



Bald Hills State School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



**Queensland**  
Government

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## From the Principal

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 2019. It also identifies the progress made by the school in terms of our achievement of the goals we had established for 2019.

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 2019 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 2019.

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 3869 5555 or email [the.principal@baldhillss.eq.edu.au](mailto:the.principal@baldhillss.eq.edu.au).

Glen Robertson  
Principal

### School overview

Bald Hills State School has a current population of 635 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, 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 sees our school involved in interschool sport, participating in soccer, rugby league, touch, AFL 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. Additional facilities include a purpose-built prep building, a computer lab, and a multi-purpose hall. 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. Recent improvements to the grounds include a synthetic grass games area (The Quad) and a sandstone outdoor learning area.

The school has received numerous local, regional, state and national awards. Most recently they have included State Winners in the 2019 Reconciliation Awards and 2019 Regional Winners in The Education Department's Showcase 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 2019

Bald Hills State School had several priorities for 2019. They were to ...

Introduce 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.

Develop 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 2020; collaboratively implementing an agreed approach to the teaching of math's basics. 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 and Writing will be monitored as it is consolidated throughout the school. The introduction of a school sustainability program (B-Green) 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 2020 the school will continue 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.

## 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 2019</b>	Prep Year - Year 6

### Characteristics of the student body

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	615	621	635
Girls	285	299	313
Boys	330	322	322
Indigenous	35	34	37
Enrolment continuity (Feb. – Nov.)	97%	95%	96%

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 2019, there were no students enrolled in a pre-Prep program.

## Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	24	24	24
Year 4 – Year 6	26	27	28
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 implementation

### Our approach to curriculum delivery

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

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.

### Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

In 2019 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

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

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. Five Laptop hubs are located throughout the school to provide 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 and 2 Drones are available to engage students with coding.

## Social climate

### Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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 and the new "Four Ever Tree" were awarded 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 2019 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	95%	97%	98%
• this is a good school (S2035)	96%	97%	97%
• their child likes being at this school* (S2001)	95%	96%	98%
• their child feels safe at this school* (S2002)	95%	96%	99%
• their child's learning needs are being met at this school* (S2003)	93%	93%	98%
• their child is making good progress at this school* (S2004)	93%	96%	99%
• teachers at this school expect their child to do his or her best* (S2005)	95%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	95%	98%
• teachers at this school motivate their child to learn* (S2007)	93%	97%	98%
• teachers at this school treat students fairly* (S2008)	86%	93%	95%
• they can talk to their child's teachers about their concerns* (S2009)	93%	97%	98%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• this school works with them to support their child's learning* (S2010)	89%	96%	99%
• this school takes parents' opinions seriously* (S2011)	85%	93%	92%
• student behaviour is well managed at this school* (S2012)	91%	92%	91%
• this school looks for ways to improve* (S2013)	91%	95%	94%
• this school is well maintained* (S2014)	98%	97%	100%

\* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	98%	93%	95%
• they like being at their school* (S2036)	92%	97%	92%
• they feel safe at their school* (S2037)	97%	95%	97%
• their teachers motivate them to learn* (S2038)	96%	93%	97%
• their teachers expect them to do their best* (S2039)	100%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	93%
• teachers treat students fairly at their school* (S2041)	95%	90%	96%
• they can talk to their teachers about their concerns* (S2042)	84%	95%	88%
• their school takes students' opinions seriously* (S2043)	91%	86%	90%
• student behaviour is well managed at their school* (S2044)	87%	78%	84%
• their school looks for ways to improve* (S2045)	98%	95%	96%
• their school is well maintained* (S2046)	96%	92%	94%
• their school gives them opportunities to do interesting things* (S2047)	93%	91%	94%

\* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	95%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	95%	93%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	97%	96%
• students are encouraged to do their best at their school (S2072)	97%	100%	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)	97%	98%	100%
• their school takes staff opinions seriously (S2076)	95%	100%	95%



Percentage of school staff who agree# that:	2017	2018	2019
• their school looks for ways to improve (S2077)	97%	100%	100%
• their school is well maintained (S2078)	97%	96%	100%
• their school gives them opportunities to do interesting things (S2079)	92%	96%	93%

\* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/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 2019. 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 2019 resulted in winning the State Reconciliation Awards and the Regional Showcase Awards.

## Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	6	3	7
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	176,552	172,369	188,986
Water (kL)	1,088	3,881	2,488

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

#### 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.

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 'Finances' and select the appropriate year to view the school financial information.



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	41	33	<5
Full-time equivalents	39	19	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

### Professional development

#### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

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.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
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, 95% of staff were retained by the school for the entire 2019.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	90%	90%	89%

\* 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

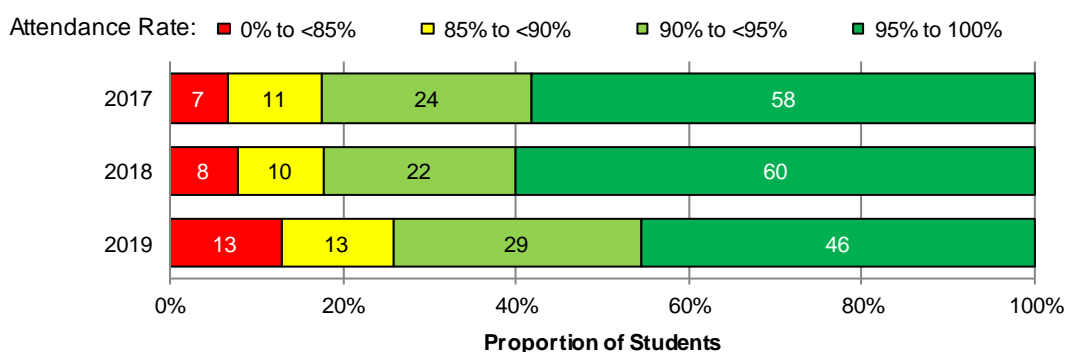
Year level	2017	2018	2019	Year level	2017	2018	2019
Prep	95%	93%	93%	Year 7			
Year 1	94%	95%	91%	Year 8			
Year 2	94%	93%	94%	Year 9			
Year 3	94%	94%	94%	Year 10			
Year 4	94%	94%	93%	Year 11			
Year 5	95%	94%	93%	Year 12			
Year 6	93%	95%	91%				

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



## 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.

## 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.

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.