

Bunker's Hill State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bunker's Hill State School** from **7 to 9 August 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Gregory Brand	Internal reviewer, SIU (review chair)
Christopher Erbacher	Peer reviewer
Vicki Sykes	External reviewer



1.2 School context

Location:	Bunker's Hill School Road, Westbrook
Education region:	Darling Downs South West Region
Year opened:	1899
Year levels:	Prep to Year 6
Enrolment:	243
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	4.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	998
Year principal appointed:	1998
Full-time equivalent staff:	13.5
Significant partner schools:	Southern Vale Cluster Schools: Wellcamp State School, Wyreema State School, Vale View State School, Ramsay State School, Cambooya State School, Drayton State School, Darling Heights State School, Glensvale State School, Harristown State School, Newtown State School; Harristown State High School, Clifford Park Special School, Toowoomba West Special School
Significant community partnerships:	Westbrook Sports Club, Tracie's Tuckshop, Hall-Thorpe Sports Outside School Hours Care (OSHC)
Significant school programs:	Home Reading Awards, School Camps Program, Seven Steps Writing, Problem Solving Strategies, Reading Strategy Program - Jolly Phonics, Beanie Babies and Comprehensive Assessment of Reading Strategies (CARS)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, curriculum coordinator, Support Teacher - Literacy and Numeracy (STLaN), special education teacher, teacher librarian, 15 teachers, eight teacher aides, two administration officers, one chaplain, Parents and Citizens' Association (P&C) president, guidance officer, two school cleaners, two grounds staff, 32 parents and 24 students.

Community and business groups:

- Representative of Westbrook Sports Club and director of Hall-Thorpe Sports Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Head of Department (HOD) - junior secondary of Harristown State High School.

Government and departmental representatives:

- State Member for Condamine, Mayor of Toowoomba Regional Council, Councillor of Toowoomba Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Reading program overview
Investing for Success 2017	Strategic Plan 2014 - 2017
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Learning support school referral process
School pedagogical framework	Annual performance development plans
School assessment plan	School and class newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

All staff members articulate a genuine belief that all students are able to learn and be successful.

The school's leadership team and staff members are dedicated to improving learning outcomes for all students, underpinned by the school's core values of '*Learning, Community, Respect, Honesty and Courage*'. These core values are clearly articulated and embraced by staff members and students and are synonymous with the school's reputation in the local community. Parents express the view that the professionalism and dedication of school leaders and staff members are strongly valued within the community.

The school's values of '*Learning, Community, Respect, Honesty and Courage*' are embedded across the school.

Staff members and students know the school's core values that form part of the everyday language in the school. Students receive acknowledgement of their achievements aligned with the school's values on assembly, as well as for progress and improvements in academic and personal achievement. Staff members, parents and students speak positively of their school. The school leadership team and teaching staff members speak of the shared responsibility for ensuring students' learning and wellbeing are addressed. Teaching staff members respectfully manage students, support and encourage student learning and believe all students can be successful learners.

Staff members exhibit a genuine sense of care and respect for each other and members of the school community.

The collegial networks horizontally and vertically across the school are clearly apparent and focused on improving student learning, professional growth and the general wellbeing of all staff members and students. Students who identify themselves as new to the school, relate genuine stories of acceptance by peers and the overall positive tone of the school underpinned by the school's core values.

Strengthening Higher Order Thinking Skills (HOTS), every student succeeding, and refining behaviour management processes form the basis of the school's Explicit Improvement Agenda (EIA).

All staff members express a commitment to improving student learning outcomes and identify HOTS focused on reading as the key priority of the school's EIA. School leaders recognise the need to set high expectations and provide clarity in relation to the benchmarks and targets for achievement in reading they wish to see for all students.



School leaders recognise the analysis and monitoring of student achievement data as essential to improving student learning outcomes and whole-school improvement.

The leadership team has engaged in the Region's Lyn Sharratt¹ school improvement program to support the EIA. School leaders recognise the need to review the school's assessment plan to provide clarity regarding agreed benchmarks and targets for student achievement in reading to better monitor the success of the school's EIA.

A whole-school curriculum plan is developed and outlines expectations for curriculum, teaching, and assessment.

Curriculum into the Classroom (C2C) units of work form the basis of the curriculum and teachers work back from the assessment tasks to establish what students need to know and do to achieve the required standard. School leaders express a desire to continue the process of developing curriculum units adapted from C2C, to ensure stronger alignment with the rigour and intent of the Australian Curriculum (AC). They acknowledge the need to build the knowledge, understanding and capacity of all classroom teachers to construct and adapt curriculum units and assessments aligned to the AC.

Teaching staff members appreciate the regular classroom check-ins that the principal undertakes throughout the school.

School leaders are frequently in classrooms and class teachers value the nature of these visits, the feedback received and the genuine intent of the purpose of these visits. A systematic observation and feedback process aligned to the school's primary improvement priority of reading is an emerging practice.

The principal has established a data wall for whole-school data, with a focus on reading.

This work is based on Lyn Sharratt's *Putting Faces on the Data* and is an emerging, evidence-based strategy to support the school's improvement agenda. Data conversations are a valued whole-school practice whereby teachers share and analyse class and year level cohort data with school leaders. School leaders are committed to regular conversations and reflections on student achievement data.

Teachers articulate school leaders are providing clarity regarding the teaching of reading through the school's newly developed reading program and overview.

This document will provide whole-school and year level direction for teachers in the use of a range of evidence-based teaching strategies focused on the Big 6 and will build a consistency of practice across the school in reading. The manner in which the school targets resources to support the school's reading improvement priority is appreciated by staff members.

¹ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Corwin Press.



2.2 Key improvement strategies

Ensure school leaders drive a culture of high expectations for student achievement across the school aligned to the core priority of reading.

Develop a clear understanding of the expectations for student achievement and associated targets in reading, and monitor progress towards set targets.

Strengthen the culture of observation and feedback through the regular coaching and mentoring of staff members focused on reading.

Build the knowledge, understanding and capacity of all staff members to construct and adapt curriculum units and assessments aligned to the AC.