



## **School Annual Report 2015 (Based on 2014 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 Road, Nikenbah, 4655

**Total enrolments:**

134

**Year levels offered:**

Carinity Education – Glendyne provides an alternative education &amp; training program from years 6 to 12

**Co-educational or single sex:**

Glendyne is a co-educational school

**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 learning 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.

Some of the extra-curricular activities at Glendyne in 2014 were:

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

### **The social climate of the school:**

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 student council, and students are involved in the decision making process. This ensures a more immediate acceptance of change.

### **Contact person for further information:**

Title: Dale Hansen - Principal

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## School Income

Refer to the My School website <http://www.myschool.edu.au/>

## STAFFING INFORMATION

### Staff composition, including Indigenous staff:

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

### Qualifications of all teachers:

<i>Qualification</i>	<i>Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate or higher	0
Masters	0
Bachelor Degree	75%
Diploma	58%
Certificate	83%

### Expenditure on and teacher participation in professional development:

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Annual Re-accreditation - High Ropes Training	1
Fire Safety	11
Child Safety Procedures	11
First Aid –	12
Working with Adolescents #1 and #2 - USQ	10
ACS School Leaders conference	1
Carinity Outcomes Star training #1 & #2	1
Strong Footprints “My Way”	1
Butterfly Foundation: Dove Body Think – Educator training	1
Driver Training assessments	1
Get Active Qld Accreditation - Netball	1
Glendyne Outcomes Star training	10
QCAA – Delivery of Quality VET workshop	4
QCAA – Workshop – Recreational Studies and Social & Community Studies	1
Cert IV Training & Assessment updates	7
Carinity Conduct & Workplace Harassment	7
ISQ Social & Emotional Disability workshop	8
ISQ NCCD for SWD Workshop	5
ISQ Principal & Curriculum Briefing	4
Moving from Busyness to Effectiveness	2
ISQ SAS & Indigenous Curriculum	3
Building & Leading High Performance Teams	2
ISQ – EAP workshop	1
<b>Total number of teachers participating in at least one activity in the program year</b>	<b>12</b>

**Expenditure on PD**

<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PD ( as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PD per teacher</i>
12	\$12229	\$1019

The total funds expended on teacher professional development in 2014 were \$12229  
The major professional development initiatives are listed above.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

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

<i>Number of Staff</i>	<i>Number of School Days</i>	<i>Total Days Staff Absences</i>	<i>Average Staff Attendance Rate</i>
30	190	221	96 %

For permanent and temporary staff and school leaders the average staff attendance rate was 96% in 2014

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

<i>Number of permanent teaching staff at end of previous year</i>	<i>Number of these staff retained in the following year (the program year)</i>	<i>% retention rate</i>
11	9	82%

From the end of 2013 82 % of staff were retained for the entire 2014 school year

**KEY STUDENT OUTCOMES**

[Schools may wish to include comparative data from previous year(s) in this section]

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

The average attendance rate for the whole school as a percentage in 2014 was 76%

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

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2014</i>
Year 6	89%
Year 7	74%
Year 8	77%
Year 9	71%
Year 10	75%
Year 11	76%
Year 12	79%

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

After five days of un-explained attendance, a letter is sent out to the family to ask them to make contact with the school, and explain the non-attendance. If there is no response, the school contacts the parent / carer by other means (Phone, Mobile, Youth Worker, etc). If this fails to produce a response, the child is disenrolled. Records of this process, including details of contacts made, are recorded on the school management system.

**NAPLAN TESTING - BENCHMARK DATA FOR 2014**

<b>READING</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2014)	N/A		N/A
Year 9 (2014)	494	580	50%
<b>WRITING</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2014)	N/A		N/A
Year 9 (2014)	242	550	11%
<b>SPELLING</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2014)	N/A		N/A
Year 9 (2014)	465	582	55%
<b>GRAMMAR AND PUNCTUATION</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2014)	N/A		N/A
Year 9 (2014)	476	573	40%
<b>NUMERACY</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2014)	N/A		N/A
Year 9 (2014)	485	588	64%

**Apparent retention rate:**

	<b>Year 10 Base</b>	<b>Year 12</b>	<b>Retention rate %</b>
Number of Students	30	24	80%

Year 12 student enrolment as a percentage of the Year 10 cohort is 80%

**Year 12 outcomes:**

<b><i>Outcomes for our Year 12 cohort 2014</i></b>	
Number of students awarded a Senior Education Profile	24
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	23
Number of students awarded a Queensland Certificate of Education at the end of Year 12	3
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	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	n/a

Post-school destination information from the current **Next Steps** survey as follows:

**Background information:**

The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2014, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Table 1 below reports the response rate for Carinity Education - Glendyne. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Carinity Education - Glendyne in 2014.

Table 1

<b>Number of Year 12 students in 2014</b>	<b>Number of responses received from students</b>	<b>Percentage response rate</b>
24	14	58.3%

**Summary of findings in relation to main destinations of Year 12 Completers**

<b>School Year 2014</b>	<b>Number of Students in each category</b>	<b>Percentage of Students in each category</b>
VET Cert IV	3	21%
VET Cert III	4	29%
Apprenticeship	1	7%
Part-time Employment	1	7%
Seeking work	4	29%
Not studying or in the labour force	1	7%

