



Bay View State School

School annual report

Queensland state school reporting

2020



Every student succeeding

State Schools Improvement Strategy

Department of Education



**Queensland
Government**

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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 32 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 2019. This completes the built environment for our multi-age precinct. A Master Planning Process was completed 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 2020, 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. 2020 saw the expansion of our BYOD iPad program to Years 2, 3, 4, 5 and 6. The program launch commenced in 2017.

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

School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2020 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	85	110	98	86	110	98
Year 1	112	89	115	114	92	115
Year 2	98	114	96	95	112	97
Year 3	111	99	116	112	99	113
Year 4	108	116	101	110	120	101
Year 5	119	110	120	119	112	119
Year 6	119	120	111	122	122	113
Total	752	758	757	758	767	756

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	22	23	22
Year 4 – Year 6	27	27	26

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. 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 comprised of a Band 5 HOSSES, Special Education Program (SEP) Teachers and SEP Teacher Aides. The school year commenced with 51 verified students with a disability. By the end of semester 2, the school supported a total of 63 students with a disability.

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) 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, mostly in students' classrooms. SEP teachers worked collaboratively with classroom teachers to meet the individual learning needs of verified students. SEP teachers liaised with parents, caregivers and therapists to ensure the educational priorities for students with disability were met. The SEP teachers also facilitated supported and structured play during break times in the Advancement Centre.

The Advancement Centre's Professional Learning Team (PLT) participated in a series of interactive workshops run by the Department of Education's Occupational Therapist. Session topics were focused on the Zones of Regulation program. The Zones of Regulation program teaches students skills to build awareness of their emotions and utilise a variety of strategies for regulation. SEP teachers trialled lessons, strategies and supports from the workshops with class groups.

The Upper Three Band Teacher continued to consolidate work on differentiation across the school, aimed at supporting each student's growth towards academic excellence. Classroom teachers received instructional writing coaching by the Upper Three Bands Teacher which involved a cycle of modelling, observations, feedback and collaborative group reflection. This process of intentional collaboration allowed teachers to identify an aspect of teaching instruction and improve their current pedagogy via coaching and feedback – in turn providing them with the skills and strategies to better differentiate for all students.

A particular focus was placed on modelling writing lessons that demanded the cultivation of necessary 21st Century competencies, such as higher-order thinking, critical & creative thinking and collaboration - in line with the school's AIP and strategic direction. This coaching allowed teachers to see how writing can be differentiated for our Upper Three Band students, through the creation of cognitively complex tasks and an understanding of the cognitive demands of the curriculum.

Although our regular annual opportunities for academic growth provided through co-curricular activities was significantly interrupted due to COVID-19 restrictions, students were still able to access a school-based coding and robotics competition, online Spelling Bee and Mathematics problem-solving competitions, BRAINways Days of Excellence Programs for Gifted and Talented children (participation levels increased for the third year in a row), ICAS Assessments across 5 disciplines (participation levels increased for the third year in a row) and Chess Club (Prep to Year 6).

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 Term 1, the learning support model included Year 2 (Support-A-Reader & guided reading), Year 3 and Year 5 (SAR, guided reading and Maths).

In-class support has been provided during guided reading and Maths times from Support Teachers and TAs in all classes from Year 2 (guided reading only), 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 and E students. Approximately 180 students were supported across the school in reading and Maths.

Our support was impacted due to COVID during Term 2 and half of Term 3. During this time we continued with our SAR program for the students who were attending school.

Mid Term 3 and Term 4, the learning support model included Year 1 (SAR & guided reading), Year 2 and Year 4 (guided reading, SAR and Maths).

In-class support has been provided during guided reading and Maths times from Support Teachers and TAs in all classes from Year 1 (guided reading only), Year 2 and Year 4. 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 Maths for a 40 minute period. This focused support has targeted D and E students. Approximately 180 students were supported across the school in reading and Maths.

Withdrawal intervention programs in Numeracy for D and E students have continued throughout Term 1, half of Term 3 and Term 4. This involved 1 x 40 minute session per week with the Support Teacher.

TLC Programs:

- STARS (Strategies To Achieve Reading Success) pre/post test
- CARS (Comprehensive Assessment of Reading Strategies) pre/post test
- CAMS (Comprehensive Assessment of Mathematics Strategies) pre/post test
- Support-a-Reader – Year 1, Year 2, Year 3, Year 4, Year 5 and MA

Improved student outcomes have been identified in academic reporting for English (reading) and Mathematics, reading level (Alpha/Probe), Early Start, STAMS and CAMS, STARS and CARS pre and post tests, 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.

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 focused 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 aligned with the National Curriculum was delivered 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 also align with Bayside 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.

The impact on direct teaching, school sport and extra-curricular activities by COVID 19 cannot be understated. The below list of activities and school involvement was greatly diminished in 2020.

Following are additional sporting and physical activity programs that were conducted in 2020:

- School Carnivals/Trials in Cross Country, Track and Field and Swimming
- Sporting Schools sports program before, during and after school. A broad range of sporting options were offered including Gymnastics, Tennis, Golf, Swimming and Badminton
- Walk to School Day
- Wednesday 'user-pays after school' sport option, AFL Auskick
- Representation by BayView students at District & Regional Representative Swimming & Aquathon, Selection to Met East Team to compete at State Titles
- Two week intensive swimming development program, Prep water safety day
- School P&C Fun Run, Prep-6 raising monies to support BVSS swimming program
- Working from home physical activities for Prep- 6

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 2020. 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 2020, the EAL/D Team supported identified EAL/D students, with some indigenous students requiring I/EALD support. By the end of 2020, the EAL/D Team focused on providing support towards Prep identification for EAL/D. The school's pre-data showed additional students requiring support in 2021.

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 2020, 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 2020 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 cluster schools, such as Cleveland District State High School have 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 2020. Both the EAL/D Team and classroom teachers have worked successfully in the pre-identification process of EAL/D support for the Early Years.

Working Digitally

BayView State School utilises Interactive Technology in every classroom to enhance learning, integrating the latest technologies in all aspects of curriculum. PD has been provided to ensure understanding of how assistive technologies are accessible by students and staff for investigative and learning enhancement programs. 2020 saw the expansion of our BYOD iPad program to Years 2, to Year 6. The program launch commenced in 2017. A variety of coding robots e.g. sphero bolts and computers are available for teachers to use in their programs.

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 e.g. 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 email 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. Staff continue to plan and imbed ICT into planned units. An update of the Learning Place PD is posted for staff to select PD. A member from the Queensland Educational Cyber safety team presented 3 sessions to the student body from Year3-6. A follow up visit has been organised with Brainstorm productions to present Cybersafety in a dramatic presentation "The Magic Word" early in Term 4.

Enabling Learners

ICT was integrated into all student units where applicable. All students are accessing online learning in a range of formats. The school participated on line learning. The Lower school are using Maths Seeds and Reading Eggs with middle and upper years use Reading eggs and Mathletics. Differentiated tasks enabled students to demonstrate their learning in a variety of modes. The Year 5 and 6 students have completed their French learning through Cairns Distance Education School of the air. Most classrooms have an Interactive White Board and a few have large screen televisions which are used daily to engage in everyday curriculum. The Year 6 students are using One Note to assist learners to transition to high school. A variety of robotic devices- Sphero, We Do's, Edison and NXT's Lego Mindstorms are being used to develop students understanding of coding.

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 95% 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 classes have a bank of 5 iPads in each room. The Year 1 classes have 5 desktop computers and 5 class iPads. 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. 95%- of year 2-6 students have their own iPads. All teachers and teacher aides have a school iPad to support their understanding of iPads, 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. The wireless hardware was replaced with newer equipment and our band width upgraded.

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.

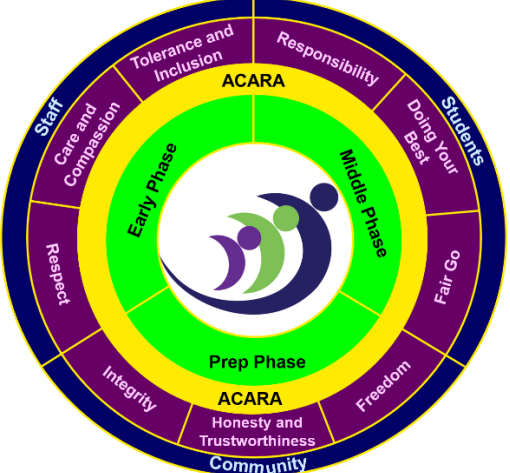
All areas of BayView State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	93.7%	91.1%	
This is a good school.	97.9%	95.7%	
My child likes being at this school. ²	97.9%	92.4%	
My child feels safe at this school. ²	99.0%	94.6%	
My child's learning needs are being met at this school. ²	94.8%	87.0%	
My child is making good progress at this school. ²	94.8%	89.1%	
Teachers at this school expect my child to do his or her best. ²	96.9%	97.8%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	91.2%	91.0%	
Teachers at this school motivate my child to learn. ²	94.7%	91.3%	
Teachers at this school treat students fairly. ²	92.7%	92.3%	
I can talk to my child's teachers about my concerns. ²	97.9%	96.7%	
This school works with me to support my child's learning. ²	94.7%	90.2%	
This school takes parents' opinions seriously. ²	88.5%	85.2%	
Student behaviour is well managed at this school. ²	88.5%	90.1%	
This school looks for ways to improve. ²	92.5%	86.7%	
This school is well maintained. ²	99.0%	97.8%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree¹ that:	2018	2019	2020
I am getting a good education at my school.	97.5%	95.5%	
I like being at my school. ²	92.4%	89.4%	
I feel safe at my school. ²	96.6%	97.3%	
My teachers motivate me to learn. ²	94.9%	96.4%	
My teachers expect me to do my best. ²	100.0%	100.0%	
My teachers provide me with useful feedback about my school work. ²	94.9%	93.8%	
Teachers at my school treat students fairly. ²	88.1%	83.9%	
I can talk to my teachers about my concerns. ²	89.0%	90.1%	
My school takes students' opinions seriously. ²	93.3%	90.1%	
Student behaviour is well managed at my school. ²	89.8%	90.2%	
My school looks for ways to improve. ²	99.2%	97.3%	
My school is well maintained. ²	94.9%	95.5%	
My school gives me opportunities to do interesting things. ²	94.0%	98.2%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree¹ that:	2018	2019	2020
I enjoy working at this school.	92.3%	92.9%	
I feel this school is a safe place in which to work.	97.4%	96.4%	
I receive useful feedback about my work at this school.	84.6%	85.7%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	82.8%	86.4%	
Students are treated fairly at this school.	100.0%	96.4%	
Student behaviour is well managed at this school.	94.7%	92.9%	
Staff are well supported at this school.	87.2%	92.9%	
This school takes staff opinions seriously.	89.5%	88.9%	
This school looks for ways to improve.	97.4%	100.0%	
This school is well maintained.	97.4%	96.4%	
This school gives me opportunities to do interesting things.	92.3%	92.9%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	8	12	7
Long Suspension	0	0	0
Exclusion	0	0	0
Total	8	12	7

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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.



A screenshot of the My School search interface. It features a dark red header bar with a search bar on the left containing the placeholder 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", each with a downward arrow. A magnifying glass icon is positioned on the far right of the header bar.

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



A rectangular button with a thin red border and the text "View School Profile" centered inside.

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



A screenshot of the My School navigation menu. It consists of a dark red horizontal bar with several menu items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white background, indicating it is the selected option.

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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.

For more information, please refer to the following link:

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

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	51	53	54	29	29	30	<5		<5
FTE	50	49	51	19	19	21	<5		<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	94%	94%	92%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	95%	93%	91%
Year 1	95%	94%	90%
Year 2	95%	94%	92%
Year 3	95%	94%	92%
Year 4	95%	93%	93%
Year 5	94%	94%	92%
Year 6	93%	94%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



A screenshot of the My School search interface. It features a search bar on the left with the placeholder 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 positioned to the right of the "State" dropdown menu.

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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



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.