

Toogoolawa School Hastings – 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:

2036 Frankston Flinders Road
Hastings, VIC 3915

Total enrolments:

21

Year levels offered:

7 and 8

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.

Distinctive curriculum offerings:

Individual Education Plans

Individual Education plans are developed for all students at the beginning of each term. Behaviour and Academic goals form the basis of the plans.

Numeracy and Literacy Focus

Students are assessed at enrolment and each term in literacy and numeracy. Assessments are used to place students at their appropriate level of study, maximizing student success and learning. In our Lexia reading program and our Mathletics and Symphony Maths programs student work is adjusted automatically by computer intelligence, based on the success rate each student is achieving. Computer reports are generated daily and provide useful data for developing a weekly Individual Learning Plan for each student. Through this assessment strategy we are able to track and report on students and to regularly adjust education plans.

Therapeutic Writing

Using the 'Train the Brain' program, students gain experience in handwriting. By activating the left brain, handwriting dampens the emotionally reactive right brain to gain impulse control so the child can focus and attend in order to learn. Adding therapeutic music to that process provides massive visual, auditory, kinesthetic and tactile stimulation that primes the young brain for the learning process.

Music

Students explore and communicate ideas using a range of instruments, musical modes and song writing techniques. They develop their ability to listen to and discuss their own and others' responses to music and develop skills in describing specific expressive, technical and aesthetic qualities of music works. Students develop their listening skill and ability to work collaboratively and musically towards performance. Students are assessed on rhythm, notes, articulation, tone, posture, steady beat, class behaviour, participation and cooperation.

A feature of the music program is rhythm development. Scientific research shows that time spent practicing rhythms, especially those at approx. 60 beats per minute, are highly beneficial for developing frontal lobe traits of concentration and locus of control as well as right-hemisphere activation.

Values Education

Our Meditation, Human Values, Mindfulness and Virtues programs are designed to build confidence, self-esteem, life skills and student wellbeing.

Healthy Diet

Morning tea and lunchtime meals are prepared at school using fresh, preservative-free foods.

Extra-curricular activities

Boys participate in camps and weekly excursions which test their physical and social skills.

The social climate of the school:

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

Integrated through the Values Education curriculum is the provision of Reflexology and Counselling. This is made available for students, parents/carers and also for staff. Reflexology is used to promote experiences of mindfulness, organic relaxation and inner peace. In this way it helps to develop a therapeutic alliance between all stakeholders and also to underpin the values of the school; most notably the value of forgiveness and the notion that within each person lays their true 'diamond' self. Accordingly, Signature Strengths, (deep, innate character strengths), are highlighted in each boy to help develop and strengthen their true-self understanding, confidence, resilience and capacity to make healthy and adaptive behaviour adjustments.

Parental involvement:

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

Parent, teacher and student satisfaction with the school

Satisfaction data:

Staff communicate with parents and carers very regularly, in some cases on a daily basis, in regard to the progress or otherwise of the boys. Parents are invited to attend meetings with staff at varying intervals to discuss any current issues relating to their son/ward.

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

We also offer direction and suggestions to those parents needing support to deal with home-based behaviours their sons demonstrate.

Contact person for further information:

Title: Todd Mikkelson
 Principal
 2036 Frankston Flinders Road
 Hastings, VIC 3915

STAFFING INFORMATION**Staff composition, including Indigenous staff:**

4 fulltime teaching staff 1 fulltime teacher aide
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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	50 %
Bachelor Degree	100 %
Diploma	100 %
Certificate	0 %

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	4
Oppositional Defiant Disorder and Conduct Disorder	4
Mindfulness Practices	4
Occupational Health and Safety	3
National Toogoolawa Teacher Conference	4
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>
5	N/A	N/A

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

Staff absences

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
5	199	0	100

The average staff attendance rate was 99.5% in 2010.

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
3	3	100%

From the end of 2009 100 % of staff were retained for the entire 2010 school year

KEY STUDENT OUTCOMES

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

Number of school days in program year	Total number of all students	Total number of all student absences	Average Attendance Rate %
192	21	268	83%

The average attendance rate for the whole school as a percentage in 2010 was 84.43%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2010
Year 7	78 %
Year 8	88 %

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. Prolonged absences require a meeting with the principal for re-commitment to the school program.

Privacy and interpretation of data

The fundamental principle for reporting performance information is to support school improvement throughout VIC 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 VIC 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 our cohort is very small and very few boys attempt all 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 sat the Brigance Literacy and Numeracy Diagnostic profile on enrolment and then every semester whilst they attended our school. This information is shared with parents, guardians, carers and students and provides the basis for our Individual Learning Programs. Gains are applauded and boys are acknowledged for their hard work and success.

Apparent retention rate:

Our school takes in boys from Years 7 -8. We do not have any students in years 11 or 12 to retain.

Other information of interest

Our Administration Head Teacher has the responsibility of following up students who leave Toogoolawa School and move on to other educational institutions.

We are hoping to put a Mentor program and Outreach program in place to assist these students stay in education should the resources become available.
