



Toogoolawa School Annual Report 2015

(Based on 2014 data)

School Sector:

Independent

School's Address:

Creek Street, Ormeau 4208

Total Enrolments:

2013	77
2014	84

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 2014 we had 7 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.

Distinctive Curriculum Offerings:

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. In the last year this has involved cleaning up the picnic areas around Hope Island and Paradise Point and supporting the Homeless through a partnership with Set Free at Labrador.

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

Staff and students run our 'Food for Families' program that encourages preservative and sugar free food.

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 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.

Anti-Bullying strategies used in the school have been enhanced thanks to the Reboot Program. Reboot helps students become more aware of their behaviour choices and better able to self-reflect.

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, Teacher and Student Satisfaction with the School

Satisfaction Data:

Satisfaction data:

Staff communicate with each parent at least once a week, in some cases on a daily basis.

87% of staff relate solid relationships with students

94% of staff relate good relationships amongst the whole staff

Our 2014 parent satisfaction survey indicated that 93% of parents were very satisfied with the support provided to their children.

75% strongly agreed with the extra-curricular activities at the school.

100% felt comfortable talking to their children's teachers

80% felt school staff have a positive impact on the character of their child.

We also seek parental input into our current practices as well as involving them in ideas for future growth.

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:

2014

1 full time principal

3 fulltime teachers (April, Matthew /Tony, Megan/Mark,)

1 part time teacher (Lisa)

5 full time youth workers (Leigh, Trent, Wade, Wa, Glenn)

3 part time youth workers (Carina / Tamika, Amanda, Zhalin / Trent)

1 full time student welfare officer (Helen)

2 Casual office staff (Pam, Keri)

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	100%
Diploma	50%
Certificate	25%

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Reboot Program	5
iRest Program – for PTSD	2
Suicide Prevention	1
TRE – Trauma Release Training	2
Retreat	1
Counselling	1
ASD workshop	3
Educare Philosophy	5
Dept of Disabilities (Transition to Independence)	5
iRest Level 2	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	\$20 034	\$4006.80
The total funds expended on teacher professional development in 2014		\$20 769
The proportion of the teaching staff involved in professional development activities during 2014		100%
<p>The major professional development initiatives were as follows:</p> <p>By far our major professional development expense was the Reboot Program. Reboot was designed to enable students to learn to take responsibility for their own behaviour.</p> <p>The Autistic workshop was to support staff in working with our boys diagnosed with ASD and Aspergers.</p> <p>The iRest training was for staff working with students with PTSD. iRest or Integrative Restoration was designed to support students and adults going through trauma or stress or anyone who had been exposed to trauma or anxiety.</p>		

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
5	171	44	91 %

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 91% in 2014

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 2013 60 % of staff were retained for the entire 2014 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:

The average attendance rate for the whole school as a percentage in 2014 was 83 %

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2014
Ahimsa Class	79 %
Prema Class	85 %
Shanti Class	86 %
Dharma Class	78%

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 2014

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.

Our building program will commence in late 2015 or early 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.