

Annual Report

A Musical Venture



The cast from 'Into the Woods'

The senior secondary musical in 2017 was literally a foray Into the Woods with their production of Sondheim's zany compilation of traditional fairy tales gone wrong. The students' rendition of this classic was one of the school's most challenging pieces but was one of the most brilliant yet, owing to the focus, fun and commitment brought to it by the students.

Not only are musicals a wonderful opportunity for students to show self-expression, they also give them practical experience in creativity, teamwork and the satisfaction of doing something really well. The confidence building which this provides for the students is magnified many times through seeing the pleasure and joy they have given to their audiences. The continuing recognition of the quality of the school's musicals among the local community saw the first performance sold out, and the second very well supported.

Year 9 Discovery

This year saw the review of Total Education's celebrated Year 7 & 8 Time Out Program where for one year, our students undertake a reduced academic program over two days per week and focus on student directed activities, encouraging responsibility for their own learning, for the balance of the week.

A committee of our teachers workshopped the review with the assistance of Dr Rubinstein at his wilderness lodge and recommended a change to the new concept of Year 9 Discovery. The program will retain the same reduced academic component but will include more focus on challenges, life skills and transition to adulthood. The School Governing Council endorsed the recommendation, the students being a little older enabling greater capacity for engagement with the program and consequential growth.

Shane Power, Principal

"HELPING YOUNG PEOPLE GROW" WITH DR ARNE RUBEINSTEIN



Adolescent expert and author of "The Making of Men", Dr Arne Rubinstein, spent a day with the school in February 2017 engaging with the students teachers and parents.

Dr Arne's medical background, together with more than 20 years experience in running programs for young people, made him an ideal choice to connect with our secondary students on the transition to adulthood theme of 'Finding My Direction', supplementing the school's home group program. Arne also conducted sessions with teachers on "Helping Young People Grow" and parents on "Raising Helpful, Happy Children". In addition, a session for our parent group leaders was arranged for Arne to share his experience of running small groups, to assist them in their role.

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 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.



Grade 5 students Listening in the tree house

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.



Time Out Students at Queen Mary Falls

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.

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 5 Students at the Outdoor Education Centre

Extra-Curricular Activities

Year 12 Presentation

Following a tradition much appreciated and anticipated by the parent body, our Year 12 class gave their presentations on the topic *What are the challenges and issues facing Year 12 as they prepare to leave school?*

The students covered such issues as not knowing what to do after Year 12, adjusting to a new life, dealing with the expectation that one should know what to do after Year 12, peer pressure and the uncertainty of the future.



*Year 12 students
Harrison Taylor & Ellie Douglas*

Musica Viva

The *Musica Viva* presentation for 2017 was the wonderful *Rhythm Works* a music duo who engaged the children in jungle music, percussion instruments and a variety of other sounds.

Grade 2/3 Play

Children performed *The Great Mahogany Tree* for friends and family who all helped with learning lines, singing, creating costumes, backdrops and encouraging the young actors.



The Great Mahogany Tree

Sports Days

Sports days were held for secondary and primary students this year. Events of the day are organised so that everyone can participate. Those who wish can challenge themselves to see what they can achieve. This year outfits were inspired by a recently held Queensland Ballet workshop at the school.



Secondary Sports Day

Science Week

Science Week involves a range of fun and interesting activities concerning science. This year the theme was *"Future Earth"*. Some of these activities included Chemistry, biology, Physics and Ecology.

Students participated in a costume parade where scientists, planets, oceans, trees and chemicals all made an appearance. Climatologist and oceanographer Dr Ribbe from Germany attended and spoke to the students on climate change.

Space ship design and rocket building was included with hands on activities for the whole family.



Young scientists

School Tree Day

The primary students took part in Australia's biggest school community tree planting and nature care event "School Tree Day". Our students connected with nature and participated in beautifying the school grounds, inspiring positive environmental change.

The Grade 6 chose a range of native plants to cover different areas of the school.



School Tree Day

Graduation

The guest speaker at the 2017 Graduation was Dr Ali Black from the Early Childhood Department of the University of the Sunshine Coast. Dr Black's regular educational column in the APN Newspapers resonated strongly with the school's philosophy of engaging the children in their learning through their interests.

She spoke on the *Skills Needed for the 21st Century*, giving a very personalised address to the students as well as some helpful advice for their parents.



*Graduate Damon Yates,
Dr Ali Black and Shane Power*

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.

This year the theme was "Meandering through the Australian Bush". The children worked intently in the lead up to the festival by knitting, crocheting and sewing the many decorations. Teachers and parents then spent many hours putting the disparate pieces together to form a beautiful Australian scene.

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 and the music students and teachers performed some jazz.



Jumpers and Jazz in July Tree

Volunteering for 150th Warwick Show

Several of our Year 9 students volunteered to support the Warwick Show Society in celebrating its 150th Show by serving at the formal opening function, with the Governor General attending.

The School also provided entertainment at the show with the Year 7 band performing along with a duo from Year 11.



Year 9 Students with Sir Peter Cosgrove

Students Perform for Elderly

Grade 3 students enjoyed visiting the residents at Akooramak Aged Care, sharing some Japanese origami and singing together. Year 9 students also made a couple of visits to interact with the residents and learn about their very interesting and inspiring lives.



Year 9 Students at Akooramak

Young Entrepreneurs Workshop

The Southern Downs Regional Council held an incubate startup workshop for young people looking at starting their own business. Principal, Shane Power, was asked to take a mentor role due to his business background. The workshop took participants through the steps of starting a business from the initial idea to opening the doors.



Young Entrepreneurs Workshop

Year 9 Visit Hospital

As part of Warwick *Aspire to Health Day*, Year 9 students visited the Warwick Hospital. They toured the hospital, spoke with medical, nursing, dental and physiotherapy staff who stressed the importance of math and science on future careers in the health care sector. They also got 'hands on' learning CPR and First Aid techniques.



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 7, 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 Fibre Optics Upgrade

The schools internet capacity received a major boost with the upgrade of the schools ADSL internet connection to a fibre optic hi-speed service.

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 software design languages such as Python.

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.

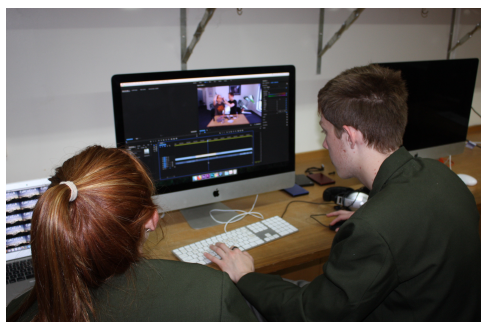
Film & TV students create short films and documentaries using digital video equipment and video editing software and show the finished products to the school community.

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 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 Primary and Secondary Coordinators and the 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 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	90%	Year 7	95%
Grade 1	92%	Year 8	94%
Grade 2	88%	Year 9	92%
Grade 3	95%	Year 11	87%
Grade 4	96%	Year 12	90%
Grade 5	93%		
Grade 6	91%		



The School of Total Education: Teachers and Students 2017

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*.



Parent Interest Group

Combined Parent Meetings involving all the parents are held twice each term. The most highly rated presentation this year was the presentation by Dr Arne Rubinstein on *Raising Happy Healthy Children*.

Other highly rated presentations included the Year 12 Talk on *What are the challenges and issues facing Year 12 as they prepare to leave school?* and *How to help Children improve their relationship with Others* by Andrew Jones.

Parents also have the opportunity to benefit from Interest Groups which can include cooking, craft and learning other skills.

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.

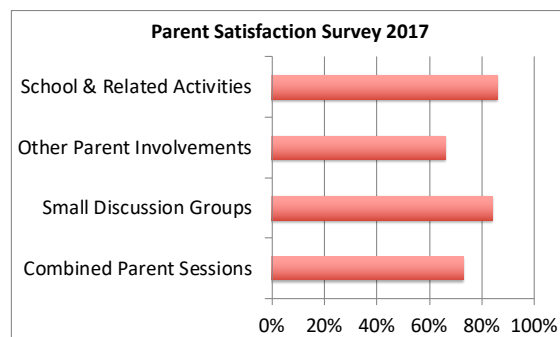
Reporting to Parents

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 Secondary Musical, *Into the Woods* (96%) and the Science Evening *Future Earth*, (83%) as the school activities they enjoyed most in 2017. Also highly rated were the Primary Musical Instrumental Concert (79%) .





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

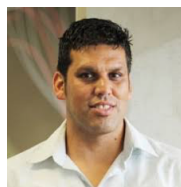
Principal Attends Parliamentary Reception



Principal Shane Power attended a reception at Parliament House to meet with various members of

parliament and other principals of independent schools. The event was hosted by the Education Minister the Hon Kate Jones who reaffirmed her commitment to funding for independent schools. He got the opportunity to thank the minister personally for the generous capital funding for the refurbishment of the Science Laboratory and Art Room.

Indigenous Visit



Dr Derek Chong, Australia's first aboriginal psychiatrist visited the school at the invitation of the principal. Dr Chong was taken by the school's architecture, natural surroundings and the communal

approach to education which resonated with the indigenous approach to education.

Big History



'Big History' Professor David Christian from Macquarie University presented on his *Big History Project* to the Independent Schools Queensland Annual Forum attended by Principal Shane Power and Governing

Council member Ian Perkins.

The project facilitates the teaching of history and science together so as to put the learning in context by making it more accessible to students. The school commenced planning the introduction of the Big History project in 2018.

New Senior Assessment and University Entrance

The principal and senior teachers attended a conference hosted by the Queensland Curriculum and Assessment Authority focussing on the radical changes planned for introducing external assessment into Year 12 subjects in 2019. The changes will also see Queensland's tertiary entrance system change to the ATAR model.

International Relations

SOTE SHOWCASE AT SIDNEY MYER ASIA CENTRE

The School recently received recognition for its participation in the Asia Bridge program. The Asia Education Foundation invited the school, as one of a select few, to showcase its India Bridge experience at the launch of the Indonesia Bridge Program at the Sidney Myer Asia Centre at Melbourne University. Principal Shane Power and Asia Bridge coordinator Bernadine Bradshaw attended and were interviewed for a video on the Bridge Program. They also gave a short presentation to the new Indonesian and Australian schools in the program.

The group was addressed by the Indonesian Consul General and the Chair of the Asia Education Foundation. There was a strong interest in Total Education from a number of the Indonesian and Australian teachers who were present.



JAPANESE JUNIOR HIGH SCHOOL VISIT

Kumiyama Junior High School Year 9 students and their teachers visited our school along with Principal Ryoji Minami. After a tour of the school they met the Time Out students and enjoyed learning about their program. The students then watched the primary sports day and shared refreshments and gifts.



Teacher Development

Staff Stability

The School has a high level of staff stability with 88% of the teaching staff being retained from the previous year.

Staff Composition

- Full-time Teachers: 16%
- Part-time Teachers: 39%
- Full-time Non-Teaching: 4%
- Part-time Non-Teaching: 36%
- Indigenous Staff: 5%

Teachers Seminars

Teachers started the year with *Child Protection* training and then a seminar at the school on *Keeping Values Alive in Today's World*. A refresher in *Emergency Procedures* was also carried out.

In February we had Arne Rubinstein present *Helping Young People Grow* which was immensely enjoyed by teachers and parents alike.

The focus in July was on *Importance of the Classroom Environment*.

In September, past Principal Richard Waters returned to school to present to the seminar *Non-Competition and Co-operation in Total Education*.

Curriculum Afternoons

Teachers spend two afternoons each term on curriculum issues. This year they started with a planning session for *Differentiating a Task Sheet*.

In June, sessions were held for *Science Day Planning*, and in August a presentation by Angela Maiers was delivered on *Transforming Student and Teacher Wellbeing*.

External Professional Development

SOTE Teachers (21) attended a variety of Professional Development Programs: The amount expended per teacher on professional development was \$387 p.a. (excluding the cost of teacher replacement).

Activities attended by SOTE teachers this year included: *Cognitive Abilities of ASD Children*, *NCCD Training*, *The Australian Curriculum - Humanities and Social Sciences* and *Maths in the Early Years* and *The Mental health and Wellbeing of Young People*. Secondary Senior Teachers also attended seminars on the new *QCAA Senior External Assessment* system.

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. In 2017 discussions focused on the *Teachers' Code of Practice*. Topics discussed included *High Tech High* by Larry Rosenstock, *Total Education*, *Beauty in the Classroom*, *History of the School*, *Teaching Values to Children* and *Let the Child Feel You Love Them*.



Teachers' Qualifications

Leadership

Shane Power
LLB

Judy Currie
BSc., Dip. Ed.

Full-Time Secondary Teachers

Colin Alley
Dip Teach, M.Ed Admin

Piers Dudin
BSc., Mathematics (PGCE)

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

Matthew Bradshaw
BA, B 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)

Renee Locke
BA GrDipLearnTeach

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

Stephen McCreddie
BA GrDipLearn&Teach (Secondary)

John Muehlebach
B Eng DipEd

Peter Pickering
BEcon DipEd

Brett Weier
BA, B Ed.

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

110 students

56 primary (51%) and

54 secondary students (49%)

8 indigenous students (8%)

92% Average attendance P-12

Year Levels Offered

Prep to Year 12.

Single stream at each level.

Gender

Co-Educational at all levels.

48 girls and 62 boys.

Retention Rates

95% Apparent Retention Rate

Staff Statistics

88% Staff Retention from 2016.

98% Staff Attendance Rate.

\$387 Staff Development costs
(per teacher per annum)

\$20520 Total funds expended on
Teacher Prof. Dev.

100% Teachers attending staff
development activities in
2017.

Teachers and Students

Ratio of 1 teacher to 8 students

School Income: \$2,271,322

Aust. Govt (57%), State Govt (13%),
Parent Fees (26%) Private (4%)

School Comment

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

Grade 3 NAPLAN Test 2017 (9 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average score (School)	463	421	413	521	436
Average Score(National)	431	414	416	439	409
% at or above National Minimum	100%	100%	100%	100%	100%

Grade 5 NAPLAN Test 2017 (11 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average score (School)	521	446	464	500	481
Average score (National)	506	473	501	499	494
% at or above National Minimum	100%	100%	100%	100%	100%

Grade 7 NAPLAN Test 2017 (10 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	560	455	534	526	565
Average Score (National)	545	513	550	541	554
% at or above above National Minimum	100%	70%	100%	90%	100%

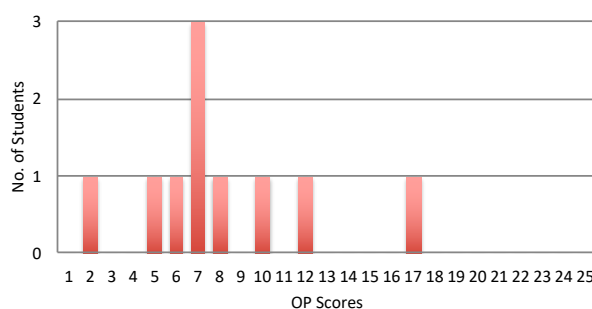
Grade 9 NAPLAN Test 2017 (10 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	602	526	552	570	617
Average Score (National)	581	552	581	574	592
% at or above above National Minimum	100%	89%	100%	100%	100%

Year 12 Outcomes 2017 (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	9
Students awarded an International Baccalaureate Diploma (IBD)	0
% of Y12 students who received an OP1-15 or IBD	90%
% of Y12 students completed/completing SAT or were awarded QCE, IBD, VET	100%
% of QTAC applicants receiving an offer	100%

SOTE OP Scores 2017



SOTE QCS Scores 2017

