

# Bunker's Hill State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Bunker's Hill State School** from **22 to 24 June 2021**.

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 implement 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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Leah Mullane	Internal reviewer, EIB (review chair)
Leanne Riley	Peer reviewer
Robert Lee	External reviewer



## 1.2 School context

<b>Location:</b>	Bunkers Hill School Road, Westbrook	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	255	
<b>Indigenous enrolment percentage:</b>	3 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3.5 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1009	
<b>Year principal appointed:</b>	1998	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), two Business Managers (BM), Support Teacher Literacy and Numeracy (STLaN), Special Education Teacher (SET), 14 teachers, six teacher aides, Information and Communication Technology (ICT) technician, chaplain, Speech Language Pathologist (SLP), two cleaners, two facilities officers, 90 students and 34 parents.

Community and business groups:

- Four Parents and Citizens' Association (P&C) executive members, two staff of Westbrook Child Care, Darling Downs Transit representatives, Hall-Thorpe Sports representative, two Outside School Hours Care (OSHC) educators and two members of Westbrook Sports Club.

Partner schools and other educational providers:

- Behaviour coach and Harristown State High School principal.

Government and departmental representatives:

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

### 1.4 Supporting documentary evidence

Investing for Success 2021	Strategic Plan 2018-2021
Annual Implementation Plan 2021	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Headline Indicators (October 2020 release)



## 2. Executive summary

### 2.1 Key findings

**Staff members are dedicated to the school's purpose 'to give every child their best possible future'.**

High expectations underpin the school's values of '*Community, Courage, Respect, Honesty and Learning*'. The school is recognised as a highly supportive and engaging environment for students, staff and families. The school maintains a reputation of being well respected in the school community. Students, parents and community members speak positively regarding the school and demonstrate a firm commitment to its continued success and positive impact on the community. Parents advocate strongly within the community that 'this is a good school'.

**Parents express high levels of satisfaction with the supporting and engaging nature of school staff.**

Parents articulate that the principal and teachers are approachable, welcoming and responsive to the needs of students. Staff demonstrate the importance of positive, caring and respectful relationships. Students identify their teachers as being supportive and a strength of the school. Strong relationships between students and staff are acknowledged as key to student improvement and success. Parents and community members speak highly of the work of school staff in knowing the students. The principal is acknowledged as a thoughtful, caring and dedicated leader.

**Quality curriculum planning and enactment are viewed as vital to the improvement of student learning.**

The school has developed a whole-school Curriculum, Assessment and Reporting Plan (CARP), documenting curriculum provisions and school processes in relation to assessment and reporting. School leaders are committed to strengthening curriculum knowledge of staff members. School curriculum development processes are managed collaboratively and support staff in building their knowledge of the Australian Curriculum (AC). Teachers meet with their year level cohorts and the Head of Department – Curriculum (HOD-C) for curriculum planning meetings to unpack unit planning. Teachers review straight year level Curriculum into the Classroom (C2C) units to develop a sequence of delivery. A consistent, documented unit planning process, that aligns units to year level achievement standards and content descriptions, is yet to be developed.

**Staff members express the belief that all students are capable of learning successfully.**

Teachers and teacher aides detail the importance of providing engaging learning sequences that motivate students, including the provision of timely support. Teachers utilise a range of adjustment strategies to support individual student needs. These include scribing, assisted technologies, adjustment of classroom environments, and adjusted learning supports. Parents of students receiving additional support express that they are well informed





regarding their child's learning progress. Teachers develop understanding of student progress in their learning through the collection and analysis of data, including diagnostic, school-developed and standardised data sets. Teaching staff differentiate their reading groups based on student performance on diagnostic assessments. A school-wide approach for the agreed documentation and implementation of differentiation is yet to be developed.

**School leaders express their commitment to the ongoing support and improvement of student learning and wellbeing at the school.**

The principal articulates the Explicit Improvement Agenda (EIA) for 2021 as the teaching of reading and writing. Staff members and parents articulate reading and writing as the EIA for the year. The principal expresses a desire to develop stronger clarity in vision and understanding of the school's EIA. Annual Implementation Plan (AIP) targets are reviewed at the end of year to measure whether standards have been achieved. The principal acknowledges the need to create meaningful, measurable and incremental targets for student outcomes to measure the progress and success of the EIA throughout the year.

**Teachers provide a welcoming learning environment whereby students are encouraged to learn to work cooperatively.**

Many teachers identify that experience has influenced pedagogical decisions relating to the implementation of instructional strategies in their classrooms. In discussions pertaining to pedagogical approaches requiring higher order thinking and inquiry-based learning, activity work from past units and professional experience contributed to pedagogical decisions. Teachers identify an eagerness to participate in Professional Development (PD) relating to these strategies in recognition of the possible impacts on improving student learning outcomes in science, Humanities and Social Sciences (HASS) and reading.

**Teachers articulate high quality teaching and learning practices as vital to student engagement and success.**

Teaching staff greet students with respect, and work to build student belief in their own capability to learn successfully. Most teachers aim to build student understanding of the relationship between effort and success. Many teachers identify that the opportunity for Watching Others Work (WOW), including modelling of lessons by the leadership team, has assisted greatly in their understanding of pedagogical expectations. The principal identifies the Teacher Leader model as a future mechanism for constructing pockets of excellence to assist teachers in the WOW process. Observation, feedback and coaching expectations are identified in the contents section of the school's pedagogical framework.

**The school has a highly experienced team dedicated to the ongoing improvement and success of the school.**

A strong culture of collegiality is apparent amongst the staff team. Due to the connectedness of the school staff, positive relationships form an integral part of managing staff welfare. Teachers and teacher aides work collaboratively for the ongoing support of student improvement. Staff members and the school leadership enact a strong culture of mutual trust and respect. School staff work closely together to provide peer support and engage in



ongoing informal professional discussions. The leadership team provides regular opportunities for formal, collaborative discussions in relation to the ongoing needs of the school and students. The highly experienced team creates a strong culture of professionalism within the school.

**Parents, teachers and students identify the school as having a positive and welcoming culture.**

The school grounds and classrooms present as attractive learning environments with multiple examples of student work on display. The school has large and engaging classroom environments for student learning. Classroom learning areas are developed to support whole group, small group and individual support. The school has spacious and attractive grounds with a range of outdoor learning environments. The gardens and grounds are well tended, with a welcoming entrance to the school. An Indigenous story garden forms a part of the school entrance and sculptures made by students adorn all the other garden areas. The school has a range of engaging playground spaces for students, and a large, inviting school hall for student play and school events.





## 2.2 Key improvement strategies

Further develop clarity regarding the three levels of planning, including a documented unit planning process that aligns units to year level achievement standards and content descriptions.

Collaboratively develop school-wide practices for documentation, implementation and review of classroom differentiated practice.

Collaboratively develop key actions and strategies, within set timelines, for consistent implementation of the EIA, with progress and success measured regularly against achievable, incremental targets.

Collaboratively review the school's pedagogical approaches to establish consistent quality assured practices enabling teacher judgement to effectively align high impact pedagogical approaches to the learning needs of students.

Strengthen the implementation of signature pedagogical approaches and practices, with ongoing access to high quality professional learning experiences for all staff, including opportunities for school visits, coaching, observation, feedback and sharing of practice.