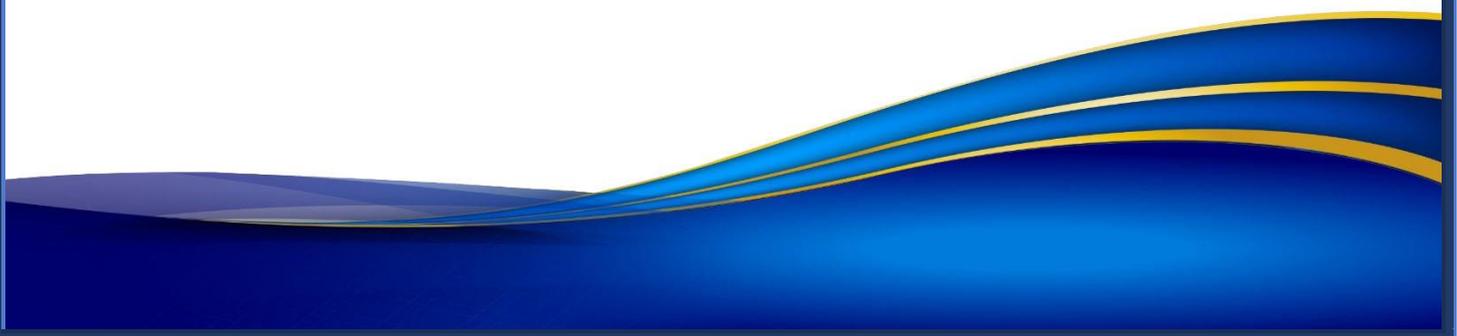




Bayview College

To Believe. To Think. To Achieve

2019 Annual Report



Annual Report



Welcome to the 2019 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.

Founded in 1884 as Loreto College, a Catholic girl's school, Bayview was incorporated in 1977 as Christian Community College, a co-educational secondary ecumenical school. It was renamed "Bayview" in 1994 acknowledging the cottage on site that housed the Academy conducted in 1864-1865 by (Saint) Mary Mackillop.

Bayview College provides a 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, 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 students have continued to participate with enthusiasm in community events and volunteering opportunities throughout the year. In 2019 our international focus changed with our SWAC (Students with a Cause) program partnering with Rotary International and travelling to Cambodia for the first time. The SWAC team not only raised funds to support their work but also left their mark on a school community through the completion of several building projects at the school and the provision of equipment.

We foster a sense of community, through local, national and international lenses, at Bayview College and always try to provide opportunities for students to assist others and develop empathy and understanding for those in the community who may be struggling or in need. Students engaged in the RSPCA Think Cats program, the Courage to Care program, the Conoco Phillips Science experience, the hard work and the teamwork of Tournament of Minds, performing in All Shook Up, the Battle of the Bands, the Kids Teaching Kids program working with primary school students, the Future Leaders of Industry, the Whitten project, and Live4Life Mental Health First Aid program. House based community participation and fundraising will continue to be a focus moving forward.

Students continued to experience a year of diverse activities across a range of academic, social, sporting, performance, service, and community pursuits. Staff and students worked collaboratively inside and out of the school, often assisted, and supported by generous community members and parents.

The Educational Strategic Plan 2018 – 2021 continues as the overarching blueprint for our development. It is not a static document and saw the addition of several more goals within our four key priority areas. We aspire to be: A Christian Community, A Learning Community, A Caring Community, and A Connected community. Each priority area clearly articulates our goals, strategies, and criteria for achievement. The College leadership reports back to the College Board on progress against set measures at least twice per annum.

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 stagnating 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. In 2019 we processed more enrolment enquiries than in the previous few years. Families are indicating that they are choosing the College because of our programs and approach to teaching.

We have set ourselves the goal to be a place of educational excellence, that reflects contemporary research, is responsive to the needs of our students, and focussed on the future world that our graduates will inhabit. Our vision and our pursuit of excellence constantly shapes the positive culture of our school. With this in mind, we became a member of the Future Schools Alliance in 2019. The FSA is a rapidly growing collective of schools in Australia and New Zealand where members support each other to deliver innovation that will shape the evolving future of education.

It is important to us that we maintain and establish new links with educational and employment organisations that expose our students to work opportunities and learning prospects beyond our classrooms, and the possibilities that a tertiary education may provide. As such we are still working closely SW TAFE, the University of South Australia, and Deakin University. Through our participation in the Leading Learning that Matters project we now have a direct link with the Graduate School of Education at Harvard University, Cambridge, USA.

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 Mr David Stafford 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 provide reports to the College Board at the monthly meetings. The College Board welcomed Pastor Jonathon Rulton and Rev Ross Stanford in 2019 and farewelled Mrs Andreena Hockley and Mrs Rachael Mitchell who had been representing their Church communities in the absence of a minister.

The Board was delighted to welcome Mr Dan Tehan MP in February to officially open the completed refurbishment project partially funded by the Federal Government through the Block Grant Authority, the College completed some additional works within the precinct.

The Board reviewed good governance processes during 2019 and, consequently updated the Board Handbook, succession planning, recruitment and induction of new members, and transparency of decision making. The Board also conducted the formal appraisal of the Business Manager.

The ongoing support of the Loreto institute is valued and appreciated. Despite the absence of a Loreto Sister within the Portland community, our Director of Christian Identity, Chaplain, Faith & Values teachers, and House System keep the Loreto Charism alive in our school community. Loreto continues to actively support Bayview College and a representative of the Loreto Institute remains on the Bayview Board which provides us with a direct link to the institute.

Staffing

Bayview College has well qualified, committed educational professionals who thrive on teaching in the small class environment. The staff have increased their focus on developing individuals so that they have the capacity for self-learning, self-discipline, motivation, and metacognition.

In 2019 the teaching staff comprised a total of 14 full-time and 8 part-time professionals. Of these, 6 were male and 16 were female. There were no staff members of indigenous Australian background. 36% of teaching staff have taught at Bayview College between 10 & 30 years, a further 32% have more than 4 years teaching at Bayview.

One teaching staff member resigned at the end of the year to pursue a new professional opportunity in another shire. Six new full and part-time staff were appointed later in the year due to increased enrolments. Thus, the retention rate for the whole staff at the end of 2019 was 92%

The fourth 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's degree 21

Post Graduate Diploma/Cert 14

Honours 2

Master's Degree 2

Doctorate 1

The infrastructure support-staff (10) consisted of:

Business Manager

Executive Assistant/ College Registrar

Library Manager/Accounts Clerk (full-time)

Educational Support Officers (2 part-time office support staff)

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

IT Administrator

Learning Mentor (one full time, one part-time)

Science Lab Technician (1 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 some 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 across all levels of leadership 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.

The focus of Teaching & Learning Meetings throughout the year was skill development in the use of new features in the Learning Area Pages in SIMON to support student learning and assessment. In addition, several staff shared their knowledge of, and skills in using thinking routines within the classroom to enhance students' metacognition.

As part of the ARM process, teaching staff were encouraged to explore an idea that they wished to implement within their classroom practice or within the school community generally. Staff embraced the opportunity to share their ideas for innovation and the subsequent support from colleagues during the implementation phase.

Priority professional learning areas for 2019 were:

- Development of skills on SIMON for assessment & reporting
- Continued development of Edrolo usage to support VCE learning
- Encouraging staff to become VCAA assessors
- Sending staff to Future Schools Conference and Cultures of Thinking at Bialik
- Embedding the Culture of Thinking
- Utilising Ed Perfect as a new and innovative middle years online platform
- Cognizance Project
- Development of Personal Learning Plans
- Participating in the ISV and Harvard University Leading Learning that Matters program
- Timetable training with new software package

In addition, Bayview College was selected by ISV to be part of a pilot program from Stanford University, Project Wayfinder. As one of three schools taking part in the program, Senior Leadership undertook the two-day training course with the view to embed Project Wayfinder in the Year 9 wellbeing program, Circle. This PL opportunity also enabled several new school relationships to develop which in turn strengthens our network with innovative educators.

For the second year running, Year 9 students worked with Harvard Graduate Dr Jared Cooney-Horvath to develop a deeper understanding of how the brain works and how to learn more effectively through the Cognizance Project. We also hosted a community forum for parents and educators from other schools as part of our commitment to community engagement.

The significant relationships with Universities, academics and educational researchers are crucial in ensuring that the programs that we offer the students of Bayview are relevant and delivered in ways that best assist learning and preparing the students for their future place in the world.

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 Christian Identity Board sub-committee is charged with ensuring the ongoing Christian identity of the College. The Chaplain and Director of Christian Identity, along with the representatives of the member churches work with the Principal on ensuring that our unique Christian ethos is maintained.

The role and purpose of the Christian Identity Committee is:

- To help guarantee the Christian faith and Christian world view are maintained in the life of the school.
- To pray for the school and 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.
- Provide generic reflection on the work of the Chaplain and the Director of Christian Identity
- Contribute to the Faith and Values classes as appropriate.

This committee has also participated in the development of the annual Staff formation and wellbeing day that is in the calendar as part of the annual in-house professional learning activities that we provide for staff. 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.

In March, the Year 9 and Year 10 cohort attended a "Courage to Care" workshop in Hamilton, an initiative of Jewish service organisation, B'nai B'rith. The aim is to create awareness about racism, prejudice and discrimination, challenge attitudes and behaviours, demonstrate that every individual can make a difference and encourage the transformation of "bystander" behaviour to "upstander". It is hoped that every second year the Year 9 and 10 cohort will be able to attend this workshop which also touches on bullying.

Curriculum

Bayview College embedded a major curriculum restructure in 2018 to ensure students have access to a broad range of courses based on their stage of development and passions, and not constrained by their age. In 2019, the focus moved to refining this model, identifying areas for improvement and, collaboratively designing solutions. The “Stage not Age” approach has been well received by families with students demonstrating increased engagement in their learning. Current assessment data indicates that age is not impacting positively or negatively on students results, aptitude and attitude are the determining factors.

We continued our review of the curriculum and the timetable structure in 2019 and with the aid of a new timetable package, were able to effectively build a new timetable that better suits the needs of staff and students. This new software program also enables more efficient timetabling which in turn results in less lag time between decisions concerning subject changes and the like. With an increased emphasis on the “Stage not Age” concept, we further 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. All students, in partnership with their parents, developed their Personal Learning Plan (PLP), which flexibly maps their choices for the subsequent years of their education. Within this framework the timetable is divided equally with subjects receiving equal amounts of time per cycle.

In 2019 core subjects for Years 7 and 8 were English, Mathematics, Humanities, Science, Faith and Values and Health and Physical Education. All Year 7 students studied Japanese. Japanese is offered as an elective from Year 8. Year 7 students completed a rotation of practical subjects for one semester each.

- Arts/Technology rotation – Art, Visual Design, Performing Arts, Food Technology, Textiles, Wood, and Digital Design

Years 8, 9 and 10 students studied electives offered in the Arts, Technology, Humanities, Physical Education, English, and Science.

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.

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, sports and outdoor education activities and the Portland Aluminium Future Leaders of Industry Program, The Tournament of the Minds, The Whitten Project, the Live4Life program across the Glenelg Shire, the Kids Teaching Kids Program, \$20 Boss initiative and within the school during House activities and fundraising ventures.

Students were recognised, by receiving Lions Youth of the Year and with their involvement in the National Youth Science Forum and the Pierre De Coubertin Olympic Award. Students were selected for University of Melbourne Kwong Lee Dow Young Scholars program, and a Rotary exchange program.

The multi-age House Care group system is providing many opportunities for nurturing and supporting students new to the school, and for leadership within the group. 2019 saw the Middle Years Leaders have a more prominent profile within the community and this resulted in many competent and enthusiastic young people stepping up for leadership opportunities throughout the year.

The Students with a Cause program was re-imagined for 2019 to partner with the local Rotary club engaged as partners and the focus moving from Vietnam to Cambodia.

In 2019, we visited our sister school Osaka Nishi Senior High for the second time. The students and 2 staff members and one parent enjoyed the sights and sounds of Japan. The time was spent in Homestay with Osaka families and in classes. Our Year 9 students engaged with the Foundation of Young Australians to be part of the Entrepreneurial \$20 Boss Program. This program encourages students to build an enterprise from a \$20 start-up cost and develop their understanding of business principles and entrepreneurship.

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 have become an annual experience. The Year 8 students in the ANCHOR program participate in a Cultural awareness week which connects them to the Gunditjmara story

and historical sites. The College curriculum is also embedded with culturally significant texts, which encourage inclusiveness and understanding.

The College Camps 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 Robe, South Australia for the first time. 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 smooth as possible.

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

Year 9 students had the City Experience for the fifth year. This camp challenges the students to negotiate their way around Melbourne's CBD and experience the diversity that our capital city has to offer. For students from SW Victoria this camp is vital as part of their preparation for adulthood, potential tertiary study, and independence. It provides them with insight into significant areas of social justice and opens their eyes to the diversity around them, which is not so apparent in the local region.

The Year 10 Great South West Challenge occurred for the 25th year. This 10-day camp is a critical part of the student's holistic education at Bayview College and a rite of passage for most students. Graduates reflect on this experience as being life changing one of the most memorable experiences of their time at Bayview College.

The Year 11 Ski Camp was again a success. The Year 12 excursion to The Careers Expo and Tertiary Institutions in Melbourne was a highlight of the year. As well as attending the expo the students visited tertiary campuses in the heart of Melbourne. These activities provided students with an insight into the range of pathways available to them and helped them to finalise their plans following the completion of their VCE or VCAL.

In 2019, the student population at August census was 195. This was an increase of 10 on the previous year, with similar numbers of students leaving at Year 12 to that of incoming Year 7 students.

Average student attendance for the year across all year levels was 89.15 % based on daily class attendance averages. Absences recorded are primarily due to illness, or parent choice for family reasons. Percentages have been affected in Year 9 & 10 by one or two students with severe attendance disruption caused by mental health issues.

Average Attendance

Non-Indigenous & Indigenous

Yr. 7 – 92.00 %

Yr. 8 – 87.94 %

Yr. 9 – 86.15 %

Yr. 10 – 86.87 %

Yr. 11 – 89.50 %

Yr. 12 – 92.44 %

Percentages based on 84 out of a possible 95 days recorded of Semester 1.

Class teachers use our Learning Management system, SIMON, to record student attendance. Administration staff and Year Level Coordinators manage the records. Administration staff monitor daily attendance, and phone parents if they have not notified a student's non-attendance. Year Level Coordinators manage further follow-up, 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 stronger in 2019 than the previous 12 months with a smaller percentage of students exiting to other schools.

Student Welfare

Celebrating the achievements of our students and staff is a key part of Bayview College. Each student has unique skills and talents that need to be recognised by the school community. The annual Bayview College Presentation Evening is the opportunity to celebrate and publicly acknowledge those students who have excelled academically or who have consistently given their best efforts in class. Celebrating individual student success is also part of the school culture.

Student contribution to community and their participation in pastoral wellbeing programs is critical to the development of responsible, caring, and confident young people. Wave and Anchor students produced creative displays for the "Think Cats" project, a collaborative effort with RSPCA and the Glenelg Shire that was aimed at creating community awareness. Students through the wellbeing programs also developed positive relationships with their peers, gained important skills in Mental Health First Aid and engaged with the community to build partnerships and a sense of connectedness.

Students participated in the Giving Projects on the last day of school, with the focus on providing something for those in aged care facilities who would benefit from a care package and personal contact. Students and families contributed to care packages and on the last day of school twenty students volunteered to deliver the packages to residents at Bupa and Harbourside Lodge. The residents were overwhelmed by the generosity of the students and their friendliness and compassion. Not only did the elderly residents gain from this experience but the young people involved felt proud of the joy they saw on their faces and many of the students expressed a desire to make visits to aged care facilities on a regular basis. Giving brings reward not just to those who receive but to those who give. When students care and are authentic in their desire to make a difference it is visible to all those we encounter.

Our most successful students are those that find a purpose greater than themselves, who care for others, show empathy towards those who are struggling with life's challenges and take opportunities to grow. SWAC, and the camps program, such as the Year 9 City Experience, provide experiences for students to develop an awareness of the challenges that face many people and appreciate their own privilege. Students openly engaged in programs such as "Man Cave" where the central messages were "that is okay to be who you really are", while identifying and avoiding male stereotypes and getting in touch with and sharing emotions as young men. The boys involved in this program were courageous and generous and the facilitators of the program were very impressed with our students' honesty and openness. Accepting and fostering a sense of belonging for all students is a major component of all wellbeing programs.

Senior students led by example in terms of recognising need and responding appropriately. The Year 12 leaders prepared and led a moving service and assembly in response to the Christ Church Tragedy, the sense of community and shared grief was felt by all involved. The five student leaders for 2020 delivered the main speech for Remembrance Day on "What Remembrance Day

means to me?" their reflections were respectful and insightful and appreciated by all who attended.

The wellbeing team along with inclusion have seen significant personal and academic growth in our students. Student's wellbeing, self-confidence, and strategies to deal with challenges have grown under the guidance of this team. Senior students completed small workshops that provided skills and strategies for dealing with challenges associated with exams and assessment by learning about mindfulness and self-care.

2019 VCE / VCAL

Post Compulsory Completion and Achievement Information (source VCAA)

Number of Unit 3 / 4 studies taken up by students in 2019	17
Number of VET Certificates in 2019	7
Number of students enrolled in at least one VCE Unit 3 / 4 level in 2019	42
Number of students enrolled in a VET certificate in 2019	10
Number of students enrolled in VCAL Senior in 2019	1
% Study Score over 40	0.9%
Total number of Year 12 students in 2019	23
VCE	22
VCAL senior	1
Percentage satisfactory completion of VCE in 2019	100
Number of students awarded the VCE Baccalaureate	1
Percentage VET units of competence completed in 2019	100%
Percentage VCAL Units completed in 2019	100%

Median VCE Study Score 28

Tertiary Placement.

Percentage applying for Tertiary placement in 2019	73% (VCAA data)
Percentage receiving a First Round Offer (Data for Victorian universities only)	87% (VTAC data)
Percentage receiving a Second-round offer	10%

General overview of student pathways:

Engineering- Chemical (Honours), Engineering (Honours), Nursing, Speech Pathology, Science, Occupational Therapy (Honours), Commerce and Health Sciences.

4 students into double degree in Nursing/Psychological Science, Criminology/Psychological Science, Chiropractic/ Health Science and Science/ Arts.

NAPLAN Data Service

The data we gather from NAPLAN allows us to track the academic growth of our students and informs our teaching and curriculum decisions. While it is only one tool in the suite of testing platforms that we use and only provides feedback on a moment in the student's progress, it is still valuable in the data it provides. 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. This mapping of student growth has been further enhanced in 2019 with the addition of a new VCAA Data report that plots a student's progress throughout their entire educational journey.

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.

In 2019 for the first time, Bayview College students completed their NAPLAN Tests online. Across the testing period, however, difficulties were experienced in the delivery and completion of the testing due to errors in the NAPLAN online delivery system, calling into question the validity of some of the results. Again, it is to be remembered that this is only one of the methods we use to collect data on the progress of our students.

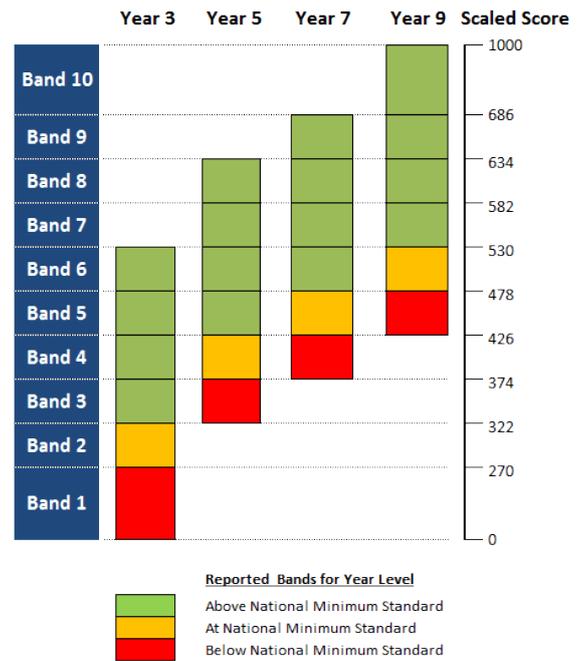


Figure 1 National Assessment Program reporting scale

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



YEAR 7 2019 NAPLAN RESULTS

Student Background Characteristics

The student groups at this school are comprised of multiple mixed ability classes in each year level. From a diverse cohort of 38 students, these are the results for 16 males and 22 females in groups of similar size at Year 7. Only 5 students (1 male and 4 females) were from Indigenous backgrounds. A small percentage of students were withdrawn from NAPLAN Literacy and from Numeracy, by parent choice/request with regards to diagnosed learning issues, or their Inclusion status.

The following tables show student results for Year 7 2019

School Summary Report

Year 7 - Gender: All, LBOTE: All, ATSI: All

Results in this report include data from students who completed NAPLAN Online.

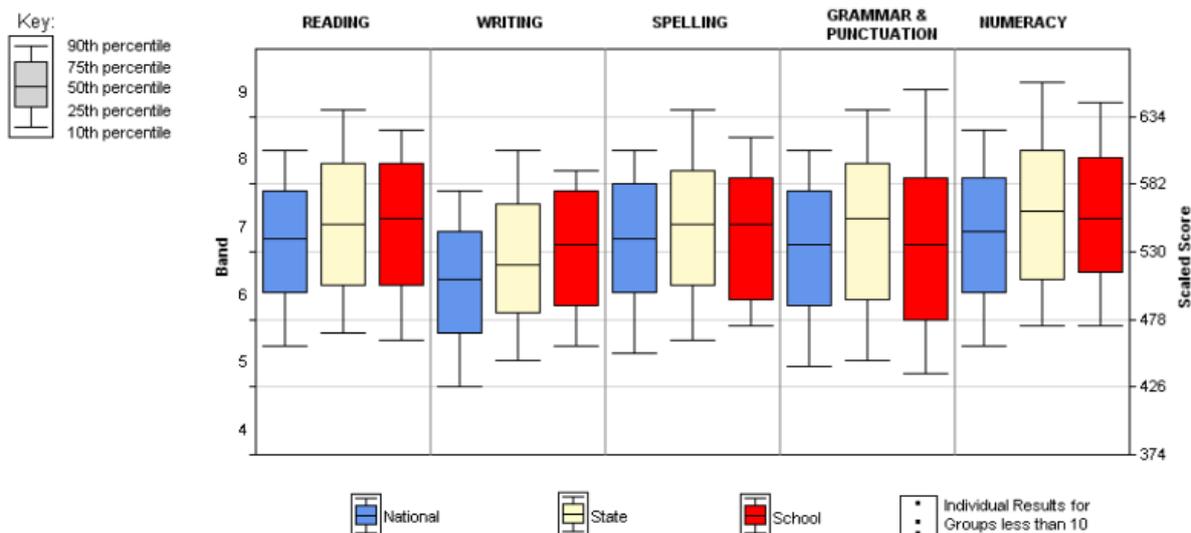


Table 1 Year 7 2019 School Summary Report – all tests, both genders and all backgrounds

Our median result is slightly lower than the state median in Numeracy. The median for our cohort is similar to other students in the state for spelling and above in reading and writing. Our lower quartiles are in slightly lower bands than the state for Reading, Grammar and Punctuation and Numeracy. Our upper quartiles are lower than the state in Reading, Writing, Spelling and Numeracy. Our upper quartile is higher than the state in Grammar and Punctuation.

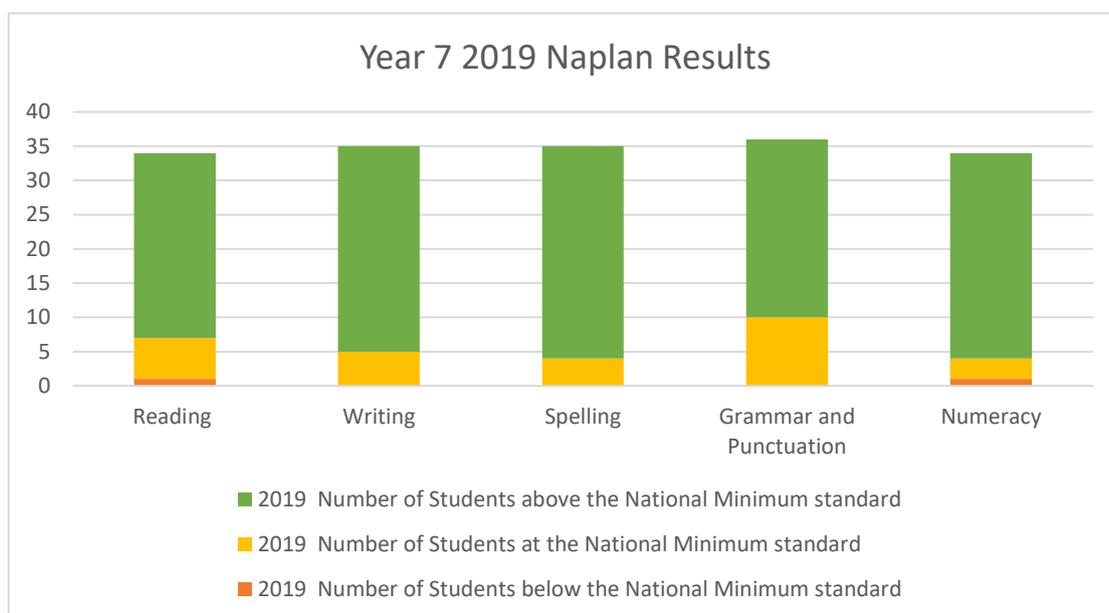


Chart 1- Number of students in Year 7 Below, At and Above the National Minimum Standard

This graph (Chart 1) shows the majority of students in Year 7 are working above the National Minimum standard for all areas tested by NAPLAN.

Year 9 2019 NAPLAN RESULTS

Student Background Characteristics- Year 9

The student groups at this school are comprised of multiple mixed ability classes in each year level. From a diverse cohort of 32, these are the results for 16 males and 16 females at Year 9. A small number of students were withdrawn from NAPLAN Literacy and Numeracy, for parent choice/request with regards to diagnosed learning issues, or their inclusion status.

School Summary Report

Year 9 - Gender: All, LBOTE: All, ATSI: All

Results in this report include data from students who completed NAPLAN Online.

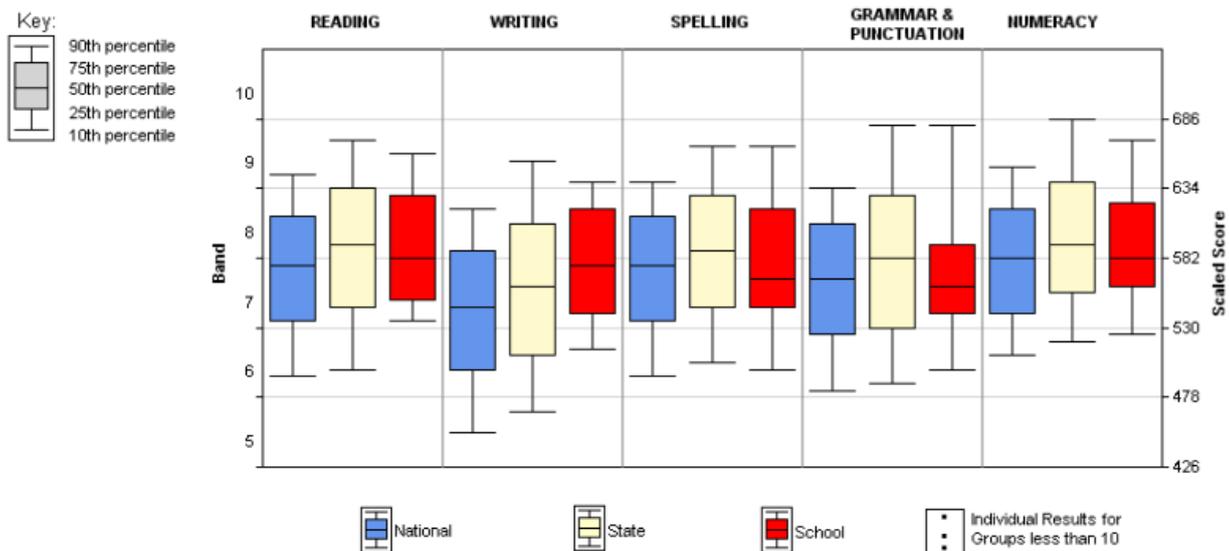


Table 1 Year 9 Summary Report across all tests

From this report, our Year 9s are testing above or at the state median for Writing, Writing, Grammar and Punctuation. They are working below par for Spelling, Reading, Grammar and Punctuation. Our Year 9 students in 2019 were slightly below the state median for Numeracy. Our 10th percentile is lower than the State for all tests other than Reading. Our 95th percentile is lower or on par with the state in all tests.

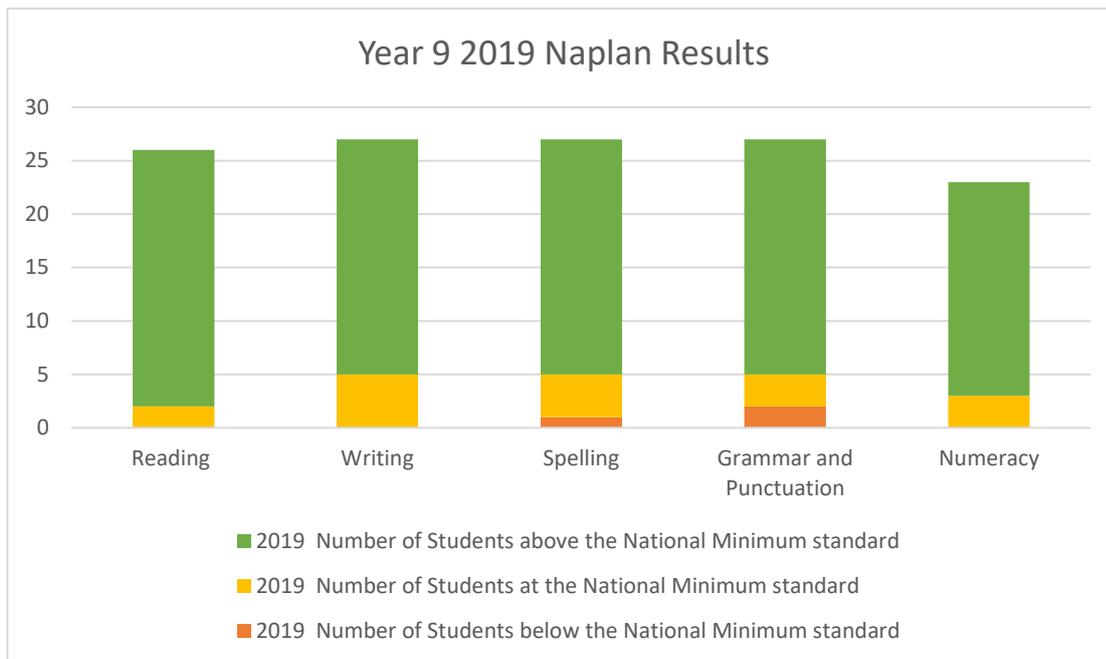


Chart 2: Number of students in Year 9 Below, At and Above the National Minimum Standard

The graph (Chart 2) shows the majority of students in Year 9 are working above the National Minimum standard for all areas tested by NAPLAN. Our Year 9 students have mostly shown high or medium growth in all areas since Year 7 and this can be seen in the graphs (Chart 3 and Chart 4) below.

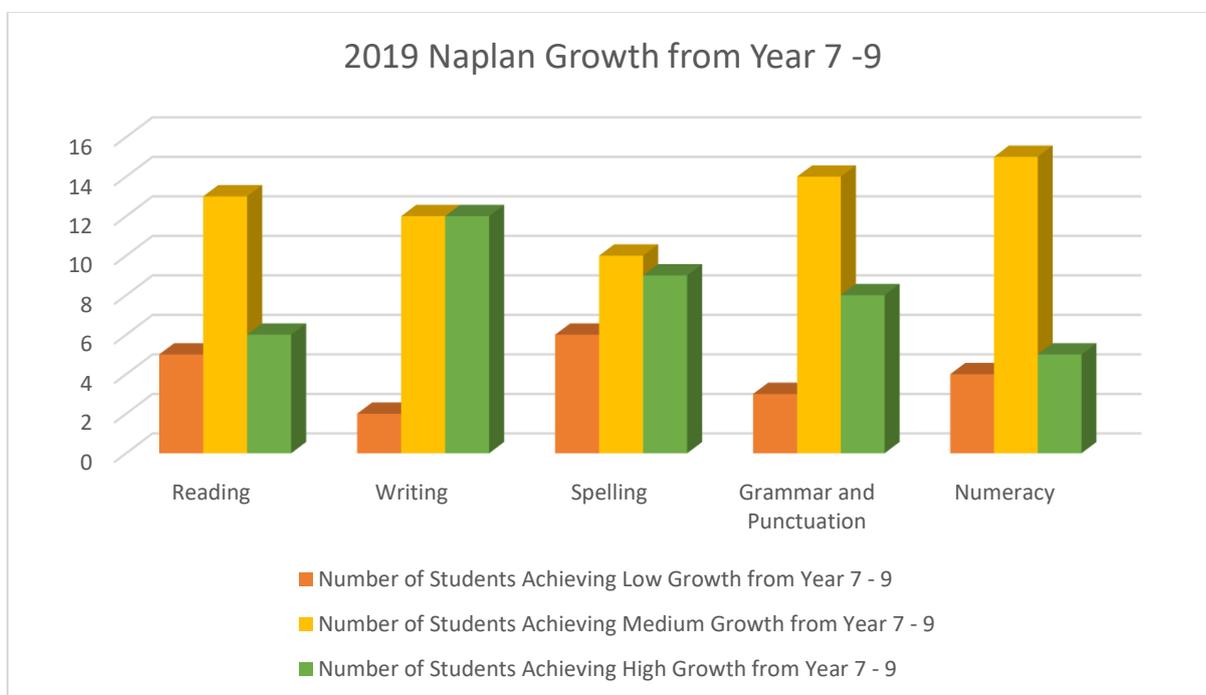


Chart 3: Number of students in Year 9 with Low, Medium and High Growth from year 7 across the 5 NAPLAN tests.

School Comparison Report

Year 7 2017 to Year 9 2019

Gender: All, LBOTE: All, ATSI: All

Results in this report include data from students who completed NAPLAN Online.

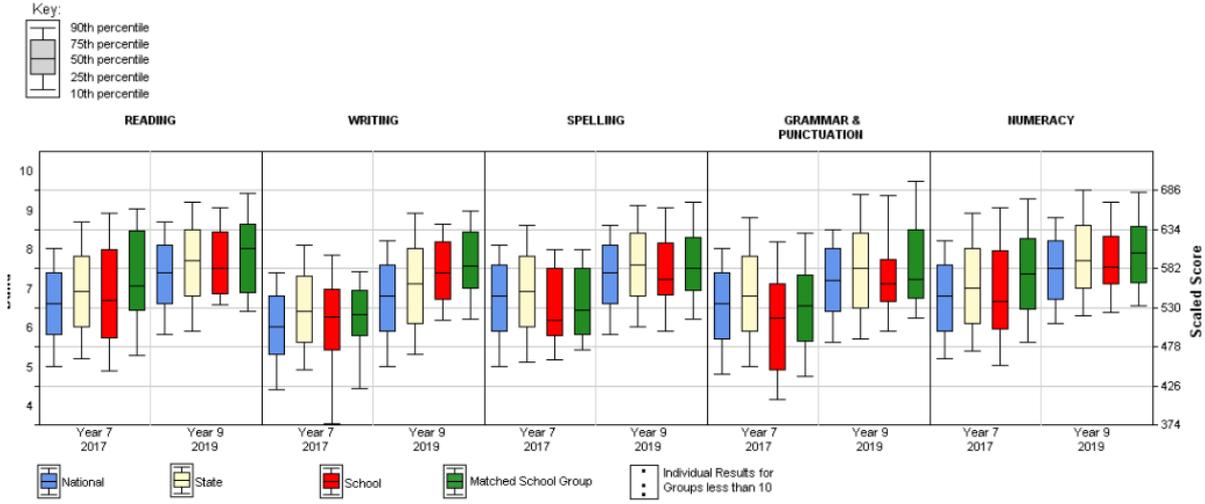
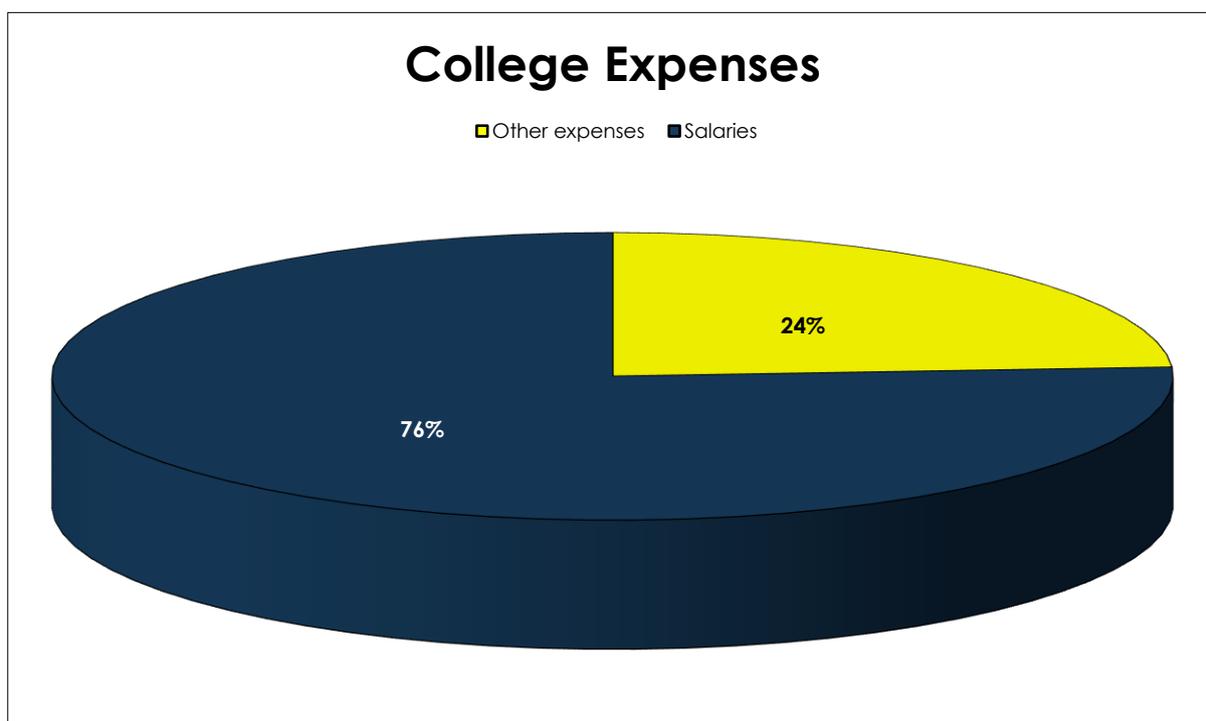
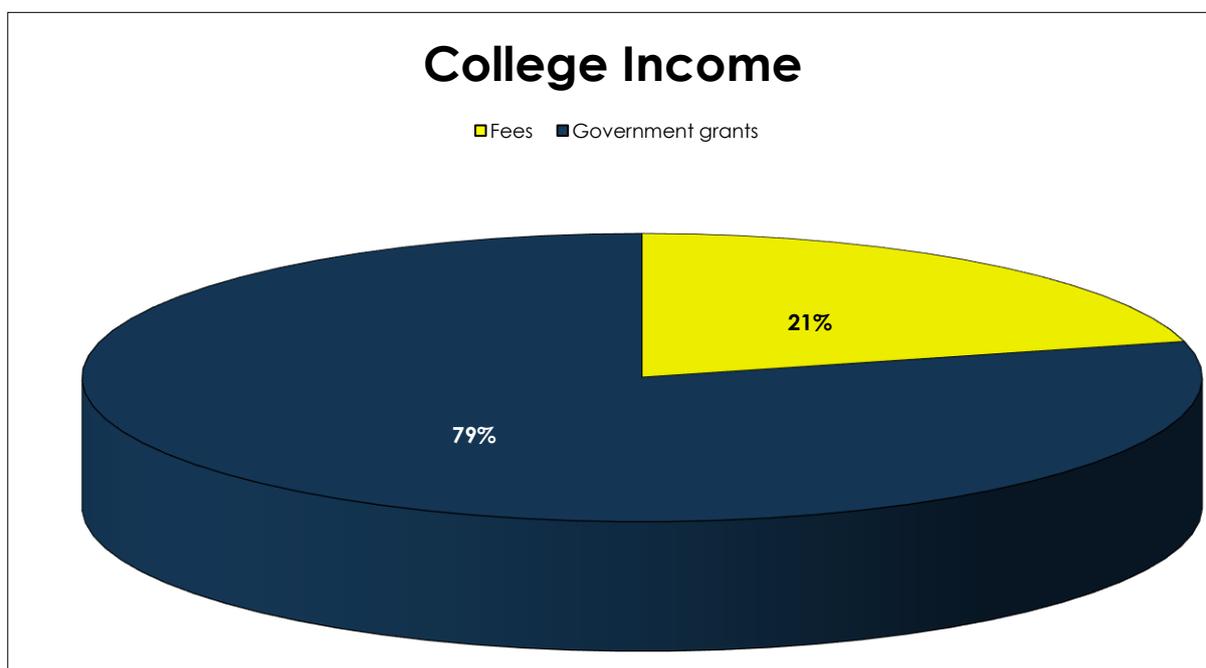


Chart 4 Year 7 2017 to 9 20189School Comparison Report

Financial Activities

Bayview College is heavily reliant upon Government and Families to finance its operations. As shown in the graph below, 79% of recurrent income in 2019 was provided by State and Commonwealth Governments. The remaining 21% 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 significant building refurbishment projects undertaken during 2019.

The second graph shows that staff salaries and associated costs account for 76% of expenses during 2019, 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 College prides itself on the level of support shown to those in need and provides opportunities to students that may otherwise have missed out.



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. Staff opinions are frequently sought in relation to a range of policy and procedures. Parent, Student and Staff forums were conducted in 2019 to determine the community's priorities in relation to building and refurbishment works. This consultation phase helped the Board and the College executive to understand better the aspects of the Master Plan that needed addressing first.

Each Board meeting sees a staff member with either a position of responsibility or leadership reporting to the Board on their initiatives and challenges that they are facing in their field of endeavour. In 2019 the student leadership group also reported to the Board.

The Staff Association acts a conduit between staff and the Leadership group. Staff feel confident to raise any concerns that may arise either directly with the Leadership group or via the Staff reps so that matters can be dealt with efficiently and effectively. Refining and improving communication with all stakeholders within the community remains a constant challenge and a high priority.

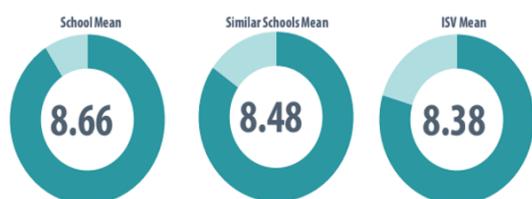
The Bayview College community, students, parents and staff regularly share their views on their satisfaction with our programs, our communication and our daily operations in formal and informal ways.

Every three years Bayview College participates in a comprehensive review of community satisfaction using the Independent Schools Victoria (ISV) LEAD Survey suite of tools. We get detailed feedback from Students Year 7 – 11, Year 12 Exiting cohort, Parents, and staff, and significantly these results are tracked against previous results, other schools that are similar to Bayview College and all independent schools in Victoria.

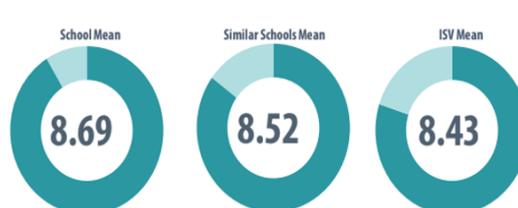
We are delighted to report that the survey results indicated increased satisfaction in most domains from students, staff and parents. In fact, the parent satisfaction rating places Bayview above the ISV mean.

Parent Survey overall rating:

Recommend to Others



Overall Satisfaction



These positive satisfaction ratings are an endorsement of our inclusive College Culture and many of the changes and innovations that we have implemented over the last few years. Naturally there are some specific areas that will continue to need our focus and over the coming weeks various teams within the College will unpack the results in detail and develop strategies to implement to address areas where our performance is not as strong as we would like and to continue to build on our strengths. We are committed to continue our conversation with parents, students, staff and community to ensure our ongoing improvement and innovation as a Christian Independent College.

Students and parents are responding positively to the “stage not age’ approach to curriculum that has our young people working on a suite of subjects that are tailored to their personal interests and abilities and with equal exposure of time on the timetable. Both parents and students have commented on their appreciation of student voice and agency in this model. This feedback is especially apparent for young people on Individual Learning Plans who experience some form of learning exceptionality. The implementation of the Personal Learning Plans, that are foundational to the model, provide an extended discussion with each family about the students’ current educational experience and future aspirations with senior members of staff. The Year 7 – 10 families reported appreciation and a high degree of satisfaction with the College program and this method of communication.

Community interest in the College improved with a 17% increase in enrolment enquiries throughout the year. This in conjunction with an improvement in student retention bodes well for the College as we move forward with our innovative plans.

Conclusion

Bayview College experienced a further significant positive shift in 2019 as we continued to focus on developing and implementing a challenging, rigorous and personalised program of learning for students. As we continue to push forward our change agenda, which places Christ at the centre of what we do for the students now and in the future, we will grow as an attractive option for families seeking a Christian and Independent education in the south-west region.

The structural, operational and pedagogical changes that have occurred over the last few years are resulting in increased student engagement, increased recognition as a place of educational excellence, and improved community perception and student outcomes. Our refurbished classroom facilities and grounds provide us with the ideal environment for students to thrive. With continued focus on our school wide pedagogy, using data to inform teaching practice, developing and nurturing critical partnerships, fostering student wellbeing, and leveraging off IT to support and extend student learning, Bayview will continue to provide exceptional educational experiences

Michelle Kearney

Principal

May 2020

To believe. To think. To achieve.

A Christian Community College - ABN 25 005 371 344