



Bald Hills State School

Strategic Plan 2019 - 2022

School Profile

Bald Hills State School is a Prep to Year 6 co-educational campus with approximately 625 students. It delivers a comprehensive education to students from the local community and also attracts approximately 50% of its enrolments from outside its catchment area. The school has an Enrolment Management Plan and has a maximum capacity of 608 students. Approximately 4% of the students are Indigenous and a small number are from non-English speaking backgrounds. 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 and highly values its connection to community. The school is situated within attractive grounds and has a celebrated hoop pine forestry area that offers outstanding learning opportunities for students in learning areas including science, sustainability environmental education. The school has excellent facilities including purpose-built prep classrooms, a computer laboratory and a multi-purpose hall. Students have the opportunity to take part in a strong music program that includes choirs, string ensembles and bands. These groups perform regularly at concerts within and outside of the school. Highlights of the music calendar are the annual talent quest and showcase concert. Students also have the opportunity to participate in strong inter-school sport competitions on Brisbane's northside as part of the Bramble Bay Sports District. The school's supportive culture is bolstered by a learning support program, special education program, the Turrwan Circle 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. The school has received numerous local, regional, state and national awards and its motto, 'Carpe Diem', is interpreted at the school as 'be your best, do your best'.

Vision

To be a community that prepares children for a rapidly changing world by equipping them with critical and creative thinking skills and respect for the diversity and wonder of that world. We will develop honest, resilient and compassionate contributors to society and its future.

Values

- Every child can learn and will be provided the opportunity to achieve
- Learning environments that are safe, positive, encouraging and respectful
- Evidence-based teaching strategies, supported by research and explicit learning outcomes, underpin teacher professionalism
- The Development of Life Long Learners who are confident, resilient and independent
- A shared responsibility for student learning — teachers, students and parents





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Improvement Priorities

Numeracy/Mathematics

Success indicators					
1. Warm Ups embedded into daily practice from P-6					
2. Teachers utilising increased knowledge of Content Strands and Proficiency Strands, evidenced in planning and classroom lesson structure and marking guides.					
3. Teachers utilising numeracy data to identify student misconceptions and focus for teaching in data and planning meetings.					
4. Increase in the number of students performing in the Upper Two Bands of NAPLAN.					
Strategies		2019	2020	2021	2022
Audit current staff capacity and understanding of the Content and Proficiency Strands of Mathematics within the Australian Curriculum.		✓			
Development and whole school implementation of 'Warm Ups the Bald Hills Way'.		✓	✓		
Whole school professional development to develop deep understanding of mathematical Proficiency Strands, student learning, misconceptions and how to fix them through Back to Front Maths.		✓	✓	✓	✓
Introduction of pre and post diagnostic testing for increased precision in teaching and learning. Learning Sprints part of daily teacher practice to address student learning.		✓	✓	✓	✓
Develop and build understanding through professional development and the development of Bald Hills SS Unit Planning and lesson structure.		✓	✓		





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Improvement Priorities

Learning Culture

Success indicators	2019	2020	2021	2022
1. Staff capacity built to include peer coaches, profilers and mentors.				
2. A consistent whole school approach to teaching Mathematics.				
3. Consistent implementation the school's Pedagogical Framework.				
4. All staff have access to professional learning opportunities that improve teaching and learning. Professional learning is facilitated internally through a range of shared practice strategies, team planning and within an Agile schools methodology.				
Strategies	2019	2020	2021	2022
Use Agile schools methodology to engage and support teachers with the improvement agenda.	✓	✓	✓	✓
Build Consistency in whole school expectations - consistent teaching and learning protocols.	✓	✓	✓	✓
Encourage, promote and support various forms of shared practice - profiling, peer coaching, data meetings, year level teams.	✓	✓	✓	✓
Year level teaching teams to have planning time through team meetings conducted each fortnight, twilight meetings, common NCT time allocated at least with teaching partners, and teachers to be released each term to have data conversations featuring "Learning Sprints" and goal setting.	✓	✓	✓	✓

Higher Order Thinking

Success indicators	2019	2020	2021	2022
1. WALT and Success Criteria across all learning areas demonstrate the entire range of Thinking Skills.				
2. Increase in the number of students achieving in the U2Bs and 'A's and 'B's across learning areas.				
Strategies	2019	2020	2021	2022
Audit WALT and Success Criteria against Higher Order Thinking skills to show current teaching and learning engagement across the range of Thinking Skills and to build teacher awareness.	✓			
Build teacher understanding and use of Higher Order Thinking Skills through a range of targeted resources, professional development and collaborative processes.	✓	✓		
Develop and align WALT and Success Criteria to Higher Order Thinking skills to engage student learning across the entire range of Thinking Skills across all learning areas.	✓	✓	✓	✓





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Sustainability

Success indicators				
1. An agreed Sustainability Program meeting requirements within the Australian curriculum.				
2. Year Level Sustainability Units of Work from P - 6.				
Strategies	2019	2020	2021	2022
Investigate the Cross Curricula Priority of Sustainability within the Australian Curriculum and ensure the key organising priorities of systems, world views and futures are effectively incorporated in the school projects.	✓	✓		
Explore the idea of developing a whole school sustainability program to best utilise the school's unique resources and history.	✓			
Develop Year level sustainability projects. Explore the HASS, Science and Technology units within the Australian Curriculum to plan School Sustainability Units.	✓	✓	✓	
Resource Year Level Projects to begin implementation in 2019.	✓			





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Improvement Priorities

Reading

Success indicators	2019	2020	2021	2022
1. DATA - IMPROVED INFORMATION. Teachers come to data discussions with 100% of students tested all the way to current achievement level.				
2. 85% of students achieving a year's growth at semester junctures.				
3. Students above National Minimum Standard in NAPLAN Reading, in both Years 3 & 5.				
4. 100% of classes in Years 3-6 participating in school-based reading fluency programmes (e.g. Literacy Pro, Reading Eggs, Premier's Reading Challenge, 'Million words' journey.)				
Strategies	2019	2020	2021	2022
BALANCED READING PROGRAMME - MODELLED, SHARED, GUIDED & INDEPENDENT. Teachers demonstrate this in their planning and weekly pedagogy.	✓	✓	✓	✓
BALD HILLS JOLLY PHONICS & GRAMMAR SCOPE AND SEQUENCE. Teachers maintain a programme focusing on students recognising all phonemes in reading.	✓	✓	✓	✓
CAFE READING - WHOLE SCHOOL PROGRAMME. Students set and review personal reading goals in negotiation with their teacher, based on the latest PM Benchmark, PROBE2 or PAT-R assessment pieces. The goal is to improve reading performance by trying a particular CAFE Reading strategy in class activities.	✓	✓	✓	✓
DAILY 5 - WHOLE SCHOOL READING PEDAGOGY. Teachers develop and maintain reading independence skills in students to support an uninterrupted guided reading lesson in small groups. The five independent activities: Read to Self, Read to Others, Listen to Reading, Word Work, and Work on Writing	✓	✓	✓	✓



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Improvement Priorities

Wellbeing

Success indicators	2019	2020	2021	2022
1. Audit of current wellbeing practices in the school.				
2. A draft of a school Learning and Wellbeing Framework.				
3. A formed wellbeing committee to investigate programs and frameworks that align and migrate into existing practices.				
Strategies	2019	2020	2021	2022
Form a Learning and Wellbeing Committee.	✓			
Utilise the Student Learning Wellbeing Reflection Tool to review current practices/programs in operation at BHSS	✓			
Provide professional development learning opportunities for staff on research-based wellbeing programs that support students' academically, socially and emotionally.	✓	✓		
Liaise with EQ Support Services for guidance when required.	✓	✓	✓	✓
Regular progress updates at Staff Meetings from the Learning and Wellbeing Framework Committee	✓	✓	✓	✓

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

