

Annual Report

Cultural Richness



Recognition and respect for Indigenous culture and the unity of all cultures is a strong feature of our school's philosophy. Our NAIDOC Day 2019 began with a powerful Welcome to Country by Githabul Elders Robert and Gloria Williams, who spoke and sang about relationship with the land and the duty we all have to care for it. Following raising of the Aboriginal flag, there were songs from school children with Uncle Roger Knox, our school chaplain and Gomeroi Elder and a dance performance by the Gomeroi Dancers from Tamworth. The dancers were a big hit with the students especially during the traditional dance workshops held throughout the day and the closing concert where the fun and energy engaged students of all ages. Students and teachers from Warwick Christian College joined us for the celebrations.

Confidence to Achieve

The importance of character development as a cornerstone of Total Education and its strong link with academic results can sometimes be hard to connect.

However, the Chair of the House of Representatives Education Committee understood it when he rang me personally to congratulate the school on being in the top 1% of Queensland secondary schools, based on our students' academic improvement from NAPLAN to OP for the previous year.

It is approaches such as encouraging co-operation over competition, finding motivation from within rather than using the carrot and stick and working with parents to build a consistent approach, that builds the self-confidence to achieve.

Shane Power, Principal

YEAR 9 RITES OF PASSAGE

Year 9 students took part in a Rites of Passage program in June, facilitated by Dr Arne Rubinstein from the Rites of Passage Institute. The program, held at the school's outdoor education facility, was an aid for parents and children negotiating the transition from childhood to adulthood. Parents and students shared their stories and visions in a supportive and warm atmosphere, strengthening community bonds. This session with parents concluded with a moving honouring of the students.

After a few days of challenging and rewarding activities at Camp Kokoda, the students returned to school, meeting their parents for reintegration, the final stage in the Rites of Passage process. The program will now be an ongoing feature of our new Year 9 Discovery year.



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 & 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 encouragement of the visual and performing arts.

Integrated Studies

An Integrated Studies program was established for Year 9 and 10 students in 2019. Students had the opportunity to explore the theme of "Power" across a range of subjects, individually or as a group. The projects encouraged the students' intrinsic motivation and innate interests. Projects included design, construction and use of rafts, motorised go-karts and skateboards, music, fashion, guitar making and horses, culminating in an excellent 90 min showcase of their studies to parents and students.



Humanities and Social Science

Humanities and Social Sciences (HASS) fosters strong research and analytical skills, and teaches students more about the world we live in and how humans interact with it, looking at everything from the historical events that led us to where we are today, to the day to day operations of the country.

Year 9 HASS students ran a fictitious federal election as part of their studies. Parties were formed, policies developed, and campaigns for election run for the federal parliament of the School of Total Education. Students learnt about Australian Federal Politics in a hands-on way, while also building their persuasive skills.

Year 9 Discovery

Planning continued for the introduction of the Year 9 Discovery program in 2020. Key teachers

attended leadership training at the Rites of Passage Institute at Mullumbimby. The program includes a reduced academic load (2 days) to allow the students to engage with life skills training, work experience and pursuit of individual projects, within a framework of transitioning to adulthood.

Manual Arts & Design



Year 9 & 10 students have the option to participate in manual arts projects, a number of which were run at the school's property at Upper Freestone. Learning about concreting and making bases for mosaic stepping stones was one project with a beautiful outcome.

Film and Television

Film and Television is offered as a subject in Year 11 & 12. The course incorporates theory and practical elements including conventional design modes such as story boards, shooting lists, screen plays etc and then shoot and edit their films. There is also an analysis element to the course where the students examine various elements such as use of representation, technologies as well as the business and commercial side of filmmaking.

Language

French is taught as a secondary subject with practical French cooking sessions always enjoyed.



"Big History"

A new approach to teaching History, Science and Civics has been introduced in Year 10, using the larger picture of the history of the universe. The project sees science and history teachers team teaching and various research projects ensued.

Art

Children participate in Art lessons from early primary. In secondary, art lessons continue in Years 7 and 8 with students given the option to continue their study from Year 10. These years allow students to explore different art processes and refine techniques. The structure of the program also presents opportunities for students to develop their own unique style, encouraging them to express their ideas and beliefs as visuals.



Artwork by Yr 11 student
Xsanthia Frith

The school's art program is supported by artist-in-residence Chris Hulme who assists the teachers with his knowledge and experience.

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.

Drama and Performance

Right from the Prep Grade through to Year 10, all students participate in performance. A friendly atmosphere is created by holding the performance in the classrooms in the early years with a very appreciative audience of parents and other students. Performers showed patience, an energetic and positive attitude, confidence and capacity to co-operate in their preparations. Senior secondary students have Drama as a subject option. The performance focus in 2019 was on the secondary musical "Mulan". Our school musicals involve any interested secondary students, not only those studying drama or music as subjects.



Music

Our music program is a very inclusive one, based on the Orff-Schulwerk approach to music education in the primary school and developing through to instrumental, ensemble and vocal specialization in the secondary school. Primary students participate in singing, movement and instrumental activities playing a variety of instruments including percussion, marimbas, guitar and piano. Secondary students develop their knowledge, understanding and practical skills on the instruments of their choice and further progress with their ensemble skills. Concerts are regularly held to enable students of all ages to perform for the wider school community. These include instrumental concerts for soloists and small ensembles, primary class concerts and secondary school participating in ongoing cultural events such as NAIDOC celebrations as well as the biennial school musical. Music is seen as a powerful tool for self-expression and service to the school and general community. Private tuition is also available for piano, guitar and brass instruments.



Year 10s 'Real Job'

Our Year 10 students attended a week of work experience exploring the following areas: landscaping, cabinetry, building, motor mechanics, printing, dog grooming, radiography, hospitality, architecture and veterinarian. For some it confirmed a career interest, for others they realized a job is 'not for them!' Either way it helped awareness and gave a taste of the world of work.



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. The students applied themselves with enthusiasm, often achieving excellent results without comparisons and accepting of all efforts.

Primary Games Day

Our 'Primary Games Day' in August saw students in team colours enjoy tug of war, tyre run, egg tennis, a rope course and a game of human hungry hippo. It was an example of how healthy activity could be enjoyed by all children in a fun way while building confidence and trying their best. Parents joined in a picnic lunch and enthusiastically cheered on the students.



Interest Groups

A range of activities are offered as "Interest groups" for primary students. Students can discover new interests, follow a passion and connect with other teachers and students in a different way to the usual class program. Activities in 2019 included a 'Cook for a Cause' bake stall for drought relief initiated by the students, a dance group which resulted in a performance of 'Dance Fever', and other activities such as tie dyeing and paper planes.



Secondary Drought Olympics

Due to the drought, the secondary sports day in 2019 involved new activities and a variety of locations. With team colours, a chant and rain dance to launch the day, students collaborated well and competed in long jump, discus and then track and field events and cycling. The day

finished with swimming events - creative relays and individual races. Excellence was seen in many activities while showing good sportsmanship and enthusiasm. All secondary students participated, showing the value of a collaborative approach.

Passion Projects

This program connects primary students with secondary teachers as mentors to help them develop a project in their area of interest.

Nature Week

Nature Week saw all primary classes involved in nature-based activities and enjoying themed story readings at lunchtimes, out in beautiful natural settings and fresh air.



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 but 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. Teachers guide students in the discerning use of technology. Students have access to 3D printer and robotics technology.

Loas Teacher Exchange

Our school participated in the 2019 Australia-ASEAN BRIDGE School Partnership Program. Primary Co-ordinator Samantha Fisher was appointed our ASEAN Bridge co-ordinator and spent 5 days in Sydney for a training session with other delegates including a teacher from our partner school in Laos, Miss Lassamy Sisombath. Following the training in Sydney, Miss Lassamy joined Mrs Fisher to visit our school sharing her culture and educational knowledge and seeing how we do things here.

Extra-Curricular Activities

Secondary Musical – “Mulan”



A wonderful production of the story 'Mulan' in May was the result of tremendous effort by our secondary students as they demonstrated refinement of their skills and talents in performance and as stage crew. They worked collaboratively and their enjoyment showed in the end result. The audience was also delighted by beautiful sets and costumes designed and crafted by many staff and parents.

Year 9 Run the School

Our annual “Year 9s Run the School Day” was held in August which saw students experience leadership roles in different areas of the school including teaching, cooking, landscaping and maintenance, admin and stepping into the role of Principal. The students prepared fun and educational activities in the weeks prior. This day always offers a valuable opportunity for students to increase their awareness of what happens around them while building connection between primary and secondary students.



Outdoor Education

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.

Camps Program

The School has an extensive camps program starting at Year 4 with a Sleepover at School and progressing through to a lengthy challenge



program for Year 11 and 12 students. The camps program is designed to tie in the students' growth and development 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 2019 program helped children build resilience, connect with others and appreciate the natural world. Year 10 students made the trek to Canberra to participate in a variety of educational programs and Year 11 headed to Brisbane for a cultural and social awareness camp also providing an experience of city life.

Youth Parliament

Four students from Grade 6 enjoyed taking part in a Youth Parliament event in Toowoomba, hosted by the Queensland Parliament and chaired by the Qld Parliament Speaker. Our students represented the Opposition and debated a motion on a youth issue. Approximately 90 students from the Southern Downs region participated.



Health Careers Day

Some interested Year 9 and 10 students participated in a careers education day organised by Qld Rural Medical Education. Students met and talked with healthcare workers and other students undertaking health degrees at university who shared their experiences. Some practical sessions included CPR, plastering and suturing.

Peace Day

To acknowledge the International Day of Peace in September a day program of activities was held. Children followed the peace theme during interest groups in the lead up and contributed to peace messages and decorations around the school as well as a Peace Mural created by the students with the help of our artist-in residence. There was also a dance performance by primary students and a concert in the afternoon which parents and friends could join.



Visiting Performers

Students were treated to a unique performance by *Klare KuOlga* from Papua New Guinea who shared, through music, her interesting life story and diverse upbringing. Klare's relaxing and soulful music reflected the importance of unity, belonging and togetherness.

Ensemble *Wyniss* joined us through the Musica Viva program. Wyniss from the Torres Strait Islands performed with extraordinary skills in singing and dancing, helping us better understand the culture of these islands. Students learnt string games and practised spinning tops in preparation for this interactive and uplifting performance.



Stanthorpe duo *Nine Year Sister* performed their original songs at an afternoon concert, inspiring budding performers.

Queensland Ballet ran workshops for primary students. The children thoroughly enjoyed these workshops and participated well.

Kops in Kilts - The Qld Police Pipes and Drums Band entertained primary students with an interactive and entertaining show sharing road safety messages.



Code Club

An after-school Code Club for interested secondary students offered further development for students interested in the area of computer coding and computational thinking. Students progressed at their own pace through a self-directed challenge using tools such as Unity, C#, and Python to design a functioning piece of software of their choosing.

Southern Downs Youth Council

Year 10 student representatives along with many others from the district, participated in a local council initiative aimed at giving a voice to young people in the community. It also gave an insight into Council processes and was an opportunity to mix with other students and meet the Mayor and Councillors.



UQ engineering students visit

Engineers from the UQ's Engineers Without Borders ran a workshop on water filtering technology in developing countries. The practical exercise demonstrated the role of engineering in solving social challenges through the application of technology and provided teachers with useful applications for a range of year levels.

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.

During the year teachers explored Howard Glassner's Nurtured Heart approach which complements the school's restorative justice approach in resolution of issues such as bullying.

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.

School Chaplains (non-religious)

Uncle Roger Knox, well-known Aboriginal musician, and Gomeroi Elder, met with a range of class groups and individuals, talking, telling stories and singing about courage, self-confidence and faith. Teacher Rachelle Mohajer was also available for student support, helping students relate to values in their situations.

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.



Teacher 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.

Well-Being for Schools Workshop

Principal Shane Power and Secondary Coordinator, Judy Funder attended a two-day ISQ workshop facilitated by Professor Donna Cross from the University of Western Australia. Prof Cross has an international reputation for her work in developing community based interventions to enhance social and emotional development amongst young people.

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	89%	Year 7	90%
Grade 1	87%	Year 8	87%
Grade 2	90%	Year 9	91%
Grade 3	94%	Year 10	88%
Grade 4	84%	Year 11	91%
Grade 5	92%		

Pastoral Care for Parents

School Governing Council members provided support for parents, being 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.

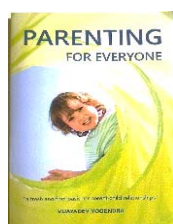
Grade 6 Budding Ceremony

Grade 6 families enjoyed a wonderful night at our first Budding Ceremony in November, which is part of our Rites of Passage program. A dinner along with farewell and welcome speeches saw this group on their way to transition to secondary schooling. The children each received a plant to symbolise their development.

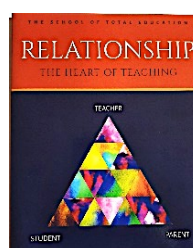


Leadership in Education

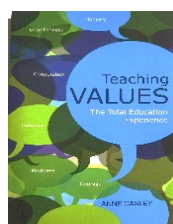
More than 40 years of the practice of Total Education through the School's operation in Melbourne then Warwick has given rise to a wealth of deep knowledge from the experience. 2019 saw a number of new publications become available distilling this valuable wisdom for practical application.



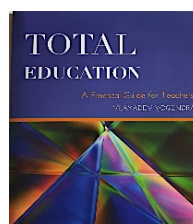
□ *Parenting for Everyone*: Updated for the current context this third edition of a classic parenting book written by our school's founder Vijayadev Yogendra, helps parents find a deeper understanding of their children and issues such as family communication, health, discipline and values.



□ *Relationship - The Heart of Teaching*: is a treasure trove of practical guidance on the teacher student relationship. This handbook for teachers at the school contains the collective wisdom of teachers and psychologists on teacher reflection and self development.



Written by a long-term and much loved teacher from the School of Total Education, *Teaching Values* is a scholarly study of the practical implementation of values education as well as the history of alternative education in Australia.



Total Education: A Practical Guide for Teachers is a compilation of informal lectures to teachers by the school's founder. This handbook for teachers at the school contains deep wisdom on the essence of education and the role of the teacher.

Parent Communication & Involvement

Parents' Program

Parents at SOTE attend a weekly small group discussion 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* where leaders share any concerns and can be supported. In 2019 group leaders participated in four training sessions run by parent educators and psychologists. The sessions explored the key ideas and principles of Total Education.

New parents are buddied up with existing parents as mentors.

Combined Parent Meetings

Combined Parent Meetings involving all parents are held twice each term. From our parent survey, the most highly rated presentation this year was on the topic "*The Importance of Sleep*" presented by occupational therapist Bel du Bois who provided valuable information, ideas and resources related to sleep needs for all ages.

Other highly rated presentations included a Q&A session with Canadian educationalist Molly Hurd on integrated studies and nurturing a love of learning and "Character Development Through Our Diverse Curriculum" presented by a number of teachers and parents.

In 2019 a *Parent Advisory Group* was established to assist with the running of the Parents Program. The group of parents and school supporters helped organize topics and speakers for the Combined Meetings and Interest Groups.

In August parents participated in '*Interest Groups*' giving them the opportunity to connect through activities such as craft, cooking and sport.

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.

Dads Group

A monthly Dads Group was started in 2019 giving Dads an opportunity to connect and share their experience of family life and their role in it. The group was facilitated by a male counsellor.

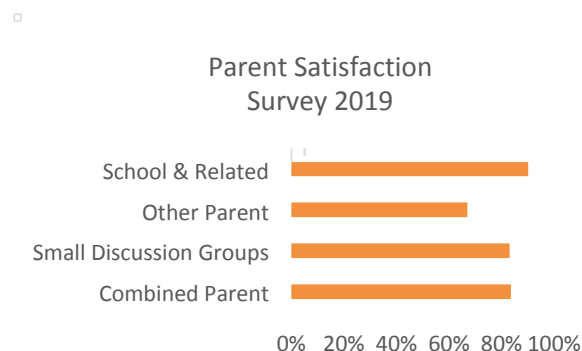
Reporting to Parents

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 secondary musical *Mulan* (97%) and *Primary Games Day* (94%) as the school activities they enjoyed most in 2019. Also highly rated were the *NAIDOC Day* (89%) and *Peace Day* (87%) celebrations.



Teacher Development

Staff Stability

The School has a high level of staff stability with 86% of the teaching staff being retained from the previous year.

Staff Composition

- Full-time Teachers: 25%
- Part-time Teachers: 28%
- Full-time Non-Teaching: 5%
- Part-time Non-Teaching: 39%
- Indigenous Staff: 3%

Teachers Seminars

Teacher seminars during the year looked at “The Importance of Collaboration in Teaching”, Child Safety & Emergency Procedures, Integrated Studies, “Fostering Childrens’ Innateness”, “Project Learning” with Molly Hurd, “The Nurtured Heart Approach: Bringing Out the Best in Students”, “Relationships: The Heart of Teaching”, Restorative Justice, “Real Kids in an Unreal World” and Dyslexia Awareness.

Curriculum Days

Teachers spend one full day each term on curriculum issues. In 2019 these included significant time on developing the Senior Assessment Items for the QCAA. Planning time was also spent on Integrated Studies, the Year 9 Discovery program as well as individual planning. Other sessions included Teacher Well-Being with psychologist Jan Gudkovs, Wasabi Learning, NCCD, i-maths and training in use of Microsoft One Note. Teachers also used these opportunities to share learning from external PD sessions they had attended.

External Professional Development

SOTE Teachers (19) attended a variety of externally provided Professional Development Programs. The amount expended per teacher on professional development was \$440 p.a. (excluding the cost of teacher replacement). All teachers attended at least one PD program.

Sessions attended during 2019 included Orff Shuelwerk music program, Genius Hour Master Course, Rites of Passage Leadership Training, Cognitive Thinking Yr 7-10, Writing Yr 2-6, Understanding ASD, Overcoming School Refusal, Mental Health & Wellbeing of Young People (Generation Next), Literacy Yr 9&10, French Immersion, Learning in the Inclusive Classroom, Effective Use of Teaching Assistants, NAPLAN on-line transition.

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 Teachers & Teacher Training

An induction program for newer teachers and a training group for more established teachers was held during 2019 meeting approximately every 6 weeks. The training group’s main focus has been on the understanding and practice of Total Education.

Teachers’ Qualifications

Leadership

Shane Power LLB

Full-Time Secondary Teachers

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.

Full-Time Primary Teachers

Samantha Fisher
BEd, GrDipEd (Special ED)

Jane Mayall
Grad Dip Learning & Teaching,
BA Nursing

Sarah Namour
BA Sociology, Grad Dip Ed (Primary)

Sharmayne Wilcox
BEd (Primary)(Hons), A.Mus.
AGMED, C.Mus AGMED (Hons)

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)

Renee Locke
BA, Grad Dip Learning & Teaching

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.

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Enrolments

104 students

57 primary (55%) and

47 secondary students (45%)

10 Indigenous students (9%)

89% Average attendance P-12

No Year 12 cohort in 2019*

Year Levels Offered

Prep to Year 12.

Single stream at each level.

Gender

Co-Educational at all levels.

48 girls and 56 boys.

Retention Rates

NA*

Staff Statistics

86% Staff Retention from 2018.

97% Staff Attendance Rate.

\$444 Staff Development costs
(per teacher per annum)

\$8434 Total funds expended on
Teacher Prof. Dev.

100% Teachers attending staff
development activities in
2019.

Teachers and Students

Ratio of 1 teacher to 6.97 students

School Income: \$2,375,235

Aust. Govt (57%), State Govt (14%),
Parent Fees (26%) Private (3%)

School Comment

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

Grade 3 NAPLAN Test 2019 (5 students)

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

Grade 5 NAPLAN Test 2019 (12 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average score (School)	496	451	481	491	465
Average Score(National)	506	483	500	499	502
% at or above National Minimum	100%	80%	82%	91%	100%

Grade 7 NAPLAN Test 2019 (10 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	529	455	471	507	535
Average Score(National)	546	513	546	542	554
% at or above National Minimum	100%	71%	88%	88%	100%

Grade 9 NAPLAN Test 2019 (13 students)

Test	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Average Score (School)	604	522	581	594	609
Average Score(National)	581	548	582	573	592
% at or above National Minimum	100%	83%	100%	100%	100%

□ ^ To maintain privacy of individual student information, where there are fewer than five students tested, the QCAA does not provide results.

□ * In 2019 there was no Year 12 cohort. This was a consequence of the government increasing the starting age by 6 months in 2006 thus halving the number of children eligible for Prep that year.



□ Whole School 2019