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. The school built environment includes 28 classrooms, Advancement centre, Discovery Centre, Creative Arts Centre, Corporate Service Centre, Groundcare, Multipurpose Hall and QUEST Centre.

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.
Significant housing development in our Catchment Zone continues to impact our enrolments, annually.

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 2015, we have fifteen students who identify as being from Aboriginal or Torres Strait Islander descent.

Our students and community embrace the BayView Values, which are based on the Australian Values Framework. These Values are explicitly taught and are used to form the basis of our Positive Behaviour Plan. Due to the high 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 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 implemented for students in years 1 to 3. This is a daily program which runs for 15 minutes, four mornings per week and is led by students in Year 6. Year 4 and 5 students designed and implemented their own program in consultation with their class teacher. Students in Yr 5 – 6 attended carnival cluster days and represented the school in a variety of sports. A number of students made Bayside District, Metropolitan East Regional and State representative Teams.

BayView State School utilises Interactive Technology 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.

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

### School progress towards its goals in 2015

<table>
<thead>
<tr>
<th>2015 PRIORITIES</th>
<th>PROGRESS IN 2015</th>
</tr>
</thead>
</table>
| Explicit use of data for learning. | Data Leaders Team was formed  
Head of Curriculum worked with Data Team to build capacity in understanding and using programs to create digital data displays  
Data Team developed data displays to take back and share with their year level teams  
Data Team attended supporting Professional Development  
School Leaders established Professional Learning Teams to discuss, analyze and plan from class and cohort data sets. |
| Professional learning teams met quarterly to discuss data to focus on and improve learning outcomes.  
| PLT teams celebrated success in improving student learning outcomes at an end of year presentation to the teaching staff. The presentations highlighted the learning journeys and distance travelled across all year levels.  
| Explicit teaching of reading comprehension strategies with a clear focus on consistency and the contribution of data for learning.  
| Teachers were invited to join the comprehension working team.  
| Led by the Deputy Principal the team met regularly to research and share findings around explicit teaching of a range of comprehension practices.  
| Members of the team used South East Region comprehension documents to outline age appropriate decoding strategies and reading behaviours.  
| Team developed a comprehension program encompassing age appropriate decoding strategies and reading behaviours that complimented the schools reading program.  
| The program provided a consistent approach to teaching and learning in the area of reading comprehension.  
| Team presented program to staff at the end of 2015 for use in 2016.  
| Explicit teaching of number fluency and the contribution of data for learning.  
| Math team was formed with a range of teachers across the school.  
| Led by the Head of Curriculum the team began by reviewing the school Mathematics Program.  
| Team identified areas to enhance in number fluency in the Mathematics Program.  
| Using the Australian Curriculum, the team developed a Number Fluency Scope and Sequence.  
| The team developed a Mathematics Planning Tool to support teachers in planning for learning in Mathematics across the year with an emphasis on mapping out Number Fluency.  
| The document was presented to staff at the end of 2015 for use in 2016.  
| Staff communication – general and specific.  
| Local One Portal platform used for Daily notices.  
| Email items for Professional Development, Career Aspiration and 1-1 direct communication.  
| Staff Meeting alignment to Business Meeting – whole Staff, Curriculum Meeting – Teachers, Phase Meeting, Year Level Meeting.  
| Instigation of the Professional Learning Team model to improve professional discourse. |
Future outlook

2016 Strategic Objectives

1. Commitment to a trajectory of improvement for all students with explicit data targets in Reading and Number.
2. Implementation of ACARA in English, Maths, Science, History and Geography.
3. A comprehensive, transparent and focussed strategy of using data to improve specific student cohorts inclusive of AandTSI students.
4. Implementation of developing Annual Performance Development Plans for administrators, teaching staff, teacher aides and other support staff.
5. Consolidation of OneSchool as the operational environment for school data, plans and financial operations.

High Value, High Impact, Performance Areas 2016

<table>
<thead>
<tr>
<th>Improvement Agenda</th>
<th>How will our success look and feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>- Instructional process is focused on explicit improvement agenda.</td>
</tr>
<tr>
<td>- Explicitly develop essential content in Maths.</td>
<td>- Explicit teaching is informed by and informs data targets.</td>
</tr>
<tr>
<td>- Explicit teaching of number fluency</td>
<td>- Embedded Pedagogical Teaching and Learning Framework (ASoT) that builds the capacity of teacher practice and professional dialogue, and adds value to student learning.</td>
</tr>
<tr>
<td>Literacy</td>
<td>- Reflective review of teaching practices, processes and procedures through ADPF and coaching/mentoring</td>
</tr>
<tr>
<td>- Explicit teaching of reading comprehension strategies with a clear focus on consistency and the contribution of data for learning.</td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td>- Students will be monitored using the Principal's Notebook which will include systemic data and school data.</td>
</tr>
<tr>
<td>- Explicit use of data for learning.</td>
<td>- Students specific learning needs will be catered for through differentiated classroom programs.</td>
</tr>
<tr>
<td>- Strengthen and extend data literacy knowledge and skills</td>
<td></td>
</tr>
</tbody>
</table>

Closing The Gap

- Students will be monitored using the Principal's Notebook which will include systemic data and school data.
- Students specific learning needs will be catered for through differentiated classroom programs.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>586</td>
<td>286</td>
<td>300</td>
<td>5</td>
<td>97%</td>
</tr>
<tr>
<td>2014</td>
<td>662</td>
<td>326</td>
<td>336</td>
<td>7</td>
<td>97%</td>
</tr>
<tr>
<td>2015</td>
<td>666</td>
<td>334</td>
<td>332</td>
<td>9</td>
<td>97%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.
*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 2015, we have fifteen students who identify as being from Aboriginal or 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>26</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>11</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long and Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Advancement Centre

The Advancement Centre Staff consisted of a Band 5 HOSES and 3 Teachers, 1 full time and 2 part time, 0.8 and 0.6. There was an equivalent of three full time Teacher Aides.

Special Needs

The school year commenced with 28 students with a verification and 16 students awaiting verification. This represented significant growth across the school. By the end of Term 4; 39 students were receiving Special Needs support and 1 was awaiting verification. The majority of support for SWDs was provided in an inclusive setting in the student’s mainstream classroom.

Gifted Education

Gifted Education Extension Team continued to consolidate work on differentiation across the school. Students were referred for possible identification as gifted through a variety of processes including – direct teacher referral, parent referral, assessment results and data obtained from analysing checklists completed by class teachers. Parent feedback in the form of a survey is also collated including information on when they first crawled/walked.

Students identified from the referral process and through the use of the SAGES screener became part of the Rubik’s group to work with like minded students in a weekly session with a holistic approach to the child themselves including vision boards and extra curricular activities. Weekly STEM activities are also part of the program to broaden their field knowledge and put ideas into practice.

Students have been offered the opportunity to be part of a lunchtime Chess Club and school teams to compete in regional competitions such as Readers Cup and Debating. Information and outside of school programs and holidays camps are passed onto parents for them to consider for their child.
Targeted Learning Centre - Learning Support (TLC)

In 2015, the Targeted Learning Centre achieved and focussed on providing Learning Support for staff and students through:

1. Embedding Lower2 Bands L2B Literacy and Numeracy Programs
2. Re-structuring the organisation of the TLC, through staffing, prioritisation of curriculum intentions and operational management of the Centre.
3. Implementation of differentiation strategies and specific resource development in programs affiliated with PAL, ELF, Support-A-Reader and Number Fluency, to support the learning needs of students’ targeted for learning support.
4. Inclusion of an Explicit Teaching Agenda for TLC staff, based on Anita Archer’s Explicit Instruction of Teaching and providing the Art and Science Of Teaching (ASOT) Framework, to support Learning Goals and foster a Guaranteed and Viable Curriculum.
5. Strengthening Learning Support intervention through specific use of systemic data and inclusion of formative assessment in the TLC, to provide informed judgements on student’s learning needs and required level of support.
6. Established professional development in improving Literacy/Numeracy understanding for TLC Staff by modelling pedagogical strategies and forming collegial networks with auxiliary personnel, Heads of Department and Admin.
7. Incorporated the inclusion of professional dialogue, planning and feedback meetings between Classroom teachers, parents and Support Teachers to inform student’s progress, determine achievement and areas to consolidate for TLC participants.
8. Created a Targeted Learning Assessment Schedule and Data base, to report and record student’s progress within all TLC programs.
9. Offered Volunteer Training for the inclusion of the “Let’s Read It” Program to community members of the school.

TLC Programs and Data- (Refer to Table 1)

Throughout the year, Learning Support Provisions were prioritised through, identification of students requiring support via results from the school’s systemic data of the previous/current year, ongoing use of formative assessment to provide leverage on improving student outcomes and in consultation with Classroom Teachers, Parents and TLC Staff.

<table>
<thead>
<tr>
<th>TLC Programs</th>
<th>Links to Systemic Data</th>
<th>TLC Formative Assessment Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>STARS Comprehension Program</td>
<td>PAT-R, Alpha ,Probe and WTW, Brigance, Early Start Data</td>
<td>CARS Placement/Pre/Post Tests&lt;br&gt;STARS Lesson 5 assessment tool&lt;br&gt;Reading Links-Pre/Post test&lt;br&gt;PAL-Unit Lesson Checklist</td>
</tr>
<tr>
<td>Let’s Read It Program, Reading Links PAL, Elf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAMS Numeracy Program</td>
<td>PAT-M, Report Card Maths Score</td>
<td>CAMS Placement/Pre/Post Tests&lt;br&gt;STAMS Lesson 5 assessment tool&lt;br&gt;Basic No.Facts Quiz</td>
</tr>
<tr>
<td>Naplan Maths, Number Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Memory</td>
<td>English/Maths Report Card Results&lt;br&gt;GO Report-Amalgamated Working Memory Wisc Score</td>
<td>Working Memory formative assessment-auditory processing, sequencing, reading strategies</td>
</tr>
</tbody>
</table>

Table 1

Differentiated Lesson Delivery for Literacy and Numeracy

During Term 1 to 4, focussed teaching practices were applied through a 2 Tiered Level of intensive support relating to:

Support 1

Inclusion of explicit teaching strategies that encourages the learner to practise, analyse, revise and reflect on the outcomes of their learning. Tactile materials, small group intervention and 1-1 tutoring is
incorporated in lessons, to promote and build confidence. Eg. Reading Links, Let's Read It Program, Sight Words, Number Facts.

Support 2
This level of support provides learners with an opportunity to improve skills and strategies that they already know. It's an opportunity to work with other like-minded peers to consolidate their understanding, fix misconceptions and apply new methods of inquiry to improve and develop Literacy or Numeracy skills. Eg. STAMS/STARS, Number Fluency, PAL, ELF and Working Memory Program.

General Curriculum
Early Years
A Home Reader and Home Learning Program is consistent across Prep-Year 2. This includes a home sight word program, home readers, spelling and numeracy. This is communicated through Parent Information Session to ensure these programs are purposeful and valued.

In the Early Years reading, spelling and mathematic data informs teachers student progress and when necessary target learning intervention groups.

Teaching staff continue their collegiality to design an effect and engaging curriculum in Prep to Year Two.

English
In 2015 the BayView Literacy Coach has continued to collaborate with teachers on their pedagogy. The schools strategic focus for 2015 is the teaching of spelling, writing and reading comprehension. The Literacy Coach works with teachers to ensure the teaching of reading, writing and spelling are consistent and effective in all grades.

All classroom teachers plan collaboratively to design writing plans, assessment tools and pedagogy that will best advance our students.

Mathematics
A Numeracy Plan has been developed where teachers plan using the ACARA statements with C2C as a resource. Teachers use the content descriptors and elaborations in the Australian Mathematics Curriculum to plan units of work that embed The proficiency strands of understanding, fluency, problem-solving and reasoning.

Teachers used a range of resources to support teaching and learning in the area of Mathematics including Back-to-front Maths and the C2C.

Assessment and Reporting
Assessment and Reporting practices are standardised with the use of data collection tools (Alpha Reading, Probe Reading, Times Table Challenge, Words Their Way Spelling, Pat-R Comprehension, Pat-Vocab, Pat-Maths, NAPLAN Practice, NAPLAN data, and Early Start collated and analysed (whole school but as a year level cohort).

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
In 2015 the focus was on the implementation of pedagogy, linked to the Teaching and Learning Framework. The teaching of the Science pedagogy focussed on consistency of language in scientific investigations and processes.

The SEMP program has been embedded in the school with each cohort participating in a focused area, with whole school inclusion.
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 continuation of a year 1-6 perceptual motor program conducted on Monday to Thursday mornings demonstrates our school’s commitment to the Smart Moves program. Year 5-6 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 2015 at BayView SS:

- Carnival Cluster Sports Days program (95% year 5-7 participation), including Cluster Swim Carnival and Year 4 Come Try it Day.
- Hot Shots District Tennis Competition. We were able to successfully defend our title.
- Run For Redlands School Relay. Our Senior Leaders represented BVSS in 2 teams.
- School Carnivals/Trials in Cross Country, Track and Field and Swimming. Achieving our highest level of representation and placing against other district schools.
- Sporting Schools sports program before, during and after school. A broad range of sporting options were offered including Gymnastics, Ten Pin Bowling, Tennis, Swimming and Athletics.
- Walk to School Day.
- Wednesday user pays after school sport options including AFL Auskick, soccer and cricket.
- before school fitness training offered to all school community members two mornings per week.
- provision of code specific specialist skills instruction by AFL, Cricket, Soccer, Athletics and Oz Tag staff.
- representation by BayView students at District, Regional and State sporting events.
- four week intensive swimming development program.
- Friday afternoon sport training specific to interschool Cluster Carnival sports options.
- School PandC Fun Run, Prep-6 raising monies to support BVSS swimming program.

Languages Other Than English

French was taught to all students in classes from Prep to Year 6. Students in Prep to Year 2 immerse themselves in the knowing and understanding of a different language and culture. This is mainly covered through song and story. Students in Year 3 to Year 6 are engaged in the more formal learning of the structural language. This structure is supportive of each year levels Grammar work in English.

International Day was celebrated in Term 3 where students engaged in learning experiences which enhanced their understanding and knowledge of our world as a multi-language and cultural society. Students dressed up in costume to represent their cultural heritage and were able to take part in the International Day Parade.

Mandarin was offered as an extension program to Year 4 to Year 6 students who were high achievers and wished to apply for a place in the Beginner, Intermediate or Advanced programs, as part of the BayView State School Learning Enhancement Strategy. This learning experience was provided in partnership with Cleveland District State High School and enabled students in Year 6 to leave the school with three years of Mandarin and six years of French studies.

Discovery Centre

The Discovery Centre has continued to thrive as a major learning hub. Our resource collection continues to grow, with over 20,000 items contained within a range of collections. This has been made possible with the help of a small but dedicated group of volunteers who help by covering books and shelving to ensure resources are ready for students and teachers.

The Discovery Centre continues to be well patronised by all phases of learning. Learning Space bookings are managed with great success through our flexible online booking system, and the concurrent use of the different Discovery Centre spaces has increased, with classes successfully meeting a range of teaching and learning needs in the Borrowing Area, Learning Space and Inquiry Area and the newly renovated Rubix lounge. Students have been encouraged to enjoy their reading in...
the different reading corner displays that have been a new addition to help make the Discovery Centre a vibrant and always changing learning environment. Play times are busy times with students reading, borrowing, colouring, game playing, doing puzzles, using puppets, constructing and doing craft activities and utilising the Inquiry Area for computer access.

Celebrations of a literary nature were embraced with enthusiasm across all phases of learning. Book Week activities included display creation, shared reading of short-listed titles, voting for those titles, and a “come as your favourite book character” celebration day. BayView again fielded a Readers’ Cup team in the Bayside District Reader’s Cup, with students competing against other local schools in a trivia style quiz. Book Club has continued to be popular with the BayView community, and has secured hundreds of additional resources for our library collection over the course of the past year. We are very grateful for the continued support of our P and C Book Club Coordinator, who handles the distribution of Book Club materials.

**Extra curricula activities**

**Sporting Schools Program**
BayView State School participated for the seventh year in the Active After School/Sporting Schools Sports Program.

In conjunction with the Australian Sports Commission, the Federal Government funds the Sporting Schools Sports Program. All activities are based at the school or local sporting venue when required, using local sporting clubs and associations to deliver a program focused on active involvement and participation of students in before, during and after school 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. 2015 marked a highly successful year for the BayView Sporting Schools Sports program and we are excited by the new activities we have planned for 2016.

**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.

**Links with Cluster Schools**
Students were invited to participate in Extension Days at Cleveland District State High School in the areas of Leadership, Public Speaking, Maths, Science, LOTE and Creative Arts.
Carnival Cluster Days were held through the year for students to participate in sporting activities.
Students and parents were engaged in transition plans for Pre-prep to Prep and Yr 6 to secondary school.

**How Information and Communication Technologies are used to improve learning**

**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, record-keeping and data analysis. Communications with the greater BayView community were via weekly electronic newsletters, parent email lists, electronic signage, via the school website and BayView Facebook page. The QSchools app has been promoted widely to the school community, and information updates from the Website are also available through the QSchools App.
Developing Professionals
All teachers had access to and were supported by an eLearning Mentor. 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 and the eLearning Expo, while many utilised the self-paced PD available through OneChannel and eLearn. Staff continued to plan and embed ICT across all areas of the curriculum, utilising the ACARA ICT capabilities as a guide when developing units of work. Professional Development has occurred on the introduction of iPad use within classrooms, with the vision to go BYO iPad in year 3 next year and then continuing the roll out in future years.

Enabling Learners
ICT was integrated into all student units of work in differing contexts, with most students accessing online learning in a range of formats. The whole school participated in Reading Eggs and Mathletics. Differentiated tasks enabled students to demonstrate their learning and understanding in a variety of modes, including through the use of digital media. Interactive Whiteboard used by both students and teachers was integral to everyday curriculum engagement. Year 4 and 5 students and staff engaged in Robotics, with the eLearning Mentor planning and collaboratively running robotics classes with classroom teachers. The year 4 Robotics challenge complemented the students’ understanding of Force and Motion from their science unit, and the year 5 Robotics challenge increased student understanding of light, with students collecting and analysing data using robotics sensors.

Harnessing the Enterprise Platform
Every teaching space has been equipped with an IWB. Every teacher has access to a range of digital equipment including; digital camera, audio splitters and mini voice recorders, video cameras, iPods and document visualisers and Bee bots. 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 iPads. Each classroom has at least one iPad, with Years 5 and 6 having a set of 3 iPads. Teachers have recently obtaining an iPad to develop an understanding of iPad use, school apps and Teaching, Learning and Assessing ability.

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.
## Parent, student and staff satisfaction with the school

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of parent/caregivers who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>93%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>97%</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>97%</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>90%</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>93%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>97%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>100%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>96%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>100%</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>96%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>93%</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>91%</td>
<td>90%</td>
<td>97%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>91%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>98%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>99%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>93%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>92%</td>
<td>83%</td>
<td>94%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously (S2043)</td>
<td>85%</td>
<td>87%</td>
<td>92%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>83%</td>
<td>85%</td>
<td>93%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>96%</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>96%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>91%</td>
<td>91%</td>
<td>97%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>94%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>80%</td>
<td>78%</td>
<td>83%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>91%</td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>96%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>96%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>96%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>90%</td>
<td>76%</td>
<td>86%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>94%</td>
<td>76%</td>
<td>86%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>94%</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>98%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>88%</td>
<td>83%</td>
<td>83%</td>
</tr>
</tbody>
</table>

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

### Parent and Community Engagement

**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 PandC and supporting them eg café volunteers, uniform shop, craft group, fundraising.

\[DW = Data withheld to ensure confidentiality.\]
Reducing the school’s environmental footprint

BayView State School has a 4 Star Green Rating awarded by the Green Building Council Australia. The school is built with features that encourage staff and students to use less electricity through lights and fans, to conserve water and to mitigate use by utilising water tanks and solar panels.

BayView State School is one of two SEQ Public Private Partnership (PPP) Schools project schools (http://education.qld.gov.au/seqschoolsproject/).

The school was built to:

- maximise use of natural daylight and natural ventilation;
- adopt the ‘3 Rs’ approach, maximising the use of renewable, recyclable and where appropriate, recycled materials;
- minimise energy and resource consumption;
- minimise air pollution/emissions from the buildings;
- conserve water wherever possible;
- minimise the project’s impact, and the maintenance/re-establishment of biodiversity and natural ecosystems onsite; and
- monitor and review strategies to reduce the environmental impact during the design, construction, demolition and deconstruction stages of the project.

Our facilities and grounds are managed on a daily basis by Aspire Schools and Ventia.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>167,171</td>
<td>0</td>
</tr>
<tr>
<td>2014-2015</td>
<td>185,504</td>
<td>3938</td>
</tr>
</tbody>
</table>

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

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>49</td>
<td>25</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>45</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>34</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $41,376.94

Professional Learning Opportunities in 2015

- Professional Learning Teams
- Annual Performance Development Plans
- Photocopy training
- Data literacy
- SMART goals
- National Consistent Collection of Data
- PAT R workshop
- One portal
- Oneschool
- First Aid and CPR
- EY Patrons Training
- Breakthrough Coach
- Peer coaching
- Thinking and Learning Conference
- Art and Science of Teaching Workshop
- Support A Talker
- Foundation Q
- STRIVE
- ACER workshop
- Understanding Behaviour
- NAPLAN Data Workshop
- Excel
- Microsoft Office
- Words Their Way
- Sounds to Letters
- History – St Helena Island

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.
Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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.

Find a school

Where it says ‘School name’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the Terms of Use and Privacy Policy before being given access to the school’s profile webpage.

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

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall attendance rate</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Indigenous attendance rate</td>
<td>92%</td>
<td>94%</td>
<td>90%</td>
</tr>
</tbody>
</table>

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</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>2013</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate:  
- 0% to <85%
- 85% to <90%
- 90% to <95%
- 95% to 100%

Proportion of Students
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, Managing Student Absences and Enforcing Enrollment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

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.

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School NAPLAN information is available by selecting ‘NAPLAN’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.