



Annual Report 2017

To Believe. To Think. To Achieve



Annual Report

Welcome to the 2017 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, 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. Due to changes in congregational leadership within the church community, 2017 witnessed a move from a strong representation of the Ministers of Religion representing the member churches to lay people representing their congregations.

Bayview College embarked on the implementation of its restructure from a horizontally structured curriculum to one that provides students with access to a broader range of courses based on their stage of development and passions, and not constrained by their age. Students continued to experience a year of diverse activities across a range of academic, social, sporting, extra-curricular and community pursuits. Staff and students worked collaboratively inside and out of the school, often assisted and supported by generous community members and parents. 2017 saw the Wellbeing programs in each year level embedded and becoming part of the fabric of College life. The newly introduced House based vertical care groups has seen the development of stronger mentoring links between students and staff, and a stronger sense of belonging to the particular House.

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.

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 several departures and arrivals during 2017, and consequently undertook a period of education in relation to matters of governance. The Board also focussed on the refurbishment project, stage 1 of the Master Plan that commenced in December 2017.

Ms Ann Kirkham concluded her time on the Board at the end of the 2017 academic year. Ann served the College community for 10 Years on the Board and 4 years as Chair. We will be forever grateful for her dedication and wisdom. The Board, in conjunction with the College Leadership Team, commenced work on the development of the next Educational Strategic Plan.

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.

Staffing

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

In 2017 the teaching staff comprised a total of 13 full-time and 12 part-time professionals. Of these, 8 were male and 17 were female. There were no staff members of indigenous Australian background. 40% of teaching staff have taught at Bayview College between 10 & 25 years, a further 28% have more than 4 years teaching at Bayview.

Staffing witnessed some turnover in 2017. Two teaching staff members decreased their time fraction and this required the employment of a part time staff member to cover their professional responsibilities. One staff member resigned at the end of term 1 and was replaced. The replacement staff member finished his contract at the end of 2017. Another teacher moved interstate in the middle of the year and was replaced by two staff members in a job share capacity. The ICT Administrator relocated interstate at the end of the year. Thus the retention rate for the whole staff at the end of 2017 was 87.5%

The third 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 29

Post Graduate Diploma 15

Honours 2

Master Degree 3

Doctorate 1

The infrastructure support staff (10) consisted of:

Business Manager

College Registrar/ Executive Assistant

Library Manager/Accounts Clerk (full-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 19 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 were led by a range of staff from outside the Leadership Team, who have shared their skills and knowledge with the rest of the staff.

Priority professional learning areas for 2017 were:

- My Day Out
- Development of skills on SIMON for assessment & reporting
- Google Apps for Education
- 4 VCE assessors
- Harvard online course
- Creating the Culture of Thinking
- Development of Personal Learning Plans
- "Stage not Age" curriculum model

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 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.
- Provide generic reflection on the work of the Chaplain and the Director of Christian Identity
- Contribute to the Faith and Values classes as appropriate.

In 2017 the Christian Identity Committee undertook a leading role in the development of College policies in order to ensure that our wellbeing practices are inclusive of the diverse range of young people who seek an enrolment at Bayview, as well as faithful to the an ecumenical theology.

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.

Curriculum

We continued our review of the curriculum and the timetable structure in 2017. 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. 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.

In 2017 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 studied Japanese. Japanese is offered as an elective in Years 9 and 10. Year 7 students completed a rotation of practical subjects for one semester each.

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

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

We continued our implementation of the use of SIMON, our Learning Management System in 2017 for curriculum delivery, assessment and reporting.

Students participated in curricular/extra-curricular activities and opportunities across a range of personal, spiritual, academic, social and physical areas. Opportunities for leadership were varied and occurred through the SRC, sports and outdoor education activities and the Portland Aluminium Future Leaders of Industry Program. Students were recognised, by receiving 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 Sport House System, across a range of competitive/non-competitive activities further promoted involvement and leadership opportunities.

Bayview College continued the 'School with a Cause' program for the seventh year, which was supported by the whole school community and local businesses. A new partnership with aid organisation 'AOG World Relief' based in Danang, Central Vietnam, saw students of the graduating class visit Tam Ky, a marginalised community in rural Vietnam, to engage in a range of community development projects.

In 2017 we visited our sister school Osaka Nishi Senior High School for the first time. The students and 2 staff members enjoyed the sights and sounds of Japan on a week of touring. Their week based in Osaka saw them participating in a range of school-based activities as

well as seeing the highlights of Osaka. As this was the first visit to this school, the Bayview College Principal joined the group for the Osaka leg of the trip.

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 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 Landing, 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 23rd 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 a success. 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 2017, the student population at August census was 183. 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 2016, families leaving town and some families moving schools for financial reasons. Average student attendance in Year 7 - 10 was 91.35 % based on daily class attendance averages (Sample taken May 2017 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 – 93.6 %

Yr. 8 – 91.26 %

Yr. 9 – 90.70 %

Yr. 10 – 90.14 %

Yr. 11 – 91.21 %

Yr. 12 – 92.74 %

Percentages based on 84 out of a possible 95 days recorded of Semester 1. Timetable issues at the beginning of Term 1 caused us to be unable to record electronic rolls for the first 10 days.

Class teachers on our Learning Management system, SIMON, 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 much stronger in 2017 than the previous 12 months with a much smaller percentage of students exiting to other schools.

Student Welfare

2017 was a year of positive development in the delivery of the Wellbeing programs; WAVE ANCHOR, CIRCLE and HORIZON. These programs, tailored 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 refers students and families to appropriate professional agencies to meet their needs. Bayview College staff and students participated in the Live4Life Mental Health First Aid program rolled out within the shire. Two wellbeing staff have successfully completed the Mental Health First Aid Certificate and all Year 8 students and Year 10 completed the Mental Health First Aid Certificate. This course provide students with tools and strategies to identify mental health issues that may be affecting them or their peers and who to approach for assistance. 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.

A holistic view of student wellbeing was the focus of the Term 2 Year 11 Faith and Values seminar. This seminar is designed to provide students with the information and skills to look after their health and wellbeing. All students attended a presentation with the inspiring Barnaby Howarth, who had fought back from a brain injury resulting from a coward punch and other obstacles to live life to the fullest and selflessly make a difference in others life by sharing his knowledge. Student leaders in Years 9 and 12 had a leadership workshop with Barnaby where they discussed the characteristics of effective leaders.

2017 VCE / VCAL

Post Compulsory Completion and Achievement Information (source VCAA)

Number of Unit 3 / 4 studies taken up by students in 2017	21
Number of VET Certificates in 2017	7
Number of students enrolled in at least one VCE Unit 3 / 4 level in 2017	55
Number of students enrolled in a VET certificate in 2017	10
Number of students enrolled in VCAL in 2017	6
% Study Score over 40	3.7%
Total number of Year 12 students in 2017	39
VCE	36
VCAL senior	3
Percentage satisfactory completion of VCE in 2017	100
Number of students awarded the VCE Baccalaureate	0
Percentage VET units of competence completed in 2017	76%
Percentage VCAL Units completed in 2017	100%

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

Median VCE Study Score 29

Tertiary Placement.

Percentage applying for Tertiary placement in 2017	75% (VTAC data)
Percentage receiving a First Round Offer (Data for Victorian universities only)	100% (VTAC data)
Percentage receiving a Second Round offer	8.82%
4 students applied Interstate and received first round offers.	
4 Students to SATAC	
% students with ATAR above 70	25%

Enrolments

Not available until June/ July

On Track Data

Not available until late August

General overview of student pathways:

Optometry, Psychology (Honours), Design, Commerce, Teacher Education, Fine Arts, Occupational Therapy, Physiotherapy, Biomedicine, Surveying (Honours), Wildlife & Conservation, Animal & Veterinary Biosciences, Mechanical Engineering, Health Sciences, and Mechanical Engineering, Nursing/Midwifery (2), Commerce/Science, Carpentry Apprenticeship (2)

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.

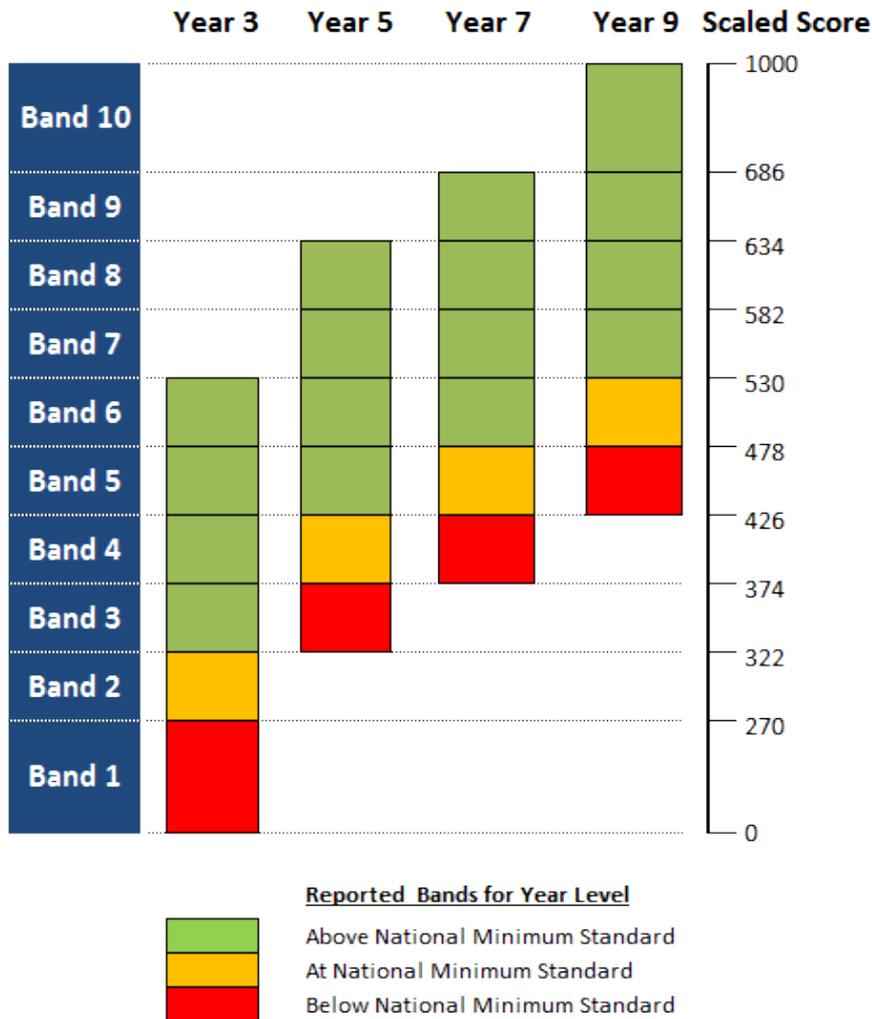


Figure 1 National Assessment Program reporting scale

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



YEAR 7 2017 NAPLAN RESULTS

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 12 males and 14 females in groups of similar size at Year 7. This year 3.8% students were withdrawn from NAPLAN Literacy and from Numeracy, by parent choice/request in regards to diagnosed learning issues, or their Inclusion status. There was an additional 3.8% absent on the day of Spelling, Writing, Grammar and Punctuation and Numeracy testing. The school had a 92% participation rate for all three tests this year.

The following tables show student results for Year 7

BAYVIEW COLLEGE

School Summary Report

National Assessment Program - Literacy and Numeracy Tests 2017

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

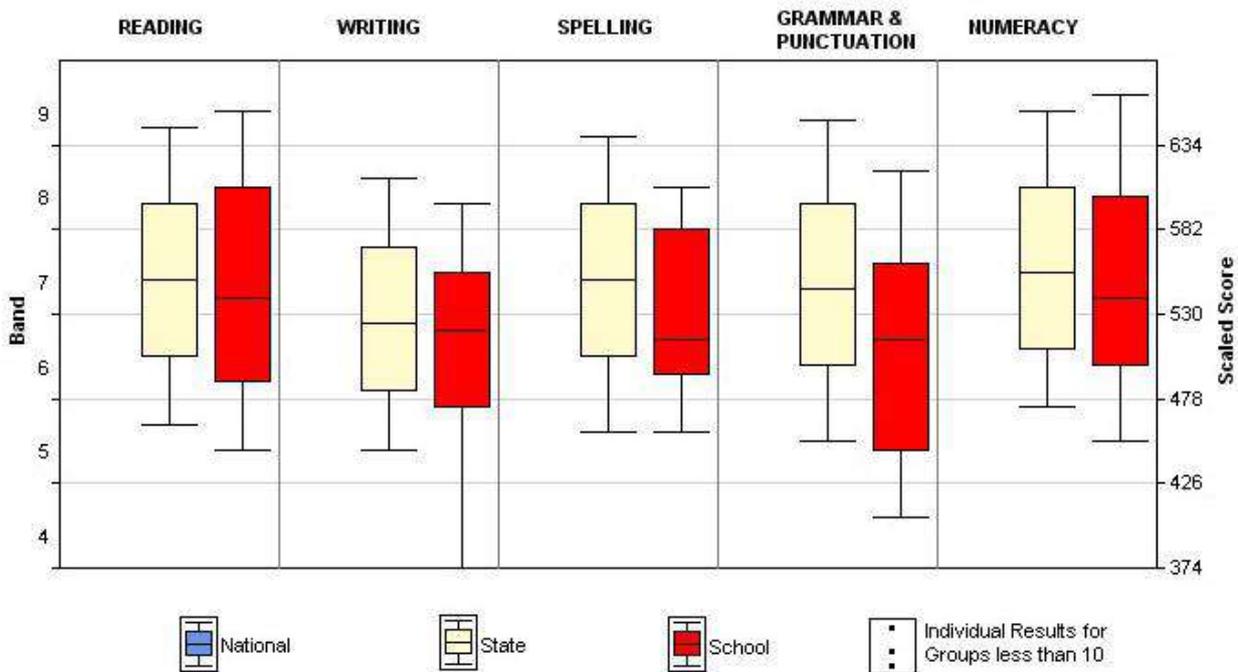
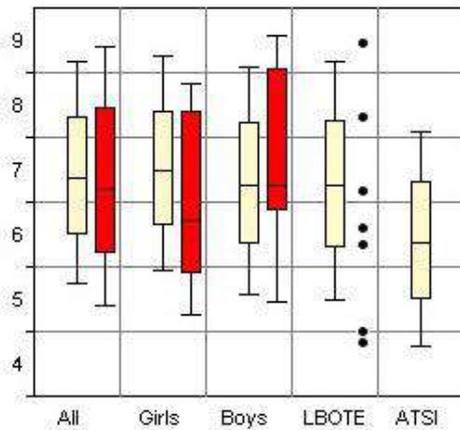


Table 1 Year 7 2017 School Summary Report – all tests, both genders and all backgrounds

Our median result is lower than the state median in all tests. Our lower quartiles are in lower bands than the state also. Our upper quartiles, however, for both reading and numeracy are higher, compared to the state results.

READING

Band



Students ABOVE the National Minimum Standard 80%
 Students AT the National Minimum Standard 12%
 Students BELOW the National Minimum Standard 8%

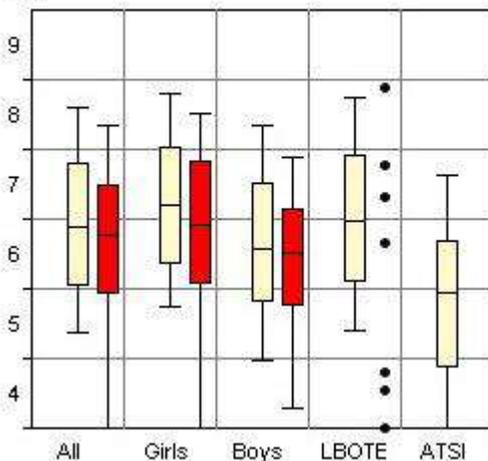
Band	4	5	6	7	8	9	A	Total
All	2	3	5	6	5	4	1	26
Girls	1	2	4	1	4	1	1	14
Boys	1	1	1	5	1	3	0	12
LBOTE	2	0	2	1	1	2	0	8
ATSI	0	0	0	0	0	0	0	0

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

In this Test 80% of our students are above the National minimum standard. Our girls are performing well below the state results. Our year 7 boy's results have a greater spread than the state and we have more boys in the higher bands than the state.

WRITING

Band



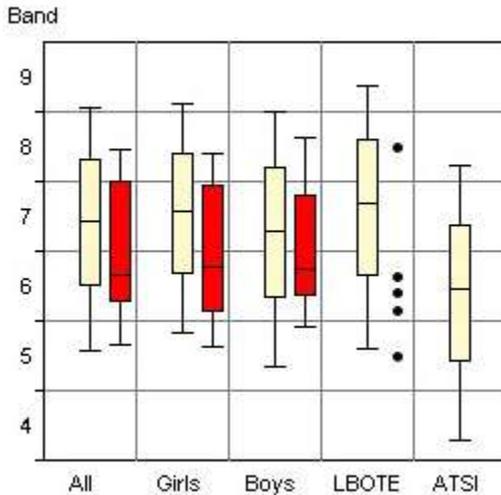
Students ABOVE the National Minimum Standard 73%
 Students AT the National Minimum Standard 8%
 Students BELOW the National Minimum Standard 19%

Band	4	5	6	7	8	Total
All	5	2	9	7	3	26
Girls	3	0	5	4	2	14
Boys	2	2	4	3	1	12
LBOTE	4	0	1	2	1	8
ATSI	0	0	0	0	0	0

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

In this test, 73% of our students are writing above the national minimum standard. Our girls are performing below the state median and we have less girls in the higher bands. Our boy's results are similar to the state, but we have more boys in the lower bands.

SPELLING



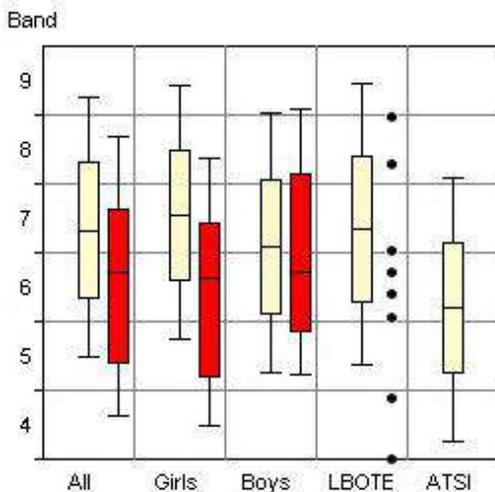
Students ABOVE the National Minimum Standard 85%
 Students AT the National Minimum Standard 15%
 Students BELOW the National Minimum Standard 0%

Band	5	6	7	8	9	Total
All	4	12	3	6	1	26
Girls	3	5	3	3	0	14
Boys	1	7	0	3	1	12
LBOTE	2	4	0	2	0	8
ATSI	0	0	0	0	0	0

Table 4 Student numbers by background and achievement level, Year 7 Spelling

Here, 85% of our Year 7 students are above the National Minimum Standard for spelling. Both the boys' and girls' median result is below their state counterparts.

GRAMMAR & PUNCTUATION



Students ABOVE the National Minimum Standard 69%
 Students AT the National Minimum Standard 12%
 Students BELOW the National Minimum Standard 19%

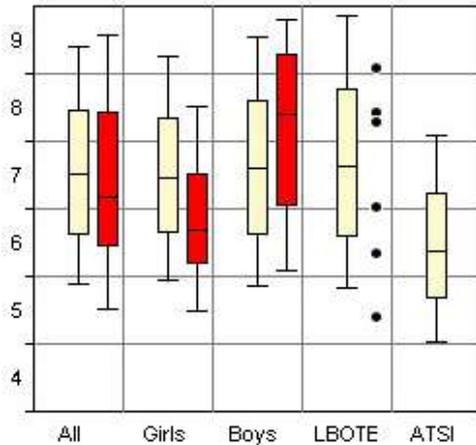
Band	4	5	6	7	8	9	Total
All	5	3	6	7	4	1	26
Girls	3	3	2	4	2	0	14
Boys	2	0	4	3	2	1	12
LBOTE	2	0	3	1	2	0	8
ATSI	0	0	0	0	0	0	0

Table 5 Student numbers by background and achievement level, Year 7 Grammar and Punctuation

Only 69% of our Year 7 students of 2017 are above the National Minimum Standard for grammar and punctuation. Both the boys' and the girls' median result is below the state median. The girls' results are lower than the state results for girls. We have 42% of our girls in the 5th and 4th band for Grammar and Punctuation, only 14% of our girls were in the 8th band.

NUMERACY

Band



Students ABOVE the National Minimum Standard 88%
 Students AT the National Minimum Standard 12%
 Students BELOW the National Minimum Standard 0%

Band	5	6	7	8	9	A	Total
All	3	7	6	5	4	1	26
Girls	2	6	4	1	1	0	14
Boys	1	1	2	4	3	1	12
LBOTE	1	1	2	2	1	1	8
ATSI	0	0	0	0	0	0	0



National



State



School



Individual Results for Groups less than 10

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

Table 6 Student numbers by background and achievement level, Year 7 Numeracy.

Our girls' results were much lower, compared to the State Girls results. Our median for girls was in the band below that of the states. Our upper quartile and lower quartile was lower than the state level. Our boys however, have a much higher median result than both the girls and the state. All of our boys were above the 5th band and our 90th percentile was higher than the states, most (58%) of our boys tested were in the 8th or 9th band.

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. They do however provide us with a valuable starting point from which we are able to map student growth and we use it to inform our curriculum. We are able to target each cohort's strengths and weaknesses in our classroom planning and in meeting their educational needs. These results, in combination with other testing used in the school, also draw our attention to students who require Individual Learning programs or who have special needs.

Date : 15/08/2017
Time : 3:12:20 PM

BAYVIEW COLLEGE Five Year Trend Data Report (2013, 2014, 2015, 2016, 2017) National Assessment Program - Literacy and Numeracy Tests 2017 Year 7 - READING, Gender: All, LBOTE: All, ATSt: All

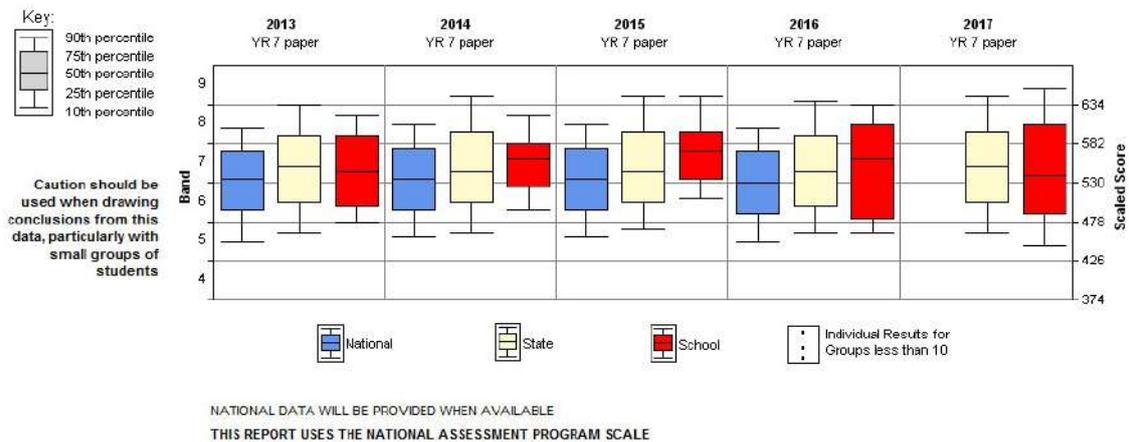


Figure 1 - Year 7 average achievement level in Reading across the 5 Years

This indicates that the Year 7 intake achieved a similar median to last year; however, their results have greater spread. We have students working in both higher and lower bands than in previous years.

Date : 19/08/2017
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BAYVIEW COLLEGE Five Year Trend Data Report (2013, 2014, 2015, 2016, 2017) National Assessment Program - Literacy and Numeracy Tests 2017 Year 7 - WRITING, Gender: All, LBOTE: All, ATSt: All

Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.

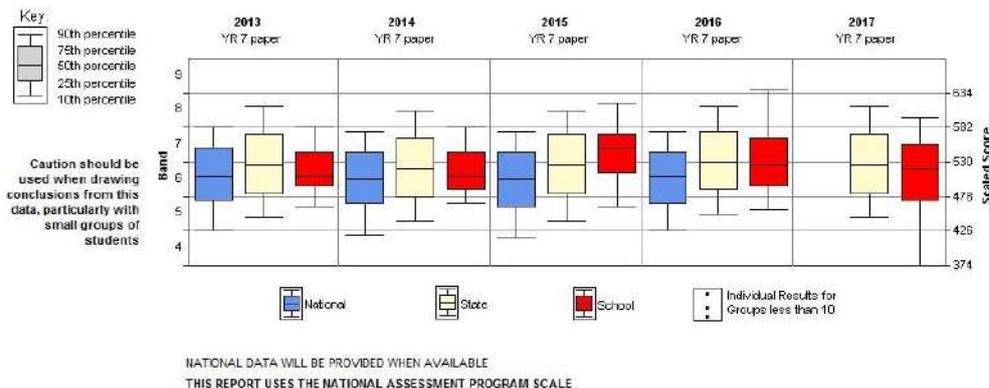


Figure 2 - Year 7 average achievement level in writing across years 2013 to 2017

The results indicate that the Year 7 intake continues achieving at a similar median than previous years; however, we have more students in the lower bands than previous years.

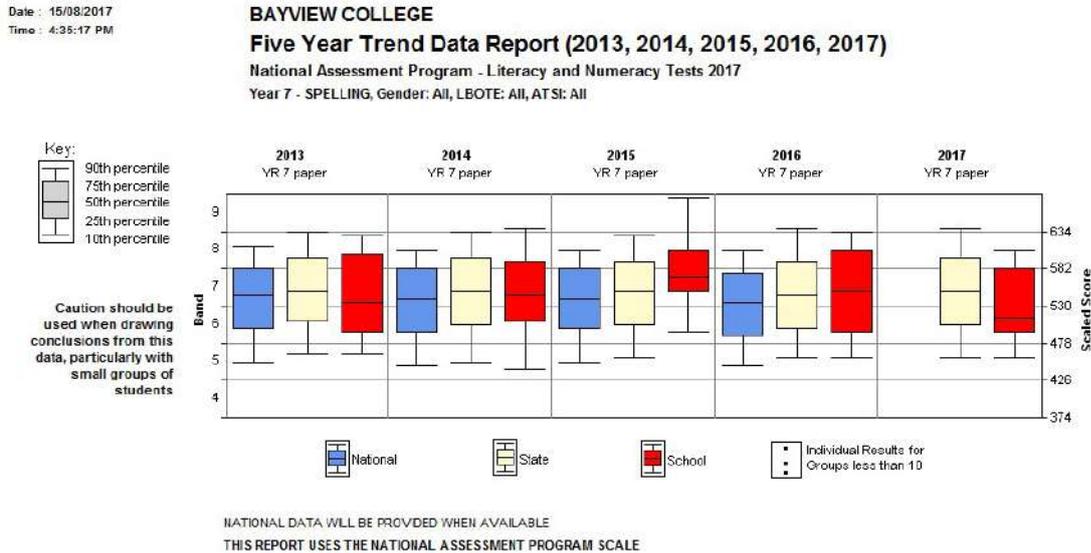


Figure 3 - Year 7 average achievement level in Spelling across the 5 years

This shows our current Year 7 cohort are working across a smaller spread of levels than previous years. The median result is lower than previous years and we have less students in the higher bands, which again leads to greater potential for growth.

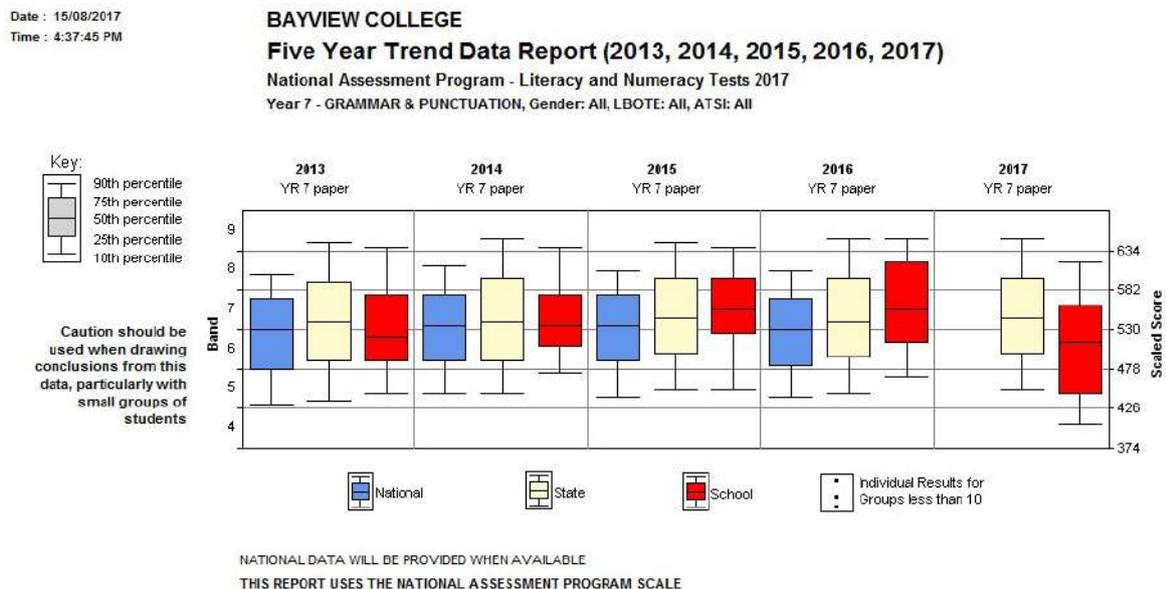
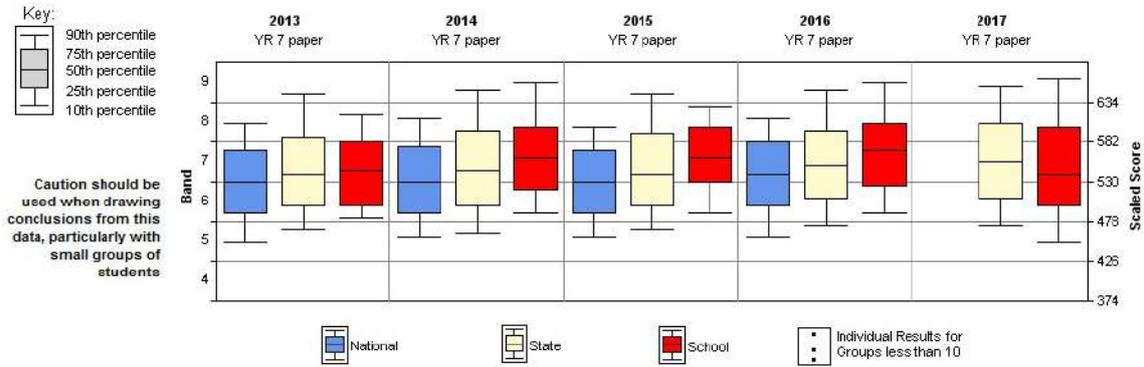


Figure 4 - Year 7 average achievement in Grammar & Punctuation across 5 Years

This indicates that the Year 7 intake in 2017 is working at much lower levels in grammar and punctuation than previous years. Our results when compared to the state are much lower especially the median and lower percentile. The scope for growth in this area with this cohort is large.

Date : 15/08/2017
 Time : 4:36:26 PM

BAYVIEW COLLEGE
Five Year Trend Data Report (2013, 2014, 2015, 2016, 2017)
 National Assessment Program - Literacy and Numeracy Tests 2017
 Year 7 - NUMERACY, Gender: All, LBOTE: All, ATSI: All



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
 THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE

Figure 5 - Year 7 average achievement level in Numeracy across the 5 Years

This indicates that the Year 7 intake has a larger spread than previous years and that we have a larger number of students working at a lower level in numeracy. Our results, in particular the median and 10th percentile, are lower than the state for the first time in five years. It is pleasing that we have a number of individuals working in the top band.

Year 9 2017 NAPLAN RESULTS

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 10 males and 15 females at Year 9. Ten percent of students were withdrawn from NAPLAN Literacy and Numeracy, for parent choice/request in regards to diagnosed learning issues, or their inclusion status. There was an additional 3.5% absent on the day of for the Numeracy test. On average, we have an overall participation rate of 89%.

Date : 16/08/2017
Time : 7:58:54 AM

BAYVIEW COLLEGE School Summary Report National Assessment Program - Literacy and Numeracy Tests 2017 Year 9 - Gender: All, LBOTE: All, ATSI: All

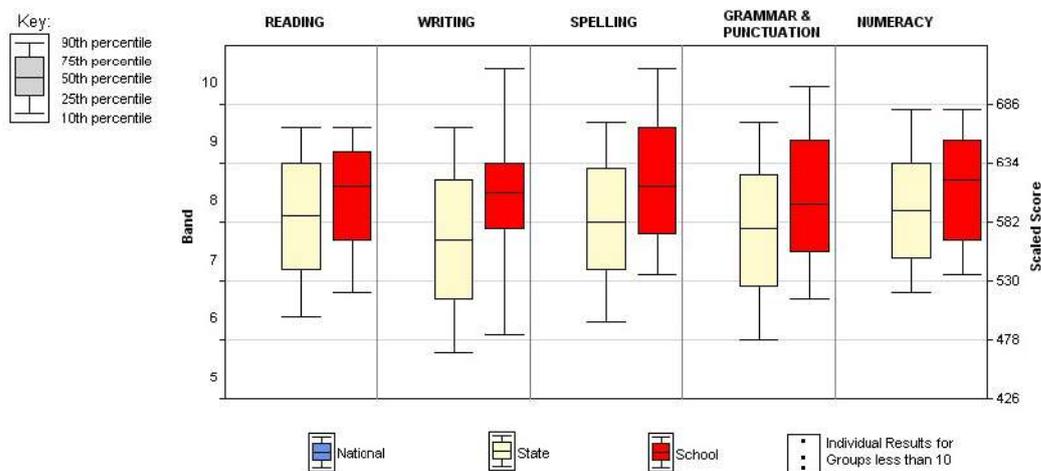
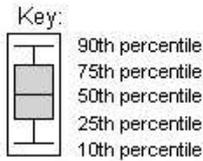


Table 1 Year 9 Summary Report across all tests

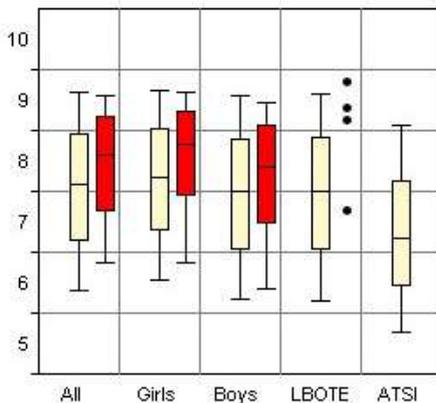
From this report, our Year 9s are travelling above the state median for all tests. We also have a higher 75% percentile compared to the state for all tests. This means that 25% our students are in higher bands compared to the state.

BAYVIEW COLLEGE
Group Summary Report
National Assessment Program - Literacy and Numeracy Tests 2017
Year 9 - Class Code: All



READING

Band



Students ABOVE the National Minimum Standard 88%
Students AT the National Minimum Standard 8%
Students BELOW the National Minimum Standard 4%

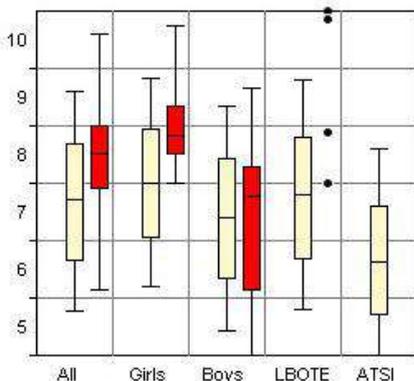
Band	5	6	7	8	9	Total
All	1	2	4	10	8	25
Girls	0	2	1	7	5	15
Boys	1	0	3	3	3	10
LBOTE	0	0	1	0	3	4
ATSI	0	0	0	0	0	0

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

This indicates 88% of our students are performing above the national minimum standard for reading. 72% of our students are in the 8th or 9th band. Both our Year 9 boys and girls have median results higher than the state results. Our girls are performing slightly better than the boys, with less students in the 6th band and a slightly higher median.

WRITING

Band



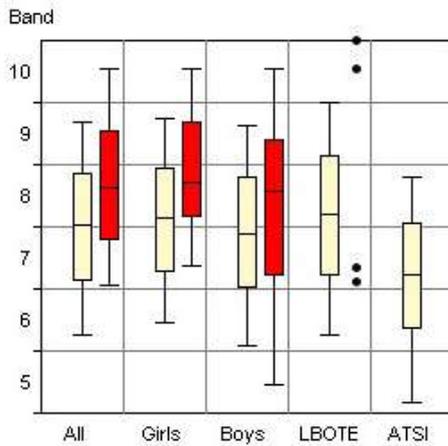
Students ABOVE the National Minimum Standard 84%
Students AT the National Minimum Standard 8%
Students BELOW the National Minimum Standard 8%

Band	5	6	7	8	9	10	Total
All	2	2	2	13	2	4	25
Girls	0	0	1	9	2	3	15
Boys	2	2	1	4	0	1	10
LBOTE	0	0	0	2	0	2	4
ATSI	0	0	0	0	0	0	0

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

This indicates 84% of our students are performing above the National Minimum Standard for writing. Also, 76% of our students are in the 8th, 9th or 10th band. Our girls are out performing our boys and their state counterparts. Their median and their higher quartiles are in higher bands than both the state and our boys. Also, 30% of our girls are in the 9th or 10th band compared to 1% of our boys.

SPELLING



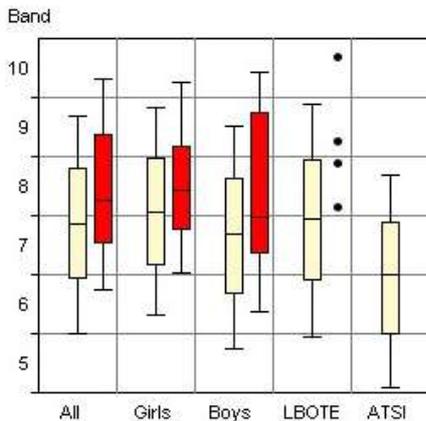
Students ABOVE the National Minimum Standard 92%
 Students AT the National Minimum Standard 4%
 Students BELOW the National Minimum Standard 4%

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

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

This indicates that 92% of our students in Year 9 are above the National Minimum Standard for spelling. Both our boys and girls are performing better than the state results. Our girls and boys have similar medians, however the boys have a much larger spread of abilities than the girls. The boys have results in all bands while the girl's lowest result is the 7th band. The boys have 26% in the top two bands compared to the girls with 46%.

GRAMMAR & PUNCTUATION



Students ABOVE the National Minimum Standard 88%
 Students AT the National Minimum Standard 8%
 Students BELOW the National Minimum Standard 4%

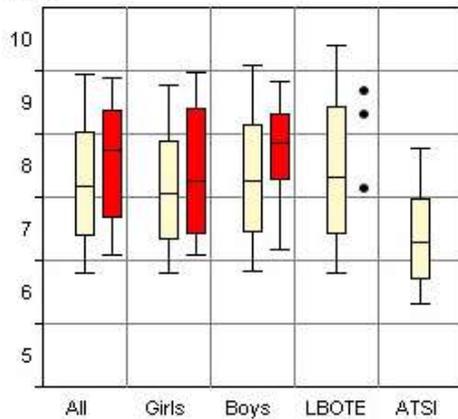
Band	5	6	7	8	9	10	Total
All	1	2	7	8	3	4	25
Girls	0	2	3	6	3	1	15
Boys	1	0	4	2	0	3	10
LBOTE	0	0	0	2	1	1	4
ATSI	0	0	0	0	0	0	0

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

This indicates that 88% of our students are above the National Minimum Standard for grammar and punctuation. The girls have a smaller spread of results and a higher median than the boys. Our girls and boys are performing better than the state results.

NUMERACY

Band



Students ABOVE the National Minimum Standard 92%
 Students AT the National Minimum Standard 8%
 Students BELOW the National Minimum Standard 0%

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



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

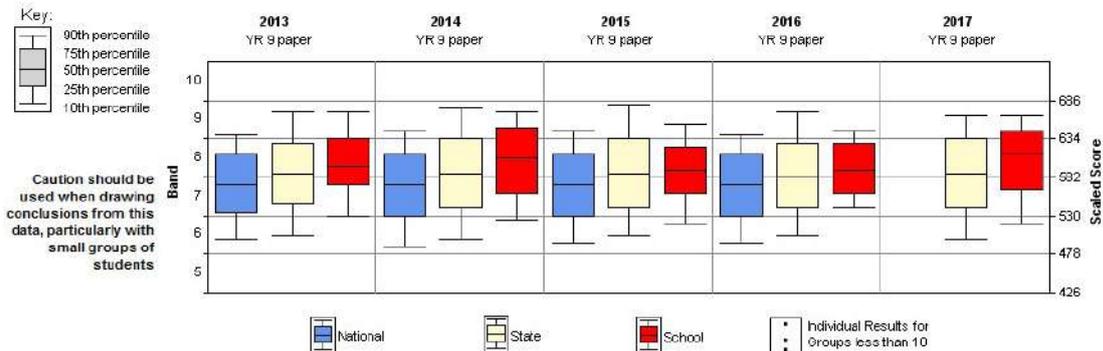
Table 6 Student numbers by background and achievement level, Year 9 Numeracy

These results show that 92% of our students are performing above the National Minimum standard. Our boys are performing slightly better than the girls in numeracy, with a higher median. Most of the boys (90%) sit in the 8th and 9th band. However, we have no boys in the upper quartiles, whereas 2 girls are in bands 9 and 10. Also, 40% of girls are below the 8th band.

Five-Year Trend Reports

Date : 15/09/2017
 Time : 4:38:40 PM

BAYVIEW COLLEGE Five Year Trend Data Report (2013, 2014, 2015, 2016, 2017) National Assessment Program - Literacy and Numeracy Tests 2017 Year 9 - READING, Gender: All, LBOTE: All, ATSI: All



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
 THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE

Figure 1 The Year 9 average achievement level in Reading across the 5 Years

This indicates that our 2017 cohort are achieving a higher median result than previous years.

Date : 15/09/2017
Time : 4:39:17 PM

BAYVIEW COLLEGE
Five Year Trend Data Report (2013, 2014, 2015, 2016, 2017)
National Assessment Program - Literacy and Numeracy Tests 2017
Year 9 - WRITING, Gender: All, LBOTE: All, ATSt: All

Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.

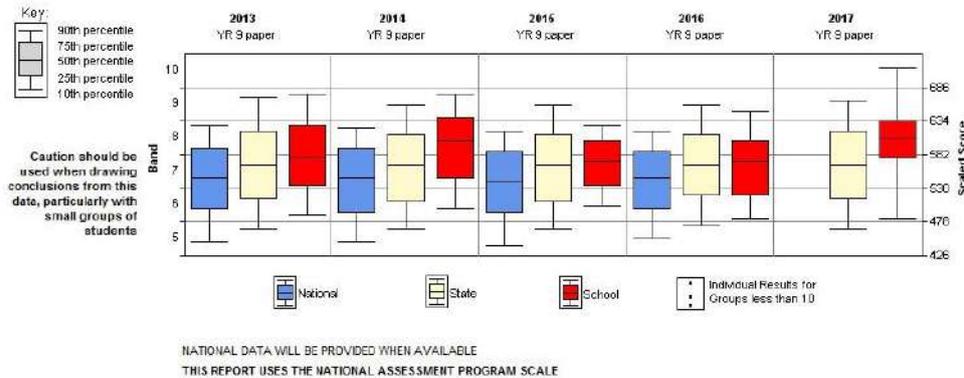


Figure 2 The Year 9 average achievement level in writing across the 5 years
This shows our 2017 cohort has a larger spread of achievement in writing than previous years and that our median result has increased from 2015. We have a number of individuals working well below and well above the rest of their cohort.

Date : 15/08/2017
Time : 4:39:53 PM

BAYVIEW COLLEGE
Five Year Trend Data Report (2013, 2014, 2015, 2016, 2017)
National Assessment Program - Literacy and Numeracy Tests 2017
Year 9 - SPELLING, Gender: All, LBOTE: All, ATSt: All

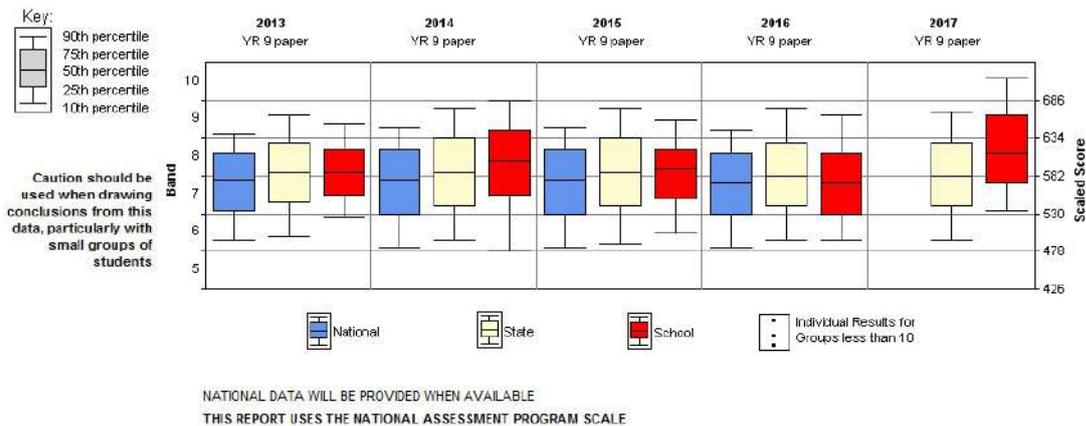


Figure 3 The Year 9 average achievement level in Spelling across the 5 Years
The results indicates that there is a an increased result for the spelling tests and that our students are achieving results skewed in the higher bands. Our 75th and 90th percentiles are much higher than previous years for spelling.

BAYVIEW COLLEGE
Five Year Trend Data Report (2013, 2014, 2015, 2016, 2017)
National Assessment Program - Literacy and Numeracy Tests 2017
Year 9 - GRAMMAR & PUNCTUATION, Gender: All, LBOTE: All, ATSI: All

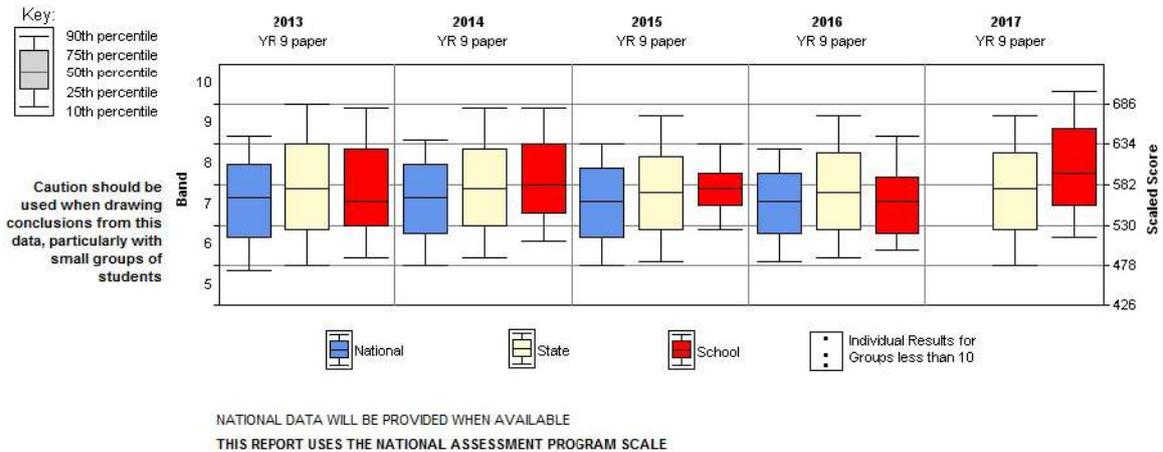


Figure 4 The Year 9 average achievement level in Grammar & Punctuation across the 5 Years

This indicates that again we are seeing the 2017 cohort perform higher than in previous years and that our students in the 10th percentile are much higher than both previous years and the state.

BAYVIEW COLLEGE
Five Year Trend Data Report (2013, 2014, 2015, 2016, 2017)
National Assessment Program - Literacy and Numeracy Tests 2017
Year 9 - GRAMMAR & PUNCTUATION, Gender: All, LBOTE: All, ATSI: All

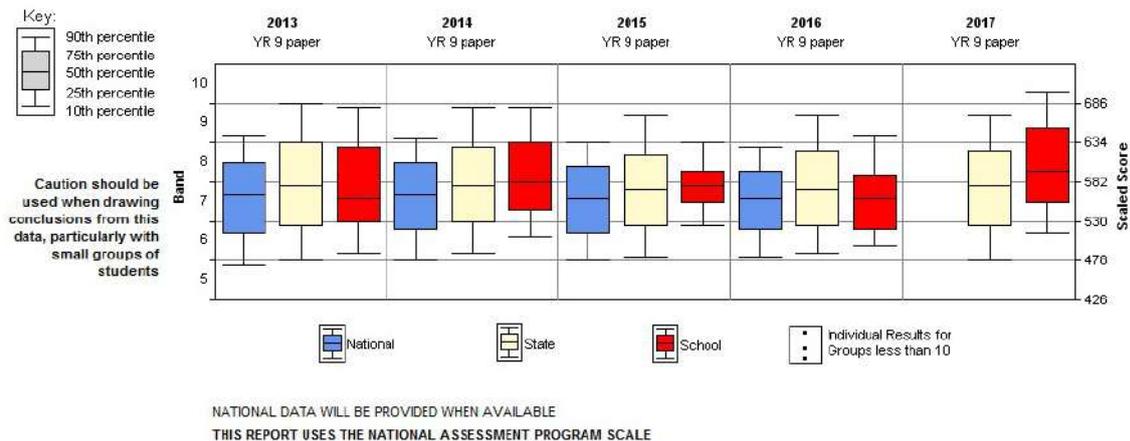


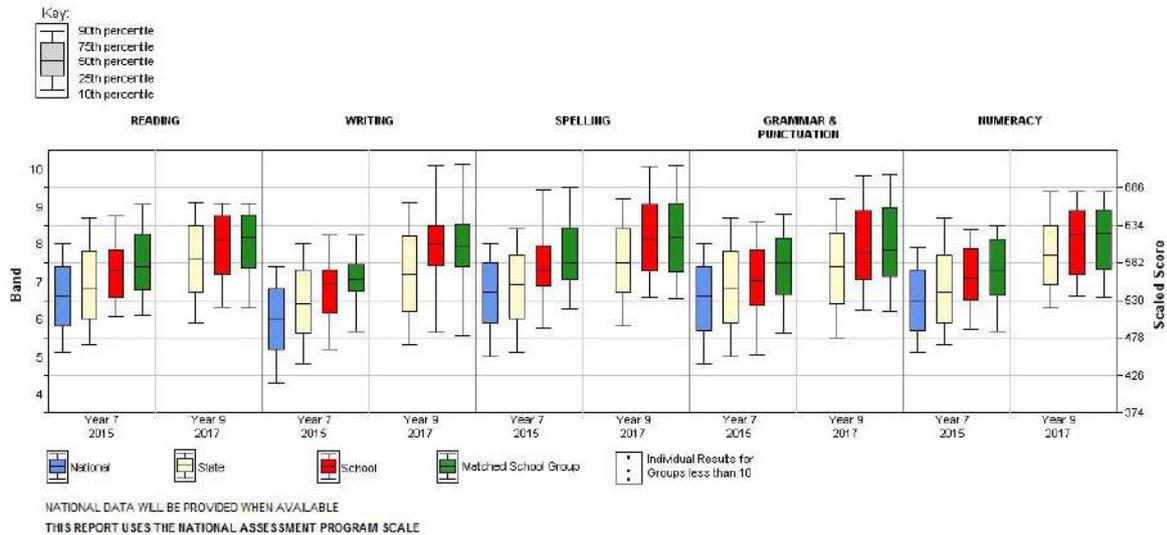
Figure 5 The Year 9 average achievement level in Numeracy across the 5 Years

indicates that our 2017 cohort's 90% percentile is higher than previous years. It also shows a bigger spread in results than previous years. Our median result has not changed significantly in the last 4 years.

Year 7 2015 to 9 2017 Growth Report

Date : 15/06/2017
Time : 4:42:13 PM

BAYVIEW COLLEGE
School Comparison Report
National Assessment Program - Literacy and Numeracy Tests 2017
Year 7 2015 to Year 9 2017
Gender: All, LBOTE: All, AT St: All



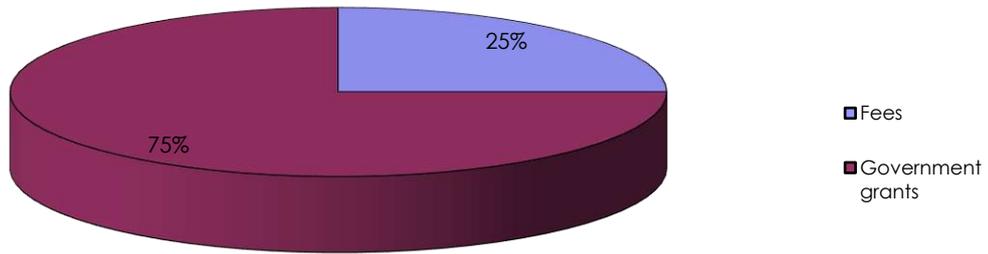
The Year 9s of 2017 have shown significant growth across all areas. Their results have improved significantly from year 7. Our students in red are achieving growth similar of that of matched schools (green). Our students are achieving higher growth than the National (cream) and state (blue) results. As stated previously, we make little contribution to the results of the students tested in Year 7. We can however celebrate the obvious growth in our students from Year 7 to Year 9 across all of the testing areas.

Financial Activities

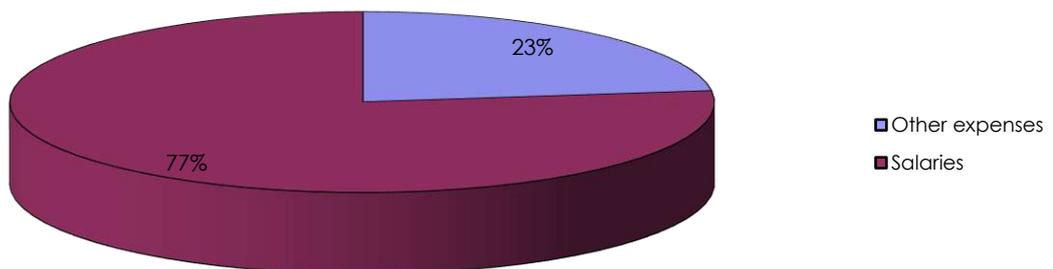
Bayview College is heavily reliant upon Government and Families to finance its operations. As the graph below shows, 75% of recurrent income in 2017 was provided by State and Commonwealth Governments. The remaining 25% was sourced from the parent body in the form of fees. The socio-economic range in the Portland community requires that fees remain affordable, making the College dependent on funding from Government sources. The College commenced its building refurbishment project in the latter part of 2017, which is due to be completed by mid-2018, and carried out a technology replacement program during the year.

The second graph shows that staff salaries and associated costs account for 77% of expenses during 2017, 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.

College Income



College Expenses



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. Each Board meeting sees a staff member reporting to the Board on their initiatives and challenges that they are facing in their field of endeavour.

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. We use a 3-year cycle for gathering feedback from our community: Lead Surveys, focus group discussion and internally

devised surveys. During 2017 we gathered this information from focus group discussions with staff and Personal Learning Plan meetings with parents and students.

Students and parents are responding positively to the changed curriculum emphasis that has our young people working on a suite of subjects that are tailored to their personal interests and abilities. Both parents and students have commented on their appreciation of student voice and agency in this model, which they felt was missing in the prior curriculum structure. 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, provided 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.

A large number of staff reported high satisfaction in 2017 with College programs and communication. However, a small group reported high dissatisfaction. These results correlate with the staff members' perception and stated view of the change agenda being rolled-out. Despite a concerted effort for open and transparent discourse and consultation, a few members of staff feel that their viewpoint was unheard. Refining and improving communication with all stakeholders within the community remains a constant challenge and a high priority.

Conclusion

Bayview College continued to focus on developing and implement a challenging, rigorous and personalised program of learning for students throughout 2017 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 2018

