



# School Annual Report 2011

## 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 2010:**

Average student enrolment for 2010: 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 Australian 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 Pinjarra Hills.

Showcase Evenings

Classrooms are opened to families once per term to allow the opportunity for parents to meet with staff and view students' work and academic progress. Students play a significant role in identifying preferred samples of work to be displayed and self-reflecting on progress to date.

### 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 recognize 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 2010 revealed that parents are very satisfied with the school climate.

The school recognizes that children and young people with a language disorder 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, 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 issues
- 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).

### PS&F

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

### IEP Parent-Staff meetings

Every student attending The Glenleighden School has an Individualised Education Plan, 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.

### Concept Development

Parents assist their child in the Concept Development Program with sorting pictures into 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 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 raised.

## Staffing Information

### Staff Information as at June 2011

Executive Principal: Ms Vikki Rose Graydon

Head of School: Ms Cae Ashton

The Glenleighden School staff is a dedicated team comprised of an executive principal, head of school, development officer, finance officer, special education teachers, speech language pathologists, physiotherapists, occupational therapists, probationary 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
	Mrs Catherine Ashton DipTeach(Prim), BEd MSPPathSt MACE	Head of School
	Mrs Jenny O'Reilly BSW(UNSW), MB(Professional Accounting)	Finance Officer
	Mr Bruce Grundy BEd(La Trobe)	Development Officer
	Mrs Michelle Males	Executive Assistant
	Mrs Kim Parkin	Acting Administration Officer
	Miss Jodie Tapp	Receptionist
	Mr Frank Ashton	Maintenance Officer
	Mr Luke Grayndler BPsych(Hons)	Probationary Psychologist
	Miss Vanessa Crawford RMT BMus (Music Therapy)	Music Therapist
	Ms Karen Smith	Library Assistant
	Mrs Carla Park	Volunteer Teacher Librarian
Early Childhood	Mr Shaun Ziegenfusz BSc, MSPPathSt	Level Coordinator / Speech Language Pathologist
	Mrs Kerry Bridgman BEd, GradDipSpEd	Special Education Teacher
	Mrs Amanda Sheales BEd(Primary)	Special Education Teacher
	Miss Emma Juleff BEd	Special Education Teacher
	Ms Andrea O'Brien BOccThy GradDipECS	Occupational Therapist
	Mrs Rochelle Nitschke	School Assistant
	Ms Sarah-Jane Bond	School Assistant
	Eugenia Tan	School Assistant
Junior School	Ms Jan Morey BSc(Hons), BEd(Primary)	Level Coordinator / Special Education Teacher
	Ms Danielle Morson BKinesiology(Hons), GradDipEd	Special Education Teacher
	Mrs Joanne Wood BSc, GradDipEd, MEd(SpEd)	Special Education Teacher

	Mrs Anne McSweeney BSpThy, DipPGSS ASDA (Teaching), MSPA	Speech Language Pathologist
	Miss Bronte Peterson BSpPath	Speech Language Pathologist
	Mrs Janine Day BOccThy(UQ St Lucia)	Occupational Therapist
	Mrs Gail Gilmore DipPGSS	School Assistant, Senior First Aid Officer
	Mrs Carla Hallesy	School Assistant
	Ms Elvira Grace	School Assistant

Middle School	Ms Jacqueline McAlister BEd(Early Childhood), MALEA	Level Coordinator / Special Education Teacher
	Mrs Louisa Playford-Brooks BEd(Early Childhood)	Special Education Teacher
	Miss Tanya Robertson BAppSc(OT)	Occupational Therapist
	Miss Katherine Macfarlane BSpPath (CPSP)	Speech Language Pathologist
	Ms Gillian Keir	School Assistant

Senior School	Ms. Janette Chidgey DipTeach(Prim), BEd(SpEd), CertSpecEd	Level Coordinator / Special Education Teacher
	Ms Chantelle Rissik BPrEd MEd	Special Education Teacher / Transition Officer
	Miss Tegan Streeter BA, BEd(Primary)	Special Education Teacher
	Ms Tanya Robertson BAppSc(OT)(Hons)	Occupational Therapist
	Ms Cathy Nicholson	School Assistant
	Ms Marie Hodgkinson	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 2010 were

- Information Communication Technology
- Curriculum (particularly Australian Curriculum)
- Health & Wellness
- Strategic Planning.

### Expenditure on and staff participation in professional development 2010:

#### Description of External PL activity

Description of External PD Activity	Staff Participating in Activity
<b>January 2010</b>	
SmartBoard Training	All Staff
Fire Safety Awareness	Speech Language Pathologist
Denbigh Database Training, Filemaker	Administration Officer, Receptionist, Executive Assistant
Camp Warrabee Team Building Day, YMCA	All Staff
<b>February 2010</b>	
First Aid Training, St John Ambulance	Various Staff

Senior First Aid Training, St John Ambulance	Various Staff
"Teachers & Teacher Aides working with Students with Intellectual Impairment across all year levels", ISQ	Teacher
"Autism/Asperger Syndrome", Education Events	Occupational Therapist
<b>March 2010</b>	
Monash University Workshop	Therapists
ADOS Training	Head of Clinic
"Teachers as Researchers", ISQ	Level Coordinator/SLP/Teacher
"Motion and Emotion", Autism Behavioural Intervention Qld	Occupational Therapist
"Speech Language Impairment (SLI) Part 1", ISQ	Teacher
"The Strategic Board" Conference, Australian Institute of Company Directors	Executive Principal & 2 Executive Committee Members
"Web Based Reading Assessment Process (WRAP)", ISQ	Level Coordinator/Teacher, Speech Language Pathologist & Teacher
<b>March &amp; June 2010</b>	
"COR Reading Project 2010", ISQ	Level Coordinator/SLP/Teacher & Teacher
<b>April 2010</b>	
"Greenspan Online Conference 2010", Stanley I Greenspan MD	Speech Language Pathologist
"Bequests & Corporate Support", Pathways Australia	Development Officer
Information Session on the Renewal of Registration and the Continuing Professional Development Framework, Qld College of Teachers	Head of School, Level Coordinator/SLP/Teacher, 3 Level Coordinator/Teachers, 3 Teachers
Australian Institute of Company Directors Course, AICD	Executive Principal
"Workshop for Provisionally Registered Teachers", Qld College of Teachers	3 Teachers
"Planning for All Learners (PAL) 2010 Project 2", ISQ	School Assistant
CAT-KIT.com Workshop	Probationary Psychologist
"Autism Focus Conference", Autism Focus	Head of Outreach & Occupational Therapist
"Shared Vision Conference", Qld Studies Authority (QSA)	2 Level Coordinators/Teachers
<b>May 2010</b>	
"The Traffic Jam in My Brain", Sensory Tools Australia	Occupational Therapist
"Speech Language Impairment (SLI) Part 2", ISQ	Teacher
Early Years Conference "It All Adds Up", Qld Assoc of Maths Teachers Inc	Teacher
"The Australian Curriculum and Assessment, the Standard and Moderation Day 1", ISQ	Level Coordinator/SLP/Teacher
<b>June 2010</b>	
"Teachers as Researchers", ISQ	Level Coordinator/SLP/Teacher & 2 Level Coordinator/Teachers
"EAP Disability Category of SLI: Information for Speech Pathologists", Disability Services Support Unit (EAP Verification Team), Department of Education & Training	Level Coordinator/SLP/Teacher, Head of Clinic & 2 Speech Language Pathologists
"Intermediate Libcode Library Systems", Libcode Library Systems	Library Assistant
"Teaching Funcional Handwriting for Written Communication", Zi Mei Events	Occupational Therapist
"Student Behaviour Management", Education Answers	2 Teachers
Manual Handling Inservice, CHI.L.D.	Level Coordinator/Speech Language Pathologist, 2 Level Coordinator/Teachers, 4 Teachers, 3 Occupational Therapists, 2 Speech Language Pathologists, Music Therapist & 5 School Assistants
Transition Workshop, Red Hill Special School	Teacher
<b>July 2010</b>	
Worklinks PD	Teacher

<b>August 2010</b>	
"The Alert Program for Self-Regulation", Sensory Tools Australia	Occupational Therapist
Forest Lake College Early Years Conference	2 Teachers
Certificate III in Education Support (CHC30808), Bremer TAFE Qld/CHI.L.D.	Receptionist/School Assistant
The Australian Curriculum Two-Day "Train the Trainer", ISQ	Curriculum Coordinator/SLP/Teacher
PDN 14th Annual School Leaders' Conference "Lead: Make a Difference", Professional Development Network	Curriculum Coordinator/SLP/Teacher & Level Coordinator/Teacher
<b>September 2010</b>	
"The Brain That Changes Itself", Sonic Learning	Teacher
"Functioning as a WHSO - Core", Chamber of Commerce & Industry	Speech Language Pathologist
"Visual Perceptual Skills in the Classroom", Dr Chris Chapparo, Zi Mei Events	2 Occupational Therapists
"Speech Language Impairment (SLI) Part 3", ISQ	Teacher
2010 ACSA Curriculum Symposium - Sydney	Head of School
"Rehabilitation and Return to Work Coordinator Certificate", Chamber of Commerce & Industry	Speech Language Pathologist
<b>October 2010</b>	
Australian Institute of Teaching and School Leadership Alumni Forum	Executive Principal
"Functioning as a WHSO - Service", Chamber of Commerce & Industry	Speech Language Pathologist
"Leaders Update on the Australian Curriculum", ISQ	Head of School, 3 Level Coordinator/Teachers, Speech Language Pathologist
Aligning 4 Achievement, CHI.L.D.	All Teachers & Therapists
Curriculum PD for Teachers & Therapists, CHI.L.D.	3 Level Coordinator/Teachers, Level Coordinator/Speech Language Pathologist, Music Therapist, 6 Teachers, 3 Occupational Therapists, 3 Speech Language Pathologists, School Assistant
TADS Conference, Department of Education, Training & the Arts	Therapist
<b>November 2010</b>	
"Teachers as Researchers Workshop", ISQ	Head of School, Level Coordinator/Speech Language Pathologist, 2 Level Coordinator/Teachers
"A Guide to Using Clinical Observations", Zi Mei Events	Occupational Therapist
"Workshop for Teachers Supporting Students with ASD", ISQ	Head of Outreach & Teacher
Mind and Its Potential Conference, Vajrayana Institute Inc	Executive Principal
<b>December 2010</b>	
"National Disability Insurance Scheme Forum", QLD NDIS Steering Committee	Executive Principal
Perform CPR or Apply First Aid, through various RTO	Most Staff
<b>Throughout 2010</b>	
Facilitation & Planning Curriculum PD, Jenny Nayler Learning aJeNcy	Teachers & Therapists
Curriculum PD Leadership Workshop, Jenny Nayler Learning aJeNcy	Teachers & Therapists
Executive Coaching Sessions	Executive Principal
Masters Degree Course Costs, Griffith University	Occupational Therapist

Additionally, the school was successful in receiving grants for three ISQ funded projects to be conducted throughout 2010. This provided opportunities for staff to engage in classroom-based research with direct benefits for the students:

*Planning for all Learners (PAL)*, introducing the use of “Clicker-5” software as the vehicle to trial literacy program in digital format on school interactive whiteboards;

*Teachers as Researchers*, involving all staff in action research to align therapist and teacher practice in delivering programs in view of the impending national curriculum; and

*Web-based Reading Assessment Process (WRAP)*, using “Huelab” software to monitor student oral reading and comprehension which is expected to continue in 2011.

In readiness for the national curriculum, professional development was provided to staff by “Aligned Solutions”, focusing on the key areas of assessment, reporting, and literacy & numeracy teaching. Full day planning sessions for team levels were facilitated by educational consultants to familiarise all staff with the use of Australian Curriculum content descriptions and achievement standards, within our specific context of working with bright students who have a learning disability.

During October, all teachers were involved in moderation day for Queensland Study Authority (QSA)'s inaugural “Special Education Assessment Trial”, with North and West Districts hosted by The Glenleighden School. A total of 10 teacher-panellists were involved from both Glenleighden and Mt Crosby State School. This coincided with “Therapy Day” which was deemed an enormous success. Students grouped vertically across levels worked with therapists and school assistants to target specific intervention. This had great benefit for everyone involved: students experienced excellent modelling and support by and for peers and staff worked with students from age groups not normally experienced on day to day basis.

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

## **Description of Internal PL Activities for 2010**

All Staff are requested to attend staff meetings

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

Regular Health & Wellbeing Presentations including Social & Environmental Wellness  
Fair Work National Employment Standards  
Presentation on Qld Studies Authority (QSA) Assessment Trial at TGS  
Performance Management timeframes  
Personal Goals  
Organisational Structure Chart  
Self Appraisal & Reflective Interview Forms  
Visual Perception Presentation  
Handwriting Presentation  
IT Troubleshooting & How To's  
Map Process & report format for new enrolments  
Lesson Plans & Case Notes  
WRAPT Project Update  
Process to encourage Senior School Student independence  
Curriculum, Literacy & Maths  
Research Guidelines  
Occupational Therapy – Learn to Move & Alert Programs  
Curriculum Review (P-9 Indicators for Literacy & Numeracy)

### **WHS components of staff meetings covered during 2010 topics including:**

Lockdown Procedures  
Risk Management Forms  
WHS Incident Forms

Protocols for Reporting  
 First Aid Procedures & Requirements  
 Material Safety Data Sheets  
 Workplace Harassment & Harassment Prevention Policy  
 WHS Incident Reporting & Procedures  
 Playground Duty  
 Supervision of Amenities  
 Sandpit  
 Induction for operating dividing wall in new multipurpose room  
 Duty of care

**Performance Management Induction for New Staff:**

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

**Whole School PD Topics Covered**

21,22 & 25/1/2010: Whole School PD Days  
 Topics included: Team Planning; WH&S Quiz; Policies & Procedures –  
 Signing In & Out, Booking Procedures through Outlook, Dress Code,  
 Duty of Care, Library/Resource Room; Child Protection Policy;  
 Finances/Leave; Drill Procedures; Music Therapy Overview.  
 21/6/2010: All Teachers & YLC's PD Day on-site  
 12/7/2010: Whole School PD  
 Topics included: Update on Staffing; Personal/Self Reflection using  
 ALAR Guiding Questions; Team Reflection; Collaborative Reflection;  
 Reports vs Planning; Evidence-based Practice vs Educational Best  
 Practice; Introduction to QCAT Special Education Assessment Trial  
 25/10/2010: Curriculum PD for all staff except School Assistants (Student Free Day)  
 26/10/2010: Curriculum PD with Aligning 4 Achievement  
 17 & 18/10/2010: Therapy Moderation Day

<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>
39	\$37,674.14	\$966.00

The total funds expended on staff professional development in 2010 were \$37,674.14.  
 The involvement of the teaching staff in professional development activities during 2010 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
31	191	250	95.78%

For permanent and temporary staff and school leaders the staff attendance rate was 95.78% in 2010.

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

Number of permanent staff at end of 2009 program year (Head Count)	Number of these staff retained in the following 2010 year	% retention rate
34	27	76.5%

From the end of 2009 76.5% of staff were retained for the 2010 school year.

**KEY STUDENT OUTCOMES**

**Average student attendance rate:**

Total number of students in 2010	Number of school days in program year	Total number of student absences	Average Attendance Rate %
68	191	959	93.08%

The average attendance rate as a percentage in 2010 was 94.18%

**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:**

<b>Outcomes for our Year 12 cohort 2010</b>	
Total number of QCIA Senior Certificates awarded	0
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 II in Work Practices
- Multidisciplinary integrated programming
- Individual program planning

**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
- 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.

**School progress towards its goals each year**

[Appendix F: AGM Report 2010](#)