

Stonehenge State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Stonehenge State School** from **24 to 26 November 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Ray Bloxham	Internal reviewer, EIB (review chair)
Sandra Perrett	Internal reviewer



1.2 School context

Location:	Bulford Street, Stonehenge	
Education region:	Central Queensland Region	
Year levels:	Kindergarten to Year 6	
Enrolment:	12	
Indigenous enrolment percentage:	nil	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	25 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	959	
Year principal appointed:	Term 4, 2021 – acting	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, three teachers, two teacher aides, Business Manager (BM), cleaner/grounds officer, guidance officer, seven parents and 10 students.

Community and business groups:

- President of Parents and Citizens' Association (P&C), Regional Lead from Outback Futures and officer Stonehenge Community Centre.

Partner schools and other educational providers:

- Principal of Jundah State School and acting principal of Winton State School.

Government and departmental representatives:

- Councillor for Barcoo Shire Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Community members articulate that the school is ‘the best it has ever been’.

The principal and staff at the school are proactive in maintaining and enhancing the positive relationships that exist with parents, families, local businesses and community organisations. This is recognised as a strength of the school with all stakeholders commenting on the mutually beneficial relationships that have been developed.

The school embraces its motto ‘*Strong and proud*’ and articulates high expectations and aspirations for all students.

The current principal prioritises building and maintaining positive and trusting relationships amongst staff members and students. Student wellbeing, staff collegiality and care are prioritised and form the basis for the school’s current success and positive reputation in the school community. Parents articulate their appreciation for the personalised and individual attention provided to each student to differentiate learning experiences. The school promotes an environment reflective of its expectations that ‘every student has a good day every day’ and ‘every student matters every day’.

The principal and teaching team recognise the importance of collecting academic data to inform the next steps in teaching and learning.

A range of diagnostic, formative and summative data is collected. The principal articulates the importance of reviewing student achievement data. The previous review identified the importance of providing time for the teaching team to interrogate data to identify starting points for learning. The principal identifies that this is yet to occur. The principal articulates the importance of building the data literacy of the teaching team.

The importance of facilitating moderation processes for all staff, both internally and with other schools in the cluster is articulated by the principal.

Current staff express appreciation of the opportunity to work with principals and teachers from the schools within the alliance, including in the area of curriculum, teaching and learning. Some staff identify the importance of continuing to build their capability to plan, teach and assess the Australian Curriculum (AC) and to support kindergarten children to engage in learning experiences aligned to the Queensland kindergarten learning guideline (QKLG). Staff identify the benefits of working as a team and working with other schools in the cluster to build their skills and knowledge.



The school places a high priority on ensuring that, in their day-to-day teaching, the needs of all students are identified, with the most appropriate level of support provided.

The principal and teaching team articulate the importance of understanding where students are at in their learning, including their current knowledge, skills, learning difficulties and misunderstandings. At the time of the review, staff, parents and regional personnel identify the importance of supporting students, both academically and from a wellbeing perspective. A small number of students are identified as requiring support in response to students' anxiety. Staff are yet to articulate how they utilise a range of reasonable adjustments to support students to engage in their learning. Students articulate a desire for higher levels of challenge in a range of learning areas.

Staff, students and parents express appreciation of the opportunity to engage with schools from across the region.

As part of the Outback Advantage Alliance (OAA), a range of activities, carnivals and camps is organised annually for students. In addition to providing quality learning experiences for students, these activities provide opportunities for staff from each of the schools to get together to build relationships, provide support and engage in professional discussions regarding teaching and learning. Teachers identify that this is a highly valued time. Some staff and regional personnel identify the importance of reinvigorating the connection with other schools in the OAA.

Staff members are committed to ongoing school improvement.

A supportive and collegial staff environment is clearly apparent and staff members are valued for the contribution they make towards student learning and the endeavours of the school. Professional commitment by school staff members is reflected in their high levels of enthusiasm and professional energy. Staff are committed to the continuous improvement of their own skills and articulate appreciation for the support provided by the principal in meeting the expectations for teaching and learning, student engagement and wellbeing.

All families are heavily invested in and committed to the school.

The local community consists of the school, hotel, Community Centre and a small number of houses, with a number of stations in the surrounding area. In 2019, the school worked closely with the Barcoo Shire to source a bus for use by the school to support families to enrol in the school. Currently there are six families including 12 children who attend the school, after an anticipated 2020 enrolment of one student. Three families utilise the school bus. Families are motivated to ensure that the school continues to provide a service in the area.



2.2 Key improvement strategies

Develop the data literacy of the teaching team to collect, analyse and respond to student achievement data, including kindergarten observations, to inform planning and teaching.

Reinvigorate moderation activities, within the school and as part of the cluster, building the capability of the teaching team to plan, teach and assess the AC.

Build the capability of the teaching team to support all students, including high achieving students, focusing on student learning and wellbeing, engaging with visiting personnel where possible.

Reinvigorate the connection with the OAA, including opportunities for staff to engage in PD and professional discussions.