



Bayview College

Annual Report 2015

To Believe, To Think, To Achieve

Annual Report

Welcome to the 2015 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 2015 it completed its 39th 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 plays an important role in the lives of the Christian Community in Portland and as such it continues to work in conjunction with the 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. 2015 witnessed the introduction of the Wellbeing Programs for each year level that have been in development since the curriculum review 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. The constant challenge is; to increase our 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 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. Each of the subcommittees, the Faith and Values Committee, Finance Committee, Property Committee, and Risk Committee meet regularly and make reports to the College Board at the monthly meetings. The composition of the College Board has remained stable for the last couple of years seeing only one change in 2015 with Fr Greg Tait replacing Fr Peter Sherman in representing the Catholic Church.

The ongoing support of the Loreto institute is valued and appreciated. Despite the absence of a Loreto Sister within the Portland community, our Faith and Values Team, Chaplain, and House System keep the Loreto Charism alive in our school community. Loreto continues to actively support Bayview College and a representative from Loreto remains on the Bayview Board.

The annual College Board and College Leadership Team meeting that is held at the beginning of Term 3 focussed on developing a deeper collective understanding of the social, economic, and market imperatives at play that positively and negatively impact on College.

The College Board spent a considerable part of 2015 undertaking the work required to complete the VRQA Registration Audit, and a Principal Review. Bayview College met all the VRQA requirements for re-registration and the College Board acknowledge the work of the staff in diligently focussing on the compliance requirements. The Principal's Review occurred in the second half of the year. Bill Slatter, Educational Consultant from the Ballarat Catholic Education Office, assisted the Board in the development of the Principal Review process. Parents, Students and Staff participated in the review.

Staffing

Bayview College has well qualified, committed educational professionals who relish teaching in its small class environment. The staff are focused on developing in the individual self-learning, self-discipline, motivation and knowledge base of each student. We are now well and truly on the path of the staff developing a culture of thinking within all our classes so that the skills, interest and learning styles of all students are considered in the design of programs, assessment and reporting.

In 2015 the teaching staff comprised a total of 16 full-time and 13 part-time professionals. Of these, 10 were male and 19 were female. There were no staff members of indigenous Australian background. 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. (Science Lab Technician/admin assistant, retired). The retention rate for the whole staff at the end of 2015 was 93%

In 2015 Bayview College undertook two staffing secondment arrangements with St John's Lutheran Primary School. Both Bayview College and St John's, being smaller, are committed to maintaining a breadth of curriculum options for our students, however unable to provide full time roles for staff in some specialist areas. To maintain Japanese as our LOTE Bayview's LOTE teacher commenced a 0.2 secondment at the beginning of the academic year. In the second half of the year a similar arrangement was undertaken in order to enable a maternity leave replacement for a Performing Arts teacher given the lack of suitable candidates in the area. These two arrangements have benefitted both school communities, the 2 staff members involved have grown professionally and we have ensured continuity of teaching and learning in these specialist areas.

Following a successful application for National School Chaplaincy Programme (NSCP) funding we were able to engage the services of a College Chaplain to enhance our Student Wellbeing and Faith & Values teams. The return of this role to our community has been well received.

The staff seek opportunities to expand their skills and knowledge, with one member of staff undertaking a Master's degree and several staff now using a 'train the trainer' approach to upskill colleagues in building a culture of thinking and eLearning. As a whole the staff worked on developing a deep understanding of the AITSL standards and set professional learning goals for that would assist in the further development of a Performance Development Culture within the school.

Teaching Staff Qualification	Number
Bachelor degree	31
Post Graduate Diploma	23
Honours	3
Master Degree	4
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 (employed on a part time casual basis)
IT Administrator
IT Technician (employed on a part time casual basis)
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.

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 continue to model the concept of lifelong learning for students. The collaborative professional learning culture within the college has continued to grow 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 have formed the basis of much of the PL undertaken. Increasingly these sessions have been led by a range of staff, from outside the Leadership Team, who have shared their skills and knowledge with the rest of the staff.

Priority areas for 2015 were

- Curriculum based meetings and PL programs focused on Australian curriculum
- Moving from Thinking Routines to a Culture of Thinking
- Restorative Practices.
- Continued work on building teacher capacity
- Anaphylaxis and Asthma Management
- First Aid
- VCE related
- VCAL Program Development
- Staff spiritual development
- Mindfulness

The College has continued its commitment to implement 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 and is guided by our Educational Strategic Plan 2015 – 18. 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. 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 program and at Year 7-10 Faith and Values.
- Emphasise across the curriculum that all teachers are responsible 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.
- Promote a Culture of Thinking and ensure that the learning environment values independent thinking, awareness of how thinking happens and deeper understanding of learning.
- 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, College assemblies, the church services held each term and staff and student prayer held on regular occasions.

The Faith and Values Committee were instrumental in developing the new role of Chaplain. They have actively supported and encouraged the work of the Chaplain within the school community and the wider Portland community.

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 continues to enliven the spirit and the ethos of the College.

With cessation of Portland Loaves and Fishes Emergency Food Relief, a charity that Bayview College has supported for over a decade, the students were encouraged to seek other ways of 'giving back'. This highlighted for our school community how compassionate, caring and aware our young people are about the needs of our community, and how truly creative they can be in terms of offering and giving support.

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, Textiles, Wood, and 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 LOTE 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 by receiving the Glenelg Shire Young Australian Citizen of the Year, Lions Youth of the Year and 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 fifth year which was supported by the whole school community and a local business. 19 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.

In 2015 there was not a Japanese exchange program for the first time in over a decade. During the course of the year arrangements were being finalised for the new partnership with Osaka Nishi Senior High School which will commence in 2016.

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 Day Celebrations and the Year 8 cultural awareness day, which has become an annual experience. 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 Pritchard's on the Glenelg River which included a range of outdoor activities. The Year 9 students had the City Experience for the third 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 occurred for the 21st time. 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 visited universities in Ballarat on their way back from the ski fields of our Horizons program.

In 2015 the student population at August census was 241. 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 2014, families leaving town and some families moving schools for financial reasons. Average student attendance in Yr 7 - 10 was 94.23% based on daily class attendance averages (Sample taken May 2015 in Yrs. 7 – 10 for STATS DEEWR.) Absences recorded are primarily due to illness, or parent choice for family reasons.

Average Attendance

Non-Indigenous	Indigenous	
Yr. 7 – 94.78 %	80.35%	(one student)
Yr. 8 – 95.22 %	88.17%	(one student)
Yr. 9 – 92.91 %		
Yr. 10 – 94.18 %	85.47%	(2 students)
Yr. 11 – 92.03 %		
Yr. 12 – 97.29 %		

Student attendance records are managed by administration staff 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 retention was not strong throughout 2015. All exiting students and their families were invited to participate in Exit interviews. The following reasons were cited by families who took part in the Exit interview process:

- Family plans (e.g. prior intent, relocation)
- Subject choice
- Extra-institutional factors (friends, social, relationships, scholarships, health, work)
- Adjustment/transition difficulties
- Academic difficulty
- Congruence/fit (e.g., boredom, dissonance, expectations, irrelevance, isolation)
- Teachers (e.g. relationships, quality, communication)
- Finances

The College Board, Leadership Team and staff are actively working to regain the strong retention that the College has had over the last few years.

Student Welfare

2015 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 full implementation of our unique school wide approach to Wellbeing is now bearing fruit. The Wave program is 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, Civics 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 2015 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

2015 VCE / VCAL

Post Compulsory Completion and Achievement Information (source VCAA)

Number of Unit 3 / 4 studies taken up by students in 2015	27
Number of VET Certificates in 2015	8
Number of students enrolled in at least one VCE Unit 3 / 4 level in 2015	62
Number of students enrolled in a VET certificate in 2015	13
Number of students enrolled in VCAL in 2015	9
% Study Score over 40	3.4%
Total number of Year 12 students in 2015	44
VCE	38
VCAL senior	6
Percentage satisfactory completion of VCE in 2015	97%
Number of students awarded the VCE Baccalaureate	4
Percentage VET units of competence completed in 2015	76%
Percentage VCAL Units completed in 2015	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 2015 87% (VCAA data)

80% (VTAC data)

Paid

77% (VTAC data)

Percentage receiving a First Round Offer 91.18% (VTAC data)

(Data for Victorian universities only)

Percentage receiving a Second Round offer 8.82%

Percentage receiving a Third round offer 2.94%

2 students applied to independent institutions and are not included in the VTAC data.

Majority of students receiving first preference

% students with ATAR above 70 24%

Enrolments

Not available until June/ July

On Track Data

Not available until late August

General overview of student pathways:

Significant increase in the number of students applying for tertiary places. 64% in 2014 compared to 87% in 2015.

Students have chosen to enter courses in predominantly in Health, Environment and Science. Majority of students choosing to study in Geelong, Ballarat and some in Melbourne. Very few students studying interstate in 2016.

2015 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.

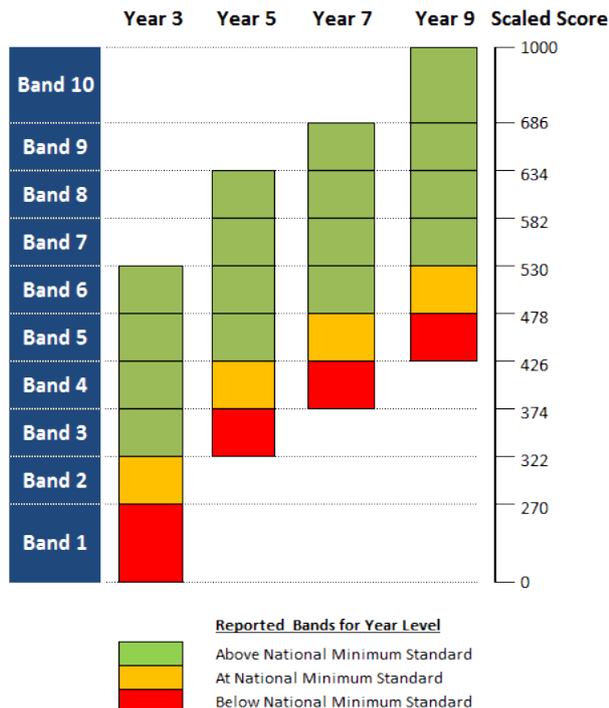
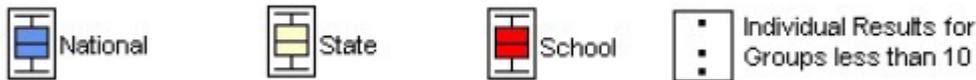


Figure 1 National Assessment Program reporting scale

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:

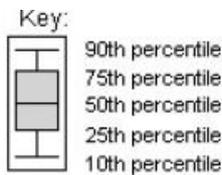
- Year 3 - results will be reported in Band 1 to Band 6
- Year 5 - results will be reported in Band 3 to Band 8
- Year 7 - results will be reported in Band 4 to Band 9
- Year 9 - results will be reported in Band 5 to Band 10



Student Background Characteristics- Year 7

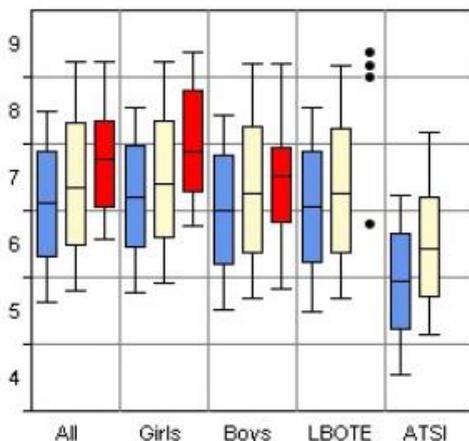
The student groups at this school are comprised of multiple mixed ability classes in each year level. There are results for males and females in groups of similar size at Year 7. The NAPLAN results report 6 students at Year 7 classified as Language Background Other Than English (LBOTE) and 0 students of Aboriginal and Torres Strait Island Descent (ATSI).

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



READING

Band

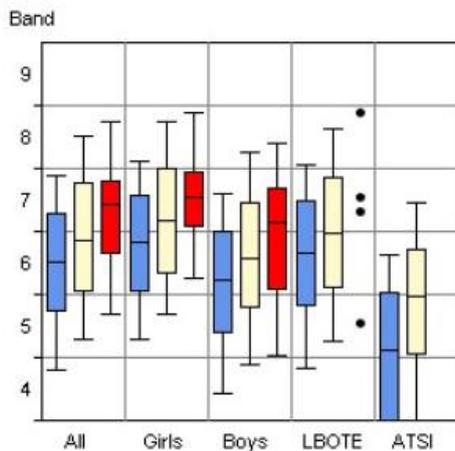


Students ABOVE the National Minimum Standard 94%
 Students AT the National Minimum Standard 3%
 Students BELOW the National Minimum Standard 3%

Band	4	5	6	7	8	9	Total
All	1	1	6	14	7	5	34
Girls	0	0	3	7	6	3	19
Boys	1	1	3	7	1	2	15
LBOTE	0	0	2	0	2	2	6
ATSI	0	0	0	0	0	0	0

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

WRITING

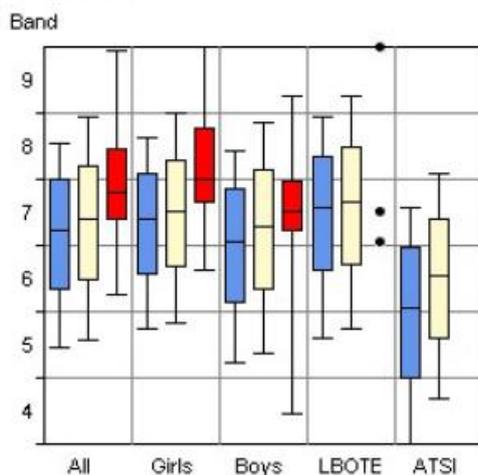


Students ABOVE the National Minimum Standard 84%
 Students AT the National Minimum Standard 9%
 Students BELOW the National Minimum Standard 6%

Band	4	5	6	7	8	9	A	Total
All	2	3	5	15	5	2	2	34
Girls	1	0	3	10	3	1	1	19
Boys	1	3	2	5	2	1	1	15
LBOTE	0	1	0	3	1	0	1	6
ATSI	0	0	0	0	0	0	0	0

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

SPELLING

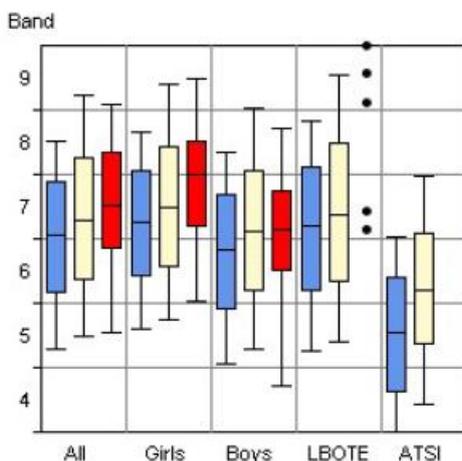


Students ABOVE the National Minimum Standard 94%
 Students AT the National Minimum Standard 0%
 Students BELOW the National Minimum Standard 6%

Band	4	6	7	8	9	A	Total
All	2	2	14	9	5	2	34
Girls	0	2	6	6	4	1	19
Boys	2	0	8	3	1	1	15
LBOTE	0	0	2	0	3	1	6
ATSI	0	0	0	0	0	0	0

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

GRAMMAR & PUNCTUATION

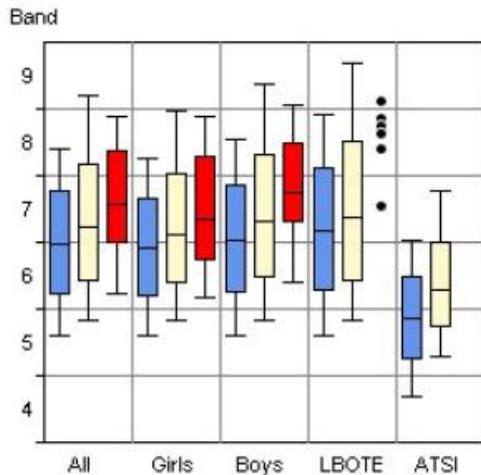


Students ABOVE the National Minimum Standard 88%
 Students AT the National Minimum Standard 6%
 Students BELOW the National Minimum Standard 6%

Band	4	5	6	7	8	9	A	Total
All	2	2	5	10	9	4	2	34
Girls	0	2	1	5	7	3	1	19
Boys	2	0	4	5	2	1	1	15
LBOTE	0	0	0	2	0	3	1	6
ATSI	0	0	0	0	0	0	0	0

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

NUMERACY



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	A	Total
All	2	5	14	9	2	2	34
Girls	1	5	7	5	1	0	19
Boys	1	0	7	4	1	2	15
LBOTE	0	0	1	4	1	0	6
ATSI	0	0	0	0	0	0	0

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

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 indicate that the cohort, performed at achievement levels that are significantly better/higher than student performance across the state in Reading, Writing, Spelling and Numeracy. The Grammar and Punctuation results indicate similar/ equivalent results to the state performance. In Spelling 75 percent of students performed above the median for the state. As sub-groups compared to the state reference group: the relative achievement levels of the girls is significantly above the state median (50th percentile) in Reading, Writing, Spelling, and Grammar and Punctuation. The males as a subgroup are above the state median in Spelling and Numeracy, slightly above the state median for Reading, similar to the state for Writing and Grammar and Punctuation. When comparing the sub-groups females/girls perform strongly in all areas apart from Numeracy.

Year 7 Item Analysis report – Reading:

A review of the Item Analysis Report for Year 7 Reading revealed that the cohort performance was better than the state and the nation, and that there were no significant trends for which the percentage of correct response at this school was comparatively low. Further investigation showed that there were some inferential questions that challenges some students and persuasive (specific) text types posed a challenge.

Persuasive text- comprehend vocabulary in a persuasive text Q-45, purpose of a paragraph in a persuasive text Q-46, evaluation of a persuasive text Q-47,

Item Analysis report

Writing: The distribution of students' results was comparatively higher than median of the state and nation across the 10 key criteria. The cohort appear to be strong across the skill base for writing.

Spelling, Grammar and Punctuation: As spellers the cohort is relatively strong with both boys and girls (94%) of students performing above the national minimum standard. The cohorts' achievement in Grammar and Punctuation skills was closer to the states performance but saw 94% of students perform at or above the minimum standard. Areas of weakness were identified as existing in the area of Verb and Noun formation- Q-32 correct verb in a complex sentence, Q-47 identifying modal verbs, Q-55 identifying correct nouns/agreement in a complex sentence and Q-57 identifying nouns from a list of words. Punctuation performance was particularly strong but identifying commands Q44 appeared to be poorly answered.

Numeracy: Total number of questions =64. The breakdown of items is: **Space-15, Number 19, Structure 13, and Measurement 17** 50% of questions are NC = No calculator 50% of questions are C = Calculator

Strengths and Weaknesses identified in Numeracy items combined

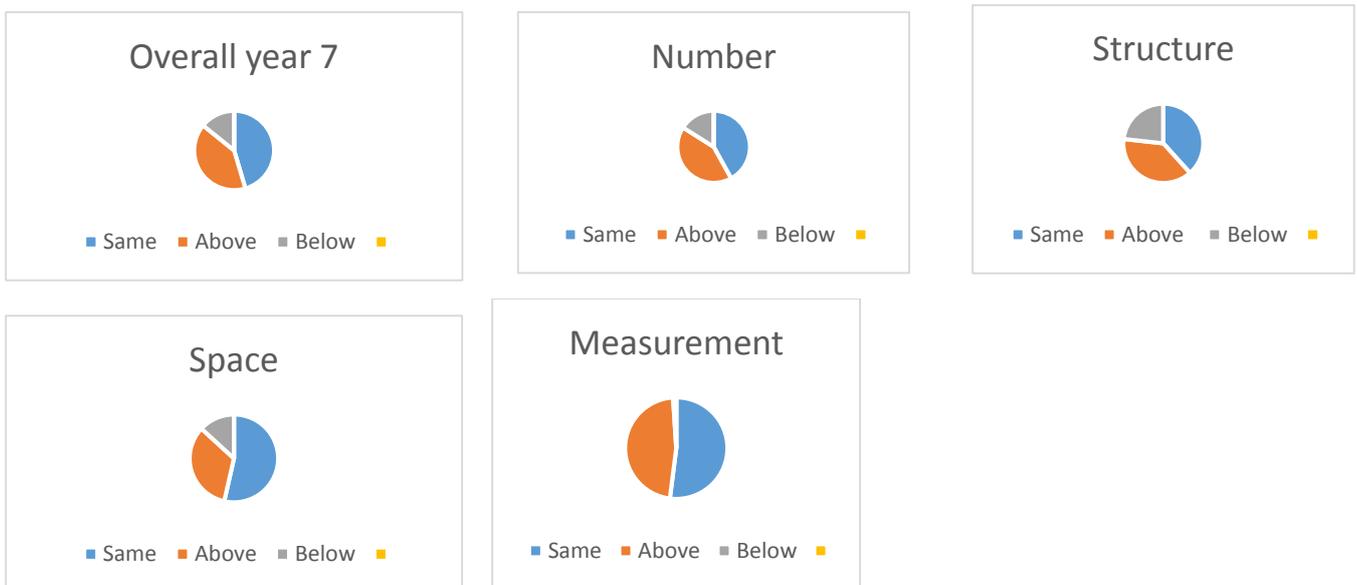
Overall 26 questions out of 64 or 40% of questions were above state level percentage correct. 9 questions out of 64 or 14% of questions were below state level percentage correct. 29 questions out of 64 or 45% of questions were at state level percentage correct.

Measurement, Chance and Data and Number were our strongest dimensions. **Structure (algebra)** our weakest dimension.

Dimension	Question number and skill assessed.
Space Strengths – performed above the state Total = 5 Questions out of 15 33%	
	NC Q4. Uses properties of shape to identify a 2D shape
	NC Q10. Identifies the missing part of a symmetrical design
	NC Q11. Identifies an incorrect face in a net
	NC Q17. Determines a compass direction after a quarter turn.
	NC Q31. Determines the number of faces on a prism
Space Weaknesses – performed below the state Total = 2 questions out of 15 13%	
	C Q1. Estimates the distance on map using the scale of the key.
	C Q26. Uses compass directions and measure of turn to describe position.
	Same as state 53% of space questions
Structure Strengths –performed above the state. Total = 5 questions out of 13 38%	
	C Q11. Identifies an equivalent expression using squares, multiplication and division.
	C Q12. Identifies a rule connecting pairs of numbers in an additive pattern
	C Q20. Formulates an equation to solve an unknown number problem
	C Q21. Uses division with remainder facts to solve a word problem.
	NC Q23. Formulates equations to solve a problem.
Structure Weaknesses – performed below the state Total = 3 questions out of 13 23%	
	C Q22. Finds the value of unknown in an equation involving simple fractions
	C Q29. Formulates an equation to solve a multi-step word problem involving difference between whole numbers.
	NC Q30. Identifies equivalent number expressions
	Same as state 38% of structure questions
Number Strengths - Performed above the state Total = 8 questions out of 19 42%	
	C Q3. Calculates an amount using unit costs.

	C Q7. Identifies a factor of a number
	C Q13. Orders fractions and decimals in ascending order
	C Q28 Uses proportional reasoning to solve a problem involving the difference between two percentages.
	NC Q5. Calculates the amount of change using multiplication and subtractions
	NC Q8. Calculates the fraction of a quantity
	NC Q22. Estimates cost using a rate, cents per minute
	NC Q28. Finds two odd factors of a three digit number.
Number Weaknesses- Performed below the state Total = 3 questions out of 19 16%	
	C Q5. Determines the fraction of a collection
	C Q31. Determines the scale factor required for an enlargement.
	NC. Q 32. Solves a multistep problem involving multiplication
	Same as state 47% of number questi
Measurement, Chance and Data Strengths – Performed above the state Total = 8 questions out of 17 47%	
	C Q14. Calculates finishing time given start time and duration
	C Q17. Calculates the probability of an event
	C Q 18. Uses properties of a square to determine its side lengths
	C Q 25. Interprets data from tables involving overlapping categories
	NC Q9 Selects the most likely event from 2 spins with a spinner
	NC Q13. Interprets data in a pie graph.
	NC Q16. Chooses an expression to solve a measurement problem.
	NC Q19. Determines how many times longer one object is than another using conversion of units.
Measurement, Chance and Data Weaknesses – Performed below the state Total = 1 question out of 17 0.05%	
	C Q23. Selects a numerical expression for the area of a composite shape.
	Same as state 47% of Measurement, Chance and data questions

Pie Graphs showing percentage of questions that were correct around the same percentage as the state, below the percentage of the state and above the state.



READING

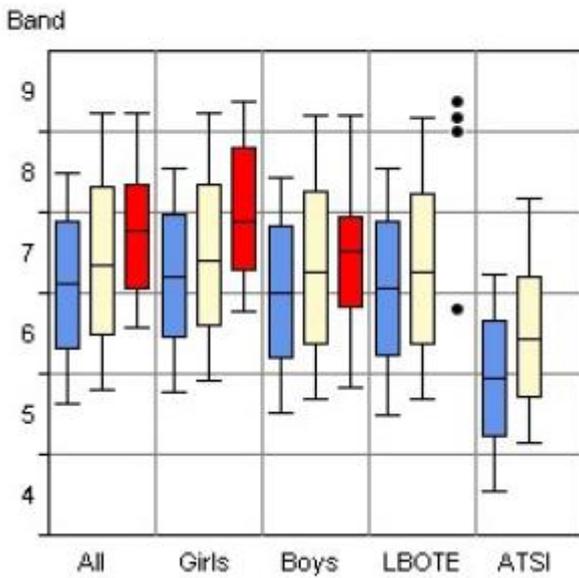


Figure 2 NAPLAN Year 7 Reading Achievement subgroups

WRITING

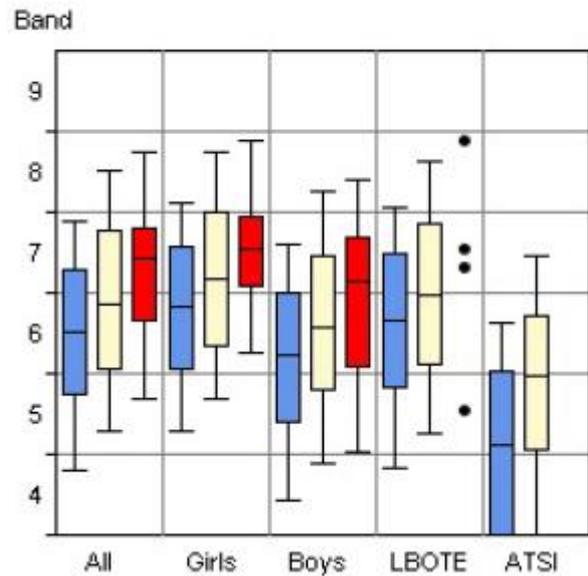


Figure 3 NAPLAN Year 7 Writing Achievement subgroups

SPELLING

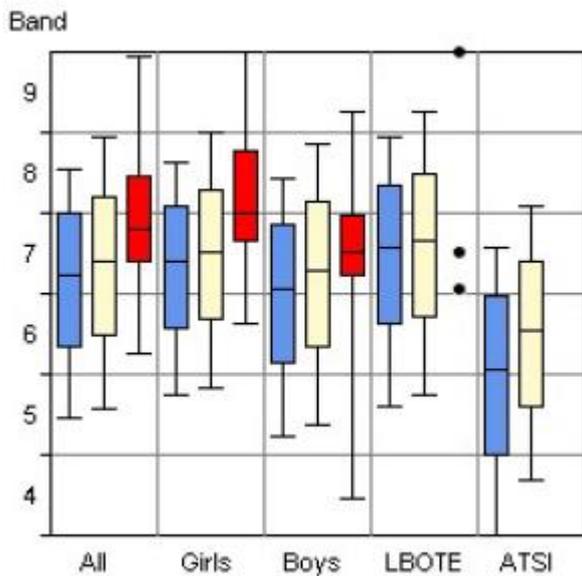


Figure 4 NAPLAN Year 7 Spelling achievement subgroups

GRAMMAR & PUNCTUATION

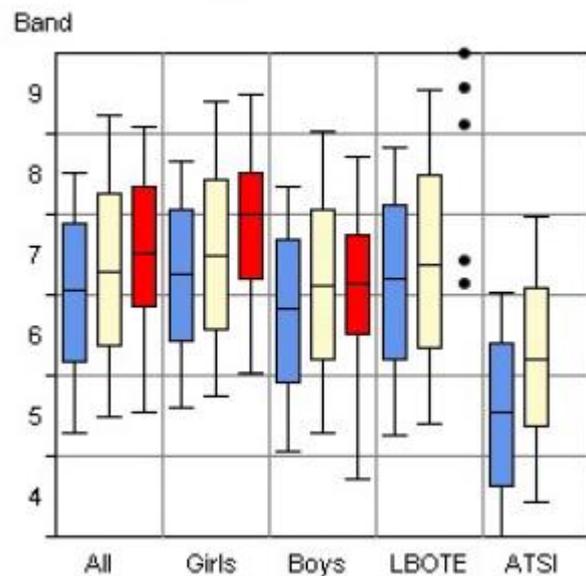


Figure 5 NAPLAN Year 7 Grammar & Punctuation achievement subgroups

NUMERACY

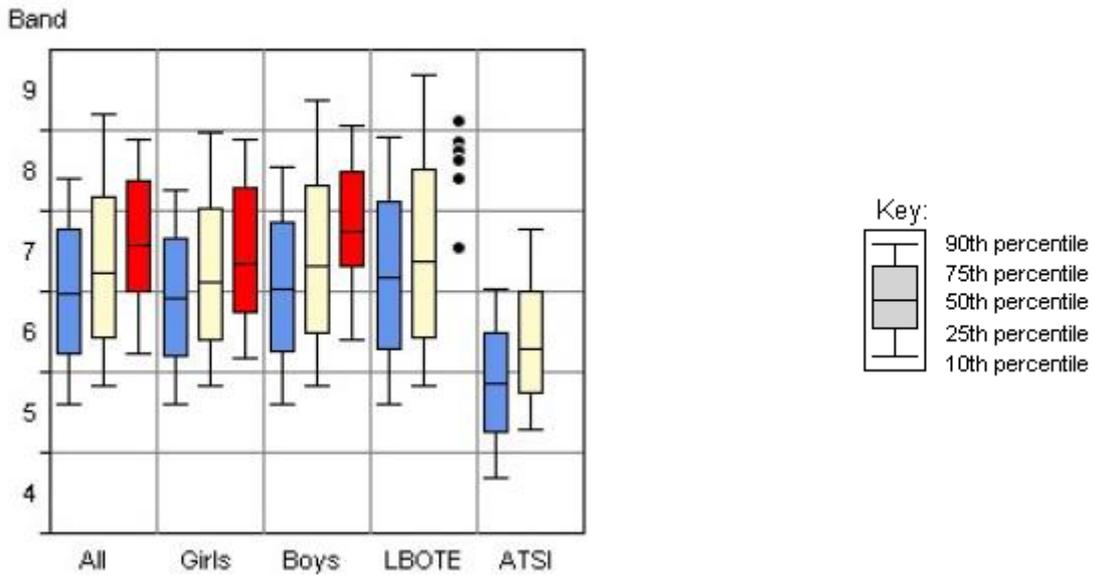


Figure 6 NAPLAN Year 7 Numeracy achievement subgroups.

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 considerably above (Reading, Writing, and Spelling) or at the State Reference Group level of achievement (Grammar and Punctuation and Numeracy) across the reported domains. In all cases the median for the school is above the median for the State and National reference groups.

There are high achieving students in Spelling. The summary picture provided is similar to the expectations of cohort performance gathered from classroom data and VCAA On-Line Testing undertaken at the commencement of the school year.

This cohort refutes a predicted trend, as indicated in the Five Year Trend Report for Writing, that there was a growing decline in students writing skill base, particularly communicating coherently and precisely in a written form.

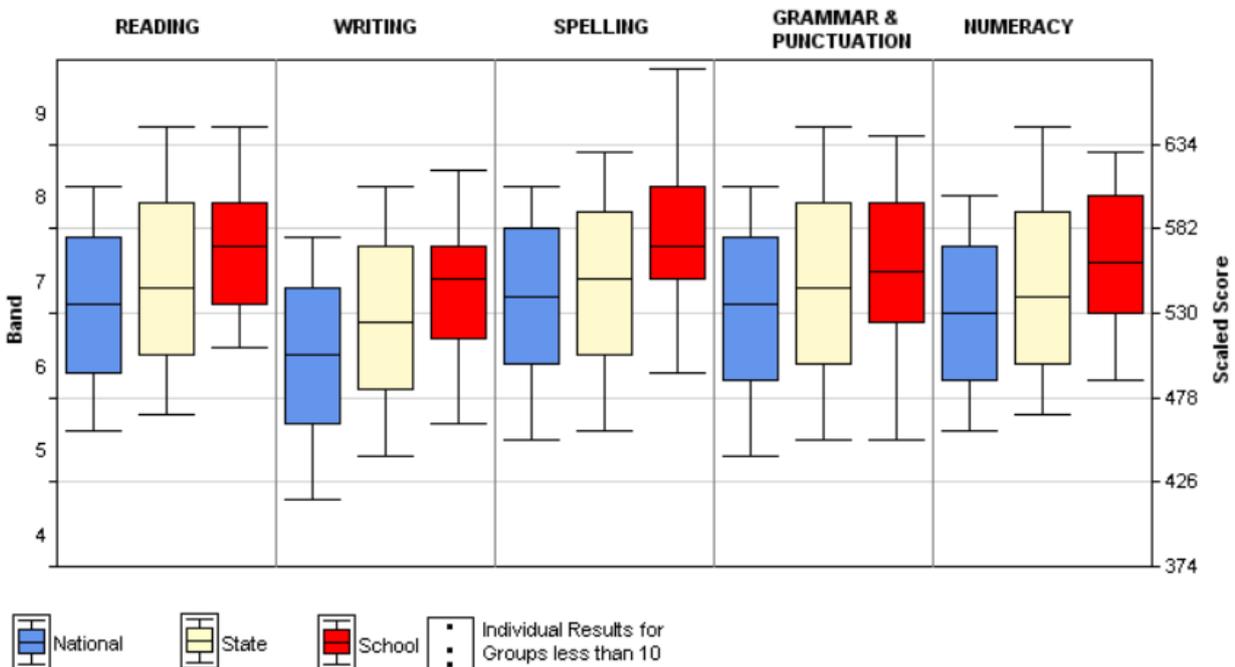
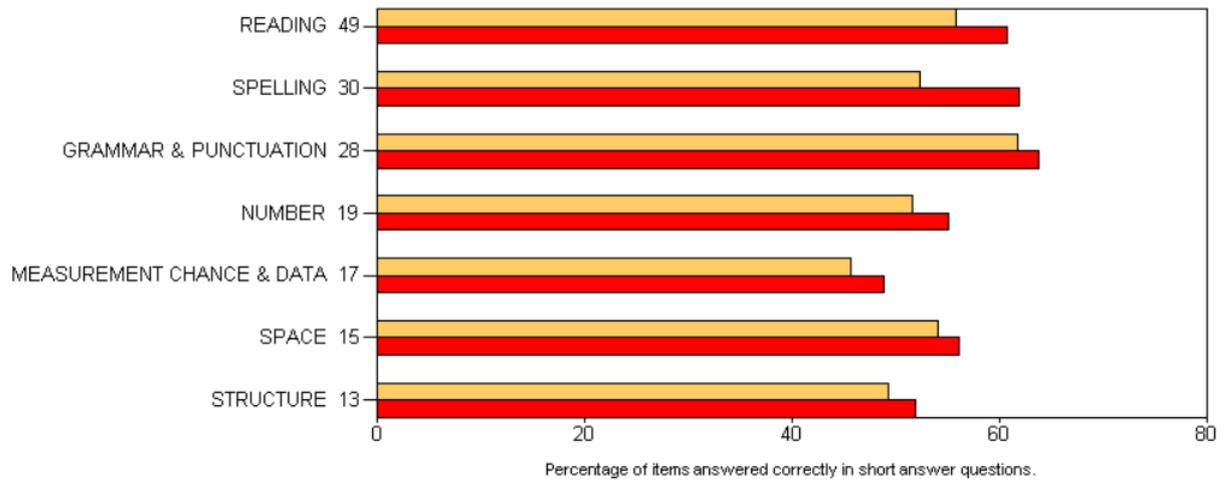


Figure 7 NAPLAN Year 7 achievement in each reported domain.



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

State School

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 represented in the mid to upper range area of achievement.

The group has performed well in all criteria indicating a strong base of skill in writing. Comparisons between criteria are made by relative achievement against the state.

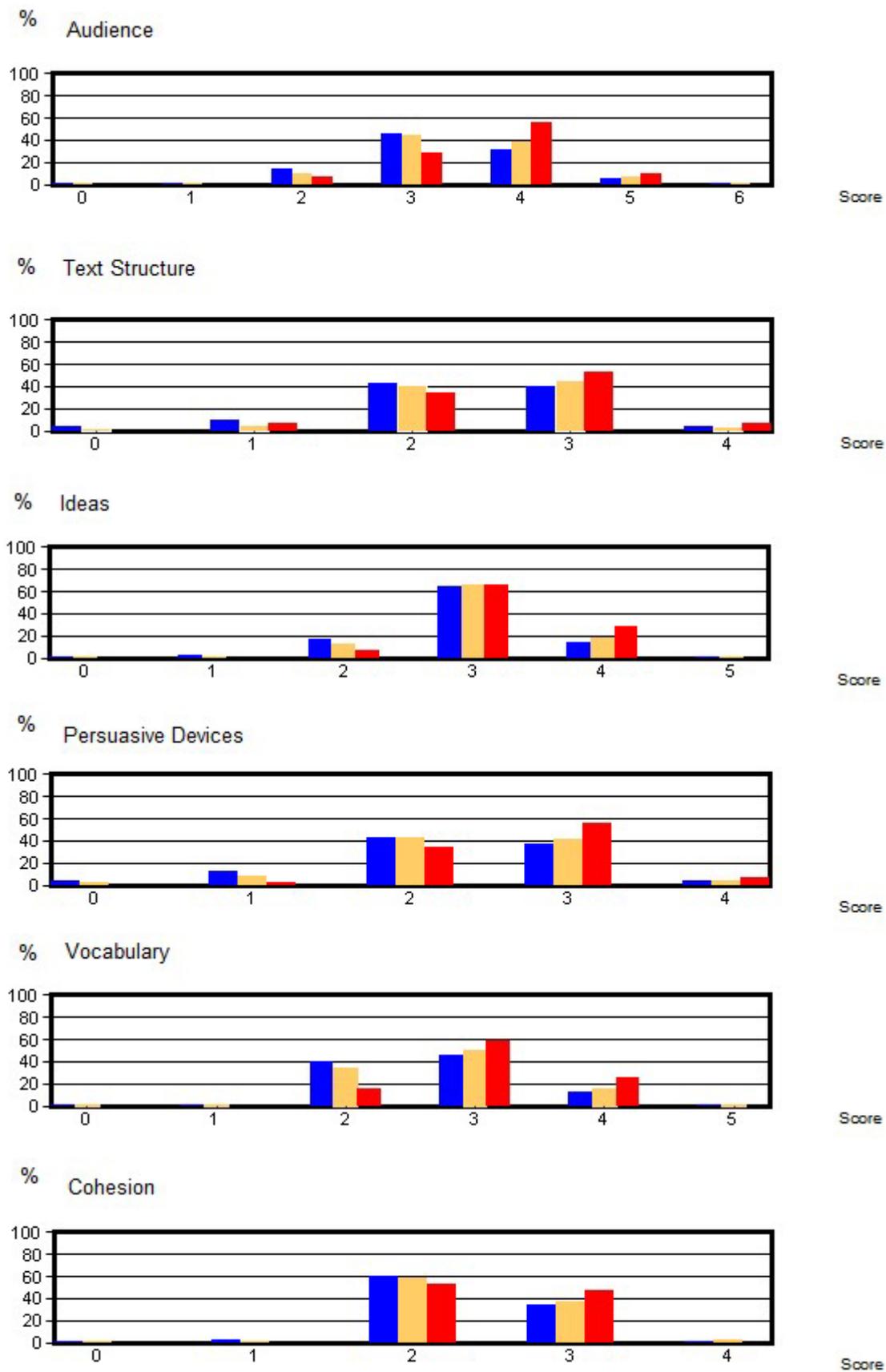
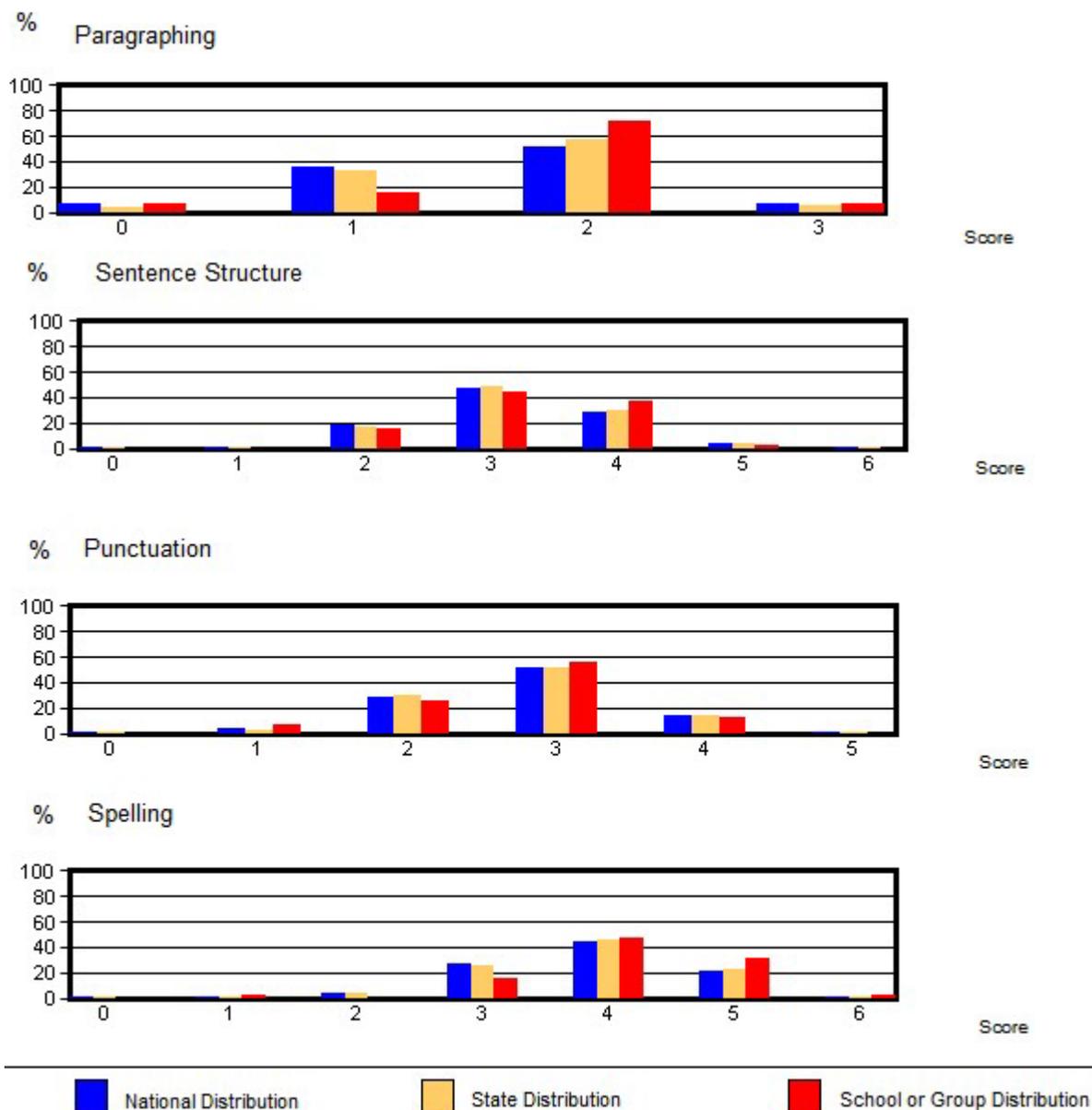


Figure 9 Comparison of average scores on each writing criteria.



Five Year Trend Reports

Trend reports in Year 7 demonstrate the inherited skill and knowledge base that comes to Bayview College from a range of feeder schools. The four months students have been with the school is perhaps not significant enough to factor into their achievement results.

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 2015 The genre for writing is persuasive and reported against a Persuasive Writing Scale.

The results indicate that the Year 7 intake continues to achieve variable level of success, but trending towards improvement.

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 and 2015 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 success in this area.

Figure 14 - The Year 7 average achievement level in Numeracy across the 5 Years indicates that the Year 7 intake is on an upward trend.

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.

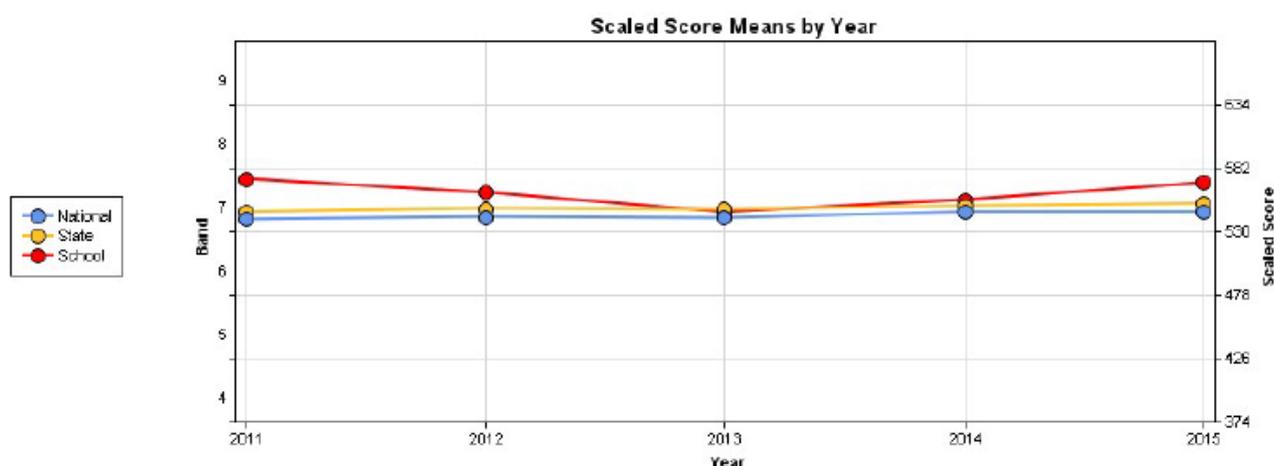


Figure 10: 5 Year Trend report of Reading

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.

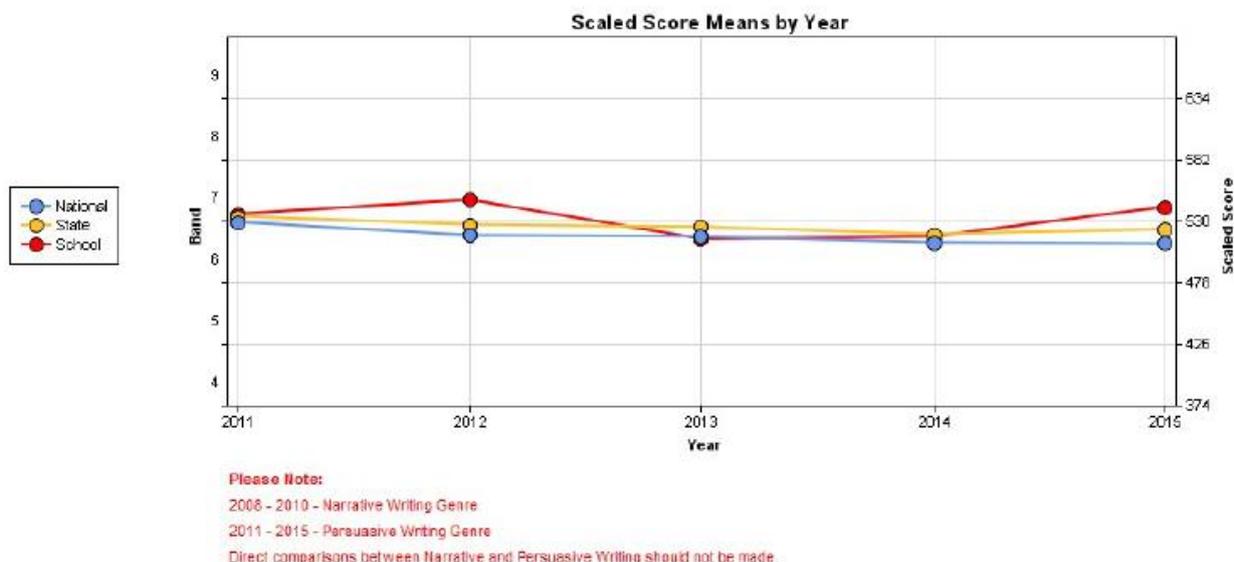


Figure 11: 5 Year Trend report of Writing

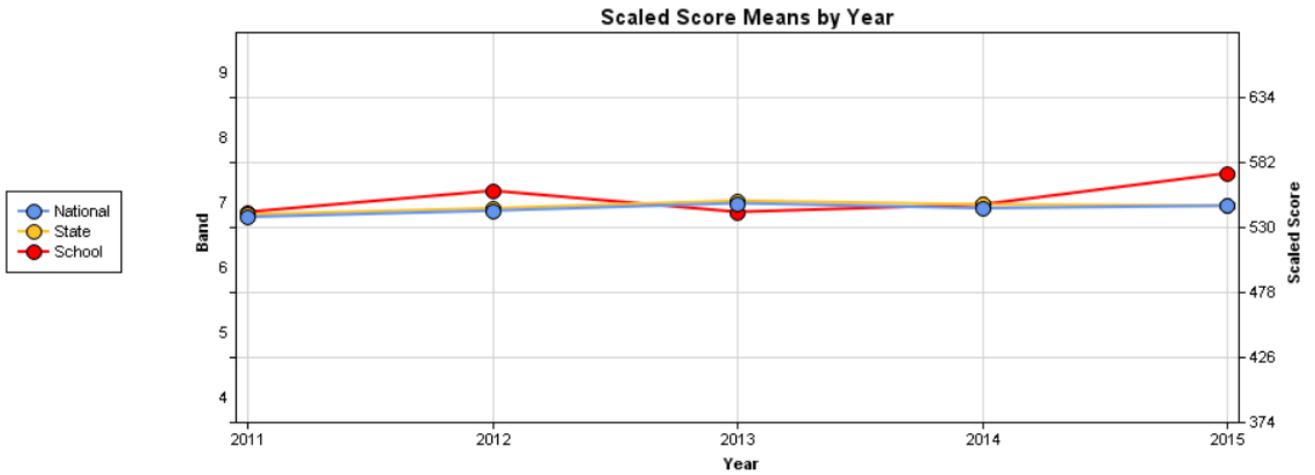


Figure 12: 5 Year Trend report of Spelling

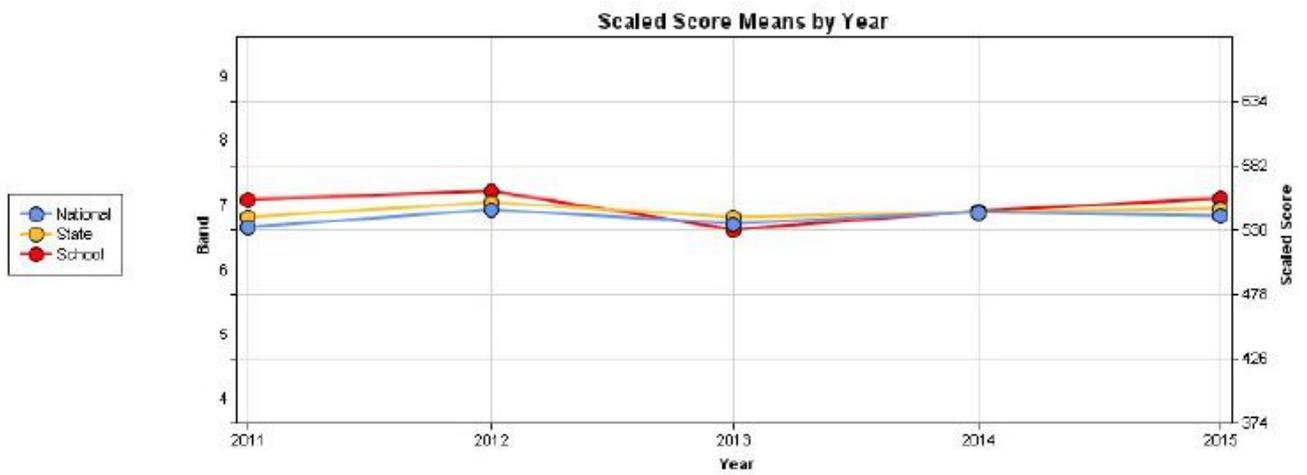


Figure 13: 5 Year Trend report of Grammar and Punctuation

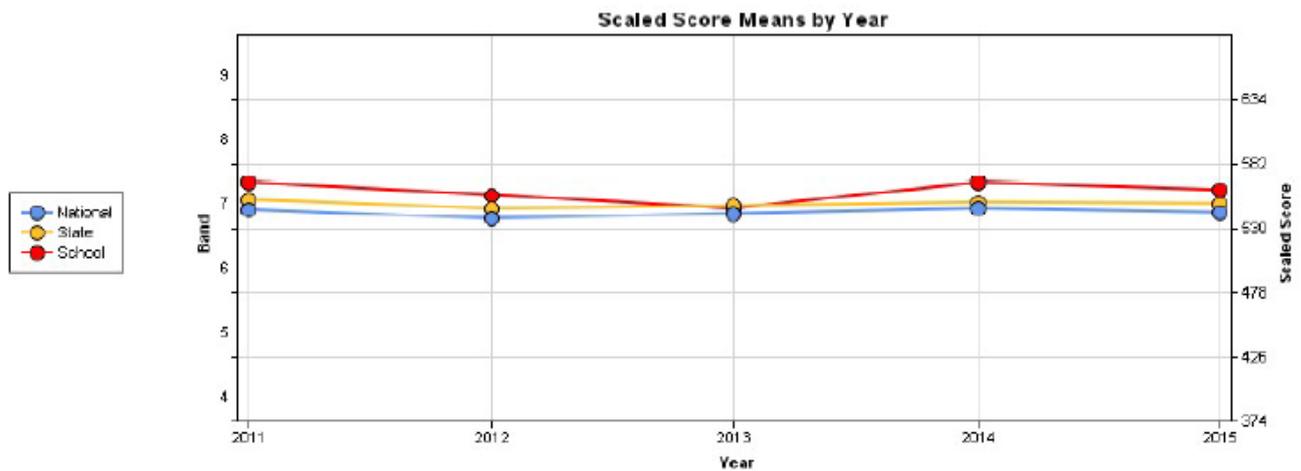


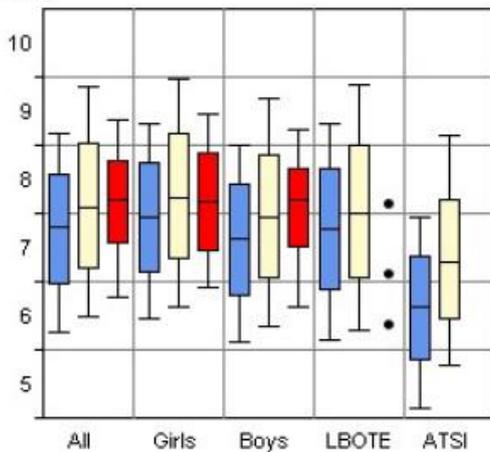
Figure 14: 5 Year Trend report of Numeracy

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 4 students classified as Language Background Other Than English (LBOTE) and 0 students of Aboriginal and Torres Strait Island Descent (ATSI).

READING

Band



Students ABOVE the National Minimum Standard 86%

Students AT the National Minimum Standard 11%

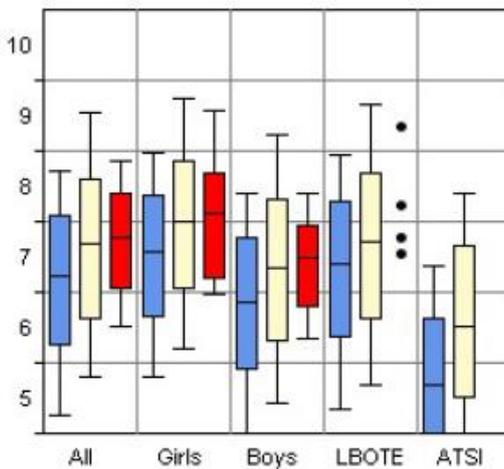
Students BELOW the National Minimum Standard 3%

Band	5	6	7	8	9	A	Total
All	1	4	8	16	6	3	38
Girls	1	1	5	8	4	1	20
Boys	0	3	3	8	2	2	18
LBOTE	0	1	1	2	0	0	4
ATSI	0	0	0	0	0	0	0

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

WRITING

Band



Students ABOVE the National Minimum Standard 82%

Students AT the National Minimum Standard 16%

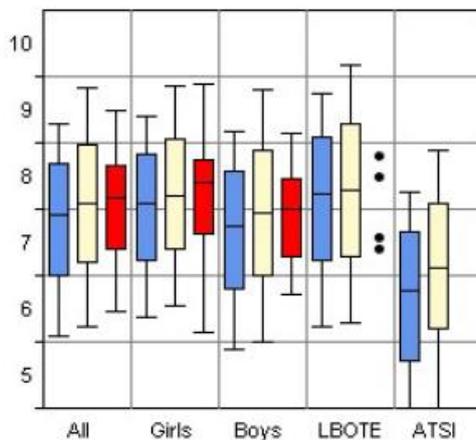
Students BELOW the National Minimum Standard 3%

Band	5	6	7	8	9	Total
All	1	6	15	13	3	38
Girls	0	2	7	8	3	20
Boys	1	4	8	5	0	18
LBOTE	0	0	2	1	1	4
ATSI	0	0	0	0	0	0

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

SPELLING

Band



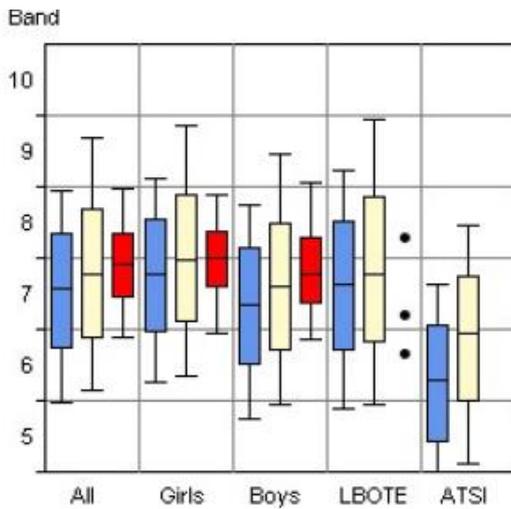
Students ABOVE the National Minimum Standard 87%

Students AT the National Minimum Standard 8%

Students BELOW the National Minimum Standard 5%

Band	5	6	7	8	9	10	Total
All	2	3	11	17	4	1	38
Girls	2	1	5	8	3	1	20
Boys	0	2	6	9	1	0	18
LBOTE	0	0	2	2	0	0	4
ATSI	0	0	0	0	0	0	0

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

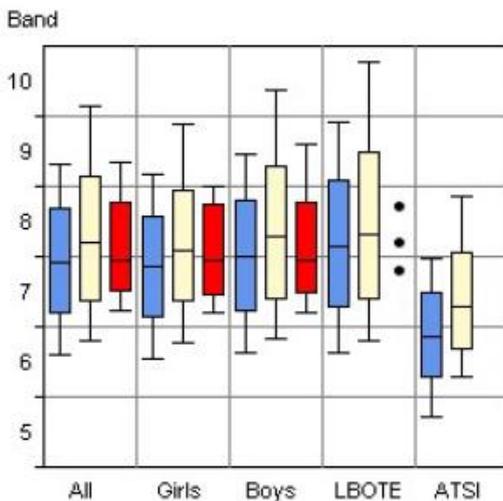


Students ABOVE the National Minimum Standard 89%
 Students AT the National Minimum Standard 11%
 Students BELOW the National Minimum Standard 0%

Band	6	7	8	9	Total
All	4	14	17	3	38
Girls	2	6	11	1	20
Boys	2	8	6	2	18
LBOTE	1	1	2	0	4
ATSI	0	0	0	0	0

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

NUMERACY



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

Band	6	7	8	9	10	A	Total
All	1	17	11	5	1	3	38
Girls	1	8	6	2	0	3	20
Boys	0	9	5	3	1	0	18
LBOTE	0	1	2	0	0	1	4
ATSI	0	0	0	0	0	0	0

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 were most pleasing especially when taking into consideration the student performance in Year 7 (figure 21). The results indicated the success of teaching and learning interventions, inclusion efforts and the Whole School Literacy approach adopted to improve student outcomes. The results show the student location in Writing (Figure 15), Reading (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 cohort performed at achievement levels that are higher or at the state median in all areas except numeracy where students' achievement was below the state median. It is important to note that whilst there was considerable improvement in cohort achievement, 14% of students performed at

or below the minimum standard for Reading; 19% of students performed at or below the minimum standard for Writing; and 13% of students performed at or below the minimum standard for Spelling. There were no students below the minimum standard for Grammar and Punctuation and Numeracy. As sub-groups compared to the state reference groups the relative achievement levels of the males/boys are above the state median for their reference group in all areas except for numeracy. The females/girls median score is below the state median in Numeracy and Reading. For all areas the cohort was at or above the National median.

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. On 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. Areas of weakness in Reading and comprehending are identified below:

Narrative text –inferring/identifying expression in a narrative Q-36, inferring character trait Q-38 , identifying sequence of events in a narrative text Q-45 , interpreting information Q-48

Myth text- understanding information and conventions of text Q-17, purpose of brackets in retelling Q-18,

Persuasive texts- interpreting /inferring stance Q-20, character perception Q-39&Q40, purpose of a paragraph Q-43,

Scientific texts- locating information in a scientific explanation Q-24, purpose of a paragraph Q-43, common context between an opening and closing paragraph Q-48

Item Analysis report – Writing – Figure 22:

The distribution of students' results was comparative to 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, Punctuation and Paragraphing. Students' results for each category were clustered around the middle score and over represented in this area; they were underrepresented in the highest and lowest scores. The students were considerably value added since their Year 7 intake.

Item Analysis Report Numeracy: – Figure 20:

Total number of questions =64. The breakdown of items is: Space-15, Number 15, Structure 18, and Measurement 16 50% of questions are NC = No calculator 50% of questions are C = Calculator

Strengths and Weaknesses identified in Numeracy items combined

Overall 11 questions out of 64 or 17% of questions were above state level. 25 out of 64 or 40 % of questions were below state level. 28 questions out of 64 or 44% of questions were at state level.

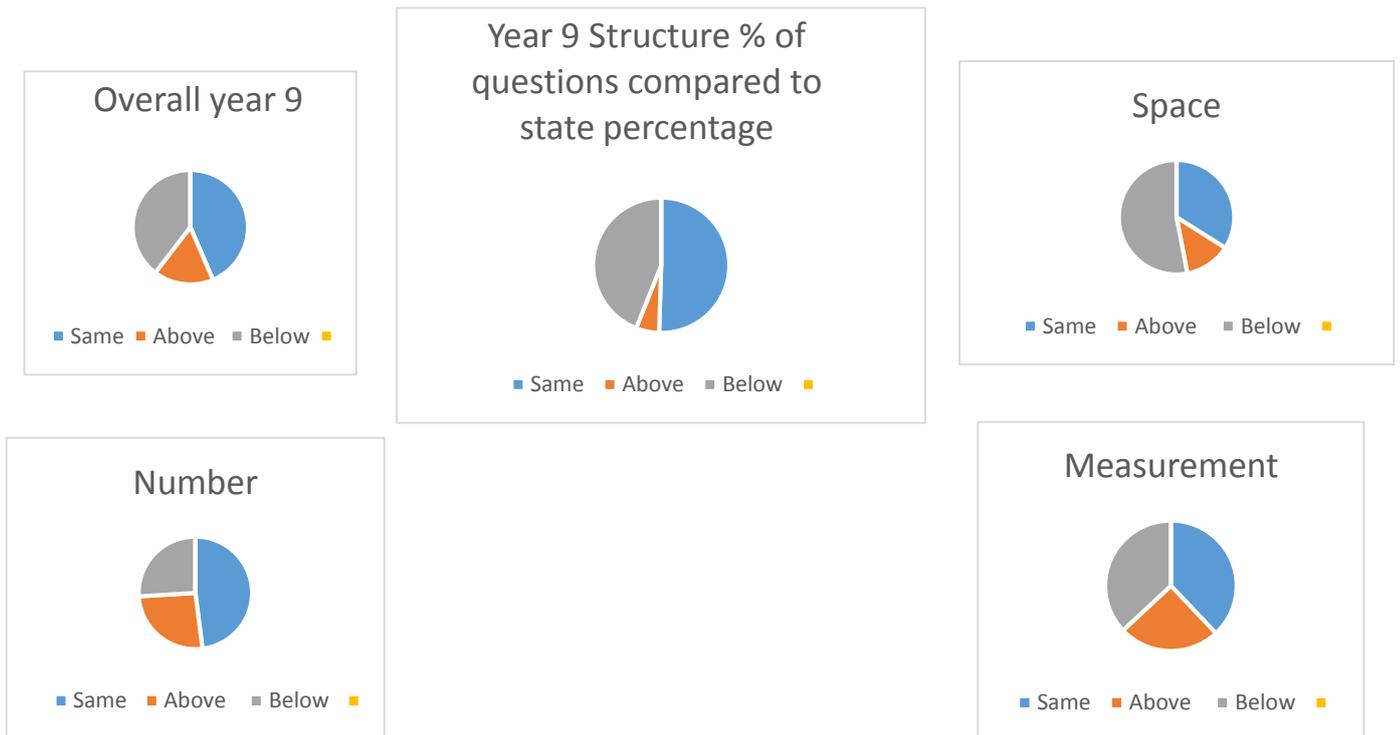
Number, Measurement, Chance and Data were the strongest dimensions

Structure and Space were the weakest dimensions.

Dimension	Question number and skill assessed.
Space Strengths – performed above the state	Total = 2 Questions out of 15 13%
	C Q3. Identifies the mirror image of an object
	NC Q9. Identifies a pair of points that form an edge of a prism
Space Weaknesses – performed below the state	Total = questions 8 out of 15 53%
	C Q12. Calculates the size of an angle in an isosceles triangle
	C Q16. Identifies a 2D shape from a list of properties
	C Q17. Uses compass direction and measure of turn to describe position
	C Q26. Selects the true statement about the properties of quadrilaterals
	NC Q4. Identifies the missing part of a symmetrical design.
	NC Q12. Identifies a property of a trapezium
	NC Q. 18 Uses properties of a parallelogram to determine coordinates of a point on a Cartesian plane.
	NC Q. 22 Infers the shape drawn from three examples given three parameters
	Same as state 34% of space questions
Structure Strengths –performed above the state.	Total = 1 questions out of 18 5.5%
	NC Q13. Simplifies an algebraic expression involving like terms.
Structure Weaknesses – performed below the state	Total = 8 questions out of 18 44%
	C Q4. Substitutes a value into an equation to find an unknown.
	CQ10. Identifies an equivalent expression using squares, multiplication and division
	C Q18. Rearranges a linear equation to give y as the subject.
	C Q29. Identifies the formula of a line
	NC Q11. Matches the shape of a time/distance line graph to the appropriate data
	NC Q26. Solves an equation involving fractions
	NC Q28. Determines the point of intersection of two lines from their equations.
	NC Q32. Solve a word problem involving the difference between two fractions.
	Same as state 50.5 % of structure questions
Number Strengths - Performed above the state	Total = 4 questions out of 15 26%
	C Q8. Expresses a number using scientific notation
	C Q9. Expresses a quantity as a percentage
	NC Q7 Calculates a product which includes a cubic power
	NC Q14. Calculates the difference between a negative integer and a positive integer
Number Weaknesses - Performed below the state	Total = 4 questions out of 15 26%
	C Q6. Evaluates an expression involving decimal division
	C Q15. Interprets a table to solve a multiple step problem involving large numbers, addition and subtraction.
	C Q19. Identifies the equivalent form of a number with a negative index.
	NC Q19. Uses proportional reasoning to find a total
	Same as state 48% of number questions
Measurement, Chance and Data Strengths – Performed above the state	Total = 4 questions out of 16 25%
	C Q5. Converts a rate in metres per second to metres per minute.
	NC Q3. Selects the most likely event from 2 spins of a spinner
	NC Q27. Calculates the perimeter of a shape using the properties of equilateral triangles.
	NC Q30. Compares the areas of rectangles after an enlargement
Measurement, Chance and Data Weaknesses – Performed below the state	Total = 5 questions out of 16 31%

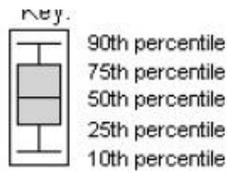
	C Q.22 Solves a problem involving flow rate and the conversion of time units.
	C Q26. Selects the true statement about the properties of quadrilaterals
	C Q32. Calculates the perimeter of a sector of a circle.
	NC Q15. Solves a length problem using symmetry
	NC Q29. Calculates the capacity of a square prism
	Same as state 44 % of Measurement, Chance and data questions

Pie Graphs showing percentage of questions that were correct around the same percentage as the state, below the percentage of the state and above



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

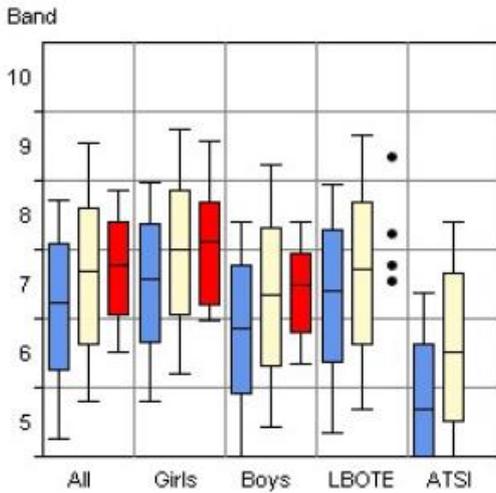


Figure15 NAPLAN Year 9 achievement Writing Subgroups

READING

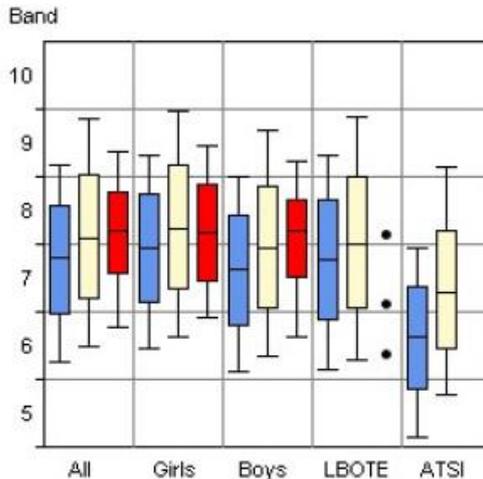


Figure16 NAPLAN Year 9 achievement Reading Subgroups

SPELLING

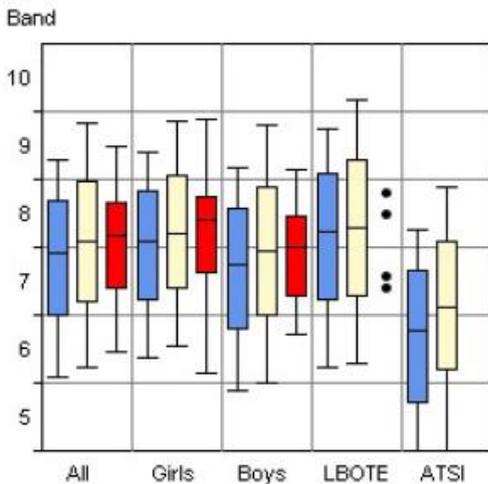


Figure17 NAPLAN Year 9 achievement Spelling Subgroups

GRAMMAR & PUNCTUATION

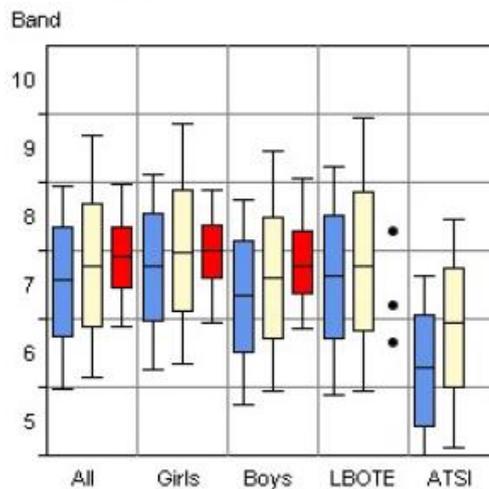


Figure18 NAPLAN Year 9 achievement Grammar & Punctuation Subgroups

NUMERACY

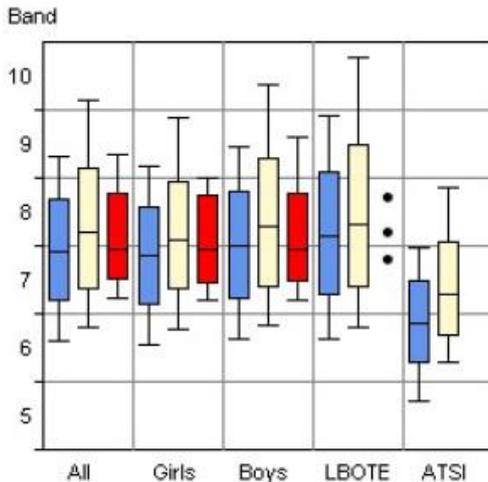


Figure 19 NAPLAN Year 9 achievement Numeracy Subgroups



National



State



School



Individual Results for Groups less than 10

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

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.

National Assessment Program - Literacy and Numeracy Tests 2015 Year 9 - Gender: All, LBOTE: All, ATSI: All

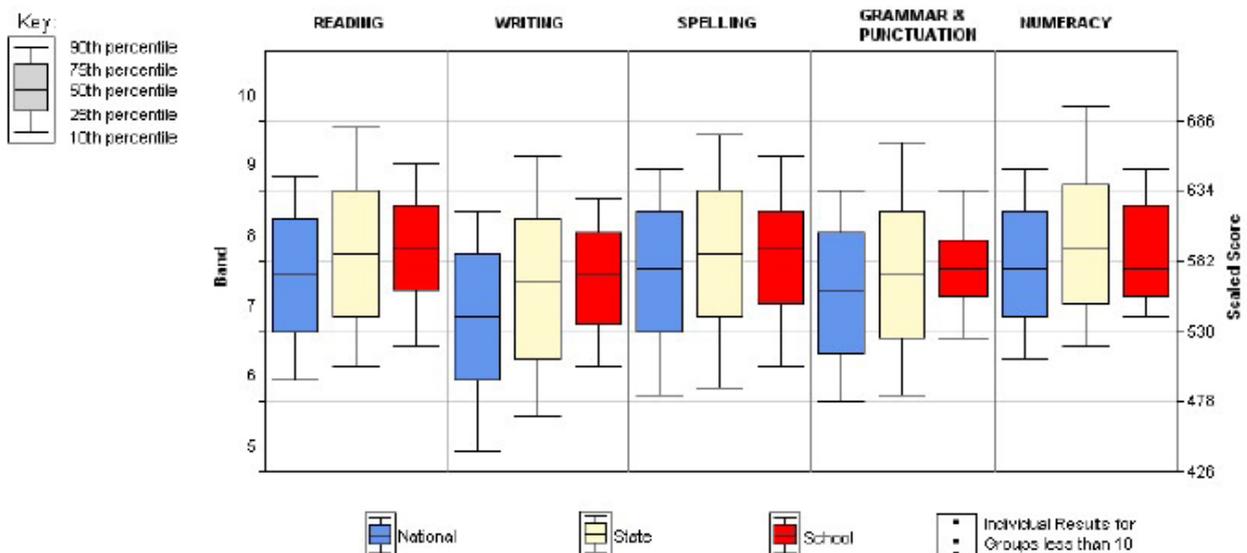
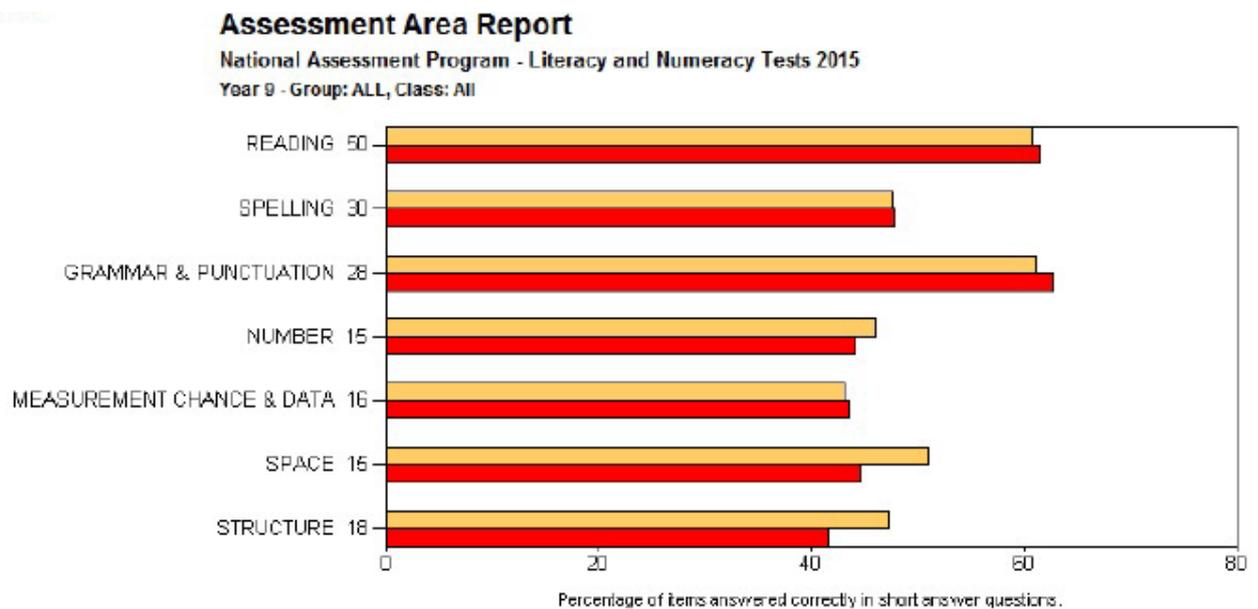


Figure 20, NAPLAN Year 9 achievement in each reported domain, 2014

The Assessment Area Report, Figure 20 indicates that students performed at or above the state performance in all areas apart from Numeracy-Number, Space and Structure where they performed just below the state level. 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. Numeracy proved to be the only area where year nines failed to achieve consistent growth (as a cohort, not as individuals.) Mathematical skill areas have been targeted by a faculty based review of teaching and learning and a drive to create a maths zone (specially resourced and permanent maths space/lad) to raise the profile of maths.

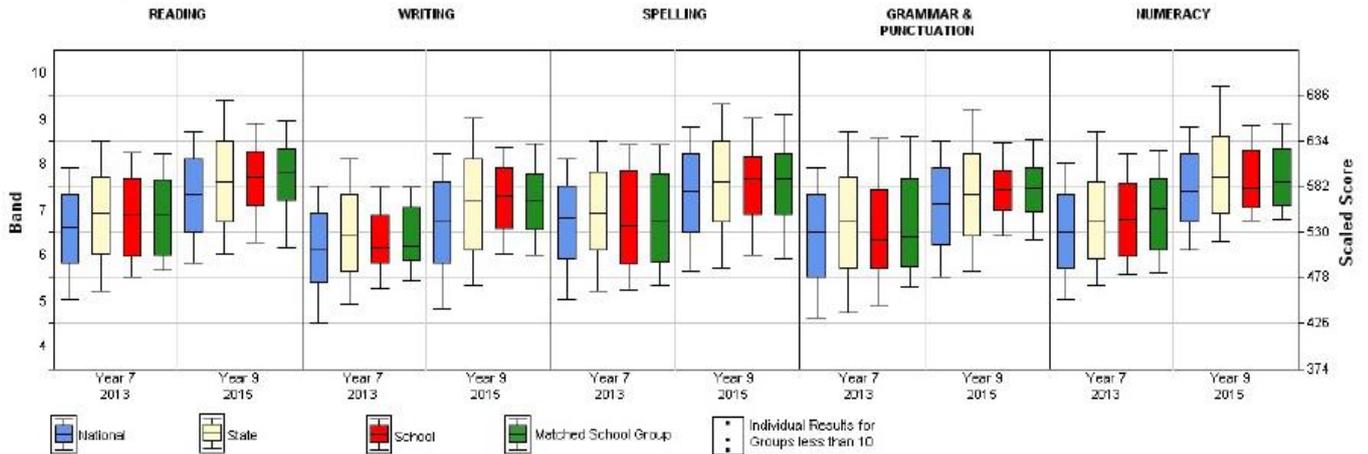
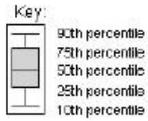
The School Comparison Report tracking student performance from Year 7 to Year 9 in Literacy and Numeracy indicates that in all areas the level of achievement has been significantly value added.



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

State School

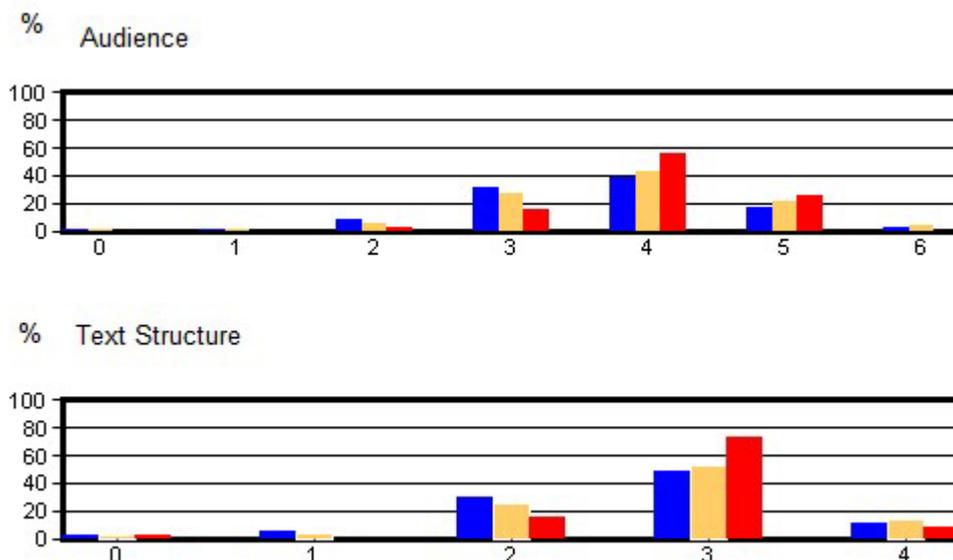
BAYVIEW COLLEGE
School Comparison Report
National Assessment Program - Literacy and Numeracy Tests 2015
Year 7 2013 to Year 9 2015
Gender: All, LBOTE: All, ATSI: All



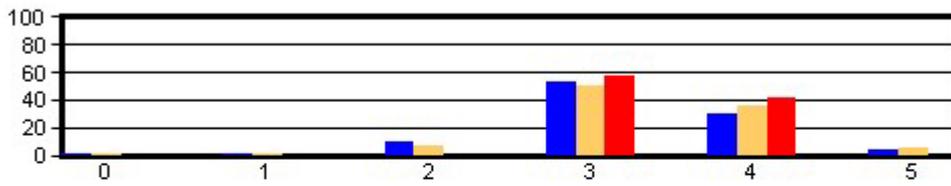
In 2011 the genre for writing changed from narrative to persuasive and results for 2015 are reported against a Persuasive Writing scale. Consequently, direct comparisons to narrative writing results (2008 - 2010) should not be made.

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

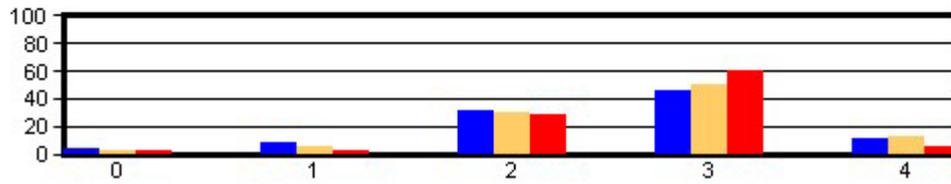
Writing performances in the NAPLAN tests are scored against 10 criteria. The average score on each criterion for this group of students has been plotted against that of the state group in Figure 22. The results show this group of students tend to be over represented in the mid-range area of achievement.



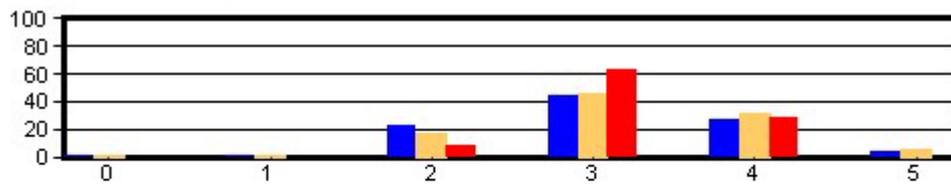
% Ideas



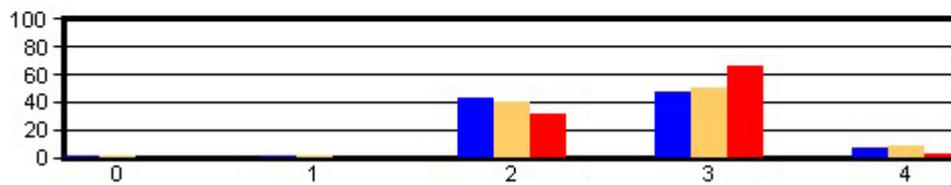
% Persuasive Devices



% Vocabulary



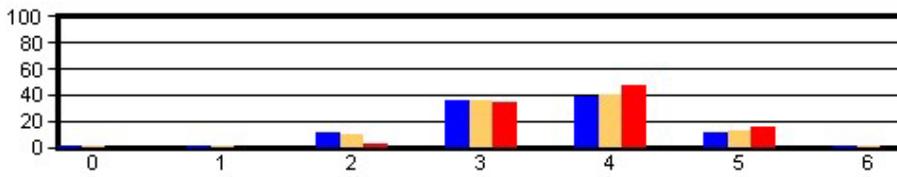
% Cohesion



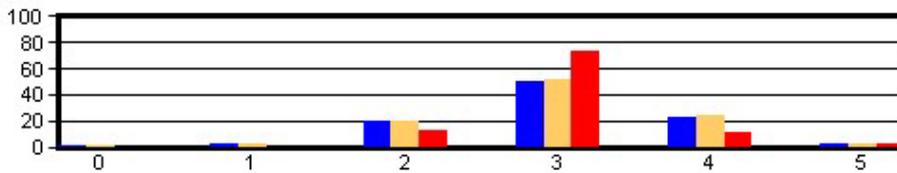
% Paragraphing



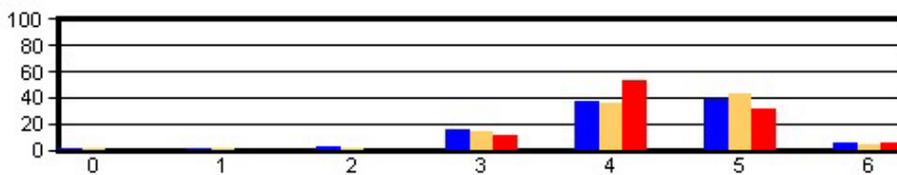
% Sentence Structure



% Punctuation



% Spelling



Five Year Trend Reports

It must be noted that at times, it is difficult to seek trends in the Year 9, 5 Year Trend Report as it tracks and compares the results of different cohorts over a five year period. Not all cohorts arrive with the same base skill level or in similar concentrations from the same feeder schools; as a result, it can be like comparing apples and oranges. The 2015 results appear in a negative light – when in fact they are one of the best value added years the school has achieved. The 2013 anomaly year (outside the expected) of relatively poor skill attainment and associated behavioural challenges has achieved a remarkable turnaround, a testament to the partnership of parents, teachers and Leadership in addressing learning deficits and challenges.

Figure 23 -The Year 9 average achievement level in Reading across the 5 Years indicates that students have been value added and the Bayview College mean achievement is consistently at or above the mean score for the state.

Figure 24 - The Year 9 average achievement level in writing across the years 2011 to 2015 indicates that the Bayview College mean achievement is consistently at or above the mean score for the state.

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 Bayview College mean achievement is consistently at the mean score for the state.

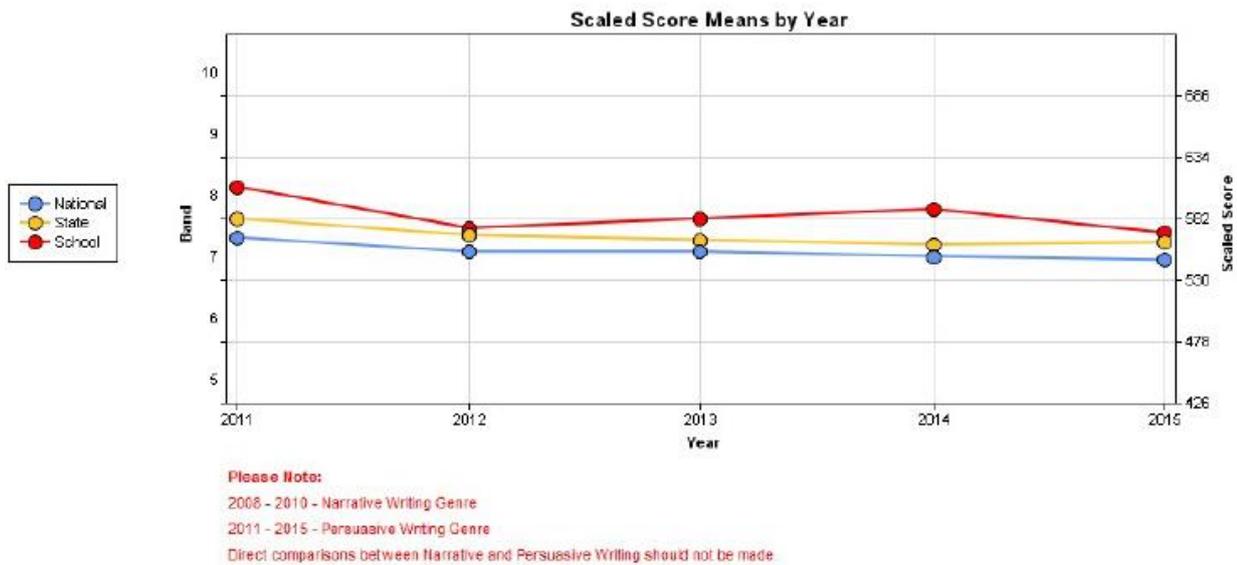
Figure 27 - The Year 9 average achievement level in Numeracy across the 5 Years indicates that the Bayview College Year 9 is struggling to keep pace with state level achievement and its continued improvement.



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

	2011	2012	2013	2014	2015
National	580	575	580	580	580
State	587	584	586	587	588
School	609	579	600	604	588
No of Students at the School	41	57	49	48	35

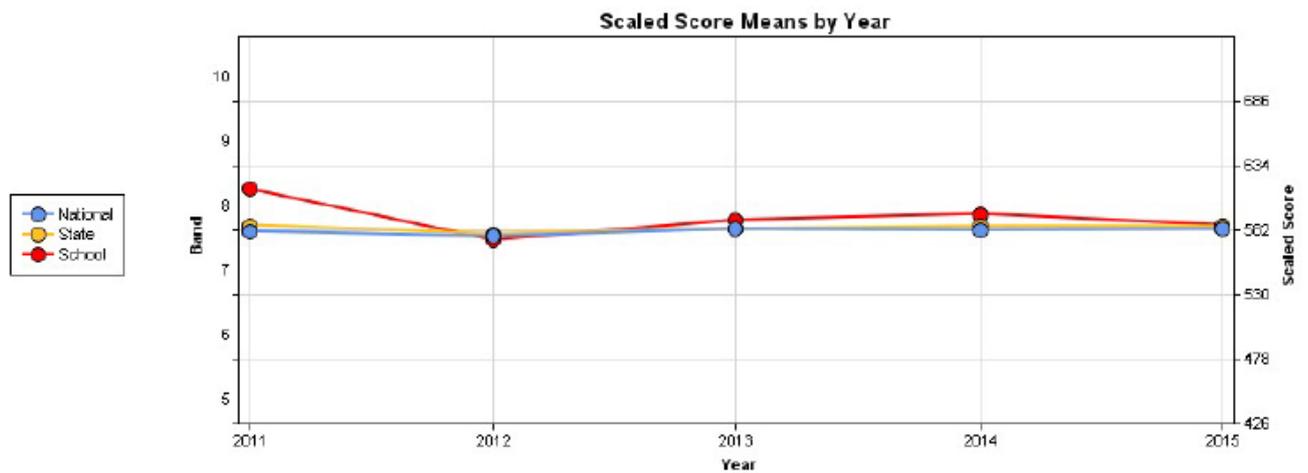
Figure 23: 5 Year Trend report of Reading



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

	2011	2012	2013	2014	2015
National	556	554	554	550	547
State	582	568	564	560	562
School	609	574	582	590	570
No of Students at the School	38	58	50	48	38

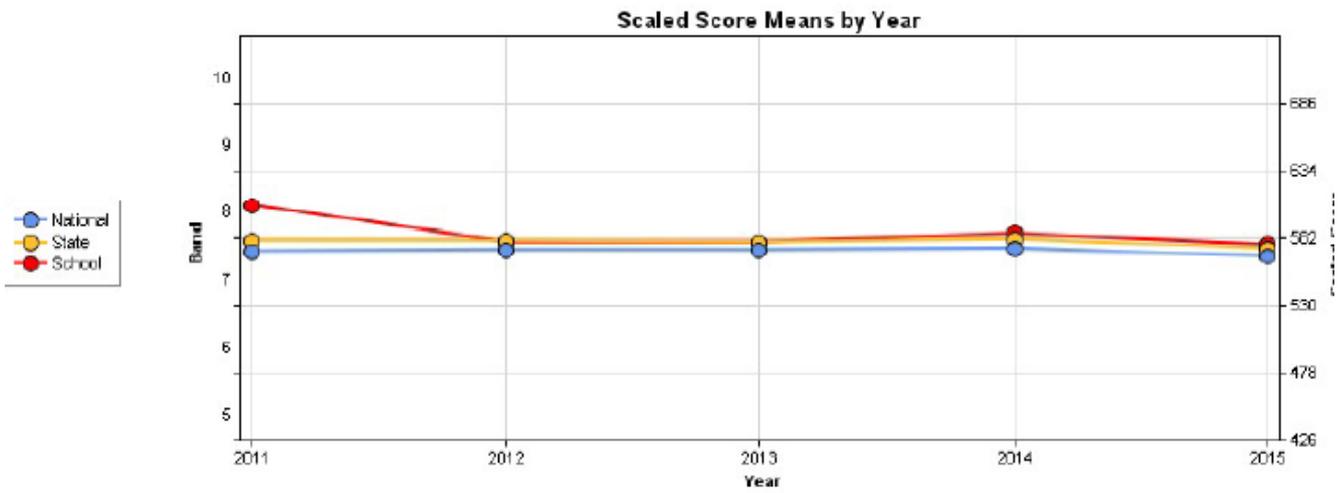
Figure 24: 5 Year Trend report of Writing



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

	2011	2012	2013	2014	2015
National	581	577	583	582	583
State	586	579	583	585	585
School	615	574	590	595	586
No of Students at the School	40	58	50	48	38

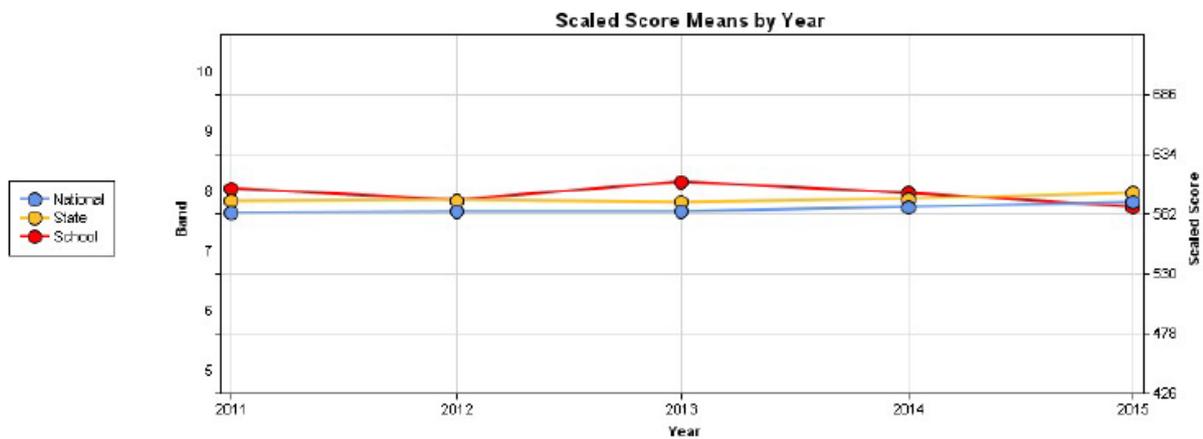
Figure 25: 5 Year Trend report of Spelling



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

	2011	2012	2013	2014	2015
National	572	573	573	574	568
State	580	580	579	581	574
School	606	579	579	585	577
No of Students at the School	40	58	50	48	38

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

	2011	2012	2013	2014	2015
National	583	584	584	588	592
State	593	594	592	595	600
School	604	594	610	600	588
No of Students at the School	44	57	48	48	35

Figure 27: 5 Year Trend report of Numeracy

Summary

In 2015 Bayview College was ranked by the Weekend Australia *Your School* report as "Best performing Secondary School in the South West". This result is derived from NAPLAN data as compared against the Index of Community Socio-Educational Advantage which reflects the income, level of education in students' families and statistical improvement in results from years 7 to 9. In short, how we as a College value-add to the students who arrive at our door in Year 7 in terms of growth in literacy and numeracy.

In order to ascertain how well we are building on our Year 7 results we must first determine how we measure and track the progress of these students. At present, a range of methods are used at Bayview College to track the academic development of students Literacy and Numeracy tracking by use of ICAS Testing, NAPLAN Data & VCAA Online Testing tools (On Demand), other subject/discipline skill and knowledge is recorded and tracked through the school based assessment and reporting system (exam and class based performance) At the end of their schooling, VCE results (GAT, ATAR and Study Scores).

What the data tells us of the Year 7 students who enrolled at Bayview College in 2015 is that they are a high performing cohort. In all areas the median performed well above the state which presents Bayview College with the challenge of not simply maintaining these positive results but building upon them. With regards to the five year trend it is interesting to note that the only area to experience a decrease in performance was in numeracy. This could be due to a shift in focus in the primary schools whereby one area of curriculum gains more attention than another and alters the results accordingly in the following year.

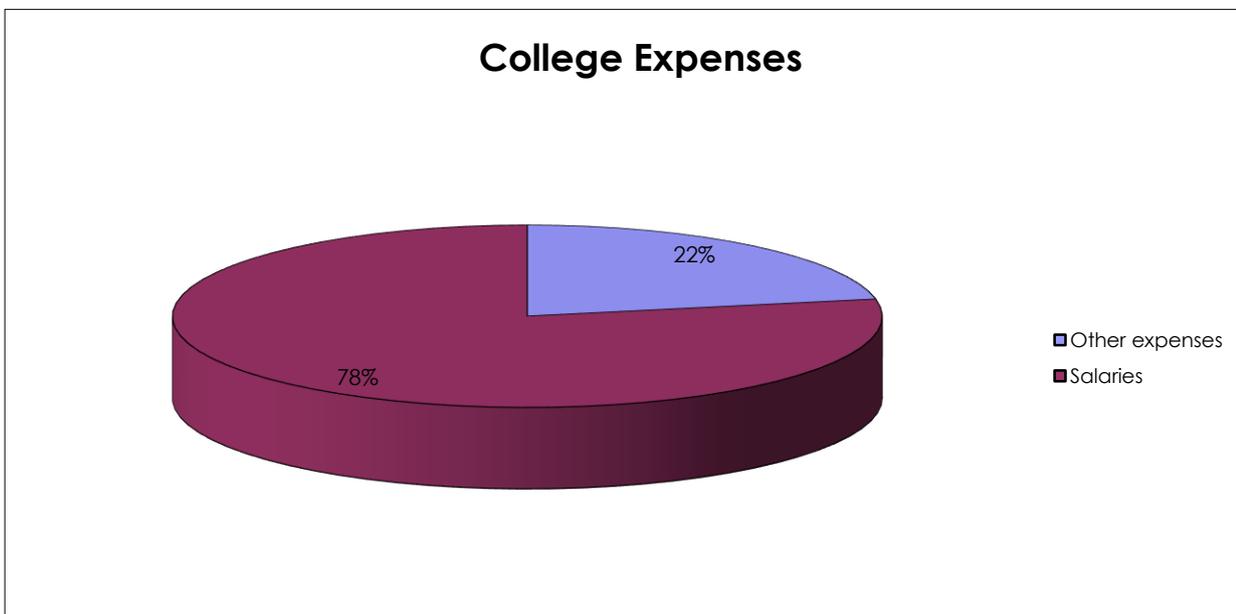
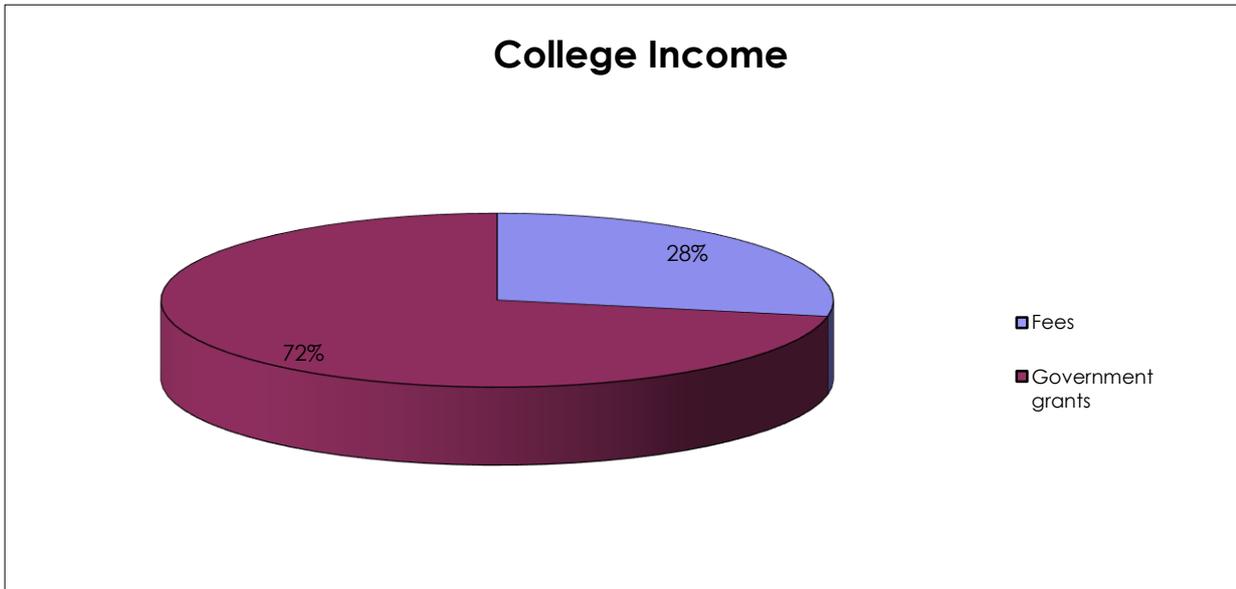
In both Years 7 and 9 students with a language background other than English (LBOTE) have produced highly varying results. While some have outperformed their peers, others have under-performed. To more effectively meet the needs of these underperforming students, Bayview College Inclusion Coordinator and Learning Support personnel have worked tirelessly to better understand the needs of these students, develop suitable learning strategies and provide professional development for the staff who teach these students. Students who perform above the 90th percentile and below the 10th percentile in NAPLAN or other Benchmark testing are likewise identified and referred to the Inclusion Coordinator so that appropriate strategies may be employed to further improve the skill base of these students.

When unpacking the data surrounding literacy and numeracy we find an interesting trend in the performance of male and female students. Girls as a subgroup on whole have a tendency to perform much better than the boys in literacy while boys as a subgroup on whole outperform the girls in numeracy. Both genders did perform better than the state but the difference between boys and girls was observed. While there are certain cultural forces at work contributing to this difference there is also scope for improvement. The use of thinking routines and writing proformas to actively engage boys during literacy work is currently being explored by teaching staff and is hoped to result in a higher degree of engagement and skill development. The promotion of STEM career paths and acquisition of new equipment likewise, may engage girls more in Science and Mathematics and promote better outcomes.

Perhaps the data that interests us the most in this report is around the Year 9 five year trend. While it may be observed that in all areas of NAPLAN testing the cohort decreased in performance from previous years it should be considered that this particular cohort of students came to the College in Year 7 with very low academic ability. It is this group who have achieved a remarkable growth and been 'value-added' to the most, yet the trend report does not recognise this. Indeed, it is a result to be celebrated.

Financial Activities

Bayview College relies on several sources of income to finance its operations. As the graph below shows, 72% of recurrent income in 2015 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 2015, 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 2015, 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 2015 and the current Primary school enrolments indicate that Bayview College will maintain a smaller student population in the foreseeable future.



Community 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 review of the Principal in 2015.

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. The stability of the staff, teaching and non-teaching is a further indication of the professional satisfaction that staff experience.

All student parents participated in the Principal review, which also provided an opportunity for staff to make comment generally on their overall satisfaction with the College and its programs.

All students participated in the Mind matters surveys in 2015. This indicated that the majority of the students reported feeling safe, supported and appropriately challenged in the learning environment. Students in Years 7 – 9 and 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. The Year 9 cohort's results were significantly different from the rest of the school community. This cohort reported less engagement with the College and more concerns in relation to peer connectedness. A significant number of the students who exited the College, as reported earlier, came from this cohort. These issues are being addressed by the Wellbeing Team in an ongoing manner.

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.

Conclusion

Bayview College continued to achieve sound educational results for its students in 2015 and continued to be a place of education excellence in Portland and surrounding district. Bayview College was identified as the "Best Performing Secondary School in the South West" in the Annual Weekend Australian news report.

The embedding of the Australian Curriculum and 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 continue to guide and inform 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. The College is now able introduce a Learning Management System following a process of review in 2015 and the completion of the ICT infrastructure rebuild. Staff and students are embracing this change with gusto and are excited about the possibilities to enhance teaching and learning programs.

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 Master Plan. The creation of a Café Space, courtesy of Parents & Friends fundraising, at the end of 2015 has enhanced the College community.

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 2015. 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 2016