

# Bunker's Hill State School

## Queensland State School Reporting

### 2014 School Annual Report



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Contact person	Jim Tiernan, Principal

## Principal's foreword

### Introduction

This report contains an overview of Bunker's Hill State School's performance in a range of areas in 2014. It is a brief summary of some of the achievements of the school during the year.

Sections include a description of the school and the programs it offers, perceptions of the school by students, parents and staff, information on staffing and a summary of the academic performance of the school's students in a range of areas.

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 this 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

## School progress towards its goals in 2014

The school had 16 priority areas in its 2014 Annual Implementation Plan. Progress in those priority areas is outlined below.

<b>Communication</b>	The school calendar was advertised early in the school year, with updates in the school newsletter and on the school website. The school website was utilized as a source of information for the school community. Push notifications and other “instant” messaging systems are still being investigated. Parent-teacher interviews were run in the school hall with positive feedback from both parents and staff.
<b>Curriculum</b>	Several school curriculum programs were reviewed and some new initiatives were implemented. Staffing was allocated towards curriculum review and development.
<b>Information and Communication Technologies</b>	The school moved closer to a fully wireless environment, with a number of student devices added to the school’s network. Programs were implemented to improve student awareness of cyber safety.
<b>Reading</b>	The School Reading Plan was reviewed and some changes to teaching practice were implemented.
<b>Writing</b>	All teachers were trained in the “Seven Steps to Writing Success” program, which was implemented throughout the school. This was supported by a teacher employed through Great Results Guarantee funding. The School Spelling Program was also reviewed and modified.
<b>Numeracy</b>	The school’s Mental Arithmetic program was extended into Year 1.
<b>Staff Support</b>	The department’s Performance Development process was implemented for all staff.
<b>Attendance</b>	Departmental processes were implemented consistently, along with an awareness raising program, leading to a positive impact on student attendance trends.
<b>Systems Management</b>	Through extra support for the school’s administrative processes, school administrative and financial systems were implemented and ran effectively.
<b>Student Leadership</b>	All Year 6 and 7 students acted as School Leaders, leading up to the transition of Year 7 to high school. The school’s student leadership operated very effectively.
<b>School Values</b>	Banners displaying the school values were mounted in the school hall, and these values were regularly revisited at school parades and in the classroom.
<b>Science</b>	The school’s Science Program was implemented. It is to be reviewed in 2015.
<b>Closing the Gap between attendance and outcomes of indigenous and non-indigenous students</b>	The school’s student achievement data collection was expanded, and learning support systems were refined to support identified students. The school’s Indigenous Story Area gardens were developed.
<b>Attainment</b>	The school began developing a consistent, school-wide planning tool to cater for the full range of abilities of students in each class.
<b>Transition</b>	Students took part in transition activities to ensure a smooth start to high school for both Year 7 and Year 8 students in 2015.
<b>Retention</b>	Avenues for higher parent involvement in school life were explored.

## Future outlook

Our key priority areas in the School Implementation Plan for 2015 are:

<b>Communication</b>	Continue to expand digital communication with parents, particularly with the use of the school website and email. Increase both formal and informal teacher-parent interaction in the school.
<b>Curriculum</b>	Expand Curriculum Coordinator role to enable further review of the school's curriculum practices. Increase flow of meaningful information to parents about their children's curriculum.
<b>Information and Communication Technologies</b>	Build school fleet of student laptops and seek to expand wireless capability throughout the school.
<b>Reading</b>	Implement consistent reading practices across the school based on agreed reading strategies. Utilize Great Results Guarantee funding to support the teaching of reading throughout the school.
<b>Writing</b>	Embed the "Seven Steps to Writing Success" program throughout the school. Utilize Great Results Guarantee funding to support consistent practices in the teaching of writing throughout the school. Review the teaching of handwriting throughout the school.
<b>Numeracy</b>	Embed consistent teaching of mental arithmetic strategies throughout the school.
<b>Staff Support</b>	Embed Performance Development process for all staff. Utilize Master Teacher role to enhance coaching and feedback processes for all teachers in the school. Apply National School Improvement Tool to focus areas for school improvement.
<b>Attendance</b>	Continue to raise awareness of the importance of consistent student attendance, implement Departmental processes and celebrate attendance achievements for students.
<b>Systems Management</b>	Embed effective school administrative and financial systems.
<b>Transition</b>	Build links with local childcare centre to enhance student transitions to Prep.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	205	95	110	97%
2013	215	103	112	97%
2014	226	111	115	92%

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. Many students have one or more siblings also attending the school.

In 2013, the school became an Enrolment-Managed School, meaning that new students had to be living in the school's catchment area to be guaranteed enrolment.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	19	30	25

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	3	6	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings in 2014 included:

- A core curriculum 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 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 6 and 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 included:

- 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 "Rock and Water" program for boys, to develop self-esteem and social skills in our Student Leaders; and
- Participation in both local and national academic competitions.

## How Information and Communication Technologies are used to assist learning

The school is moving towards maximising student use of technology through wireless access and portable devices. Student computers are provided in every classroom as well as in the school library, but student laptops and iPads are also used to bolster classroom technology resources as required. Digital cameras and a school digital video camera are utilised for learning experiences. All classrooms and other teaching areas have wireless network and internet access.

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 software tools such as word processors and slide show programs.

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.

## 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 responsibility, leadership and student involvement in school life.

The school's Chaplaincy Program provides another avenue for student and community support, and organises initiatives such as the "Shine" and "Rock and Water" programs for girls and boys, respectively, in the upper grades.

Our 2014 School Opinion Survey showed high levels of satisfaction with the school climate. Parent, student and staff satisfaction with safety and happiness at school were all above the state average.

**Parent, student and staff satisfaction with the school**

<b>Performance measure</b>			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	95%	97%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	97%	97%
their child feels safe at this school* (S2002)	98%	100%	97%
their child's learning needs are being met at this school* (S2003)	97%	94%	97%
their child is making good progress at this school* (S2004)	100%	97%	100%
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)	95%	100%	100%
teachers at this school motivate their child to learn* (S2007)	95%	97%	100%
teachers at this school treat students fairly* (S2008)	92%	94%	88%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	97%
this school works with them to support their child's learning* (S2010)	97%	100%	100%
this school takes parents' opinions seriously* (S2011)	87%	91%	94%
student behaviour is well managed at this school* (S2012)	93%	92%	88%
this school looks for ways to improve* (S2013)	97%	97%	100%
this school is well maintained* (S2014)	100%	100%	100%

<b>Performance measure</b>			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	99%	100%
they like being at their school* (S2036)	100%	96%	100%
they feel safe at their school* (S2037)	97%	96%	99%
their teachers motivate them to learn* (S2038)	100%	97%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	100%
teachers treat students fairly at their school* (S2041)	89%	97%	100%
they can talk to their teachers about their concerns* (S2042)	94%	95%	100%
their school takes students' opinions seriously* (S2043)	100%	95%	95%
student behaviour is well managed at their school* (S2044)	100%	93%	95%
their school looks for ways to improve* (S2045)	100%	96%	99%
their school is well maintained* (S2046)	100%	92%	99%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		89%	77%
students are encouraged to do their best at their school (S2072)		100%	95%
students are treated fairly at their school (S2073)		100%	95%
student behaviour is well managed at their school (S2074)		100%	91%
staff are well supported at their school (S2075)		89%	77%
their school takes staff opinions seriously (S2076)		89%	82%
their school looks for ways to improve (S2077)		94%	95%
their school is well maintained (S2078)		94%	95%
their school gives them opportunities to do interesting things (S2079)		89%	95%

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

# 'Agree' represents the 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.

### 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 or to meet informally with their child's teacher at 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, 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. 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 2014, P&C fundraising enabled the installation of air conditioners in all classrooms throughout the school, as well as the provision of stage curtains and seating in our newly-enclosed multipurpose building.

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 rose sharply during 2013-2014, which is a cause for concern. The main reasons for this increased usage are an extra classroom block and the enclosed multipurpose building, rising enrolments, increased use of information technology and the expansion of air conditioning in the school to optimise learning environments and properly maintain technological devices. The school is striving to ensure efficient use of all 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.

Several new garden areas were developed, including a "forest" area of young trees planted by students. A paper recycling program was also in effect at the school in 2014.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	20,303	0
2012-2013	36,345	0
2013-2014	56,008	0

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.

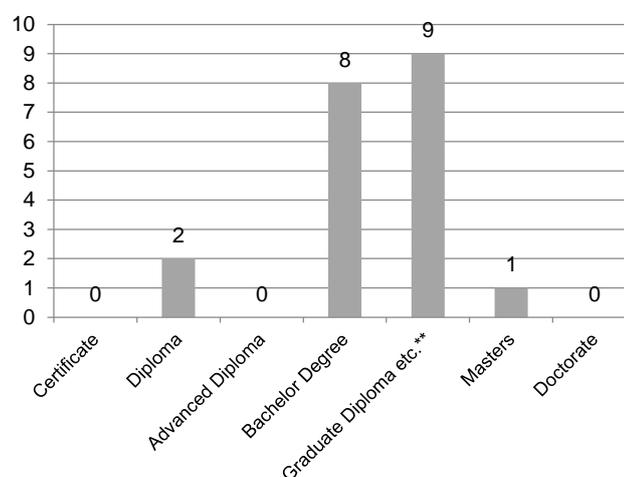
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	9	0
Full-time equivalents	15	6	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	9
Masters	1
Doctorate	0
<b>Total</b>	<b>20</b>



\*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 teacher professional development in 2014 were \$25,050.

The major professional development initiatives are as follows:

- Training of all class teachers in the “Seven Steps to Writing Success” program;
- Utilizing iPads in the classroom; and
- Supporting students with special needs.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 100% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting ‘**School finances**’ in the menu box in the top left corner of the school’s entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	96%	94%	95%

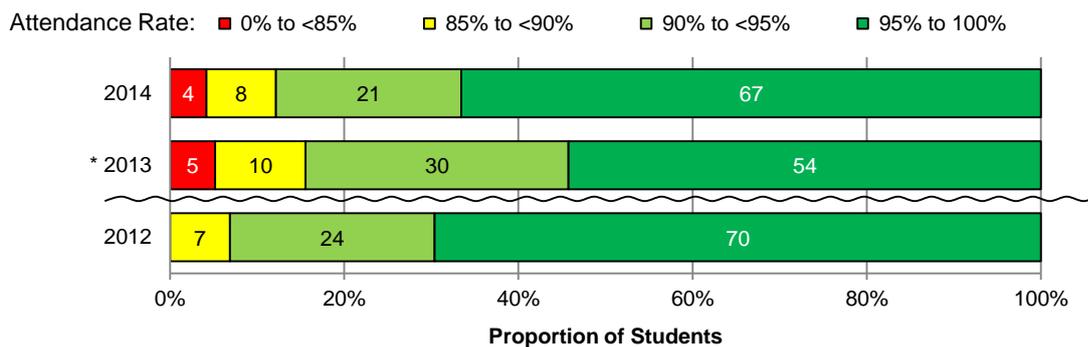
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	95%	97%	96%	97%	96%	96%	97%
2013	95%	94%	94%	93%	95%	91%	89%
2014	97%	96%	94%	95%	95%	96%	95%

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 after 2012 to that of previous years.

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

Non-attendance is managed in state schools in line with the DETE 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 parents are contacted to ascertain the reasons for these absences. 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.

Students who may be absent from school for a period longer than five days must apply for an exemption from schooling.

Student attendance trends have been turned around through a concerted effort to reduce student absences, but there is still work to be done. These efforts will continue in 2015. 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/>.

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.

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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 (7 in 2014). In 2014, Indigenous students who were in year levels that sat the NAPLAN tests were a very small cohort, which is difficult to report on for confidentiality reasons. Results were mixed, and this will be a focus area for improvement in 2015.

The gardens around the school's Indigenous Story Area were developed in 2014. This area is now a centrepiece of the school.

Most of the Indigenous students maintained an attendance rate of over 90%, with half of these over 97%. Attendance of all students will continue to be monitored in 2015.