

Bunker's Hill State School

Queensland State School Reporting

2013 School Annual Report



Postal address	315 Bunkers Hill School Road Westbrook via Toowoomba 4350
Phone	(07) 4698 5333
Fax	(07) 4630 6488
Email	the.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

Principal's foreword

Introduction

This report contains an overview of the school's performance in a range of areas in 2013, 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 some of the students at the school.

The school had a successful year in 2013, but also met with a number of challenges. As a school, we are always striving to build upon our strengths and address and improve our areas of weakness. Programs are implemented, maintained, or enhanced 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

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

Key priorities from the school's Annual Implementation Plan for 2013 were:

Improve ICT connectivity throughout the school to ensure ICT use is embedded in learning and teaching practices.

The installation of wireless connectivity throughout the school was completed, and laptops were purchased for student use. This allows for flexible use of technology throughout the school. Laptops can move between classes, so that classes can access more computers when they are needed.

Implement School Environmental Management Plan

A paper recycling program was introduced in 2013. Children continued to be encouraged to bring rubbish-free lunches to school.

Rationalise school activities to ensure teachers can focus on classrooms and curriculum throughout the school year.

A review of school excursions and other activities was undertaken, and a number of activities were stopped or reduced to allow greater learning time in classes for students.

Review and refine reading pedagogy throughout the school.

Upper School and Lower School teacher meetings reviewed English units and teaching practices. Reading progress for all students was tracked at quarterly data meetings. A Home Reading Reward Scheme was introduced throughout the school to encourage positive student reading habits.

Develop School Pedagogical Framework

The School Pedagogical Framework, outlining a number of specific, key teaching practices at the school, was developed and implemented. This is a framework that will continue to be reviewed, refined and developed so that consistent, effective teaching practices are embedded throughout the school.

Embed coaching and feedback processes for all staff in the school

Upper School and Lower School teacher groups were established as forums for sharing practice, planning curricula and solving problems. Developing Performance plans were implemented for all teachers.

Enhance Indigenous Story Area so that it is regularly utilised for student learning.

The Indigenous Story Area was enhanced with landscaping. This area is regularly utilised informally by students, and by some classes studying relevant units of work. Further improvements will take place in 2014.

Enclose Multi-Purpose Building

Enclosure of the Multi-Purpose Building, with the addition of a stage annexe, was commenced in 2013. This work was due for completion in early 2014.

Future outlook

Our school priorities for 2014 are:

Communication

Improve communication systems throughout the school so that parents, staff and students receive timely and consistent information.

Curriculum

Continue to refine and develop staff networks and the School Pedagogical Framework to embed consistent, effective teaching practices across the school. Special focus will be on the teaching of writing (including spelling), reading, maths and science.

Information and Communication Technologies

Enable effective and safe use of ICTs across the school by all students and staff.

Staff Support

Further develop coaching and feedback processes and staff networks and partnerships throughout the school.

Attendance

Continue to implement Departmental policy on student absenteeism and develop processes to raise attendance of targeted students.

Systems Management

Implement programs to ensure efficient and effective school office systems and management.

Student Leadership

Strengthen Student Leaders programs, and ensure all Year 6 and 7 students are School Leaders in their last year of primary school.

Attainment

Expand and refine school data gathering and learning support provision processes to ensure all students are getting the support or extension they need.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	183	88	95	95%
2012	205	95	110	97%
2013	215	103	112	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.

In 2013, a decision was made to implement single-year level classes, where possible, throughout the school. This led to some classes being of a large size to accommodate all students in that particular year level.

There were a number of school disciplinary absences in 2013, but many of these had very successful outcomes, and this is not a trend that is expected to continue. Student behaviour standards throughout the school remained very high.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	21	19	30
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	3	6
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 Key Learning Areas of English, Maths, Science, History, 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 2 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. Students in eligible age groups compete in school teams in cross country, athletics and swimming. Students also compete in interschool team sports at nominated carnivals;
- A school choir which regularly performs at festivals and public events;
- An Instrumental Music Program, including a school band, which also performs at public events;
- The “Shine” program for girls and the “A2B” program for boys, to develop self-esteem and social skills; and
- Participation in both local 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. Student laptops are also utilised, and moved to different classrooms and learning areas as required;
- All classrooms and other teaching areas have wireless network and 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 each day. These interactive whiteboards enable the use of digital and online resources to enhance lessons.

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. 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 outlines the school practices in place 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 2013, the school Chaplaincy Program continued, and introduced new initiatives such as the "Shine" and "A2B" programs for girls and boys, respectively, in the upper grades.

Our 2013 School Opinion Survey showed high levels of parent and student satisfaction with the school climate. Parent and student satisfaction with how students and 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	2013
their child is getting a good education at school (S2016)	95%	97%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	98%	100%
their child's learning needs are being met at this school* (S2003)	97%	94%
their child is making good progress at this school* (S2004)	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%
teachers at this school motivate their child to learn* (S2007)	95%	97%
teachers at this school treat students fairly* (S2008)	92%	94%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%
this school works with them to support their child's learning* (S2010)	97%	100%
this school takes parents' opinions seriously* (S2011)	87%	91%
student behaviour is well managed at this school* (S2012)	93%	92%
this school looks for ways to improve* (S2013)	97%	97%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	99%
they like being at their school* (S2036)	100%	96%
they feel safe at their school* (S2037)	97%	96%
their teachers motivate them to learn* (S2038)	100%	97%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%
teachers treat students fairly at their school* (S2041)	89%	97%
they can talk to their teachers about their concerns* (S2042)	94%	95%
their school takes students' opinions seriously* (S2043)	100%	95%
student behaviour is well managed at their school* (S2044)	100%	93%
their school looks for ways to improve* (S2045)	100%	96%

Our school at a glance

their school is well maintained* (S2046)	100%	92%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	94%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	94%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	89%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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, 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 2013, P&C fundraising enabled the installation of wireless connectivity throughout the school. P&C funding was also instrumental in enclosing the school's Multipurpose Building, which is due to be completed early in 2014. This project was also substantially funded by the Queensland Government's Smart Schools Subsidy Scheme.

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 2012-2013, but this rise is shared across 2011-2012, as a number of estimated meter readings overlapped the periods. The average over the two years indicates that the school has been successful in reducing its power usage. However, with rising enrolments and extra buildings, increased use of information technology and the expansion of air conditioning in the school to optimise learning environments and properly maintain technological devices, the battle to keep electricity usage down is ongoing. 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
2010-2011	32,930	0
2011-2012	20,303	0
2012-2013	36,345	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

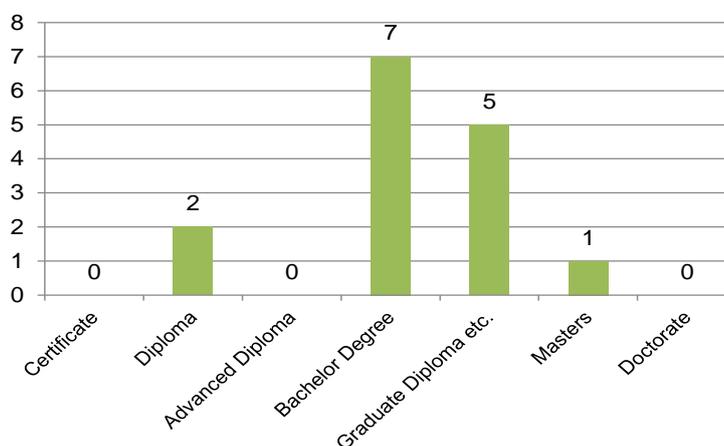
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	15	7	0
Full-time equivalents	12	4	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.	5
Masters	1
Doctorate	0
Total	15



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on out-of-school teacher professional development in 2013 were \$6,948. In addition to this professional development, staff also took part in in-school professional development including sharing best practices, reading and analysing professional literature, guest speakers and presenters, and completion of online learning modules.

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;
- Essential Skills for Classroom Management; and
- Building teaching skills in Explicit Instruction methodology.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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

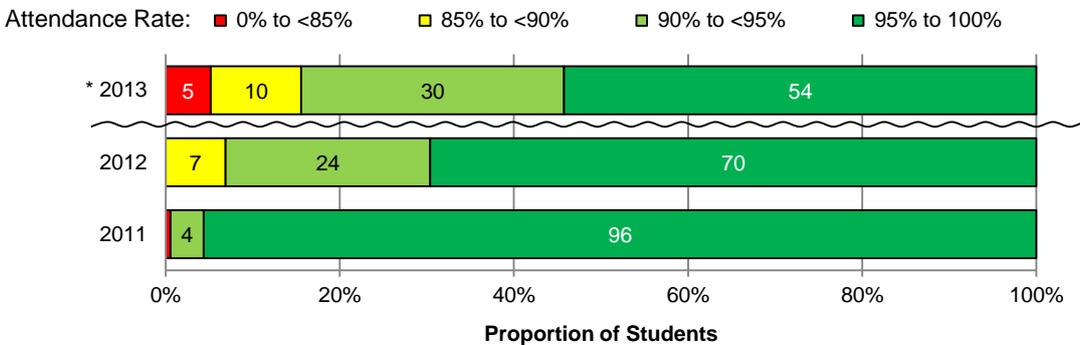
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	99%	96%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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	Year 8	Year 9	Year 10	Year 11	Year 12
2011	100%	99%	100%	100%	99%	99%	100%					
2012	95%	97%	96%	97%	96%	96%	97%					
2013	95%	94%	94%	93%	95%	91%	89%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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. Unexplained student absences are reported to the school office and followed up. Concerns about a student's attendance are reported to the principal, and also monitored through school student absence data. 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.

Student attendance trends are a concern at the school, with attendance rates showing a decrease in many areas. While the great majority of absences are authorised, this is still an area that must be turned around. The school is working with parents to restore all students to very high levels of attendance.

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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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 (6 in 2013). In 2013, Indigenous students who were in classes that sat the NAPLAN tests achieved above the national average in 4 of the 5 areas tested.

The school has constructed an Indigenous Story Area to help raise awareness of Indigenous culture in all students at the school, and will further develop this area in 2014.

All Indigenous students at the school in 2013 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.