



Bald Hills State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

## Contact Information

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## School Overview

Bald Hills State School has a current population of 616 students. The school is a P to 6 co-educational campus catering for students from both the school's local and broader community. Though the school has a small Aboriginal and Torres Strait Islander population, the students are supported by an active school community group known as the Turrwan Circle. There has been continued interest in our school from families residing overseas. The school motto, 'Carpe Diem', is interpreted at the school as 'be your best, do your best'. We strive through an inclusive education philosophy to help students realise and achieve their potential. Bald Hills State School has a rich and celebrated history which charts the growth of the school in both size and community identity since its opening in 1866. Originally a farming area, Bald Hills is now a suburb of Brisbane, although it retains some of its rural charm. Similarly, the school is situated within attractive grounds and has a hoop pine forestry area. This wonderful resource is used by classes for a wide variety of activities, from science to writing. We have a strong music program which includes choirs, several string ensembles and bands. All groups perform regularly at concerts within and outside of the school. Highlights of the music calendar are our annual talent quest and showcase concert. In addition, instrumental music students have the opportunity of attending a 3-day camp which allows them to practise and perform under expert guidance. The school's supportive culture is bolstered by its learning support program, special education program, visiting specialists and a chaplaincy program. An active P&C ensures strong partnership with the community and our enthusiastic community volunteers help students and teachers in classrooms. Recent additions to our facilities include a purpose-built prep building, a computer lab and a multi-purpose hall complete with a full-size basketball court. The hall has been used for six-a-side soccer tournaments, netball matches and a range of physical education lessons. Other events held in our hall include our Anzac Day ceremony, Easter parade and a host of concerts. The school has received numerous local, regional, state and national awards. These have included: the 2007 National Award for Quality Schooling - School and Community Partnerships, the 2008 Order of Australia Primary Schools Citizenship Award - Outstanding Service to the Community, the 2008 Education Queensland Showcase Awards - Regional Award 'Friends and family in the forestry', the 2009/2010 State Finalist Showcase Awards - 'Excellence in the Early Phase of Learning' and State Finalists in 2016/2017 Reconciliation Awards. Bald Hills State School utilises a range of strategies to involve parents and the broader community. The school is supported and valued by its staff, students and community. Visit the school website.

## Principal's Forward

### Introduction

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This report relates to our educational journey as a school community during 2016. It also identifies the progress made by the school in terms of our achievement of the goals we had established for 2016.

We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this report to you.

Throughout 2016 our school continued to provide a healthy, supportive and safe environment in which to learn and teach – a quality school with high expectations for all who work and learn here, with our teaching and learning emphasis on improving student learning outcomes and student wellbeing. As has been the practice at Bald Hills State School for many years, the positive working relationship that exists between staff, students and parents was crucial to the achievements and successes of 2016.

This document can be accessed on the school website ([www.baldhillss.eq.edu.au](http://www.baldhillss.eq.edu.au)) or a hard copy is available from the office. After reading this report, if you have any enquiries, please contact me on 07 3261 1554 or email [the.principal@baldhillss.eq.edu.au](mailto:the.principal@baldhillss.eq.edu.au).

Glen Robertson  
Principal

### School Progress towards its goals in 2016

Bald Hills State School had several priorities for 2016. They were to ...

Implement a school wide approach to reading.

Explore warmups to ensure practice and consolidation of numeracy skills.

Create consistent classroom pedagogical practices that involve high quality practices, targeted teaching, differentiation, written feedback strategies for students and shared practice involving mentoring and coaching.

Implement a school wide approach to writing – 7 Steps.

Enhance community engagement in the coordination of the school's upcoming 150<sup>th</sup> anniversary.

### Future Outlook

A focus on reading is the number one priority in 2017; collaboratively implementing an agreed approach to the teaching of reading. Using data analysis in the form of achievement data from PM benchmarks and the introduction of PROBE will establish individual student goals, prioritise resources and will be the driving force to setting high expectations for both staff and students.

The implementation of 'Seven Steps to Writing' will ensure a consistency with the school's writing program. A continuation of the investigation into the use of Warmups within mathematics to improve basic skills throughout 2017 to include school visits and establishing expertise among staff.



In 2017 the school continues its focus on quality teaching with extensive professional learning for teachers through additional time for planning within teaching teams, peer observation and feedback and investment in professional development opportunities. Shared Practice will be encouraged with teachers being trained as coaches, mentors and profilers. The Master Teacher will also facilitate professional learning in the area of writing.

Providing teachers with upgrades in the area of IT, e.g. Smartboards, interactive projectors etc. to support the established computer lab. This will be supported by the school's wireless upgrade.

The school continues to build stronger links with the local community, particularly with the pre-prep providers to ensure the transition to school is a smooth one for beginning students. An ANZAC Spirit Project to commemorate 100years since Armistice Day will forge future links within the community.

A number of upgrades to the school environment are also planned to enhance the school image and culture. These include ANZAC Memorial Walk, painting of C Block, new electronic sign and beautifying the school entrance. Investigations of a school bell system to be installed in 2018.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	625	288	337	27	96%
<b>2015*</b>	617	285	332	24	96%
<b>2016</b>	610	281	329	37	96%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The Index of Community Socio-Educational Advantage (ICSEA) for Bald Hills students in 2016 was 1024 (the average ICSEA value for all schools is 1000). Bald Hills State School has a small number of students from ethnically diverse backgrounds with approximately 6% identifying as indigenous and another 12% with a language background other than English.

It is anticipated that the Enrolment Management Plan will enable the school to maintain numbers at between 600 and 610 students. This is considered optimal for the school's current facilities and resourcing levels. The school draws approximately 56% of its students from outside the Bald Hills catchment area.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	24	24
Year 4 – Year 7	26	25	26
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

## Our Approach to Curriculum Delivery

In 2016 the adoption of the Australian Curriculum continued ensuring consistency in content and standards across the nation.

Bald Hills State School also has a proud and long history and this is reflected in curriculum offerings including local area studies with a focus on the area's contribution to Brisbane's history, environmental education supported by the school's historic forestry plantation and the arts. German was the language taught in Years 5, 6 and 7.

Bald Hills approach to curriculum delivery is through an explicit teaching pedagogical approach.

## Co-curricular Activities

In 2016 the school again offered an excellent music program including Junior and Senior choirs, instrumental programs in strings, brass, woodwind and percussion and special events allowing students to showcase and develop their musical talents. These activities included annual music camps, a school community talent night, and opportunities to perform at assemblies and other school special events.

The annual ANZAC Day ceremony was again a key event in the school calendar and confirmed a reputation as one of the more significant ceremonies in Brisbane, enjoying extensive community support.

Curriculum offerings were supported through a range of excursions including camps for Year 5 students to the Sunshine Coast Hinterland and the Year 6 students again celebrated the end of primary schooling with the annual Raby Bay/Sea World camp.

Inter school sport was facilitated through the Bramble Bay Sport District and provided students in Year 4-6 the opportunity to participate in winter sports in competition with other local schools.

The Chaplaincy Program conducted a disco each term for the students, as well as a range of lunchtime activities and programs.

## How Information and Communication Technologies are used to Assist Learning

At Bald Hills State School all students had access to computers in their classrooms and all teaching spaces have Interactive Whiteboards. The library provided additional student access to computers. All computers are connected to Education Queensland's network providing safe internet access for students.

The school continues to use portable ICT through thirty I pads. These were mainly used in special education programs and the Prep and Year 1 classes. The WiFi network expanded to all learning areas and a significant upgrade to the school's wireless capabilities.

Additional teacher packs including visualisers, Ipad mini's etc. enabled teachers to greatly increase the variety of programs and apps in their classrooms.

## Social Climate

### Overview

The staff, parents and students of Bald Hills State School are proud of the school's positive social climate. The school enjoyed the support of a Chaplain three and a half days a week and had a student leadership team that was involved in various activities throughout the year including sporting events, discos, special events and free dress days. A "Seasons" program was also conducted to support students who experienced loss or grief.

The school actively focuses on *School Wide Positive Behaviour* lead by a team of staff. This process saw ongoing promotion of four school rules; be safe; be responsible; be respectful and be a learner. These rules are promoted in all classrooms and across the school in a variety of ways, including through caricatures of four trees on printed materials such as posters and rewards cards, end of term celebrations for student that are deemed "Tall Trees" and other rewards events. 2016 saw the introduction of "Tall Tree" badges that were given for excellent behaviour over 4 terms. In addition a set of rules relating to our Tall Trees is highlighted each week on assembly.

The "high five", five ways to deal with someone who may be harassing or annoying, underpin an approach designed to build confidence and resilience in students.

The annual 2016 School Opinion Survey provided rich data that was used to inform where improvements could be made in the school to further build on the levels of confidence in the school and build on its positive social climate.

## Parent, Student and Staff Satisfaction

## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	92%	93%
this is a good school (S2035)	84%	89%	100%
their child likes being at this school* (S2001)	93%	95%	100%
their child feels safe at this school* (S2002)	95%	92%	95%
their child's learning needs are being met at this school* (S2003)	84%	89%	90%
their child is making good progress at this school* (S2004)	89%	86%	88%
teachers at this school expect their child to do his or her best* (S2005)	95%	92%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	89%	96%
teachers at this school motivate their child to learn* (S2007)	82%	95%	93%
teachers at this school treat students fairly* (S2008)	71%	86%	93%
they can talk to their child's teachers about their concerns* (S2009)	86%	95%	97%
this school works with them to support their child's learning* (S2010)	86%	91%	97%
this school takes parents' opinions seriously* (S2011)	66%	78%	87%
student behaviour is well managed at this school* (S2012)	65%	76%	84%
this school looks for ways to improve* (S2013)	82%	81%	95%
this school is well maintained* (S2014)	84%	81%	98%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	99%	95%
they like being at their school* (S2036)	88%	96%	98%
they feel safe at their school* (S2037)	92%	93%	92%
their teachers motivate them to learn* (S2038)	89%	98%	94%
their teachers expect them to do their best* (S2039)	94%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	97%	93%
teachers treat students fairly at their school* (S2041)	80%	94%	88%
they can talk to their teachers about their concerns* (S2042)	84%	97%	88%
their school takes students' opinions seriously* (S2043)	81%	95%	89%
student behaviour is well managed at their school* (S2044)	68%	88%	85%
their school looks for ways to improve* (S2045)	92%	97%	95%
their school is well maintained* (S2046)	88%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	88%	93%	90%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	98%	95%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	76%	95%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	92%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	88%	95%	100%
student behaviour is well managed at their school (S2074)	64%	85%	100%
staff are well supported at their school (S2075)	72%	90%	100%
their school takes staff opinions seriously (S2076)	79%	90%	95%
their school looks for ways to improve (S2077)	96%	98%	100%
their school is well maintained (S2078)	68%	78%	95%
their school gives them opportunities to do interesting things (S2079)	88%	93%	87%

\* 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 Parents and Citizens' Association was the body used by the principal for consultation on matters to do with school improvement and development. Significant investment was made by the P&C Association in the further provision of computers for the establishment of a computer lab.

Parent/Teacher conferences are offered to parents twice a year. Parents are encouraged to attend weekly assemblies where students are rewarded positively in front of the whole school and parents. Our weekly newsletter features student work from classrooms and school activities for parents to read and enjoy.

A range of programs that utilise parent helpers in classrooms were again delivered in 2016. These programs included individual and small group reading, numeracy support and general classroom support in the visual arts.

A range of prep information and induction sessions were also conducted by school staff for new parents to the school. These sessions were designed to support the transition to school as well as provide parents with general information about the school.

The school's *Turrwan Circle*, continued to work to celebrate the diversity of cultures at Bald Hills and build on the performance of all students attending the school. Members of this committee are working to ensure all students are performing at or above national benchmarks and educational conversations at Bald Hills State School are about individual performance and not a "gap". School processes continue to identify and address indigenous student underachievement with targeted funding being directed to support students requiring intervention. The Turrwan Circle involvement in the school in 2016 resulted in being a finalist at the State Reconciliation Awards.

## Respectful relationships programs

Bald Hills State School is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Bald Hills State School facilitates high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. At Bald Hills State School we utilise the PBL program to develop the social and emotional capabilities of our students. The program is built around students striving to be a "Tall Tree". Underlying the program are our four key rules: Be Responsible; Be Respectful, Be a Learner and Be Safe. Weekly lessons involving the rules held with all children also cater to reinforce confidence, persistence, organisation, getting along and resilience.

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	27	7	15
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The school has solar panels on the library and water tanks capture rain water from the school's large roof area for use on the grounds that assist in reducing its environmental footprint.

Students again took part in a variety of educational programs to reduce litter and recycle paper and cardboard.

While there was a reduction in water use for the school a slight increase in the use of power is attributed to an increase in the number of air-conditioned learning spaces. Further strategies will be investigated to reduce electricity usage in 2017.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	155,495	1,469
2014-2015	171,576	1,066
2015-2016	182,450	840

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.

#### Find a school

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Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	43	26	<5
Full-time Equivalents	37	17	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	6
Bachelor degree	29
Diploma	4
Certificate	0

\*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 2016 were \$19070 (Not including TRS)

The major professional development initiatives are as follows:

- Teaching staff were again involved in professional learning activities related to the adoption of a school-wide pedagogical (teaching) framework
- Teaching staff were involved in Profile Training.
- Teaching staff were involved in Coaching accreditation.
- Teaching staff visited other school locations.
- First Aid/CPR
- Teaching staff were also released for professional development in Powerful Learning; PBL and data conversations.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	92%

\*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 2016 for all Queensland Primary schools was 93%.

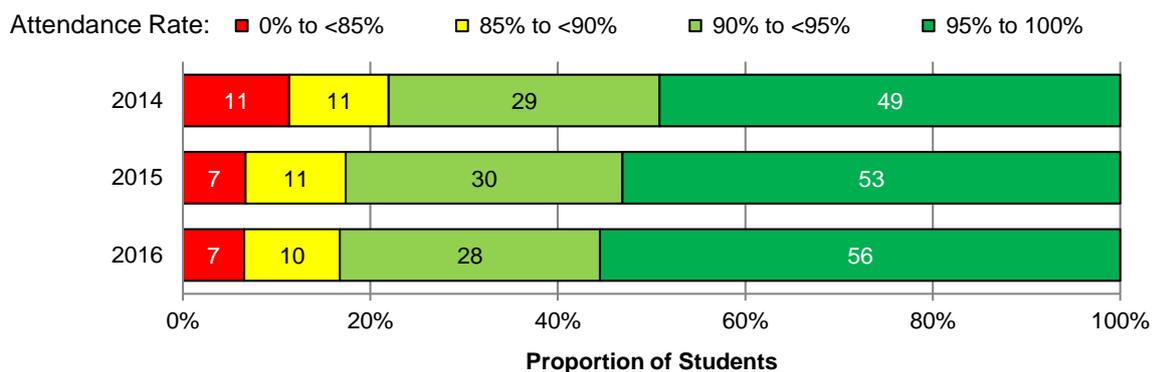
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	93%	95%	93%	94%	92%	92%					
2015	94%	93%	94%	94%	94%	92%	93%						
2016	94%	93%	93%	94%	95%	95%	93%						

\*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 DET 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 by 9:00am and again in the afternoon session after the school lunch break. Classroom absences are followed up by office staff by reconciling messages left on the school's absentee phone line, and emails sent by parents to the school, to class rolls.

Unexplained absences are followed up with a letter requesting parents to complete a form explaining the absence. Parents of students with regular or excessive absences are contacted by the school's principal or deputy principal, usually in writing. Where students are away for an extended explained period prior approval is required from the principal. Forms for requesting this approval are available from the school office.

A report is made during each term to teachers highlighting students that have attendance concerns

Late 2016 SMS same day notification of student absence was introduced. Parents are notified by SMS by 9.30am each morning.

## 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.

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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.