Bald Hills State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 2018. It also identifies the progress made by the school in terms of our achievement of the goals we had established for 2018.

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 2018 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 2018.

This document can be accessed on the school website (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 3869 5555 or email the.principal@baldhillss.eq.edu.au.

Glen Robertson
Principal

School overview

Bald Hills State School has a current population of 620 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. 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. Our balanced program also see's our school involved in interschool sport, participating in soccer, rugby league and netball, as well cross country, swimming and track and field.

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. Most recently they have included State Finalists in 2016/2017/2018 Reconcilation 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 for more information.

School progress towards its goals in 2018

Bald Hills State School had several priorities for 2018. 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.
Investigate a school program in Sustainability that both serves to meet the cross curricula expectations of the Australian Curriculum and to reinvigorate past school programs that are historically part of the school culture.

Future outlook

A focus on numeracy is the number one priority in 2019; collaboratively implementing an agreed approach to the teaching of math's basics through the use of warmups. Using data analysis in the form of achievement data from school designed timed tables tests and Pat M will establish individual student goals, prioritise resources and will be the driving force to setting high expectations for both staff and students. Learning Sprints will target individual student needs from analysed data.

The work that has been done on Reading will be monitored as it is consolidated throughout the school. The introduction of a school sustainability program across all year levels will meet the needs of this cross curricula priority within the Australian Curriculum. Units supporting Science, Health and Hass will be designed with Sustainability as a focus. Technology and Design will feature within these units. Consistency to classroom pedagogy will centre on Explicit Teaching and the implementation of the Gradual Release Model.

In 2018 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.

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 will opt for NAPLAN online.

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. A number of upgrades to the school environment are also planned to enhance the school image and culture. These include Turrbal Heritage Trail, beautifying the school entrance and the refurbishment of the quad area.

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	610	615	621
Girls	281	285	299
Boys	329	330	322
Indigenous	37	35	34
Enrolment continuity (Feb. – Nov.)	96%	97%	95%

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

The Index of Community Socio-Educational Advantage (ICSEA) for Bald Hills students in 2018 was 1030 (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 5% identifying as indigenous and another 14% 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 53% of it students from outside the Bald Hills catchment area**.**

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	26	26	27
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

In 2018 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 4, 5 and 6.
Bald Hills approach to curriculum delivery is through an explicit teaching pedagogical approach.

Co-curricular activities

In 2018 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 semester 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 forty Ipads. These were mainly used in special education programs and the Prep, Year 1 and 2 classes. The WiFi network expanded to all learning areas and a significant upgrade to the school's wireless capabilities. Five Laptop hubs are located throughout the school to provided additional support to students.

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

Two 3D Printers are available to engage students with coding.

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 *Positive Behaviour for Learners* 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. "Tall Tree" badges (introduction of Bronze badge) 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. Additional signage throughout the school has also been installed.

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 2018 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

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

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	95%	97%
• this is a good school (S2035)	100%	96%	97%
• their child likes being at this school* (S2001)	100%	95%	96%
• their child feels safe at this school* (S2002)	95%	95%	96%
• their child's learning needs are being met at this school* (S2003)	90%	93%	93%
• their child is making good progress at this school* (S2004)	88%	93%	96%
• teachers at this school expect their child to do his or her best* (S2005)	98%	95%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	90%	95%
• teachers at this school motivate their child to learn* (S2007)	93%	93%	97%
• teachers at this school treat students fairly* (S2008)	93%	86%	93%
• they can talk to their child's teachers about their concerns* (S2009)	97%	93%	97%
• this school works with them to support their child's learning* (S2010)	97%	89%	96%
• this school takes parents' opinions seriously* (S2011)	87%	85%	93%
• student behaviour is well managed at this school* (S2012)	84%	91%	92%
• this school looks for ways to improve* (S2013)	95%	91%	95%
• this school is well maintained* (S2014)	98%	98%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	98%	93%
• they like being at their school* (S2036)	98%	92%	97%
• they feel safe at their school* (S2037)	92%	97%	95%
• their teachers motivate them to learn* (S2038)	94%	96%	93%
• their teachers expect them to do their best* (S2039)	97%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	91%	97%
• teachers treat students fairly at their school* (S2041)	88%	95%	90%
• they can talk to their teachers about their concerns* (S2042)	88%	84%	95%
• their school takes students' opinions seriously* (S2043)	89%	91%	86%
• student behaviour is well managed at their school* (S2044)	85%	87%	78%
• their school looks for ways to improve* (S2045)	95%	98%	95%
• their school is well maintained* (S2046)	96%	96%	92%
• their school gives them opportunities to do interesting things* (S2047)	90%	93%	91%

* 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)	95%	95%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
• they receive useful feedback about their work at their school (S2071)	89%	95%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	92%	97%
• students are encouraged to do their best at their school (S2072)	97%	97%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	97%	98%
• their school takes staff opinions seriously (S2076)	95%	95%	100%
• their school looks for ways to improve (S2077)	100%	97%	100%
• their school is well maintained (S2078)	95%	97%	96%
• their school gives them opportunities to do interesting things (S2079)	87%	92%	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 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 refurbishment of an outside learning area known as the Quad.

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 fortnightly 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 2018. 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 2018 resulted in receiving a Highly Commended at the State Reconciliation Awards

Respectful relationships education 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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	15	6	3
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 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. Plans for a sustainability program with the school will see one year level focus energy usage.

While there was a reduction in electricity use for the school a slight increase in the use of water is attributed to the repairs made to the oval water system. Further strategies will be investigated to reduce electricity usage in 2019.

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	182,450	176,552	172,369
Water (kL)	840	1,088	3,881

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.
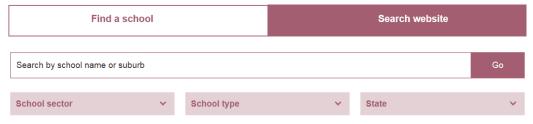
School funding

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* 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.

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	42	29	<5
Full-time equivalents	38	17	<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	4
Graduate Diploma etc.*	4
Bachelor degree	33
Diploma	1
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 $25 062.

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 PBL and data conversations.

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 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	94%	94%	94%
Attendance rate for Indigenous** students at this school	92%	90%	90%

* 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

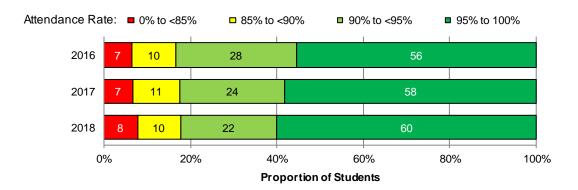| Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	94%	95%	93%		Year 7			
Year 1	93%	94%	95%		Year 8			
Year 2	93%	94%	93%		Year 9			
Year 3	94%	94%	94%		Year 10			
Year 4	95%	94%	94%		Year 11			
Year 5	95%	95%	94%		Year 12			
Year 6	93%	93%	95%					

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	7	10	28	56
2017	7	11	24	58
2018	8	10	22	60

Proportion of Students

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.

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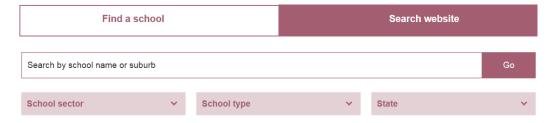
SMS same day notification of student absence. Parents are notified by SMS by 9.30am each morning.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.

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 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.