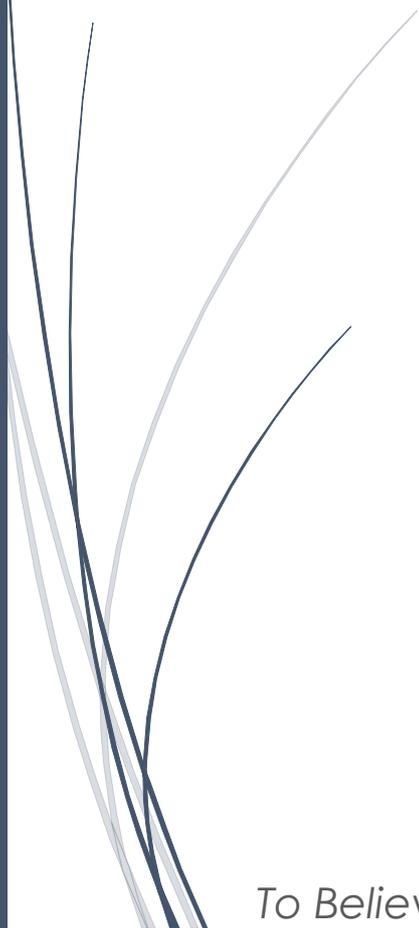




Bayview College

Annual Report 2014



To Believe, To Think, To Achieve.

Annual Report

Welcome to the 2014 Bayview College Annual Report. Under the Australian Government Compliance Requirements (Schools Assistance Act 2008) all schools are required to ensure that School Performance Information is made publicly available.

Bayview College has a tremendous and deep history in education in Portland and district. In 2014 it completed its 38th year of operation as an Ecumenical School following 115 years of Catholic Education as Loreto Convent at the beautiful Bentinck Street site overlooking Henty Harbour in Portland. St Mary MacKillop previously operated her Academy for Young Ladies 1864-65 in the original bluestone cottage contained within the current buildings. Bayview College provides a co-educational Christian and holistic education, developing academic, spiritual, emotional and physical growth in each individual student. At the heart of a Bayview College education is an emphasis on instilling in our young people our core values; Compassion, Integrity, Respect and Responsibility.

Bayview College left the Victorian Ecumenical System of Schools (VESS) at the end of 2013. Therefore 2014 saw Bayview College operating as its own approved authority. Bayview College continues to work in conjunction with its participating churches – Anglican, Baptist, Catholic, Church of Christ, Lutheran and Uniting Churches as well as the Loreto Institute. Representatives from the Loreto Institute meet with Bayview College Board members and the College Executive annually to ensure that the College continues to operate according to the constitution.

Bayview College experienced a year of diverse activities across the range of academic, social, sporting, extra-curricular and community engagement. Staff and students worked collaboratively inside and out of the school, often assisted and supported by generous community members and parents. 2014 witnessed the completion of the Educational Strategic Plan 2015 – 18 following the curriculum review conducted in 2013.

Bayview College's student enrolments are responsive to local community issues and the local economy. Demographic data clearly indicates that the number of school aged children in the Glenelg Shire is decreasing over the next few years. However, Bayview College is continuing to attract a consistent percentage of market share. The constant challenge is; to increase this market share by persistently improving the educational provision we provide; to extend the vision and aspiration of students, especially when surrounded by decreasing employment opportunities locally; to develop their Christian faith and values and their awareness and responsibility, so that they have a broad world view and engage in the pathways and opportunities that Bayview College offers.

Vision

To Believe

To Think

To Achieve

Mission

As an independent Christian Community College, we journey towards this vision by delivering high quality teaching and learning through curricula that consistently challenges our students:

- To grow in Unity in Christ
- To act with compassion, integrity, respect and responsibility.
- To be conscious of the needs of others.
- To be confident to challenge and respond to injustice.
- To have active, curious, creative and questioning minds.
- To develop a passion for learning.
- To understand their role in a diverse, global society.
- To be informed decision makers.
- To build strong positive relationships.
- To be resilient and confident young people.
- To strive to achieve personal excellence in all their endeavours.
- To develop their strengths by providing them with the tools necessary to do so.

We believe that the partnership that exists between the parents, students, teachers and community is central in realising this vision.

College Board

Under the leadership of Ms Ann Kirkham as Chair of Board, the sub-committees of the Board, continue to engage with the College Leadership Team. In addition to the Faith and Values Committee, Finance Committee, and Property Committee the Board established a Risk Committee in 2014. This committee is charged with the oversight of all the risks to the organisation and reports to the Board quarterly on Risk mitigation and the current Risk climate.

2014 was the first time in the 130 year history of Bayview College that there has not been a physical presence of a Loreto Sister. Loreto continues to actively support Bayview College and a representative from Loreto remains on the Bayview Board. In recognition of the long standing tradition and connection to Bayview College and to maintain the link with the Loreto heritage the original convent building that houses the College Chapel and staff offices has been named as the Loreto Wing. This ensures the spirit of Loreto lives on.

The College Board spent a considerable part of 2014 considering current and future needs of young people in the Portland Community. A detailed analysis of demographic data, educational trends, economic trends and the broader educational market place occurred. As part of this process the Board and College Leadership Team participated in strategic planning sessions. A Master Plan 2015 – 2025 was completed and this will inform all future planning and decision making.

As part of the process a new Vision and Mission was developed in consultation with staff, students, and the Faith and Values subcommittee. This was an important process that will take the College into the future and prepare students for school and beyond.

Staffing

Bayview College has well qualified, committed professionals who enjoy teaching in its small class environment. The staff are focused on developing in the individual self-learning, discipline, motivation and knowledge base of each student. The staff is developing a culture of thinking and a personalised curriculum so that the skills, interest and learning styles of all students are considered in the design of programs, assessment and reporting.

In 2014 the teaching staff comprised a total of 20 full-time and 8 part-time professionals. Of these, 9 were male and 18 were female. There were no staff members of indigenous Australian background. There was 1 graduate teacher. 30% of teaching staff have taught at Bayview College between 10 & 25 years, a further 44% have more than 4 years teaching at Bayview. One teaching staff member commenced 12 months Maternity leave at the end of the school year. The ancillary staff decreased by one. (Building Maintenance Manager). The retention rate for the whole staff at the end of 2014 was 97%

The staff is well qualified and some teachers continue to upgrade relevant qualifications, a difficult and costly exercise in a rural remote location. The staff continued to work on developing a deep understanding of the AITSL standards and set professional learning goals for that would assist in the development of a Performance Development Culture within the school.

Teaching Staff Qualification	Number
Bachelor degree	34
Post Graduate Diploma	27
Honours	4
Master Degree	5
Doctorate	1

The infrastructure support staff (10) consisted of:

- Business Manager
- College Registrar/ Executive Assistant
- Accounts Clerk (part-time)
- Educational Support Officers (3 part-time office support staff)
- Development Officer
- Grounds/Maintenance Manager (left employment in April)
- IT Administrator
- Integration aide (part-time)

Attendance

The College staff attendance record was very good, with the opportunity for a flu immunisation provided by the College taken up by 20 staff. This helped to minimise days lost due to illness particularly over the winter months.

However, three staff experienced unexpected and serious health issues which resulted in extended periods of leave whilst they received treatment and recuperated. The College is fortunate to have a substantial bank of experienced and trusted Casual Relief Teachers who were able to continue the educational programs for the students without significant disruption.

Staff Professional Learning

Staff members are determined to model the concept of lifelong learning for students. With the absence of the National Partnerships Program which had in previous years fully or partially funded a significant amount of the College's professional learning, and the tight budget due to decreased enrolments, there were fewer opportunities available to staff for external PD. Consequently, we developed an improved collaborative professional learning culture within the college and strategically focussed staff meetings, professional reading and team activities around the goals of the College as articulated in the Educational Strategic Plan and identified by staff during their Annual Review Meetings.

Priority areas for 2014 were

- Curriculum based meetings and professional learning programs focused on Australian curriculum.
- Unpacking and using the AITSL standards for professional growth
- Restorative Practices
- Thinking Skills, the use of graphic organisers, thinking routines and an exploration of the work emanating from Project Zero.
- Anaphylaxis and Asthma Management
- First Aid
- VCE related
- VCAL Program Development
- Staff spiritual development

One staff member was fortunate to receive a scholarship from Alcoa to attend the Keystone Institute Environmental Forum in Colorado, USA in July 2014. Upon her return she shared her learning with all the staff and the program is being implemented with the Year 9 students in 2015.

The College has continued its commitment to introduce the Australian Curriculum and has implemented each learning area as it has been endorsed. Staff have been supported by receiving time to complete Scope and Sequence documents and the development of teaching materials for each subject area.

Curriculum, Teaching and Learning

The Bayview College Curriculum Framework reflects contemporary thinking about what students need to learn in order to lead successful and rewarding lives in the twenty-first century and how we can effectively help them to learn. Particular attention is given to the importance of maintaining a holistic view of curriculum. It is embedded in our College Vision: To Believe. To Think. To Achieve.

Our objectives are:

- Embed the Christian ethos in the curriculum by developing a greater understanding and application of Gospel values. We encourage students to express these values through acting with compassion, integrity, respect and responsibility.
- Promote best practice in contemporary learning and teaching by enhancing teacher effectiveness through relevant research, an annual performance review and development of an individual professional learning plan.
- Ensure strategic and continuous skill development with clear purpose and a connection to the wider world. Bayview College is proactive in implementing the Australian Curriculum as it is progressively developing and being endorsed for implementation by ACARA - English, Mathematics, Humanities(History and Geography), Science, The Arts (Visual Communication and Design, Wood Technology, Drama, Art, Textiles, Music), Health and Physical Education. For areas currently not endorsed by ACARA our curriculum is based on AusVels – LOTE (Japanese). In order to develop students in a holistic manner there is a special

emphasis on the ethical, moral, and spiritual growth of each student. This is achieved through the Well Being programme and at Year 7-10 Faith and Values.

- Emphasise the responsibility of the curriculum for the development of such vital skills as literacy and numeracy, recognising that such skills are integral to all learning areas.
- Develop an innovative, dynamic and technology-rich learning environment, ensuring our ICT infrastructure is reliable and providing effective devices to enhance teaching and learning.
- Foster individual educational excellence and academic achievement by best use of available data to inform our teaching and assist with the allocation of resources and teachers' professional development.
- Evaluate the effectiveness of teaching strategies by the outcomes students achieve.
- Ongoing review of student outcomes to assist student academic improvement and to inform Scope and Sequence documentation, assessment and reporting practices.
- Promote a Culture of Thinking. A Culture of Thinking is a learning environment which values independent thinking, awareness of how thinking happens and deeper understanding of learning. Our approach is to help students move away from a spoon-feeding culture, towards a culture where they see the value of thinking for themselves.
- Taking our inspiration from the Project Zero team at Harvard University, our Culture of Thinking has two goals: on the one hand, to nurture students' thinking skills, and, on the other, to deepen their understanding of content. In terms of their thinking skills, we help Bayview College students to develop mindsets which are curious, reflective and critical, encouraging them to become alert to thinking and learning opportunities and eager to take them.
- We acknowledge that academic excellence is achieved by students who are innovative, open-minded, empathetic and questioning. Our Culture of Thinking program helps students to build the foundations for lifelong learning and outstanding academic achievement.

Our curriculum and co-curriculum programs encourage our students to develop a mindset and outlook of creativity, initiative and self-reliance. We aim to have students and teachers who possess the following core attributes:

- Intellectual curiosity
- Passion, strength of character, persistence, resilience and ruggedness.
- Courage to live with ambiguity, to seek alternative pathways, and to take calculated risks.
- Sense of teamwork and 'giving back' to the community
- Grounded in the values of compassion, integrity, respect and responsibility that serve as a guiding principle to navigate choices in life.

Faith and Values

Bayview College's Faith and Values program explores our human response as Children of God. The College takes seriously its mission to produce students who model faith, compassion, integrity, respect and responsibility, striving to make the school, community, country and world better for the future. This occurs through the Faith and Values curriculum, assemblies, the church services held each term and staff prayer at morning briefings. The Faith and Values Team continued to review and consolidate the course work for Years 7-10 as well as resource material, work sheets and assessment tasks.

The Faith and Values Committee were instrumental in leading the development of the new Vision and Mission. Through a series of workshops and consultation with the staff, students and parents the new Vision and Mission was endorsed for implementation by the College Board in 2014.

Regular faculty meetings were held, as well as a term meeting with the Faith & Values Committee comprising the clergy of the churches affiliated with the College, the Principal and the Head of Faith and Values. The support of the ministers is greatly appreciated by the staff team and the open dialogue that ensues continues to enliven the spirit and the ethos of the College.

The annual collection of groceries for Portland Loaves and Fishes Emergency Food Relief was continued in June as a Winter Drive, and again at Christmas. With the economic decline in the region this service to our local community was very well received. The student Knitting Club completed four knitted blankets throughout the year which were donated to residents in the Portland and Heywood Aged Care facilities as part our community outreach.

Years 7 – 9 students were involved in a week long community service program towards the end of the year where they provided their time and talent to assist a range of organisations servicing the local area. The Year 8 art students also participated in an extended project with the residents at BUPA Aged Care. This project saw the co-construction of art works by the students and the residents preceding a public Art Show displaying the completed pieces.

Curriculum

Curriculum at Years 7 – 10 focuses on the Australian Curriculum and the AusVELS as required. Core subjects for Years 7, 8, 9 and 10 are English, Mathematics, History, Geography, Science, Faith and Values and Health and Physical Education. All Year 7 and 8 students study Japanese. Japanese is offered as an elective in Years 9 and 10.

Years 7 and 8 students complete a rotation of practical subjects:

- Arts rotation – Art, Graphics, Drama and Music
- Technology Rotation – Food and Nutrition, Textiles, Wood, Information Technology

Arts and Technology subjects are studied for one semester each year.

Years 9 and 10 students study electives offered by the Arts, Technology, Humanities, Physical Education, English, Science and L.O.T.E. faculties.

Coursework for all subjects except LOTE (Japanese) includes:

- Learning Area Structure
- Strands
- Scope and Sequence – Topic/Timeline, Learning Intention (Knowledge and Skills), Evidence of Learning (Assessment), Teaching/Learning Sequence (Steps and Activities), Resources.
- Standards for the specific level
- General Capabilities
- Cross Curriculum Priorities
- Thinking Skills

Coursework for LOTE (Japanese) includes:

- Domain Structure
- Learning Focus
- Concepts and Skills
- Standards for the specific level
- Details of units in course work – Topic, Learning Foci, Class Activities, Assessment Tasks and Resources
- General Capabilities
- Cross Curriculum Priorities – located in the Physical, Personal, Personal and Social learning strand and the Interdisciplinary Learning strand in VELS.
- Thinking Skills

Semester Reports to parents focus on students' grades in a specific subject Plus the Australian Curriculum standards for all subjects except LOTE (Japanese).

Students

Students participated in curricular/extra-curricular activities and opportunities across a range of personal, spiritual, academic, social and physical areas. Opportunities for leadership were varied and occurred through the SRC, sports and outdoor education activities and the Portland Aluminium Future Leaders of Industry Program. Students were recognised nationally with their involvement in the National Youth Science Forum and the Pierre De Coubertin Olympic Award and for selection as University of Melbourne Kwong Lee Dow Young Scholars. The Sport House System, across a range of competitive/non-competitive activities further promoted involvement and leadership opportunities.

Bayview College continued the 'Schoolies with a Cause' program for the fourth year which was supported by the whole school community and a local business. 11 students of the graduating class visited Than Loc Province, a remote part of Vietnam following the completion of their Year 12 exams and engaged in a community project of direct benefit to a local school. This program has become part of the fabric of the school community.

The Japanese exchange program witnessed the final exchange between Matsudo High School and Bayview College. A group of 14 students and 2 staff travelled to Japan and visited Matsudo High School in September. We welcomed 15 students and their teacher to

Portland in July. The exchange program will continue in the future with our new partner school Osaka Nishi Senior High School.

Bayview College continues to support the commitment to work towards reconciliation with our local indigenous communities. This includes our Year 10 participation in National Reconciliation Celebrations and the Year 8 excursion and cultural awareness day, which has become an annual experience. As part of the development of our Reconciliation Action Plan (RAP) the Year 8 students spend a day with the local indigenous community learning about language, culture and history. The College curriculum is also embedded with culturally significant texts, which encourage inclusiveness and understanding.

The College Camp program is continually evolving as we develop off campus experiences that challenge and extend our students. Year 7 commenced the year with a 3 day transition camp held at the Grampians Retreat, Dunkeld. Year 8 participated in a 3 day camp at Anglesea which included surfing and horse-riding activities. The Year 9 students had the City Experience for the second year. This camp challenges the students to negotiate their way around Melbourne's CBD and experience the diversity that this city has to offer. The Year 10 Great South West Challenge had its 20th Anniversary. This 10 day camp is a critical part of the student's holistic education at Bayview College. The Year 11 Ski Camp was again successfully held. The Year 12 excursion to The Careers Expo and Tertiary Institutions in Melbourne was repeated with success As well as attending the expo the students visited a number of tertiary campuses in the heart of Melbourne. These activities provided the students with an insight into the range of pathways available to them. In addition the Year 11 students attended the Herald Sun careers Expo as part of our expanded Horizons program.

In 2014 the student population at August census was 239. This was a decrease on the previous year due to lower birth rate available for Year 7, a large cohort of Year 12 students graduating in 2013, families leaving town and some families moving schools for financial reason. Average student attendance was an excellent 92.28% based on daily class attendance averages (Sample taken May 2014 in Yrs. 7 – 10 for STATS DEEWR.)

Average Attendance (Includes Indigenous)

Yr. 7 – 94.48 %

Yr. 8 – 93.9 %

Yr. 9 – 91.75 %

Yr. 10 – 89.86 %

Yr. 11 – 95.23 %

Yr. 12 – 94.91 %

Student attendance records are managed by Student Services Office and Year Level Coordinators. Daily attendance is recorded by Administration staff, and phone contact is made if a student's non-attendance is not notified by parents. Further follow up is managed by Year Level Coordinators where absence extends to more than 3 days. The Student Welfare Coordinator identifies issues that may result in ongoing absences and works to resolve these issues with students and parents.

Student Welfare

2014 was a year of positive development in Student Wellbeing. The school's implementation of Restorative Practices philosophy has reached the stage where Restorative Practices is embedded in our school culture.

The development of a school wide approach to Wellbeing is now implemented. The Wave program is being designed to assist the students to transition successfully from year 6 into secondary school. The *Anchor* program at Year 8 is about ensuring the foundations for good study habits, positive relationships and problem solving skills and community engagement; The *Circle* program for Year 9 is taking a holistic view of the students and incorporates Faith and Values, Health and Environmental Science. And the *Horizons* program years 10 – 12 is a sequential series of activities designed to assist the students to plan for their future. The Horizons program saw the students participate in Vocational Testing, Eyes on Uni (visits to University of South Australia, RMIT, Deakin, and Melbourne University) and work experience.

Bayview College has continued to foster and develop a place for itself within the wider professional network. Working in partnership with local agencies and health professionals Bayview College is able to refer students and families to appropriate professional agencies to meet their needs. Bayview College staff participated in the Beyond the Bell (Year 12 Attainment) project in 2014 along with other schools, welfare agencies and community representatives. The aim of the project is to understand and mitigate against the factors that prevent young people in the Shire from completing their secondary education.

A holistic view of student wellbeing was the focus of the Term 3 Year 11 Faith and Values seminar. This seminar was designed to provide the students with the information and skills to look after their health and wellbeing.

2014 VCE / VCAL

Post Compulsory Completion and Achievement Information (source VCAA)

Number of Unit 3 / 4 studies taken up by students in 2014	26
Number of VET Certificates in 2014	13
Number of students enrolled in at least one VCE Unit 3 / 4 level in 2014	65
Number of students enrolled in a VET certificate in 2014	20
Number of students enrolled in VCAL in 2014	8
Total number of Year 12 students in 2014	27
VCAL Senior	2
Exchange student (VCE results not valid)	0
Percentage satisfactory completion of VCE in 2014	100%
Percentage VET units of competence completed in 2014	97%
Percentage VCAL Units completed in 2014	100%

Students in Year 10, 11 and 12 have the opportunity to complete a VET certificate. The range of certificates available to students is extensive e.g. engineering, child studies, multimedia. These certificates are offered through SW TAFE and students can also complete the certificates as part of a School Based Apprenticeship. As the certificates are over two years most students will not complete all units of competency within a single year.

Median VCE Study Score **29**

Tertiary Placement.

Percentage applying for Tertiary placement in 2014	63%
Percentage receiving a First Round Offer - 16/17	94%
Percentage receiving first preference	89%
% Study Score over 40	3.2%
% students with ATAR above 80	24%
Number of students awarded VCE (Baccalaureate)	2 (LOTE)

Enrolments (Based on applicants with offers)

% of students who have enrolled at University	56.25%
% of students who have deferred	43.75%

On Track Data

Not available at time of print

General overview of student pathways:

Students have predominantly chosen to enter courses in the Health field, particularly nursing and Health Sciences, noting this is a current trend state-wide. Other courses selected by students include included Criminology, Architecture, Education, Arts and Law/International Studies.

1 VCE student and 1 VCAL student took up apprenticeships.

Other students are finding success with some taking up full time employment while others are working in local businesses while taking a gap year.

2014 NAPLAN Results

Yr 7 Student Data

NAPLAN data is a useful indicator of a school's performance on benchmarked measures at a moment in time. The Year 7 data below indicates the skill level of the students at their commencement of their educational journey with us.

NAPLAN Data Service

The information available within the NAPLAN Data Service provides a picture of the level of student achievement in the domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. For some year levels (Year 7 & Year 9) Numeracy is reported both with and without a calculator.

The NAPLAN results are reported using five scales, one for each of the following: Reading, Writing, Numeracy, Spelling and Grammar, and Punctuation. These reporting scales each span the achievement levels shown by students in Years 3, 5, 7 and 9. Each of the scales describes the development of student achievement from Year 3 through to Year 9 along a scale with scores that range from 0 to 1000.

The 0 to 1000 scale is divided into 10 bands to cover the full range of student achievement observed in the tests. The bands map the increasing complexity of the skills assessed by NAPLAN. Six of these bands are utilised for reporting student performance at each year level. The Year 3 reports show bands 1 to 6, the Year 5 reports show Bands 3 to 8, the Year 7 reports show Bands 4 to 9 and the Year 9 reports show Bands 5 to 10.

For each year level a National Minimum Standard (NMS) is defined and located on the common underlying scale. For Year 3, band 2 is the NMS; for Year 5, band 4 is the NMS; for Year 7, band 5 is the NMS; for Year 9, band 6 is the NMS.

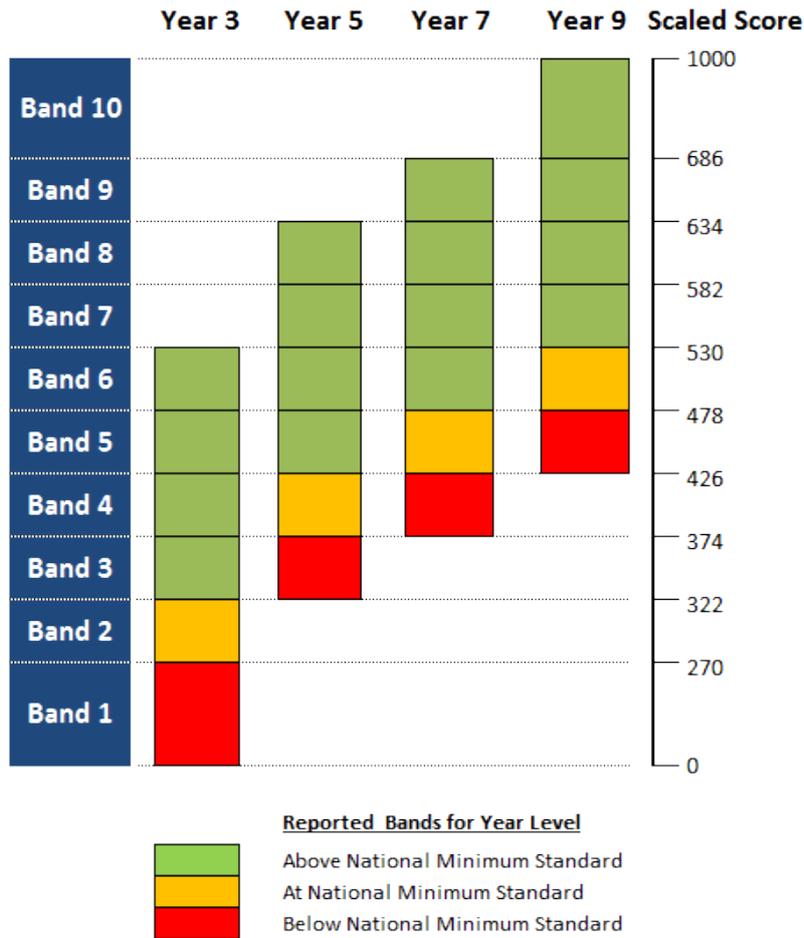


Figure 1 National Assessment Program reporting scale

Reports on a National Scale

The National Assessment Program scale maps student outcomes onto a ten band continuum. Where appropriate, the NAPLAN Data Service displays results against these bands. National, state and school distributions are presented as box-and-whisker plots graphed against the bands relevant for the year level as follows:

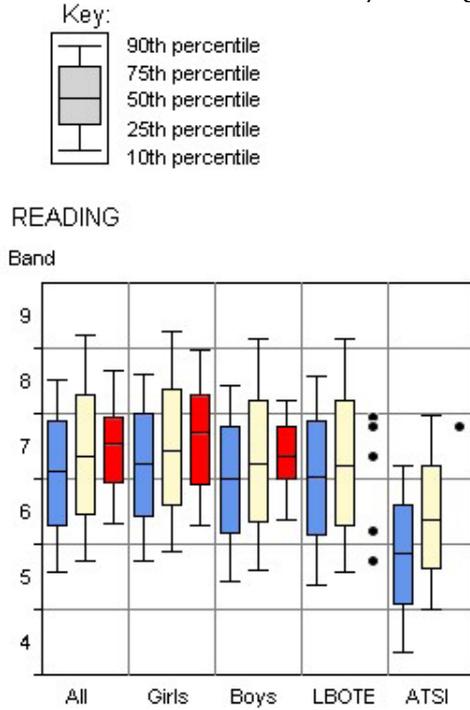
- Year 3 - results will be reported in Band 1 to Band 6
- Year 5 - results will be reported in Band 3 to Band 8
- Year 7 - results will be reported in Band 4 to Band 9
- Year 9 - results will be reported in Band 5 to Band 10

Student Background Characteristics- Year 7

The student groups at this school are comprised of multiple mixed ability classes in each year level. There are results for males and females in groups of similar size at Year 7. The NAPLAN results report 6 students at Year 7 classified as Language Background Other Than English (LBOTE) and 1 student of Aboriginal and Torres Strait Island Descent (ATSI).

The following tables show student numbers by background and achievement level for Year 7.

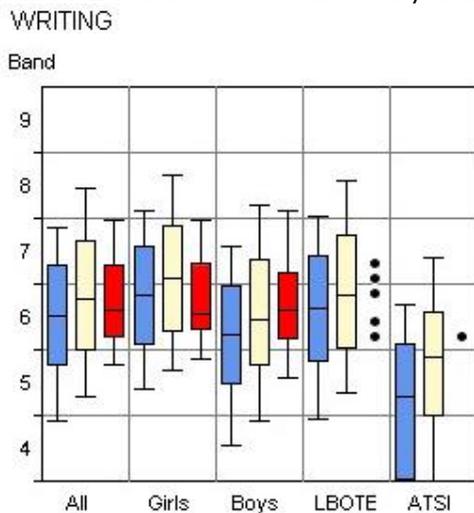
Table 1 Student numbers by background and achievement level, Year 7 **Reading**



Students ABOVE the National Minimum Standard 97%
 Students AT the National Minimum Standard 3%
 Students BELOW the National Minimum Standard 0%

Band	5	6	7	8	9	Total
All	1	8	17	5	2	33
Girls	1	4	6	4	2	17
Boys	0	4	11	1	0	16
LBOTE	1	2	3	0	0	6
ATSI	0	0	1	0	0	1

Table 2 Student numbers by background and achievement level, Year 7 **Writing**



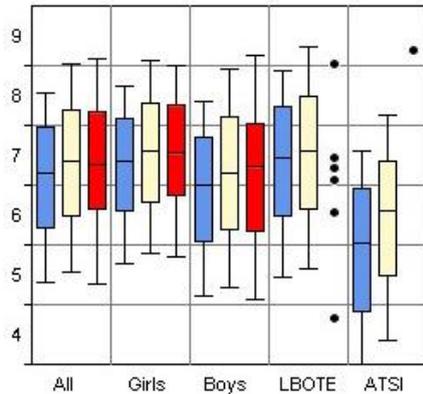
Students ABOVE the National Minimum Standard 84%
 Students AT the National Minimum Standard 16%
 Students BELOW the National Minimum Standard 0%

Band	5	6	7	8	A	Total
All	5	16	6	4	2	33
Girls	2	8	4	2	1	17
Boys	3	8	2	2	1	16
LBOTE	0	4	2	0	0	6
ATSI	0	1	0	0	0	1

Table 3 Student numbers by background and achievement level, Year 7 **Spelling**

SPELLING

Band



Students ABOVE the National Minimum Standard 84%

Students AT the National Minimum Standard 10%

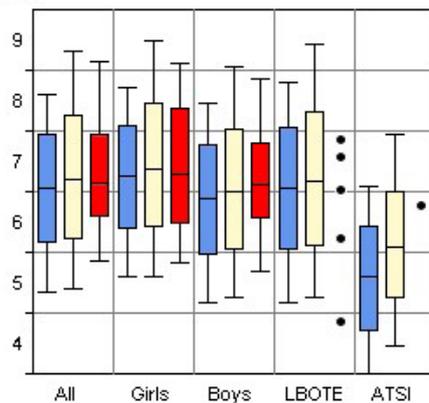
Students BELOW the National Minimum Standard 6%

Band	4	5	6	7	8	9	A	Total
All	2	3	5	12	5	4	2	33
Girls	1	1	3	5	4	2	1	17
Boys	1	2	2	7	1	2	1	16
LBOTE	1	0	1	3	0	1	0	6
ATSI	0	0	0	0	0	1	0	1

Table 4 Student numbers by background and achievement level, Year 7 **Grammar and Punctuation**

GRAMMAR & PUNCTUATION

Band



Students ABOVE the National Minimum Standard 87%

Students AT the National Minimum Standard 6%

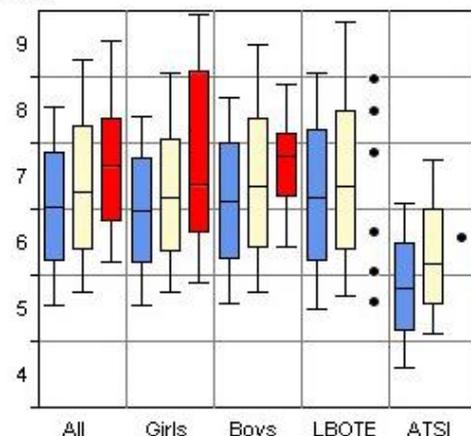
Students BELOW the National Minimum Standard 6%

Band	4	5	6	7	8	9	A	Total
All	2	2	7	13	3	4	2	33
Girls	1	1	4	6	2	2	1	17
Boys	1	1	3	7	1	2	1	16
LBOTE	2	0	1	3	0	0	0	6
ATSI	0	0	1	0	0	0	0	1

Table 5 Student numbers by background and achievement level, Year 7 **Numeracy**

NUMERACY

Band



Students ABOVE the National Minimum Standard 94%

Students AT the National Minimum Standard 6%

Students BELOW the National Minimum Standard 0%

Band	5	6	7	8	9	Total
All	2	8	12	6	5	33
Girls	2	5	4	2	4	17
Boys	0	3	8	4	1	16
LBOTE	1	2	1	2	0	6
ATSI	0	1	0	0	0	1

NAPLAN Results Year 7

The Year 7 student achievement levels, as measured by the NAPLAN, show the student location in Reading (Figure 2), Writing (Figure 3), Spelling (Figure 4), Grammar and Punctuation (Figure 5) and Numeracy (Figure 6). In these graphs the student achievement levels are reported against the National assessment Reporting bands. Two reference groups are supplied for comparison. These are the national cohort (blue) and the state cohort (yellow).

The Year 7 student achievement levels show the students as a group performed at achievement levels that are similar to or above the average across the state in Reading, Spelling and Numeracy (considerably across state level). In Writing and Grammar and Punctuation the entire cohort is presently below the state average. As sub-groups compared to the state reference groups the relative achievement levels of the males are above the state average. The females are above the state average in Reading and Numeracy, at the state average for spelling, slightly below the state average for Grammar and Punctuation and well below the state average in Writing. In comparison with the national levels the cohort was at or above the average in all areas.

Year 7 Item Analysis report – Reading

A review of the Item Analysis Report for Year 7 Reading revealed that while most results for this group were generally close to the performance of the state and the nation, there were some items for which the percentage of correct response at this school was comparatively low. Further investigation showed that some of these were inferential questions but others related interpreting specific text types that posed some issues.

Online texts – questions incorrect 12, 17, 22, 24-Interpreting meaning of a comment, purpose of short statements, Need more practice with analysing elements of online texts

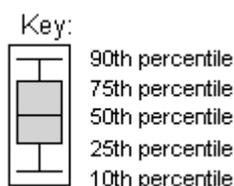
Narrative text – interpret imagery of a narrative Q-30, identify turning point Q-31

Persuasive text- interprets the reason for recommendations in a persuasive text Q-36, Identifies source of writers credibility Q-37, identifies tone Q-38, identifies character motivation Q-39, uses information in a narrative to make a judgement Q-42, knowledge of use of ellipse Q-44,

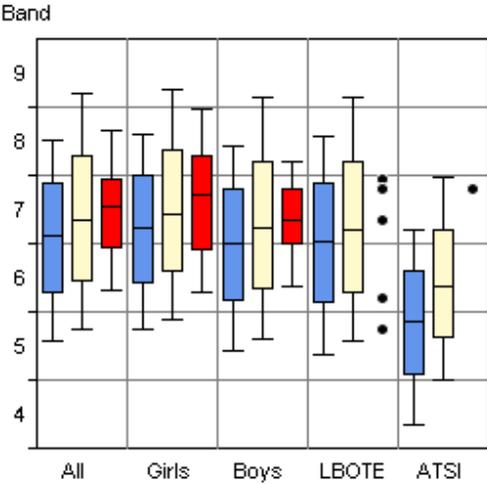
Information texts-recognises the effect of punctuation on readers response of an information text Q-46,

Item Analysis report – Writing

The distribution of students' results was comparatively lower than that of the state and nation across the 10 key criteria. *Cohesion* and *Paragraphing* criteria's were close to state expectations but ability to *write for an audience*, *text structure*, *ideas*, *persuasive devices*, *vocabulary*, *sentence structure*, *spelling and punctuation* were below expectation. Interestingly there was considerable variation across class groups despite mixed ability classroom structure.



READING



WRITING

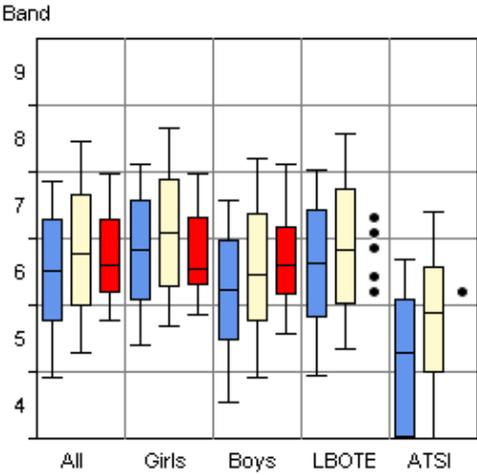
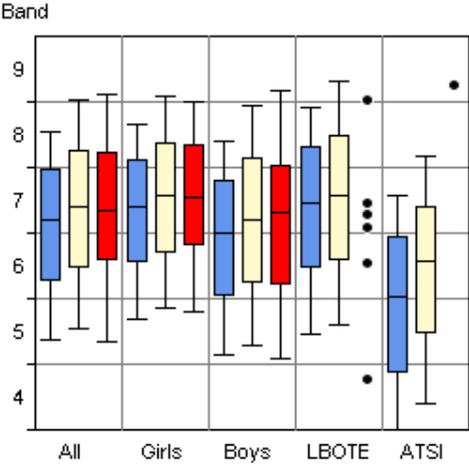


Figure 2 NAPLAN Year 7 Reading Achievement subgroups

Figure 3 NAPLAN Year 7 Writing Achievement subgroups

SPELLING



GRAMMAR & PUNCTUATION

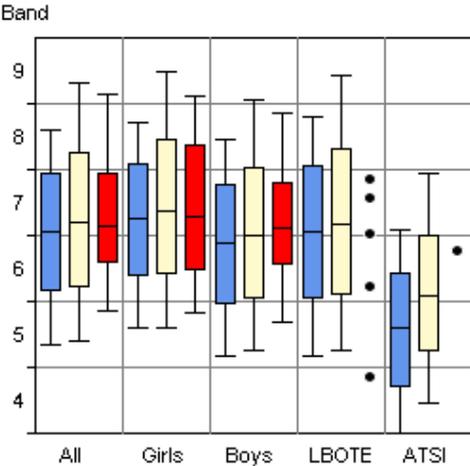


Figure 4 NAPLAN Year 7 Spelling achievement subgroups

Figure 5 NAPLAN Year 7 Grammar & Punctuation achievement subgroups

NUMERACY

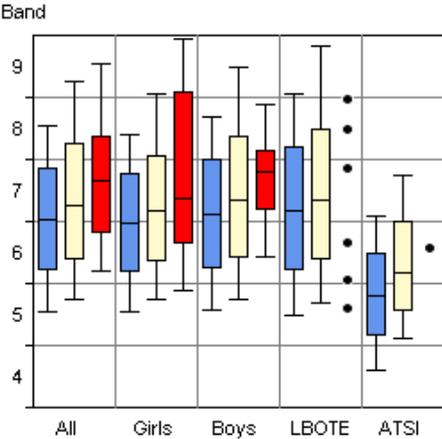


Figure 6 NAPLAN Year 7 Numeracy achievement subgroups.

A summary picture across all the reported domains is shown in Figure 7. The results show that compared to the reference groups, this group of students is achieving at similar or considerably above(Numeracy) across the reported domains, except in Writing which is below the State, but at a similar level to the National Reference Group. In most areas the lowest 20 percentile is above the lowest 20 percentile in the State and National reference groups.

There are high achievement students in Spelling, but most noticeably in Numeracy. The summary picture provided is similar to the expectations of cohort performance gathered from classroom data and VCAA Online Testing undertaken at the commencement of the school year.

There is a trend indicated in the Five Year Trend Report for Writing that students are arriving in Year 7 with weaker skill development in communicating coherently and precisely in a written form.

The variable rates of Spelling, Grammar & Punctuation are particularly evident when the cohort is broken down into class groupings, indicating the need for teachers to explicitly teach skills and are consistent in the amount of time allocated, and focus given to the tasks.

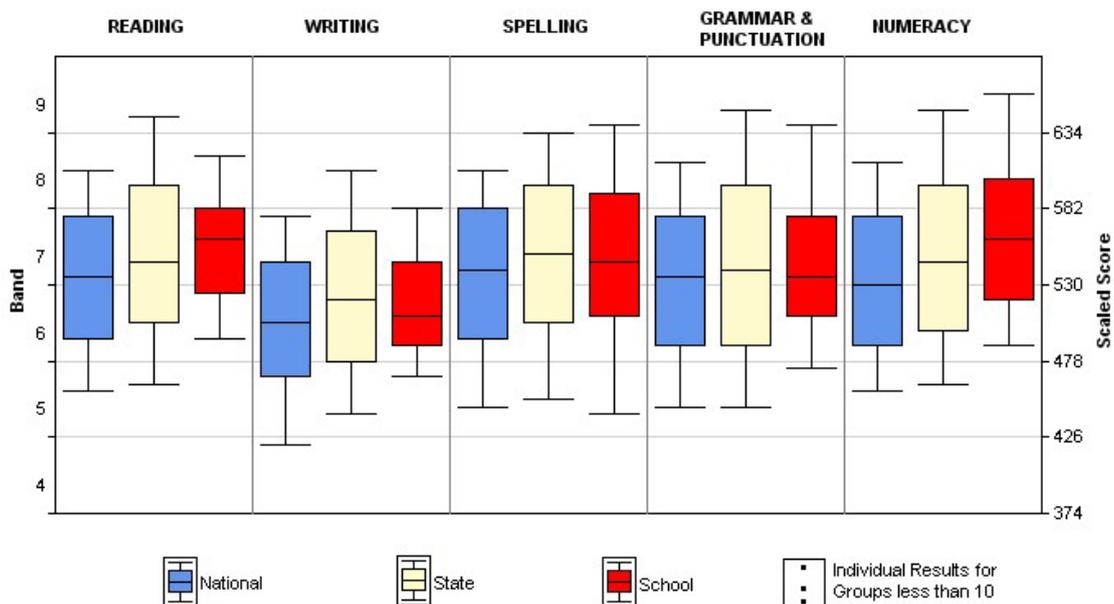


Figure 7 NAPLAN Year 7 achievement in each reported domain.

Your attention is drawn to the following assessment area(s) where your school varied significantly from the State:

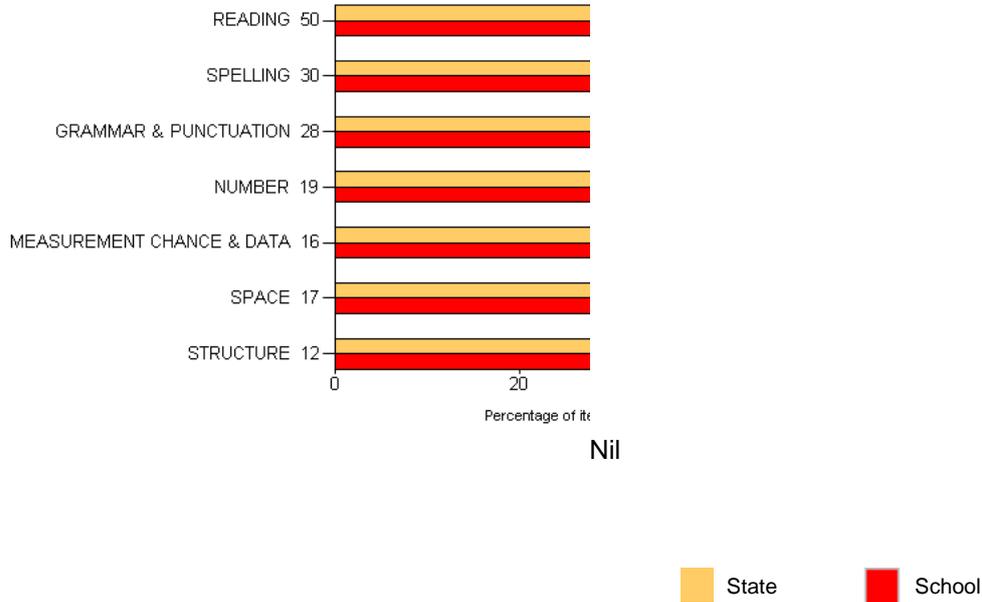
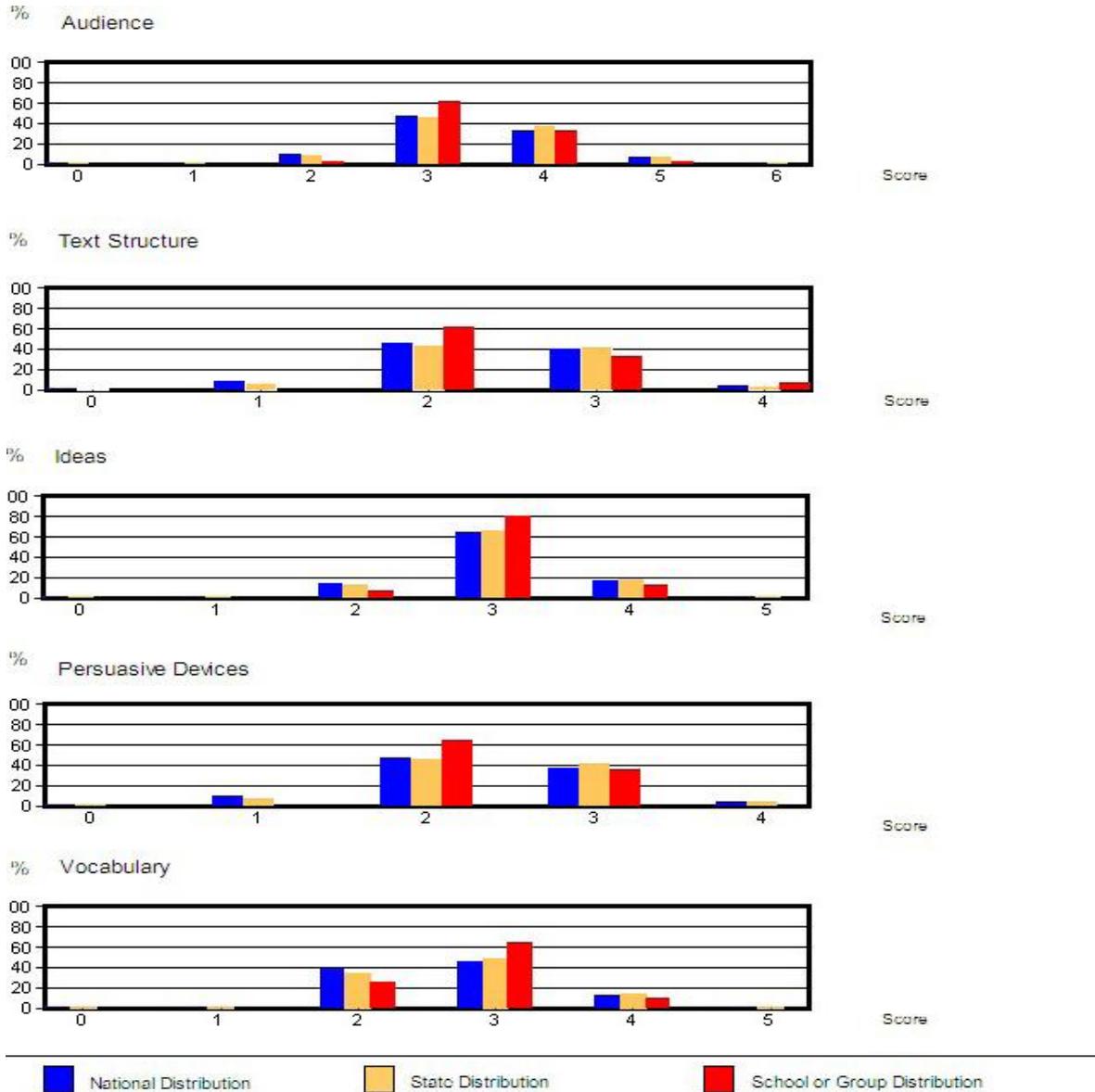


Figure 8 Year 7 comparison of percentage of short answer items correctly answered.

Writing performances in the NAPLAN tests are scored against 10 criteria. The average score on each criterion for this group of students has been plotted against that of the state group in Figure 9. The results show this group of students tend to be over represented in the mid-range area of achievement.

The group has performed best on Text Structure, Persuasive Devices, Cohesion and Paragraphing. Comparisons between criteria are made by relative achievement against the state.

Figure 9 Comparison of average scores on each writing criteria.

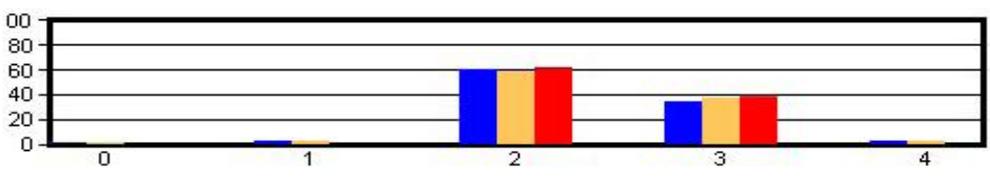


[View Writing Stimulus](#)

[View Marking Guide](#)

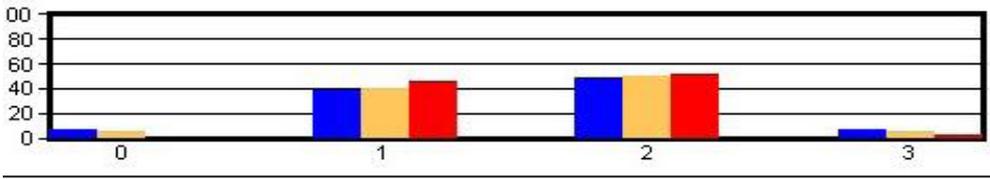
% Sentence Structure

% Cohesion



Score

% Paragraphing



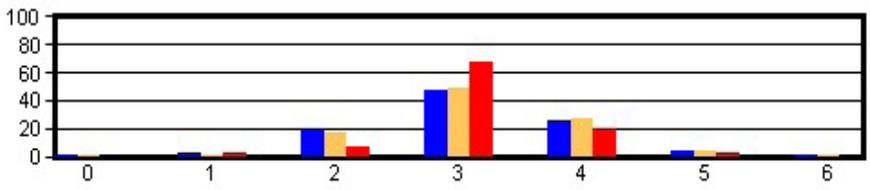
Score

■ National Distribution
 ■ State Distribution
 ■ School or Group Distribution

[View Writing Stimulus](#)

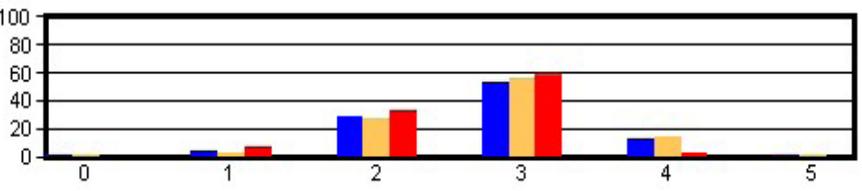
[View Marking Guide](#)

% Sentence Structure



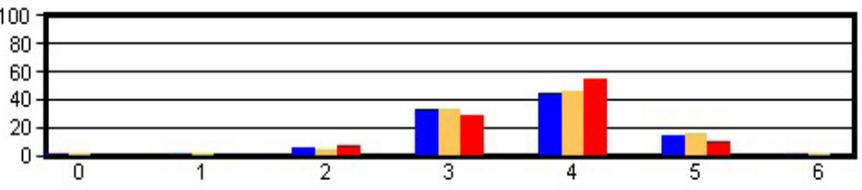
Score

% Punctuation



Score

% Spelling



Score

■ National Distribution
 ■ State Distribution
 ■ School or Group Distribution

Five Year Trend Reports

Figure 10-The Year 7 average achievement level in Reading across the 5 Years indicates that the Year 7 intake continues to achieve at or above National and State levels.

Figure 11 - The Year 7 average achievement level in Writing across the years 2011 to 2014 indicates that the Year 7 intake continues to achieve variable level of success, but is trending below the level of expectation. In 2011 the genre for writing changed from narrative to persuasive and results for 2014 are reported against a Persuasive Writing Scale. Consequently, direct comparisons to narrative writing results (2008 – 2010) should not be made.

Figure 12 - The Year 7 average achievement level in Spelling across the 5 Years indicates that the Year 7 intake continues to achieve variable level of success in this area apart from 2012 when the student achievement level was well above the state average.

Figure 13 - The Year 7 average achievement level in Grammar & Punctuation across the 5 Years indicates that the Year 7 intake continues to achieve variable level of success in this area.

Figure 14 - The Year 7 average achievement level in Numeracy across the 5 Years indicates that the Year 7 intake continues to achieve variable level of success in this area.

N.B. The Scaled Score Means for student cohorts of 2010 & 2013 indicate that student performance is at or below the State Scaled Score Means.

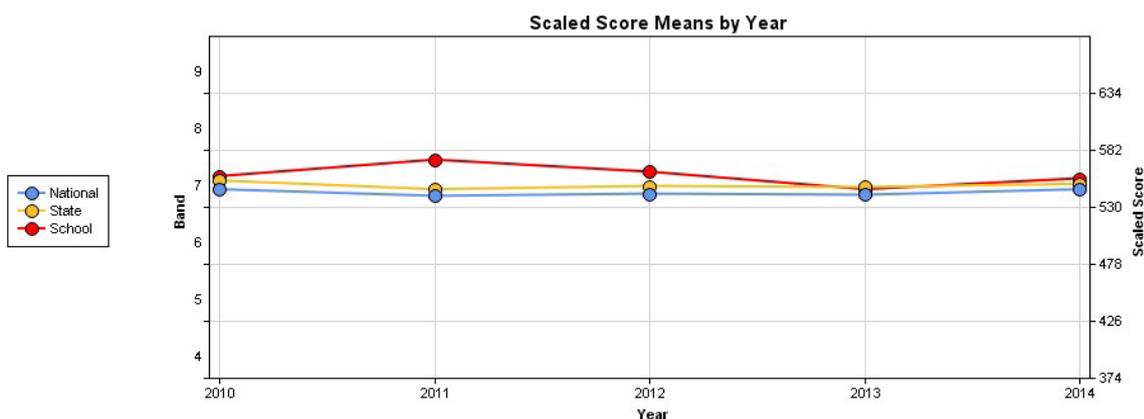


Figure 10: 5 Year Trend report of Reading

In 2011 the genre for writing changed from narrative to persuasive and results for 2014 are reported against a Persuasive Writing Scale. Consequently, direct comparisons to narrative writing results (2008 – 2010) should not be made.

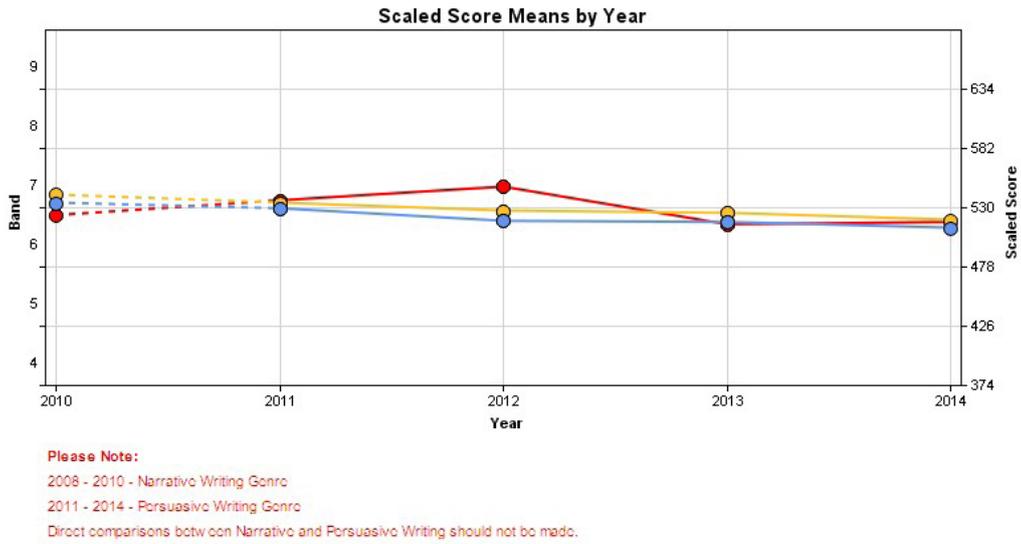


Figure 11: 5 Year Trend report of Writing

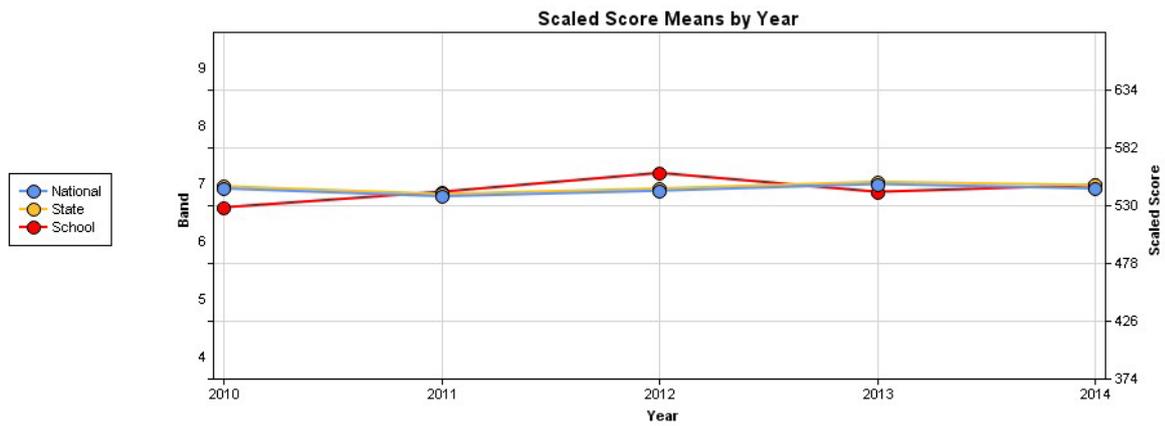


Figure 12: 5 Year Trend report of Spelling

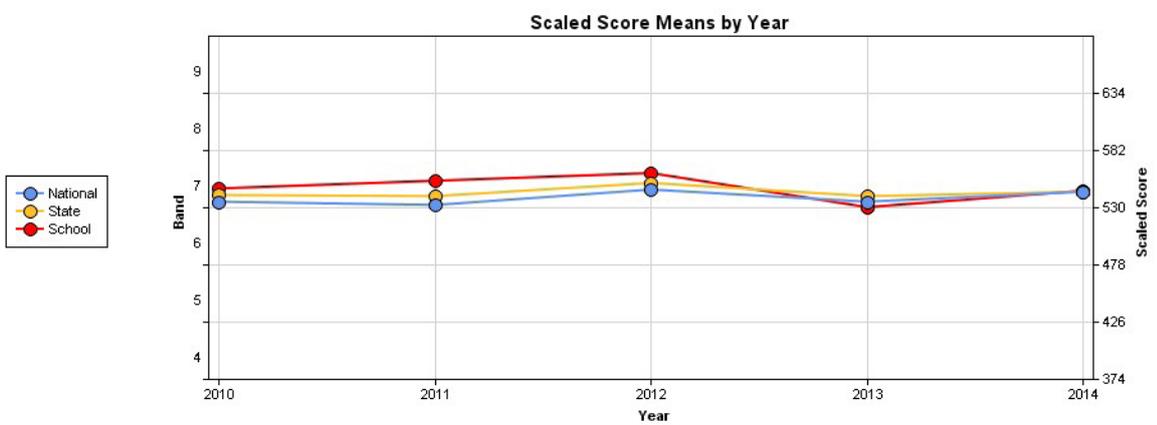


Figure 13: 5 Year Trend report of Grammar and Punctuation

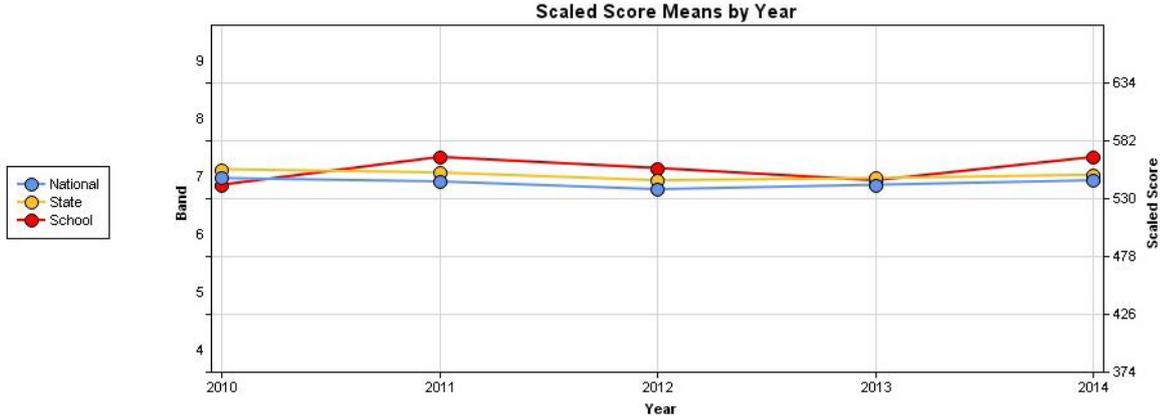


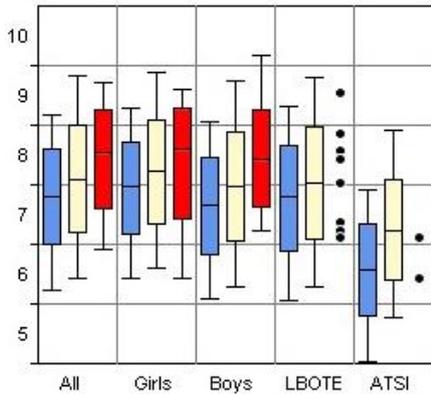
Figure 14: 5 Year Trend report of Numeracy

Student Background Characteristics- Year 9

The student groups at this school are comprised of multiple mixed ability classes in each year level. There are results for males and females in groups of similar size at Year 9. The NAPLAN results report 9 students classified as Language Background Other Than English (LBOTE) and 3 students of Aboriginal and Torres Strait Island Descent (ATSI).

READING

Band



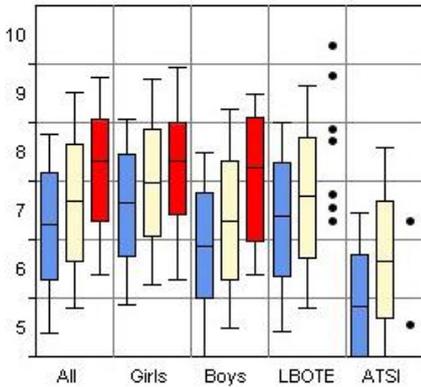
Students ABOVE the National Minimum Standard 90%
 Students AT the National Minimum Standard 6%
 Students BELOW the National Minimum Standard 4%

Band	5	6	7	8	9	10	A	Total
All	2	3	13	14	12	4	1	49
Girls	1	3	6	6	6	1	1	24
Boys	1	0	7	8	6	3	0	25
LBOTE	0	0	4	4	1	0	0	9
ATSI	0	1	2	0	0	0	0	3

Table 1 Student numbers by background and achievement level, Year 9 Reading

WRITING

Band



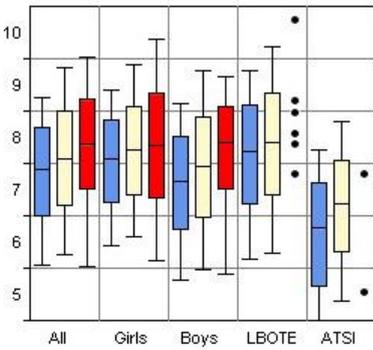
Students ABOVE the National Minimum Standard 79%
 Students AT the National Minimum Standard 15%
 Students BELOW the National Minimum Standard 6%

Band	5	6	7	8	9	10	A	Total
All	3	7	10	15	10	3	1	49
Girls	2	2	5	9	4	2	0	24
Boys	1	5	5	6	6	1	1	25
LBOTE	0	0	4	2	1	1	1	9
ATSI	1	0	1	0	0	0	1	3

Table 2 Student numbers by background and achievement level, Year 9 Writing

SPELLING

Band



Students ABOVE the National Minimum Standard 81%
 Students AT the National Minimum Standard 8%
 Students BELOW the National Minimum Standard 10%

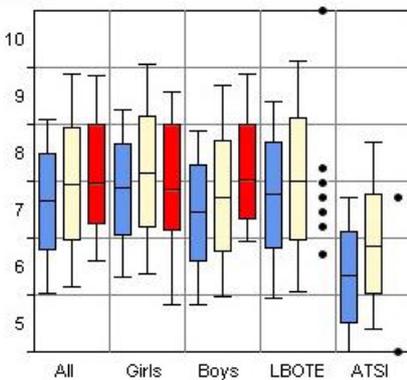
Band	5	6	7	8	9	10	A	Total
All	5	4	10	15	8	6	1	49
Girls	2	4	4	6	4	4	0	24
Boys	3	0	6	9	4	2	1	25
LBOTE	0	0	1	5	1	1	1	9
ATSI	1	0	1	0	0	0	1	3

GRAMMAR & PUNCTUATION

Table 3 Student numbers by background and achievement level, Year 9 Spelling

GRAMMAR & PUNCTUATION

Band



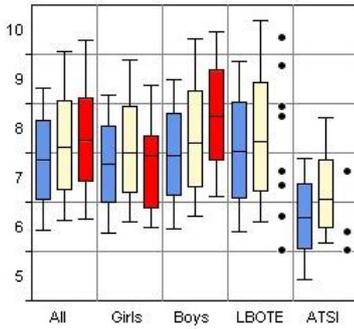
Students ABOVE the National Minimum Standard 85%
 Students AT the National Minimum Standard 8%
 Students BELOW the National Minimum Standard 6%

Band	5	6	7	8	9	10	A	Total
All	3	4	19	10	10	2	1	49
Girls	3	1	9	5	5	1	0	24
Boys	0	3	10	5	5	1	1	25
LBOTE	0	1	5	1	0	1	1	9
ATSI	1	0	1	0	0	0	1	3

Table 4 Student numbers by background and achievement level, Year 9 Grammar and Punctuation

NUMERACY

Band



Students ABOVE the National Minimum Standard 83%
 Students AT the National Minimum Standard 17%
 Students BELOW the National Minimum Standard 0%

Band	6	7	8	9	10	A	Total
All	6	11	16	7	6	1	49
Girls	6	6	7	3	1	1	24
Boys	2	5	9	4	5	0	25
LBOTE	2	2	3	1	1	0	9
ATSI	2	1	0	0	0	0	3



A: Absent The National Minimum Standards percentages do not include absent students

Table 5 Student numbers by background and achievement level, Year 9 Numeracy

NAPLAN Results Year 9

The Year 9 student achievement levels, as measured by the NAPLAN, show the student location in Reading (Figure 15), Writing (Figure 16), Spelling (Figure 17), Grammar and Punctuation (Figure 18) and Numeracy (Figure 19). In these graphs the student achievement levels are reported against the National assessment Reporting bands. Two reference groups are supplied for comparison. These are the national cohort (blue) and the state cohort (yellow).

The Year 9 student achievement levels show the students as a group performed at achievement levels that are higher or similar to the state in all areas except Grammar and Punctuation where the entire cohort is presently at the state average. As sub-groups compared to the state reference groups the relative achievement levels of the males are above the state average but the females are considerably below the state average in Grammar and Punctuation. For Reading and Writing the cohort was significantly above the National average. In comparison with the national levels the cohort was at or above the average in all areas; however, the female sub-group performance was considerably below the national average in Numeracy.

Year 9 Item Analysis report – Reading

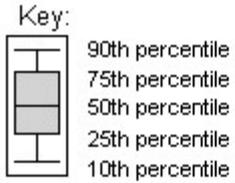
A review of the Item Analysis Report for Year 9 Reading revealed that the results for this group were similar or at the performance of the state and the nation. Non close examination of the data there were some questions where the cohort performed comparatively lower than the state, mainly in the area of interpreting Narrative texts.

Narrative text -Understanding shifting viewpoints is a narrative Q-17, identify the purpose of a factual description Q-19, and recognise the reason for a characters action in a narrative Q-26,

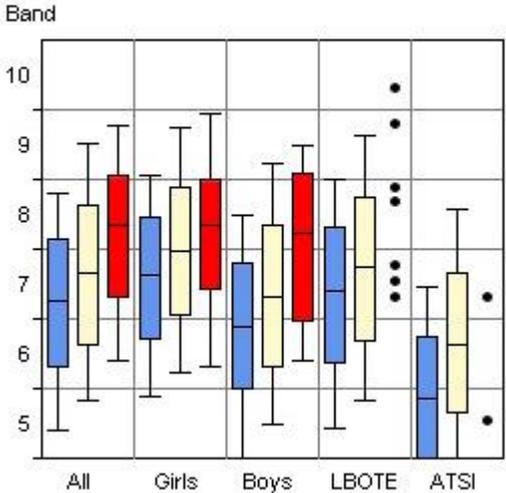
Item Analysis report – Writing – Figure 22

The distribution of students' results was comparatively higher than that of the state and nation across the 9 key criteria showing considerable growth and skill attainment in ability to write for an audience, text structure, ideas, persuasive devices, vocabulary, sentence structure, spelling Cohesion and Paragraphing. The area of Punctuation was slightly lower than that of state the students were considerable value added since their Year 7 intake.

School comparison report- shows pleasing growth from Year 7- 9 in Reading, Writing, Spelling and maintained performance in Grammar and Punctuation, considerable value added performance.



WRITING



READING

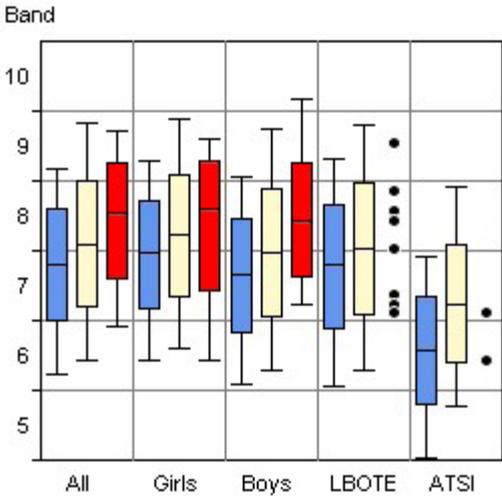
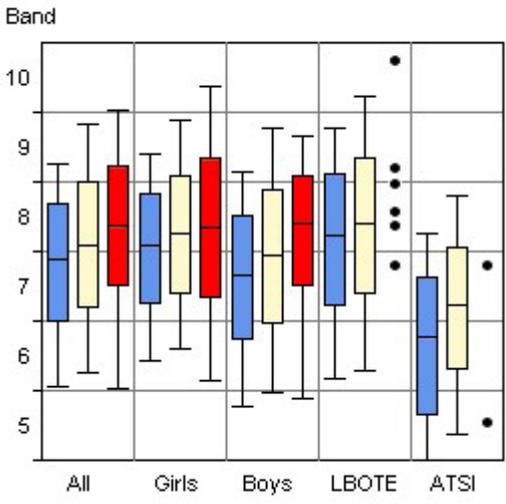


Figure15 NAPLAN Year 9 achievement Writing Subgroups

Figure16 NAPLAN Year 9 achievement Reading Subgroups

SPELLING



GRAMMAR & PUNCTUATION

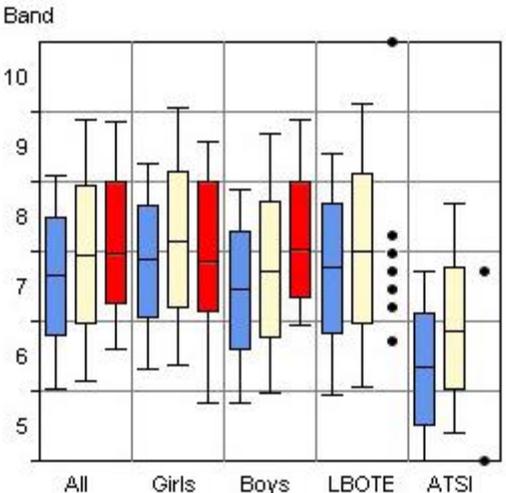


Figure17 NAPLAN Year 9 achievement Spelling Subgroups

Figure18 NAPLAN Year 9 achievement Grammar &Punctuation Subgroups

NUMERACY

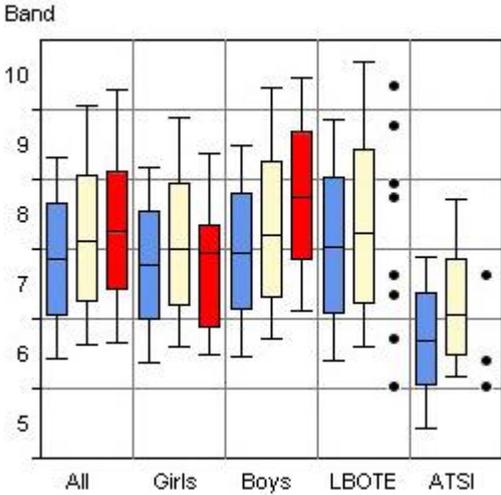
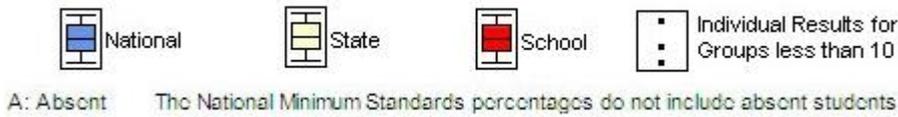


Figure19 NAPLAN Year 9 achievement Numeracy Subgroups



A summary picture across all of the reported domains is shown in Figure 20. The results show that compared to the reference groups, this group of students is achieving at similar or considerably above for Reading, Writing and Spelling, but at similar level to State and National Reference Groups in Numeracy and Grammar and Punctuation.

Date : 19/03/2015
Time : 12:57:56 PM

BAYVIEW COLLEGE
School Summary Report
National Assessment Program - Literacy and Numeracy Tests 2014
Year 9 - Gender: All, LBOTE: All, ATSI: All

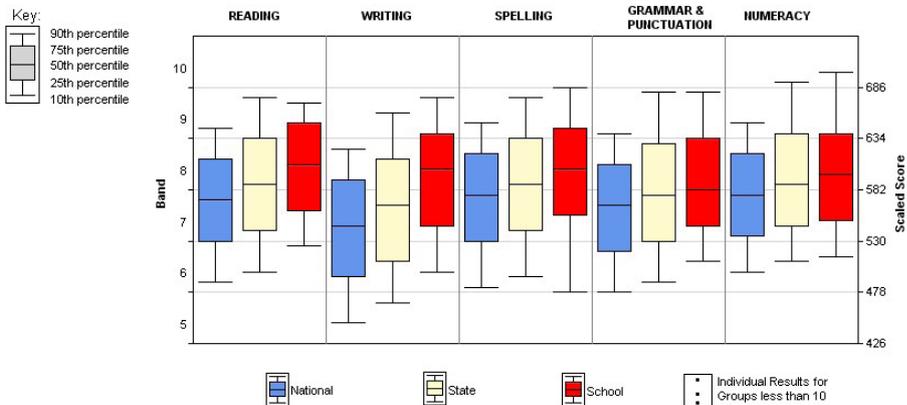


Figure 20, NAPLAN Year 9 achievement in each reported domain, 2014

The Assessment Area Report, Figure 20 indicates that students performed above the state expectation in all areas apart from Measurement Chance and Data where they performed just below the state expectation. Therefore, the strategic plan for improving skill areas from Years 7 to 9 are achieving positive results. Our particular emphasis on Literacy across the curriculum, and Grammar and Punctuation in Years 8 & 9 has consolidated the results. Mathematical skill areas have been improved by workshops and training by Independent Schools Victoria.

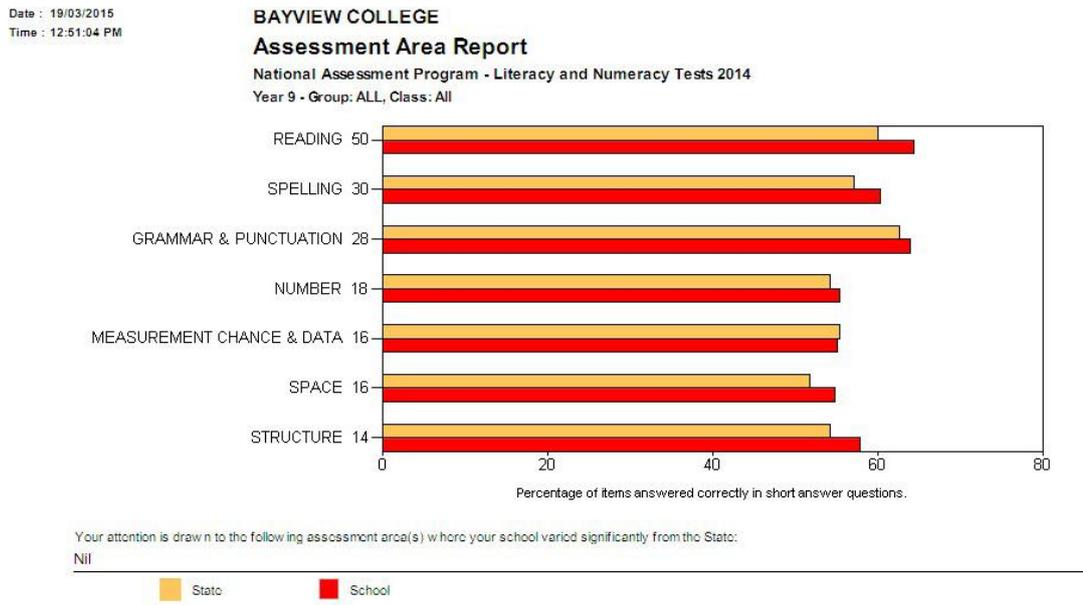


Figure 20, Year 9 comparison of percentage for short answer items correctly answered.

The School Comparison Report tracking student performance from Year 7 to Year 9 in Literacy and Numeracy indicates that in all areas the level of achievement has been significantly value added.

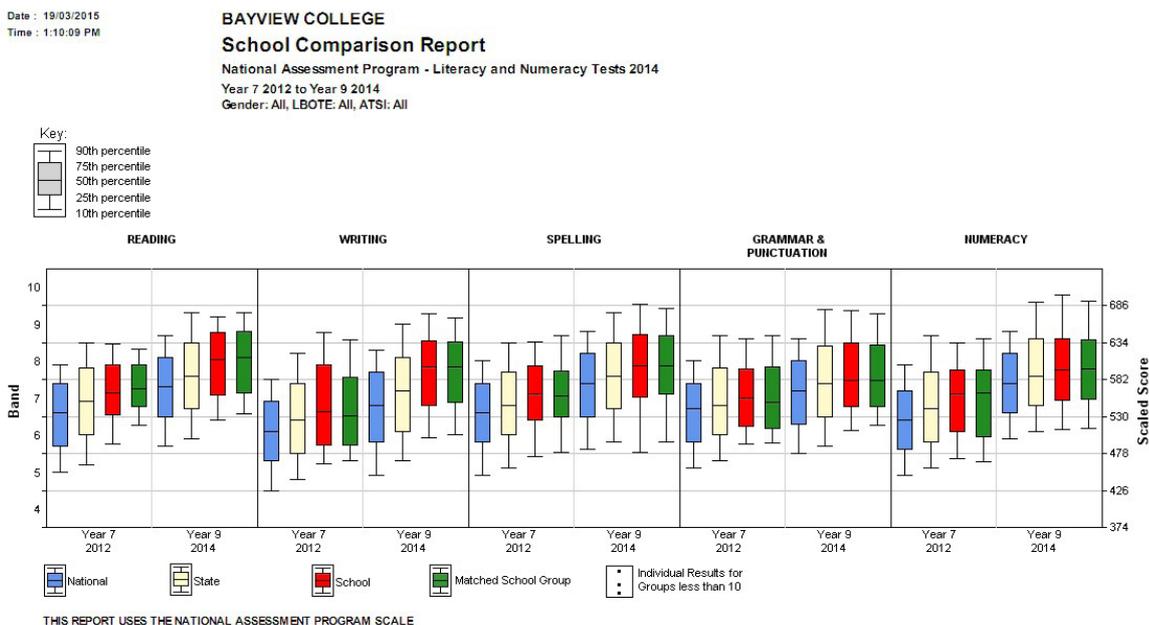
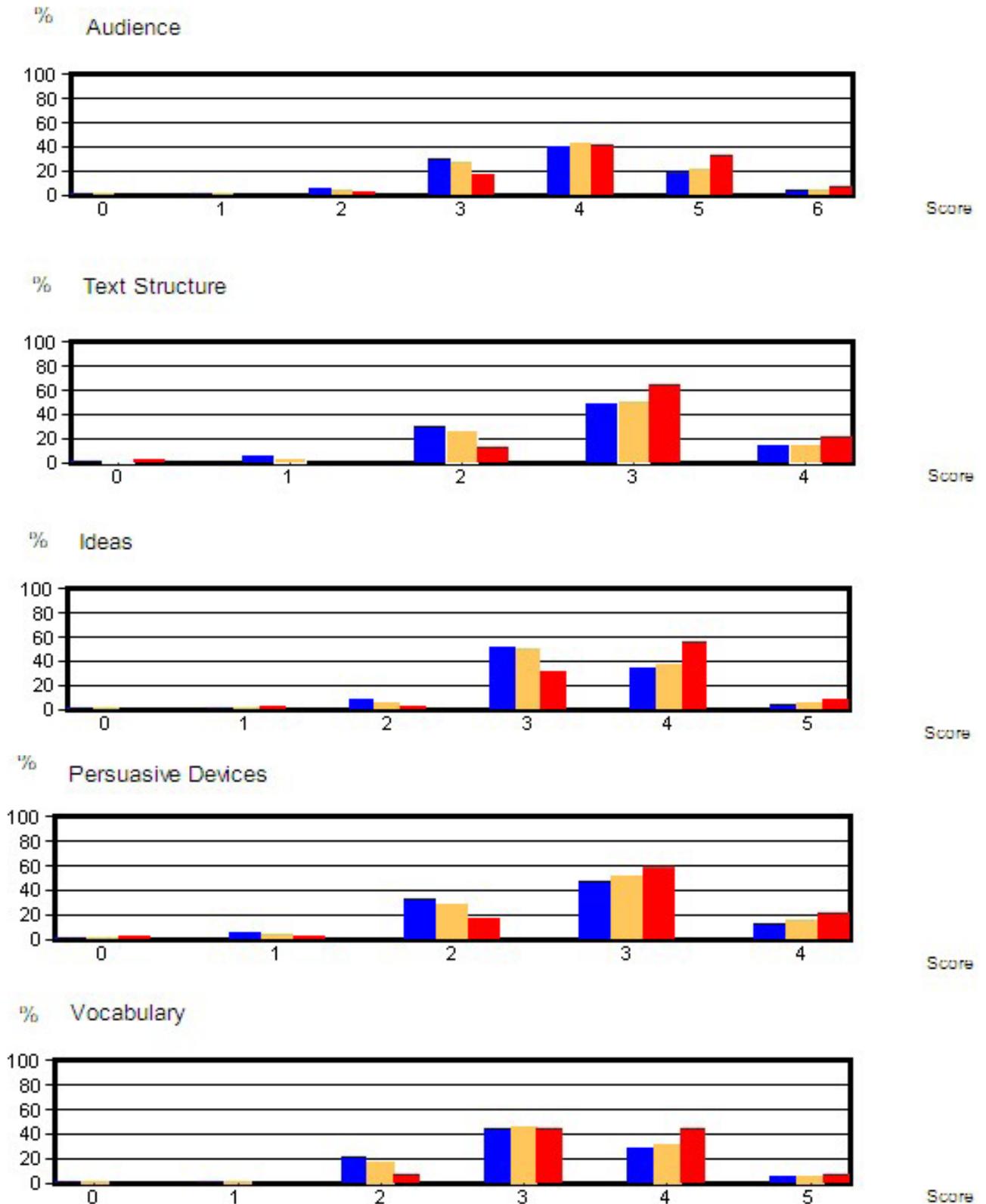
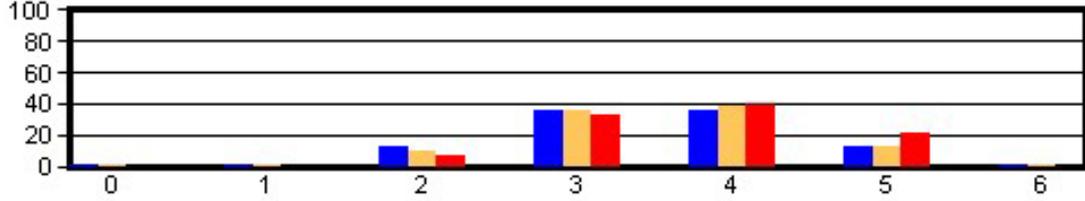


Figure 21, School Comparison Report, Literacy & Numeracy Report.

Writing performances in the NAPLAN tests are scored against 10 criteria. The average score on each criterion for this group of students has been plotted against that of the state group in Figure 22. The results show this group of students tend to be over represented in the mid-range area of achievement.

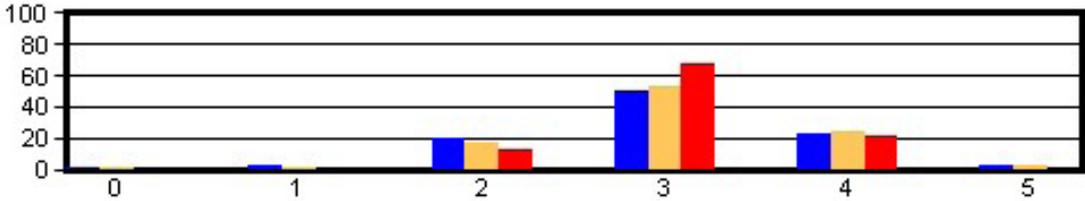


% Sentence Structure



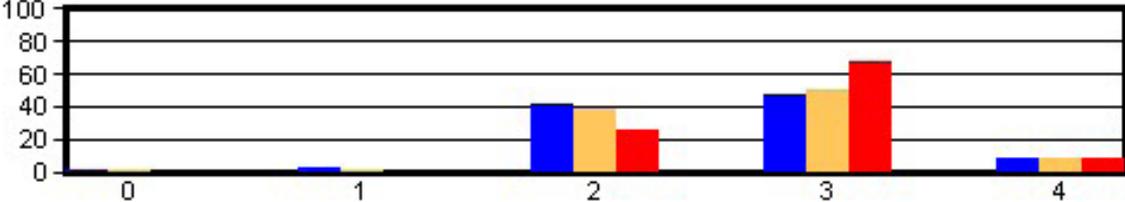
Score

% Punctuation



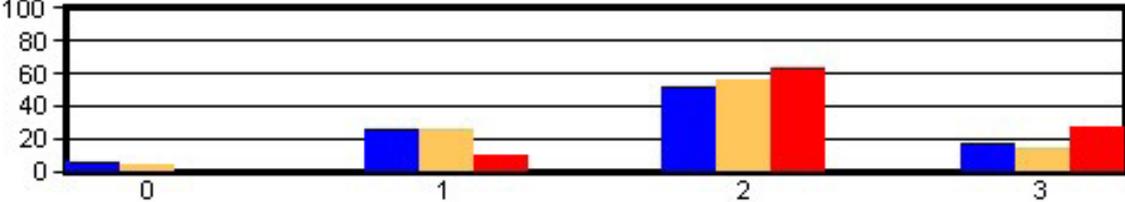
Score

% Cohesion



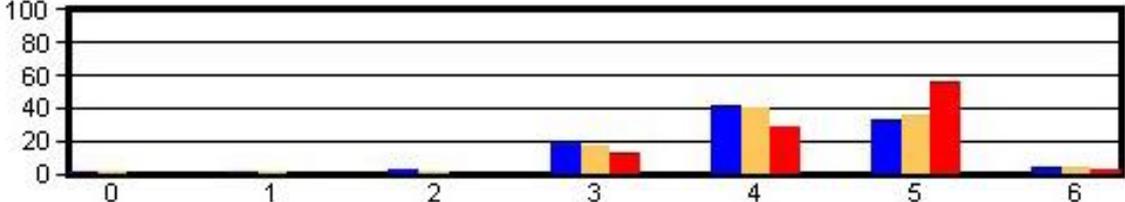
Score

% Paragraphing



Score

1 % Spelling



Score

■ National Distribution
 ■ State Distribution
 ■ School or Group Distribution

Five Year Trend Reports

Figure 23 -The Year 9 average achievement level in Reading across the 5 Years indicates that students have been value added apart from the anomaly year 2012.

Figure 24

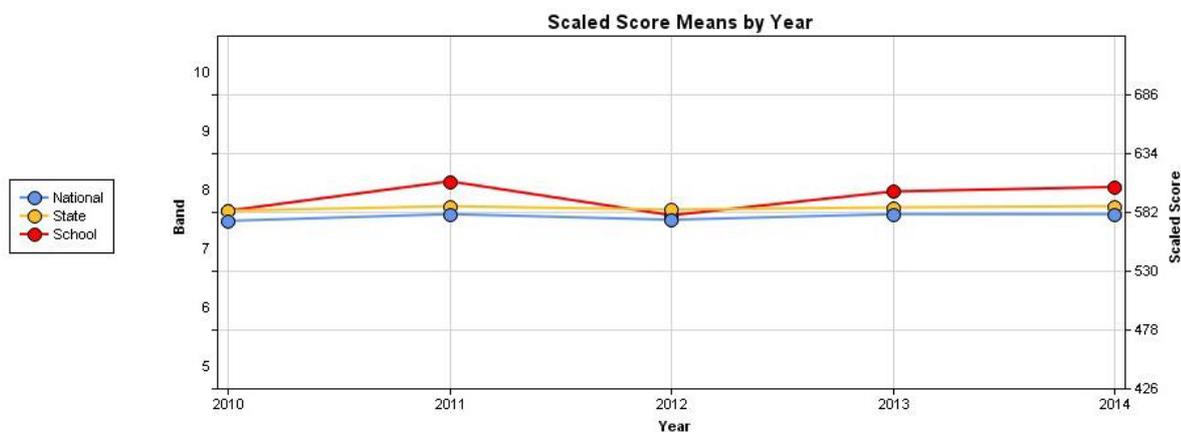
In 2011 the genre for writing changed from narrative to persuasive and results for 2014 are reported against a Persuasive Writing Scale. Consequently, direct comparisons to narrative writing results (2008 – 2010) should not be made.

The Year 9 average achievement level in Writing across the years 2011 to 2014 indicates that there has been significant improvement in skill attainment.

Figure 25 - The Year 9 average achievement level in Spelling across the 5 Years indicates that there is a downward trend in this skill area.

Figure 26 - The Year 9 average achievement level in Grammar & Punctuation across the 5 Years indicates that the Year 9 has achieved variable levels of success in this area.

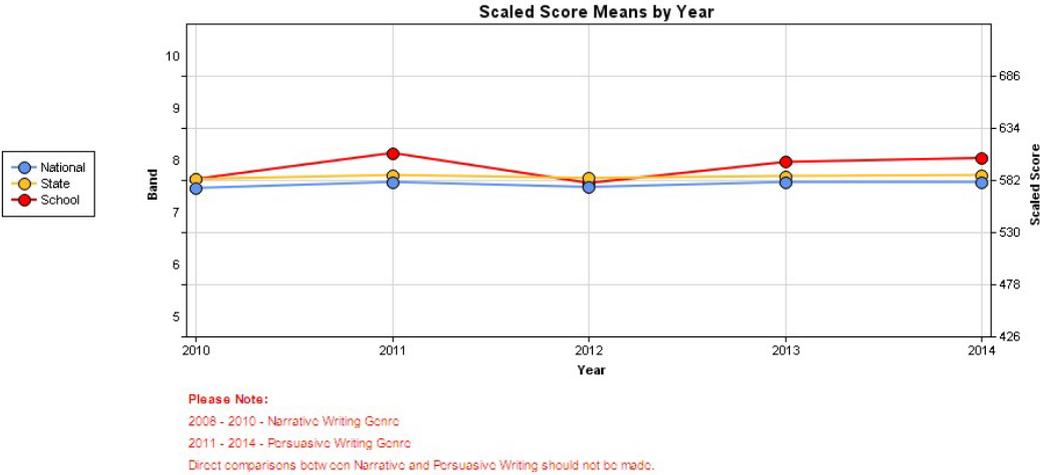
Figure 27 - The Year 9 average achievement level in Numeracy across the 5 Years indicates that the Year 9 is attaining at the state level or above.



Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2010	2011	2012	2013	2014
National	574	580	575	580	580
State	583	587	584	586	587
School	583	609	579	600	604
No of Students at the School	58	41	57	49	48

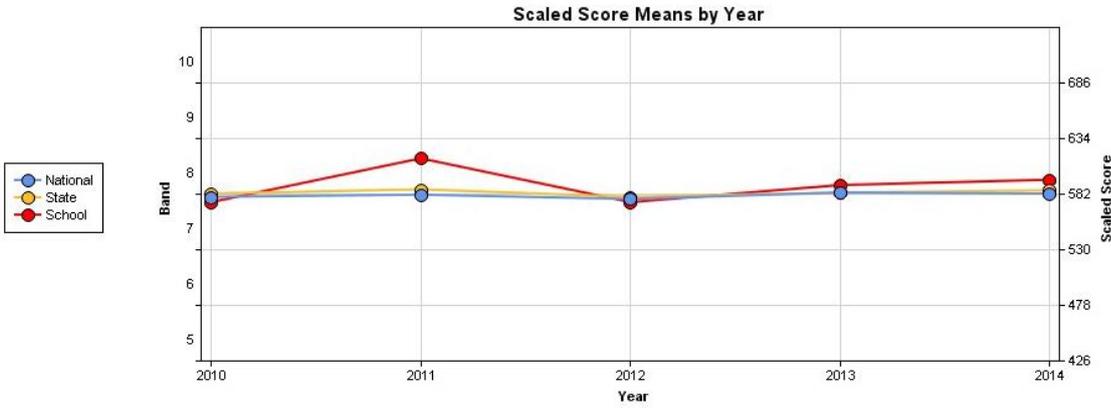
Figure 23: 5 Year Trend report of Reading



Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2010	2011	2012	2013	2014
National	568	566	554	554	550
State	580	582	568	564	560
School	577	609	574	582	590
No of Students at the School	59	38	58	50	48

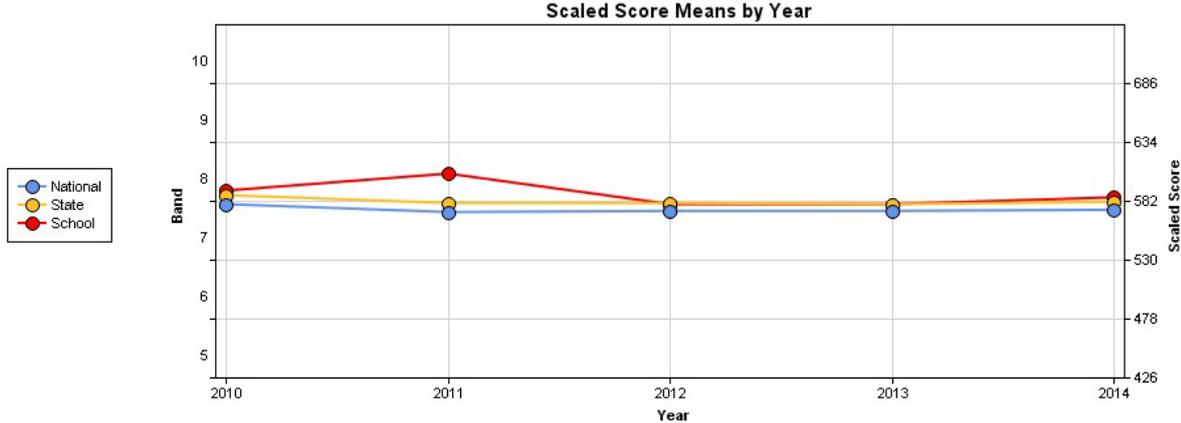
Figure 24: 5 Year Trend report of Writing



Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2010	2011	2012	2013	2014
National	579	581	577	583	582
State	582	586	579	583	585
School	574	615	574	590	595
No of Students at the School	58	40	58	50	48

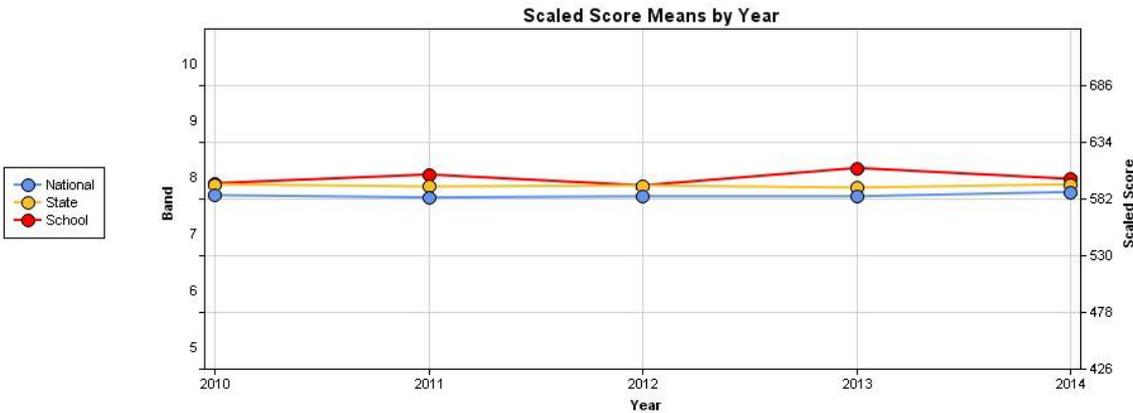
Figure 25: 5 Year Trend report of Spelling



Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2010	2011	2012	2013	2014
National	579	572	573	573	574
State	587	580	580	579	581
School	591	606	579	579	585
No of Students at the School	58	40	58	50	48

Figure 26: 5 Year Trend report of Grammar & Punctuation



Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2010	2011	2012	2013	2014
National	585	583	584	584	588
State	595	593	594	592	595
School	596	604	594	610	600
No of Students at the School	56	44	57	48	48

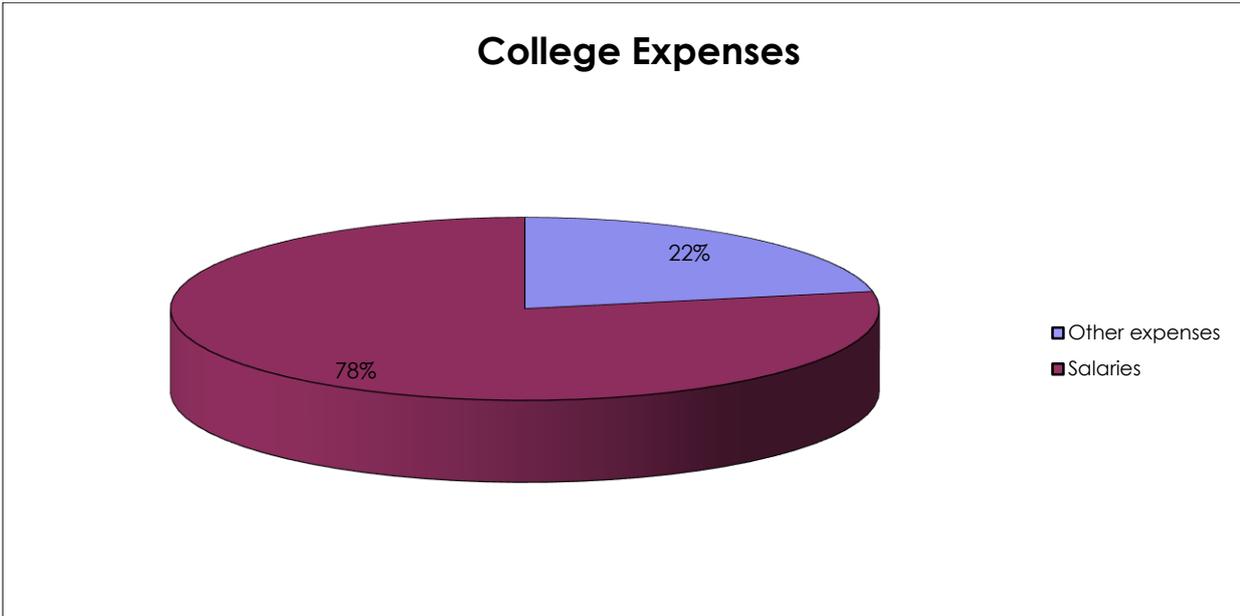
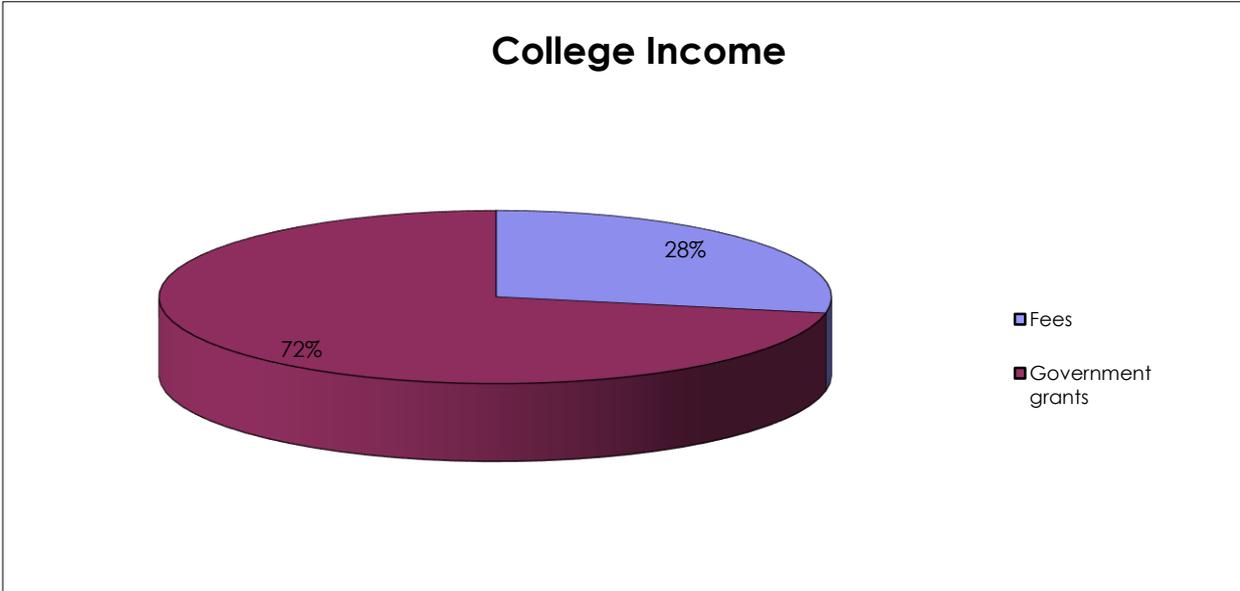
Figure 27: 5 Year Trend report of Numeracy

Financial Activities

Bayview College relies on several sources of income to finance its operations. As the graph below shows, 72% of recurrent income in 2014 was provided by State and Federal Governments. The remaining 28% was sourced from the parent body in the form of fees. The socio-economic range in the Portland community requires that fees remain affordable, making the College dependent on funding from Government sources. There were no building projects undertaken in 2014, however capital expenditure relating to the college's computer network to the value of \$34,382 was expended during the year.

The second graph shows that staff salaries and associated costs account for 78% of expenses during 2014, which is comparable with industry standards. The balance of expenditure is directed towards supporting the educational needs of students to ensure high standards are achieved at every year level.

The reduction in student numbers in 2014 and the current Primary school enrolments indicate that Bayview will maintain a smaller student population in the foreseeable future.



Parent, Student and Teacher satisfaction

Staff members are appreciative of their voice being heard by the College Board and the Leadership Team about the emerging needs of the College. They were key participants in the consultation process regarding the development of the new Vision and Mission and the Educational Strategic Plan. All staff are invited to participate in the review process of senior Leadership and in 2014 this focussed on the role of the Business Manager.

During the Annual Review Meetings that are held in Term 3 with every staff member, the staff identified their professional satisfaction and appreciation for the ongoing support that they receive from the College.

All students and parents participated in a school wide survey, externally administered satisfaction survey in 2013. In 2014 school based process was undertaken and a random sample of students participated in the Mind Matters Survey. This indicated that the majority of the students reported feeling safe, supported and appropriately challenged in the learning environment. Students in Years 7 – 11 were generally very satisfied with the school and its programs. Some students are still reporting concerns about the quantity of Homework and some individual relationships with members of the school community. Both of these issues are being addressed by the Wellbeing Team

Exiting Year 12 students, through an exit interview process, indicated satisfaction with their secondary schooling and the opportunities provided for their future. They were pleased with their outcomes, the pathways planning advice that they were given and pastoral care but particularly with their sense of community and engagement with the whole school. They also reported that they were encouraged and supported to be responsible for their own learning.

Parents, through discussions, are reporting increased satisfaction with the quality of teaching and the range of options available to students. There was a significant decrease in concerns raised with the College Leadership Team in 2014 in relation to both of these areas.

The College will undertake a school wide survey again in 2015.

Conclusion

Bayview College continued to achieve sound educational results for its students in 2014 and continued to be a place of education excellence in Portland and surrounding district.

The continued introduction of the Australian Curriculum and a focus on embedding the teaching of Thinking Skills within the curriculum with the resultant changes in Teaching and Learning, is continuing to focus our attention on the students and their learning. Our Christian values as modelled in the person of Christ will continue to generate interest and engagement from the local community and this will become a strong platform for future marketing and promotion.

The College has spent considerable monies on the development of Information Communication Technology. Commitment to raising standards is a driving force behind many developments at the College. 2014 witnessed the completion of the rebuild of the ICT infrastructure. Staff and students now have access to high quality and up-to-date hardware and software to support their teaching and their learning.

Our strategic partnerships with other schools, TAFE and Registered Training enable us to broaden the range of educational opportunities available to our students. On-going maintenance and re-furbishing of aged buildings is a constant challenge. The development of a strategy, processes and support from parents and the local community is a key focus of the new Master Plan

United, caring and focused, Bayview College is grateful for its history, its Loreto connections and the input of local Christian churches that make it unique and successful. Tribute must be paid to the many parents and friends, students and staff who have given generously of time and expertise and who have worked diligently, creatively and effectively, often behind the scenes, to enable the successes of 2014. The College community will continue to pray and work together to ensure that 2015 will see continued growth in the College's many areas of interest and opportunity.

Michelle Kearney

Principal

June 2015