Bunker's Hill State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

Bunker's Hill State School is a community which values courage, respect, honesty and learning. Bunker's Hill has been serving the community of Westbrook and surrounds since 1899, and has a proud history of being a welcoming school that aims to bring out the best in its students. Students are active in a range of academic, sporting and cultural pursuits, and have enjoyed continued success in these fields. Learning is one of the key values of Bunker's Hill, and the school strives to provide a challenging and stimulating curriculum for all students. Student progress is carefully tracked, and a well-developed Learning Support program focuses on giving every student the support they need to succeed. School teams regularly participate in interschool sports, and a number of students have represented the Darling Downs at State Titles. The school's choir and band have competed in local Eisteddfods and performed at cultural events, such as Toowoomba's Spring TYME festival. Bunker's Hill is a positive, vibrant learning community of which students, staff and parents are proud to be a part.

Principal's Foreword

Introduction

This report contains an overview of Bunker's Hill State School's performance in a range of areas in 2017. It is a brief summary of some of the achievements of the school during the year.

The report includes a description of some aspects of the school and the programs it offers, data reflecting the 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 2017.

As a school, our primary responsibility is to ensure success for every student at the school. We are always striving to improve our practices so that all students are learning and thriving. Bunker's Hill is a great school, and we are working hard to make it even better.

If you would like to know more about the school and what we have to offer, please contact us for further information.

School Progress towards its goals in 2017

Curriculum: Strengthening Higher-Order Thinking Skills	**Teachers further developed skills and knowledge in the teaching of reading, writing and problem-solving. Skilled teacher aides were engaged to enable student extension programs.** **This work is aimed at increasing the numbers of students achieving at a high level, including in the Upper 2 Bands of NAPLAN tests. The school exceeded the national average percentage of students achieving in the Upper 2 Bands in two of the tested areas, and our Year 3 students exceeded the State average in all five tested areas of NAPLAN.**
Curriculum: Every Student Succeeding	86% of all students reached or exceeded Regional Reading Benchmarks by the end of the school year. Evidence-based effective teaching practices were implemented across the school. In most areas of correlation, student NAPLAN results broadly aligned with their report card grades. Indigenous students exceeded National Minimum Standards in all but one area of NAPLAN. Student attendance of 95% was maintained throughout the school year. Student satisfaction, as measured by the School Opinion Survey, was 97% or above in all areas.
Student Behaviour: Refine behaviour management processes at the school	Behaviour management strategies were reviewed and refined across the school. Student behaviour data was reviewed regularly, and strategies were put in place to arrest trends in negative behaviour or to avert anticipated behaviour issues.

Future Outlook

The school's sharp and narrow focus for improvement in 2017 is the teaching of reading across all subjects of the curriculum. Progress on this focus will be measured in terms of student achievement data from a range of sources. Targets include all students achieving Regional Benchmarks, the school scoring at or above national averages in all areas of NAPLAN, and all students achieving "C" grades or higher in all subjects. Strategies to achieve this include:

Student Achievement – Literacy and Numeracy	Review and refine the teaching of reading throughout the school. Develop consistency of teaching practice for students Learning to Read, and for students Reading to Learn. Drive a culture of high expectations for student achievement in literacy and numeracy, promoting a clear understanding of the associated targets, and monitor student progress towards set targets. Refine the process of examining student achievement data to inform teaching and learning. Refine learning support processes throughout the school.
Building Staff Capacity	Implement systematic, planned professional development and planning processes for all staff to build their knowledge, understanding and capacity to teach the Australian Curriculum. Build and embed processes for oversight of curriculum planning throughout the school. Develop staff capability in the teaching of STEM (Science, Technology, Engineering and Maths) subjects, with a focus on the reading demands of each subject. Strengthen coaching and mentoring processes for staff, with a focus on improving the teaching of reading, catering for students of all abilities, and catering for students with disabilities. Strengthen and broaden the instructional leadership of staff members in the school.
Promoting a Culture of Inquiry, Innovation and Creativity	Develop teacher skills in challenging and extending high-achieving students in classroom units. Build staff awareness, and ability to cater for, the reading demands of the STEM subjects.
School-Community Partnerships	Strengthen networks with early childhood providers and local secondary schools to ensure strong curriculum links and transition processes for students. Build opportunities for sharing between home and school.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	218	106	112	6	94%
2016	216	113	103	6	98%
2017	243	117	126	8	95%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	23
Year 4 – Year 6	26	27	25
Year 7 – Year 10			
Year 11 – Year 12			

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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, Humanities and Social Sciences, 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 2017.

- 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.

- Respectful Relationships 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.

Co-curricular Activities

- Students in eligible age groups compete in interschool sport in cross country, athletics, swimming and a range of team sports at nominated carnivals.

- The school choir performs at a number of festivals and public events.

- An Instrumental Music Program, including a school band, is run 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. These programs are coordinated by the School Chaplain.

- Students participate by nomination in a range of academic competitions, ranging from local to national events.

How Information and Communication Technologies are used to Assist Learning

The school has wireless capability in all classrooms, and is expanding its fleet of student laptops.

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, teaching and assessment. Interactive whiteboards are installed in every classroom, enabling the use of digital and online resources to enhance lessons.

Digital cameras, simple robots and iPads are also used in curriculum activities.

Social Climate

Overview

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 social skills and awareness, and restoring relationships to prevent bullying re-occurring in the future. The school's Responsible Behaviour Plan for Students outlines the school practices in place to build on the positive environment that already exists at the school. A Behaviour Committee consisting of staff and parent representatives oversees the implementation of the Responsible Behaviour Plan for Students.

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.

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

The school has a strong P&C Association which supports the school financially, and also runs social events to build relationships between families at the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	96%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	96%	97%
their child is making good progress at this school* (S2004)	100%	96%	97%
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)	100%	96%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	97%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
this school works with them to support their child's learning* (S2010)	92%	100%	100%
this school takes parents' opinions seriously* (S2011)	88%	100%	94%
student behaviour is well managed at this school* (S2012)	92%	93%	92%
this school looks for ways to improve* (S2013)	96%	100%	95%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	98%	99%	97%
they feel safe at their school* (S2037)	99%	100%	98%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	100%
teachers treat students fairly at their school* (S2041)	96%	100%	97%
they can talk to their teachers about their concerns* (S2042)	94%	100%	100%
their school takes students' opinions seriously* (S2043)	96%	99%	100%
student behaviour is well managed at their school* (S2044)	96%	100%	98%
their school looks for ways to improve* (S2045)	99%	100%	98%
their school is well maintained* (S2046)	99%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	100%	87%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	90%	100%	96%
staff are well supported at their school (S2075)	95%	100%	100%
their school takes staff opinions seriously (S2076)	95%	100%	96%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	95%	96%	96%
their school gives them opportunities to do interesting things (S2079)	100%	96%	96%

* Nationally agreed student and parent/caregiver items
# '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 posted on the school's website, and parents are notified when each newsletter is published. The school website is a key source of news and information for parents and the wider community, and can be accessed through the "QSchools" app, which is promoted throughout the school community.

Reporting to parents takes place formally four times a year, with parent-teacher interviews scheduled in Terms 1 and 3, and written student reports issued in Terms 2 and 4. Parents are able to meet with teachers at any time during the year to discuss their child's progress.

School staff work with parents to tailor programs for individual students, particularly those with special needs or individual learning requirements. The class teacher works with members of the school's Learning Support Committee to meet with parents, implement and monitor support programs and refer students to support services if necessary.

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. 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 2017, P&C fundraising enabled significant improvements to the School Hall.

The school has a successful and ongoing partnership with the Westbrook Sports Club, which runs an athletics club at the school. The school also regularly publishes stories about school events and achievements in the local "On Our Selection" weekly community newsletter.

Through the P&C, Behaviour Committee 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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Programs include the Daniel Morcombe Child Safety program, the Queensland Family Planning "Talking About It" sexuality education resource, and the Queensland Department of Education's Respectful Relationships program.

These programs develop students' ability to keep themselves and others safe (including preventing and responding to domestic violence), respect diversity in others, value inclusion, challenge stereotypes, and resolve conflicts productively and without violence.

Whole-school processes which complement these learnings include regular revisiting of the school values (community, courage, respect, honesty and learning) at school parades, rewarding exemplars of these values and developing positive, proactive strategies for students through the school's Responsible Behaviour Plan for Students processes.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	5	6
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

With air-conditioning in all classrooms, there is added strain on the school's energy use, particularly during sustained periods of very hot weather, which were experienced in 2017.

The planting and nurturing of trees has continued in the school. Tree planting has been used to create shade to cool areas where possible, including casting shade on buildings to prevent direct heat falling on buildings.

Waste is monitored and kept to a minimum, with the school successfully reducing its paper waste through the installation of hand dryers in student toilets.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	59,851	
2015-2016	57,851	
2016-2017	62,700	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	19	12	0
Full-time Equivalents	15	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	7
Bachelor degree	8
Diploma	2
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $19,220.

The major professional development initiatives are as follows:

- Teacher training in the teaching of literacy and numeracy skills to students;

- Teacher meetings to examine student data and share teaching strategies across the school;

- Externally-provided and in-school professional development in developing skills in evidence-based effective teaching strategies.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	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 2017.

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Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	85%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2015	96%	96%	97%	96%	96%	96%	96%						
2016	97%	95%	95%	95%	96%	94%	96%						
2017	96%	97%	95%	95%	95%	96%	94%						

*Attendance rates effectively count 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:
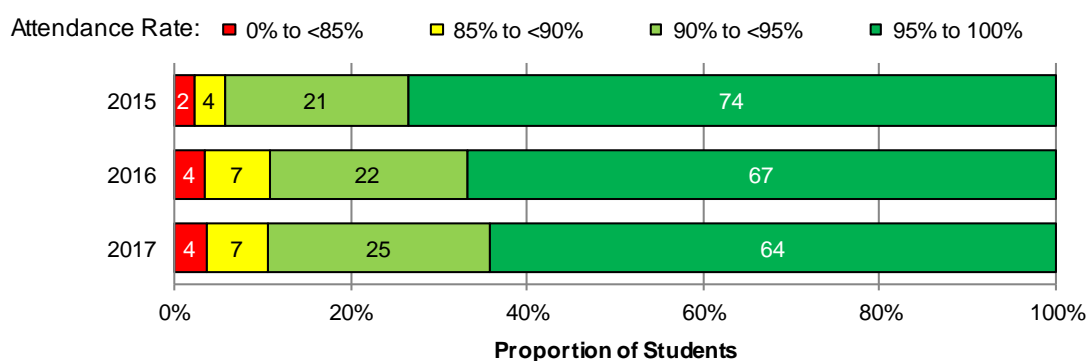
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.
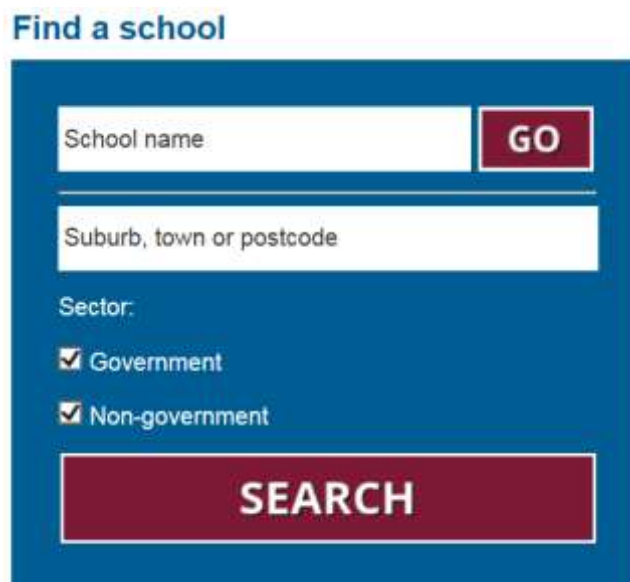
Rolls are marked electronically twice a day, and all unexplained absences are investigated the same day. Office staff phone parents to ensure that they are aware of the child's absence and to ascertain the reason for the absence. This ensures that all students are accounted for and safe. Absences of a prolonged period of three days or more are investigated by the principal.

At the end of each term, the principal hosts a special celebration with all the students who have achieved a 100% attendance record for the term. The Department of Education's "Every Day Counts" theme is also regularly promoted in the school newsletter.

NAPLAN

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.**

Where it states **'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.

Conclusion

Bunker's Hill State School strives to create a vibrant, positive learning environment through the core values of Community, Courage, Respect, Honesty and Learning. We have many achievements to be proud of, but are also constantly seeking to improve what we do, and ensure that all of our students are succeeding and being prepared for a successful and fulfilling life beyond school.

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