Carinity Education Gladstone

Annual Report 2018 (Based on 2017 data)

School Sector:

Independent

School's Address:

803 Glenlyon Road, Glen Eden. Qld 4680

Total Enrolments:

Carinity Gladstone opened in July 2017 with an enrolment of 24 students. Total enrolment in Term 4, 2017 was 38. Total enrolment in Term 3, 2018 will be 74. We maintain a wait list of students who have positive enrolment interviews.

Year Levels Offered:

Year 7 – Year 10. Year 11 commenced in 2018 and Year 12 will be offered in 2019.

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Carinity Education Gladstone is a co-educational SAS school situated on the southern side of Gladstone in Glen Eden that strives to provide excellence in education for a disadvantaged population in a setting where students' educational and personal needs are recognised, respected and met. Many students come to our school with issues in their lives from outside of school playing heavily on their mind. We aim to fully support our students and build their resilience to be able to cope in a more effective manner with the ongoing difficulties in life so they can be mindful and engage more effectively in the classroom and in learning. The school operates under a considered research based Model of Service with a principle of unconditional positive regard. Young people are only able to be enrolled through referral and are usually either disengaged from education or at high risk of disengagement. Students are referred to Carinity Gladstone from Education Queensland Schools, as well as from a range of Government Departments and Community Organisations. Many, but not all of the young people at Carinity Gladstone have histories of being suspended and/or excluded from other schools. All, however, have had large gaps in their schooling, negative previous experiences of mainstream education and are seeking a different approach. Carinity Gladstone also specialises in providing assistance to students from backgrounds of disadvantage, trauma and abuse. We provide a supportive and flexible learning environment that enables all of our students to work towards overcoming the barriers they have previously faced when accessing education. The school has a strong focus on community; developing skills, attitudes and behaviours that equip students for life beyond school.   A support team is in place to work with the underlying causes of behaviours. As a SAS school Carinity Gladstone aims to remove barriers to education and to nurture the intellectual, spiritual, social, emotional and ethical development of young people.

The ratio of Females to Males was 78% and 22% respectively. The female ratio will increase in Term 3, 2018.

Indigenous enrolment percentage was at 22%.

Distinctive Curriculum Offerings:

The school has a practical, real world approach to learning across all subject areas in all year levels. Learning opportunities are based on real life topics and values that engage students, helping them understand themselves, appreciate the world around them and form respectful opinions. The focus for students at Carinity Gladstone is to ensure that the pattern of disengagement that preceded enrolment is interrupted and positive relationships are formed. Learning programs in all subjects are developed to suit individual students needs at the level they are at with an emphasis on practical applications, hands on and project based work. The use of opportunities to extend English/Literacy and Mathematics/Numeracy skills are a focus in all learning areas and is constantly related to situations outside of the classroom as this is seen as a fundamental need to a student's ability to learn at school and to engage productively in society. Personal and social capability skills are also addressed in all learning areas and at every stage of schooling at Carinity Gladstone. Students learn to understand themselves and others, and manage their relationships, lives and learning more effectively. Carinity Gladstone has programs and support in place to help students recognise and regulate their emotions, develop empathy for others and understand healthy, positive relationships. Additionally, we encourage skills that produce responsible decisions, the ability to handle challenging situations and resilience. Students are involved in a variety of activities to develop their confidence, community connection and aspire to opportunities in the local community, such as volunteering.

Students in Year 10, and Year 11 (2018) and Year 12 (2019), have the opportunity to undertake Vocational Education in the areas of Hospitality, Business, Tourism, Self-Awareness and Development, Skills for Work and Vocational Pathways, Information Technology and other self-selected courses. Also, on offer for future senior students is a range of SAS subjects, including Recreation Studies, Tourism, Mathematics, English, Science, Media Arts in Practice and for all students, short courses in Literacy and Numeracy. The school also provides pathways to work 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.

Typically, students come to Carinity Gladstone with a range of diverse needs, and the school is structured to provide for this. Small class sizes of fourteen to sixteen offer more personalised attention than mainstream schools providing access to extra support and assistance. Students also have the benefit of support from our team of dedicated youth workers and passionate youth development lead to provide additional learning support and pastoral care as needed.

An important focus at Carinity Gladstone is placed on developing positive relationships between staff and students. This works to improve both active participation in learning and attendance.

Extra-curricular Activities:

Some of the extra-curricular activities at Carinity Gladstone are:
- Mentoring activities to improve student engagement
- Sporting Teams
- Rewards programs
- Running club
- University and TAFE open days
- A range of electives to choose from including Woodwork, Music, Art, Cooking, Outdoor Health and Fitness, Sewing and IT
- Career Days
- Volunteer Work Placement

This list is extending as the school numbers grow.

Social Climate:

Carinity Gladstone 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 anti-social 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. The school's philosophy of Unconditional Positive Regard underpins the climate of the school and this philosophy informs the structure and strategies that 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 with dedicated teachers and supported by a passionate youth development lead and youth workers. Carinity Gladstone aims to create a community vibe where all students feel like a valued member. When behavioural or bullying issues arise we use mediation, communication and 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 victims to develop some understanding of the impacts of their behavior on others and to come to a peaceful resolution. Repercussions of their actions are determined based on individual students and circumstances.

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

- Youth support through the activities of the youth workers
- External partnerships with local counselling organisations provide support to referred students (also conduct substance abuse programs to assist youth where necessary)
- Pastoral care programs with a focus on mental, social and personal wellbeing
- Pastoral care programs with a focus on bullying; awareness, understanding and resilience
- 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
- Catering for basic needs; food, clothing and hygiene
- Sense of Community, belonging and security; a place where students know they will be safe
- Physical Health and well being
- Strong relationship building
- Personal and social capability, personal development, emotional and social wellbeing, communication, choices and behavior
- R.E.A.L Tracking
- Family functions
- Harmony Day
- Anti-Bullying Awareness Day

The school focuses on relationship building, social and emotional wellbeing, as well as curriculum requirements to engage the students. We aim to develop relationships of trust and hope with our young people that can be built into further life and work skills.

Child protection is an important part of school life. The school activity supports children who are at risk of harm or sexual abuse. As well as reporting such matters, the school works closely with external providers to ensure children have a 'safe place' outside of school hours, and that Police are kept up-to-date with issues.

Parental Involvement:

Parent, Carers and families are encouraged to play an active role in the schooling, care and support of the young person in their care and participate in school events. These events are a great opportunity to celebrate achievements, support the students, meet with all the staff and discuss progress and strengths with the Teachers and Youth Workers in a less formal environment. Parents/Guardians are considered an important part of a three-way partnership in their child's education. They are routinely contacted by phone, text messages or emails and they are encouraged through the work of the pastoral care team, to communicate regularly with the school, participate in events and meetings so that staff can best support the child as well as the family when needed. Staff are encouraged to appropriately and responsibly send text messages and photos that provide a snapshot and communication to parents, carers and families of student achievements. Communication plays an important role at Carinity Education Gladstone.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

A process of formal surveys will commence at Carinity Gladstone in Term 4 of 2018 with parents and carers to ensure that customer satisfaction is maintained, and opportunities and ideas for improvement are received. This will be completed through an on-line process or hard copy. Students have the same opportunity to answer questions through an on-line survey tool or hard copy to gauge satisfaction. Students are encouraged to provide ideas for discussion and consideration on many topics and in all areas of their school community. School captains will play an important role in this process in 2019 when we commence our first Year 12 class.

Contact Person for Further Information:

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

Title: Jane Greenland (Principal)

School Income Broken Down by Funding Source

School financial data can be found on the My School Website http://www.myschool.edu.au/.

Staffing Information

Staff Composition, Including Indigenous Staff:

In 2017 Carinity Gladstone employed a very dedicated and passionate staff which consists of:

- A full-time Principal

- 1 full-time Administration Officer

- 2 full-time Teachers

- 1 full-time Youth Development Leader

- 2 full-time Youth Workers

- 1 full-time Grounds/Maintenance Officer

- 1 part-time Cleaner

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	25%
Certificate	0

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of staff participating in activity
Child Protection and Duty of Care	All
Creating Calmer Classrooms	All
Reboot Training	1
Trauma Aware Conference	2
Fire Safety	All
Introduction to Outcome Star	All
TCI Training	3
Curriculum Updates	2
Sharepoint Training	1
Total number of teachers participating in at least one activity in the program year	All

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
4	$ 3,540.00	$ 885.00
The total funds expended on teacher professional development in 2017	$ 3,540.00	
The proportion of the teaching staff involved in professional development activities during 2017	100%	
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

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
4	95	6	99.2%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 99.2% in 2017			

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
4	4	100%
From the end of 2017 100% of staff were retained for the entire 2017 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:

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
3,610	38	420	3,190

The average attendance rate for the whole school as a percentage in 2017 was 76%

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
Year 7 - 760	8	51	709
Year 8 - 950	10	122	828
Year 9 – 1,330	14	106	1,224
Year 10 - 570	6	141	429

Year levels	Average attendance rate for each year level as a percentage in 2017
Year 7	93%
Year 8	87%
Year 9	92%
Year 10	75%

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

Each morning a Youth Worker will contact parents/carers of students who are not at school via phone or text message. A follow up phone call or text message is made by the Administration officer, Youth Development Lead or Principal if the student has an un-explained absence. If there is no response, a staff member will 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 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 is maintained on the schools' student management system (TASS).

NAPLAN results for Years 3, 5 and 7 and 9 in 2017

Carinity Gladstone was not open when NAPLAN testing occurred in 2017.

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)		431	
Year 5 (2017)		506	
Year 7 (2017)		545	
Year 9 (2017)		581	

Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)		414	
Year 5 (2017)		473	
Year 7 (2017)		513	
Year 9 (2017)		552	

Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)		416	
Year 5 (2017)		501	
Year 7 (2017)		550	
Year 9 (2017)		581	

Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)		439	
Year 5 (2017)		499	
Year 7 (2017)		542	
Year 9 (2017)		574	

Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)		409	
Year 5 (2017)		494	
Year 7 (2017)		554	
Year 9 (2017)		592	

NAPLAN outcomes can be found on the My School website http://www.myschool.edu.au/.