Stonehenge State School
Queensland State School Reporting
2014 School Annual Report

Postal address	27 Bulford Street Stonehenge 4730
Phone	(07) 4658 5916
Fax	(07) 4658 5960
Email	the.principal@stonehenss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Principal Ms Sandra McCarthy

Principal's foreword

Introduction

Welcome to Stonehenge State School's Annual Report for 2014. Stonehenge State School has a united and dedicated staff, determined to create a leaning 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.

This report provides a concise picture of Stonehenge State School in terms of the school and staff profile, curriculum offerings and social climate. This report also includes a snapshot of student performance through a summary of NAPLAN results, and an overview of school community satisfaction using data from school opinion surveys. Due to the small student cohorts in our school some aspects of students' achievement data is not available.

This report can be obtained in hard copy for 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 2014

During 2014 the following key initiatives as outlined in the school's Annual Implementation Plan were successfully implemented:

- The continued implementation of Explicit Instruction as the schools' signature pedagogy for teaching new content including the use of Warm Ups
- Implementing a school-wide explicit improvement agenda for literacy, numeracy and science with a focus on reading across all learning area and subject specific vocabulary.
- Analysing of individual student data and incorporating individual student goal setting and feedback for ongoing improvement
- Implementing the Stonehenge State School Whole School Pedagogical Framework and School-wide Assessment Schedule
- Implementing a differentiated coaching model using a pedagogical coach, instructional rounds across the cluster with coaching and feedback.
- Implementing the strategies of the *Great Results Guarantee* initiative with a focus on ensuring all students have digital data walls to track their individual learning goals and achieve National Minimum Standards and "C" or above in English and Mathematics.

Future outlook

The key priorities for 2015 include:

An improvement for all students in Literacy and Numeracy by:
- Continuing to use "Great Results Guarantee" funding to implement numeracy improvement project and Outback Advantage writing plan
- The continued implementation of explicit instruction lessons P-6
- Renewing the focus on the automatic recall of number facts and the teaching of mental computation strategies
- Consistent delivery of Write2Spell2Read
- Continuing to build teacher capability in the delivery of effective strategies for teaching writing and numeracy

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 20 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 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 Outback Advantage, a coalition of small rural schools with multi-aged class grouping. Outback Advantage schools have a shared approach to curriculum, teaching, assessment and reporting. Each term Outback Advantage schools undertake moderation of student assessment pieces from the C2C units and implemented a numeracy improvement project in 2014.

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	6	4	2	100%
2013	5	3	2	83%
2014	7	3	4	100%

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

Characteristics of the student body:

The total enrolment for Stonehenge State School in 2014 was seven students in Years 1-7. 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 school year.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	5	6	7
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

The school is organised around one multi-aged class, Year 1 – 7, offering quality curriculum programs across the eight key learning areas with a distinct focus on Literacy and Numeracy. A key feature of our literacy program is the focus on explicit teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension. Write2Spell2Read (Direct Instruction) program is used to teach spelling in Years P-7.

Across the school year all students are taught lessons that explicitly develop out school wide positive behaviour values of Be Respectful, Be Responsible and Be Safe. These values further develop positive relationships, self-esteem and lifelong skills.

Extra curricula activities

At Stonehenge State School we aim to provide a range of experiences to enhance the development of the whole child.
In 2014 students participated in the following activities:
- Stonehenge ANZAC Day Service
- Barcoo Cluster Swimming Camp and carnival
- Barcoo Cluster Athletics Carnival
- Small Schools and LSODE Athletics Carnival – Longreach
- Small Schools Swimming Carnival
- Windorah Sports Camp
- Winton Junior Bush Poetry
- School Camp –Townsville
- Rugby League Development Day

How Information and Communication Technologies are used to assist learning

The Stonehenge State School have planned for the replacement of our computers on a schedule ensuring we have up-to-date technology with a student/computer ratio of 1:1 in 2014, Internet connectivity is both wired and wireless throughout the school and students are able to access computers on a daily basis to plan, research and publish work and use learning objects as part of learning across the key learning areas.

Students use Independent Learning Materials and engage in an ELearning environments to access Languages Other Than English, IMPACT and UNIFY projects. Learning technologies in the school include: interactive whiteboards, digital cameras, iPads, data projectors and scanners.

Social Climate

Stonehenge State School offers a safe and friendly educational setting for our students. Our schools prides itself on the standard of behaviour exhibited by our students. It is an expectation that senior students are mentors and model school wide values of Be Responsible, Be Respectful and Be Safe to the rest of our student body. This is assured through the Stonehenge State School Responsible Plan for Students which promotes the reinforcement of positive behaviour.

While not a School Wide Positive Behaviour Support school (SWPBSS) the school utilizes the principles of this program to reward positive behaviour in the classroom, in the school grounds and while on school excursions. These principles are specially designed to maintain the high standards of behaviour, as an expectation which the staff, parent and community have placed on the students. Our school prides itself on the standard of behaviour exhibited by our students. There is a strong focus on

acknowledging those students displaying positive behaviours. The school's Token system acknowledges positive behaviours and students are rewarded with random "On Track" awards and at end of term if they have achieved their target number of tokens.

Stonehenge State School has a Student Wellbeing Framework from which all staff operate. This is available on the school website.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree[#] that:	2012	2013	2014
they enjoy working at their school (S2069)		DW	DW
they feel that their school is a safe place in which to work (S2070)		DW	DW
they receive useful feedback about their work at their school (S2071)		DW	DW
students are encouraged to do their best at their school (S2072)		DW	DW
students are treated fairly at their school (S2073)		DW	DW
student behaviour is well managed at their school (S2074)		DW	DW
staff are well supported at their school (S2075)		DW	DW
their school takes staff opinions seriously (S2076)		DW	DW
their school looks for ways to improve (S2077)		DW	DW
their school is well maintained (S2078)		DW	DW
their school gives them opportunities to do interesting things (S2079)		DW	DW

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

'Agree' represents the 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.

Involving parents in their child's education

When children are enrolled at Stonehenge State School parents, students and school staff enter an important partnership. This partnership between teachers, parents, students and the school community works to achieve the best educational opportunities and outcomes within a positive and disciplined environment. There is an expectation that all children at this school will be able to work and play in an ordered, safe, secure and warmly supportive and productive learning environment

To enable this partnership to work effectively, good communication is essential. This is achieved through email, newsletters, special information letters, community notice board, school website, interviews, telephone calls, informal chats and special meetings and events. 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, sport days and the Christmas concert

Parents are encouraged to become involved in their child's education through:

- Parents and Citizens Association
- Tuckshop volunteer
- Volunteering to assist with sports days
- Accompanying students on excursions and camps
- Activities organised by the P & C
- Special Events eg. Curriculum Afternoons

Reducing the school's environmental footprint

The school has energy and water saving measures in place. In 2014 students and teachers were encouraged to manage consumable energies with care. Cooling/heating is kept at the recommended temperatures and switched off when possible. Lights are only used when students are in the classroom and students ensure computers are shut down appropriately.

Stonehenge has numerous water tanks installed and rainwater 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.

Teachers and students conserve paper by double siding printing, where possible.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	11,107	400
2012-2013	11,940	400
2013-2014	9,068	0

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	2	0
Full-time equivalents	1	1	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**2**
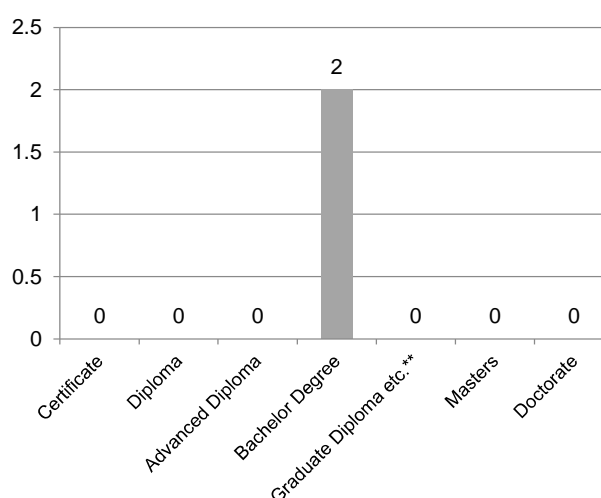
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $14 000

The major professional development initiatives are as follows:

- Regional Principals Conference
- Principal Business Meetings
- Instructional Rounds – Western Cluster
- Explicit Instruction Workshops and Coaching
- Numeracy Improvement Project
- Curriculum Project – English
- Data Analysis
- OneSchool Finance Workshops
- Contemporary Practices – Dyslexia
- Bronze Medallion

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	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 2014 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.**

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	98%	99%	97%

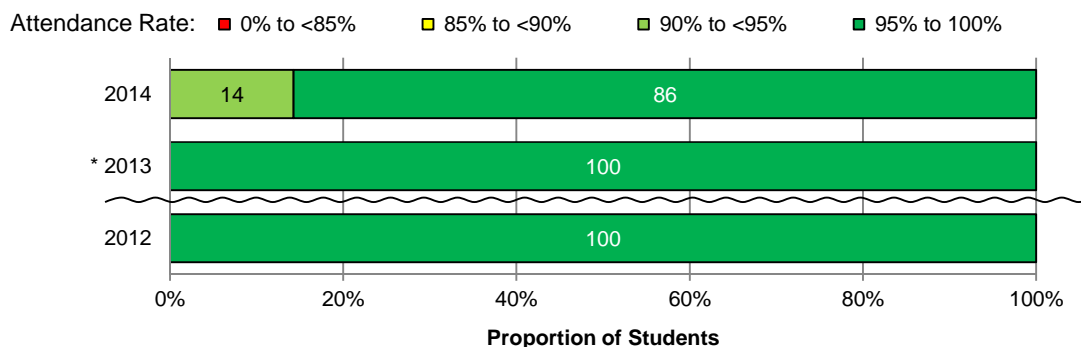The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012			DW	DW	98%							
2013	99%			DW	DW	99%						
2014	DW	DW	DW		DW	DW	97%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	
2014	14 / 86
* 2013	100
2012	100

0% 20% 40% 60% 80% 100%

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 in OneSchool. Parents notify the school administration if their child is going to be absent from school and the reason for the absences. If a student is absent without the school being notified, parents are contacted that day.

Regular reminds about the importance of school attendance are included in the school newsletter and discussed at P & C meetings. Issues in relation to absenteeism are followed up promptly by the principal.

The school has a system for rewarding those students who regular attendance. End-of-term awards (certificates) are presented to those students who meet the school attendance target and for those students achieving 100% attendance.

Queensland
Government

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.**

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

Solid partners Solid futures brings together key strategies, programs and initiatives aimed at improving outcomes for Aboriginal and Torrens Strait Islander students and young people across the full spectrum of education from early childhood to employment.

Due to small number of student 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.