



Parent & Student Handbook

2025-2027

Our Mission and Philosophy

Toogoolawa is *a place in the heart* — a school for boys whose learning has been disrupted and who need support to reconnect with education and with life.

We recognise that many of our students arrive carrying complex experiences, frustration or uncertainty. Our role is to meet each young man with patience, structure and understanding, helping him rediscover his potential and move forward with confidence.

Guided by the **Educare philosophy**, we believe that education should draw out what already exists within each person — their capacity for goodness, courage and self-awareness.

At the centre of this approach are the **Five Human Values**: *Truth, Love, Peace, Right Conduct and Non-Violence*. These values shape how we teach, how we interact and how we help students make choices aligned with their best selves.

At Toogoolawa, we define success through **growth of character as much as growth of knowledge**. Our teachers model the values we wish to see in our students, creating learning environments that are calm, structured and respectful. Through daily practices such as *Quiet Time, Reflection* and *Service*, students learn self-regulation, gratitude and empathy.

Our shared purpose is to nurture good human beings — young men who know themselves, act with integrity and contribute positively to their families, communities and the wider world.

Toogoolawa — A Place in the Heart — reminds us that through care, consistency and values, every boy can find hope, purpose and a renewed love of learning.

Toogoolawa Graduate Profile

At Toogoolawa, our aim is for every student to leave school ready to live a life guided by values, purpose and self-knowledge.

We measure success not only by academic progress, but by the kind of person each boy becomes.

A Toogoolawa graduate strives to:

- **Live the Five Human Values** of Love, Peace, Truth, Right Conduct and Non-Violence in all areas of life.
- **Be an Explorer** — curious about himself, others and the world around him.
- **Be Respectful** — treating all people and the environment with care and consideration.
- **Be Responsible** — taking ownership of his choices, learning and wellbeing.
- **Complete Year 10 or a nationally recognised qualification**, opening pathways for future success.
- **Be Happy and Healthy** — grounded, resilient and capable of living a balanced life.

This profile represents the heart of our mission:

to draw out the goodness within every young person so that he may contribute positively to his family, his community and the wider world.

Routines & Procedures

Term Dates 2025

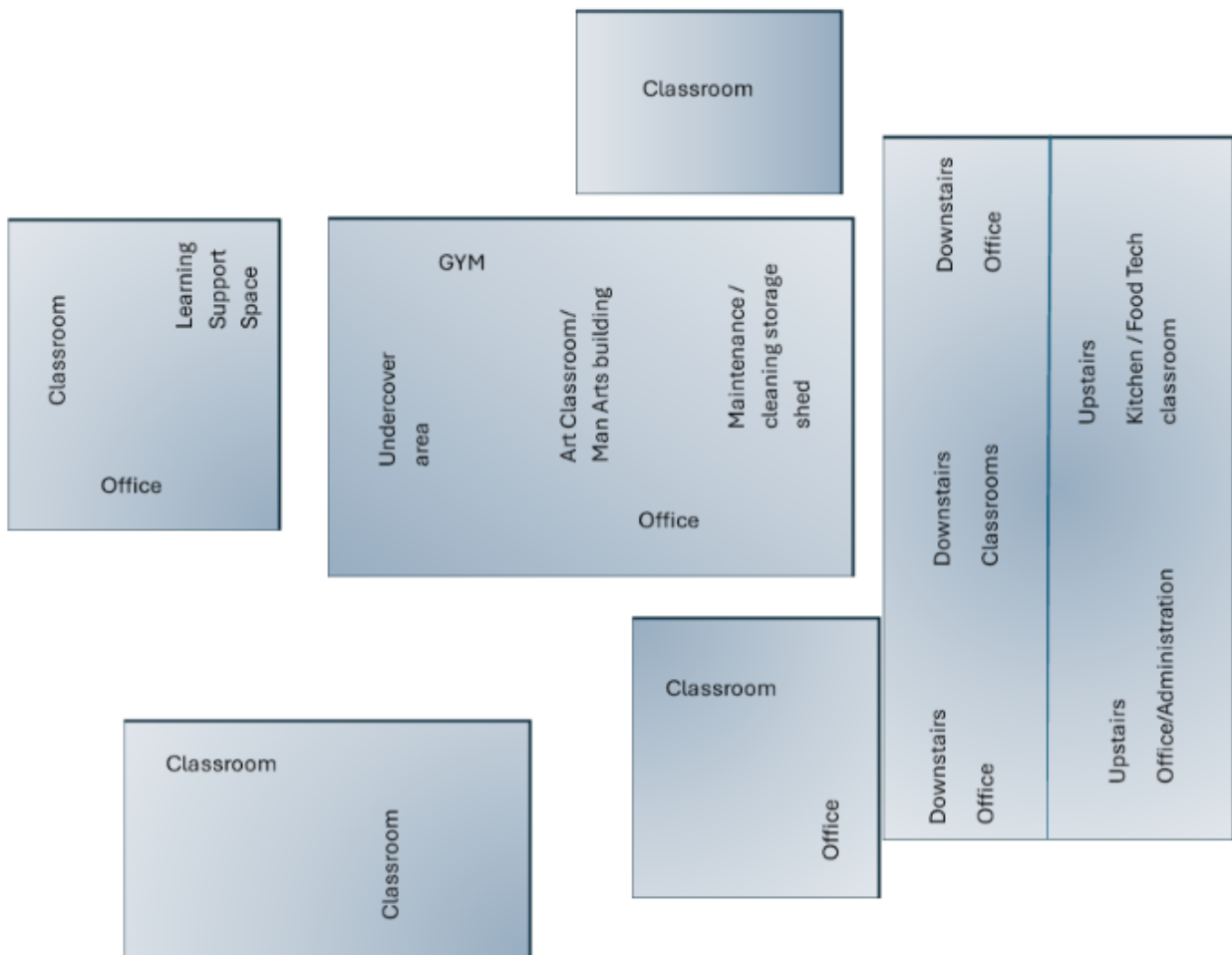
Term 1: Tuesday 28 January to Thursday 3 April—10 weeks

Term 2: Tuesday 22 April to Friday 20 June—9 weeks

Term 3: Monday 14 July to Thursday 18 September—10 weeks

Term 4: Tuesday 7 October to Friday 4 December—9 weeks

Map



Lesson Times

Primary Timetable (Jnana, Shanti)

Session 1	8:30	9:00	QT
Session 2	9:00	9:40	Lesson 1
Session 3	9:40	10:20	Lesson 2
Session 4	10:20	10:40	Brain Break
Session 5	10:40	11:20	Lesson 3
Session 6	11:20	12:00	Lesson 4
Session 7	12:00	12:40	Lunch
Session 8	12:40	13:20	Lesson 5
Session 9	13:20	14:00	Lesson 6
Session 10	14:00	14:15	Ack

Secondary Timetable (Prema, Dharma, Sangha, Ahimsa, Satya)

Session 1	8:30	9:00	QT
Session 2	9:00	9:40	Lesson 1
Session 3	9:40	10:20	Lesson 2
Session 4	10:20	11:00	Lesson 3
Session 5	11:00	11:30	Lesson 4 or Lunch Break
Session 6	11:30	12:00	Lesson 4 or Lunch Break
Session 7	12:00	12:40	Lesson 5
Session 8	12:40	13:20	Lesson 6
Session 9	13:20	14:00	Lesson 7
Session 10	14:00	14:15	Ack

Arrival and Departure

Creating a calm and predictable start and end to the day helps students feel safe and ready to learn. All students are expected to follow the school's procedures for arrival and departure to support a respectful and settled school environment.

Arrival

Students are expected to arrive at school by 8.15 am. This allows time to unpack, greet staff and begin the day with a clear mind.

- Students must enter the school grounds calmly and respectfully.
- Phones and other personal devices must be handed in upon arrival.
- The school day begins with Morning Quiet Time at 8.30 am, which sets the tone for the day through mindfulness, reflection and connection.
- Late arrivals must be reported to Reception. Students arriving after the bell must sign themselves in, record the time of arrival, and provide a reason for their lateness.

A calm and on-time arrival help every student begin the day with focus and purpose.

Departure

The school day finishes at 2.15 pm.

- Students must remain in designated areas until they are collected, unless catching the school bus to the train station.
- Early departures must be approved by a parent or guardian and processed through the front office.
- No student is permitted to leave the school grounds without staff approval and appropriate sign-out procedures.

Parents and carers are asked to notify the school if there are any changes to a student's usual travel arrangements. This ensures the safety and wellbeing of every student.

Absences

Every day at Toogoolawa matters. Regular attendance helps your child build routine, strengthen relationships and stay engaged with learning. We understand that absences are sometimes unavoidable, but we ask families to support consistent attendance wherever possible.

Reporting an Absence

All absences should be recorded by parents or carers through the **Sentral Parent Portal or App** on the morning of the absence.

Please include:

- Your child's name
- The reason for the absence
- The expected return date

If you know in advance your child will be away (for example, for an appointment or family event), please record this early through the Parent Portal.

If you are unable to access the Portal, please contact the school office for assistance.

Extended or Frequent Absences

For extended or frequent absences, a **medical certificate** may be requested.

If your child will be absent for **10 days or more**, parents must apply for an **Exemption from Attendance** through the Principal.

Unexplained Absences

If the school has not received notice of an absence, we will contact you by text or phone.

Please update the Parent Portal within two days of your child's return to ensure attendance records are accurate.

Attendance Support

Attendance is carefully monitored each week using data from the **Sentral system**. Students showing patterns of irregular attendance are supported through **graduated levels of intervention**, based on the level of concern:

- **Observation** – initial monitoring and communication with families to identify reasons for non-attendance.
- **Significant Concern** – development of a formal **Attendance Support Plan** in collaboration with the student, family and staff. This plan focuses on **re-engagement, reflection and strengthening the student–family–school connection** through the TIBET approach.
- **High Concern** – targeted and intensive support coordinated by the Enrolment Officer and TIBET team, which may include home visits, morning wake-up calls, wellbeing check-ins, or referrals to external agencies.

This structured approach ensures that attendance concerns are identified early and addressed with care, consistency and compassion — helping every student remain connected, capable and confident in their learning.

Attendance Reporting

Families receive an **Attendance Report** in **Term 1 and Term 3**, outlining their child's attendance percentage and any patterns identified.

Each student's **Semester Report** also includes the total number of days absent for that reporting period.

This regular communication keeps families informed and supports our shared goal of improving attendance and engagement for every student.

Leaving Early

If your child needs to leave during the school day, please contact the office so we can arrange sign-out. Students cannot leave the school grounds without prior approval from a parent or guardian.

Meals

Eating together is an important part of life at Toogoolawa School. We believe that nutritious, balanced meals help support students' learning, wellbeing, and sense of belonging. Each day, students and staff come together at mealtimes to give thanks, reflect, and nurture the spirit of community that lies at the heart of our *Educare* philosophy — drawing out the goodness, peace, and truth within each person.

Before eating, we pause to express gratitude through our school's *Food Prayer*, giving thanks for the meal and those who made it possible. This quiet moment helps students develop mindfulness, appreciation, and respect for others and the environment.

Breakfast and Lunch

Toogoolawa provides a nutritious breakfast and lunch for all students each day. Meals are wholesome and thoughtfully prepared to support healthy growth, energy, and concentration. Students are encouraged to try new foods, eat with gratitude, and show respect for the effort involved in preparing their meals.

To maintain a healthy and consistent routine for all students:

- All meals and snacks are provided by the school.
- Students are not permitted to bring their own food or drinks onto school grounds unless a formal dietary adjustment has been approved.
- Foods high in sugar or caffeine — such as soft drinks, energy drinks, lollies, chips, and fast food — are not allowed at school. These items will be confiscated if brought in, as we aim to promote healthy habits and sustained energy throughout the day.

Families are asked to avoid supplying students with sugar-filled breakfasts or drinks before school, as these can affect concentration, mood, and readiness to learn. Instead, we encourage nutritious, balanced choices that support calm and focused engagement throughout the day.

Dietary Adjustments and Allergy Management

If a student has any specific dietary needs, allergies, or food sensitivities, families are asked to notify the school in writing via email to office@toogoolawa.qld.edu.au as soon as possible.

All requests for dietary adjustments must include documentation or recommendations from a **medical practitioner or relevant health professional** to ensure that appropriate and safe adjustments can be made. Once reviewed, the school will confirm the agreed adjustments and communicate them to relevant staff to support the student's wellbeing.

Parents and carers must also inform the school of any **known allergies or medical conditions** that could affect their child's safety at school. For any **severe allergies**, a **current medical care plan** (such as an Anaphylaxis or Allergy Action Plan) must be provided and kept on file. This ensures that staff are aware of the condition and can respond quickly and appropriately in an emergency.

Hydration

Water is available throughout the day. Students should bring a labelled water bottle each day and are encouraged to stay hydrated, particularly during outdoor or physical activities.

Respect for Shared Spaces

- Students eat calmly and respectfully.
- Hands are washed before eating.
- Everyone helps clean up after meals, including dishes and dining areas.
- Food is treated with gratitude and not wasted.

At Toogoolawa, mealtimes are more than just eating — they are moments to practise mindfulness, gratitude, and right conduct. In giving thanks and eating together with care, our young men learn to be grounded, respectful, and appreciative of life's simple blessings.

Flexi-Friday

At Toogoolawa, we believe rest, reflection and self-direction are vital parts of learning. That's why every second Fridays are generally student-free, giving students time to recharge, consolidate what they've learned during the week and prepare for the week ahead.

Flexi-Friday supports the wellbeing of students by allowing space for:

- Catching up on sleep and rest
- Processing learning in their own time
- Practising responsibility and independence outside the school setting

It also gives teachers the opportunity to plan, review student progress, and coordinate individual supports.

When Students May Be Invited to Attend

While most students remain at home on Fridays, some may be invited to attend in person for additional support. This may happen if:

- A student has missed significant learning during the week
- There are wellbeing concerns that require extra connection
- The student needs one-on-one or small group support
- Targeted catch-up work or behavioural coaching is needed

Invitations to attend on Fridays are made thoughtfully and in partnership with families. Attendance is expected if a student is asked to come in, and support will be provided in a calm and personalised way.

Expectations

- Students who are invited to attend must arrive on time, in uniform and ready to engage
- The day will be different from a typical timetable and may include a mix of learning support, wellbeing check-ins and quiet work time
- Respectful behaviour and full participation are expected

Flexi-Friday reflects our belief that learning happens best when students are balanced, well-supported and given space to grow.

Visitors

Toogoolawa is a community grounded in trust, safety and strong relationships. We welcome visitors who come to learn about our approach, support student wellbeing or contribute to the life of the school. At the same time, we are careful to protect the learning environment and ensure that all interactions with students are respectful and appropriate.

Signing In

All visitors to the school must report to the office upon arrival. This includes:

- Parents and carers attending meetings or collecting a student
- External service providers or support workers
- Tradespeople and maintenance staff
- Volunteers, guests and prospective families

Visitors will be asked to sign in at the front office and may be issued with a visitor's badge for the duration of their stay.

External Service Providers

Any external service provider wishing to work with a student must first contact the **Head of Learning and Teaching** to seek approval and discuss the purpose of their visit. No provider may begin support or attend sessions with students without prior consent from school leadership. This ensures that all services are coordinated, appropriate and aligned with the student's learning and wellbeing plan.

Supervision and Safety

Visitors are accompanied by a staff member unless they are familiar with the school and have completed all required checks. Any adult working directly with students must hold a valid Working with Children Check (Blue Card) or be supervised at all times.

Staff will follow up with any unfamiliar adult on school grounds who has not signed in or is not wearing proper identification.

Visits by Parents and Carers

To support a calm and focused school environment, parents and carers are asked not to visit classrooms or outdoor learning areas without arranging a meeting first. If you would like to speak with a teacher or check on your child's progress, please contact the school office to make an appointment.

Parent Assembly Procedure

In the event of an emergency, parents are to proceed to the designated Emergency Assembly Point located at the front of the school. Parents must remain at this location and await further instructions from the Chief Warden or Deputy Chief Warden.

Aggressive behaviour by a visitor

In Queensland, a principal has the authority to ask a parent to leave the school if they are being aggressive. This is part of the principal's role in maintaining a safe and conducive learning environment for all students.

Student Life at Toogoolawa

Student Support Network

At Toogoolawa, we understand that learning happens best when students feel safe, supported and respected. Our school is designed to nurture not only academic growth, but also the social, emotional and physical wellbeing of every boy in our care.

We are proud to have a dedicated TIBET (Therapeutic Intervention for Behaviour and Emotional Transformation) team. This group of caring professionals works alongside teachers and support staff to help create an environment where every student can flourish. The team supports students through challenges, encourages personal growth and helps build the character traits needed for a meaningful life.

Each class is supported by a team of staff who know the students well. These staff are the first point of contact for any wellbeing concerns. Students should speak to their class team if they are feeling upset, confused or need extra help.

If additional support is required, the class team may refer the student to the TIBET member assigned to that class. This step ensures that any intervention is thoughtful, targeted and appropriate to the student's needs.

Students are also encouraged to speak with any trusted adult in the school if they are unsure where to start. Every member of staff is here to support and guide them.

Parents and carers are welcome to contact the school if they have concerns or questions about their child's wellbeing. Our class staff and TIBET members are always available to assist.

Role	What they do
Principal	<ul style="list-style-type: none">• Leads the overall vision and direction of Toogoolawa School• Ensures that the school provides a safe, caring, and values-based environment for all students• Oversees the wellbeing and learning programs that help students grow in character, confidence, and connection• Supports staff to deliver high-quality teaching and care grounded in Toogoolawa's Human Values• Builds positive relationships with families and the wider community• Ensures the school operates safely and responsibly, meeting all compliance and risk-management requirements• Acts as the school's Child Safety Reporting Officer, ensuring the protection and wellbeing of every student
Deputy Principal	<ul style="list-style-type: none">• Oversees behaviour support across the school to ensure every student is safe, respected, and supported• Monitors the implementation and effectiveness of Individual Behaviour Support Plans (IBSPs)• Works with staff to review and adjust plans when needed, keeping student wellbeing at the heart of every decision• Ensures that behaviour processes promote self-awareness, self-regulation, and character development

	<ul style="list-style-type: none"> • Supports students, families, and staff through restorative meetings and re-entry processes • Promotes consistent, values-based behaviour expectations grounded in Toogoolawa's Human Values • Champions the Nurtured Heart Approach to help students recognise and build on their inner strengths • Acts as a Child Safety Reporting Officer, ensuring all students feel cared for, protected, and understood
Operations Manager	<ul style="list-style-type: none"> • Ensures the smooth running of school operations, facilities, and daily logistics • Coordinates maintenance, repairs, and improvements to keep the school safe and welcoming • Oversees technology and IT systems that support student learning and communication • Manages school compliance processes to ensure a safe and well-governed environment • Supports the school community by maintaining efficient systems that help staff and students focus on learning and wellbeing
Head of teaching and Learning	<ul style="list-style-type: none"> • Oversees the quality of teaching and learning across the school • Ensures that every student's learning program is individualised, engaging, and aligned with their needs. • Monitors curriculum planning, assessment, and adjustments to support student success. • Coordinates the NCCD process and ensures students on ICPs and IEPs receive the right support. • Supports teachers to provide high-quality, values-based learning experiences. • Works with staff to identify and respond to students' learning and behavioural needs. • Liaises with external learning specialists to provide additional support where needed. • Coordinates Learning Support Needs
Senior Wellbeing Officer	<ul style="list-style-type: none"> • Provides responsive wellbeing and behaviour support for students who need extra help (Tier 2). • Leads restorative justice and re-entry meetings to rebuild relationships and support positive choices. • Runs the Rules and Relationships program to help students understand respect, responsibility, and self-regulation. • Coordinates wellbeing and education programs with external agencies such as Drug and Alcohol Education and Sex Education services. • Supports staff in using trauma-informed and therapeutic strategies as part of the TIBET approach. • Organises and coordinates the Year 10 Graduation Day. • Responds to crises and provides immediate care and support for students in need. • Acts as a Child Safety Officer, ensuring every student feels safe, valued, and supported.
School Counsellor	<ul style="list-style-type: none"> • Provides individual counselling for students who need emotional or behavioural support (by referral). • Offers responsive wellbeing and behaviour support for students (Tier 2).

	<ul style="list-style-type: none"> • Leads restorative justice and re-entry meetings to help students repair relationships and re-engage positively. • Runs Rules and Relationships and leadership programs to strengthen self-awareness and social skills. • Supports the Student Representative Council (SRC) and coordinates student-led initiatives such as Teachers' Day celebrations. • Guides staff in using trauma-informed and therapeutic approaches through the TIBET framework. • Acts as a Child Safety Officer, helping to ensure every student feels safe, respected, and supported.
Guidance Officer	<ul style="list-style-type: none"> • Provides counselling and wellbeing support for students who need help managing emotions, relationships, or behaviour • Leads targeted wellbeing and social-emotional programs to build students' confidence and resilience • Oversees Individual Behaviour Support Plans (IBSPs) to ensure consistent and effective support across classes • Supports staff in using trauma-informed and therapeutic approaches through the TIBET framework • Oversees the Pathways program, helping students prepare for further education, training, or employment. • Works closely with teachers, families, and external professionals to support student wellbeing and learning • Provides crisis support when students need immediate care and assistance • Acts as a Child Safety Reporting Officer, ensuring every student feels safe, valued, and supported.
Complex Needs and Wellbeing Officer	<ul style="list-style-type: none"> • Provides individual wellbeing support and short-term counselling for students who need extra care (by referral). • Delivers targeted social and emotional learning (SEL) programs for students requiring higher-level support (Tier 3). • Supports staff, students, and parents in using the Nurtured Heart Approach to strengthen positive connections and self-regulation. • Works closely with families and external agencies to coordinate wellbeing and family support. • Organises monthly parent meetings and wellbeing initiatives that build school-family connection. • Helps guide the school's approach to student wellbeing and behaviour support. • Acts as a Child Safety Officer, ensuring all students feel safe, valued, and supported.
Learning Support Officer / Internal Relief teacher	<ul style="list-style-type: none"> • Supports identification and organisation of Learning Support Needs • Supports students who need extra help with their learning through one-on-one or small group sessions. • Works with teachers to identify and implement reasonable adjustments that help students succeed. • Provides additional learning support in class to strengthen understanding and confidence. • Covers classes when teachers are absent, ensuring learning continues smoothly and supportively.

Reception	<ul style="list-style-type: none"> • The first point of contact for parents, carers, students, and visitors to Toogoolawa School. • Provides friendly assistance with enquiries, messages, and appointments. • Supports clear communication between families and school staff. • Assists with student sign-ins, absences, and visitor check-ins. • Creates a welcoming and supportive environment for everyone who enters the school.
Accounts	<ul style="list-style-type: none"> • Main contact for parents and carers regarding school levies and payments. • Provides information about student accounts and available payment options. • Issues levy invoices and receipts and assists families with payment plans when needed. • Responds to account enquiries with understanding, respect, and confidentiality.
Enrolments & Attendance Officer	<ul style="list-style-type: none"> • Supports families through the enrolment process and helps new students transition smoothly into Toogoolawa School. • Manages all attendance and enrolment records. • Contacts parents and carers to follow up on absences and supports regular school attendance. • Provides information and assistance with enrolment paperwork and attendance requirements. • Communicates regularly with families about attendance and enrolment matters. • Informs class teams about the transition needs and adjustments of new students to support their successful start. • Coordinates Alumni events and helps maintain connections with past students.
Teacher	<ul style="list-style-type: none"> • Lead teaching and learning that meets the diverse needs of students through engaging, purposeful, and values-based lessons. • Design and deliver learning experiences aligned with the Australian Curriculum (Version 9), using adjustments to ensure all students can access, participate in, and demonstrate achievement against the curriculum standards. • Build positive, trusting relationships with students and model calm, respectful behaviour in alignment with Toogoolawa's Educare philosophy. • Foster students' social and emotional learning (SEL) by helping them develop self-awareness, self-regulation, and empathy. • Guide students in reflection, relationship, and resilience to support their Journey to Human Excellence. • Monitor and track student progress in learning, attendance, and wellbeing, and communicate regularly with families and class teams. • Implement and review Individual Educational Plans (IEPs) and Behaviour Support Plans (IBSPs) in collaboration with support staff and TIBET members. • Provide consistent, trauma-informed behaviour support grounded in Toogoolawa's five Human Values. • Facilitate restorative conversations and re-entry meetings that promote understanding, responsibility, and growth.

	<ul style="list-style-type: none"> • Contribute to school programs, events, and committees, supporting the life and culture of the Toogoolawa community. • Communicates learning with parents and carers
Support Staff	<ul style="list-style-type: none"> • Support class learning and engagement through active participation in teaching and activities. • Build positive, trusting relationships with students and model calm, respectful behaviour. • Support students' social and emotional learning (SEL), focusing on developing self-awareness and self-regulation in line with Toogoolawa's Educare philosophy. • Assist students in developing reflection, relationship, and resilience skills to support their Journey to Human Excellence. • Case manages allocated students by tracking attendance, wellbeing, and engagement, and communicating progress with class teams and families. • Provide responsive wellbeing and behaviour support under TIBET guidance. • Implement and monitor Individual Behaviour Support Plans (IBSPs) & Individual Student Safety Plans (ISSPs) in collaboration with class teams. • Assist in re-engagement planning and targeted support interventions. • Attend and contribute to restorative justice and re-entry meetings. • Conduct home visits and maintain positive relationships with families. • Contribute to school programs, events, and committees.

School Expectations

VbE Expectations

Living the Values – VbE in Action

At Toogoolawa, our values are not just spoken – they are lived. We follow the principles of Values-based Education (VbE), with the understanding that these values are already within every person and can be drawn out through practice, example and reflection.

All members of our community – students, staff, parents and visitors – are expected to uphold and express the Five Human Values in their behaviour, decisions and relationships.

How Students Show the Human Values

Love

- Speaking with kindness and care
- Acting with compassion, especially when someone is struggling
- Putting others first when possible
- Recognising and encouraging the good in every person

Peace

- Listening respectfully
- Being patient, even when things are difficult
- Remaining calm and steady in our movements and words
- Taking time to explain or ask questions without rushing

Truth

- Being honest and trustworthy
- Expressing what is real, not what is easy
- Listening to our own conscience
- Remembering that each of us holds value and purpose

Right Conduct

- Treating others how we would like to be treated
- Being tidy, respectful and reliable
- Speaking and acting in line with what we know is right
- Respecting the law, our elders, our school and all cultures

Non-Violence

- Choosing words and actions that do not cause harm
- Avoiding gossip, judgement or anger
- Speaking gently, even when being firm
- Replacing resentment with understanding and peace

Each class also develops its own set of expectations to help students connect the values to daily school life.

How Parents and Staff Live the Values

We recognise that when families and staff work together with shared values, students thrive. Below is a shared understanding of how VbE is lived by parents and staff at Toogoolawa:

Value	What we expect to see from parents and carers.	What you can expect from school staff.
Truth	Make appointments to speak with staff respectfully. Speak well of staff at home. Use designated pick-up areas.	Respond promptly to meeting requests. Model positive behaviours for students. Give clear guidance on drop-off and pick-up routines.
Right Conduct	Respect privacy and confidentiality. Ensure regular attendance and updated contact details. Treat all members of the community fairly.	Maintain confidentiality. Create a safe and inclusive space for all students. Celebrate diversity.
Peace	Support your child to meet school expectations. Stay informed through newsletters. Raise concerns calmly with teachers or leadership.	Clearly communicate learning and behaviour expectations. Keep families informed. Address concerns quickly and fairly.
Love	Share relevant information about your child's needs. Use a calm and solutions-focused approach to any challenges. Respect others' privacy, including online.	Share information with families about student progress. Offer support when concerns arise. Act quickly on issues that affect the community.
Non-Violence	Acknowledge and appreciate the work of school staff. Encourage your child to respect difference. Offer support when you see someone in need.	Promote every student's uniqueness. Build a kind and connected school culture. Check in with families when needed.

Student Code of Conduct

Every student at Toogoolawa is expected to understand and uphold the standards outlined in the *Student Code of Conduct*. This document supports our values-based approach and outlines how we keep our school calm, respectful and safe.

The Code of Conduct explains:

- How the five Human Values guide our choices
- What respectful behaviour looks like in all settings
- How we respond when students need support with their behaviour
- The steps we take if behaviour affects the learning or safety of others

Students are not expected to be perfect, but they are expected to try. Mistakes are part of learning, and we are here to help students understand the impact of their choices and grow into stronger versions of themselves.

All staff, students and families are encouraged to read the *Student Code of Conduct* carefully and ask questions if anything is unclear. Class staff are the first point of contact, and any further clarification can be provided by the school leadership team.

Together, we work to create a school environment where every student feels safe, respected and ready to learn.

Uniform

Wearing the school uniform helps create a calm and united environment. It also shows respect for the school, for others and for ourselves. At Toogoolawa, our uniform is simple, practical and designed to support active learning across a variety of settings.

Daily Uniform

Students are expected to wear:

- A Toogoolawa school shirt (clean and presentable)
- Any neat and appropriate shorts or pants
- Closed-in footwear suitable for movement and outdoor activities

If a student wears a non-school jumper for warmth, it must be worn underneath the Toogoolawa shirt, so the school identity remains visible.

Wearing the correct uniform each day builds consistency and pride and shows readiness to participate in school life.

NOT like this...

How to Wear Your Shirt Correctly



Please note: In accordance with Workplace Health and Safety requirements, Toogoolawa School is a piercing-free zone, with the exception of standard ear piercings for students.

Mobile Phones & Hand Ins

Toogoolawa is a place where students can focus, build relationships, and develop positive habits without unnecessary distractions. Mobile phones are not part of the school day and must not be used while at school.

Phone Hand-in Procedure

As part of Toogoolawa's **conditions of enrolment**, all students agree to the school's "**Hand-ins**" **procedure**. This means that any mobile phone brought to school must be handed in to staff on arrival and collected at the end of the day. This ensures that the learning environment remains calm, respectful, and free from distraction.

Procedure:

- Students may bring a mobile phone to school if required for communication before or after school hours.
- Phones must be handed in to staff upon arrival each morning.
- Phones are securely stored by staff and returned to students at the end of the school day.
- Students are **not permitted** to access or use their phones during school hours under any circumstances.

Students must not keep phones in their bags, pockets, or on their person during the school day. Any phone found in use or not handed in will be collected and returned at the end of the day. Repeated breaches will lead to further discussion with staff and families and may result in a review of enrolment conditions.

Smart Watches and Other Devices

Smart watches and other electronic devices are also not permitted at school, as they can distract from learning and affect the calm, focused atmosphere we aim to maintain.

Toogoolawa takes no responsibility for any personal electronic devices brought to school.

By following the **Hand-ins procedure**, we support students to be fully present, focused, and connected to the people and learning around them.

All students are to hand in any valuables, wallets, electronic devices etc. to staff by 8:25am.

All students' belongings will be placed in a secured area and returned to students at the end of the school day or after Reflections/Detentions.

Social Media

Social media can be a powerful tool for connection, but it can also cause harm when used without care or respect. At Toogoolawa, we encourage all students to use social media responsibly and to understand how their online actions can affect others in real life.

During the School Day

- Social media is not to be accessed at school under any circumstances.
- Mobile phones and personal devices are handed in at the start of the day and returned at the end.

Outside of School Hours

- Students are expected to use social media respectfully, even when off campus.

- Hurtful comments, bullying, gossip or inappropriate content posted online can still impact the school environment.
- If social media use outside school causes harm to others, the school may need to respond.

Respecting Others Online

- Never post photos, videos or comments about other students or staff without their permission.
- Avoid sharing or spreading negative content, even as a joke.
- Think carefully before posting. Ask yourself if it reflects the values of truth, love, peace, right conduct and non-violence.

If a student is experiencing harm or conflict through social media, they are encouraged to speak with their class team or a member of the TIBET team. We are here to support students in managing their online life in a healthy and respectful way.

Together, we can create a culture of kindness both on and offline.

Temporary removal of student property

To maintain a calm, respectful and safe school environment, staff at Toogoolawa may temporarily take possession of items that are distracting, unsafe or inappropriate for the school setting.

This is always done in a respectful and considered way, in line with Queensland legislation and the rights of the student.

When Items May Be Removed

Staff may temporarily take an item if:

- It is being used in a way that disrupts learning
- It poses a risk to the safety or wellbeing of any person
- It breaches the school's expectations or Code of Conduct
- It is prohibited at school (such as vapes, weapons or harmful substances)

Examples may include mobile phones, non-school devices, sharp objects, or items being used to distract others.

Students and their belongings will only be searched in the presence of **two staff members**, with the knowledge of the Principal or a Deputy Principal (unless a staff member is acting urgently to address a reasonable concern about a serious risk to a student or school's health or safety).

What Happens to the Item

- The item will be held in a safe place by staff
- It may be returned at the end of the day, handed to a parent or carer, or held until a meeting can take place
- Staff will explain the reason for the removal and support the student to understand the impact of their choices

Where appropriate, a conversation will be had with the student and their class team to ensure future expectations are clear.

Items That Cannot Be Returned

If an item is illegal, unsafe or presents a serious risk, the school may be required to hand it over to the police or another authority. In this case, families will be contacted.

Medication

Toogoolawa School is committed to supporting the health and wellbeing of all students. If your child requires medication during the school day, it is important that families follow the correct procedure to ensure safety and compliance.

Bringing Medication to School

- All medication must be **handed in at the front office upon arrival**.
- Students are **not permitted to carry or self-administer** medication at any time (except for personal asthma inhalers or EpiPens, with written medical approval).
- Toogoolawa **only accepts Webster packs** prepared and labelled by a pharmacy. These packs must clearly display your child's name, dosage, and administration instructions.
- A **Medication Support Request Form** must be completed and signed by a parent or guardian before any medication can be administered.

Short-Term or Emergency Medication

- If your child requires short-term medication (e.g. antibiotics), this must be discussed with the **Principal** before it can be accepted.
- Approval may be given for short-term medication supplied in its **original pharmacy packaging**, clearly labelled with the child's name and dosage.
- All other medication will only be accepted in Webster packs.

Administration of Medication

- Medication will only be given according to the instructions on the pharmacy label and the signed authorisation form.
- Medication is administered and recorded by trained staff following the **Five Rights: Right person – Right drug – Right dose – Right time – Right route**.
- All medication given is documented in the **Sentral system**.
- Medication will not be administered without correct documentation.

Medical Conditions and Action Plans

- If your child has a diagnosed condition such as asthma, epilepsy or allergies, please provide an **up-to-date Action Plan** from your medical practitioner.
- Emergency medication (such as an EpiPen or Ventolin) will be kept in a secure, accessible location for trained staff to administer when required.

Storage, Expiry, and Collection

- All medication is stored securely at school.
- Parents are responsible for ensuring medication is within its expiry date.
- Unused or expired medication must be collected at the end of each term or when a student leaves the school.

Communication and Confidentiality

All medical information is treated with confidentiality and stored securely. Please contact the front office if there are any changes to your child's medication, dosage, or health condition.

Transport

Use of Non-Compliant or Illegal Transport

If the school becomes aware that a student is travelling to or from school using an illegal or non-compliant form of transport (for example, an e-scooter that does not meet Queensland legal requirements, or a non-compliant electric bike), the school will require the parents or carers to arrange an immediate, lawful and safe alternative means of travel.

In line with Queensland transport laws for personal mobility devices:

- Riders must be at least 16 years old, or aged 12-15 under direct adult supervision.
- Devices must be ridden only in permitted locations (footpaths/shared paths at max 12 km/h; bike lanes/local roads at max 25 km/h) and with a properly fitting approved helmet.
- Devices that do not comply (e.g., modified to exceed legal limits, ridden illegally, or without helmet) will be deemed non-compliant and are not permitted to be used for travel to/from school.

The school reserves the right to ban a student from riding such a device to school if they are found in breach of these requirements.

Use of Taxis and Rideshare Services

For the safety and welfare of all students, the school requires that any student being collected or transported by a hired vehicle use a **licensed taxi service** rather than a rideshare service such as Uber.

Rideshare drivers are not subject to the same child safety and working-with-children compliance checks as accredited taxi drivers. Therefore, to ensure full compliance with child protection and duty-of-care obligations, only registered taxi services may be used for student transport arranged through, or in connection with, the school.

Lockdown and Evacuation Policy

Toogoolawa is committed to providing a safe environment for every student and staff member. Although emergencies are rare, it is important that everyone knows what to do in the event of an incident that requires us to evacuate or go into lockdown. Staff are trained to respond quickly, calmly and safely. Students are regularly guided through drills so that they feel confident and prepared without fear.

Evacuation

An evacuation may be required in situations such as fire, chemical spill, or another on-site emergency. When this occurs:

- A loud alarm or clear instruction will signal the need to evacuate
- Staff will guide students to leave buildings and move to a designated safe area
- Students must follow instructions, stay together and remain quiet
- Attendance will be checked once everyone has reached the safe zone

Lockdown

A lockdown is used when it is safer for everyone to stay inside, such as in the case of an external threat or community safety issue. When a lockdown is called:

- Students must remain in the classroom or the space they are in
- Doors and windows will be secured
- Everyone must stay quiet and out of sight until the all-clear is given

What Students Can Expect

- Staff will always explain what is happening in a calm and clear way
- Regular drills will help students practise both procedures so they are familiar and confident
- After a drill or real emergency, students will be supported to talk about the experience and ask questions

We ask that parents do not try to contact or collect students during a lockdown or evacuation, as this can delay the emergency response. Families will be informed as soon as it is safe to do so.

Animals on Campus

To ensure the safety, health and comfort of all students and staff, animals are not permitted on the school campus.

This includes bringing pets for drop-off or pick-up, carrying animals during the school day, or leaving animals in vehicles on school grounds. Some students may have allergies, phobias or medical conditions that make animal contact unsafe.

Any exceptions must be approved in advance by school leadership and will only be considered where the animal supports a specific learning or wellbeing plan.

Thank you for helping us maintain a safe and respectful environment for all.

Student Learning

At Toogoolawa, learning is a journey of growth in both heart and mind.

Guided by the Educare philosophy, we believe that education should draw out what already exists within each student — their capacity for goodness, courage, and self-awareness.

Learning is not only about knowledge but about becoming a person of character, capable of making wise and compassionate choices in life.

A Values-Based Approach to Learning

Our curriculum is deeply grounded in **Values-based Education (VbE)**. The five Human Values — **Love, Peace, Truth, Right Conduct, and Non-Violence** — are woven through every lesson, relationship, and routine. These values provide the foundation for how students learn, behave, and relate to others.

Each day begins and ends with moments that nurture reflection and mindfulness:

- **Quiet Time** (morning) help students calm their thoughts, steady their emotions, and prepare for learning with focus and peace.
- **Circle Time** provides space for students to connect, reflect, and share experiences in a calm and respectful way, building empathy and understanding.
- **Thought of the Week** lessons explicitly teach a value and related virtue, helping students link moral ideas to their daily choices and actions.
- **Silent Sitting** (midday) offers a moment to recentre, recalibrate, and reset — helping students return to learning with clarity and calm after the busyness of the morning.
- **Acknowledgements** (End of the School Day) invite gratitude and reflection, recognising the good in themselves and others and closing the day with peace.

Through these routines, students develop reflection, resilience, and positive relationships — the essential foundations of wellbeing and lifelong learning.

In **Values-based Education**, we aim to cultivate two complementary dimensions of character:

- **Performance Character**, which includes discipline, perseverance, and purpose — the qualities that help students strive for excellence and achieve their goals; and
- **Moral Character**, which encompasses virtues such as honesty, respect, compassion, and fairness — the qualities that guide students to act ethically and kindly toward others.

Both are essential. Performance character enables students to act on their values; moral character ensures those actions are good and just. Together, they form the foundation for becoming capable, caring, and responsible citizens.

Curriculum and Learning Areas

Learning at Toogoolawa is structured through **four curriculum bands**, each aligned with the **Australian Curriculum (Version 9)** achievement standards. This banded model allows every

student to learn at the level that best matches their current ability and readiness, rather than by age alone. It provides a clear, developmental pathway so that each student can progress at their own pace and experience success.

- **Yellow Band** (Years 3–4 equivalent) – Builds foundation skills in reading, writing and number, and introduces the key ideas of science, humanities and the arts through hands-on and practical learning experiences.
- **Green Band** (Years 5–6 equivalent) – Strengthens fluency, comprehension and confidence in literacy and numeracy while expanding learning across science, humanities, health, physical education, and the arts.
- **Blue Band** (Years 7–8 equivalent) – Develops deeper understanding, critical thinking and problem-solving across all learning areas, encouraging students to apply values such as honesty, cooperation and perseverance to their learning.
- **Purple Band** (Years 9–10 equivalent) – Focuses on applying knowledge to real-world contexts, preparing students for future pathways through literacy, numeracy, science, technology, health and vocational learning.

This structure ensures that learning is **personalised, purposeful and values-based**, allowing teachers to support each student's growth academically, emotionally and socially.

English

English is central to all learning at Toogoolawa. Our English program develops students' skills in **reading, writing, speaking, listening, viewing and critical thinking**. Lessons are designed to build confidence, comprehension, and creativity, helping students become effective communicators who can express their thoughts with clarity and respect.

Students study a range of text types, including novels, poetry, media, and film, which connect to real-life themes and Toogoolawa's **Five Human Values** — *Love, Peace, Truth, Right Conduct, and Non-Violence*. Through these texts, students are encouraged to explore moral choices, empathy, and different perspectives, strengthening both literacy and character.

Grammar, spelling, and vocabulary are taught explicitly, and reading is supported through structured programs that build fluency and understanding. Writing is purposeful and connected to students' experiences, helping them find their voice and express ideas thoughtfully and truthfully.

Mathematics

Mathematics at Toogoolawa builds the essential skills of **numeracy, problem-solving, reasoning, and logical thinking**. Students learn to apply mathematical concepts to real-world situations, helping them understand how mathematics supports daily life and future pathways.

Across all bands, students study **Number and Algebra, Measurement and Geometry, and Statistics and Probability** through engaging, hands-on learning. Lessons are designed using **Explicit Teaching** strategies that break down complex ideas into clear, achievable steps, ensuring every student experiences success.

Mathematics lessons are grounded in values such as **patience, perseverance, and right conduct**, encouraging students to approach challenges calmly, think critically, and take responsibility for their learning.

Other Learning Areas

Toogoolawa delivers the remaining learning areas of the Australian Curriculum through a **values-based lens**, integrating the Human Values into each subject:

- **Science** – Builds curiosity and ethical thinking, helping students understand the natural world and their responsibility to care for it.
- **Humanities and Social Sciences (HASS)** – Encourages respect for culture, history, and community, fostering empathy and social awareness.
- **Health and Physical Education (HPE)** – Promotes wellbeing, resilience, teamwork, and the importance of maintaining a healthy body and peaceful mind.
- **The Arts** – Provides opportunities for creative expression through visual arts and media helping students develop confidence, empathy, and cultural appreciation.
- **Technology** – Develops innovation, digital literacy, and ethical responsibility through both Design and Digital Technologies.
- **Values-based Education (VbE)** – Embedded throughout all programs, supported by **Circle Time**, **Thought of the Week**, and **Service Learning**, where students connect values to real-life action.

Through this balanced and holistic approach, the Toogoolawa curriculum nurtures **academic progress and personal growth** together.

Students are supported to develop strong literacy and numeracy foundations while growing into capable, confident, and compassionate young men who live the values of **Love, Peace, Truth, Right Conduct, and Non-Violence** in all that they do.

Nature School and Service Learning

At Toogoolawa, learning extends far beyond the walls of the classroom. We believe that adventure, service and connection with nature are powerful pathways for developing character, teamwork and a sense of belonging in the world.

Every fortnight, students take part in **Nature School** — a day devoted to hands-on, adventure-based learning. Whether exploring local bushland, completing fitness challenges, or participating in environmental care projects, these experiences help students:

- Strengthen physical health, focus and emotional balance through outdoor activity and movement.
- Develop **social and emotional learning (SEL)** skills such as cooperation, problem-solving and resilience.
- Learn how to behave respectfully and responsibly in public spaces.
- Deepen appreciation for the natural world and understand their role as **custodians of the land**.

These experiences are also a foundation for our **Values-based Education**. Students practise teamwork, respect and right conduct while giving service to the environment and the community — through projects such as litter clean-ups, tree planting and caring for local wildlife.

Our curriculum is also **theme-based**, drawing inspiration from the **United Nations Sustainable Development Goals (SDGs)**. Each term, students explore a key global theme — such as *Climate Action*, *Zero Hunger*, or *Peace, Justice and Strong Institutions* — linking their classroom learning with real-world social and environmental issues. These themes nurture **social conscience**, encouraging students to think about how they can contribute to a more sustainable and compassionate world.

By combining academic learning with adventure, nature and service, Toogoolawa helps every boy grow in strength, empathy and understanding — learning not only how to make a living, but how to make a meaningful life.

Explicit Teaching – Our Pedagogical Approach

At Toogoolawa, teachers use an **Explicit Teaching model** to make learning clear, structured, and purposeful. This evidence-based approach ensures that every student knows *what* they are learning, *why* it matters, and *how* to succeed.

Each lesson begins with **clear learning intentions and success criteria**, so students understand exactly what the goal is and what success looks like. This clarity helps students take ownership of their learning and see how each step contributes to their growth.

Learning follows a gradual release of responsibility — moving from teacher-led instruction to independent student practice — through three clear stages often described as “**I Do, We Do, You Do.**”

1. **“I Do” – Teacher Modelling and Demonstration**

The teacher explicitly teaches and demonstrates new concepts or skills, explaining the learning intention and showing students exactly how to be successful. Students watch, listen, and ask questions as the teacher models the process.

2. **“We Do” – Guided Practice**

The teacher and students work together to practise the new skill or concept. During this stage, the teacher provides prompts, scaffolding, and feedback to build confidence and understanding. Mistakes are seen as opportunities to learn and refine thinking.

3. **“You Do” – Independent Practice**

Students apply what they have learned independently, using the strategies and understanding gained through modelling and guided practice. This step helps consolidate learning and demonstrates what each student can do on their own.

4. **Feedback and Reflection**

Teachers provide timely, constructive feedback that reinforces effort, accuracy, and self-improvement. Students are encouraged to reflect on their progress, celebrate growth, and identify areas for further development.

This structured and supportive approach helps build confidence and predictability for students who thrive on routine and clarity. It also allows teachers to intentionally use the content of each learning area to foster **character and values development**, ensuring that **academic progress and personal growth** occur side by side.

Through explicit teaching, students learn to approach challenges with **patience, perseverance, and right conduct**, nurturing both their capability and their character.

Individual Education Plans (IEPs)

Every student at Toogoolawa has an **Individual Education Plan (IEP)** that provides a clear, personalised pathway for learning and growth. Each plan identifies where the student is currently achieving in **literacy, numeracy, and behaviour**, and outlines specific strategies and goals to support further progress.

IEPs are developed collaboratively with families, teachers, and support staff to ensure a holistic understanding of each student's needs, strengths, and learning style. They are not only about goal setting, but about being **explicit and specific** — defining what the student is working toward, how the school will support them, and the steps needed to help them succeed.

The IEP process involves:

- **Identifying each student's current achievement levels in literacy, numeracy, and behaviour.** For students who are significantly below their year-level expectations, assessment may be aligned to the Literacy and Numeracy Continua under the General Capabilities stream to more accurately reflect their current level of learning.
- **Setting clear, measurable goals** that outline the next steps in the student's academic, social, and behavioural development.
- **Planning targeted strategies, supports, and curriculum adjustments** to ensure each student can access learning successfully according to their individual needs.
- **Monitoring and reviewing progress regularly**, celebrating achievements and updating goals as students grow and progress through their learning journey.

Families are key partners in this process. Toogoolawa holds **two formal IEP meetings** each year — one in **Term 1** and one in **Term 4** — to discuss progress, review goals, and plan next steps. These are the **minimum** formal meetings offered, and parents and carers are warmly encouraged to request additional discussions at any time if they wish to talk about their child's learning journey.

Between meetings, **reviews** may occur as part of classroom practice to celebrate growth, reflect on progress, and make adjustments as needed. This ongoing cycle ensures that every IEP remains relevant, responsive, and focused on helping students reach their potential.

Learning Support

A small number of students may need highly personalised support due to complex learning, behavioural or emotional needs. These students receive intensive teaching, which is tailored to their unique circumstances and reviewed often.

This level of support may include:

- One-on-one instruction
- Individual behaviour or wellbeing plans
- Diagnostic testing to **identify specific learning strengths and challenges** and to inform the development of each student's IEP
- Regular mentoring and emotional check-ins
- Specialist referrals or multi-agency support

- Support through alternative programs such as Flexi-Friday, which provides space for targeted skill-building in smaller, quieter settings

Students receiving intensive support are assigned a key mentor who helps coordinate their program, communicates with families and ensures that everyone involved is working together to meet the student's goals.

The goal is to reduce barriers to learning and increase the student's ability to participate fully and positively in school life.

Assessment and Reporting

Assessment at Toogoolawa is designed to recognise and celebrate each student's progress — academically, socially, and personally. Our goal is to help every young person understand where they are on their learning journey and what their next steps are.

Learning is carefully aligned to the **Australian Curriculum (Version 9)** and guided by each student's current achievement level within our **banded curriculum**. Assessment is an ongoing process that supports both teaching and learning, providing clear feedback to students and families about growth and areas for improvement.

Our Approach to Assessment

Toogoolawa uses a **five-point scale** to assess student achievement against the Australian Achievement Standards:

- **Extending** – Working beyond the standard with depth and independence.
- **Advancing** – Working beyond the standard with confidence in familiar contexts.
- **Demonstrating** – Meeting the achievement standard independently.
- **Developing** – Working towards the standard with some support.
- **Emerging** – Beginning to engage with the standard through guided support.

If there is **insufficient evidence** to make a fair judgment, the report will indicate *N/C* (Not Completed).

Teachers use multiple forms of evidence — including classwork, projects, discussions, and assessments — to ensure each judgment is accurate and fair. We always strive to provide clear expectations, guidance, and **at least two additional opportunities** for students to complete or resubmit their work if needed.

Partnership in Learning

Assessment is most meaningful when it is a **partnership** between the school, the student, and the family.

- The **school** is committed to providing high-quality teaching, fair assessment, and appropriate adjustments to support every learner.
- **Students** have a responsibility to engage in their learning, complete their work to the best of their ability, and make use of the adjustments and opportunities provided.
- **Parents and carers** play a vital role in encouraging attendance, checking in on schoolwork, and supporting their child to meet learning goals.

Together, this partnership ensures that teachers can assess progress accurately and provide feedback that truly reflects each student's effort and growth.

Reporting Student Progress

Toogoolawa School reports formally to families **twice each year** through **Semester Reports** (Term 2 and Term 4). These reports summarise each student's achievement, effort, and engagement across all subjects and values-based programs.

Each report includes:

- Achievement and effort grades for each subject, aligned to the student's curriculum band.
- A five-point achievement scale consistent with the Australian Curriculum.
- Personal and social development indicators reflecting values such as respect, responsibility, cooperation, and self-regulation.
- A written teacher comment highlighting strengths, growth, and areas for continued development.

In addition to written reports, families are invited to attend **two parent-teacher meetings** each year — in **Term 1** and **Term 4** — to discuss student progress, set new goals, and strengthen home-school communication. Parents are always welcome to request additional meetings if needed.

Effort, Attendance, and Progress

At Toogoolawa, **effort and attendance are essential** to learning success. While our staff are committed to providing adjustments and opportunities for all students, consistent attendance and active engagement are crucial for students to keep up with their learning and assessment tasks.

Students who attend regularly, apply themselves, and take responsibility for completing their work are best able to demonstrate their progress and achieve success. Our role as a school is to provide the structure, guidance, and support needed for learning; the role of students and parents is to work alongside us in partnership — ensuring every boy has the best chance to grow and succeed.

Achievement and Review

At Toogoolawa, every student's learning journey is continuously monitored to ensure teaching remains purposeful, engaging and responsive to individual needs. Teachers gather a range of evidence — including classwork, assessment results and observational data — to track each student's academic and personal growth.

Progress and achievement are reviewed **at least twice each term** through scheduled **Curriculum Band Meetings**, where teachers collaborate with the **Head of Teaching and Learning**. These meetings involve examining unit plans, assessments, moderation samples and overall student progress across the bands. Together, staff discuss teaching strategies, identify areas for adjustment and share effective practices that enhance learning outcomes for all students.

This regular cycle of review, reflection and refinement ensures that Toogoolawa's curriculum delivery remains consistent, high-quality and responsive to the needs of every learner.

Learning for Life

Education at Toogoolawa extends beyond the classroom.

Through academic learning, daily reflection, and service to others, students learn to connect knowledge with purpose and values with action.

Student Wellbeing and Behaviour

At Toogoolawa, we support the whole student — head, heart, and hands.

Our approach to behaviour is grounded in the belief that all students can learn to make better choices with the right support, guidance, and time.

In accordance with Queensland law, this school does not use corporal punishment under any circumstances. All disciplinary actions are conducted through restorative, respectful, and lawful processes.

We use a tiered model of support that helps each student grow in self-awareness and responsibility. When behaviour affects others, our goal is not to punish, but to repair, reset, and restore learning.

Our Tiered Model of Support

Toogoolawa uses a three-tiered model to support every student's learning and behaviour:

- **Tier 1:** Universal supports for all students through daily teaching of values, routines, and social–emotional learning.
- **Tier 2:** Targeted support for students who need extra help developing specific social, emotional, or behavioural skills.
- **Tier 3:** Intensive, individualised support for students with complex needs, often involving family and external agency collaboration.

This approach ensures that every student receives the right level of guidance and support to be successful.

Considering Individual Circumstances

We understand that each student's situation is unique. When responding to behaviour or planning support, staff consider factors such as a student's developmental stage, disability, mental health, cultural background, and family circumstances.

Our responses are grounded in fairness, equity, and empathy, ensuring that every student is supported to learn from their experiences and make positive changes.

Minor and Major behaviours

Behaviours are seen as part of a student's learning journey. Sometimes students make choices that disrupt learning or harm relationships. When this happens, staff respond using a clear pathway that supports understanding, reflection and repair. When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens

- Major problem behaviour is referred directly to TIBET and/or Principal

Minor Behaviours

These are low-level behaviours that may disrupt learning but do not cause harm to others.

Examples include:

- Talking out of turn
- Not following instructions
- Being off-task
- Forgetting materials or routines

Handled by class staff, minor behaviours are addressed through:

- Redirection or quiet reminders
- Classroom time-out or reflection spaces
- Small class circles
- Restorative conversations
- Detentions (if required)
- Reflection and re-entry agreements

Major Behaviours

These are more serious actions that put others at risk or significantly impact the safety, dignity or learning of the group.

Examples include:

- Aggressive language or behaviour
- Physical violence
- Vandalism or theft
- Repeated defiance
- Bullying or harassment

Major behaviours are referred to TIBET or the Principal and may result in:

- Withdrawal from class
- Re-entry plans and family meetings
- Formal restorative conferences
- Suspension or, in very rare cases, exclusion

Each incident is documented, reviewed and responded to in line with our values, policies and legal responsibilities.

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
SAFETY	Movement around school and during outings	<ul style="list-style-type: none"> ▪ Arriving late ▪ Leaving classroom without permission ▪ Walking around school without permission 	<ul style="list-style-type: none"> ▪ Climbing on roofs / arbours / structures ▪ Accessing out of bounds spaces

		<ul style="list-style-type: none"> ▪ Being on scooters ▪ Climbing in and around school stairwells etc. ▪ Jumping off tables ▪ Destruction of plants ▪ Jumping off verandas 	<ul style="list-style-type: none"> ▪ Leaving school grounds or outings ▪ Carrying weapons to and / or at school ▪ Refusing to enter classroom ▪ Entering other classes without permission ▪ Urinating in inappropriate places ▪ Graffiti ▪ Breakage of pot plants
	Play	<ul style="list-style-type: none"> ▪ Accidental harm in a game ▪ Arguing ▪ Swearing ▪ Poor sportsmanship ▪ Playfighting ▪ Throwing cushions / objects 	<ul style="list-style-type: none"> ▪ Intentional harm in a game ▪ Physical fighting ▪ Injuring someone ▪ Throwing objects with intent / aggression
	Physical contact	<ul style="list-style-type: none"> ▪ Play fighting ▪ Accidental harm ▪ Pushing, shoving ▪ Tripping people 	<ul style="list-style-type: none"> ▪ Physically hurting someone ▪ Throwing hard / heavy objects ▪ Use of a weapon ▪ Hitting / pushing /hurting another student or staff member ▪ Punch / kick / spitting ▪ Fighting ▪ 'Dacking' students / staff
	Correct Attire	<ul style="list-style-type: none"> ▪ Not wearing the right uniform ▪ Piercings ▪ Incorrect jumper / clothing ▪ Not wearing shoes outside ▪ Thongs / slip on 	<ul style="list-style-type: none"> ▪ Continued defiance of not wearing the right school uniform ▪ Clothes with inappropriate pictures / messages
	Lunch times	<ul style="list-style-type: none"> ▪ Moving away from class without permission ▪ Getting up out of seat at lunch ▪ Purposefully wasting food 	<ul style="list-style-type: none"> ▪ Throwing food / plates and cutlery ▪ Interfering with another person's food
	Buses	<ul style="list-style-type: none"> ▪ Swearing ▪ Eating ▪ Pulling on other's seatbelts ▪ Inappropriate gestures toward other motorists 	<ul style="list-style-type: none"> ▪ Removing seatbelt ▪ Changing seats whilst bus is in motion ▪ Changing dash controls ▪ Fighting (verbal / physical) ▪ Releasing fire extinguisher ▪ Graffitiing buses ▪ Smoking or Vaping at train station
	Health	<ul style="list-style-type: none"> ▪ Bringing cigarettes or vapes to school 	<ul style="list-style-type: none"> ▪ Vaping or smoking on school grounds or train station ▪ Encouraging others to smoke or vape

LEARNING	Class tasks	<ul style="list-style-type: none"> Talking / interrupting Not listening Off task Refusing to attempt work Distracting others 	<ul style="list-style-type: none"> Ongoing work refusal Ripping / destroying work Inappropriate drawings Written threats
	Follow instructions	<ul style="list-style-type: none"> Not following instructions Defiance Uncooperative 	<ul style="list-style-type: none"> Repeated defiance Disrespecting staff and peers Escalating after refusal Disrupting the learning of others Risking others safety
PHONE AND IT	Mobile Phone	<ul style="list-style-type: none"> Forgetting to 'Hand in' all mobile devices Purposely not handing in mobile phones at 8:55am Requiring more than 2 reminders to hand in mobile devices Using mobile devices inappropriately before 8:55am 	<ul style="list-style-type: none"> Purposefully not handing in all mobile devices Lying about having any mobile devices Showing inappropriate content Texting staff Using school phone without permission Cyber-bullying Posting inappropriate content
	IT Devices <ul style="list-style-type: none"> Computers iPad 	<ul style="list-style-type: none"> Being on IT without permission Taking photos without permission Requiring more than 1 prompt Printing without permission 	<ul style="list-style-type: none"> Being on illegal sites Inappropriate use Smashing Hacking Changing passwords Watching inappropriate content Not handing it in (personal device) Thumping keyboard
TREATMENT	Language	<ul style="list-style-type: none"> Disrespectful Swearing Not speaking kindly Put downs Disrespectful language 	<ul style="list-style-type: none"> Racial discrimination Sexualised comments Repeated bullying Harmful continuous comments, bullying Threats Aggressive swearing at students / staff
	Social Behaviour	<ul style="list-style-type: none"> Play fighting Put downs Small arguments Inappropriate language Insults Lack of respect to others Excluding others 	<ul style="list-style-type: none"> Bullying Fighting Physical / verbal abuse Ongoing comments Coercing others into personal situation Continuous arguments

		<ul style="list-style-type: none"> Name calling 	
PROPERTY	Property	<ul style="list-style-type: none"> Accidental damage Slight damage i.e. scraping pencils on desk Breaking pencils 	<ul style="list-style-type: none"> Persistent breakages Property damage including breakages and vandalism Graffiti Stealing
	Rubbish	<ul style="list-style-type: none"> Not cleaning up after themselves Don't help class clean up Littering Tip bins over Sticking gum 	<ul style="list-style-type: none"> Unhygienic behaviour e.g. spitting

Exclusion

Exclusion is the most serious disciplinary action that can be imposed on a student and is only be used if other disciplinary consequences are inadequate to deal with the student's behaviour.

Each of the following is a ground for exclusion under the Education (General Provisions) Act 2006:

- persistent disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff
- if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.
- It is also a ground for exclusion if the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

Anti-Bullying Policy

Toogoolawa is a school built on kindness, respect and emotional safety. We do not accept any form of bullying. Every student has the right to feel safe, valued and included at all times.

Bullying goes against everything our Five Human Values stand for. We are committed to responding quickly, supporting those affected, and helping students learn better ways to resolve conflict.

What is Bullying?

Bullying is when someone repeatedly hurts, intimidates or excludes another person on purpose. It may be:

- **Physical** – hitting, pushing or damaging property

- **Verbal** – name-calling, threats or offensive language
- **Social** – spreading rumours, leaving others out, or encouraging others to be unkind
- **Cyber** – using social media or devices to cause harm

Even one hurtful act can have a big impact, especially if it is repeated or ignored.

What To Do

If you are being bullied or see someone else being bullied:

- Tell a trusted staff member straight away
- Speak to your class team or TIBET member
- Use kind words and support others who are being left out or hurt

Staying silent allows bullying to continue. Speaking up helps protect yourself and others.

How We Respond

- Every report of bullying is taken seriously
- Staff investigate, listen to everyone involved and support those affected
- We use restorative conversations, reflection and support to help students repair harm
- Families are contacted when necessary, and plans are made to prevent the behaviour from continuing

Repeated or serious bullying behaviour may lead to further action, in line with the *Student Code of Conduct*.

Everyone Has a Role

Students, families and staff all play a role in creating a culture where bullying is not accepted. We are stronger when we look out for one another.

At Toogoolawa, we stand together to make our school a safe place for all.

Mental Health and Suicide Prevention

Toogoolawa School takes student mental health seriously.

If staff notice a student showing signs of distress or risk, we respond immediately to ensure safety and support. The school works closely with families, counsellors, and health professionals — and when necessary, with emergency services — to provide appropriate care and follow-up.

No student is ever left alone in crisis, and all actions are documented and reviewed with care and confidentiality.

Restrictive Practices

Toogoolawa prioritises safety, dignity, and emotional wellbeing.

Most behaviour can be de-escalated calmly using positive and respectful strategies. However, in very rare circumstances, a student's behaviour may escalate in a way that creates an immediate risk of harm to themselves or others.

In these emergency situations, staff may need to use a restrictive practice as a last resort to keep everyone safe.

What Are Restrictive Practices?

Restrictive practices include any action that limits a student's movement to prevent harm in a high-risk situation. They are used only:

- When there is immediate risk of physical harm
- When all other strategies have been exhausted
- For the shortest time possible, with safety as the top priority

Restrictive practices are never used as punishment or general behaviour management.

Guiding Principles

1. Respect the human rights of all students
2. Keep everyone safe from harm
3. Act with transparency and accountability
4. Communicate and consult with families
5. Focus on positive outcomes for the student
6. Aim to reduce or eliminate the use of restrictive practices altogether

Planned vs Emergency Responses

In rare cases, restrictive practices may be part of a documented support plan based on a behaviour risk assessment or medical advice. These are shared with staff and families and used only when there is a foreseeable risk.

Seclusion is never used as a planned response. In an extreme emergency, short-term seclusion may occur only under supervision and will end as soon as it is safe.

After an Incident

Whenever a restrictive practice is used:

- The incident is recorded and reviewed
- Families are informed and consulted
- Staff reflect on the event to develop safer future strategies

Parents are always invited to participate in a post-incident review and planning discussion.

Critical Incidents

In any emergency or situation that places students or staff at risk, staff are trained to act quickly, calmly, and safely.

The focus is always on de-escalating the situation, ensuring everyone's safety, and restoring calm.

Families are notified as soon as it is appropriate and safe to do so.

Parent Partnership in Wellbeing

We believe that wellbeing is a shared partnership between school and home.

Parents and carers are encouraged to communicate openly with staff, share insights about their child's needs, and work with us to build consistent messages of care, respect, and responsibility.

Together, we can help every boy grow into a good human being — grounded in values, guided by conscience, and inspired to live with love, peace, truth, right conduct, and non-violence.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)