

Bunker's Hill State School (0853)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

This report contains an overview of the school's performance in a range of areas in 2012, and is a brief summary of some of the achievements of Bunker's Hill State School during the year.

Sections include 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 had a successful year in 2012, but we are always striving to improve. Performance in a range of areas is analysed so that strengths can be built upon, and areas of weakness can be improved. Programs are maintained, enhanced or implemented to achieve these goals. Bunker's Hill is a great school, and 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 us for further information.

Jim Tiernan

Principal

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School progress towards its goals in 2012

Key priorities from the School's Annual Implementation Plan for 2012 were:

Reading, Writing and Numeracy

The school maintained its school reading program and ensured its alignment with the Australian Curriculum in English. The school scored above the national average in Year 3 and Year 7 NAPLAN reading tests. The school scored above the national average in 10 of the 15 areas of NAPLAN, including all five areas of the Year 7 test.

Implementation of Australian Curriculum in English, Maths and Science

The school successfully implemented the new Australian Curriculum in English, Maths and Science, utilising resources including the Department of Education's "Curriculum 2 Classroom" units, and reported to parents on student progress in these disciplines.

Development of school staff networks and support structures

Teacher groups were established to work on specific projects throughout the school, including aligning the school's Reading Program with the Australian Curriculum, and documenting Classroom Standards to ensure consistent practices across the school. A teacher was trained as a Classroom Profiler, to give teachers informed feedback on classroom management and interactions.

Enclosure of School Multipurpose Building

A Project Manager was appointed and initial plans for this project were completed. This project is set to be completed in 2013.

Information and Communication Technologies

The school worked with the P&C to install wireless capability throughout the school, with work set to be completed in early 2013.

Develop whole-school curriculum, assessment and reporting plan

The school's Assessment Plan was implemented and in full use in 2012. Data meetings with teachers were held each term, where each individual student's reading progress was monitored and goals for the next term set. Reporting to parents was informed by Assessment Plan data, as well as by classroom assessment from units being taught.

Closing the gap actions

The school has established an Indigenous Story Area, which is used to build students' understanding of traditional indigenous culture.

Student Engagement

The school scored very highly in the annual School Opinion Survey, with most students, and in many cases all students, showing positive attitudes towards the school in their responses to questions. Results from this survey are detailed later in this report.

Future outlook

Priorities for the school in 2013 are:

Information and Communication Technologies

Complete installation of wireless connectivity throughout the school, and embed use of technologies into classroom practice.

School Environmental Management Plan

Embed sustainable environmental strategies within our school practices to reduce the school's environmental impact. Enclose School Multi-purpose Building. Implement strategies to cool classrooms to provide optimum learning environments for students.

Reading, Writing and Numeracy

Maintain our reading and numeracy programs, and develop school-wide practices for the teaching of spelling and writing.

School Pedagogical Framework

Document our school-wide teaching practices, including Explicit Instruction methodology and our agreed Classroom Standards.

Coaching and Feedback

Implement teacher networks within the school and establish coaching and feedback processes between colleagues. Maintain and strengthen coaching and feedback processes between principal and teachers.

Australian Curriculum

Implement Australian Curriculum in English, Maths, Science and History.

Curriculum, Assessment and Reporting

Utilise teacher networks to preview units of work, review student outcomes, and ensure consistency of curriculum across the school. Continue reading data meetings with teachers, and expand to examine other areas of student achievement. Work with the school community to rationalise school activities and optimise student learning time in the school.

Closing the Gap

Enhance the school's Indigenous Story Area and develop this into an integral part of the school curriculum.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	179	77	102	93%
2011	183	88	95	95%
2012	205	95	110	97%

Student counts are based on the Census (August) enrolment collection.

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 standard of student behaviour, leading to very few disciplinary absences being imposed.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	23	22
Year 4 – Year 10	25	21	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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;
- An Instrumental Music Program which forms part of the wider regional program; and
- 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. These enable use of digital and online resources to enhance student learning including demonstration screens, videos and other visual stimuli, and interactive websites.

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

In 2012, the school implemented a Chaplaincy Program. This will continue into 2013.

Our 2012 School Opinion Survey showed high levels of parent and student satisfaction with the school climate. Parent and student satisfaction with how student behaviour is managed, student safety and happiness at school were all above the state average.

Our school at a glance

Parent, student and staff satisfaction with the school

The school is moving towards its goal of 95% or above in 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. School community members are constantly striving to make the school even better.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	95.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	97.5%
their child's learning needs are being met at this school*	97.4%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	94.9%
teachers at this school motivate their child to learn*	95.0%
teachers at this school treat students fairly*	92.1%
they can talk to their child's teachers about their concerns*	95.0%
this school works with them to support their child's learning*	97.4%
this school takes parents' opinions seriously*	87.2%
student behaviour is well managed at this school*	92.5%
this school looks for ways to improve*	97.4%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	97.1%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%

Our school at a glance

their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	88.9%
they can talk to their teachers about their concerns*	94.4%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	90.9%
with the individual staff morale items	93.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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, and posted on the school's website. 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 2012, P&C fundraising enabled the installation of wireless connectivity throughout the school, which is due to be completed early in 2013.

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

The school's electricity usage appeared to rise sharply during 2011-2012, but this rise is shared across 2010-2011, as a number of estimated meter readings overlapped the periods. The increased power usage could be attributed to the extra use of information and communication technology throughout the school, and to the rise in enrolments, meaning that more learning areas are being used more often. The school is working to reduce energy consumption through more efficient 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	
	Electricity kWh	Water kL
2009-2010	31,941	0
2010-2011	32,930	0
2011-2012	39,286	0

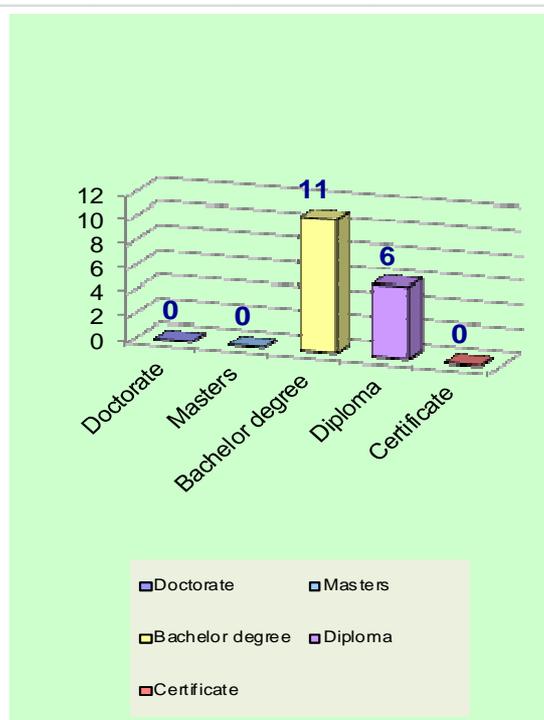
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	17	7	0
Full-time equivalents	12.6	4.5	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	11
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$15,561.

The major professional development initiatives are as follows:

The major professional development initiatives were:

- ❖ Utilising assessment data to track student progress and set individual learning goals for students;
- ❖ Moderation of student work across schools in our local cluster; and
- ❖ Building teaching skills in Explicit Instruction methodology.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	97.4%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	98%	99%	96%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

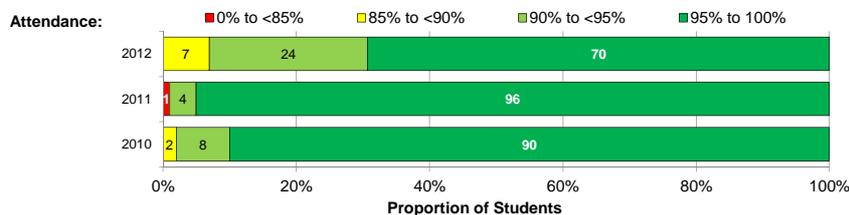
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	98%	98%	99%	98%	99%	99%	97%
2011	100%	99%	100%	100%	99%	99%	100%
2012	95%	97%	96%	97%	96%	96%	97%

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 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. Concerns about a student's attendance are 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.

As can be seen in the graph above, attendance rates did drop last year, due in part to some bouts of long-term illness in students. The school is working with parents to restore all students to very high levels of attendance.

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/>.

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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 a very small number of Indigenous students (7 in 2012). In 2012, no Indigenous students were in classes who sat the NAPLAN tests. On class assessment, most Indigenous students achieved satisfactory or higher grades in all areas. Students who did not achieve these grades were receiving learning support to assist their progress.

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

All Indigenous students at the school in 2012 maintained an attendance rate of over 95%. 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.