Principal’s foreword

Introduction

Purpose
BayView State School promotes 21st Century Learning through the creation, deepening and extension of knowledge through an explicit Teaching and Learning Framework. In addition, the Cultural Framework identifies the actions and interactions of the entire school community which cultivates a caring, supportive and dynamic learning environment.

Mission Statement
BayView State School promotes the inspiration, creation, investigation and celebration of knowledge. An ethos of pride, respect and achievement of goals is commonly valued by all, influencing our choices in learning and building relationships. Our community embraces The BayView Values, which fosters a safe, supportive and dynamic learning environment.

Values
The school was founded on Four Key Aspirations:
- to be a proud, values based community school;
- to be a school that maximizes success for every learner, at every developmental stage;
- to be a high performing school with an explicit and engaging curriculum; and
- to be a school that connects students to the world through 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. Stages 2 of buildings were completed at the end of 2011. This included an additional eight classrooms and our double room QUEST (Questioning, Understanding, Enquiring, Science, Technology building).

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.

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 2012, we have three families who identify as being from Aboriginal Torres Strait Islander descent.

Our students and community embrace the BayView Values, which are based on the Australian Values Framework. These Values are explicitly taught and are used to form the basis of our Positive Behaviour Plan. Due to the high expectation of staff and community our students demonstrate high levels of appropriate behaviours which can be seen through student achievement in our behaviour passports and awards.

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

The ethos and culture of our school continues to be based on the ‘School Culture Framework’. The foundations of this framework are the nine BayView Values. These values are taught explicitly in all classrooms each week, with all actions being related to these values. The Value of the Week is published in the school newsletter, the electronic notice board and discussed during the weekly parade. This year, each class and staff demonstrated a particular Value, using mime, song, dance or prose, at the weekly parade.

The school minimises its environmental footprint through being built to the Four Star, Green Star Environmental Rating. This includes strategies such as the passive, thermal cooling of well-planned buildings. In excess of 100 000 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 5 students designed and implemented their own program in consultation with their class teacher. Students in Yr 5 – 7 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.

**School progress towards its goals in 2012**

<table>
<thead>
<tr>
<th>Focus in 2012</th>
<th>Progress in 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of the Teaching and Learning Framework to ensure instructional practices are rich in thinking, reasoning and inquiry.</td>
<td>A Teaching and Learning Framework based on the research of Marzano has been developed and is beginning to be embedded in pedagogical practice across the school.</td>
</tr>
<tr>
<td>Adapt, adopt and contextualise the Curriculum to the Classroom resources.</td>
<td>All classes from Prep to Yr 7 are using the Curriculum to the Classroom resources as a framework for what is to be taught.</td>
</tr>
<tr>
<td>Continue to use data to identify priorities, take action and monitor progress. Provide Professional Development to build classroom teachers’ data literacy skills.</td>
<td>Data is used to identify priorities, take action and monitor progress. Staff has engaged in professional development and discussions to build their data literacy capacity.</td>
</tr>
<tr>
<td>Improve NAPLAN data by implementing targets, support structures and effective feedback on student learning.</td>
<td>An explicit improvement agenda including a focus on NAPLAN has been developed and implemented.</td>
</tr>
<tr>
<td>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.</td>
<td>LOTE French is taught in all classes from Yr 1 – Yr 7. Mandarin is offered as an extension class to high performing students in Yr 4 – Yr 7. Currently it is being offered as a beginner's class and as an advanced class.</td>
</tr>
<tr>
<td>Build capacity of teaching staff through the use of the Developing Performance Framework.</td>
<td>This process has begun through professional discussions.</td>
</tr>
<tr>
<td>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.</td>
<td>Quadrennial School Review has been conducted with feedback from all stakeholders with the outcome a Strategic Plan 2013 – 2016. Parent, students and staff were consulted throughout this process.</td>
</tr>
</tbody>
</table>

**Future outlook**

In 2013 our focus will be as follows

Embed and enhance the Teaching and Learning Framework in all areas of the school to ensure instructional practices are rich in thinking, reasoning and inquiry.

Continue to adapt, adopt and contextualise the Curriculum to the Classroom resources in the areas of English, Maths, Science and History.

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

Explicit improvement agenda embedded across the curriculum, notably in reading, spelling and maths. Improve NAPLAN data by implementing targets, support structures and effective feedback on student learning.

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.
Promote differentiated teaching in every classroom to cater for the learning needs of all students.

**School Profile**

**Coeducational or single sex:** Coeducational  
**Year levels offered in 2012:** Prep - Year 7  
**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>288</td>
<td>139</td>
<td>149</td>
<td>91%</td>
</tr>
<tr>
<td>2011</td>
<td>426</td>
<td>205</td>
<td>221</td>
<td>97%</td>
</tr>
<tr>
<td>2012</td>
<td>522</td>
<td>257</td>
<td>265</td>
<td>96%</td>
</tr>
</tbody>
</table>

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

**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 2012, we have three families who identify as being from Aboriginal Torres Strait Islander descent. Some of these families speak English as a Second Language. Our students and community embrace the Bay View Values, which are based on the Australian Values Framework. These Values are explicitly taught and are used to form the basis of our Responsible Behaviour Plan. Due to the high expectation of staff and community our students demonstrate high levels of appropriate behaviours which can be seen through student achievement in our behaviour passports and awards.

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

**Average Class sizes**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>22</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td></td>
<td>26</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Cancellations of Enrolment

|                | 0 | 0 | 0 |

Below is the extraction of curriculum offerings from the document:

Our distinctive curriculum offerings

Advancement Centre
The Advancement Centre Staff consisted of 3 Teachers, including 1 full time (.4 Learning Support and .6 Special Needs) and 2 part time (.6 Special Needs and .2 Special Needs plus .4 Learning support) and 2 Teacher Aides.

Special Needs
The school year commenced with 13 students with a verification including 2 preps. Throughout the year the number of student receiving support continued to grow until by term 4, 23 students were receiving Special Needs support.
The majority of support for Special Needs students 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 weaknesses 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 (inferential comprehension).

Gifted Education Strategy
Gifted Education Strategy Team continued to consolidate work on differentiation across the school with 2 members completing their Differentiation Mentor Training (formally GEMS). 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. In 2012 six additional students were identified through this process, which brought the number of gifted students to nine.

Early Years
A Home Reader and Home Learning Program consistent with current Year 1-3 program, was introduced into Prep in Semester 2. This was supported by a Parent Information Session for Prep parents with structured guidelines to ensure the program was purposeful and valued.

Alpha Assess Reading Assessment was introduced into Prep to inform Year One teachers of student reading progress.

Prep Learning Profile continued to be used as an Assessment Tool for Prep.

Collegial planning between Prep staff ensured consistent reporting and assessment items were recorded.
The Prep Program aligned with the National Curriculum and the Prep Program Manager supporting staff with lesson planning, pedagogy, resources and modelling.

All staff continues to share best practice in relation to teaching and learning through Phase Meetings, Staff Meetings and Professional Discussions.

Future planning discussions has continued about the national curriculum and changes for Early Years teaching and learning.

Coaching and mentoring within the Early Years has included working within the Teaching and Learning Framework; the opportunity to visit, explore, investigate and interact in an Early Years setting other than Prep; and working collaboratively with Early Years teachers by sharing and providing knowledge, skills and practice.
Our school at a glance

**English**

In 2012 our BayView English program continued working towards ensuring consistency of reading practice across cohorts. Professional Development was provided for new staff implementing our Sounds to Letters program.

Throughout the year, two teachers developed a project around Daily 5 and Reading Café Strategies to trial their inclusion in the BayView State School Reading Plan. Goal setting with individual students was a secondary outcome for this project but has allowed students to track their own learning. The results are still ongoing and at this stage we have noted an improvement in achievement of students who have taken part in this trial over an eight month period of implementation. As part of this trial an application was made to the P7C for a grant to purchase a set of 8 iPads to be used to access a variety of apps to engage and encourage students to be self-reliant, and build their autonomy in making responsible learning choices during these lessons. In 2013 we will continue to investigate how we can utilise these two programs in our everyday teaching.

At the end of 2012 a group of staff trialled an online learning platform "Literacy Planet" and the decision was made to include this on our booklist for 2013.

All staff was asked to use the C2C units for English with the focus being the common assessment tasks for moderation purposes. Staff worked through the units and adapted the teaching and learning to suit their individual classes while keeping the integrity of the common, consistent assessment at the end of each unit.

**Mathematics**

A Numeracy Plan has been developed where teachers plan using the ACARA statements with C2C as a resource. Back to Front (B2F) Maths continues to be the main pedagogical approach with C2C alignments and links to the Teaching and Learning Framework. Teachers continue to embed B2F overviews (Prep – 2, Years 3-7) and the whole school B2F assessment rubric (modified for Year 1). Mathletics was introduced in Term 4

Assessment and Reporting practices were standardised with the use of data collection tools (Pat-Maths, NAPLAN Practice, NAPLAN data, Moderated Journal Problem BTF) collated and analysed (whole school but as a year level cohort) Mathletics is monitored by each teacher.

Professional Development was provided through a coaching program where lessons were modelled throughout the school particularly for the new teaching staff to BayView. Staff were also inducted into B2F Maths during the PFD

Resources were managed by maintaining budgetary requirements, including expenditure for resources and professional development within State Purchasing Guidelines, stocktaking of year level Maths kits and ordering equipment to meet C2C requirements and new classes

**Science**

The Curriculum Leadership Team took on a changing role throughout 2012 focussing on implementation of pedagogy and mentoring across all key learning areas through the introduction of the Teaching and Learning Framework. Science pedagogy within the key learning area focussed on consistency of language in scientific investigations and the investigation process.

The development and alignment of our Science program and Assessment and Reporting Framework to assess and track Science achievement using the PAT – Science saw the recording of data for the second consecutive year. Moderation of student data across cohorts was a priority for Bay View staff. 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.

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.

In addition, we continued a range of teaching and learning opportunities including "Science by e-mail", a weekly CSIRO online resource to all teaching staff, QUEST centre resourced with key items and resources and middle year’s students attending the local state high schools for immersion days in science.

**SEMP**

The Sustainability and Environment Management Plan was implemented in 2012, Term 4 as a trial leading into 2013 in the areas of water, waste, energy and biodiversity. In addition, to our facilities and infrastructure at BayView as a 4 star energy efficient site the SEMP plan leads us to think about and make changes in our practice and values as future citizens.

This plan fits into whole school planning through the Strategic Plan, Annual Implementation Plan, School Annual Report, relevant school policies, school administration and management procedures, curriculum programs, consultation with student representative body, consultation with parents and citizens organisations.

In 2012, we were awarded a sustainability grant which included organic worm bins, paper and card recycling bins for each classroom and a $200 grant for worm farms. We purchased 3 x 240L worm farms with a vision to expand in 2013. We also purchased 12 compost bins for organic and green waste which are placed throughout the school for students and schools officer use.
Our school at a glance

Each year level has a sustainability area and project:

Year level: Prep
Sustainability area: Water orientation
What will be done: Prep will investigate the effective management of water usage with a focus on how to effectively save water in the school’s various facilities (toilets, taps and bubblers).

Year level: 1
Sustainability Area: Biodiversity
What will be done: Year 1 will complete regular audits (twice per semester) of the schools plant life, animals and birds and investigate areas of the playgrounds which require maintenance, eg watering.

Year level: 2
Sustainability area: Water
What will be done: Year 2 will monitor the water usage at school from month to month. Results will be published in the school’s eNewsletter, school website or virtual classroom. Students will discuss the variance in water usage over a year.

Year level: 3
Sustainability area: Energy
What will be done: Year 3 will investigate effective use and monitoring of our energy usage across the school.

Year level: 4
Sustainability area: Waste – organics (worm farms)
What will be done: Year 4 will investigate the issue of waste management. Students will be responsible for implementing and monitoring the Worm Farm project. The worm fertiliser will be sold to the community to raise money for further projects.

Year level: 5
Sustainability area: Waste and education
What will be done: Year 5 will investigate the issue of waste in relation to school lunches. They will implement a project focussed on Nude Food days once per term and will inform the school community via parade, eNewsletter and class visits.

Year level: 6/7
Sustainability area: Paper and Cardboard Recycling Collection
What will be done: Year 6/7 students will investigate the issue of recycling. Students will be responsible for the recycling of paper and cardboard at the end of the week.

Discovery Centre
The Discovery Centre has continued to thrive as a major learning hub. Our resource collection continues to grow, with over 7 000 items contained within a range of collections. 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. Play times are busy times with students reading, borrowing, colouring, game playing, constructing and utilising the Inquiry Area for computer access.

Celebrations of a literary nature were embraced with enthusiasm across all phases of learning. Book Week activities included display creation, shared reading of short-listed titles, voting for those titles, an Arts Council Performance and a “come as your favourite book character” celebration day. BayView fielded a Readers’ Cup team, for a second year, with students competing against 19 other local schools in the Bayside District Reader’s Cup. 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.

Creative Arts
In 2012 there was a significant increase in 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 participated in the Concert Band and either of the two Strings Ensembles (Beginner Strings and Advanced Strings).

In Term 2 and 3, some students participated in the AusDance program. Two groups were formed, AusDance 1 and AusDance 2. This program was available after school.

All creative arts groups performed in various concerts, eisteddfods and community events, throughout the year.

At the BayView ‘End of Year Concert’ students from Prep-7 performed items which varied from music, dance and drama, based on the 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 to Thursday mornings demonstrates our schools commitment to the Smart Moves program. Year 6-7 students coached Early Years students through this program. Equipment was purchased and constructed to provide students and teachers with a diverse range of program activity options. Teachers were provided with examples of activities and games they could conduct and student leaders were encouraged to choose games they were familiar with and to create new activities.

Following are additional sporting and physical activity programs that were conducted in 2012 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.
- representation by BayView students at District and Regional sporting events.
- two 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 1 to 7. Bastille Day was celebrated in Term 3 where 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 Term 2 and 3, students were offered the opportunity to participate in the AusDance program after school. Students from this program performed in various concerts, eisteddfods and community events, throughout the year.

Active After School Communities
BayView State School participated in the third 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 regardless of the child’s ability level. 2012 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 2013.

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

Early years Gardening Club continued through sponsorship. Community members supported and helped maintain the garden area.

Whole school food scrap recycling program established. Coordinated and showcased by Year 4 teacher and students including compost bins and worm farms.

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 Public Speaking, Maths, Science, LOTE and Creative Arts.
Carnival Cluster Days were held throughout the year for students to participate in sporting activities.
Extensive planning between cluster schools prepared the school and student for the introduction of the Flying Start Program in 2013.

How Information and Communication Technologies are used to assist learning
BayView’s eLearning vision continues to be embedded in class and whole school 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 electronic signage and via the school website.

Developing Professionals
All teachers had access to and were supported by an eLearning Mentor. 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. Staff continued to be accredited with ICT Certificates and the Digital Pedagogy Licence as they met Smart Classrooms Professional Development Framework criteria with the support of our in-house Accredited Facilitators.

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.
BayView students in years 4, 6 and 7 had the opportunity to participate in our region’s Project 600 groups in Numeracy and Reading.
All students reported high levels of engagement, and were successful in improving their results, many significantly, through this targeted learning in a differentiated and contemporary learning environment.

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 to a range of other digital equipment such as video cameras, iPods and document visualisers. Desktops and laptops on trolleys were available to all learners. The entire school is wireless-enabled, enhancing the opportunity for greater flexibility with use of wireless resources such as our laptops and more recently, iDevices. Teachers continue to use virtual learning spaces as part of their regular pedagogical practice. Parent sessions have also been held to enable seamless access to our virtual learning spaces in both school and home environments.
Our school at a glance

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 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.

PERFORMANCE MEASURE STUDENTS PARENTS

Happy to go to this school 86.8% 88.5%
Safe at school 89.7% 88.5%
Treated fairly 77.5% 88%
Behaviour and discipline 86.6% 92.3%
This is a good school 88.7% 96.1%

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 staff satisfaction with the school

In 2012 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.
Our school at a glance

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>96.2%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>92.3%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>92.3%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>96.2%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>88.5%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>92.3%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>96.0%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>88.5%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>96.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>91.7%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>96.2%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>99.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>96.9%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>95.9%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>96.9%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>99.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>98.0%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>92.9%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>90.6%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>93.9%</td>
</tr>
</tbody>
</table>
Our school at a glance

- Student behaviour is well managed at their school* 99.0%
- Their school looks for ways to improve* 100.0%
- Their school is well maintained* 98.0%
- Their school gives them opportunities to do interesting things* 95.9%

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>That they have good access to quality professional development</td>
<td>93.0%</td>
</tr>
<tr>
<td>With the individual staff morale items</td>
<td>97.3%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.
* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

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;
- 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 cafe 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 are as follows:

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.


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).

<table>
<thead>
<tr>
<th></th>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Electricity kWh</td>
</tr>
<tr>
<td>2009-2010</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>70,096</td>
</tr>
<tr>
<td>2011-2012</td>
<td>111,108</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>39</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>34.2</td>
<td>11.5</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>34</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</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 2012 were $20,000.

The major professional development initiatives are as follows:
- Back to Front Maths
- First Aid and CPR
- Sounds to Letters
- Coaching
- ACARA
- Differentiation Mentor Training
- How To Talk So Kids Can Learn

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.
Our staff profile

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97.4%</td>
<td>96.5%</td>
<td>96.6%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.8% of staff was retained by the school for the entire 2012 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/](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

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<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>2010</td>
<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td><img src="chart1.png" alt="Attendance chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td><img src="chart2.png" alt="Attendance chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td><img src="chart3.png" alt="Attendance chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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/](http://www.myschool.edu.au/).
Performance of our students

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

![Find a school](image)

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.

**Achievement – Closing the Gap**

BayView State School is working towards delivering a culturally sensitive understanding to education. In 2012 there were three indigenous enrolments. Some work was completed with these students and their parents to deliver expected outcomes. These students have required little additional educational support across all areas of schooling.