



School Annual Report 2018 (Based on 2017 data)

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Descriptive Information

School Sector:

Independent

School's Address:

9 Reedmans Road, Ormeau. 4208

Total Enrolments:

2013	77
2014	84
2015	105
2016	101
2017	115

Year Levels Offered:

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

In 2017 we had 19 students who identified as Indigenous and 34 students who had been diagnosed with ASD and Intellectual Impairment

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

Distinctive Curriculum Offerings:

Toogoolawa was 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.

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.

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 and classroom lessons.

Students 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 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 boards, desk top computers and laptops.

In 2017 we introduced Robotics into the curriculum.

Extra-curricular Activities:

Students participate in weekly Community Service activities. This could involve 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 interested and energetic boys and staff for our 'Team up' program at the Beenleigh PCYC every Wednesday afternoon.

Boys also participate in school camps most terms which test their socialising skills and relationship building.

In 2017 we introduced our first Cub Group as part of Scouts Qld. Barney Carberry is the facilitator.

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 the 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 become more aware of their behaviour choices and better able to self-reflect by regular circle time.

We have firm partnerships with Griffith University, Southern Cross University and Metro South Tafe to host students on internships and placements in Youth Work, Human Services, Teaching and Psychology. Having visiting professionals helps the boys appreciate the lengths people go to assist them.

In 2017 we had two volunteers from the USA visit us for Term2. Peter and Jeanie worked with the boys on a daily basis. Peter spent most of his time helping Ahimsa whilst Jeanie worked with Cathy on student wellbeing programs.

Parental Involvement:

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

Parent afternoons are held on the last Wednesday of each month.

Volunteer Programs are also offered for anyone interested in supporting our boys with literacy or the school with cleaning.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

Satisfaction Data:

2017

100% of staff responded to the Staff Survey

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

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

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

92% Agree or Strongly agree high or very high relationships amongst the whole staff.

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

75% Agree or Strongly Agree that their students are happy
49% rate their level of stress at the end of a normal day as low or very low

29 parents responded to the Parent Survey

97% Agree or Strongly agree that the teachers at Toogoolawa are excellent
93% Agree or Strongly Agree that they feel welcomed at Toogoolawa
93% Agree or Strongly Agree that the rules for student conduct are fair
93% Agree or Strongly Agree that overall, they are satisfied with this school
90% Agree or Strongly Agree that school staff encourage students to respect each other's differences
89% Agree or Strongly Agree that the teachers in the school have built strong relationships with students
86% Agree or Strongly Agree that teachers at Toogoolawa encourage students to be responsible for their own behavior
80% Agree or Strongly agree that their child feels safe at school
80% Agree or Strongly Agree that they are well informed about how their son is going at school
69% Agree or strongly agree that meditation has been worthwhile for their son
63% Agree or Strongly agree that academic performance has been positively affected by staff at the 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

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Staffing Information

Staff Composition, Including Indigenous Staff:

2017
1 full time principal
4 fulltime teachers
10 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
Masters	50 %
Bachelor Degree	100 %

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
First Aid Training	5
ISQ Middle Leadership	2
Differentiation	2
FASD	1
Student Support	1
Educare	5
Vicarious Trauma	1
Total number of teachers participating in at least one activity in the program year	All Teachers

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	\$ 6084	\$1217
The total funds expended on teacher professional development in 2017		\$ 6084
The proportion of the teaching staff involved in professional development activities during 2017		100%

The major professional development initiatives were as follows: Growth Model, Differentiation, Middle Leadership, FASD, Vicarious Trauma, Educare

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
21	164	43	80.1%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 80% in 2017

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 2016 80 % of staff were retained for the entire 2017 school year

Key Student Outcomes

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

The average attendance rate for the whole school as a percentage in 2017 was 87 %

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2017
Year 3	89 %
Year 4	94 %
Year 5	93 %
Year 6	91 %
Year 7	87 %
Year 8	81 %

Year 9	83 %
Year 10	81 %

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 2017

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 at Toogoolawa.

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 Officers endeavour to track students who leave Toogoolawa School. They also make home visits to students who suffer major anxiety disorders.

Our building program commenced late 2016. Thanks to a generous grant from the BGA (Block Grant Authority courtesy of the Govt in 2011 and 2012) we were building a manual arts classroom, home economics classroom, two new classrooms, a teacher resource room and a small administration office in 2017. Stokes and Wheeler completed the build for the start of the 2018 school year. The old schoolhouse will be turned into an Allied Health Centre.

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, music therapy, Tomatis, Robotics, Manual Arts, Home Economics and Storytelling.

Our next major venture into student behavior will be revisiting our Restorative Justice Program.

