



Annual Report

2022



Bayside
Christian
College
1982-2022





Contents

College Profile	5
Board Chair Report	7
Principal's Report	9
Teaching Statistics	11
Students	15
Finance	24
Satisfaction Survey	27



College Profile

OUR FACILITIES

Situated in Langwarrin South, Bayside Christian College provides an education that embraces Christian values and a Biblically-based curriculum. Every child is seen as an image-bearer of God, endowed with unique gifts and abilities. Whilst our aim is that all children reach their full potential, we recognise that learning takes place in a variety of ways – academically, socially, emotionally, physically and spiritually.

A Bayside Christian College journey begins in the Early Learning Centre's 3-Year-Old Kindergarten program, and concludes in Year 12 with the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

The College also provides a dedicated pathway for students with significant cognitive learning needs across secondary via the Supported Transition Education Program (STEP) classes.

Our purpose-built Trades Skills Centre provides learning spaces to support Christian vocational education and training in Agriculture (Horticulture) and Hospitality (Kitchen Operations).

OUR VISION

To nurture and prepare young people for a life of responsible discipleship in God's Kingdom.

OUR PURPOSE

Bayside Christian College is an outworking of the Association for Christian Education of Frankston Inc. The College exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by:

- Leading students into the service of God and of others as a thankful response to the word of God in Christ;
- Nurturing in students the development of a Biblical understanding of the world and of life;
- Establishing an educational environment that is characterised by faith, hope, love, joy, peace and service;
- Helping students to discover and develop their own God-given abilities and to recognise and respect those of others;
- Showing students that knowing their strengths and limitations, is part of achieving a realistic, positive self-image; and
- Promoting a striving for excellence in their lives.

OUR MISSION

The world belongs to God. Parents should raise and train their children to recognise, honour, respect and serve Him. Bayside Christian College exists to support and assist parents in their God-given task of educating their children.

COLLEGE BOARD

Board Chair	Mr Nathan Hooper
Deputy Chair	Mrs Rachel McGregor
Treasurer	Mr John Kruskamp
Secretary	Mr Trent Jones
Member	Mr Troy Gaskell
Member	Mr Sam Kidney

EXECUTIVE

Principal	Mr Andrew Manning
Deputy Principal	Mrs Toni Steinbergs
Business Manager	Mr Courtney Clowes

SENIOR LEADERSHIP

Head of Senior Secondary	Mrs Sharyn Hadlow
Head of Junior Secondary	Mr Joel Williamson
Head of Primary	Mrs Glenys Bailey
Early Learning Centre Director	Ms Fiona Mitchell
Administration Manager	Mr Ben Williams
Head of Learning Support	Ms Josephine Hopkins
Head of Learning Innovation & Discipleship	Mrs Shirley Patterson

COORDINATORS

VCE Coordinator	Mr Chris Alley
VCAL Coordinator	Mr Ken Berry
Years 7-9 Coordinator	Mrs Jo Piening
Years 5/6 Coordinator	Ms Sara Wright
Years 3/4 Coordinator	Mrs Maree Coates
Prep-Year 2 Coordinator	Mrs Donna Martin



Board Chair Report

As we returned to normal school life, the opportunity for our community to begin re-engaging directly was not before time and enabled the events associated with our 40th anniversary to occur with due celebration to our achievements over the life of the College.

Highlights included the 40th Anniversary Dinner held at the Sandhurst Club, which featured a great representation of families and staff both past and present and our celebration assembly; attended by a number of our foundational families and local dignitaries. Attending these events was a great reminder of how far the College has progressed since its foundation while also affirming that the shared partnership, faith and vision which gave birth to our beginnings are still our greatest hallmarks today.

Reflecting on what was a rewarding, busy and challenging year; the reminder was evident as we celebrated our 40th year that the health and prosperity of the College can never be taken for granted.

Over the 40-year history, there have been periods of both higher than average growth and also times of contraction. As we celebrate great success from our students in 2022, we acknowledge that this was, in reality, the most challenging year financially we have experienced for some time.

While COVID cannot be used as an explanation or excuse for every unplanned issue we have experienced, it was a significant driver behind increased volatility in our enrolment numbers, with a particular concentration in 2022 where families were more inclined to make change decisions after 'managing through' the two previous years.

Our normal budget tolerances for net operating income were not achieved in 2022, however, we are very confident that this is not an ongoing trend. We have made some decisive and difficult decisions to lead us into 2023 with well-founded confidence for the future.

While some normality was restored; 2022 felt like an incredibly busy year across most aspects of life. The return to 'normal' community engagement gave the Board the opportunity to reconnect more directly with Bayside Association members, whom I would like to thank for their continued support.

I would also like to thank my fellow board members who have faithfully served the College through the year; Rachel McGregor, Trent Jones, Troy Gaskall, Sam Kidney and John Kruiskamp.

On behalf of the Board, I would like to thank our College community of staff, parents and students for their support and contribution to the College throughout 2022. Your support and commitment is much appreciated as we continue to carry the vision and mission of the College together into the next 40 years!

Sincerely,



Mr Nathan Hooper
Board Chair, Bayside Christian College



Bayside
Christian
College

Fearless
in Love
Written by Colin Thompson
Illustrated by Sarah Diers

Principal's Report

In 2022, we prayed for a year that was to be free from the tyranny of remote learning and all things COVID. We were excited about the restrictions lifting and planned for life and learning to return to normal. All the planning though could not have prepared us for the interruption and unpredictability of COVID's impact on our enrolments, operations and financial situation. While 2022 was tough in many ways, it was not without its blessings. The Lord remained faithful and continued to walk with us.

2022 REFLECTIONS

- Excursions came confidently back to school life
- Camping programs rebooted
- Athletic, swimming and cross country returned
- Interschool sport competitions reopened
- Open Day was held onsite
- Year 12 had graduation and Valedictory in the same year
- One teacher helped a student jump 3 years in their reading level
- Other students competed internationally in their chosen sports. Some won!
- Past students returned as parents and staff members
- The College produced 'Shrek Jr.' to rave reviews
- The Agriculture and Horticulture programs continued to grow (literally) - the arrival of the alpacas and sheep have been fantastic additions to the program.

EDUCATIONAL HIGHLIGHTS

- The Dux was Mary Hammond with a score of 93.55 (Published with permission)
- 10% of our graduating VCE students received a study score over 40 and our average study score was 30. This level is equal or above other schools in our area
- Five (5) students demonstrated competency for Specialist Math by the end of Year 10. This is a direct result of the Math Pathways program. Most of these students are taking 11/12 Specialist Maths.

The College was awarded the Winner of the Best Practice Award for our outstanding VCAL program, which featured student ownership, local business partnerships, and service in the community.

The Supported Transition and Education Program (STEP) commenced 2022 with one student and grew to 3 by the end of the year. STEP covers a gap for students with specific learning needs that are often not catered for well in 'mainstream' schools. STEP recognises these students as God's kids too and seeks to partner with their parents in the provision of a quality Christian education. The learning data from these students thus far is very encouraging as we seek to support these students in their learning and engagement in school life and enable them to thrive.

Reflecting on the past 40 years was a blessing and it was a privilege to be part of the College community in 2022. I want to thank the College Founders who had the vision and tenacity to get the College up and running all those years ago. Without you and your faithfulness to the Lord's call we would not be here today.

I would also like to thank the Association and Board members for their support this year. And a special thank you to all staff, parents and students for making 2022 a year to remember.

In His Service,



Mr Andrew Manning
Principal, Bayside Christian College



tsan Crist
LANGERIE & PATISSERIE



Teaching Statistics

ATTENDANCE

Teacher attendance for the 2022 academic year was approximately **84.2%**.

The attendance is significantly below the long-term average. This can be attributed to Covid, other illnesses, and a number of teachers with extended leave due to personal circumstances. At the peak of absence, up to 30% of staff were away with the most common reason due to Covid isolation and government restrictions.

STAFFING NUMBERS

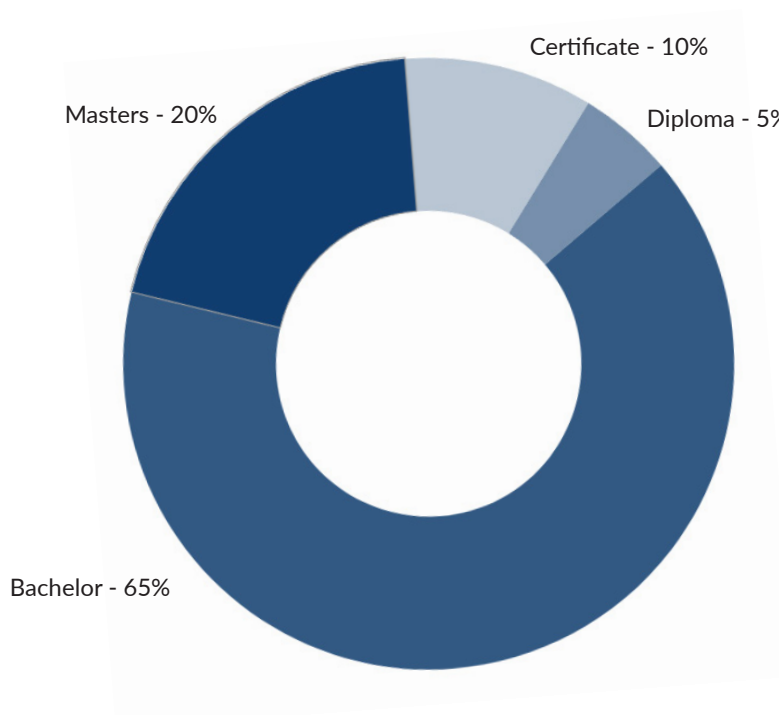
Throughout 2022, 61 teaching staff were employed at the College, with a full time-equivalent of **46.09** at the end of the year.

STAFF RETENTION

In 2022, we welcomed new teaching staff members Felicity Taylor, Amy Partridge and Peter Zwiensen. James Siede, Jessica Lucerne and Rachel White completed short-term contracts during the year.

We farewelled Peter Bakker, Catherine Cloherty, Sharyn Hadlow, Andy Lancaster, Paul Mathews, Jo Moore, Shirley Patterson and Walter Sheridan. Our staff retention rate for 2022 was **85.22%**

TEACHER QUALIFICATIONS



NAME	QUALIFICATION
Chris Alley	BSc, DipTeach
Ulli Austermann	DipEarlyLearn, AdvDipChildServ, BEd(Prim)
Glenys Bailey	DipTeach(Prim), BEd, MEd(Lead)
Peter Bakker	BA(Hist/Geog), GradDipTeach
Rupert Balint-Smith	BA(Hons), BMus, GradDipEd, GradCertRE
Kerri Bernon	BEd
Ken Berry	BEd
Nicole Bolden	BEd(Prim)
Sonja Campbell	BA, BBus, GradDipEd(Prim)
Alyssa Cairns	BEd(ECD)
Jennie Champion	BSocSc(Lib), GradDipEd(Prim)
Tammie Chester	BEarlChildStd, BEd(EarlChildEd/Prim)
Catherine Cloherty	BA(Psych/Psychophys), GradDipAppSc(Psych), GradDipEd(Sec), MEd
Maree Coates	BAppSc(OH&S), GradDipEd, MEd
Rachelle Cooper	BASocSc, GradDipEd
Kerry Davies	BSc, GradDipEd
Caroline De Haan	BEd(Prim)
Chris Elkington	BEd(Prim)
Paris Farr	BSc, MTeach(Sec)
David Goschnick	CertIVTrngAssmnt, BEd
Joshua Goschnick	BEd(Hons)
Sharyn Hadlow	BSc, BEd
Sue Higgs	DipTeach(Prim), BEdStudies
Louise Hogarty	BEd(Prim)
Josephine Hopkins	BA, MSpeechPath, GradDipEd(Prim)
Carolyn Johnson	BA, PGCertEd
Jay Johnstone	BTh, MTh, GradDipEd(Prim)
Zacchaeus Klan	CertIV Fitness, BEd(Prim)
Joel Kong	BDes(IndDes), GradDipEd
Nigel Kuipers	BEd(Prim)
Anna Lam	BBus(Acc)/BBus(B&F), GradDipEd(Prim)
Andy Lancaster	BA(VisArts), BEd(Prim)
David Mallen	BMus/BCom, AMus(Piano), MTeach (Sec Mus/Prim)

NAME	QUALIFICATION
Andrew Manning	BTeach, BEd, MEd(Lead), GradDipEd(Lead)
Monique Manning	BTeach(Prim), BEd(Prim), GradCertEd(Lead)
Donna Martin	AdvCert(ProgTech), DipT(Prim), BEdSt, MEd(Lead)
Paul Mathews	BA, GradDipEd(Sec)
Alicia McCann	BEd(ECD)
Katie McCann	BEd(Sec)
Scott Megee	DipVET, CertIVTrngAssmnt
Fiona Mitchell	BECE
Catherine Newton	DipTeach(Prim), BEd
Sari Newton	BA, DipChildServ, GradDipEd(Sec)
Amy Partridge	BSc, BEd(Sec)
Jordan Partridge	BSport&OutdoorRec, BEd(Prim)
Shirley Patterson	BSocSci(Psych/Geog)(Hons), GradDipEd, GradDipMin, MEd(Lead)
Joanne Piening	BEd(Prim)
Tanya Rogers	BAppSci(Biol/BioTech), GradDipGenCouns, GradDipEd(Sec)
Fiona Ryan	BA, GradDipAppPsych, GradDipTL
Chandra Schokman	BSocSci, GradDipEd(Sec)
Laura Scouller	BEd(PhysEd/HlthEd)(Hons)
Walter Sheridan	BSc, DipEd
Toni Steinbergs	DipTeach, BEd, MEd(Lead)
Robyn Sutomo	BTeach(Primary), BA
Russell Svigos	DipTeach(Prim)
Jennie Taylor	BOccTher, MTeach
Felicity Taylor	BEd
Sam Waldron	BA(Global), GradDipEd(Prim)
Chay Williamson	BDes, GradDipEd(Sec)
Joel Williamson	BTeach, BMus, MEd(Lead)
Sara Wright	BMin, GradDipEd(Prim), MEd(Lead)
Peter Zwiarsen	BAppSc, BTeach



Students

ENROLMENTS

The total number of student enrolments, including part-time enrolments, at Bayside Christian College at the time of the August 2022 Census was a total of **580** as follows:

- 51 students in the Early Learning Centre
- 529 students enrolled from Preparatory to Year 12.

YEAR LEVEL	MALE	FEMALE	TOTAL
ELC 3 Years	8	7	15
ELC 4 Years	14	22	36
ELC Enrolments	22	29	51
Preparatory	15	18	33
Year 1	11	13	24
Year 2	15	15	30
Year 3	8	17	25
Year 4	17	20	37
Year 5	15	19	34
Year 6	22	15	37
Year 7	29	33	62
Year 8	38	25	63
Year 9	22	35	57
Year 10	26	35	61
Year 11	17	22	39
Year 12	11	16	27
Prep-Year 12 Enrolments	246	283	529
Total Enrolments	268	312	580

ATTENDANCE

Attendance is based on the number of days students attended school relative to the number of possible school attendance days. For the ELC, a random sample is used to generate the average.

The overall average College attendance rate was **89.88%**. This is lower than the long-term average, and can be attributed to the ongoing effects to student wellbeing and engagement from extended lockdowns and remote learning in 2020-21.

YEAR LEVEL	2020	2021	2022
ELC 3 Years	92.0	94.2	95.5
ELC 4 Years	93.5	89.0	94.3
Preparatory	98.0	93.0	88.8
Year 1	97.4	95.1	89.0
Year 2	98.1	95.3	89.9
Year 3	97.1	93.3	90.3
Year 4	97.6	93.8	89.7
Year 5	97.7	94.5	88.5
Year 6	97.9	92.4	89.6
Year 7	97.6	92.6	91.1
Year 8	97.3	88.5	86.4
Year 9	97.4	88.5	85.2
Year 10	97.8	90.9	88.7
Year 11	97.2	91.9	89.6
Year 12	97.9	94.1	90.8
Average	96.9	92.5	89.8



NAPLAN

Teachers at Bayside Christian College are involved in the continual monitoring of our students' academic performance, including the NAPLAN tests for students at Years 3, 5, 7 and 9.

As there are no results for 2020, the 2019 and 2021 results are included in the table below. When interpreting the table, please note that with small cohort numbers, three or four percentage points usually represents one student.

Monitoring is not confined to one test on one day, but rather is supported by a range of mechanisms, including other annual assessments such as those developed by the Australian Council for Educational Research and Allwell Academic tests.

Due to the cancellation of NAPLAN in 2020, there was no two-year growth data available. However, the five-year trend data indicates there was consistent improvement in:

- Year 3 Writing, Numeracy, and Grammar & Punctuation;
- Year 5 Reading and Writing;
- Year 7 Reading, Writing, Numeracy, and Grammar & Punctuation.

The 5-year trend data also shows that areas that maintained steady results were:

- Year 3 Numeracy;
- Year 5 Numeracy and Grammar & Punctuation;
- Year 7 Spelling; and
- Year 9 Numeracy.

		2018	2019	2021	2022
READING	Year 3	98%	100%	97%	96%
	Year 5	97%	100%	100%	94%
	Year 7	95%	99%	97%	100%
	Year 9	100%	98%	96%	89%
WRITING	Year 3	100%	100%	100%	96%
	Year 5	94%	100%	100%	94%
	Year 7	95%	94%	93%	96%
	Year 9	97%	90%	90%	96%
SPELLING	Year 3	97%	100%	100%	92%
	Year 5	97%	100%	100%	97%
	Year 7	100%	97%	100%	96%
	Year 9	97%	97%	98%	96%
GRAMMAR & PUNCTUATION	Year 3	97%	100%	100%	96%
	Year 5	94%	97%	100%	100%
	Year 7	100%	100%	98%	96%
	Year 9	99%	92%	98%	89%
NUMERACY	Year 3	100%	100%	100%	100%
	Year 5	100%	97%	100%	97%
	Year 7	93%	96%	100%	96%
	Year 9	99%	100%	97%	96%



STEP

The Supported Transition Education Program was launched in 2022 with just one student and had three students enrolled in the program by the end of the year.

Running parallel to the Secondary Mainstream program, STEP focuses heavily on providing a space for the development and strengthening of numeracy and literacy skills for Years 7-12 students.

In 2022, STEP students were engaged with English, Maths, Humanities and Science. Students continued to be involved in various camps, incursions and excursions alongside their peers, while still accessing the curriculum at their own level. This enabled students to build social connections and make various friendships with peers outside of the STEP class.

In addition to supporting the students in their numeracy and literacy, STEP seeks to develop skills which will serve the students beyond their schooling life (Living Skills). This program enables students to practise specific thinking skills such as organising, generalising and evaluating thinking concepts.

At the end of 2022, it was evident that the intentional and intensive teaching and support provided by STEP enabled outstanding initial growth for students.

REFLECTIONS ON 2022

- Average growth for Literacy and Numeracy exceeded 12 months for a year of learning.
- In Reading, the average annual growth was 17 months' improvement.
- In Writing, the average annual growth was 18 to 24 months' improvement, and
- In Numeracy, the average annual growth was 33 months' improvement.



Solvency Ratio

Company	Solvency Ratio	Industry
ABC Corp	1.2	Technology
DEF Ltd	0.8	Retail
GHI Inc	1.5	Healthcare
JKL Pty	0.9	Manufacturing
MNO Corp	1.1	Finance
PQR Ltd	0.7	Energy
STU Inc	1.3	Telecommunications
VWX Pty	0.6	Transportation
YZA Corp	1.4	Real Estate
BCD Ltd	0.5	Construction
EFG Inc	1.6	Education
HIJ Pty	0.4	Media
KLM Corp	1.7	Food & Beverage
NOP Ltd	0.3	Utilities
QRS Inc	1.8	Pharmaceuticals
TUV Pty	0.2	Automotive
WXY Corp	1.9	Chemicals
ZAB Ltd	0.1	Textiles

VIRTUAL SCHOOL VICTORIA

Quiz Check Exercise & Questions

(a) Which of the following companies is most likely to be profitable? (1 mark)

(b) Which of the following companies is most likely to be a high-growth company? (1 mark)

(c) Which of the following companies is most likely to be a low-risk company? (1 mark)

(d) Which of the following companies is most likely to be a high-risk company? (1 mark)

(e) Which of the following companies is most likely to be a low-growth company? (1 mark)

(f) Which of the following companies is most likely to be a high-growth company? (1 mark)

(g) Which of the following companies is most likely to be a low-risk company? (1 mark)

(h) Which of the following companies is most likely to be a high-risk company? (1 mark)

(i) Which of the following companies is most likely to be a low-growth company? (1 mark)

(j) Which of the following companies is most likely to be a high-growth company? (1 mark)

Secondary Outcomes

Bayside Christian College students have the opportunity to participate in a wide range of subjects as part of either a Victorian Certificate of Education (VCE) program or Victorian Certificate of Applied Learning (VCAL).

We understand that as a part of the varied giftedness of students, some are more suited to success in an academic VCE program, whilst others are better suited to an applied learning environment such as the VCAL program.

In 2022, a total of 23 students completed the VCE while a total of four (4) Year 12 students completed their Senior VCAL certificate.

VCE

Of the 23 students who completed the VCE and received an ATAR, 11 students achieved an ATAR of **70** and above. For our entire cohort of VCE students, **9.9%** of students received a study score over 40.

- The Dux achieved a score of **93.55**
- The average study score was **30.4**
- The mean ATAR was **65.63**
- The median ATAR was **67.90**

POST-SCHOOL DESINTINATIONS

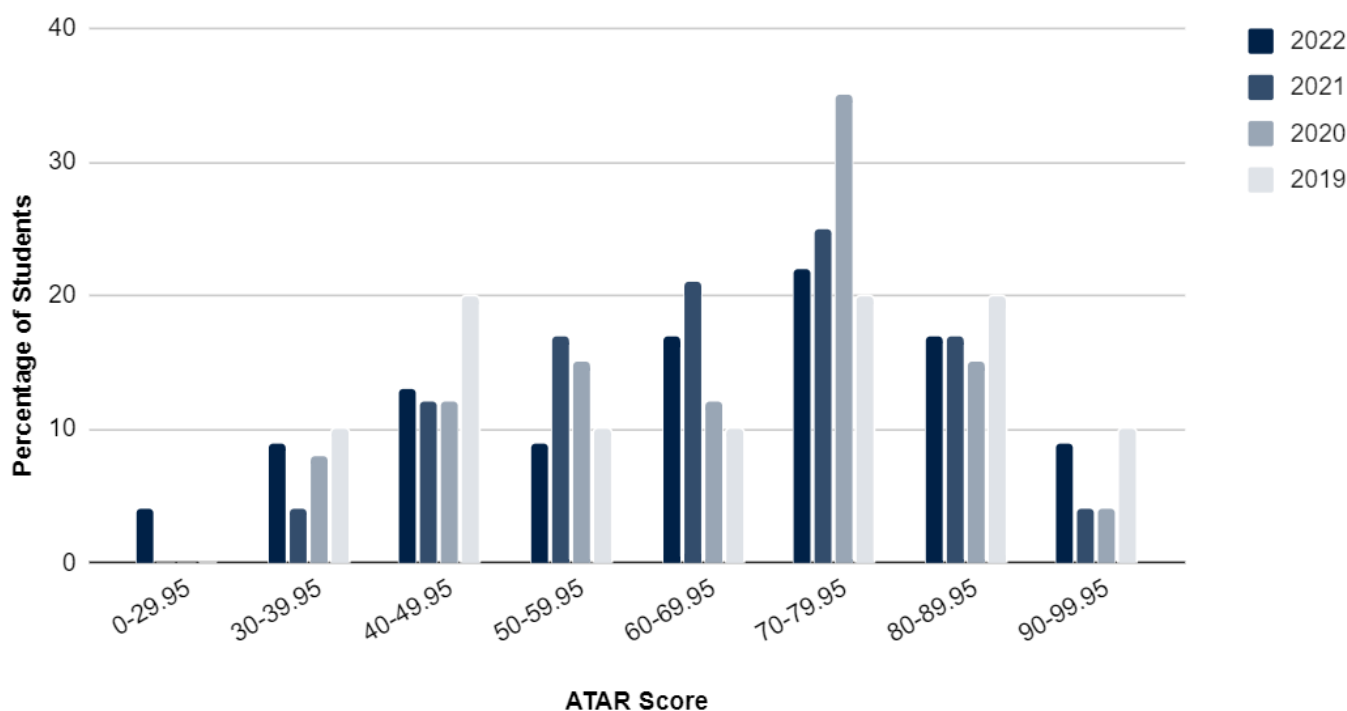
A total of 18 of the 22 VCE students who completed tertiary applications in 2022 received tertiary offers of which 48% of students received their first preference offer.

VET STUDIES

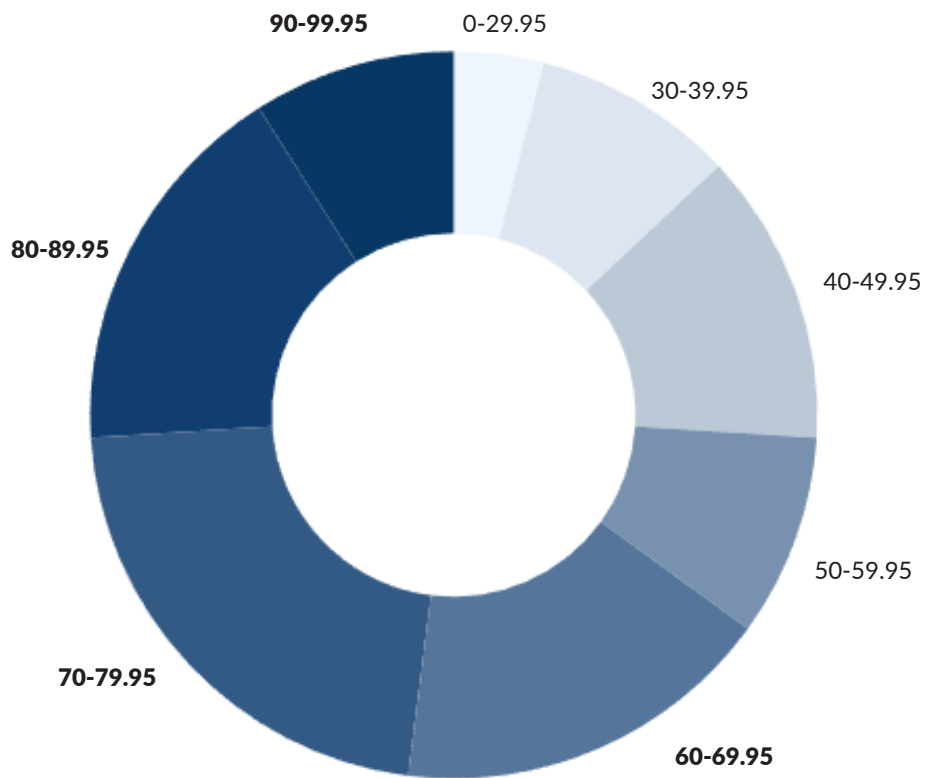
In Year 11, 10 VCAL students completed a Certificate II in Active Volunteering. In addition, 32 Senior students (Years 11&12) undertook specific Vocational Education and Training (VET) certificates.

These certificates were offered through a range of external providers, including Chisholm TAFE, and the Peninsula VET (PVET) cluster. Eight (8) students completed School-Based Apprenticeships through VFA Learning.

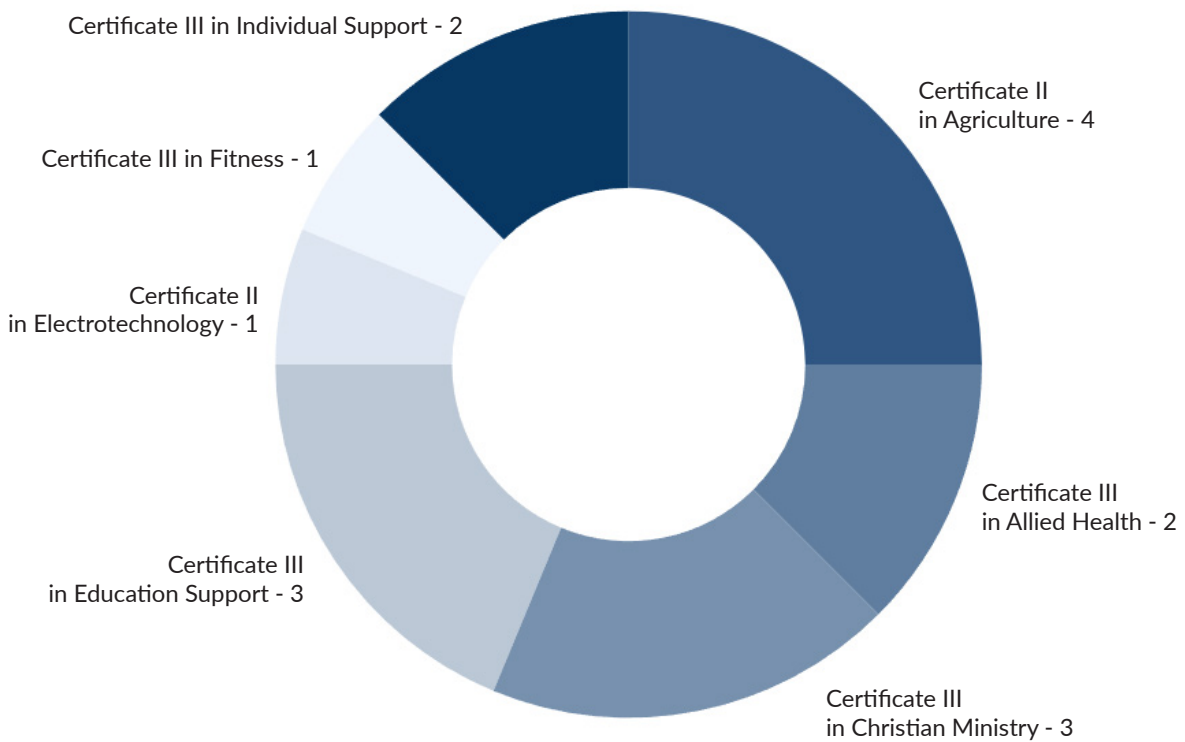
We were also very excited to see another six (6) students complete their Certificate II in Agriculture, delivered at our Trades Skills Centre on North Campus (this includes two external school students).



2022 ATAR RESULTS

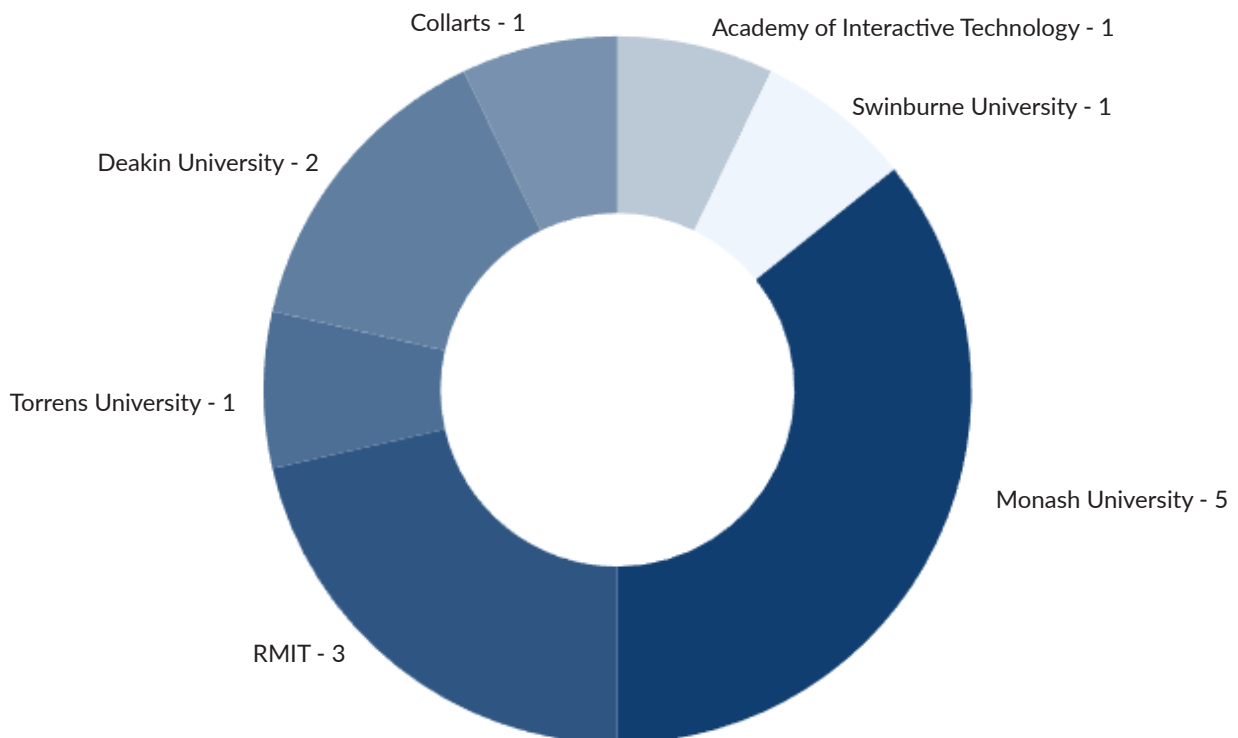


2022 VET QUALIFICATIONS



2022 TERTIARY DESTINATIONS

COURSE	INSTITUTE
Bachelor of 2D Animation (Degree)	Academy of Interactive Technology
Business	Swinburne University
Design/Business	Monash University
Diploma of Tertiary Studies - Education	Monash University
Early Childhood and Primary Education	Monash University
Engineering-Civil and Infrastructure (Honours)/Business	RMIT
Game Design & Development (Diploma)	Torrens University
Health and Physical Education	Deakin University
Journalism	RMIT
Music Production (Diploma/Degree)	Collarts
Nursing	Deakin University
Primary Education (Honours)/Business	Monash University
Science	Monash University
Screen and Media (Film and Television Production)	RMIT
Screenwriting (Advanced Diploma)/Media (Degree)	RMIT



Finance

FINANCIAL PERFORMANCE

In 2021, the College needed to maintain a balance between financial stability and ensuring education was as affordable as possible for families. To achieve this, the College waived the \$500 Building Fund Levy and did not increase tuition fees. In 2022, the College experienced an unexpected and unusual decline in student numbers with the main reason being for relocation.

The decline in student numbers resulted in lost income and stress on the operational budget. To address the decreasing student numbers, increased efforts were put towards advertising and improved processes around engagement and follow up with prospective families.

A significant amount of restructuring was also undertaken across the College as well as the implementation of several initiatives designed to address and relieve the financial stress in 2023.

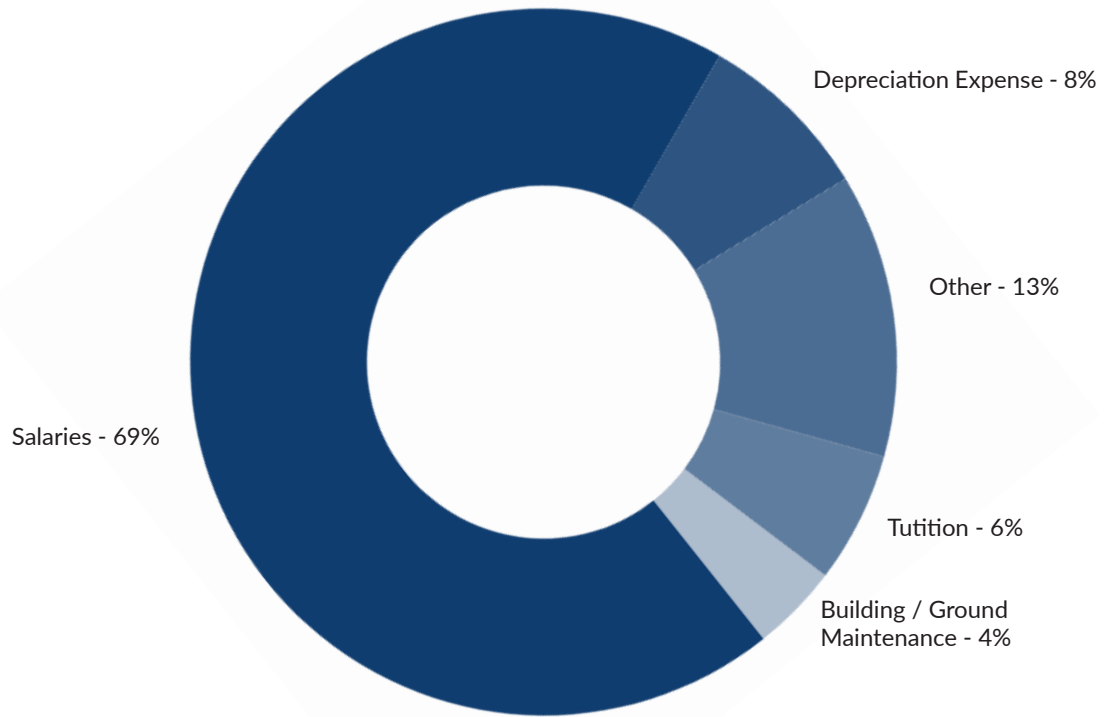
PROJECTS

The College did not embark on any major projects in 2022 in preference to reestablishing culture and community post COVID-19 lock downs and restrictions. There was a significant amount of work to facilitate the reconnection of the College community via the re-establishment of major and minor College events. The most significant of these was ensuring that the 40th anniversary events program was run and this important milestone appropriately celebrated at the College.

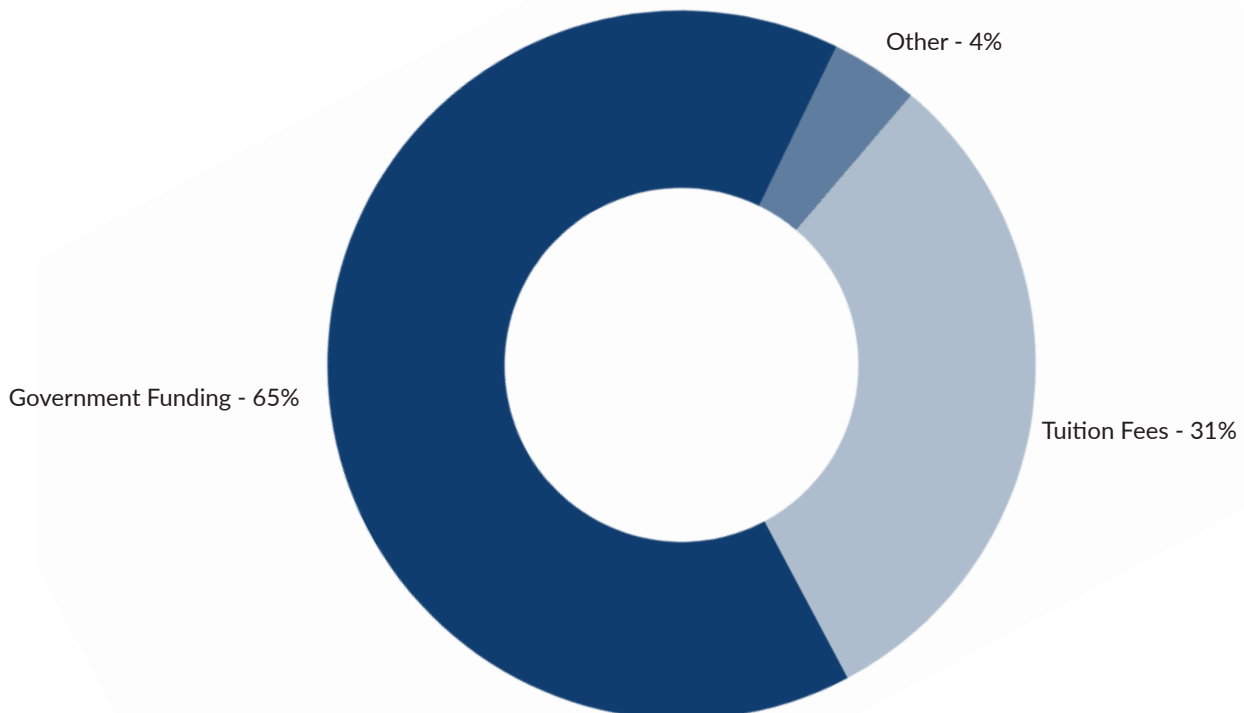
	2021	2022
Total Revenue	\$10,525,205	\$10,462,741
Total Expenses	\$10,544,924	\$11,603,119
Surplus	(\$19,719)	(\$1,140,378)

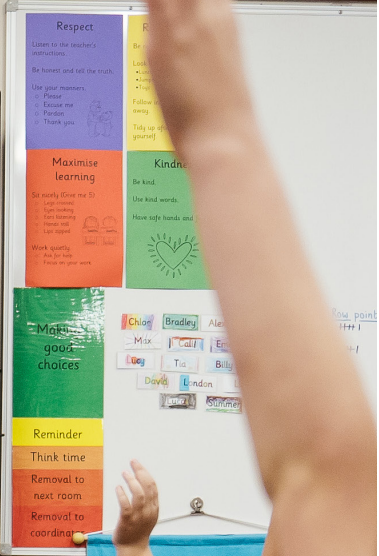
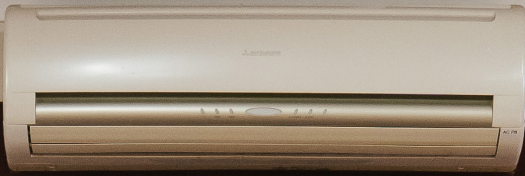


2022 EXPENSES



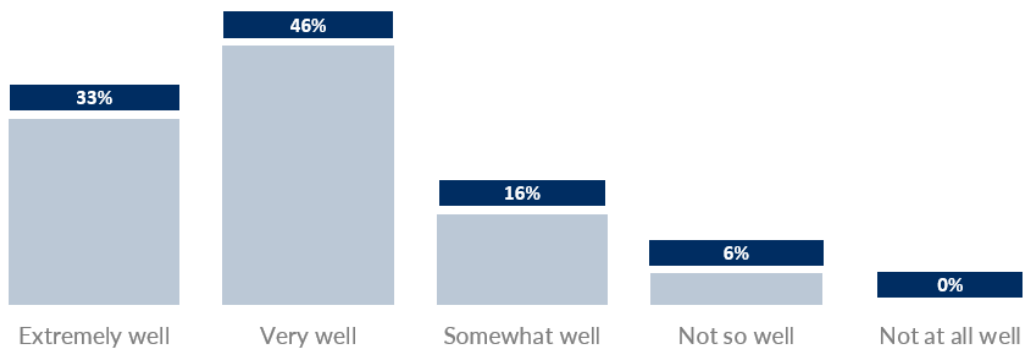
2022 REVENUE



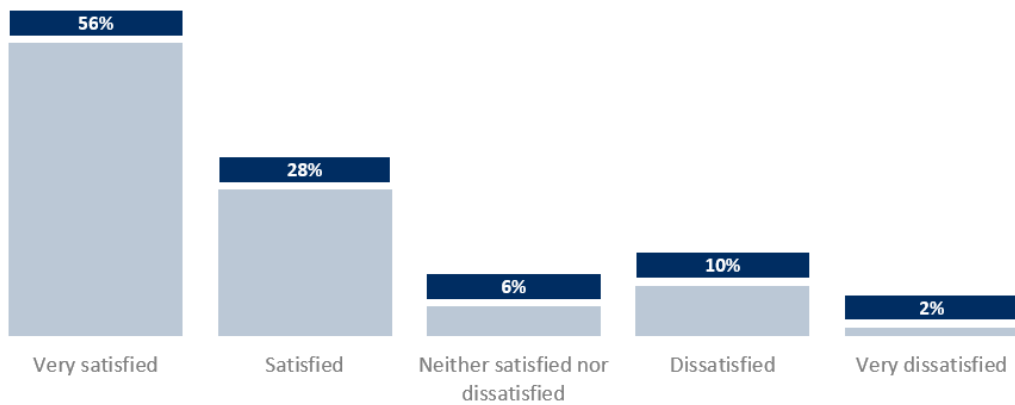


Satisfaction Survey

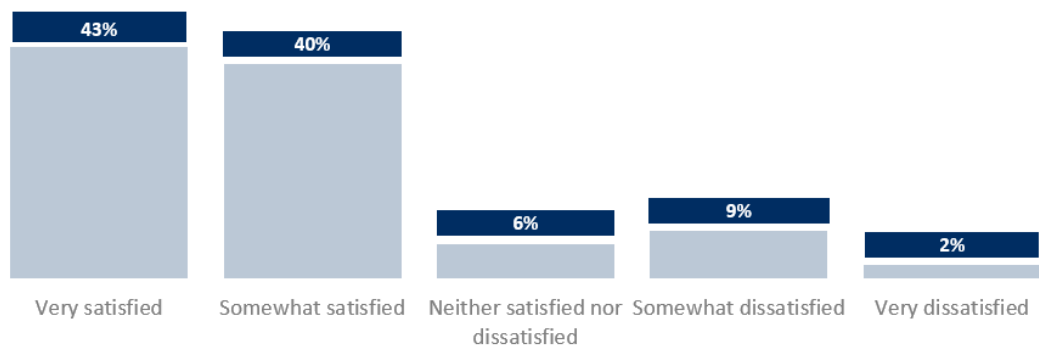
How well does the College meet your family's needs?



Overall, how satisfied or dissatisfied are you with the College?

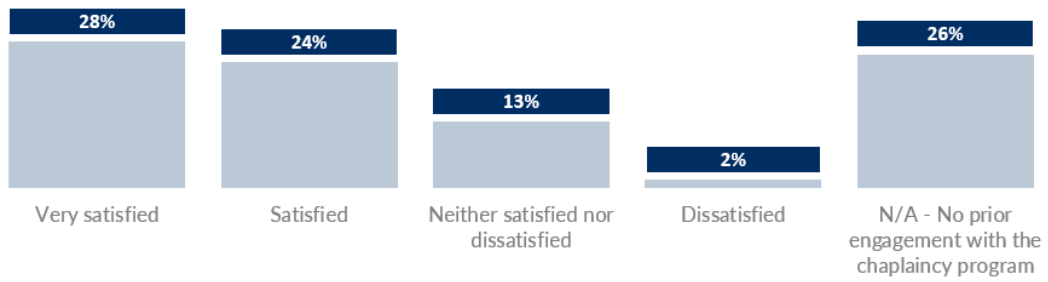


Overall, how satisfied or dissatisfied are you with the quality of teaching and learning at the College?

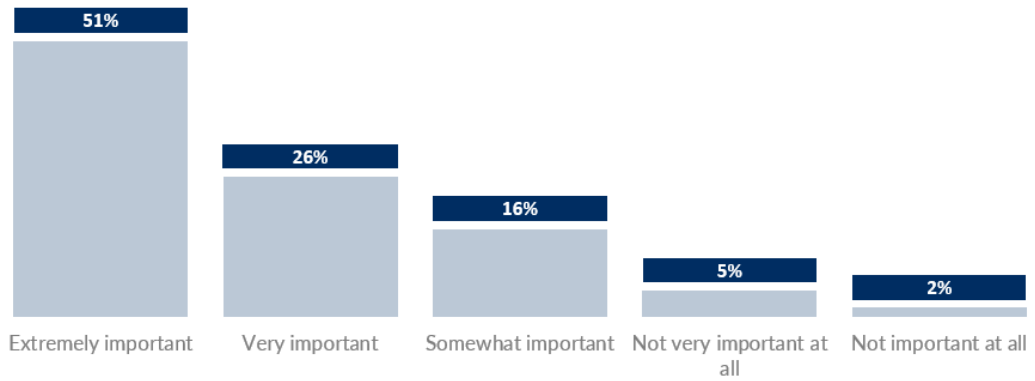




Overall, are you satisfied or dissatisfied with your experience of the chaplaincy program at the College?



How important do you think the chaplaincy program is at the College?





Bayside Christian College

5972 6700 | info@baysidecc.vic.edu.au
Cooeducational, Kinder-Year 12 VCAL & VCE-VM
120-128 Robyns Road, Langwarrin South VIC 3911
PO Box 21, Baxter VIC 3911

www.baysidecc.vic.edu.au