



Bay View State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

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 foster 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. Stage 2 of buildings were completed at the end of 2011. The school's built environment includes 30 classrooms, Advancement centre, Discovery Centre, Creative Arts Centre, Corporate Service Centre, Groundscare, Multipurpose Hall and QUEST Centre. An additional two-classroom building was positioned on the western side of the campus

in 2017. This building will be the creation of our Multiage Precinct. In time, our MA Precinct will consist of four classes in total, two MA Yr1-3 and two MA 4-6.

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 through the school website. Significant housing development in our Catchment Zone continues to impact our enrolments, annually. The EMP was adjusted in 2017, through a negotiation with Victoria Point State School, which resulted in a large section of new real estate development, on the south-eastern boundary, being removed from our catchment. This was completed to reduce the enrolment pressure.

Our student body is predominantly of Australian and European descent, with some families originating from Indian, Asian, Maori and South African cultures. In 2017, we have twenty-four 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 behaviour and conduct expectations of our staff and community, our students demonstrate high levels of appropriate behaviours which can be seen through student achievement in our behaviour passports and awards. 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.

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 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 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 Years 5 and 6 attended carnival cluster days and represented the school in a variety of sports. A number of BayView students made Bayside District, Metropolitan East Regional and State representative teams.

BayView State School utilises Interactive Technology in every classroom to enhance learning, 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. 2017 saw the initialisation of our BYOD iPad program. The program launch commenced in Year 3 and will roll out across the school during the next four years.

Staff and students have access to a variety of assistive technologies, including iPads and a range of suitable software.

School Progress towards its goals in 2017

2017 PRIORITIES	PROGRESS IN 2017
<p>Guaranteed and Viable Curriculum</p> <ul style="list-style-type: none"> - Focus on Maths - Develop and implement proficiency scales aligned with ACARA and achievement standards - Use proficiency scales to develop assessment – formative and summative - Develop the use of student learning goals - Coaching (Instructional and Peer) 	<ul style="list-style-type: none"> - Teachers worked in year level teams to develop proficiency scales based on an identified Guaranteed & Viable Curriculum in Mathematics. Proficiency scales were aligned with ACARA - Teachers developed student learning goals based on the proficiency scales and began using these with students to describe learning intentions.
<p>Inclusive Education</p> <ul style="list-style-type: none"> - 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. - Whole staff professional learning - Independent professional learning - Coaching (Instructional and Peer) - Formative and summative assessment tools - Curriculum planning considerations 	<ul style="list-style-type: none"> - Inclusion of bandscales for EAL/D which aligns to the literacy continuum - EAL/D Teacher / day per week. EAL/D Teacher provided PD for Teacher Aide EAL/D training - EAL/D support for Indigenous students in class and 1/1 - Differentiation matrix to support teachers in identifying strategies and adjustments for students in unit planning.
<p>Collaborative Inquiry (PLT)</p> <ul style="list-style-type: none"> - Focus on Reading - Enhance and embed the collaborative inquiry process using data as evidence - Use of BV Reading Comprehension strategies - Independent professional learning - Coaching (Instructional and Peer) - Formative and summative assessment tools – Reading comprehension 	<ul style="list-style-type: none"> - Head of Curriculum worked with data leaders to enhance and embed the PLT Process across all teaching teams (P-6, specialists and support team) - Comprehension strategies were modelled within the Rigorous Reading program which focused on teaching using complex texts and text dependent questions. - Coaching within the Rigorous Reading Program was introduced to Years 2, 3, 4 & 5. - Teaching teams developed and summative assessment tools in reading comprehension. These align to ACARA and use the literacy continuum to describe year level specific reading behaviours.

Future Outlook

2017 BAYVIEW STATE SCHOOL 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

1. A commitment to a trajectory of improvement for all students with explicit data targets in Reading and Maths.
2. A commitment to consistent, high expectations for everyone engaged in teaching and learning.
3. The explicit use of ACARA to identify content, assessment and achievement standards in English, Maths, Science, History and Geography.
4. 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.

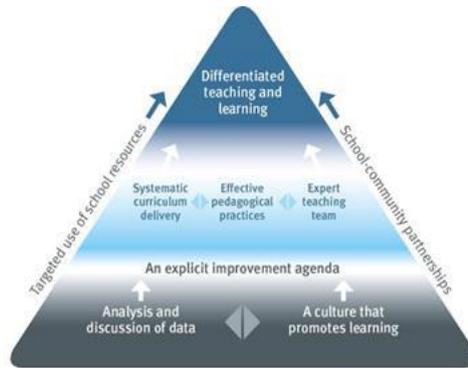
IMPROVEMENT AGENDA

New Art and Science of Teaching (Content) Feedback <ul style="list-style-type: none">- Providing and communicating clear learning goals- Assessment Content <ul style="list-style-type: none">- Direct instruction lessons- Practising and deepening lessons- Knowledge application lessons- Strategies that appear in all types of lessons Context <ul style="list-style-type: none">- Engagement- Rules and procedures- Relationships- Communicating high expectations	High Reliability Schools (Imp Team Strategy) Level 1 Safe and collaborative culture (2017) Level 2 Effective teaching in every classroom (2017) Level 3 Guaranteed and viable curriculum (2017) Level 4 Standards referenced reporting Level 5 Competency based education
Teaching and Learning Framework <ul style="list-style-type: none">- Integrated planning- BOY ipad program + elearning- Age appropriate pedagogy	

Data, ACARA, Achievement standards, Assessment – formative and summative

Guaranteed and Viable Curriculum	Inclusive Education	Collaborative Inquiry (PLT)
<ul style="list-style-type: none"> - Focus on Maths - Develop and implement proficiency scales aligned with ACARA and achievement standards - Use proficiency scales to develop assessment – formative and summative - Develop the use of student learning goals - Coaching (Instructional and Peer) 	<ul style="list-style-type: none"> - 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. - Whole staff professional learning - Independent professional learning - Coaching (Instructional and Peer) - Formative and summative assessment tools - Curriculum planning considerations 	<ul style="list-style-type: none"> - Focus on Reading - Enhance and embed the collaborative inquiry process using data as evidence - Use of BV Reading Comprehension strategies - Independent professional learning - Coaching (Instructional and Peer) - Formative and summative assessment tools – Reading comprehension

EVIDENCE



Guaranteed and Viable Curriculum

There is evidence that

- A focused Maths curriculum has been developed and implemented across the school. This curriculum details essential aspects of Maths that teachers will revisit and reteach regularly throughout the year.
- Proficiency scales have been developed for all essential Maths concepts and are being used to assess and report on Maths learning.
- A variety of assessment, both formative and summative, are being used to assess and report on Maths learning. Teachers are actively seeking a variety of information sources to monitor student progress.
- Student learning goals are being used to identify student strengths and learning needs. They are informing teaching and learning.

Inclusive Education

There is evidence that

- Inclusive education is being considered a priority across the school.
- Teachers actively engage in professional learning to develop their skills and understandings of inclusive education.
- Consideration is being given to the needs of all students with planning to ensure everyone can access the curriculum.
- Consideration is being given to assessment models which promote a focus on demonstrating learning.

Collaborative Inquiry (PLT)

There is evidence that

- Teachers actively engage in professional conversations regarding student progress in reading. Rigorous discussions address problems of practice, research and data generated evidence of student progress.
- BVSS Reading Comprehension strategies are evident in teaching and learning.
- A variety of assessment, both formative and summative, are being used to assess and report on Reading learning.
- Teachers are actively seeking a variety of information sources to monitor student progress.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	666	334	332	9	97%
2016	695	351	344	15	97%
2017	746	360	386	24	98%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our student body is predominantly of Australian and European descent with some families originating from Indian, Asian, Maori and South African cultures. In 2017, we have twenty-four students who identify as being from Aboriginal or Torres Strait Islander descent. Thirty-one students were identified as students who speak English as a Second Language, with twelve being eligible for additional funding.

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 behaviour and conduct expectations of our staff and community, our students demonstrate high levels of appropriate behaviours which can be seen through student achievement in our behaviour passports and awards.

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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	2015	2016	2017
Prep – Year 3	23	23	25
Year 4 – Year 6	26	27	28
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Advancement Centre – Support for Students with a Disability and Upper 3 Bands.

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

The school year commenced with 40 students verified with a disability, and 6 students awaiting verification. By the end of Term 4, 54 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, with a focus on SEP teachers working collaboratively with the classroom teacher to meet the individual learning needs of all students in the class. The SEP teachers also facilitated supported and structured play during break times in the Advancement Centre, supported students in the playground and explicitly taught social skills programs in small groups.

Our 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. Students identified from the referral process and through the use of the SAGES screener became part of the Rubik's group, where they were provided with the opportunity to work with like-minded students. Weekly STEM activities were also included in the program which gave students the opportunity 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 which competed in regional competitions such as Readers Cup and Debating. A Chess tournament between local schools was held at BayView State School in Term 4 and provided further opportunities for our students to develop their creativity and problem-solving skills. Additional information and opportunities for outside of school programs, extra-curricular pursuits and holiday camps was passed onto parents for them to consider for their child.

The focus throughout 2017 was on inclusive practices to meet the needs of all students including Upper 3 Bands, Targeted Learning, Students with Disabilities, Kids in Care, EAL/D (English as an additional language or dialect), Indigenous Students, and students with social and emotional challenges. In their team meetings, the Advancement Centre's Professional Learning Team (PLT) researched, analysed and discussed Inclusive Education practices around the world. The research influenced our journey towards adopting a more inclusive approach to supporting students with diverse needs.

Targeted Learning Centre – Support for students with lower-level learning needs.

During Semester 1, the learning support model has included the withdrawal of approximately 300 students across the school. The withdrawal intervention programs were offered once or twice a week.

The learning support provided in Semester 2, has included a greater percentage of “in-class” support. In-class support has been provided during Guided Reading and Numeracy rotation times from teachers and teacher aides in all classes from Year 1 to Year 4. This support has been provided to each class 3 times per week. This focused support has targeted “C” students in Term 3 and “D” students in Term 4. Two hundred opportunities of support have been provided in Term 3 and Term 4 with a focus on 140 individual students.

Withdrawal programs for “D” students have continued during Term 3 and 4. Withdrawn Intervention programs have included:

- Phonological Awareness in Literacy (PAL) – Year 2
- Phonological Awareness in Literacy – Year 1
- Strategies to Achieve Reading Success (STARS) – Year 2
- Strategies to Achieve Maths Success (STAMS) – Year 4
- Maths Fluency – Year 2
- Working Memory – Year 2 and Year 3
- Support-a-Reader – Year 1 and Year 2
- Early Writing – Year 1

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 assisted teachers to unpack the Australian Curriculum and the elements that encompass learning areas to enhance their teaching and learning plans. The Head of Curriculum has worked with teachers to ensure that the Australian Curriculum guides all teaching and learning programs. Student achievement is assessed using the Achievement Standard as set in each learning area.

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.

The Head of Curriculum (has) developed and introduced the Rigorous Reading Program – an upper 2 bands focussed reading comprehension framework. The program promotes the use of complex texts with text dependent questions. Planning for Rigorous Reading promotes the use and knowledge of the Literacy Continuum. Through an intensive coaching program, the Head of Curriculum was able to roll this program out across Years 2, 3, 4 and 5.

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. Staff use assessment-for-learning techniques to inform future teaching and determine 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 inform best pedagogical practices and identify future program needs. NAPLAN, Reading monitoring, Spelling monitoring, 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. As part of their professional development, teachers also attended a cluster moderation day with various schools in our region to ensure consistency between teachers, year levels and schools with regard to English and mathematics assessment and reporting.

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 to embed 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 and spelling and numeracy tasks. This is communicated through Parent Information Sessions 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 school's strategic focus for 2017 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 used the Guaranteed and Viable Curriculum in Maths to develop Proficiency Scales that identify learning progression in the area of Mathematics. Learning goals have been identified and aligned across the whole school.

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. The classes, which align with the *Australian Curriculum: Music*, 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 Prep-Year 4 class 30 minutes and Years 5-6 classes 45 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 Perceptual Motor Program conducted on Monday to Thursday mornings demonstrates our school's commitment to the Smart Moves program. Year 6 students coached year 1-3 Early Years students through this program. Prep & Year 4 & 5 students participated in teacher directed programs. 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 2017 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;
- District after school Rugby League Competition;
- Samsung Cup State Netball Competition (2 mixed teams);
- Queensland Primary All Schools Touch Competition (mixed team);
- AFLQ State Cup (Boys and Girls teams), both were district champions;
- Sharks AFC Cluster Girls AFL Competition (2 girls teams);
- 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, Football and Cricket;
- Provision of code specific specialist skills instruction by AFL, Cricket, Basketball, Oz Tag, Athletics and Hockey staff;
- Coaching Clinics for year 4 conducted by year 11 & 12 Carmel College Sport & Recreation students;
- 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; and
- School P&C Fun Run, Prep-6 raising monies to support BVSS swimming program.

Languages Other Than English-2017

French

Prep to Year 6 students have been immersed with understanding and cultivating an appreciation for other cultures through the French Languages Program.

Students within the Lower School have been introduced to songs and story-telling as an avenue to understand how language influences environments, people and settings.

Middle to Senior students have been exposed to more formalised instruction with grammar, syntax and field knowledge of French being explored, both in spoken and written forms. Such explicit instruction has forged greater skills in English knowledge through the application of French acquisition skills.

Mandarin

Correspondingly, extension Programs for Year 4 to Year 6 students in the area of Mandarin has also been offered in 2017. Beginner, Intermediate or Advanced programs have been incorporated to offer diverse learning experiencing and differentiation for students excelling in Languages. BayView State School hosted the Chinese Principal's Delegate Forum in 2017, with students demonstrating their skills with the Mandarin language through lesson demonstrations, song and drama.

Partnerships in both French and Mandarin Languages, have continued to grow between Cleveland District State High School and BayView State School, strengthening language acquisition for students.

EAL/D Program

BayView State School's EAL/D Team reviewed the school's EAL/D Program, with the following inclusions made for 2017:

- EAL/D Framework created for BVSS;
- Professional Development offered on EAL/D during January PFD;
- Pod-casts on EAL/D on G-Drive to enhance Professional Learning for Teachers;
- Band scales & Support Provisions recorded on O/S;
- Formative Assessment and Evidence noted on G Drive for teacher access; and
- EAL/D reported on school's Report Cards for Assessment and Reporting.

Term 3 highlighted the school's initiatives in recognising Multicultural/Bastille and NAIDOC week. Students and teachers actively participated in this celebration through the immersion of song, dance and the wearing of national costumes of various countries. 2017 highlighted the involvement and participation of Indigenous Community members and students of Aboriginal and Torres Strait Islander backgrounds. This resulted in the Parade of Nations for all participants and viewers, to appreciate, respect and celebrate multiculturalism within the school.

Discovery Centre

The Discovery Centre has continued to thrive as a major learning hub. Our resource collection continues to grow, with over 28 000 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 assisting with 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 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, completing construction and 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 Readers 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.

Co-curricular Activities

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 and students in year 5 and 6 received up to level 3 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 3 received level 1 and students in year 3 and 4 received up to level 4 in the *Queensland Instrumental Music Curriculum*.

Extra-Curricular Music Ensembles

Following are a list of the practicing ensembles in 2017 and 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 open to string students in their first year of playing, Senior Strings open to string students in their second to third years of playing, Junior Band open to band students in their first year of playing, Senior Band open to students in their second and third years of playing.
- Intermediate Music Week – BayView hosted the event for approximately 200 Band students in the Redlands area in their second and third year of playing. The Strings students participated in this event at Coolnwynpin State School. The final performance was held at BayView State School for both the Strings and Band groups.
- Choral Fanfare – BayView hosted the biennial choral festival, with two of its choirs participating. The results are as follows: BayView's Junior Choir - Gold Award and BayView Voices - Silver Award.
- Eisteddfod – Several of BayView's performance music groups participated in Redlands Eisteddfod. Results were as follows: Senior Band - 3rd place, BayView Voices - 3rd place, Junior String Ensemble - 3rd place, Senior String Ensemble - Highly Commended, Junior Choir - Highly Commended
- MusicFest - BayView's choirs participated in MusicFest. Both the Junior Choir and BayView Voices received Bronze Certificates.
- Workshops – BayView's beginner instrumental music band students had the opportunity to participate in Beginner Music Week East at Sleeman Sports Complex. After daily study in tutorials, band or string rehearsals, dance and or choir, the week culminated in a concert at the Chandler Arena. The strings students participated in a one-day workshop at Thornlands State School.
- Awards Parade and other school performances – several performances throughout 2017 for cultural celebrations such as Anzac Day, Harmony Day and Remembrance Day; and other performances, which highlighted students' work in extra-curricular music groups.

Creative Arts

Following is a list of available groups active in 2017 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. The Junior and Senior Dance Troupes gave performances at school Awards Parades.
- Pantomime - Production of "Peace in Fairyland" pantomime with acting and dancing and roles with approximately 100 students from Prep to Year 6.
- Winterlude concert with students of Instrumental Music, Choir and Dance and approximately 200 students involved from Year 1 to 6 in Term 3.
- Instrumental Showcase concert with students in the Instrumental Music programs in Term 4.
- End of Year Concerts - Whole school event with each class producing dance performances for the theme 'When You Wish Upon a Star – A Disney Theme'.

Links with Cluster Schools

Throughout the year, students have actively engaged with Cleveland District State High School in Cluster School initiatives associated with:

<ul style="list-style-type: none">• Leadership• Public Speaking• Maths	<ul style="list-style-type: none">• Science• LOTE• Creative Arts
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Students in Prep and the SEP were also linked to Victoria Point State High's Pallet Program; forming connections with community-based projects between the Primary and Secondary School sector.

Carnival Cluster Days for students to be actively involved in sporting activities were also held throughout the year. Attendees ranged from Year 4-6, with transition programs for Pre-prep to Prep and Yr 6 to High School.

Students in Yr 6, 2017 were involved in the Cluster Steam-Athlon competition for the first time; which showcased BayView State School, winning First Prize across the cluster.

Professional Development opportunities to connect with cluster schools on Maths, was formed through networks between BayView State School's Yr 6 teachers, Year 7 Maths teachers from CDSHS and HOD's from other cluster schools.

Teachers engaged in professional conversations on their problems of practice within Maths, worked on targeted intervention strategies to consider and also discussed future suggestions on key areas of Maths knowledge and skills that needed to be embedded within the Yr 6-7 Maths Curriculum. Teachers have also been involved in Cluster Moderations, with Assessment and Reporting at the forefront of collegial discussions.

How Information and Communication Technologies are used to Assist Learning

Working Digitally

Staff collaborated on and accessed documents through BayView's OnePortal Teamsite and BayView's Edstudio on The Learning Place. They communicated through either Team Site 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 Manager. 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 Technology Curriculum when developing units of work. PD occurred on the introduction of BYO iPad use within classrooms, with teachers attending PD at schools working with BYO iPads and observing BayView Teachers using iPads.

Enabling Learners

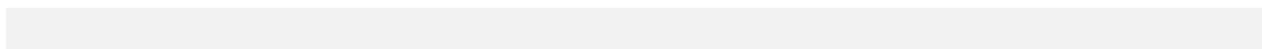
ICT was integrated into all student units of work in differing contexts, with most students accessing online learning in a range of formats. The whole school participated in Reading Eggs and Mathletics. Differentiated tasks enabled students to demonstrate their learning and understanding in a variety of modes, including through the use of digital media. Interactive Whiteboards used by both students and teachers were 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 Manager 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 Technology curriculum.

BayView State School BYO iPad Program

2017 was BayView's inaugural year of BYO iPads within the classroom, with the journey commencing in Year 3 cohort. The vision of the iPad Program then sees it continuing to roll out to the whole school in 2020. Four classes engaged with iPads as a tool for learning, monitoring and assessing. Each student brought in their personal iPad with a school created Apps List, which covered Literacy, Numeracy, French, Music and encouraged the use of higher order thinking skills including remembering, understanding, applying, analysing, evaluating and creating. The BYO iPad program was a success with positive feedback on the program from Parents, Students and the Teaching Staff. The BYO iPad program was overseen by the eLearning Manager.

Harnessing the Enterprise Platform

Every teaching space has been equipped with an Interactive White Board (IWB). Every teacher has access to a range of digital equipment including; digital camera, audio splitters and mini voice recorders, video cameras, iPods, document visualisers and coding devices; Bee bots, NXT robots and Osmos. Technology devices are in every classroom; Desktops, laptops and the option to loan a trolley with laptops. The computer lab has a class set of laptops for use, including an IWB. 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. All Teacher were equipped with a School Teacher iPad to develop an understanding of iPad use and school apps, and to enhance and support their Teaching, Monitoring and Assessment of students.



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. That 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. An identified teacher was given the opportunity to attend a number of Professional Development opportunities to enhance their knowledge of school wide Behaviour Management.

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.

School Culture Framework	School Rules
	<ol style="list-style-type: none"> 1. Follow instructions immediately. 2. Keep hands, feet and objects to yourself. 3. Move safely around the school. 4. Speak respectfully to others.

Guidance and Student Wellbeing

In 2017 Guidance has expanded to a 1.0 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>The children completed a variety of activities to support their emotional growth which included a range of expressive art therapies.</p> <p>All students were provided with classroom academic support across the key learning areas. Two of the key intervention processes available to the Kids in Care was Working Memory and HearBuilder. Selected students were engaged in bi-weekly small group activities to support the growth of their working memory.</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> <p>The interview processes have been refined over the past two years and this enables school staff to support new students with specific needs as they enter school. Some new pre-prep students were engaged in more complex transition programs.</p>
Expressive Arts Intervention	<p>The Guidance Service provided and implemented a range of expressive art interventions to support the needs of children with anxiety and behaviour needs.</p> <p>This occurred in small group activities with peers and as a broader group during lunchtimes.</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 2017 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>
Supported Play	<p>The Guidance Service ran a Supported Play program for selected students during several lunch time sessions and the afternoon play session. The focus on this group was to support students who were struggling with their social relationships in the playground.</p>
Peaceful Kids	<p>During 2017 the Guidance Service provided support in classrooms and implemented a range of programs that focused on the development of mindfulness and student well-being.</p>

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	99%
this is a good school (S2035)	100%	99%	100%
their child likes being at this school* (S2001)	100%	97%	99%
their child feels safe at this school* (S2002)	100%	99%	99%
their child's learning needs are being met at this school* (S2003)	95%	91%	96%
their child is making good progress at this school* (S2004)	95%	96%	95%
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)	95%	97%	95%
teachers at this school motivate their child to learn* (S2007)	97%	94%	100%
teachers at this school treat students fairly* (S2008)	96%	96%	96%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	99%
this school works with them to support their child's learning* (S2010)	96%	92%	99%
this school takes parents' opinions seriously* (S2011)	96%	91%	91%
student behaviour is well managed at this school* (S2012)	95%	96%	94%
this school looks for ways to improve* (S2013)	97%	98%	95%
this school is well maintained* (S2014)	100%	99%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	93%	99%
they like being at their school* (S2036)	97%	85%	100%
they feel safe at their school* (S2037)	97%	92%	98%
their teachers motivate them to learn* (S2038)	98%	95%	98%
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	95%
teachers treat students fairly at their school* (S2041)	94%	77%	75%
they can talk to their teachers about their concerns* (S2042)	91%	82%	86%
their school takes students' opinions seriously* (S2043)	92%	83%	97%
student behaviour is well managed at their school* (S2044)	93%	83%	82%
their school looks for ways to improve* (S2045)	98%	95%	99%
their school is well maintained* (S2046)	98%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	93%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	90%	94%
they feel that their school is a safe place in which to work (S2070)	94%	94%	100%
they receive useful feedback about their work at their school (S2071)	83%	87%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	95%	96%
students are encouraged to do their best at their school (S2072)	97%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	97%	90%	94%
staff are well supported at their school (S2075)	86%	87%	91%
their school takes staff opinions seriously (S2076)	86%	86%	93%
their school looks for ways to improve (S2077)	86%	94%	94%
their school is well maintained (S2078)	97%	94%	97%
their school gives them opportunities to do interesting things (S2079)	83%	84%	91%

* 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 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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	2	9	5
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2014-2015	185,504	132.010
2015-2016	190,141	156.384
2016-2017	204,860	????

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

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	53	29	<5
Full-time Equivalents	49	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	2
Bachelor degree	37
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 2017 were \$47 271.00

The major professional development initiatives are as follows:

Professional Learning Opportunities in 2017

- PODD- Pragmatic Organisation Dynamic Display Communications Books
- U2B Reading
- Australian Hearing
- Tennis Australia (QLD)
- U2B Critical Thinking
- U2B Masterclass Leadership
- Teaching Auslan Users in mainstream classroom
- U2B Literacy Leadership
- Challenging Learning
- QTU Union Reps Conference
- QTU Union Reps training day
- STEM- Codingcounts: leading Digital Technologies implementation
- Non-Violent Crisis Intervention
- Introduction to Jandai Language
- Music Moderation
- Qasel- Leading equity innovation engagement
- QELi- Special Ed. Leadership Program
- Leading – Where you are
- Looking after yourself in the frontline
- Quantum- Reading, Learning & Visual
- Sersen Day
- QELi- 2017 HOSES Conference
- QSuper- SuperReforms
- 2017 Professional learning sessions for verification requests in EAP category of ASD
- Hearing Impairment- Supporting Mental Health & Wellbeing of Deaf & Hard of Hearing Children
- Helping others resolve conflict
- Abecedarian Training
- QTU Conference
- Building your iPad Program
- OneSchool Timetable
- Mindfulness Training for Staff
- Hearing Impairment AUSLAN users
- Theory of Mind of Deaf Children
- SER Music
- iPad- Get Your Geek On
- iPad Workshop
- QELi- Aspiring Special Education Leaders Program
- Supporting Bilingual children with hearing loss
- Australian Curriculum: Health & Physical Education Professional Development Workshop
- Lighthouse Resources- Introduction to the Nurtured Heart Approach
- EALD Assessment/ Bandscaling
- SEP- Most recent updates on Microtia, Artresia, ADHEAR conductive and new technology
- SEQ- Primary Deputy Principals' Association Inc. Core Business Day
- Establishing a Classroom
- GAQAP- Aust Curriculum HPE- Touch Games
- GAQAP- Traditional Indigenous Games
- Independent Learners- U2B
- FBA- Functional Behaviour Assessment
- Enhancing statewide reading & writing inquiries through the use of Early Start and P-10 continuum

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 97% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	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 2017 for all Queensland Primary schools was 93%.

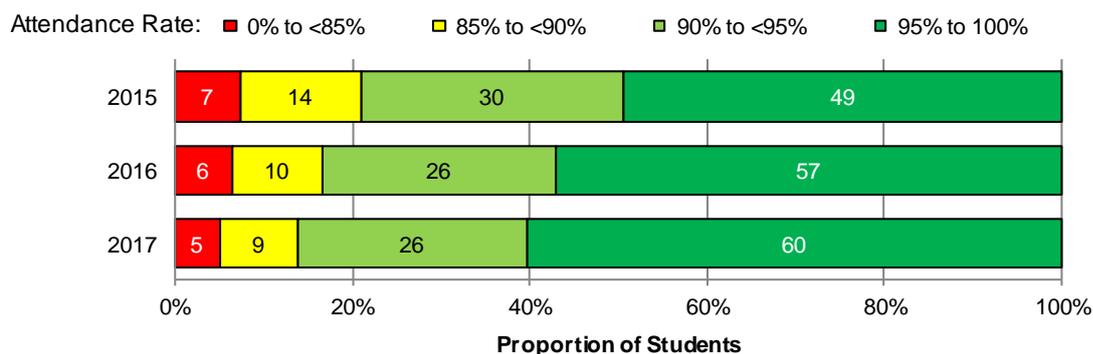
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	95%	93%	93%	94%	93%						
2016	95%	94%	95%	95%	94%	94%	93%						
2017	95%	95%	95%	95%	95%	94%	94%						

*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

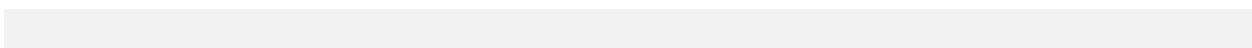
Each class teacher marks their class roll twice daily. Rolls are marked following our Physical Activity Program (PMP) each morning and again as soon as possible after Second Break. Students are marked as late if they arrive at school after PMP. Parents of students who regularly arrive late or have a 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.

A daily follow up of unexplained absences is completed through Infoways.

The process includes:

- Teachers to mark rolls by 9.15am;
- Unexplained absence report generated from One School;
- BVSS use Infoways to generate automated unexplained absence to parents via SMS Text;
- Parents information (response) given, is then exported into One School for updating.

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 engaged in discussion regarding the results.

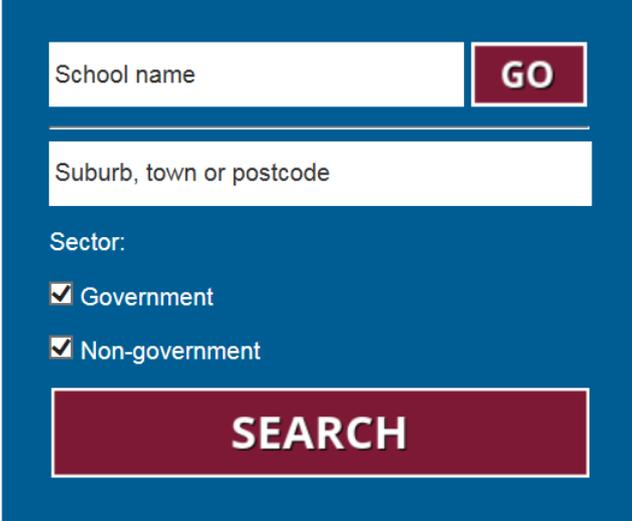


NAPLAN

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 image shows a search form titled "Find a school" on 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 "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.