

Toogoolawa School – School Annual Report 2011

(Based on 2010 data)

POLICY INTENT

By publishing this Report, schools will meet both State and Australian Governments reporting requirements.

Mandatory Information to be published by 30 June each year¹

DESCRIPTIVE INFORMATION

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

School sector:

Independent

School's address:

PO Box 149, Ormeau 4208

Total enrolments:

31

Year levels offered:

1 -10

Co-educational or single sex:

Boys only

Characteristics of the student body:

Toogoolawa School is one of three such schools in Australia, in QLD, NSW and VIC. Each one is a spiritually-inclined, inter-denominational high school for boys who are no longer welcome in mainstream schools, aiming to develop good character and enhance academic skills to prepare them for the work force or possibly 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 three students who identify as Indigenous students.

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 5 hens and a rooster that roam the school spreading good will wherever they go, as well as a little fertilizer!

Extra-curricular activities

Students participate in weekly Community Service activities. In the last year this has involved the Animal Welfare League, Riding for the Disabled and Ormeau Community Garden Project.

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

The local Police also take the boys for gym work at the Beenleigh PCYC.

The boys also participate in a ‘Healthy Hooves Program.’ This program, run by Jodie Alderton, is based on horse therapy.

We also use the Currumbin Wildlife Sanctuary as a place where the students get to appreciate the natural world at a close distance.

Boys also participate in camps which test their socialising skills.

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

Parental involvement:

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

Parent Nights each term

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.

During Term 4, 2010 we introduced a teacher / parent satisfaction survey that we hope to be ongoing. 98% 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 ideas for future growth.

Contact person for further information:

Title: The Principal

PO Box 149

Ormeau 4208

5547 5866

STAFFING INFORMATION

Staff composition, including Indigenous staff:

4 fulltime teaching staff
1 fulltime teacher aide
2 part time teacher aides
1 Chaplain

Qualifications of all teachers:-

<i>Qualification</i>	<i>Percentage of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate or higher	0%
Masters	0%
Bachelor Degree	75 %
Diploma	100 %
Certificate	25 %

Expenditure on and teacher participation in professional development:

Teacher participation in PD

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Neuroplasticity	3
Numeracy	1
National Curriculum	2
Mindfulness Workshops	2
Bullying	4
Depression and Anxiety	1
Bullying	4
National Toogoolawa Teacher Conference	4
Trauma Workshop	1
Leadership Workshop	1
ASD Seminar	2
SAS Workshop	1
Australian Curriculum	2
Total number of teachers participating in at least one activity in the program year	4

Expenditure on PD

<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PD per teacher</i>
4	\$ 3060	\$765

The total funds expended on teacher professional development in 2010 were \$ 3060

The major professional development initiatives were as follows:

The participation of the teaching staff in professional development activities during 2010 was 100 %

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

<i>Number of Staff</i>	<i>Number of School Days</i>	<i>Total Days Staff Absences</i>	<i>Average Staff Attendance Rate</i>
8	192	12	99%

For permanent and temporary staff and school leaders the average staff attendance rate was 99% in 2010

Proportion of teaching staff retained from the previous year:

<i>Number of permanent teaching staff at end of previous year</i>	<i>Number of these staff retained in the following year (the program year)</i>	<i>% retention rate</i>
5	4	80%

From the end of 2009 80 % of staff were retained for the entire 2010 school year

KEY STUDENT OUTCOMES

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

<i>Number of school days in program year</i>	<i>Total number of all students</i>	<i>Total number of all student absences</i>	<i>Average Attendance Rate %</i>
183	19	422	88%

The average attendance rate for the whole school as a percentage in 2010 was 87.86%

Average student attendance rate for each year level:

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2010</i>
Year 6	73 %
Year 7	90 %
Year 8	93 %
Year 9	92 %
Year 10	96 %

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

Our protocol is that 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 2010

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 and then every semester whilst they attend our school. This information is shared with parents, guardians, carers and students at a formal interview at the start of every term. Gains are applauded and boys are acknowledged for their hard work and success.

Apparent retention rate:

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

Other information of interest

Our school Chaplain has the responsibility of following up students who leave Toogoolawa School. We are hoping to put a Mentor program in place to assist these students into adulthood.

Presently we are working on submissions that will see our school grow to 40 – 60 students. If successful we will build a manual arts classroom, a home economics room and an outside learning area.

We are also applying for grants that will see us fully self-sufficient in water and solar power.

