



Bunker's Hill State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

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From the Principal

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. 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 which students, staff and parents are proud to be a part of.

School progress towards its goals in 2018

Student Achievement – Literacy and Numeracy	The school scored above National Average in 13 of the 30 performance areas of NAPLAN in 2018. 82% of students reached Regional Benchmarks for reading by the end of the year. 94% of students achieved "C" grades or higher in their subjects in Semester 2.
Building Staff Capacity	89% of all staff agreed they had access to quality professional development in 2018. All teachers and teacher aides undertook professional development aligned to the school's sharp focus of teaching reading across the curriculum. Observation and feedback processes for teachers in the school are not yet formally implemented.
Promote a Culture of Inquiry, Innovation and Creativity	Percentages of students achieving in the Upper Two Bands of NAPLAN results exceeded national percentages in 2 of the 10 areas of NAPLAN, and exceeded state percentages in 5 of these areas. Extending our students, including high achievers, will continue to be an area of focus into the future.
School-Community Partnerships	The school maintained satisfaction levels of over 95% in the School Opinion Survey for parents. Parents supported school initiatives to improve student reading across the curriculum, particularly through the school's Home Reading incentive programme and through P&C funding for reading resources.

Future outlook

The school's sharp and narrow focus for 2019 is linking reading and writing. Targets include:

Student Achievement – Literacy and Numeracy	Scoring above National Average in 20 of the 30 performance areas of NAPLAN. 90% of students reaching Regional Benchmarks for reading by the end of the year. 90% of students achieving "C" grades or higher in English.
Building Staff Capacity	All staff accessing quality professional development during the year. All teachers and teacher aides undertaking professional development aligned to the school's sharp focus of linking reading and writing. Building consistency in school teaching practices and the values underpinning these.
Promote a Culture of Inquiry, Innovation and Creativity	80% of students achieving a "C" grade or higher in Science. 35% of students achieving a "B" grade or higher in Science.
School-Community Partnerships	Maintaining satisfaction levels of over 90% of parents in School Opinion Survey data.

In 2019, the school will maintain, refine and develop processes for planning, teaching and assessing curriculum, monitoring student progress and providing support and extension to students according to their identified needs. Teachers will be encouraged to implement teaching units and practices that encourage inquiry, innovation and creativity in their students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	216	243	253
Girls	113	117	126
Boys	103	126	127
Indigenous	6	8	11
Enrolment continuity (Feb. – Nov.)	98%	95%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students at Bunker's Hill live mainly in Westbrook and surrounding areas, 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	27	25	30
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, Mathematics, 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 2018.
- Camps of varying duration are run for students in Years 2 to 6, to promote academic learning, social skills 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 Student 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 district and zone 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 "ADAM" program for boys were conducted with our 2018 Student Leaders to develop positive self-esteem and social skills. These programs were 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 a fleet of student laptops that are regularly moved between classrooms to allow whole-class lessons on computers.

Students have individual internet and email accounts to enable them to develop research and communication skills. Internet and email traffic is monitored for 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 or data projectors 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 classrooms.

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. The school values of Community, Respect, Honesty, Courage and Learning are an integral part of the school and its many activities. 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 staff work hard to create and maintain an inclusive environment for all children who attend the school. A range of support processes are in place to cater for the diverse needs of our students and their successful access to the curriculum.

Our Year 6 Student 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, including 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• 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)	96%	100%	98%
• their child feels safe at this school* (S2002)	100%	100%	98%
• their child's learning needs are being met at this school* (S2003)	96%	97%	100%
• their child is making good progress at this school* (S2004)	96%	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)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	96%	100%	98%
• teachers at this school treat students fairly* (S2008)	100%	97%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	98%
• this school takes parents' opinions seriously* (S2011)	100%	94%	100%
• student behaviour is well managed at this school* (S2012)	93%	92%	100%
• this school looks for ways to improve* (S2013)	100%	95%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	99%	97%	96%
• they feel safe at their school* (S2037)	100%	98%	96%
• their teachers motivate them to learn* (S2038)	100%	100%	98%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	99%
• teachers treat students fairly at their school* (S2041)	100%	97%	93%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	92%
• their school takes students' opinions seriously* (S2043)	99%	100%	94%
• student behaviour is well managed at their school* (S2044)	100%	98%	97%
• their school looks for ways to improve* (S2045)	100%	98%	98%
• their school is well maintained* (S2046)	100%	100%	99%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	97%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
• they receive useful feedback about their work at their school (S2071)	87%	96%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	92%
• students are treated fairly at their school (S2073)	100%	100%	92%
• student behaviour is well managed at their school (S2074)	100%	96%	92%
• staff are well supported at their school (S2075)	100%	100%	93%
• their school takes staff opinions seriously (S2076)	100%	96%	89%
• their school looks for ways to improve (S2077)	100%	96%	93%
• their school is well maintained (S2078)	96%	96%	93%
• their school gives them opportunities to do interesting things (S2079)	96%	96%	89%

* 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, which is a key source of news and information for parents and the wider community. The website can be accessed online or 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 and community volunteers, who assist with reading groups, class activities, sporting events, 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 2018, P&C fundraising enabled significant enhancements to our collection of reading books to support students' reading development.

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 education 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 Department of Education's Respectful Relationships program, "Bella Girls" and "ADAM".

These programs develop students' ability to keep themselves and others healthy and 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 this learning include regular revisiting of the school values 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	5	6	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The installation of air-conditioning in all classrooms in recent years has placed an added strain on the school's energy use. The school has developed and implemented a policy for the use of air-conditioning units (for both cooling and heating), and this has helped to reduce our electricity use slightly, despite a new classroom block being added to the school in 2018.

Planting and nurturing of trees is an important practice at the school. Tree planting has been used to create shady, cool areas where possible, including casting shade to prevent direct sunlight falling on buildings.

Waste is monitored and kept to a minimum. The school has maintained the same level of waste removal for some years, despite our growing enrolment.

The school uses only bore and tank water, neither of which are metered. Efforts are made to keep water usage to a minimum, including watering during the coolest times of the day. The school complies with all State Government regulations for bore water use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	57,851	62,700	61,602
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	13	<5
Full-time equivalents	16	8	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	6
Bachelor degree	9
Diploma	2
Certificate	

*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 2018 were \$13,389.

The major professional development initiatives are as follows:

- Teacher and teacher aide training in teaching of reading;
- Teacher training in the development of evidence-based effective teaching practices;
- First aid training for all staff.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire year of 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	94%
Attendance rate for Indigenous** students at this school	93%	85%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

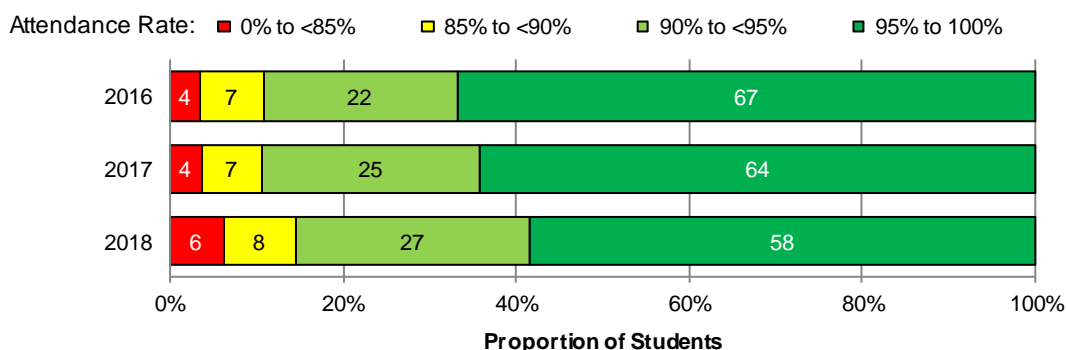
Year level	2016	2017	2018
Prep	97%	96%	94%
Year 1	95%	97%	95%
Year 2	95%	95%	95%
Year 3	95%	95%	94%
Year 4	96%	95%	93%
Year 5	94%	96%	93%
Year 6	96%	94%	96%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

At Bunker's Hill State School, class 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a darker shade of purple.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin purple border and the text 'View School Profile' in a purple font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a horizontal navigation menu with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' tab is highlighted in a darker shade of purple.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Thank you for taking the time to read our 2018 School Annual Report. For all enquiries, please contact the school using the contact details provided at the beginning of the report.