



**THE GLENLEIGHDEN
SCHOOL**

School Annual Report 2009

COMMONWEALTH AND STATE REPORTING REQUIREMENTS FOR
QUEENSLAND INDEPENDENT SCHOOLS

The *Education (General Provisions) Act 2006 (the Act) Section 423 (1)* provides that the Minister may approve a policy about the publication by a state school principal and non-state school governing body of an annual report containing information on the school, its policies and data on the student outcomes for all persons enrolled at the school in the previous year. State school principals and non-state schools' governing bodies must comply with the approved policy.

The policy, which is presented as a checklist of all Queensland and Australian Government requirements, has been approved by the Minister and sets out the annual reporting requirements for all state and non-state schools. By publishing this information, Queensland schools will meet the reporting obligations required by both the Queensland and the Australian Governments.

School sector:

The Glenleighden School is an independent special school.

School's address:

The Glenleighden School
33 Cubberla Street
Fig Tree Pocket Qld 4069
Ph: 07 3378 8625
Fax: 07 3378 8873
www.childassoc.org.au

Total enrolments for 2008:

74 Students as at August 2008

Year levels offered:

Preparatory to Secondary School

Co-educational or single sex:

Co-educational

Distinctive curriculum offerings:

The Glenleighden School has established a CHI.L.D. Association Curriculum Document Model which outlines our curriculum and programs.

Please refer to attached [Appendix A: Curriculum Document](#)

Extra-curricular activities offered at Glenleighden:Arts/Awards Evening

A chance to end the year in formal recognition of each student's participation and achievements, including wine, cheese and art show.

Camps

Older students may be involved in camp activities for up to a week at a time. These camps are organised by the appropriate Level Coordinator.

Community-Based & Out-of-School Activities

The Glenleighden Students are involved in community-based or out-of-school activities during the year. These excursions are linked to the current school curriculum.

Family Day

All family members are invited to join with students at The Glenleighden School to participate in and observe various activities, highlighting the achievements of the children within the specialised multidisciplinary program.

Horseriding

Each semester, a group of students is invited to participate in horse-riding on a weekly basis, through the McIntyre Centre at Bellbowrie. Each level of the school takes turns and students are invited based on need and equity.

Parent Information Days

Parent Information Days are scheduled each term. The purpose is to give parents and staff an opportunity to discuss

- an update on the program for students
- general program aims and approaches
- homework issues
- activities outside the school

- Instruction and training for parents.
- other topics negotiated between parents and staff

School Concert

A musical and visual extravaganza, with all students participating to show off a variety of singing, theatrical and artistic talents.

Sports Day

An annual event in which all students are expected to participate and are given the opportunity to do their best, demonstrating skills they have developed through their individualised cross-disciplinary programs, under the HPE curriculum.

Social climate:

The Glenleighden School is situated in a developing leafy suburb of Brisbane, within walking distance of the local state school and close to Lone Pine Koala Sanctuary.

The school's philosophy is that communication and learning disabilities must be viewed in the context of the whole child as a developing individual and that self-confidence, self-esteem and achievement in life come from a belief in one's ability to recognise and overcome obstacles; hence the motto:

'Achievement over Adversity'

Parents at the Glenleighden School support this philosophy and have provided extensive support towards maintaining a caring environment. The PS&F Association is active in raising supplementary funds and promoting a sense of community. The results of a parent survey carried out in 2009 revealed that parents are very satisfied with the school climate.

The school recognizes that children and young people with language impairments often have difficulties with social, emotional and behavioural regulation, and is therefore committed to supporting and protecting all students, as detailed in the Child Protection Policy, Anti-bullying Policy and the integration of the social-emotional curriculum into the school programs.

The school is currently in its 3rd year of conducting the "Effective Behaviour for Learning" project funded through Independent Schools Queensland.

[Appendix B: Child Protection Policy](#)

[Appendix C: Anti-bullying Policy](#)

Parental involvement:

Parents are encouraged to become involved in their students life at Glenleighden.

Volunteer Work

Many parents volunteer to help with reading, group work, extra curriculum activities, sporting events, Fun Food Friday and library assistance. Two working bees are held every term at Glenleighden.

Parent information Days

Parent Information Days are held at the beginning of each year and throughout the year for all levels. This is an opportunity for teachers and therapists to discuss the curriculum and specific issues relating to primary language disorders and Speech Language Impairment (SLI).

PS&F

The PS&F Association meets once a month. See [Social Climate](#).

IEP's

Every student attending The Glenleighden School has an Individualised Education Plan, which is negotiated and reviewed by staff and families, as well as the student if appropriate.

The IEP addresses priority areas of need for each student and gives an opportunity for parents to be directly involved in their child's progress.

Concept Development

Parents assist in the Concept Development Program by working with their child sorting pictures and glueing them into the appropriate concept books.

Signing Classes

The Glenleighden School uses the Paget Gorman Signed Speech manual signing system as an augmentative communication system as well as an organisational framework for the students. The signing is intended to facilitate, not replace, oral language communication.

Evidence from its use in a number of schools in the UK and from the years it has been in used here at Glenleighden demonstrate that it is very effective in assisting children to develop language. It is used as a tool to teach language and help children communicate through a medium in which they can feel comfortable if they have speech production or expressive language difficulties.

As the children use the signs in conjunction with oral language, they develop a supportive coding system which is visual not aural (where most have their greatest difficulties) so that, when they need to use speech, it is easier for them to find the words they want and, over time they are better able to produce the words orally.

Signing is used with all the students according to their different needs. Even the most vocal children are able to benefit from signs either as an aid to their comprehension of what is being said to them or as an aid to their own verbalizations. Paget Gorman Signed Speech closely represents the English language concepts and structure. All signs are represented around a conceptual base – a basic sign (eg animal) which helps children to learn classifications.

In addition, every morphological feature of the language (eg –ed past tense endings) is represented so that children learn about the English language while they use signs. Tense and future time is also noted in a simple, but conceptually meaningful way by representation of time past, time present or time in the future. Paget Gorman Signed Speech enables the students to code language visually and 'hold onto it' longer, while aural language experiences tend to be very 'fleeting' and 'vague'.

Changes and modification to signs are carried out as necessary to meet the needs of the children and appear meaningful when they are signed. Examples include – man lady; king queen; boy girl. Signing is taught at the school for the parents as well. They are encouraged to put time and energy in to using this signing system at home in order to assist their children who particularly need this form language learning and visual communication. It provides an opportunity for support and networking between home and school.

Acknowledgement: Mancel Ellis Robinson, Founding Director CHI.L.D. Association

More information on Paget Gorman signed speech can be accessed at www.psgss.org.

Formal Lunch

A formal Eating Curriculum has been established at Glenleighden. The parents support this curriculum by organising a formal meal for their child once a week to be eaten at school under the direction of teachers and therapists.

Newsletter

A school newsletter is produced once a fortnight. This is an important means of communication both for the school and the PS&F Association.

School Assembly

The Glenleighden School assembly is held once a fortnight on a Thursday morning. All parents are welcome to attend. The senior students run this event, with certificates being handed to students in recognition of accomplishments and other acknowledgements raised.

Staffing Information

Staff Information as at June 2009

CEO/Principal: Ms Vikki Rose Graydon

Head of School: Ms Diane Drew

The Glenleighden School staff is a dedicated team comprised of a principal, deputy principal, development officer, finance officer, special education teachers, speech language pathologists, physiotherapists, occupational therapists, psychologist, music therapist, school assistants, administrative staff and janitor, as well as volunteers.

Qualifications of all teachers:

	Staff Member	Position
Administration	Ms Vikki Rose Graydon BSpThy MEd (Spec Ed) MLMEd MSPA	CEO/Principal
	Ms Diane Drew B.Teach, Post-Grad ED (Spec Ed and Training), Post- Grad in Ed Leadership	Head of School
	Mrs Jenny O'Reilly B.S.W.(UNSW), M.B.(Professional Accounting)	Finance Officer
	Mrs Margot Hickey BEcon	Development Officer
	Mrs Lisa Taylor	Administration Officer
	Mr Bruce Grundy	Maintenance Officer
	Mrs Michelle Males	Executive Assistant
	Mrs Ann Power	Receptionist
	Mr Vorapong Suvannakote	Systems Administrator
	Ms Karen Smith	Librarian
	Mrs Carla Park	Volunteer Teacher Librarian
Let's Talk Developmental Hub	Ms Tracey Langton Dip.Teach(Secondary)	Outreach Coordinator
	Mrs Belinda Fisher BSpPath MSPA	Speech Language Pathologist
	Ms Liz Anderson M. Psych (Ed & Dev) (QUT), B. Psych. Sc (UQ)	Psychologist
	Mrs Debra Swain BOccThy MAAOT(Qld)	Senior Occupational Therapist
	Mrs Amanda Sheales B Ed (Primary)	Receptionist / Educator
	Mrs Kristy Nicola BHSC(Hon) BMath MPhthy MAPA	Physiotherapist
Early Childhood	Mrs Kate Johns BOccThy AccOT MAAOT(QLD)	Level Coordinator / Occupational Therapist
	Mrs Robyn Pflingst	Special Education Teacher
	Mrs Kerry Bridgman BEd GradDipSpEd	Level Coordinator / Special Education Teacher
	Mrs Nicole Lipman BSpPath MSPA	Speech Language Pathologist
	Miss Sarah Ring B Phty (Hons)	Physiotherapist
	Mrs Carla Hallesy	Teacher Assistant
	Mrs Rochelle Nitschke	Teacher Assistant

Junior School	Ms Eleanor McMillan B.Ed., T.Coll.Dip.(Sp.Th.), T.T.C., LTCL, CPSP	Level Coordinator/Speech Language Pathologist
	Ms.Janette Chidgey DipPrimEd BEd(SpEd)	Special Education Teacher
	Mrs Gail Gilmore DipPGSS	Teacher Assistant, Senior First Aid Officer
	Mr Ben Tuni BA GDipEd(Middle Yrs)	Special Education Teacher
	Mr Dallas Fong BSc MSpPathSt	Speech Language Pathologist
	Ms Jacqueline Shaw BOccThy	Occupational Therapist
Middle School	Ms Jan Morey BSc(Hons) BEd MALEA	Level Coordinator / Special Education Teacher
	Miss Jacqueline McAlister BEd	Special Education Teacher
	Mrs Anne McSweeney BSpThy DipPGSS ASDA (Teaching) MSPA	Level Coordinator / Speech Language Pathologist
	Ms Sarah O'Neill	Speech Language Pathologist
	Ms Michelle Mowat	Occupational Therapist
	Mrs Marie Hodgkinson	Teacher Assistant
	Ms Julie Budden	Teacher Assistant
Senior School	Mrs Catherine Ashton DipTeach(Prim) BEd MSpPathSt MSPA	Speech Language Pathologist
	Ms Neeti Puri GDipEd (Middle Yrs) PGDPM B.Com	Special Education Teacher
	Mrs Pam McDonald BOccThy BA(Psych)	Occupational Therapist
	Mrs Kim Parkin	Teacher Assistant

Professional Development

All staff members are committed to their own ongoing professional development. Staff attend workshops and conferences during the year to continue to meet both individual/personal needs and the curriculum needs of the school.

Specific Staff development priorities for 2008.

- Team Building
- Leadership and mentoring
- Paget-Gorman Signing.
- Interactive Technology (IWBs) in the classroom.
- Focus on Assessment Project.
- Effective Behaviour for Learning Project.

Expenditure on and staff participation in professional development 2008:

Description of External PL activity

January 2008	
Music Therapy Conference	Music Therapist
February 2008	
"2008 Nonprofit Finance Forum", Givewell	Principal & Development Officer
"Developmental Pediatrics Course", The University of Qld	Physiotherapist
THRASS Accredited 2 day Certificate Course	1 Teacher
Dealing with Challenging Parents	EC Level Coordinator
March 2008	
Designing Sustainable Workplaces "Creating a new generation of Educational Leaders" by Peter Sheahan, ACEL	Principal, EC, JS & MS Year Level Coordinators
"M.O.R.E. Integrating the Mouth with Sensory & Postural Functions", Sensory Tools Australia	1 SLP
Rehabilitation & Return to Work Co-ordinator, Commerce Queensland	1 OT
April 2008	
"ASE Qld State Conference", ASE	Principal, Deputy Principal & Outreach Coordinator
"Future Principals Leadership Program", ISQ	Principal
Sound Management: Working with Children with Speech Impairment	JS Level Coordinator & SLP
Set Plan Workshop	SS Level Coordinator
ADOS Clinical & Research Training	Psychologist

May 2008

AICD Company Directors Course (May-Dec)	Principal
"What Phonics Program is that?", Speech Pathology Aust	1 SLP
"Managing Leadership Dilemmas", Professor Carol Cardno (QSO), Griffith University	Deputy Principal, EC, JS, MS, & SS Level Coordinator
"Understanding Visual Perceptual Skills in Children", Qld Health	1 OT
"MYOB Advanced Processes: beyond day to day processing", MYOB Aust	Finance Officer
"Social Stories & Comic Strip Conversation Workshop", Bronwyn Sutton Speech Pathology	Teacher, SLP & Literacy Teacher

June 2008

"Teacher Aide Numeracy Workshop – Investigations, Mental Computations & Essential Learnings", Making Sense of Maths	2 Teachers & 2 Teacher Aides
"EC Teachers' Association Conference", EC Teachers' Association	2 Teacher
"Mental Health Symposium & Paediatric Symposium", OT Australia Qld	1 OT
"Back to Basics Developmental Paediatrics Course", Prince Charles Hospital	1 Physiotherapist

July 2008

"Performance Management – Quantitative Measures for Appraisal", Teneriffe	Principal
Principals Reference Group	Principal
ISQ Leadership Seminar, The Pavillion, Breakfast Creek	Principal
"Managing Cisco Devices", IT Training Solutions – Brisbane	1 Systems Administrator
"Student Data Capture System (SDCS) Seminar", Qld Studies Authority	1 SS Level Coordinator

August 2008

"Managing Unacceptable Employee Behaviour", Skillpath Seminars	Principal & Deputy Principal
"2008 PDN School Leaders Conference", Griffith University	Principal & Deputy Principal
"Briefing for Schools – Strategic Issues", ISQ	Principal & Deputy Principal
"Early Literacy Foundations", The University of Qld	1 Teacher
"Share IT' 2008 IT in Education Conference", Ferny Grove State High School	1 Teacher
"Student Data Capture System (SDCS) Seminar", Qld Studies Authority	SS Level Coordinator
"QCIA – Verification Meeting", Qld Studies Authority	SS Level Coordinator

September 2008

"School Safety Conference", Edmund Rice Education Aust	Deputy Principal
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October 2008

Special Needs Principals Reference Group	Principal
Community Education Expo	Deputy Principal
"Effective Behaviour for Effective Learning Project", ISQ	Deputy Principal
"Beginning Teachers Workshop", Innovative Education	3 Teacher s
"Australian Literacy Educators Association" (Half Day PD)	1 Teacher

November 2008

"Social and Emotional Learning Workshop", You Can Do It! Education	EC & MS Level Coordinator
"Workplace Health & Safety Officer Course", DRA Safety Specialists	Principal & OT
"The Indispensable Assistant Seminar", Skillpath Seminars	Admin Officer

December 2008

"Making SENSE of the Senses Workshop", Engaging Your Senses	Physiotherapist
First Aid Certification	Current certification is required for all Teaching & Therapy Staff.

Courses are run by external organisations on the school premises, or can be accessed off-site.

Description of Internal PL activity for 2008**Topics covered during Fortnightly staff meetings included:**

All Staff are requested to attend staff meetings

- Fortnightly Effective Behaviour Management Topic
- Fortnightly Team Building Activity
- IDP process
- "The Learning Curve" & TGS Processes
- Collective Workplace Agreement
- Performance Management
- Productive Conversations
- WIG Presentations by SLP's, OT's, TA's, PT's & Teachers

From April to December every staff meeting had a WHS component including:

- WH&S Policies & Procedures
- WH&S Folders
- WH&S – Staff & Student process for signing In & Out
- Electronic calendar for recording staff whereabouts
- WH&S – Matrix of "Risk Assessment"
- Anti-Bullying Policy
- First Aid Requirements
- WH&S – Emergency evacuation procedure & WHOSE role
- Manual handling training
- Presentation from the Cancer Association

Performance Management Induction for New Staff:

January: 6 Staff August: 12 Staff

- Performance Management context
- Planning, coaching, reviewing & rewarding
- Dialogue
- Team goal setting
- Team planning
- Observation
- Individual goal setting
- Individual action planning
- Professional standards of excellent
- Standards of professional practice

April 2008

Effective Behaviour Management, FunWorks	Whole School PD Event
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July 2008

CWA & Performance Management Presentation	Presented by Vikki to staff at TGS
Observation of Let's Talk Multidisciplinary Screening Clinics	Various Staff
Observation of School Programs	All staff were expected to attend during a specific PD week.

School staff were asked to organise at least two observations during Term 2.

Total number of Staff participating in at least one activity in the program year		
Total Number of Staff	Total expenditure on Staff PL (as recorded in Financial Questionnaire)	Average expenditure on PL per Staff member.
37	\$30,439.43	\$822.69

The total funds expended on staff professional development in 2008 were \$ 30,439.43

The major professional development initiatives were as follows: as listed above

The involvement of the teaching staff in professional development activities during 2008 was 100%.

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
37	180	157	97.7%

For permanent and temporary staff and school leaders the staff attendance rate was 97.7% in 2008.

Proportion of staff retained from the previous year:

Number of permanent staff at end of 2007 program year (Head Count)	Number of these staff retained in the following 2008 year	% retention rate
30	27	90%

From the end of 2007 - 90% of staff were retained for the 2008 school year.

KEY STUDENT OUTCOMES

Average student attendance rate:

Total number of students in 2008	Number of school days in program year	Total number of student absences	Average Attendance Rate %
74	180	807	93.94%

The average attendance rate as a percentage in 2008 was 93.94%

Years 3, 5 & 7 Testing

While relevant students of The Glenleighden School participate in Year 3, 5 & 7 testing, the Glenleighden School does not report the results of this testing based on the parameters set by AISQ to protect the privacy of individual students:

"Schools are not required to report on year levels where there are five or fewer students or where all persons in a particular group have achieved identical results, irrespective of group size. Schools should be aware of privacy considerations when reporting on any small groups with more than five but less than, say, ten students."

Apparent Retention Rate

The Glenleighden School offers an alternative Secondary Program for students with primary language disorders and high educational support needs. Whilst there is currently no retention rate to report, all students from the age of 15 and above will be supported in completing their CPCSE.

Year 12 outcomes:

Outcomes for our Year 12 cohort 2008	
Total number of CPCSE Senior Certificates awarded	2
Percentage of Overall Position (OP) –eligible students with OP 1-15	N/A
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	0%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	N/A

Value added programs offered at The Glenleighden School:

- Social Emotional Curriculum
- Alternative vocationally and life-skills based secondary program (e.g. hospitality, horticulture)
- Multidisciplinary integrated programming
- Individual program planning
- Refer to curriculum document

Parent, student and teacher satisfaction:

[Appendix D: Parent Opinion Survey 2009](#)

How computers are used at The Glenleighden School to assist learning

- Computers are used on a daily basis for computer lessons, keyboard lessons, and individual internet research for specific projects as well as subject specific programs such as math's drills.
- Computers are being used to teach typing skills to those children who find handwriting difficult or laborious as well as providing another means of written communication
- Computers are used as part of the therapy program to teach mouse skills through use of specific software.
- SMART boards are used for interactive sessions to reinforce term themes on activity days, as well as to enhance classroom activities and learning.

School progress towards its goals each year

[Appendix F: AGM Report 2009](#)