



MANCEL
COLLEGE

2022

Annual Report



A year of achievements

At the end of a year, it's always good to take time to look back and reflect on what has been achieved over the past 12 months. The last year saw incredible change and development at Mancel College.

On 11 July 2022, the Glenleighden School was renamed Mancel College, honouring our founder, Mancel Robinson, who established the school 46 years earlier. This transition saw not only a new name and visual branding, but also a total refresh of the front elevation of the school and reception area, and the launch of a new school uniform. This was underpinned by significant work in reviewing the educational model, educational approach, curriculum, and wider offerings of the college. Sadly, during the year we farewelled Mrs Kelly McBurnie as Head of School as she moved to North Queensland. Following an extensive search, I appointed and welcomed Mr Peter Foster as Principal of Mancel College.

In October 2022, the first building in the Mancel College Campus Master Plan was completed with the official opening taking place on 16 November by Hon Anthony Chisholm, Assistant Minister for

Education, Assistant Minister for Regional Development, Senator for Queensland. During December we demolished the existing library building to make way for the construction of Building 2, which will commence in early 2023. We were also successful during 2022 in securing a BGA grant from the Federal Government to part fund the third building, which we are aiming to start construction of in early 2024.

I am extremely proud of what has been achieved by the Mancel College team, supporting an increasing number of children and young people with Language Disorder. Thank you to the wonderful children and young people who we have the privilege of serving every day, and thank you also to the parents and carers who entrust us with their child's education, care and support. I would like to thank the Board of Directors of Language Disorder Australia for their ongoing support and dedication. Together, we have achieved so much.

Mark Yeowell
CEO - Language Disorder Australia



Mancel College at a glance

Total number of students

127



Independent Co-educational Special School

Prep to Year 12



39 Females



87 Males

Total number of students per year level

80

Primary

Total number of students per year level

47

Secondary

ICSEA

1,091



4% Indigenous



21% have English as an additional language or dialect (EALD)

About the College

Mancel College delivers a specialist Prep to Year 12 education that caters to the individual needs of children and young people with Language Disorder.

Our learning programs are delivered by a multidisciplinary team focused on targeted intervention. Individual Curriculum Plan (ICP) meetings are held with parents twice a year to ensure the team and families fully understand the child's unique educational and support needs. Therapists at the College construct an Individual Support Plan (ISP) for each student.

Classroom teachers provide differentiated instruction across all curriculum and learning areas. Class sizes are intentionally smaller, with a full-time teacher and school assistant - with learning programs drawn from appropriate areas of the Australian Curriculum. The primary goal of the multidisciplinary team is to enhance each student's capacity to succeed holistically and reach their fullest potential.

Consistent with contemporary practice, we use a Response to Intervention Model (RTI), where the primary focus of the therapy and the educational team is to support quality differentiated instruction for all students in each classroom every day across all curriculum areas. The College-based Allied Health Team supports the academic outcomes of our learners with Language Disorder. Therapists work alongside specialist teachers to utilise their clinical expertise, skills, and knowledge in evidence-based practice to identify and address student barriers, ensuring success in learning. Interventions support specific learning difficulties, language and communication needs, social-emotional and relationship-building skills, development of gross and fine motor skills, and functional independence.

Learning at Mancel College sees the students accessing achievable components of the Australian Curriculum in meaningful ways. This is enhanced by additional

experiences such as:

- All Primary School students undertaking a targeted program in Literacy and Numeracy.
- Primary students undertaking a variety of extra-curricular activities and experiences.
- All students participating in programs that are engaging, developing social skills, confidence, fitness levels, creativity, and expressive skills as embedded within the Australian Curriculum.
- All students undertaking PE lessons that focus on specific sports, health education, pastoral care, and wellbeing activities.

Our Year 11 and 12 students are enrolled in an individualised learning pathway that leads to achieving the Queensland Certificate of Individual Achievement (QCIA) upon graduation. The QCIA is an official record for students who have completed twelve years of education and provides a summary of knowledge and skills that students have achieved from on-campus learning through external service providers and vocational certificate programs. Senior School students in Years 10-12 also continued their regular work and training experience placements in 2022/2023.

We also invite senior school students to learn and work within our commercial café, "Chatters". It is a great way for students to apply their academic learning to real-life situations, preparing them for the workforce and life post-schooling.

Our goal is to nurture our young people, to provide them with incredible opportunities unavailable elsewhere and to enter the workforce and the world confident and capable citizens, earning, learning, and leading in society.

Peter Foster
Principal - Mancel College 7



Extended Learning experiences

Before and after school activities

- Yoga
- Drama
- Run club
- Cooking
- Chess
- Dance (competing at Gold Coast Eisteddfod)
- Sense Rugby
- Woodwork

Weekly sports training / coaching opportunities for senior students

- Athletics
- Cross Country
- Touch Football

Interhouse/school-based sport and lunchtime sport

- Choir (competing at Gold Coast Eisteddfod)
- Interhouse athletics carnival
- Interhouse Cross Country carnival
- Colour Run
- Cricket excellence at the University of QLD
- AFL in schools
- Basketball

Interschool sport

- Soccer
- AFL
- Touch Football
- Cricket
- Tennis
- Northern Eagles District representative school sport





New initiatives

Literacy: Science of Reading

- Implemented Sounds Write as a Mancel College signature practice to the systematic teaching of phonics across Prep to Year 6.
- Focused on literacy strategies on comprehension and vocabulary in Years 7-12.
- Introduced differentiated model of effective teaching of reading through the 5 Keys to Reading.

Coaching

- Established one-on-one conversations aligned to the Professional Annual Learning Plan (PALP) with a literacy focus.
- Developed use of coaching language in collaborative conversations about literacy pedagogy.
- Created a Mancel College framework for Instructional Coaching based on the impact cycle. (Jim Knight)
- Launched a Mancel College framework for feedback for our staff.

Science of Learning

- Implemented Explicit Direct Instruction as a leading pedagogy.
- Built high impact teaching strategies into all Sounds Write and literacy lessons.
- Explored the Universal Design for Learning framework to reduce barriers and
- Maximised learning opportunities.

Response to Intervention

- Defined the ways of working for teachers and therapists as collaborative teams, working towards common goals.
- Articulated how the model is enacted in classrooms at Mancel College.
- Clearly defined data gathering processes influencing student movement through the tiers.
- Implemented data gathering schedule and identification of assessment measures to record and evidence outcomes.

Attendance rates

Managing student absences and enforcing enrolment and attendance

Procedures are in place to ensure that every school-age child or child in the compulsory participation phase attends school regularly as part of their educational program.

If a student's absence is deemed unsatisfactory, the school offers support to the family in order to improve attendance rates.

If there is no improvement in absenteeism after 14 days and no valid reason is provided by the parent, the school will send a 'failure to attend' notice to parents/carers and schedule a meeting.

Following the meeting, if there is no change in absenteeism within 7 days, the school will issue a 'warning notice' stating that unless the child returns to school within 7 days, their enrolment will be terminated and the matter will be reported to Child Safety and the Queensland Police Service (QPS).

If there is still no improvement after 7 days of the 'warning notice', the enrolment will be terminated and the matter will be referred to Child Safety, with a final letter sent to the QPS.

	Total number of students per year level	Number of possible attendance days per year level	Total number of days absent per year level	Total attendance days
Primary	79	13,746	1,997	11,749
Secondary	47	8,178	1,120	7,058

Year levels	Average attendance rate for each year level as a percentage in 2022
Primary ungraded	85.47%
Secondary ungraded	86.30%





Teaching Staff	22
FTE Teaching Staff	20.3
Non-Teaching Staff	45
FTE Non-Teaching Staff	32.5

Postgraduate	54.16%
Undergraduate	45.84%

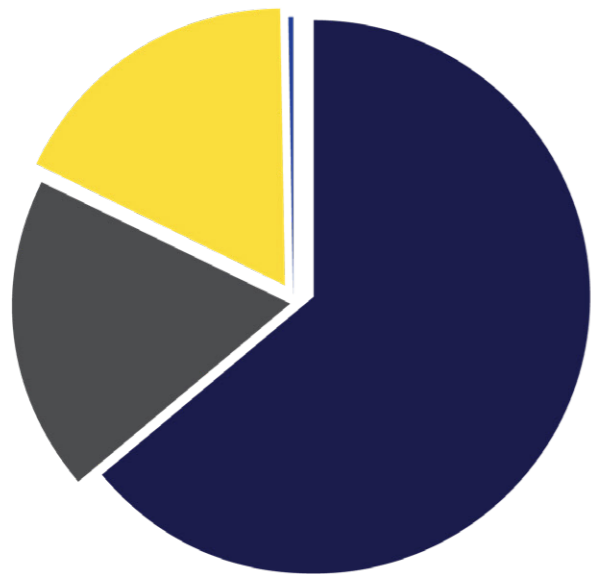
* Qualifications refer only to Teaching Staff.

Staff composition & qualifications

Mancel College employs a diverse team of professionals dedicated to supporting students' needs. Our employees includes teachers, school assistants, therapists, and allied health assistants who work collaboratively. While most of our employees work full-time, we also have a smaller group

working part-time or on an as-needed basis. We take pride in the fact that our team is composed of individuals from various backgrounds, with many having personal experiences of raising a child with a disability.

Our Finances



- Other private sources
- Fees, charges and parent contributions
- State / territory government recurrent funding
- Australian government recurrent funding



Income Source	2022
Australian government recurrent funding	\$5,009,366
State / territory government recurrent funding	\$1,453,990
Fees, charges and parent contributions	\$1,372,313
Other private sources	\$355
Total Gross Income	\$7,836,024

Income Source	2021
Australian government recurrent funding	\$3,655,562
State / territory government recurrent funding	\$1,297,844
Fees, charges and parent contributions	\$1,189,525
Other private sources	\$33,961
Total Gross Income	\$6,176,892

(excluding income from government capital grants)
 Source: My School website: www.myschool.edu.au/school/48098/finances

Our Graduates

In 2022 five students completed the Queensland Certificate of Individual Achievement (QCIA) and graduated from Mancel College.

Four students completed a Certificate I Workplace Skills and a Certificate I Access to Vocational Pathways.

One student completed a Certificate II in Telecommunications Technology, in addition to Certificate I Workplace Skills and a Certificate I Access to Vocational Pathways.

One student completed a Certificate II in Sports Coaching.



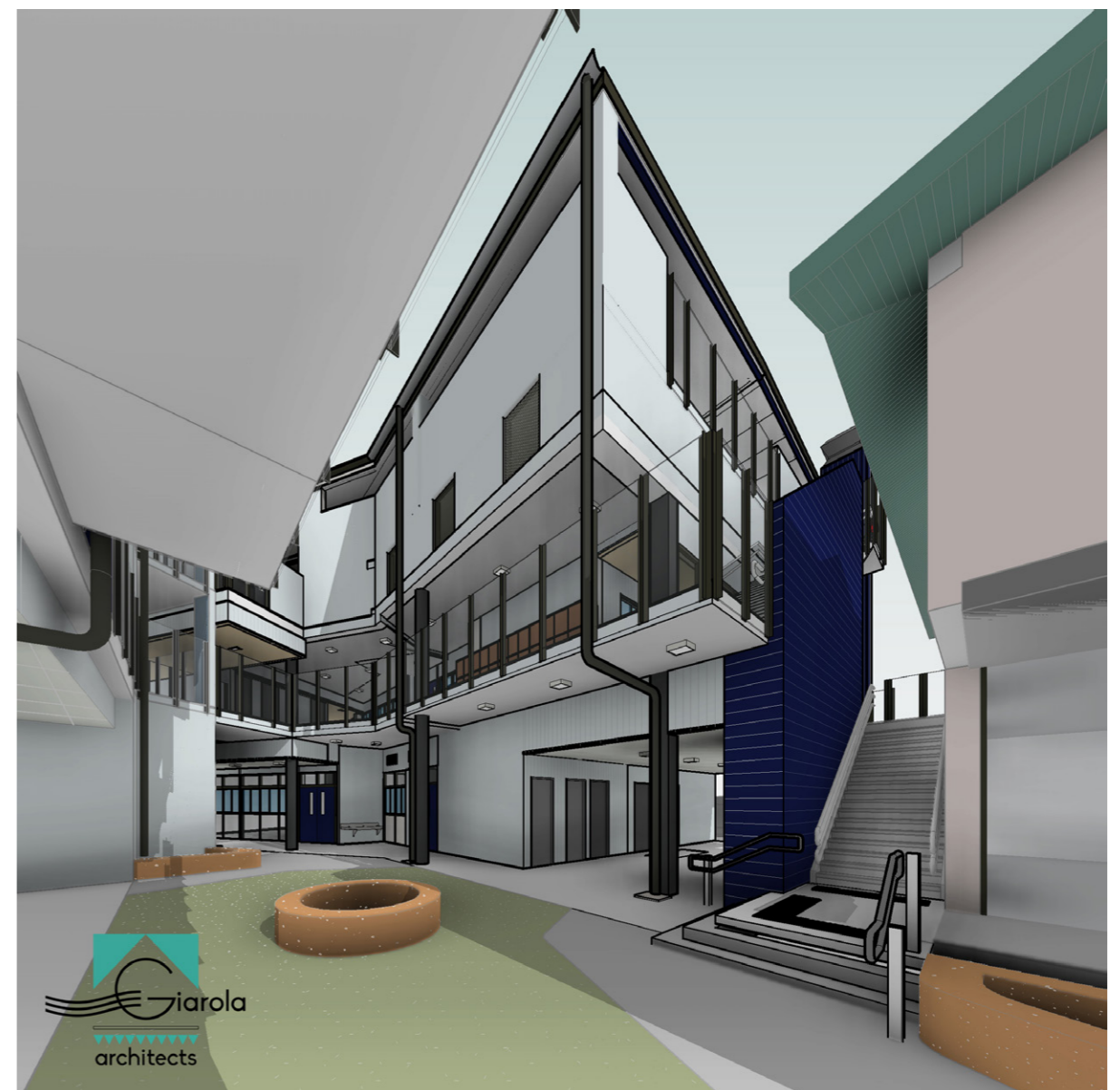
The Future

Igniting transformation: unleashing the power within

2022 reshaped our history most remarkably with the rebranding of The Glenleighden School into Mancel College, celebrating the legacy of our pioneering Founder, Mancel Robinson OAM.

This transformation was followed by the completion of our first Master Plan building, equipped with state-of-the-art specialist facilities, and the construction of an incredible treetop playground.

Fast forwarding to 2023, we anticipate more excitement and possibilities. With the planned completion of our second building containing professional hospitality facilities and art spaces, our students will be able to explore further, develop their passions and talents, and become their best selves. On this extraordinary journey, we will continue to ignite passions, empower dreams, and shape the future—one remarkable student at a time.





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