

Bunker's Hill State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Bunker's Hill State School acknowledges the Traditional Custodians of the Giabal country of the Wakka Wakka nation where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	274
Aboriginal students and Torres Strait Islander students	9.1%
Students with disability	10.9%
Index of Community Socio-Educational Advantage (ICSEA) value	1016

About the review

 <p>3 reviewers from 29 April to 1 May 2025</p>	 <p>167 participants</p>	 <p>29 school staff</p>
 <p>91 students</p>	 <p>38 parents and carers</p>	 <p>9 community members and stakeholders</p>

Key improvement strategies

Domain 6: Leading systematic curriculum implementation Strengthen processes for vertically aligning the curriculum to ensure all students access their curriculum entitlement as they progress through composite and single-year classes.
Domain 8: Implementing effective pedagogical practices Collaboratively revise and systematically enact modelling and observations and feedback processes to facilitate teachers' reflection on and refinement of their pedagogical practices.
Domain 1: Driving an explicit improvement agenda Sharpen leadership systems for collaboratively monitoring the improvement agenda to enhance line of sight, inform responsive action and develop instructional leadership capability.
Domain 7: Differentiating teaching and learning Build staff capability in designing learning experiences that reflect students' learning needs to ensure all students, including high-achieving students, are appropriately, engaged challenged and extended.
Domain 6: Leading systematic curriculum implementation Sharpen processes for collaboratively planning and adapting curriculum units to support teachers in effectively contextualising the curriculum while maintaining alignment with the Australian Curriculum (AC).

Key affirmations



Teachers describe how the collegial environment makes them feel valued and supported, and contributes to positive morale.

Staff speak appreciatively of the team cohesion that results in a strong work ethic and shared commitment to achieving the best outcomes for students. Teachers highlight the culture of trust and belonging and its positive influence on morale. 2024 School Opinion Survey (SOS) data shows that 96% of staff feel that morale is positive at the school.



Leaders, staff and parents highlight how teachers' work to embed clear expectations supports optimal teaching and learning conditions for students.

Staff speak of explicitly communicating high expectations for all aspects of school life. They attribute the calm and focused learning environment to clear expectations and predictable routines. The principal and staff explain the 5 school values are displayed throughout the school and discussed regularly with students to guide a shared understanding of expectations. They articulate a particular focus on the school value of 'learning'. Teachers and students convey the school values are linked to a rewards system. Students speak excitedly of receiving certificates and rewards acknowledging how they demonstrate the values.



Staff highlight their commitment to supporting all students to experience success through knowing individual learners and maximising their engagement in learning.

Teachers and leaders speak of the importance of knowing each student to effectively support their learning needs. Staff discuss the importance of engaging students and parents as partners in maximising teaching and learning time. Parents recognise staff members' commitment to supporting their child's success, and speak of how they contribute to these ongoing efforts by ensuring their child has excellent attendance. School Online Reporting Dashboard (SORD) data shows that whole-school attendance rates are above the statewide target and relative comparison data.



Staff, parents, students and the broader community express high levels of pride in the school's strong reputation and welcoming community ethos.

Parents speak highly of the caring relationships staff members have with their child. They comment on leaders' and teachers' responsiveness, and how staff treat parents with respect and consideration. Parents and community members celebrate that the school is highly regarded and has a long-standing reputation as a 'respected and respectful school' with high standards for student learning and behaviour.