Principal’s foreword

Introduction

Purpose
BayView State School promotes 21st Century Learning through the creation, deepening and extension of knowledge through an explicit Teaching and Learning Framework. In addition, the Cultural Framework identifies the actions and interactions of the entire school community which cultivates a caring, supportive and dynamic learning environment.

Mission Statement
BayView State School promotes the inspiration, creation, investigation and celebration of knowledge. An ethos of pride, respect and achievement of goals is commonly valued by all, influencing our choices in learning and building relationships. Our community embraces The BayView Values, which fosters a safe, supportive and dynamic learning environment.

Values
The school was founded on Four Key Aspirations:

- to be a proud, values based community school;
- to be a school that maximizes success for every learner, at every developmental stage;
- to be a high performing school with an explicit and engaging curriculum; and
- to be a school that connects students to the world through 21st Century literacies.

Context
BayView State School is situated on the eastern edge of Redlands City, south east of Brisbane. BayView State School is a purpose built government primary school, which has been established through the first Public, Private, Partnership, between the Queensland Government and Aspire Schools. The school was constructed during 2009 and officially opened on 27 January, 2010. Stages 2 of buildings were completed at the end of 2011. This included an additional eight classrooms and our double room QUEST (Questioning, Understanding, Enquiring, Science, Technology building). Our Multi-Purpose Hall was constructed during 2013 following significant lobbying by our Parents and Citizens Association.

The school is governed by the gazetted Enrolment Management Plan (EMP), which encompasses the geographical areas from Thornlands to Mt Cotton. The EMP is available from the school website.
Significant housing development in our Catchment Zone continues to impact our enrolments, annually.

Our student body is a mix of Australian and European with some families originating from other cultures such as Indian, Asian, Maori and South African. In 2014, we have nine students who identify as being from Aboriginal Torres Strait Islander descent.

Our students and community embrace the BayView Values, which are based on the Australian Values Framework. These Values are explicitly taught and are used to form the basis of our Positive Behaviour Plan. Due to the high expectation of staff and community our students demonstrate high levels of appropriate behaviours which can be seen through student achievement in our behaviour passports and awards.

A wide range of occupations is evident in our parent body. Parents have high expectations for their children and the school. They support a common vision to ensure our students investigate, create and inspire knowledge.

The ethos and culture of our school continues to be based on the ‘School Culture Framework’. The foundations of this framework are the nine BayView Values. These values are taught explicitly in all classrooms each week, with all actions being related to these values. The Value of the Week is published in the school newsletter, the electronic notice board and discussed during the weekly parade. This year, each class and staff demonstrated a particular Value, using mime, song, dance or prose, at the weekly parade.

The school minimises its environmental footprint through being built to the Four Star, Green Star Environmental Rating. This includes strategies such as the passive, thermal cooling of well-planned buildings. In excess of 100 000 litres of harvested rain water has been utilised for irrigating our landscaped gardens and for supplying toilet facilities. The school also has a bank of solar panels which is connected directly to the power grid.

Physical Activity is an important aspect of school life. A Perceptual Motor Program was developed and implemented for students in years 1 to 3. This is a daily program which runs for 15 minutes, four mornings per week and is led by students in Year 6. Year 4 to 5 students designed and implemented their own program in consultation with their class teacher. Students in Yr 5 – 6 attended carnival cluster days and represented the school in a variety of sports. A number of students made Redlands District Teams and Metropolitan East representative.

BayView State School utilises Interactive Whiteboards in every classroom to enhance learning thus integrating the latest technologies in all aspects of curriculum. Significant investment has occurred to ensure high level assistive technologies are accessible by students and staff for investigative and learning enhancement programs.

Staff and students have access to a range of assistive technologies, including IPads and a range of suitable software.
## School progress towards its goals in 2014

<table>
<thead>
<tr>
<th>2014 Priorities</th>
<th>Progress in 2014</th>
</tr>
</thead>
</table>
| Explicit teaching of spelling knowledge | • Clarification of data tools and data benchmarks  
• Implementation of consistent classroom structures and learning routines using WTW spelling resources in Year 3 to 7.  
• Differentiated spelling program that varied pathways for individual students in Years 3 to 7 using WTW spelling resources.  
• Collection of data using online WTW tool. Analysis of this data informed student grouping and goal setting.  
• In Semester 2, students in Year 2 were introduced to ways of working in differentiated spelling program using WTW spelling resources.  
• Aligned the BVSS sight words program and the sounds program with WTW  
• Reviewed and continued implementation of the BVSS sight word program and recorded data on oneschool in P – 2.  
• Implemented revised sounds program in P – 2. |
| Explicit teaching of writing with a clear focus on the purpose and language features | • Planning release time provided for teachers to collaboratively create writing units for implementation in classes  
• Consistent planning expectations using a unit overview template  
• Common assessment writing task known to all stakeholders in each year level.  
• Introduced formal moderation processes  
• Teacher created student exemplars  
• Student pre-assessment writing task informed learning sequence and scope and enabled the teacher to effectively differentiate  
• The explicit teaching of language features within text structures was a priority |
| Explicit teaching of mathematics with a clear focus on the proficiency strand of fluency and its contribution to understanding and problem solving | • Attended cluster maths PD  
• Continued focusing on the proficiency strand Fluency to develop an effective pedagogical approach, assessment tools, data collection and learning intervention that is consistent and known to all stakeholders  
• Reviewed the BVSS Maths Program |
| Explicit teaching of reading beyond decoding to encompass comprehension strategies. | Strong focus and consideration to strengthen and further enhance 6 building blocks of a comprehensive reading program  
1. Comprehension Strategies and Reading program  
2. Oral Language Skills  
3. Vocabulary Development  
4. Phonics  
5. Phonological Awareness  
6. Fluency  
Comprehension Strategies and Reading Program  
Implementation of comprehension assessment tool; PROBE  
Target intervention program, co-ordinated by learning support so that student can monitor comprehension strategies of  
• Making predications, previewing vocabulary  
• Activating prior knowledge  
• Making connections, visualising, determining importance and questioning  
• Making inferences and summarising  
Oral Language Skills  
• Foundation Q (prep)  
Vocabulary Development  
• Speech Pathologist to provide PD for STRIVE  
• Continue implementation and monitoring of STRIVE program with new teachers to BVSS 2014.  
• Provide PD and coaching for to teacher to |
commence using data collection tools (SER STRIVE edstudio) to assess student learning and retention of tier 2 words.
- Continue BVSS Sight word program

### Phonics
- Continue explicit teaching of sounds through the revised Sounds to Letter program in P to 2.
- Extend students in P to 2 classrooms with expert phonics knowledge and spelling strategies using WTW resources.

### Phonological Awareness
- Increase explicit teaching of STRIVE words from 2 to 3 words in 3 to 7 classrooms.
- Continue Sounds to Letters program (P – 2)
- Improve teaching of phonemes strategies (alliteration, isolation, segmentation)

### Fluency
- Continue to build reading strategies of reading to self and reading to others using ‘good fit’ books to advance reading stamina.

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## Future Outlook

### 2015 Strategic Objectives

1. Commitment to a trajectory of improvement for all students with explicit data targets.
2. Implementation of ACARA in English, Maths, Science, History and Geography.
3. Implementation of ACARA through the development of explicit teaching pedagogy.
4. A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.
5. Implementation of developing Performance Plans for administrators and teaching staff.
6. Consolidation of OneSchool as the operational environment for school data, plans and financial operations.

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### High Value, High Impact, Performance Areas

<table>
<thead>
<tr>
<th>Performance Areas</th>
<th>How will our success look and feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional process is focused on explicit improvement agenda.</td>
</tr>
<tr>
<td></td>
<td>Explicit teaching is informed by and informs data targets.</td>
</tr>
<tr>
<td></td>
<td>Embedded Teaching and Learning Framework that builds the capacity of teacher practice and professional dialogue, and adds value to student learning.</td>
</tr>
</tbody>
</table>

- Effective use of data that informs the instructional process.
- Development and Implementation of common assessment tasks involving moderation in targeted areas of improvement.
- Explicit improvement agenda and data in Reading Comprehension and Number Fluency.
- Teaching and Learning Framework informs all curriculum decisions.
### Closing The Gap

- Students will be monitored using the Principal’s Notebook which will include systemic data and school data.
- Students specific learning needs will be catered for through differentiated classroom programs.

### Flying Start

- Explicit use of data for learning.
- Explicit teaching of reading comprehension strategies with a clear focus on consistency and the contribution of data for learning.
- Explicit teaching of number fluency and the contribution of data for learning.
- Staff communication – general and specific

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**Our school at a glance**

**School Profile**

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>522</td>
<td>257</td>
<td>265</td>
<td>96%</td>
</tr>
<tr>
<td>2013</td>
<td>586</td>
<td>286</td>
<td>300</td>
<td>97%</td>
</tr>
<tr>
<td>2014</td>
<td>662</td>
<td>326</td>
<td>336</td>
<td>97%</td>
</tr>
</tbody>
</table>

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

**Characteristics of the student body:**

Our student body is a mix of Australian and European with some families originating from other cultures such as, Indian, Asian, Maori and South African. In 2013, we have nine students who identify as being from Aboriginal Torres Strait Islander descent. Some of these families speak English as a Second Language.

Our students and community embrace the Bay View Values, which are based on the Australian Values Framework. These Values are explicitly taught and are used to form the basis of our Responsible Behaviour Plan. Due to the high expectation of staff and community our students demonstrate high levels of appropriate behaviours which can be seen through student achievement in our behaviour passports and awards.

A wide range of occupations is evident in our parent body. Parents have high expectations for their children and the school. They support a common vision to ensure our students investigate, create and inspire knowledge.
**Average class sizes**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23, 24, 24</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>25, 26, 26</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>5, 11, 11</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0, 1, 0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0, 0, 0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0, 0, 0</td>
</tr>
</tbody>
</table>

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

**Curriculum offerings**

**Our distinctive curriculum offerings**

**Advancement Centre Report (Sarah please look at research and edit)**

The Advancement Centre Staff consisted of 4 Teachers, 1 full time and 3 part time, .8, .6 and .4 FTE, plus 2 Teacher Aides.

**Special Needs**

The school year commenced with 26 students with a verification and 5 awaiting verification. Throughout the year the number of student receiving support continued to grow until by term 4, 27 students were receiving Special Needs support and 5 awaiting verification.

The majority of support for SWDs was provided in an inclusive setting in the Student's mainstream classroom.

**Learning Support (Lex please reflect on 2014 and adjust where needed.)**

During term 1, the priority focused on newly enrolled students who were assessed using PatR, PatMaths, Words Their Way Spelling, Alpha and Probe to collect data in line with the students who had attended BayView the previous year. This bank of assessments also provided data to gauge the possible strengths and weaknesses of individual students to inform what support may be required.

Throughout the year, whole school data (Brigance, Sutherland Phonological Awareness, Alpha, Probe, Words Their Way, PATR and PATM) was analysed to inform student selection for support and/or extension.
Throughout the year, support was provided:

❖ as a whole school/class focus by:
  • meeting with Specialist Staff (Speech Language Pathologist) to organise prioritization of allocated SLP time
  • analysing data
  • attending year level planning meetings
  • attending LEC and GEST meetings
  • team teaching
  • modelling of specific pedagogical strategies
  • assisting Teachers with differentiation and planning

❖ as focused teaching by:
  • small group withdrawal (clinics in Phonological Awareness, Spelling, Comprehension, Number, Problem Solving,)
  • specific intervention programs (ELF, PAL, Visualising and Verbalising, Reading Link, Support-a-Reader, STARS, STAMS, Metalinguistic Program, Support-a-Talker)

❖ as intensive support by:
  • small group withdrawal (clinics in Phonological Awareness, Spelling, Comprehension, Number, Problem Solving,)
  • specific intervention programs (ELF, PAL, Visualising and Verbalising, Reading Link, Support-a-Reader, STARS, STAMS, Metalinguistic Program, Support-a-Talker)

❖ Providing professional development to school:
  • facilitating “Online Training Course” (OLT), Understanding Dyslexia and Significant Difficulties in Reading, which was completed by 10 staff members from an initial enrolment of 12
  • Teacher Aide Training in all intervention Programs
  • Volunteer Training for Support-a-Reader
  • Reading Eggs Online Program - PD

Gifted Education Strategy
Gifted Education Strategy Team continued to consolidate work on differentiation across the school. Students were referred for possible identification as gifted through a variety of processes including – direct teacher referral, parent referral, assessment results and data obtained from analysing checklists completed by class teachers.

Early Years
A Home Reader and Home Learning Program is consistent across Prep- Year 2. This includes a home sight word program, home readers, spelling and numeracy. This is communicated through Parent Information Session to ensure these programs are purposeful and valued.

In the Early Years reading data informs teachers student progress and when necessary target learning intervention groups.

Teaching staff continue their collegiality to design an effect and engaging curriculum in Prep to Year Two.

English
In 2014 the BayView Literacy Coach has continued to collaborate with teachers on their pedagogy. The schools strategic focus for 2014 is the teaching of spelling, writing and reading. The Literacy Coach works with teachers to ensure the teaching of reading, writing and spelling are consistent and effective in all grades.

All classroom teachers plan collaboratively to design writing plans, assessment tools and pedagogy that will best advance our students.

Mathematics
A Numeracy Plan has been developed where teachers plan using the ACARA statements with C2C as a resource. Back to Front (B2F) Maths continues to be the main pedagogical approach with C2C.
alignments and links to the Teaching and Learning Framework. Teachers continue to embed B2F overviews (Prep – 2, Years 3-7) and the whole school B2F assessment rubric (modified for Year 1).

Assessment and Reporting practices were standardised with the use of data collection tools (Pat-Maths, NAPLAN Practice, NAPLAN data, Moderated Journal Problem BTF) collated and analysed (whole school but as a year level cohort).

Resources were managed by maintaining budgetary requirements, including expenditure for resources and professional development within State Purchasing Guidelines, stocktaking of year level Maths kits and ordering equipment to meet C2C requirements and new classes.

Science
In 2014 the focus was on the implementation of pedagogy, linked to the Teaching and Learning Framework. The teaching of the Science pedagogy focused on consistency of language in scientific investigations and processes.

The SEMP program has been embedded in the school with each cohort participating in a focused area, with whole school inclusion.

The development and alignment of BayView’s Science program to the Assessment and Reporting Framework was to assess and track Science achievement using the PAT – Science. Moderation of student data across cohorts was a priority for BayView staff.

Discovery Centre
The Discovery Centre has continued to thrive as a major learning hub. Our resource collection continues to grow, with over 11,000 items contained within a range of collections. The continued support of a dedicated group of school community volunteers has ensured that this is possible, by regularly attending on-site covering sessions, or taking resources home to prepare.

The Discovery Centre continues to be well patronised by all phases of learning. Learning Space bookings are managed with great success through our flexible online booking system, and the concurrent use of the different Discovery Centre spaces has increased, with classes successfully meeting a range of teaching and learning needs in the Borrowing Area, Learning Space and Inquiry Area. Play times are busy times with students reading, borrowing, colouring, game playing, constructing and utilising the Inquiry Area for computer access.

Celebrations of a literary nature were embraced with enthusiasm across all phases of learning. Book Week activities included display creation, shared reading of short-listed titles, voting for those titles, and a “come as your favourite book character” celebration day. BayView again fielded a Readers’ Cup team in the Bayside District Reader’s Cup, with students competing against other local schools in a trivia style quiz. Book Club has continued to be popular with the BayView community, and has secured hundreds of additional resources for our library collection over the course of the past year. We are very grateful for the continued support of our P and C Book Club Coordinator, who handles the ordering and distribution of Book Club.
Creative Arts

In 2014 Creative Arts student participation continued to grow, with the introduction of new programs and the continuation of other programs available to students.

Creative Arts –

- **Instrumental Music** - Year 4 students were offered a place to participate, with a teacher continuing to be funded by CDSHS. All beginner students were involved with the Junior Concert Band. The continuing students participated in the BayView Ensemble. Both groups participated in Fanfare.
- **Strings** - continued with a Beginner String Ensemble and a Senior String Ensemble.
- **Choir** - Year’s 1 and 2 participated in Junior Choir and Year’s 3-7 were apart of BayView Voices.
- **Voice Fusion** - BayView hosted Voice Fusion with Junior Choir and BayView Voices performing.
- **Choral Camp** - Advanced camp for selected students from BayView Voices
- **Music count us in** - whole school participation in the singing of “Count Us In”, with the Senior band playing the song. The delivery of the song aligned with the National performance date and time.
- **Dance** – introduction of a Dance Troupe for 15 students in Years 3/4/5.
- **Musical** - 45 students in Year’s 3-7 participated in Musical “The Rocky Monster Show” by Malcolm Sircom.
- **Winterlude** - Creative arts Showcase of Instrumental Music, Choir and Dance.
- **Creative Arts Cluster Day** - 25 students from Year 6 and 7 participated at CDSHS, in Dance, Drama, Art and Music.
- **Speech and Drama** – ‘Let’s Talk Kids’ offered a program for students in Prep-7.
- **Arts Council** – students in Prep-7 saw the Musica Viva’s group – Best of Brass.

Physical Education

At BayView SS a sequential physical activity program was established providing each class 30 minutes of specialist directed lesson time per week. The program was structured to align with Redlands Primary District sport, representative school sport and South East Queensland seasonal climatic conditions.

The continuation of a year 1-7 perceptual motor program conducted on Monday to Thursday mornings demonstrates our schools commitment to the Smart Moves program. Year 6-7 students coached Early Years students through this program. Equipment was purchased and constructed to provide students and teachers with a diverse range of program activity options. Teachers were provided with examples of activities and games they could conduct and student leaders were encouraged to choose games they were familiar with and to create new activities.

Following are additional sporting and physical activity programs that were conducted in 2012 at BayView SS:

- **Carnival Cluster Sports Days program** (100% year 5-7 participation).
- **School Carnivals/Trials in Cross Country, Track and Field and Swimming.**
- **Active After School sports program** Tuesday and Thursday afternoons.
- **Walk to School Day.**
- **Wednesday after school sport options** including auskick and soccer.
- **before school fitness training** offered to all school community members two mornings per week.
- **provision of code specific specialist skills instruction** by AFL, Cricket, ARL and ARU staff.
- **representation by BayView students** at District and Regional sporting events.
- **two week intensive swimming development program.**
- **Friday afternoon sport training specific to interschool sports options.**

Languages Other Than English

French was taught to all students in classes from Year 1 to 7. International Day was celebrated in Term 3 where students engaged in learning experiences which enhanced their understanding and knowledge of French language and culture.
Mandarin was offered to selected students from Year 4 to 7 as part of the BayView State School Learning Enhancement Strategy. Lessons were divided into Beginner and Advanced groups. This learning experience was provided in partnership with Cleveland District State High School.

Extra curricula activities

**Active After School Communities**
BayView State School participated in the fourth year of the Active After School Sports Program at BayView.

In conjunction with the Australian Sports Commission, the Federal Government funds the After School Sports Program. All activities are based entirely at the school, using local sporting clubs and associations to deliver a program focused on active involvement and participation of students in afternoon activities. The sessions are designed to be fun and encourage all students to exercise and develop skills for a healthy active life regardless of the child's ability level. 2014 marked a highly successful year for the BayView Active After School Sports program and we are excited by the new activities we have planned for 2015.

**Environmental Education Program**
Programs were established that sought to raise student, staff and community awareness and develop action in the 3 R’s, Reducing, Reusing and Recycling.

Early years Gardening Club continued through sponsorship. Community members supported and helped maintain the garden area.

Whole school food scrap recycling program established. Coordinated and showcased by Year 4 teacher and students including compost bins and worm farms.

**Links with Cluster Schools**
Students were invited to participate in Extension Days at Cleveland District State High School in the areas of Public Speaking, Maths, Science, LOTE and Creative Arts.
Carnival Cluster Days were held through the year for students to participate in sporting activities. Extensive planning between cluster schools prepared the school and students for the continuation of the Flying Start Program in 2014.
How Information and Communication Technologies are used to assist learning

BayView’s eLearning vision continues to be embedded in class and whole school programs.

Working Digitally

Staff collaborated on and accessed documents through BayView’s OnePortal Teamsite, and communicated through either TeamSite announcements, calendar or via email. OneSchool was used extensively for reporting and record-keeping.

Communications with the greater BayView community were via weekly electronic newsletters, parent email lists, electronic signage and via the school website. The QSchools app has been promoted widely to the school community, and information updates from the Website are also available through the QSchools App.

Developing Professionals

All teachers had access to and were supported by an eLearning Mentor. Regular in-house “BayView Bytes” PD sessions were available to all staff on a range of eLearning topics. Staff also had access to external eLearning PD, attending Early and Middle Phase conferences at the Learning Innovation Centre and the eLearning Expo, while many utilised the self-paced PD available through OneChannel and eLearn. Staff continued to plan and embed ICT across all areas of the curriculum, utilising the ACARA ICT capabilities as a guide when developing units of work.

Enabling Learners

ICT was integrated into all student units of work in differing contexts, with most students accessing online learning in a range of formats, typically by collaborating and engaging in learning experiences in environments such as class/phase Virtual Classrooms. Differentiated tasks enabled students to demonstrate their learning and understanding in a variety of modes, including through the use of digital media. Interactive Whiteboard use by both students and teachers was integral to everyday curriculum engagement. Year 4 and 5 students and staff were introduced to Robotics, with the eLearning Mentor planning and collaboratively running robotics classes with classroom teachers. Students journaled their learning in personal blog spaces. The year 4 Robotics challenge complemented the students’ understanding of Force and Motion from their science unit, and the year 5 Robotics challenge increased student understanding of light, with students collecting and analysing data using robotics sensors.

Harnessing the Enterprise Platform

Every teaching space has been equipped with an IWB, and every teacher supplied with a digital survival pack consisting of digital camera, audio splitters and mini voice recorders, whilst also having access to a range of other digital equipment such as video cameras, iPods and document visualisers. Desktops and laptops on trolleys were available to all learners. The entire school is wireless-enabled, enhancing the opportunity for greater flexibility with use of wireless resources such as our laptops and more recently, iDevices. Classes in all phases of learning trialled utilising iPads to enable learners in a 1:1 learning situation with a view to exploring possibilities of a 1:1 program in the future. Teachers continue to use departmental virtual learning spaces as part of their regular pedagogical practice.
Social Climate

The BayView School Community believes:

1. In the development of respect for the safety and well-being of all its members;
2. In respecting the right of teachers and students to teach and learn to reach their potential; and
3. All members of the school community should feel safe and valued in respecting the traditions of the school, state and nation.

This will be achieved through:

- provision of quality curriculum programs that respond to the needs of all and fosters full participation;
- promotion and fostering of socially acceptable patterns of behaviours that are non-discriminatory, non-violent and equitable;
- fostering and developing a sense of pride throughout the entire school community;
- the development by students, of the responsibility for their own actions; and
- continual reflection and self-monitoring.

All areas of BayView State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Throughout our school plan, shared expectations for student behaviour are explicit to all members of the school community. This assists BayView State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to guide and promote our high standards of responsible behaviour

**Respect for ourselves, Respect for others and Respect for property.**

Our school rules are an integral part of the School Culture Framework which shows the interrelationship between active parties teaching and learning and the BayView Values.
### Parent, student and staff satisfaction with the school

#### Performance measure

**Percentage of parent/caregivers who agree that:**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>96%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>92%</td>
<td>93%</td>
<td>99%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>92%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>96%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>88%</td>
<td>90%</td>
<td>98%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>92%</td>
<td>93%</td>
<td>99%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>96%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>88%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>96%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>92%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>96%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
</tbody>
</table>

#### Performance measure

**Percentage of students who agree that:**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>99%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>97%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>96%</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>97%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>99%</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>98%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>93%</td>
<td>92%</td>
<td>83%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>94%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>99%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>100%</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>98%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>96%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>94%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>94%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>80%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>96%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>96%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>96%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>90%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>94%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>94%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>98%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>88%</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Indicates the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Partnerships built with parents at BayView State School are an essential aspect of the school culture.

Parent's involvement in their child’s education is actively encouraged by:
- working as support within the classroom program eg reading, changing home reading books, attending excursions;
- invitations to parent information evenings and workshops;
- attending celebrations of student achievement eg parade, awards parade, open nights, class culminating activities;
- regularly communicating between class teacher and parents either face to face, by phone or by email;
- regularly reporting student progress to parents via written reports and parent teacher interviews;
- attending school functions eg school disco, athletics carnival, swimming carnivals;
- volunteering time in various areas of the school eg library, resource making;
- assisting with Active After School Communities; and
- becoming members of the P&C and supporting them eg café volunteers, uniform shop, craft group, fundraising.
Reducing the school's environmental footprint

BayView State School has a 4 Star Green Rating awarded by the Green Building Council Australia. The school is built with features that encourage staff and students to use less electricity through lights and fans, to conserve water and to mitigate use by utilising water tanks and solar panels.

BayView State School is one of two SEQ Public Private Partnership (PPP) Schools project schools (http://education.qld.gov.au/seqschoolsproject/).

The school was built to:
• maximise use of natural daylight and natural ventilation;
• adopt the ‘3 Rs’ approach, maximising the use of renewable, recyclable and where appropriate, recycled materials;
• minimise energy and resource consumption;
• minimise air pollution/emissions from the buildings;
• conserve water wherever possible;
• minimise the project’s impact, and the maintenance/re-establishment of biodiversity and natural ecosystems onsite; and
• monitor and review strategies to reduce the environmental impact during the design, construction, demolition and deconstruction stages of the project.

Our facilities and grounds are managed on a daily basis by Aspire Schools.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
</tr>
<tr>
<td>Electricity kWh</td>
</tr>
<tr>
<td>Water kL</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>180137.44</td>
</tr>
<tr>
<td>2464</td>
</tr>
</tbody>
</table>

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.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>49</td>
<td>21</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>43</td>
<td>15</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>41</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $25,162.76.

The major professional development initiatives are as follows:

- STRIVE
- Foundation Q
- Words Their Way
- Professional Standard for Teachers
- Annual Performance Development Plan
- Cluster Maths – Brian Tickle
- Staff resilience – Celebrity Teacher
- Breakthrough Coach – Admin
- Various QSA workshops
- CPR and First aid

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.
### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Staff attendance for permanent and temporary staff and school leaders.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2014 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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

- **Search by school name**
- **Search by suburb, town or postcode**
- **Sector**
  - Government
  - Non-government

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry webpage.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>94%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>94%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>2012</th>
<th>2013 *</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt;85%</td>
<td>8</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>9</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td>29</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>95% to 100%</td>
<td>55</td>
<td>48</td>
<td>50</td>
</tr>
</tbody>
</table>

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Each class teacher marks their class roll twice daily. Rolls are marked following our Physical Activity Program (PMP) each morning and again as soon as possible after Second Break. Students are marked as late if they arrive at school after PMP. Parents of students, who regularly arrive late or have significant number of absent days, are contacted by the class teacher and then by a member of the administration team to discuss and to collaborate in addressing the situation.
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

BayView State School is working towards delivering a culturally sensitive understanding to education. In 2014 there were nine indigenous enrolments. Some work was completed with these students and their parents to deliver expected outcomes. These students have required little additional educational support across all areas of schooling.