

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Bunker's Hill State School (0853)

	Postal address	315 Bunker's Hill School Road Westbrook QLD via Toowoomba 4350
	Phone	(07) 4630 6290
	Fax	(07) 4630 6488
	Email	the.principal@bunhillss.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
	Contact Person	Jim Tiernan, Principal

### Principal's foreword

#### Introduction

Bunker's Hill State School is a great place for students to learn. Students, staff, parents and the wider community contribute to a caring, supportive environment in which students can flourish. Our vision is for a learning community that values courage, honesty and respect, and we seek to achieve this vision in all the school's facets and activities.

This report contains a brief summary of the achievements of Bunker's Hill State School in 2010. It includes a description of the programs on offer at the school, information on staffing and a summary of our students' performance in national testing.

I hope you find the report informative. Please contact the school if you would like to know more about us and what we offer our students.

Jim Tiernan

Principal

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Bunker's Hill State School (0853)

### School progress towards its goals in 2010

Curriculum was the major focus for the school in 2010. The school developed thorough and effective English and Science programs across the school, and continued its positive work in the teaching of Mathematics.

In 2010 NAPLAN testing, the school average was comparable to the national average in 12 of the 15 areas tested, statistically above the national average in 2 areas and significantly above in the other area. The school average exceeded the state average in 14 of the 15 areas.

Two new interactive whiteboards were installed in classrooms, meaning over half the classrooms in the school are now accessing this technology.

An ANZAC memorial garden was built to help connect students with their national heritage, and a staff carpark was developed to improve student safety.

### Future outlook

Curriculum continues to be the key focus for the school in 2011.

With the implementation of the Australian National Curriculum commencing in 2012, work is underway to ensure the school and its students have a comfortable transition to the new syllabus.

The teaching of reading is especially coming under the spotlight, with teachers undertaking extra training in this area and the school aiming to develop and refine how reading is taught across the school, to optimise student learning.

The use of information and communication technologies is another focus area, with teachers attending professional development and the school aiming to equip every classroom with an interactive whiteboard to enhance lessons and student learning.

The school is also working towards enclosing our BER multipurpose area to make it an all-weather facility, and to establish a bus zone to improve student safety when traffic is busiest around the school.

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Preparatory Year – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
179	77	102	84%

#### Characteristics of the student body:

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. A feature of the school is the positive standards of student behaviour, leading to very few disciplinary absences being imposed.

#### Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24	75%	50%	25%	25%
Year 4 – Year 10	25	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	24	86%	71%	14%	14%

#### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

Our distinctive curriculum offerings include:

- A core curriculum delivered in the eight Key Learning Areas of English, Maths, Science, Studies of Society and Environment, Health and Physical Education, The Arts, Technology and Languages other than English (Indonesian, which is studied in and Intercultural Investigations format);
- Specialist lessons in Music, Physical Education, Library Skills and Indonesian;
- Swimming lessons;
- Camps of varying duration for students in Years 1 to 7;
- Sexuality Education embedded into our Health and Physical Education curriculum;
- A School Leaders program for all Year 7 students incorporating various roles and responsibilities for the older children at the school, including a Prep Reading Buddy program; and
- Interhouse sports carnivals in cross country, athletics and swimming.

Extra curricula activities include:

- Interschool sport. Older students (from Year 5 to Year 7) compete in school teams in cross country, athletics, swimming, soccer and netball. Students in Year 4 also have some opportunities for interschool sport;
- A school choir which regularly performs at festivals and public events;
- An Instrumental Music Program which forms part of the wider regional program;
- Participation in both locally run and national academic competitions.

How Information and Communication Technologies are used to assist learning:

- Student computers are provided in every classroom as well as in the school library;
- All classrooms and other teaching areas have cabled internet access;
- All teaching staff are provided with laptops to assist with lesson planning and presentation;
- Students utilise various software in their learning activities, ranging from Maths and English skill-building programs to software tools such as word processors and slide show programs;
- Digital cameras and a school digital video camera are utilised for learning experiences;
- Interactive whiteboards are currently installed in four classrooms;
- All students have internet and email accounts to enable them to develop research and communication skills. Use of the internet and email is monitored to ensure they are utilised safely and responsibly.

## Our school at a glance

### Social climate

Bunker's Hill is a close-knit community where all staff, all students, and many parents interact with each other on a regular basis. We encourage respectful and open resolution of issues when they arise.

2010 saw the school review its Responsible Student Behaviour Plan in response to parent feedback, and a number of existing school practices were strengthened or modified to build on the positive environment that already exists at the school.

Our 2010 School Opinion Survey showed parent satisfaction levels with the school climate were above the state average.

Our Year 7 School Leaders program encourages student interaction across the whole school, and student involvement in school life and, in some areas, school decision making.

- Parent, student and teacher satisfaction with the school

The 2010 School Opinion Survey parent and student data was very disappointing, and a surprising downturn from previous years. There was a much lower participation rate among parents (31 responses of a possible 40), and this may have affected survey results in this area. The student data was particularly disappointing, as visitors to the school consistently comment on the wonderful social climate established here, and on students' willingness to learn.

The school is working to review practices in the light of this 2010 data, to ensure that satisfaction with the school and the learning that occurs here is returned to high levels.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	68%
Percentage of students satisfied that they are getting a good education at school	31%
Percentage of parents/caregivers satisfied with their child's school	84%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	93%
Percentage of staff members satisfied with morale in the school	82%

## Our school at a glance

### Involving parents in their child's education.

Parents are always welcome at Bunker's Hill, and several areas within the school grounds have become regular gathering spots for parents on school day mornings and afternoons.

The school's weekly newsletter is the regular communication vehicle with parents. This is sent home with students once a week. The school website is also used to carry significant information for parents such as tuckshop menus and the school Responsible Behaviour Plan.

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 with their child's teacher at all other times to discuss academic progress, social issues or other aspects of their child's education.

Parents are also invited to be actively involved in their child's education through volunteering at the school. Bunker's Hill enjoys the support of many parent volunteers, who assist with reading groups, cooking activities, sport coaching and management, coordination and supervision of academic competitions, supervision on school camps and excursions, and other activities in a range of curriculum areas. 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. The P&C provides a range of services, including a tuckshop and uniform shop, and assists the school through fundraising and generous assistance at working bees. In 2010, the P&C fundraising enabled the purchase of interactive whiteboards by the school, and the building of a shade shelter over the junior sandpit play area. Through working bees and donations, the P&C also developed a new ANZAC memorial garden.

Through the P&C 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.

### Reducing the school's environmental footprint

In 2010, the school successfully reduced its electricity consumption through a combination of reducing usage and reaping the benefits of newly installed solar panels. Water management was also monitored, with irrigation of the school oval kept to a minimum, and the planting of drought-tolerant, native species when planting new trees at the school. It should be noted that the school's bore water licence is paid every two years.

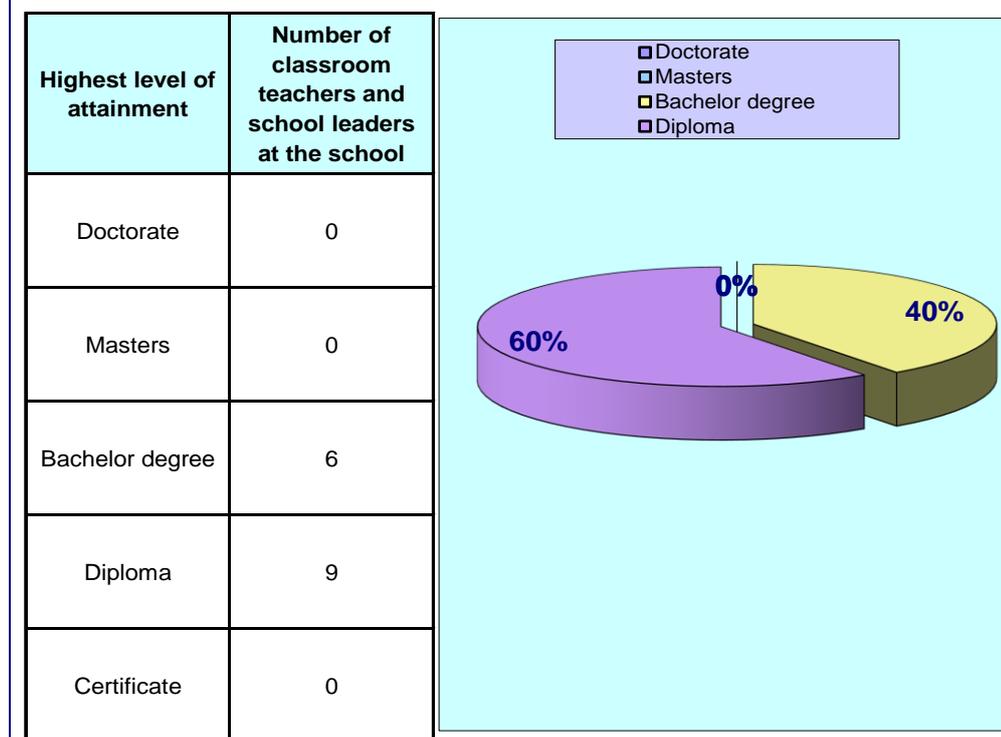
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$7,300	\$6,014	\$0	\$1,286	\$0	\$0	\$0	31,941	0	0
2009	\$7,012	\$5,549	\$0	\$1,345	\$118	\$0	\$0	33,225	0	0
% change 2009 - 2010	4%	8%	N/A	-4%	-100%	N/A	N/A	-4%	N/A	N/A

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	15	5	0
Full-time equivalents	10	4	0

### Qualifications of all teachers.



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$4,874.

The major professional development initiatives were as follows:

Science Spark initiative for the teaching of Science,

Smart Classrooms Master Class,

Introduction to Functional Grammar (whole staff),

Pathways program training (this program will be implemented as part of the school's Responsible Behaviour Plan for Students),

Literacy teaching, and

First Aid and CPR training.

The involvement of the teaching staff in professional development activities during 2010 was 86%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

### 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 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 98%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
98%	98%	99%	98%	99%	99%	97%

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

Non-attendance is managed in state schools in line with the DET 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.

Class teachers take the class roll twice a day, in the morning and the afternoon. If a teacher is concerned about a student's absence from school, either by it being unexplained or by its frequency, this is reported to the principal. The principal follows these concerns up by contacting the parents of the student to seek an explanation for the child's absence, and to develop strategies to avoid absences in the future.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

The school has only a small population of Indigenous students (5 in 2010).

Our Indigenous student attendance rate in 2010 (99%) exceeded our student attendance rate for non-Indigenous students (98.1%).

Indigenous students at the school perform at or above the school average on most areas of the NAPLAN tests.