



Carinity Education | GLENDYNE

School Annual Report 2016

(Based on 2015 data)

Vision Statement: Creating communities where people are loved, accepted and supported to reach their full potential.

Mission Statement: Driven by our Christian values, we provide high quality care and services, making a real difference to people in need.

Summary: 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. Additionally, Glendyne provides mentoring programs designed to build positive and productive relationships that steadily enmesh and immerse students within the programs. The strong staff student relationships also enable the modelling and teaching of essential skills for life.

Glendyne sees itself as a community school, providing support to local high schools and youth services through a referral process. The heart of Glendyne is in its vision, "Hope through Faith and Learning". A distinctly Christian school, with a focus on building lives on biblical principles, Glendyne achieves outcomes with youth leaving the school with improved attitudes to learning and life, improved education, and the ability to begin the next phase of life engaged in work or an apprenticeship. Many of our students become members of the local community who capably provide advice and guidance to other youth struggling with life challenges.

Prepared by: **Dale Hansen - Principal**

School Sector:

Independent

School's Address:

72 Nikenbah – Dundowran Rd, Nikenbah 4655

Total Enrolments:

139 at Commonwealth census

Year Levels Offered:

6 - 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

All students that attend Glendyne are referred from normal mainstream schools, or youth agencies. This is due to a number of reasons, ranging from lack of interest in mainstream schooling methods and relationships, truancy, learning difficulties. Occasionally students are referred as a result of behavioural issues within the mainstream schooling context. The school's enrolment includes approximately 22% indigenous & has a gender profile of 69% boys, 31% girls.

All students require different levels of support when they first attend.

Distinctive Curriculum Offerings:

The school has a practical, real world approach to learning across all subject areas in all years from years 6 - 12. The focus for younger students is to ensure that the pattern of disengagement that preceded enrolment is interrupted. This means that leaning programs are individually tailored, generally "hands on" and often "fun". Exposure to the world of work and Vocational skills are imbedded in Years 10 – 12 during which Vocational Education in the areas of Hospitality, Information Technology, Furniture Making, and Engineering are offered to complement a range of SAS subjects, including Recreation Studies and, for all students, short courses in Literacy and Numeracy.

The school also provides pathways to work, traineeships and work experience as part of curricular activities, and maintains strong links with external education providers including TAFE, private RTO's and the local University. Some students have participated in these additional learning options as part of their holistic approach to education to ensure a better position when competing for jobs post school.

Typically, students come to Glendyne with a range of diverse needs, and the school is structured to provide for this. Small class sizes of approx 10-14 offer more personalised attention than mainstream schools. This helps students access extra support and assistance. Students also have the benefit of tutors and youth workers to provide addition learning support and pastoral care as needed.

Glendyne also provides a one-to-one literacy development program to students who are low achievers in literacy, or who are verified as needing assistance in this area.

A key, underpinning "way of working" at Glendyne are distinctive positive ways that relationships are built and

maintained between staff and students. This works to both improve active participation in learning and attendance.

Extra-curricular Activities:

Some of the extra-curricular activities at Glendyne in 2015 were:

- Interschool sports carnivals,
- Community sports programs and activities,
- Mentoring activities to improve student engagement,
- School vacation camps,
- Leadership programs
- Rewards programs,
- Work placement on community projects.
- Indigenous programs, and cultural activities,
- University and TAFE open days.

Social Climate:

Because most of our students come with a range of barriers, a holistic support system including the following is provided.

- Minimal resource levies,
- Youth support through the activities of the youth workers,
- A Chaplain who works with students and families to provide spiritual and emotional support,
- External partnerships with local counselling organisations provide support to referred students (also conduct substance abuse programs to assist youth where necessary).
- Holiday mentoring programs to ensure students stay on track,
- Specialised teaching, learning and assessment resources,
- Rewards program to encourage positive behaviour,
- External links with other youth support agencies to ensure best outcomes for the student,
- Court support,
- Meals,
- All workplace health and safety equipment in workshop activities.

The school focuses on relationship as well as curriculum agendas, to try and engage the student. This develops a relationship of trust and hope that can be built on to further develop skills.

Parental Involvement:

Parents/Guardians are considered as a third part of a three-way partnership comprising the parents/guardians, the students, and the school. Parents are routinely invited to participate in parent support programs that are offered, along with parent / teacher evenings.

Parent, Teacher and Student Satisfaction with the School

Satisfaction data:

Informal surveys are conducted with parent and carers. This feedback is received through regular parent interviews, and support meetings that confirm that the school is improving its ability to meet the needs of the student cohort. Positive testimonials have been received, and enrolments have increased each year.

Students are surveyed annually, or as needed, if an issue arises. This data is discussed with the school captains. This ensures a more immediate acceptance of change.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Title: Mr Dale Hansen

School Income Broken Down by Funding Source**Staffing Information**

- 1 x Principal
- 11 x Teachers
- 7 x Youth Workers (incl. 1 x indigenous)
- 4 x specialist support
- 3 x admin
- 3 x ancillary staff

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	0
Masters	0
Bachelor Degree	75%
Diploma	58%
Certificate	83%

Expenditure on and Teacher Participation in Professional Development:**a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
Annual Re-accreditation - High Ropes Training	2
Fire Safety – Accreditation	1
Fire Safety	8
Child Safety Procedures	8
First Aid	8
Betterman Program	1

Building Assessment Communities	6
Model of Service consultation and training	1
ISQ - Nationally Consistent Collection of Data for Students with Disability	9
NCCD	2
People at work	4
QCAA – Moderator Meeting	1
Reboot with Us Workshop	2
School to Work Expo	2
TASS Academic / Kiosk	2
Youth Mental Health First Aid Course	3
VET Information Session	1

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
12	\$7343	\$612
The total funds expended on teacher professional development in 2015		\$7343
The proportion of the teaching staff involved in professional development activities during 2015		% 100
The major professional development initiatives were as follows: People at Work Project – Psychosocial Health within the workplace.		

To calculate average expenditure per teacher:

$$\frac{\text{Total expenditure on teacher PD}}{\text{Total number of teachers}} = \$ (\text{average expenditure per teacher})$$

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
29	187	204.5	91.4%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was			

91.7% in 2015

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
12	9	75%
From the end of 2014 75 % of staff were retained for the entire 2015 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
163	Varies 107 - 139	5003	18333

The average attendance rate for the whole school as a percentage in 2015 was 73%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2015
Year Group 6	70%
Year Group 7	79%
Year Group 8	70%
Year Group 9	75%
Year Group 10	66%
Year Group 11	72%
Year Group 12	80%

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

After two days of un-explained attendance, a youth worker 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 contact the school to make an alternative meeting time. If there is no response, the child's enrolment is cancelled and a letter sent to advice of such. Records of this process, including details of contacts made, are recorded on the school management system.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2015)	N/A		N/A
Year 9 (2015)	499	580	0
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2015)	N/A		N/A
Year 9 (2015)	410	547	0
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2015)	N/A		N/A
Year 9 (2015)	456	583	0
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2015)	N/A		N/A
Year 9 (2015)	470	568	0
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2015)	N/A		N/A
Year 9 (2015)	523	592	0

Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

Year 12 student enrolment as a percentage of the Year 10 cohort is 142%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	18
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	18
Number of students awarded a Queensland Certificate of Education at the end of Year 12	9
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	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	100 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	%