



Bunker's Hill State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	315 Bunkers Hill School Road Westbrook via Toowoomba 4350
Phone:	(07) 4698 5333
Fax:	(07) 4630 6488
Email:	principal@bunkhillss.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:	Jim Tiernan, Principal

School Overview

Bunker's Hill State School is a community which values courage, respect, honesty and learning. Bunker's Hill has been serving the community of Westbrook and surrounds since 1899, and has a proud history of being a welcoming school that aims to bring out the best in its students.

Students are active in a range of academic, sporting and cultural pursuits, and have enjoyed continued success in these fields.

Learning is one of the key values of the school, and the school strives to provide a challenging and stimulating curriculum for all students. The school's current focus is student mastery of higher-order thinking skills. The school has a well-developed Learning Support program, focused on giving all students the support they need to succeed.

School teams regularly participate in interschool sports, and a number of students have represented the Darling Downs at State Titles. The school's choir and band have competed in local Eisteddfods, and performed at cultural events such as Toowoomba's Spring TYME festival.

Bunker's Hill is a positive, vibrant learning community which students, staff and parents are proud to be a part of.

Principal's Foreword

Introduction

This report contains an overview of Bunker's Hill State School's performance in a range of areas in 2016. It is a brief summary of some of the achievements of the school during the year.

The report includes a description of some aspects of the school and the programs it offers, data reflecting the perceptions of the school by students, parents and staff, information on staffing and a summary of how the school's students performed on a range of measures in 2016.

As a school, our primary responsibility is to ensure that every student at the school succeeds. We are always striving to improve our practices to ensure that all students are learning and thriving. Bunker's Hill is a great school, and we are working hard to make it even better.

If you would like to know more about the school and what we have to offer, please contact us for further information.

School Progress towards its goals in 2016

Bunker's Hill had three priority areas in our 2016 Annual Implementation Plan: Communication, Curriculum and Systems Managements. The progress made in these priority areas is outlined below.

Communication	<p>Communication processes were strengthened and embedded within school operations.</p> <p>The school website was developed as a key source of information for parents. The school newsletter is regularly uploaded to the website. Use of the "QSchools" app was developed as a key communication tool.</p> <p>Fortnightly class newsletters were implemented across the school. Teachers use these to inform parents about the curriculum being studied, tips for complementing school learning at home, coming class events and other matters of parent interest.</p>
Curriculum: Strengthening Higher-Order Thinking Skills	<p>Teachers developed skills and knowledge in the teaching of reading comprehension strategies, purposeful writing and problem-solving. Examples of good practice were shared across the school.</p> <p>Skilled teacher aides were engaged to enable student extension programs.</p> <p>This work is aimed at increasing the numbers of students achieving at a high level, including in the Upper 2 Bands of NAPLAN tests. This work will continue and be refined in 2017.</p>
Curriculum: Every Student Succeeding	<p>Teachers met regularly to analyse student data and adjust classroom planning and teaching to ensure student success. Effective methods of collecting and analysing data were shared across the school. This work will continue in 2017.</p> <p>Initiatives were undertaken to improve consistency across the school in curriculum, teaching, homework, assessment and reporting to parents. This work will continue in 2017.</p> <p>Use of digital technologies by students was enhanced across the school.</p> <p>Student attendance of 95% was maintained throughout the school year.</p> <p>The Student Leadership program was continued and refined, while transition activities for all students were conducted to facilitate a smooth beginning to 2017.</p> <p>Story plaques were printed for the Indigenous Story Garden at the school. These plaques will be installed in 2017.</p> <p>Speech-Language Pathologist support at the school was enhanced.</p>
Systems Management: Improving Internal Controls	<p>Internal control measures, particularly involving cash and valuable items, were reviewed and refined, and implemented across the school.</p>

Future Outlook

Our sharp and narrow focus for the school in 2017 is the teaching of higher-order thinking skills. Other priority areas are ensuring every student succeeds, and student behaviour. The strategies planned to address these priorities are outlined below.

Teaching Higher-Order Thinking Skills	<p>Embed the teaching of higher-order thinking skills into classroom curriculum planning and teaching.</p> <p>Build teacher expertise in teaching higher-order thinking skills through professional development activities, sharing of practice and engaging teacher aide support to enable extension programs.</p>
Every Student Succeeding	<p>Develop teacher skills in gathering and using student data to inform teaching.</p> <p>Refine school curriculum and pedagogy to build continuity and consistency across the school.</p> <p>Maintain high rates of attendance for all students.</p> <p>Encourage student leadership in all facets of school life through the Student Leaders program.</p> <p>Embed Indigenous perspectives in the school curriculum.</p> <p>Encourage and enable smooth transitions from Pre-Prep to Prep.</p> <p>Refine Learning Support processes within the school.</p>
Student Behaviour	<p>Embed effective school systems for the monitoring and management of student behaviour.</p>

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	226	111	115	8	92%
2015*	218	106	112	6	94%
2016	216	113	103	6	98%

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

Students at Bunker's Hill are drawn mainly from Westbrook and surrounding areas, and live on large suburban or semi-rural blocks. Many of the parents who send their children to the school are successful tradespersons or professionals, skilled office staff, or associate professionals. The school has a largely stable population, with many students attending the school for all of their primary education. Many students have one or more siblings also attending the school.

The school is enrolment-managed, meaning that new students have to be living in the school's catchment area to be guaranteed enrolment.

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	22	24	23
Year 4 – Year 7	25	26	27
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

At Bunker's Hill, we strive to provide a balanced curriculum that taps into the excitement of learning and provides room for revision, consolidation and extension.

- A core curriculum is delivered in the Key Learning Areas of English, Maths, Science, History, Geography, Health and Physical Education, The Arts, Technology and Languages other than English (Indonesian).
- Specialist lessons are provided in Music, Physical Education, Library Skills and Indonesian.
- Swimming lessons are scheduled in a block once per year. Dance lessons were also provided in 2016.
- Camps of varying duration are run for students in Years 2 to 7, to promote academic learning and social and personal development in an alternative environment.
- Respectful Relationships Education is embedded into our Health and Physical Education curriculum.
- All Year 6 students take part in the School Leaders program, which incorporates various roles and responsibilities including a Prep Reading Buddy program.
- Interhouse sports carnivals are held in cross country, athletics and swimming.

Co-curricular Activities

- Students in eligible age groups compete in interschool sport in cross country, athletics and swimming, and in a range of team sports at nominated carnivals.
- The school choir practises throughout the year, and performs at a number of festivals and public events.
- An Instrumental Music Program, including a school band, is run at the school by a specialist teacher with support from school staff. The school band performs at a variety of events throughout the year.
- The "Bella Girls" program for girls and the "A2B" program for boys are conducted with our School Leaders to develop positive self-esteem and social skills. These programs are coordinated by the School Chaplain.
- Students participate by nomination in a range of academic competitions, ranging from local to national events.

How Information and Communication Technologies are used to Assist Learning

The school has wireless capability in all classrooms, and is expanding its fleet of portable devices, especially student laptops.

Students have individual internet and email accounts to enable them to develop research and communication skills. Internet and email traffic is monitored to ensure safe and responsible use of these facilities. Students utilise various software in their learning activities, ranging from Maths and English skill-building programs to word processors, spreadsheets and presentation software.

All teaching staff are provided with laptops to assist with lesson planning and presentation. Interactive whiteboards are installed in every classroom, enabling the use of digital and online resources to enhance lessons.

Digital cameras, simple robots and iPads are also used in curriculum activities.

Social Climate

Overview

Bunker's Hill is a close-knit community where all staff, all students, and many parents interact with each other on a regular basis. When conflicts arise, we aim to resolve these quickly and respectfully to restore productive relationships between school community members.

Instances of bullying are treated very seriously, with a focus on building social skills and awareness, and restoring relationships to prevent bullying re-occurring in the future. The school's Responsible Student Behaviour Plan outlines the school practices in place to build on the positive environment that already exists at the school. A Behaviour Committee consisting of staff and parent representatives oversees the implementation of the Responsible Student Behaviour Plan.

Our Year 6 School Leaders program encourages responsibility, leadership and student involvement in school life.

The school's Chaplaincy Program provides another avenue for student and community support.

Major school events, such as the school's ANZAC Day Ceremony, Art Show, Grandparents' Day and the Interhouse Athletics Carnival, are very well attended by a wide range of community members.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	97%	100%	96%
their child feels safe at this school* (S2002)	97%	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	96%	96%
their child is making good progress at this school* (S2004)	100%	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
teachers at this school treat students fairly* (S2008)	88%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	100%
this school works with them to support their child's learning* (S2010)	100%	92%	100%
this school takes parents' opinions seriously* (S2011)	94%	88%	100%
student behaviour is well managed at this school* (S2012)	88%	92%	93%
this school looks for ways to improve* (S2013)	100%	96%	100%
this school is well maintained* (S2014)	100%	100%	100%

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%	98%	99%
they feel safe at their school* (S2037)	99%	99%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	97%
teachers treat students fairly at their school* (S2041)	100%	96%	100%
they can talk to their teachers about their concerns* (S2042)	100%	94%	100%
their school takes students' opinions seriously* (S2043)	95%	96%	99%
student behaviour is well managed at their school* (S2044)	95%	96%	100%
their school looks for ways to improve* (S2045)	99%	99%	100%
their school is well maintained* (S2046)	99%	99%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	77%	100%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	92%	100%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	91%	90%	100%
staff are well supported at their school (S2075)	77%	95%	100%
their school takes staff opinions seriously (S2076)	82%	95%	100%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	95%	95%	96%
their school gives them opportunities to do interesting things (S2079)	95%	100%	96%

* 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

The school's weekly newsletter is the regular communication vehicle with parents. This is sent home with students once a week, and posted on the school's website. The school website is a key source of information for parents about coming events.

Student progress is formally reported four times a year, in parent-teacher interviews in Terms One and Three, and in written reports in Terms Two and Four. Parents are able to arrange an interview or to meet informally with their child's teacher at any other time throughout the year.

School staff work with parents to tailor programs for individual students, particularly those with special needs or individual learning requirements. These students are referred to the school's Learning Support Committee, which oversees support programs and referrals for students throughout the school.

Bunker's Hill enjoys the support of many parent volunteers, who assist with reading groups, class activities, sport coaching and management, coordination and supervision of academic competitions, and supervision on school camps and excursions. Every class at the school benefits from some parent volunteer help. Parent volunteers also coordinate Student Banking and Book Club.

Bunker's Hill has an active Parents and Citizens Association, which provides further opportunities for parents to be involved in the school. In 2016, P&C fundraising enabled air-conditioning in the school library, ensuring that every learning space in the school is now air-conditioned.

The school has a successful and ongoing partnership with the Westbrook Sports Club, which runs an athletics club at the school. The school also regularly publishes stories about school events and achievements in the local "On Our Selection" weekly community newsletter.

Through the P&C, Behaviour Committee and other forums, parents have input into school planning and operation. Parent input has influenced school systems, plans and procedures, the construction and design of facilities, and some curriculum decisions.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs include developing students' ability to keep themselves and others safe, respecting diversity in others and resolving conflicts productively and without violence. The programs are informed by the Daniel Morcombe Child Safety program, the Queensland Family Planning "Talking About It" sexuality education resource, and the Queensland Department of Education's Respectful Relationships program.

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. The sharp rise in suspensions in 2016 reflects a more robust and consistent response to student behaviour incidents within the school. Processes were implemented in 2016 to improve the monitoring and management of incidents.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	0	5
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

With the installment of air-conditioning in all classrooms, there is added strain on the school's energy use. Use of the air-conditioners has been monitored, and staff have followed guidelines to minimize the amount of energy consumed in classrooms.

The planting and nurturing of trees has continued in the school, with a number of green areas flourishing, including the Indigenous Story Garden and the "Forest of Silence." Tree planting has been used to create shade to cool areas where possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	56,008	0
2014-2015	59,851	
2015-2016	57,851	

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.

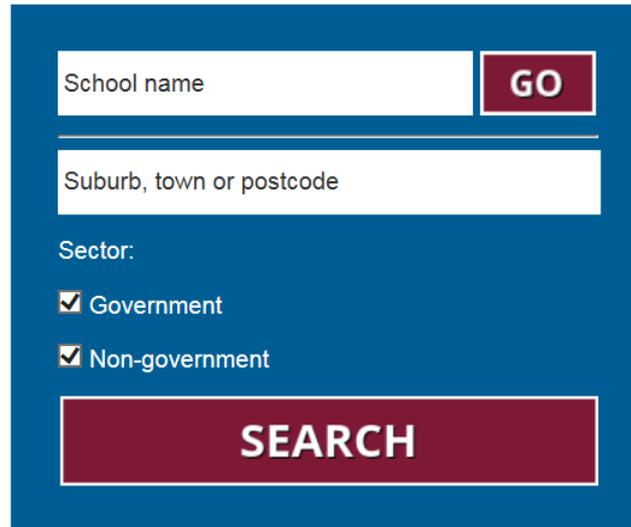
School Funding

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



The screenshot shows a search form with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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	18	11	0
Full-time Equivalents	14	7	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	8
Bachelor degree	6
Diploma	2
Certificate	0

*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 \$9,519.

The major professional development initiatives are as follows:

Teacher training in the teaching of literacy and numeracy skills to students;

Teacher meetings to examine student data and share teaching strategies across the school;

Externally-provided and in-school professional development in supporting literacy development for teacher aides.

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.	97%	98%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% 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).	95%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	93%	93%

*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%.

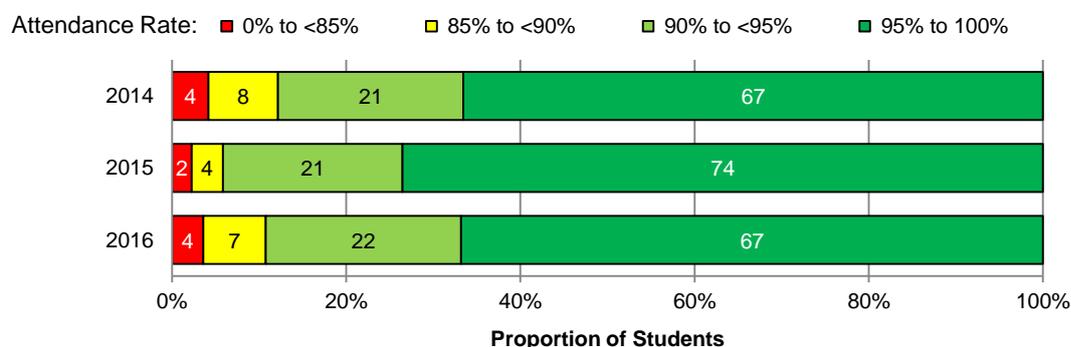
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	97%	96%	94%	95%	95%	96%	95%					
2015	96%	96%	97%	96%	96%	96%	96%						
2016	97%	95%	95%	95%	96%	94%	96%						

*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.

Rolls are marked twice a day, and from late 2016, all unexplained absences are investigated the same day. Office staff phone parents to ensure that they are aware of the child's absence and to ascertain the reason for the absence. This ensures that all students are accounted for and safe. Absences of a prolonged period of three days or more are investigated by the principal.

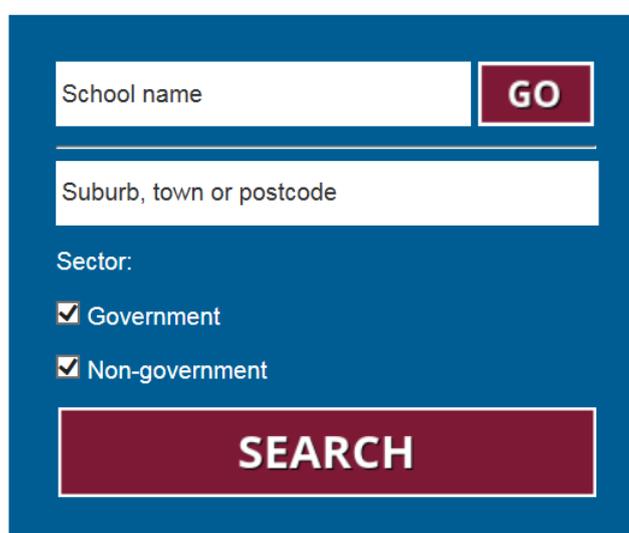
At the end of each term, the principal hosts a special celebration with all the students who have achieved a 100% attendance record for the term. The Department of Education's "Every Day Counts" theme is also regularly promoted in the school newsletter.

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

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 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.

Conclusion

Bunker's Hill State School strives to create a vibrant, positive learning environment through the core values of Community, Courage, Respect, Honesty and Learning. We have many achievements to be proud of, but are also constantly seeking to improve what we do, and ensure that all of our students are succeeding and being prepared for a successful and fulfilling life beyond school.