

Stonehenge State School (0933)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

It is with great pleasure that I present the School Annual Report, 2012 for Stonehenge State School. Stonehenge State School is a Band 5 school in the Barcoo Shire providing a safe and nurturing environment for children of Stonehenge and surrounding area.

Stonehenge State School has a united and dedicated staff, determined to create a learning environment that caters to individual student needs, both academically and socially by providing an intellectually rigorous curriculum and relevant learning experiences to cater for all students from Prep to Year 7. We are proud of our fine reputation in the community as providing a high quality education to the children of Stonehenge.

Information contained within this report includes the school profile, curriculum offerings, parent, student and teacher satisfaction with the school, school climate, attendance rates, links to the National Assessment Program - Literacy and Numeracy results and achievement in closing the gap for Indigenous students.

I invite you to peruse this report and share our successes and future goals, all which aim to improve the educational outcomes for every student, every day in every classroom. Information contained in 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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

School Priorities	Key Actions
Implement the Australian Curriculum - English, Mathematics and Science <ul style="list-style-type: none"> •Improve Literacy & Numeracy outcomes for all students •Foster culture of strong students, strong results & strong futures for all students 	<ul style="list-style-type: none"> •Implemented multi-aged C2C units English, Mathematics and Science •Explicit improvement agenda - reading •Reading targets and aspirational goals for individual students •Individual Learning Plans Literacy and Numeracy
Develop whole-school curriculum, assessment and reporting plan including	<ul style="list-style-type: none"> •Roadmap for Curriculum, Assessment & Reporting in Years P - 7 •Outback Advantage Assessment and Testing Schedule •Explicit Improvement agenda - Reading: 5 week data snaps and data analysis •Regular Moderation between Outback Advantage Cluster Schools
Closing the gap	<ul style="list-style-type: none"> •Individual learning plans and goals •Correlation between attendance / performance data shared regularly with parents at P & C meetings and in newsletters.
Principal Leadership and School Capability	<ul style="list-style-type: none"> •Principal Performance & Development Plan •Developing Performance Plans for all staff
Community Partnerships	<ul style="list-style-type: none"> •Redeveloped school website through websites for Schools initiative •School newsletter distributed fortnightly to parents and community. Available on school website. •School participation in community events e.g. ANZAC Day
Facilities Improvements	<ul style="list-style-type: none"> •Developed a grounds maintenance and improvement plan •Implemented the grounds maintenance and improvement plan

Future outlook

In 2013 Stonehenge State School will have a whole school explicit improvement plan - Writing to improve school performance. We will continue to implement the Australian Curriculum in English, Mathematics, Science and History utilizing C2C units. The school will continue to use the Small Schools Science Program and implement actions to improve Science.

The school will develop a whole school pedagogical practices framework plan and develop instructional leadership with a focus on workforce performance - explicit instruction. Data analysis will inform teaching practice and individual student goals across all KLA's.

The school will develop productive partnerships with students, staff, parents and the community and strengthen community confidence in Public Education.

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 Cluster" 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. Each term OA schools undertake moderation of student assessment pieces from the C2C units.

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

Our school at a glance

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	4	3	1	100%
2011	4	3	1	100%
2012	6	4	2	100%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The total enrolment for Stonehenge State School in 2012 was six students in P – 5. 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.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	4	2	3
Year 4 – Year 7	0	2	3

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The school was organised around one multi-age class- Prep to Year 5, offering quality curriculum programs across the eight Key Learning Areas with a distinct focus on Literacy and Numeracy.

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

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

Extra curricula activities

- *Stonehenge 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

ICT's are used by students on a daily basis. ICT'S are integrated into Literacy and Numeracy activities on a daily basis so students become competent to generate knowledge and understandings from digital sources including the Learning Place. Students are also able to improve skills in ICT manipulation, preparing them for life in a digital age.

Learning technologies within the school include interactive white boards (IWB) in each teaching space. Peripheral devices including computers, colour printer, scanner, digital still camera, robotic Lego and digital video camera and teleconferencing unit

Social climate

Stonehenge State School offers a safe and friendly educational setting for students. This is assured through the Stonehenge State School Responsible Behaviour Plan for Students which promotes the reinforcement of positive behaviour. This plan is specifically designed to maintain high standards of behaviour, as an expectation the staff and parent community have of the students.

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. Stonehenge State School uses the High 5 strategy to respond to bullying behaviour. This 5-step process is taught to all students and is to be used when/if experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

Our school at a glance

Parent, student and staff satisfaction with the school

Information collected from the School Opinion Survey in 2012 was withheld for confidentiality reasons due to the small number of students and parent/caregivers at Stonehenge State School.

Positive feedback received from parents during face-to-face meetings indicates they are satisfied with the education that their child/ren receives at Stonehenge State School. Classroom observations and the regular attendance of students would support student satisfaction with the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	DW
this is a good school	DW
their child likes being at this school*	DW
their child feels safe at this school*	DW
their child's learning needs are being met at this school*	DW
their child is making good progress at this school*	DW
teachers at this school expect their child to do his or her best*	DW
teachers at this school provide their child with useful feedback about his or her school work*	DW
teachers at this school motivate their child to learn*	DW
teachers at this school treat students fairly*	DW
they can talk to their child's teachers about their concerns*	DW
this school works with them to support their child's learning*	DW
this school takes parents' opinions seriously*	DW
student behaviour is well managed at this school*	DW
this school looks for ways to improve*	DW
this school is well maintained*	DW

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	DW
they like being at their school*	DW
they feel safe at their school*	DW

Our school at a glance

their teachers motivate them to learn*	DW
their teachers expect them to do their best*	DW
their teachers provide them with useful feedback about their school work*	DW
teachers treat students fairly at their school*	DW
they can talk to their teachers about their concerns*	DW
their school takes students' opinions seriously*	DW
student behaviour is well managed at their school*	DW
their school looks for ways to improve*	DW
their school is well maintained*	DW
their school gives them opportunities to do interesting things*	DW

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	DW
with the individual staff morale items	DW

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

Parents and the wider community are kept well informed of the happenings in the school via the school newsletter. The fortnightly edition is sent home to parents and distributed widely in the local community. It is also available on the school website.

Student achievements are celebrated in the school newsletter.

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 raise the majority of funds through catering for local events and these funds provide extra curricula activities for the students. The P & C is an active group in the wider community. 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 P & C's annual Stonehenge community Christmas Tree is combined with the school Graduation Ceremony. This is an opportunity for parents and community members to share the celebration of the students' achievements and successes throughout the year.

Our school at a glance

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 2012 the school developed a Sustainable Environmental Management Plan (SEMP). Within this plan we have identified areas to reduce the school's environmental footprint through water conservation and monitoring electricity usage carefully with students and all staff 'switching off' lights, fans, heaters and air conditioners when not required. To minimise power consumption the air conditioners are set to pre-set temperatures, and automatically turn off every two hours. Solar panels generate power which is feed back into the grid, reducing our power account. A grant application for a 2kva upgrade to our solar system has been approved and will be completed in the near future.

Mulch has been replaced in the garden beds have been and watering via a timed automatic watering system occurs in the cool parts of the day.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	15,901	400
2010-2011	11,707	400
2011-2012	11,107	400

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	1	3	0
Full-time equivalents	1	0.8	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).

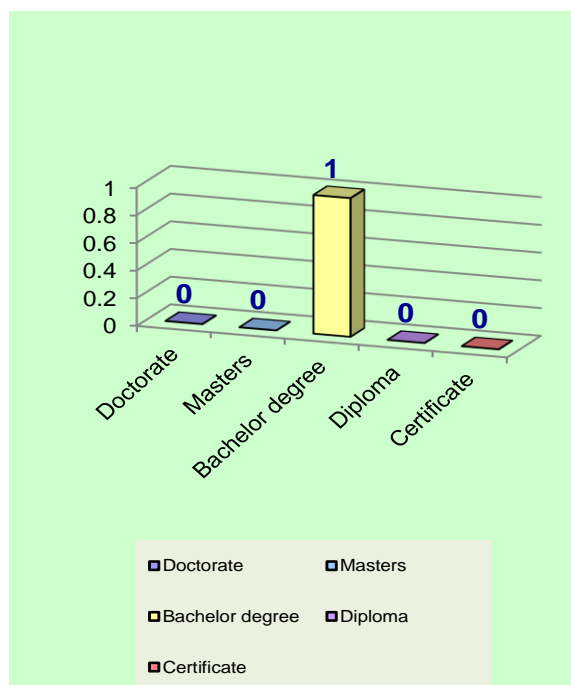
Principal -Bachelor of Education (Early Childhood) major in Special Education
-Graduate Certificate Special Education (Vision Impairment)

Cluster Teacher -Bachelor of Education (Primary)

Our staff profile

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



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$2331.

- *Central Queensland Regional Principals Conference
- *Principal Business Meetings
- *Words Their Way Spelling
- *First Steps In Reading
- *EATSIPS Crossing Cultures

Professional development undertaken by ELearn and web conferencing included:

- *Websites for Schools
- *IPads in Education
- *Australian Curriculum - Spelling and History Workshops

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	100%

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 2012 school year.

Our staff profile

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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	96%	90%	98%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

Student attendance rate for each year level (shown as a percentage)

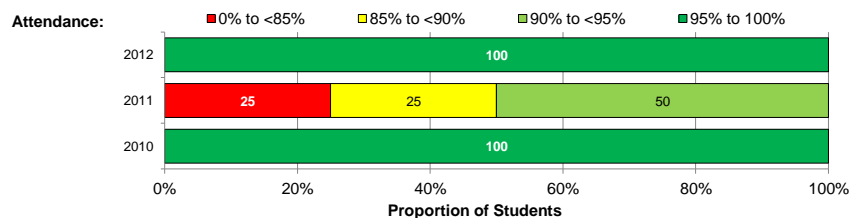
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	DW	DW	DW	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011	DW	DW	DW	DW	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012	DW	DW	DW	DW	DW	N/A	N/A	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

Due to small cohort of students in each year level during Years 2010, 2011 and 2012 student attendance data is withheld to ensure confidentiality. Attendance is not an issue at the school with a whole school attendance rate of 98%.

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 OneSchool. 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 included regularly in the school newsletter and discussed at P & C Meetings. Issues in relation to absenteeism are followed up promptly by the Principal.

Performance of our students

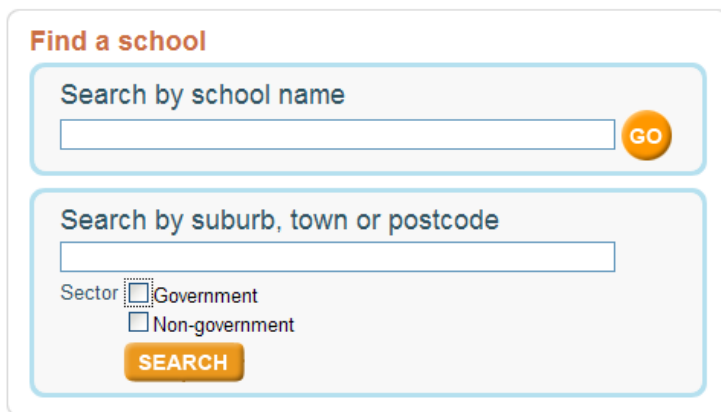
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

The data for our 2012 Year 5 students is withheld from the My School website at <http://www.myschool.edu.au/> due to the small cohort.

From 2010-12 we have had 100% of our Year 3 and Year 5 students in the Upper Two Bands in Reading, Spelling, Grammar and Punctuation. There have been no Year 7 students enrolled during this time.

Information gained from NAPLAN as well as other school assessments is used to develop individual learning goals for students.

To access our NAPLAN results, 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.



Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The '*Closing the Gap Education Strategy*' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools - halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, Stonehenge State School has had no Indigenous students in Year 3. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.