



## Toogoolawa School Annual Report 2017 (Based on 2016 data)

### Descriptive Information

#### School Sector:

Independent

#### School's Address:

138 Reedmans Road, Ormeau. 4208

#### Total Enrolments:

2013	77
2014	84
2015	105
2016	101

#### Year Levels Offered:

Years 1 - 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, other alternative settings or where appropriate or integrate them back into the general education system.

In 2016 we had 9 students who identified as Indigenous 16 students who had been diagnosed with ASD and 1 with Intellectual Impairment.

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

## **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 (iRest) is used regularly to de-stress students before classes. iRest is designed for PTSD and anxiety disorders. Four staff have been trained in its use.

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.

Toogoolawa has been using the services of Dr Rose Gillett as our resident clinical psychologist. Rose also has a PHD student from Griffith Uni who supports our boys with programs on anger management and anxiety.

### **Extra-curricular Activities:**

Students participate in weekly Community Service activities. This could be beautifying parkland, the Pimpama River or helping to clean up the areas the boys visit on outings.

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 most terms which test their socialising skills and relationship building.

## **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.

Classes use the Virtues Program to enhance student understanding of the language of virtues on a weekly, if not daily basis.

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.

We have firm partnerships with Griffith University, Southern Cross University and Metro South Tafe to host students on internships and placements.

## **Parental Involvement:**

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

Parent afternoons on the last Wednesday of each month.

Volunteer Program

Auxiliary Committee meeting once a term

## Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

2016

### **100% of staff responded to the Staff Survey**

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

100% Agree or Strongly Agree excellent relationships between the team and students

84% Agree or Strongly Agree that the class routines are effective.

92% Agree or Strongly Agree that class de-briefing sessions are meaningful.

75% 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

### **85% of parents responded to the Parent Survey**

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

75% Agree or Strongly agree that their child feels safe at school

73% Agree or Strongly agree that academic performance has been positively affected by staff at the school

95% Agree or Strongly agree that the teachers at Toogoolawa are excellent

96% Agree or Strongly Agree that they feel welcomed at Toogoolawa

89% 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

86% 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

89% Agree or Strongly Agree that overall, they are satisfied with this school

### Contact Person for Further Information:

Title:

Principal

PO Box 149

Ormeau 4208

Ph 5547 5866

### School Income Broken Down by Funding Source

Please refer to the My School website <http://www.myschool.edu.au/> for further information.

### Staffing Information

#### Staff Composition, Including Indigenous Staff:

2016

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
Asperger's Workshop	2
Philosophical Enquiry	2
Applied Techniques Training	1
Educator Impact	4
Spiritual Retreat	1
Outdoor Education	1
'Differentiation	2
Unique Outcomes	1
iRest Training	1
Creative Writing	1
Inquiry Learning	2
Minds and Hearts Depression	1
Total number of teachers participating in at least one activity in the program year	All

### 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	\$7 182	\$1 436
The total funds expended on teacher professional development in 2016		\$7 182
The proportion of the teaching staff involved in professional development activities during 2016		100%
<p>The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]</p> <p>Educare Philosophy</p> <p>Staff Retreats</p> <p>Middle Management</p>		

Educator Impact - peer observations and goal setting

ISQ Programs including Differentiation, Applied Techniques Training, Building Assessment Communities, Maths Differentiation, Unique Outcomes, Inquiry Learning

Literacy – Creative Writing

**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
18	171	52	98%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98% in 2016			

**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	4	80%
From the end of 2015 80% of staff were retained for the entire 2016 school year		

**Key Student Outcomes**

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

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
16 665	101	2735	13 930
The average attendance rate for the whole school as a percentage in 2016 was 84%			



**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
Y10 1320	8	297	1023
Y9 7260	44	1393	5867
Y8 3135	19	532	2603
Y7 990	6	122	868
Y6 1980	12	234	1746
Y5 1320	8	114	1206
Y4 660	4	43	617

Year levels	Average attendance rate for each year level as a percentage in 2016
Year Group 10	77%
Year Group 9	81%
Year Group 8	83%
Year Group 7	88%
Year Group 6	88%
Year Group 5	91%
Year Group 4	93%

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 2016**

#### **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. Stokes and Wheeler are presently completing the build and hope to be finished for the start of the 2018 school year. 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, Tomatis and Robotics.