



Stonehenge State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

Stonehenge is situated in Central Queensland 161km South-West of Longreach in the Barcoo Shire, one of Queensland's largest shires. Though drought impacts on the town's population, Stonehenge maintains a population of approximately 30 people. Macropod harvesting is a common occupation for town-based residents while the surrounding pastoral properties graze sheep and cattle. The Barcoo Shire Council is also a source of employment for residents of Stonehenge.

Stonehenge (Provisional) School was officially opened on the 3rd September, 1900 with an enrolment of twenty four (24) students. The school closed during World War 1 (1943-1945) and again for the period 1977-1980 due to lack of students. During the war, although the school was officially closed, Edie McGrath taught the children by correspondence at the school to keep their education continuing. The first (1st) principal was Mr William James Doherty.

The original school building was replaced in 1976 when the number of students enrolled outgrew the school. In recent years the original school together with the former police station have been relocated to the grounds of Stonehenge Community Centre. Both historic buildings are available for public viewing.

Currently, the school provides education to four students with a strong focus on the core values Be Respectful, Be Responsible and Be Safe. Teachers and Teacher Aides implement various technologies meaningfully to assist the teaching and learning process and ensure that distance is not a barrier to 21st century learning.

Stonehenge State School operates within a cluster called the Outback Advantage who, through commitment to the Education Queensland mantra, Every Student Succeeding, work collaboratively to innovate curriculum delivery within multi-age classes. Schools in the Outback Advantage cluster include:

- Stonehenge State School
- Jundah State School
- Windorah State School
- Birdsville State School
- Bedourie State School
- Muttuburra State School
- Jericho State School
- Ilfracombe State School
- Isisford State School

Principals and teachers at each of these schools partake in frequent teleconferences, instructional rounds, curriculum planning meetings and principal business meetings to share and improve practice.

School progress towards its goals in 2018

2018 Improvement Priorities	Progress
Hass Implementation (v8) 100% of students will be accessing version 8 of the HASS curriculum and achieving a C grade or better	Achieved
Stem 100% of OA cluster schools will participate in the STEM pilot and will develop knowledge and skills in staff. STEM will be implemented over S1, 2018.	Implemented Ongoing
Reveal the Reasoning in Mathematics 100% of students will achieve a C or better in Mathematics and will be able to 'reveal the reasoning'. 100% of staff will be proficient in teaching mathematics	Achieved
Curriculum Planning Meetings Create a data literate teaching team that understands the pedagogical framework for Mathematics.	Ongoing
Develop a specific statement of roles and responsibilities for all School Staff Achieve a working document that identifies roles and responsibilities for all staff members	Achieved

Future outlook

2019 Improvement Priorities

<p>Leading the effective implementation of the Australian Curriculum in a multi-age context</p> <p>100% of students achieve a C or higher in English, Mathematics, Science and HASS and achieve in the Middle to Upper 2 bands in NAPLAN. 100% of Outback Advantage cluster schools implement Small School's Curriculum Framework for English, Maths, Science and HASS.</p>
<p>STEM Integration</p> <p>Integrate STEM into everyday learning experiences using suitable devices and strategies. All staff feel confident in integrating STEM and feel that their efforts are resulting in improved student outcomes</p>
<p>Reveal the Reasoning in Mathematics</p> <p>Students achieve above the national average in NAPLAN. Student achievement in NIPS post test shows improvement compared to pre-testing. Students achieve a C or higher in Mathematics (Number) summative assessment.</p>
<p>CARS & STARS Proficiency</p> <p>All students move from 'struggling' to 'in progress' or beyond for each of the 12 reading strategies.</p>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	4	7	4
Girls		2	
Boys	4	5	4
Indigenous	2	2	1
Enrolment continuity (Feb. – Nov.)	100%	100%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Stonehenge State School comprises of four (4) male students from Kindergarten – Year 6 who live on pastoral properties and in houses both within and surrounding the Stonehenge Township. The school provides education for one (1) student who identifies as Aboriginal or Torres Strait Islander. Traditionally there is a 100% enrolment continuity rate for students at Stonehenge State School. Though Kindergarten is offered, there are currently no students enrolled in this phase of learning.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	4	7	4
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Delivery of English, Mathematics, Science and HASS in alignment with the P-6 Curriculum Planning Framework. All other learning areas planned for and implemented based on school context
- Integrated Digital and Design technology across all learning areas.
- Literacy, numeracy and writing support delivered to students based on individual needs.
- Cluster days shared with Jundah and Windorah State School.

Co-curricular activities

- Stonehenge ANZAC Day Service
- Barcoo Shire Swimming Carnival
- Barcoo Shire Athletics Carnival
- Winton Athletics Carnival
- Windorah Sports Camp
- Bedourie Splash and Arts Camp
- Outback Aerial Mission visits for Religious Instruction

How information and communication technologies are used to assist learning

Students at Stonehenge State School are offered 1:1 access to computers and iPads to assist with delivery of curriculum and to support the development of Literacy and Numeracy capabilities. Access to the internet is provided on a wired and wireless basis and is regularly utilised to plan, research and publish student work and to access subject specific online learning objects. Students access the internet to engage in online eLearning environments for Languages other than English (LOTE).

In addition to computers and iPads, Stonehenge State Schools incorporates the use of a 3D printer, virtual reality goggles, Micro Bits, EV3 Lego robotics, interactive learning panels, data projectors, drones, digital cameras, photocopiers, scanners and printers to develop 21st century learners.

Social climate

Overview

Stonehenge State School offers a safe and friendly educational setting for all students from Kindergarten to Year 6 and prides itself on the standard of behaviour exhibited by our students. It is an expectation that staff and students model the school wide core values of Be Responsible, Be Respectful and Be Safe both in and outside of the classroom and while participating in co- and extra-curricular activities. Student leaders reinforce and mentor students on the school values. These principles are designed to maintain the high standards of behaviour and assist with the development of holistic, well-mannered students and citizens of the community.

Stonehenge State School commits itself to acknowledging positive behaviour and rewarding it accordingly. This is achieved in line with the Stonehenge State School Responsible Plan for Students.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	100%	100%
• their child feels safe at this school* (S2002)	DW	100%	100%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
• teachers at this school treat students fairly* (S2008)	DW	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	100%	100%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	100%	100%

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• 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%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	67%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	DW	100%	100%
• student behaviour is well managed at their school (S2074)	DW	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	DW	100%	100%

Parent and community engagement

When students are enrolled at Stonehenge State School parents, students and school staff enter an important partnership that works to achieve the best educational and social opportunities and outcomes for students. There is an expectation that all stakeholders within the partnership will work and socialise in an ordered, safe, secure, supportive and productive learning environment.

To ensure this partnership works effectively, Stonehenge State School believes that good communication is essential and is achieved through regular emails, weekly newsletters, information and permission forms for special events and extra-curricular activities, community notice board, school website, interviews and telephone calls. The school maintains an open door policy that encourages parents to enter the classroom and become involved in school camps, sports days, end-of-term breakups and the annual Christmas concert.

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

- Parents and Citizens Association
- Volunteering for special events and extra-curricular activities
- Accompanying students and staff on school excursions
- Participating in parent/teacher interviews
- Attending end-of-term and end-of-year activities

Respectful relationships education programs

Students at Stonehenge State School are given the opportunity to engage in respectful relationship awareness programs throughout their Health and Physical Education unit with frequent referral to the common core values – Be Responsible, Be Respectful and Be Safe. Additionally, the students engage in activity sessions run by North West Health who provide, amongst other things, information surrounding the recognise, react and report (RRR) framework.

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Stonehenge State School is committed to implementing and enforcing energy and water saving measures. It is an expectation that all students and staff manage consumable energies with care through consideration of economical cooling/heating temperatures, use of lights and power draw of electronic equipment such as computers and charging stations.

Stonehenge State School has numerous water tanks installed and rainwater is solely used within the classroom. Students are aware of how precious water is and are careful when turning off taps in and out of the classroom. Raw town water supplied by the Thompson River is used in the toilets and for watering school grounds.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	8,754	12,388	11,563
Water (kL)	200	200	842

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb <input type="text"/>		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance **Finances** VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	5	0
Full-time equivalents	1	1	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

*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 2018 were \$10000

The major professional development initiatives are as follows:

- Central Queensland Regional Principal's Conference
- Principal's Business Meetings
- Instructional Rounds
- Outback Advantage
- Numeracy Improvement Project Moderation
- Curriculum Planning
- Data Analysis

- One School Finance Workshops
- First Aid Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	91%	91%
Attendance rate for Indigenous** students at this school	87%	86%	DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

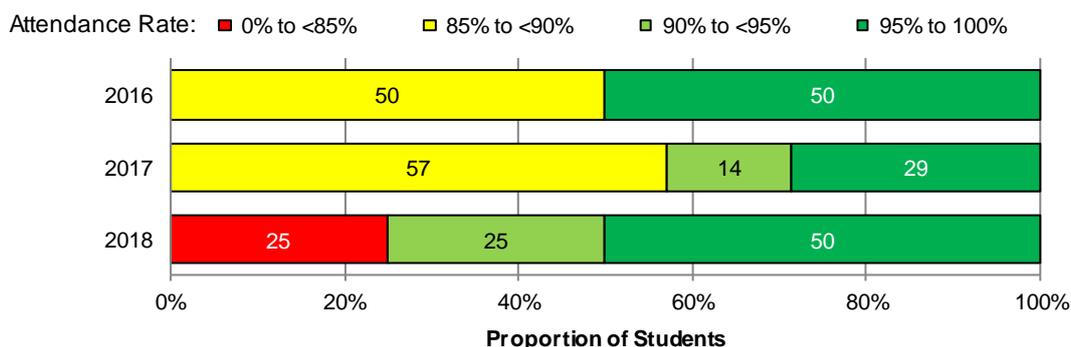
Year level	2016	2017	2018
Prep			
Year 1			
Year 2	DW		
Year 3	DW	DW	
Year 4	DW	90%	DW
Year 5	DW	DW	87%
Year 6		87%	DW

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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 reminders 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.