

Annual Report

Asia Pacific Day



Students enjoying the Asia Pacific theme for the day

The whole school became immersed in Asian and Pacific culture for this special day in first term. Each building became a country with students 'travelling' with their passports to Japan, India, Indonesia and the Pacific Islands, experiencing their culture through a range of activities planned and run by teachers and senior students. These included a Japanese game show, an island cafe, Warli art, Indonesian batik painting, shadow puppet making and Bollywood dancing.

In the evening, the children returned with their parents to enjoy food from each country prepared by all school families to share and a performance of Suara Indonesian Dance by world class Acehnese musicians and dancers Murtala and Alfira. Both parents and students participated in the dancing which was interactive. The Special Days provide a wonderful vehicle for learning in a natural environment and lasting memories of joy for the children.

HEALTHY FAMILY EATING A PARENT PROGRAM FOCUS



In May the parent body was privileged to be addressed by leading herbal medicine expert, Associate Professor Kerry Bone (pictured left), on 'Healthy Eating - A Naturopathic Perspective'.

It was a carefully researched and entertaining presentation full of practical scientific knowledge on the nutritional value of various foods and their impact on children's (and adult's) health. The presentation was recorded and uploaded to the school's You Tube channel as a resource for parents at <https://youtu.be/hWQusAGerWc>. Choosing this presenter emphasises the importance the school places on the children's health in order for them to have energy to focus and apply themselves to whatever activity they are engaged in.

A Self Improving School

Our school is running well, but rather than rest on our laurels we regularly review how we are going.

This year, we drew on the experience of present and past parents, forming a committee with staff to look at school improvement. To assist, we entered Independent Schools Queensland's self improving schools program and were provided with a facilitator, Bruce Howden OAM for the process.

After a review of the school's operation, the committee chose several foci, the first of which was the Total Education parents program. They then set about collecting and reviewing the relevant data and created an action plan to refresh and strengthen the program.

The process was enlightening and very helpful with the benefits already being felt.

Shane Power, Principal

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 our school 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 our school 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. Our school 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 three times a 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 with balance across the humanities and sciences, including languages, and an 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. 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 three times 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 Media



Film and Television is offered as an authority subject in Year 11 & 12 with the subject taught by Mr Michael 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*. 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*.

In the design phase, students use a variety of preparatory formats such as three-column-script, treatment, pitch and screenplay to prepare for their film. Production involves filming with a fairly complex and intricate camera as well as the time-consuming process of editing. In writing critiques, the students are usually looking at representations in film as well as the business side of filmmaking that involves institutions and audiences.

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 our school 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 student at Interest Groups

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 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 oneself and emotions.



Year 12 students at Listening & Breathing

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 & 12 students at Outward Bound

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.



Grade 1 students at the Outdoor Education Centre

Extra-Curricular Activities

Year 12 Presentation

At the Combined Parents' Meeting on 22nd July, Year 12 students gave a presentation on *Making Smart Choices - the need to accept personal accountability*.

Under this topic, students spoke on *Alcohol, Sexual Health, Cyber Safety, Drugs and Cars and the inexperienced driver*. Students spoke well, holding parents' interest and attention and answering the questions honestly.



Year 12 student Kieran Power

Questacon

In August, the Science Roadshow Questacon visited the school. The event was largely hands-on and students were challenged to design their own flying machines and testing them in purpose built wind tunnels. Students were introduced to the cyclical design process enabling them to improve their designs by clearly identifying changes that worked. Students praised the event and felt they had gained some insight into the process of creativity and innovation.



Work Experience

The Year 10 work experience week took place from Monday 25th to Friday 29th July. Students were placed at a variety of work places including Mount Stromlo Observatory, Osborne Lane Engineers, Redback Cycles and the Warwick Daily News.

Musica Viva

The *Musica Viva* presentation for 2016 was the chamber music quartet *Entourage* who performed songs written by poet Syletlana Hadgraft and set to music by Paul Kopetz.

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 involves a range of fun and interesting activities concerning science. Some of these activities included Year 8 students investigating local geology. By studying rocks in and around the area, students learnt how to identify evidence in the rocks that allowed them to deduce events that had occurred up to 250 million years ago, leading to the existing landscape and rock types we see today.

Senior Drama Production

This year's production was, an Original Verse adaptation by Richard Carter of Shakespeare's *Much Ado About Nothing*. It was an excellent performance by the students and the response from the audience was overwhelming. The play was directed by senior music and drama teacher Mr Colin Alley.



Cast 'Much Ado About Nothing'

Graduation

The guest speaker at the 2016 Graduation was cardiothoracic surgeon and past student Dr Indra Nordstrand who spoke on the topic *A Surgeon's Perspective of Gender Impact in the Workplace and The Concept of Work-Life Integration*. Indra shared her experience in becoming a surgeon. Work and life she said, should be perceived as interconnected and not as a conflict. It was a unique insight into the challenges faced by young people in the workplace today.



Graduate Amelia Kousary
& Dr Indra Nordstrand

Community Engagement

Jumpers and Jazz

Students, parents and teachers alike joined together in July to contribute to the Warwick Community's Jumpers and Jazz Festival by decorating a tree in the centre of town.

The children worked intently in the lead up to the festival by knitting, crocheting and sewing the many decorations. Teachers and parents then worked to draw the disparate pieces together.

It was a wonderful experience for the children to see their work on display in the city centre. The children also decorated trees at school during the festival.



Parents & Teachers work on the school tree

Community Relations Class



Year 10 students with local business owner Erik Zagata

This year, the Year 10 students all completed one semester in Community Relations where they engaged in connecting and contributing to the broader community through the prism of business.

The students chose homelessness as their area of community interest and were inspired by a visit to the Common Ground homeless project in South Brisbane. After visiting various businesses and studying the Ernesto Sirolli model, they planned, set up and ran their own businesses, donating the proceeds to a homelessness cause. The businesses included a café, an ice creamery and a photo studio.

School Renewal

ROY FOX SCIENCE CENTRE

The late Roy Fox (pictured right with students) was a legendary Science teacher at The School of Total Education. He exemplified the values of the School in his life and work: the pursuit of knowledge and excellence and of service above self. Roy was universally loved by all students and his unexpected passing in 2015 aroused a collective sense of loss, respect and gratitude for what he has given in his life. This project links Roy's legacy with all future students of the school and is a reflection of his idealism in seeking to unlock the potential of each and every student. The project involves the creation of a second laboratory and new art room and the refurbishment of the existing laboratory.

Late in the year, the Queensland Education Minister, Kate Jones, announced the School had been awarded a grant of \$400,000 to assist with construction costs of the project, which is scheduled to be built in 2017. School fundraising was commenced for the balance of the funds required to complete the project (right a mock up of the Roy Fox Science Centre).



Use of Technology to Enhance Learning

Computer Access



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

iPads are used by students in Years 8 and 9 and several class sets are available for primary grades. Students in Years 10, 11 and 12 have their own laptops.

Every teacher has a MacBook laptop and access to data projectors and digital video cameras.

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

The school uses 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 facility. Every student has an Office 365 account with access to the Microsoft Online suite of programs which can also be accessed from their home computers.

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

Future Planning

Investigations into a design and manufacturing capability using a variety of technologies including 3D printing were commenced in 2016.

Coding and Computational Thinking

As part of the Australian Curriculum framework, coding and computational thinking are taught to primary students. Using simple techniques the children learn the basics which they then apply to computer programming.



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, 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.

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.



Film & TV students create short films and documentaries using digital video equipment and video editing software and show the finished products to the school community.

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

Science Internet research is conducted for 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 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:

- * Regular social get togethers.
- * 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 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	93%	Year 7	92%
Grade 1	88%	Year 8	90%
Grade 2	92%	Year 10	91%
Grade 3	96%	Year 11	89%
Grade 4	88%	Year 12	92%
Grade 5	92%		
Grade 6	89%		



The School of Total Education: Teachers and Students 2016

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 presentation by Professor Kerry Bone on *Healthy Eating - A Naturopathic Perspective*. Other highly rated presentations included the Year 12 Talk on *Making Smart Choices - The Need to Accept Personal Accountability*.

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.

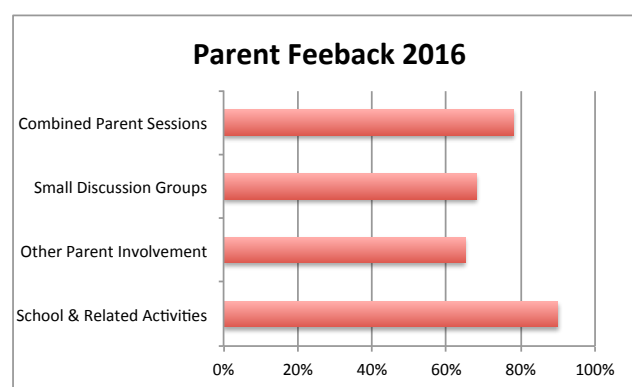
Reporting to Parents

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 where relevant.

Feedback from Parents

Parents rated the Primary Musical, *Pied Piper of Hamelin* (97%) and the *Christmas Picnic*, (95%) as the school activities they enjoyed most in 2016. Also highly rated were the Primary Musical Instrumental Concert (92%) and the Primary Spring Concert (92%).





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

Russian Educationalist Expert Visits School



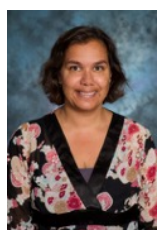
The School hosted Dr Alan Cockerill (left) who spoke to the teachers on educational approaches of a leading European educationalist from the 20th Century, V.A. Sukhomlinsky. Alan is a teacher and Russian language specialist who has translated a number of Sukhomlinsky's works to English. His engaging presentation on the different approaches to take with challenging children created a vibrant discussion amongst the teachers.

Institute of Total Education



The ITE expanded its delivery of the Building Resilient Teachers program to St Peter's Lutheran College in Indooroopilly and St Mary's School in Rockhampton where it was well received. The Institute also co-hosted the launch of the revised edition of "The Focussed Child", a book on helping develop children's concentration. The authors, Jan Gudkovs (above left) and Jan Dugan (below left) are both psychologists and facilitators of the Building Resilient Teachers program and have drawn on the experience of Total Education as well as their own practise for their book.

Into the Forest Music and Dance Video



The School's creative flair in both the arts and technology was on display this year through the *Into the Forest* project. Indigenous Studies coordinator and Anmatyerre woman Sharman Parsons (left) choreographed a traditional dance to the song 'Into the Forest' which she had written. Sharman then painstakingly videoed each step of the dance for the School's Asia Bridge partner Ventkateshwar International School in New Delhi to learn. Performances of the dance in Australia and India were videoed and edited together and posted to

You Tube https://www.youtube.com/watch?v=_lsnPNpBmzA&feature=youtu.be

The Australian High Commission in India subsequently awarded the School with a Certificate of Appreciation for exemplary work in the Asia Bridge Project.

Cyclical Review



Former Director of Brisbane Catholic Education, Mr David Hutton OAM (left) joined the School's Cyclical Review committee as external validator to oversee the five-yearly review of its operations to ensure compliance with its accreditation obligations.

Mr Hutton complimented the School on its excellent operations and implementation of the Total Education philosophy.

School Welcomes New Government Representatives



The new federal member for Maranoa, Mr David Littleproud (left) toured the school during the year as part of his introduction to the region. Mr Littleproud invited a dialogue on educational issues including funding during the visit. Mr Littleproud's father was the

State Education Minister during the 1990s and had spoken of The School of Total Education to him.



The new mayor of the Southern Downs Region, Mrs Tracie Dobie (left) also visited the school with her CEO David Keenan. The mayor and CEO joined the students for a cooked lunch and enjoyed a tour of the School, appreciating

the natural environment and unique architecture of the campus. All visitors no matter what their age are taken with the school's treehouse (right), a legacy of the school's founder, Vijayadev Yogendra.



Teacher Development

Staff Stability

The School has a high level of staff stability with 77% of the teaching staff being retained from the previous year.

Staff Composition

- Full-time Teachers: 20%
- Part-time Teachers: 43%
- Full-time Non-Teaching: 3%
- Part-time Non-Teaching: 34%
- Indigenous Staff: 3%

Teachers Seminars

Teachers started the year with two seminars at the School on *Positive Educational Values* and addressing *School Policies*.

The focus in the Easter period was on *Character Development for Teachers and Students*.

In July, the topic was *Managing Difficult Students - a Sukhomlinsky Perspective* presented by Alan Cockerill and in September the teachers looked at *Improving Relationships Among Children* with guest presenter Louise Edwards.

Curriculum Afternoons

Teachers spend two afternoons each term on curriculum issues. This year started with a planning session for *Asia Pacific Day*. For the rest of the year sessions were held on: *Primary ICT*, *Secondary HRE Program Development*, and a presentation by teachers who attended the Kathleen Kryza workshop on *Differentiation - to Inspire Learning*.

Other curriculum afternoons were spent on *Report Writing* and gathering documents for the school's five year *Cyclical Review*.

External Professional Development

SOTE Teachers (20) attended a variety of Professional Development Programs: The amount expended per teacher on professional development was \$312 p.a. (excluding the cost of teacher replacement).

Activities attended by SOTE teachers this year included: *Workshop for Nyumdar PEEC Program for Teachers ; 2016 Down Syndrome Conference; Core Australian Curriculum Consultation Forum and Makerspaces Roadshow - STEM and Computational Thinking*.

Other workshops attended included: *Critical Agenda Conference: Teaching and Supporting Students with Special Needs; Teaching Literacy to Students with Disabilities* and *Jolly Phonics*.

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 2016 discussions were focused on the *Teachers' Code of Practice*. Topics discussed included *Love and Accept Yourself; Develop Your Own Talents; Learn to Listen and Make Friends; Be a Good Model for the Children; Seek to Learn and Understand the Spirit of the School and Make it Your Own*

Teacher Supervision

SOTE teachers mentored 3 preservice teachers this year from USQ, two of whom came back to do their internship.

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.

Brett Weier
BA, B Ed.

Full-Time Primary Teachers

Samantha Fisher
BEd GrDipEd (Special ED)

Patrice Jubb
Dip Teaching Early Childhood

Sophia Lightfoot
BA GrDipLearn&Teach

Part-Time Teachers

Caitlin Alley
BA GrDipLearnTeach (Primary)

Bernadine Bradshaw
BA (Hons), Dip Ed

Joanne Collins
BA Vis.Arts Dip Ed

Susan Cooper
BA GrDipLearnTeach (MidYrSch)

Judy Funder
BA (Hons), Dip Ed

Michael Funder
B Mus Ed

Karen Leech
Dip Teaching

Ray Licence
BSc (Hons) DipEd (Secondary)

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

Karlee Mattiazzi
BA GrDipLearnTeach

John Muehlebach
B Eng DipEd

Peter Pickering
BEcon DipEd

Kiki Williment
BA (Hons), Dip Ed

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

109 students

54 primary (49.5%) and

55 secondary students
(50.5%)

9 indigenous students (8%)

91% Average attendance P-12

Year Levels Offered

Prep to Year 12.

Single stream at each level.

Gender

Co-Educational at all levels.

43 girls and 66 boys.

Retention Rates

83% Apparent Retention Rate

Staff Statistics

77% Staff Retention from 2015.

96% Staff Attendance Rate.

\$312 Staff Development costs
(per teacher per annum)

\$6559 Total funds expended on
Teacher Prof. Dev.

100% Teachers attending staff
development activities in
2015.

Teachers and Students

Ratio of 1 teacher to 13 students

School Income: \$2,132,299

Aust. Govt (58%), State Govt (13%),
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 2016 (5 students - statistically insufficient data)

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

Grade 5 NAPLAN Test 2016 (13 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average score (School)	466	435	442	455	465
Average score (National)	502	476	493	505	493
% at or above National Minimum	82%	89%	67%	67%	90%

Grade 7 NAPLAN Test 2016 (10 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	555	487	505	528	529
Average Score (National)	541	515	543	540	550
% at or above National Minimum	100%	70%	90%	90%	90%

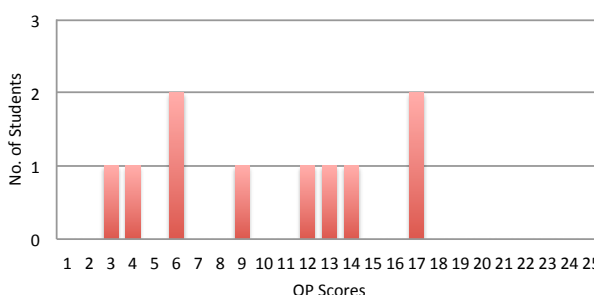
Grade 9 NAPLAN Test 2016 (1 student - statistically insufficient data)

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

Year 12 Outcomes 2016 (10 students)

Students awarded a Senior Education Profile	10
Students awarded a Queensland Certificate of Individual Achievement	10
Students who received an Overall Position (OP)	10
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	10
Students awarded an International Baccalaureate Diploma (IBD)	0
% of Y12 students who received an OP1-15 or IBD	80%
% of Y12 students completed/completing SAT or were awarded QCE, IBD, VET	100%
% of QTAC applicants receiving an offer	100%

SOTE OP Scores 2016



SOTE QCS Scores 2016

