

Queensland State School Reporting – 2011

Stonehenge State School (0933)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

The School Annual Report is a snapshot of the overall school environment for 2011. This information is used to set goals and targets for the 2012 school year. At Stonehenge State School we are committed to providing an intellectually rigorous curriculum and relevant learning experiences to cater for all students from Prep to Year 7.

Staff, parents and the wider community all play an integral role in prompting a safe, friendly and respectful environment that promotes active learners. This is achieved not only in academic results but in preparation of students for their future.

The School Annual Report is issued to parents and is available on the school website. A hard copy can be requested through the school office.

School progress towards its goals in 2011

The major focus for 2011 was the improvement of literacy outcomes for all students. This agenda saw significant gains in reading. A whole school reading program was developed, aligned with the Australian Curriculum, and a new process was introduced for regular collection of reading data. An additional focus area was a common curriculum across Outback Advantage Cluster of schools with high expectations for each student. A variety of strategies were employed to improve curriculum intent and resulted in the development of a consistency of standards across all OA schools, a common assessment framework and regular moderation of student work within the cluster.

During 2011, the Building the Education Revolution (BER) program funded the construction of the new Library building. The new learning space has had a significant impact upon the teaching and learning opportunities at Stonehenge.

Future outlook

The school will have an explicit curriculum plan for reading. All students will have an individual learning plans and reading targets. A priority for 2012 is the implementation of the Australian Curriculum in the areas of English, Mathematics and Science utilizing C2C units.

The school will strengthen community confidence in Public Education and market the school to current and prospective parents, local community and businesses through an up-to-date school website.

The school will prepare for the initial roll-out of the Australian Curriculum - English, Mathematics and Science.

The school will continue to encourage students to make healthy choices about their exercise, diet and lifestyle by the continuation of the Smart Moves program.

Our school at a glance

School Profile

Stonehenge is situated 160 kilometres south-west of Longreach in central Queensland. The town has a stable population of 30 people. Macropod harvesting is a common occupation for town based people. Rural properties in the area graze cattle and sheep.

Since opening on the 3rd September, 1900 Stonehenge State School has evolved into a modern learning centre that reflects the rural context of the school. Being a small school in a rural community, the school's social climate is one of close knit friendship, family values and community spirit. These attributes are reflected in the social atmosphere of the school. The students enjoy close relationships with each other and are all well known within the community. Most residents living in the town have a personal connection with the school having either attended the school themselves or their children attend the school. The community, therefore, has played an important role in the progress made at the school.

The school's motto Strong and Proud encourages every child to reach his or her full potential while promoting achievement, initiative, self-esteem and life-long learning. Stonehenge State School provides a warm, supportive environment where all students have individual learning goals.

Stonehenge State School is a member of the "Outback Advantage" which consists of a cluster of small rural schools with multi-age class groupings. OA schools have a shared approach to curriculum, teaching, assessment and reporting. Outback Advantage schools undertake moderation of student work each term.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
4	3	1	100%

Characteristics of the student body:

The total enrolment for Stonehenge State School in 2011 was four students in P – 4. Students are drawn equally from within the town and from rural properties. Enrolment continuity was 100% which indicates stability for the students as they are attending the same school for the whole of the school year.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	2
Year 4 – Year 10	2
Year 11 – Year 12	0
All Classes	4

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

The school was organised around one multi-age class- Prep to Year 4, offering quality curriculum programs across the eight Key Learning Areas.

Students had excellent access to Information Communication Technology with a computer student ratio of 1:1

Instrumental Music Program available to all students in Years 3 – 4

The Arts is supported through visiting professional funded through by the PCAP.

Extra curricula activities

*Anzac Day Service

*Barcoo Cluster Swimming Camp and Carnival

*Barcoo Cluster Athletics Carnival

*Sir Wally Rae Athletics Carnival at Isisford

*Small Schools and LSOE Athletics Carnival – Longreach

*Small Schools Swimming Carnival

*Small Schools Sports Camp at Windorah

*Winton Junior Bush Poetry Festival

How Information and Communication Technologies are used to assist learning

Teachers and students explore new ways of learning and teaching, develop valuable skills and the knowledge necessary to inquire, create and operate in our technologically connected world. The use of ICT's is integrated into the teaching/learning programs. One networked curriculum computer exists for each student enrolled.

ICT is a cross curricular priority in all key learning areas. Teachers integrate the use of ICT's to assist and enhance learning, through the use of computers and also through the use of interactive white boards (IWB). Each teaching space has an IWB. Peripheral devices including a colour printer, scanner, digital still camera, digital video camera and teleconferencing unit are accessed by students and teachers to assist learning.

Social climate

The social climate within the school continues to reflect the happy and positive attitude of the students overall. The students are responsible and enjoy the love of learning and Stonehenge State School is an enjoyable environment for them to continue this. A proactive approach to managing student behaviour has been implemented. This is achieved through a Social Skills program to develop social competence and emotional intelligence. The school has a zero tolerance towards bullying.

Our school at a glance

Parent, student and teacher satisfaction with the school

Information collected from the School Opinion Survey conducted in 2011 has shown that 100% of students that Stonehenge State School are satisfied that they are getting a good education.

Fifty percent of the school workforce is satisfied with access to professional development opportunities that relate to school and systemic initiatives. Eight-five percent of staff members are satisfied with school morale.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	DW
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	DW
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	50%
Percentage of staff members satisfied with morale in the school	85%

DW – Data Withheld

Involving parents in their child's education

Stonehenge State School has an extremely strong Parents and Citizens Association for such a small school. Members of the P&C influence the direction of the school and the members are aware the school is theirs as much as it is their child's. Parents are encouraged to become involved in the education of their child through undertaking voluntary work at the school, assisting with school projects, attending extra-curricular activities such as camps, joining in on the broad range of community events which are offered by the school.

We have an open door policy for parents and encourage parents into our classrooms.

Student achievements are celebrated in the school newsletter which is distributed to parents and community members. Teachers and parents have the opportunity to discuss the students' progress daily, during face to face interactions. Parents are invited to accompany their children on all school camps, interschool sports carnivals and various cultural events.

The Parents and Citizens Association for Stonehenge State School is an active group in the wider community. Monthly meetings aim to support school achievements. The P & C raise the majority of funds through catering for local events and these funds provide extra curricula activities for the students. Strong relationships exist between the P & C, Stonehenge Action Group (STAG) and the local Rodeo Committee; hence fund raising opportunities and funds raised are shared. The annual Stonehenge Community Christmas Tree and school Graduation Ceremony is a celebration of the students' achievements throughout the year allowing parents and community members to share in these successes.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2011 the school has made an effort to reduce its environmental footprint through water conservation and monitoring electricity usage. Garden beds have been mulched and are watered via a timed automatic watering system. Gravel has been used to replace an underutilised grass area to further reduce water usage. To minimise power consumption the air conditioners are set to pre-set temperatures, and automatically turn off every two hours.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	11,707	400
2010	15,901	400
% change 10 - 11	-26%	0%

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	1	2	0
Full-time equivalents	1	1	0

Stonehenge State School is staffed with a teaching principal who is supported one day per week by a teacher shared across the Barcoo Cluster Schools (Stonehenge, Jundah and Windorah).

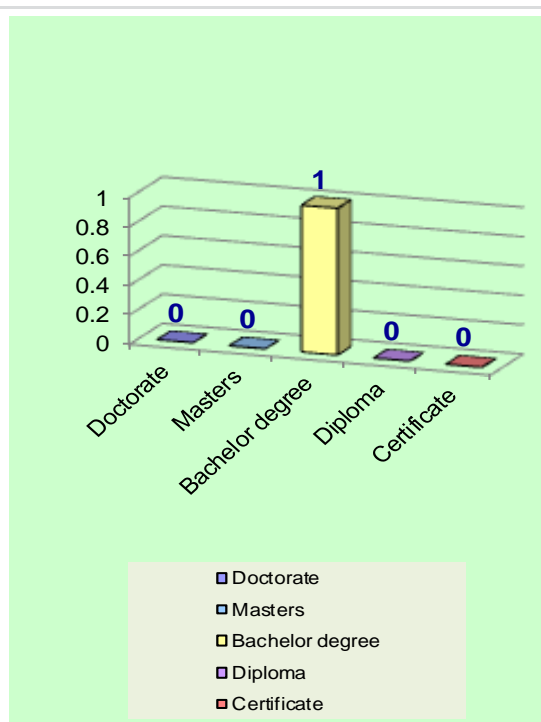
Principal -Bachelor of Education (Early Childhood) major in Special Education

-Graduate Certificate Special Education (Vision Impairment)

Cluster Teacher -Bachelor of Education (Primary)

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	1
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$5944.

The major professional development initiatives are as follows:

- *Principal Conference
- *Principal Business Meetings
- *OneSchool financial training
- *Australian Curriculum preparation
- *Words There Way
- *First Steps In Reading

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

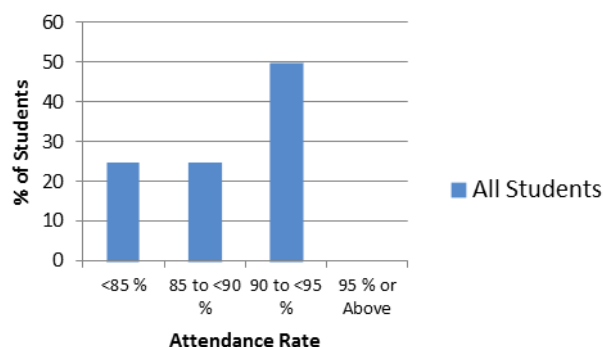
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Student attendance rate at cohort level is withheld due to the small cohort.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Stonehenge State School roll marking occurs daily at 9.00am and again at 1.45pm. School absences are recorded on ONE SCHOOL. Parents notify the school administration if their child is going to be absent from school and the reason for the absence. If a student is absent without the school being notified, parents are contacted that day.

Regular reminders about the importance of school attendance are posted regularly in the school newsletter. Issues in relation to absenteeism are followed up promptly by the Principal.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Collectively from 2009-2011 we have had 100% of our Year 3 students at and above National Minimum Standards in *reading, writing, spelling, grammar and punctuation, and numeracy*. We have had no Yr 5 or Yr 7 students for the last two years.

Our NAPLAN results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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Achievement – Closing the Gap

The student population at Stonehenge State School in 2011 were non-Indigenous.