



Toogoolawa School Annual Report 2016 (Based on 2015 data)

School Sector:

Independent

School's Address:

138 Reedmans Road, ORMEAU 4205

Total Enrolments:

2013	77
2014	84
2015	105

Year Levels Offered:

Years 1- 10

Co-educational or Single Sex:

Boys Only

Characteristics of the Student Body:

SWD

Indigenous students

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, other alternative settings or where appropriate, integrate them back into the general education system.

In 2015 we had 11 students who identified as Indigenous, 29 students who had been diagnosed with ASD and 1 with Intellectual Impairment.

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

Distinctive Curriculum Offerings:

Toogoolawa is the first school in Australia to use the Tomatis Program. This program originated in France and uses music to create new neural pathways in students with ADHD and ADD so they gain the ability to self-regulate their behaviour.

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 to enhance relationship building. 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.

Some 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:

Students participate in weekly Community Service activities.

The major community service offered at the moment is Food for Families. Two wonderful volunteers: Sandra and Gaynor collect groceries and perishables from Brisbane's Foodbank and with help from students repack everything ready to distribute to our families. It is a way of teaching boys to give rather than take.

Damian and Robert volunteer their time to take one class of boys for a 'Team up' program at the Beenleigh PCYC every Wednesday morning.

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

Social Climate:

The school is based on the Educare philosophy which places a greater emphasis on good character than academic achievement. This doesn't mean that academic pursuits are ignored. We find that once a student has less stress in their lives and a major focus placed on building character their academic levels rise.

Guest speakers and volunteers from community organisations are invited to the school regularly to raise awareness of cultural diversity.

All classes help students to become more aware of their behaviour choices and better able to self-reflect by regular circle practice.

Parental Involvement:

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

Parent Nights or afternoons each term

Volunteer Program

Auxiliary Committee meeting once a term

Parent and Teacher Satisfaction with the School

Satisfaction Data:

100% of staff responded to the Staff Survey

100% Agree or Strongly Agree excellent relationships amongst staff in their team / class

93% Agree or Strongly Agree excellent relationships between the team and students

93% Agree or Strongly Agree that the class routines are effective.

80% Agree or Strongly Agree that their students are happy

100% Agree or Strongly Agree that the team focuses on the building of good character in students

82% of parents responded to the Parent Survey

80% Agree or strongly agree that meditation has been worthwhile for their son

80% Agree or Strongly agree that their child feels safe at school

76% Agree or Strongly agree that academic performance has been positively affected by staff at the school

94% Agree or Strongly agree that the teachers at Toogoolawa are excellent

98% Agree or Strongly Agree that they feel welcomed at Toogoolawa

87% Agree or Strongly Agree that the rules for student conduct are fair

89% Agree or Strongly Agree that the teachers in the school have built strong relationships with students

87% Agree or Strongly Agree that school staff encourage students to respect each other's differences

91% Agree or Strongly Agree that teachers at Toogoolawa encourage students to be responsible for their own behavior

87% Agree or Strongly Agree that overall, they are satisfied with this school

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Title:

Principal

PO Box 149

Ormeau 4208

Ph 5547 5866

School Income Broken Down by Funding Source

If you require this information please refer to the *My School website* <http://www.myschool.edu.au/>

Staffing Information

Staff Composition, Including Indigenous Staff:

1 full time principal

4 fulltime teachers

7 full time youth workers

1 full time student welfare officer

2 Casual office staff

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	0
Bachelor Degree	5
Diploma	4
Certificate	2

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
January Educare Philosophy	All
Asia Pacific Autism Conference	1
Educator Impact	All
Smartboard Training	All

Reboot	All
Youth Mental Health First Aid	All
Retreat with Gillian Ross	2
Nurtured Heart	1
Outdoor Education	1
Total number of teachers participating in at least one activity in the program year	5

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
5	\$ 5380	\$1076
The total funds expended on teacher professional development in 2015		\$5380
The proportion of the teaching staff involved in professional development activities during 2015		100%
The major professional development initiatives were as follows: Educare Philosophy, Educator Impact Goal Setting		

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
19	173	99	97%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97% in 2015			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
5	3	60 %
From the end of 2014 60 % of staff were retained for the entire 2015 school year		

Key Student Outcomes

[Schools may wish to include comparative data from previous year(s) in this section]

Average student attendance rate (%) for the whole school:

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
10604	105	2408	8196

The average attendance rate for the whole school as a percentage in 2015 was 77%

Average student attendance rate for each year level:

Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
3 / 84	1	62	22
4 / 82	1	32	50
5/859	9	122	737
6/784	9	138	646
7/2013	19	445	1568
8/1977	18	529	1448
9/2290	25	576	1714
10/2515	23	504	2011

Year levels	Average attendance rate for each year level as a percentage in 2015
Year Group 3	26%
Year Group 4	61%
Year Group 5	86%
Year Group 6	82%
Year Group 7	86%
Year Group 8	73%
Year Group 9	75%
Year Group 10	80%

A description of how non-attendance is managed by the school:

If a student does not have an explained absence the parents, carers or guardians are phoned on the day of the absence for an explanation.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Privacy and interpretation of data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information is managed according to appropriate privacy provisions and ensures that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, we do not identify individual students.

It is not possible to report on NAPLAN data at Toogoolawa School as very few boys attempt the exams. We encourage boys to participate but most have had bad experiences with NAPLAN over the years and fear the tests.

All students at Toogoolawa sit the Brigance Literacy and Numeracy Diagnostic profile before starting school along with Intake surveys from students and parents / carers. This information is shared with

parents, guardians, carers and students at a formal interview on enrolment and at the start of every semester through an IEP interview. Gains are applauded and boys are acknowledged for their hard work and success. Future goals are also set at IEP meetings.

Apparent Retention Rate Year 10 to 12:

Our school takes in boys from Years 1 -10. We do not have any students in years 11 or 12 .

Other Information of Interest

Our Student Welfare Officer endeavors to track students who leave Toogoolawa School. She also makes home visits to students who suffer major anxiety disorders

Our building program will commence late 2016. Thanks to a generous grant from the BGA (Block Grant Authority courtesy of the Govt in 2011 and 2012) we are building a manual arts classroom, home economics classroom, two new classrooms, a teacher resource room and a small administration area. The old schoolhouse will be turned into a medical unit.

As our numbers expand we are endeavoring to broaden the ‘Educare Subjects’ available to students. Along with our Mindfulness program we offer programs in:- iRest (deep relaxation for trauma and attachment disorders), virtues and values, yoga, biofeedback , art therapy and music therapy and Tomatis