



# School Annual Report 2010

## 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](http://www.childassoc.org.au)

**Total enrolments for 2009:**

Average student enrolment for 2009: 68

**Year levels offered:**

Preparatory to Secondary School

**Co-educational or single sex:**

Co-educational

**Distinctive curriculum offerings:**

The Glenleighden School has established a Curriculum Document Model which outlines our curriculum and programs. Currently the school is working towards the National Curriculum implementation as well as modifications required for children with language disability.

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.

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 is held during Term 3.

#### 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.

[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. Additionally two working bees are held every term at Glenleighden for which parents may volunteer.

#### 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](http://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 2010

Executive Principal: Ms Vikki Rose Graydon

Head of School: Ms Diane Drew

The Glenleighden School staff is a dedicated team comprised of an executive principal, head of school, information & communications manager, finance officer, special education teachers, speech language pathologists, physiotherapists, occupational therapists, psychologist, music therapist, school assistants, administrative staff and maintenance officer, as well as volunteers.

Qualifications of all teachers:

|                                | Staff Member  | Position   |
|--------------------------------|---|--|
| Administration & Support Staff | Ms Vikki Rose Graydon BSpThy, MEd, (Spec Ed) MLMed, GAICD, MACEL      | Executive Principal                              |
|                                | Ms Diane Drew BTeach, PGradEd(Spec Ed & Training), PGradEd Leadership | Head of School / Senior School Level Coordinator |
|                                | Mrs Jenny O'Reilly BSW(UNSW), MB(Professional Accounting)             | Finance Officer                                  |
|                                | Mr Bruce Grundy   | Information & Communications Manager             |
|                                | Mrs Jennie Delany   | Administration Officer                           |
|                                | Mr Frank Ashton   | Maintenance Officer                              |
|                                | Mrs Michelle Males  | Executive Assistant                              |
|                                | Ms Sarah-Jane Bond  | Receptionist                                     |
|                                | Mrs Catherine Ashton DipTeach(Prim), BEd MSpPathSt MACE               | Curriculum Coordinator                           |
|                                | Mr Luke Grayndler   | Intern Psychologist                              |
|                                | Ms Vanessa Crawford   | Music Therapist                                  |
|                                | Ms Karen Smith  | Librarian  |
|                                | Mrs Carla Park  | Volunteer Teacher Librarian                      |
| Early Childhood                | Ms Sarah O'Neill BSpPath, MSPA, CPSP                                  | Level Coordinator / Speech Language Pathologist  |
|                                | Ms Danielle Morson  | Special Education Teacher                        |
|                                | Mrs Kerry Bridgman BEd, GradDipSpEd                                   | Level Coordinator / Special Education Teacher    |
|                                | Mrs Pam McDonald BOccThy, BA(Psych)                                   | Occupational Therapist                           |
|                                | Ms Janine Day   | Occupational Therapist                           |
|                                | Mrs Carla Hallesy   | School Assistant                                 |
|                                | Mrs Rochelle Nitschke   | School Assistant                                 |
|                                | Mr Shaun Ziegenfusz   | Speech Language Pathologist                      |
| Junior School                  | Ms Jan Morey BSc(Hons), BEd(Primary), MALEA                           | Level Coordinator / Special Education Teacher    |
|                                | Ms. Janette Chidgey DipPrimEd, BEd(SpEd)                              | Special Education Teacher                        |
|                                | Mrs Gail Gilmore DipPGSS  | School Assistant, Senior First Aid Officer       |

|               |   |  |
|---------------|---|--|
|               | Ms Andrea O'Brien   | Occupational Therapist                           |
|               | Mrs Anne McSweeney BSpThy, DipPGSS<br>ASDA (Teaching), MSPA | Speech Language Pathologist                      |
|               | Ms Elvira Grace   | School Assistant                                 |
| Middle School | Miss Jacqueline McAlister BEd(Early Childhood),<br>MALEA    | Level Coordinator / Special<br>Education Teacher |
|               | Ms Louisa Playford  | Special Education Teacher                        |
|               | Ms Sandra Smith   | Occupational Therapist                           |
|               | Mr Dallas Fong BSc, MSpPathSt                               | Speech Language Pathologist                      |
|               | Mrs Marie Hodgkinson  | School Assistant                                 |
|               | Mr Lachlan Hodgkinson                                       | School Assistant                                 |
| Senior School | Ms Chantelle Rissik   | Special Education Teacher                        |
|               | Ms Tegan Streeter   | Special Education Teacher                        |
|               | Mrs Kim Parkin  | School 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 2009.

- Team Building
- Leadership and mentoring
- Paget-Gorman Signing.
- Interactive Technology (IWBs) in the classroom.

### Expenditure on and staff participation in professional development 2009:

#### Description of External PL activity

|   |  |
|---|--|
| <b>January 2009</b>   |  |
| Executive Coaching Sessions (Throughout 2009)                                     | Executive Principal  |
| Special Education Masters   | EC Level Coordinator   |
| <b>February 2009</b>  |  |
| "Literacy Assessment: In Testing Times", Aust<br>Literacy Educator's Association" | JS & JM Level Coordinators   |
| "The Nitty Gritty of Paeds", Qld Health   | 1 JS OT  |
| Special School Visits, Sydney   | Executive Principal, Head of School,<br>SS & EC Level Coordinators |
| NISSA Meeting   | Executive Principal, Head of School                                |

|  |  |
|--|--|
| "BGA Seminar", Cannon Hill Anglican College                                    | Executive Principal  |
| <b>March 2009</b>  |  |
| "EAP Part 1", ISQ  | JS & MS Level Coordinators                                     |
| "EAP Part 2", ISQ  | JS & MS Level Coordinators                                     |
| ISQ Principals Forum   | Di Drew  |
| National Assessment Program for Yr 3, 5, 7 & 9                                 | JS & MS Level Coordinators & 1 Teacher                         |
| QCATS Yrs 4 & 6  | MS Coordinator & 1 Teacher                                     |
| "The Boyce Debates", Powerhouse  | 8 Staff Members including Executive Principal & Head of School |
| "Supporting Students with Learning Difficulties", Career Keys                  | EC & SS School Assistants                                      |
| NSO Meeting – Montrose Access  | Executive Principal  |
| ISQ AGM  | Executive Principal & Head of School                           |
| <b>April 2009</b>  |  |
| AASE 2009 Conference   | JS Level Coordinator   |
| "QCAR Strategic Transitions", ISQ  | SS Level Coordinator & Head of School                          |
| Presentation at & attendance at Early Childhood Conference                     | Executive Principal  |
| Organisational visit - Telethon  | Executive Principal  |
| "Aligning for Achieving Programme", Jenny Nayler Learning aJeNcy (April & May) | All School Staff   |
| St Johns Ambulance CPR   | Staff as required  |
| Think Tank Special Ed Policy   | Executive Principal & Head of School                           |
| <b>May 2009</b>  |  |

|   |  |
|---|--|
| "WHS", ISQ  | Head of School & MS OT                               |
| Delta Project   | 2 JS Teachers  |
| Circle of Security Approach   | 1 JS OT  |
| Through The Looking Glass   | 1 MS SLP   |
| Leading Australia's Schools Master Class  | Executive Principal                                  |
| "CELI Breakfast (Centre for Educational Leadership & Innovation)", ISQ            | Head of School & EC Level Coordinator                |
| Texthelp Read & Write Gold  | Educator (Amanda S)                                  |
| "Delta Project", ISQ  | 2 JS Teachers  |
| "Save Your Bacon" Financial Seminar, Pathways Australia                           | Finance Officer                                      |
| "Birth to Three Matters Conference", Communities for Children, Salvation Army Qld | Executive Principal, Head of Outreach & Psychologist |
| QSA 2009 Principals Forum   | EC, JS, MS & SS Level Coordinators                   |
| ISQ Principal's Forum   | Head of School                                       |
| "Conference for Women", Skillpaths  | Admin Officer & Executive Assistant                  |
| EAP Part 3  | JS & MS Level Coordinators & Outreach Coordinator    |
| Speech Pathology Australia National Conference                                    | SS & JS Level Coordinators                           |
| <b>June 2009</b>  |  |
| "Strategies for using ICT in Planning and Teaching", ISQ                          | MS Level Coordinator & SS Teacher                    |

|   |   |
|---|---|
| NSO Monitoring Committee Meeting  | Executive Principal & Head of School                              |
| Community Workshop linking with Aged Care Facility, Camp Hill   | Executive Principal & Psychologist                                |
| WH&S Conference   | Head of School  |
| "EAP Part 1 & 2", ISQ   | Educator (Amanda S) & Psychologist                                |
| "Strategies for Engaging Students in Literacy Learning", ISQ  | 1 SS Teacher  |
| "UQPAL Training Program", UQ  | 1 MS SLP  |
| "ASD: Understanding, Treating & Managing Autism", Speech Pathology Australia                                  | 1 EC SLP  |
| Early Childhood Teacher's Association (ECTA) Annual Conference  | EC Level Coordinator  |
| ISQ Masterclass   | Head of School  |
| Worklinks AGM   | Head of School  |
| QCT Professional Development Sessions   | Principal, Head of School, SS & JS Level Coordinators, MS Teacher |
| "Student Wellbeing – A Breakfast for School Leaders", ISQ   | MS & JS Level Coordinators  |
| <b>July 2009</b>  |   |
| QSA Principal's Reference Group   | Executive Principal   |
| ASD: Navigating OT Interventions  | 1 MS OT   |
| "9 <sup>th</sup> ICP World Convention 2009", Academy of Principals Inc, Singapore – presentation & attendance | Executive Principal & Head of School                              |
| "School Based Apprenticeships & Traineeship Forum", Dept of Education   | 1 SS OT   |

|  |                             |
|--|-----------------------------|
| SLI Level 1  | 1 EC Teacher                |
| Preparing to Implement the Australian Curriculum: Maths Prep 1 & 2 | 1 EC Teacher & 1 JS Teacher |
| Educational Reform Lecture   | Head of School              |
| Narrative Language Intervention for Language Impaired Children     | 1 EC School Assistant       |
| "Delta Project", ISQ   | 2 JS Teachers               |

### **August 2009**

|   |  |
|---|--|
| "Cross Government Partnerships in Speech Pathology", Qld Govt Depts Health, Education & Disability Services | Executive Principal & SS Level Coordinator |
| "Through The Looking Glass", ISQ  | 1 SS Teacher                               |
| "Dreamweaver Website Development", Envisage Training  | Admin Officer                              |
| "2009 PDN School Leaders Conference", Griffith University   | SS Level Coordinator & Head of School      |
| "EAP Parts 1 & 2", ISQ  | 1 EC Teacher                               |
| Diversity: Strategies & Struggles   | 1 SS School Assistant                      |
| "EAP Part 4", ISQ   | MS Level Coordinator                       |
| "QCIA District Verification Meeting", QSA   | SS Level Coordinator                       |
| "Teachers Working with Students with ASD in JS", ISQ  | 1 MS Teacher                               |
| "Early Years Conference 2009", Forest Lake College  | 1 JS Teacher                               |

### **September 2009**

|  |   |
|--|---|
| MBTI Questionnaire, Evaluation, Materials & Group Session (September & December) | School Leadership Team, Executive Principal & Heads of Programs |
| QCAR Meeting   | Head of School, Teachers & SLPs                                 |

### **October 2009**

|  |  |
|--|--|
| “Teacher Aides Working with Students with II and Learning Difficulties”, ISQ | 2 SS, 1 EC & 1 JS School Assistant                         |
| “CELI Breakfast”, ISQ  | Executive Principal, Head of School & MS Level Coordinator |
| Principal’s Forum  | Executive Principal & Head of School                       |
| NSO Working Party  | Executive Principal & Head of Outreach                     |
| Hear & Say, Auchenflower   | Outreach Coordinator, Information & Communications Manager |
| “ EAP Overview”, ISQ   | MS SLP, EC Teacher & SS Teacher                            |
| Play Therapy Workshops   | 1 EC Teacher   |
| WHS Information Session  | Head of School   |
| “ADOS Training Workshop”, Centre for Developmental Psychiatry & Psychology   | Executive Principal  |
| “Cert IV TAA40104”, Worklinks Inc  | SS Level Coordinator, & 1 SS School Assistant              |

**November 2009**

|  |  |
|--|--|
| NSO Meeting, Disability Support Services Unit                  | Executive Principal & Outreach Coordinator |
| “Teacher Aides & the ASD Child”, Stafford Heights State School | 1 EC School Assistant                      |
| NISSA AGM  | Executive Principal                        |
| Play Therapy Workshops   | 1 EC Teacher                               |
| You Can Do It Workshop   | Head of School & Music Therapist           |

**December 2009**

|                                       |                 |
|---------------------------------------|-----------------|
| “Team Development”, Cavaye Consulting | Leadership Team |
|---------------------------------------|-----------------|

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

**Description of Internal PL activity for 2009**

**Topics covered during Fortnightly staff meetings included:**

All Staff are requested to attend staff meetings

WIG presentations by Occupational Therapists, Physiotherapists, & Speech Language Pathologists  
Working with Students with ASD

**WHS components of staff meetings covered topics including:**

Manual Handling  
Emergency Evacuation  
First Aid Procedures  
Risk Management  
New parking signs and stipulations  
New Administrative Procedures  
School Closure Dates July 2009  
WHS Induction  
First Aid Procedures  
Review of Code of Conduct  
Discussion of HR Audit  
QCAR Process  
Update on process of new building  
Nominations for 2010 WHS Committee members

**Performance Management Induction for New Staff:**

Number of staff participating TBA

- 
- Performance Management context

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  - Planning, coaching, reviewing & rewarding

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  - Dialogue

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  - Team goal setting

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  - Team planning

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  - Observation

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  - Individual goal setting

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  - Individual action planning

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  - Professional standards of excellent

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  - Standards of professional practice

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Whole School PD Topics Covered:

- 19 Jan 2009 “Get to Know” Team Building  
Outline of week  
Team Planning Presentation
- 23 Jan 2009 WHS Training presentation & quiz.  
Performance Management Presentation

2 Apr 2009 Julie Cichero – Swallowing

6-9 Apr 2009 Junior School PD Week

| <b>Total number of Staff participating in at least one activity in the program year</b> |   |  |
|---|---|--|
| <b>Total Number of Staff</b>  | <b>Total expenditure on Staff PL (as recorded in Financial Questionnaire)</b> | <b>Average expenditure on PL per Staff member.</b> |
| TBA   | \$38,944.00   | TBA  |

The total funds expended on staff professional development in 2008 were \$ 38,944.00

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

The involvement of the teaching staff in professional development activities during 2009 was: %TBA.

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

| <b>Number of Staff</b> | <b>Number of School Days</b> | <b>Total Days Staff Absences</b> | <b>Average Staff Attendance Rate</b> |
|------------------------|------------------------------|----------------------------------|--------------------------------------|
| TBA                    | 193                          | TBA                              | TBA                                  |

For permanent and temporary staff and school leaders the staff attendance rate is TBA in 2009.

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

| <b>Number of permanent staff at end of 2007 program year (Head Count)</b> | <b>Number of these staff retained in the following 2009 year</b> | <b>% retention rate</b> |
|---|--|-------------------------|
| TBA   | TBA  | TBA                     |

From the end of 2008 - of staff retained for the 2009 school year is TBA

**KEY STUDENT OUTCOMES**

**Average student attendance rate:**

| Total number of students in 2009 | Number of school days in program year | Total number of student absences | Average Attendance Rate % |
|----------------------------------|---------------------------------------|----------------------------------|---------------------------|
| 68                               | 193                                   | TBA                              | TBA                       |

The average attendance rate as a percentage in 2009 is TBA

### Years 3, 5, 7 & 9 Testing

While relevant students of The Glenleighden School participate in Year 3, 5, 7 & 9 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 2009   |     |
|--|-----|
| Total number of CPCSE Senior Certificates awarded  | TBA |
| 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 / Music Therapy
- Alternative vocationally and life-skills based secondary program (e.g. hospitality, horticulture) including work experience and opportunities to complete Certificate 1 in Work Practices
- Multidisciplinary integrated programming
- Individual program planning
- Refer to curriculum document

### Parent, student and teacher satisfaction:

[Appendix D: Parent Opinion Survey 2010](#)

### 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 2010](#)