



Bay View State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education

## Contact information

<b>Postal address</b>	77 Ziegenfusz Road Thornlands 4164
<b>Phone</b>	(07) 3206 5222
<b>Fax</b>	(07) 3206 0511
<b>mail</b>	principal@bayviewss.eq.edu.au
<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	<b>Mr Peter Black – Principal</b>

# School Overview

### **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 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. A Master Planning Process was started in late 2018 in order to consult with our community regarding the future enrolment growth of our school and how that will influence our facilities.

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 and again in 2018, 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. New development in Kinross Estate

Our student body is predominantly of Australian and European descent, with some families originating from Indian, Asian, Maori and South African cultures. In 2018, we have twenty-six 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. 2018 saw the expansion of our BYOD iPad program to Years 3 and 4. 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 2018

<b>2018 PRIORITIES</b>	<b>PROGRESS IN 2018</b>
<p><b>Curriculum</b>  <i>Guaranteed &amp; Viable Curriculum</i>            Focus on Science            Develop and implement proficiency scales aligned with ACARA and achievement standards            Use proficiency scales to develop assessment – formative and summative</p> <p>Review Maths G&amp;V, Proficiency Scales and assessment (formative and summative) through explicit professional conversations and learning. (G&amp;V focus 2016-17)</p> <p>Maintain focus on Reading Comprehension through explicit professional conversations and learning. (PLT focus 2015-17)            Rigorous reading coaching.</p>	<ul style="list-style-type: none"> <li>- Focus on developing a guaranteed and viable curriculum postponed to 2019.</li> <li>- Develop and implement a BVSS CARF document to inform the teaching and learning process.</li> <li>- BVSS CARF informs all curriculum decision.</li> <li>- Review work on Maths to identify concerns and develop a process for unpacking misconceptions.</li> <li>- Professional development focus on developing summative assessment including unit overview, task sheet and A-E marking guide.</li> <li>- Rigorous Reading coaching continued.</li> </ul>
<p><b>Feedback</b>  <i>Student</i>            Explicit expectations for the use of Student Learning Goals (lesson and individual) embedded in the Ped Framework.            PD to develop consistent understanding and implementation of Student Learning Goals including the difference between an Instructional Goal (Declarative) and a Learning Goal (Procedural).            Focus on the development of Learning Goals for students using the Level 3 Proficiency Scale Success Criteria.</p> <p><i>Staff</i>            Develop and implement a strategic process for coaching / feedback which aligns PST, APDP, ASoT and Pedagogical Framework and reflects QTU guidelines.            Review Leadership Structures to establish clear responsibilities for coaching /feedback. (Admin)</p>	<p><i>Student</i></p> <ul style="list-style-type: none"> <li>- Use of Student Learning Goals as an aspect of the BVSS CARF.</li> </ul> <p><i>Staff</i></p> <ul style="list-style-type: none"> <li>- Reviewed Leadership Structure defines responsibilities for coaching and feedback.</li> <li>- Through the APDP process, staff identified areas for enhancement. School leaders supported staff through a collegial coaching / feedback cycle.</li> </ul>
<p><b>Collaborative Inquiry</b>  <i>Focus on Problem Solving &amp; Reasoning</i>            Enhance and embed the collaborative inquiry cycle using evidence of learning            Use of BV Maths Proficiency Scales            Independent and deliberately planned (twilight sessions, staff meetings, year level meetings) professional learning            Coaching (Instructional and Peer)            Formative and summative assessment tools</p>	<ul style="list-style-type: none"> <li>- Head of Curriculum worked with data leaders to enhance and embed the PLT process across all teaching teams (P-6, specialists and support team).</li> <li>- Teaching teams developed and summative assessment tools in mathematics. These align to The Australian Curriculum and explicitly relate to the achievement standards.</li> </ul>

## **FUTURE OUTLOOK - 2019 BAYVIEW STATE SCHOOL IMPROVEMENT AGENDA**

### **MISSION**

*Learning outcomes improved for everyone.*

### **VISION**

*An expert team implements an effective, research based pedagogical framework that focused on improved learning outcomes for everyone.*

### **GOAL**

*Everyone at BayView State School will 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.*

*Explicitly use ACARA to identify content, assessment and achievement standards in English, Maths, Science, HASS.*

*Deliberately develop an expert team through the implementation of Annual Performance Development Plans for administrators, teaching staff, teacher aides and other support staff.*

SCHOOL AND COMMUNITY FOCUS	IMPROVEMENT TEAM STRATEGY
<p><b><i>New Art and Science of Teaching Feedback</i></b></p> <ul style="list-style-type: none"> <li>- Providing and communicating clear learning goals (Ongoing)</li> <li>- <b>Assessment (2019)</b></li> </ul> <p><b><i>Content</i></b></p> <ul style="list-style-type: none"> <li>- <b>Direct instruction lessons (2019)</b></li> <li>- <b>Practising and deepening lessons (2019)</b></li> <li>- <b>Knowledge application lessons (2019)</b></li> <li>- <b>Strategies that appear in all types of lessons (2019)</b></li> </ul> <p><b><i>Context</i></b></p> <ul style="list-style-type: none"> <li>- Engagement (Ongoing)</li> <li>- Rules and procedures (Ongoing)</li> <li>- Relationships (Ongoing)</li> <li>- Communicating high expectations (Ongoing)</li> </ul>	<p><b><i>High Reliability Schools</i></b></p> <p><b>Level 1 Safe and collaborative culture (2019)</b></p> <p><b>Level 2 Effective teaching in every classroom (2019)</b></p> <p><b>Level 3 Guaranteed and viable curriculum (2019)</b></p> <p>Level 4 Standards referenced reporting</p> <p>Level 5 Competency based education</p>
<p><b><i>PEDAGOGICAL FRAMEWORK - ASoT</i></b></p> <p>Inclusive Education – SEP, TLC, U3B, EALD</p> <p>Integrated Planning</p> <p>BYO iPad program + eLearning +STEM</p> <p>Age Appropriate Pedagogy</p> <p>CARF – Planning and Assessment</p>	
<p><b><i>The Australian Curriculum, Achievement standards, Data, Assessment – formative and summative</i></b></p>	

<b>Curriculum</b>	<b>Feedback / Assessment</b>	<b>Collaborative Inquiry (PLT)</b>
<p>Introduce and embed the BVSS CARF as a way of working across the school.</p> <p><i>Planning and Assessment</i> Introduce and embed a planning format which front-ends Summative Assessment.</p> <p>PD to develop teacher competency in Summative Assessment – including writing task sheets and marking guides.</p> <p>Develop and implement moderation protocols.</p> <p><i>Proficiency Scales</i> Develop cohort Maths plans for the year using Proficiency Scales.</p>	<p><i>Student</i> Explicit expectations for the use of Student Learning Goals (lesson and individual) embedded in the Ped Framework.</p> <p>PD to develop consistent understanding and implementation of Student Learning Goals including the difference between an Instructional Goal (Declarative) and a Learning Goal (Procedural).</p> <p><i>Staff</i> Develop and implement a strategic process for coaching / feedback which aligns PST, APDP, ASoT and Pedagogical Framework and reflects QTU guidelines.</p> <p>Review Leadership Structures to establish clear responsibilities for coaching /feedback. (Admin)</p> <p>Continue to support beginning teachers through the Mentoring Beginning Teachers program and model appropriate strategies.</p>	<p>Focus on Problem Solving &amp; Reasoning</p> <p>Enhance and embed the collaborative inquiry cycle using evidence of learning</p> <p>Use of BV Maths Proficiency Scales</p> <p>Independent and deliberately planned (twilight sessions, staff meetings, year level meetings) professional learning</p> <p>Coaching (Instructional and Peer)</p> <p>Formative and summative assessment tools</p>

<b>Evidence</b>		
<b>Curriculum (ASoT DQ 3, 4, 5, 6)</b>	<b>Feedback / assessment (ASoT DQ 2)</b>	<b>Collaborative Inquiry (PLT)</b>
<p>The BVSS CARF informs the planning, implementation and assessment in cohorts. Teachers use a planning framework which front-ends summative assessment. Summative assessment is deliberately planned and includes a task sheet and marking guide. Teachers engage in all levels of moderation to inform reporting practices.</p> <p>Proficiency Scales have been used to develop and implement cohort Maths plans for the year.</p>	<p><i>Students</i></p> <p>Teachers deliberately use Student Learning Goals in Maths, at a lesson and individual level.</p> <p>Students clearly understand and can articulate the intent of the Learning Goals and what they need to work on to achieve it.</p> <p>Students receive regular feedback on progress to achievement of Learning Goal.</p> <p><i>Staff</i></p> <p>A strategic process for coaching / feedback has been developed and agreed on by the staff.</p> <p>Staff can articulate the focus of the feedback / coaching process they are engaged in with reference to their personal professional learning (PST, APDP, ASoT)</p> <p>Staff receive regular coaching / feedback.</p>	<p>The use of the inquiry cycle informs the work of the PLT</p> <p>Teachers actively engage in professional conversations re student progress in Problem Solving &amp; Reasoning – independent and deliberately planned (twilight sessions, staff meetings, year level meetings)</p> <p>Rigorous discussions address problems of practice, research and data generated evidence of student progress.</p> <p>A variety of assessment, both formative and summative is being used to assess and report on Problem Solving &amp; Reasoning. Teachers are actively seeking a variety of information sources monitor student progress.</p>

# 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	695	746	758
Girls	351	360	355
Boys	344	386	403
Indigenous	15	24	23
Enrolment continuity (Feb. – Nov.)	97%	98%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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 2018, we have twenty-six students who identify as being from Aboriginal or Torres Strait Islander descent. Twenty-five 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.

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 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.

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

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	25	22
Year 4 – Year 6	27	28	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum 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, one part time 0.4 SEP Teacher 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 53 students verified with a disability. By the end of semester 2, the school supported a total of 57 verified students. 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.

The Upper Three Band Teacher continued to consolidate work on differentiation across the school. Students were referred for possible identification for extension, through a variety of processes. Selected students became part of the Rubik's group, where they were provided with the opportunity to work with like-minded students. Weekly Science Technology Engineering and Mathematics (STEM) activities were also included in the program. These were aligned to the year level curriculum and provided extension and enrichment above the expected year level along with opportunities for higher order thinking and inquiry learning.

Students had the opportunity to participate in lunchtime Chess Club and competed on behalf of BayView State School at competitions such as Readers Cup, debating, cluster schools STEAMathlon and interschool Chess tournaments. Students were given the opportunity to demonstrate their knowledge through ICAS testing and online Mathematics problem-solving competitions.

The focus throughout 2018 was on inclusive practices to meet the needs of all students including Upper 3 Bands, Targeted Learning, Students with Disabilities, Kids in Care, English as an additional language or dialect (EAL/D), 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 (TLC)**

During Semester 1, the learning support model has included Year 2 (guided reading only), Year 3 and Year 5. All support has been in class apart from Year 5 Numeracy in which the withdrawal model was used. During this time, approximately 130 students were supported across the school in Literacy and Numeracy. These intervention programs were offered two to three times a week for a 40 minute period. This focused support targeted 'D' students trying to achieve at level 'C'.

The learning support provided in Semester 2, has included Multi-age (MA), Year 1 (guided reading only), Year 2 and Year 4. All support has been in class support. In class support has been provided during guided reading and numeracy rotation times, from learning support teachers and teacher aides. MA and Year 1 support has been provided to each class twice a week for a 40 minute period. Year 2 and Year 4 support has been provided to each class 3 times per week for a 40 minute period. This focused support has targeted 'D' students trying to achieve at level 'C' and at level students 'C' working to achieve a 'B'. Approximately 140 students were supported across the school in Literacy and Numeracy.

Intervention programs have included:

- Strategies to Achieve Maths Success (STAMS) – Year 2, Year 3, Year 4 and Year 5
- Strategies to Achieve Reading Success (STARS) – MA, Year 2, Year 3, Year 4 and Year 5
- Support-a-Reader – Year 1, Year 2, Year 3 and MA
- Home Support Kits – Year 2 and 3

Improved students outcomes have been identified in reading level (Alpha/Probe), Early Start, STAMS and CAMS, STARS and CARS, PAT Comprehension and PAT Maths data.

All support is recorded on One School under Support Provisions, along with progress notes updated at the end of each semester.

## **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 in focused areas within the school.

## **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, Prep Screening, 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 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 sequential 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**

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 sourced, created and 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 2018:

- 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 (P-6 mixed teams);
- Brisbane International Red Ball Tennis Competition (2 mixed year 3&4 teams)
- T20 Blast Cricket District Competition ( 1 boys and 1 girls team);
- District after school Rugby League Competition (mixed);
- 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 and girls were also regional champions;
- Sharks AFC Cluster Girls AFL Competition (2 girls teams);
- Queensland Swimming Invitational Relay Event
- Queensland Softball District Tee Ball Gala Day
- 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, Tennis & Athletics 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-2018**

### **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 2018. Beginner, Intermediate or Advanced programs have been incorporated to offer diverse learning experiencing and differentiation for students excelling in Languages.

Our Principal Mr Black, visited Nantong, China to progress a Sister School arrangement with Nantong #2 Primary School. He also attended the Jiangsu International Forum for School Principals.

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**

Throughout 2018, the EAL/D Team comprised of the Middle Years Deputy Principal, EAL/D Cluster Teacher and EAL/D Teacher-Aide, were able to successfully introduce and implement BayView State School's EAL/D Framework across the P-6 sector.

The team was able to lead teachers and support personnel in professional engagement workshops, to promote inclusivity of practice, knowledge of EAL/D backgrounds and increasing the level of support and direct relationships for continued progress in students' learning. Continual professional development for the EAL/D Teacher-aide was also used in joint conjunction with the EAL/D Cluster teacher; where support provisions for students with an EAL/D background was strengthened throughout 2018.

With a focus on differentiated learning, students with an EAL/D background were given clear, explicit instructions through the three- tiered model of support. Withdrawal sessions and collaborative classroom support, from the classroom teacher, EAL/D, Teacher-aide and other support personnel was established. Through this pathway, seven EAL/D students receiving support have been successful in gaining a "C" at the end of 2018.

This was successfully achieved through rigorous efforts in collecting and collating data profiles on each EAL/D student identified within the school, and through collective efforts by the Cluster EAL/D teacher and classroom teacher, collaborating on defined goals to target learning outcomes. Both formative and summative assessment processes were strengthened by the EAL/D team.

The use of pedagogical practices, and high levels of Administrative Support projected a trend of continual student improvement in the areas of the four macro skills: Listening, Speaking,

Reading/Viewing and Writing. The EAL/D Framework has also allowed current awareness of the most recent EAL/D Programs and Services.

By the end of 2018, the EAL/D Team was able to consolidate process of tracking students' data using Bandscales, using the Literacy Continua as formative assessment and commenced support later in Term 4, for any potential EAL/D Prep students transitioning into Year 1 for 2019.

## **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 2018 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. Beginner Strings open to string students in their first year of playing. Intermediate Strings open to strong students in their second year of playing. Senior Strings open to string students in their 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 Coolwynpin State School. The final performance was held at BayView State School for both the Strings and Band groups.

Fanfare – BayView Senior Band, Senior Strings and Intermediate Strings participated in Fanfare at Alexandra Hills State High. The results are as follows:

Intermediate String Ensemble: Gold

Senior Band: Silver

Senior String Ensemble: Silver

Eisteddfod – Several of BayView's performance music groups participated in Redlands Eisteddfod. Results were as follows:

Junior Choir: 1st place

Senior String Ensemble: 2nd place

BayView Voices: 3rd place

Senior Band: Highly Commended

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 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 2018 for cultural celebrations such as National Day of Action Against Violence and Bullying, Anzac Day, Multicultural 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 2018 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.

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 and two choirs producing dance or performance items for the theme 'Magnificent Musicals'.

## **How information and communication technologies are used to assist learning**

### **Working Digitally**

Staff communicated through the One Portal, which transferred to Bayview SharePoint site sharing operational information of the school through daily announcements, year calendar, bookings area information and log a job. School documents were accessed on the Bayview Ed Studio on The Learning Place. One School is used extensively to reporting, data collection and analysis of school data. Communication with the greater Bayview community was via weekly electronic newsletters, parent emails lists, electronic signage and via the School website and the school Facebook page. There has been minimal change with uptake of parent using QParents to notify absences and pay electronically.

### **Developing Professionals**

The teaching staff had access to eLearning PD sessions and were available on topics such as – Green screen, One Portal, One Note, using different robotic devices eg Sphero's and Edisons. Staff are developing skills imbedding iPads into their planning. Some staff have attended PD sessions out of the school and share their learning with other staff members. Staff continue to plan and imbed ICT into planned units. PD has been offered to the wider community to enable parents to attend sessions to enhance their understanding of the apps the students are using.

### **Enabling Learners**

ICT was integrated into all student units where applicable. All students are accessing online learning in a range of formats. The whole school participated in Reading eggs, Mathletics and Sound Waves. Differentiated tasks enabled students to demonstrate their learning in a variety of modes. Interactive White Boards are used in most classrooms by both students and teachers to engage in everyday curriculum engagement.

A variety of robotic devises- Sphero, Edison and NXT's Lego Mindstorms are being used to develop students understanding of coding. All coding activities are linked to the Australian Curriculum.

### **Bayview Sate School BYO iPad Program**

From 2020 the program will extend from Year 2- Year 6. In 2019 the iPads have been used to enable flexibility in the ability to differentiate the way work is presented and developed. Students have developed skills in accessing information and presentations applying a variety of apps to enhance their presentations. The use of Classroom app enables teachers to monitor what the students are actively engaged in. Cybersafety understandings are deepening as teacher use ICT tools to help students develop understanding in this area.

## **Harnessing The Enterprise Platform.**

Every teaching space has access to digital communication through Interactive White Boards or large screen TV's. The lower school has 4 class iPads used for capturing images, and four personal computers. The Year 2-5 have access to BYO iPads plus interactive boards. The Year 6 students have access to 8 iPad Air, and 8 iPad and 30 laptops. All teacher have access to a School iPad and one classroom iPad. The entire school is wireless- enabled, enhancing the opportunities for greater flexibility with the use of wireless resources such as laptops and iPads. All teachers were equipped with a School Teacher iPad to develop an understanding of iPads 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"> <li>1. Follow instructions immediately.</li> <li>2. Keep hands, feet and objects to yourself.</li> <li>3. Move safely around the school.</li> <li>4. Speak respectfully to others.</li> </ol>

**Aboriginal and Torres Strait Islander Perspectives**

In 2018, Bayview State School, in accordance with the Leaders Without Badges Program, commenced work in building the school’s profile with Aboriginal and Torres Strait Islander perspectives. This comprised of the Middle Years Deputy Principal, connecting with the Moving It Forward Cluster Group, to build social networks within this space. This opportunity afforded the school in hosting network meetings for the Quandamooka Cluster Group and established real-life connections with local elders from MMEIC. Through these connections, senior students in Years 5 & 6, with an Aboriginal and Torres Strait Islander background, became indigenous ambassadors for the school. Through the support of the Chaplain and Administration Team, these students paved the ideas for future developments of a Bush Tucker Garden and Yanggaburra Space. These 2018 student champions also lead special parades for Multicultural Day, celebrating Naidoc Week, led formal parades in an Acknowledgement to Country, and eventually participating for the first time, in the Deadly Choices Program.

2018 launched Bayview State School’s links back to Country and Culture, with further work in deepening Aboriginal and Torres Strait Islander Perspectives continuing in 2019, through the development of the Barna Jarjum Framework and Barna Jarjum Teacher and student leaders, paving new initiatives with Cross-Curriculum links, community engagement and building stronger connections with MMEIC and SER leaders.

## Guidance and Student Wellbeing

In 2018 Guidance continued as a 1.0 service to meet the needs of the student population.

Kids In Care	<p>There are a number of children in care attending Bay View State School. Children span across Year 2-6.</p> <p>All students were provided with classroom academic support across the key learning areas. A number of the children participate in key support programs including Learning Support, Supported Play and Leadership programs.</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 introduction of new and different tools for assessment provides both parents and educators with more informed decision-making processes.</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. Parents meet key staff in the school and begin their narrative about their child before commencing school.</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 2018 more in depth counselling was offered to a range of students across the school. The Guidance Service introduced Sandplay therapy, MeCards4Kids and Guided drawing into the counselling service to assist students with a range of non-verbal interventions.</p>
Parent Support	<p>The Guidance service continues to provides support to parents who have concerns about their child's leaning needs, behaviour intervention and programs that support growth mindset. Parents are welcomed into the school and have their concerns listened to and a range of interventions are discussed.</p>
Glasser Training	<p>During 2018 the Guidance Service assisted with the training and development of Choice Theory/Reality Therapy. A number of staff members are now trained in their Basic Intensive week and are looking towards doing their practicum in the future.</p>
Story Massage	<p>A delightful and innovative process combining massage and storytelling was introduced into a number of classrooms across the school. Children practiced specific massage strokes on each other building trust and relationships. Some classes went on to create their own stories and became Story Massage ambassadors. The Story Massage processes in the school were shared with the creators who were delighted with the visual feedback given by the students.</p>
Mindfulness in the school	<p>During 2018 the Guidance Service provided support in classrooms and implemented a range of programs that focused on the development of mindfulness and student well-being. This process continued in a number of classrooms with the focus on children learning more about their brain, how to work together cooperatively and building relationships.</p>

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	99%	94%
• this is a good school (S2035)	99%	100%	98%
• their child likes being at this school* (S2001)	97%	99%	98%
• their child feels safe at this school* (S2002)	99%	99%	99%
• their child's learning needs are being met at this school* (S2003)	91%	96%	95%
• their child is making good progress at this school* (S2004)	96%	95%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	95%	91%
• teachers at this school motivate their child to learn* (S2007)	94%	100%	95%
• teachers at this school treat students fairly* (S2008)	96%	96%	93%
• they can talk to their child's teachers about their concerns* (S2009)	96%	99%	98%
• this school works with them to support their child's learning* (S2010)	92%	99%	95%
• this school takes parents' opinions seriously* (S2011)	91%	91%	89%
• student behaviour is well managed at this school* (S2012)	96%	94%	89%
• this school looks for ways to improve* (S2013)	98%	95%	92%
• this school is well maintained* (S2014)	99%	100%	99%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	99%	97%
• they like being at their school* (S2036)	85%	100%	92%
• they feel safe at their school* (S2037)	92%	98%	97%
• their teachers motivate them to learn* (S2038)	95%	98%	95%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	95%	95%
• teachers treat students fairly at their school* (S2041)	77%	75%	88%
• they can talk to their teachers about their concerns* (S2042)	82%	86%	89%
• their school takes students' opinions seriously* (S2043)	83%	97%	93%
• student behaviour is well managed at their school* (S2044)	83%	82%	90%
• their school looks for ways to improve* (S2045)	95%	99%	99%
• their school is well maintained* (S2046)	94%	95%	95%
• their school gives them opportunities to do interesting things* (S2047)	93%	97%	94%

Percentage of students who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	94%	92%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	97%
• they receive useful feedback about their work at their school (S2071)	87%	82%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	96%	83%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	90%	94%	95%
• staff are well supported at their school (S2075)	87%	91%	87%
• their school takes staff opinions seriously (S2076)	86%	93%	89%
• their school looks for ways to improve (S2077)	94%	94%	97%
• their school is well maintained (S2078)	94%	97%	97%
• their school gives them opportunities to do interesting things (S2079)	84%	91%	92%

\* 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. [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 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.

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

## **Links with Cluster Schools**

Throughout 2018, connections between Cluster Schools was strengthened. Continued partnerships with Cleveland District State High School was demonstrated, through particular focus with the High School Jump Program, Cluster Carnival Days and supporting Bayview State School's Multicultural Parade. Both Languages and the Performing Arts Department, helped to provide performers and demonstrated the strong partnerships between both schools.

Bayview State School, also welcomed partnerships with Victoria Point State High School. Particular emphasis on Transitioning into High School, became a collaborative point of reference, where teachers and leaders from both schools, were able to form connections and networks. Both CDSHS and VPSHS, have played a key role in ensuring our Year 6 students have opportunities to be well-informed about transitioning into High School and receiving sufficient support in moving to the next stage of schooling.

Bayview State School, also established strong connections with the STEAM-ATHLON Cluster Group. In 2018, greater commitment into STEAM was established through the school. This was reflective of more staff participating in Professional Development opportunities, resulting in 3 IMPACT STEAM Champions for BVSS. Collaborative participation in STEM/ICT and Digital Technologies workshops and forums for teachers to attend and continual efforts by the school's Leadership Team in persistently leading future initiatives with complex and inquiry-based learning.

## **Respectful relationships education programs**

### **Chaplaincy Program**

In 2018, the Chaplaincy Team worked tirelessly in promoting and fund-raising community events, to maintain a surplus for the Chaplain's position in the school.

Throughout 2018, the Leaders Without Badges Program was created. This initiative allowed senior students to participate in community events, such as the Vanuatu Book Appeal, Winter Jumper's Project and more school-based activities including Easter Raffles, Sausage Sizzles and Under 8's Day. Students involved in these projects worked closely with the Chaplain, in building their leadership skills, sense of belonging, being responsible and changing challenging behaviours.

The Chaplaincy Program continued to offer pastoral and social/emotional care for students, and despite a change over with staffing, the Chaplaincy Team continued their efforts in creating a Local Chaplaincy Group. This team, continued to support the school's Breakfast Club Program, BayView Cares Food and Hamper initiatives to struggling families, whilst donating to the annual Christmas in July Appeal and Children's Christmas Hospital Appeal. The P&C played an instrumental role in supporting the Chaplaincy Program, by offering matched donations of funds towards Chaplaincy at Bayview State School.

## School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	5	8
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	190,141	204,860	207,647
Water (kL)	1281	6158	4804

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

#### ***How to access our income details***

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus for filtering results: "School sector", "School type", and "State".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a button labeled "View School Profile" with a red border.

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

The screenshot shows a navigation menu with the following items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a red background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	51	29	<5
Full-time equivalents	50	19	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	1
Bachelor degree	41
Diploma	3
Certificate	0

\*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 2018 were \$32000

The major professional development initiatives are as follows:

<ul style="list-style-type: none"> <li>➤ JMC Academy</li> <li>➤ School Catalogue Information Service (SCIS)</li> <li>➤ Lighthouse Resources</li> <li>➤ Early Start</li> <li>➤ Embedding Outdoor Learning Sue Larkey- Strategies &amp; Behaviour Support for ASD</li> <li>➤ QLD Conservatorium</li> <li>➤ Hilliard State School BYO iPad Open Day</li> <li>➤ Managing Difficult Conversations</li> <li>➤ SEQ Primary Deputy Principal's Association</li> <li>➤ Key Cultural Awareness</li> <li>➤ STEM- Success with Digital Technologies Workshop</li> <li>➤ PE Athlete Management</li> <li>➤ Coaching and Conversations for Change</li> <li>➤ Leading Where You Are</li> <li>➤ Clarinet/ Woodwind- Hands on Maintenance Workshop</li> <li>➤ Improving Integrity A-E</li> <li>➤ SER- Behaviour Support Service</li> <li>➤ Australian Curriculum- Languages- Let's Plan!</li> <li>➤ E.Q- Languages</li> <li>➤ Positive Schools Mental Health &amp; Wellbeing Conference</li> <li>➤ Aspiring STEM Specialist</li> <li>➤ E.Q- Targeting Reading Improvement Workshops</li> <li>➤ 2018 NCCD Workshop</li> <li>➤ QASEL Conference</li> </ul>	<ul style="list-style-type: none"> <li>➤ QTU- Union Rep Training (Advanced)</li> <li>➤ Attending with Improvement Team</li> <li>➤ Art Therapy</li> <li>➤ Singing Games for the Primary Classroom- Crescendo Music Education</li> <li>➤ Inquiring with the Reggio Emilia Approach</li> <li>➤ Positive Partnerships</li> <li>➤ Inclusive Education- Autism Spectrum Australia Positive Partnerships</li> <li>➤ Solution Tree- PLC</li> <li>➤ HAT- Union</li> <li>➤ SER Languages Network Meeting- PD + Collaboration/ Shared Reflection</li> <li>➤ MBT</li> <li>➤ Lighthouse Resources</li> <li>➤ QTU- HAT and LT</li> <li>➤ Softlink Group Training- Oliver Advanced and Stocktake</li> <li>➤ Get Active Qld- Swim Coaching</li> <li>➤ Dept. Sport &amp; Rec</li> <li>➤ Ralph Pirozzo- Promoting Learning International</li> <li>➤ Age Appropriate Pedagogy</li> <li>➤ Workplace Wellbeing</li> <li>➤ Challenging Social &amp; Emotional Behaviours inc. Classic Autism</li> <li>➤ QCAA- Effective Writing Feedback- Improving Writing- The Power of Feedback</li> <li>➤ Sandplay Australia- Sandplay Relationships</li> <li>➤ iEducate</li> </ul>
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The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	94%
Attendance rate for Indigenous** students at this school	92%	92%	91%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	95%
Year 1	94%	95%	95%
Year 2	95%	95%	95%
Year 3	95%	95%	95%
Year 4	94%	95%	95%
Year 5	94%	94%	94%
Year 6	93%	94%	93%

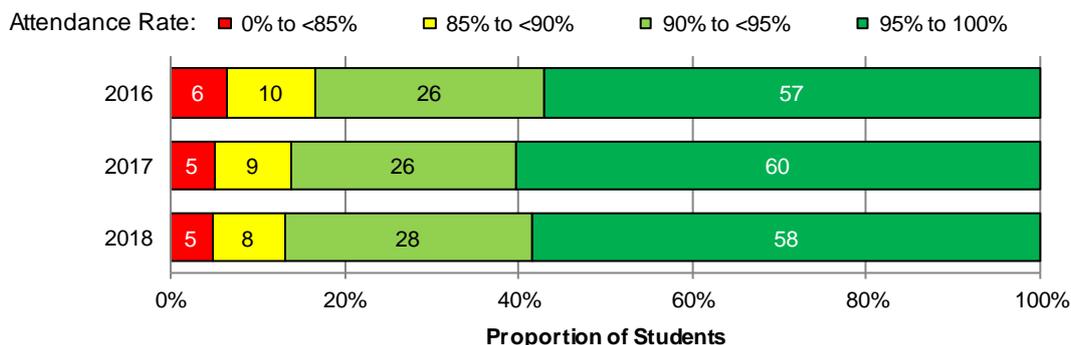
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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.

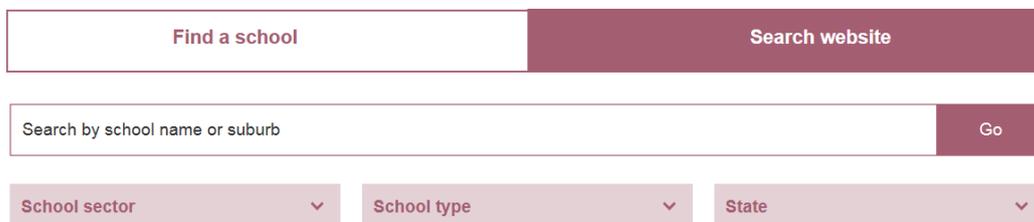
Each term an Attendance Report is created for each student and sent home. Attendance is noted as a percentage and is shown in a table using a Traffic Light System. Parents are engaged in discussion regarding the results.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### **How to access our NAPLAN results**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a dark red header with two buttons: 'Find a school' and 'Search website'. Below the header is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with a dark red border and the text 'View School Profile' in a dark red font.

4. Click on 'NAPLAN' to access the school NAPLAN information.



A dark red horizontal navigation menu with white text. The items are: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.