

The Toogoolawa School Annual Report 2012 (Based on 2011 data)

POLICY INTENT

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

DESCRIPTIVE INFORMATION

School sector:

Independent

School's address:

PO Box 149, Ormeau 4208

Total enrolments:

36

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 in students to prepare them 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.

In 2011 we had four students who identified as Indigenous, eight students had been diagnosed with ASD and a further two with SED.

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 8 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, cleaning up the picnic areas around Hope Island and Paradise Point and supporting other 'not for profit' organisations.

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 most Fridays

The boys also participate in a 'Harmony 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, John Fitzgerald of the JLF Corporation.

Bullying is addressed through Restorative Justice principles.

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 2011 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 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 a breakdown of school funding.

STAFFING INFORMATION

Staff composition:

4 fulltime teachers
2 fulltime teacher aids
1 part time teacher aide
1 part time 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>
EUS	2
Healing and Reconciliation	1
National Curriculum	2
Working with Students with Disabilities	2
Special Assistance Schools Curriculum Workshop	2
Trauma and Attachment	4
Smart Board	4
Special Ed Network	2
ISQ Strategic Briefing	1
Scisco – Mentoring Program	2
ISQ Whole School Wellness	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	\$ 3 100	\$ 775

The total funds expended on teacher professional development in 2011 were \$ 3100
The major professional development initiatives were as follows:

The participation of the teaching staff in professional development activities during 2011 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	14	99%

For permanent and temporary staff and school leaders the average staff attendance rate was 99% in 2011

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>
4	4	100%

From the end of 2010 100 % of staff were retained for the entire 2011 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>
182	36	624	90.4%

The average attendance rate for the whole school as a percentage in 2011 was 90.4%

Average student attendance rate for each year level:

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2011</i>
Year 6	88.2 %
Year 7	87.9 %
Year 8	83.2 %
Year 9	91.6 %
Year 10	94.9 %

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 2011

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. Future goals are also set at IEP meetings.

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 tracks students who leave Toogoolawa School.

In 2011 we were successful with a grant submission to ISQ BGA for the building of a manual arts classroom, hospitality classroom and outside learning area. Total funding was \$1 350 000. We thank the State Government and the BGA for their generosity.

In 2012 we have applied again for two extra classrooms and a small admin building to be built below and in front of our hospitality classroom. We needed to do this as the total school area is approx 3900 square metres. We can't spread out so we must go up!

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

As our numbers expand we are endeavoring to broaden the 'Educare Subjects' available to students. Along with our Mindfulness program we hope to offer programs in:- iRest (deep relaxation for trauma and attachment disorders), virtues and values, yoga and biofeedback .