



PROSPECTUS

2021



GLENOAKS SCHOOL
Where learning is nurtured and
potentials are reached

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Principal: K Caldeira

Proprietor: Glenoaks School (Incorporated Not For Gain), Registration Number: 1976/004580/08

About us

Glenoaks is a private remedial and special needs school in Johannesburg that unleashes potential! We nurture academic, functional, social and emotional growth for learners and personalize support according to the needs and strengths of each learner. We create a nurturing and inclusive environment for our learners which is supported by our dedicated, passionate and professional team. We achieve this through innovative adaptation, accommodation, differentiation and individualisation for each learner.

It is never easy when it comes to choosing the right school for your child. We are a strong establishment with over 50 years' experience in remedial and special needs support. Glenoaks offers a unique and comprehensive educational experience for any child who presents with wide-ranging barriers to learning.

Glenoaks School aspires to create an environment where the true potentials of learners can be reached. We ensure that learners are provided with adequate resources, appropriate curriculum skills, innovative teaching and learning strategies and individualized support.



Many who visit us comment on the friendly and nurturing atmosphere that permeates through every aspect of Glenoaks School. Our committed staff share a passion for working with children to address the variety of barriers to learning they might be facing when they first come to Glenoaks.

From our small class settings to our individual and group therapies, our ultimate goal is to help our learners grow to be their best. We want our learners to be happy at school, to thrive and to be engaged academically, functionally, vocationally, emotionally and socially.

Our learners grow in confidence, self-efficacy and self-worth from the first week that they join us. Being a part of this process is our privilege. Through the support of our multi-disciplinary team, we help our learners to identify their strengths, accept and work on their areas of challenge, and to reach their potential.

Placement decisions are based on various formal and informal assessment processes and are made by a collaborative team, with the parent, the child's teachers, therapists and heads of department. Similar processes follow when it comes to mainstreaming learners, transitioning to high school or deciding on future prospects beyond primary schooling. We hold termly parent feedback meetings, and our doors are always open for regular communication with parents.

We remain at the forefront of teaching excellence by supporting the professional development of staff.

We develop sensitivity to and understanding of different cultures and religions through interaction in an environment characterized by mutual respect, interest and regard for others and the broader community.





The History of Glenoaks School

In 1969 Dr Lorna Swartz started a small school in her garage in Melrose, for her daughter Tammy, who was then regarded as 'learning disabled'. As word spread, other parents brought their children to Dr Schwartz, and Glenoaks School was born. In 1975/6 the school moved to a building in Orange Grove.

Dr Swartz's vision was to create a school for learners who showed little academic potential and had major barriers to academic learning and physical barriers. The school worked with children who had Cerebral Palsy, were visually impaired and had emotional and behavioral difficulties.

Dr Lorna left the school at the end of 1979. In 1981 Glenoaks expanded and was moved to our current premises in Kensington. Her vision has lived on through the leadership of Ms. Peacock, Ms. Patt, Mr. Barnes and currently Mrs. Caldeira.

Mr. Barnes, who was our head of school for 35 years, realized his dream in 2015 when he opened the Oak House Vocational Academy. The Academy was developed to provide a secondary school for learners for whom an academic or formal matric was not possible.

Mr. Barnes handed the school's legacy over to Mrs. Caldeira who has been a member of the Glenoaks family since 2002. She began as a facilitator and progressed to become a teacher and head of department, before taking the position of principal.



Glenoaks Staff Photograph 1993



Mr. Barnes & our first school bus

We currently have 7 houses and approximately 140 learners (2020) and a staff of over 70. Glenoaks was officially registered with the Department of Education in 1976. Since then, Glenoaks has continued to grow and provide a safe and supportive environment for learners with remedial and special learning needs.



Remedial vs Special Needs

Remedial programs are for learners with average or higher intellectual abilities who are not performing well in school. The focus is on narrowing or closing academic gaps to the extent that a learner can be re-introduced to mainstream schooling.



Special education programs are for learners who lack the intellectual ability, social and emotional maturity, physical ability or the analytical skills needed to perform in a remedial or mainstream environment. The focus is to assist learners to be functional, independent and employable adults.



The Glenoaks Remedial Stream



A **remedial** program is for learners who have average or higher intellectual abilities but who are not performing well in school. At Glenoaks, learners in the remedial stream sometimes have intellectual test scores below average, but we find that they have the capability to cope in an academic program. Our admissions process looks at overall ability and not simply a test score. Typically, remedial students are not struggling because of their intellectual abilities but instead with one subject area like reading, writing or mathematics. Learners may experience various barriers to learning, or learning challenges, including dyslexia, dyspraxia, visual difficulties, ADHD, mild autism, dyscalculia, language delays etc.



Remedial programs usually focus on narrowing or closing academic gaps, to the extent that the learner can be re-introduced to a mainstream schooling system. Our remedial stream follows the Grade 1 – 7 CAPS curriculum with accommodations, differentiation and adaptations depending on learners' needs. The majority of the learners in our remedial stream enter mainstream schools and successfully achieve good grade 12 results. Many have continued to further their studies at universities, colleges and other tertiary institutions. We are particularly proud of our past pupils who have become high school prefects and head prefects.



Glenoaks Assisted Learning Stream (GOAL)

The GOAL Stream caters for learners from the ages of 6 to 14 who have special educational needs which inhibit them from learning in the 'traditional classroom'. Often our learners' chronological and developmental ages differ significantly, and it's important that they learn according to their abilities and at their own pace. GOAL Stream learners have differing areas of strength, often exhibited in practical tasks. They benefit from repetition, positive reinforcement and reduced time pressure; aiming at functional skills of daily living within their levels of ability.

We work on individualised numeracy and literacy programs with each learner. Other subjects include life skills, activities of daily living, cooking, supported reading, home management, basic administration skills, computers, library, sport, social and emotional skills, Occupational Therapy group, Speech, Language and Communication group and art. Older learners have opportunities for project-based learning in preparation for in-house work experience.





Oak House Vocational Academy

Oak House Vocational Academy was conceived from the need to provide an appropriate setting for specific learners with special needs from our school, and from the broader community, whose abilities and needs are not met in an academic setting. After intense research and planning both locally and abroad, a blueprint was formulated for our vocational academy – highly particular, uniquely crafted and finely tuned to Glenoaks' vision.

The Academy provides learners with a sense of purpose and self-worth, continued applicable academic input, emotional and academic support and an incremental exposure to the expectations and realities of the world of work. This culminates in a learner being more employable with practical work skills and experience in specific industries. If further training or employment opportunities exist for a graduate, those are facilitated and supported by Oak House Vocational Academy.



Our Academy program is designed to expose students to a variety of vocational settings aligned to each individual's strengths, abilities and areas of interest. Students learn the skills required for entry level jobs, and also focus on critical social skills, appropriate behaviours and attitudes required in the workplace. Prior to this, our students are taught a creatively crafted curriculum which includes academics, life skills, business skills, entrepreneurship, IT and admin skills, world knowledge, home management, hospitality, gardening, woodcraft and enterprise.

Learners in the work experience program are gaining exposure to a variety of industries and businesses including retail, IT, hairdressing, production line, garden nurseries, schools, sport, robotics and many more. In 2019 the first group of students graduated from Oak House Vocational Academy and successfully commenced with further training, part time or permanent employment.





Glenoaks Vision



- We focus on a student's strengths and potential through adaptation, accommodation, differentiation and Individualisation.
- We create a nurturing and inclusive environment for our learners which is supported by our dedicated, passionate and professional team.
- We are progressive and innovative, being at the forefront of teaching excellence.
- We actively engage with our stakeholders to empower and support them.



Glenoaks Mission

- ❑ To be a leading remedial and LSEN school that unleashes potential.



Glenoaks School Ethos

Glenoaks School aims to cultivate a school ethos that reflects the values and principles of the Constitution. South Africa has committed itself to providing an inclusive educational environment through the adoption of the Inclusive Education Policy (2001) which emphasizes **human dignity, respect, accommodation and inclusion**.

Our values include **Trust, Respect, Accountability, Optimism and Intentionality**. We aim to establish environments, and interactions with those environments, that intentionally promote positive perceptions and provide individuals with the optimum conditions to realize their full potential.





Glenoaks school rules aligned to our values

1

I will show good manners to everyone

2

I will keep my hands, feet, objects and unkind words to myself

3

I will take care of all property and of my uniform

4

I will listen, do all my work, and homework

5

I will not cheat, steal or lie



How your organization could benefit from assisting us

The South African Revenue Services (SARS) allows individuals, Close Corporations, Trusts, Private and Public Companies or any other Tax Paying entities to donate up to 10% of their taxable income to entities that are registered as Public Benefit Organisations (PBOs). The amount donated can be deducted from the taxable income of any taxpayer. On receipt of your kind donation, we will issue a Section 18A Certificate that can be used to claim your tax deduction from SARS. Companies could also achieve B-BBEE points towards Skills Development and Socio-Economic Development elements of the scorecard.



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ISASA

Independent Schools Association of Southern Africa

Registered with the Department of Education – EMIS 130385

UMALUSI: Re-accreditation in process

Member of ISASA