

Carinity Education Glenlee Annual Report 2018 (Based on 2017 data)

Descriptive Information

School Sector:

Independent

School's Address:

46 Dawson Road, Glenlee 4711

Total Enrolments: [Schools might wish to include comparative data from previous year\(s\) here](#)

60 (Glenlee campus only) Gladstone reports separately

Year Levels Offered:

Year 7 to Year 11 expanding to Year 12 in 2018

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Carinity Education Glenlee is a Special Assistance School for students in Grades 7 to 11 moving to Grade 12 in 2018. The school welcomes both male and female students and is designed to meet the needs of those who do not fit into mainstream schools. We take referrals from a range of Government Departments, Community Organisations and schools for students who have disengaged or are at risk of disengaging from mainstream schools. Students have often experienced adversity which has impacted on their capacity to positively engage in a mainstream school environment. Glenlee specializes in providing assistance to students from backgrounds of disadvantage, trauma and abuse. 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. Many of the students at Glenlee suffer from mental health conditions and a majority of the student population has been diagnosed with one or more of the following conditions: Oppositional Defiance Disorder, Autistic Spectrum Disorder, Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Reactive Attachment Disorder, Anxiety and/or Depression.

Just under 10% of students identify as Aboriginal and/or Torres Strait Islanders.

Distinctive Curriculum Offerings:

Many students come to school with the issues in their lives outside of school playing heavily on their mind. Unless we support them to deal with these issues and build resilience to be better able to cope with the ongoing difficulties in life we will not be able to engage them effectively in the classroom and in learning.

At Glenlee many students commence at the school with a history of absenteeism in the mainstream setting. The school employs project-based learning utilizing topics and interest areas to enhance student engagement.

Literacy and numeracy are emphasized across the curriculum as these are often areas of deficit when students commence at Glenlee. 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.

Glenlee opened its doors for the first time in January 2016 and Year 11 has commenced in 2017. These students study English Communication, Prevocational Mathematics, Tourism and Media Studies. Third party RTO delivered certificates are also available. In 2017 students completed the Certificate II in Self-Awareness

Extra-curricular Activities:

Sporting events

The school offers opportunities which are engaging to the students. Examples include;

- Sporting Events such as Austag played with a near-by Flexi school
- Swimming Activities
- Beach Days
- Bushwalking
- Elective projects including craft, gardening and cooking
- Wellbeing Days
- Zoo visits
- School fun days
- Scavenger Hunts
- Tie Dye day

- Community BBQs

Social Climate:

Carinity Education Glenlee operates on the basis of a model of service which emphasizes development of a sense of belonging and dreaming within a safe space in order to seek self-improvement and ultimately to wipe out social exclusion. Through the enablement of youth spirit Glenlee is proud not to be a classic school but one which engages marginalized youth, focusing on developing both belief and hope for a better future. Students are aided to plan and develop strategies to achieve their educational goal and staff encourage students in achieving their individual goals.

Pastoral care programs are integral to the model of service. They focus on three main areas: Emotional Intelligence (including self-control and management of aggression, manners, motivation and engagement), Friendship Skills (including conversation skills and understanding both trust and respectful relationships) and Resilience (including strategies to overcome anxiety, depression and trauma).

Glenlee utilizes the Outcomes Star framework to engage young people in the above three areas. This framework stimulates and focuses discussion as well as providing a helpful basis for development of goal-setting and action-plans. The areas focused on in discussion between students and support workers include: hopes and dreams, well-being, education and work, communicating and, choices and behavior.

All staff have been trained in Therapeutic Crisis Intervention and uses the practices from this framework to respond to inappropriate and/or bullying behaviours. Life space interviews are also utilized.

Where students have conflict 6 Steps to Success Mediations is employed by staff.

Parental Involvement:

Parents are welcomed to Carinity Education Glenlee and are encouraged to take an active role in the child's learning. Regular parent days are held for parents, teachers and support staff to discuss strategies to support student engagement and learning. End of Term Open Days encourage families to see the work completed by the students within the classroom.

Where issues of poor attendance or inappropriate behavior occur families are invited to the school to have a discussion and to develop strategies for improvement with the school staff. Staff also make themselves available at parent request.

Information days regarding changes to curriculum and moving into the senior school have also been conducted.

Parent, Teacher and Student Satisfaction with the School

Parent and students were surveyed through an online survey in mid 2017. Data reported overwhelming satisfaction with the support provided for students by the school.

Contact Person for Further Information:

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

Executive Manager Education Services: Christine Hill

School Income Broken Down by Funding Source

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

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Staffing Information

Staff Composition, Including Indigenous Staff:

In 2017 we employed:

- 1 full-time Principal
- 3 full-time classroom teachers
- 1 part-time Office staff member
- 4 full-time youth workers
- 1 Youth Development Lead
- 1 VET Co-ordinator
- 1 part-time Groundsman

Qualifications of all Teachers:.

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold
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	this qualification
Doctorate or higher	0
Masters	16%
Bachelor Degree	100%
Diploma	50%
Certificate	32%

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
First Aid	all
<i>RAGE (Renavigating Anger and Guilty Emotions)</i>	2
<i>MAAD (Managing Angry Adolescents Differently)</i>	4
<i>CHILLAX (Strength based skill building)</i>	2
<i>PEERs skill training</i>	2
<i>EAG x 4</i>	1
<i>Trauma Informed Schooling Conference</i>	1
<i>Total number of teachers participating in at least one activity in the program year</i>	6

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
3	\$6000	\$2000
The total funds expended on teacher professional development in 2017		\$6000
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
15.3	177	25	99%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 99.5 % 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
15.3	11	66%
From the end of 2015 66 % of staff were retained for the entire 2017 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
177	60 (Glenlee campus only – Gladstone reports separately)	2655	7965

The average attendance rate for the whole school as a percentage in 2017 was 75%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2017
Year Group 7 - 17 students	80%
Year Group 8 - 11 students	73%
Year Group 9 - 17 students	79%
Year Group 10 – 7 students	71%
Year Group 11 – 8 students	71%

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

Carinity Education Glenlee sends parents a text message if students are absent in the morning. If the student does not present to school for several days the Youth Development Lead or School Principal will make contact with the student's family and arrange a meeting to devise strategies to improve performance.

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

Some students in Grades 7 to 9 completed NAPLAN in 2017. Carinity Education Glenlee does not have any students below Grade 7 in the school. The percentage of students achieving above the benchmark for NAPLAN testing in 2017 is represented in the table below.

Area of Testing	Grade 7	Grade 9
Reading	40	85
Writing	10	25
Spelling	40	75
Grammar and Punctuation	30	60
Numeracy	70	90

Apparent Retention Rate Year 10 to 12:

Carinity Education Glenlee had not yet welcomed its first Grade 12 cohort in 2017. This information will be available in next year's report.

Year 12 student enrolment as a percentage of the Year 10 cohort is _N/A_%

Year 12 Outcomes:

Carinity Education Glenlee did not commence Year 12 until January 2018 so no data is available for this report.

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	
Number of students awarded a Queensland Certificate of Individual Achievement	
Number of students who received an Overall Position (OP)	
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	
Number of students awarded one or more Vocational Education and Training (VET) qualifications	

Number of students awarded a Queensland Certificate of Education at the end of Year 12	
Number of students awarded an International Baccalaureate Diploma (IBD)	
Percentage of Year 12 students who received an OP1-15 or an IBD	%
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	%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	%

Background information on how the Next Steps survey was conducted:

<p>Background information:</p> <p>No next steps survey has yet been conducted</p>

School Response Rate to the Survey

Number of Year 12 students in 2017 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
		%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2017	Number of Students in each category	Percentage of Students in each category
University (degree)		%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time		%
Working part-time/casual		%
Seeking work		%
Not studying or in the labour force		%

Total Year 12 students	0	
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