



Bay View State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

---

Postal address:	77 Ziegenfusz Road Thornlands 4164
Phone:	(07) 3206 5222
Fax:	(07) 3206 0511
Email:	principal@bayviewss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	<b>Mr Peter Black - Principal</b>

---

## Principal's foreword

### Introduction

### Purpose

BayView State School promotes 21<sup>st</sup> 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 21<sup>st</sup> 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. The school built environment includes 28 classrooms, Advancement centre, Discovery Centre, Creative Arts Centre, Corporate Service Centre, Groundscare, Multipurpose Hall and QUEST Centre.

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 2016, we have fifteen students who identify as being from Aboriginal or 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 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 000litres 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 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 and 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 Bayside District, Metropolitan East Regional and State representative teams.

BayView State School utilises Interactive Technology 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 2016

2016 PRIORITIES	PROGRESS IN 2016
<ul style="list-style-type: none"> <li>• <i>BVSS Pedagogical Teaching and Learning Framework (ASoT) informs all curriculum decisions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Introduce a Pedagogical Teaching and Learning Framework (ASoT) that builds the capacity of teacher practice and professional dialogue, and adds value to student learning.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Explicit use of data for learning.</i></li> <li>• <i>Strengthen and extend data literacy knowledge and skills</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Head of Curriculum worked with Data Team to build capacity in understanding and develop consistency in the acquisition, storage and analysis of data</i></li> <li>• <i>Data Team attended supporting Professional Development</i></li> <li>• <i>Professional Learning Teams to discuss, analyze and plan from class and cohort data sets.</i></li> <li>• <i>PLT teams celebrated success in improving student learning outcomes at an end of year presentation to the teaching staff. The presentations highlighted the learning journeys and distance travelled across all year levels.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Explicit teaching of reading comprehension strategies with a clear focus on consistency and the contribution of data for learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers worked to embed the BVSS Reading and Comprehension Program encompassing age appropriate decoding strategies and reading behaviours</i></li> <li>• <i>Through the PLT process teachers focused on the analysis of reading data to inform teaching practice and improve student learning outcomes</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Explicitly develop essential content in Maths.</i></li> <li>• <i>Explicit teaching of number fluency</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Through a partnership with the Marzano Institute staff worked through a process focused on Maths curriculum</i></li> <li>• <i>Year level cohorts identified Guaranteed and Viable (G&amp;V) Curriculum in Mathematics</i></li> <li>• <i>Alignment of G&amp;V Maths content across the school</i></li> <li>• <i>Development of Proficiency Scales for G&amp;V Maths content</i></li> </ul>

## **Future Outlook**

### **2017 IMPROVEMENT AGENDA**

#### *MISSION*

Improved learning outcomes for everyone.

#### *VISION*

An expert team implements an effective, research based teaching and learning framework which is focused on improved learning outcomes for everyone.

#### *GOAL*

For everyone at BayView State School to demonstrate growth in learning and achievement.

#### *VALUES*

A commitment to a trajectory of improvement for all students with explicit data targets in Reading and Maths.

A commitment to consistent, high expectations for everyone engaged in teaching and learning.

The explicit use of ACARA to identify content, assessment and achievement standards in English, Maths, Science, History and Geography.

The deliberate development of an expert team through the implementation of Annual Performance Development Plans for administrators, teaching staff, teacher aides and other support staff.

IMPROVEMENT AGENDA

<i>SCHOOL AND COMMUNITY FOCUS</i>		<i>IMPROVEMENT TEAM STRATEGY</i>
<b>New Art and Science of Teaching</b> <b>Feedback</b> <ul style="list-style-type: none"> <li>- Providing and communicating clear learning goals</li> <li>- Assessment</li> </ul> <b>Content</b> <ul style="list-style-type: none"> <li>- Direct instruction lessons</li> <li>- Practising and deepening lessons</li> <li>- Knowledge application lessons</li> <li>- Strategies that appear in all types of lessons</li> </ul> <b>Context</b> <ul style="list-style-type: none"> <li>- Engagement</li> <li>- Rules and procedures</li> <li>- Relationships</li> <li>- Communicating high expectations</li> </ul>		<b>High Reliability Schools</b> <b>Level 1 Safe and collaborative culture (2017)</b> <b>Level 2 Effective teaching in every classroom (2017)</b> <b>Level 3 Guaranteed and viable curriculum (2017)</b> <b>Level 4 Standards referenced reporting</b> <b>Level 5 Competency based education</b>
<b>Teaching and Learning Framework</b> <ul style="list-style-type: none"> <li>- Integrated planning</li> <li>- BYO iPad program + eLearning</li> <li>- Age appropriate pedagogy</li> </ul>		
<b>Data, ACARA, Achievement standards, Assessment – formative and summative</b>		
<b>Guaranteed and Viable Curriculum</b> <ul style="list-style-type: none"> <li>- Focus on Maths</li> <li>- Develop and implement proficiency scales aligned with ACARA and achievement standards</li> <li>- Use proficiency scales to develop assessment – formative and summative</li> <li>- Develop the use of student learning goals</li> <li>- Coaching (Instructional and Peer)</li> </ul>	<b>Inclusive Education</b> <ul style="list-style-type: none"> <li>- Differentiated learning for all students – explicitly including Upper 3 Bands, Targeted Learning, Students with Disabilities, Kids in Care, EALD (English as an additional language or dialect), Indigenous Students, Behaviour, Social and emotional.</li> <li>- Whole staff professional learning</li> <li>- Independent professional learning</li> <li>- Coaching (Instructional and Peer)</li> <li>- Formative and summative assessment tools</li> <li>- Curriculum planning considerations</li> </ul>	<b>Collaborative Inquiry (PLT)</b> <ul style="list-style-type: none"> <li>- Focus on Reading</li> <li>- Enhance and embed the collaborative inquiry process using data as evidence</li> <li>- Use of BV Reading Comprehension strategies</li> <li>- Independent professional learning</li> <li>- Coaching (Instructional and Peer)</li> <li>- Formative and summative assessment tools – Reading comprehension</li> </ul>

# 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 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	662	326	336	7	97%
<b>2015*</b>	666	334	332	9	97%
<b>2016</b>	695	351	344	15	97%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

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 2016, we have fifteen students who identify as being from Aboriginal or 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	23	23
Year 4 – Year 7	26	26	27
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### **Our Approach to Curriculum Delivery**

#### **Advancement Centre – Support for Students with Disabilities and Upper 3 Bands**

The Advancement Centre Staff consisted of a Band 5 HOSES, two full-time Special Education Program (SEP) Teachers, a part-time 0.6 SEP Teacher and a part-time 0.6 upper-3-bands Support Teacher. There was an equivalent of three full time Teacher Aides.

The school year commenced with 38 students verified with a disability, and 2 students awaiting verification. By the end of Term 4, 39 students were verified in one of the six Education Adjustment Program (EAP) categories and 2 were awaiting verification. Support for students with disabilities was provided in an inclusive setting in the student's mainstream classroom, during play breaks in the Advancement Centre, and through explicit teaching of social skills programs.

Gifted Education Extension 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. Parent feedback in the form of a survey was also collated including information on when students first crawled/walked. Students identified from the referral process and through the use of the SAGES screener became part of the Rubik's group to work with like-minded students in a weekly session with a holistic approach to the child themselves including vision boards and extra-curricular activities. Weekly STEM activities were also part of the program to broaden their field knowledge and put ideas into practice.

Students were offered the opportunity to be part of lunchtime Chess Club and school teams to compete in regional competitions such as Readers Cup and Debating. Information and opportunities for outside of school programs and holidays camps, was passed onto parents for them to consider for their child.

The focus throughout 2016 was on quality differentiated learning for all students including Upper 3 Bands, Targeted Learning, Students with Disabilities, Kids in Care, EALD (English as an additional language or dialect), Indigenous Students, Behaviour, Social and emotional. The Advancement Centre's Professional Learning Team (PLT) researched, discussed, analysed and planned for differentiation within the mainstream classroom, in their team meetings.

#### **Targeted Learning Centre - Learning Support (TLC)**

In 2016, the Targeted Learning supported the Lower 2 Band sector of the school across the P-6 sector.

With a commitment to a trajectory of improvement for students in the L2B area, explicit focus on Reading and Number Strategies were embedded through an Action Research Project, on Working Memory. Based on theories by Tracey Alloway's Working Memory & Carole Dwecke's Growth Mindset, explicit reading focus was attained through the following processes: -

- Utilising skills of the School Guidance Officer, ST:LAN/HTL in creating a Working Memory Program, which specifically targeted core learning areas of Perseverance, Feedback with meaning, Misstakes theory on improving student's Growth Mindset.
- Establishing core working memory strategies, through the understanding of how the brain functions, multi-step memorisation activities and linking music, to recall given instructional cues.
- Applying a play-based approach towards memorisation skills, deliberate and explicit teaching of meta-language associated with working memory and growth mindset.
- Utilising the concepts of explicit teaching with the Book Club series, to assist students thinking/sequencing and recall of facts and details, as a context to improve reading retention and increased attention to information.

- Applied the Hear Builder Program, through use of iPads, as means of engagement and method of attaining qualitative data to measure growth in retention of reading attention, focus and concentration.

Established the Year 1 Number Facts Program, in ensuring that students in the Junior sector of the school, received explicit and direct Number Fluency consolidation in the areas of basic number facts using count on/count back strategies and skip counting. Provided 1-1 assistance and small group intervention on consolidating number recognition, basic sequences in number, simple algorithm calculations and solving 1-2 step word problems.

Throughout 2016, professional development, training and support was provided for newly appointed Teacher-Aides/Volunteers in the TLC, particularly in the areas of Working Memory and Number Fluency Programs. Similarly, the HTL provided continuous ongoing professional development for classroom teachers, particularly in Years 1 & Year 3, in embedding the Working Memory Program strategies in their classroom and ensuring consistent and deliberate review of Maths support for the Year 1 sector of the school, in ensuring a Guaranteed and Viable Maths Curriculum.

## General Curriculum

The Head of Curriculum has led the management of a whole school approach to curriculum development, implementation, assessment and reporting. The Head of Curriculum has co-ordinated the audit and review of the BVSS Assessment and Reporting Schedule to ensure that it aligns with systemic data collection points, class data collection and the school calendar. The BVSS Curriculum Framework ensures that the Australian Curriculum is effectively implemented within the school. The assessment processes have been reviewed to ensure consistency of data.

The Head of Curriculum has fostered professional relationships with and between teachers and worked with teachers to identify areas of development. Teachers have participated in structured conversations and focused observations which has led to the reflection and refinement of instructional practice.

### Assessment and Reporting

There is a culture amongst the teaching staff, where the collection and assessment of data is accepted as a critical element in determining the effectiveness of our programs; and so staff use assessment FOR learning techniques to inform future teaching and the effectiveness of past teaching. Staff conversations and language reflects a more sophisticated understanding of student assessment and data concepts.

Data analysis is used to set whole school targets that then informs best pedagogical practices and identifies program needs. NAPLAN, PROBE and ALPHA Reading, Words Their Way Spelling, Early Start, BRIGANCE, Sight Words, Writing Samples and PAT DATA is interrogated and used as a basis for identifying trends, identifying student history, comparing SER targets, validating programs and developing targeted learning programs that align with the school's improvement agenda.

### Moderation

A whole school approach to moderation has been developed. Moderation is used to align curriculum, pedagogy, assessment and reporting and to support consistency of teacher judgments and comparability of reported results against the relevant standards.

### Early Years

#### Prep – Age Appropriate Pedagogy

The Queensland Government's Department of Education and Training has demonstrated a strong commitment to making children's transition to school successful. This focus is supported by a collaborative empowerment model and the *Supporting Successful Transitions: School Decision-making Tool* that emphasises that pedagogy needs to be "appropriate and evidence-based". The Deputy Principal has been working with our Prep teachers unpacking the characteristics and important aspects of *Age-Appropriate Pedagogies*; and undertaken professional readings.

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 and the School Newsletter to ensure these programs are purposeful and valued.

In the Early Years, reading, spelling and mathematics data as well as Early Start data informs teachers of student progress and identifies strengths and weaknesses. Teaching staff continue their collegiality to design an effective and engaging curriculum in Prep to Year Two.

### **English**

The BayView Head of Curriculum has continued to collaborate with teachers on their pedagogy. The schools strategic focus for 2016 is the teaching of number fluency and reading comprehension. The Head of Curriculum /Instructional Coach works with teachers to ensure the teaching of reading, writing, spelling and number fluency 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**

Teachers plan using the ACARA Achievement Standards, content descriptors and elaborations. Teachers plan units of work that embed the proficiency strands of understanding, fluency, problem-solving and reasoning.

Teachers have developed a Guaranteed and Viable Curriculum in Maths. Learning goals have been identified and aligned across the whole school. Proficiency scales have been developed for each priority goal.

### **Integrated Planning**

Teachers have been involved in planning for teaching and learning drawing on two or three learning areas or subjects. At BVSS, the implementation of integrated planning was an agreed curriculum goal to reduce the number of learning areas reported on in each semester and allowing more time for students to develop their learning. The Head of Curriculum has supported teachers in this direction and collaboratively explored possibilities, raised questions and stimulated professional conversations in relation to planning integrated curriculum units. Teachers are actively seeking to integrate learning areas into a reduced number of assessment items. Inquiry questions have encouraged a deeper understanding of the areas of focus.

### **Classroom Music:**

At BayView SS students engage in a 30 minute weekly music lesson. Music classes enable students to perform, think critically about and create music in a spiral curriculum from Prep to Year 6. Our classes align with the *Australian Curriculum: Music* and intend to develop students' ability in reading and writing music through the study of rhythmic and melodic elements.

### **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 1-6 perceptual motor program conducted on Monday to Thursday mornings demonstrates our schools commitment to the Smart Moves program. Year 5-6 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 2016 at BayView SS:

- Carnival Cluster Sports Days program (98% year 5-7 participation), including Cluster Swim Carnival and Year 4 Come Try it Day.
- Hot Shots District Tennis Competition.
- T20 Blast Cricket District Competition. Overall Winners
- Run For Redlands School Relay. Our Senior Leaders represented BVSS in 2 teams with our Team 1 taking out the title for Most Laps Completed in the 1hour.
- School Carnivals/Trials in Cross Country, Track and Field and Swimming. Achieving our highest level of representation and placing against other district schools at Bayside District level.
- Sporting Schools sports program before, during and after school. A broad range of sporting options were offered including Gymnastics, Ten Pin Bowling, Tennis, Hockey, Swimming and Athletics.
- Walk to School Day.

- Wednesday user pays after school sport options including AFL Auskick, Rugby Union and Cricket.
- Provision of code specific specialist skills instruction by AFL, Cricket, Basketball, Athletics and Hockey staff.
- Representation by BayView students at District, Regional and State sporting events.
- Four week intensive swimming development program.
- Friday afternoon sport training specific to interschool Cluster Carnival sports options.
- School P&C Fun Run, Prep-6 raising monies to support BVSS swimming program.

### **Languages Other Than English**

French was taught to all students in classes from Prep to Year 6. Students in Prep to Year 2 immerse themselves in the knowing and understanding of a different language and culture. This is mainly covered through song and story. Students in Year 3 to Year 6 are engaged in the more formal learning of the structural language. This structure is supportive of each year levels Grammar work in English.

International Day was celebrated in Term 3 where students engaged in learning experiences which enhanced their understanding and knowledge of our world as a multi-language and cultural society. Students dressed up in costume to represent their cultural heritage and were able to take part in the International Day Parade.

Mandarin was offered as an extension program to Year 4 to Year 6 students who were high achievers and wished to apply for a place in the Beginner, Intermediate or Advanced programs, as part of the BayView State School Learning Enhancement Strategy. This learning experience was provided in partnership with Cleveland District State High School and enabled students in Year 6 to leave the school with three years of Mandarin and six years of French studies.

### **Discovery Centre**

The Discovery Centre has continued to thrive as a major learning hub. Our resource collection continues to grow, with over 25,000 items contained within a range of collections. This has been made possible with the help of a small but dedicated group of volunteers who help by covering books and shelving to ensure resources are ready for students and teachers.

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 and the newly renovated Rubix lounge. Students have been encouraged to enjoy their reading in the different reading corner displays that have been a new addition to help make the Discovery Centre a vibrant and always changing learning environment. Play times are busy times with students reading, borrowing, colouring, game playing, doing puzzles, using puppets, construction, doing craft activities 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&C Book Club Coordinator, who handles the distribution of Book Club materials.

### **Co-curricular Activities**

#### **Sporting Schools Program**

BayView State School participated for the seventh year in the Active After School/Sporting Schools Sports Program.

In conjunction with the Australian Sports Commission, the Federal Government funds the Sporting Schools Sports Program. All activities are based at the school or local sporting venue, when required, using local sporting clubs and associations to deliver a program focused on active involvement and participation of students in before, during and after school 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. 2016 marked a highly successful year for the BayView Sporting Schools Sports program and we are excited by the new activities we have planned for 2017.



### **Instrumental Music:**

Band - Select students in Years 4-6 are recruited for the Instrumental Music Program based on classroom ability and instrumental preference. Students in Year 4 received level 1 tuition and students in year 5 and 6 received up to level 2 tuition in the *Queensland Instrumental Music Curriculum*.

Strings - Students in Years 3-6 are recruited for the Strings Program based on classroom ability and instrumental preference. Students in Year 4 received level 1 tuition and students in year 3 and 4 received up to level 4 tuition in the *Queensland Instrumental Music Curriculum*.

### **Music Ensembles:**

Following is a list of the practicing ensembles in 2016 with a list of performances:

- BayView Voices – open to all students in Years 4-6, Junior Choir – open to all students in Years P-3, Boys Choir – open to all boys in Year 3-6, Beginner Strings – string students in Year 3, Senior Strings – string students in Years 4-6, Junior Band – band students in their first year of playing, Senior Band – students in their second and third years of playing.
- Intermediate Music Week – BayView hosted event for approximately 200 music students in the Redlands area in their second and third year of playing.
- Fanfare – BayView's Junior Concert Band and Senior Concert Band participated in Fanfare and received a Bronze certificate. BayView's Senior String Ensemble also received a Bronze certificate.
- Eisteddfod – Several of BayView's performance music groups participated in Redlands Eisteddfod. Results were as follows: BayView Voices - Third, Junior Choir - Third, Year Four Choir - Highly Commended, Boys Choir - Highly Commended and Senior String Ensemble - Highly Commended.
- MusicFest - BayView's BayView Voices participated in MusicFest and received - Silver Certificate certificate and Junior Choir - Bronze certificate.
- Workshops – BayView's instrumental music students had the opportunity to participate in Beginner and Intermediate Music Weeks. After daily study in tutorials, band or string rehearsals, dance and or choir, the week culminated in a concert.
- Awards Parade and other school performances – several performances throughout the 2016 highlighting students' work in extra-curricular music groups.

### **Creative Arts:**

Following is a list of available groups active in 2016 and performances not limited exclusively to Music Ensembles.

- Junior Dance Troupe – open to students in Years 1-3, Senior Dance Troupe – open to students in Years 4-6.
- Shrek the Musical Junior: Production of musical with singing, dancing and acting roles with approximately 90 students from Prep to Year 6.
- Winterlude: Showcase Concert with students of Instrumental Music, Choir and Dance and approximately 200 students involved from Year 1 to 6.
- End of Year Concerts: Whole school event with each class producing dance performances for the theme *At the Movies*.

### **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 Leadership, Public Speaking, Maths, Science, LOTE and Creative Arts.

Carnival Cluster Days were held through the year for students to participate in sporting activities. Students and parents were engaged in transition plans for Pre-prep to Prep and Yr 6 to secondary school.



## **How Information and Communication Technologies are used to improve learning**

### **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, record-keeping and data analysis. Communications with the greater BayView community were via weekly electronic newsletters, parent email lists, electronic signage, via the school website and BayView Facebook page. 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. In-house eLearning PD sessions were available to all staff on a range of eLearning topics, including Interactive White Board use and school devices. Staff also had access to external eLearning PD 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. Professional Development has occurred on the introduction of iPad use within classrooms, with the BYO iPad program commencing in year 3 and then continuing the roll out to whole school in 2020.

### **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. The whole school participated in Reading Eggs and Mathletics. Differentiated tasks enabled students to demonstrate their learning and understanding in a variety of modes, including through the use of digital media. Interactive Whiteboard used by both students and teachers was integral to everyday curriculum engagement. iPad kits were introduced for small group teaching, allowing teachers to share teaching and learning experiences. Year 4 and 5 students and staff engaged in Robotics, with the eLearning Mentor planning and collaboratively running robotics classes with classroom teachers. 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. Both Robotics programs linked to ACARA.

### **Harnessing the Enterprise Platform**

Every teaching space has been equipped with an IWB. Every teacher has access to a range of digital equipment including; digital camera, audio splitters and mini voice recorders, video cameras, iPods and document visualisers and Bee bots. Desktops and laptops on trolleys were available to all learners. The computer lab has a class set of laptops for use. The entire school is wireless-enabled, enhancing the opportunity for greater flexibility with use of wireless resources such as our laptops and iPads. Each classroom has at least one iPad, with Years 5 and 6 having a set of 3 iPads. Teachers obtained an iPad in Semester 2, to develop an understanding of iPad use, school apps and Teaching, Learning and Assessing ability.

## Social Climate

### Overview

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.



## Guidance and Student Wellbeing

In 2016 Guidance has expanded to a 0.8 service to meet the growing needs of the student population.

Kids In Care	<p>There is a growing number of children in care attending Bay View State school.</p> <p>Children had the opportunity to attend a group relaxation process on a weekly basis which was supported by an experienced therapist.</p> <p>The children did a range of activities to support their emotional growth.</p> <p>All of the children are provided with academic support in the classroom across the key learning areas.</p>
Assessments	<p>The guidance service supported a range of students with assessment which led to several different pathways including supporting learning processes, supporting working memory development, verification and referral to the Speech Language therapist. The Guidance service implements screeners in the Gifted and Talented area to support differentiated learning for high achieving students.</p>
Transition into school	<p>The Guidance service supports the transition of pre-Preps into school through a rigorous interview and screening process. This assists the school in determining cross ability classes, enables the class teachers to have a beginning profile on each student and gives some base line data to work from.</p>
Expressive Arts Intervention	<p>Bay View staff implemented a range of expressive art intervention to support the needs of children with anxiety and behaviour needs.</p>
Counselling Service	<p>The guidance service supports the school community through a counselling service. The focus of the service is on the level of anxiety that is being experienced by children, mediation, conflict resolution, behavioural counselling and expressive therapies. In 2016 more children were seen by the Guidance Officer with anxiety and stress related issues.</p>
Parent Support	<p>The Guidance service provides support to parents who have concerns about their child's leaning needs, behaviour intervention and programs that support growth mindset.</p>

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	99%	100%	99%
their child likes being at this school* (S2001)	99%	100%	97%
their child feels safe at this school* (S2002)	99%	100%	99%
their child's learning needs are being met at this school* (S2003)	98%	95%	91%
their child is making good progress at this school* (S2004)	99%	95%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	95%	97%
teachers at this school motivate their child to learn* (S2007)	99%	97%	94%
teachers at this school treat students fairly* (S2008)	97%	96%	96%
they can talk to their child's teachers about their concerns* (S2009)	99%	96%	96%
this school works with them to support their child's learning* (S2010)	98%	96%	92%
this school takes parents' opinions seriously* (S2011)	97%	96%	91%
student behaviour is well managed at this school* (S2012)	96%	95%	96%
this school looks for ways to improve* (S2013)	100%	97%	98%
this school is well maintained* (S2014)	99%	100%	99%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	99%	93%
they like being at their school* (S2036)	90%	97%	85%
they feel safe at their school* (S2037)	97%	97%	92%
their teachers motivate them to learn* (S2038)	96%	98%	95%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	89%
teachers treat students fairly at their school* (S2041)	83%	94%	77%
they can talk to their teachers about their concerns* (S2042)	91%	91%	82%
their school takes students' opinions seriously* (S2043)	87%	92%	83%
student behaviour is well managed at their school* (S2044)	85%	93%	83%
their school looks for ways to improve* (S2045)	99%	98%	95%
their school is well maintained* (S2046)	96%	98%	94%
their school gives them opportunities to do interesting things* (S2047)	91%	97%	93%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	92%	90%
they feel that their school is a safe place in which to work (S2070)	95%	94%	94%
they receive useful feedback about their work at their school (S2071)	78%	83%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	77%	95%
students are encouraged to do their best at their school (S2072)	98%	97%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	98%	97%	90%
staff are well supported at their school (S2075)	76%	86%	87%
their school takes staff opinions seriously (S2076)	76%	86%	86%
their school looks for ways to improve (S2077)	88%	86%	94%
their school is well maintained (S2078)	100%	97%	94%
their school gives them opportunities to do interesting things (S2079)	83%	83%	84%

\* 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

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 e.g. reading, changing home reading books, attending excursions;
- invitations to parent information evenings and workshops;
- attending celebrations of student achievement e.g. 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 e.g. school disco, athletics carnival, swimming carnivals;
- volunteering time in various areas of the school e.g. library, resource making;
- assisting with Active After School Communities; and
- becoming members of the P&C and supporting them e.g. café volunteers, uniform shop, craft group, fundraising.

Where students are in need of additional support in any area of the school, parents are involved in the case management meetings to determine the best form of support to be given. General Support Plans, Individual Curriculum Plans and Individual Support Plans are developed and widely used across the school.

### Respectful relationships programs

BayView State School uses the Nine Values from the National Framework for Values education in Australian Schools to underpin the education of our students in Social and Emotional Education. The nine Values are taught and discussed explicitly in each classroom guided by a weekly timetable across our four terms. From Term 2 classes are rostered to portray the Value of the Week through Drama/Dance/Music at our weekly parade. The Value of the week is displayed on our LED Community sign and is described in our weekly newsletter.

[http://www.curriculum.edu.au/verve/\\_resources/Framework\\_PDF\\_version\\_for\\_the\\_web.pdf](http://www.curriculum.edu.au/verve/_resources/Framework_PDF_version_for_the_web.pdf)

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	11	2	9
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### 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 and Ventia.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	167,171	0
2014-2015	185,504	132.010
2015-2016	190,141	156.384

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.

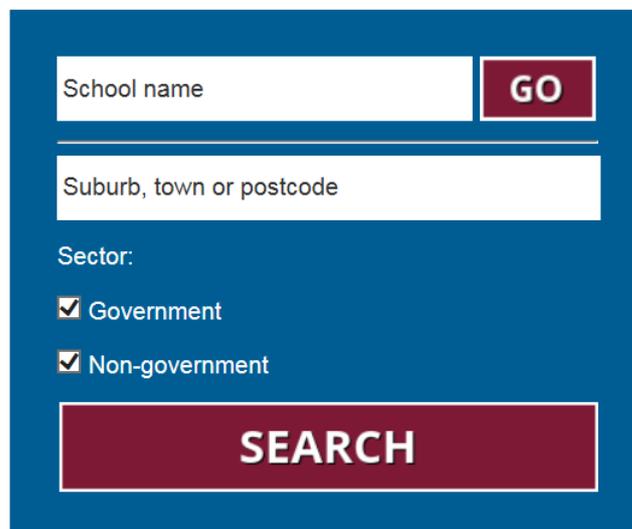
## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

# Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	49	27	<5
Full-time Equivalents	45	18	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	40
Diploma	3
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$41500.

#### Professional Learning Opportunities in 2016

- Aspiring Leaders
- Professional Learning Teams
- Annual Performance Development Plans
- Photocopy training
- Data Literacy
- SMART goals
- National Consistent Collection of Data
- PAT R workshop
- Reading, Writing & spelling for ASD
- One Portal
- OneSchool
- First Aid and CPR
- EY Patrons Training
- Peer coaching
- Indigenous education
- Behaviour
- Instrumental and classroom music
- STEM – Coding
- Library Services
- Marzano – High Reliability Schools
- Art and Science of Teaching Workshop
- Support -A-Talker
- Foundation Q
- Critical Thinking
- Languages
- STRIVE
- ACER workshop
- Understanding Behaviour
- NAPLAN Data Workshop
- Excel
- Microsoft Office
- Words Their Way
- Sounds to Letters
- Fire Training
- Sport Coaching
- Inclusive Practices
- Guidance
- Assistive Technologies
- Digital Engagement
- QTU
- Beginning Teacher
- QSuper Retirement

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

# Staff Attendance and Retention

## Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 87% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	90%	92%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

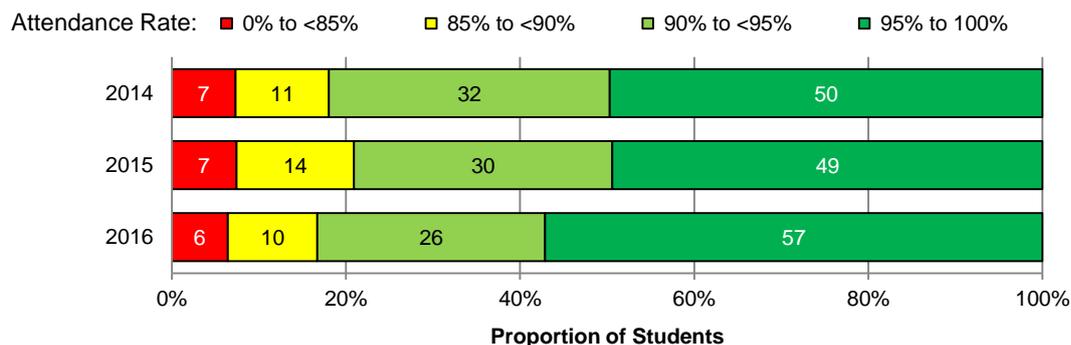
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	93%	94%	94%	94%	93%	94%					
2015	93%	94%	95%	93%	93%	94%	93%						
2016	95%	94%	95%	95%	94%	94%	93%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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.

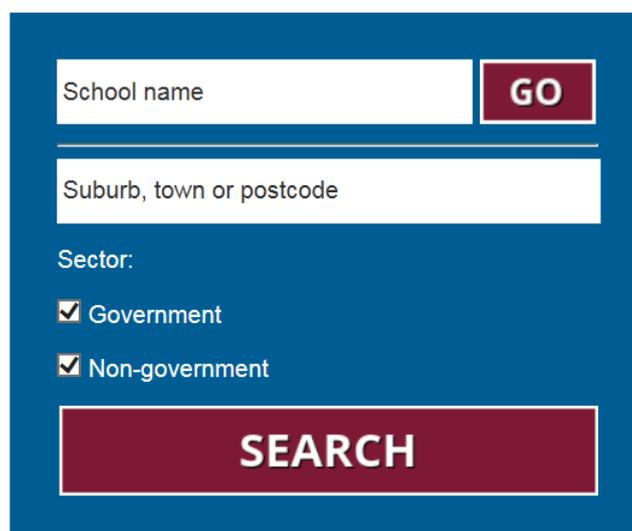
Each term an Attendance Report is created for each student and sent home. Attendance is noted as a percentage and is shown in a table using a Traffic Light System. Parents are engage in discussion regarding the results.

## NAPLAN

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



The screenshot shows a search form with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.