Stonehenge State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Welcome to Stonehenge State School's Annual Report for 2015. Stonehenge State School has a united and dedicated staff, determined to create a safe, caring and exciting learning environment that caters to the needs of all students. We are proud of our fine reputation of providing the best opportunities for all students to achieve quality results academically, socially and physically.

This report 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 from the office and the principal is available to discuss any matters relating to the school and the School Annual Report.

School progress towards its goals in 2015

2015 Key Priorities	Progress
Implement the Australian Curriculum	All teachers are using the Australian Curriculum as the source reference point in 2015
Use explicit instruction as the signature pedagogy to implement the whole school pedagogical practices	All teaching staff engaged in professional development and worked with a pedagogical coach to further develop their teaching skills
Use data to inform teaching practices	Teachers used short term data and data collected from the school's assessment schedule to inform teaching and learning practices.
Implement performance framework for all staff	All staff have a professional development plan which aligns to school improvement targets
Continue to focus on high expectations for teacher's content knowledge and pedagogy	Professional development and coaching linked to individual staff and teaching areas
Use GRG funding to support student achievement in literacy and numeracy	All students received a C standard or above in English and Mathematics

Future outlook

The key priorities for 2016 are as follows:

- To develop students Writing skills
- Use data to inform teaching practice
- Continue to implement the developing performance framework for all staff
- To increase students achievement in the U2Bs in Years 3 and 5
- Continue to use I4S funding to implement numeracy improvement project and Outback Advantage Writing Plan

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. 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 2015.

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	5	3	2		83%
2014	7	3	4	2	100%
2015	5		5	2	100%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

The total enrolment for Stonehenge State School in 2015 was five students in Years 1-6 who live on rural properties surrounding the community. 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	6	7	3
Year 4 – Year 7 Primary			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

- Daily literacy and numeracy blocks
- Lanaguages other than English (LOTE) – Japanese is undertaken by all students
- Individual instruction with a student:teacher ratio of 4:1
- Gifted and Talented extension programs
- Extensive technology for 21st century learning: 1:1 computer program, ipads, Smart board, interactive whiteboards and Lego robotics

Extra curricula activities

At Stonehenge State School we aim to provide a range of experiences to enhance the development of the whole child. In 2015 students participated in the following activities:
- Stonehenge ANZAC Day Service
- Barcoo Cluster Swimming Camp and Carnival - Jundah
- Barcoo Cluster Athletics Carnival - Windorah
- Small Schools and LSODE Athletics Carnival – Longreach
- Small Schools Swimming Carnival – Barcaldine
- Windorah Sports Camp
- Winton Junior Bush Poetry
- School Camp – Camp Fairbairn, Emerald

How Information and Communication Technologies are used to improve learning

At Stonehenge State School our computers are replaced on a schedule ensuring we have up-to-date technology with a student/computers ration of 1:1.
ICT's are embedded in curriculum plans and employed for direct instruction as well as individual learning opportunities. Learning technologies in the school include interactive whiteboards, a smart board, digital cameras, iPads, data projectors and scanner and photocopy machine. These tools are utilised to enhance classroom programs, develop individual skills and allow students to create and publish work in innovative and interesting formats.

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 they key learning areas. Students use an elearning environment to access LOTE (Japanese) languages and Brisbane School of Distance Education IMPACT projects to improve literacy and numeracy skills and for extension opportunities.

Social Climate

Stonehenge State School offers a safe and friendly educational setting for our students. Our school 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.

The school utilizes the organisational framework of a Postivie Behaviour for Learning. PBL is used to identify, adopt and apply evidence-based practices to build and support academic and social success for all students. PBL ensures that all students have the social and emotional skills needed to succeed in school and beyond. These principals are specially designed to maintain the

high standards of behaviour, as an expectation which the staff, parents 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 behaviour and students are rewarded with randon "On Track" awards and at the end of term if they have achieved their target number of tokens.

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

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	100%	DW	100%
their child is making good progress at this school (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	100%
teachers at this school motivate their child to learn (S2007)	100%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	100%	DW	100%
this school takes parents' opinions seriously (S2011)	100%	DW	100%
student behaviour is well managed at this school (S2012)	100%	DW	100%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
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%
student behaviour is well managed at their school (S2044)	100%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%

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Performance measure			
Percentage of students who agree# that:	**2013**	**2014**	**2015**
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:	**2013**	**2014**	**2015**
they enjoy working at their school (S2069)	DW	DW	100%
they feel that their school is a safe place in which to work (S2070)	DW	DW	100%
they receive useful feedback about their work at their school (S2071)	DW	DW	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	DW	DW	100%
students are treated fairly at their school (S2073)	DW	DW	100%
student behaviour is well managed at their school (S2074)	DW	DW	100%
staff are well supported at their school (S2075)	DW	DW	100%
their school takes staff opinions seriously (S2076)	DW	DW	100%
their school looks for ways to improve (S2077)	DW	DW	100%
their school is well maintained (S2078)	DW	DW	100%
their school gives them opportunities to do interesting things (S2079)	DW	DW	100%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 annual awards celebrations.

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

Reducing the school's environmental footprint

The school has energy and water saving measures in place. In 2015 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 State School 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
2012-2013	11,940	400
2013-2014	9,068	0
2014-2015	12,212	200

*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

2015 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**
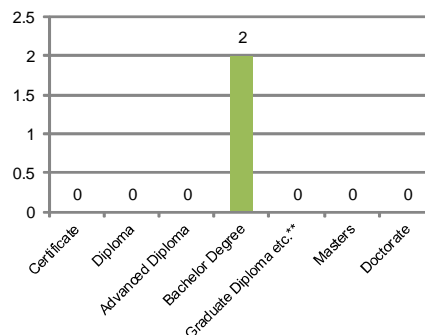
*Teaching staff includes School Leaders

**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 2015 were $17 800

The major professional development initiatives are as follows:
• State 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
• CQ3S Data Analysis
• First Aide
• Highlighting Writing Workshops

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	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 2015 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 **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	99%	97%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	98%	98%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		99%			DW	DW	99%						
2014		DW	DW	DW		DW	DW	97%					
2015		DW	DW	DW	DW		DW						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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%
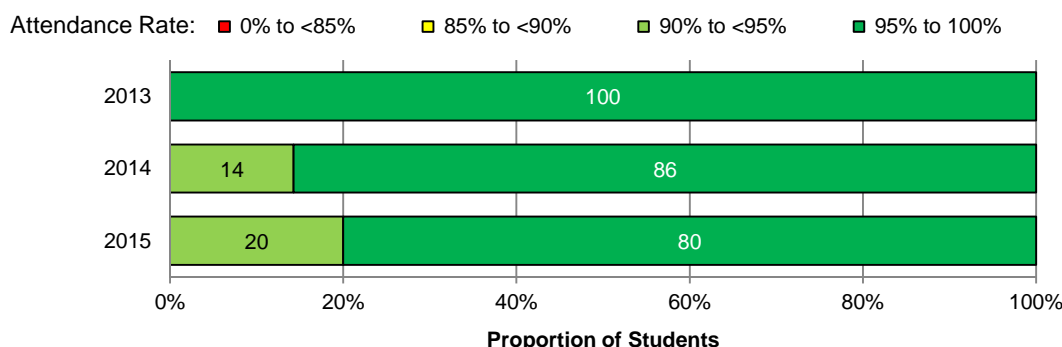
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMSPR-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.

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.

Find a school

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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