

Stonehenge State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome to Stonehenge State School's Annual Report for 2013. Stonehenge State School is in far South-West Queensland providing a safe and nurturing environment for the children of Stonehenge and surrounding areas. Stonehenge State School has a united and dedicated staff, determined to create a learning environment that caters to the needs of our students, both academically and socially. We are proud of our fine reputation in the community as providing a high quality education to the children of Stonehenge.

Contained within this report is the results achieved by our students in various standardised testing instruments. This includes National Assessment Program – Literacy and Numeracy (NAPLAN) – results students in Years 3, 5 and 7 received in reading, writing, spelling, grammar and punctuation and numeracy.

This report identifies the future direction Stonehenge State School will take as it continues to identify as the hub of learning in the Stonehenge community and is a reflection of the achievements of our school community throughout 2014.. Aspects of students' achievement data is not available due to the small student cohorts in our school.

The document can be obtained in hard copy from the office and the principal is available to discuss any matters relating to the school, the School Annual Report and related questions.

School progress towards its goals in 2013

During 2013 Stonehenge State School was successful in achieving 2012 goals including:

- Implementation of Explicit Instruction as the school's signature pedagogy for teaching new content
- A school-wide improvement in literacy, numeracy and science with a focus of reading and comprehension
- Implementation of the Australian National Curriculum English, Mathematics, History and Science across all year levels using multi-aged C2C resources
- Continued analysis of whole-school data to determine student learning needs. This occurred at school, grade and individual level
- Establish sustainable practices to track student progress
- Continuing to provide regular and relevant feedback and information to parents
- Development of a Whole School Pedagogical Framework documenting the teaching expectations for Stonehenge State School
- All staff had Professional Development Plans and attended targeted Professional Development opportunities

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Future outlook

Stonehenge State School will work towards achieving the following key goals in 2014:

- Embedding Explicit Instruction as the school's signature pedagogy for teaching new content
- A school-wide improvement in literacy, numeracy and science with a focus of reading and vocabulary
- Implementation of the Australian National Curriculum English, Mathematics, History, Geography and Science across all year levels using multi-aged C2C resources
- Improve teacher practice through the use of instructional rounds, coaching and classroom observations and feedback.
- Continued analysis of whole-school data to determine student learning needs
- Conduct regular professional conversations around school data
- Continue to provide regular and relevant feedback and information to parents
- Implement the Stonehenge State School's Whole School Pedagogical Framework
- Staff to attend targeted Professional Development opportunities.
- Maintain attendance rates for all students
- Maintain community confidence

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 Coalition of Western Small Schools which consists of a cluster of small rural schools with multi-age class groupings. Coalition of Western Small Schools have a shared approach to curriculum, teaching, assessment and reporting. Each term the Coalition of Western Small Schools undertake moderation of student assessment pieces from the C2C units.

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

Our school at a glance

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	4	3	1	100%
2012	6	4	2	100%
2013	5	3	2	83%

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

Characteristics of the student body:

The total enrolment for Stonehenge State School in 2013 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

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	4	5	6
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
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

Curriculum offerings

Our distinctive curriculum offerings

The school was organised around one multi-age class- Prep to Year 6, 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 and extended through visiting professionals

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 LSODE Athletics Carnival – Longreach
- Small Schools Swimming Carnival
- Small Schools Sports Camp at Windorah

How Information and Communication Technologies are used to assist learning

In our school setting the ration of computers to students was 1:1 in 2013. Students are able to access computers on a daily basis to plan, research and publish work and use learning objects as part of their work across the key learning areas. Such technology was accessed daily by students to utilise the on Independent Learning Materials and engage in a ELearning environment to access Languages Other Than English. Students are also able to improve skills in ICT manipulation, preparing them for life in a digital age. Learning technologies in the school include: interactive whiteboards, digital cameras, iPads, data projectors, laptops and scanners.

Our school at a glance

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. While not a School Wide Positive Behaviour Support school (SWPBSS) Stonehenge State School utilises the principles of this program to reward positive behaviour both in the classroom and around the school grounds. These plans are specifically designed to maintain the high standards of behaviour, as an expectation which the staff and parent community have placed on the students.

Stonehenge State School is exceptionally fortunate to have very little bullying. We have a No Tolerance Policy. We use the program "I Can Do It" to provide students with different strategies on how they should act and also how best to respond if they are being bullied. We also coach the students to ensure that school is a happy and safe environment.

Due to the small cohort enrolled, no student data is available.

Parent, student and staff satisfaction with the school

Although the total number of respondents for each group are small (less than 5) the overall satisfaction levels were very high in 2013.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	100%

Our school at a glance

their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	DW
they feel that their school is a safe place in which to work (S2070)	DW
they receive useful feedback about their work at their school (S2071)	DW
students are encouraged to do their best at their school (S2072)	DW
students are treated fairly at their school (S2073)	DW
student behaviour is well managed at their school (S2074)	DW
staff are well supported at their school (S2075)	DW
their school takes staff opinions seriously (S2076)	DW
their school looks for ways to improve (S2077)	DW
their school is well maintained (S2078)	DW
their school gives them opportunities to do interesting things (S2079)	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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

The parents of Stonehenge State School are heavily involved in their children's education. Parents attend monthly P & C meetings and are integral members of the decision making processes of the school. They also volunteer their service for maintaining the school grounds.

At Stonehenge State School, there is an 'open door' policy that encourages parents to come into the classroom. The parents involve themselves in school camps, sports days and the Christmas concert. Although there is some distance from other schools or townships the parents ensure children are able to participate in a range of co-curricula activities including swimming and athletic carnivals and the Winton poetry festival.

Reducing the school's environmental footprint

During 2013 the students and staff made a conscious effort to reduce the school's environmental footprint by ensuring all lights and fans in the classroom were turned off when the room was not in use. The students were given the task to ensure this was done. Air-conditioning is only used when hot weather demands their use. Solar panels exist at the school and this is feed into the grid. Power generated is credited against the power used.

Stonehenge has numerous water tanks installed and rain water is solely used in the classroom. Students are aware of what a precious resource water is and are careful not to leave taps dripping. Town water from the Thompson River is used in the toilets and for watering the school grounds.

Environmental footprint indicators for 2012-2013

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	11,707	400
2011-2012	11,107	400
2012-2013	11,940	400

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

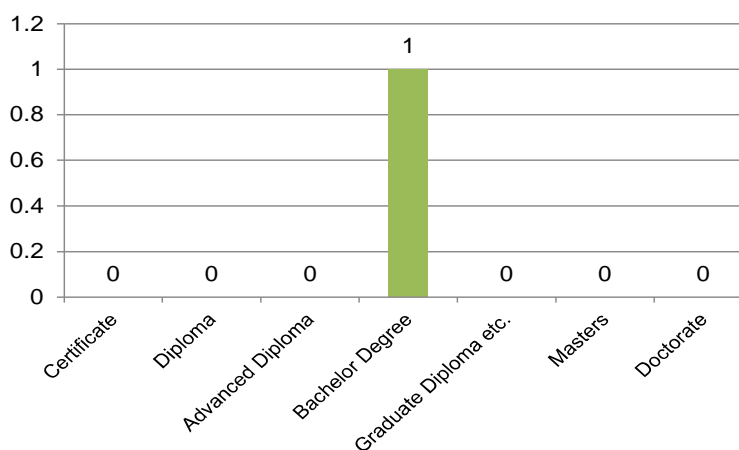
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	1	2	0
Full-time equivalents	1	1	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	1



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

An additional teacher works at the school on those days that the principal has administration time or is attending activities outside the school. This teacher has a Bachelor degree in Education

Expenditure on and teacher participation in professional development

Our staff profile

The total funds expended on teacher professional development in 2013 were \$9515.44

The professional development expenditure enabled the teacher aide, Barcoo Cluster teacher, Japanese teacher and principal to attend workshops and courses.

The major professional development initiatives are as follows:

Principal attended

- Queensland Principals Conference - Brisbane
- Principal Business Meetings
- CQ Signature Pedagogy – Explicit Instruction
- Apply First Aide
- Seven Steps to Writing
- QASSP Webinars
- ICT – Developing a Digital Learning Hub
- Diagnostic and Standardised Assessment

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	99%

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 2013 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.

Performance of our students

Key student outcomes

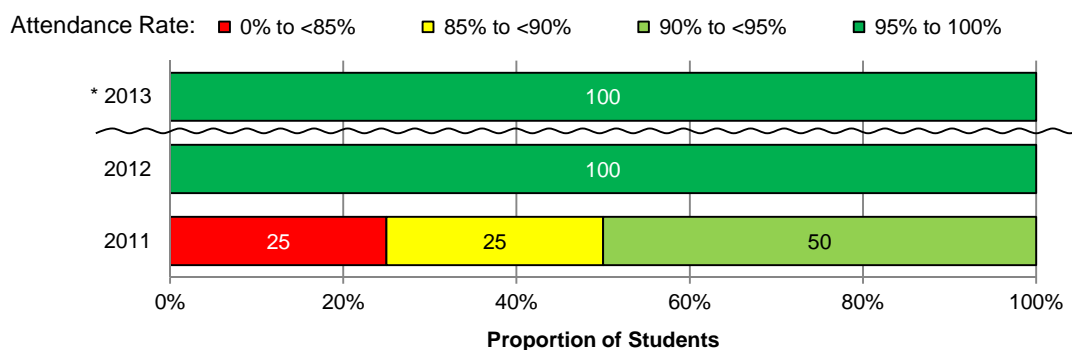
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	98%	99%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011		DW	DW	89%								
2012			DW	DW	98%							
2013	99%			DW	DW	99%						

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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

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.

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

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

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

Performance of our students

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; close the gap in student attendance; 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.