

Annual Report

A Dream Come True

The new auditorium fulfills a cherished dream of School Founder



Senator Hogg congratulates Principal Richard Waters at the official opening.

In July last year, the finishing touches were put to the new auditorium and the building was officially opened on Monday, August 8th by Senator John Hogg. The Multi-purpose Hall was named in honor of the School Founder, Vijayadev Yogendra, and was financed largely by a Commonwealth Government Grant under the *Building the Education Revolution* Program.

Vijay loved the school musicals and drama productions and often talked about having an auditorium with a full-size stage with curtains and supported with dressing rooms and sound and lighting facilities. The Vijayadev Yogendra Auditorium also provides facilities for a variety of sports and games.

A Decade of Renewal

In the last 10 years we have experienced something of a renewal at the School with the enrolment of the children of a number of past students and the return of past students to teach and guide the School – the second generation.

Vijay, the School's Founder passed away in this period but his ideals live on through the unique features of Total Education as expressed through the teachers, the parents and the students.

The challenge is to retain the spirit of Total Education but adapt its expression to meet the rapidly changing social environment. Our children will be the future of society, not necessarily as official leaders but as examples of good people contributing to their communities.

As this report shows, we are meeting that challenge.

Shane Power, Principal

SOTE PRINCIPAL RETIRES AFTER THIRTY-ONE YEARS IN THE ROLE

In September 2011, the Founding Principal of the School of Total Education in Warwick, Richard Waters, announced he would retire as Principal from the end of the year.

Richard was formerly Principal of SOTE in Melbourne from July 1978 following its establishment with Pat Dugan in the role of Principal in 1977. He moved to Warwick in 1981 with his

family to establish the School in Warwick and apart from an 18 month stint in Melbourne from April 1985 to November 1986 has continued in this role for over 30 years.



Richard said it had been a privilege to guide the School's development over that time and to attempt to put into practice the philosophy of Total Education which was created by School Founder, Vijayadev Yogendra.

Five Key Features of Total Education

Nurturing the Spirit of the Child

The School's founder, Vijayadev Yogendra, believed that happiness is derived from the life of the spirit — from love and service. This continues to be a central goal of Total Education.

You can see the spirit of a child when they spontaneously help someone else or when they express their joy in living through their laughter. You see it when they bring themselves into their learning and their interactions or when they discover insights into how the world works. The teachers emphasise these things with the students in their everyday experience at school.

Each child needs to experience love and to feel “loveable”. Many children lose this when they join an education system which evaluates their personal worth only on the basis of measurable academic achievement.

Bringing Out a Child's Innateness

This is a place where everyone is important. Small class sizes (one teacher to 13 children) mean that no one misses out on attention. Valuing everyone means that no matter what a child's apparent academic or other abilities, they are considered in the school program.

The challenge for teachers and parents is to observe each child, trying to understand what it is that speaks to their individual self-expression. It may be something in the academic field like writing, science, history or mathematics. Or, it could be a creative pursuit such as art, drama, dance or music. This gift, whatever it is, is what we mean by “innateness”, and the teachers will try to cultivate this, to give it a chance to grow and be expressed.

Balancing Academic and Character Development

At SOTE we believe that a person's success in life, whether it be work, family or community, will largely depend on what kind of person they are, on their *character*. The Total Education program therefore aims for a balance of academic and character development.

Although all children need the key skills of literacy, numeracy and much else in the way of academic knowledge, academic achievement can be over-emphasised and this can put unnecessary pressure on children's learning.

Character development is not treated as a separate subject. It involves every aspect of school life. Students are given an experience of service and a practical understanding of values such as patience, consistency and responsibility. The most important part of this is the idea of the good example or what we would now call ‘positive role models’. Both teachers and parents have a crucial part to play in this.

Modeling a Co-operative Ethos

Our experience over many years has shown that students can achieve excellence without the motivation of competition. Instead the School emphasises *cooperation* and *intrinsic motivation*.

Co-operation is modelled by the teachers working together for the good of the children. Students experience co-operation through being given tasks to work on together, whether it be helping around the school, activities at the Outdoor Education Centre, cross-grade projects or school camps.

Intrinsic motivation is motivation that comes from within a person such as: interest, enjoyment, curiosity, challenge and a desire for excellence. All of these are within the individual's control. At SOTE we encourage intrinsic motivation rather than external motivation from prizes, awards and other artefacts of the competitive approach.

The School as a Living Community

They say it takes a village to raise a child. SOTE invites parents, teachers and children to be part of a living and evolving community in which they all play a vital role. A community requires a level of cohesion, a sense of shared values, open communication and a level of interdependence.

Parents are welcome in the school and have the opportunity to interact with the teachers each day when dropping their children off at school and walking them into the classroom.

Parents are involved in regular discussion groups on parenting where they can raise any issues of concern and share their parenting experiences with others.

Parents assist in caring for the grounds and buildings through working bees. They also participate in preparing cooked meals which are served to the children twice each week.

Distinctive Curriculum

Total Education

The School's curriculum is based on the program of *Total Education*, devised by School Founder Vijayadev Yogendra. This provides for a balance between Academic, Health & Physical and Character Development, as well as a focus on the key relationships in the School.

Broad Curriculum Offerings

The School offers a broad curriculum and balances support for literacy, numeracy and science with focus on humanities and languages and a special emphasis on the visual and performing arts.

Yoga Classes

Yoga Classes are taken on a voluntary basis for secondary students. There is a good level of participation by students in Years 10, 11 and 12. Classes are taken by Debbie Lane at the *Centre For Healthy Living* adjacent to the School.



School Meals

The School provides a hot meal twice a week. The teachers and students share the meal and this creates a family atmosphere. Parents assist with the running of the kitchen and the preparation of hot meals. Children help by setting the tables.



Film, Television and New Media

Film and Television is offered at Years 10-12. InHee McGrath, who has had an extensive career in the industry, led the instruction in this area with Michael Funder assisting on the academic side.

Students learn the fundamentals of video production including use of cameras, lighting, sound and editing. Students also learn different forms of production design as well as analysis and critique of commercial and documentary films.



A Broader Approach to Physical Education

Students in Grades 1 to 3 take part in the *Movement for Learning Program*, which includes cross-patterning exercises and co-ordination activities which stimulate brain development. All students take part in 15 minutes of physical education four days a week as well as a sport class once a week.

Physical Education at SOTE is not just about sport. School Meals, preventative stress management and education in positive attitudes and input to parents on the value of a good routine of exercise and rest are all part of the School's broad approach to Health and Physical Education.



Interest Groups

Twice each term, primary students have the choice of a number of activities offered by teachers through the Interest Groups Program. It is a chance for students to follow a passion, to mix with students from other classes and to connect up with a teacher who shares their interests.



Quiet Time

Quiet Time is for primary children and emphasises the value of finding a sense of quietude and stillness. Storytelling with a focus on positive values is used to settle the children. They spend a few minutes with their eyes closed listening to music or ambient sounds.

Listening and Breathing

All secondary students spend 15 minutes each day on two meditative exercises. One involves observing the inward and outward breath and the other requires students to listen to sounds in the environment. These exercises promote a daily experience of stillness and contribute to stress management.



Time Out Program

The Time Out Program is conducted in the second semester of Year 7 and the first semester of Year 8. Students cover their core academic program on Mondays and Tuesdays, Thursdays and Fridays

are spent on student-directed activities. A weekly excursion gives students a broad-based outdoor experience and there are two camps, one bush-based and one beach-based.

Students return to full-time students in July of Year 8 with renewed enthusiasm and a stronger idea of themselves, their interests and their future direction.

Outdoor Education and Camps Program

The School has an extensive camps program starting at Year 4 with a Sleepover at School and progressing through to an Outward Bound Program for Year 11 students.

This program aims at giving the students skills in teamwork, self-sufficiency and practical challenge. Students report a great deal of positive learning occurs in these outdoor situations. The students also get to see some of the most beautiful national parks in South-East Queensland and Northern New South Wales.



Year 11 Outward Bound 2011

Outdoor Education Centre

The School conducts an Outdoor Education Centre (OEC) program on a bush property at Upper Freestone. Each class spends half a day per week over four weeks at the Centre each year. There are also facilities for indoor activities.



Aerial View of the Outdoor Education Centre

Extra-Curricular Activities

Senior Drama Production

This year's Senior production was *Peter Pan & Wendy*, a Comedy/Adventure adapted by Doug Rand, from the novel by J.M.Barrie. Directed by Allyra Stubbings, the students put in strong performances. This was the last production in the School's old auditorium.



Pirates from Peter Pan & Wendy

Students Running the School

On Tuesday 7th June, Years 9 students took over the running of the school for the day. The students tasks ranged from being Principal and Secretary to Teachers in Primary, Phys. Ed. and Music Classes. They really enjoyed the role reversal.



Isobel Cooper with Grade 1

Work Experience

The Year 10's undertook work experience at a very wide variety of work places from Monday 6th to Friday 10th June. Some of these included: Warwick Tourism & Events, Naturalite Studio, Warwick Police Station and Warwick Community Kindergarten.

Year 12 Presentation

At the Combined Parents Meeting on the 13th May, Year 12 students gave a number of thoughtful presentations on the topics of *What is Freedom?* & *Negotiating Independence*.

Musica Viva

This year the school hosted a *Musica Viva* performance organised by Bernadine Bradshaw. The workshop had a jazz emphasis and was attended by other schools.

Sports Days

There were sports days held for secondary and primary students. These are organised so that everyone can participate and those who wish can challenge themselves to see what they can achieve. The high jump was a highlight.



30th Anniversary Concert

Students, teachers, parents and graduates performed in the special Anniversary Concert.



Tessa Waters did a standup routine

Secondary Musical

The secondary musical, *Joseph & The Amazing Technicolor Dreamcoat*, was directed by Colin Alley and Allyra Stubbings. Michael Funder & Bernadine Bradshaw coached the students vocally and the production was choreographed by Lisa Notley. The musical, held from the 13th to 15th October, was the first performance in the new auditorium. The students were supported by a seven piece band conducted by Colin Alley.



Joseph and his Brothers

Graduation and Farewell

Guest speakers at the 2011 Graduation were SOTE graduates, Andrew Rasmussen (1989) and Robert O'Brien (2001). They spoke about their gratitude for their years at SOTE and the input of their teachers.



Graduate Rob O'Brien congratulates Year 12 student Amanda Lu

This was also a special farewell ceremony for Founding Principal, Richard Waters.

Thirtieth Anniversary of the School

THIS YEAR SOTE MARKED THIRTY YEARS OF SERVICE IN QUEENSLAND

Anniversary Celebrations

A special function was held in August to celebrate the 30th Anniversary of The School of Total Education in Warwick. It was the first function in the new Vijayadev Yogendra Auditorium.

A slide show traced the development of the School since 1981. There were also speeches and a birthday cake to mark the occasion.

A number of students, teachers, parents and graduates performed in an Anniversary Concert. Others came along to share the celebration and remember the part SOTE played in their lives.



James Anderssen performs at the Anniversary

A Short History of SOTE

THE SCHOOL OPENED ITS DOORS IN WARWICK ON FEBRUARY 8TH, 1981

The 1980's was the period of establishing the school and growing from one building with six children in Grades 1 to 6 to a full primary and secondary school of 100 students and five buildings with the first graduates emerging in 1987.



SOTE's Official Opening in 1981

School Founder, Vijayadev Yogendra was intimately involved with guiding the School and regularly met the teachers and parents to communicate his vision of Total Education. He also interacted with the children, having lunch at School and playing cricket with the seniors. He provided a wonderful role model of practical commitment, hard work, care and vision.

The 1990's saw the further growth of the School's program and the extension of its involvement in the community with holiday programs, visual and performing arts and science workshops. These included the Student Video Festival, The Inventive Challenge, The Chauvel Centenary and the McGregor Junior Summer School. In this period, Vijay retired from active involvement in the School (1998).

The 2000's saw the completion of Vijay's vision for the design of the School. The playground was redeveloped and Building 6 and 7 were constructed providing space for Prep and a beautiful Library. The School built a reputation for academic excellence in the Sciences, Arts and Humanities. This period also saw the employment and training of a younger generation of teachers who could carry the ideal of Total Education forward.

The great thing about Total Education is that it is not dependent on one person. Total Education demonstrates the enduring power of an ideal to which it is possible to aspire. That ideal has the power to inspire new generations of teachers and parents so that it continues to serve our young people by giving them the means to create a better world. The work that has been done is to simply place and secure a foundation on which others can build.

Use of Computers to Enhance Learning

Computer Access

The School provides 1:1 computer access for secondary students thanks to the Commonwealth Government's Digital Education Revolution (DER) program.

Currently, there are primary and secondary computer labs for general use and specialist labs for Film and Television and Graphics.

Computers are available in the secondary school library and for specialist areas such as science, music and art. There is a small lab for Time Out.

The Graphics Lab has industry standard software for technical graphics (CAD), creative graphics, graphic design (Illustrator, Photoshop), video editing (iMovie), stop animation and for the creation of simple games.

Student Laptop Program

Students in Years 10, 11 and 12 have their own laptop. The firewall and content filtering software were upgraded this year as part of a State Infrastructure Grant which has helped with network security.

Teacher Laptop Program

Every teacher has a MacBook laptop. These are used for preparation, research and reporting to parents. Teachers have access to data projectors and digital video cameras to record oral presentations and edit these on their computer.

Students are quick to adopt new technologies and keeping up is always a challenge. However, the teachers provide the important aspect of the discerning use of technology.

School Network

As part of the State Infrastructure Grant the School Network was thoroughly upgraded to industry standard. This includes:

- All buildings, including the new auditorium, are now connected by fibre. The Time Out Centre is connected by fast wireless link.
- Two new servers, a mail server and a file server have added great stability to the network.
- The wireless network was upgraded so the whole school now has fast wireless coverage. Students can even use their laptops in the gazebo!
- All school computers have access to the most current version of Microsoft Office through a licensing agreement.

New Media students in Year 8 and 9 learn word processing, spreadsheet, presentation skills and web page design as well as to use vector based graphic design programs.

Graphics students in Year 8 and 9 use 3D modeling software to visualise simple models that are created out of wood.

Students of **Humanities** subjects such as English, History and Study of Society use computers for word processing, internet research and oral presentations.

Art students access artwork and research artists on the internet. Paintings or photographs created in the classroom are converted to digital format where they are further refined and manipulated.

Film & TV students create short films and documentaries using digital video equipment and video editing software with the final products being burnt to DVD.

Drama students use the internet to access information about playwrights and texts in their assignments as well as for poster design.

Mathematics: Spreadsheets are used extensively for statistical and financial analysis including graphical representation of the results.

Primary students work on projects with their teachers through supervised internet access on their classroom computers and the primary lab.

Science: Internet research is conducted on projects and Word or Power Point are used to present the results. Virtual dissections are conducted on-line for Biology.



Social Climate

Student Well-Being

Class teachers in primary school give particular attention to the well-being of each child and connect regularly with parents if there is any cause for concern.

The Home Group system at secondary level ensures one teacher maintains an overview of each student's progress and well-being. The Home Group program looks after study skills, sex education, values education and welfare issues.

Primary and Secondary teachers assist each other with student welfare with support from the Deputy Principal and Principal.

Special meetings are held with parents of particular grade levels where issues arise.

Confidential counseling is available to students, parents and teachers at *The Centre For Healthy Living* adjacent to the School.

Teachers Well-Being

Measures are actively taken to support teachers in their well-being:

- * Social get togethers especially at end of term.
- * Regular mentoring meetings for new teachers.
- * Weekly teachers meetings provide a forum for problems to be aired.
- * Support with stress is provided by counseling through the Centre for Healthy Living.
- * Leave is provided for sickness and family or bereavement issues.

Student Attendance

Student attendance is monitored by roll marking twice each day and extended absences are followed up by teachers and then, if necessary, by the Deputy Principal. The close relationship between parents and the School ensures that extended non-attendance is very rare.

Average Student Attendance by Year Level

Prep Year	84%	Year 8 Out	89%
Grade 1	93%	Year 9	87%
Grade 2	88%	Year 10	93%
Grade 3	99%	Year 11	90%
Grade 4	99%	Year 12	89%
Grade 5	79%		
Grade 6	90%		
Grade 7	89%		



The School of Total Education: Teachers and Students 2011

Parent Communication & Involvement

Parents' Program

Parents at SOTE attend a weekly discussion group on parenting issues. Groups are facilitated by parents with longer experience at the School. Training and support for parent facilitators is provided through the *Group Leaders' Meetings*.

Combined Parent Meetings involving all the parents are held twice each term. The most highly rated presentation this year was *The Value of Stillness* by Principal, Richard Waters. Other highly rated presentations included Lisa Notley's and Alex Gudkov's talks on *Parenting As Self Development*, and *Student Well-Being* by Principal, Richard Waters. The Year 12 students' talk on *What Freedom and Independence Mean to Me* was also appreciated.

Grade Meetings

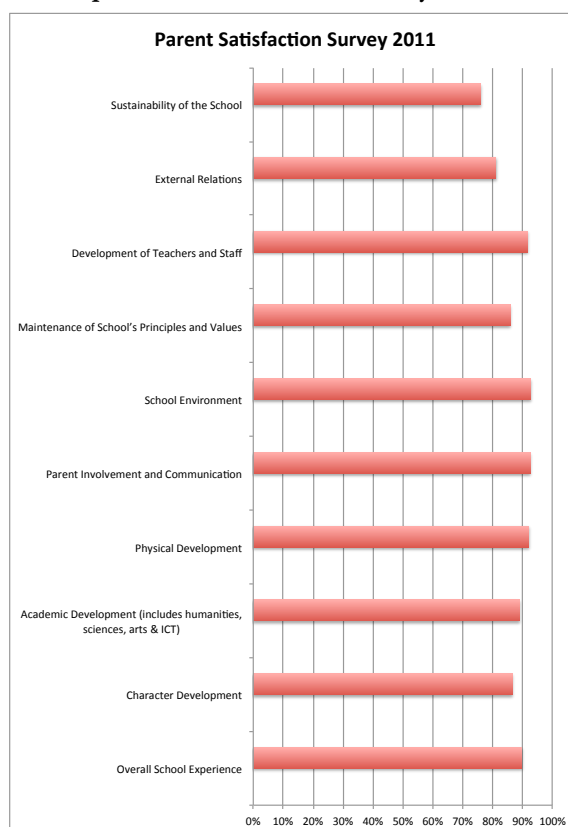
Grade Meetings were held at the start of Term 3 for all levels. Parents met with the Class or Home Group Teacher to discuss the group's progress and exchange views on how issues might be tackled jointly between home and school.

Reporting to Parents

At the end of each semester, parents receive a *Report of Student Progress* which covers academic, character and physical development as well as subject reports with an A to E grading at secondary level. All primary parents have agreed not to be included in A to E reporting. Primary reports include comments on each child's achievement in each Key Learning Area and NAPLAN results are supplied. Prep Reports are based on a combination of Education Queensland and SOTE frameworks.

Feedback from Parents

Parents rated the Senior Musical, Joseph and The Amazing Technicolor Dreamcoat (96%) and the Time Out Play, (94%) as the school activities they enjoyed most in 2011. Also highly rated were the Senior Play (90%), the Primary Instrumental Concerts (86%) and the Junior Secondary Drama Festival (84%). These were closely followed by the SOTE Christmas Party at WIRAC (78%). Parents also completed a Satisfaction Survey in 2011.





The School of Total Education

WARWICK QUEENSLAND AUSTRALIA



"The parents group is a highlight of the week. It provides us with the opportunity to share experiences with other parents and reflect on our parenting style — there's always more to learn."

Progress on the School's Strategic Goals

PARTICULAR EMPHASIS ON SUSTAINING OF THE SCHOOL'S CORE PRINCIPLES

School Governing Council

The School Governing Council meets bi-monthly and considers issues of policy and strategy, especially the sustaining of the School's core principles and values. The next Strategic Plan is due in 2012.

Cyclical Review

A Cyclical Review was conducted in 2011 under the auspices of the Non-State Schools Accreditation Board. Part of this review was examining the School's strategic planning processes. The Cyclical Review Panel noted the particular emphasis in the Strategic Plan on the sustainability of the School's core principles and values.

Development of Teachers and Parents

There has been focus on the core principles of SOTE in Teacher Development discussions.

There was an emphasis on encouragement of Group Leaders with discussion and mutual support in the bi-monthly meetings. New Group Leaders were inducted and supported.

Succession Planning

With the retirement of foundation Principal, Richard Waters at the end of 2011, mentoring for incoming Principal, Shane Power was a priority. Shane has spent one day at the School each week to prepare for the changeover.

Progress Towards Master Plan

Construction of a Multi-purpose Hall was completed. Most of the cost was met from the Commonwealth's BER Grant (\$870,000). Parent donations paid for the timber floor (\$75,000). The balance (approximately \$300,000) especially for technical fit-out and seating costs, was supported by T.H.E. Foundation borrowings.

A grant was approved by ISQBGA for a new Science Block for \$220,000. But with \$440,000 needing to be raised by the School community by the end of 2012, alternatives are being investigated.

The Institute of Total Education

Richard Waters generally spent one day each week on the Institute but this was often interrupted by the need to focus on urgent School issues including the completion of the Multi-purpose Hall project, the 30th Anniversary, the Cyclical Review and the transition to the new principal in 2012.

The Teachers' Handbook was updated and issued to all teachers.

Richard established contact with the two new teacher training universities to encourage students to undertake professional experience at SOTE. He gave a presentation to the Deputy Head of the Education Faculty at Southern Cross University in Lismore, NSW and made contact with University of Sunshine Coast.

Richard conducted two interviews to be produced as podcasts. The first was with Jan Gudkovs and Jan Dugan about their book on Children's Concentration. The other was with Laura Weaver and Batya Greenwald of the Passageworks Institute in Colorado which is continuing the work of Rachel Kessler.

Richard gave presentations on SOTE's key principles and values to the Rotary Club of Warwick and to the indigenous community through the Parent and Community Engagement (PACE) organisation.

Richard was re-elected to the Independent Schools Queensland's Education Committee at the ISQ AGM which advises the ISQ Board on Education issues.



Teacher Development

Staff Stability

The School has a high level of staff stability with 76% of the teaching staff being retained from the previous year.

Staff Composition

- Full-time Teachers: 45%
- Part-time Teachers: 24%
- Full-time Non-Teaching: 10.4%
- Part-time Non-Teaching: 18.8%
- Indigenous Staff: 1.7%

Teacher's Seminars

Teachers started the year with a seminar at the School on *Inspiration in Teaching*. There was a mixture of large and small group discussion and social interaction.

The focus in the Easter period was on *Peace Festival* activities.

In July the topic was *Nurturing the Spirit in Each Child* and in September the teachers reviewed *Stages of Moral Development of Children*.

Curriculum Afternoons

Teachers spend two afternoons each term on curriculum issues. This year the focus was particularly learning about the Australian Curriculum for Prep to Year 10 to be introduced in 2012.

Specific sessions were held on: *First Steps Approach to Teaching Reading, the Australian Curriculum, Inspiration Software, Writing IEP's for Special Needs students, Executive Function Weakness and Student Well Being*.

Other curriculum afternoons were held on planning for the *30th Anniversary Celebrations* and a review of SOTE students' performance on the *NAPLAN Tests*.

External Professional Development

SOTE Teachers (25) attended a variety of Professional Development Programs. Many of these are subsidised by either Independent Schools Queensland (ISQ) or the Queensland Studies Authority (QSA). The amount expended per teacher on professional development was \$187 p.a. (excluding the cost of teacher replacement).

Activities attended by SOTE teachers this year included: Senior Assessment workshops in Study of Society, Ancient and Modern History, Visual Art, Mathematics A and Biology,

Other workshops attended included: Digital Pedagogies, Musica Viva, iMaths, Japanese, Understanding Autism Spectrum Disorders, New Media, Intellectual Impairment, CPR and First Aid Courses, Restorative Practices and Mediation.

Teacher Development

A Teacher Development Program on the principles of Total Education is held monthly. This provides a regular forum for teachers to reflect on their teaching in relation to personal and school goals. These programs are conducted by SOTE personnel and in 2011 included: *How Much Attention do Children Need?, Lessons from Cape York, Making Australians Happy and Teacher Well-Being*.

Teacher Supervision

SOTE teachers mentored several pre-service teachers from USQ including SOTE graduate, Nicole Hobson and SOTE parent, Sue Cooper.

Teachers' Qualifications

Leadership

Richard Waters
BA, Dip. Ed., M.Ed (Leadership)
Judy Currie
BSc., Dip. Ed.

Full-Time Secondary Teachers

Colin Alley
Dip Teach., M.Ed Admin
Matthew Bradshaw
BA, B Ed.
Ronda Mattarollo
BA, BEd (Secondary)
Rose Moore
BEd(GE) BAppSc
Nawin Raj
DipEd BEd (Sec) PGDip(Maths) MSC (Maths) BSc

Full-Time Primary Teachers

Wanda Brett
BMus BEd
Stephen Clark
Grad. Dip Ed (Early Childhood)
John Cosgrove
BEd (Primary)
Michael Funder
B Mus Ed
Gavin Leslie
BA Grad Dip Learn & Teach
Ian Rowling
BEd (Health & Phys Ed)

Part-Time Teachers

Bernadine Bradshaw
BA (Hons), Dip Ed
Keiko Brailey
BEd(FET) CertECE
Judy Funder
MA, Dip Ed
Patrice Jubb
Dip Teaching Early Childhood
Ray Licence
BSc (Hons) DipEd (Secondary)
Karen Leech
Dip Teaching
Cathy Petrasunas
BA, Dip Ed Grad Dip Hum (French)
Peter Pickering
BEcon DipEd
Neil Rasmussen
Dip Fine Arts, TSTC.
Alison Rowling
BEd (Primary)
Allyra Stubbings
BESM (Secondary)
Claire Waters
BA, T.S.T.C

Required Statistics

System Affiliation

Independent, non-systemic,
non-denominational.

Address

2 Freestone Road,
Warwick, Queensland 4370
Telephone: 61 7 4661 2666
Facsimile: 61 7 4661 4894

Email: admin@sote.qld.edu.au

Website: www.sote.qld.edu.au

Enrollments

137 students

77 primary (56%) and
60 secondary students (44%)

1 indigenous students (1%)

90% Average attendance P-12

Year Levels Offered

Prep to Year 12.

Single stream at each level
except Year 11 (2 streams).

Gender

Co-Educational at all levels.

50 girls and 87 boys.

Retention Rates

117% Apparent Retention Rate

100% Actual Retention Rate

Staff Statistics

76% Staff Retention from 2009.

97% Staff Attendance Rate.

\$145 Staff Development costs
(per teacher per annum)

\$2886 Total funds expended on
Teacher Prof. Dev.

100% Teachers attending staff
development activities in 2011.

Teachers and Students

Ratio of 1 teacher to 13 students

School Income: \$2,024,223

Aust. Govt (53%), State Govt (14%),
Parent Fees (26%) Private (7%)

School Comment

*These statistics need to be read with
some caution given the small
student numbers at SOTE.*

Grade 3 NAPLAN Test 2011 (9 students)

	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	321	375	321	382	380
Average Score (National)	416	416	406	421	398
% at or above National Minimum	88%	100%	88%	88%	100%

Grade 5 NAPLAN Test 2011 (10 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	472	432	447	510	492
Average Score (National)	488	483	484	499	488
% at or above National Minimum	100%	88%	100%	100%	100%

Grade 7 NAPLAN Test 2011 (13 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	540	458	533	533	528
Average Score (National)	540	529	538	532	545
% at or above National Minimum	100%	77%	100%	100%	92%

Year 9 Test NAPLAN 2011 (9 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	633	601	609	645	590
Average Score (National)	580	566	581	572	583
% at or above National Minimum	100%	86%	100%	100%	100%

Year 12 Outcomes 2011

Students awarded a Senior Education Profile	14
Students awarded a Queensland Certificate of Individual Achievement	13
Students who received an Overall Position (OP)	14
Students completed/completing School-based Apprenticeship/Traineeship	0
Students awarded one or more Voc Ed and Training (VET) qualifications	3
Students awarded a Queensland Certificate of Education (QCE) at end of Year 12	13
Students awarded an International Baccalaureate Diploma (IBD)	0
% of Y12 students who received an OP1-15 or IBD	93%
% of Y12 students completed/completing SAT or were awarded QCE, IBD, VET	93%
% of QTAC applicants receiving an offer	89%

