

# Annual Report 2014

## Earth Day

*Special Day for the Environment*



*Parents singing at the Earth Day concert*

Creating a vibrant, exciting and fun learning event is the ethos behind The School of Total Education Special Days. The whole of the school from Prep to Year 12 participate in the program, dividing in teams across the years.

Earth Day in March 2014 fulfilled this charter with the students dressing up to the theme and embracing all the activities. Activities included eco footprint, junkyard sports and pardalote dreaming, an indigenous studies activity. Later that day, they were joined by parents and family in an evening celebration of dinner, music and dance in the Vijayadev Yogendra Auditorium.

### Joy in Learning

Vijayadev Yogendra, the school's founder, often spoke about the importance of the natural expression of joy as opposed to what comes from a planned expression.

Special Days are an integral part of The School of Total Education because they give the children more opportunity to experience and give that natural joy.

The school's soul shines on those days when parents, teachers and children all come together to enjoy their time at school.

Joy in learning happens where a teacher is able to create a relaxed atmosphere where the children have trust and can be themselves. This results in deeper focus and concentration, important skills for the children to develop.

*Shane Power, Principal*

### WHOLE OF SCHOOL LEARNING

We say to all prospective parents that we are more than a school for student learning. Through the Teacher Development Program and the weekly Parents Program, our teachers and parents are also participating in a learning program of reflection and refinement.

To stimulate and enhance this process, we bring in people with knowledge and expertise in various disciplines to share their knowledge with us. In 2014, we were privileged to have Mr Garry King, international authority on self-harm, take a session with our parents on helping their teenagers manage their world. Garry's depth of experience and understanding of teenage psychology was extremely helpful for parents. Interactive sessions were also held with teachers and secondary students on managing their world. As part of the school's outreach, the teacher and parent sessions were open to all teachers and parents in the Warwick Community and were well attended.



# 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, 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 by secondary students. There is a good level of participation by students. Classes are taken by experienced teacher 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 2014 Film and Television was offered to Year 10, 11 & 12 students with the subject taught by Mr Funder. The course is wide ranging and incorporates both theory and practical elements.

At this senior level the subject is divided into *design, production and critique*. In Year 10 students start with designing, filming and editing 30 second commercials. The FTV course in Years 11 & 12 follows the Senior Syllabus guidelines and the four areas covered over this two-year course period are *Who Am I?*, *Music Videos*, *Documentaries* and *Independent Films*.



## A Broader Approach to Physical Education

Students in Prep to Grade 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, 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.



*Primary students quiet time with Dr Kousary*

### Listening and Breathing

All secondary students spend 15 minutes each day on two meditative exercises. One involves 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 management of thoughts and emotions.

### 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 and 12 students.



*Year 11 and 12 Outward Bound 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 on a bush property at Upper Freestone. Each class spends half a day per week over three weeks at the Centre each year. There are also indoor facilities.



*Students at the Outdoor Education Centre*

# Extra-Curricular Activities

## Year 12 Presentation

At the Combined Parents' Meeting on the 16th May, Year 12 students gave a number of presentations on the topic of *The Pros and Cons of Having a Gap Year*. Students were convincing as they addressed the risks and benefits associated with taking a break from academic studies.



*Oliver Howson on 'The Gap Year'*

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 3rd June, Year 9 students took over the running of the school for the day. The roles taken over by the students included Principal and Deputy Principal. The students also took over teaching from Prep to Year 7, prepared for and taught subjects, such as Math, Science, English and Sport.



*Lachlan Doberty in teaching role*

## Work Experience

The Year 10 students undertook work experience at a very wide variety of work places from Monday 23rd to Friday 27th June. Some of these included: Central State School, Hermitage Research Station, Condamine Veterinary Clinic and DM2 Architecture, in Brisbane.

## Musica Viva

The *Musica Viva* for 2014 was with 'The Sousaphonics', an amazing band of four musicians from Sydney who played a variety of instruments including the sousaphone, trumpet, trombone and drums. Students were taken on a whirlwind trip from South America to the Balkans and then to the streets of New Orleans.

## Sports Days

There were sports days held for secondary and primary students. Events of the day are organised so that everyone can participate and those who wish can challenge themselves to see what they can achieve.



## Science Week

Science week was celebrated with a special evening showcasing science in the school. Year 11 and Year 12 students shared the outcomes of their Extended Experimental

Investigation while Year 10 students demonstrated acceleration experiments. The evening closed with both students and parents participating in a science trivia quiz.

## Senior Drama Production

This year's senior drama production was an abridged version of William Shakespeare's *Macbeth*. The play was scripted and directed by drama teacher Colin Alley. It was an outstanding performance played over two nights from 29th to 30th May.



*Senior Drama students in 'Macbeth'*

## Graduation

The guest speaker at the 2014 Graduation was the then Health Minister, the Hon. Lawrence Springborg. He spoke about *The Personal Qualities Needed for the 21st Century*. In answering parent questions, Mr Springborg spoke of his personal experience on coping with challenges.



*Graduate Anthony Hughes with Minister Springborg*

# Aboriginal and Islander Engagement

CONNECTING WITH AND LEARNING ABOUT OUR FIRST PEOPLE

Two significant performances stood out in the indigenous studies program in 2014. The first was the Reconciliation Day performance held in the small auditorium.

The whole school from the Preps to the Year 12s attended. The performance opened with the Principal, Shane Power, retelling a traditional creation story about the kookaburra. Aboriginal and Islander Studies coordinator and Anmatyerre woman, Sharman Parsons, then performed her song “*Into the Forest*” in English and in Anmatyerre language accompanied by music teacher Mrs Bernadine Bradshaw on guitar.



*Bernadine Bradshaw and Sharman Parsons sing “Into the Forest”*

The song was recently released on Mrs Bradshaw’s CD “Children’s Songs from Around the World”. It was a dynamic performance by Miss Parsons involving dramatic dance and use of clap sticks. The students were awed by the energy and strength of Miss Parsons’ singing and dance.



*Sharman Parsons at the Earth Day Concert*

She received great applause and was asked to perform the song again.

The concert was the only activity for the Warwick District registered with Reconciliation Australia for Reconciliation Week.

The second performance of note was Miss Parsons’ dance at the Earth Day Concert which combined stunning visuals through exquisite costumes and video technology with ancient dance and imagery to create a moving performance of ‘Pardalote Dreaming’ with an environmental theme.

During the year, Miss Parsons also worked on adapting Anmatyerre language resources for teaching the language to students.

Indigenous enrolments increased to 9 per cent at the start of the year or 9 of the school’s 102 students.

## Teacher Renewal

### Securing the Future

With a very stable teacher cohort, the school has many teachers who have been here since the 1980s. As these teachers retire or approach retirement, a teacher renewal program has been developed.

2014 saw two new primary teachers, Mrs Samantha Fisher (pictured right) and Mrs Renee Locke (pictured right below) join the teaching staff. Prior to their employment, these teachers had shown interest in the school’s philosophy and had been attending the teacher development program and volunteering to assist in the classroom to get a greater understanding of Total Education in practice. The uniqueness of the school’s educational program including the strong emphasis on teacher reflection and personal development makes teacher selection of vital importance to the school’s future.



# Use of Computers to Enhance Learning

## Computer Access

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).

iPads have been introduced to students in Years 8 and 9 and several class sets are available for primary grades.

## Student Laptop Program

Students in Years 10, 11 and 12 have their own laptops and were eligible for a Commonwealth Government bonus to assist with the purchase.

## 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

Substantial developments to the network occurred this year with the school moving from a local area network to a cloud based server in Office 365. This has created a simpler, more stable network and superior file storage system for students and teachers and greatly enhanced the communication faculty. Every student has an Office 365 account with access to the Microsoft Online suite of programs which can be accessed from their home computers. Two new interactive data projectors were installed into classrooms.

A wireless network allows access to the internet, scanners and printers from anywhere in the school.

**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.

**iPads** uses include etexts for Year 9, 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.

**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, human relationships 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 | 91% | Year 8 Out | 88% |
| Grade 1   | 94% | Year 9     | 89% |
| Grade 2   | 83% | Year 10    | 89% |
| Grade 3   | 91% | Year 11    | 86% |
| Grade 4   | 89% | Year 12    | 83% |
| Grade 5   | 88% |            |     |
| Grade 6   | 84% |            |     |
| Grade 7   | 93% |            |     |



*The School of Total Education: Teachers and Students 2014*

# 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 activity of the Parent Program this year was the *Conversation Cafe on Relationship and Community*. Other highly rated presentations were the presentations by Garry King on *Helping your Teen take their Place in the World* and the Year 12 Talk on *The Pros and Cons of the Gap Year*.

## Grade Meetings

Grade Meetings were held at the start of Term 2 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.

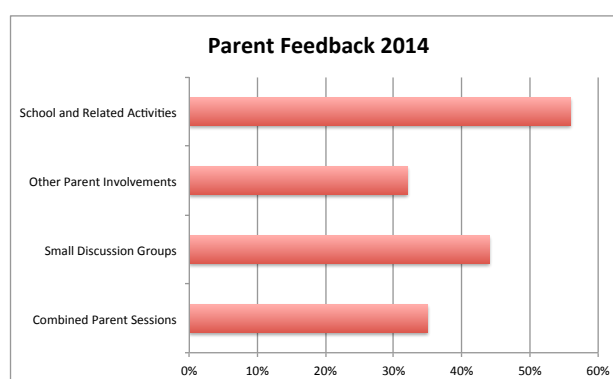
## Reporting to Parents

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 Primary Musical, *Tales of Wisdom & Wonder* (70%) the Senior Drama *Macbeth* (63%) and Special Day *Earth Day* (59%) as the school activities they enjoyed most in 2014.





## 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

The focus on engaging the broader community with the ideals and philosophy of Total Education during 2014 lay in two areas: the first in the encouragement of research on and connected with the School; the second is on engaging with the community, educational and non-educational, outside of Warwick.

### PhD Study on Alternative Education Practices in Regional Areas

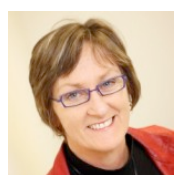
After discussion with past principal and former director of the Institute of Total Education, Mr Richard Waters (pictured left), agreement was reached with the school that he would include the school in his Doctorate program looking at alternative education practices in regional areas. The aspects which the research for the thesis focuses on are the School's Parents' Program and the Quietness Program for students. For the Parents' Program, Richard interviewed the Principal, Shane Power, on two occasions as well as a number of parents, staff-members and students. Richard also attended one of the small group discussions comprising the parents program. For the Quietness program, he conducted separate interviews of the principal, staff, parents and students. The thesis should be completed by 2017.



Such research on the school by Richard Waters was not the first to be carried out. Former teacher at the school, Anne Casley carried out quite extensive research focused on the school's teaching of values but due to Anne's ill health was discontinued.

### QUT Study on Children's Moral Reasoning

The School's collaboration with senior academic Professor Joanne Lunn Brownlee (pictured left) from QUT continued in 2014, looking at the same children she studied in 2013. The researchers spent a full day at the School to interview the children and



teachers. They also took the opportunity to join the children in the school dining room for lunch which helped give them a greater insight into the practical application of the school's philosophy.

The study will continue for one more year. A summary of their interim results was provided to the School and parents.

### Community Engagement

During 2014 the School was approached by Brisbane journalist and former teacher, Kate Gilhooley, for permission to write a piece on the school for a Brisbane based magazine, *Suburban Living*. Mrs Gilhooley's understanding of the school was reflected in the engaging and warm piece she wrote which can be found at the following link: [http://www.isuu.com/suburbanliving/docs/sl\\_mag\\_upload/46](http://www.isuu.com/suburbanliving/docs/sl_mag_upload/46)

In March 2014, at the invitation of the Vice Chancellor of USQ, Professor Jan Thomas, the principal, Mr Shane Power (pictured left), attended a presentation at the university by Robert Randall, the CEO of ACARA (pictured left). Mr Randall gave a candid and sometimes quite personal account of his involvement in ACARA's aims and his motivations. An article on this has been published on the School's Blog at <http://www.sote.qld.edu.au/total-education-blog/balancing-curriculum-workload-and-making-schools-a-fun-place>



Mr Power also attended the ACEL Annual Dinner for the Toowoomba Chapter which was addressed by Professor Stephen Dinham (pictured left), the chair of Teacher Education at the University of Melbourne who spoke on the need for Clinical Teaching and Instructional Leadership. Professor Dinham's address included an update of the latest research on leadership, Australia's PISA standings and the impact of a school's socioeconomic status on learning.



# Teacher Development

## Staff Stability

The School has a high level of staff stability with 83% of the teaching staff being retained from the previous year.

### Staff Composition

- Full-time Teachers: 25%
- Part-time Teachers: 44%
- Full-time Non-Teaching: 3%
- Part-time Non-Teaching: 28%
- Indigenous Staff: 3%

## Teachers Seminars

Teachers started the year with two seminars at the School one on *Children's Challenges* and the other on *IT Use of "Outlook" as a Diary and Planner*.

The focus in the Easter period was on *Reviewing Professional Development Plans and Creating a New One*.

In June the teachers looked at *Working with Young People, Self Harm/ Self Injury* presented by Gary King, a specialist in the field.

## Curriculum Afternoons

Teachers spend two afternoons each term on curriculum issues. This year the focus continued on planning with the Australian Curriculum. Specific sessions were held on: *Earth Day Planning; The School as a Living Community* and *Revisiting Office 365*.

Teachers also participated in an online *Writing module* provided by ISQ.

## External Professional Development

SOTE Teachers (22) attended a variety of Professional Development Programs. Many of these are subsidised by either

Independent Schools Queensland (ISQ) or provided by the Queensland Curriculum and Assessment Authority (QCAA).

The amount expended per teacher on professional development was \$560 p.a. (excluding the cost of teacher replacement).

Activities attended by SOTE teachers this year included: *Indigenous Perspective on all Aspects of the Queensland Curriculum, Early Childhood Reflect and Connect Seminar*, and *Asperger Child, Sensory Detective Workshop*.

Other workshops attended included: *Regional Round Up Drama, Music Technology, Digital Camera Workshop for Film & TV* and *Planning, Teaching & Implementing Extended Experimental Investigations*.

## 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 2014 included: *Service as a Tool for Teachers* and *In-service on use of New Database*.

## Teacher Supervision

SOTE teachers mentored 3 preservice teachers this year from USQ, in *Early Childhood, Primary* and *Secondary*.

## Teachers' Qualifications

### Leadership

Shane Power  
LLB

Judy Currie  
BSc., Dip. Ed.

### Full-Time Secondary Teachers

Matthew Bradshaw  
BA, B Ed.

Ronda Mattarollo  
BA, BEd (Secondary)  
MEd (Special Ed)

Ian Rowling  
BEd (Health & Phys Ed)

### Full-Time Primary Teachers

Samantha Fisher  
B Ed GrDipEd (Special Ed)

Patrice Jubb  
Dip Teaching Early Childhood

Sophia Lightfoot  
BA GrDipLearn&Teach

### Part-Time Teachers

Colin Alley  
Dip Teach, M.Ed Admin

Bernadine Bradshaw  
BA (Hons), Dip Ed

Keiko Brailley  
BEd (FET) CertECE

Susan Cooper  
BA GrDipLearnTeach (MidYrSch)

John Cosgrove  
BEd (Primary)

Roy Fox  
BSc Dip Ed

Judy Funder  
BA (Hons), Dip Ed

Michael Funder  
B Mus Ed

Jane House  
B Ed (Primary)

Karen Leech  
Dip Teaching

Ray Licence  
BSc (Hons) DipEd (Secondary)

Renee Locke  
B Ed (Primary/Middle School)

Peter Pickering  
BEcon DipEd

Neil Rasmussen  
Dip Fine Arts, TSTC

## 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](mailto:admin@sote.qld.edu.au)

Website: [www.sote.qld.edu.au](http://www.sote.qld.edu.au)

### Enrollments

102 students

57 primary (56%) and

45 secondary students (44%)

8 indigenous students (7.8%)

88% Average attendance P-12

### Year Levels Offered

Prep to Year 12.

Single stream at each level.

### Gender

Co-Educational at all levels.

35 girls and 67 boys.

### Retention Rates

100% Apparent Retention Rate

### Staff Statistics

83% Staff Retention from 2013.

98% Staff Attendance Rate.

\$560 Staff Development costs  
(per teacher per annum)

\$8848 Total funds expended on  
Teacher Prof. Dev.

100% Teachers attending staff  
development activities in 2014.

### Teachers and Students

Ratio of 1 teacher to 13 students

### School Income: \$1,728,475

Aust. Govt (55%), State Govt (16%),  
Parent Fees (28%) Private (1%)

### School Comment

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

### Grade 3 NAPLAN Test 2014 (7 students)

| Test                           | Reading | Writing | Spelling | Grammar Punctuation | Numeracy |
|--------------------------------|---------|---------|----------|---------------------|----------|
| Average score (School)         | 381     | 361     | 337      | 408                 | 379      |
| Average score (National)       | 418     | 402     | 412      | 426                 | 402      |
| % at or above National Minimum | 100%    | 100%    | 80%      | 100%                | 80%      |

### Grade 5 NAPLAN Test 2014 (8 students)

| Test                           | Reading | Writing | Spelling | Grammar Punctuation | Numeracy |
|--------------------------------|---------|---------|----------|---------------------|----------|
| Average score (School)         | 459     | 437     | 449      | 473                 | 458      |
| Average score (National)       | 501     | 468     | 498      | 504                 | 488      |
| % at or above National Minimum | 88%     | 100%    | 100%     | 100%                | 88%      |

### Grade 7 NAPLAN Test 2014 (2 students)

| Test                           | Reading | Writing | Spelling | Grammar Punctuation | Numeracy |
|--------------------------------|---------|---------|----------|---------------------|----------|
| Average Score (School)         | Test    | ^       | ^        | ^                   | ^        |
| Average Score (National)       | ^       | ^       | ^        | ^                   | ^        |
| % at or above National Minimum | ^       | ^       | ^        | ^                   | ^        |

### Year 9 Test NAPLAN 2014 (10 students)

| Test                           | Reading | Writing | Spelling | Grammar Punctuation | Numeracy |
|--------------------------------|---------|---------|----------|---------------------|----------|
| Average Score (School)         | 555     | 517     | 568      | 569                 | 586      |
| Average Score (National)       | 580     | 550     | 582      | 574                 | 588      |
| % at or above National Minimum | 100%    | 67%     | 100%     | 89%                 | 100%     |

### Year 12 Outcomes 2014

|                                                                                |      |
|--------------------------------------------------------------------------------|------|
| Students awarded a Senior Education Profile                                    | 5    |
| Students awarded a Queensland Certificate of Individual Achievement            | 0    |
| Students who received an Overall Position (OP)                                 | 5    |
| Students completed/completing School-based Apprenticeship/Traineeship          | 0    |
| Students awarded one or more Voc Ed and Training (VET) qualifications          | 0    |
| Students awarded a Queensland Certificate of Education (QCE) at end of Year 12 | 5    |
| Students awarded an International Baccalaureate Diploma (IBD)                  | 0    |
| % of Y12 students who received an OP1-15 or IBD                                | 83%  |
| % of Y12 students completed/completing SAT or were awarded QCE, IBD, VET       | 83%  |
| % of QTAC applicants receiving an offer                                        | 100% |

