Principal’s foreword

Introduction
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.
The school is governed by the gazetted Enrolment Management Plan (EMP), which encompasses the geographical areas from Thornlands to Mt Cotton. The EMP is available from the school website.
The school opened with an enrolment of 276 students with a greater percentage of enrolments in the Early Years.
The school was founded on Four Key Aspirations:
A. to be a proud, values based community school;
B. to be a school that maximises success for every learner, at every developmental stage;
C. to be a high performing school with an explicit and engaging curriculum; and
D. to be a school that connects students to the world through C21 literacies.
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.
Our focus for 2010 was establishing the core curriculum for the new school. Priority areas were Literacy, Numeracy, Science and Technology.
Physical Activity is an important aspect of school life. A whole school Perceptual Motor Program was developed and implemented for students in P-7. This is a daily program which runs for 15 minutes each morning. Students attended interschool sport and represented the school in a variety of sports. A number of students made Redlands District Teams.
BayView State School utilises Interactive Whiteboards in every classroom to enhance learning thus integrating the latest technologies in all aspects of curriculum. Significant investment has occurred to ensure high level assistive technologies are accessible by students and staff for investigative purposes.

The ethos and culture of our school is founded 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.

Our dedicated foundation staff has worked very hard to establish and maintain school customs and cultures, develop routines and practices whilst ensuring that the curriculum and assessment strategies respond to the needs of a growing student body.

Our Student Council, supported by two staff members, embarked on a number of ventures to raise funds for charities as well as for the student body. This socially responsible group of students is a reflection of their supportive school community. They have demonstrated democracy in action.

During 2010 the school ethos, culture and values embedded in the calm, respectful teaching and learning environment that has been established at BayView. This environment is valued by teachers, students and parents.

School progress towards its goals in 2010

With 2010 being the inaugural year of operation, there were a significant number of foci for the year. Five key teachers were identified to lead the development of specific KLA plans. All plans were tabled at whole staff curriculum meetings.

The following foci were identified for specific development during 2010:

1. Literacy Plan
2. Numeracy Plan
3. Science Plan
4. National Curriculum Implementation Plan
5. School Vision and Culture Framework
6. Early Phase Philosophy
7. Middle Phase Philosophy
8. Productive Conversation Minutes
9. Student Advancement Strategy
10. LEC Profile
11. Individual Support Plans
12. Staff Wellbeing Strategy
13. Student Wellbeing Strategy
14. Facilities Development Plan
15. Annual workforce plan
16. Annual Workforce PD Plan

Substantial progress was made across all foci, with a review of Literacy and Numeracy Plans being completed during term 3. Adoptions and future directions leading towards the National Curriculum were made at this time.
The Teaching and Learning Audit during Term 4 realised the following progressive results.

| An explicit improvement agenda | high | An expert teaching team | medium |
| Analysis and discussion of data | medium | Systematic curriculum delivery | medium |
| A culture that promotes learning | high | Differentiated classroom learning | medium |
| Targeted use of school resources | medium | Effective teaching practices | medium |

These results demonstrate a solid start to the development of teaching and learning at BayView State School.

Future outlook

In 2011 our focus will be as follows:

- Embed the Bayview Values in the Curriculum Framework to encourage a greater depth of understanding and impact on behaviour.
- Develop staff professional development framework.
- Key Professional Development Areas 2011
  - Behaviour Management micros skills
  - First Aid + CPR
  - First Steps Maths – Number
  - Back 2 Front Maths
  - Sounds to Letters
  - School + Classroom data analysis
  - National Curriculum – English, Maths, Science
- Review of curriculum delivery to enhance an explicit improvement agenda across all classrooms.
- Review of Intervention Model.
- Embed the use of One School as a whole of school systemic program.
- Develop a Pedagogical Framework based on Productive Pedagogy Model.
- Enhance the Phase of Learning Philosophies.

Further details of these key areas are available from the school website.
School Profile

Coeducational Prep to Year Seven

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>288</td>
<td>139</td>
<td>149</td>
<td>81%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

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

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

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

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>All Classes</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

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

Curriculum offerings

2010 School Annual Report
Advancement Centre

The school year commenced on 27 January, with 45 of the enrolled students on the “potential support list”. At the outset, one student in year 3 was verified (II). During the first week, another SWD (verified ASD) enrolled, and at the start of term 3 a student verified II/ASD, requiring a high level of adjustments, transferred to BayView. Two other students already enrolled at BayView, were verified PI in term 4.

The remaining 44 potential support students were flagged because of concerns raised by their parents during enrolment. These concerns ranged from issues with anxiety, global developmental delay, ABI, speech, auditory processing and social, emotional difficulties to a need for learning support and academic extension.

During term 1, the referred students’ previous schools were contacted and/or visited to gain relevant data and information, and the students were individually monitored and assessed to gain base line data and ascertain level of need. In-class* support commenced in mid-term 1.

The names of further children were added to the support list throughout the year from referrals to the LEC. Overall, at any given time throughout the year, approximately 50 children received additional support through in-class support, clinics targeting specific areas of learning (i.e. fractions clinic for 5/6/7 and sight word clinic for year 3/4), withdrawn lower end ability groups from across year level streaming (year 3/4 maths, year 5/6/7 spelling and reading) withdrawn intervention targeting nominated at risk year 1 and 2 students.

Support Breakdown

<table>
<thead>
<tr>
<th>Term</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Term 1 | • Resource files and information on flagged enrolments  
         • Individually assess referred children  
         • In-class support |
| Term 2 | • Year 3/4 maths intervention group (withdrawn)  
         • In-class literacy support – Year 5/6/7 streamed literacy groups  
         • Year 2 small groups (literacy and numeracy, withdrawn)  
         • NAPLAN coaching prior to NAPLAN  
         • Literacy and Numeracy clinics linked to NAPLAN data |
| Term 3 | • Literacy and Numeracy clinics linked to NAPLAN data  
         • Year 2 literacy and numeracy intervention based on Year 2 net |
| Term 4 | • Small group and in-class support for year 5/6/7 reading and numeracy  
         • Small group withdrawn support for year 3/4 numeracy  
         • Small group withdrawn and in-class support for year 1 and 2 intervention literacy and numeracy |

*In-class support constituted working with the class teacher within the classroom supporting any student requiring extra help.

Early Years
Performance of our students

- All foundation staff were in-serviced in the Sounds to Letters program:
  - implemented across Early Years
  - Prep implemented in Term 4
- All staff share best practice in relation to teaching and learning – Phase Meetings, Staff Meetings and Professional Discussions.
- P-1 Transition Program developed and implemented:
  - Prep children visited Year One classrooms once a week in the last 3-4 weeks of Term 4 to assist with transition into Year One.
- Prep children involved in PMP program during this time also.
- Prep Learning Profile:
  - Assessment tool for Prep – passed onto Year One teachers.

Literacy

In 2010 the BayView State School curriculum team worked on the development of our Literacy plan. This plan incorporated information from a variety of sources including “The Teaching of Reading”, “The Teaching of Writing” and “The Teaching of Spelling” (South East Brisbane Initiative).

As part of our whole school learning expectations each class implemented a non-negotiable 2 hr literacy block at least 4 days a week. Within this session teachers were encouraged to use the whole part whole model of teaching. It was expected that all areas of Literacy were covered in this 2 hr session. Teachers were expected to explicitly teach strategies and thinking needed for all students to improve all learning outcomes.

To support our Teachers, the curriculum team, developed a document to support the implementation of reading during these Literacy blocks. The “Bay View Reading Program” outlines considerations required for a successful reading program. All staff was inserviced on this document during the Pupil Free Days in January 2011.

In 2010 we introduced assessment to facilitate the tracking of student outcomes over the course of their education at BayView State School. We have purchased and use:

- Pat R for reading comprehension
- Pat Voc – for vocabulary development
- Pat – Spelling for spelling development.

We also use Words Their Way for the diagnostic assessment of spelling stages for each student.

We have purchased a Digital copy of Informal Prose Inventory to run as a consistent reading assessment for fluency and comprehension across the school.

Each student from years 3 – 7 also has access to the Lexile Reading program. This program supports the middle year’s home reading program.

All staff are expected to take part in strategic discussion around student performance and results from all assessment tools. Key teachers lead these discussions to ensure we are meeting the needs of all students at our school. Meetings are held prior to, during and after key assessment periods to ensure best practice is discussed and shared among teaching teams. Moderation of student data is also a priority for Bay View staff – moderation in a variety of formats is integral to all staff owning student outcomes. The sharing of this data across year levels ensures a consistent standard of student achievement from year to year. Data used for discussions is drawn from the BayView school assessment schedule, which includes the results from
standardised tests, NAPLAN, QCATS, Year 2 Diagnostic Net and Validation Tasks.

Early in 2010 Foundation staff members were inserviced in the use of the phonics program “Sounds to Letters” created by Speech Therapist Melinda Cassells. This program will be used across the whole school to support our spelling program. Melinda has been booked to work with all staff again in April 2011.

**Numeracy**

**Developed Numeracy Plan**
- Analysis and critique of maths/numeracy strategies and curriculum documents to establish a school approach
- Ensure time allocations for numeracy were being met as per QCARF guidelines

**Developed Assessment and Reporting Practices**
- Introduced Pat-M diagnostic test as a rigorous data collection tool
- Review of NAPLAN data and the identification of 2011 targets for Whole School NAPLAN Plan
- Review of data to inform Professional Development
- Cohort analysis of data for effective differentiation

**Professional Development**
- First Steps Training – Number
- Back to Front Facilitator Training

**Managing Resources**
- Maintained budgetary requirements, including expenditure for resources and professional development within State Purchasing Guidelines.

**Science**
- Biannual science program linked to Essential Learnings and beginning to align with Australian Curriculum.
- Primary Connections (PC) alignment to BayView State School program.
- Ordering and accessioning of Primary Connections teacher resource books including rubrics.
- Ordering and resourcing for all phases linked to the required resources per PC unit and organised according to the science key understandings of biology, chemistry, physics and earth science.
- QCAT moderation process and the Cluster moderation days
- MCDS booklets including safety manual for appropriate powders in the primary classroom, use within lessons and safety instructions of powders. Labelled powers in compactus.
- Three PC units were trialled Essential Energy (Year 6), Runny or Not (Year 3) and (Year 2).
- Two teachers trained as Year 4-7 Science Spark leaders
- Emailing of “Science by e-mail”, a weekly CSIRO online resource
- Mentoring Year 3/4 teachers by Clint Beutel district Primary Science Facilitator.
- Students attending the high schools for immersion days in science.
- 2011 and beyond – district discussions about the national curriculum and changes for Year 7
teaching and learning.

- Primary Science Facilitator developing units of work for Year 7 teachers.

**Physical Education**

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

The establishment of a year 1-7 perceptual motor program conducted on Monday-Thursday mornings demonstrates our schools commitment to the Smart Moves program. Year 6-7 students mentored Early Years students through this program. Equipment was purchased and constructed to provide students and teachers with a diverse range of program activity options. Teachers were provided with examples of activities and games they could conduct and students 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 2010 at BayView SS.

- Interschool Sport program (100% year 5-7 participation).
- School Carnivals/Trials in Cross Country, Track and Field and Swimming.
- Active After School sports program Tuesday and Thursday afternoons.
- Walk to School Day.
- Wednesday after school sport options including Auskick and soccer.
- Before school fitness training offered to all school community members on Tuesday- Thursday mornings.
- Provision of code specific specialist skills instruction by AFL, Cricket, ARL and ARU staff.
- Participation by Year 4 in ARL carnival day.
- Representation by BayView students at District and Regional sporting events.
- 2 week intensive swimming development program.
- Friday afternoon sport training specific to interschool sports options.

**Resources**

The Discovery Centre became a major learning hub over the course of our foundation year. Library collections were progressively accessioned and made available to staff and students. In addition to the regular collection, teacher reference, guided and home reading resources, a range of print and digital media were sourced to specifically support Trimester Curriculum units and Prep themes, with the collection totalling in excess of 4000 accessioned resources by year’s end.

The Discovery Centre was well-patronised by all phases of learning. Learning space bookings were managed successfully and flexibly through an online booking system implemented in the latter part of the year, and occasions where multiple classes were utilising Discovery Centre spaces concurrently increased.
BookWeek celebrations were attended with enthusiasm, with all students participating in display creation, shared readings of and voting for short-listed titles. The majority of our students attended a culminating Arts Council performance.

BookClub was embraced by the BayView Community in 2010, securing over a thousand dollars-worth of additional resources for our library collection through their participation!

### Extra curricula activities

#### Environmental Programs

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

- Early years Gardening Club established through sponsorship.
- Whole school food scrap recycling program established. Coordinated and showcased by Year 4 teacher and students including compost bins and worm farms.
- Erosion issues identified and actioned by year 3 Landcare group including selective planting and liaison with schools officer to improve control measures.

#### Active After School Communities

In conjunction with the Australian Sports Commission, the Federal Government funds an after school sports program. All activities are based entirely at the school, using local sporting clubs and associations to deliver a program focused on active involvement and participation of students in afternoon activities. The sessions are designed to be fun and encourage all students to exercise and develop skills for a healthy active life no matter the child’s ability level.

BayView applied for and was granted a licence to be a host site for this program. Our first program in Term 3 consisted of a Soccer and Touch program conducted on two separate afternoons.

We enrolled over 160 students in Soccer and 100 in Touch. The BayView staff also volunteered a significant amount of time to make the program work. All students enjoyed seven weeks of skills and fun.

Term 4 saw us expand to include gymnastics and Hockey. Each program saw 60 students participate. Gymnastics was an exciting combination of gym floor games and gymnastic skills provided by the YMCA. Hockey was provided by the Redlands Hockey Association. Student’s skills grew very quickly and the difference from week 1 to week 7 was amazing to see.

BayView was recognised as a Super site, running second in the super site awards in all of the State, a tribute to the hard work of the staff and students. We look forward to Active After School Communities having a strong future at BayView State School, teaching our kids the skills necessary to live a fit, healthy and active life.

#### The Arts

Students across Year 1 to Year 7 were invited to join the BayView Singers Choir. During the year this group performed at various parades and functions to demonstrate the development of skills.

Our inaugural Instrumental Program commenced with students in Years 3-7 being offered the opportunity to audition for the Strings Program and students in Years 5-7 being offered the opportunity to audition for the Multi Program. This includes Brass, Woodwind and Percussion. Students who had been involved in their previous schools were automatically offered a position.
How Information and Communication Technologies are used to assist learning

eLearning
Being foundation members of the BayView school community enabled our staff the unique opportunity to build “traditions” in a contemporary manner. A vision for eLearning was developed, built upon and refined during our first year of operation.

Working Digitally
Staff collaborated on and accessed documents through BayView’s OnePortal Teamsite, and communicated through either TeamSite announcements, calendar or via email. OneSchool was used extensively for reporting and record keeping. Communications with the greater BayView community were via weekly electronic newsletters, parent email lists, and via the school website.

Developing Professionals:
All teachers had access to and were supported by an eLearning Mentor. Staff set goals and progressed towards SCPDF accreditation, with 100% of staff in possession of an ICT Certificate, DPL or DPLA by years end. Regular in-house “Breakky Byte” PD sessions were available to all staff on a range of eLearning topics. Staff also had access to external eLearning PD, attending Early and Middle Phase conferences at the Learning Innovation Centre and the eLearning Expo, while many utilised the self-paced PD available through OneChannel and eLearn.

Enabling Learners:
ICT was integrated into all student units of work in differing contexts, with most students accessing online learning in a range of formats, typically by collaborating and engaging in learning experiences in environments such as class/phase Virtual Classrooms. Differentiated tasks enabled students to demonstrate their learning and understanding in a variety of modes, including through the use of digital media. Interactive Whiteboard use by both students and teachers was integral to everyday curriculum engagement.

Harnessing the Enterprise Platform:
Every teaching space has been equipped with an IWB, and every teacher supplied with digital survival pack consisting of digital camera, audio splitters and mini voice recorders, whilst also having access a range of other digital equipment such as video cameras, iPods and document visualisers. Desktops and laptops on trolleys were available to all learners. In the latter stages of 2010 the whole school became wireless-enabled, enhancing the opportunity for greater flexibility with use of wireless resources such as our laptops.

Social climate

The BayView School Community believes:

- in the development of respect for the safety and well being of all its members;
- in respecting the right of teachers and students to teach and learn to reach their potential; and
- 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;
Performance of our students

- 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, [link](http://bayviewss.eq.edu.au/wcms/index.php?option=com_content&view=article&id=15&Itemid=37), outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Throughout our school plan, shared expectations for student behaviour are explicit to all members of the school community. This assists BayView State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Respect for ourselves, Respect for others and Respect for property

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

### 2010 SCHOOL OPINION SURVEY RESULTS

Data is drawn from annual School Opinion Survey conducted with ALL Year 5 and Year 7 students and a random selection of parent/caregivers

<table>
<thead>
<tr>
<th>PERFORMANCE MEASURE</th>
<th>STUDENTS</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy to go to this school</td>
<td>86%</td>
<td>94%</td>
</tr>
<tr>
<td>Safe at school</td>
<td>87%</td>
<td>90%</td>
</tr>
<tr>
<td>Treated fairly</td>
<td>62%</td>
<td>84%</td>
</tr>
<tr>
<td>Behaviour and discipline</td>
<td>52%</td>
<td>85%</td>
</tr>
<tr>
<td>This is a good school</td>
<td>88%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Parent, student and teacher satisfaction with the school

In 2010 the satisfaction from all groups was very high. This is to be expected in a new school. All members of our community worked extremely diligently to ensure that this school was established with solid foundations to deliver upon significant education outcomes for our students in the future.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>93%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Partnerships built with parents at BayView State School are an essential aspect of the school culture. Parent’s involvement in their child’s education is actively encouraged by:

- Working as support within the classroom program eg reading, changing home reading books, attending excursions;
- Invitations to parent information evenings and workshops;
- Attending celebrations of student achievement eg parade, awards parade, open nights, class culminating activities;
- Regularly communicating between class teacher and parents either face to face, by phone or by email;
- Regularly reporting student progress to parents via written reports and parent teacher interviews;
- Attending school functions eg school disco, athletics carnival, swimming carnivals;
- Volunteering time in various areas of the school eg library, resource making;
- Assisting with Active After School Communities; and
- Becoming members of the P&C and supporting them eg café volunteers, uniform shop, craft group, fundraising.
Reducing the school’s environmental footprint

Efforts to reduce 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.

Our curriculum emphasises the building of knowledge and skills in living a more sustainable life. Students are encouraged to learn how to live sustainably through conserving our resources, monitoring energy use through Solar Net (http://www.eq.solarschools.net/profile.aspx?id=487), growing food and flowers in the school gardens, establishing Worm Farms and through consuming food from our Cafe (who supplies locally procured produce and ‘home-cooked’ meals).

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>22</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>18</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>
Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>18</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $50,530.

The major professional development initiatives were: School based behaviour management, School wide curriculum development in Literacy, Numeracy, Science and embedding information, communication technologies into the curriculum.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.
**Key student outcomes**

**Attendance**

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

The average attendance rate for the whole school as a percentage in 2010 was 94%.

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

Each class teacher marks their class roll twice daily. Rolls are marked following our Physical Activity Program (PMP) each morning and again as soon as possible after Second Break. Students are marked as late if they arrive at school after PMP. Parents of students, who regularly arrive late or have significant number of absent days, are contacted by the class teacher and then by a member of the administration team to discuss and to collaborate in addressing the situation.

**Achievement – Closing the Gap**

BayView State School is working towards delivering a culturally sensitive understanding to education. In 2010 there was a single indigenous enrolment. Considerable work was completed with this student and their parents to deliver expected outcomes. This student has required significant educational support across all areas of schooling.
Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

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

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.