

Bunker's Hill State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report contains an overview of Bunker's Hill State School's performance in a range of areas in 2015. 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 how the school's students performed on a range of measures in 2015.

As a school, our primary responsibility is to ensure that every student at the school succeeds. This is not without its challenges, and we are always striving to improve our practice to ensure that all students are learning and thriving. Bunker's Hill is a great school, and we are working hard to make it even better.

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 2015

The school had 16 priority areas in its 2015 Annual Implementation Plan. Progress in those priority areas is outlined below.

Communication	Use of the school website as a key source of information for the school community was expanded. Use of the QSchools App by parents and staff was encouraged, and push notifications were initiated. Parent-teacher interviews continued in the school hall, enabling an opportunity for both formal and informal home-school communication.
Curriculum	The staffing allocation towards Curriculum Coordination was increased. Several aspects of curriculum were reviewed, and new practices put in place.
Information and Communication Technologies	The school upgraded its wireless capability through the Department of Education's Wireless Upgrade Project, which subsidised the cost of the upgrade. The school expanded its fleet of student laptops, to make its ICT resources more flexible and portable.
Reading	Our teaching focus was sharpened to the reading strategies outlined in the Comprehensive Assessment of Reading Strategies (CARS) program, and a school-based process for undertaking reading-based tasks. This program was supported by our Master Teacher and by Great Results Guarantee funding.
Writing	The "Seven Steps to Writing Success" program was continued throughout the school, supported by staffing through Great Results Guarantee funding.
Numeracy	Following training from Regional Project Officers, a program of teaching problem-solving strategies was initiated. This program will be built upon in 2016, with our Master Teacher playing a lead role.
Staff Support	The department's Performance Development process was conducted for all staff. The school's Master Teacher implemented a program of observation of lessons and feedback to teachers on key aspects of their teaching.
Attendance	Departmental processes were implemented consistently, along with a continued awareness raising program. The school's attendance data is very strong, although work continues with individual students or families with poor attendance records.
Systems Management	This was a major focus for the school in the latter stages of 2015. Serious misconduct was identified, and actions were taken to address the issue and prevent further instances. The school will be audited in 2016 to monitor its progress on this issue.
Student Leadership	The school's Student Leaders program was continued for Year 6 students, and operated very effectively.
School Values	The five school values of Community, Courage, Respect, Honesty and Learning were regularly revisited at school parades and in the classroom. The "Gold Certificate" program was continued to reward those students who consistently demonstrate school values.
Science	The school's Science Program was continued in all year levels from Prep to Year 6.
Closing the Gap between attendance and outcomes of indigenous and non-indigenous students	The school's Indigenous Story Area gardens were developed and repairs to all mounting boards were carried out.
Attainment	Teachers took part in data meetings to track student progress in key areas and plan for success for all students.
Transition	Students took part in transition activities to ensure a smooth start to high school for Year 7 students in 2015. Prep teachers liaised with childcare centres and parents to ensure a smooth start to Prep for all our students in 2016.
Retention	Some guest speakers visited P&C meetings to keep parents informed of school programs.

One finding of our review of 2015 was that there were too many priority areas to focus on. A sharper, narrower focus will be adopted in 2016.

Future outlook

Our key priority areas in the School Implementation Plan for 2016 are:

Communication	Develop the school website as the key source of information for coming events at the school. Develop "Classroom Blogs" written by teachers to keep parents informed of classroom curriculum and events. Build on opportunities to promote informal as well as formal parent-teacher communication at parent-teacher interview nights.
Higher Order Thinking Skills	Build higher-order thinking skills in students, particularly in the areas of reading, writing and mathematical problem-solving. This was identified as a key area for development through analysis of the school's NAPLAN results.
Every Student Succeeding	The school is focused on every student in every class succeeding. This will be achieved in 2016 through a range of strategies, including: <ul style="list-style-type: none"> • regular analysis of student data and use of this to plan future teaching; • expanding information and communication technology capability across the school; • maintaining high attendance rates for students and staff; • encouraging student leadership; • building awareness of indigenous perspectives in the curriculum; and • enabling smooth transitions into Prep and also on to high school for all students.
Internal Controls	Raise staff, parent and student awareness of the importance of effective control measures. Implement effective measures to ensure efficient management and public confidence.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	215	103	112	4	97%
2014	226	111	115	8	92%
2015	218	106	112	6	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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.

The school is enrolment-managed, meaning that new students have to be living in the school's catchment area to be guaranteed enrolment.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	20
Year 4 – Year 7 Primary	30	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	2	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- At Bunker's Hill, we strive to provide a balanced curriculum that taps into the excitement of learning and provides room for revision, consolidation and extension.
- A core curriculum is 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 are provided in Music, Physical Education, Library Skills and Indonesian.
- Swimming lessons are scheduled in a block once per year. Gymnastics lessons were also provided in 2015.
- Camps of varying duration are run for students in Years 2 to 7, to promote academic learning and social and personal development in an alternative environment.
- Sexuality Education is embedded into our Health and Physical Education curriculum.
- All Year 6 students take part in the School Leaders program, which incorporates various roles and responsibilities including a Prep Reading Buddy program.
- Interhouse sports carnivals are held in cross country, athletics and swimming.

Extra curricula activities

- Students in eligible age groups compete in interschool sport in cross country, athletics and swimming, and in a range of team sports at nominated carnivals.
- The school choir practises throughout the year, and performs at a number of festivals and public events.
- An Instrumental Music Program, including a school band, is run at the school by a specialist teacher with support from school staff. The school band performs at a variety of events throughout the year.
- The "Bella Girls" program for girls and the "A2B" program for boys are conducted with our School Leaders to develop positive self-esteem and social skills.
- Students participate by nomination in a range of academic competitions, ranging from local to national events.

How Information and Communication Technologies are used to improve learning

The school has wireless capability in all classrooms, and is expanding its fleet of portable devices, including student laptops, iPads, digital cameras and a school digital video camera.

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 word processors, spreadsheets and presentation software.

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 6 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 "Bella Girls" and "A2B" programs for girls and boys, respectively, in Year 6.

Major school events, such as the school's ANZAC Day Ceremony and the Interhouse Athletics Carnival, are very well attended by a wide range of community members.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	97%	97%	100%
their child feels safe at this school (S2002)	100%	97%	100%
their child's learning needs are being met at this school (S2003)	94%	97%	96%
their child is making good progress at this school (S2004)	97%	100%	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)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	97%	100%	100%
teachers at this school treat students fairly (S2008)	94%	88%	100%
they can talk to their child's teachers about their concerns (S2009)	97%	97%	96%
this school works with them to support their child's learning (S2010)	100%	100%	92%
this school takes parents' opinions seriously (S2011)	91%	94%	88%
student behaviour is well managed at this school (S2012)	92%	88%	92%
this school looks for ways to improve (S2013)	97%	100%	96%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	100%	100%
they like being at their school (S2036)	96%	100%	98%
they feel safe at their school (S2037)	96%	99%	99%
their teachers motivate them to learn (S2038)	97%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	100%	99%
teachers treat students fairly at their school (S2041)	97%	100%	96%
they can talk to their teachers about their concerns (S2042)	95%	100%	94%
their school takes students' opinions seriously (S2043)	95%	95%	96%
student behaviour is well managed at their school (S2044)	93%	95%	96%
their school looks for ways to improve (S2045)	96%	99%	99%
their school is well maintained (S2046)	92%	99%	99%
their school gives them opportunities to do interesting things (S2047)	100%	100%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	77%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	92%
students are encouraged to do their best at their school (S2072)	100%	95%	100%
students are treated fairly at their school (S2073)	100%	95%	100%
student behaviour is well managed at their school (S2074)	100%	91%	90%
staff are well supported at their school (S2075)	89%	77%	95%
their school takes staff opinions seriously (S2076)	89%	82%	95%
their school looks for ways to improve (S2077)	94%	95%	100%
their school is well maintained (S2078)	94%	95%	95%
their school gives them opportunities to do interesting things (S2079)	89%	95%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 a key source of information for parents about coming events.

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 any other time throughout the year. School staff work with parents to tailor programs for individual students, particularly those with special needs or individual learning requirements.

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. In 2015, P&C fundraising enabled the installation of construction of a new sports shed beside the school oval.

The school has a successful and ongoing partnership with the Westbrook Sports Club, which runs an athletics club at the school. The sports shed was built with funding from the Toowoomba Regional Council, the Westbrook Sports Club and the school's P&C Association.

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 during 2014-2015, as the school adjusted to the use of air conditioners in all classes, and the increased use of portable technological devices which require regular recharging. Practices have been put into place to minimise the school's energy needs.

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.

The school continued to develop garden areas and plant more trees to reduce its carbon footprint. Food scraps are composted for use in the school gardens.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	36,345	0
2013-2014	56,008	0
2014-2015	59,851	

*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.

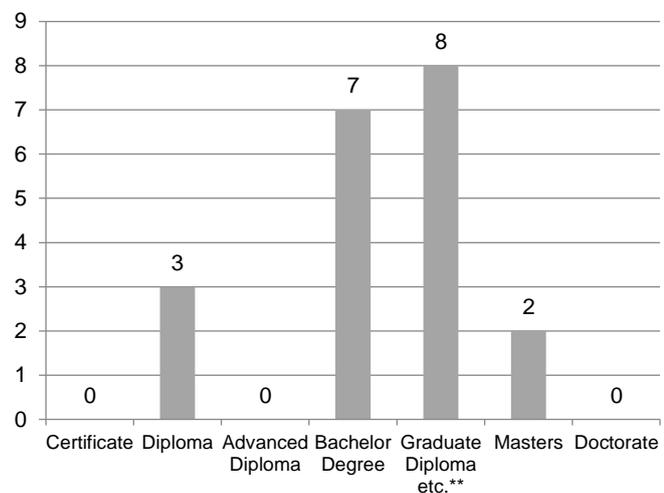
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	10	0
Full-time equivalents	14	7	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	8
Masters	2
Doctorate	0
Total	20



*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 2015 were \$19,117.

The major professional development initiatives are as follows:

- Techniques of explicit instruction.
- "Seven Steps to Writing Success" catch-up for new staff
- Working with children with medical conditions or disabilities
- First Aid

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

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 2015 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

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	94%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

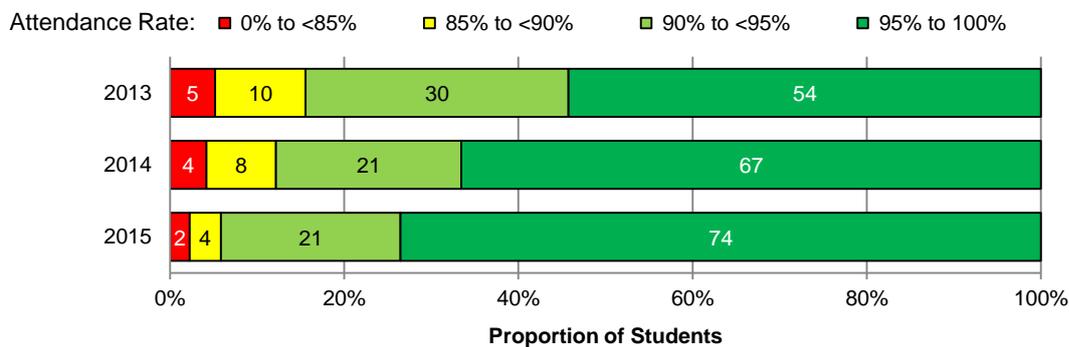
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	97%	95%	94%	94%	93%	95%	91%	89%					
2014	94%	97%	96%	94%	95%	95%	96%	95%					
2015	96%	96%	97%	96%	96%	96%	96%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class teachers mark 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 ten days must apply for an exemption from schooling.

The school is working with parents to ensure all students maintain very high levels of attendance. The "Every Day Counts" slogan is promoted every week in the school newsletter.

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.

Find a school

The image shows a search form with the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A label "Sector:" followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.