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. Stage 2 of buildings were completed at the end of 2011. This included an additional eight classrooms and our double room QUEST.

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’s 2011 enrolment is 426 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.

Physical Activity is an important aspect of school life. A Perceptual Motor Program was developed and implemented for students in years 1 to 3. This is a daily program which runs for 15 minutes, four mornings per week and is led by students in Year 6/7. Year 4 to 7 students designed and implemented their own program in consultation with their class teacher. Students attended carnival cluster days and represented the school in a variety of sports. A number of students made Redlands District Teams and Metropolitan East representative.

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

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.
During the second year of operation our dedicated staff have worked very hard to maintain school customs and cultures, 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 2011 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 2011**

In 2011 the strategic objective of BVSS was to enact the recommendations from the 2010 Audit. Flexible staffing was used to advance the school’s improvement agenda and increase the leadership density of the school.

The Teaching and Learning Audit during Term 4 realised the following growth.

<table>
<thead>
<tr>
<th>Audit Tool</th>
<th>2010</th>
<th>2011</th>
<th>Commendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Explicit Improvement Agenda</td>
<td>High</td>
<td>High</td>
<td>There is a strong and optimistic commitment by all staff to the school improvement agenda.</td>
</tr>
<tr>
<td>Analysis and Discussion of Data</td>
<td>Medium</td>
<td>High</td>
<td>There is significant collection and use of data to enhance the literacy, numeracy and science programs in all classes.</td>
</tr>
<tr>
<td>A Culture that Promotes Learning</td>
<td>High</td>
<td>High</td>
<td>Through it’s proactive involvement the Parents and Citizens’ Association is making a significant contribution to the culture of the school.</td>
</tr>
<tr>
<td>Targeted Use of School Resources</td>
<td>Medium</td>
<td>High</td>
<td>The Principal has given a high priority to understanding and addressing the learning needs of all students in the school.</td>
</tr>
<tr>
<td>An Expert Teaching Team</td>
<td>Medium</td>
<td>High</td>
<td>The Principal and Deputy Principal visit classrooms on a regular basis and provide feedback to teachers.</td>
</tr>
<tr>
<td>Systemic Curriculum Delivery</td>
<td>Medium</td>
<td>High</td>
<td>A comprehensive pedagogical model around reasoning, thinking and inquiry has been developed and implemented.</td>
</tr>
<tr>
<td>Differentiated Classroom Learning</td>
<td>Medium</td>
<td>High</td>
<td>Special Education Program (SEP) promote the effective integration of a significant number of students with disabilities.</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>Medium</td>
<td>High</td>
<td>Teachers’ efforts in creating classroom learning environments in which all students are engaged, feel safe and are supported to learn are a feature of this school.</td>
</tr>
</tbody>
</table>

These audit results identify BVSS within the top 10% of Queensland State Schools and are evidence of our collective commitment to creating and sustaining a high performing school.
Future outlook

In 2012 our focus will be as follows:

Implementation of the Teaching and Learning Framework to ensure instructional practices are rich in thinking, reasoning and inquiry.

Adapt, adopt and contextualise the Curriculum to the Classroom resources.

Continue to use data to identify priorities, take action and monitor progress. Provide Professional Development to build classroom teachers’ data literacy skills.

Improve NAPLAN data by implementing targets, support structures and effective feedback on student learning.

Introduction of LOTE (French) in Year 1, 2 and 3 classrooms and continuation of Year 4 to 7 Mandarin program, as an extension class, to include a beginner and advanced class in years 4, 5, 6 and 7.

Build capacity of teaching staff through the use of the Developing Performance Framework.

Continue to build a school culture which focuses on, and is committed to, purposeful and successful teaching. Continue to enrich the school culture by further developing the BayView Values in all aspects of student learning.
**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>426</td>
<td>205</td>
<td>221</td>
<td>97%</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. In 2011, we have two families 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 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.8</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>1</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>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings.

Advancement Centre
The Advancement Centre Staff initially consisted of 1 full time Teacher (.5 Learning Support and .5 Special Needs), .6 Special Needs Teacher, .3 Gifted Education Teacher and 1 full time Teacher Aide.

During the year, BayView’s Learning Enhancement Strategy was written and ratified, incorporating all aspects of support, Special Needs, Learning Support and Gifted Education.

Special Needs
The school year commenced with 8 students with one completed verification and two preps awaiting verification. Additional staffing (.2 Teacher and 10 hours Teacher Aide time per week) was granted with the enrolment of a prep student with challenging behaviours who was not included in Day 8 numbers.

Prep (4 SWDs) and Year 1 (1 SWD) were provided with .8 Teacher and 10 hours additional Teacher Aide time. The remaining 6 SWDs (Years 4,5,6 & 7) were supported with a fulltime Teacher Aide and .5 Teacher Time. The majority of support for SWDs was provided in an inclusive setting in the student’s mainstream classroom.

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

Throughout the year, support was provided as a whole school/class focus by:
- meeting with Specialist Staff (Speech Language Pathologist) to organise prioritization of allocated SLP time
- analysing data
- attending year level planning meetings
- attending LEC and GEST meetings
- team teaching
- modelling of specific pedagogical strategies
- assisting teachers with differentiation and planning.

as focused teaching by:
- small group in class support
- in class differentiation within class program

as intensive support by:
- small group withdrawal (Clinics in Sounds to Letters, Number, Fractions)
- specific intervention programs (Visualizing and Verbalizing).

Gifted Education Strategy
Gifted Education Strategy Team was established with 3 members attending GEMs training through South East Region. Students were referred for possible identification as gifted through a variety of processes including direct teacher referral, parent referral, assessment results and data obtained from analysing checklists completed by class teachers.

At the completion of term 4, three students were allocated support provisions under GES, through a WISC IV report from the Guidance Officer and twenty-eight middle years’ students were being screened as possibly showing signs of giftedness.

Early Years
An Early Years Philosophy was developed in consultation with teachers from Prep to Year 3. It discussed a consistent pedagogy and approach to teaching and learning across the Early Years and was included in Staff Induction Process/CD.

The Sounds to Letters Program was implemented in Prep from Term One and is integral to the development of a consistent approach to sounds and reading throughout the Early Years. Further in-service for all staff in the Sounds to Letters Program continued to ensure consistent and valid approach to the program across the school.

Changes were made to the Home Reading Program for Years 1-3 include structured guidelines for parents to ensure program is purposeful and valued.

Prep Learning Profile was used as an assessment tool for Prep. Monitoring and proofreading timelines for the completion of this profile were set.

Benmarks for exiting Prep into Year One explored in consultation with and input from Prep – Year 3 teachers. The benchmarks considered P-3 Literacy and Numeracy Indicators and National Curriculum achievement standards.

The Early Years Program Manager provided support with lesson planning, pedagogy, resources and modelling.
All staff continued to share best practice in relation to teaching and learning through Phase Meetings, Staff Meetings and Professional Discussions.

Future planning considerations have included discussions about the national curriculum and changes for Early Years teaching and learning and ensuring program aligned with National Curriculum.

**Literacy**

During 2011 we reviewed and revised our dynamic, Reading at BayView document which was first written in 2010. This document outlines clear expectations around what our staff are expected to cover during the teaching of reading in their weekly planning. The document has evolved to encompass the various documents published by the department.

We continue to use a variety of reading resources to support our student learning, including access to a variety of online self-paced reading programs, which are used across the school in a multitude of ways.

Our Early Years has a consistent expectation around take home readers which has continued in 2011 with new staff embracing the idea that each child works on one text for the entire week working on becoming phrased and fluent in their reading of the take home reader by Friday. This has also allowed us to manage our home reading resources more successfully with the increase in student numbers relying on these texts for reading at home.

At Bay View we continue to celebrate literacy through many different departmental and community based initiatives, some of these activities include participation in the MS Read-A-Thon, The Premiers Reading Challenge, Readers Cup, Book Week and of course Literacy and Numeracy week to name but a few school wide activities.

In 2011 we also had students participating in the Courier Mail Spelling Bee. Our Middle Years students also participated in the Greater Brisbane Debating program where we were the only State School competing.

We continue to use Sounds to Letters to support our diagnostic spelling program Words Their Way. Our Middle Years teachers have developed a consistent approach to Words Their way and we are exploring how this can be adapted to suit the Early Years more effectively.

**Numeracy**

**Numeracy Plan**

- Review and reflect on Numeracy plan to align with audit recommendations
- Whole school implementation of the National Curriculum using C2C as a resource
- Created a DVD showing best pedagogical practice to advance student outcomes
- BTFT with C2C alignments and links to the Teaching and Learning Framework
- Introduced BTFT overviews (Prep – 2, Years 3-7)
- Whole school B2F assessment rubric (modified for Year 1)

**Assessment and Reporting Practices**

- Data collection tools (Pat-Maths, Naplan Practice, Naplan data, Moderated Journal Problem BTFT) collated and analysed (whole school)
- Review of One School comment bank to align with C2C and Back to Front pedagogical approach and National Curriculum

**Professional Development**

- Establishment of coaching program
- Whole school training First Steps Number (Semester 1, 30 hours PD)
- BTFT facilitator program for key teachers in cohort groupings
- Cluster in-service BTFT
- BTFT facilitator training (2 days)
- Tierney Kennedy modelled B2F Maths to teachers
- B2F parent information sessions

**Managing Resources**

- Maintained budgetary requirements, including expenditure for resources and professional development within State Purchasing Guidelines.
- Stocktake of year level Maths kits
- Equipment ordered to meet C2C requirements

**Science**

In 2011 the Science program was modified and aligned with the Australian curriculum as each version was released and was facilitated by the Science Spark Team. The development of our Science program and Assessment and Reporting Framework to assess and track Science achievement using the Pat –S was included in Term 3 of the school year and the first year of data tracked. Moderation of student data across cohorts was a priority for Bay View staff and all staff was expected to take part in strategic discussion around student performance regarding the collected data and feedback of the implementation of the tests. Feedback and understanding of the Pat-S testing resource led us to buying our own set of test booklet resources for Years 3-7 for the 2012 school year.

The curriculum management team took on a changing role in structure to the curriculum leadership team throughout 2011 focussing on implementation of pedagogy and mentoring across all key learning areas. Science pedagogy within the Science KLA focussed on consistency of language in scientific investigations and the investigation process.
Science investigations and the 4 step model: plan, predict, explore and explain, and the concept of fair testing in all steps of the investigation process was to be addressed with students across all key learning areas and school programs (eg: behaviour and values). When addressing fairness and fair testing in science we can relate this reasoning to all of the strands and investigations which we implement. To maintain consistency we can use language which relates to patterns and truths as we do in our pedagogical approach in numeracy with Back to Front Maths. In Science, we test our predictions and strategies through investigations to solve and justify our thinking of the living and non-living world. Our district Science Spark team provides us with resources such as the Fair Testing mnemonic CMS ‘Cows Moo Softly’ to create a consistent approach to the language we use in science. The mnemonic is a storage tool for students to bank their acquired knowledge.

BayView State School grew significantly in size therefore resourcing was crucial to provide access to resources with up to 3 classes per Early Years cohort.

QCAT moderation is an integral part of assessing student learning and Year 4 and 6 tasks at district moderation indicated teacher marking was on target and aligned with the assessable elements with no changes required to grade levels within the marking guide.

In addition, we continued a range of teaching and learning opportunities including: Emailing of “Science by e-mail”, a weekly CSIRO online resource to all teaching staff, mentoring beginning teachers by Clint Beutel our district Primary Science Facilitator, middle years students attending the local state high schools for immersion days in science, plans for new QUEST centre science lab in 2012 as a vision for Middle Years Learning Village teachers.

**Discovery Centre**

**Resources**
The Discovery Centre has continued to thrive as a major learning hub throughout its second year of operation. Given the fact that our Library Aide has spent a greater proportion of time on Circulation Desk duties with additional classes utilising our resources, collections have doubled in numbers by the end of the year. The continued support of a dedicated group of school community volunteers has ensured that this is possible, by regularly attending on-site covering sessions, or taking resources home to prepare.

The Discovery Centre continues to be well patronised by all phases of learning. Learning Space bookings are managed with great success through our flexible online booking system, and the concurrent use of the different Discovery Centre spaces has increased, with classes successfully meeting a range of teaching and learning needs in the Borrowing Area, Learning Space and Inquiry Area.

Celebrations of a literary nature were embraced with enthusiasm across all phases of learning. Book Week activities included display creation, shared reading of short-listed titles, voting for those titles, an Arts Council Performance and a “come as your favourite book character” celebration day. BayView also fielded a Readers’ Cup team, with students competing against 17 other local schools in the Bayside District Reader’s Cup, hosted on site at BayView. Students also enjoyed participating in the national simultaneous story time. Book Club has continued to be popular with the BayView community, and has secured hundreds of additional resources for our library collection over the course of the past year.

**How Information and Communication Technologies are used to assist learning.**
BayView’s vision for eLearning has been refined in the second year of operation, the response to which is dynamic, keeping pace with innovations in technology and associated pedagogies.

**Working Digitally**
Staff have collaborated on and accessed documents through BayView’s OnePortal Teamsite, and communicated through either the Teamsite announcements, calendar or via email. OneSchool was used extensively for reporting and record keeping as well as planning curriculum units of work. Communications with the greater BayView community were via weekly electronic newsletters, parent email lists, via the website and through parent menu items in our Virtual Classrooms.

**Developing Professionals**
All teachers have access to and were supported by the eLearning Mentor. Staff set goals and progressed towards SCPDF accreditation, staff in possession of an ICT Certificate, DPL or DPLA. Regular in-house BayView Bytes PD sessions were available to staff on a range of eLearning topics with a particular focus on pedagogical utilisation of the new student and staff spaces in the Learning Place. Staff also had access to external eLearning PD, attending Early and Middle phase conferences at the Learning Innovation Centre and eLearning Expo, and many have utilised self-paced PD 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 and EdStudios. Differentiated tasks enabled students to demonstrate their learning and understanding in a variety of modes, including through the use of digital media. Students shared their learning and collaborated through blog, wiki and discussion forums in our secure online environment. Interactive Whiteboard use by both students and teachers was integral to everyday curriculum engagement. Robotics equipment was purchased for each phase of learning – Beebots for Prep and Year 1 classes; Lego We Do kits for years 2 and 3, and Lego Mindstorms sets for years 4-7.

**Harnessing the Enterprise Platform**
Every teaching space is equipped with an IWB, and every teacher supplied with a digital survival pack consisting of digital camera, audio splitters, and mini voice recorders, whilst also having access to other digital equipment such as video cameras, iPods and document visualisers. Desktops and laptops on trolleys were available to all learners. Wireless connectivity throughout the entire school enables greater pedagogical flexibility with use of wireless resources throughout the BayView campus.
Creative Arts
2011 saw quite a significant increase in the students participating in the various Creative Arts programs, which in turn increased the programs which were available. Two choral groups were created, the Junior Choir (Years 1-3) and BayView Voices (Years 4-7).

In Instrumental Music, students were able to participate in the Concert Band and Strings had two ensembles, Beginner Strings and Advanced Strings. In Term 2 and 3, some students actively participated in the AusDance program. Two groups were formed, AusDance 1 and AusDance 2. This program was available after school. All of these groups performed in various concerts, eisteddfods and community events, throughout the year.

The whole school enjoyed the wonderful performance of the ‘Power of One’ by Grant Collins, Drummer. Grant played his $40 000 drum kit and used his motivational speaking skills to inspire students into playing music. 2011 also saw BayView’s first ‘End of Year Concert’- BayView Believes. Students from Prep-7 performed items which varied from music, dance and drama, based on the Values theme.

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

The 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 2011 at BayView SS.
- Carnival Cluster Sports Days program (100% year 5-7 participation).
- School Carnivals/Trials in Cross Country, Track and Field and Swimming.
- Active After School sports program Tuesday and Thursday afternoons.
- Walk to School Day.
- Wednesday after school sport options including Auskick and soccer.
- Before school fitness training offered to all school community members two mornings per week.
- Provision of code specific specialist skills instruction by AFL, Cricket, ARL and ARU staff.
- 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.

Languages Other Than English
French was taught to all students in classes from Year 4 to 7. Bastille Day was celebrated in Term 3 students engaged in learning experiences which enhanced their understanding and knowledge of French language and culture.

Mandarin was offered to selected students from Year 4 to 7 as part of the BayView State School Learning Enhancement Strategy. This learning experience was provided in partnership with Cleveland District State High School.
**Extra curricula activities**

**Creative Arts**

In Instrumental Music, students were able to participate in the Concert Band and Strings had two ensembles, Beginner Strings and Advanced Strings. In Term 2 and 3, some students actively participated in the AusDance program. Two groups were formed, AusDance 1 and AusDance 2. This program was available after school. All of these groups performed in various concerts, eisteddfods and community events, throughout the year.

**Active After School Communities**

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

With such an enormously successful year in 2010 it was a challenge to meet the high standards we reached. 2011 saw us develop greater depth in the range of programs we chose for students.

Term one we combined the skills of badminton with the fast pace of netball. These two sports were very popular with many students trying badminton for the first time. Term 2 we further expanded our range of skills with cheerleading and mixed games. Cheerleading, while popular with the girls was also well attended by boys; showing real men can cheer and dance too. Mixed games allowed the students to participate in a variety of games, developing many tactics and skills that can easily be used in other sports; it was also a heap of fun!

Term 3 brought back an old favourite in touch football that was very well attended and enjoyed. Touch football is building a strong culture at BayView State School and active after school sport is helping develop the skills and tactics necessary to see us become a force in the local touch competitions for years to come. We were also fortunate enough to have the Greg Norman Golf Foundation come out and deliver the most profession and well run program we have seen at the BayView Active After School Sports. Scott and his team were amazing and the students loved every minute of it!

Finally term 4, as the summer came back around again the need for a good game of cricket was strong, so the team rom Redland Sharks delivered a fun cricket program for students as well as our very own Softball expert Mrs Pink delivering Softball to students in her own amazing and enthusiastic way.

2011 marked a highly successful year for the BayView Active After School Sports program and we are excited by the new activities we have planned for 2012.

**Environmental Education Program**

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

Early years Gardening Club 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.

**Debating**

BayView students from Year 6 and 7 competed in the Queensland Debating Junior Round Robin.

**Links with Cluster Schools**

Students were invited to participate in Extension Days at Cleveland District State High School in the areas of Maths, Science, LOTE and Creative Arts.

Carnival Cluster Days were held through the year for students to participate in sporting activities.

Teachers moderated QCAT assessment tasks with staff from our local cluster group.
How Information and Communication Technologies are used to assist learning

**eLearning**
A vision for eLearning has been reviewed and embedded in class programs.

**Working Digitally**
Staff collaborated on and accessed documents through BayView’s OnePortal Teamsite, and communicated through either TeamSite announcements, calendar or via email. OneSchool was used extensively for reporting and record keeping. Communications with the greater BayView community were via weekly electronic newsletters, parent email lists, 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 “BayView Bytes” PD sessions were available to all staff on a range of eLearning topics. Staff also had access to external eLearning PD, attending Early and Middle Phase conferences at the Learning Innovation Centre and the eLearning Expo, while many utilised the self-paced PD available through OneChannel and eLearn.

**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 2011 the whole school is wireless-enabled, enhancing the opportunity for greater flexibility with use of wireless resources such as our laptops.

**Social climate**

The *BayView School Community* believes:

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

This will be achieved through:

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

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

Our [Responsible Behaviour Plan](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 at a glance

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.

<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>83%</td>
<td>100%</td>
</tr>
<tr>
<td>Safe at school</td>
<td>82.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Treated fairly</td>
<td>63%</td>
<td>94%</td>
</tr>
<tr>
<td>Behaviour and discipline</td>
<td>60%</td>
<td>94%</td>
</tr>
<tr>
<td>This is a good school</td>
<td>84%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Our school culture is driven by a deep belief that every student is capable of successful learning. There is a strong sense of belonging and pride at our school. Our proactive values based program provides clear and consistent expectations which are evident across the school.

Parent, student and teacher satisfaction with the school

In 2011 we continued to build and maintain positive and caring relationships between staff, parents and students. There is a positive, optimistic feel to our school. We have a significant number of parents and community members who volunteer in classrooms, sporting events, cafe and the resource centre. Our data demonstrates our commitment to creating and maintaining learning environments that are safe, respectful, tolerant, inclusive and promote intellectual rigour.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>96%</td>
</tr>
</tbody>
</table>

DW – Data withheld
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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).

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our staff profile

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>33</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>29</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Doctorate: 0
- Masters: 3
- Bachelor degree: 19
- Diploma: 4
- Certificate: 0
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $54,579.
The major professional development initiatives are as follows:
- First Steps in Number
- Back to Front Maths
- First Aide and CPR
- Sounds to Letters

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

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

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

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

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

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<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>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET 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.
Performance of our students

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

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

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

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.
Performance of our students

Achievement – Closing the Gap

BayView State School is working towards delivering a culturally sensitive understanding to education. In 2011 there were two indigenous enrolments. Considerable work was completed with these students and their parents to deliver expected outcomes. These students have required significant educational support across all areas of schooling.