



"Unity and Maturity in Christ"

ANNUAL REPORT

2020

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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. 8-9)

Board Chair Report

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 what has been a uniquely challenging 2020.

As the COVID-19 virus has challenged most aspects of normal life, our College routines and activity have also been stifled, requiring collaboration, agility and adaptability in unprecedented measure. In this regard I would like to thank our Principal, Mr Manning, and College leadership, staff, parents and students for working together with exceptional resilience to ensure the process of learning continued despite the obvious challenges. Parents became teaching supervisors, staff became conferencing technology specialists, and students adapted to new methods of learning. Although the College community has been physically separated, the evidence of our closer connection



throughout the year has been clear, and well-demonstrated the value of our College community.

From an operational perspective, the Board was most thankful for the efforts of our College leadership in navigating the year, particularly with regards to working closely with families impacted by the pandemic. In this regard, we are most thankful that the impact to many of our families was not as severe as the initial outlook, however, we were also able to support many with financial arrangements to ensure support and continuity. The outlook moving into the new year is certainly positive, with student numbers and enquiries indicating a resumption of our growth is likely.

With the physical meeting restrictions, there were a number of regular events where we missed the opportunity to properly celebrate significant achievements in the life of our College. One key event, as such, was our valedictory dinner, where we provide our Year 12 finishers with a fitting send off and acknowledge the support of their families. The class of 2020 will certainly have a unique memory on their final year experiences, and I trust the future holds great blessings and opportunity for all our leavers. I would also like to acknowledge and thank our school families for whom 2020 marked your final year of direct involvement with the College. It's normally a highlight of the valedictory night to make mention of all these families, hence I trust we can find a way to reconnect and celebrate your support for the College when circumstances permit.

For the coming year, the priority for the Board is to partner with our College Executive in development of the strategy roadmap. The ten-year strategy plan is an exciting undertaking, which the board certainly wishes to find ways to encourage Association engagement. It represents an opportunity to be intentional regarding our direction and ensure ongoing alignment to our mission and vision.

Yours sincerely,

Nathan Hooper

Bayside Christian College Board Chair

Principal's Report

2020 will most certainly be a year to remember. My hope, however, is that rather than remembering 2020 as the year that COVID struck, we remember 2020 as a year in which the College community thrived in a time of adversity. There is no question that COVID took a toll on each of us (some greater than others), but it is equally true that together we made it through the mess and the muck, and for this, I am truly grateful. I am profoundly grateful that the Lord was faithfully present in our community throughout the year, and brought blessings and hope in a year that many of us might prefer to forget.



Before we relegate 2020 to the past, let us reflect by turning our minds back to the 40th Anniversary Dinner for the founding of the Association. Although it feels long, long ago, it was a lovely event in which we were able to take time and reflect on the decision to start a distinctively Christian School; a decision that eventually saw the founding of Bayside Christian College. It is too easy to walk into the College today, spend time and become passionately committed to the College and yet forget or remain ignorant of the truth that those who call the College home today stand on the shoulders of the founding parents, many of whom remain part of the College community to this very day. To each of you, once again, please accept my sincere thanks and gratitude for the work you have done, and the support many of you continue to provide.

As much as I have no doubt that COVID and 2020 will not be forever inextricably linked, I also believe that it would be a great waste if we as a learning community failed to take what we learnt from our experiences across 2020 to make changes that encourage students, teachers and the community more broadly to do things differently and better. COVID forced mainstream learning to step quickly into the remote learning environment; a bold step that would never have occurred outside of a pandemic. COVID forced schools to stop theorising about the benefits of digital learning and actually do it. What we learnt from this unique experience was immensely significant, and I am confident that this learning will reverberate through education for a long time to come.

As to its effects at the College, there are many, but examples like the Years 5 and 6 students now having a 1-2-1 laptop program, the College stepping faster into its integration of the Canvas learning management system, and teachers using digital technologies better than before, are just a few notable impacts. Equally, we were affirmed in our belief that face-to-face teaching is, for us at least, the best way to learn

when properly supported by learning technologies. At Bayside, relationships are, and will remain, at the heart of learning, and although I acknowledge that it is possible to build relationships remotely, the quality of relationships developed through living and learning together cannot be replicated online.

My hope is that 2020 will be acknowledged as a difficult year, more importantly, I hope that it will also be remembered as a year where the College continued to thrive in difficult circumstances; that 2020 will be remembered as a year where a community committed to serving God, demonstrated patience, forgiveness and hope in a time of significant uncertainty; that 2020 will be remembered as a year that the LORD was steadfast in his promises, and thus the College prevailed.

Finally, I would like to once again acknowledge the staff, parents and students for their hard work throughout 2020. You did not give up, you did not waiver, and for this, I am truly grateful for all that we achieved.

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 College Executive.

The 2020 Board of Directors was comprised of:

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

The College Executive

The College Executive for 2020, entrusted to make the day-to-day decisions, consisted of:

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

Executive Leadership Team

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

- Shirley Patterson (Head of Learning Innovation and Discipleship)
- Glenys Bailey (Head of Primary)
- Joel Williamson (Head of Junior Secondary)
- Sharyn Hadlow (Head of Senior Secondary)

Teaching Staff Statistics

Teaching Staff Attendance

Staff attendance for the 2020 academic year, based on actual teacher attendance as a percentage of total possible attendance, was 96.86%.

Teaching Staff Retention

During 2020 we welcomed Chris Alley, Paris Farr, David Goschnick, Joshua Goschnick, Monique Manning, and Chandra Schokman to our teaching team. Nicole Bolden, Louise Hogarty, Carolyn Johnson, Nigel Kuipers, and Jonathan Lake completed short term contracts during the year. We farewelled Lara Curtis-Morris, Alex Hopkins, Angie Mathews, and Olivia Williams at the end of the year.

Our teaching staff retention rate for 2020 was 93.1%.

Teaching Staffing Numbers

Throughout 2020, 63 teaching staff were employed at the College, with a full time equivalent of 47.54 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 2020, not including casual teaching staff:

Name	Sub School	Qualifications
Chris Alley	Secondary	BSc, DipTeach
Ulli Austermann	Secondary	DipEarlyLearn, AdvDipChildServ, BEd(Prim)
Glenys Bailey	Primary	DipTeach(Prim), BEd, MEd(Lead)
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, CertIVTrngAssmnt
Catherine Cloherty	Secondary	BA(Psych/Psychophys), GradDipAppSc(Psych), GradDipEd(Sec), MEd
Maree Coates	Primary	BAppSc(OH&S), GradDipEd, MEd
Rachelle Cooper	Secondary	BASocSc, GradDipEd
Lara Curtis-Morris	Secondary	BBus(Mgt), GradDipEd(Sec), MEd(Lead)
Caroline De Haan	Primary	BEd(Prim)
Chris Elkington	Primary	BEd(Prim)
Paris Farr	Secondary	BSc, MTeach(Sec)
Judy Flack	ELC	DipTeach(Prim), DipChrMin, BEd(Prim), GradDipEd(MusEd), MEd, GradCertEd(EarlChildEd)
David Goschnick	Secondary	CertIVTrngAssmnt, BEd
Joshua Goschnick	Secondary	BEd(Hons)
Sharyn Hadlow	Secondary	BSc, BEd
Sue Higgs	Primary	DipTeach(Prim), BEdStudies
Louise Hogarty	Primary/ Secondary	BEd(Prim)

Karen Hooper	Secondary	DipTeach(Prim), GradDipEd(Mus)
Alex Hopkins	Secondary	BA(Hons), GradDipEd, PhD
Josephine Hopkins	Secondary	BA, MSpeechPath, GradDipEd(Prim)
Carolyn Johnson	Primary	BA, PGCertEd
Jay Johnstone	Secondary	BTh, MTh, GradDipEd(Prim)
Zacchaeus Klan	Primary/ Secondary	CertIV Fitness, BEd(Prim)
Joel Kong	Secondary	BDes(IndDes), GradDipEd
Nigel Kuipers	Primary	BEd(Prim)
Jonathan Lake	Secondary	BA, GradDipEd(Sec)
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(Lead), GradDipEd(Lead)
Monique Manning	Primary	BTeach(Prim), BEd(Prim), GradCertEd(Lead)
Donna Martin	Primary	AdvCert(ProgTech), DipT(Prim), BEdSt, MEd(Lead)
Angie Mathews	Secondary	BAppSc, BTeach(Sec)
Paul Mathews	Secondary	BA, GradDipEd(Sec)
Alicia McCann	ELC	BEd(ECD)
Scott Megee	TSC	DipVET, CertIVTrngAssmnt
Joanne Moore	Primary	CertIV(Min&Theol), BA, BEd(Prim), GradCertEd(Lead)
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, MEd(Lead)
Joanne Piening	Secondary	BEd(Prim)
Michael Pleiter	Secondary	CertIVTrngAssmnt, BEd(PhysEd/HlthEd)
Tanya Rogers	Secondary	BAppSci(Biol/BioTech), GradDipGenCouns, GradDipEd(Sec)
Fiona Ryan	Secondary	BA, GradDipAppPsych, GradDipTL
Chandra Schokman	Secondary	BSocSci, GradDipEd(Sec)
Toni Steinbergs	Deputy Principal	DipTeach, BEd, MEd
Russell Svigos	Primary	DipTeach(Prim)

Jennie Taylor	Primary	BOccTher, MTeach
Sam Waldron	Secondary	BA(Global), GradDipEd(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), MEd(Lead)

Professional learning

To improve school practice, staff engage in 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 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 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, student wellbeing, careers education, and specific learning programs. In 2020, teaching staff also completed professional development to assist with transitioning to remote learning.

Practice consistent with our Christian Biblical worldview

The staff of Bayside Christian College also engage in professional learning with affiliated schools (Christian Education National). In 2020, these included a leadership conference, a teaching and learning conference, and induction to Christian education for new teaching staff.

The College had 12 staff enrolments in units of study associated with a Master of Education (MEd) program.

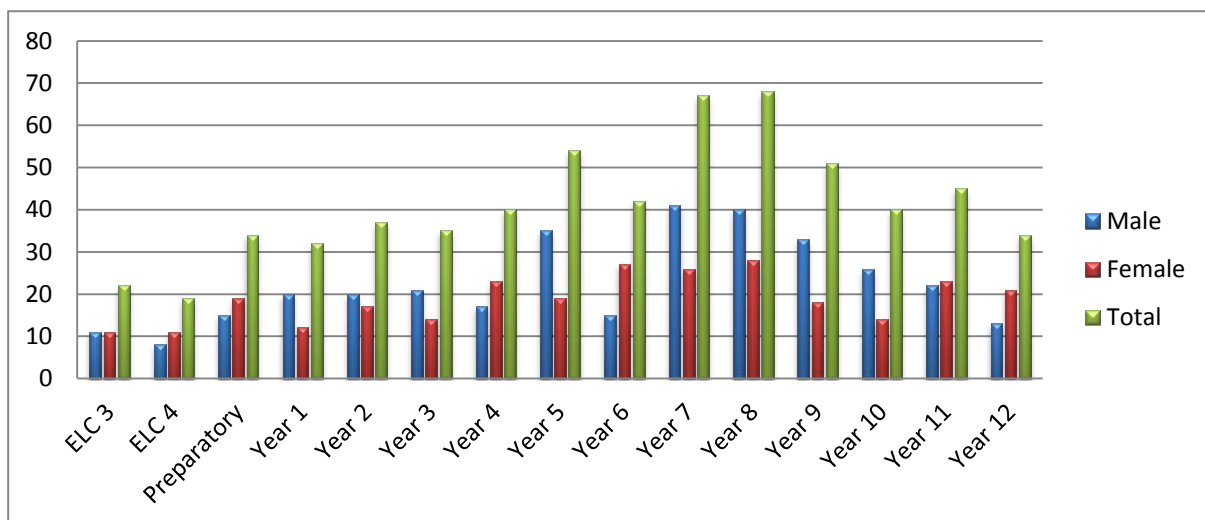
In 2020, professional development opportunities for staff were significantly impacted by lockdowns and the need to rapidly change to remote learning. In total, the College spent approximately \$55,000 on the professional learning of the Bayside Christian College staff team.

Students

Enrolments

The total number of student enrolments, including part-time enrolments, at Bayside Christian College at the time of the 2020 August Census was:

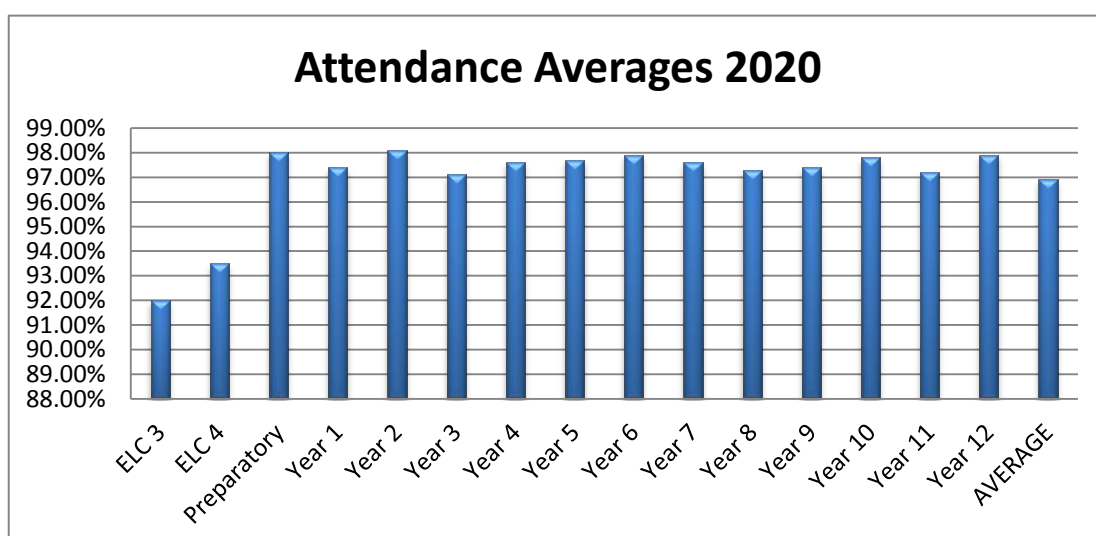
Year Level	Male	Female	Total
ELC 3 Years	11	11	22
ELC 4 Years	8	11	19
ELC Enrolments	19	22	41
Preparatory	15	19	34
Year 1	20	12	32
Year 2	20	17	37
Year 3	21	14	35
Year 4	17	23	40
Year 5	35	19	54
Year 6	15	27	42
Year 7	41	26	67
Year 8	40	28	68
Year 9	33	18	51
Year 10	26	14	40
Year 11	22	23	45
Year 12	13	21	34
Prep-Year 12 Enrolments	318	261	579
TOTAL ENROLMENTS	337	283	620



Attendance

Student attendance, relative to each Year level (from Preparatory 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 2020, attendance data were significantly impacted by lockdowns and remote learning. During the periods of remote learning, students were automatically recorded as 'present' in remote learning at home. The overall average College attendance rate was 96.9%.

Year Level	Attendance Rate
ELC 3	92.0%
ELC 4	93.5%
Preparatory	98.0%
Year 1	97.4%
Year 2	98.1%
Year 3	97.1%
Year 4	97.6%
Year 5	97.7%
Year 6	97.9%
Year 7	97.6%
Year 8	97.3%
Year 9	97.4%
Year 10	97.8%
Year 11	97.2%
Year 12	97.9%
AVERAGE	96.9%



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

NAPLAN tests in 2020 were cancelled due to lockdowns and remote learning. 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. As there are no results for 2020, the 2019 table is included for past results.

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.

2020 NAPLAN Results are not available				
Chart shows past 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 Reading and Spelling; Years 5 to 7 Numeracy; and, Years 7 to 9 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 Writing.

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

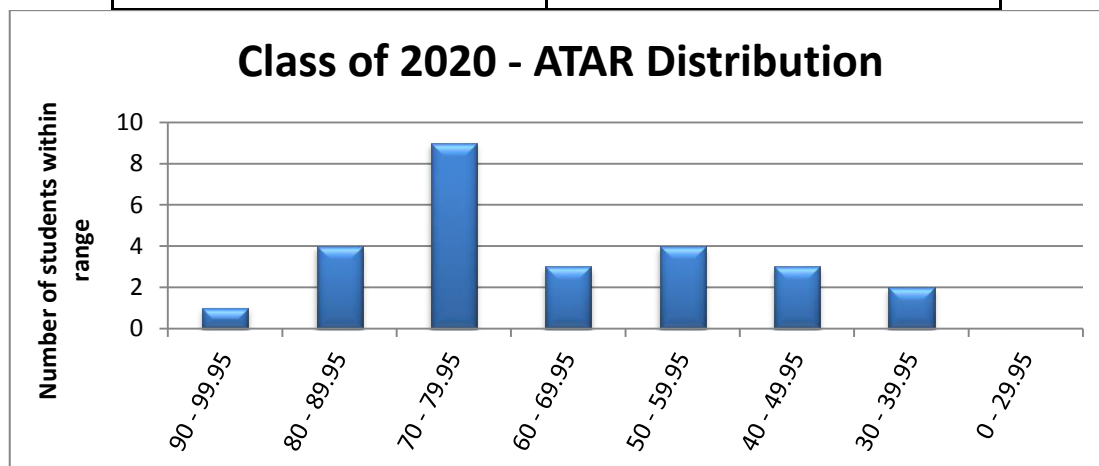
Senior Secondary Outcomes

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). 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 2020, a total of 26 students completed the VCE while eight Year 12 students completed their Senior VCAL certificate.

The VCE subjects offered at Year 12 in 2020 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.

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 was 69. The breakdown as follows:

ATAR Range	% of students
90 - 99.95	4%
80 - 89.95	15%
70 - 79.95	35%
60 - 69.95	12%
50 - 59.95	15%
40 - 49.95	12%
30 - 39.95	8%
0 - 29.95	0%



VET Studies

In Year 11, 16 VCAL students completed a Certificate II in Business. In addition, 34 Senior students (Years 11 & 12) also undertook specific Vocational Education and Training (VET) certificates. These certificates were offered through a range of external providers, including Chisholm TAFE, Holmesglen TAFE and the Peninsula VET (PVET) cluster. Seven students completed the Veta Morphus (Certificate III in Christian Ministry and Theology), three students also completed School-Based Apprenticeships through VFA Learning and Integrity Business, and two students engaged in workplace-based apprenticeships in Building and Construction (Carpentry).



We were also very excited to see another two students complete their Certificate II in Kitchen Operations (Hospitality), delivered at our Trades Skills Centre on the North Campus. The Trades Skills Centre also saw our first intake for Certificate II in Agriculture.

The full list of qualifications awarded to Bayside Christian College students during 2020 includes:

- Certificate II in Allied Health
- Certificate II in Building (Carpentry)
- Certificate III in Christian Ministry & Theology
- Certificate III in Early Childhood Education & Care
- Certificate II in Electrotechnology
- Certificate II in Equine Studies
- Certificate II in Hospitality (Kitchen Operations)
- Certificate III in Information, Digital Media & Technology
- Certificate III in Tourism

Post School Destinations (Year 12, 2020)

Twenty-two of the 25 VCE students who completed tertiary applications in 2020 received tertiary offers. Health-related courses accounted for 27% of offers, followed by Education, Arts and Science (each 13%).

Satisfaction Surveys

Due to the impact of COVID, the College sent a number of surveys, and made a number of calls and emails to monitor wellbeing of students, parents and staff. Because of this monitoring, a satisfaction survey was not sent as in previous years.

While the feedback received from the College community was largely positive, it is important to acknowledge that there were a group of families who indicated a level of dissatisfaction. In these cases, the dissatisfaction indicated was predominantly in the categories of communication and supporting learning at home.

The other key indicator of parent satisfaction is the data collected when families exit the College. The significant majority of families leaving was for positive reasons (e.g. relocation), with most relaying a sense of sadness to be leaving the College. Families who completed the parent satisfaction survey when exiting consistently rated the Christian approach and Christian curriculum as excellent or good. College facilities and the approachability of teachers were also routinely rated excellent or good.

Finance

The most obvious thing to note when discussing 2020 was the impact of COVID-19. The College adapted in operational and financial ways, with a swift transition to online teaching, staff working from home, and financial support provided to families who were affected by the pandemic.

The major financial decision made in 2020 in response to COVID-19 was to not provide any immediate College-wide discounts. This decision was based on the following reasoning:

- Many families had already paid their 2020 fees in advance
- We were unsure about the true financial effect on the community
- We wanted to be able to provide targeted support to the families who were severely affected
- We needed to maintain a strong financial position.

Later in the year a decision was made to provide a \$500 reduction in 2021 fees to reflect cost savings achieved by the College, and also in response to a reduction in 2020 expenses in areas such as excursions and camps. For families with Year 12 students who exited in 2020, we provided this discount in 2020.

Total revenue in 2020 of \$10.263m was a decrease of \$1.013 from the 2019 revenue of \$11.276m.

Revenue from continuing operations	2020	2019
Tuition Fees	\$3,238,866	\$3,072,531
Government Funding	\$6,416,341	\$6,642,297
BGA Capital Grant	\$124,020	\$928,643
Other Income	\$484,147	\$632,955
Total Revenue	\$10,263,374	\$11,276,426

Employee benefits expense	\$7,273,789	\$6,974,433
Teaching & materials	\$435,051	\$717,012
Depreciation expense	\$854,662	\$746,317
Building/ground maintenance	\$451,518	\$413,373
Utilities expenses	\$92,520	\$127,258
IT expenses	\$304,498	\$352,858
Finance expense	\$82,970	\$107,176
Cost of sales - Canteen	\$15,455	\$29,296
Insurance expense	\$76,532	\$55,177
Administrative expenses	\$61,304	\$61,280
Motor vehicle expense	\$10,498	\$14,283
Other expense	\$584,306	\$582,834
Surplus for the year	\$20,273	\$1,095,129
Other comprehensive Income	-	-
Total comprehensive income for year	\$20,273	\$1,095,129

Income by Source	2020	2019	2018
Government Funding	62.5%	60.3%	60.4%
Tuition Fees	31.6%	27.2%	28.9%
Capital Grants	1.2%	9.6%	7.3%
Other Income	4.7%	2.8%	3.3%

Funding

Total expenses increased by \$61,806 from \$10.181m (2019) to \$10.243m (2020).

Staffing costs were 70.9% of revenue in 2020 (61.8% in 2019). This increase looks more problematic than it really is, as approximately 70% of revenue is an appropriate benchmark in this area. The main reason for this increase in percentage is the decrease in revenue due to the non-recurring BGA Capital Grant for the Arts Building. A secondary reason is a \$300,000 increase in employee benefits that are linked to additional staff in 2020, and teacher salary increments as they progress through the salary scales.

It is pleasing to see that finance expenses dropped again to \$82,970 (2019: \$107,176 and 2018: \$200,537).

Depreciation expense has increased by \$108,345 from \$746,317 to \$854,662 as we have more capital assets, such as the Science Building, which are now being depreciated.

IT expenses declined by \$48,360 due to fewer IT leases, as we have been paying these out and purchasing most IT assets outright rather than signing new leases.

The decline in teaching and materials of \$281,961 (from \$717,012 to \$435,051) is very unusual and is linked to the reduction in activity such as buses and excursions expenditure. This will be expected to return to normal levels in 2021. Utilities expenses and canteen cost of sales will also be expected to return to normal levels in 2021.

Projects

During 2020 the College completed the Arts Building. We continue to work towards installing traffic lights between the North and South Campuses, and we also completed many minor projects and upgrades around the College.