



THE GLENLEIGHDEN SCHOOL

School Annual Report 2014

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 2013

Average student enrolment for 2013: 75

Year levels offered:

Preparatory to Secondary School

Co-educational or single sex:

Co-educational

Characteristics of the student body:

During 2013 the student body consisted of 54 male and 21 female students, including 1 indigenous student.

Distinctive curriculum offerings:Differentiated Learning

2013 saw the continued implementation of Australian Curriculum learning areas and further development of General Capabilities. The school Scope and Sequence guides specific programs by teachers and therapists to ensure alignment of intended and enacted curricula that specifically address the needs of students with primary language disorder. Therapists and teaching staff continue to work in multidisciplinary to meet the needs of students through individualised programs. Explicit tracking of student Individual Education Plan (IEP) data began in 2013, using a five-point scale to monitor student progress of goals set during parent meetings with staff throughout the year. Individual student progress is reported biannually in written school progress reports based on the curriculum framework, underpinned by individualised education goals.

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 with the use of a personal Go Card. 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.

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 all the 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.

School Wide Positive Behaviour Support

The Glenleighden School is committed to the implementation of a School Wide Positive Behaviour Support (SWPBS) framework, a whole-school framework which helps schools create positive learning environments. This is achieved by developing proactive systems to define, teach, and support appropriate student behaviours. Prior to its implementation during 2013, all staff members were well advised in processes, undertaking collaborative professional development prior to and during the introduction of The Glenleighden School's SWPBS program. 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.

Extra-curricular activities:

Awards Evening

This is a ceremony to end the year in formal recognition of each student's participation and achievements.

Camps

Older students may be involved in camp activities for several nights 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.

Easter Bonnet Parade

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

Fitness First

As part of accessing the community and the Life Skills Program Senior School students were fortunate to receive free weekly fitness classes at a local gym. This not only aided them with their personal fitness but also with Mathematics as they graphed their weekly improvements.

Horse-riding

Each semester, a group of students is invited to participate in horse-riding on a weekly basis, through the McIntyre Centre at Pinjarra Hills.

Let's Connect Post School Expo

For students entering the final stages of schooling, and beyond there are particular challenges for those requiring additional support. Disability support agencies are very helpful in assisting students with communication difficulties with a range of facilities available for preparing for life post-school. On Thursday 17th October the school hosted a post-school expo specifically for young people with a communication disorder. A total of 24 stalls exhibited current information and services available. Entertainment featuring Bust-a-Move and Ability Skills (formerly TAG5) were showcased during the event. Many local schools, past/present parents and caregivers were invited to attend.

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.

Soccer Friendly

Middle School students train with Senior School students for several weeks prior to a friendly match against John Paul College which takes place during first term.

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 HPE curriculum.

School Disco

Throughout Term 2 students are coached in dance, culminating in an end of term school disco which gives them the opportunity to have fun and showcase their dance skills to their parents/caregivers.

The 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 recognize 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.

Parental involvement:

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

Volunteer Work

Many parents volunteer to help with Mother and Father Day stalls, extra curriculum activities, sporting events, Fun Food Friday and library assistance. Additionally a working bee is held every term at Glenleighden during which parents are invited to assist.

Parent Information Days

Parent Information Days are scheduled at the beginning of each school year for respective level groups and again on a needs basis throughout the year. This includes weekly information sessions for Early Childhood parents. 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
- 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 PS&F meets on the first Wednesday of each month of the school calendar.

A new committee was sworn in following the AGM. Novel events such as an Easter bonnet parade, Melbourne Cup luncheon and a Christmas party comprising a picnic dinner, with entertainment provided by a magician, snake man and face painter, were enjoyed by all and continued to bring the Glenleighden community together. The PS&F funds contributed to the purchase of school resources and visiting artist performances throughout the year. End of term pizza and a drink has become a tradition at Glenleighden, also generously provided by our PS&F.

Social Group for Parents

The Glenleighden Dad's Group and Ladies Group (generously supported by MyTime Fig Tree Pocket) remained a popular outlet for parents and carers as did the monthly Coffee Morning which was established at the beginning of 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.

Parent Committee

A Parent Committee was formed in Semester 2 of 2013 following and identified need highlighted during the school's participation in the Self Improving Schools Program. The role of the group is to:

- liaise with level coordinators and be a point of contact for parents wanting to share ideas with the committee
- attend a monthly meeting with Head of School representing their school level
- share ideas and set actions for further parent involvement

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, this 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 first year.

Concept Development

Parents assist their child in the Concept Development Program with sorting pictures into appropriate concept books.

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

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.

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.

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 within the school:

A bi-annual parent opinion survey was carried out in 2012. Questionnaires were sent out to all 85 parents/caregivers, 39 began the survey, 32 parents (82.1%) completed it.

Questions they were asked:

"This school provides targeted challenges for my/our child in a supported environment" 96.9% of respondents agreed – strongly agreed. *"This school has high expectations of my child"* 90.6% agreed – strongly agreed. *"This school takes any concerns I have seriously"* 93.6% agreed- strongly agreed. *"The staff at this school are approachable"* 93.7% agreed-strongly agreed. *"The school provides helpful information about my/our child's progress"* 93.7% agreed-strongly agreed. *"This is a caring school"* 93.7% agreed – strongly agreed. *"This school is well managed"* 93.8% agreed- strongly agreed. *"This school has a safe and secure environment"* 96.9% agreed – strongly agreed. *"This school has high standards of student behavior"* 96.8% agreed – strongly agreed. *"My child's school reports are comprehensive and reflect a realistic view of his/her performance"* 93.8% agreed – strongly agreed. *"This school is meeting the social needs of my/our child"* 90.6% agreed – strongly agreed. *"This school is meeting the academic needs of my/our child"* 90.3% agreed – strongly agreed. *"Staff members at this school provide an engaging environment for my/our child"* 96.8% agreed – strongly agreed. *"My child's staff members are committed and enthusiastic in their approach to teaching"* 96.9% agreed – strongly agreed. *"Staff at the school create opportunities which motivate my child to learn"* 97% agreed- strongly agreed. *"My child receives high quality teaching"* 96.8% agreed – strongly agreed. *"I believe there is effective leadership within the school"* 96.8% of responders agreed – strongly agreed.

In answer to the question: *"What suggestions do you have for improving the school"* the following are a selection of responses received:

"Improving the range of learning experiences provided"

More art based lessons

More work with digital tools

As students progress through the school I believe a stronger academic focus and a smaller therapy focus is required.

"Grounds/buildings"

Multi sensory room/Lending library

A kitchen garden

New front entry stairs and staircase leading into main admin area/reception

"How programs are implemented"

More therapies specific to the individual needs of senior students

"Discipline/welfare"

More input by school psychologist

"How the school is run"

The school is fantastic however when we were trying to enroll we could not get any answers or support

"Student reporting"

I think the reports introduced in Semester One this year are a dramatic improvement on previous reports

"Parental involvement"

In Early Childhood and Junior School parents could be used effectively to help with sight words, reading groups etc as they are in mainstream schools.

More opportunities for parents to attend classes and/or excursions

Fantastic

Teacher/staff satisfaction within the school is an area targeted for attention in 2013 with the implementation of the introduction of a "Wellness program" within the school.

Contact person for further information:

Research and Development Officer

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 2013

Head of School: Ms Cae Ashton

The Glenleighden School staff is a dedicated team comprised of the Head of School, special education 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 Executive Principal, Development Officer, Finance Officer, and Executive Assistant, reporting to an Executive Committee.

Qualifications of all staff:

	Staff Member	Position
CHI.L.D. Assoc Staff	Mrs Jenny O'Reilly BSW, MB(Professional Accounting)	Finance Officer
	Mrs Gabrielle Clarke	Finance Assistant
	Mr Bruce Grundy BEd	Development Officer
School Administration	Ms Catherine (Cae) Ashton DipTeach (Prim), BEd, MSpPathSt, M.Ed.Policy (Int).	Head of School
	Mrs Heather Yearby DipPracticeMgmt	Administration Officer
	Miss Jodie Tapp	Receptionist
	Mr Greg Spencer	Maintenance Officer
	Mr Luke Grayndler BPsych(Hons)	General Psychologist
	Mrs Vanessa Jouet CNMT RMT BMus (Music Therapy)	Music Therapist
	Ms Karen Smith	Library Assistant
Early Childhood	Mr Shaun Ziegenfusz BSc, MSpPathSt, MSpEd	Level Coordinator / Speech Language Pathologist
	Miss Tegan Streeter BA, BEd (Prim)	Special Education Teacher
	Mrs Eduarda van Klinken MEd, GradDip Literacy	Special Education Teacher
	Miss Emma Juleff BEd	Special Education Teacher
	Ms Andrea O'Brien BOccThy GradDipECS	Occupational Therapist
	Ms Julie Williams	School Assistant
	Ms Robyn Ewing	School Assistant
Junior School	Ms Jan Morey BSc(Hons), BEd(Prim)	Level Coordinator / Special Education Teacher
	Mrs Kerry Bridgman BEd, GradDipSpEd	Special Education Teacher
	Mrs Amanda Sheales BEd(Prim)	Special Education Teacher
	Mrs Anne McSweeney BSpThy, DipPGSS ASDA (Teaching)	Speech Language Pathologist
	Mrs Janine Day BOccThy	Occupational Therapist
	Mrs Carla Hallesy	School Assistant

Middle School	Ms Jacqueline McAlister BEd(Early Childhood)	Level Coordinator / Special Education Teacher
	Ms Tracey Lenarduzzi BTeach(Prim), Bed, Cert IV Theol, Dip Chn Writing, MEd (Spec Ed)	Special Education Teacher
	Ms Vanessa Choi BSpPath	Speech Language Pathologist
	Mr Callum McIntosh BOccThy	Occupational Therapist
	Ms Marie Hodgkinson	School Assistant
	Ms Gillian Keir	School Assistant
	Mrs Elvira Grace	School Assistant
Senior School	Ms Janette Chidgey DipTeach(Prim), BEd(SpEd), CertSpecEd	Level Coordinator / Special Education Teacher
	Mrs Joanne Wood BSc, GradDipEd, MEd(SpEd)	Special Education Teacher
	Ms Carole-Ann Greig B.A. (Hons), P.G.C.E., M.Sp.Path.St	Speech Language Pathologist
	Mrs Kim Parkin	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.

Specific staff development priorities for 2013 were:

Expenditure on and staff participation in professional development 2013

Description of External PL activity

Key professional development/training undertaken by staff in the January to December 2013 period:

Date	CHI.L.D. Staff in Attendance	Course	PD Provider:
Feb	Teacher	The Reading Coach	ISQ
February	Head of School	Self-Improving Schools Pilot Session	ISQ
February	Speech Pathologist	Self-Improving Schools Pilot Session	ISQ
February	Teachers x 2	Assessment for Learning – Reading	ISQ
February	Teacher	exploration-3 Humanities and Social Sciences and the Australian Curriculum in the lower primary years	ISQ
March	Teachers x 3 & Speech Pathologist	Support for School Leaders	ISQ
March	Teachers x 2	Humanities and Social Science in the Early Years	ISQ
March	Teachers x 2	Core Module Session 2 for Coaches and School Leaders	ISQ

March	Teachers x 2 & Speech Pathologist	Teachers as Researchers 21 – initial project days	ISQ
March	Teacher	Literacy & Numeracy Build the bridge from data collection to improved instruction	ISQ
April	Teacher	Employment issues in Asperger's syndrome	ISQ
April	Teachers x 2	The Reading Classroom	ISQ
May	Teacher, School Assistant, Psychologist	The Staff Wellbeing project progress day	ISQ
May	Head of School & Administration Officer	Copyright Collection Training Sessions for Qld schools	AMR
May	Teacher	ASD in the junior years Part 2	ISQ
May	Teacher	Brisbane Kitchen Garden Schools Tour	Kitchen Garden Foundation
June	Teacher x 2 & Speech Pathologist	Teachers as Researchers Day 3	ISQ
June	Teacher	Aspley Special School Garden Schools Tour	
July	Teacher	ASD in the junior years Part 1	ISQ
July	Teacher	Special provisions policy in the senior phase of learning	Red Hill Special School
July	Teacher	Verification for the Qld certificate of individual achievement	QSA
July	Teacher	ASD in the junior years Part 1 and 2	ISQ
August	Teacher, School Assistant & Psychologist	The Staff Wellbeing project progress day	ISQ
August	Psychologist	Creating Safer Independent Schools	ISQ
August	Occupational Therapist	Social Media Marketing	ISQ
August	Speech Pathologist	Picky Eaters vs Problem Feeders: The SOS Approach to feeding	Dietitians Assn of Australia
August	School Assistant	Working with students with Speech language impairments	ISQ
August	Head of School	Disability Standards for Education 2005: Understanding schools' obligations	ISQ
August	Teacher	Literacy & Numeracy Coaching	ISQ

		Academy - Differentiated Coaching	
September	Teacher	Literacy & Numeracy Coaching Academy - Differentiated Coaching	ISQ
September	Teachers x4	Numicon Approach - Transform the way students understand mathematics	Numicon - Oxford University Press
September	Teachers x2	Pedagogy in Practice	LSTAQ
September	Speech Pathologist	Social Skills	CentiPaed Occupational Therapy
November	Teacher	Teachers working to differentiate instruction	ISQ
November	Teacher , School Assistant & Psychologist	Staff Wellbeing Project Final Report day	ISQ
November	Teacher & Head of School	Principals Breakfast	ISQ
November	Teacher	Support for Curriculum Leaders	ISQ
November	Occupational Therapist	Occupational Therapy Student conference 2013	
November	Head of School & Administration Officer	Self-Improving Schools (SIS) pilot program Sharing Day	ISQ
December	Teacher	Cert IV in TAE – Training and Assessment	L.P communication

The school was successful in receiving grants for five ISQ funded projects conducted throughout 2013. 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:

- *Literacy Numeracy Coaching Academy*, focused on Reading for Years P-6 age equivalent for students requiring significant adaptations and support
- *Teachers As Researchers21 Project* – The action research undertaken aimed to make a contribution to teachers' professional knowledge and improved classroom and/or whole school practice in the areas of Literacy and Numeracy.
- *New Perspectives Program* followed on from the New Perspectives transition pathways project and required the school to develop a community/and or parent link within the project. This resulted in the decision to host a Post-school Expo for young people with a communication disorder.
- *The Professional Standards Reflection and Growth Tool* was aimed for teachers to identify elements for change in their own school context.
- *Staff Wellbeing Case Study Project* focused on improving staff wellbeing within the organisation. The project provided the primary focus and structure required to achieve the organisation's operational goal for staff wellbeing.

Glenleighden teachers and therapists were able to provide a novel aspect to each of these projects due to their unique setting. Evidence collated was extremely well received with participants invited to present results for peer review at workshops and conferences.

Description of Internal Professional Learning Activities for 2013

All Staff are requested to attend fortnightly staff meetings

In-House Professional Development topics during 2013 included:

- School Wide Positive Behaviour Support, , Performance management and individual development plans, WH&S, Self-Improving Schools Program, Wellbeing project, Resource management, Research, Social Stories, Coaching Academy, Teachers as Researchers, Boardmaker, Music therapy, Copyright survey, Educational implications for students with a hearing loss, Medical alerts, Asthma training, Privacy and the Freedom of Information Act, Anaphylaxis refresher training

Performance Management Induction for New Staff during 2013 included:

- Strategic plan, policy and procedure development
- What is primary language disorder?, WH&S Manual handling of children, Social Media, Child Protection, Strategic focus and implementation plan for 2013, Update on Australian curriculum, and Education Adjustment Programs (EAP) updates.

Total number of Staff participating in at least one activity in the program year:		
Total Number of Staff	Total expenditure on Staff PL (not inclusive of salaries)	Average expenditure on PL per Staff member.
20	2370	118.5

The total funds expended on staff professional development in 2013 for school staff employed by CHI.L.D. Association was \$2370.

The involvement of the teaching staff in professional development activities during 2013 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
34	191	183.6	97.17

For permanent and temporary staff and school leaders the staff attendance rate was 97.17% in 2013.

Proportion of staff retained at Glenleighden from the previous year:

Number of permanent staff at end of 2013 program year (Head Count)	Number of these staff retained in the following 2013 year	% retention rate
34	27	79.41

From the end of 2012, 79.41% of school staff were retained for the 2013 school year, with 5.88% having internally transitioned within CHI.L.D. Association, and 14.71% having left the organisation.

KEY STUDENT OUTCOMES

Average student attendance rate % for the whole school:

Total number of students in 2013	Number of school days in program year	Total number of student absences	Average Attendance Rate %
75	191	948	93.38

The average attendance rate as a percentage in 2013 was 93%

Year Levels	Average attendance rate for each year level as a percentage in 2013
Primary ungraded male	93.25
Primary ungraded female	95.17
Secondary ungraded male	93.52
Secondary ungraded female	83.07

A description of how nonattendance 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. A follow up phone call is made to the parents for unexplained absences on that day. 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, eg 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.

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.

Year 10 Base	Year 12	Retention rate %
2	2	100

Year 12 student enrolment as a percentage of the Year 10 cohort is 100%

Year 12 outcomes:

Outcomes for our Year 12 cohort 2013	
Total number of QCIA 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

Two students graduated in 2013, each attaining a Queensland Certificate of Individual Achievement (QCIA). A valedictory dinner was held to commemorate their time spent at The Glenleighden School and acknowledge their individual achievements. Students gave a confident and insightful account of their memories of school and are each well equipped with a resume that highlights a broad range of work experience and life skills that reflect the individualised program for our senior school students.

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 II in Work Practices
- Multidisciplinary integrated programming
- Individual program planning
- Personal development and sex education classes were held for both Middle and Senior School students during 2013. This was in response to parent requests, identifying this as a priority for vulnerable students with a disability.

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 reinforce term themes on activity days, as well as to enhance classroom activities and learning.
- iPads have been introduced to support learning within the classroom, both for individual needs and in small group sessions.