

# Queensland State School Reporting – 2011

## Bunker's Hill State School (0853)



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## Principal's foreword

### Introduction

This report contains a snapshot of the school's performance in a range of areas in 2011.

This report contains a brief summary of the achievements of Bunker's Hill State School in 2011. This includes a description of the school and the programs it offers, information on staffing and a summary of the academic performance of the students at the school.

The school enjoyed many successes in 2011, but we know that there is always room for improvement. Where the school has not achieved as well as we would like, we have analysed this performance and implemented programs to improve our performance in the future. The school community, including its students, staff, parents and other school supporters, are always working to make the school an even better place.

I hope you find the report informative. If you would like to know more about the school and what we have to offer, please contact the school for further information.

Jim Tiernan  
Principal

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### School progress towards its goals in 2011

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

With the implementation of the Australian National Curriculum commencing in 2012, staff training was undertaken to ensure the school and its students had a comfortable transition to the new syllabus.

The teaching of reading was a specific focus for the school, with teachers undertaking extra training in this area and the school developing and refining practices for teaching reading across the school, to optimise student learning. A School Reading Program was developed, which was implemented in all classrooms.

The school set ambitious NAPLAN targets for itself, and while these were not all achieved, the school did achieve some very pleasing results in NAPLAN, most notably in Year 7, where our students' average scores were above the national average in all areas. Our performance in Year 5 was cause for concern, and identified students in this year level have received learning support to boost their success at school. These support processes are implemented across all year levels in the school.

The use of information and communication technologies was also a focus area. By the end of 2011, every classroom was equipped with an interactive whiteboard to enhance lessons and student learning. Training for teachers was also conducted in the use of this technology.

Funding was approved for the enclosure of the school's BER multipurpose area to make it an all-weather facility. The establishment of a bus zone to improve student safety was under consideration by local government in 2011.

### Future outlook

Key priorities for 2012 are:

**Reading.** The maintenance of the school's reading program will also be a focus for 2012, with work to be undertaken to ensure our teaching of reading complements the national curriculum in English.

**Implementation of Australian Curriculum in English, Maths and Science.** Curriculum continues to be the major focus for the school.

**Development of school staff networks and support structures.** Work is underway in 2012 to ensure staff are supporting each other in the implementation of curriculum, and sharing best practice.

**Enclosure of School Multipurpose Building.** With funding approved, it is anticipated that this project will be completed in 2012.

**Information and Communication Technologies.** The school is aiming to move towards a more flexible model of access to technologies for students, to ensure that these technologies become an integral part of their learning at the school.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
183	88	95	95%

### 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 2011

Phase	Average Class Size
Prep – Year 3	23.4
Year 4 – Year 10	21.1
All Classes	22.6

All classes at the school in 2011 were within class size targets of 25 for Prep to Year 3, and 28 for Years 4 to 7.

### 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

## 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);
- 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. In 2011, the choir won its division at the Toowoomba Eisteddfod;
- 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, and all students have 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.
- 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 installed in every classroom, and form an integral part of lesson delivery and interaction each day.

## 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. 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 and restoring relationships to prevent bullying re-occurring in the future. Parents of the children involved are called upon to assist in this process.

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

In 2011, the school implemented the Responsible Student Behaviour Plan which was reviewed in 2010. A number of existing school practices were strengthened, and some were introduced to build on the positive environment that already exists at the school.

Our 2011 School Opinion Survey showed parent and student satisfaction levels with the school climate were above the state average. Parent and student satisfaction with student behaviour, safety and happiness were all above the state average, and respondents were particularly positive about students being treated fairly at the school.

## Parent, student and teacher satisfaction with the school

The school is moving towards its goal of 95% parent, student and staff satisfaction. As can be seen in the School Opinion Survey results below, levels of satisfaction with the school are quite high. However we believe that higher levels can be achieved, and all school community members are constantly striving to make the school even better.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	97%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	74%
Percentage of staff members satisfied with morale in the school	89%

## 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 as a method of communication to parents and the wider community.

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 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 2011, P&C fundraising enabled the installation of interactive whiteboards in all classrooms throughout the school.

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

While the school's electricity usage rose slightly in 2011, this could be attributed to the extra use of technology throughout the school, and to the rise in enrolments, meaning that more learning areas are being used more often. The school kept below its 2009 usage (33,225 kWh), however, and this can be attributed to staff monitoring their use of electrical equipment.

The school uses bore and tank water, and as yet usage is not metered. However, the school strives to conserve water through controlled irrigation of the school oval, the use of tank water where feasible, and the use of efficiency devices.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	32,930	0
2010	31,941	0
% change 10 - 11	3%	N/A

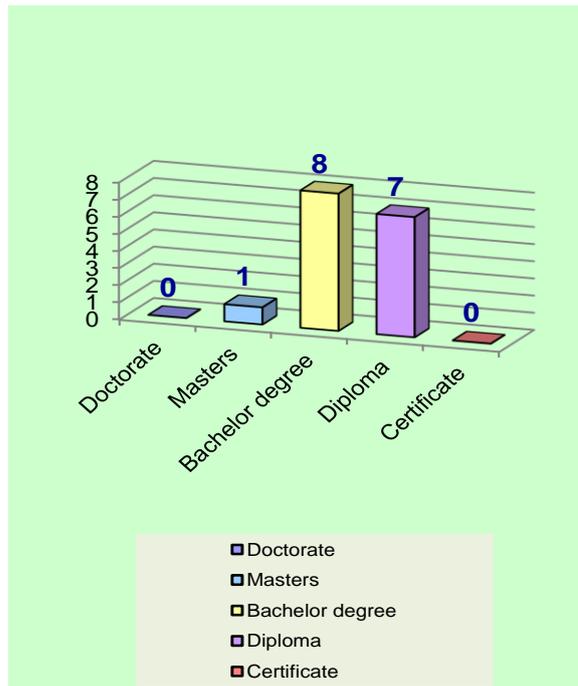
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	16	7	0
Full-time equivalents	12	4	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	8
Diploma	7
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$4,490.

The major professional development initiatives are as follows:

- ❖ First Steps in Reading, a course designed to strengthen teacher's knowledge and skills in the teaching of reading across all the primary school years.
- ❖ Preparation for implementation of the National Curriculum – investigating the content and learning demands of the new curriculum.
- ❖ ICT Pedagogical Certificates for all teachers, ensuring teachers had the necessary skills and knowledge to use information and communication technologies effectively in the classroom.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2011 school year.

## School income broken down by funding source

School income 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**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

# Performance of our students

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 99%.

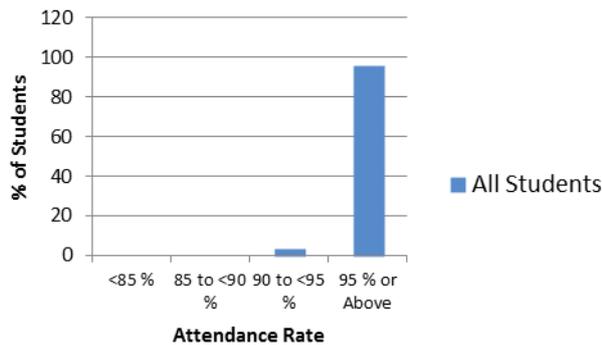
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
100%	99%	100%	100%	99%	99%	100%

### 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 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

### 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 My School website at <http://www.myschool.edu.au/>.

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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 a very small number of Indigenous students (5 in 2011). In 2011, Indigenous students who sat the NAPLAN tests performed, on average, above the class average, and above the national average in three of the five areas tested.

The school constructed an Indigenous Story Area in 2011, to help raise awareness of Indigenous culture in all students at the school.

All students at the school maintain a high level of attendance, as shown in data earlier in this report. However, a gap of 10% attendance was evident between attendance rates of Indigenous and Non-Indigenous students in 2011. It is hoped that initiatives such as the Indigenous Story Area will help to motivate Indigenous students and their families to attend school conscientiously and continue to achieve well.