

Bayside Christian College
“Unity and Maturity in Christ”



ANNUAL REPORT 2019



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Introduction

Bayside Christian College is a coeducational independent Christian School set on two sites on the eastern boundary of Peninsula Link either side of Robinsons Road, Langwarrin South. Bayside Christian College has been established by the Association for Christian Education of Frankston Inc. to support families who would like schooling supporting Biblical values.

A Bayside Christian College journey begins in the Early Learning Centre (ELC), which offers both 3-year-old and 4-year-old Kindergarten programs, and concludes in Year 12 with the opportunity to complete either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

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.



Our Purpose

Bayside Christian College is an outworking of the Association for Christian Education of Frankston Inc. This Association was established to maintain a school or schools to provide Christian education for children based upon God's work.

The school(s) conducted by the Association is a community which exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by:

- i. leading students into the service of God and of others as a thankful response to the work of God in Christ;
- ii. nurturing in students the development of a Biblical understanding of the world and of life;
- iii. establishing an educational environment that is characterised by faith, hope, love, joy, peace and service;
- iv. helping students to discover and develop their own God-given abilities and to recognise and respect those of others;
- v. showing students that knowing their strengths and limitations, is part of achieving a realistic, positive self-image;
- vi. promoting a striving for excellence in their lives.

(Constitution, pp. 4-5)



Board Chair Report

On behalf of the Board I would like to again thank you for your support and commitment to the College throughout the past year.

While we find ourselves in the most uncertain of times in 2020, we can be sure that the values by which our College stands will endure beyond our current trials. While we all feel anxious to see an end to our physical separation, we can take heart and faith that we serve a God who sees us grow closer in support and unity of one another, despite a pandemic which forces us apart.



Over the past year it has been my privilege to serve the College with fellow Board members who are outstanding in both their character and commitment. The Association has been represented through the year on the Board as follows:

- Tim Vass - Vice Chair
- Gerdien Pinxt - Secretary
- Troy Gaskell - Treasurer
- Trent Jones - Board member
- Rachel McGregor - Board member ex officio
- Nathan Hooper - Board Chair

I would like to thank each of our current Board members for their faithfulness to the College. While each is deserving of mention, I would like to especially thank Troy Gaskell for his return to the Board and willingness to take on the challenging role of Treasurer. I would also like to thank and give my strong endorsement for election to the Board proper to Rachel McGregor. Rachael has a tremendous passion for the College as demonstrated by her commitment to join regularly with parents and staff to pray for the needs in our community. I am very confident that she will be a tremendous asset to our Board for many years to come.

Much of the focus through the year has been on the development of our strategic vision for the future 20 years for Bayside. In this work, our Principal Andrew Manning has been excellent in his partnership with the Board and challenged our prayerful consideration towards two key questions: 'why do we

exist?', and 'who do we see God leading us to become?' While these questions can be readily answered from the context of our vision and mission, we have reached something of a milestone in the life of the College which requires us to align our understanding more deeply.

Perhaps much of the work of the College Board over many years has been focused on addressing the needs of the College, which have largely centred on facilities and structure. Certainly, in my time over ten years there has seemingly been an unending list of new building requirements which could be planned out in a logical sequence based on urgency of need. This year we have been in the blessed position to consider future enhancements to the College as not just urgent needs, but developments which shape our future characteristics. We certainly want for far less now than in the past and can begin to consider a planned rate of growth over the next 20-year horizon which informs our decisions for new facilities and programs.

In this context, the Board was excited to see the functional completion of our Arts Centre in early 2020, which brought to conclusion Phase 1 of our building developments on the North Campus. At this juncture, we have now completed developments to accommodate our Years 10-12 students in modern facilities adorned by a beautiful natural setting.

In reaching this milestone, the Board, on recommendation from the College Executive, made the decision to defer planned construction of the second multi-classroom facility to focus on implementing our traffic management solution for the North Campus. Given the events of 2020 thus far, this has proven to be a wise decision and ensures the financial resiliency of the College without the burden of a large building project.

The connection of this decision to our onward strategy also had its significance in understanding that while we could continue with our fifth project in five years on the North Campus, we simply did not need another building just yet. After seven years of tireless development, we have reached a point where we can be both thankful for the blessings of our new facilities, and carefully consider 'what comes next?' in relation to our planned rate of growth.

More important than the development of our facilities is the strengthening of our community connectedness and engagement with our mission and purposes. It was therefore a great experience to celebrate the 40th anniversary of our Association and also launch the 'Old Collegians' alumni network. In commemorating the beginnings of the Association, we were able to recognise those who envisaged the College we have today and commemorate their years of commitment. Regardless of where we begin our journey in the Bayside community, we all have an opportunity to partner together and focus on the Bayside which is 'yet to be'. I trust we can in some way emulate the passion and vision of our early founders in this regard.

As we continue on into a year of notable challenges, I wish to thank all the Association and Bayside community for their support and encourage your active engagement in the life of the College.

Yours sincerely,

Nathan Hooper

Bayside Christian College Board Chair

Principal's Report

The Lord continued to bless the College abundantly in 2019 and, as such, the College continued to bear the fruit of a community passionate and committed to serving and glorifying the Lord through partnering with parents in the nurture and preparation of our young people. This task, although arguably, not rocket science, is complicated, and can be difficult to navigate at times. Despite these realities, the Bayside community once again demonstrated its incredible capacity to shine brightly in so many ways across the year. It is a tremendous blessing to serve such a dedicated and compassionate community.



On a more practical note, the North Campus came to fruition with the Years 11 and 12 students and their teaching and support staff crossing the road to join those in the Trades Skills Centre making the North Campus home. The

completion and subsequent opening of the new science facility was an important piece of the puzzle enabling the Senior Secondary students to cross the road permanently. 2019 also saw the construction of a new arts building. This building provides a range of facilities for students to explore their artistic gifts and talents. The completion of this building also provides the space for the Year 10 cohort to move onto the North Campus in 2020.

The physical restructuring of the College necessitated a change in leadership for the Secondary School. This restructure saw the Head of Secondary split into a Head of Junior Secondary (Years 7-9) and Head of Senior Secondary (Years 10-12). Mrs Shirley Patterson, the former Head of Secondary, transitioned into the new role of Head of Learning Innovation and Discipleship. This role is designed to ensure the teaching staff are well-supported to serve students, and that the vision to nurture and prepare responsive disciples is given dedicated, strategic attention into the future.

One of the more exciting tasks of 2019 was the Bayside 2040 Project. This project asked the question of "how does Bayside Christian College serve, what does it do, and what does it look like in the year 2040?" The information collected from students, parents, Association members and staff was distilled into what is known as the "Strategic Intent". The Strategic Intent document articulates the top tier strategic direction for the College for the next ten years through the strategic priority areas of Authentic Discipleship, Vibrant Community, Faithful Stewardship and Exceptional Learning. Over the next year, supporting documentation will be developed that expands and articulates both the philosophical basis and the operational direction of the College for each of these strategic areas.

Across 2019, a significant amount of preparation and planning has occurred in two key areas which will see a number of important milestones in the life of the Senior Secondary section of the College come to pass in 2020. Firstly, as previously mentioned, the Year 10 students will relocate onto the North Campus bringing the Senior Secondary section together. Secondly, the long-awaited Certificate II in Agriculture in the Trades Skills Centre will enrol the first group of students under the guidance of Mr David Goschnick, who joined the College late in 2019 to prepare for the Course to open for enrolments in 2020.

I would like to take this opportunity to thank the dedicated staff of Bayside Christian College and acknowledge their outstanding effort during 2019, and wish those moving on to new opportunities every success for the future. I would also like to thank all of our Bayside families for their ongoing support and contributions during the year and, of course, to thank and congratulate all our students for the completion of another successful year at the College, in particular our Year 12 students as they embark on the next stage of their lives. We pray you have every success in whichever path the Lord leads you.

Finally, over the past year I have been asked many times: "Do you miss the Northern Territory?", and "What made you come all the way here to Bayside?" My answers to these questions (at the time) were, "Yes, I miss the NT", and "I followed the call that I believe God put on my heart that was affirmed by the Board to come and serve as the Principal of the College". Twelve months on, I am pleased to be able to share that my answers to those questions have changed slightly. Firstly, although I miss the people, there is nothing in me that feels the desire to return to the NT. Furthermore, I have never been more confident that Bayside Christian College is the place where God wants me and my family. I am confident that in time we will be able to look back and see why.

In His service,

Andrew Manning
Principal



College Leadership

Bayside Christian College Board

The College is governed by an independent Board of Directors elected by the Association. The Board of Directors is responsible for the overall vision and direction of the College, while day-to-day operations and planning are entrusted to the Senior Executive.

The 2019 Board of Directors is comprised of:

- Nathan Hooper (Chair)
- Tim Vass (Vice Chair)
- Gerdien Pinxt (Secretary)
- Troy Gaskell (Treasurer)
- Trent Jones (Chair – Land Development Committee)
- Rachel McGregor (Board-appointed member)



Senior Executive Team

The Senior Executive Team of the College for 2019, entrusted to make the day-to-day decisions, consisted of:

- Andrew Manning (Principal)
- Toni Steinbergs (Deputy Principal)
- Courtney Clowes (Business Manager)

Executive Team

The Senior Executive team is supported in the day-to-day decision making by the Executive Team consisting of:

- Shirley Patterson (Head of Secondary)
- Glenys Bailey (Head of Primary)

Teaching Staff Statistics

Teaching Staff Attendance

Staff attendance for the 2019 academic year, based on actual teacher attendance as a percentage of total possible attendance, was over 96%.

Teaching Staff Retention

During 2019 we welcomed Andrew Manning (Principal), Rupert Balint-Smith, Judy Flack and Tanya Rogers to our teaching team. Ulli Austermann (newly qualified) also transitioned into teaching from her Education Support role. Nicole Bolden, Kerry Davies, Janine Harvey, James Siede and Danielle Whelan completed short term contracts during the year, and Susan Forde and Kitty Van Cuylenberg taught during Semester 1. We farewelled Rosie Alley, Tim Baker and Kelly Davies during the year.

Our teaching staff retention rate for 2019 was 91.4%.

Teaching Staffing Numbers

Throughout 2019, 58 teaching staff were employed at the College, with a full time equivalent of 41.85 at the end of the year. The College does not currently have any indigenous personnel.

Teaching Staff Qualifications

The list below includes all teachers employed at Bayside Christian College in 2019, not including casual teaching staff:

Name	Sub School	Qualifications
Rosie Alley	Secondary	BAGSc, GradDipTeach(Prim)
Ulli Austermann	Secondary	DipEarlyLearn, AdvDipChildServ, BEd(Prim)
Glenys Bailey	Primary	DipTeach(Prim), BEd
Timothy Baker	Secondary	BEd(Prim/Sec)
Peter Bakker	Secondary	BA(Hist/Geog), GradDipTeach
Rupert Balint-Smith	Secondary	BA(Hons), BMus, GradDipEd, GradCertRE
Kerri Bernon	Primary/ Secondary	BEd
Ken Berry	Secondary	BEd
Nicole Bolden	Primary	BEd(Prim)
Daniel Briglia	Secondary	AssocArts, BSc(ExSc), GradDipEd(Sec)
Sonja Campbell	Secondary	BA, BBus, GradDipEd(Prim)
Jennie Champion	Primary	BSocSc(Lib), GradDipEd(Prim)
Tammie Chester	Primary	BEarlChildStd, BEd(EarlChildEd/Prim)

Gino Ciancio	Secondary	DipIndDes, GradDipEd, AdvDipGrapDes
Catherine Cloherty	Secondary	BA(Psych/Psychophys), GradDipAppSc(Psych), GradDipEd(Sec), MEd
Maree Coates	Primary	BAppSc(OH&S), GradDipEd, MEd
Rachelle Cooper	Secondary	BA SocSc, GradDipEd
Lara Curtis-Morris	Secondary	BBus(Mgt), GradDipEd(Sec), MEd
Kelly Davies	Secondary	DipModLang, BEd(Prim)
Kerry Davies	Secondary	BSci, GradDipEd(Sec)
Caroline De Haan	Primary	BEd(Prim)
Donna Doherty	Primary	BA, GradDipEd(Prim)
Chris Elkington	Primary	BEd(Prim)
Judy Flack	ELC	DipTeach(Prim), DipChrMin, BEd(Prim), GradDipEd(MusEd), MEd, GradCertEd(EarlChildEd)
Susan Forde	Secondary	BProsOrth, BSci, GradDipEd(Sec), GraDipPsychSci
Sharyn Hadlow	Secondary	BSc, BEd, MEd
Janine Harvey	Primary	DipTeach(Prim), BEd
Sue Higgs	Primary	DipTeach(Prim), BEdStudies
Karen Hooper	Primary	DipTeach(Prim), GradDipEd(Mus)
Alex Hopkins	Secondary	BA(Hons), GradDipEd, PhD
Josephine Hopkins	Primary	BA, MSpeechPath, GradDipEd(Prim)
Jay Johnstone	Secondary	BTh, MTh, GradDipEd(Prim)
Zacchaeus Klan	Primary/ Secondary	CertIV Fitness, BEd(Prim)
Joel Kong	Secondary	BDes(IndDes), GradDipEd
Anna Lam	Primary	BBus(Acc)/BBus(B&F), GradDipEd(Prim)
Andy Lancaster	Secondary	BA(VisArts), BEd(Prim)
David Mallen	Primary/ Secondary	BMus/BCom, AMus(Piano), MTeach (Sec Mus/Prim)
Andrew Manning	Principal	BTeach, BEd, MEd(EdLead)
Donna Martin	Primary	AdvCert(ProgTech), DipT(Prim), BEdSt
Angie Mathews	Secondary	BAppSc, BTeach(Sec)
Paul Mathews	Secondary	BA, GradDipEd(Sec)

Alicia McCann	ELC	BEd(ECD)
Scott Megee	TSC	DipVET
Joanne Moore	Primary	CertIV(Min&Theol), BA, BEd(Prim)
Madura Nadarajah	Primary	BBusSt, GradDipEd(Prim)
Catherine Newton	Secondary	DipTeach(Prim), BEd
Sari Newton	Primary	BA, DipChildServ, GradDipEd(Sec)
Jordan Partridge	Primary	BSport&OutdoorRec, BEd(Prim)
Shirley Patterson	Secondary	BSocSci(Psych/Geog)(Hons), GradDipEd, GradDipMin, MEdLead
Joanne Piening	Secondary	BEd(Prim)
Michael Pleiter	Secondary	CertIVTrainAsses, BEd(PhysEd/HlthEd)
Tanya Rogers	Secondary	BAppSci(Biol/BioTech), GradDipGenCouns, GradDipEd(Sec)
Fiona Ryan	Primary	BA, GradDipAppPsych, GradDipTL
James Siede	Secondary	BExSportSci, GradDipEd(PE/Health)
Toni Steinbergs	Deputy Principal	DipTeach, BEd, MEd
Russell Svigos	Primary	DipTeach(Prim)
Kitty Van Cuylenburg	Secondary	BA(Drama)/BSci(Hons), MTeach(Sec)
Sam Waldron	Secondary	BA(Global), GradDipEd(Prim)
Danielle Whelan	Primary	BEd(Prim)
Olivia Williams	Secondary	DipVET, DipTrainDesDev, BEd(AppLearn)
Chay Williamson	Secondary	BDes, GradDipEd(Sec)
Joel Williamson	Secondary	BTeach, BMus
Sara Wright	Primary	BMin, GradDipEd(Prim)

Professional learning

To improve school practice, staff need professional development. The professional development program for staff at the College is described under three headings:

General staff professional learning

Staff undertake training that is consistent with College policy in areas including first aid, anaphylaxis, child safety, occupational health and safety, and leadership.

Area or subject specific training

Educational staff undertake training, often with external providers, in a range of areas including in subject specific areas such as English, Mathematics and Physical Education. Staff also have access to professional learning in curriculum and/or classroom practice, for example, in learning about dyslexia, learning needs, careers education and Big Write.

Practice consistent with our Christian Biblical worldview

The staff of Bayside Christian College engage in professional learning with affiliated schools (Christian Education National). In 2019, these included a leadership conference and a teaching and learning conference. In addition, about 50 staff attended the International Transforming Education Conference (ITEC) in Adelaide; a significant investment into Christian worldview understanding for our staff.

Fifteen teachers also participated in units of study associated with a Master of Education (MEd) program.

In total, the College spent approximately \$144,000 on the professional learning of the Bayside Christian College staff team.

Bayside Christian College Staff 2019

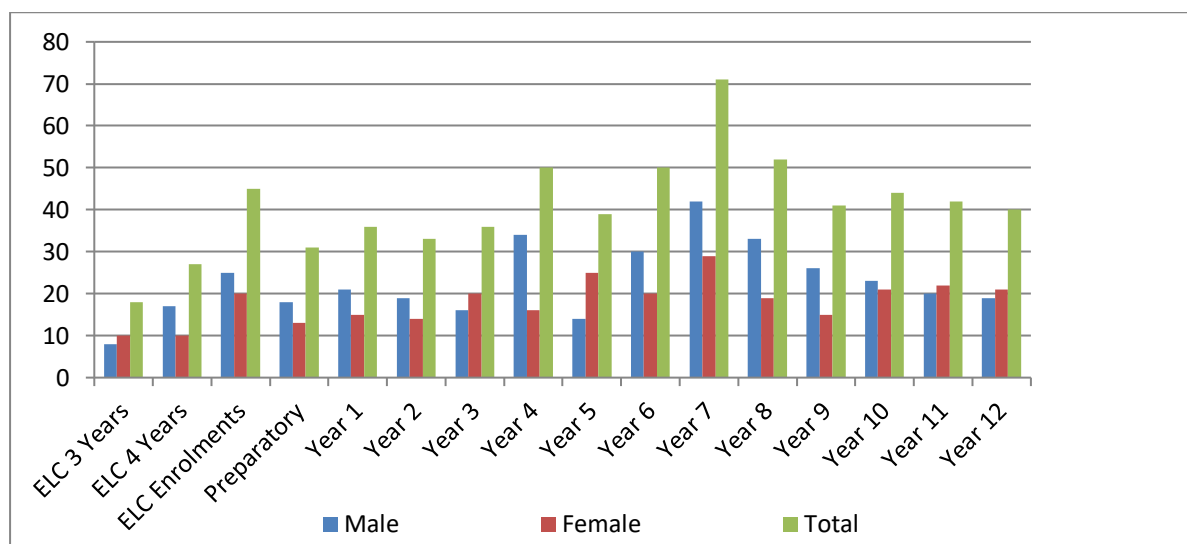


Students

Enrolments

The total number of student enrolments, including part-time enrolments, at Bayside at the time of the 2019 August Census was:

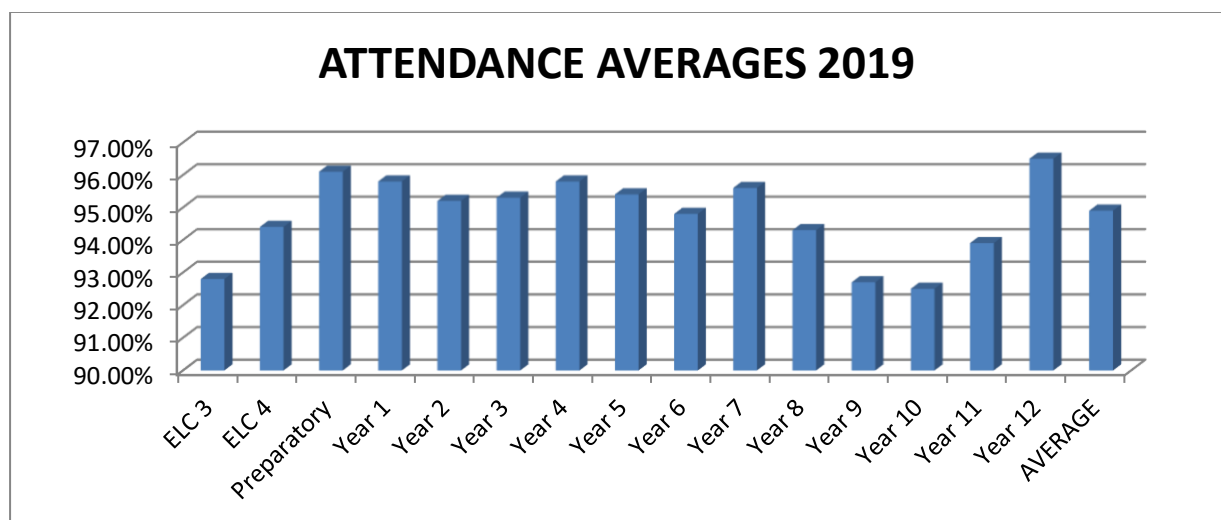
Year Level	Male	Female	Total
ELC 3 Years	8	10	18
ELC 4 Years	17	10	27
ELC Enrolments	25	20	45
Preparatory	18	13	31
Year 1	21	15	36
Year 2	19	14	33
Year 3	16	20	36
Year 4	34	16	50
Year 5	14	25	39
Year 6	30	20	50
Year 7	42	29	71
Year 8	33	19	52
Year 9	26	15	41
Year 10	23	21	44
Year 11	20	22	42
Year 12	19	21	40
Prep-Year 12 Enrolments	315	250	565
TOTAL ENROLMENTS	340	270	610



Attendance

Student attendance, relative to each Year level (from Prep to Year 12), is detailed in the table. It is based on the number of days students attended school relative to the number of possible school attendance days. For ELC a random sample is used to generate the average. In 2019, the overall mean average College attendance rate was 94.9%.

YEAR LEVEL	ATTENDANCE RATE
ELC 3	92.8%
ELC 4	94.4%
Preparatory	96.1%
Year 1	95.8%
Year 2	95.2%
Year 3	95.3%
Year 4	95.8%
Year 5	95.4%
Year 6	94.8%
Year 7	95.6%
Year 8	94.3%
Year 9	92.7%
Year 10	92.5%
Year 11	93.9%
Year 12	96.5%
AVERAGE	94.9%



When a student is absent, parents/carers may notify the College through a variety of avenues. The preferred method is via the Absence Line. Other methods include a telephone call, email, or in person to the College office or the class teacher. When a student is absent to an unsatisfactory degree, contact with the parent/carer is made to communicate this and to ascertain the reason for the absences. Unsatisfactory attendance is recorded on the student's file.

NAPLAN

Teachers at Bayside Christian College are involved in the continual monitoring of our students' academic performance, including the National Assessment Program of Literacy and Numeracy (NAPLAN) tests for students at Years 3, 5, 7 and 9. Monitoring is not confined to one test on one day, but rather is supported by a range of mechanisms, including some annual assessments such as those developed by the Australian Council for Educational Research and Allwell tests.

2019 NAPLAN Results (Proportion of students meeting or exceeding the National Minimum Standards)		2019	2018	2017
READING	Year 3	100%	98%	100%
	Year 5	100%	97%	98%
	Year 7	99%	95%	100%
	Year 9	98%	100%	95%

WRITING	Year 3	100%	100%	100%
	Year 5	100%	100%	93%
	Year 7	94%	93%	89%
	Year 9	90%	90%	95%

SPELLING	Year 3	100%	100%	100%
	Year 5	100%	100%	95%
	Year 7	97%	100%	98%
	Year 9	97%	98%	97%

GRAMMAR AND PUNCTUATION	Year 3	100%	100%	88%
	Year 5	97%	100%	91%
	Year 7	100%	98%	98%
	Year 9	92%	98%	97%

NUMERACY	Year 3	100%	100%	97%
	Year 5	97%	100%	98%
	Year 7	96%	100%	100%
	Year 9	100%	97%	97%

From 2017 to 2019, Bayside Christian College achieved above average growth in NAPLAN outcomes, for Years 3 to 5 in Reading and Spelling; Years 5 to 7 in Numeracy, and Years 7 to 9 in Grammar & Punctuation, and Reading.

From 2017 to 2019, Bayside Christian College achieved, and was commended for, substantially above average growth for Years 3 to 5 Writing, Years 5 to 7 Grammar & Punctuation, Reading, Spelling, and Writing; and Years 7 to 9 in Writing.

This is above or substantially above the state average student growth in 11 of the 15 areas.

Senior 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). The VCE subjects offered at Year 12 in 2019 were:

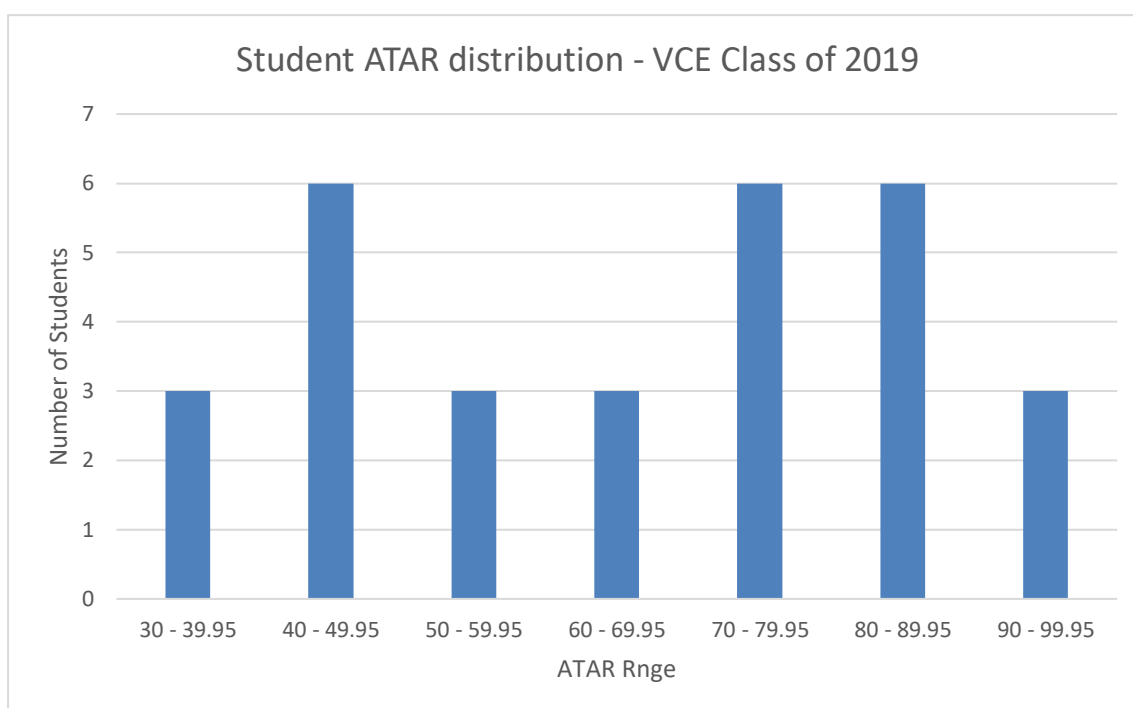
Biology, Business Management, Chemistry, English, Further Mathematics, Health and Human Development, History: Revolutions, Legal Studies, Literature, Mathematical Methods, Media, Outdoor and Environmental Studies, Physical Education, Physics, Production Design and Technology, Psychology, Studio Arts, and Visual Communication Design.

Bayside Christian College allows students to choose one of two pathways and endeavours to support them in their respective choices. 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 2019, a total of 31 students completed the VCE while nine Year 12 students completed their Senior VCAL certificate.

Of the students who completed the VCE and received an ATAR, 15 achieved an ATAR of 70 and above. The average was 66 and the median of 69, and the breakdown as follows:

ATAR Range	% of students
90 - 99.95	10%
80 - 89.95	20%
70 - 79.95	20%
60 - 69.95	10%
50 - 59.95	10%
40 - 49.95	20%
30 - 39.95	10%
0 - 29.95	0%

ATAR Distribution - VCE class of 2019



VET Studies

In Year 11 all VCAL students complete a Cert II in Business. In addition, 13 of our senior students (in Years 11 and 12) also undertook specific Vocational Education and Training (VET) certificates. These certificates were offered through a range of providers, including Chisholm Institute and the Peninsula VET (PVET) cluster. Six students completed the VetaMorphus Ministry training program; four students also completed School-Based Apprenticeships through VFA Learning; and four students were engaged in workplace-based apprenticeships in areas of Automotive, Building and Warehousing Operations.

We were also very excited to see three more students complete their Cert II in Kitchen Operations, based at our Trades Skills Centre.

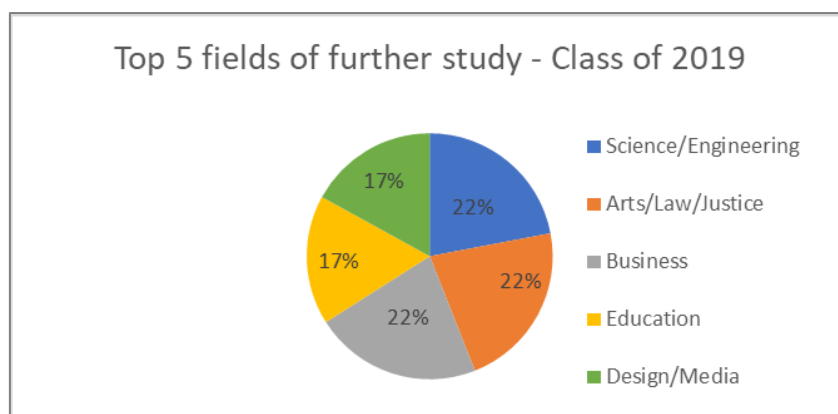
The full list of qualifications awarded to Bayside Christian College students during 2019 includes:

- Cert II in Applied Fashion Design & Technology
- Cert II in Building (Carpentry)
- Cert III Christian Ministry & Theology
- Cert II in Dance
- Cert III in Early Childhood Education & Care
- Cert II in Engineering Studies
- Cert II in Equine Studies
- Cert III in Events
- Cert III in Fitness
- Cert II in Kitchen Operations
- Cert III in Music (Performance)
- Cert III in Tourism
- Cert III in Warehousing Operations

Post School Destinations (Year 12, 2019)

Of the 31 students completing VCE in 2019, we have received advice from VTAC that 17 have enrolled in tertiary study in 2020, with three choosing to defer their studies until 2021, and another three declining their offers. Some students also applied directly to TAFE or into the workforce. Eight students accepted offers to study at Monash University, making it the most popular tertiary destination, followed by Swinburne University with five enrolments.

The most common fields of study chosen were Business, Arts/Law/Justice, and Science/Engineering.



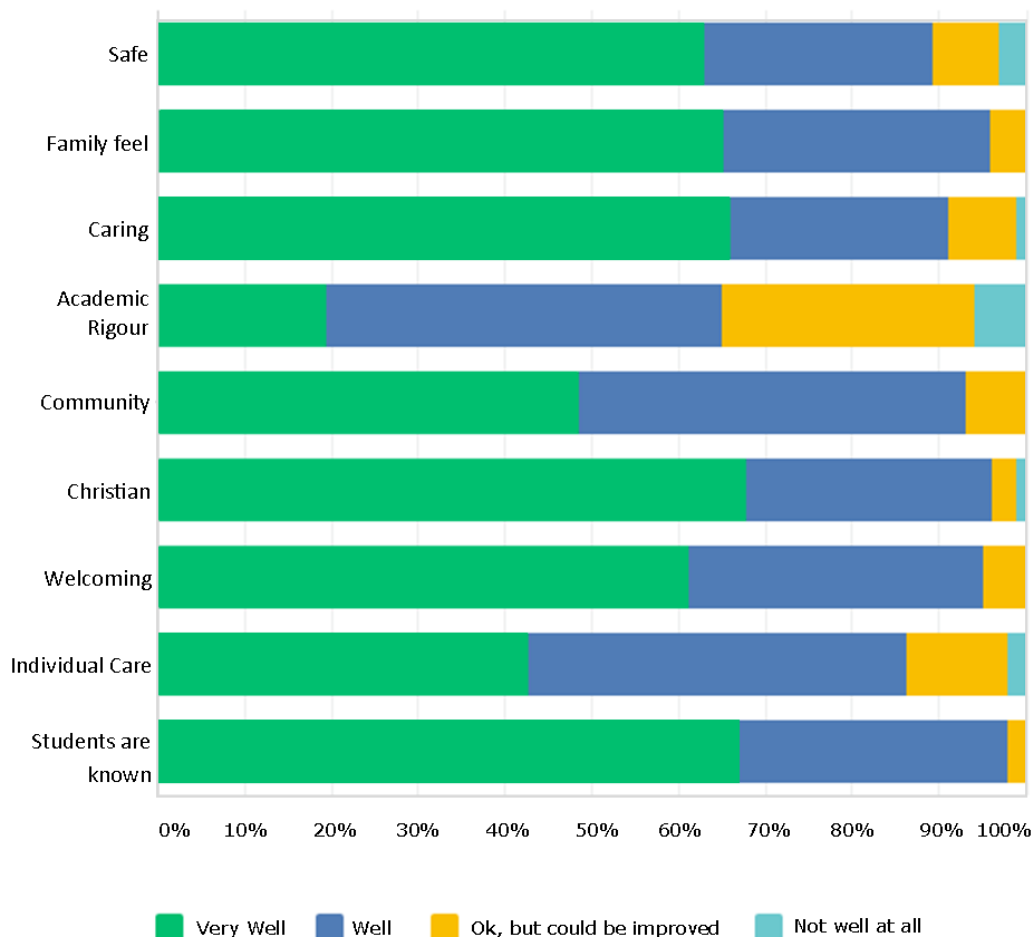
Satisfaction Surveys

The **Net Promoter® Score (NPS®)** is a proven, powerful metric used globally to measure customer engagement and advocacy levels. It establishes the likelihood of a customer to recommend your product or service on a scale of 0-10. Although there is some debate about what exactly a good NPS is, the general consensus is that a score that's between 0 and 50 is good, a score between 51 and 70 is great, and anything above 71 means that you're delivering excellent service.

Net Promotor Score (NPS) Parents = 57
Net Promotor Score (NPS) Students = 12

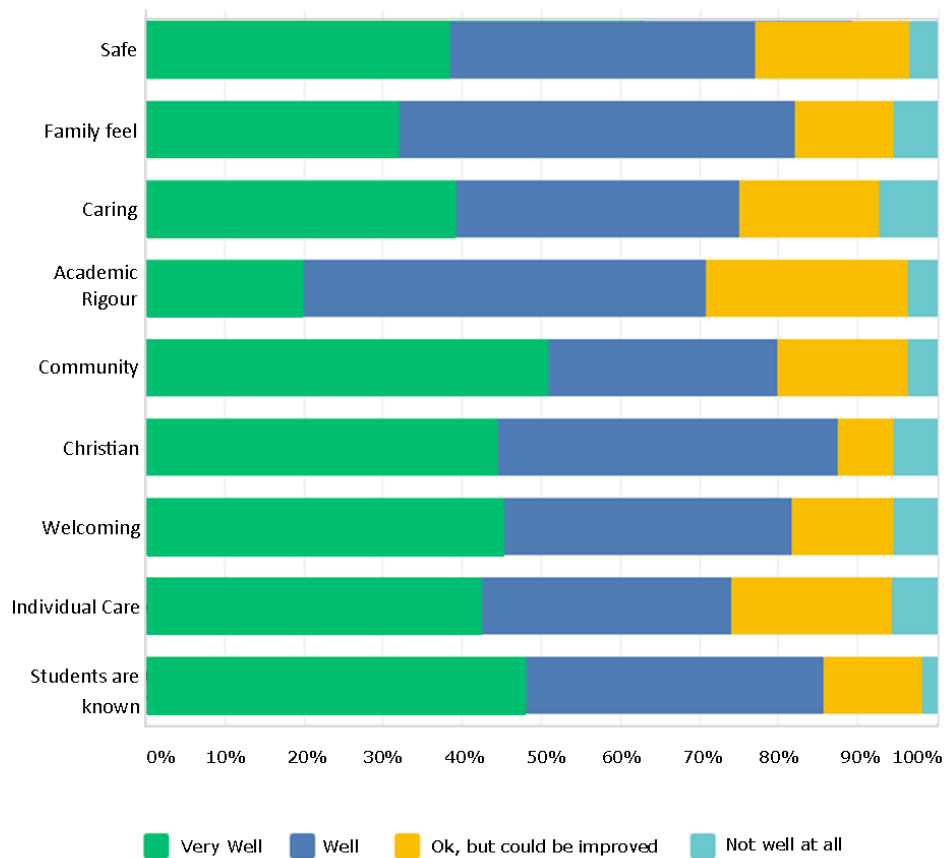
Community Rating Chart

Please rate the following aspects according to how well these are being achieved at the moment?



Student Rating Chart

Please rate the following aspects according to how well these are being achieved at the moment?



Finance

The total revenue from ordinary activities was \$10.2m (2018: \$9.7m). The increase was due to increased Government grants while tuition fees only increased slightly. Capital income was \$1.1m (2018: \$0.8m), with total income of \$11.3m (2018: \$10.5m). Government grants represent 66.7% (2018: 65.2%) of the total revenue from ordinary activities, with tuition fees making up 30.1% (2018: 29.7%) and other income 3.2% (2018: 5.1%).

The school operated within budget and achieved an operating surplus of \$166,486 (2018: \$347,548), and a total comprehensive income of \$1.095m (2018: \$0.6m).

Revenue from continuing operations

	2019	2018
	\$	\$
- Tuition fees	3,072,531	3,027,264
- Government grants	6,800,089	6,338,209
- Capital income	1,082,143	767,428
- Rental revenue	12,281	23,931
- Other income	309,382	328,878
Total Revenue	11,276,426	10,485,710
Employee benefits expense	6,974,433	6,427,284
Teaching and materials	717,012	636,042
Depreciation expense	746,317	1,073,771
Building/ground maintenance	413,373	487,004
Utilities expense	127,258	102,440
IT expenses	352,858	345,301
Finance expense	107,176	200,537
Cost of sales - Canteen	29,296	35,196
Insurance expense	55,177	54,716
Administrative expenses	61,280	50,314
Motor vehicle expense	14,283	13,841
Other expense	582,834	495,766
Surplus for the year	1,095,129	563,498
Other Comprehensive Income	-	-
Total comprehensive income for the year	1,095,129	563,498

Funding

Government grants increased because of an increase in funding per child combined with growth in student numbers from 540 (2018) to 563 (2019). Fees remained relatively unchanged despite the growth in student numbers because of the limited increase in fees combined with the introduction of significant discounts of up to 10% for payments in advance. The percentage of income from each source are as follows:

- Government Grants 60.3% (2018: 60.4%)
- Tuition Fees 27.2% (2018: 28.9%)
- Capital grants 9.6% (2018: 7.3%)
- Rental & Other 2.8% (2018: 3.3%)
- Employee salaries expense was 61.9% of total income (2018: 61.3%).

Projects

During 2019, the College has been blessed by the upgrading or completion of the following projects:

North Campus

- Opening of Senior Science Centre and completion of landscaping and pathways
- Arts Building construction started in late August for an early 2020 opening
- 1/2 court basketball and seating areas landscaped
- Amphitheatre and stage area for performances and open-air classes
- Access track, landscaping and revegetation around the dam
- Front entry automated gate, illuminated display sign, fencing and landscaping
- Fire access and future infrastructure installed for master planning
- Senior Secondary mountain bike track continues to be constructed
- Camp ground established for Primary and Secondary students to do activities such as camp fires, bush cooking, tent set up and camping skills
- Irrigation and grass seeding for grounds and sports play areas

South Campus

- Landscaping and seating at weights/Outdoor & Environmental Studies shed
- Bush zone and Cross-Country track improvements and revegetation
- B, E, F, R, P and U block classroom refurbishment - painting, pinboards, furniture, carpets
- Asphalting and seating for V block
- Reinstating damaged concrete and drainage
- Upgraded LED lighting in Primary classrooms

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