The Toogoolawa School Annual Report 2013
(Based on 2012 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.**

Mandatory Information to be published by 30 June each year[1]

DESCRIPTIVE INFORMATION

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School sector:

Independent

School's address:

PO Box 149, Ormeau 4208

Total enrolments:

61

Year levels offered:

Years 1 - 10

Co-educational or single sex:

Boys only

Characteristics of the student body:

Toogoolawa School is a spiritually-inclined, inter-denominational school for boys who are no longer welcome in mainstream schools, are truants who have disengaged from schooling, have anxiety disorders or who have simply fallen through the academic cracks of the education system.

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

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.

Currently we have 5 students who identify as Indigenous, 10 students who have been diagnosed with ASD and a further 2 with II. The majority of our boys have been also diagnosed with ADHD.

Distinctive curriculum offerings:

Academically both our Primary and Secondary cohorts focus mainly on literacy and numeracy. All other KLAs are grouped as Integrated Studies. The Primary group also focus on a sequential Life Skills Program whilst the Secondary group focuses on Employability Skills.

Behaviourally we engage students in 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.

We also have a horticulture program. Our boys tend both vegetable and hydroponic gardens. The produce produced is eaten at lunchtime each day. Our chook tractor houses 6 hens that roam the school spreading good will wherever they go, as well as a little fertilizer!

Currently we are building a school gym. This will become an integral part of our HPE Program.

The students are exposed to a values based program that revolves around storytelling and virtues.

Extra-curricular activities:

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 Police also take one class of boys for gym work at the Beenleigh PCYC every Monday 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.

One lucky student is selected each year to participate in the Harry Bradford Cattle Drive.

An experience of a lifetime to outback Queensland thanks to the generosity of Mrs Chris Nott.

The social climate of the school:

The school is based on the philosophy of Educare. We work on building student self-esteem so that success in literacy and numeracy will follow as character builds within our boys.

Pastoral Care programs are overseen by our Chaplain.

Visitors are invited into the school to raise awareness of cultural and ethnic diversity.

Pastoral camps are also offered to the boys as they become available.

Regular sporting fixtures are also held with the company owned by our major benefactor, John Fitzgerald of the JLF Corporation.

Parental involvement:

Parent / Carer / Guardian / Student interviews at the start of each term
Parent Nights each term
Parent and Carer network meetings are held every two / three weeks.
Volunteer Program
Auxiliary Committee meeting once a term
Working Bees once a term
Auxiliary Committee that assists with school improvements

Parent, teacher and student satisfaction with the school

Satisfaction data:

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

Our 2012 parent satisfaction survey indicated that 95% of parents were very satisfied with the support provided to their children.

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: The Principal

PO Box 149

Ormeau 4208

5547 5866

School Income broken down by funding source

Please refer to the *My School* website http://www.myschool.edu.au/ if you wish to see a breakdown of school funding.

STAFFING INFORMATION

Staff composition, including Indigenous staff:

6 fulltime teachers
2 fulltime youth workers
2 part time youth workers
1 part time Chaplain
2 part time clinical psychologists

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	**100 %**
Certificate	**20 %**

Expenditure on and teacher participation in professional development:

Teacher participation in PD

Description of PD activity	*Number of teachers participating in activity*
Wellness Seminar	**1**
Principal's Briefing	**1**
Integrative Restoration	**6**
Brake Program	**1**
Mindmatters	**2**
Lexia Suite	**6**
Developmental Trauma Workshop	**6**
SAS Curriculum	**2**
Wellbeing Seminar	**2**
Dr Robert Grandin	**6**
ISQ Thinktank	**1**
Disability Standards	**1**
SAS Forum	**2**
Total number of teachers participating in at least one activity in the program year	**6**

Expenditure on PD

Total Number of Teachers	*Total expenditure on teacher PD (as recorded in Financial Questionnaire)*	*Average expenditure on PD per teacher*
6	$ 4004	$667

The total funds expended on teacher professional development in 2012 was $ 4004

The major professional development initiatives were as follows: *-Integrative Restoration Training, Staff Wellbeing, Evolve Therapeutic Developmental Trauma: Understanding and Responding to Traumatized Children; Let Me Learn Curriculum initiative by Dr Robert Grandin*

The proportion of the teaching staff involved in professional development activities during 2012 was 100%

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*
13	192	26	99 %