



Bayview College

To Believe. To Think. To Achieve

2022 Annual Report



Annual Report



Welcome to the 2022 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 although normal school operations were less disrupted, student and staff absences through illness and isolation requirements was higher than ever experienced in this community. This resulted in significant pressures on the day-to-day operations of the college. Many of the usual community events returned, camps proceeded, however, national and international trips were still unable to proceed. Balancing the needs of student supervision, teaching and learning requirements and staff workload was very challenging, especially in Terms 2 and 3. The Educational Strategic Plan 2022 – 2025 was progressively rolled out throughout the year, though due to the aforementioned challenges, progress against targets was slower in some domains than others. 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.*" We further restructured the Executive Team bring the Director of Christian Identity and culture onto the team. Elevating this position from Middle Leadership has re-enforced our core purpose of providing and inclusive Christian education for the young people of Portland.

The upward trend in our enrolments and increased capture of market share is continuing. Our dedication to educational excellence, our care of students, and proactive engagement with community has resulted in increases in enquiries, and enrolments. At the end of 2022 an increased percentage of students left full time schooling at Bayview College to pursue traineeships and apprenticeships. We are uncertain at this stage whether this is a new trend or a direct impact of the previous years of disruption to schooling caused by the pandemic. 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, GSGLLEN, Live4Life, Beyond the Bell and neighbouring schools. A new partnership with Federation University

is currently being negotiated and will hopefully continue to expand the range of opportunities for students and staff.

Our new partnership with COSAMP saw us successfully deliver VET Music Industry from 2022 onwards. This has resulted already in an increase in the number of students taking private music lessons at the College and the number of ensembles performing regularly at the College.

The 2022 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. We successfully partnered with Rotary and gained funding through United Way Glenelg to bring Collective Shout to the district to work with all students and staff at the three local secondary schools, and the broader community. It is hopeful that the collective impact will assist each of the school communities and the young people in our care.

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, courage 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, continued their support of the College community. The Board Executive engaged in the review of the needs of the College Executive, the expansion of the Christian Identity role. The Board oversaw the successful application to the Block Grant Authority back in 2020 to refurbish the upper level of the teaching block, the gymnasium and provide an all-weather cover over the Student Services courtyard, however commencing this project has been delayed twice due to impacts within the building industry caused by COVID.

We farewelled Nikki Edwards at the end of 2022 after 6 years of outstanding service to College and 3 years as Board Chair. Nikki's tenure on the Boards was marked by her wisdom, her sense of humour, and strategic thinking. Fr Greg Tait, who remains as Deputy Chair, and Paul Ould, the Loreto representative, completed the Board Executive. 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. 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 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 2022 the teaching staff comprised a total of 18 full-time and 11 part-time professionals. Of these, 7 were male and 22 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 23% have more than 4 years teaching at Bayview.

The new Deputy Principal: Learning & Innovation commenced at the beginning of 2022, along with two new teaching staff members. A further two teaching staff commenced in semester 2 following staff movement - One teaching staff member retired and another left to explore other professional responsibilities. 2 part time Learning mentors left our employment, for personal reasons, whilst another teacher left teaching for an alternate career at the end of the school year.

We employed two trainees, with the assistance of Westvic, for the first time in 2022: a Sports & Recreation Trainee and an Educational Support Officer Trainee. Both young people completed their professional responsibilities admirably whilst completing their relevant TAFE Certificates. Our Sports & Recreation trainees has gone on in 2023 to teacher education at university, and our Educational Support Officer has joined our staff in an ongoing capacity. The retention rate for the whole staff at the end of 2022 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. Our new chaplain who commenced at the beginning of 2022 introduced several new initiatives for students and staff.

Through the Victorian Government's Tutor Learning Initiative, we engaged a new graduate teacher who was on final placement from Federation University in Term 2 and employed with us from term 3, focussing on numeracy, and subsequently she has joined the staff in an ongoing capacity.

Teaching Staff Qualification Number

Bachelor's degree 40

Post Graduate Diploma/Cert 19

Honours 3

Master's Degree 6

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, one trainee)

Science Lab Technician/compliance officer

Sports & Recreation Trainee

Attendance

As reported above, staff absence due to the pandemic was extremely high. The pressure on staff workload caused by this was compounded by the lack of Casual replacement teachers in the district. 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.

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. A positive outcome of the pandemic was the move to many more online professional learning opportunities that are available. As a rural school this has resulted in increased access to a range of PL opportunities to staff irrespective of location.

As part of the ARM (Annual Review Meeting) process, teaching staff engaged in Learning Walks with colleagues, observing and discussing aspects of professional practice. These collaborative cross faculty discussions opened professional dialogue with colleagues who would not usually work together.

Priority professional learning areas for 2022 were:

- Child Safety Renewal
- Consistent use of SIMON Learning Area Pages
- VCAA assessing.
- Culture of Thinking
- Inclusion
- Cognizance Project
- Project Wayfinder
- Personal Learning Plans
- Literacy4Learning
- Participating in the ISV and Harvard University Leading Learning that Matters program.
- VCAA briefings on the Senior Secondary Reforms
- VCAA

Our membership of Future Schools 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 and staff and student prayer held on regular occasions. The retirement of the incumbent Director of Christian Identity provided the College with an opportunity to review the needs of the College. The new Executive level role also has responsibility for College Culture staff culture and how we live out the vision and mission of the college.

The Christian Identity Board sub-committee is charged with ensuring the ongoing Christian identity of the College. The Chaplain and Director of Christian Identity, two student representatives, 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 Director of Christian Identity at the College and the recruitment process for a new Director of Christian Identity and Culture. The committee also continued the review of the House System through the lens of ecumenicism 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 2022. The Director of Christian Identity, Chaplain and Principal developed a Wonderful day for the staff of campus designed to develop deeper empathy and understanding for young people and colleagues who experience learning difficulties and/or mental health issues.

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 a strong 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 2022 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 much stronger in 2022. Although impacted by illness, most events that normally occur on the annual school calendar were able to

proceed. The Portland Aluminium Future Leaders of Industry Program, the Live4Life program, \$20 Boss initiative returned. We introduced the Be Your Boss entrepreneurship program to year 9 with the support of Future Schools. House sports proceeded unaffected, with most interschool competitions occurring throughout the Year. The College production, High School Musical was staged at the Portland Civic Hall to sell out audiences for each of the 4 performances. 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. The senior play, Circus Olympus by Lindsay Price, as staged to very 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. Students were selected to selective performing arts schools in Melbourne, and despite losing them from our community, it is a testament to the programs that we have here that they met the stringent selection criteria.

The multi-age Mentor group system provides many opportunities for nurturing and supporting students new to the school, and for leadership within the group. 2022 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 went back into planning mode for a trip to Cambodia in 2023. Our sister school relationship with Osaka Nishi Senior High School came to an end as the school was closing April 2022. We have negotiated and signed a new agreement with Ichiritsu High School Osaka and planning for both in country and return exchanges programs in 2023 commenced in the second half of 2022.

The College Camps program experienced minor re-adjustments. 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. Unfortunately, despite implementation of all agreed protocols proved to be a super spreader event and most of the Year 7 were away unwell the second week of the school year. 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 proceeded in June. The Year 11s returned to the ski slopes in term 3 and the Year 10s undertook the Great South Coast challenge.

In 2022, the student population at August census was 259. 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 84.99 % based on daily class attendance averages.

Average Attendance

Non-Indigenous & Indigenous

Yr. 7 – 85.14 %

Yr. 8 – 87.26 %

Yr. 9 – 82.47 %

Yr. 10 – 84.16 %

Yr. 11 – 85.30 %

Yr. 12 – 85.62 %

Percentages based on whole-year figures for 2022, taken from SIMON Learning Management System attendance module. Student attendance was impacted by COVID infections, close contact isolation requirements, a virulent flu strain, and increased levels of anxiety.

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 returned to an in-person event, and it was wonderful to celebrate together and be entertained by the Bayview Band at the end of their first year of VET Music Industry studies. A large number of students received awards for endeavour, achievement and their contribution. Ritual, ceremony, and rites of passage are important markers of a school and ways that schools create culture. The valedictory celebrations were held for the small graduating class of 2022. This cohort was a smallest intake six years prior and had remained a closeknit group until their departure. The post lockdown period presented several challenges in supporting our students with their emotional and social wellbeing. 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 is now embedded in the community. 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.

2022 VCE / VCAL

Post Compulsory Completion and Achievement Information (source VCAA)

Number of Unit 3 / 4 studies taken up by students in 2022	19
Number of VET Certificates in 2022	10
Number of students enrolled in at least one VCE Unit 3 / 4 level in 2022	39
Number of students enrolled in VCAL Senior in 2022	9
% Study Score over 40	0%

Total number of Year 12 students in 2022	30
VCE	21
Percentage satisfactory completion of VCE in 2022	100
Number of students awarded the VCE Baccalaureate	2
Percentage VCAL Units completed in 2022	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 plots 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 2022 NAPLAN RESULTS

The table below shows the average student results at this school for 2022. 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.

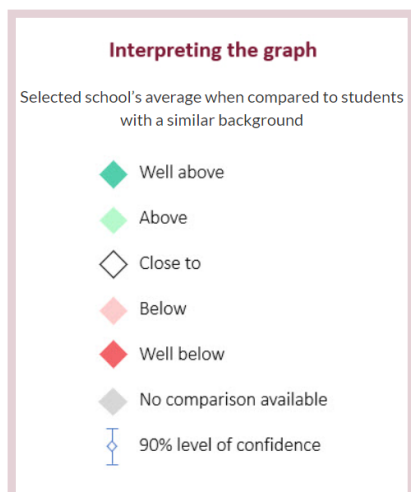


Table 1. 1 Average student results for Bayview College in 2022.

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 2022 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 2022 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 2022 NAPLAN RESULTS

Student Background Characteristics

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

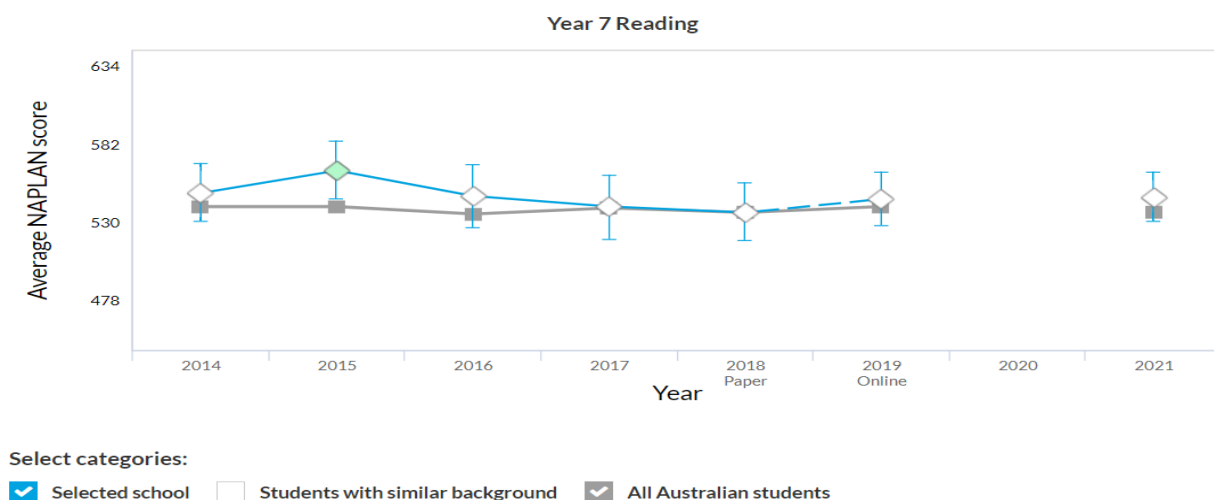
The following graphs show student results for Year 7 2022

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.

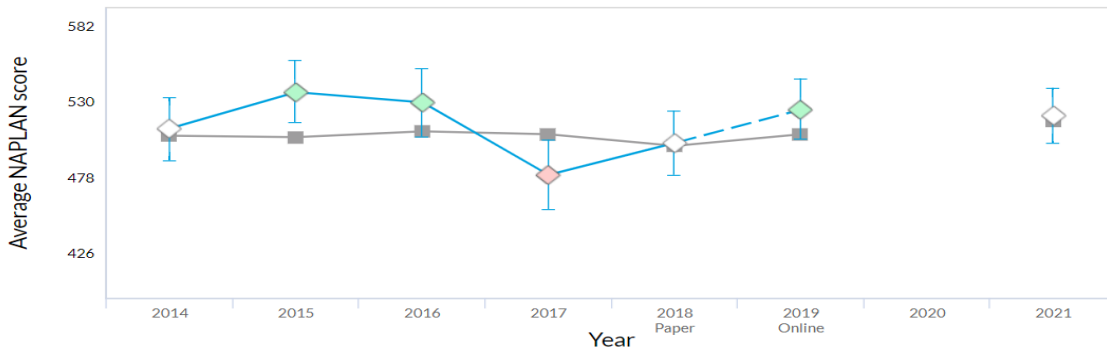
The colour of the diamonds show how the school's results compared to those of all Australian students. The whiskers around the diamond show the margin of error at 90 per cent level of confidence.

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



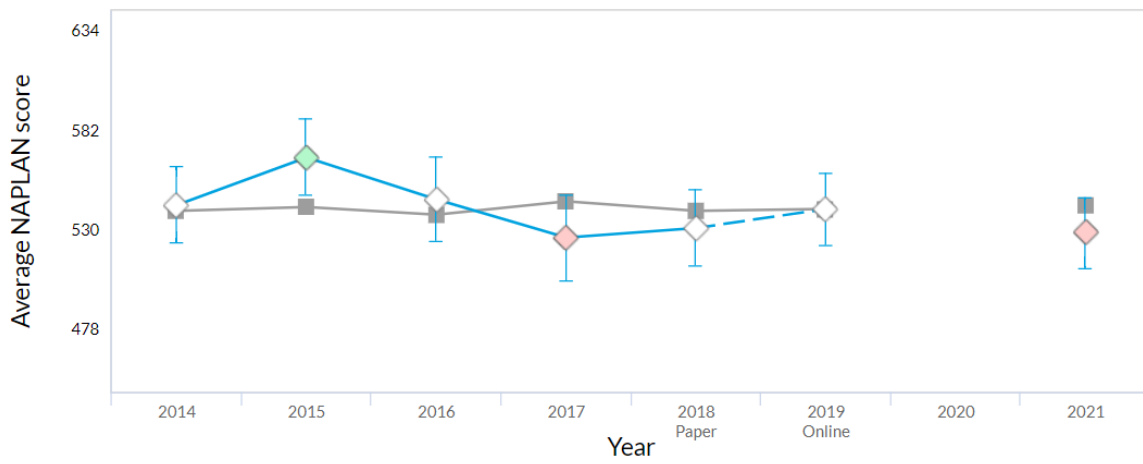
Year 7 Writing



Select categories:

- Selected school
 Students with similar background
 All Australian students

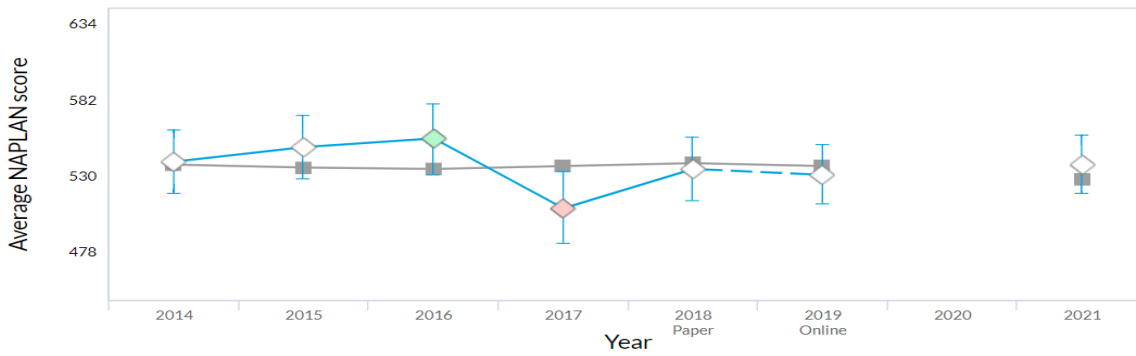
Year 7 Spelling



Select categories:

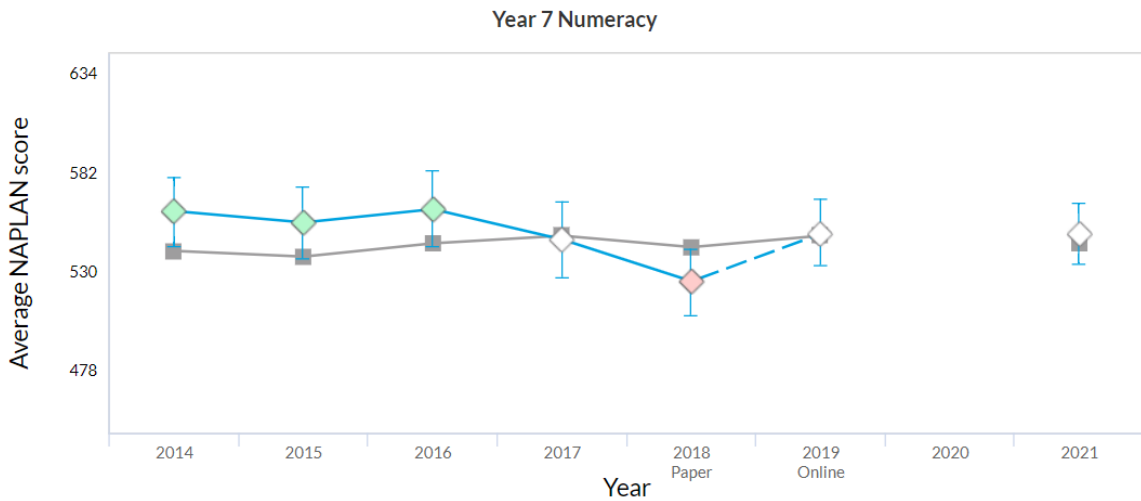
- Selected school
 Students with similar background
 All Australian students

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

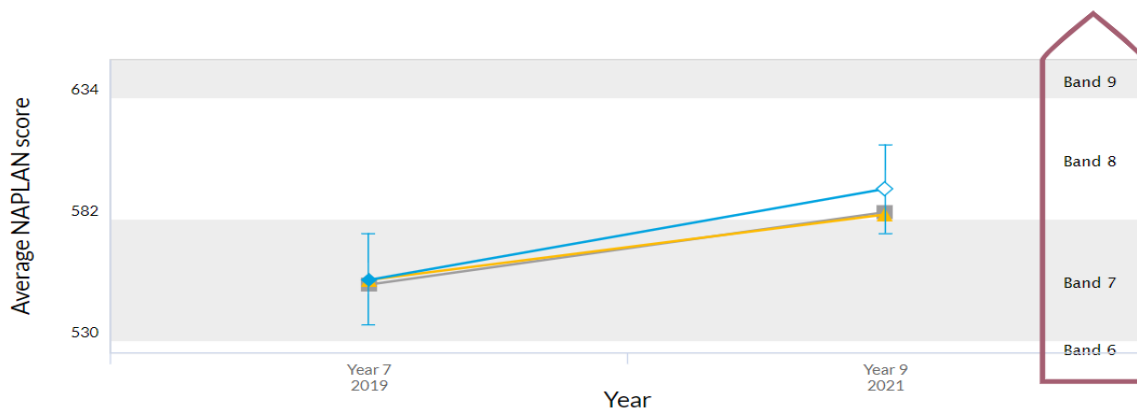
The student groups at this school are comprised of multiple mixed ability classes in each year level.

YEAR 9 PROGRESS FROM 2019 TO 2022

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.

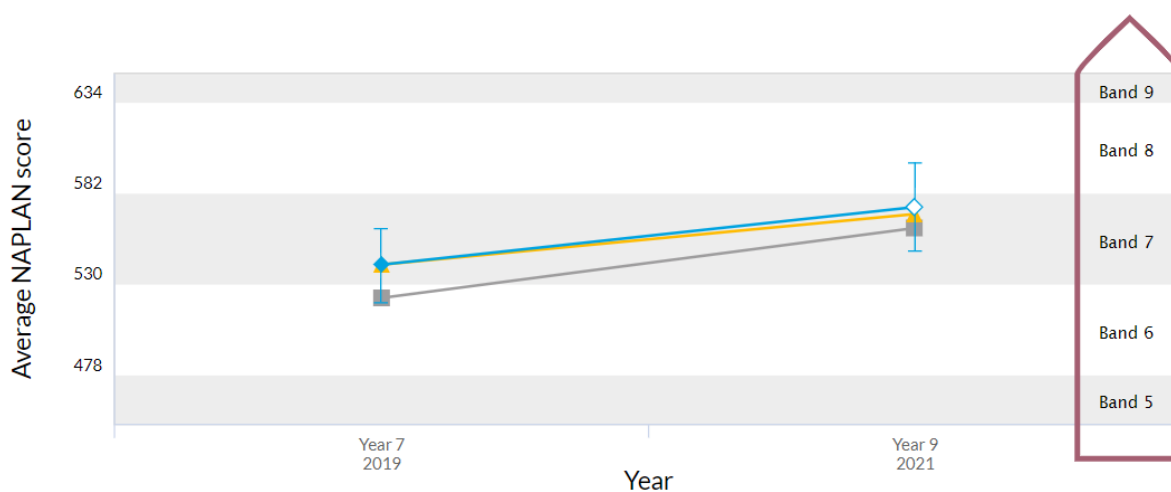
Year 7-9 Reading 2019-2021



Select categories:

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

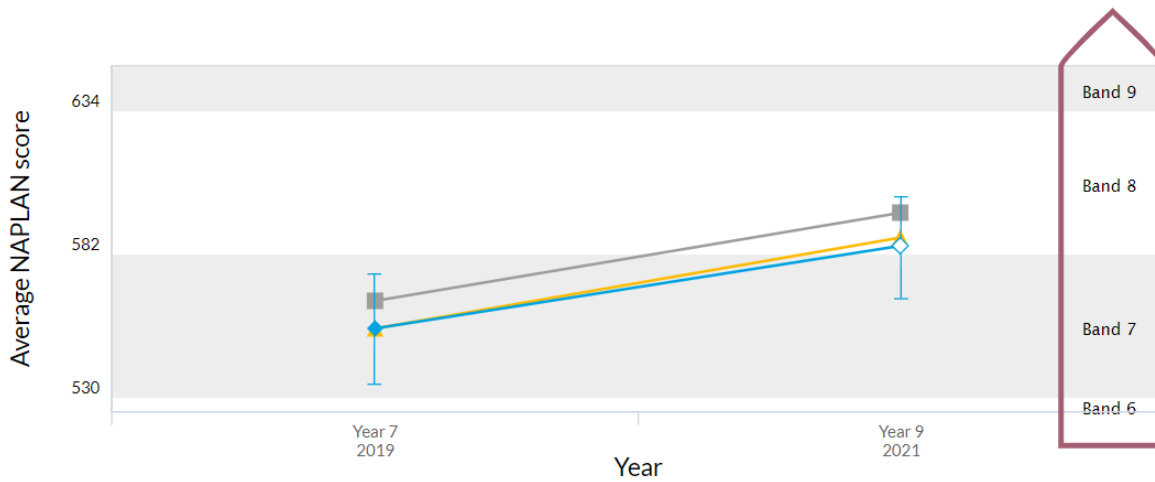
Year 7-9 Writing 2019-2021



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 2022

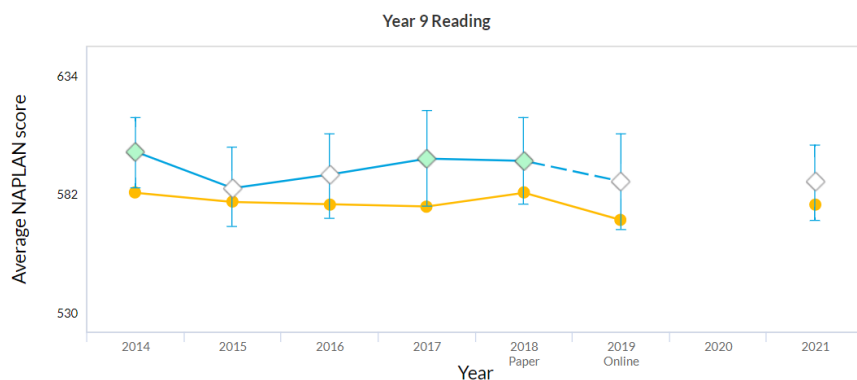
Students have shown steady growth across all Domains in the last two years. Year 9 students have achieved slightly above all Australian students in Reading and Writing but are below all Australian students in Numeracy. The band also suggests students are on average within the Band with expected at Year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



Select categories:

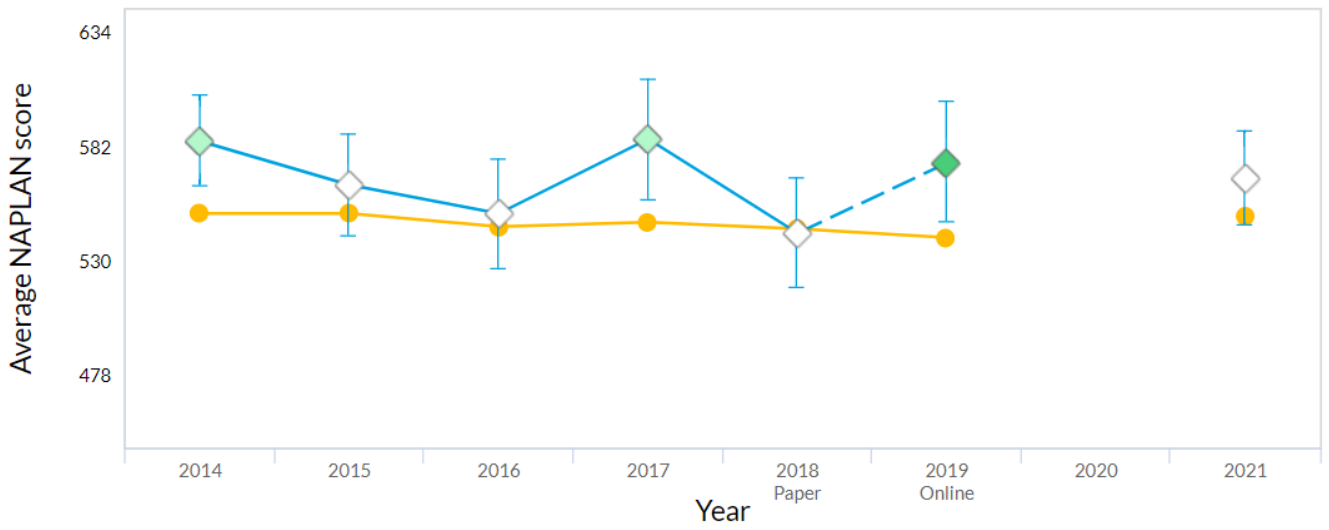
- Selected school
- Students with similar background
- All Australian students

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

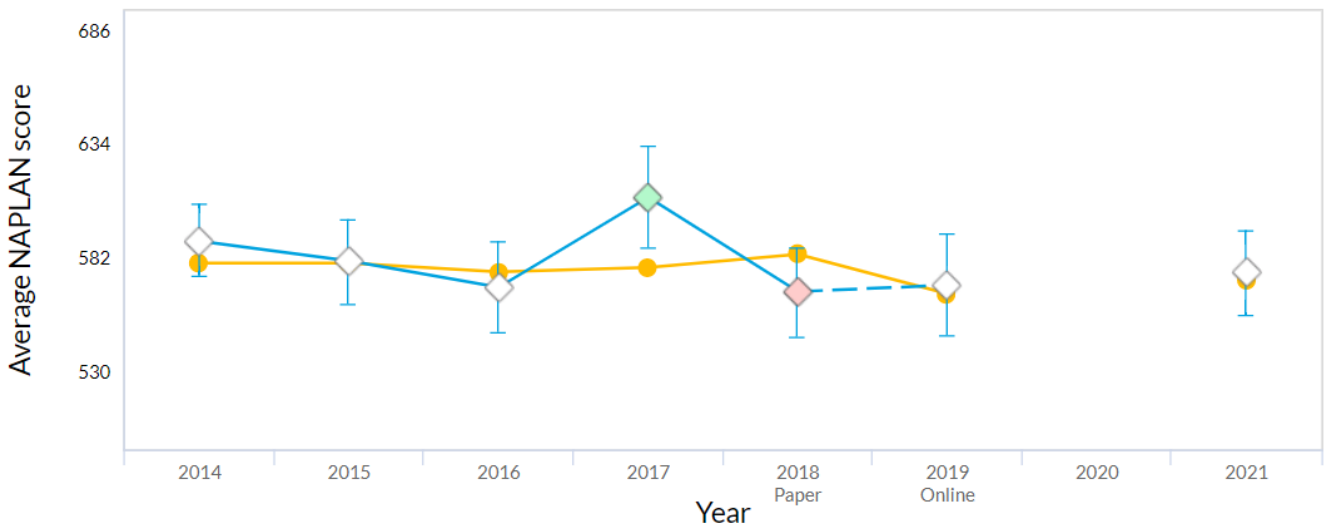
Year 9 Writing



Select categories:

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

Year 9 Spelling

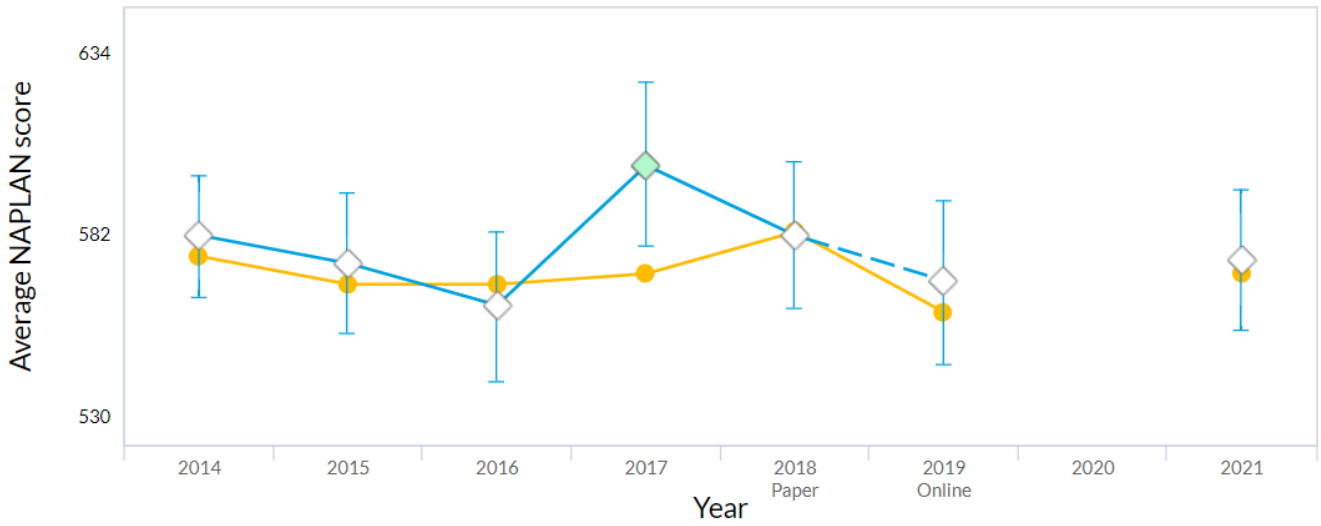


Select categories:

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

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

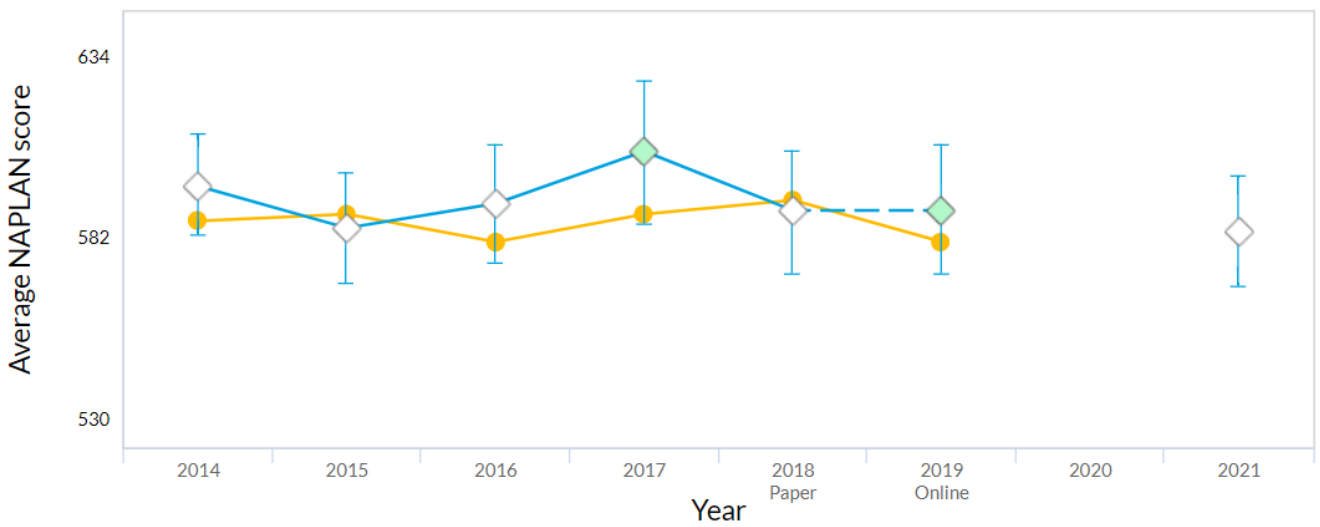
Year 9 Grammar and Punctuation



Select categories:

- Selected school
 Students with similar background
 All Australian students

Year 9 Numeracy



Select categories:

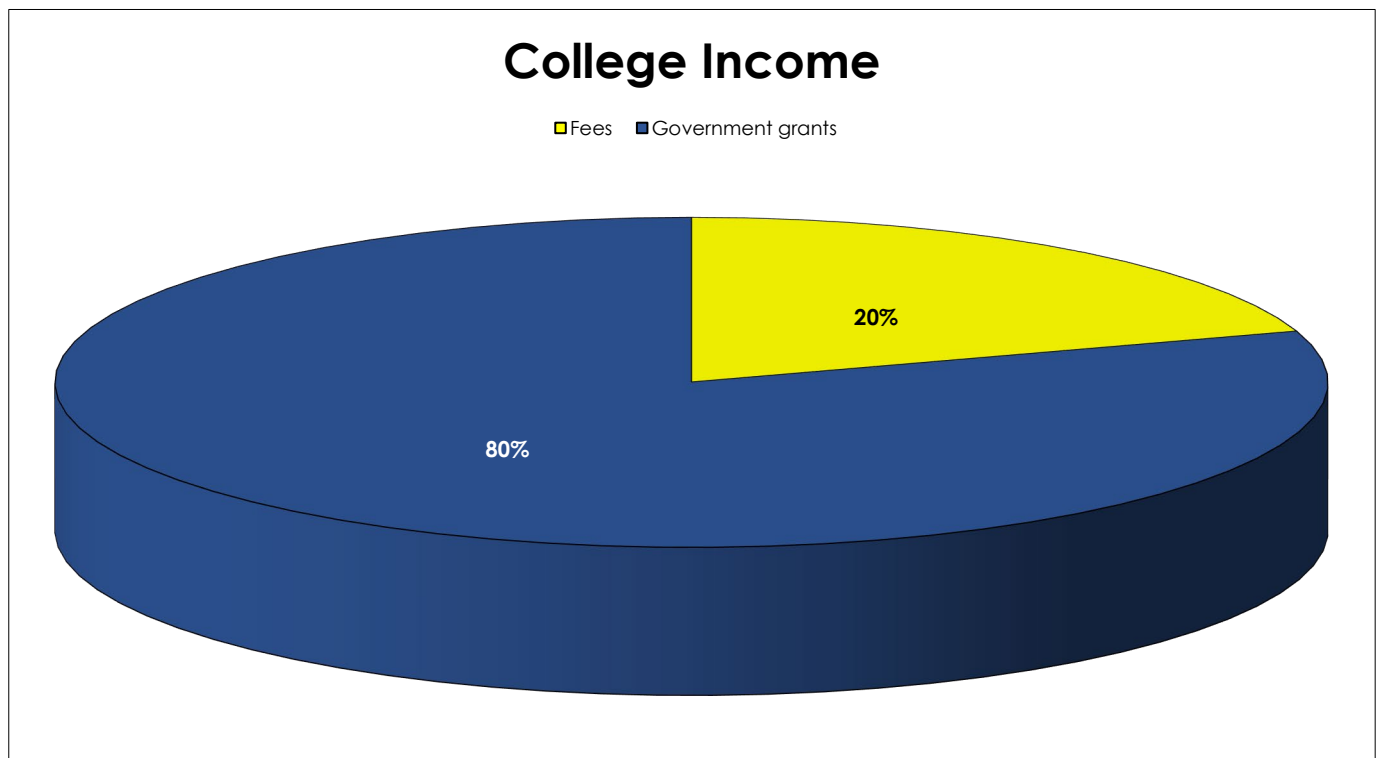
- Selected school
 Students with similar background
 All Australian students

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.

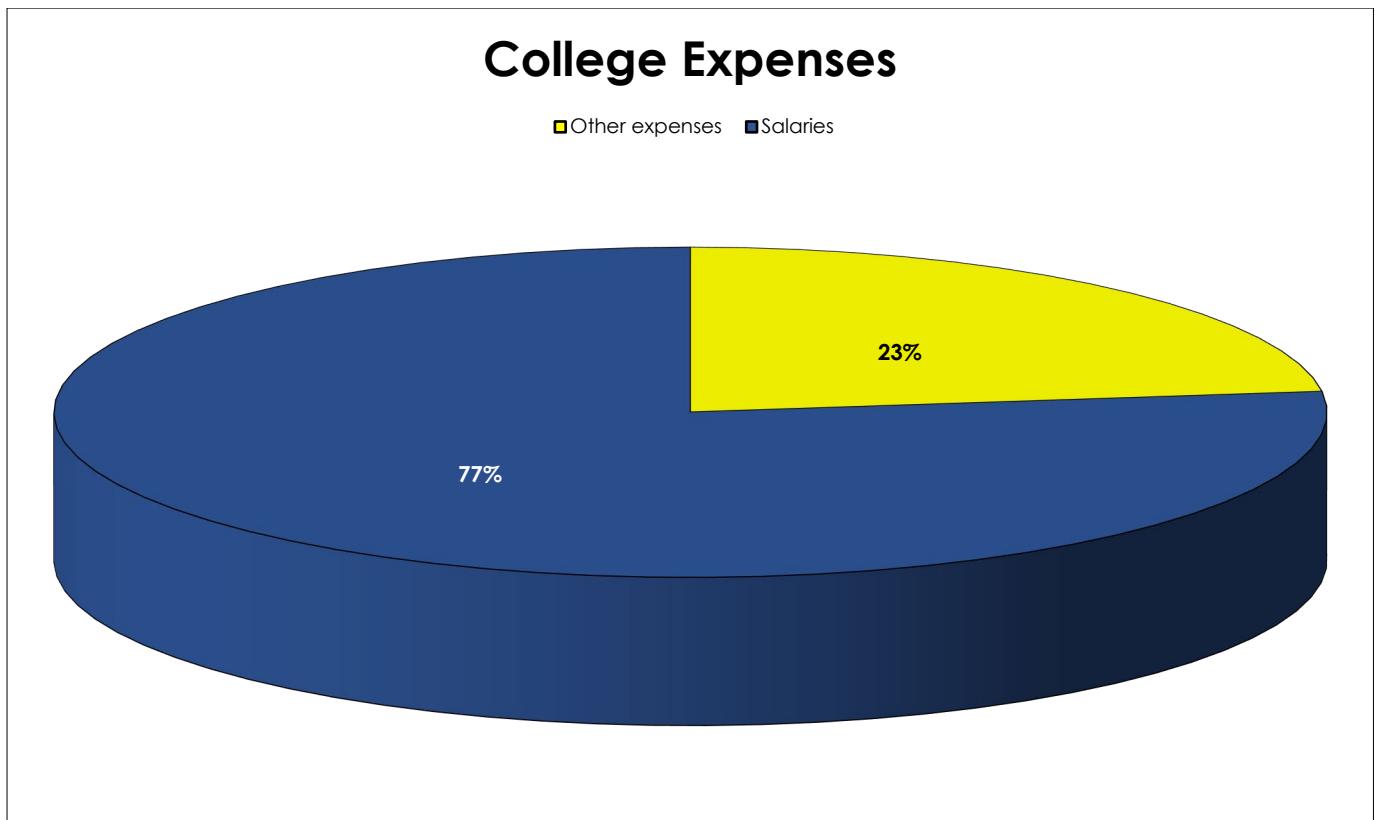
Financial Activities

Bayview College is heavily reliant upon Government and Families to finance its operations. As shown in the graph below, 80% of recurrent income in 2022 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 2022 building refurbishment project was forced to be delayed. There were no other significant building refurbishments undertaken during 2022.



The second graph shows that staff salaries and associated costs account for 77% of expenses during 2022, 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

Every three years the school undertake the complete suite of the LEAD Survey conducted through Independent Schools Victoria. 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. As indicated in the results teaching staff satisfaction has declined slightly since 2019. Fatigue, workload, and student culture cited as the main reasons, each of which was directly impacted by the pandemic and subsequent pressures of the operations of the school community. Having said that the College still rated highly in most domains, and educational support staff are highly satisfied with their employment.

Similarly, students and parent satisfaction had declined slightly since 2019. Social connectedness, peer relationships, and student-staff relationships were the main areas of concern. Parents remain appreciative of regular communication from the college and lose confidence when the timeliness of contact is below expectations. Again workload and fatigue were factors that impact this.

The College executive are proactively responding to this change in satisfaction to improve ratings from all aspects of or school community. 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 consistently 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 continues to improve with an increase in enrolment enquiries throughout the year.

Conclusion

Overall, Bayview College continued to experience a positive shift in 2022 as we responded to the continued challenges posed post lockdown. As we 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, continued recognition as a place of educational excellence, and strong community perception and student outcomes. Our 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 2023

To believe. To think. To achieve.

A Christian Community College - ABN 25 005 371 344