



Bayview College

Annual Report  
2016

To Believe. To Think. To Achieve



## **Annual Report**

Welcome to the 2016 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 2016 it completed its 40th 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. 2016 has seen the establishment and growth of the Wellbeing programs across each year level with strong relationships with community groups now established. The next stage of the wellbeing program will see the introduction of House based care groups or mentor groups, this should foster a stronger sense of belonging to a particular House and student relationships across year levels.

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 Christian Identity, Finance, Property, and Risk Committees meet regularly and make reports to the College Board at the monthly meetings. The College Board saw the departure of Pastor Richard Schwedes as the Lutheran Church Representative following his move to Sydney. This position remained vacant for the remainder of 2016.

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 looking at Board succession planning, student recruitment and eLearning.

The College Board spent a considerable part of 2016 consulting with the Leadership team in relation to the timetable restructure and subsequent changes to the staffing model.

## **Staffing**

Bayview College has well qualified, committed educational professionals who thrive on teaching in the small class environment. The staff are focused on developing in the individual self-learning, self-discipline, motivation, skills and knowledge of each student. Our culture of thinking is very apparent, especially in years 7 – 9, so that the skills, interest and learning styles of all students are considered in the design of programs, assessment and reporting.

In 2016 the teaching staff comprised a total of 15 full-time and 15 part-time professionals. Of these, 10 were male and 20 were female. There were no staff members of indigenous Australian background. 32% of teaching staff have taught at Bayview College between 10 & 25 years, a further 38% have more than 4 years teaching at Bayview.

Due to our curriculum restructure and efforts to improve our staff to student ratio there was significant, planned turnover of staff at the end of 2016. 1.4 staff members took voluntary redundancy, 1.2 staff members started maternity leave, two staff members relocated to other parts of Victoria, and 1 staff member was declared redundant. Thus the retention rate for the whole staff at the end of 2016 was 76.47%

In 2016 the two staffing secondment arrangements that had been in place since the 2015 with St John's Lutheran Primary School came to an end due the needs of both school communities. However, the stronger partnership that has evolved as a result of these staffing arrangements continues for both Bayview College and St John's.

The second year of the funded National School Chaplaincy Programme (NSCP) witnessed further breadth in the wellbeing programs that we were able to provide for our students and their families.

## **Teaching Staff Qualification Number**

Bachelor degree 32

Post Graduate Diploma 21

Honours 4

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 (2 part-time office support staff)

Development Officer (part time)

Grounds/Maintenance (employed on a part time casual basis)

IT Administrator

IT Technician (employed on a part time casual basis)

Learning Mentor (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.

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. Two staff members took advantage of exciting PD opportunities: one spent a week in Boston funded by ISV to undertake training in Visible Thinking; and another staff member was part of a World Vision Teachers exchange in Cambodia and also an Earth Watch research project in Morton Bay Queensland, to study the sea grass meadows within the bay. Upon their return these staff have incorporated their learning in the classroom and share with their colleagues.

With the introduction of the Child Safety Legislation the College reviewed all policies and procedures in relation to student wellbeing. All staff members, casual relief teachers, and volunteers undertook a day's professional learning around their legal responsibilities to ensure the safety of all students at Bayview College.

Priority professional learning areas for 2016 were:

- Child Safety and the implementation of Ministerial Order 870
- SIMON – a Learning Management System
- Google Apps for Education
- Curriculum development
- A Culture of Thinking
- Restorative Practices
- Anaphylaxis and Asthma Management
- First Aid
- VCE related
- VCAL Program Development
- Staff spiritual development
- Working with Autistic Students

The College has continued its commitment to implement the Australian Curriculum and has implemented each learning area as it has been endorsed.

## **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 as 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.
- 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.
- Ensure strategic and continuous skill development with clear purpose and a connection to the wider world. 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 use of thinking strategies, through the wellbeing program and in 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.

Our curriculum and co-curriculum programs, in particular the extensive camps program, 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.

## **Christian Identity**

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 Board sub-committee charged with ensuring the ongoing Christian Identity of the College undertook a review in 2016. Formerly referred to as the Faith and Values Committee it has now been renamed the Christian Identity committee to better reflect its core purpose under the College constitution.

The role and purpose of the Christian Identity Committee:

- To help guarantee the Christian faith and Christian world view are maintained in the life of the school.
- To pray for the school and in particular to be supportive of the Principal and Chaplain.
- To help guarantee the ecumenical stance of the college.
- To play an appropriate part in the Bayview College Church services.
- To provide oversight of the College Chaplaincy and the Faith & Values Programs.
- To be involved in the recruitment process of the Chaplain.
- Provided generic reflection on the work of the Chaplain and the Coordinator Faith & Values Classes.
- Contribute to the Faith and Values classes as appropriate.

The Christian Identity Committee undertook a formal review of the Chaplain and the Chaplaincy program in Term 3. Consulting with staff and students the work of the Chaplain was endorsed and the decision to offer him another contract was confirmed. Notification in Term 4 of the continuation of the NSCP funding was well received and enabled this appointment to continue.

Regular faculty meetings were held, as well as a term meeting with the Christian Identity Committee comprising the clergy of the churches affiliated with the College, the Principal, the Chaplain, and the Director of Christian Identity. 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.

## **Curriculum**

We undertook a significant review of the curriculum and the timetable structure in 2016. With an increased emphasis on the "stage not age" concept we developed an elective program for students from year 8, increased range of options in STEM, a more viable pathway for students wishing to pursue LOTE and a greater ability to offer a personalised pathway for all

students. Families were notified of these changes in term 3 and eagerly embraced the change.

In 2016 core subjects for Years 7, 8, 9 and 10 were 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 completed 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 studied 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).

We continued our strong partnership with South West TAFE in order to provide our senior students with access to a wide range of VET courses that they can choose to undertake as part of their VCE or VCAL programs. 2016 also saw 2 Year students undertake Foundation VACL at SW TAFE in conjunction with part of their Year 10 course at Bayview. Working closely

with TAFE is a vital part of our current strategy to offer students learning programs that meet their personal aspirational needs.

## **Students**

We implemented phase 1 of the use of SIMON, our Learning Management System in 2016. During the year we developed competency and expertise in using the system to track student wellbeing, attendance, and behaviour. 2017 will see us use the system for curriculum delivery.

Students participated in curricular/extracurricular 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 nominations for 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 Sixth year which was supported by the whole school community and local businesses. A new partnership with aid organisation 'World Relief' based in Danang, Central Vietnam, saw students of the graduating class visit Tam Ky and Tra Bong, remote communities in rural Vietnam to engage in a range of community development projects.

In 2016 we hosted our first group of students from our new Sister school Osaka Nishi Senior High School. The students and 2 staff members enjoyed the sights and sounds of Portland and surrounds, as well as participating in a range of school based activities including a school wide celebration of everything Japanese. At the end of the visit we signed a formal sister school agreement and we look forward to our first return trip in 2017.

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 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. This camp is an important part of the transition program that we implement to assist the students making the move from primary to secondary school as smoothly as possible.

The Year 8 students participated in a 3 day camp at Pritchard's on the Glenelg River which included a range of outdoor activities that took some students clearly outside their comfort zone.

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. For students from SW Victoria this camp is vital as part of the preparation for adulthood, potential tertiary study and independence. It provides them with insight into

significant areas of social justice, independence and opens their eyes to the diversity around them, which is not so apparent in this region.

The Year 10 Great South West Challenge occurred for the 22nd 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 2016 the student population at August census was 209 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 2015, families leaving town and some families moving schools for financial reasons. Average student attendance in Yr 7 - 10 was 93.94% 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 – 94.54 % 80.35% (one student)

Yr. 8 – 95.02 % 88.17% (one student)

Yr. 9 – 92.9 %

Yr. 10 – 93.57 % 85.47% (2 students)

Yr. 11 – 93.25 %

Yr. 12 – 94.75 %

Student attendance is recorded by class teachers on SIMON and the records are managed by administration staff and Year Level Coordinators. Daily attendance is monitored 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 Wellbeing Coordinator identifies issues that may result in ongoing absences and works to resolve these issues with students and parents.

Student retention was much stronger in 2016 than the previous 12 months with a much smaller percentage of students exiting to other schools during 2016.

### **Student Welfare**

2016 was a year of positive development in the delivery of the Wellbeing programs; WAVE, ANCHOR, CIRCLE and HORIZON. These programs, tailored made to the needs of the cohort, addressed cyber safety, mental health and wellbeing, relationships and conflict management, pathways planning, and incorporated elements of service to local people/groups in need.

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 2016 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. Bayview is represented on the Committee of Management of the Glenelg and Southern Grampians LLEN and actively participates in the projects that the LLEN develops. One such initiative was to apply for funding to run the Live4Life program delivering Mental Health First Aid across the shire. We heard late in 2016 that this was successful and the Bayview team commenced planning for its implementation in 2017.

A holistic view of student wellbeing was the focus of the Term 2 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

## **2016 VCE / VCAL**

### **Post Compulsory Completion and Achievement Information (source VCAA)**

Number of Unit 3 / 4 studies taken up by students in 2016	32
Number of VET Certificates in 2016	8
Number of students enrolled in at least one VCE Unit 3 / 4 level in 2016	62
Number of students enrolled in a VET certificate in 2016	10
Number of students enrolled in VCAL in 2016	7
% Study Score over 40	1.7%
Total number of Year 12 students in 2016	37

VCE	33
VCAL senior	4

<b>Percentage satisfactory completion of VCE in 2016</b>	<b>97%</b>
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<b>Number of students awarded the VCE Baccalaureate</b>	<b>2</b>
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Percentage VET units of competence completed in 2016	76%
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Percentage VCAL Units completed in 2016	100%
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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.

<b>Median VCE Study Score</b>	28
<b>Tertiary Placement.</b>	
Percentage applying for Tertiary placement in 2016	78% (VTAC data)
	Paid 77% (VTAC data)
Percentage receiving a First Round Offer (Data for Victorian universities only)	96% (VTAC data)
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 35%

## **Enrolments**

Not available until June/ July

## **On Track Data**

Not available until late August

## **General overview of student pathways:**

Students have chosen to enter courses in predominantly in Science (Hydrology), Occupational Therapy, Music Theatre, Criminal Justice, Surveying (Honours), Arts, Nursing, Property and Real Estate, Photography, Health Science, and Design. Three students were placed into double degrees Engineering (Honours)/Commerce, Exercise and Sports Science/Business (Sport Management), Architecture/Construction Management

## **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.

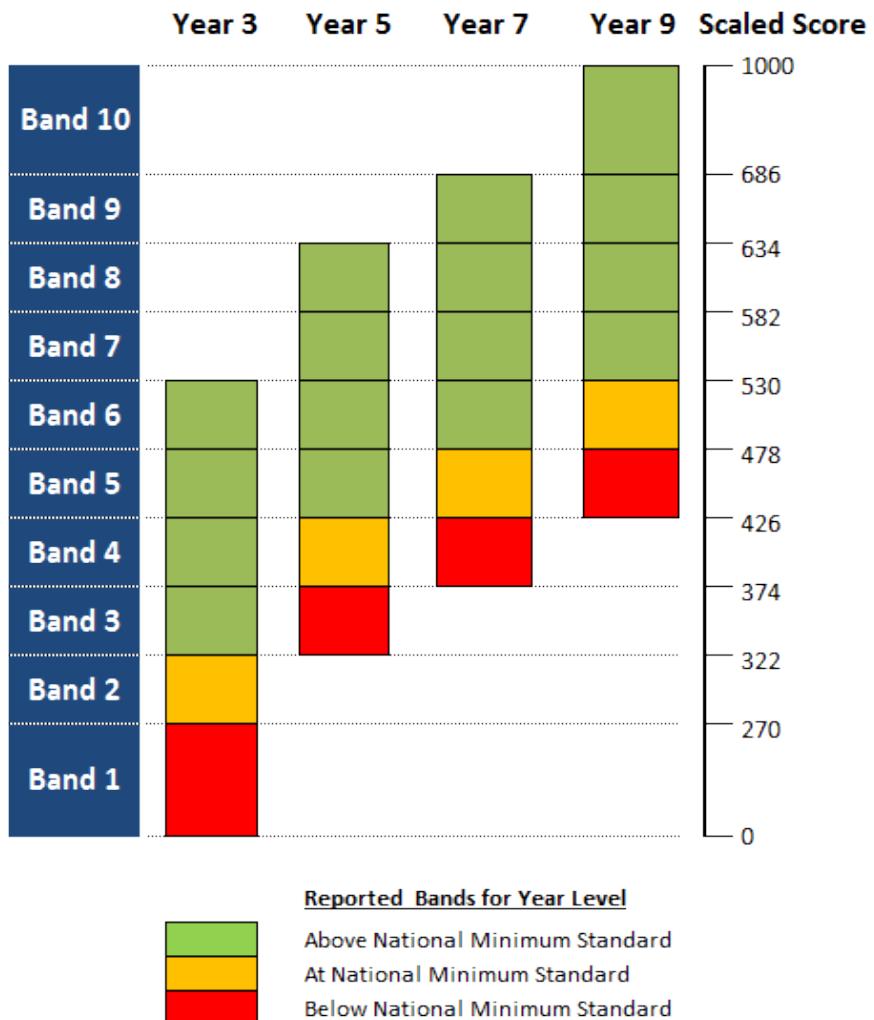


Figure 1 National Assessment Program reporting scale

### 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



Individual Results for  
Groups less than 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 14 males and 14 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). 13% students were withdrawn from NAPLAN Literacy and 13% from Numeracy as a result of parent choice/request in regards to diagnosed learning issues, or their inclusion status. There was an additional 3% absent on the day of Spelling, Writing, Grammar and Punctuation and Numeracy testing. The school had an 88% participation rate of between 84%-88% for Literacy and 84% for Numeracy during NAPLAN Testing.

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

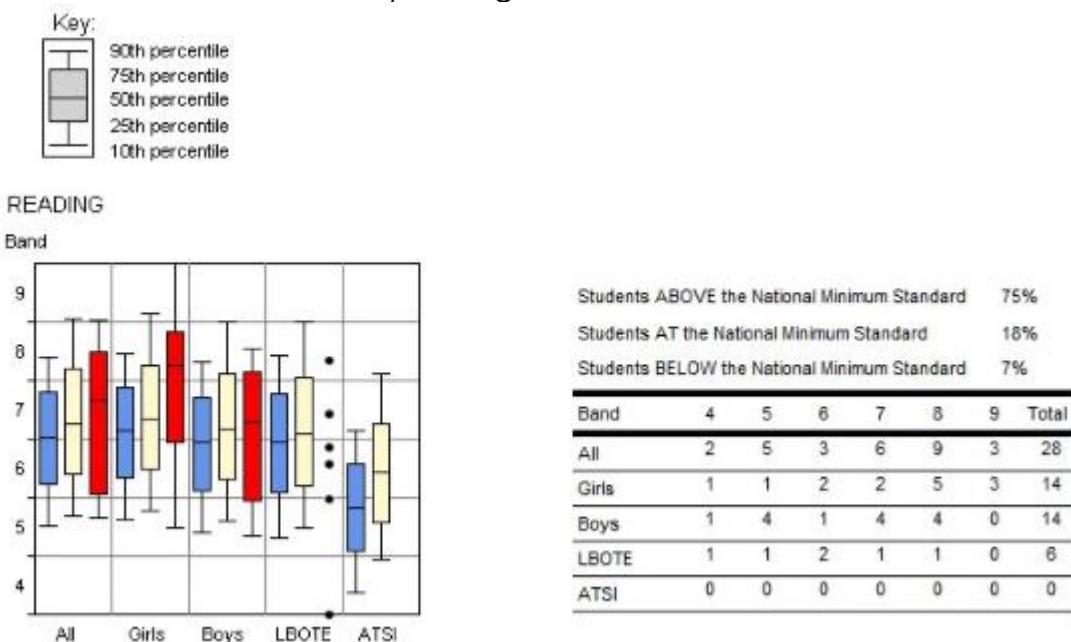
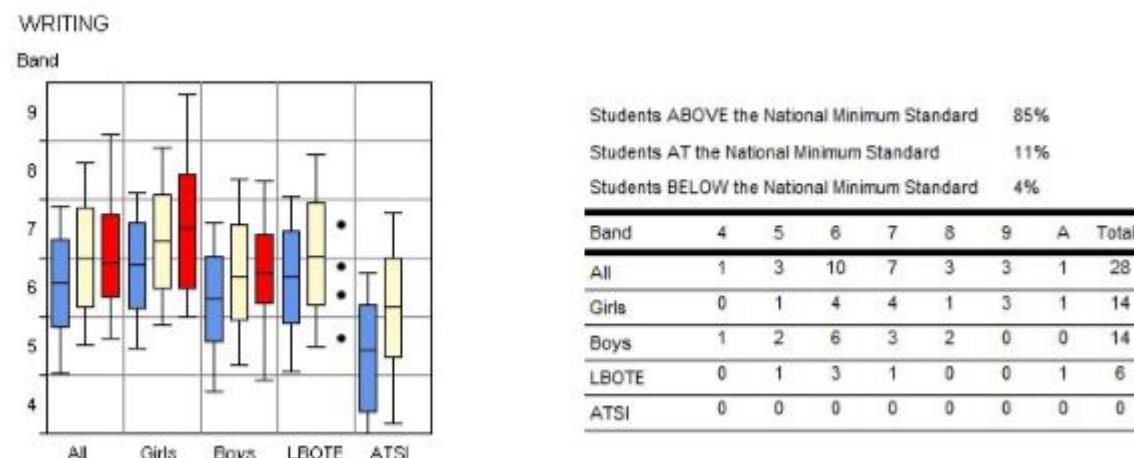


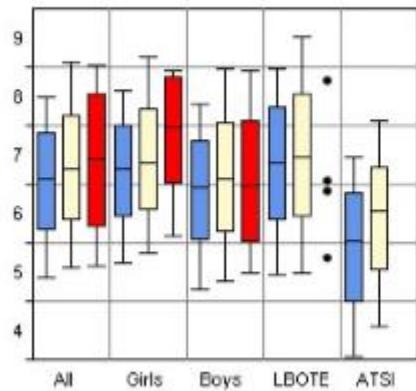
Table 2 Student numbers by background and achievement level, Year 7 Writing



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

**SPELLING**

Band



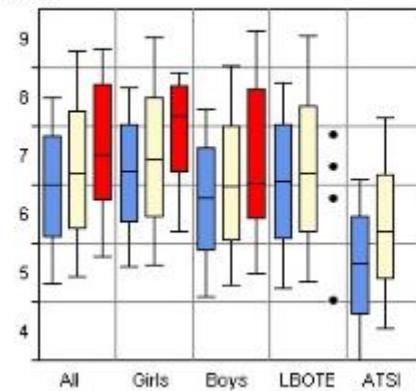
Students ABOVE the National Minimum Standard      78%  
 Students AT the National Minimum Standard      19%  
 Students BELOW the National Minimum Standard      4%

Band	4	5	6	7	8	9	A	Total
All	1	5	4	6	10	1	1	28
Girls	0	2	1	3	7	0	1	14
Boys	1	3	3	3	3	1	0	14
LBOTE	0	1	2	1	1	0	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**

**GRAMMAR & PUNCTUATION**

Band



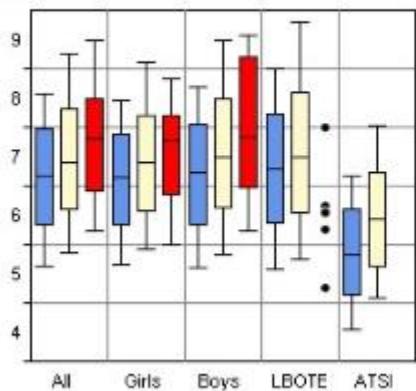
Students ABOVE the National Minimum Standard      89%  
 Students AT the National Minimum Standard      7%  
 Students BELOW the National Minimum Standard      4%

Band	4	5	6	7	8	9	A	Total
All	1	2	5	8	7	4	1	28
Girls	0	1	1	4	6	1	1	14
Boys	1	1	4	4	1	3	0	14
LBOTE	0	1	1	3	0	0	1	6
ATSI	0	0	0	0	0	0	0	0

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

**NUMERACY**

Band



Students ABOVE the National Minimum Standard      93%  
 Students AT the National Minimum Standard      7%  
 Students BELOW the National Minimum Standard      0%

Band	5	6	7	8	9	A	Total
All	2	5	10	5	5	1	28
Girls	1	3	5	3	1	1	14
Boys	1	2	5	2	4	0	14
LBOTE	1	3	1	0	0	1	6
ATSI	0	0	0	0	0	0	0

## Five Year Trend Reports

Trend reports in Year 7 demonstrate the inherited skill and knowledge base that comes to Bayview 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 writing style this year was Narrative.

The results indicate that the Year 7 intake continues to achieve variable level of success and reflects the variety of feeder schools.

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 be on the rise

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 2013 indicate that student performance is at or below the State Scaled Score Means.

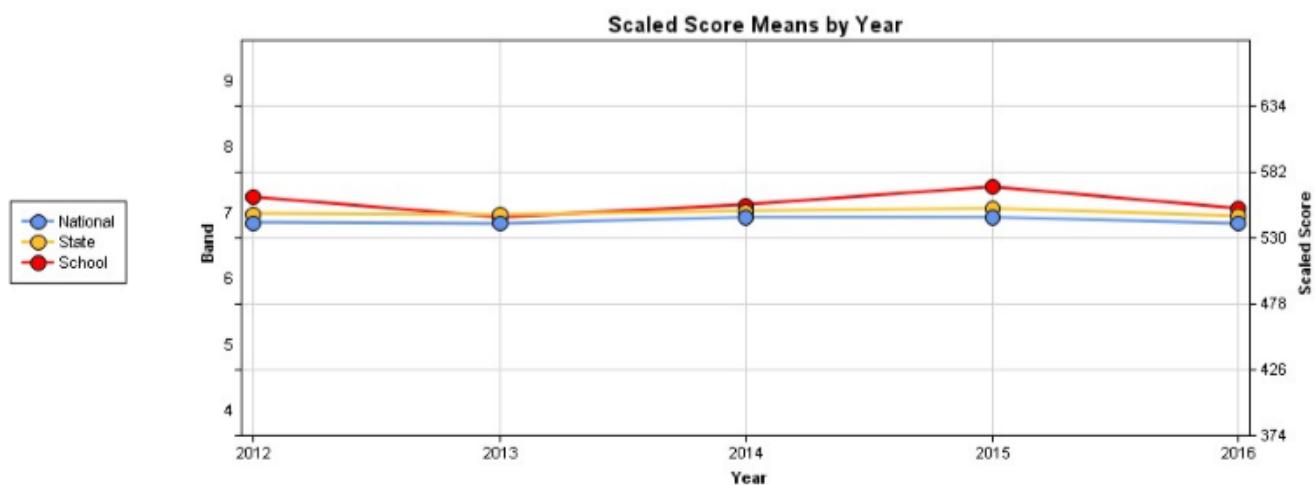


Figure 10: 5 Year Trend report of Reading

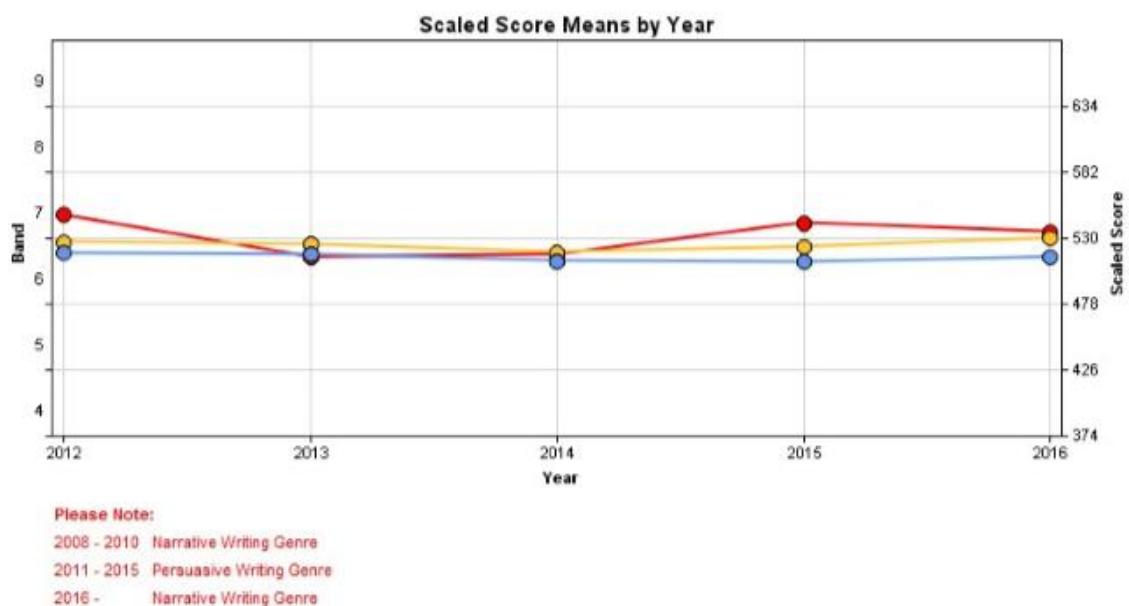


Figure 11: 5 Year Trend report of Writing

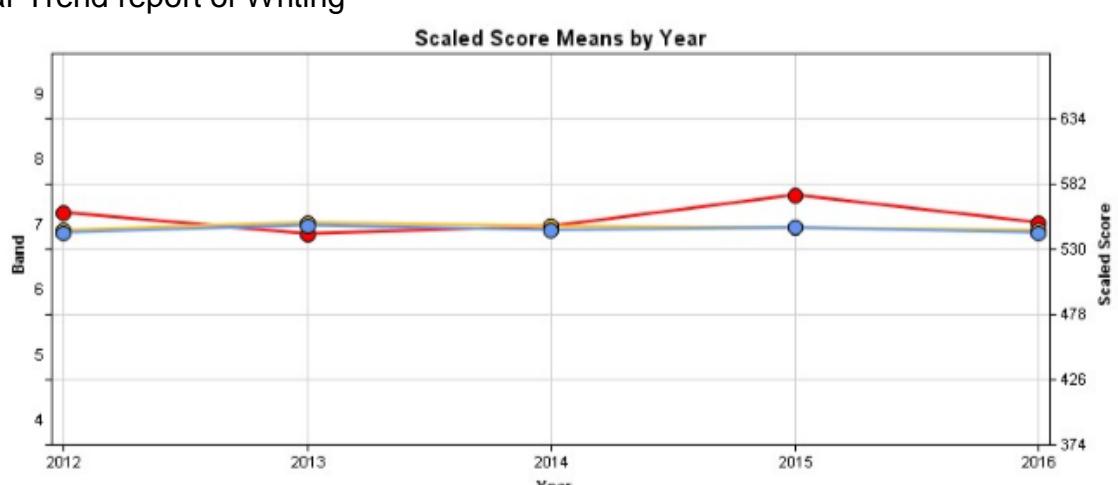


Figure 12: 5 Year Trend report of Spelling

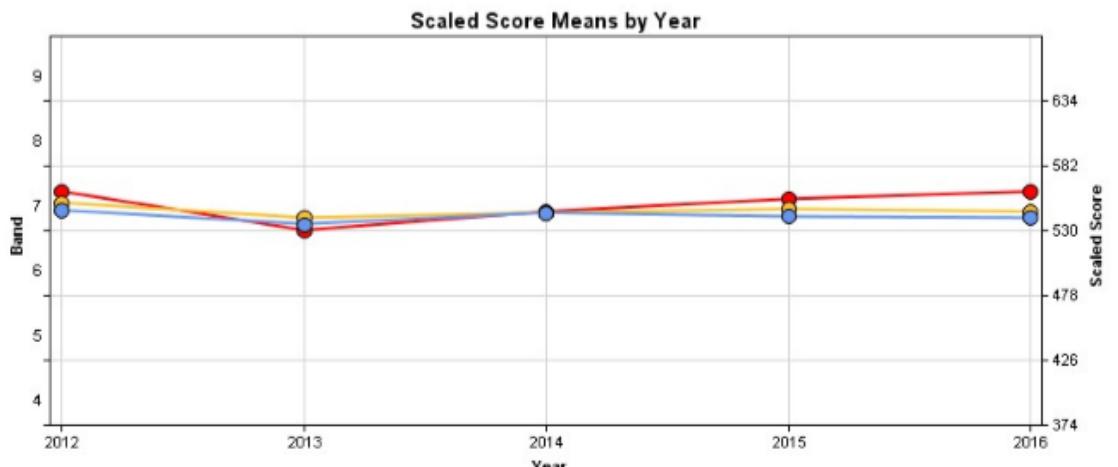


Figure 13: 5 Year Trend report of Grammar and Punctuation

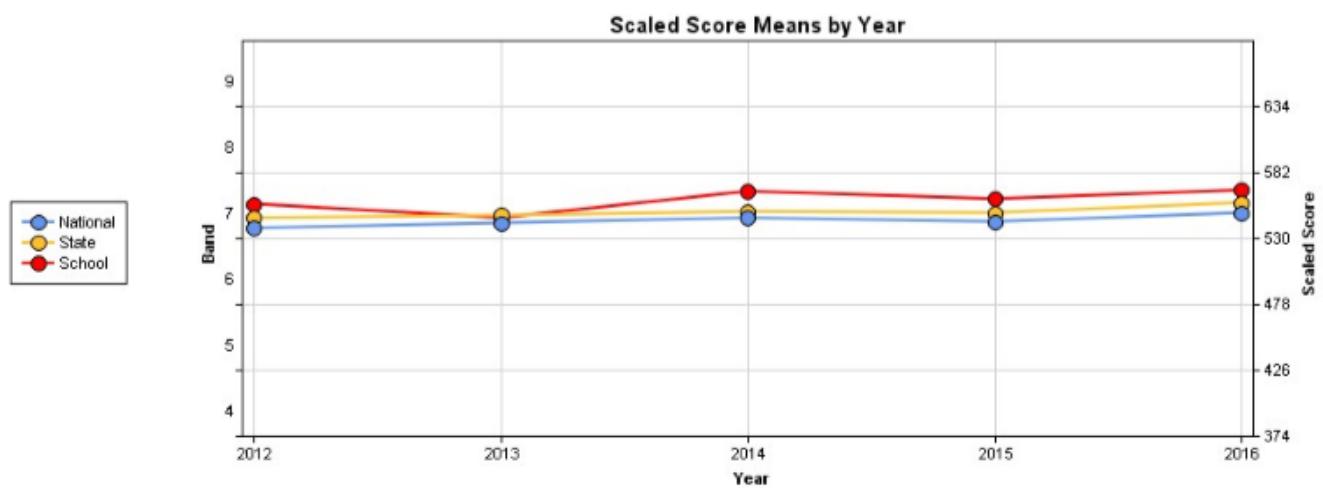
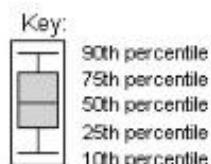


Figure 14: 5 Year Trend report of Numeracy

## Student Background Characteristics- Year 9

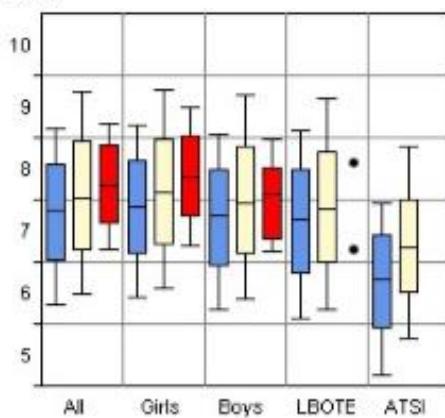
The student groups at this school are comprised of multiple mixed ability classes in each year level. There are results for 15 males and 20 females at Year 9. The NAPLAN results report 2 students classified as Language Background Other Than English (LBOTE) and 1 student of Aboriginal /Torres Strait Island Descent (ATSI). 3% students were withdrawn from NAPLAN Literacy and Numeracy as a result of parent choice/request in regards to diagnosed learning issues, or their inclusion status. There was an additional 8% absent on the day of Reading and Numeracy testing. 6% were absent for Writing which matched the state average of 92%. 3% of students in Year 9 were absent from Spelling putting us above (94%) state average which was 92%. The school has an 89% participation rate for Numeracy in NAPLAN Testing compared to the Australian Average of 91%.

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



### READING

#### Band



Students ABOVE the National Minimum Standard 97%

Students AT the National Minimum Standard 3%

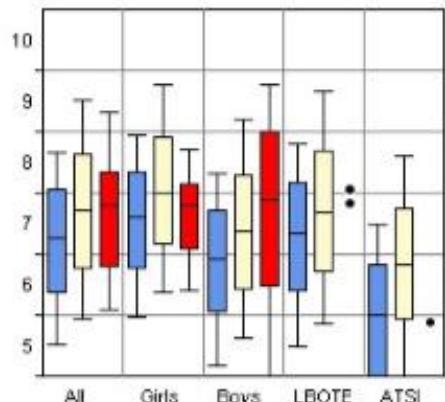
Students BELOW the National Minimum Standard 0%

Band	6	7	8	9	A	Total
All	1	10	14	7	3	35
Girls	1	5	7	5	2	20
Boys	0	5	7	2	1	15
LBOTE	0	1	1	0	0	2
ATSI	0	0	0	0	1	1

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

### WRITING

#### Band



Students ABOVE the National Minimum Standard 73%

Students AT the National Minimum Standard 18%

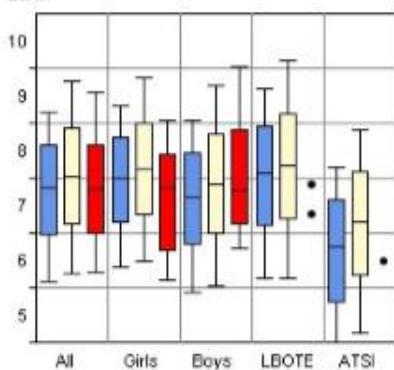
Students BELOW the National Minimum Standard 9%

Band	5	6	7	8	9	10	A	Total
All	3	6	11	8	4	1	2	35
Girls	1	4	7	6	1	0	1	20
Boys	2	2	4	2	3	1	1	15
LBOTE	0	0	1	1	0	0	0	2
ATSI	1	0	0	0	0	0	0	1

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

**SPELLING**

Band



Students ABOVE the National Minimum Standard 74%

Students AT the National Minimum Standard 24%

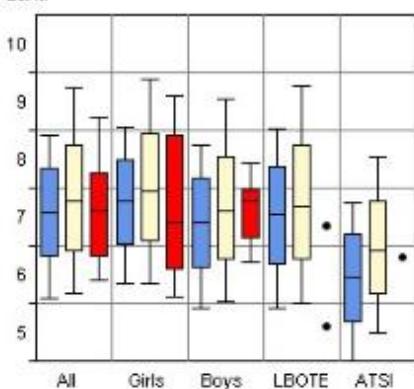
Students BELOW the National Minimum Standard 3%

Band	5	6	7	8	9	10	A	Total
All	1	8	10	10	3	2	1	35
Girls	1	5	5	6	2	0	1	20
Boys	0	3	5	4	1	2	0	15
LBOTE	0	0	2	0	0	0	0	2
ATSI	0	1	0	0	0	0	0	1

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

**GRAMMAR & PUNCTUATION**

Band



Students ABOVE the National Minimum Standard 71%

Students AT the National Minimum Standard 26%

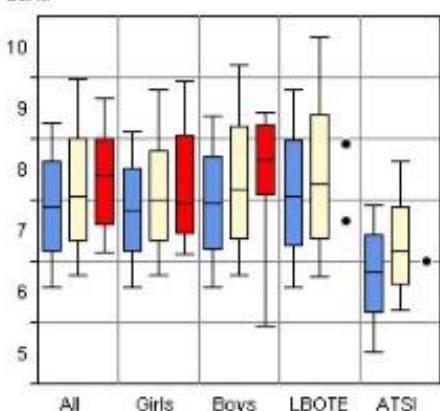
Students BELOW the National Minimum Standard 3%

Band	5	6	7	8	9	10	A	Total
All	1	9	13	6	3	2	1	35
Girls	1	6	4	3	3	2	1	20
Boys	0	3	9	3	0	0	0	15
LBOTE	1	0	1	0	0	0	0	2
ATSI	0	1	0	0	0	0	0	1

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

**NUMERACY**

Band



Students ABOVE the National Minimum Standard 94%

Students AT the National Minimum Standard 3%

Students BELOW the National Minimum Standard 3%

Band	5	6	7	8	9	10	A	Total
All	1	1	11	11	7	1	3	35
Girls	0	1	9	6	2	1	1	20
Boys	1	0	2	5	5	0	2	15
LBOTE	0	0	1	1	0	0	0	2
ATSI	0	1	0	0	0	0	0	1



Individual Results for Groups less than 10

## 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 2016 results may appear in a negative light but when compared to the growth report tracking performance from Year 7 to 9 it can be seen that there is considerable value added in areas of Reading, Writing and Numeracy

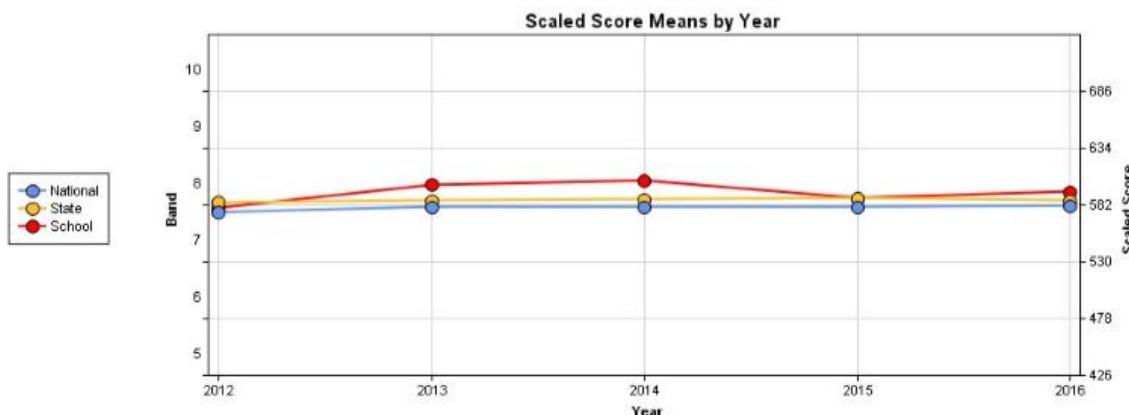
Figure 10 The Year 9 average achievement level in Reading across the 5 Years indicates that students have been value added and the Bayview mean achievement is consistently at or above the mean score for the state.

Figure 11 The Year 9 average achievement level in writing across the years 2012 to 2016 has disappointingly slipped below the mean score for the state. This skill area will need a focus if students wish to compete at a VCE level

Figure 12 The Year 9 average achievement level in Spelling across the 5 Years indicates that there is a downward trend in this skill area.

Figure 13 The Year 9 average achievement level in Grammar & Punctuation across the 5 Years indicates that the Year 9 Bayview mean achievement indicates that there is a downward trend in this skill area.

Figure 14 The Year 9 average achievement level in Numeracy across the 5 Years indicates that the Bayview Year 9 is managing to keep pace with state level achievement and shows improvement.



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

	2012	2013	2014	2015	2016
National	575	580	580	580	581
State	584	586	587	588	586
School	579	600	604	588	594
No of Students at the School	57	49	48	35	32

Figure 10: 5 Year Trend report of Reading

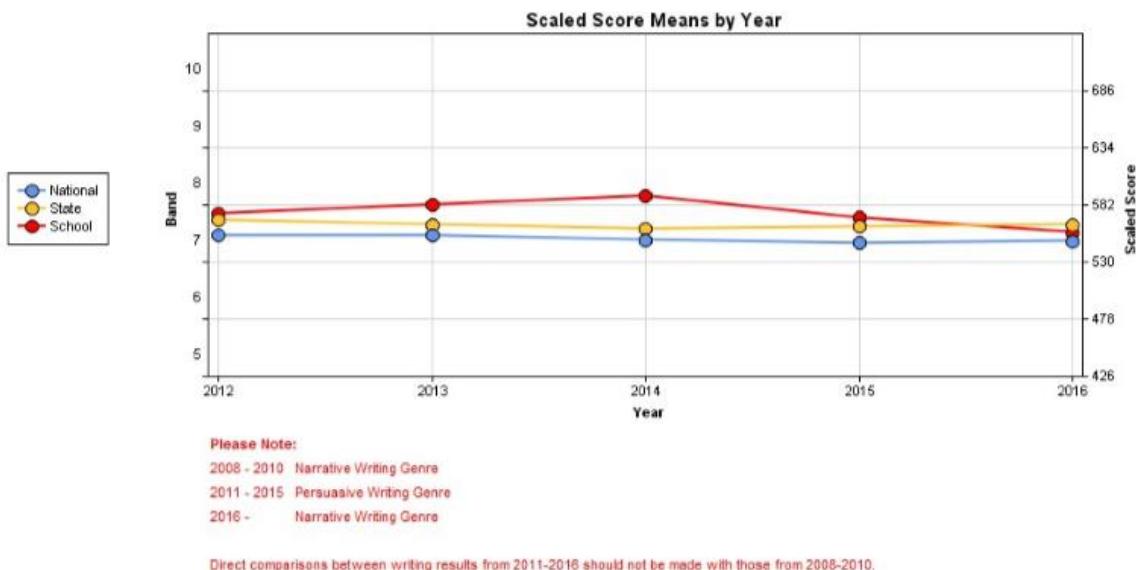


Figure 11: 5 Year Trend report of Writing

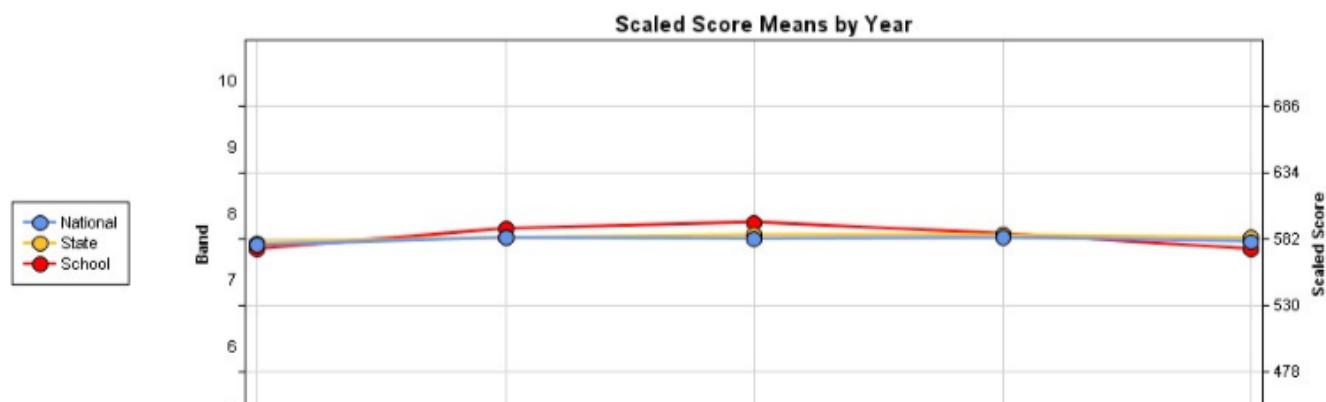
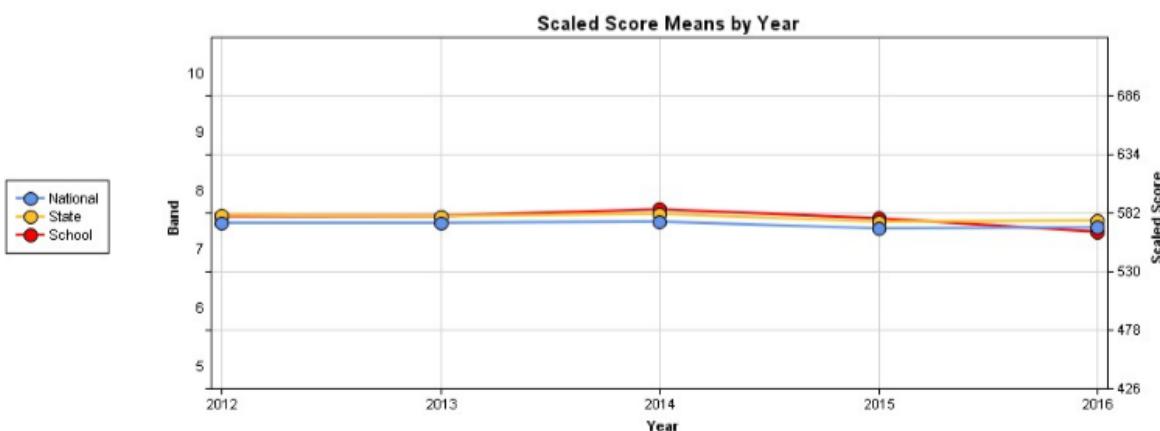


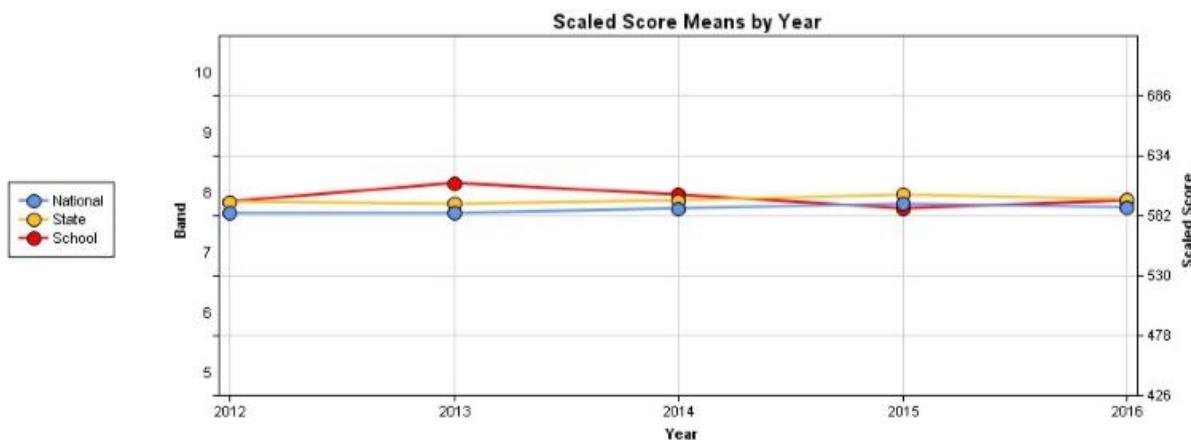
Figure 12: 5 Year Trend report of Spelling



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

	2012	2013	2014	2015	2016
<b>National</b>	573	573	574	568	569
<b>State</b>	580	579	581	574	575
<b>School</b>	579	579	585	577	565
No of Students at the School	58	50	48	38	34

Figure 13: 5 Year Trend report of Grammar & Punctuation



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

	2012	2013	2014	2015	2016
<b>National</b>	584	584	588	592	589
<b>State</b>	594	592	595	600	596
<b>School</b>	594	610	600	588	595
No of Students at the School	57	48	48	35	32

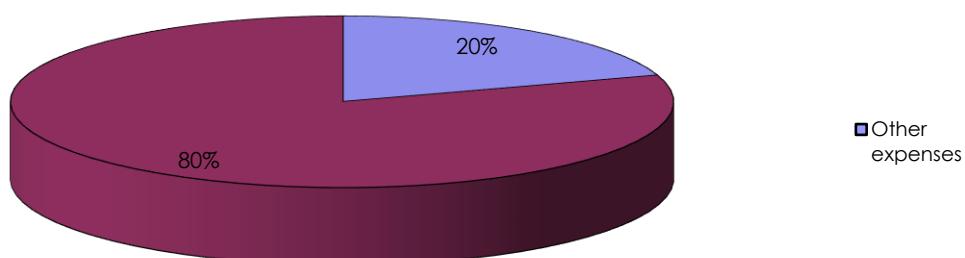
Figure 14 5 Year Trend report of Numeracy

## **Financial Activities**

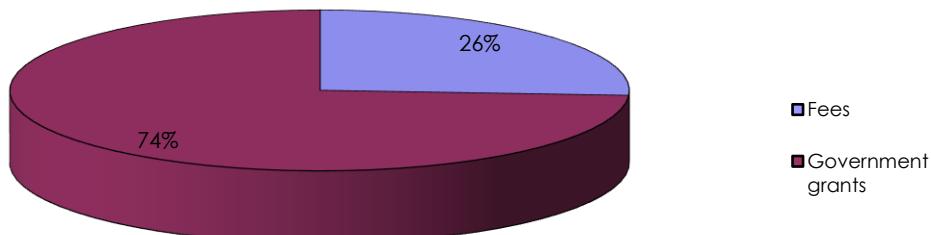
Bayview College is heavily reliant upon Government and Families to finance its operations. As the graph below shows, 74% of recurrent income in 2016 was provided by State and Federal Governments. The remaining 26% was sourced from the parent body in the form of fees. The socio-economic range in the Portland community requires that fees remain affordable, making the College dependent on funding from Government sources. There were no building projects untaken in 2016 and only a small amount of capital expenditure was expended during the year.

The second graph shows that staff salaries and associated costs account for 80% of expenses during 2016, which included a small number of redundancy payments as a result of a staffing review that had occurred during the year. The balance of expenditure is directed towards supporting the educational needs of students to ensure high standards are achieved at every year level.

**College Expenses**



**College Income**



## **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.

The school participated in the LEAD suite of surveys provided by Independent Schools Victoria for the first time since 2013 and prior to this in 2010. It is pleasing to note that over the 6 year period that there has been a marked improvement in satisfaction across a significant number of areas and that whilst still below the ISV mean Bayview is scoring at or above similar school means in most areas. This indicates that the priority areas that were embedded in the Educational Strategic Plan 2015 – 2018 have targeted the correct areas and the strategies employed have been effective.

Exiting Year 12 students indicated the greatest improvement in satisfaction. This group was the first to benefit from the aforementioned HORIZONS program which engaged them fully with Vocational Testing, preparation for Tertiary education, an improved IT environment and increased focus on student voice. The last LEAD survey in 2013 indicated a significant difference in perception between males and females, with the males reporting less satisfaction across the board. The 2016 survey demonstrated greater unity in experience and satisfaction for both genders. They were pleased with their outcomes and pastoral care but particularly with their sense of community and engagement with the whole school. They commented positively on their increased sense of engagement with all the pathways options available to them, particularly the support provided by staff both academically and in terms of the Health and Wellbeing. They also reported that they were encouraged and supported to be responsible for their own learning.

The parents report greater satisfaction in most areas. There has been a slight decline in the perception of student safety and happiness in the school, however academic engagement and achievement, bullying, resources and teaching staff are better perceived than the last survey. The areas that parents indicate requiring further development still include IT, however this has improved marginally since last time as well, and the physical features of the college.

The results of the Students in Years 7 – 11 were skewed by one year level who expressed a significantly lower level of satisfaction than the rest of the school. Others were generally satisfied with the school and its programs and in fact showed some improvement in results. Overall students reported satisfaction with their teacher's subject knowledge, the help, support and care they were given, understanding the expectations of them, positive relationships with classmates, increased confidence in literacy & numeracy skills. Some students also stated concern regarding IT.

Staff reported high levels of satisfaction and professional fulfilment. The leadership team was quite surprised by this given 2016 was a year of workplace change and difficult conversations and decisions were made.

The College Board and Leadership Team are addressing the concerns cited and continuing to build improvement in the areas that are currently tracking well. All strategies that are developed will be incorporated in the next Educational Strategic Plan.

## **Conclusion**

Bayview College achieved much in 2016 and continued to be a place of education excellence in Portland and the surrounding district. As it develops its Christian ethos and sees Christian values evident in the daily practices of the community it will remain an attractive option for families seeking a Christian and Independent education in the south-west region.

The structural, operational and pedagogical reviews that have occurred over the last few years are beginning to see the positive, anticipated, change in the classrooms, the community perception and student outcomes. With continued focus on developing a school wide pedagogy, using data to inform teaching practice, developing and nurturing critical partnerships, and leveraging off IT to support and extend student learning Bayview will continue to provide quality educational experiences

Michelle Kearney

**Principal**

**May 2017**