The Toogoolawa School – Annual Report 2014
(Based on 2013 data)

POLICY INTENT

Effective school reporting provides parents, staff, students and the community with meaningful information about schools. All Queensland schools are required to publish a minimum set of information for parents and the community. The *Schools Reporting Policy* ensures that all schools report similar information that complies with Government requirements in a clear and comprehensive manner. **By publishing this Report, schools will meet both State and Australian Governments reporting requirements.**

DESCRIPTIVE INFORMATION

School sector:

Independent

School's address:

Creek Street, Ormeau 4208

Total enrolments: *[schools might wish to include comparative data from previous year(s) here]*

77

Year levels offered:

Years 1 to 10

Co-educational or single sex:

Boys only

Characteristics of the student body:

Toogoolawa is an Aboriginal word meaning "A place in the heart" and has been adopted so as to continually affirm the loving principles on which we base our teaching practice.

Toogoolawa School is a spiritually-inclined, inter-denominational school for boys. Some of the boys who attend have anxiety disorders, others are no longer welcome in mainstream schools for adverse behavior choices and yet others have simply fallen through the academic cracks of the education system. Still other students prefer the therapeutic benefit of a small school setting.

We aim to develop good character and enhance academic skills to prepare our boys for the work force, Tafe or where appropriate integrate them back into the general education system.

Currently we have 10 students who identify as Indigenous, 16 students who have been diagnosed with ASD and 1 with Intellectual Impairment.

The majority of our boys have been also diagnosed with ADHD.

Distinctive curriculum offerings: This refers to special programs or innovative offerings, not regular subjects offered. It could include excellence programs, gifted and talented arrangements, special needs programs, life skills etc.

The major academic focus for both our Primary and Secondary cohorts is literacy and numeracy. All other KLAs are grouped as Integrated Studies. Human Values and Virtues are also integrated into the curriculum through storytelling.

Students also participate in daily Mindfulness practices. These practices are evolving all the time. Set periods of meditation are matched with impromptu opportunities to call students to be in the present moment e.g. a chime rings out that students respond to by concentrating on the breath for perhaps a minute or two. Our boys also run their own meditation sessions called 'Silent Sitting.' Integrative Restoration is used regularly to distress students before classes. iRest as we call this program is designed for PTSD and anxiety disorders.

Our school gym is used regularly. All classes have weekly outings for students who exhibit good behaviour choices. Activities include body boarding, surfing, rock climbing, abseiling and hiking.

Students use a range of IT equipment including, iPads, interactive white board, desk top computers and laptops.

Students are introduced to the Heartmath biofeedback program that regulates their heart rate and gives students a taste of what it feels like to be totally relaxed.

Extra-curricular activities: descriptions of the activities should be provided, particularly those that involve a significant number of students.

Students participate in weekly Community Service activities. In the last year this has involved the Animal Welfare League, cleaning up the picnic areas around Hope Island and Paradise Point and supporting a not for profit animal therapy shelter called Harmony Hooves.

Students also clean up our local Creek Street during the Clean Up Australia campaign.

The local Jacobs Well Police Beat officers Brenda and Dwane also take one class of boys for a 'Team up' program at the Beenleigh PCYC every Wednesday morning.

The boys also participate in a 'Healthy Hooves Program.' This program, run by Jodie Alderton, is based on horse therapy.

Boys also participate in camps which test their socialising skills, BMX and surfing.

One lucky student is selected each year to participate in the Harry Bradford Cattle Drive from Longreach to Barcaldine. An experience of a lifetime to outback Queensland thanks to the generosity of Mrs Chris Nott.

The social climate of the school: this should include pastoral care programs and commentary about strategies to respond to bullying

Parental involvement: must involve strategies for parental involvement. These might include the presence of a P& F Association, Board representation, parent committees (such as for strategic planning), reading programs, volunteer programs

Parent / Carer / Guardian / Student interviews at the start of each term