



SCHOOL ANNUAL REPORT

2023 (Based on 2022 data)

"The most precious gift of education is character."

The Toogoolawa Way

“A place in the Heart”

Toogoolawa places its students at the heart of the school’s educational experience by emphasising the importance of meeting the individual needs of all learners in terms of their cognitive development as well as supporting the wellbeing, mental health, and resilience of its young people.

A key feature of Toogoolawa’s educational purpose is the promotion of excellence and equity thus seeking to improve outcomes for the educationally disadvantaged young boys who are admitted to our school.

We ask our students to give their best and filter all thoughts, words, and actions through the lens of our school’s values of love, peace, truth, right conduct, and non-violence. We believe that the heart of who we are is our capacity to always be loving, peaceful, truthful thus leading us to live with right conduct and non-violence.

Toogoolawa interprets the national curriculum in ways that accommodate the special needs of its students. It takes a holistic approach to educating its students so that emphasis is given equally to their “the social, emotional, intellectual, spiritual and physical wellbeing”. (Mparntwe Declaration p. 3)

The school takes a communal approach to implementing its curriculum to the point that parents describe the school as one big family.

Toogoolawa Annual Report 2023 (Based on 2022 data)

Contextual Information

School Sector:

Independent

Year Levels Offered:

3- 10

Co-educational or Single Sex:

Boys Only

Characteristics of the Student Body:

Toogoolawa is an Aboriginal word meaning “A place in the heart” and has been adopted to continually affirm the loving principles on which we base our teaching practice.

Toogoolawa School is a spiritually inclined, inter-denominational Special Assistance School (SAS) for boys. As a SAS school we cater for a diverse range of learning, emotional, psychological, and physical needs, to give our students, the best opportunity to lead useful, meaningful and happy lives.

Students who attend Toogoolawa School have a variety of complex, individual needs and circumstances that have led to difficulties with participating in mainstream school. Students of Toogoolawa are accepted based on the criteria that they are at significant risk of or have disengaged from other formal educational avenues. Toogoolawa identifies and provides individualised pathways and opportunities that cater to the needs, interest, and abilities of our students. Some of the students who attend Toogoolawa are anxious while others are no longer welcome in mainstream schools for adverse behaviour choices, while others have simply fallen through the academic cracks of the education system. Some students also prefer the therapeutic benefit of a small school setting.

In 2022 we had 13% of students who identified as Indigenous and 24% of students who has a verified disability, of which 92% had been diagnosed with ASD, 4% with a Physical Impairment and 4% with a Social Emotional Disorder. Many of our students have also been diagnosed with ADHD, ODD and Anxiety.

At Toogoolawa, 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. We believe “*The end of education is character*” and explicitly teach our students values, virtues, and social emotional learning (SEL) to help build positive relationships, confidence, and a sense of meaningful purpose. We inspire our students to live the values of love, peace, truth, right conduct, and non-violence.

Total Enrolments: * [Schools might wish to include comparative data from previous year\(s\) here](#)

2013 77

2014 84

2015	105
2016	101
2017	115
2018	126
2019	136
2020	118
2021	119
2022	115

Workforce Information

Staff Composition, Including Indigenous Staff: *¹

Toogoolawa School is a values-based education school. Living the five human values of Love, Truth, Peace, Right Conduct and Non-violence, in all our school endeavours has fostered a thriving community when disengaged young men and are able to learn in a safe and supportive environment.

At the end of 2022, Toogoolawa School totalled 8 classrooms. All classrooms had a stationary teacher and were based on a primary model of classroom support. Each classroom had the additional support of 2 - 3 Permanent support staff to assist with the teaching and learning and to provide additional behavioural and emotional support to the students.

In 2022 Toogoolawa school had 8 teachers working 0.9FTE, 2 working 0.6 FTE and a full time curriculum coordinator. In addition, the school had 16 classroom support workers working part time at 0.9FTE.

The schools leadership team 'TIBET' comprised of the School Principal, Teacher Mentor, Senior wellbeing Officers, and a Complex Needs Specialist and Head of Learning Support and Curriculum.

The school had 4 part time administration staff and one part time building maintenance officer.

Toogoolawa school provides continual professional development for all staff, with the opportunity for individualised study and professional learning throughout the year. Staff are encouraged to attend ISQ workshops and all staff have annual first aid training. All staff also attended a Values based education retreat which was a 2 day professional development opportunity. Ten staff also attend the Values Based Educational summit.

In addition, all classroom staff had professional development with the Mind Up program, and seven staff attended an on-line Zones of Regulations school Implementation Workshop. The school engaged a School Disability specialist to conduct a series of staff PD's around disability support in schools as well as NCCD, how to make reasonable adjustments, both planned and un planned in a SAS School, data collection and reporting on students with disability.

Toogoolawa school is an equal opportunity employer. we have staff from many faiths and ethnicities including first nations people

¹ Australian Education Regulation 2013 s60 (1)(c)

Qualifications of all Teachers: *²

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1 or 8%
Masters	2 or 16%
Bachelor	9 or 72%
Diploma	0 or 0%
Certificate	0 or 0%

Funding Information

School Income Broken Down by Funding Source *³

School Income Broken Down by Funding Source

Please refer to the My School Website <http://www.myschool.edu.au/>

Social Climate

Parent, Teacher and Student Satisfaction with the School *⁴

In 2022 Toogoolawa School used School Survey (<https://www.schoolsurvey.edu.au/>) to help conduct our annual Parent, Teacher, and Student satisfaction survey. A summary of the results is seen below:

Parents:

- 91 % reported “My child feels safe at this school.”
- 82 % reported “Toogoolawa’s emphasis on values and virtues, has had a flow on effect in the home environment.”
- 96 % reported “Teachers at this school motivate my child to learn.”
- 87% reported “My child likes being at this school.”
- 95 % reported “Student behaviour is well managed at this school.”
- 96 % reported “I can talk to my child’s teachers about my concerns.”
- 100 % reported “The teachers on the school have built strong relationships with my child.”
- 100 % reported “School staff encourage students to respect each other’s differences (for example gender, race, culture etc.)”
- 100% reported “My child’s teachers encourage students to be responsible for their own behaviour.”
- 82 % reported “My child’s confidence has increased since starting at Toogoolawa.”

² Australian Education Regulation 2013 s60 (1)(b)

³ Australian Education Regulation 2013 s60 (1)(g)

⁴ Australian Education Regulation 2013 s60 (1)(f)

- 91 % reported “Overall I am satisfied with this school.”

Staff

- 97 % reported “School staff encourage students to respect each other’s differences.”
- 86 % reported “Staff at this school expect students to do their best.”
- 85 % reported “The school focuses on building good character in students.”
- 82 % reported “We encourage the boys to be responsible for their own behaviour.”
- 82 % reported “I am going through personal transformation by living the values and virtues.”
- 85 % reported “Parents in this school can talk to staff about their concerns.”
- 100 % reported “I consider myself to be a good role model.”
- 88 % reported “This school looks for ways to improve.”

Student:

- 93 % reported “Staff expect me to do my best.”
- 89 % reported “I have built strong relationships with staff.”
- 81 % reported “Staff motivate me to learn.”
- 88 % reported “Staff encourage students to be responsible for their own behaviour.”
- 83 % reported “I understand my own strengths and weaknesses.”
- 77 % reported “I have good relationships with other students.”
- 83 % reported “The rules for student conduct and behaviour are consistently enforced in my class.”

Social Climate:

Toogoolawa is founded upon the Educare model which embraces the five universal Human Values of Truth, Love, Peace, Right Conduct and Non-violence. The commitment of each teacher to become an ideal role model of the five Human Values is integral to the effectiveness of the Toogoolawa model. Practicing 'Mindfulness and Meditation' daily is central to the beliefs of the Toogoolawa School.

Toogoolawa interprets the national curriculum in ways that accommodate the special needs of its students. It takes a holistic approach to educating its students so that emphasis is given equally to their the social, emotional, intellectual, spiritual, and physical wellbeing.

Student, parent and staff surveys were undertaken in 2022 for the purpose of school improvement using targeted questions to gather evidence and ideas to focus on areas for improvements. Overall students, parents and staff positively as evidenced by the survey results published in this report.

Throughout the year staff are in constant communication with parents via texts, phone calls, meetings, emails, letters and student parent interviews (twice a year) to ensure open communication and a partnered approached in meeting the holistic and developmental needs of our students.

In 2022, Toogoolawa adopted three tenets to improve the school’s social climate, which are as follows:

1. I AM AN EXPLORER – I AM HERE TO EXPLORE, LEARN AND BE HAPPY

- ✓ I am always ready to learn new things.
- ✓ I will listen and learn.
- ✓ I will always try my best.

- ✓ I am learning how to feel peaceful.
- ✓ I am asking, "How can I make the world a better place?"

2. I AM RESPECTFUL – I LISTEN, FOLLOW DIRECTIONS AND CARE FOR OTHERS

- ✓ I will work with all Toogoolawa Staff.
- ✓ I will respectfully speak my truth.
- ✓ I will always try to see the 'King' in myself and in other students.
- ✓ I will always try to be kind to others.
- ✓ I will always try to think before I speak or act.

3. I AM RESPONSIBLE – I OWN MY OWN ACTIONS

- ✓ I will act with honesty and integrity.
- ✓ I will set a good example of the five Human Values.
- ✓ I will always accept responsibility for my actions.
- ✓ I will listen to others with an open heart.
- ✓ I will do my best to be true to my moral compass.

Distinctive Curriculum Offerings

Distinctive Curriculum Offerings:

The major academic focus for both our Primary and Secondary cohorts is literacy and numeracy. Toogoolawa uses the content for HASS (History & Geography) and Science to teach English. In 2022, we offered a themed-based approach to curriculum, which allowed for multi-grade levelled content based on a theme. Human Values and Virtues are also integrated into the curriculum through storytelling and classroom lessons.

Students were offered a remedial literacy (a phonic program we titled Get Lit) and numeracy program for students in need – to be delivered predominantly one on one support.

With the support of the Youth Support Initiative, which is funded by the Queensland Government, Year 10 students participated in Toogoolawa's LAUNCH program which helped students develop a senior education and training plan, obtain work experience in an industry of their choice, and develop soft skills that enable students to fit in at a workplace such as positive attitude, flexibility, initiative, and manners.

In 2022 the school received a grant from the Queensland Government for Engaging Science Grant Program which enabled us to partner with the rangers of Watergum Community for the Environment (<https://watergum.org/>) for a citizen science and STEM education learning experience where students not only built but worked to install nest boxes, monitored nest occupancy and helped plant habitat on local property to attract wildlife and add biodiversity of the area in Lamington National Park.

Students also participated in Youth Wellbeing Project to address the impact of media on Identity and Relationships. Students in Grades 7 – 10 were also mentored on the key ingredients for a healthy relationship including consent.

Students in Year 10 had the opportunity to complete FSK20119 Certificate II in Skills for Work and Vocational Pathways. All students in Year 10 successfully completed this certification in 2022.

Students continue to 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 by concentrating on the breath for perhaps a minute or two. Our boys also run their own meditation sessions called 'Silent Sitting.'

Integrative Restoration (iRest) is used regularly to de-stress students before classes. iRest is designed for PTSD and anxiety disorders. Two staff have been trained in its use.

In 2022 the school included Zones of Regulation and Mind Up programs as part of its curriculum and values integration for HPE and its Values Based Educational program. Both these programs aim to develop students' awareness and understanding of:

- ✓ The school's values (love, peace, truth, right conduct, and non-violence)
- ✓ Neuroscience (The study of the brain and how it functions),
- ✓ Mindful Awareness (Techniques to improve awareness and focus),
- ✓ Social and Emotional Learning (SEL – Sequenced skill building that helps to develop awareness of self and others, self-regulation, and improved social skills) and
- ✓ Positive Psychology (Activating the capacity for greater happiness and sense of well-being)

which we firmly believe nurtures the heart of the whole student.

Toogoolawa continued to have its Nature based and Camping program. Our nature program includes weekly outings where students are engaged in relationship and team building activities which include body boarding, surfing, swimming, rock climbing, abseiling and hiking. Students are also given the opportunity to go on a class camp twice a year as we understand that nature offers a unique environment that promotes emotional well-being and reduces stress. Spending time in nature has been associated with lower levels of anxiety, depression, and attention deficit hyperactivity disorder (ADHD) symptoms in children. Nature-based activities encourage self-regulation, resilience, and positive social interactions, which contribute to improved mental health outcomes.

Our students are also using a range of IT equipment including, iPads, interactive white boards, desk top computers and laptops.

Extra-curricular Activities:

Students participate in Community Service activities. This could involve beautifying parklands, the Pimpama River or helping to clean up the areas the boys visit on outings.

In our partnership with Watgum- Community for the Environment, Toogoolawa students planted 1500 trees in Lamington National Park, made 23 Nest boxes and installed 32 nest boxes for the wildlife in the area. Students also were able to view the wildlife occupancy in the nest boxes spotting two Brushtail possums and one headed Rosella.

In 2022 Toogoolawa also partnered with Set Free Care Community Hub for 6 students to help with service of their Free Lunch program.

Students also participated in a Student Leadership Program in which student leaders (Student Representative Council) went for a leadership Camp in Hastings Point, NSW and participated in leadership meetings and excursions (hiking and group meetings) to develop leadership skills.

Students in Year 10 were provided with the opportunity for a one-on-one interview with School Leavers Information Service (SLIS), participate in Tafe Trade Taster Program, visits to other Flexi schools to continue their senior school education. All Year 10 students were also given the opportunity to participate in First Aide Training.

The school continued with its Work Experience Program with 14 - Year 9 & 10 students successfully completing work experience in 2022.

Boys also participated in school camps once a semester which test their socialising skills and relationship building.

Our Scout Group continues to meet every Wednesday afternoon. Many thanks to our Scout Master Michael (Raven).

Boys also compete against the JLF Corporation with regular cricket and touch football matches.

Sporting Schools funded golf lesson and swimming lessons for our primary school students.

All students had the opportunity to meet with Uncle Allen a traditional custodian and elder of the Yugambeh Language Group and Bundjalung Nation where he discussed traditional indigenous culture, traditions and food.

Parental Involvement:

Parent / Carer / Guardian / Student interviews are held at the start of each semester to discuss IEPs (Individual Education Programs) for every student. Goals are discussed, set, and monitored.

Parent mornings were held on the last Wednesday of each month facilitated by Michelle Hilliary for parents to connect with others experiencing similar situations to increase community connections and reduce social isolation whilst being supported to share support options and assist with referrals for additional support as necessary.

Student Outcomes

Average student attendance rate (%) for the whole school: *⁵

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
122	5114	1759	3355

The average student attendance rate for the whole school in 2022 was 65.6%

Average student attendance rate for each year level: *⁶

Year Level data for Student Attendance: All Students (Including Indigenous Students)					
Year Level	Number of students in each Year Level	Number of possible attendance days for year level	Total number of days Absent for Year Level	Total attendance days for each year level	Average Attendance Rate (%) for each year level
Year 4	5	196	40	156.00	79.59%
Year 5	12	445	105	340.00	76.40%
Year 6	13	582	159	423.00	72.68%
Year 7	17	742	240	502.00	67.65%

⁵ Australian Education Regulation 2013 s60 (1)(d)(i)

⁶ Australian Education Regulation 2013 s60 (1)(d)(i)

Year 8	33	1388	536	852.00	61.38%
Year 9	31	1271	539	732.00	57.59%
Year 10	11	490	140	350.00	71.43%

A description of how non-attendance is managed by the school: *⁷

At Toogoolawa we are trying to “engage the disengaged” and Toogoolawa is committed to supporting students and their parents/caregivers in maintaining attendance rates above 80%. Daily management of absences see students marked as absent ‘unexplained’, which produces a list that administrative staff send through and ‘Absent’ text to parents.

Student attendance is marked at 9:00am in the morning. Teachers and support staff remain with the class throughout the day and student attendance is checked at multiple checkpoints as per the classes (Master/Apprentice/Student) points checklist i.e. after Quiet Time, each Learning Session, Silent Sitting and Acknowledgements.

The list of ‘explained absences’ is checked by administrative staff to filter excused absences such as suspension, medical reasons etc. before absent messages are sent.

It is important that students, staff, and parents/caregivers have a shared understanding of the importance of attending school. To ensure this Toogoolawa School implements the following:

- Implementation of Attendance Policy and Attendance Plan
- School transport to and from Ormeau train station as well as a Beenleigh school pick up to school.
- Help students and parents/caregivers’ access to Non-State Schools Transport Assistance Scheme (<https://schooltransport.com.au>) if eligible.
- Dedicated Youth Worker Roles focussing on Attendance, Engagement and Communities
- Monitoring school attendance data to identify absenteeism trends and repeated absences.
- Daily Check-ins for students with a flagged attendance concern
- Early intervention strategies to support students with attendance problems involving contacting parents/guardians to discuss concerns, offering counseling or support services, or involving outside agencies e.g., YSS, CHYMES
- Implementing Individual Attendance Plans where a student's attendance issues persist. These plans outline specific strategies, goals, and interventions tailored to the student's needs which may involve regular meetings with the student, parents, and school staff to monitor progress and provide support.
- Home Visit program
- Access to Flexible Arrangement Options to support students’ individual needs
- Students who require extra support can apply for short-term school transport. This is assessed on a case-by-case basis.
- Develop a culture of love, safety, and inclusion to ensure students feel safe while at school through the school’s Values based Education program.
- Reward System for students achieving above 80% attendance rates.
- Failure to Attend process implemented as per Government Legislation.

⁷ Australian Education Regulation 2013 s60 (1)(d)(ii)

NAPLAN results for Years 3, 5 and 7 and 9 in 2022 ^{*8}

Benchmark Data for year 2022 – Note: This data represents a small cohort sample size and therefore is not a true indication of means scores across cohorts). In addition, multiple students were withdrawn or exempt from participation in NAPLAN for 2022.

Please refer to School website <http://www.myschool.edu.au/>

⁸ Australian Education Regulation 2013 s60 (1)(e)