CARINITY EDUCATION

Glendyne

Accept. Aspire. Achieve.

ANNUAL REPORT 2026

(Based on 2025 data)

carinity

AN OUTREACH OF QUEENSLAND BAPTISTS

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 ensure that services are available and accessible.

We have also partnered with Switch for Schools to provide all students check-ins and support. Switch4Schools is all about transforming communities through better emotional health.

Switch4Schools is an innovative, easy, whole school, evidence-backed social and emotional learning tool that measures and builds emotional intelligence, mental health and wellbeing.

Unlike any other platform, Switch4Schools engages like no other - transforming emotions into superpowers that driving self-determination, self-regulation, and performance."

This is completed during our PC time, where students check in and have the option to choose an activity that will benefit their well-being. Teachers also run a brief lesson during this time to benefit the students and give them the tools they need to tackle life's challenges. Switch is also available from home. Students can use the same log-in details to continue fostering their well-being when they need it.

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 to become active members of the community.

MIDDLE SCHOOL (Years 6-9)

Continues to focus on delivering the Australian Curriculum within a supportive and highly structured educational environment designed to meet the diverse needs of our students. The program combines small class sizes, increased teacher and youth worker support for both educational and emotional wellbeing needs, differentiated teaching practices, and individualised adjustments to maximise student engagement and success.

A key strength of the Middle School program is the strong emphasis placed on trauma-aware practices, building positive relationships, and creating safe, predictable learning environments where students feel supported academically, socially, and emotionally. Staff work collaboratively to provide targeted interventions and flexible approaches that respond to the individual learning profiles of students, recognising the impact that trauma and adverse life experiences can have on learning, behaviour, and engagement. Consistent routines, co-regulation strategies, restorative practices, and relationship-based support continue to underpin classroom and wellbeing approaches across the Middle School.

Every student has an Individual Learning Plan (ILP), developed collaboratively between teachers, students, and parents/carers. These plans outline personalised learning goals, adjustments, wellbeing supports, and strategies to assist students in achieving positive educational outcomes. Regular review processes ensure that ILPs remain responsive to student progress and changing needs.

Throughout the year, there has been a renewed focus on literacy intervention across the Middle School. This initiative aims to build students' literacy capacity and confidence as they progress toward their senior pathways. Targeted literacy support, explicit teaching strategies, and intervention programs have been implemented to address identified gaps in reading comprehension, writing, vocabulary development, and functional literacy skills. Early data indicates improved student engagement with literacy tasks and increased confidence in classroom participation.

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. We have a full time Chaplain who works with students and staff on their individual faith journeys. 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 36.6% and 61.3% respectively, with an additional 2.1% identifying as Unspecified.

In 2025 we continued to experience demand for enrolments with our waitlist growing.

Indigenous enrolment percentage was at 26.8%

Total Enrolments:

Total enrolments from the commonwealth census data were 142. 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 lower number of students (approximately 132). 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:
1 x Principal	7 x Teachers
2 x Deputy Principal	10 x Youth Workers (1 Indigenous)
5 x Teachers	2 x Admin
2 x Youth Worker	1 x Ancillary staff
2 x Admin	
3 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	15%
Bachelor	92%
Diploma	23%
Certificate	38%

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:

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, and they experience greater support.

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

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

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 142	18,711	3,443	15,268

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 – 10	1,237	160	1,077
Grade 7 – 15	2,072	230	1,842
Grade 8 – 23	2,907	530	2,377
Grade 9 – 35	4,450	1,033	3,417
Grade 10 – 30	4,093	856	3,237
Grade 11 – 18	2,482	404	2,078
Grade 12 – 11	1,470	230	1,240

Year levels	Average attendance rate for each year level as a % in 2025
Grade 6	87%
Grade 7	89%
Grade 8	82%
Grade 9	77%
Grade 10	79%
Grade 11	84%
Grade 12	84%

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

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

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

Families and parents are encouraged to build strong, ongoing relationships with school staff, working in partnership to create a supportive environment where every student can thrive. Open communication is central to this process, with the school making contact via phone, email, or other agreed methods to ensure families feel informed, connected, and supported.

Where concerns arise, staff may work closely with families to understand circumstances and collaboratively plan next steps. This may include meetings, check-ins, or alternative arrangements that support the student's engagement and wellbeing. The focus is always on working together to build stronger connections, shared understanding, and positive outcomes.

In some situations, external supports may be engaged to assist families and students experiencing more complex or challenging circumstances. These supports are introduced thoughtfully, ensuring a coordinated approach that strengthens both the student's network and the partnership between home and school.

Through consistent collaboration, respectful communication, and shared responsibility, we aim to foster a community that supports resilience, connection, and success for every student.

NAPLAN results for Years 3, 5 and 7 and 9 in 2025 *[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 2025	
Number of students awarded a Senior Education Profile	11
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	10
Number of students awarded a Queensland Certificate of Education at the end of Year 12	2

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

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

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

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	90.9%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	n/a

Post-school Destination Information*[8]

5 students are in employment, 3 are doing further study and 3 are unknown.

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