



Annual Report 2018

To Believe. To Think. To Achieve



Annual Report

Welcome to the 2018 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. In 2018 the Church of Christ formally resigned as a member church for Christian Community College Portland. Subsequently, the Board reviewed and updated the College Constitution to reflect this.

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 culminating in The Giving Projects at the end of the year. This was a fantastic initiative driven by the Faith and Values team. Students in their house groups developed their own project to give back in some way to the community. Students presented primary schools with stationary resources for young people who may have difficulties obtaining materials, donated blankets to the RSPCA, visited Seaview House and carried out Random Acts of Kindness with the general public. We foster a sense of community 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. 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. Bayview participated in the Tournament of the Minds Challenge for the first time in 2018. This program is designed to challenge high performing students, and we were delighted that in our first year of competition both our teams were runners-up in their section.

The Educational Strategic Plan 2018 – 2021 was completed following extensive consultation with staff and Board members. This guiding document highlights our

four key priority areas for continued growth and development. 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 will report back to the 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 2018 there was a slight increase in the student population and a significant increase in enrolment enquires for 2019.

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.

2018 saw Bayview College recognised at both state and national level as a best practice school.

State recognition came in the form of an invitation to participate in the Principals in Profile series for independent schools Victoria. Independent Schools Victoria represents 217 schools within Victoria. Inclusion in this Profile series indicates that Bayview's quality programs, innovative approach to timetabling, and unique wellbeing programs are recognised by other educators as leading the way.

On the National level Bayview College featured in the Inaugural Australian Parliamentary Review of Education. We are one of 8 schools included in this important publication that is shared with key areas of government and schools around Australia. The inaugural Australian review is modelled on the UK publication that has a readership of over half a million.

The review is designed to forge channels of communication between politicians and those at the forefront of education. As stated in the Review - Politicians "need the assistance of education leaders who are willing to share their knowledge and insight, whilst these leaders need the platform to make sure their voices are heard." We are delighted to have been invited to be part of this significant publication that places the excellent work that we are doing at Bayview College on the National stage.

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. In addition to the strong, longstanding, relationship that we have with SW TAFE, this year we forged strong partnerships with the University of South Australia and Deakin University.

We are excited by the opportunities that these alliances offer. Our graduating students will have improved access to tertiary courses, to scholarships and to accommodation options. Our current students will continue to access unique learning opportunities at the universities, that are designed to complement and extend our school-based programs. We will see University academics and researchers spending time at Bayview in the coming years working with our school community, staff and students alike. We are ideally located between Deakin Warrnambool and UniSA Mt Gambier and that makes access to quality higher education possible.

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 had a stable membership in 2018. The Board focussed on the refurbishment project, stage 1 of the Master Plan that commenced in December 2017 and was completed throughout the year. In addition to works that were part of the project partially funded by the Federal Government through the Block Grant

Authority, the College completed some additional works within the precinct. The Board also engaged in the development of the Educational Strategic Plan 2018 – 2020. Another key area of focus for the Board in 2018 was marketing the College and the Bayview Brand in the local community.

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 increased their focus on developing each individual so that they have the capacity for self-learning, self-discipline, motivation and metacognition.

In 2018 the teaching staff comprised a total of 14 full-time and 9 part-time professionals. Of these, 7 were male and 16 were female. There were no staff members of indigenous Australian background. 39% of teaching staff have taught at Bayview College between 10 & 25 years, a further 34% have more than 4 years teaching at Bayview.

Staffing witnessed some turnover in 2018. The Development Officer and Learning Mentor resigned in June to pursue new opportunities. This enabled the College to increase the time fractions of two part time staff members who had taken a cut several years ago and bring back a part time staff member who had resigned in 2012. Two teaching staff members resigned at the end of the year to pursue new professional opportunities in other shires. Mr Ian Harris, Director of Operations, retired after 30 years dedicated exemplary service as a teacher and member of the Leadership Team. The College community celebrated this wonderful achievement and we are very grateful to Ian for his commitment to the students and his colleagues during his tenure at the College. Thus, the retention rate for the whole staff at the end of 2018 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 degree 27

Post Graduate Diploma/Cert 16

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)

Development Officer (part time) – Role ceased June 2018

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

IT Administrator

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 25 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.

The focus of Teaching & Learning Meetings throughout the year was skill development in the use of the Learning 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 staff undertook the AITSL Self-reflection survey and each staff member's individual results provided the basis for discussion and goal setting for future professional learning.

Several staff in leadership roles were up for review in 2018. The Director of Teaching and Learning, Director of Christian Identity, Middle Years Co-ordinator and Chaplain received affirming and constructive feedback from their peers, students and in the case of the Chaplain from members of the Christian Identity Sub-Committee of the Board. Each of the incumbents wished to remain in the positions and have commenced another term in their positions of leadership within the College.

Priority professional learning areas for 2018 were:

- Development of skills on SIMON for assessment & reporting
- Edrolo
- 4 VCE assessors
- Future Schools Conference
- Embedding the Culture of Thinking
- Cognizance Project
- Making Thinking Visible in a Complex World
- Development of Personal Learning Plans
- Southern Cross Program

In addition, Bayview staff and students have been working this year with leading educators from Harvard University and the Graduate School of Education. This world-renowned team of researchers and educators devote themselves to helping teachers and students understand the latest neuroscience findings and the most effective ways of educating young people for the changing world that they are growing up into. Our Curriculum team have participated in the Making Thinking Visible program with a team for the Project Zero group at Harvard, and our staff and 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. This partnership with Harvard University will continue over the next few years as the Principal participates in the Leading Learning that Matters Principals program run by the Project Zero team from Harvard in conjunction with Independent Schools Victoria.

These 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.

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.

In 2018 the Christian Identity Committee contributed to developing aspects of the strategic plan to ensure the ongoing Christian ethos of our school.

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

Bayview College embedded the curriculum restructure in 2018 thus ensuring that students have access to a broad range of courses based on their stage of development and passions, and not constrained by their age. 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 2018. 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 2018 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 students studied Japanese. Japanese is offered as an elective from Year 8 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 completed the final stage of our implementation of the use of SIMON, our Learning Management System in 2018 for curriculum delivery, assessment and reporting, tracking attendance and wellbeing matters, managing the school calendar and communicating with families. In addition, we introduced the Skoolbag App as another means of communication.

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. 2018 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.

For the first time after 7 years the School with a Cause program did not occur in 2018. Insufficient students in the graduating class were willing to be involved. Whilst disappointing, this was not surprising as this unique cohort of students had rarely demonstrated a commitment to community service throughout their time at Bayview. However, we took this opportunity to engage with the Year 11 students about their aspirations for the program and consequently have re-imagined the program for 2019 to partner with the local Rotary club and change the focus from Vietnam to Cambodia.

In 2018 our sister school Osaka Nishi Senior High School visited us in Portland for the second time. The students and 2 staff members enjoyed the sights and sounds of wintery South west Victoria. The time was spent in Homestay with Bayview families, in classes and a day trip to Halls Gap Zoo for a close encounter with Australian flora and fauna. 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 day 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 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 fourth 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, independence 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 24th time. 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 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 and helped them to finalise their plans following the completion of their VCE or VCAL.

In 2018, the student population at August census was 185. This was an increase of 2 on the previous year, with similar numbers of students leaving at Year 12 to that of incoming Year 7 students.

Average student attendance in Year 7 - 10 was 90.02 % based on daily class attendance averages (Sample taken May 2018 in Yrs. 7 – 10 for STATS DEEWR.) 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 – 92.25 %

Yr. 8 – 90.11 %

Yr. 9 – 88.26 %

Yr. 10 – 88.77 %

Yr. 11 – 90.69 %

Yr. 12 – 94.06 %

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

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 stronger in 2018 than the previous 12 months with a smaller percentage of students exiting to other schools.

Student Welfare

2018 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. A highlight of 2018 was the introduction of the Cognizance project with Dr Jared Cooney-Horvath in the CIRCLE program. This immersion in neuroscience not only fascinated the students, they also developed deeper self-awareness and understanding of the impact of their brain development on their learning.

One of the highlights this year was the introduction of our therapy pets, Tilly the wonder dog, Peek and Boo the Budgies, Mr and Mrs Noah, our breeding axolotls and our fish. Therapy pets assist the students to recover from and cope with personal and emotional difficulties and the presence on campus of our menagerie provides an added dimension to our support structures.

Our keen performers had the opportunity to be part of our successful performances of Annie Jr, James and the Giant Peach and at the Portland Music Festival.

2018 saw the return of instrumental music lessons at the College and we are delighted that our students are engaging in tuition on guitar, drums, keyboard, ukulele, saxophone, and participating in a band program.

Bayview College is more than a place where students just learn about a subject and we are proud of the staff that provide a safe and engaging place for students to grow intellectually and emotionally. The Bayview College community was joined by a new member this year with the introduction of Tilly the Therapy dog into the Wellbeing Team. Students found Tilly to be a comfort at times when they are having personal difficulties and enjoyed her company. Youth Mental Health has been addressed in a number of areas in 2018, we now have 6 staff achieve Mental Health First Aid Certification and the Live for Life Program has continued to empower our students to recognise and respond appropriately to concerns they may develop regarding their or their peers mental health. Headspace is now on campus once a week and are available for referrals for students who may be experiencing a range of difficulties. Students in Years 8, 9, and 10 attended a presentation "You the Man" supported by Women's Health and Wellbeing Barwon South West Care on how bystanders can help interrupt the cycle of relationship violence and abuse. Students also attended a full day in Warrnambool with Year 7s participating in "Project Rocket" an anti-bullying and positive relationships program. Year 8 and 9 had an inspirational talk and presentation from Eddie Woo (Mathematics) and Mat Bowtell on the challenges and opportunities they experienced at school and the importance of education. Senior students also had the opportunity to learn the dangers and consequences of gambling in the 'Love the Game' Presentation. Ongoing support and strategies for those students struggling with mental illness, or difficult circumstances is a key priority of the wellbeing team.

The Horizon, Circle, Anchor and Wave programs have seen greater engagement of students with local community groups and student participation in events such as Relay 4 Life, Harmony Day and Worlds Greatest Shave were heavily patronised. Student-led initiatives and fundraisers such as Wear Blue for United Way and 'Flannie for a Farmer' were introduced by students in Year 12 demonstrating an empathy of our students and a desire to make a difference. The Circle program provided the opportunity for students to develop their own short films as part of the Mentalicious Project on Mental Health with students receiving very positive feedback on their productions. Student passion and enrichment was supported through involvement in Tournaments of the Minds, a wonderful opportunity for our Arts and Science students to extend and challenge themselves in a prestigious competition. Student performance in this program was outstanding and the hard work of the staff involved should also be acknowledged. This year's guest speaker was Shivaun Plozza, a successful fictional author who spoke about her journey to become a successful writer. Students with a love of writing participated in a creative writing with Shivaun sparking their creativity and love of writing. The increase number of exchange students and their contribution to Bayview College has enriched our school and provided a greater understanding of different cultures and fostered the desire for travel among many of our young students. We look forward to supporting all students to become their very best versions of themselves.

2018 VCE / VCAL

Post Compulsory Completion and Achievement Information (source VCAA)

Number of Unit 3 / 4 studies taken up by students in 2018	17
Number of VET Certificates in 2018	8
Number of students enrolled in at least one VCE Unit 3 / 4 level in 2018	42
Number of students enrolled in a VET certificate in 2018	9
Number of students enrolled in VCAL in 2018	8
% Study Score over 40	3.2%
Total number of Year 12 students in 2018	25
VCE	24
VCAL senior	1
Percentage satisfactory completion of VCE in 2018	100
Number of students awarded the VCE Baccalaureate	0
Percentage VET units of competence completed in 2018	100%
Percentage VCAL Units completed in 2018	100%

Median VCE Study Score 29

Tertiary Placement.

Percentage applying for Tertiary placement in 2018	87% (VCAA data)
Percentage receiving a First Round Offer (Data for Victorian universities only)	85% (VTAC data)
Percentage receiving a Second Round offer	10%
2 students applied Interstate and received first round offers.	
2 Students received offer to SATAC and accepted	
% students with ATAR above 70	30%

Enrolments

Not available until June / July

On Track Data

Not available until late August

General overview of student pathways:

Law, Engineering (Civil), Digital Arts, Health Science, Design, Science, Criminology, Business, Computer Science, Biomedical Science, Media & Communications, Psychology Studies, Commerce, Business, Educational Studies,

2 into double degree Arts/Science. Nursing/Paramedics

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 will be 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.

This year is the last year that we will participate in the pen and paper form of NAPLAN testing. In 2019, we will be a part of the new on-line roll out of the testing process.

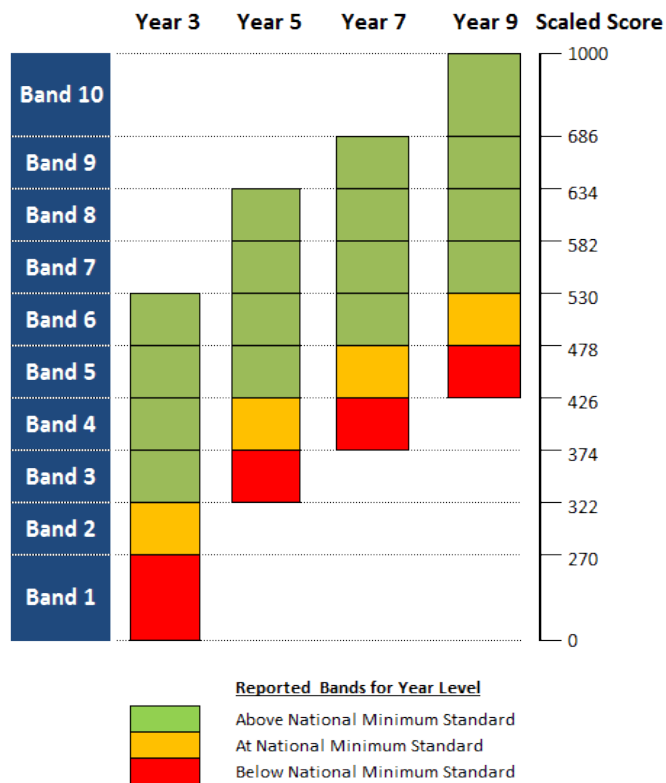
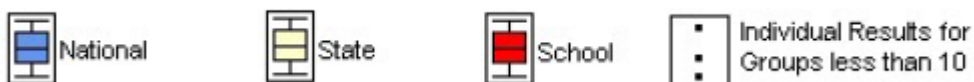


Figure 1 National Assessment Program reporting scale

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 2018 NAPLAN RESULTS

Student Background Characteristics- Year 7

The student groups at this school are comprised of multiple mixed ability classes in each year level. From a diverse cohort of 41 students, these are the results for 18 males and 23 females in groups of similar size at Year 7. Only 3 students (2 males and 1 female) 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 2018

National Assessment Program - Literacy and Numeracy Tests 2018

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

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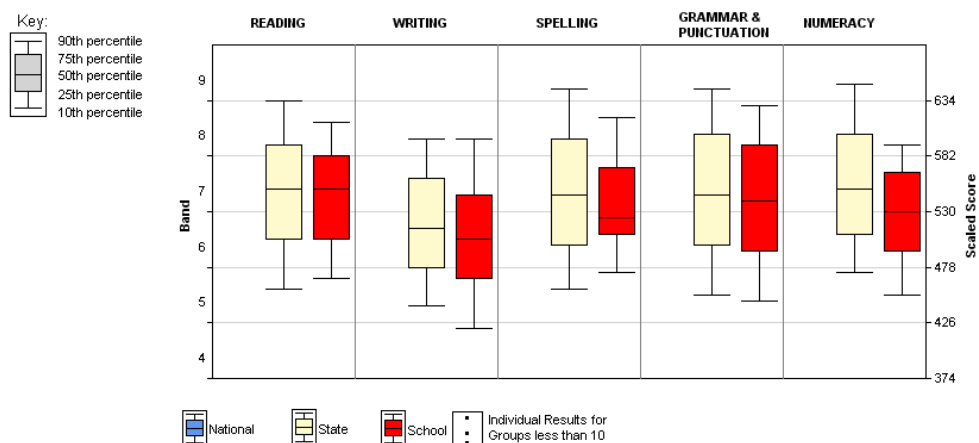


Table 1 Year 7 2018 School Summary Report – all tests, both genders and all

backgrounds Our median result is lower than the state median in all tests except for Reading. Our lower quartiles are in lower bands than the state for Writing, Grammar and Numeracy. Our upper quartiles are slightly lower than the state in Reading, Spelling and Grammar and significantly lower than the state for Numeracy. Our writing upper quartile is on par with the state.

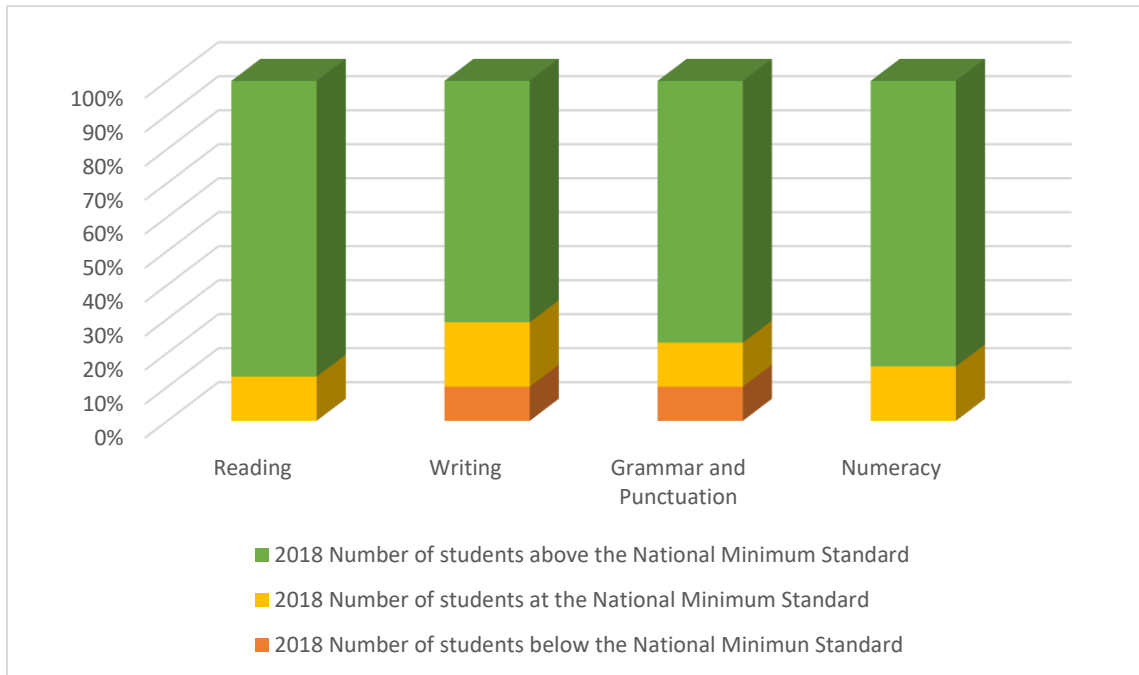


Chart 1- Percentage of students in Year 7 Below, At and Above the National Minimum Standard

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 2018 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 36, these are the results for 15 males and 21 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.

National Assessment Program - Literacy and Numeracy Tests 2018

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

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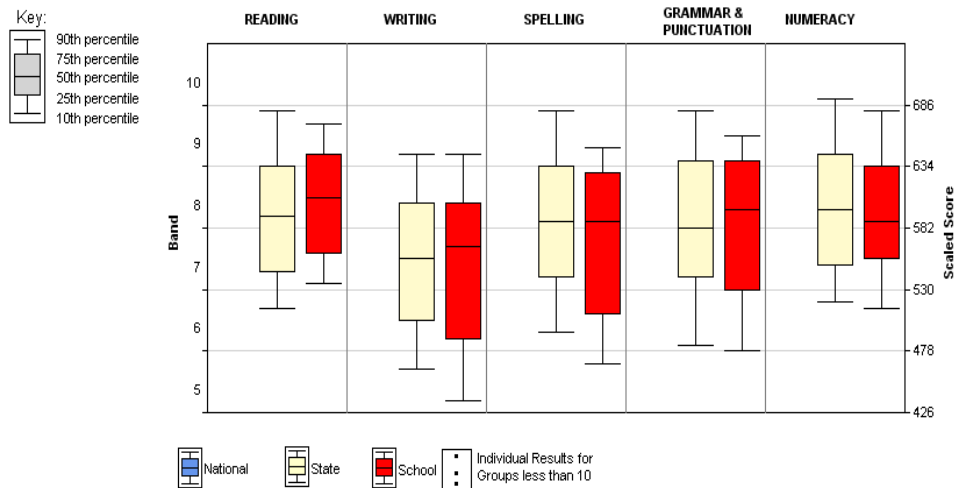


Table 1 Year 9 Summary Report across all tests

From this report, our Year 9s are testing above or at the state median for Reading, Writing, Grammar and Punctuation. They are working on par for Spelling. Our Year 9 students in 2018 were slightly below the state median for Numeracy. Our 10th percentile is lower than the State for all tests other than Reading. Our 95% percentile is lower or on par with the state in all tests.

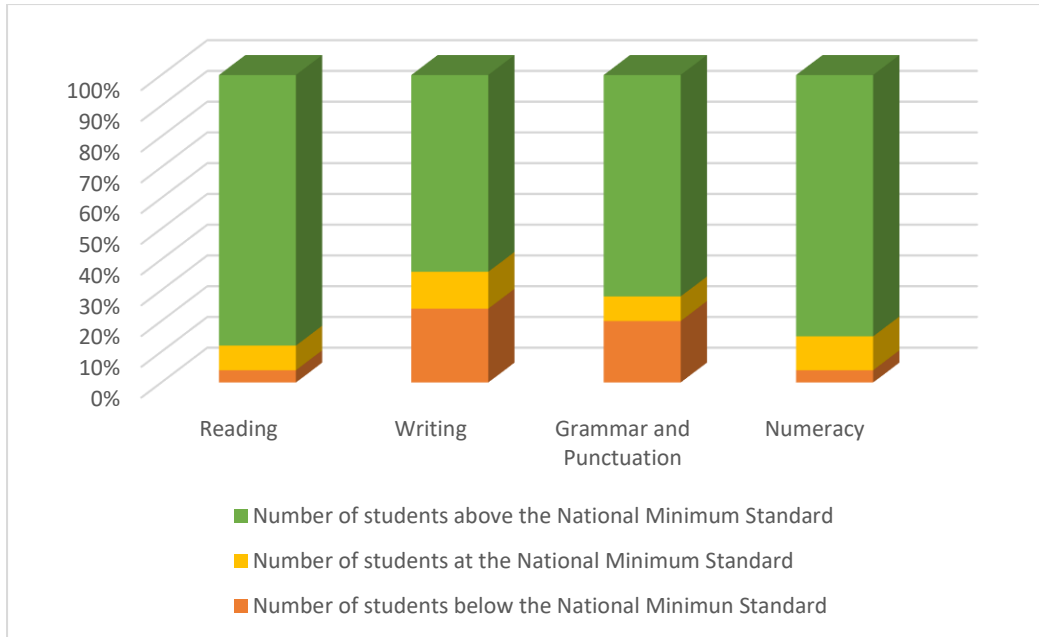


Chart 2: Percentage of students in Year 9 Below, At and Above the National Minimum Standard

This 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 shown growth since Year 7 and this can be seen in the graphs (Chart 3 and Chart 4) below.

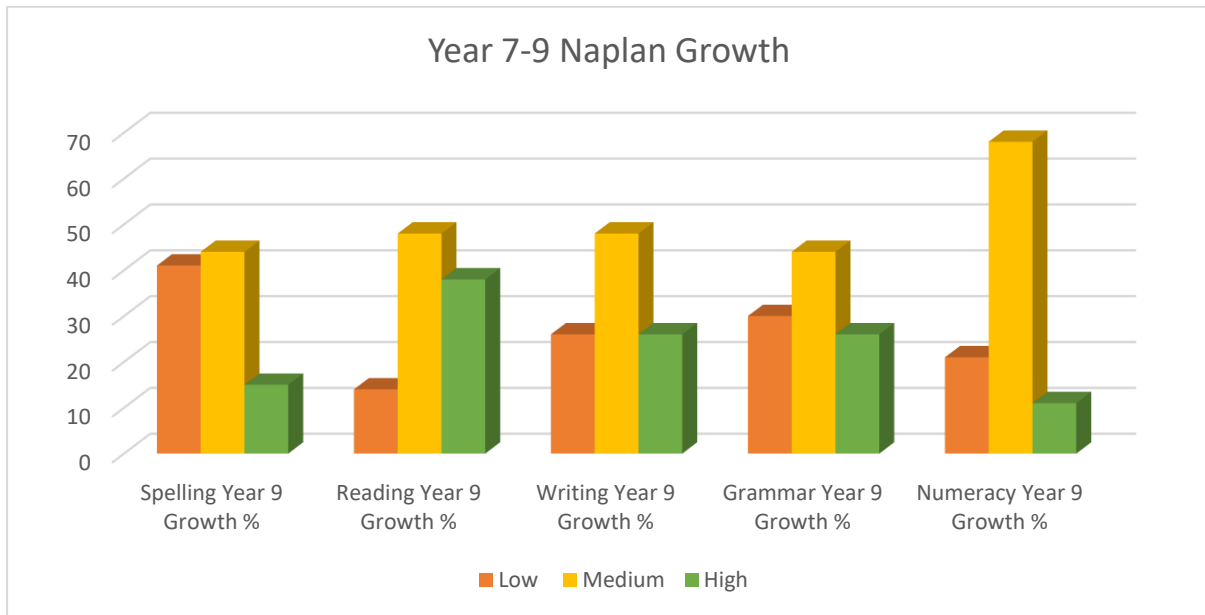
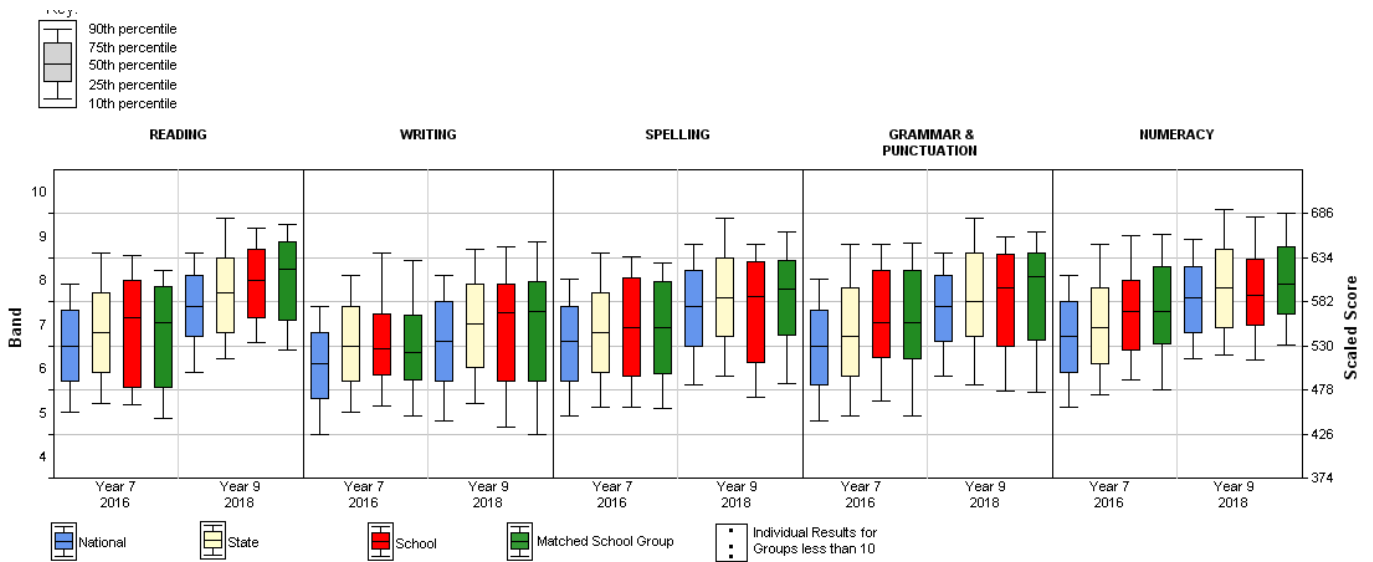


Chart 3: Percentage of students in Year 9 with Low, Medium and High Growth from year 7 across the 5 NAPLAN tests.



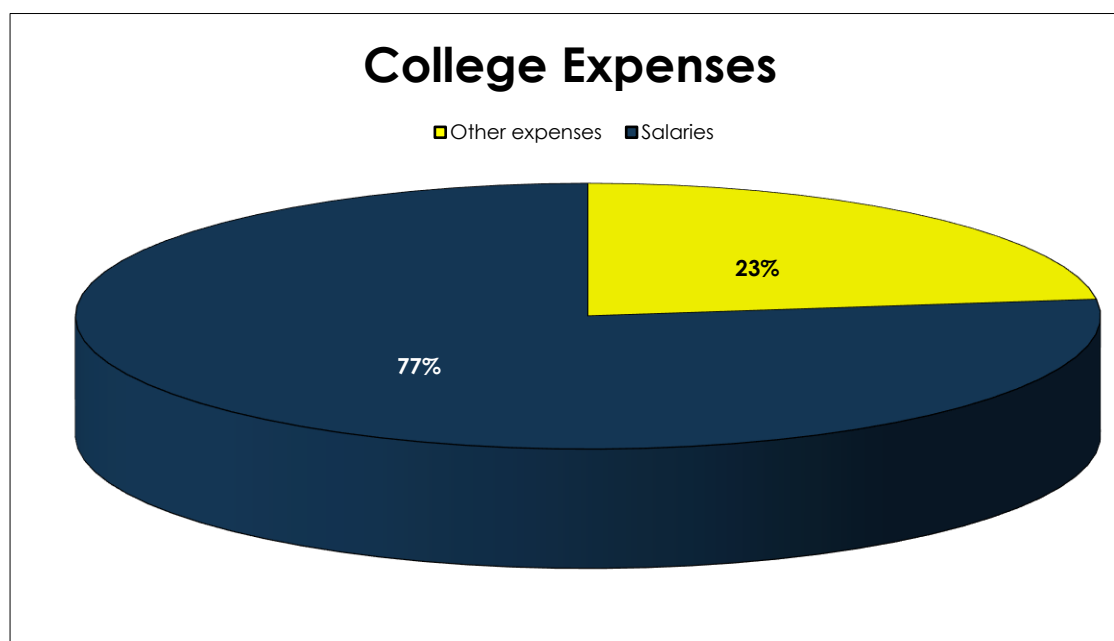
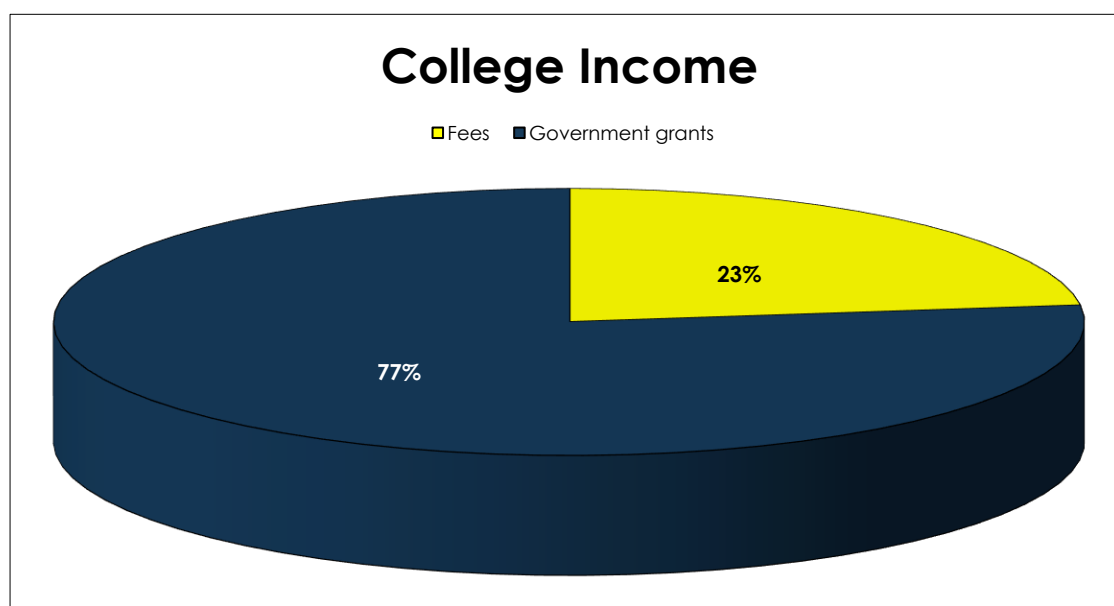
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE

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.

Financial Activities

Bayview College is heavily reliant upon Government and Families to finance its operations. As the graph below shows, 77% of recurrent income in 2018 was provided by State and Commonwealth Governments. The remaining 23% 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 completed its building refurbishment project by mid-2018 and has carried out a technology upgrade program during the year.

The second graph shows that staff salaries and associated costs account for 77% of expenses during 2018, 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.



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. All staff were involved in the development of the Educational Strategic Plan and shared their opinions on current areas of satisfaction and areas in perceived need of growth and development. 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 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. We use a 3-year cycle for gathering feedback from our community: LEAD Surveys, focus group discussion and internally devised surveys. During 2018 we gathered this information from focus group discussions with staff and Personal Learning Plan meetings with parents and students. The next complete suite of LEAD surveys will be conducted in 2019.

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 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, 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. The PLP process in 2018 highlighted the need to develop stronger protocols for the conduct of the PLP to ensure that all students and families experience consistent advice and guidance.

Community interest in the College improved with a 12% increase in enrolment enquiries throughout the year. This in conjunction with an improvement in student retention bodes well for the College.

Conclusion

Bayview College experienced a very positive shift in 2018 as we continued to focus on developing and implementing a challenging, rigorous and personalised program of learning for students throughout 2018. 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 2019