

Annual Report

Medieval Day



Our biennial 'Special Day' in May saw the whole school transform into a medieval village. Weeks prior to the event, all year groups were involved in themed studies across all subjects. There were imaginative activities such as castle building and decorating, archery, breadmaking, 3D mural making, tourney duels and games. Students and staff came in a vast array of costumes.

Parents joined in for the evening activities which included a hearty medieval 'feast' contributed by many parents and helpers. The evening of Year 9 performances, singing and dancing finished off a very community minded, fun and educational day.

A Rich Program

This Annual Report reveals the richness and diversity of the Total Education program, not just for the students but the whole school community. From the Medieval Day festivities to the opening of the Roy Fox Science Centre, the parents choir, the numerous visitors bringing cultural, scientific and educational offerings to the students and community, the camps program to name but a few, one glimpses in a snapshot the thriving and alive spirit of Total Education.

During the year we also hosted progressive educationalist from Canada, Molly Hurd, adolescent expert Dr Arne Rubinstein and lead teacher and administrator, Mr Bruce Howden OAM who generously shared their knowledge with us.

All of this against the backdrop of the vibrancy of our everyday program. It is part of the reason our children love to come to school.

Shane Power, Principal

OPENING OF THE ROY FOX SCIENCE CENTRE

Our new science and art centre, which acknowledged the contributions of past teachers Roy Fox and Anne Casley was officially opened in November. Roy Fox was remembered by graduates Dr Indra Nordstrand, from Melbourne and Associate Professor Fiona Barlow, from Brisbane in their moving speeches about their caring and inspirational teacher. The upgraded facility will serve our science students well into the future.



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.

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. The course is divided into 4 semesters with each having a separate topic. Students use conventional design modes such as story boards, shooting lists, screen plays etc and then shoot and edit their films. In addition to this there is an analysis element to the course when the students examine various elements in film such as the use of representation, technologies as well as the business and commercial side of filmmaking.

"Big" History

Year 10 was introduced to 'Big History', a way of teaching history, science and civics together for some sessions. The science and history teachers jointly delivered a very engaging program for the students.

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 available 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.



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. All students take part in 15 minutes of physical education each day 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.

Year 10 Play "Hairball"

The Year 10 drama group presented a high quality, expressive piece performing a set of 13 mini dramas where hair was the centre of the action. The fun stories included characters ranging from Rapunzel and werewolves to distracted hairdressers and ghosts.



Yoga Classes

Yoga Classes are taken on a voluntary basis for secondary students. Classes are taken by experienced teacher Debbie Lane at the *Centre For Healthy Living* adjacent to the School.

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.



Chaplaincy Program

Uncle Roger Knox, well-known Aboriginal musician, met with a range of class groups, talking and singing about courage, self-confidence and faith. Roger also told stories and sang songs to primary classes and met with some of the older students individually and in groups. In the second half of the year he was joined by teacher Rachelle Mohajer who has experience in youth empowerment work. Rachelle, as well as being a valued listening ear, encouraged children to look at values in their situations.

Time Out Program/ Discovery Program

The Time Out Program had its last run this year after 30 years and has now been transformed into the Year 9 Discovery Program. Year 9 Discovery will still incorporate two academic days per week and fostering the students' inattentiveness but will have more emphasis on life skills, personal challenges and rites of passage. Moving to Year 9

from Year 7/8 allows for more maturity in the students undertaking the year.

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.

The camps program is thoughtfully designed to tie in the students' growth and development. 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. The School



conducts an Outdoor Education Centre on a bush property at Upper Freestone. Each class spends half a day per week over four weeks at the Centre each year. Excursions are also conducted at various state parks.



School Meals

The School provides a hot lunch three days a week. The teachers and students share the meals



creating a family atmosphere and also providing opportunities to encourage good manners and expand the children's tastes. Parents assist with the running of the kitchen.

Extra-Curricular Activities

Year 12 Presentation

Year 12 students addressed the parent's meeting in April on the topic *Social Media and Me – Helpful or Harmful?* All the students spoke and



answered questions well, demonstrating a high level of awareness of the benefits and potential pitfalls of social media.

Musica Viva

The whole school was treated to an amazing performance by the band Dr Stovepipe in May, courtesy of the Musica Viva Music in Schools



Program. The musicians took students with them and their 'time machine' through a range of musical styles.

Year 12 Graduation

Our guest speaker for the 2018 graduation was Bruce Howden OAM who spoke on the topic of Taking a Positive Approach to the Future.

Sports Days

Sports days are based on the philosophy of non-competition while being fun and engaging. Primary and secondary days are held separately with a variety of track and field activities. Once again the students applied themselves with



enthusiasm, often achieving excellent results without comparisons and accepting of all efforts.

Queensland Ballet Visits

Students up to Year 8 enjoyed workshops run by Queensland Ballet. The QB representatives were very impressed with our students, commenting on their 'strong engagement' with the activities and their willingness to give things a go.

Thrive Equine Experiences

Year 8 & 9 students participated in Thrive Equine Experiences, a local program of awareness-based equine experiences, which help with social, emotional, communication and body-language skills and personal development. The children enjoyed learning about their horses and themselves over the program.



Students Perform for Elderly

Primary students visited the residents of Akooroomak Aged Care for their Japanese studies.



The students showcased a variety of songs in Japanese then shared Japanese games and paper crafts with residents.

Community Engagement

Jumpers and Jazz Volunteering

The Year 10 students offered their services as waiters and waitresses for the Jumpers and Jazz Winter Dinner in the Warwick Town Hall. These volunteers were given some intensive and worthwhile training on table service etiquette. The event provided valuable experience and organisers



were very impressed with the students' enthusiasm and professionalism.

Primary grades toured the colourful and quirky trees on display in the main street during the festival.

Anzac Parade

A number of our secondary students participated in the Anzac Day 100th Anniversary Service held at Leslie Park this year. The students marched in the parade and laid a wreath.

Southern Downs Youth Council

Year 10 students Xsanthia-Rose Frith and Bennett McLaren volunteered to be our representatives on the Southern Downs Youth Council in 2018. The Youth Council is a voice for young people from the region, to help inform and shape Southern Downs Regional Council activities and decisions. They engage directly with the Mayor and councillors.

Playgroup

During 2018 parents and teachers offered a fun, interactive, and free playgroup to future school families and the general public. It offered an opportunity for the children to enjoy sensory play,

where children investigate, play, create, explore and meet new people all at the same time. Parents were also able to become familiar with the school and interact with other parents and teachers.

Singing Workshops & Choir

Philip Griffin, a musician, composer and visual artist based in Brisbane, visited the school to run music workshops in the lead-up to Medieval Day. Following on from these workshops a group of teachers, parents and locals were keen to continue



singing and formed a regular singing group which was enjoyed by all and provided some beautiful acapella music at a later concert.

Parent Seminars

As part of the school's parent program the school invites guest speakers to give a presentation approximately once each term. As these speakers are often of broad interest the sessions are opened to the general public.

An example was the seminar in June on the topic of *Children and Technology*, which was an opportunity for parents to discuss and keep abreast of issues and trends in technology. Four speakers shared their experience including Kirsty Moore from the Queensland Police Service and Ben Wardle, our school's IT coordinator. Two school parents then shared their experiences with managing children's use of technology including some useful tips. All speakers encouraged parents to become more familiar with their children's technology interests and if possible, to become involved with them.

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 or tablets are not freely available to students, however, teachers may book class sets of iPads from primary school to Year 9. iPads are also used as assistive technology for students with learning needs. 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 provides a simple, stable network and superior file storage system for students and teachers and enhances the communication facility. Every student has an Office 365 account with access to the Microsoft Online suite of programs.

A wireless network allows access to the internet, scanners and printers from anywhere in the school. The school's internet capacity uses 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.

iPad 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.

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

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 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.

School chaplains (non-religious), Uncle Roger Knox and Rachelle Mohajer, connect with the children through different activities.

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	85%	Year 7	91%
Grade 1	90%	Year 8	93%
Grade 2	89%	Year 9	91%
Grade 3	89%	Year 11	92%
Grade 4	92%	Year 12	92%
Grade 5	87%		
Grade 6	88%		



Parent Communication & Involvement

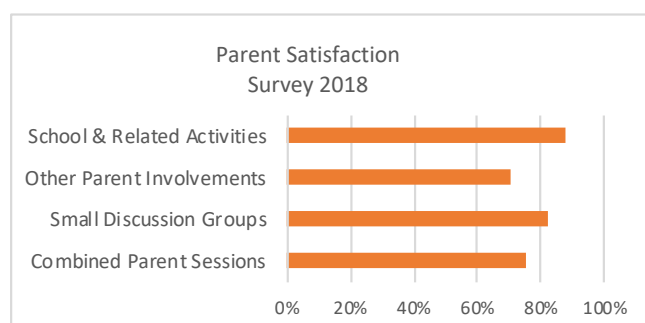
Parents' Program

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. From our parent survey, the most highly rated presentation this year was on the topic "*How to support a child to find happiness and love who they are*" which was addressed by 4 speakers including a psychologist, social worker, guidance officer and teacher.

Other highly rated presentations included "*Social Media and Me*" presented by the Year 12 students and "*Children and Technology*" presented by technology experts, police and parents.

In August parents participated in 'Issues Groups' focussing on a particular issue for two weeks. Guest presenters were invited. Topics were: *Managing Our Emotions, Dad's Role in the Family, Nutrition & Well-Being, How Much & What Sort of Attention Do Children Need?, Positive Communication in the Family, Tree of Life.*



Grade Meetings

Grade Meetings were held in 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 our *Medieval Day* (94%) and *Performance in the Round* (88%) as the school



activities they enjoyed most in 2018. Also most highly rated were the Grade Meetings (86%), Issues Groups (80%) and the Primary Instrumental Concert (80%).

Pastoral Care for Parents

Two members of the School Governing Council provided a support role for school parents where needed. They were available to air personal concerns, issues and thoughts on any school-related subject. This service supplemented the usual supports available from Grade & Home teachers, the Senior Management Group and other fellow parents and friends. Fostering personal and social wellbeing encourages good student outcomes, safety and respectful relationships and a more supportive school environment.

New parents are buddied up with existing parents as mentors.

BUILDING RESILIENCE

The School's founder, Vijayadev Yogendra, wrote "Children must be encouraged to feel that they are not failures, that they have a good mind, that they can achieve success, that without failure learning is impossible and that one should not be worried about one's mistakes". (Good Parenting, The Urgent Need 2019). This goal of building the children's self confidence and self belief underpins the school's educational programs and is exemplified in the following activities:

Year 9 Running the School Day

Year 9s were engaged in the annual Running the School Day which helps to build leadership and responsibility while encouraging ties between the primary and secondary students. Students had prepared their classes in the weeks prior and provided a variety of fun and educational activities.



Performance in the Round

In October the school community enjoyed the "Performance in the Round". This was an opportunity for all students, from Prep to Year 12, to perform for family and friends locations around the school sharing their talents in music, dance and theatre. The event was rounded out with a family picnic dinner and concert with Uncle Roger Knox performing along with the SOTE Community Choir.



INTERNATIONAL RELATIONS

India Bridge Skype sessions

In August the school facilitated a joint skype session with our partner school in India, the Venkateshwar International School. Year 7, 8 and 9 students discussed recycling at the schools and how we can re-use objects and reduce wastage.



Canadian Educationalist Visits School

Canadian educationalist and author, Molly Hurd, visited the school in January. Molly was the principal of Halifax Independent School in Canada for 15 years and is author of the book 'Best School in the World'. Molly saw many parallels between our school and Halifax which does not participate in standard testing and teaches through children's interests rather through set subjects. She loved the school and commented positively on the cooperative rather than competitive approach and the parent involvement through the parents program and school kitchen.

Language Assistant and Volunteer

We warmly welcomed Lou Hadjaj from Marsielle, France as our French Language Assistant and Annie Goldman, from San Antonio, Texas (USA), as a volunteer, into our school community in 2018. Grade 3 students also benefited from weekly ballet classes with Lou.



Teacher Development

Staff Stability

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

Staff Composition

- Full-time Teachers: 26%
- Part-time Teachers: 26%
- Full-time Non-Teaching: 8%
- Part-time Non-Teaching: 37%
- Indigenous Staff: 3%

Teachers Seminars

Teacher seminars during the year looked at *“Keeping an Even Keel”*, *Workplace Health and Safety*, *Diabetes Training*, *“Handling Conflict”*, *“Enhancing a Healthy Teaching Community”*, *“Improving Children’s Behaviours with Positivity”* and *“The Purpose of Quietness in Total Education”*.

Teachers also attended PD sessions on Brain Development, Fine Motor Skills and Hearing Loss.

Curriculum Days

Teachers spend one full day each term on curriculum issues. The first of this year was *“21st Skills in the Australian Curriculum”* facilitated by Dr Arne Rubinstein through a series of workshops. During these sessions teachers also progressed the Year 9 Discovery curriculum and the Nature Education theme. This was followed by preparations for our Medieval Day, then *“Working Effectively with Teacher Aides/ Planning Curriculum”* and finally *“Educating the Whole Child”*, again with Dr Rubinstein.

External Professional Development

SOTE Teachers (24) attended a variety of externally provided

Professional Development Program. The amount expended per teacher on professional development was \$419 p.a. (excluding the cost of teacher replacement). All teachers attended at least one PD program.

Sessions attended during 2018 included numerous Senior Syllabus Implementation workshops in the area of Physics, Maths, Art, Chemistry, Drama, Languages and Music. Another major focus was working with children with disabilities or learning and behavioural issues. This included “Understanding ASD & Aspergers” & teaching strategies, support strategies, assistive technology, Down’s Syndrome “Endless Possibilities”.

Literacy, improving reading and writing (primary & secondary), the “Accidental Counsellor”, “Story Telling Through Music”, Industry applications for coding, drones and data, Science in Primary and “Mindful Schools Curriculum” were part of a broad range of PD topics.

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.

New Teacher Group

A training group for newer teachers commenced this year, meeting 6 weekly. The group has focussed on the understanding and practice of Total Education.

Teachers’ Qualifications

Leadership

Shane Power LLB

Full-Time Secondary Teachers

Piers Dudin
BSc., Mathematics (PGCE)
Susan Cooper
BA, GrDipLearnTeach (MidYrSch)
Judy Funder
BA (Hons), Dip Ed
Michael Funder
B Mus Ed
Ronda Mattarollo BA, BEd (Secondary), MEd (Special Ed)
Brett Weier
BA, B Ed.
Stephen McCreddie
BA, GrDipLearn&Teach (Secondary)

Full-Time Primary Teachers

Samantha Fisher
BEd, GrDipEd (Special ED)
Sophia Lightfoot
BA, GrDipLearn&Teach
Sarah Namour
BA Sociology, Grad Dip Ed (Primary)
Sharmayne Wilcox
BEd (Primary)(Hons), A.Mus. AGMED, C.Mus AGMED (Hons)
Karli Moulston
B ExSc, MTch (Primary)
Robyn Draper
Dip Tch (Primary), B Ed

Part-Time Teachers

Bernadine Bradshaw
BA (Hons), Dip Ed
Matthew Bradshaw
BA, B Ed
Joanne Collins
BA Vis.Arts, Dip Ed
Karen Leech
Dip Teaching
Ray Licence
BSc (Hons), DipEd (Secondary)
Cathy Petrasianas
BA, Dip Ed (Primary), Grad Dip Hum (French)
Renee Locke
BA, GrDipLearn&Teach
Kiki Williment
BA (Hons), Dip Ed
Peter Pickering
BEcon, DipEd
Winsome Free
BA, BTCH
Rachelle Mohajer
BEd Services

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

Enrolments

120 students

63 primary (53%) and

57 secondary students (47%)

11 indigenous students (9%)

92% Average attendance P-12

Year Levels Offered

Prep to Year 12.

Single stream at each level.

Gender

Co-Educational at all levels.

54 girls and 66 boys.

Retention Rates

93% Apparent Retention Rate

Staff Statistics

76% Staff Retention from 2017.

97% Staff Attendance Rate.

\$419 Staff Development costs
(per teacher per annum)

\$10062 Total funds expended on
Teacher Prof. Dev.

100% Teachers attending staff
development activities in
2018.

Teachers and Students

Ratio of 1 teacher to 7.5 students

School Income: \$2,847,703

Aust. Govt (48%), State Govt (28%),
Parent Fees (22%) Private (2%)

School Comment

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

Grade 3 NAPLAN Test 2018 (7 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average score (School)	379	389	334	390	369
Average Score(National)	434	407	418	432	408
% at or above National Minimum	100%	100%	83%	100%	100%

Grade 5 NAPLAN Test 2018 (7 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average score (School)	513	380	505	530	477
Average Score(National)	509	465	502	504	494
% at or above National Minimum	100%	67%	100%	100%	100%

Grade 7 NAPLAN Test 2018 (12 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	521	473	503	500	510
Average Score(National)	542	505	545	544	548
% at or above National Minimum	91%	82%	82%	82%	82%

Grade 9 NAPLAN Test 2018 (9 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	543	486	542	563	582
Average Score(National)	584	542	583	581	596
% at or above National Minimum	75%	56%	78%	100%	100%

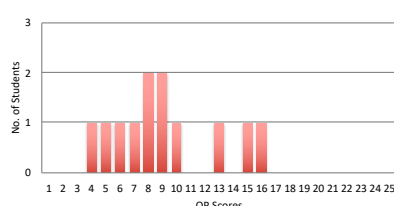
Year 12 Outcomes 2018 (13 students)

Students awarded a Senior Education Profile	13
Students awarded a Queensland Certificate of Individual Achievement	0
Students who received an Overall Position (OP)	12
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	12
Students awarded an International Baccalaureate Diploma (IBD)	0
% of Y12 students who received an OP1-15 or IBD	92%
% of Y12 students completed/completing SAT or were awarded QCE, IBD, VET	92%
% of QTAC applicants receiving an offer	100%

At the time of publishing this School Annual Report, the results of the 2018 post-school destinations survey, *Next Steps-Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release



SOTE OP Scores 2018



SOTE QCS Scores 2018

