



# THE GLENLEIGHDEN SCHOOL

School Annual Report

2017

(Based on 2016 Data)

COMMONWEALTH AND STATE REPORTING REQUIREMENTS FOR  
QUEENSLAND INDEPENDENT SCHOOLS

## School Sector

The Glenleighden School is an Independent, Non-State School.

## School's Address:

The Glenleighden School  
33 Cubberla Street  
Fig Tree Pocket Qld 4070  
Ph: 07 3378 8625

## Total Enrolments:

80 Students

## Year Levels Offered:

Preparatory – Year 12

## Co-educational or Single Sex:

Co-Education

## Characteristics of the Student Body:

In the 2016 school year the student body consisted of 22 girls and 58 boys, with a full-time equivalent enrolment of 80 students, with a 3% identifying as Indigenous.



## **Formal Lunch**

All students at The Glenleighden School participate twice weekly in formal lunch sessions. These sessions focus on the development of bilateral coordinated skills for utensil use and social skills related to mealtimes, such as manners and social conversations. These sessions support and consolidate their functional learning in the areas of fine motor development, independence and social skills.

## **Mealtime Support Program – “Food School”**

Some students at The Glenleighden School experience challenges with eating related to issues with sensory processing, motor planning and as well as the synergy of breathing, chewing and swallowing. The development of their eating skills is supported through a program based on the principles of the Sequential-Oral-Sensory (SOS) feeding program. Specially trained therapists deliver this individually graded program to small groups of student’s once week. Families are involved in educational sessions to support their child using SOS principles at home.

## **Paget Gorman Signed Speech**

Paget Gorman Signed Speech (PGSS) is an unaided augmentative sign system that supports the learning of language and enhances communication. The Glenleighden School uses Paget Gorman Signed Speech (PGSS) as a visual communication system that teaches semantics, grammar, conceptual understanding and syntactical knowledge to our students. The signing system is intended to facilitate not replace oral language communication and students are expected to attempt speech at all times.

## **Chatter’s Café**

Senior School students engage weekly in the running of Chatter’s Cafe as part of their hospitality and small business programs. Students are involved in all stages of this small business including shopping, baking, setting up and working as wait and kitchen staff for the Wednesday café. Math skills are also taught and reinforced as the students manage the transactions, budget for groceries and other weekly costs. Through interactions with members of the public who visit the café social skill are developed.

Money raised helps reduce the student’s individual costs for their end of year camp.

## **Senior School Work Experience Program**

Senior School students at The Glenleighden School are able to participate weekly in a work experience partnership with Endeavour. Work skills, personal organization, travel skills, functional literacy, functional numeracy and social skills are taught and consolidated through this program.

## **Footsteps Dance Program and School Disco**

Junior and Middle School students participated in the Footsteps Dance Program and Disco. This program develops gross motor and motor planning skills, coordination, and motor timing skills. Students are required to listen, watch and imitate dance moves within a group session. Evidence supports the mastery of gross motor and attention as some of the base skills for learning.

The weekly session culminated on a Disco providing the students with the opportunity to generalize their skills and to socialize with friends and siblings.

## **Swimming Program**

During Term 3 Middle School students participated in a weekly swimming program which incorporated personal skills (changing into swimwear in a timely and safe manner), listening to and following instructions, learning and using rules around safe travel, water and pool safety and gross motor skills particularly bilateral coordination and breath control (essential for speech development).

## Holiday Programs

### Let's Play (4-7 year old's)

During the Easter school holidays The Glenleighden School therapy staff conducted a short holiday program 'Let's Play'. For many children with language disorder, developing a play repertoire and being able to play easily with other children can be challenging. The goal of this short program was to foster language, social, imagination, problem solving and motor skills through structured play activities, using a variety of themes and strategies to engage children in play.

### Stepping Out (Senior School Students)

A small group of Senior School aged students attend the June school holiday "Stepping Out" program that fostered recreational engagement, including the safe use of social media. The program focused on development and refinement of face to face social skills and the development of social media skills. Cybersafety was a focus during the program. The program culminated in a social outing that was completely planned, including the use of public transport, by the program attendees.

## Extra-Curricular Activities

### Therapeutic Horse Riding

The Glenleighden School Early Childhood and Junior School students participate each year in a Therapeutic Horse Riding program at the McIntyre Centre, Pinjarra Hills.

"Therapeutic riding is the use of a horse to engage participants and enhance physical, social, emotional, cognitive, behavioural and educational learning".

#### Therapeutic benefits include: –

- Promotion of special awareness
- Improves balance, co-ordination and strength
- Sensory stimulation through activity and surrounds
- Develops gross and fine motor skills
- Develops eye-hand co-ordination

#### Educational benefits include: -

- Motivation and learning
- Encourages reading and speech through games
- Promotion of decision making and thinking ahead
- Sequencing of actions can be taught
- Improvement in memory and concentration

#### Personal benefits include: -

- Building of self-confidence and self-esteem
- Social integration
- Opportunity to participate in competitions
- Personal challenges leading to achievement
- Promotes general feeling of well being

(from [Mcintyrecentre.org.au](http://Mcintyrecentre.org.au))

### Good Life Gym Fitness Program

Senior School students attended weekly sessions at Good Life Gym, Jindalee. Students engaged in individualised gym programs and learnt to use gym equipment which they would then be able to access independently for recreational and health purposes in the future. Exercises performed at the Gym compliment the Physical Education and independent life skills programs at The Glenleighden School.

## Annual Events

### School Concert

With a *"Show Must Go On!"* attitude (due to poor weather), TGS family and friends were entertained during a fabulous night of **"Look What We Have Learned"** themed performances from all our students. After being postponed once, and then moved to an indoor venue due to torrential rain, the students consolidated their learnings from throughout the year to present a performance by each of our four levels. The School Concert pulls together many areas of the curriculum and therapy programs, including: music therapy, motor coordination and planning, listening, speech and articulation, self-regulation.

#### **Early Childhood asks.... "How's the Weather?" Will it be sunny, raining, cloudy, foggy, windy or maybe we might even see a rainbow?**

Junior School learned about different countries and the Olympics. We followed their journey around the world as they solved a mystery.

Middle School explored stories of the First Fleet. From crime and punishment in 18th century London to the long voyage across the seas to New South Wales and finally, finding out what life was like for the early settlers.

Senior School learned about groups of people who migrated to Australia during the colonial period. Some migrated because their own country went through hard times, some migrated because they wanted a better life, while others migrated because they had skills that were needed.

### Sports Day

Our annual Sports Day is a combination of track and field events, ball games and a barbeque lunch kindly provided by our Parent Community. All students participate in the events and are given the opportunity to do their best, demonstrating skills they have developed through their individual multi-disciplinary programs.

Congratulations Robinson on their win in 2016!

### Nathan Schumacher Photo Competition

Past student, Nathan Schumacher's 2016 photography theme was "TEXTURES". Nathan judged the photos based of tone, subject and clarity. All students participated in the competition and photos were showcased in the school reception area for students, parents and family to view. Prizes included: 1st prize- a camera, 2nd prize - \$30 JB Hi Fi Gift Card and 3rd prize - \$20 JB Hi Fi Gift Card.

### Classroom Showcase and Awards Night

To celebrate the hard work by all students who attend The Glenleighden School an annual end-of-year Classroom Showcase and Awards Night is attended by students, families and staff. Classrooms are opened for families to visit and view displayed work that students have completed over the year.

An Awards ceremony follows with an electronic presentation from each level highlighting their experiences and achievements throughout the year. Each student is presented with a certificate acknowledging their individual accomplishments and a school badge for the year. Prominent Community representatives present some special notable achievement awards to students who demonstrate excellence in the core values of The Glenleighden School.

## School Incursions and Excursions

### Living History Incursion

The Middle and Senior School students experienced a day of colonial Australia thanks to a visit from The Living History team. The students actively participated in role play, wore period costumes and played games from "the olden days"! The Parents, Staff and Friends (PS&F) association partly funded the experience for the students.

## Planetarium Excursion

To complete their learning about the Solar System the Middle School students attended an excursion to the Sir Thomas Brisbane Planetarium at Mt Coot-tha. The students participated in a guided tour, including a 45 minute presentation. The excursion imbedded what the students had learned about the solar system, along with school values and safety expectations. Lunch was enjoyed at the Brisbane Botanical Gardens.

## Middle School Camp

The Middle School students attended camp at the Bestbrook Resort Farm Stay, Maryvale, approximately 1.5 hours drive from Fig Tree Pocket. The purpose of the camp is for students to develop independence in activities of daily living and life skills, in an unfamiliar environment. Specific pre-camp life skills sessions (e.g. sleepover) took place during term 3 and continued in term 4 prior to camp, in order to prepare students for the camp. Activities included cow milking, horse riding, guided bush food walk, sheep shearing and blacksmithing demonstrations, yabby fishing, whip cracking and camp oven cooking.

## Senior School Camp

Senior School students attended their annual camp at Mapleton, a camp run by Queensland Conference and Camping Centers. Mapleton is situated in Queensland's Sunshine Coast hinterland an approximate 2hr drive from Fig Tree Pocket. Activities included archery, canoeing, flying fox, giant swing, swimming, and a climbing wall.

## Collaborations

### “Friends of 20” You Tube Clip

Our Middle School students co-wrote a song called ‘Friends of 20’ based on the popular ‘Friends of 10’ song by Dan Colquhoun (<https://www.youtube.com/watch?v=PFw8qjTnvqQ>) which our students have absolutely loved.

Vanessa Jouet, our music therapist, kindly put her voice to the lyrics and also played guitar. On a whim, Gillian let Dan know about it over the Easter break and once he heard the song he offered to animate it for us. Dan has since added it to his Youtube site with a shout out to The Glenleighden School so please listen and like it!

([https://www.youtube.com/watch?v=4J\\_ea2JttAU](https://www.youtube.com/watch?v=4J_ea2JttAU) )

### Ambrose Treacy College “Peer Friendship Club”

Senior School had the pleasure of hosting a number of students from Ambrose Treacy College. The program aims to build on social confidence, forge new friendships and create memories through fun and social activities. The students from Ambrose Treacy had a film night to raise money to buy board games for the program.



## **Social Climate of The Glenleighden School**

The Glenleighden School is situated in a 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 promote this philosophy and have provided extensive support towards maintaining a caring environment.

### **School Wide Positive Behaviour Support**

The Glenleighden School is committed to the continuation of a School Wide Positive Behaviour Support (SWPBS) framework, a whole-school framework which helps schools to create positive learning environments. This is achieved by developing proactive systems to define, teach, and support appropriate student behaviours. With an emphasis on data-based decision-making, the framework is evaluated regularly by nominated SWPBS committee representatives and practices are adjusted to ensure the process is achieving effective results. All staff members were well advised in the processes by undertaking collaborative professional development during the framework's continued refinement. SWPBS remains a focus area and was featured at regular general staff meetings.

### **Parental Involvement**

Parents are encouraged to become involved in their student's life at Glenleighden.

### **School Volunteers**

Many parents volunteer to help with classroom based tasks, extra curriculum activities, sporting events, and Tasty Tuesday (our weekly tuck shop program). Community members volunteer to provide additional support for specific classroom activities. Additionally, a working bee was held each term at Glenleighden during which parents and family members assisted.

### **Parent Information Sessions**

Parent Information Sessions are scheduled at the beginning of the school year for respective level groups and offered throughout the year as the need arose. Information sessions give parents and staff an opportunity to discuss:

- an update on the program for students
- general program aims and approaches
- homework
- activities outside the school
- instruction and training for parents
- other topics negotiated between parents and staff, including the curriculum and specific issues relating to primary language disorders and Speech Language Impairment (SLI).

### **Parents Staff & Friends (PS&F) Association (Inc)**

The Parents, Staff and Friends Association Inc. (PS&F) continued its support throughout 2016. The Tasty Tuesday lunch program continued with the generous efforts of two parents and ably assisted by many parent volunteers. The PS&F also contributed generous funds for school resources and visiting artist performances throughout the year and were the major contributors to the digit sign purchased in 2016. End of term pizza has become a tradition at Glenleighden, also provided by our PS&F. We are truly thankful for the tireless contributions of everyone involved.

### **Fig Tree Pocket "MyTime" Group**

A peer support program for parents/carers of children with disabilities, chronic medical conditions and developmental delays "MyTime", began in 2013 and continues, with funding through Playgroups Australia.



## Individualised Education Plan (IEP) Parent-Staff meetings

Every student attending The Glenleighden School has an IEP which is negotiated and reviewed by staff and families each semester, as well as the student if appropriate. The IEP addresses priority areas of need to support the student's access to learning within the school setting at Glenleighden and gives an opportunity for parents to be directly involved in their child's progress.

## School Assembly

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

## Parent, Teacher and Student Satisfaction with the School

2016 was a significant year for the school and its governing body. The Marketing Department undertook parent feedback sessions about the school and governing body. The feedback, presented at the AGM, resulted in the rebranding of the governing body to 'SALDA' - Speech and Language Development Australia reflecting a new vision to cater for children and young people with language disorder. The Principal met with families and the PS&F during the last 6 months of the year to obtain further feedback with has fed into changes for the program in 2017 including:

- greater focus on literacy and numeracy
- an increase in the therapy component of the school
- emphasis of behavioural support
- expansion of the wellbeing team
- greater offerings in community education.

Confidential Employee Assistance Data (EAP) was tracked and analysed by the school psychologist to provide staff satisfaction and wellbeing data.

## Contact Person for Further Information:

The Principal, The Glenleighden School. Ph: 3378 8625.

## School Income Broken Down by Funding Source

For full information regarding school income broken down by funding source, please refer to the My School website:

<https://www.myschool.edu.au/SchoolProfile/Index/111315/TheGlenleighdenSchool/48098/2016>

Income Source	2016
Australian Government recurrent funding	1,480,953
State/territory government recurrent funding	1,191,445
Fees, charges and parent contributions	805,687
Other private sources	63,507
<b>Total gross income</b> (excluding income from government capital grants)	<b>3,541,592</b>



## Staffing Information

The Glenleighden School staff is a dedicated team comprised of the Principal, special education teachers, teachers, speech language pathologists, occupational therapists, physiotherapists, psychologist, music therapist, school assistants, administrative and support staff, as well as volunteers. The school staff are supported by the CHI.L.D. Association Office, comprising of the CEO, Finance Manager, Finance Officer, and Executive Assistant, reporting to a Board of Directors.

Department	First Name	Surname	Position	Qualification
<b>CHI.L.D Association Administration Team</b>				
CHI.L.D Association Staff	Hilary	Martin	CEO	M.Ed.Educational Management, BEd, GradDipReading, Teaching Certificate U.K.
	Colin	Aynsley	Corporate Services Manager	BComm, FCPA
	Gabrielle	Clarke	Finance Officer	DipAcc
<b>School Administration and Support Team</b>				
Administration/Support	Catherine (Cae)	Ashton	Principal (Term 1)	DipTeach (Prim), BEd, MSpPathSt , M.Ed.Policy (Int).
	Debbie	Creed	Principal (Term 3/4)	BA LLB, GradDipEd, Cert Gov Amgt Dip JP(Qual)
	Jenni	Machin	Therapy Coordinator	BOccThy
	Emma	Juleff	Teaching and Learning Coordinator	BEd
	Heather	Yearby	Administration Officer	Dip Practice Mgmt
	Jodie	Swan	Reception/Admin	Cert IV Frontline Mgmt, Cert III EC Studies, Cert IV TA Studies
	Cathy	Wilson	Enrolments Officer	BSc (Clinical Speech & Language Studies)
	Karen	Smith	Library Assistant	
	Greg	Spencer	Maintenance Officer	
<b>Allied Health Therapist Support Team</b>				
Therapists	Anne	McSweeney	Speech Pathologist	BSpThy, DipPGSS ASDA (Teaching)
	Vanessa	Choi	Speech Pathologist	BSpPath
	Alison	King	Speech Pathologist	BA, MSpPath
	Andrea	O'Brien	Occupational Therapist	BOccThy, GradDip ECS
	Callum	McIntosh	Occupational Therapist	B.Occ.Thy
	Luke	Grayndler	Psychologist	Bpsych (Hons)
	Vanessa	Jouet	Music Therapist	CNMT RMT BMus (Music Therapy)
<b>Educational Levels</b>				
Early Childhood	Kerryn	Bridgman	Teacher	BEd, GradDipSpEd
	Eduarda	van Klinken	Teacher	MEd, GradDip Literacy
	Carla	Hallesy	School Assistant	Cert III Education Support
	Robyn	Rawding	School Assistant	Cert III Community Services (Children Services)
Junior School	Jan	Morey	Teacher	BSc (Hons), Bed (Prim)
	Amanda	Sheales	Teacher	BEd(Prim)
	Alison	Adams	School Assistant	GCertAutismSt, BEdEC,
	Jane	Bett	School Assistant	Certificate of Counselling, GradDipEd, BSocWk

Middle School	Gillian	Keir	Teacher	BBusMgt, GDLT
	Jackie	McAlister	Teacher	BEd(Early Childhood)
	Teagan	Streeter	Teacher (Term 1)	BA, BEd (Prim)
	Kira	Kim	Teacher (Term 2-4)	GradDipEd(Prim)
	Belinda	James	School Assistant	DipCouns, DipJourn, Cert III Education Support
	Erena	Huriwaka	School Assistant	Cert III Education Support, BA EngLit & MedStudies
	Jemma	Connolly	School Assistant	Studying towards Bed(Prim)
	Robbie	Ewing	School Assistant	Cert III Education Support
Senior School	Joanne	Wood	Teacher	BSc, GradDipEd, MEd(SpEd)
	Jannette	Chidgey	Teacher	DipTeach(Prim), BEd(SpEd), CertSpecEd
	Kim	Parkin	School Assistant	Cert III TA Studies
	Debbie	Smith	School Assistant	Cert III Pathology
	Vanessa	Griffiths	School Assistant	BA Eng, Cert III Education Support, Cert IV Personal Training, Cert III Group Fitness Training

## Staff Professional Development:

### Staff Participation in Professional Development

Month	Training/Course	Organisation Running the PD	No. Staff Attended
January	Change Management	Converge International	26
February	Great Teachers in Independent Schools - Strategic Performance & Development 2016 Launch	ISQ	1
February	Intensive Interaction	Intensive Interaction Institute	1
April	Performance Management	Leadership Directions	3
April	Teacher Aides working with behavioural issues of students with disability	ISQ	1
May	Mental Health & Wellbeing of Young People Seminar	Generation Next	1
June	Case Management & Administration Practices	CHI.L.D. Assoc	19
June	Cognitive Processing & Learning	CHI.L.D. Assoc	26
June	Derbyshire Language Scheme	Derbyshire Language Scheme	1
June	Essentials of Praxis Intervention for Children with Autism	Spiral Foundation	1
June	Fundamentals of Behaviour Support	CHI.L.D. Assoc	26
June	Language Development	CHI.L.D. Assoc	26
June	Language Disorder & Student Needs	CHI.L.D. Assoc	26
July	Primary Connections - Linking Science & Literacy	Australian Academy of Science	2
August	Oral Language in Early Years	ISQ	2
August	School & Curriculum Leaders' Briefing & Workshop	ISQ	1
August	Teacher Aides Working with Children with ASD	ISQ	2
August	Using Data for School Improvement	ISQ	2
September	Teacher Aides working with Students with Communication Disorders	ISQ	3
September	My Future: My Life. Think, Prepare, Plan Workshop	My Future: My Life	1
September	ORFF Level1 Training Course	QLD ORFF Scholwerk Association	1
October	Colour/Shape Coding	CHI.L.D. Assoc	26
October	Australian Curriculum	CHI.L.D. Assoc	1
October	Cued Articulation	CHI.L.D. Assoc	9
October	Derbyshire	CHI.L.D. Assoc	23
October	Online Safety Program Workshop for School Staff	ISQ	1
October	Paget Gorman	CHI.L.D. Assoc	23
October	Teacher Aide Training	CHI.L.D. Assoc	9
October	Teacher Performance & Development Framework	CHI.L.D. Assoc	10
October	Therapy Framework	CHI.L.D. Assoc	5
October	Tough Conversations	Parentshop	2
November	Child Protection	ISQ	27
November	Numeracy: Building mathematical thinkers in P-2	QCAA	1

## Expenditure on Professional Development

Total Number of Staff	Total expenditure on staff PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
37 (34.5 FTE)	\$9370.66	\$271.60
The proportion of the teaching staff involved in professional development activities during 2016		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 (34.5 FTE)	189	129	97.5%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was ___% in 2016			

## 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
34.5	34.5	100%
From the end of 2015 100% of staff were retained for the entire 2016 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
189	80	877	94.2%

The average attendance rate for the whole school as a percentage in 2016 was 93%.

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

Year levels	Average attendance rate for each year level as a percentage in 2016
Early Childhood	94.6%
Junior School	89.7%
Middle School	94.6%
Senior School	93.4%

A daily sign-in process is conducted for late arrivals following the school start at 8.45am to monitor ongoing attendance. For any non-attendance of three days or longer for which no formal prior notice has been given, a phone call is made to the parents requesting supporting documentation as required e.g. a medical certificate. This has proved to be generally effective in managing poor attendance which historically has not been a significant problem at The Glenleighden School.

### NAPLAN results for Years 3, 5 and 7 and 9 in 2016

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 ISQ to protect the privacy of individual students:

*"...not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. When publishing information on student achievement and school performance:*

*Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;*

*Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size."*

### Apparent Retention Rate Year 10 to 12:

The senior school students who were identified as year 12 age in 2016 had previously transitioned into other educational facilities. Therefore, there were no students identified as year 12 in this period.

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	2	Nil	0%

## **Tertiary Student Placements**

During 2016, allied health students from University of Queensland, Griffith University and University of Melbourne completed block clinical placements within the disciplines of speech pathology, occupational therapy, psychology and music therapy. Four Glenleighden allied health staff are qualified as Associate Lecturers in an ongoing capacity as clinical supervisors through the University of Queensland.

### **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.
- 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 enhance classroom activities and learning.
- iPads are used to support learning within the classroom, both for individual needs and in small group sessions.