



Stonehenge State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Stonehenge is situated 160 kilometres south-west of Longreach in central Queensland. The town has a relatively stable population of thirty people. Since opening in 1900 the school has played an important role in the community offering primary education opportunities to families within the town and those from surrounding rural properties. The school has evolved into a modern learning environment where every day everyone is living to learn and learning to live. The staff at Stonehenge are committed to providing challenging and relevant learning experiences that cater for our students and we strive to support students to achieve their best academically, socially, culturally and in sports. Students at Stonehenge are offered many opportunities for social, sporting and cultural activities with other small schools within the Central Queensland region. At Stonehenge State School in 2012 teachers are focused on the National Curriculum, extending their use of ICT in the teaching/learning process while increasing their reference to and application of school and external data in decision making about the best learning experiences for individual students.

Principal's Forward

Introduction

Principal's foreword.

The School Annual Report is a snapshot of the overall school environment for 2017. This information is used to set goals and targets for the 2016 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 6. 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 2016

2016 Key priorities	Progress
100% of students achieve a C across all key learning areas	All students have achieved a C across all key learning areas
Align the triangulation of data in NAPLAN A-E and internal monitoring to reflect true data	All staff are engaged in professional development and work collaboratively to become data literate
Explicit Instruction is used in all units of work across the Australian Curriculum	All staff are engaged in professional development and using explicit instruction to improve outcomes.
Commit to the professional development of all teaching staff to improve student outcomes	Professional development and upskilling is continuing at school, cluster and national level.
Utilise Investing for Success funding to improve student outcomes and staff upskilling and bring in specialist teachers around curriculum areas.	All students achieved a C standard or above in all key learning areas.

Future Outlook

The key priorities for 2017 are as follows:

- Develop writing skills of all students
- Use data literacy to inform teaching practice

- Continue to improve student outcomes across U2Bs in Year 3 and 5
- Continue to use I4S funding to implement a Literacy Support program

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	7	3	4	2	100%
2015*	5		5	2	100%
2016	4		4	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 2016, 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

Overview

The total enrolment for Stonehenge State School in 2016 was four 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	7	5	4
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Weekly on demand writing using NAPALN marking guide

- Languages other than English (LOTE) – Japanese undertaken by most students
- IMPACT for those extension of students in U2Bs
- Design and Technology Unit to enhance students understanding of 21st century learning

Co-curricular Activities

At Stonehenge State School we aim to provide a range of experiences to enhance the development of all children. In 2016 students participate in the following activities:

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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 LSOE Athletics Carnival – Longreach
- Small Schools Swimming Carnival
- Windorah Sports Camp
- Winton Junior Bush Poetry

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 2016, 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.

Overview

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	100%	DW
this is a good school (S2035)	DW	100%	DW
their child likes being at this school* (S2001)	DW	100%	DW
their child feels safe at this school* (S2002)	DW	100%	DW
their child's learning needs are being met at this school* (S2003)	DW	100%	DW
their child is making good progress at this school* (S2004)	DW	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	DW
teachers at this school motivate their child to learn* (S2007)	DW	100%	DW
teachers at this school treat students fairly* (S2008)	DW	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	DW
this school works with them to support their child's learning* (S2010)	DW	100%	DW
this school takes parents' opinions seriously* (S2011)	DW	100%	DW
student behaviour is well managed at this school* (S2012)	DW	100%	DW
this school looks for ways to improve* (S2013)	DW	100%	DW
this school is well maintained* (S2014)	DW	100%	DW

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
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%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	DW	100%	100%
they feel that their school is a safe place in which to work (S2070)	DW	100%	100%
they receive useful feedback about their work at their school (S2071)	DW	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
students are encouraged to do their best at their school (S2072)	DW	100%	100%
students are treated fairly at their school (S2073)	DW	100%	DW
student behaviour is well managed at their school (S2074)	DW	100%	DW

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	DW	100%	100%
their school takes staff opinions seriously (S2076)	DW	100%	100%
their school looks for ways to improve (S2077)	DW	100%	100%
their school is well maintained (S2078)	DW	100%	100%
their school gives them opportunities to do interesting things (S2079)	DW	100%	DW

* Nationally agreed student and parent/caregiver items

'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 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

Respectful relationships programs

Stonehenge State School has engaged in the Health unit across all grades. The Daniel Morcombe Unit throughout has been utilized in 2016. The students have also been engaged with North West health who provide information on recognize, react and report.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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.

Environmental Footprint

Reducing the school's environmental footprint

The school has energy and water saving measures in place. In 2016 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 sided printing, where possible

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	9,068	0
2014-2015	12,212	200
2015-2016	8,754	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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

☒ Government

☒ Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	1	0
Full-time Equivalents	1	0	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	2
Bachelor degree	
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$16000.

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
- First Aid

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	98%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	97%	97%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	98%	87%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

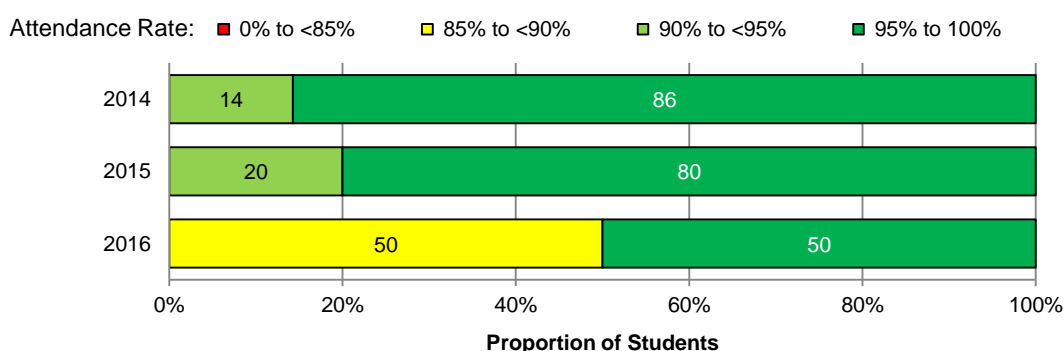
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		DW	DW	DW		DW	DW	97%					
2015		DW	DW	DW	DW		DW						
2016			DW	DW	DW	DW							

*Attendance rates effectively count 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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

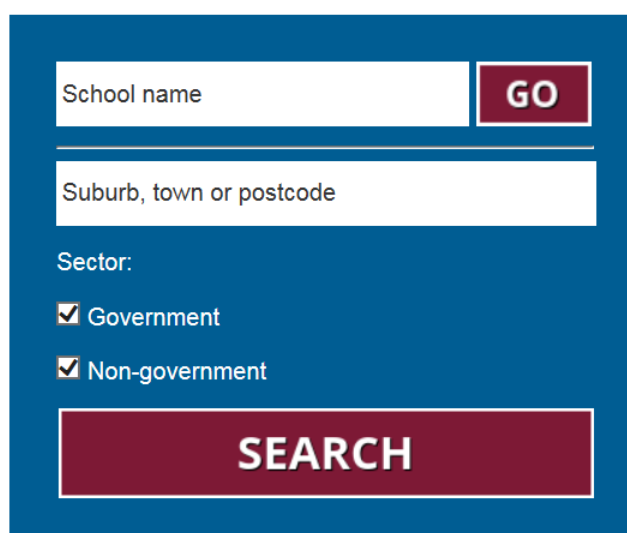
The school has a system for rewarding those students who regular attendance. End-of-term awards (certificates) are presented to those students who meet the school attendance target and for those students achieving 100% attendance.

NAPLAN

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

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

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