

Bald Hills State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bald Hills State School** from **26 to 28 March 2018**.

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 consider 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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Stephen Bobby	Internal reviewer
Yvana Jones	External reviewer



1.2 School context

Location:	Gympie Road, Bald Hills
Education region:	Metropolitan Region
Year opened:	1866
Year levels:	Prep to Year 6
Enrolment:	620
Indigenous enrolment percentage:	5.5 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1024
Year principal appointed:	2016
Full-time equivalent staff:	46.33
Significant partner schools:	Aspley State High School, Bramble Bay Cluster
Significant community partnerships:	Turrwan Circle, Crèche and Kindergarten (C&K) Bald Hills, Camp Australia, Australian Business and Community Network (ABCN), Geebung Returned and Services League of Australia (RSL)
Significant school programs:	Positive Behaviour for Learning (PBL), Comprehension, Accuracy, Fluency, Expanding Vocabulary (CAFÉ), Seven Steps to Writing



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), master teacher, Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), guidance officer, 26 teachers, six teacher aides, chaplain, schools officer, administration officer, Parents and Citizens Association (P&C) president, tuckshop convenor, 33 parents, parent representative of Turrwan Circle and 55 students.

Community and business groups:

- Director of C&K.

Partner schools and other educational providers:

- Principal Aspley State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Interim 2017)	School Data Profile (Semester 2, 2107)
OneSchool	School budget overview
Professional learning plan 2018	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	Responsible Behaviour Plan



2. Executive summary

2.1 Key findings

The tone of the school is caring, supportive and responsive to the needs of all students.

Staff members, parents and students express pride in their school and the way the community interacts with each other. The school views parents, families and community members as important partners in the life of the school. Parents play an active role in the school and are engaged in their child's education. Positive relationships exist between students, staff, parents and community members and this is reflected in the daily interactions at the school.

Staff members are positive about their role as teachers at this school.

A strong collegial staff member culture is established and staff openly identify the support offered to each other as a strong feature of the school. Teaching staff speak of having a shared commitment to the improvement of teaching. The school's coaching program is developing a willingness regarding the increased sharing of practice with colleagues.

Teaching staff members identify high levels of collegiality within year level teams.

Staff members collaboratively plan their teaching and learning programs and work together to continually refine and improve curriculum units. Teachers share resources and ideas throughout the day.

The leadership team has successfully engaged staff members in the reading agenda and continues to build a collegial school culture of mutual trust.

Members of the leadership team acknowledge the need to further refine the Explicit Improvement Agenda (EIA) to determine the vision of a 'successful reader' at the school and the agreed non-negotiable practices that will support this vision. The alignment of emerging agendas with the key priority area of reading is still developing.

Teaching staff understand that effective teaching will enable curriculum implementation that engages and challenges students in learning.

The school's pedagogical framework outlines signature school processes, programs and expectations aligned to the nine domains of the National School Improvement Tool (NSIT). The framework identifies the Gradual Release of Responsibility (GRR), development of learning intentions and success criteria, warm ups and bookwork expectations as key components of school pedagogical expectations. School staff members articulate that the documented pedagogical framework has limited impact on their day-to-day teaching practice.



Processes are established to support the mentoring and coaching of teachers.

Coaching and mentoring is aligned with the school's EIA. Teaching staff are provided with opportunities to observe each other teach. A number of teachers indicate that they have not yet received any formal coaching and feedback. These teaching staff rely on the weekly planning meetings, data analysis and informal professional conversations to monitor their progress. Most teachers articulate that they are open to constructive feedback.

Teaching staff members work collaboratively with the school leadership team.

The leadership team is developing a strong improvement agenda that includes the priority focus area of reading and emerging agendas of numeracy, higher order thinking and sustainability. The building of a school culture of learning is a continuing agenda. The leadership team acknowledges the emerging need to continue to develop a shared vision for strategic and instructional leadership within the school.

Students are able to articulate the school values and how they enhance their learning environment.

The school's Positive Behaviour for Learning (PBL) plan, Tall Tree, is strongly embedded across the school with prominent artefacts displayed in classrooms and around the school. The school's behaviour expectations of *'Be a learner, Be safe, Be responsible and Be respectful'* align with the Tall Tree program with each rule having a tree character and graphic associated with it, acknowledging the school's historical forestry area. PBL references and the 'Tall Trees' of expectations are highly visible in playgrounds and classrooms.

The school has a 150-year history of providing quality education to the local community and many generations of families continue to attend the school.

Parents, students and staff members value the strong sense of 'family' and belonging at the school. The school enjoys a positive standing within the community. The Parents and Citizens' Association (P&C) works in partnership with the school to provide financial support for school and association projects. Representatives indicate an appreciation for the direction provided by school leaders. The school chaplain is highly valued within the school community and initiates and coordinates a wide range of programs and events.



2.2 Key improvement strategies

Collaboratively develop and implement a strategic plan to guide the implementation of the school's improvement agenda, and work with staff members and the school community to align all aspects of the EIA including priority and emerging agendas, to support the school strategic plan.

Work collaboratively with the teaching team to develop clarity of expectations of the school's pedagogical approach in curriculum planning and consistent teacher practice across all learning areas.

Continue to strengthen the school collegial culture to provide regular and detailed feedback to teachers regarding their work in classrooms.

Enhance the capability of the leadership team to enable the collaborative development of a shared vision for strategic and instructional leadership.