



Bayview College

To Believe. To Think. To Achieve

2021 Annual Report



Annual Report



Welcome to the 2021 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 via a personalised curriculum. At the heart of a Bayview College education is an emphasis on instilling in our young people our core values, Compassion, Integrity, Respect, Courage, and Responsibility.

Bayview College plays a significant role in the lives of the Christian Community in Portland and as such it continues to work in conjunction with the participating churches – Anglican, Baptist, Catholic, Lutheran and Uniting Churches as well as the Loreto Institute.

Representatives from the Loreto Institute consult with Bayview College Board members and the College Executive Team regularly to ensure that the College continues to operate according to the constitution.

The continued presence of the COVID-19 pandemic meant that normal school operations were again disrupted with usual community events, some camps, national and international trips postponed or cancelled. Again, students experienced a relatively predictable Term 1, but after that we revisited lockdowns and remote learning via our virtual campus. Staff and students built on the skills gained in 2020 and worked collaboratively inside and outside of the school, to improve our systems and processes for when we were not able to be physically together in the same place. Upon our return to on-campus learning we had to navigate the landscape of teaching and learning with masks, vaccination mandates, short periods of family isolation and re-establishing school culture.

Prior to our Term 2 lockdown the Executive Team, working with consultants from the Future Schools Alliance developed our new Educational Strategic Plan 2022 – 2025. This aspirational plan reflects the changes on the educational horizon and states "*Bayview is building on the legacy of our past, creating a caring coastal community that is forging our future.*" Our five strategic intents: Christian, Confident Learners, Caring, Collaborative and Creative, focus our energies on our continuous journey of innovation and change leading us to aspire to be "*a beacon of light in our community.*" This plan precipitated a restructure of the Executive Team of the College and the recruitment and appointment of a new Deputy Principal: Learning and Innovation.

The upward trend in our enrolments and increased capture of market share is continuing. Our dedication to educational excellence, both on-campus and virtual, our care of students, and proactive engagement with community has resulted in increases in enquiries, enrolments, and retention of students.

Our commitment to maintaining and establishing new links with organisations that complement and enhance our programs is core to our ongoing success. As such we are working closely with SW TAFE, the University of South Australia, Deakin University, Future Schools Alliance, GSGLEN, Live4Life, Beyond the Bell and neighbouring schools. We negotiated a new partnership in 2021 with COSAMP to auspice the delivery of VET Music Industry from 2022 onwards. The 2021 school

year also witnessed increased collaboration between Bayview College, Portland Secondary College and Heywood and District Secondary College. We anticipate that by working more closely together that we can collectively address issues that are common between schools and develop and deliver programs together of mutual benefit. Through our continued participation in the *Leading Learning that Matters* project we have a direct link with the Graduate School of Education at Harvard University, Cambridge, USA. Although, all our partnerships were also impacted by the pandemic we were still able to engage with our colleagues, students were able to participate in online programs, and we were able to learn from each other.

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 the Vision.

College Board

The Board, under the leadership of Mrs Nikki Edwards, were extremely supportive throughout the difficulties imposed by the pandemic in the last two years. The Board Executive engaged in the strategic planning process with the Future Schools Alliance and endorsed the plan in the latter half of the year. The Board oversaw the successful application to the Block Grant Authority to refurbish the upper level of the teaching block, the gymnasium and provide an all-weather cover over the Student Services courtyard. Additionally, they had oversight of the scheduled review by the Victorian Regulations and Qualifications Authority.

We farewelled Jeff Primmer in August as Loreto representative after 8 years of dedicated service to the Board and the 2 years on the Board Executive. Fr Greg Tait remains as Deputy Chair, and we welcomed Paul Ould, the new Loreto representative, onto the Board Executive. We welcomed Fr Scott Lowrey to the Board representing the Anglican Church in September. Our board has a diverse skill set which includes representatives from the member churches, and expertise in legal, building, education, finance, and risk matters. The sub-committees of the Board continue to engage with the College Executive 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. Most meetings were held remotely to meet the COVID-19 Operations Guidelines and the Board continued regular oversight and input into the management of the pandemic, school operations and oversight of OHS issues.

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 (interim), Faith & Values teachers, and House System keep the Loreto Charism alive in our school community. Loreto continues to actively support Bayview College and the representative of the Loreto Institute on the Bayview Board provides us with a direct link to the institute.

Staffing

Bayview College has a broad range of professionally qualified, committed educational professionals, from graduates to highly experienced, who thrive on teaching in our supportive and innovative school environment. The staff have increased their focus on personalisation and the development of individuals so that they have the capacity for self-learning, self-discipline, motivation, and metacognition.

In 2021 the teaching staff comprised a total of 19 full-time and 12 part-time professionals. Of these, 8 were male and 23 were female. There were no staff members of indigenous Australian background. 42.3% of teaching staff have taught at Bayview College between 10 & 30 years, a further 20% have more than 4 years teaching at Bayview.

Two new full time teaching staff were appointed at the commencement of the year. One teaching staff member retired and another left to return to previous employment in another field of work. Two SSO staff left Bayview for personal reasons. Staff were required to comply with the Victorian Government Mandatory Vaccination policy for educational professionals. This resulted in one staff member being terminated for non-compliance.

The retention rate for the whole staff at the end of 2021 was 89%

The fifth 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, and this was particularly important during the management of the pandemic and school closures.

Through the Victorian Government's Tutor Learning Initiative, we engaged a Bayview Alumni teaching professional as tutor in Term two, focussing on numeracy, and subsequently she has joined the staff in an ongoing capacity.

Teaching Staff Qualification Number

Bachelor's degree 37

Post Graduate Diploma/Cert 19

Honours 3

Master's Degree 5

Doctorate 1

The infrastructure support-staff (12) consisted of:

Business Manager

Executive Assistant/ College Registrar

Library Manager/Accounts Clerk (full-time)

Educational Support Officers (2 part-time/ 1 fulltime)

Property Manager (Full-time)

Grounds Maintenance (1 employed on a part time basis)

IT Administrator

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

Science Lab Technician (2 part-time)

Attendance

Due to the COVID-19 pandemic, school closures resulting in working from home, and then increased hygiene measures there were not many Sick days, or professional learning related travel absences that occurred in 2021. We again took advantage of providing all staff with a flu immunisation. This helped to minimise days lost due to illness particularly over the winter months.

The College relied heavily on a small group of recently retired staff to manage absences throughout the year as the supply of experienced and trusted Casual Relief Teachers diminished within the community.

Staff Professional Learning

Staff members across all levels of leadership continue to model the concept of lifelong learning for students. The collaborative professional learning culture within the college continues to develop 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 formed the basis of the PL undertaken. Additionally, the introduction of the new VIT Code of Conduct, Consent Education and the FVISS Scheme were significant areas of PL across the year.

Three staff members participated in the Independent Schools Victoria Teacher Fellowship program where they participated in an action research Teacher Inquiry Group. The model, the

outcomes and the experiences have been brought back to the College to embed in our PL moving forward.

As part of the ARM (Annual Review Meeting) process, teaching staff reflected on the implications of the changes to the VIT Code of Conduct on our professional practice and engagement in the local community.

Priority professional learning areas for 2021 were:

- Consent Education
- VIT Code of Conduct
- Child Safety Update
- New features, including data analytics, of SIMON for assessment & reporting
- Consistent use of SIMON Learning Area Pages
- VCAA assessing
- Culture of Thinking
- Inclusion
- Ed Perfect as part of the Middle Years online platform
- Cognizance Project
- Project Wayfinder
- Personal Learning Plans
- Participating in the ISV and Harvard University Leading Learning that Matters program.
- VCAA briefings on the Senior Secondary Reforms
- VCAA

Our membership of the Future Schools Alliance continues to provide us with access to numerous online learning opportunities. Our work with other educational leaders who are prioritising innovation and contextual educational change is critical in our ongoing journey as a school, and the ability to connect with schools around the nation in online platforms positively impacts our community.

Independent Schools Victoria (ISV) consistently provide staff with webinars, resources, and network opportunities to develop the skills required to navigate the evolving context within which schools operate.

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 compassion, integrity, respect, responsibility, and courage, 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 (in person and virtually) and staff and student prayer held on regular occasions. Regular Faith and Values faculty meetings were held throughout the year.

The Christian Identity Board sub-committee is charged with ensuring the ongoing Christian identity of the College. The Chaplain (interim) and Director of Christian Identity, a student representative, along with the representatives of the member churches work with the principal on ensuring that our unique Christian ethos is maintained. The Christian Identity Committee were involved in a review of the role of Chaplain at the College and a recruitment process for a new Chaplain. The committee also commenced a review of the House System through the lens of ecumenism and ongoing relevance in a diverse co-educational school environment. The support of the ministers is appreciated by the staff team and the open dialogue that continues to enliven the spirit and the ethos of the College.

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.

Our 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 remained online in 2021. The Director of Christian Identity, Chaplain (Interim) and Principal developed a series of activities that encouraged reflection, creativity, and teamwork. The ZOOM Chapel session set the tone for the day, along with the bag of reflective readings and mindfulness activities.

Curriculum

Our continued emphasis on the "Stage not Age" concept to timetabling enables us to maintain a breadth of subject offerings that rotate and are updated annually, with extension units for highly able students and an increased number of interdisciplinary units. All students, in partnership with their parents, develop their Personal Learning Plan (PLP), which incorporate a recognition of skills and knowledge developed in activities that occur outside of school hours and within the community. The PLP flexibly maps student pathway choices for years 8 - 12 of their education. Giving students voice and choice in their learning program provides them with ownership of their programs that are tailored to their passions and interests. Within this framework the timetable is divided equally with subjects receiving equal amounts of time per cycle from year 9 onwards.

In 2021 core subjects for Years 7 and 8 were English, Mathematics, HASS, Science, Faith & Values and Health & Physical Education. All Year 7 students also studied Japanese. Japanese is offered as an elective from Year 8. Year 7 students completed a rotation of practical and arts-based subjects for one semester each.

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

Years 8, 9 and 10 students studied electives offered in the Arts, Technology, HASS, Health & Physical Education, English, Science, and interdisciplinary studies.

Coursework for all subjects except LOTE (Japanese) includes:

- Learning Area Structure
- Scope and Sequence – Topic/Timeline, Learning Intention (Knowledge and Skills), Evidence of Learning (Assessment), Teaching/Learning Sequence (Steps and Activities), Thinking Routines, 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
- Thinking Skills

Semester Reports to parents focus on students' achievements in a specific subject. The Australian Curriculum standards for all subjects except LOTE (Japanese) and were modified to reflect students experience in remote learning.

We continued our strong partnership with Southwest TAFE to provide our senior students with access to a range of VET courses that they can choose to undertake as part of their VCE or VCAL programs.

Students

Students' participation in curricular/extra-curricular activities and opportunities across a range of personal, spiritual, academic, social, and physical areas was again impacted across the year. However, we were able to reschedule or plan alternate activities in most cases. The Portland Aluminium Future Leaders of Industry Program, the Live4Life program, \$20 Boss initiative also continued in a virtual capacity. House sports proceeded unaffected, with some interschool competitions occurring in the earlier part of the Year. The College production, Madagascar Jr. was staged the week before lockdown was declared. This celebration of the Arts, which also

involves students from St John's Lutheran Primary School and All Saints Parish Primary school, highlight the leadership and performance talents of the students. Albeit delayed, the senior play, *Box* by Lindsay Price, went ahead in Term 4. The students persisted with online rehearsals during the term 3 lockdown, determined to present this challenging piece to two appreciative audiences.

Students were recognised through their involvement in the National Youth Science Forum and the Olympic Changemaker awards. Students were selected for University of Melbourne Kwong Lee Dow Young Scholars program, and the Creative Leaders Project.

The multi-age House Care group system provides many opportunities for nurturing and supporting students new to the school, and for leadership within the group. 2021 saw the Middle Years and Senior School Leaders have prominent profiles within the community and this resulted in many competent and enthusiastic young people stepping up for leadership opportunities throughout the year.

The Students with a Cause program was again cancelled due to the pandemic, as was the exchange program to Japan. Our sister school relationship with Osaka Nishi Senior High School came to an end as the school was closing April 2022. We negotiated and signed a new agreement with Ichiritsu High School Osaka. It is hoped that we will be able to re-commence exchange programs in 2022.

The College Camps program also experienced another re-imagining. Year 7 commenced the year with a 3-day transition camp held at Robe, South Australia. This camp always plays an important part of the transition program that we implement to assist the students, making the move from primary to secondary school as smooth as possible. The Year 8 to Pritchard's landing, on the Glenelg River, was very successful and enjoyed by all the students. Year 9 Camp to Melbourne CBD was cancelled in June and replaced with a 3-day surf camp at Torquay in December. The Year 11s had a short 2-night study camp prior to exams which also included some physical challenges in place of the cancelled Ski trip, and the Year 10s undertook 8 days of the usual 10-day Great South Coast challenge.

In 2021, the student population at August census was 245. This was an increase on the previous year, with less numbers of students leaving at Year 12 to that of incoming Year 7 students.

Average student attendance for the year across all year levels was 89.53 % based on daily class attendance averages.

Average Attendance

Non-Indigenous & Indigenous

Yr. 7 – 91.01%

Yr. 8 – 86.01 %

Yr. 9 – 87.30 %

Yr. 10 – 89.41 %

Yr. 11 – 81.07 %

Yr. 12 – 87.10 %

Percentages based on whole-year figures for 2021, taken from SIMON Learning Management System attendance module.

Given a significant percentage of 2021 was remote learning, attendance at class sessions was marked at the beginning of each ZOOM online lesson. Students were required to 'check in' at the beginning of their regular timetabled class to have their name marked on the roll. Once the teacher had delivered the task for the day and spoken with individuals to clarify any questions, students were to attend to schoolwork for their lesson on their own but could access staff assistance.

Our constant focus during remote learning was to ensure that the students had contact with the school each lesson, and that their wellbeing was monitored while off campus. Offering this personal contact each day enabled them to access schoolwork and the school community with ease. Students who did not regularly attend were followed up by their Year Level Coordinator.

During remote learning, we maintained our usual method of record keeping regarding class attendance to ensure consistency throughout the year. Class teachers use the Learning Management System, SIMON, to record student attendance. Administration staff and Year Level Coordinators manage the records. Administration staff monitor daily attendance, and contact 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 Officer identifies issues that may result in ongoing absences and works to resolve these issues with students and parents.

Student Welfare

Celebrating the achievements of our students and staff is a key part of Bayview College. Each student has unique skills and talents that need to be recognised by the school community. The annual Bayview College Presentation Ceremony was again held as an online event in 2021 and was an opportunity to celebrate and acknowledge those students who excelled academically, and/or who have consistently given their best efforts in class. We were able to gather in Year levels at school, film the awards ceremony, and edit the footage for uploading on the website. Student leaders and other key community members pre-filmed their speeches for inclusion in the awards ceremony. Whilst we were not physically present as a whole school community, we were able to acknowledge the contributions and achievements of many.

Ritual, ceremony, and rites of passage are important markers of a school and ways that schools create culture. The ongoing pandemic meant that many of these were not able to proceed in 2021. We were able to hold a smaller scale Valedictory process for our graduating class of 2021 with an intimate church service for the students, their families and teachers followed by a Valedictory Dinner.

Yet again extended lockdowns presented several challenges in supporting our students with their emotional and social wellbeing. Teaching content took second place to connecting and establishing strong relationships online. The Wellbeing team offered an outreach service to students placing phone calls home, having regular ZOOM contact with students and their families, and monitoring attendance, work completion and the feedback gained from student pulse check surveys. The toll of two years of disruption impacted some young people, whilst others thrived with the independence and the ability to self-pace that the remote learning offered.

The Shire wide Live4Life program was rolled out in Term 4 for Year 8 and 10. This is an important opportunity for young people to learn more about Mental Health, supporting peers and seeking help, which provides our students with tools and language to navigate life's challenges.

Our annual giving projects saw the younger students reaching out to residents in the local aged care facilities during the extended lockdown periods. Cards and letters were warmly received by the residents, many of whom wrote back to the students, sharing their personal stories. The wellbeing team, along with the inclusion team have seen significant personal and academic growth in our students. Students' wellbeing, self-confidence, and strategies to deal with challenges have grown under the guidance of this team. Senior students completed small workshops that provided skills and strategies for dealing with challenges associated with exams and assessment by learning about mindfulness and self-care.

2021 VCE / VCAL

Post Compulsory Completion and Achievement Information (source VCAA)

Number of Unit 3 / 4 studies taken up by students in 2021	19
Number of VET Certificates in 2021	10
Number of students enrolled in at least one VCE Unit 3 / 4 level in 2021	39
Number of students enrolled in VCAL Senior in 2021	9
% Study Score over 40	0%
Total number of Year 12 students in 2021	30
VCE	21
Percentage satisfactory completion of VCE in 2021	100
Number of students awarded the VCE Baccalaureate	2
Percentage VCAL Units completed in 2021	87%

Median VCE Study Score 28

Tertiary Placement.

Percentage applying for Tertiary placement in 2020	86.4% (VCAA data)
Percentage receiving an early offer	18%
Percentage receiving a First Round Offer	80% (VTAC data)

(Data for Victorian universities only)

General overview of student pathways Commerce/Arts, Environmental & Conservation Science, Conservation & Land Management, Arts, Health Science, Occupational Therapy, International Studies, Engineering x 4, Law, Criminology/Psychological Science, Business, Exercise & Sports Science,

Students that have entered the workplace: Ace Crash Repairs Full time work, Glenelg Shire Council Traineeship, Early Childhood Glenelg Shire Traineeship, Dental Traineeship.

NAPLAN Data Service

The data we gather from NAPLAN is one of the tools that we use to track the academic growth of our students and contributes to our teaching and curriculum decisions. NAPLAN can support school improvement by enabling teachers to monitor their students' progress over time against the national measure, to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy. NAPLAN provides additional information to support teacher professional judgement about progress in a child's level of literacy and numeracy attainment and progress.

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 useful 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. The NAPLAN tests are now completed online by all students.

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 aims to plot a student's progress throughout their entire educational journey, however, this was interrupted with no NAPLAN testing in 2020 due to COVID-19 pandemic.

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. In 2019 the method for determining the colour coding for students results and growth changed.

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.

YEAR 7 and 9 2021 NAPLAN RESULTS

The table below shows the average student results at this school for 2021. The cell colour shows how the school's results compare to those of students with a similar background. The NAPLAN participation for Bayview College was 99% compared to all Australian students 95% participation. Note: From 2019, the method for determining the colour coding of results changed.

The key for interpreting the data and graphs is shown below.

Figure 1.1 Key for interpretation of data.

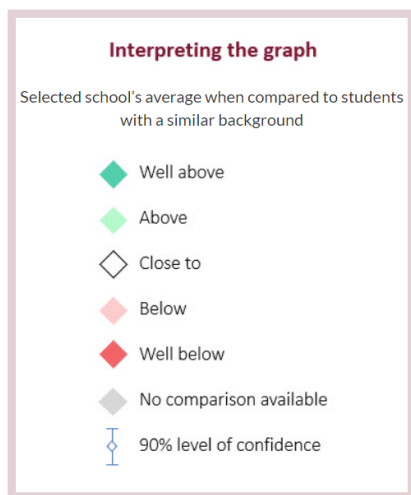


Table 1. 1 Average student results for Bayview College in 2021.

Compare to ● Students with similar background ● All Australian students



	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	552	526	534	543	555
Year 9	591	573	581	578	587

Summary: This table shows that for 2021 in Year 7 students achieved on average results for Reading, Writing, Grammar and Numeracy that were "Close to" the standard of all Australian students. The average for Spelling in Year 7 was "Below" the standard of all Australian students. The table shows that in 2021 the Year 9 students on average achieved results for Reading, Spelling, Grammar and Numeracy that were "close to" the standard of all Australian students. The Year 9 average for Writing was "above standard".

Table 1.2 Percentage of students making above average progress.

This table shows the percentage of students at the school (In Year 7 and 9) who achieved above average progress, compared to students of a similar background and who had the same starting score from their previous NAPLAN tests.

	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2019-2021
Reading	50	54	54	41	60	58	56
Writing	59	54	57	58	47	73	53
Numeracy	45	43	58	40	45	47	45

Summary: For Year 7 and 9 students on average 56% of students **made above average progress** for Reading, 53% above average for Writing and 45% above average for Numeracy. These results show a comparison across time.

YEAR 7 2021 NAPLAN RESULTS

Student Background Characteristics

The student groups at this school are comprised of multiple mixed ability classes in each year level.

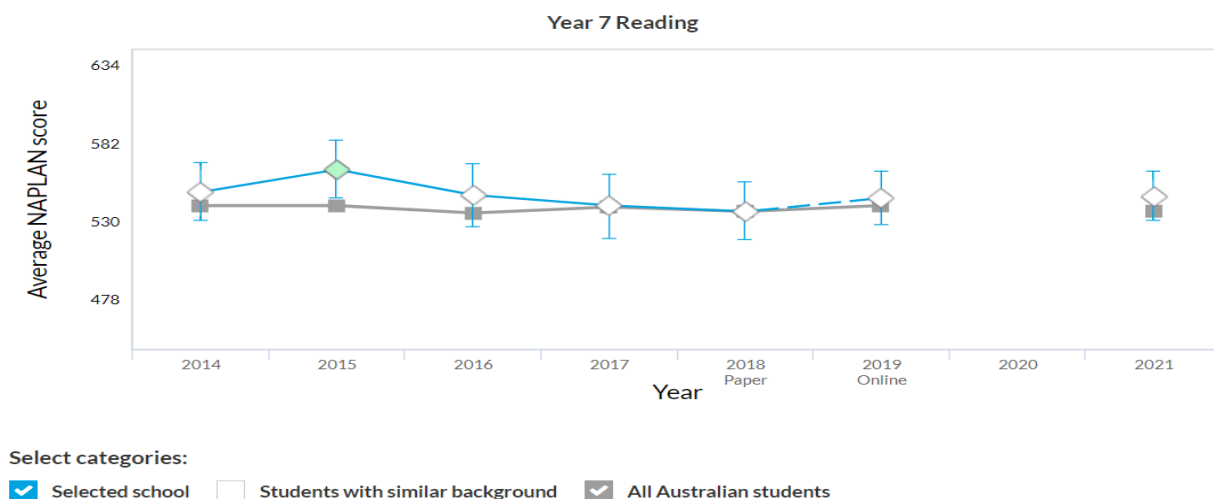
The following graphs show student results for Year 7 2021

The graphs below show the average NAPLAN score for all Year 7 students at the school in each domain over time, compared to the average score of students from all Australian schools.

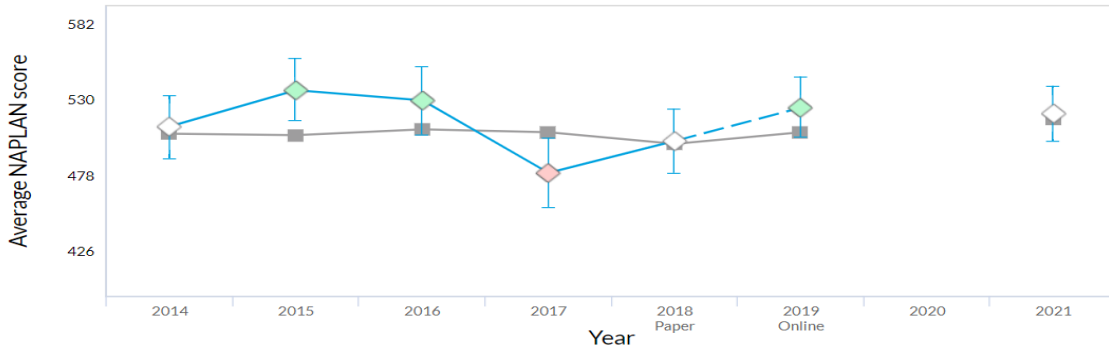
The colour of the diamonds show how the school's results compared to those of all Australian students. The whiskers around the diamond show the margin of error at 90 per cent level of confidence.

The background of students has been shown to have an impact on NAPLAN results. Student background includes parental occupation and education.

Figure 2.1-2.5 Graph of average NAPLAN score for students in Year 7 across each Domain



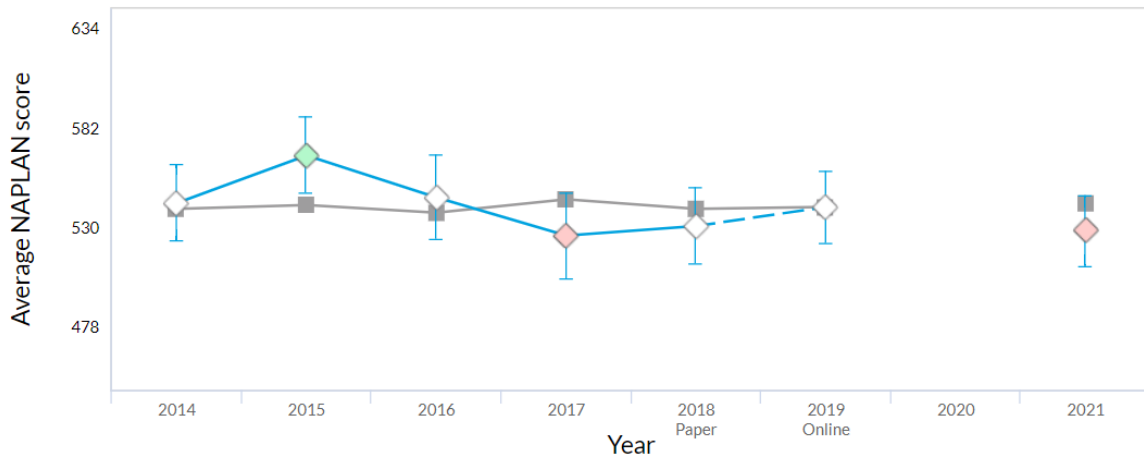
Year 7 Writing



Select categories:

- Selected school
 Students with similar background
 All Australian students

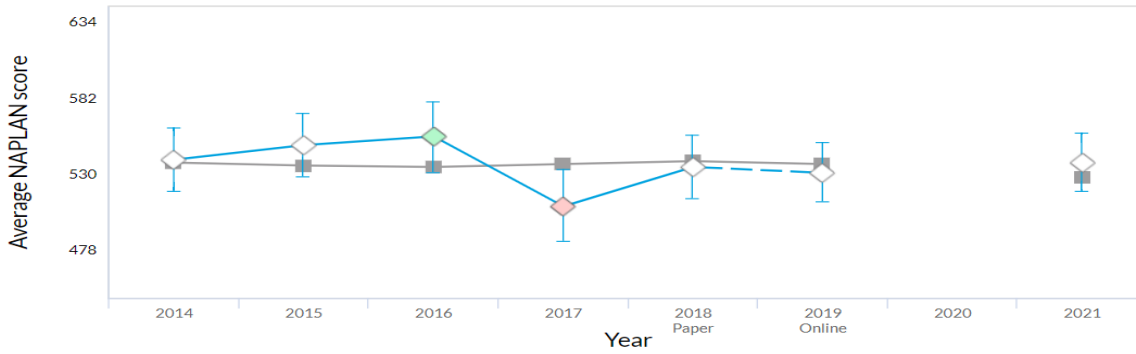
Year 7 Spelling



Select categories:

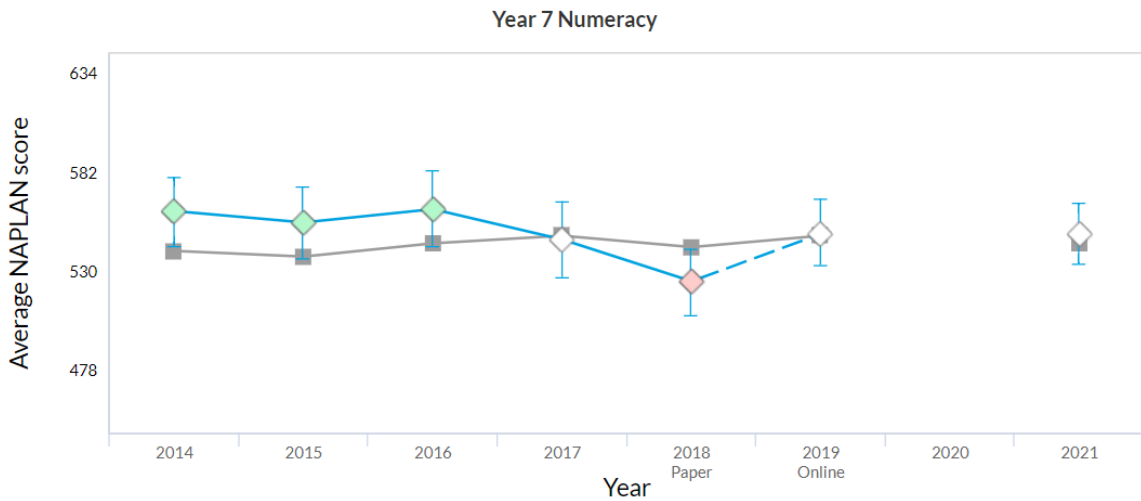
- Selected school
 Students with similar background
 All Australian students

Year 7 Grammar and Punctuation



Select categories:

- Selected school
 Students with similar background
 All Australian students



Select categories:

- Selected school
 Students with similar background
 All Australian students

Summary: Graphs of results for Year 7 in each of the Domains

The graphs for each domain show that in all areas the students are close to or above, (Writing), the standard of all Australian students. The graphs show relatively consistent results, compared to previous years, across all Domains in Year 7. These results are interesting given the interruptions to learning that have taken place, (due to COVID-19) over the previous two years.

Year 9 2019 NAPLAN RESULTS

Student Background Characteristics- Year 9

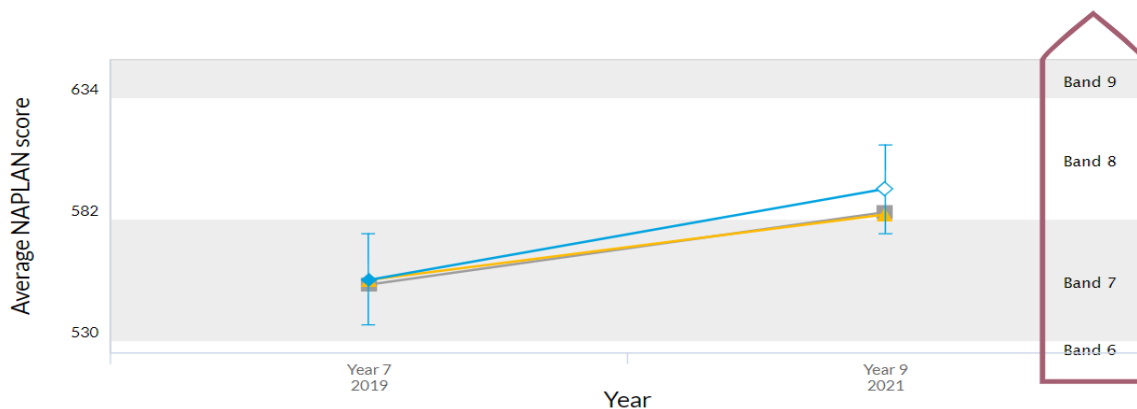
The student groups at this school are comprised of multiple mixed ability classes in each year level.

YEAR 9 PROGRESS FROM 2019 TO 2021

The blue line shows how much results at Bayview College have improved since the students did NAPLAN two years ago. The yellow line shows the amount of improvement achieved by other students across the country who had the same NAPLAN score two years ago (same starting score) and who have similar background as the students at the selected school and how the results of all Australian students have improved (grey line).

Figures 3.1-3.3 Year 9 Progress across time.

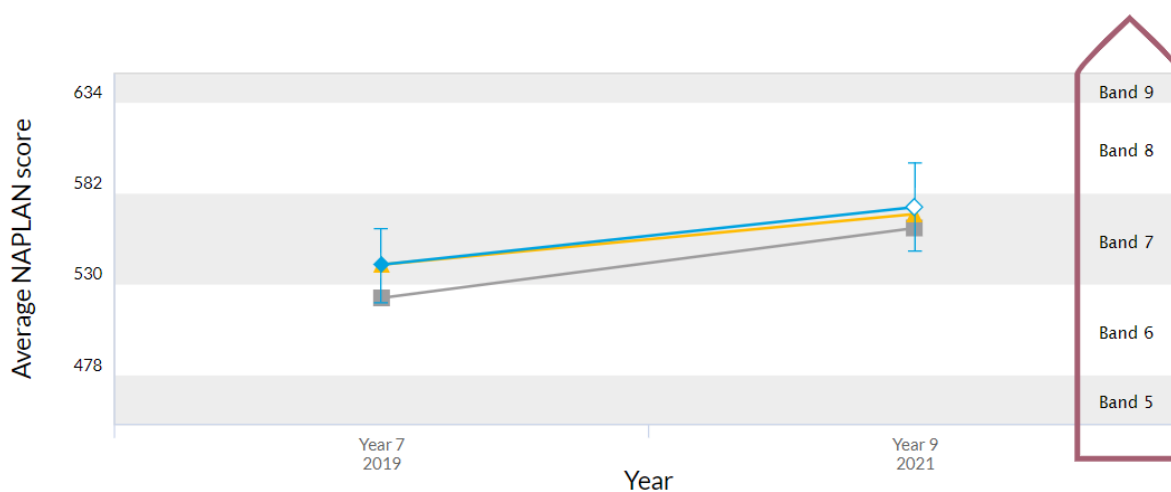
Year 7-9 Reading 2019-2021



Select categories:

- Selected school
- Students with the same starting score and similar background (i)
- All Australian students

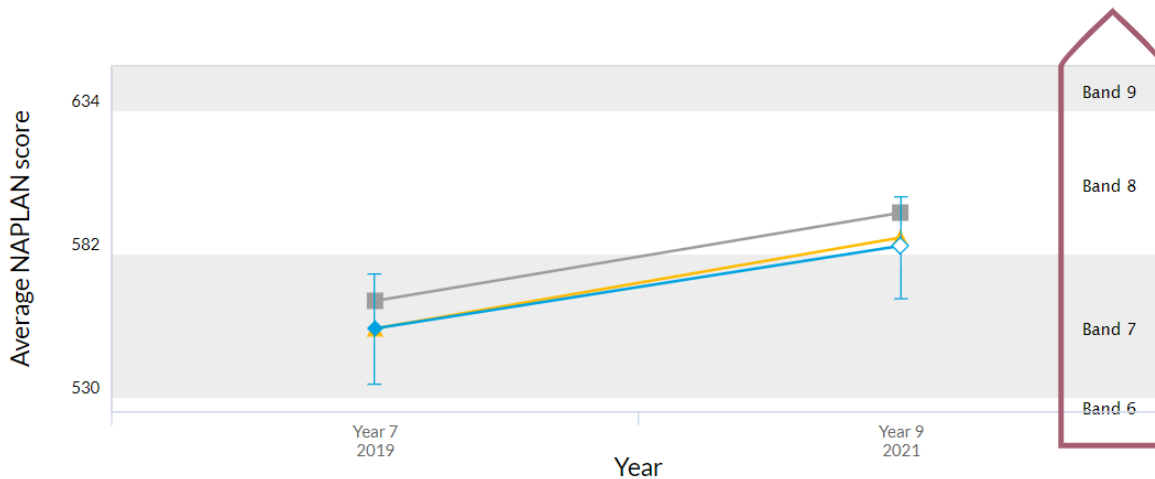
Year 7-9 Writing 2019-2021



Select categories:

- Selected school
- Students with the same starting score and similar background (i)
- All Australian students

Year 7-9 Numeracy 2019-2021



Select categories:

- Selected school
- Students with the same starting score and similar background (i)
- All Australian students

Summary of progress of Year 9 students from 2019 to 2021

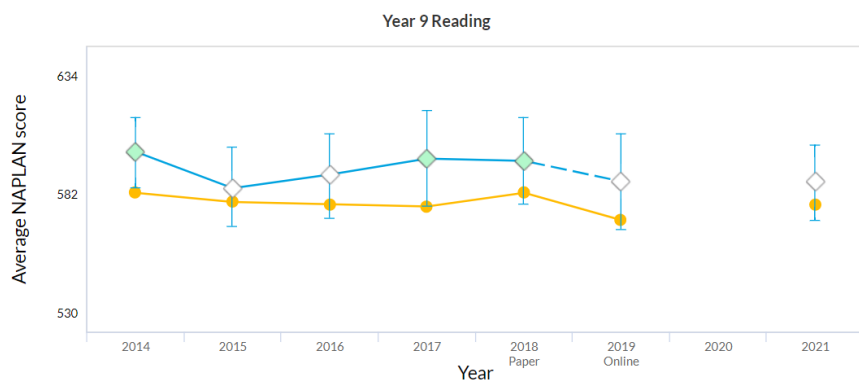
Students have shown steady growth across all Domains in the last two years. Year 9 students have achieved slightly above all Australian students in Reading and Writing but are below all Australian students in Numeracy. The band also suggests students are on average within the Band with expected at Year 9.

YEAR 9 DOMAIN RESULTS OVER TIME

The graphs below show the average NAPLAN score for all students at the school in each domain over time, compared to the average score of students with a similar background. In this case similar schools have very closely aligned results to all Australian students.

The colour of the diamonds show how the school's results compared to those of students with a similar background. The whiskers around the diamond show the margin of error at 90 per cent level of confidence. The background of students has been shown to have an impact on NAPLAN results. Student background includes parental occupation and education.

Figures 4.1-4.5 Average NAPLAN scores for Year 9 students in each domain over time.



Interpreting the graph

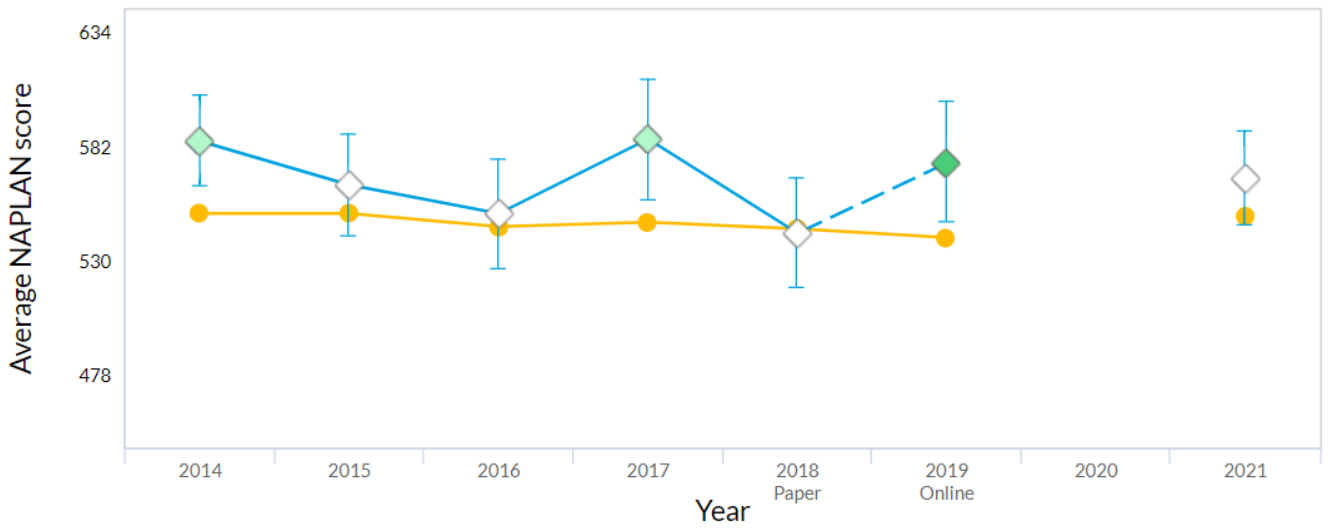
Selected school's average when compared to students with a similar background

- ◆ Well above
- ◆ Above
- Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- 90% level of confidence

Select categories:

- Selected school
- Students with similar background
- All Australian students

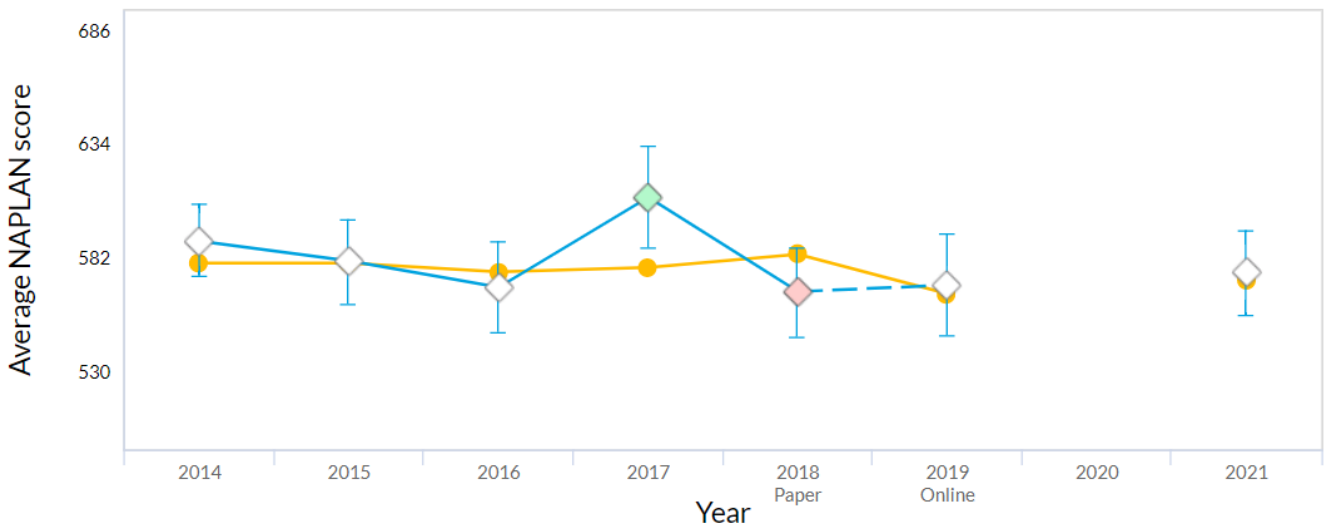
Year 9 Writing



Select categories:

- Selected school
- Students with similar background
- All Australian students

Year 9 Spelling

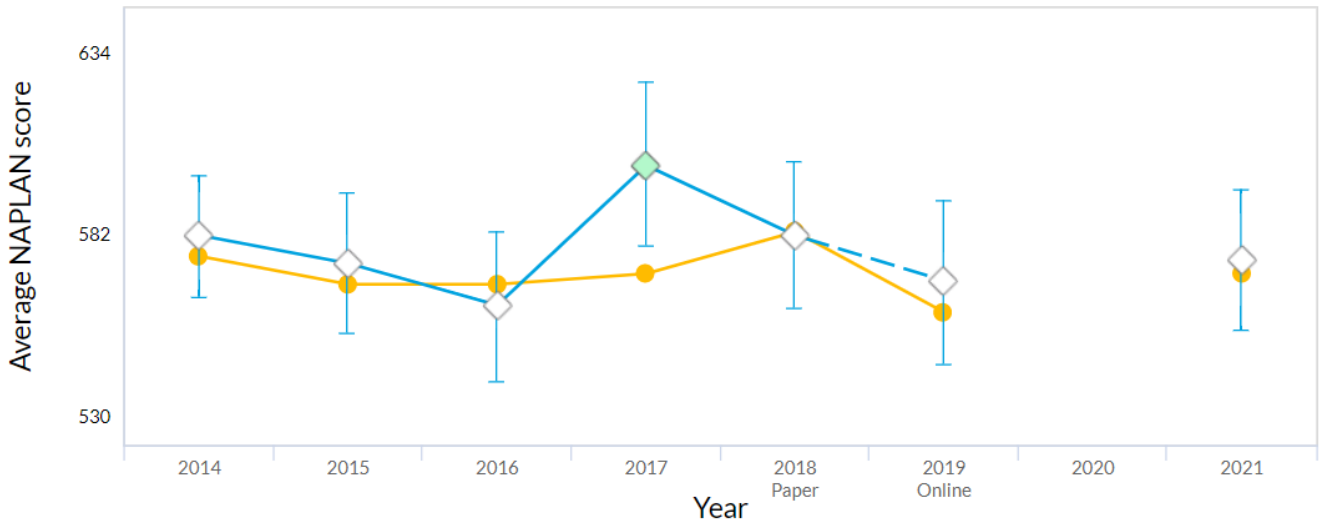


Select categories:

- Selected school
- Students with similar background
- All Australian students

Please note that from 2019, the method for determining the colour coding of results changed.

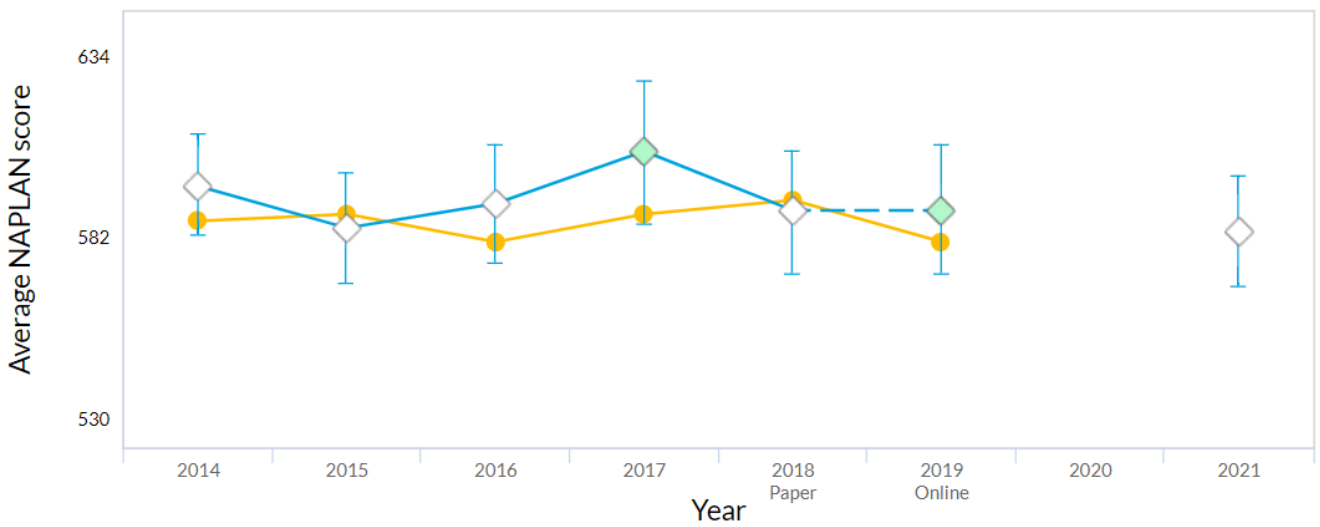
Year 9 Grammar and Punctuation



Select categories:

- Selected school
 Students with similar background
 All Australian students

Year 9 Numeracy



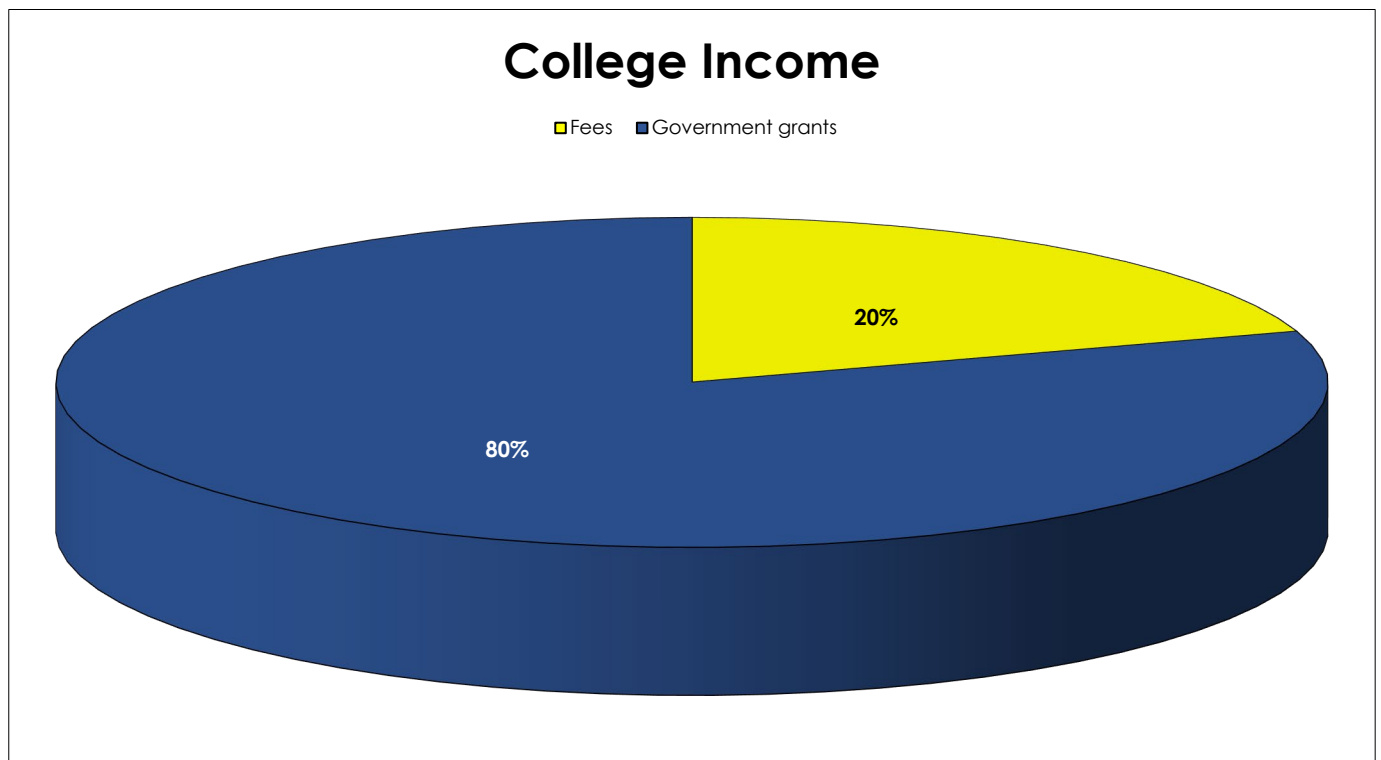
Select categories:

- Selected school
 Students with similar background
 All Australian students

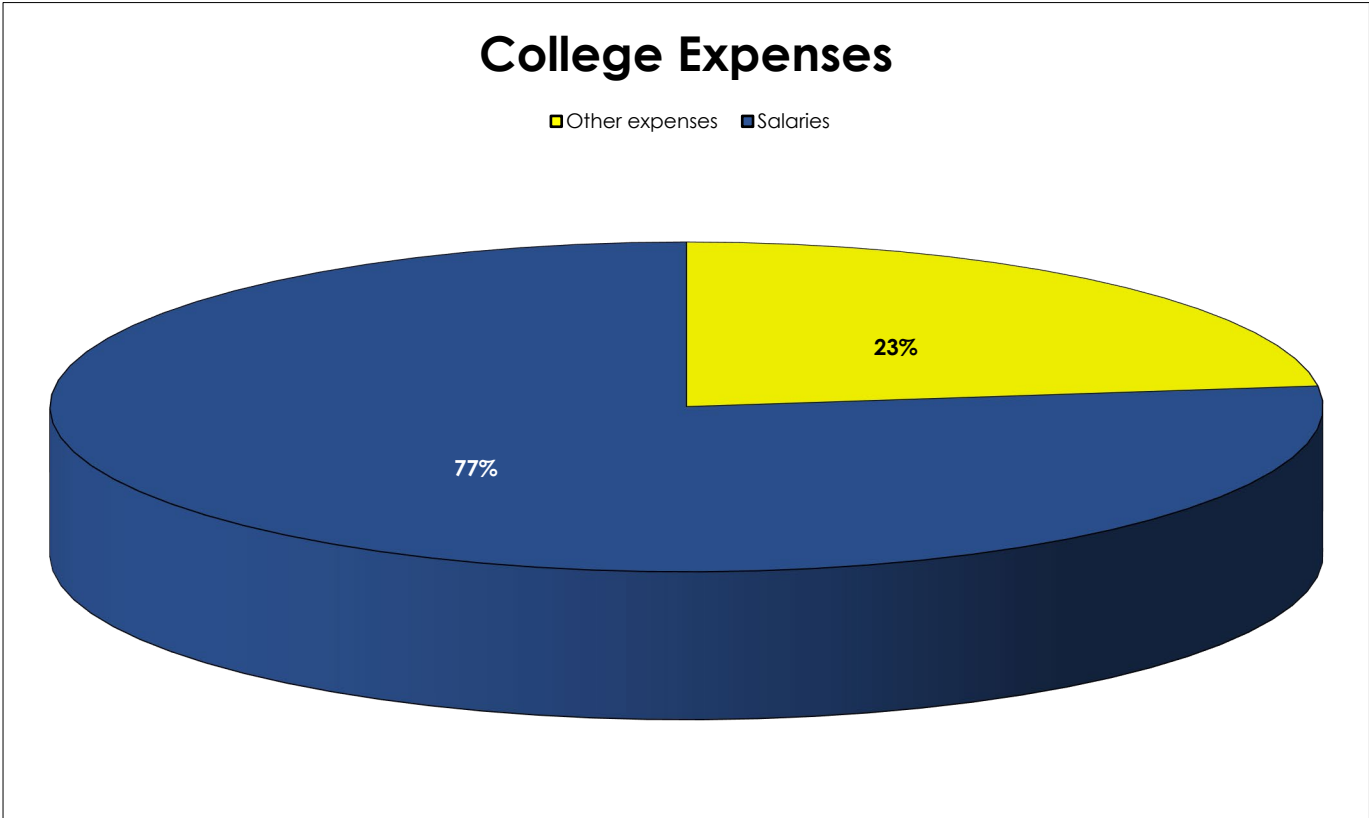
Summary: From this data Year 9 students are on average at, or close, to the standard of all Australian students and above students with similar backgrounds across all domains.

Financial Activities

Bayview College is heavily reliant upon Government and Families to finance its operations. As shown in the graph below, 80% of recurrent income in 2021 was provided by State and Commonwealth Governments. The remaining 20% 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. As a direct result the COVID-19 Pandemic, a planned 2021 building refurbishment project was forced to be delayed. There were no other significant building refurbishments undertaken during 2021.



The second graph shows that staff salaries and associated costs account for 77% of expenses during 2021, which is comparable with industry standards. The balance of expenditure is directed towards supporting the educational needs of students to ensure high standards are achieved at every year level. The College prides itself on the level of support shown to those in need and provides opportunities to students that may otherwise have missed out.



Parent, Student and Teacher Satisfaction

Staff members are appreciative of their voice being heard by the College Board and the Executive Team about the emerging needs of the College. Staff opinions are frequently sought in relation to a range of policy and procedures.

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 continued our regular Facebook live communication with families, and email updates regarding the changing landscape of school operations in response during the lockdown period. Parents frequently expressed appreciation and confidence regarding the timing, the details and the confidence of school communication.

We are committed to continue our conversation with parents, students, staff and community to ensure our ongoing improvement and innovation as a Christian Independent College.

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

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

Conclusion

Bayview College continued to experience a positive shift in 2021 as we responded to the unique circumstances that the year presented. 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 continue to grow as an attractive option for families seeking an affordable 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 in Southwest Victoria.

Michelle Kearney

Principal

May 2022

To believe. To think. To achieve.

A Christian Community College - ABN 25 005 371 344