

Annual Report

Well-Being Through Nature



Our school places great importance on student wellbeing, especially through the programs engaging with nature. These include taking lessons outside the classroom, visits to our Outdoor Education Centre at Upper Freestone and annual adventure camps from Year 4.

Numerous studies have documented the positive impacts for children from outdoor education including significant improvement in mental health and well-being, increased interest in learning, intrinsic motivation and lower anger and anxiety.

Hence, we pulled out all stops to ensure our students experienced the camps program in 2020, whilst still ensuring safety from COVID infection. Highlights included the Y9 and 11 Camp Kokoda challenge and the Year 10 Moreton Island adventure. These camps help children develop a stronger sense of self and learn the life skills of resilience and teamwork.

Strength from Adversity

2020 was a ground-breaking year. While the pandemic dominated our agenda, it did not dominate our school spirit of kindness and support which I am proud to say shone through strongly.

The work of the teachers in preparing materials for home delivery for the 5 weeks of lockdown, providing online classes and delivering 'at school' tuition for our children of essential workers was extraordinary. And all this on top of a crash course in online teaching!

The new appreciation from parents for what the teachers do was beautiful to see, as was the patience and acceptance shown by all when things didn't go according to plan. Well done, everyone!

Shane Power, Principal

ART FOR MORE THAN ART'S SAKE



Collaboration, problem-solving, critical thinking, imagination, communication, agility and empathy are some of what our arts program provides. And what is more, these attributes, referred to as the 21st Century Skills, are deemed to be vital to employment for our children in the future and are prescribed by the Australian Curriculum.

Our dedicated Visual Art and Manual Arts & Design teachers create an open environment which allows individual creativity and self-expression, working with the students to discover their vision then patiently encouraging them to express it. Our artist-in-residence also works with the students, as seen in the beautiful mosaics and murals developed throughout the 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 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 encouragement of the visual and performing arts. Both general and applied subjects are offered in Senior Secondary.

Year 9 Discovery

2020 saw the first year of our Year 9 Discovery Program. The program includes a reduced academic load to allow the students to engage with life skills training and pursuit of individual and group projects. The capacity to run this program was severely limited by COVID restrictions for a good part of 2020. After moving into their own refurbished space, the students undertook some close to home activities including fundraising to build a concrete slab for sport space, building a worm farm, yabby catching and gardening. The Rites of Passage day is a key element of the Year 9 program. This was following by a challenging Camp Kokoda.

Humanities and Social Science

Year 9 Discovery students moved into their new home, the "Discovery Centre" in 2020. This dedicated space allows for a range of activities such as putting together a worm farm as a practical component of soil and food production studies in Geography (HASS).



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 and for the teaching of Mathematics in Years 7 to 10. Students in Years 10, 11 and 12 have their own laptops. Teachers guide students in the discerning use of technology and students along with their parents sign a Computer Use Agreement at the start of each year.

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, leadership, confidence and trust as well as self-sufficiency and practical challenges. Students report that a great deal of positive learning occurs in these situations. Camps in 2020 focused on building skills and confidence through activities such as high ropes, several cooperative team tasks, orienteering, rock climbing, kayaking and abseiling.

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.

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.

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. The students thoroughly enjoy these opportunities to learn and explore in a natural space.



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



Film, Television

Film and Television is offered as a subject in Year 11 & 12. The course incorporates theory and practical elements. Students use 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.

Science & Technology

Science is a core part of the Australian Curriculum and is taught from Prep through to Year 10. In senior secondary students may specialise into Physics, Biology and Chemistry and for students with a more practical bent, Science in Practice is also offered. In Year 10 science and history teachers joined together to create Big History which brings science to life by presenting it in an historical context.

In Information Technology students worked on coding for games and robotics as well as constructing drones and working with 3D printing.

Language

Students study French in secondary which includes practical sessions such as French cooking. Japanese conversation classes are also offered to interested students.

Manual Arts

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. Year 10 Manual Arts & Design students took on a major project in building a wood fired oven capable of cooking pizzas and bread. Construction involved laying a concrete base, cutting and laying bricks and creating insulation space over the dome. This project was completed over a number of weeks at the school's Outdoor Education facility and Year 9 Discovery enjoyed the first pizzas to come out of it in June! Manual Arts students also learnt some basic elements of blacksmithing during sessions at the Outdoor Education Centre.



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 10s 'Real Job'

Our Year 10 students attended a week of work experience spending time at workplaces such as: building site, retail, data company, food suppliers, horse stud, meatworks, legal office, bee keeping and a car service centre. 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 Cross Country Run & Emu Parade

Our primary students enjoyed a bracing run in the winter air, running a course in groups around the school with a support crew in parents, grandparents, siblings and other students cheering the runners on. They requested an "Emu Parade" to follow their run, with gloves and garbage bags practised their emu skills in "picking" up little bits of missed litter around the school grounds. It was lovely to see the children take this care in their surroundings.

Secondary Sports Day

The secondary students had a full day of challenges and fun in August as the teams took on a range of events including relays, high jump, long jump, sprints, discus, javelin and bin toss. Cross country was on after lunch with runners being cheered on by onlookers. They got into the spirit, at the start of the day performing creative team songs.



Interest Groups

Primary Interest Groups in 2020 centred around our planned biennial Special Day on the theme “Africa”. While the day was unfortunately cancelled due to covid, the students enjoyed many themed activities during Term 1. Two very enthusiastic groups went 'On Safari' exploring different flavours and foods of Africa. The children loved cooking and enjoying the nutritious and tasty food while learning about African culture. The younger primary school children sang and played African songs and even became lion cubs playing in the jungle!



Passion Projects

This program connects primary students with secondary teachers as mentors to help them develop a project in their area of interest. With a passion for caring for her community, a Grade 3 student organised a clean-up around our local Queen's Park with her grade and grades 4 and 5. The students rallied around her by picking up rubbish around the river. With the lovely weather and plenty of wildlife to study it turned out to be a great effort. Especially so as they also chose to keep their carbon footprint down by walking to and from the park.

Grade 6 Budding Ceremony

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



Camps

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 2020 program while delayed due to covid, was held in the later part of the year and helped children build resilience, connect with others and appreciate the natural world.



Extra-Curricular Activities

Garden Projects

Primary students often help out our gardener Mr Quinton with various garden tasks and help with projects to beautify the grounds. The students learn much about plants and their care and interesting things like the value of worm farms.



Year 9 Run the School

Our annual “Year 9 Run the School Day” was held in September with the Discovery students discovering what it is like to be a teacher. They took the role of teacher in a range of classes with support from the classroom teacher or stepped into the role of Principal for a session, getting a view of such things as interviews and planning.



This day is a valuable opportunity for students to increase their awareness and respect of what happens around them, including the planning and

preparation required, while building connection with other students of all year levels. Primary students especially, look forward to this day each year, connecting with the older students. Year 9 enjoyed the day, sharing their many stories at an afternoon tea “Teacher Meeting.”

NAIDOC

Our NAIDOC day in November saw a hive of activity as the whole school was engaged in acknowledging Aboriginal and Torres Strait Islander people and their culture. A welcome ceremony involved moving words and music from school parent and Githabul representative, Melissa Chalmers and from our Indigenous chaplain Uncle Roger Knox. This was followed by flag raising. The day was filled with art, music and Aboriginal games, finishing with a student concert with Uncle Roger in the auditorium.

Local community Elders were special guests who provided a treat with freshly cooked Johnny Cakes for morning tea!



Visiting Performers

Our usual program of visiting performance was severely restricted this year due to the pandemic however we were fortunate to enjoy a live Japanese drumming group, Taikoz, who performed a concert via Zoom courtesy of Musica Viva. It was an interactive performance which involved the children dancing with the music at the end of the show.

Choirs

Primary and Secondary choirs were started but had to put their activities on hold for a good part of the year due to the pandemic. Fortunately, the students were able to work on and perform pieces towards the end of the year, contributing to NAIDOC day celebrations and to an end of year concert.

Mosaic Art

In February our Artist-in-Residence Chris Hulme and the Grade 6 students installed the latest mosaic addition to the school in the form of a bird bath. The Grade 6 students worked on this beautiful and functional piece of art at the end of the previous year. The bird bath has had a lot of positive feedback from both people and birds!

During the year, art classes also assisted Chris as he started piecing together a new mosaic feature inspired by some members of the Year 8 art class. It is a beautiful, colourful path winding its way around the sandpit area.



Southern Downs Youth Council

Our 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. Agenda items were discussed leading to recommendations for the Mayor and Councillor to take to General Council. The Mayor acknowledged the importance of our youth and the role they play in helping shape the future of our shire.



Student Council Members with Mayor Pennisi

Book Week & Parade

Book Week saw many primary activities relating to the theme "Curious Creatures & Wild Minds". The parade was an opportunity for primary students to dress up as a favourite book character. Afterwards, students shared some time in the sun and read their books to a reading partner.



Student Safety Training

Years 5 & 6 attended bicycle safety and road rules day in Toowoomba. Senior secondary students also had sessions with Fire & Safety officers talking about driving, alcohol and road safety as well as the opportunity for defensive driving courses.

Guest speakers for secondary students included a local police sergeant who spoke about cyber safety and a past graduate sharing her thoughts and experience about after-school life, study, friendships and making good choices. Both speakers were very encouraging to the students to invest in strong and well chosen futures.



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 two teachers maintain 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.

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 an equal breathing exercise 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 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, adding to the family atmosphere.

School Chaplaincy (non-religious)

Uncle Roger Knox, well-known Aboriginal musician, and Gomeroi Elder, continued in his role in our chaplaincy program in 2020. Uncle Roger has a wealth of personal experience around adversity, courage, service and finding identity. He met with a range of class groups and individuals, talking, telling stories and singing about courage, self-confidence and faith.

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 and for peer support.
- Support with stress is provided by counselling through the Centre for Healthy Living.
- Leave is provided for sickness and family or bereavement issues.
- Healthy meals are provided 3 times per week.

Teacher Feedback

The weekly teacher meetings, along with the open and honest communication involved, allows opportunities for teachers to share feedback. Primary, junior secondary and senior secondary teachers, along with the School Principal always make themselves available for discussion.

In 2020 a detailed survey of staff satisfaction with the school climate was conducted. Along with very positive feedback it provided much data to consider on what is working well, what could work better and what new things could be implemented over the coming years. Some key points were:

- High satisfaction with and level of connectedness within the school community
- High satisfaction with the communal and collegial atmosphere amongst teaching staff
- High satisfaction with the small classes which provides quality teaching and learning experience.

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 2020 our group of dedicated Parent Group Leaders connected regularly via Teams to discuss and plan how to help families stay connected with teachers and each other during the isolating lockdown time. While face to face meetings weren't possible, every effort was made to keep up contact with on-line meetings, phone calls or email messages. This was especially important where families were struggling with the challenge of home-schooling children of various ages as well as their own work.

In 2020 our Parent Advisory Group met regularly on-line along with Parent Group Leaders to discuss how to take the Parent Meetings forward in this challenging year. In November they also reviewed the year and discussed how to help parents get the most out of the program in the year ahead.

Combined Parent Meetings

Combined Parent Meetings involving all the parents are generally held twice each term however were less frequent in 2020 due to covid restrictions. From our parent survey, the presentations this year on "*Nurturing the Child's Growth*" presented by teachers and "*Having Difficult Conversations*" presented by social worker and parent mentor David Leech were highly rated.



Grade Meetings

Grade Meetings for all year levels, where parents of each year group meet with the teachers and each other, were rated well in the parent survey

and received positive comments about parents finding them helpful, informative and enjoyable.

Parents and teachers discussed the class progress as a whole and exchange views on how issues might be tackled jointly between home and school.

Dads Group

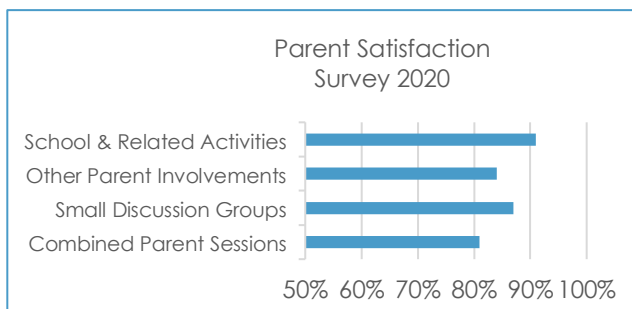
A monthly Dads Group was held when possible offering an opportunity for Dads to connect and share their experience of family life and their role in it. The group was facilitated by a male family counsellor from the Centre for Healthy Living.

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 student sports days as most enjoyable as school activities they participated in during 2020. Unfortunately the usual calendar of activities such as musicals, concerts and other performances were not possible due to covid restrictions.

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.

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:	22%
• Part-time Teachers:	32%
• Full-time Non-Teaching:	10%
• Part-time Non-Teaching:	33%
• Indigenous Staff:	3%

Teachers Seminars

Teacher seminars during 2020 looked at “What Makes a Good Teacher?”, “Emotional Stability”, Child Safety & Emergency Procedures, Integrated Studies, “Teacher Care & Being a Loving Person”, “Accepting Ourselves, Accepting our Students”, “Assisting Children with Emotional Self-Regulation”, “The Teacher as a Role Model”. In addition there were many sessions on Learning at Home and learning how to manage the on-line classroom and the Teams program.

Curriculum Days

Teachers spend one full day each term on curriculum issues. In 2020 these included curriculum development and assessment, literacy, special needs, integrated studies, yearly overview planning and secondary electives. They were also an opportunity for staff to share learning from external PD sessions they had attended.

External Professional Development (PD)

All SOTE Teachers attended some PD sessions during the year through a variety of externally provided Professional Development Programs. The amount expended per teacher on professional development was

\$63 p.a. (excluding the cost of teacher replacement). This was significantly down on previous years due to the cancellation of many sessions and travel restrictions related to the pandemic. All teachers attended at least one PD program.

Sessions attended during 2020 included: Rites of Passage Leadership Training, ACER masterclass, Incident Response, NCCD Evidence & Data Quality Literacy, Numeracy, Autism, Emotional Regulation Masterclass, Foundation & Synthetic Phonics, Identifying Dyscalculia.

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 2020. The training group's main focus has been on the understanding and practice of Total Education.

Teacher Communication

The weekly teacher meetings, along with the open and honest communication involved, allows opportunities for teachers to share feedback. Primary, junior secondary and senior secondary teachers, along with the School Principal always make themselves available for discussion.

Teachers' Qualifications

Leadership

Shane Power LLB

Full-Time Secondary Teachers

Susan Cooper
BA, GrDipLearnTeach (MidYrSch)

Judy Funder
BA (Hons), Dip Ed

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

Brett Weier
BA, B Ed.

Mark Rank
Grade Dip Ed(Sec), Beng(Mech), Hons

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

John Muehlebach
Grad Dip Ed (Teaching) BEng



Required Statistics

System Affiliation

Independent, non-systemic,
non-denominational.

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Warwick, Queensland 4370

Telephone: 61 7 4661 2666

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Email: admin@sote.qld.edu.au

Website: www.sote.qld.edu.au

Enrolments

109 students

57 primary (52%) and

52 secondary students (48%)

10 Indigenous students (9%)

88% Average attendance P-12

Year Levels Offered

Prep to Year 12.

Single stream at each level.

Gender

Co-Educational at all levels.

52 girls and 57 boys.

Retention Rates

56% apparent retention rate

Staff Statistics

88% Staff Retention from 2019.

97% Staff Attendance Rate.

\$63 Staff Development costs
(per teacher per annum)

\$1375 Total funds expended on
Teacher Prof. Dev. (Not
including staff replacement costs)

100% Teachers attending staff
development activities in
2020.

Teachers and Students

Ratio of 1 teacher to 6.44 students

School Income: \$2,857,272

Aust. Govt (59%), State Govt (12%),
Parent Fees (21%) Private (8%)

School Comment

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

NAPLAN

In 2020 there was no NAPLAN testing conducted Australia-wide due to disruption caused by the COVID pandemic.

YEAR 12 OUTCOMES

At the time of publishing this Annual Report the government is yet to give guidelines on the reporting of Year 12 results. With the new ATAR system now in place there is to be a change in the availability of data. We understand the data will not be publicly available and wait to hear what reporting is required.

At the time of publishing this School Annual Report, the results of the 2020 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 of the information.

STUDENT ATTENDANCE

Average Student Attendance by Year Level

Prep Yr	90%	Year 7	88%
Grade 1	85%	Year 8	82%
Grade 2	86%	Year 9	89%
Grade 3	94%	Year 10	90%
Grade 4	92%	Year 11	86%
Grade 5	86%	Year 12	92%
Grade 6	90%		

The average student attendance for the whole school in 2020 was 88%. 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 rare.

2020 saw a combination of teaching formats with periods of on-line learning, school open for essential worker children only and periods where parents were allowed to keep children home as a precaution. In addition, flooding events impacted some families capacity to travel to school and caused the school to close for one day.



Whole School 2020