

Annual Report 2012

Excellence in Performance

Students reflect growth and maturity through the arts



Senior Secondary Students perform Shakespeare's "The Tempest"

The Senior Drama production of Shakespeare's *The Tempest* in May 2012 exemplified the School's commitment to excellence. It was the first piece directed by the new Senior Drama Teacher, Mrs Allyra Greening, herself a former student of the School.

The student performances were astounding, causing the new manager of the Warwick Daily News, Mr Bruce Partridge, who attended as a guest, to write a glowing review for his newspaper. Students showed great confidence and a depth of understanding of the complex characters they were playing. The excellence also showed through in the high standard of the costumes, makeup and choreography, all contributed by parents of the students. It was a fitting first Senior Drama production in the Vijayadev Yogendra Auditorium.

Transition

The year saw the first year of the School under the stewardship of myself as Principal. It was a challenge having come from a legal background but there is a certain moral momentum or blessing with the School which carried us through.

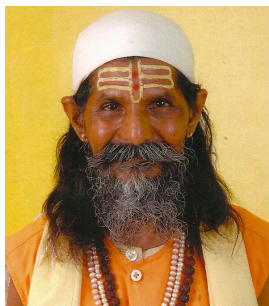
This, together with the dedication of the staff, the considerable care of the Deputy Principal, Mrs Judy Currie and the mentoring by the outgoing Principal, Richard Waters, all helped bring the School through this momentous change.

The School has continued to flourish which can be seen in the dignity and joy of the children of all ages. The focus on character development, children's innateness and non-competition has enhanced our academic performance, with the Courier Mail placing us in the top three schools in the State, based on OP results over a five year period.

Shane Power, Principal

BABAJI'S PRESENCE ENRICHES THE SCHOOL COMMUNITY

One of the parting gifts of School Founder, Vijayadev Yogendra, before he passed away, was his request of Indian sage and revered Yogi G.N. Shirke Baba to take an interest in the development of the School. Babaji, as he is respectfully known, took the request to heart, and in 2012 moved to Australia to provide guidance to the School and Foundation community.



Babaji's simple expression of love and care for the students, teachers and parents has been an invaluable contribution to the School.

Babaji's role as spiritual mentor for the School ensures continuity with the influence of the School's Founder, Vijayadev Yogendra, who devised the system of Total Education.

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.

Modelling 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 or within the class setting.

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 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

In 2012 Film and Television was offered to Year 10 students with the subject taught by Mr Funder and assisted by Mr Jeffries.

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

In the course of the year, all students produced a film review and film analysis as well as scripting and directing a film of their own.



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

On Friday afternoons the primary students participate in the Interest Groups program. A range of activities are offered that allow the students to discover new interests, follow a passion and connect with other teachers and students in a way that is not able to be offered in a regular class program.

The activities in these programs are offered by the teachers of middle and upper primary and are designed to allow teachers and students to connect through a common interest.



Primary students show their creations

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 equal breathing 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.



Year 11 students focus on listening

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 on Wednesdays gives students a broad-based outdoor experience and there are two camps, one bush-based and one beach-based.

Students return to the full-time curriculum in July of Year 8 with renewed enthusiasm and a stronger idea of themselves 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.



Year 7 Time Out students

This program aims at giving the students skills in teamwork, self-sufficiency and practical challenge. Students report that a great deal of positive learning occurs in these situations.

Outdoor Education Centre

The School conducts an Outdoor Education Centre 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 indoor facilities.



Aerial View of the Outdoor Education Centre

Extra-Curricular Activities

Year 12 Presentation

At the Combined Parents' Meeting on the 4th May, Year 12 students gave a number of thoughtful presentations on the topic of *Resilience*.

The students' talks engaged parents through their sincerity and honesty. It gave them a genuine insight into how senior students view resilience and how the students see parents can assist or otherwise in helping them build the qualities of resilience.



Year 12 students on Resilience

Parents consistently vote this annual event as a highlight of the parents' program calendar because of the quality of the student presentations.

Students Running the School

On Tuesday 29th May, Year 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.



Joseph Faa with Grade 6

Work Experience

The Year 10's undertook work experience at a very wide variety of work places from Monday 28th May to Friday 1st June. Some of these included: Avid Reader, RSPCA Toowoomba, DAT Media, No Limits Pty Ltd and Warwick Police Station.

Musica Viva

This year the school hosted a *Musica Viva* performance organised by Bernadine Bradshaw. The workshop had a world music emphasis (Indonesian gamelan trio) 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 long jump was a highlight.



Science Evening

The Science Evening held on Friday, 17th August was a resounding success. It showcased the range of interesting science activities undertaken by primary and secondary students.

Students particularly enjoyed explaining their projects to parents and other students.



Primary Musical

The primary musical, *The Wind in the Willows*, was directed by Michael Funder and Sophia Lightfoot. They were assisted by Bernadine Bradshaw who provided vocal coaching to the students. The musical was held on the 14th and 15th September. It was the first primary musical in the new auditorium.



The Hedgehogs all ready to perform

Graduation

The guest speaker at the 2012 Graduation was Prof Patrick Danaher, Faculty of Education USQ. He spoke about Capacity Building and Resilience and Education in the 21st Century.



Prof Patrick Danaher congratulates graduate Stuart Miller

Aboriginal and Islander Studies

CONNECTING WITH AND LEARNING ABOUT OUR FIRST PEOPLE

It was the strongly held view of the School Founder that the aboriginal people of Australia should be given respect, recognition and enabled to reconnect and develop their spiritual, cultural and economic identity. This approach has been given fresh impetus through the similarly held views of advisor to the School, GN Shirke Baba and Australian Curriculum cross curriculum mandate for Aboriginal and Islander Studies to be incorporated into the teaching program.



Goomeroi Elder Roger Knox teaches the Students

The School has taken this up in a number of ways. Firstly, we are actively encouraging aboriginal families to join the school through our links with the aboriginal community in Warwick. Secondly, we are incorporating indigenous culture into our program wherever we can. For example, in the biennial themed days we had a strong aboriginal theme as part of Bush Day with Aboriginal Elder Roger Knox providing lessons in the didgeridoo and telling cultural stories to the children and then leading the evening concert.

Thirdly, Principal Shane Power applied for and received funding for studies in aboriginal culture to be mentored by indigenous teacher aide, Sharman Parsons. This is part of the Improving Teacher Quality National Partnership Program funded by DEEWR and administered by ISQ. This funding has allowed the School to start the development of an Aboriginal and Islander Studies Program.

Interested teachers met with the Principal and Sharman to create a direction and set the project in train. Sharman prepared a detailed paper on her vision for the program and the sources of her inspiration and influences. She then took the group to a cultural presentation at her family property, the Nylar Mirungan-ah Nature Refuge at Maryvale.



Sharman Parsons in dance performance

Implementation of the program has already started with Sharman providing classes in cultural understanding and awareness for primary grades through stories, dance and language.

Vijayadev Yogendra Auditorium Update

PROGRESS REPORT ON THE FUNCTIONING OF THE AUDITORIUM

A Facility for the Region

The mandate from the Federal Government that facilities built with Building Education Revolution funding should be available for use by the broader community was fully embraced by the School in 2012.

Enquiry was strong as word got out in the community about the quality of the facility and outside hirers included State member, Lawrence Springborg, for a public meeting and a local dance group's end of year children's concert.



Primary children use the auditorium for sport

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 (Photoshop), video editing (iMovie), stop animation and for the creation of simple games (Adobe Flash).

Student Laptop Program

Students in Years 10 (only some as this is voluntary), 11 and 12 have their own laptops. 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 teaching 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.

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.

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

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

iPads Ten new iPads were acquired during the year. Uses include rat and mice dissection for Biology, general literacy and numeracy applications and creating short animated plays as well as special education uses.

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

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

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

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 counselling 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 counselling 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	91%	Year 8 Out	84%
Grade 1	91%	Year 9	93%
Grade 2	89%	Year 10	89%
Grade 3	87%	Year 11	84%
Grade 4	95%	Year 12	94%
Grade 5	95%		
Grade 6	94%		
Grade 7	95%		



The School of Total Education: Teachers and Students 2012

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 Year 12 students' talk on *Exploring Resilience*. Other highly rated presentations included *Bringing Out the Best in the Children* by Paul Currie, Judy Currie and John Cosgrove, Principal, Shane Power's talk on *Having a Plan for your Child* and *Parenting from the Heart and Soul* by Michael Funder, Elia Faa, Col Douglas and Emma Yates.

Grade Meetings

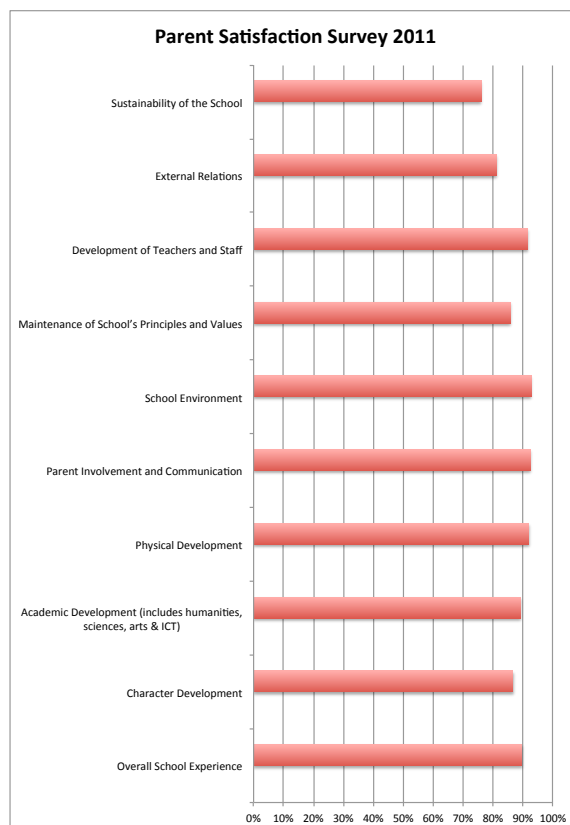
Grade Meetings were held at the start of Term 3 for all levels. Parents met with the Class or Home Group Teacher to discuss the group's progress and exchange views on how issues might be tackled jointly between home and school.

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 Play, *The Tempest* (100%) and the Primary Instrumental Concert, (97%) as the school activities they enjoyed most in 2012. Also highly rated were the Primary Musical *The Wind in the Willows* (95%), the Australian Bush Day (95%) and the Science Evening (92%). These were closely followed by the SOTE Christmas Party Bush Dance at the School (84%).





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."

Leadership in Education

TOTAL EDUCATION AS A MODEL

Introduction

In pursuing the School's strategic goal of promoting Total Education as a model of education for the benefit of communities throughout Australia and the world, a number of positive steps were taken in 2012.

Meeting with the State Education Minister

The principal, Shane Power, and Director of the Institute of Total Education, Richard Waters, met with the Queensland Minister for Education, Training and Employment, Mr John-Paul Langbroek and his then Department head, Mrs Julie Grantham, to explain the work of the School and look at offering the school's services to state schools in the areas of student well-being and parent engagement.

The minister was particularly interested in the School's innovative parents' program and approach to character development. The minister encouraged the School to keep in touch about its development and to invite the minister to visit.

ACEL Conference Presentation

In October 2012, Shane Power attended the Annual Council of the Australian College of Education Leaders in Brisbane where he delivered a paper co-authored with Richard Waters entitled *Leading from the Heart and Soul*. It was a great opportunity to share the Total Education story with around 80 educationalists from throughout Australia and generated a lot of interest was generated.

Principal's Blog

The Total Education Blog was launched on the School's website in August 2012 with a view to engaging with more people about the programs and activities in the School and the School's views about broader educational issues. The principal regularly posts entries which are then cross promoted through the weekly parent updates, the quarterly e-newsletter and Facebook.



Marketing

Informal market research revealed a lack of awareness or relevance of the School to many mainstream families in the Warwick district. With the help of School's voluntary marketing assistant, radio advertisements were created featuring the voices of past students reflecting on their experiences at the School and how the school was special to them.

The advertisements commenced airing in December 2012 and have been broadcast throughout Toowoomba, Warwick and the Southern Downs. Initial feedback on the campaign was very positive with comments focussing on the genuineness of the graduates voices and comments.



Education Minister, John Paul Langbroek

Visit by Academics

Three education research academics from the University of Southern Queensland (USQ), Professor Patrick Danaher, Dr Robyn Henderson and Dr Rahul Ganguly visited the School in November to see first hand Total Education in action. All had been intrigued about the School on hearing about it from PhD student and former Total Education teacher, Mrs Anne Casley, who is writing her thesis on the impact of the School's approach on character development.

The visitors were very positive about the School's approaches and its translation into action through the School's programs. It was enlightening for them to see how the principles of total education which they had read about could be so effectively and beautifully put into practice.

Teacher Development

Staff Stability

The School has a high level of staff stability with 93% of the teaching staff being retained from the previous year.

Staff Composition

- Full-time Teachers: 45%
- Part-time Teachers: 28%
- Full-time Non-Teaching: 11%
- Part-time Non-Teaching: 14%
- Indigenous Staff: 1.9%

Teacher's Seminars

Teachers started the year with a seminar at the School on *Opportunity for Renewal*. There was a mixture of large and small group discussion and social interaction.

The focus in the Easter period was on *Heart to Heart Storytelling* on the value of incorporating stories in the curriculum. This program was presented by former SOTE Principal, Richard Waters.

In July, the topic was *From Knowledge to Wisdom* and in September the teachers reviewed the *Progress Report on School Projects and Use of Outlook*.

Curriculum Afternoons

Teachers spend two afternoons each term on curriculum issues. This year the focus was particularly learning about the Australian Curriculum.

Specific sessions were held on: *Administering Midazolam (seizure management)*, *Implementing David Waterworth's Idea's*, *Australian Curriculum Update/Unit Writing/Folio Preparation*.

Other curriculum afternoons were held on planning for the *Australia Bush Day and Science Evening*.

External Professional Development

SOTE Teachers (26) 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 \$223 p.a. (excluding the cost of teacher replacement).

Activities attended by SOTE teachers this year included: *ESL Bandscales Training*, *Growing our Leaders BEAQ Annual Conference*, *Implementing the Australian Curriculum: History*, *Music for Special Needs*.

Other workshops attended included: *Teaching Students with Dyslexia in the Classroom*, *Japanese Language Seminar and CPR and First Aid Courses*.

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 2012 included: *Approaches to Report Writing*, *Challenging the Productivity Paradigm*, *Qualities of our Teachers*, *Understanding and Strengthening the Immune System and Reflections*.

Babaji also took some of these sessions with the teachers.

Teacher Supervision

SOTE teachers mentored one pre-service teacher from USQ this year.

Teachers' Qualifications

Leadership

Shane Power
LLB
Judy Currie
BSc., Dip. Ed.

Full-Time Secondary Teachers

Colin Alley
Dip Teach, M.Ed Admin
Matthew Bradshaw
BA, B Ed.
Ian Rowling
BEd (Health & Phys Ed)

Full-Time Primary Teachers

Wanda Brett
BMus BEd
Stephen Clark
Grad. Dip Ed (Early Childhood)
John Cosgrove
BEd (Primary)
Patrice Jubb
Dip Teaching Early Childhood
Sophia Lightfoot
BA GrDipLearn&Teach

Part-Time Teachers

Bernadine Bradshaw
BA (Hons), Dip Ed
Keiko Brailey
BEd (FET) CertECE
Susan Cooper
BA GrDipLearnTeach (MidYrSch)
Roy Fox
BSc Dip Ed
Winsome Free
BA/BTeach
Judy Funder
MA, Dip Ed
Michael Funder
B Mus Ed
Allyra Greening
BESM (Secondary)
Ray Licence
BSc (Hons) DipEd (Secondary)
Karen Leech
Dip Teaching
Ronda Mattarollo
BA, BEd (Secondary)
Rose Moore
BEd(GE) BAppSc
Cathy Petrasianus
BA, Dip Ed Grad Dip Hum (French)
Peter Pickering
BEcon DipEd
Neil Rasmussen
Dip Fine Arts, TSTC.
Claire Waters
BA, T.S.T.C

Required Statistics

System Affiliation

Independent, non-systemic,
non-denominational.

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Email: admin@sote.qld.edu.au

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Enrollments

119 students

68 primary (57%) and

51 secondary students (43%)

1 indigenous students (1%)

91% Average attendance P-12

Year Levels Offered

Prep to Year 12.

Single stream at each level
except Year 12 (2 streams).

Gender

Co-Educational at all levels.

43 girls and 76 boys.

Retention Rates

75% Apparent Retention Rate

Staff Statistics

93% Staff Retention from 2011.

97% Staff Attendance Rate.

\$223 Staff Development costs
(per teacher per annum)

\$4343 Total funds expended on
Teacher Prof. Dev.

100% Teachers attending staff
development activities in 2012.

Teachers and Students

Ratio of 1 teacher to 13 students

School Income: \$2,193,786

Aust. Govt (43%), State Govt (13%),
Parent Fees (26%) Private (18%)

School Comment

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

Grade 3 NAPLAN Test 2012 (6 students)

	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
% at or above National Minimum	#	#	#	#	#

Grade 5 NAPLAN Test 2012 (1 student)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
% at or above National Minimum	#	#	#	#	#

Grade 7 NAPLAN Test 2012 (10 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	565	500	555	561	546
Average Score (National)	542	518	543	546	538
% at or above National Minimum	100%	100%	100%	100%	100%

Year 9 Test NAPLAN 2012 (10 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	622	565	584	607	611
Average Score (National)	575	554	577	573	584
% at or above National Minimum	100%	89%	100%	100%	100%

To maintain privacy of individual student information, where there are fewer than five students tested results are not provided by NAPLAN.

Year 12 Outcomes 2012

Students awarded a Senior Education Profile	15
Students awarded a Queensland Certificate of Individual Achievement	15
Students who received an Overall Position (OP)	15
Students completed/completing School-based Apprenticeship/Traineeship	0
Students awarded one or more Voc Ed and Training (VET) qualifications	5
Students awarded a Queensland Certificate of Education (QCE) at end of Year 12	15
Students awarded an International Baccalaureate Diploma (IBD)	0
% of Y12 students who received an OP1-15 or IBD	100%
% of Y12 students completed/completing SAT or were awarded QCE, IBD, VET	100%
% of QTAC applicants receiving an offer	100%

