



**THE GLENLEIGHDEN  
SCHOOL**

School Annual Report  
2016  
(Based on 2015 data)

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COMMONWEALTH AND STATE REPORTING REQUIREMENTS FOR  
QUEENSLAND INDEPENDENT SCHOOLS

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**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:**

Average student enrolment for 2015: 87

**Year levels offered:**

Preparatory to Secondary School

**Co-educational or single sex:**

Co-educational

**Characteristics of the student body:**

During 2015 the student body consisted of 63 male and 24 female students, including 2 indigenous students.

**Distinctive curriculum offerings:**Differentiated Learning

In 2015 Glenleighden continued with the development of the school's 'scope and sequence' of learning areas and general capabilities to guide its delivery of the Australian Curriculum. This allowed for tailored learning to best meet the needs of the student population and ensure statutory requirements were fulfilled.

Therapists and teaching staff continued to work in multidisciplinary teams to meet the needs of students through individualised programs. Explicit tracking of student Individual Education Plan (IEP) data continues, using a five-point scale to monitor student progress of goals set during parent meetings with staff throughout the year.

The Stephanie Alexander Kitchen Garden Project at Glenleighden, which commenced in 2014, continued to provide opportunities for students to learn how to grow, harvest, prepare and share fresh, seasonal produce. By taking learning outside the classroom, students from across the school embraced these educational opportunities.

Senior School students continued a specialised life skills program, fostering independence in our adolescents and young adults. With reduced support throughout the year, students were able to confidently negotiate public transport. Older students successfully integrated independent public transport travel between school and work experience placements and maintained contact with staff through competent use of mobile phone texting.

Additionally, the life skills program included a dedicated in-house program designed to develop strong skills not only in the hospitality sector, but in professionalism, money management, customer service, and nutrition and food preparation. Chatters Café now operates in the grounds of The Glenleighden School and is staffed by Senior School students on a weekly basis, assisting them to develop into confident and resilient, employable young people who are capable of functioning well in the workplace setting. Funds raised are re-invested into the project.

In addition to the functional opportunities, Senior School students undertook studies in nationally recognised Certificates - Certificate I in 'Active Volunteering', Certificate 1 in 'Access to Vocational Pathways', Certificate II in 'Childcare Studies' and Certificate II in 'Carpentry'.

#### Paget Gorman Signed Speech

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 use at The Glenleighden School, demonstrates 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, are better able to produce the words orally.

Signing is used with students according to their different needs. Even the most verbal 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 verbalisations. Paget Gorman Signed Speech closely represents the English language concepts and structure. All signs are represented around a conceptual base – a basic sign (e.g. animal) which helps children to learn classifications.

#### **Extra-curricular activities:**

##### Awards Evening

This is a ceremony to end the year in formal recognition of each student's participation and achievements. The retirement of CHI.L.D.'s longest serving staff member of 31 years, Gail Gilmore, was also acknowledged in 2015.

##### Camps

Older students were involved in camp activities for several nights at a time. These camps were organised by the appropriate Level Coordinator.

##### Community-Based & Out-of-School Activities

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

##### Easter Bonnet Parade

Students partook in a themed Easter Bonnet Parade giving them the opportunity to showcase their artistic and creative talents to fellow students and family members.

##### Gym

As part of 'Accessing the Community' and the 'Life Skills Program', Senior School students participate in weekly fitness classes at a local gym. This not only aides them with their personal fitness but also with Mathematics as they monitor and graph their weekly improvements.

##### Horse riding

Each semester, groups of students are invited to participate in horse-riding on a weekly basis, through the McIntyre Centre at Pinjarra Hills. In 2015, all students from the Early Childhood and some Junior School students participated in this activity.

##### Swimming

In summer Middle School students engage in weekly swimming lessons at a local school pool to develop water safety skills.

##### School Concert

A musical and visual extravaganza, with all students participating to show off a variety of singing, theatrical and artistic talents was 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, within the Health and Physical Education (HPE) curriculum.

### School Disco

Throughout Term Two students were coached in dance, culminating in an end of term school disco which gave them the opportunity to have fun and showcase their dance skills to their parents/caregivers.

## **Social climate of the school:**

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 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.

### Volunteer Work

Many parents volunteer to help with classroom based tasks, extra curriculum activities, sporting events, and Fun Food Friday. Community members volunteer to provide additional support for specific classroom activities. Additionally, a working bee is held every term at Glenleighden during which parents and family members are invited to assist.

### 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 Association (Inc) (PS&F)

The Parents, Staff and Friends Association Inc. (PS&F) continued its support throughout 2015. Fun Food Friday continued with the generous efforts of one parent and ably assisted by many parent volunteers. The PS&F also contributed generous funds for school resources and visiting artist performances throughout the year. End of term pizza and drink 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 My Time 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. This provided additional support for our Dads' and Ladies' groups and also parent information sessions with guest presenters most notably from the National Disability Insurance Scheme (NDIS).

The Glenleighden Dad's Group and Ladies Group, generously supported by MyTime Fig Tree Pocket, remained a popular outlet for parents and carers. Monthly Coffee Mornings continued from its successful introduction in 2012, to provide parents an opportunity to share stories and support each other in discussing concerns associated with raising a child with Primary Language Disorder.

### 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.

### Self-Improving Schools

As part of the Self-Improving Schools Project a small number of parents were given the opportunity to join the Self-Improving Schools Committee which was formed to identify areas where the school is performing well and areas for improvement. The project has proven to be a positive influence in guiding school practices throughout its third year.

### Signing Classes

Parents attend weekly sessions to learn & maintain hand positions to support use of Paget Gorman Signed Speech. 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 of 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.pagetgorman.org](http://www.pagetgorman.org)

### Formal Lunch

A formal mealtime support program has been established at The Glenleighden School. The parents support this by organising a formal meal for their child once a week to be eaten at school under the direction of teachers and therapists. In 2015, Early Childhood parents supported this program.

### 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.

### Newsletter

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

### **Parent, Teacher and Student Satisfaction with the school:**

A parent opinion satisfaction survey is carried out biennially and is scheduled for 2016.

### **Contact person for further information:**

Principal, The Glenleighden School, Phone: 3378 8625:

**School income:**

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

<http://www.myschool.edu.au/Finance/Index/79199/TheGlenleighdenSchool/48098/2013>

**Staff Information:**

Staff Information as at December 2015

Principal: Ms Cae Ashton

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 staff and maintenance officer, as well as volunteers, and 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.

Qualifications of all staff:

	Staff Member	Position
CHI.L.D Assoc Staff	Ms Hilary Martin M.Ed.Educational Management, BEd, GradDipReading, Teaching Certificate U.K.	CEO
	Ms Lisa Mulvaney BComm, Member of IPA	Finance Manager
	Mr Colin Aynsley BComm, FCPA	Corporate Services Manager
	Ms Gabrielle Clarke	Finance Officer
School Administration	Ms Catherine (Cae) Ashton DipTeach (Prim), BEd, MSpPathSt , M.Ed.Policy (Int).	Principal
	Ms Heather Yearby DipPracticeMgmt	Administration Officer
	Ms Sharyn Simpson	Receptionist
	Mr Greg Spencer	Maintenance Officer
	Mr Luke Grayndler BPsych(Hons)	General Psychologist
	Ms Vanessa Jouet CNMT RMT BMus (Music Therapy)	Music Therapist
	Ms Karen Smith	Library Assistant
Early Childhood	Ms Jan Morey BSc(Hons), BEd(Prim)	Level Coordinator / Teacher
	Ms Eduarda van Klinken MEd, GradDip Literacy	Teacher
	Ms Kerryn Bridgman BEd, GradDipSpEd	Special Education Teacher
	Ms Amanda Sheales BEd(Prim)	Teacher
	Ms Andrea O'Brien BOccThy GradDipECS	Occupational Therapist
	Ms Vanessa Choi BSpPath	Speech Language Pathologist
	Ms Vanessa Griffiths	School Assistant
	Ms Jan Pitman	School Assistant
Ms Jane Bett	School Assistant	

Junior School	Mr Shaun Ziegenfusz BSc, MSpPathSt, MSpEd	Level Coordinator / Speech Language Pathologist
	Ms Tracey Lenarduzzi BTeach(Prim), Bed, Cert IV Theol, Dip Chn Writing, MEd (Spec Ed)	Special Education Teacher
	Miss Tegan Streeter BA, BEd (Prim)	Teacher
	Ms Emma Juleff BEd	Teacher
	Ms Jo Moulds M.O.T, BN	Occupational Therapist
	Ms Carla Hallesy	School Assistant
	Ms Robyn Ewing	School Assistant
Middle School	Ms Jacqueline McAlister BEd(Early Childhood)	Level Coordinator / Teacher
	Ms Gillian Keir BBusMgt,GDLT	Teacher
	Ms Jessica Tognetto BSpPath	Speech Language Pathologist
	Ms Jenni Machin B.Occ.Thy	Occupational Therapist
	Ms Debbie Smith	School Assistant
	Ms Gail Gilmore	School Assistant
	Ms Belinda James	School Assistant
Senior School	Ms Janette Chidgey DipTeach(Prim), BEd(SpEd), CertSpecEd	Level Coordinator / Special Education Teacher
	Ms Joanne Wood BSc, GradDipEd, MEd(SpEd)	Special Education Teacher
	Ms Anne McSweeney BSpThy, DipPGSS ASDA (Teaching)	Speech Language Pathologist
	Mr Callum McIntosh B.Occ.Thy	Occupational Therapist
	Ms Kim Parkin	School Assistant
	Ms Janine McMahan	School Assistant

### Professional Development

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

### Expenditure on and staff participation in professional development 2015:

#### a) Participation in Professional Development

Key professional development/training undertaken by staff in the January to December 2015 period:

Date	Position	Course	Organisation running the PD
February	Principal	The Cyclical Review Process	ISQ
March	Level Coordinator	Professional learning for building assessment communities	ISQ
March	Level Coordinator	Principals, School Leaders Briefing and Curriculum leaders workshop	ISQ
April	SLP	Language sampling with children & adolescents. A research to practice update	Griffith Uni

Date	Position	Course	Organisation running the PD
April	Occupational Therapist	Understanding our sensory systems: Proprioception	ISQ
April	Level Coordinator	Support for Small Schools	ISQ
April	Level Coordinator	Support for teachers of HPE	ISQ
April	SLP	Language sampling with children & adolescents. A research to practice update	Griffith Uni
April	Principal	Language sampling with children & adolescents. A research to practice update	Griffith Uni
April	SLP	Language sampling with children & adolescents. A research to practice update	Griffith Uni
May	Principal	School compliance and legislation webinar	ISQ
May	Principal	Schools and Youth Stakeholder forum	
May	Principal	ISQ Forum, AGM & Dinner	ISQ
May	Level Coordinator	Support for teachers of The Arts	ISQ
June	Principal	NCCD Moderation days	ISQ
June	Admin Officer	NCCD Moderation days	ISQ
June	Teacher	ECTA Annual Conference - Learning to use humour + Are your prep students ready to read and write	ECTA
June	Teacher	ECTA Annual Conference - Thinking play in prep + The playful brain, development of children's humour	ECTA
June	Teacher	ECTA Annual Conference - Thinking play in prep + Prep students ready to read and write	ECTA
July	Teacher	Volunteering QLD	Volunteering Qld
July	School Assistant	Teacher aide working with students with autism	ISQ
Aug/Sept	Psychologist	Train the tutor	Team teach
Aug/Sept	OT	Train the tutor	Team teach
Aug/Sept	Level Coordinator	Train the tutor	Team teach
September	School Assistant	Teacher aide working with students with communication disorders	ISQ
September	School Assistant	Teacher aide working with students with communication disorders	ISQ
September	School Assistant	Pathways Workshop	Hills Church
September	School Assistant	Pathways Workshop	Hills Church
September	Level Coordinator	Principals, School Leaders Briefing and Curriculum leaders workshop Semester 2	ISQ
September	Teacher	Learning Difficulties Conference (SPELD LST/State conference)	SPELD
Sept/October	Teacher	ACSA Biennial Curriculum Conference	ACSA



## b) Expenditure on Professional Development

Total number of Staff participating in at least one activity in the program year:		
Total Number of Teachers/Therapists	Total expenditure on Teacher/Therapists PD (as recorded in Financial Questionnaire)	Average expenditure on PD per Teachers/Therapists
31	4867	157

Additional supplementary funding was also allocated to professional development.

Total Number of Teachers/Therapists	Total expenditure on Teacher/Therapists PD (inc additional supplementary funding)	Average expenditure on PD per Teachers/Therapists
31	9398	460

## Professional Learning Initiatives for 2015

All Staff are requested to attend staff meetings.

The school was again successful in receiving grants for Independent Schools Queensland (ISQ) funded projects conducted throughout 2015. This provided opportunities for staff to engage in classroom-based research for each school level, with direct benefits for the students and professional learning for staff:

### *Self-Improving Schools*

- The Glenleighden School continued in ISQ's program for school self-improvement throughout 2015, with a committee comprised of staff, parents and executive committee member to represent members of the wider school community. Through its consultative and methodical approach, supported by an external facilitator provided by ISQ, the program continued with the "enrich parent-staff relationships" initiative and instigated an investigation into a parent portal for communication with parents and as an online resource to advance the work in training parents to assist students with reading and other educational skills.

### **In-House Professional Development topics during 2015 included:**

Medical updates, Self-Improving Schools, School Wide Positive Behaviour, Team Teach – Positive Handling, Emergency Evacuation Procedures, Employee Assistance Program, Child Protection, ISQ Collaborate, Curriculum, Using Numicon to support the acquisition of number concepts for children with communication difficulties.

### **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
40	189	143.8	98%

For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2015

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following 2015 year	% retention rate
27	24	88.9%

From the end of 2014 (88.9%) of staff were retained for the 2015 school year.

## KEY STUDENT OUTCOMES

### Average student attendance rate % for the whole school:

Total number of students in 2015	Number of school days in program year	Total number of student absences	Average Attendance Rate %
87	189	1461	91.1 %

The average attendance rate as a percentage in 2015 was 91.1%

Year Levels	Average attendance rate for each year level as a percentage in 2015
Early Childhood	91.1 %
Junior School	91.9 %
Middle School	93.8 %
Senior School	89.4 %

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

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 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 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 Glenleighden School offers an alternative Secondary Program for students with primary language disorders and high educational support needs.

	<b>Year 10 Base</b>	<b>Year 12</b>	<b>Retention rate %</b>
Number of students	2	3	150

Year 12 student enrolment as a percentage of the Year 10 cohort is 150 %

#### **Year 12 outcomes:**

<b>Outcomes for our Year 12 cohort 2015</b>	
Number of students awarded a Senior Educational Profile	3
Number of students awarded a Queensland Certificate of Individual Achievement	3
Number of students who received an Overall Position (OP)	N/A
Number of students who are completing or have completed a school based apprenticeship or traineeship	0
Number of students awarded one or more Vocational Education and Training (VET qualifications)	2
Number of students awarded a Queensland Certificate of Education at the end of Year 12	N/A
Number of students awarded an International Baccalaureate Diploma (IBD)	N/A
Percentage of Year 12 students who received an OP1-15 or an IBD	N/A
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	66.6%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	N/A

Three students graduated in 2015, each attaining a QCIA. A valedictory dinner was held at the Kenmore Tavern to commemorate their time spent at The Glenleighden School and acknowledge their individual achievements. Each student gave a confident and insightful account of their memories of school and is a real credit to their family and school staff. Each school leaver is well equipped with a resume that boasts extensive work experience and life skills that reflect the excellent individualised program that continues to flourish for our senior school students.

#### **Post-school destination information from the current *Next Step* survey:**

At the time of publishing this School Annual Report, the results of the 2015 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

## **Other information:**

### **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, manual arts) including work experience and opportunities to complete Certificate I in Active Volunteering, Certificate 1 in Access to Vocational Pathways, Certificate II in Childcare, Certificate II in Carpentry,.
- Multidisciplinary integrated programming.
- Individual program planning.
- Personal Health (including Sexuality Awareness) was held for both Middle and Senior School students during 2015. This was in response to parent requests, identifying this as a priority for vulnerable students with a disability. Staff training had been conducted by Family Planning Queensland for Glenleighden staff to implement the program with students throughout the year.

### **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.

### **Senate Inquiry Participation**

During 2015 the Senate Education and Employment Reference Committee invited submissions to an inquiry into the current levels of access and attainment for students with disability in the school system, and the impact on students and families associated with inadequate levels of support. Three representatives from CHI.L.D. Association were invited to appear as Witness at a Public Hearing in Brisbane before the Senate Committee.

### **Tertiary Student Placements**

During 2015, 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. Three Glenleighden allied health staff qualified as Associate Lecturers in an ongoing capacity as clinical supervisors through the University of Queensland