Number of students awarded a Queensland Certificate of Education at the end of Year 12	7
Number of students awarded an International Baccalaureate Diploma (IBD)	n/a
Percentage of Year 12 students who received an OP1-15 or an IBD	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	90%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	n/a

### **\*\*\*Post-school Destination Information**

At the time of publishing this School Annual Report, the results of the 2019 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.

### **Background information on how the Next Steps survey was conducted:**

Background information: Since 2005, the Department of Education’s Next Step survey has captured information about the journey from school to further study and employment for Year 12 completers. Insights gained from Next Step assists schools to review and plan their services for students, and school system personnel to evaluate education policies as they affect the transition from school to further study and employment. The survey is conducted approximately six months after the end of the school year, timed to occur after tertiary education places for the year have been accepted. All students who attend State, Catholic and Independent schools, and TAFE secondary colleges in Queensland are included.