



ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

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

School Overview

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 foster a safe, supportive and dynamic learning environment.

Values

The school was founded on Four Key Aspirations:

- to be a proud, values-based community school;
- to be a school that maximizes success for every learner, at every developmental stage;
- to be a high performing school with an explicit and engaging curriculum; and
- to be a school that connects students to the world through 21st Century literacies.

Context

BayView State School is situated on the eastern edge of Redlands City, south-east of Brisbane. BayView State School is a purpose-built government primary school, which has been established through the first Public-Private-Partnership, between the Queensland Government and Aspire Schools. The school was constructed during 2009 and officially opened on 27 January, 2010. Stage 2 of building was completed at the end of 2011. The school's built environment includes 30 classrooms, Advancement centre, Discovery Centre, Creative Arts Centre, Corporate Service Centre, Groundscare, Multipurpose Hall and QUEST Centre. An additional two-classroom building was positioned on the western side of the campus in 2017 with another being installed at the end of 2019. These four classrooms form our Multiage Precinct. A Master Planning Process was started in late 2018 in order to consult with our community regarding the future enrolment growth of our school and how that will influence our facilities.

The school is governed by the gazetted Enrolment Management Plan (EMP), which encompasses the geographical areas from Thornlands to Mt Cotton. The EMP is available through the school website. Significant housing development in our Catchment Zone continues to impact our enrolments, annually. The EMP was adjusted in 2017 and again in 2018, through a negotiation with Victoria Point State School, which resulted in a large section of new real estate development, on the south-eastern boundary, being removed from our catchment. This was completed to reduce the enrolment pressure from new developments.

Our student body is predominantly of Australian and European descent, with some families originating from Indian, Asian, Maori and South African cultures. In 2019, we have twenty-three students who identify as being from Aboriginal or Torres Strait Islander descent.

Our students and community embrace the BayView Values, which are based on the Australian Values Framework. These Values are explicitly taught and are used to form the basis of our Positive Behaviour Plan. Due to the high behaviour and conduct expectations of our staff and community, our students demonstrate high levels of appropriate behaviours which can be seen through student achievement in our behaviour passports and awards. The ethos and culture of our school continues to be based on the 'School Culture Framework'. The foundations of this framework are the nine BayView Values. These values are taught explicitly in all classrooms each week, with all actions being related to these values. The Value of the Week is published in the school newsletter, the electronic notice board and discussed during the weekly parade. This year, each class demonstrated a particular Value, using mime, song, dance or prose, at the weekly parade.

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

The school minimises its environmental footprint through being built to the Four Star, Green Star Environmental Rating. This includes strategies such as the passive, thermal cooling of well-planned buildings. In excess of 100 000 litres of harvested rain water has been utilised for irrigating our landscaped gardens and for supplying toilet facilities. The school also has a bank of solar panels which is connected directly to the power grid.

Physical Activity is an important aspect of school life. A Perceptual Motor Program was implemented for students in years 1 to 3. This is a daily program which runs for 15 minutes, four mornings per week and is led by students in Year 6. Year 4 and 5 students designed and implemented their own program in consultation with their class teacher. Students in Years 5 and 6 attended carnival cluster days and represented the school in a variety of sports. A number of BayView students made Bayside District, Metropolitan East Regional and State representative teams.

BayView State School utilises Interactive Technology in every classroom to enhance learning, integrating the latest technologies in all aspects of curriculum. Significant investment has occurred to ensure high level assistive technologies are accessible by students and staff for investigative and learning enhancement programs. 2019 saw the expansion of our BYOD iPad program to Years 2, 3, 4 and 5. The program launch commenced in 2017 with Year 3 and will roll out to Year 2-6 in 2020.

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

School progress towards its goals in 2019

2019 PRIORITIES	PROGRESS IN 2019
<p>Curriculum Introduce and embed the BVSS CARF as a way of working across the school.</p> <p><i>Planning and Assessment</i> Introduce and embed a planning format which front-ends Summative Assessment. PD to develop teacher competency in Summative Assessment – including writing task sheets and marking guides. Develop and implement moderation protocols.</p> <p><i>Proficiency Scales</i> Develop cohort Maths plans for the year using Proficiency Scales.</p>	<ul style="list-style-type: none"> - The BVSS CARF was a focus at all levels of professional engagement and learning. - Prioritized Planning focused on using a common template to develop a Unit Overview. - Teachers developed task sheets and marking guides for summative assessment tasks. - Teachers used proficiency scales as planning tools for Maths to develop term overviews.
<p>Feedback</p> <p><i>Student</i> Explicit expectations for the use of Student Learning Goals (lesson and individual) embedded in the Ped Framework. PD to develop consistent understanding and implementation of Student Learning Goals including the difference between an Instructional Goal (Declarative) and a Learning Goal (Procedural).</p> <p><i>Staff</i> Develop and implement a strategic process for coaching / feedback, which aligns PST, APDP, ASoT and Pedagogical Framework and reflects QTU guidelines. Review Leadership Structures to establish clear responsibilities for coaching /feedback. (Admin) Continue to support beginning teachers through the Mentoring Beginning Teachers program and model appropriate strategies.</p>	<p><i>Student</i></p> <ul style="list-style-type: none"> - Teachers explicitly used whole class Learning Goals and Success Criteria for explicit instruction lessons in English, Maths and Science. <p><i>Staff</i></p> <ul style="list-style-type: none"> - Reviewed Leadership Structure defines responsibilities for coaching and feedback. - Through the APDP process, staff identified areas for enhancement. School leaders supported staff through a collegial coaching / feedback cycle.
<p>Collaborative Inquiry</p> <p>Focus on Problem Solving & Reasoning Enhance and embed the collaborative inquiry cycle using evidence of learning Use of BV Maths Proficiency Scales Independent and deliberately planned (twilight sessions, staff meetings, year level meetings) professional learning Coaching (Instructional and Peer) Formative and summative assessment tools</p>	<ul style="list-style-type: none"> - Head of Curriculum worked with data leaders to enhance and embed the PLT process across all teaching teams (P-6, specialists and support team). - Teaching teams developed and summative assessment tools in mathematics. These align to The Australian Curriculum and explicitly relate to the achievement standards. - Teachers embedded the use of Proficiency Scales as planning tools. - Teachers focused on developing critical thinking and inquiry learning in mathematics.

FUTURE OUTLOOK - 2020 BAYVIEW STATE SCHOOL IMPROVEMENT AGENDA

MISSION

Learning outcomes improved for everyone.

VISION

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

GOAL

Everyone at BayView State School will demonstrate growth in learning and achievement.

VALUES

A commitment to a trajectory of improvement for all students with explicit data targets in Reading and Maths.

A commitment to consistent, high expectations for everyone engaged in teaching and learning.

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

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

SCHOOL AND COMMUNITY FOCUS	IMPROVEMENT TEAM STRATEGY
<p><i>New Art and Science of Teaching</i></p> <p><i>Feedback</i></p> <ul style="list-style-type: none"> - Providing and communicating clear learning goals (2020) - Assessment (2020) <p><i>Content</i></p> <ul style="list-style-type: none"> - Direct instruction lessons (Ongoing) - Practising and deepening lessons (Ongoing) - Knowledge application lessons (2020) - Strategies that appear in all types of lessons (2020) <p><i>Context</i></p> <ul style="list-style-type: none"> - Engagement (Ongoing) - Rules and procedures (Ongoing) - Relationships (Ongoing) - Communicating high expectations (Ongoing) 	<p><i>High Reliability Schools</i></p> <p>Level 1 Safe and collaborative culture (2020)</p> <p>Level 2 Effective teaching in every classroom (2020)</p> <p>Level 3 Guaranteed and viable curriculum (2020)</p> <p>Level 4 Standards referenced reporting</p> <p>Level 5 Competency based education</p>
<p><i>PEDAGOGICAL FRAMEWORK - ASoT</i></p> <p><i>Inclusive Education – SEP, TLC, U3B, EALD</i></p> <p>Integrated Planning</p> <p>BYO iPad program + eLearning +STEM</p> <p><i>Age Appropriate Pedagogy</i></p> <p>CARF – Planning + Assessment + <i>Moderation</i></p>	
<p><i>The Australian Curriculum, Achievement standards, Data, Assessment – formative and summative</i></p>	

Curriculum (ASoT DQ 1, 2, 3, 4, 5, 6)	Feedback / Assessment (ASoT DQ 1, 2)	Collaborative Inquiry (PLT) (ASoT DQ 5, 6)
<p>Embed the BVSS CARF as a way of working across the school.</p> <p><i>Planning and Assessment and Moderation</i></p> <p>Embed a planning format which front-ends Summative Assessment – including writing task sheets and marking guides.</p> <p>Develop and implement moderation protocols.</p> <p><i>Proficiency Scales</i></p> <p>Continue using Proficiency Scales as a planning tool for Mathematics.</p>	<p><i>Student</i></p> <p>Explicit implementation of Student Learning Goals and Success Criteria across all cohorts – including the difference between an Instructional Goal (Declarative) and a Learning Goal (Procedural).</p> <p>Front-end Summative Assessment in the teaching and learning process – include task sheets and marking guides (QCAA template).</p> <p><i>Staff</i></p> <p>Introduce Leadership Learning walks to provide feedback on school direction to the leadership team and staff.</p> <p>Develop and implement an explicit strategic process for coaching focused on school priorities.</p> <p>Embed feedback processes which align PST, APDP, ASoT and Pedagogical Framework and reflects QTU guidelines.</p> <p>Continue to support beginning teachers through the Mentoring Beginning Teachers program and model appropriate strategies.</p>	<p><i>Focus on Problem Solving & Reasoning</i></p> <p>Enhance and embed the collaborative inquiry cycle using research and evidence of learning.</p> <p>Use deliberate strategies for building teachers data literacy through the Data Leaders.</p> <p>Provide instructional coaching focussed on critical thinking strategies.</p> <p>Use purposeful formative and summative assessment tools.</p>

<i>Evidence</i>		
Curriculum (ASoT DQ 1, 2, 3, 4, 5, 6)	Curriculum (ASoT DQ 1, 2, 3, 4, 5, 6)	Curriculum (ASoT DQ 1, 2, 3, 4, 5, 6)
<p>There is evidence that: The BVSS CARF informs the planning, implementation, assessment and moderation in cohorts.</p> <p>Teachers use a planning framework which front-ends summative assessment.</p> <p>Summative assessment is deliberately planned and includes a task sheet and marking guide (QCAA – consistency of understanding of A-E).</p> <p>Teachers engage in all levels of moderation to inform reporting practices.</p> <p>Moderation practices establish consistency in A-E data</p> <p>There are targets for A-E data in all cohorts.</p>	<p>There is evidence that: The BVSS CARF informs the planning, implementation, assessment and moderation in cohorts.</p> <p>Teachers use a planning framework which front-ends summative assessment.</p> <p>Summative assessment is deliberately planned and includes a task sheet and marking guide (QCAA – consistency of understanding of A-E).</p> <p>Teachers engage in all levels of moderation to inform reporting practices.</p> <p>Moderation practices establish consistency in A-E data</p> <p>There are targets for A-E data in all cohorts.</p>	<p>There is evidence that: The BVSS CARF informs the planning, implementation, assessment and moderation in cohorts.</p> <p>Teachers use a planning framework which front-ends summative assessment.</p> <p>Summative assessment is deliberately planned and includes a task sheet and marking guide (QCAA – consistency of understanding of A-E).</p> <p>Teachers engage in all levels of moderation to inform reporting practices.</p> <p>Moderation practices establish consistency in A-E data</p> <p>There are targets for A-E data in all cohorts.</p>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	746	758	767
Girls	360	355	367
Boys	386	403	400
Indigenous	24	23	30
Enrolment continuity (Feb. – Nov.)	98%	97%	97%

Notes:

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

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	25	22	23
Year 4 – Year 6	28	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Our approach to curriculum delivery

Advancement Centre – Support for Students with Disabilities

The Advancement Centre team consisted of a Band 5 HOSES, two full-time Special Education Program (SEP) Teachers, one SEP teacher 0.4 and one part time 0.6 SEP Teacher. There was an equivalent of five full time SEP Teacher Aides.

The school year commenced with 38 students verified with a disability. By the end of semester 2, the school supported a total of 51 verified students.

The Advancement Centre team used a whole school support approach to differentiated teaching and learning for ALL students that is reflective of the Department of Education's (DoE) Inclusive policy. The Advancement Team worked alongside the school's Targeted Learning Centre (TLC) and Upper 3 Bands Teacher to ensure a coordinated approach of support and intervention was delivered across the school in alignment with the school's Annual Implementation Plan priorities.

Support for students with disabilities was provided in an inclusive setting in the student's mainstream classroom, with a focus on SEP teachers working collaboratively with the classroom teacher to meet the individual learning needs of students. The SEP teachers also facilitated supported and structured play during break times in the Advancement Centre.

During team meetings, the Advancement Centre's Professional Learning Team (PLT) developed a Whole School Support Framework. This document outlined the different levels of support students may require and the various potential service providers students may access depending on their level of need. Within this PLT, the Advancement Team also developed a detailed 'Workflows' document highlighting key roles and responsibilities and detailing other school support materials such as the Learning Enhancement Committee (LEC) documents and Individual Curriculum Plan (ICP) information. The PLT's focus influenced the team towards achieving a more inclusive approach to supporting students with diverse needs.

The Upper Three Band Teacher continued to consolidate work on differentiation across the school, aimed at supporting each student's growth towards academic excellence. Selected students participated in enrichment and extension activities that aligned with their class curriculum. A particular focus was placed on developing a repertoire of strategies for problem solving and reasoning in Mathematics, and the cultivation of necessary 21st Century competencies, such as critical and creative thinking, in line with the school's AIP and strategic direction.

Investigations and learning opportunities using a Science, Technology, Engineering, Arts and Mathematics (STEAM) approach were also included in the program. These tasks were closely aligned to the year level curriculum and provided extension and enrichment above the expected year level, along with opportunities for higher order thinking and inquiry learning.

Opportunities for academic growth were also provided through an extensive array of co-curricular activities, clubs and competitions such as Public Speaking; Drama; Chess Club, Readers Cup, Cluster Schools STEAMathlon, Inter-school Chess Tournaments, Photography Club, Coding and Robotics Competitions and Spelling Bee Tournaments, ICAS testing and online Mathematics problem-solving competitions.

The development of essential capabilities through our differentiation for Upper 3 Band students assists them to become global citizens capable of making an outstanding contribution in a rapidly changing world.

Targeted Learning Centre (TLC)

During Semester 1, the learning support model has included Year 2 (Support-A-Reader & Guided Reading), Year 3 and Year 5 (Guided Reading and Numeracy).

In-class support has been provided during Guided Reading and Numeracy times from Support Teachers and TAs in all classes from Year 2, Year 3 and Year 5. The Year 2 support has been provided to each class twice a week for a 40 minute period. The Year 3 and Year 5 support has been provided to each class 3 times per week for both Guided Reading and Numeracy for a 40 minute period. This focused support has targeted D-to-C and C-to-B students. Approximately 160 students were supported across the school in Reading and Numeracy.

During Semester 2, the learning support model has included Prep (Support A Talker), Year 1 (SAR & guided reading), Year 2 and Year 4.

In-class support has been provided during Guided Reading and Numeracy times from Support Teachers and TAs in all classes from Year 1 (SAR & guided reading), Year 2 and Year 4. The Prep support has included 2 x 30mins sessions per class per week (Support A Talker). The Year 1 support has been provided to each class twice a week for a 40 minute period. The Year 2 and Year 4 support has been provided to each class 3 times per week for both Guided Reading and Numeracy for a 40 minute period. This focused support has targeted D-to-C and C-to-B students. Approximately 200 students were supported across the school in Reading and Numeracy.

Withdrawal intervention programs in Numeracy for D-to-C students have continued throughout Semester 1 and 2. This involves 1 x 40 minutes session per week with the Support Teacher.

TLC Programs:

- STARS (Strategies To Achieve Reading Success)
- CARS (Comprehensive Assessment of Reading Strategies)
- CAMS (Comprehensive Assessment of Mathematics Strategies)
- Support-a-Talker - Prep
- Support-a-Reader – Year 1, Year 2, Year 3 and MA

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

All support has been entered onto One School under Support Provisions, along with progress notes updated at the end of each semester for each student.

During Term 4, Early Start testing was administered to Prep, Year 1 and Year 2.

Vision for 2020

In 2020 our vision states that research and data have shown that supporting students in their classroom make the most significant gains. This model of support will be maximised this year. Minimal withdrawn support is required to provide focused and intensive teaching. We aim to achieve consistent support to students with learning difficulties. As per 2019 continuing to provide differentiated support to students with learning difficulties separate from students with disabilities will enable all students to receive the required support that is needed. This year incorporates the second year of our new whole school support approach. This will allow us once again to maximise our support across the whole school incorporating staggered timetables for Targeted Learning, SEP and general support.

General Curriculum

The Head of Curriculum has led the management of a whole school approach to curriculum development, implementation, assessment and reporting. The Head of Curriculum has assisted teachers to unpack the Australian Curriculum and the elements that encompass learning areas to enhance their teaching and learning plans. The Head of Curriculum has worked with teachers to ensure that the Australian Curriculum guides all teaching and learning programs. Student achievement is assessed using the Achievement Standard as set in each learning area.

The Head of Curriculum has fostered professional relationships with and between teachers and worked with teachers to identify areas of development. Teachers have participated in structured conversations and focused observations which has led to the reflection and refinement of instructional practice.

The Head of Curriculum has continued to embed the Rigorous Reading Program – an upper 2 bands focussed reading comprehension framework. The program promotes the use of complex texts with text dependent questions. Planning for Rigorous Reading promotes the use and knowledge of the Literacy Continuum. Through an intensive coaching program in focused areas within the school.

Assessment and Reporting

There is a culture amongst the teaching staff, where the collection and assessment of data is accepted as a critical element in determining the effectiveness of our programs. Staff use assessment-for-learning techniques to inform future teaching and determine the effectiveness of past teaching. Staff conversations and language reflects a more sophisticated understanding of student assessment and data concepts.

Data analysis is used to set whole school targets that then inform best pedagogical practices and identify future program needs. NAPLAN, Reading monitoring, Spelling monitoring, Early Start, Prep Screening, Sight Words, Writing Samples and PAT DATA is interrogated and used as a basis for identifying trends, identifying student history, comparing SER targets, validating programs and developing targeted learning programs that align with the school's improvement agenda.

The Head of Curriculum has lead the C-B Data Improvement Project. The project focuses on improving student outcomes in English, Mathematics and Science.

Teachers are supported to:

- Utilise the Inquiry Cycle to Scan & Assess the A-E data of their class
- Prioritise students to focus on embedding pedagogical framework strategies
- Develop and plan for targeted teaching strategies
- Act, by implementing and refining strategies and finally review process and progress of pedagogy for enhancement

The cycle is repeated each reporting period. Teachers meet with Head of Curriculum three times a term to discuss strategies and develop pedagogy and progress.

Moderation

A whole school approach to moderation has been developed. Moderation is used to align curriculum, pedagogy, assessment and reporting and to support consistency of teacher judgments and comparability of reported results against the relevant standards. As part of their professional development, teachers also attended a cluster moderation day with various schools in our region to ensure consistency between teachers, year levels and schools with regard to english and mathematics assessment and reporting.

Prep – Age Appropriate Pedagogy

The Queensland Government's Department of Education and Training has demonstrated a strong commitment to making children's transition to school successful. This focus is supported by a collaborative empowerment model and the Supporting Successful Transitions: School Decision-making Tool that emphasises that pedagogy needs to be "appropriate and evidence-based". The Early Years Deputy Principal has been working with our Prep and Year One teachers to embed the

characteristics and approaches of Age-Appropriate Pedagogies through professional reading, dialogue, supported planning and other professional learning opportunities.

Early Years

A Home Reader (Story Sacks in Prep) and Home Learning Program is consistent across Prep – Year 2. This includes a sight word program, home readers, spelling and numeracy tasks. Communication to parents is through Information Sessions, Class Newsletters and the School Newsletter to ensure they are informed about the purpose and value of these programs.

In addition to English and Mathematics data, Early Start data informs teachers of student progress and identifies strengths and challenges. Teaching staff collaboratively design and implement an effective and engaging curriculum in Prep to Year Two.

English

The BayView Head of Curriculum has continued to collaborate with teachers on their pedagogy. The Head of Curriculum /Instructional Coach works with teachers to ensure the teaching of reading, writing, spelling and number fluency are consistent and effective in all grades. All classroom teachers plan collaboratively to design writing plans, assessment tools and pedagogy that will best advance our students.

Mathematics

Teachers plan using the ACARA Achievement Standards, content descriptors and elaborations. Teachers plan units of work that embed the proficiency strands of understanding, fluency, problem-solving and reasoning. Teachers have used the Guaranteed and Viable Curriculum in Maths to develop Proficiency Scales that identify learning progression in the area of Mathematics. Learning goals have been identified and aligned across the whole school.

Integrated Planning

Teachers have been involved in planning for teaching and learning drawing on two or three learning areas or subjects. At BVSS, the implementation of integrated planning was an agreed curriculum goal to reduce the number of learning areas reported on in each semester and allowing more time for students to develop their learning. The Head of Curriculum has supported teachers in this direction and collaboratively explored possibilities, raised questions and stimulated professional conversations in relation to planning integrated curriculum units. Teachers are actively seeking to integrate learning areas into a reduced number of assessment items. Inquiry questions have encouraged a deeper understanding of the areas of focus.

Classroom Music

At BayView SS students engage in a 30-minute weekly music lesson. Music classes enable students to perform, think critically about and create music in a sequential curriculum from Prep to Year 6. The classes, which align with the Australian Curriculum: Music, intend to develop students' ability in reading and writing music through the study of rhythmic and melodic elements.

Physical Education

A sequential physical activity program was established providing each Prep-Year 4 class 30 minutes and Years 5-6 classes 45 minutes of specialist directed lesson time per week. The program was structured to align with Redlands Primary District sport, representative school sport and South East Queensland seasonal climatic conditions.

The continuation of a Perceptual Motor Program conducted on Monday to Thursday mornings demonstrates our school's commitment to the Smart Moves program. Year 6 students coached year 1-3 Early Years students through this program. Prep & Year 4 & 5 students participated in teacher directed programs. Equipment was purchased and constructed to provide students and teachers with a diverse range of program activity options. Teachers sourced, created and were provided with examples of activities and games they could conduct, and student leaders were encouraged to choose games they were familiar with and to create new activities.

Following are additional sporting and physical activity programs that were conducted in 2018:

- Carnival Cluster Sports Days program (98% year 5-7 participation), including Cluster Swim Carnival and Year 4 Come Try it Day
- Hot Shots District Tennis Competition (P-6 mixed teams)
- Brisbane International Red Ball Tennis Competition (2 mixed year 3&4 teams)
- T20 Blast Cricket District Competition (1 boys and 1 girls team)
- District after school Rugby League Competition (mixed)
- Samsung Cup State Netball Competition (2 mixed teams)
- Queensland Primary All Schools Touch Competition (mixed team)
- AFLQ State Cup (Boys and Girls teams), both were district champions and girls were also regional champions
- Sharks AFC Cluster Girls AFL Competition (2 girls teams)
- Queensland Swimming Invitational Relay Event
- Queensland Softball District Tee Ball Gala Day
- School Carnivals/Trials in Cross Country, Track and Field and Swimming, achieving our highest level of representation and placing against other district schools at Bayside District level
- Sporting Schools sports program before, during and after school. A broad range of sporting options were offered including Gymnastics, Ten Pin Bowling, Tennis, Hockey, Swimming and Athletics
- Walk to School Day
- Wednesday 'user-pays after school' sport options including AFL Auskick, Football and Cricket
- Provision of code specific specialist skills instruction by AFL, Cricket, Basketball, Tennis & Athletics staff
- Coaching Clinics for year 4 conducted by year 11 & 12 Carmel College Sport & Recreation students
- Representation by BayView students at District, Regional and State sporting events;
- Four week intensive swimming development program
- Friday afternoon sport training specific to interschool Cluster Carnival sports options; and
- School P&C Fun Run, Prep-6 raising monies to support BVSS swimming program.

Languages Other Than English

French

Prep to Year 6 students have been immersed with understanding and cultivating an appreciation for other cultures through the French Languages Program.

Students within the Lower School have been introduced to songs and story-telling as an avenue to understand how language influences environments, people and settings.

Middle to Senior students have been exposed to more formalised instruction with grammar, syntax and field knowledge of French being explored, both in spoken and written forms. Such explicit instruction has forged greater skills in English knowledge through the application of French acquisition skills.

Mandarin

Correspondingly, extension programs for Year 4 to Year 6 students in the area of Mandarin has also been offered in 2019. Beginner, Intermediate or Advanced programs have been incorporated to offer diverse learning experiences and differentiation for students excelling in Languages.

Minimal progress with our Sister School arrangement, Nantong #2 Primary School, has been made this year.

Partnerships in both French and Mandarin Languages, have continued to grow between Cleveland District State High School and BayView State School, strengthening language acquisition for students.

EAL/D Program

In 2019, the EAL/D Team supported nine identified EAL/D students, with three indigenous students requiring I/EALD support. By the end of 2019, the EAL/D Team focused on providing support towards Prep identification for EAL/D. The school's pre-data showed two students requiring support in 2020 and two Prep I/EALD requiring support, for the coming year.

Throughout this year, emphasis on maintaining effective pedagogical practices to support EAL/D students were applied. Lead through collegial conversations and use of the EAL/D Framework, student and teacher support were provided through the following systemic processes:

- Middle Years Deputy Principal & EAL/D Teacher coordinated weekly meetings to monitor students' progress and general feedback cycles towards driving improvement
- EAL/D teacher meetings with class teachers were fostered to inform progress and differentiation for identified EAL/D students
- Parent contact (where required) to support newly enrolled students & or students requiring support
- Continuation of rigor towards Bandscaling
- Tiered responses regarding support provisions
- Provision of Support entered in One School; and
- Tracking students' progress through the EAL/D Student Profile.

The EAL/D Teacher worked collaboratively with teachers, to ensure students with an EAL/D background received support with Speaking, Reading and Writing. Efforts were applied to ensure that targeted interventions matched what was taught in the classroom; with EAL/D lessons being inclusively adapted to suit the intended curriculum.

Throughout 2019, putting faces on the data for EAL/D students became a core focus, to monitor progress and achievement. A student profile folio and summary was created in 2019 for identified EAL/D students.

This folio contained:

- support provisions
- strategies and links to the Literacy Continua
- evidence of learning and
- band scales data

Connections with the SER I/EALD officers were conducted in December 2019, with future liaisons being established in 2020, to help support our Indigenous EAL/D identified students. This new partnership, is aimed to provide the identification and support of I/EALD students and also support the EAL/D Team with professional development towards building capacity for improved outcomes, with I/EALD.

Connections with cluster schools, such as Cleveland District State High School have also utilised BayView State School's Performa, as a measure for EAL/D data collection for their school.

The EAL/D Team has also solidified practices in supporting pre-identification of EAL/D students transitioning from Prep to Year 1 in 2019. Both the EAL/D Team and classroom teachers have worked successfully in the pre-identification process of EAL/D support for the Early Years.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

Creative Arts

2019 was a year of firsts for BayView. It was the year that BayView celebrated the tenth year anniversary. BayView's school song "Hear Our Voice" was co-written with BayView students and a local composer. The school song had its debut at the Ten Years Together Parade.

The Year 6 students performed for Music Count Us In with other Redlands schools at Cleveland Point – the first regional performance for Redlands only students in celebration of the festival.

Also, BayView hosted the End of Year Concert in a new format – outdoors on the oval, with a Christmas concert for the second half. We look forward to adding to this concert in 2020.

Following is a list of available groups active in 2019 and performances not limited exclusively to Music Ensembles.

- Junior Dance Troupe - open to students in Years 1-3, Senior Dance Troupe – open to students in Years 4-6.
- 10 Year Anniversary Concert with students of Instrumental Music, Choir and Dance and approximately 200 students involved from Year 1 to 6 in Term 3.
- Instrumental Showcase concert with students in the Instrumental Music programs in Term 4.

Instrumental Music:

Band - Select students in Years 4-6 are recruited for the Instrumental Music Program based on classroom ability and instrumental preference. Students in Year 4 received level 1 and students in year 5 and 6 received up to level 2 in the *Queensland Instrumental Music Curriculum*.

Strings - Students in Years 3-6 are recruited for the Strings Program based on classroom ability and instrumental preference. Students in Year 4 received level 1 and students in year 3 and 4 received up to level 4 in the *Queensland Instrumental Music Curriculum*.

Extra-Curricular Music Ensembles

Following are a list of the practicing ensembles in 2019 with a list of performances:

- BayView Voices – open to all students in Years 4-6, Junior Choir – open to all students in Years P-3, Beginner Strings – string students in their first year of playing, Intermediate Strings – strings students in their second year of playing, Senior Strings – string students in their third to fourth years of playing, Junior Band – band students in their first year of playing, Senior Band – students in their second and third years of playing.
- Intermediate Music Week – BayView hosted event for approximately 200 music students in the Redlands area in their second and third year of playing.
- Eisteddfod – Several of BayView's performance music groups participated in Redlands Eisteddfod. Results were as follows: Senior Band - 3rd place, BayView Voices - 3rd place, Senior String Ensemble: Highly Commended, Junior Choir: Highly Commended.
- Workshops – BayView's instrumental music students had the opportunity to participate in Beginner Music Week East and Intermediate Music Week East. After daily study in tutorials, band or string rehearsals, dance and or choir, the week culminated in a concert.
- Awards Parade and other school performances – several performances throughout the 2019 highlighting students' work in extra-curricular music groups.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Working Digitally

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

Developing Professionals

The teaching staff had access to eLearning PD sessions and were available on topics such as – One Note, Seesaw and One Drive. Staff are developing skills imbedding iPads into their planning. Staff are beginning to shared good ideas which are added to weekly communication- eg using screen record to pre record spelling allowing for differentiation, Connect 4 game to build mental computation. Staff continue to plan and imbed ICT into planned units. An update of the Learning Place PD is posted for staff to select PD. The wider community has been offered sessions about Cyber safety. The Queensland Educational Cyber safety team has presented to the students and staff. A follow up visit has been organised for early in Term 4 through the local Police program. A booking with an Apple Educator to come and workshop with the staff in Term 3.

Enabling Learners

ICT was integrated into all student units where applicable. All students are accessing online learning in a range of formats. The whole school participated in Reading eggs, Mathletics and Sound Waves. Differentiated tasks enabled students to demonstrate their learning in a variety of modes. Most classrooms have an Interactive White Boards and a few have large screen televisions which are used daily to engage in everyday curriculum. The Year 5 and 6 students are using One Note to assist learners to transition to high school. A variety of robotic devices- Sphero, Edison and NXT's Lego Mindstorms are being used to develop students understanding of coding. A class set of We Do devices were purchased to develop engineering skills.

Bayview State School BYO iPad Program

From 2020 all classes from Year 2- Year 6 are participating in the BYO iPad program. The school has a 96% uptake. The iPads have been used to enable flexibility in the ability to differentiate the way work is presented and developed. Students have developed skills in accessing information and presentations applying a variety of apps to enhance their presentations. The use of Classroom app enables teachers to monitor what the students are actively engaged in. Cyber safety understandings are deepening as teachers use ICT tools to help students develop understanding in this area.

Harnessing The Enterprise Platform.

Every teaching space has access to digital communication through Interactive White Boards or large screen TVs. The Prep and Year 1 have a bank of iPads to be shared across the Year level. The Year 1 classes have 5 desktop computers. The Year 2-5 have access to BYO iPads plus interactive boards. There is a shared computer lab which has 28 computers. Each double class of Year 6 have access to a bank of 14 desktop computers and a portable cow trolley which stores 16 laptops. Each student has their own iPad. All teachers and teacher aides have a School iPad to develop an understanding of iPad use and school apps, and to enhance and support their teaching, monitoring and assessment of students. Each classroom has a class iPad which is shared in the

class on a ratio of 1:4 for use of any students without a personal device. The entire school is wireless-enabled, enhancing the opportunities for greater flexibility with the use of wireless resources such as laptops and iPads.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

The **BayView School Community** believes:

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

This will be achieved through:

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

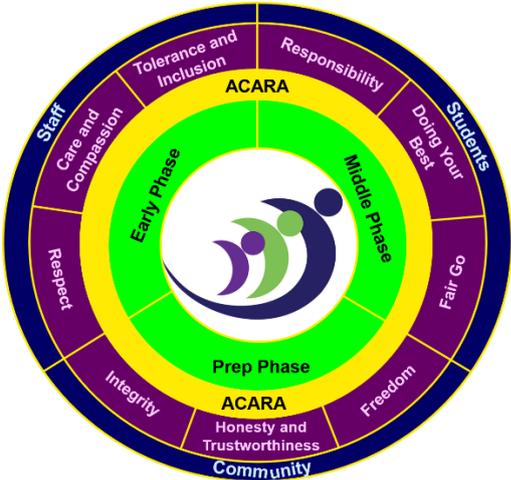
All areas of BayView State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Throughout our school plan, shared expectations for student behaviour are explicit to all members of the school community. This assists BayView State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. An identified teacher was given the opportunity to attend a number of Professional Development opportunities to enhance their knowledge of school wide Behaviour Management.

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

Respect for ourselves, Respect for others and Respect for property.

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

School Culture Framework	School Rules
	<ol style="list-style-type: none"> 1. Follow instructions immediately. 2. Keep hands, feet and objects to yourself. 3. Move safely around the school. 4. Speak respectfully to others.

Aboriginal and Torres Strait Islander Perspectives

In 2019, select members of the school became part of the SER Barna Jarjum Cluster. This resulted in the Barna Jarjum Champions, comprising of the Middle Years Deputy Principal and three teachers to work closely with SER Indigenous officers. In doing so, the Team through the Inquiry Cycle Process were able to:

- Establish a Barna Jarjum School Framework;
- Liaise with leaders within the local and SER Indigenous community;
- Extend Professional Development opportunities with staff;
- Promote the development of Barna Jarjum student leaders and champions;
- Participate in the 2019 Naidoc Showcase.

Throughout 2019, the Barna Jarjum Team has worked on building awareness for staff, students and the community regarding Indigenous Perspectives. Through the Cultural Awareness Audit process, working with SER Barna Jarjum leaders and professional development; the team have been able to demonstrate an active involvement in raising awareness of Aboriginal and Torres Strait Islander perspectives by engaging with Community and MMEIC Elders.

In 2019, the Barna Jarjum Team were able to obtain grants to build a Yarning Circle and Bush Tucker Garden. BayView State School was successful in winning a Woolworths Landcare Grant, which was used to purchase plants and equipment for the Bush Tucker Garden.

For the first time, Barna Jarjum student leaders participated in the Naidoc Showcase, whilst also becoming school ambassadors, for local Kindy Schools. During this time, our Indigenous student leaders participated in the Cluster Writing of Acknowledgement to Country and later taught these skills with junior students.

Our Aboriginal and Torres Strait Islander students also had the opportunity to design and work with a local artist in residence, to create the 10 Year School Mural. This initiative enabled

Indigenous and non-indigenous sectors of the community to be involved and share stories related to connecting back to Country.

BayView State School's 10 Year Celebrations, highlighted connections with Victoria Point State High School's Traditional Dancers, who performed during special engagements within the school. This connection was derived through working with the Quandamooka Moving It Forward Cluster Group.

Continuation of the Deadly Choices Program was achieved in 2019, along with transition to High School Programs.

In 2019, staff have had the opportunity to work with local elders, with Aunty Glenda presenting a Hidden Pictures PD about the Quandamooka People. Libby Howard, the artist in residence shared cultural stories and experiences with her Art, whilst Deadly Choices liaison officers, worked with mentoring Aboriginal and Torres Strait Islander students, who required support.

Guidance and Student Wellbeing

In 2019 Guidance continued as a 1.0 service to meet the needs of the student population.

Kids In Care	<p>There is a growing number of children in care attending Bay View State school.</p> <p>The children did a range of activities to support their emotional growth which included a range of expressive art therapies.</p> <p>All of the students were provided with classroom academic support in the across the key learning areas. Two of the key intervention processes available to the Kids in Care was Working Memory and Visualising and Verbalising. Selected students were engaged in bi-weekly small group activities to support the growth of their working memory.</p>
Assessments	<p>The guidance service supported a range of students with assessment which led to several different pathways including supporting learning processes, supporting working memory development, verification and referral to the Speech Language therapist, Occupational Therapist and External Agencies.</p>
Transition into school	<p>The Guidance service supports the transition of pre-Preps into school through a rigorous interview and screening process. This assists the school in determining cross ability classes, enables the class teachers to have a beginning profile on each student and gives some base line data to work from.</p> <p>The interview processes have been refined over the past two years and this enables school staff to support new students with specific needs as they enter school. Some new pre-prep students were engaged in more complex transition programs.</p>
Expressive Arts Intervention	<p>The Guidance Service provided and implemented a range of expressive art intervention to support the needs of children with anxiety and behaviour needs.</p> <p>This occurred in small group activities with peers and as a broader group during lunchtimes.</p>
Counselling Service	<p>The guidance service supports the school community through a counselling service. The focus of the service is on the level of anxiety that is being experienced by children, mediation, conflict resolution, behavioural counselling and expressive therapies. In 2019 more children, with anxiety and stress related issues, were seen by the Guidance Officer.</p> <p>There is a high rate of family separation at BayView State School. More complex custodial issues are having an impact on some students and their learning.</p>
Parent Support	<p>The Guidance service provides support to parents who have concerns about their child's leaning needs, behaviour intervention and programs that support growth mindset.</p>

Supported Play	The Guidance Service ran a Supported Play program for selected students during several lunch time sessions and the afternoon play session. The focus on this group was to support students who were struggling with their social relationships in the playground.
Story Massage	During 2019 the Guidance Service provided support in classrooms and implemented a range of programs that focused on the development of mindfulness and student well-being. Students have responded positively to these programs and behaviour in classrooms is more peaceful and calm.
Glasser Theory	In 2019 a number of staff members participated in the Basic Intensive week program in their own time. Strategically this intervention aims to assist staff to develop different relationship building strategies with students, have a deeper understanding of a student's quality world and what deeper needs are under the tip of the "ice berg".

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	99%	94%	91%
• this is a good school (S2035)	100%	98%	96%
• their child likes being at this school* (S2001)	99%	98%	92%
• their child feels safe at this school* (S2002)	99%	99%	95%
• their child's learning needs are being met at this school* (S2003)	96%	95%	87%
• their child is making good progress at this school* (S2004)	95%	95%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	100%	95%	91%
• teachers at this school treat students fairly* (S2008)	96%	93%	92%
• they can talk to their child's teachers about their concerns* (S2009)	99%	98%	97%
• this school works with them to support their child's learning* (S2010)	99%	95%	90%
• this school takes parents' opinions seriously* (S2011)	91%	89%	85%
• student behaviour is well managed at this school* (S2012)	94%	89%	90%
• this school looks for ways to improve* (S2013)	95%	92%	87%
• this school is well maintained* (S2014)	100%	99%	98%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	97%	95%
• they like being at their school* (S2036)	100%	92%	89%
• they feel safe at their school* (S2037)	98%	97%	97%
• their teachers motivate them to learn* (S2038)	98%	95%	96%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	94%
• teachers treat students fairly at their school* (S2041)	75%	88%	84%
• they can talk to their teachers about their concerns* (S2042)	86%	89%	90%
• their school takes students' opinions seriously* (S2043)	97%	93%	90%
• student behaviour is well managed at their school* (S2044)	82%	90%	90%
• their school looks for ways to improve* (S2045)	99%	99%	97%
• their school is well maintained* (S2046)	95%	95%	95%
• their school gives them opportunities to do interesting things* (S2047)	97%	94%	98%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	94%	92%	93%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	96%
• they receive useful feedback about their work at their school (S2071)	82%	85%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	83%	86%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	96%
• student behaviour is well managed at their school (S2074)	94%	95%	93%
• staff are well supported at their school (S2075)	91%	87%	93%
• their school takes staff opinions seriously (S2076)	93%	89%	89%
• their school looks for ways to improve (S2077)	94%	97%	100%
• their school is well maintained (S2078)	97%	97%	96%
• their school gives them opportunities to do interesting things (S2079)	91%	92%	93%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Partnerships built with parents at BayView State School are an essential aspect of the school culture.

Parent involvement in their child's education is actively encouraged by:

- working as support within the classroom program e.g. reading, changing home reading books, attending excursions;
- invitations to parent information evenings and workshops;
- attending celebrations of student achievement e.g. parade, awards parade, open nights, class culminating activities;
- regularly communicating between class teacher and parents either face to face, by phone or by email;
- regularly reporting student progress to parents via written reports and parent teacher interviews;
- attending school functions e.g. school disco, athletics carnival, swimming carnivals;
- volunteering time in various areas of the school e.g. library, resource making;
- assisting with Active After School Communities; and
- becoming members of the P&C and supporting them e.g. café volunteers, uniform shop, craft group, fundraising.

Where students are in need of additional support in any area of the school, parents are involved in the case management meetings to determine the best form of support to be given. General Support Plans, Individual Curriculum Plans and Individual Support Plans are developed and widely used across the school.

Respectful relationships education programs

BayView State School uses the Nine Values from the National Framework for Values education in Australian Schools to underpin the education of our students in Social and Emotional Education. http://www.curriculum.edu.au/verve/resources/Framework_PDF_version_for_the_web.pdf

The nine Values are taught and discussed explicitly in each classroom guided by a weekly timetable across our four terms. From Term 2 classes are rostered to portray the Value of the Week through Drama/Dance/Music at our weekly parade. The Value of the week is displayed on our LED Community sign and is described in our weekly newsletter.

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

Chaplaincy Program

In 2019, emphasis on re-building the profile of the Chaplain and Chaplaincy Program at BayView State School, was key. Due to various turnovers of Chaplains within Semester 1, employing a Chaplain that suited the school's ethos, values and principles became the core target of the year.

Once the school was appointed an official Chaplain, the Chaplaincy Team worked on the following areas, to build leverage within the Chaplaincy Profile:

- Strategic Planning regarding the Chaplains role and responsibilities within the school was analysed;
- Staff received Professional Development with Chaplaincy and the services offered;
- Engaging the new Chaplain to the culture of the school and working with their SU Line Manager with Coaching and Mentoring;
- Building an LCC Committee, comprising of both staff, the Chaplain and members of the community;
- Engaging in pastoral care and providing collegial support with staff, parents and students about Chaplaincy.

By the end of 2019, BayView State School successfully established a working LCC Committee. This team worked in ensuring that the Breakfast Club was re-introduced into the school, with students from the Leaders Without Badges Program, assisting with service.

The Chaplaincy Team were also able to form connections with a local church and is presently continuing to seek support from members of the community. This network system, helped with our Food Hampers Appeal for families, pastoral care for struggling families and also connecting with the local Secondary Schools, with the Hi-Jump Program.

The Chaplaincy Team were able to achieve their goals by the end of 2019, in ensuring consistency, advocacy and pastoral connections for the Chaplaincy Program. This process was achieved, through deliberate coaching, establishing a working LCC Committee and ensuring the Chaplaincy Team was visibly present, active and championed causes both within and outside of the school.

Links with Cluster Schools

Cluster school connections and community links between BayView State School, Cleveland District State High School and Victoria Point State High School, were fostered throughout 2019.

Transition Programs became a core target for the Upper School, with more connections made amongst the High Schools and Yr 6 cohort. The Middle Years Deputy Principal from BayView State School and administrators within the High Schools, worked closely together, to ensure past and present student involvement in celebratory events. This was reflected in our 10 Year Celebrations, Wakakirri, Multicultural Day celebrations, Anzac Parade and Naidoc Week.

Similarly, efforts to ensure positive links for Yr 6 students to transition into High School were fostered with representatives from various High School sectors being guest speakers or actively participating in school events such as Under 8's Day and the Hi Jump Program.

Collegial engagement between staff and students across the cluster was encouraged, particularly with STEAM-ATHLON, Cluster Sports, Ignite Programs and cluster activities associated with Leadership, the Arts, Science and Language Cluster Days.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	5	8	12
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	204,860	207,647	207,906
Water (kL)	6158	4804	9596

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

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



The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb', three dropdown menus for 'School sector', 'School type', and 'State', and a search icon on the right.

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



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



Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	53	29	0
Full-time equivalents	49	19	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	2
Bachelor degree	44
Diploma	2
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Expenditure on and teacher participation in professional development

- The total funds expended on teacher professional development in 2019 were \$29750
- The proportion of the teaching staff involved in professional development activities during 2019 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	92%	91%	89%

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

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

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

Year level	2017	2018	2019
Prep	95%	95%	93%
Year 1	95%	95%	94%
Year 2	95%	95%	94%
Year 3	95%	95%	94%
Year 4	95%	95%	93%
Year 5	94%	94%	94%
Year 6	94%	93%	94%

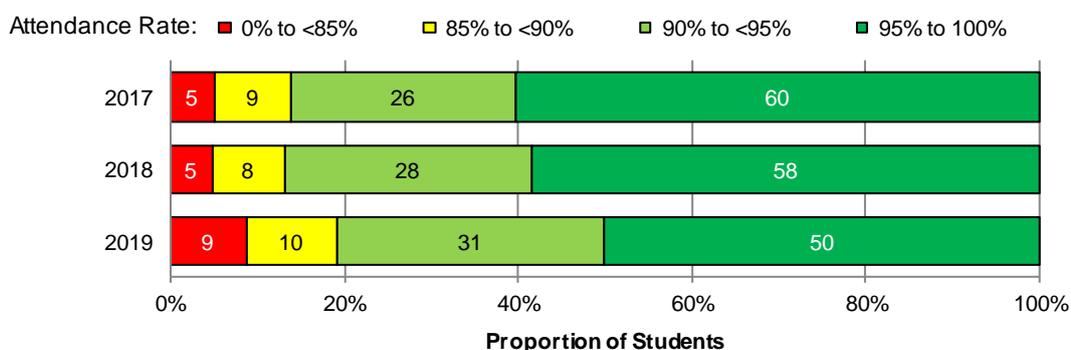
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

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

A daily follow up of unexplained absences is completed through Infoways.

The process includes:

- Teachers to mark rolls by 9.15am;
- Unexplained absence report generated from One School;
- BVSS use Infoways to generate automated unexplained absence to parents via SMS Text;
- Parents information (response) given, is then exported into One School for updating.

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

NAPLAN

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

How to access our NAPLAN results

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



The image shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



The image shows a rectangular button with a red border and the text "View School Profile" in red.

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



The image shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a red background and a dropdown arrow.

Notes:

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