



**Bayside Christian College**  
*"Unity and Maturity in Christ"*

# **ANNUAL REPORT**

# **2012**

## INTRODUCTION

The information contained within this Annual Report satisfies the requirements of the 'Schools Assistance Act 2008'. The Principal's Report and Financial Statements for the Year ended 31 December 2012, contained within this report, were presented at the College AGM on 9<sup>th</sup> May 2013.

Bayside Christian College is a K-12 school that belongs to the wider organisation of Christian Education National. Our purpose is to partner with parents to raise children, who will be equipped to contribute positively and purposefully to society. At the year's end, a total of 525 students were enrolled at the College, inclusive of forty-eight Preschool children. Bayside Christian College provides an education that embraces Christian values and a Biblically-based curriculum. Every child is seen as God's creation, 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.

To assist students at different stages of growth, the College is divided into three distinct sections: Preschool (ages 3-4), Primary School (Years Prep-6) and Secondary School (Years 7-12).

As well as having an excellent pass rate at VCE level and a sound academic record, the College has a variety of programs designed to develop the whole child. At Primary level the 'You Can Do It' Program focuses on four key habits-of-mind, to help students with their self-confidence, relationships, organisation and persistence. Gender specific 'Resiliency Days', organised for Year 7 to Year 10, equip students to develop their confidence, through reflective practice and, gain a deeper insight into their social, emotional, physical, psychological and spiritual developmental needs. Year eight students work through 'No Apologies', an eight-week character based sexual-health curriculum. This program is designed to further students' knowledge and understanding of relationships and sex education.

Our VCAL/PreCAL programs recognise that some children learn best through 'hands-on' activities and are more likely to pursue a career in a trade. The College also has a commitment to supporting students with a variety of learning needs through its Special Education Program.

Extensive Outdoor Education and camping programs are tailored to suit the needs of Primary and Secondary students. The College has an involvement in service to the local community and external organisations, and offers opportunities for students and staff to participate in community outreach trips, both within Australia and overseas. We offer a caring, friendly and nurturing environment and work in partnership with

families, external professionals and the wider community. Our focus revolves around the holistic development of each and every child.

## Our Vision

Our Vision for Bayside Christian College is to provide a genuine sharing community that enables teachers and students to develop their full potential as responsive disciples of Christ.

The College's function is to nurture and prepare young people for a life of responsible discipleship in God's Kingdom. Students will graduate confident in their identity in Christ, aware of their gifts and talents, and prepared to meet the challenges of living and applying the Gospel to an ever-changing world.

In our College community, the Bible is upheld as the Rule of Faith and Life. The College is a conservator of Christian values, a discernor of the world and a reformer of modern society. As a result, the College community can expect to grow together in a positive way. Our vision sees students, teachers and parents as images of God, on an equal platform.

We create a genuine learning environment. We work, learn, hope, pray, laugh, and cry together with our eyes on the prize, as we await Jesus' return and His establishment of the new Heaven and Earth.

## Principal's Report

2012 was the year to 'Celebrate' 30 years of Bayside Christian College!

And what an eventful year it was! We began with a Thanksgiving Service that acknowledged the pioneering families of the College, their vision, courage, dedication and enormous sacrifice to birth a Christian school and see it established. In April, we celebrated a day of reunion where former students and their families returned for an afternoon of soccer, guided tours and general reminiscence. That same evening saw the premiere performance of the Bayside Christian College Staff Band, UMC (Unity and Maturity in Christ). They provided the entertainment for a night of feasting and reminiscence. Peter Stevens launched his *Building the Vision* recount of the Bayside story.

Our production of Barnum in Term 3 showed-cased, yet again, the amazing talent amongst our students, teachers and parents. Our anniversary celebration concluded with a whole school day of shared activity. The anniversary provided an excellent opportunity for us to revisit our story and acknowledge how much God had blessed us throughout the 30-year journey. The challenge for us now is to look to the future and prayerfully seek where God would lead us. We are conscious that we are creating the

history of future generations. We want the heritage we leave for them to be equally glorifying to God.

One of the most exciting developments of 2012 was the purchase of 60 acres just across the road from our current site. It became clear to us during the year that future development on our current site would be problematic. Not only had we used up much of our available space, there are significant overlays on the property, which bring a variety of legislative limitations. The new site is ideal in size and vegetation coverage to allow us to meet the requirements of overlays more easily. We have begun the process of looking at the future needs of the College. This has meant researching the latest in educational design and creating a Master Plan for future development.

In 2012 we were successful in obtaining funding for a project that is enabling us to examine our policies, key values and procedures, ensuring that they are aligned and that they inform everything we do. With the funding we were able to employ Endeavour Consulting to assist us in this project. This project is continuing into 2013. Another area of focus was our Christian Worldview and how that impacts on what we do in the classroom. Staff devotions were centred around the theme of Creation, Fall, Redemption and Restoration. During the year, all staff participated in a full-day workshop for a Certificate in Christian Education. The training received helped us to better understand the relevance of the biblical story in shaping our worldview and the impact of this on education.

One exciting aspect of 2012 was the increase in student numbers. We began the year with around 480 students from Prep to Year 12. In addition there were approximately 50 children in the Early Learning Centre. It is encouraging to see that the projected enrolments for 2013 of over 500 (K-12) have been met. This has meant an additional three classes in the Primary School, and the employment of new teachers.

Along with the joy of growth came the sadness of farewelling long-term teachers at Bayside. At the end of Term One, Max Walker retired for the third time and is now enjoying life away from the classroom. At the end of Term Two, Peter Stevens, the longest serving teacher at the College, joined the retired group of teachers. Prior to his retirement, Peter shared with us, at a Staff Meeting, lessons learned along the way. What an amazing journey! Anna Caddy moved into full-time social work, making way for Caroline DeHaan to return from maternity leave. During the Term Two holidays, it was announced that Meryl Robertson would not be returning to the College. Meryl had been a teacher at the College for 21 years, serving during that time as classroom teacher, Head of Junior School and Head of Primary School and is remembered for her contribution to the lives of so many.

As I reflect on the year, I am reminded daily of the grace of God, of His faithfulness to us in all circumstances and of His covering over the College. As with the prophet

Jeremiah, He has promised us a hope and a future. Thank you for the privilege of being able to share the Bayside story and I look forward to its continued unfolding in years to come.

## Teaching Staff Statistics

- **Staff Attendance**  
Staff attendance for the academic year 2012, based on actual teacher attendance as a percentage of total possible attendance, was 97.1%.
- **Staff Retention**  
Staff retention rate from 2011 to 2012 was 83%.
- **Staffing numbers/qualifications**  
Throughout 2012, 53 teaching staff were employed at the College. At the end of 2012 the College employed 47 teaching staff, with a full time equivalent of 40.3. The college does not currently have any indigenous personnel.

Forty-nine teachers held full registration and four held provisional registration with the Victorian Institute of Teachers (VIT).

Forty-seven teachers held a Bachelor Degree, four teachers hold a double degree, three hold a triple degree, seven held a Masters Degree, two held Doctorates, nine hold Diplomas eighteen hold Graduate Diplomas.

## Teaching Staff

Title	Name		Job Title
Miss	Lorraine	Hook	Principal
Mr	Doug	Holtam	Deputy Principal/Head of Secondary School/Secondary Teacher
Mrs	Meryl	Robertson	Head of Primary School & ELC/Primary Teacher
Mrs	Lisa	Dumicich	Joint Head of Teaching and Learning/Secondary Teacher
Ms	Nicole	Rietveld	Joint Head of Teaching and Learning/Head of English Faculty/Secondary Teacher
Mrs	Karen	Bastidas	Primary Co-ord/Primary Teacher
Mrs	Rachelle	Cooper	Year 9 & 10 Co-ord /Secondary Teacher
Mrs	Wendy	Coustley	Year 7 & 8 Co-ord /Secondary Teacher
Mrs	Lara	Curtis-Morris	VCAL/PRECAL Co-ord /Head of Humanities Faculty/Secondary Teacher
Mrs	Susan	Hooper	VCE Co-ord /Secondary Teacher
Mrs	Angie	Mason	Head of Learning Support/Secondary Teacher
Mr	Stephen	Salisbury	Primary Co-ord /Primary Teacher
Mrs	Alicia	Backholer	ELC Director
Mr	Andrew	Backholer	Secondary Teacher
Mr	Kenneth	Berry	Head of PE Faculty/Secondary Teacher
Ms	Alison	Burgess	Primary Teacher
Miss	Anna	Caddy	Primary Teacher

Ms	Lara	Cartledge	Secondary Teacher
Ms	Catherine	Cloherty	Secondary teacher
Mrs	Maree	Coates	Primary Teacher
Dr	Christopher	Creek	Secondary Teacher
Mr	Marco	Di Leva	Secondary Teacher
Mrs	Caroline	De Haan	Primary Teacher
Mrs	Emma	Dubbeld	Secondary Teacher
Mr	Louis	Fernandes	Head of Science Faculty/Secondary Teacher
Mrs	Sandra	Gould	Secondary Teacher
Mrs	Paula	Glynn	Primary Teacher
Mrs	Rachel	Gray	Secondary Teacher
Mrs	Alison	Grosbois	Primary Teacher
Mrs	Julie	Gunn	Head of Art Faculty/Secondary Teacher
Mrs	Susan	Higgs	Primary Learning Support
Mrs	Karen	Hooper	Primary Teacher/ Head of Performing Arts Faculty
Dr	Alexander	Hopkins	Head of Technology Faculty/Secondary Teacher
Mr	Joel	Kong	Secondary Teacher
Mr	Anthony	Lancaster	Secondary Teacher
Mrs	Louise	Levy	Secondary Teacher
Mrs	Christine	Liu	Primary Teacher/Secondary Teacher
Miss	Andrina	MacDonald	Primary Teacher
Mrs	Angela	Mathews	Secondary Teacher

Mr	Paul	Mathews	Head of Mathematics Faculty/Secondary Teacher
Mrs	Monique	Paine	Primary Teacher
Mr	Michael	Pleiter	Secondary Teacher
Mrs	Joanne	Poole	Secondary Teacher
Mrs	Fiona	Ryan	Primary Teacher
Ms	Helen	Sayer	Secondary Teacher
Miss	Deborah	See	Primary Teacher
Mr	Peter	Stevens	Primary Teacher
Mr	Russell	Svigos	Secondary Teacher
Mr	Max	Walker	Secondary Teacher
Mrs	Danielle	Whelan	Primary Teacher
Mr	Peter	Woodbridge	Daily Organiser/Secondary Teacher
Mrs	Janienne	Woodbridge	Teacher Librarian
<b>Non-Teaching Staff</b>			
Mr	Roger	Simons	Business Manager
Mr	Brad	Heaton	ICT Manager
Mr	David	Lomulder	Property Manager
Mrs	Kathy	Scott	Chaplain
Mrs	Naomi	Armstrong	Teacher Aide
Ms	Ulrike	Austermann	Learning Assistant
Mrs	Hilary	Mahoney	Marketing: Newsletter



Mrs	Rachel	Lomulder	Relief Receptionist
Mr	Paul	Brett	Gardener
Mrs	Jennifer	Champion	Library Technician
Mrs	Debra	Ferdinands	Careers and Administration
Mrs	Jennifer	Hammond	Community Development Officer
Mrs	Cristina	Hay	Laboratory Technician/ELC Aide
Mrs	Jan	Jones	Accounts Payable
Mr	Ben	Longhurst	IT Technician
Mrs	Trish	Longhurst	Receptionist
Mrs	June	Meades	Food Technology Aide
Mrs	Jessica	Newman	Learning Assistant
Mrs	Deborah	Panteli	Food Technology Aide
Mrs	Julie	Rebbeck	Registrar
Ms	Amber	Smith	Canteen Manager
Mrs	Nickie	Turner	ELC Assistant

## TEACHER PROFESSIONAL DEVELOPMENT

Bayside Christian College has an ongoing commitment to the professional development of all staff. Our total expenditure for Professional Development in 2012 was \$63,032.

Bayside staff are constantly assessing their personal and team performance. The College continued to consolidate its cyclic Appraisal process. The process focuses teachers on the College's Annual Implementation Plan (derived from the Strategic Plan). Initially, teachers are invited to identify their priorities regarding curriculum and professional development. During Stage Two, teachers meet with the Principal and present evidence relative to their appraisal priorities. If completed successfully, Stage Two is the final stage of the process. Staff who do not satisfactorily meet the Stage Two requirements are provided with additional support and given time to re-address any identified areas of concern; they are then allocated a follow up interview with the Principal. In 2012, all staff successfully completed Stage Two.

In total 370 'teacher-days', were devoted to teacher professional development in 2012.

## Student Statistics

### Student Attendance

Student attendance, relative to each Year level (from Prep to Year 12) is detailed in the table below, it is based on the number of days students attended school relative to the number of possible school attendance days. The overall mean average college attendance rate was... 95.30%. This represents the mean average attendance rate across all year levels.

Year level	% Attendance Rate
0	96.10%
1	95.20%
2	95.60%
3	95.20%
4	96.10%
5	96.40%
6	96.00%
7	95.90%
8	94.80%
9	94.80%
10	94.00%
11	95.00%
12	93.90%

## PROPORTION OF YEAR 3, 5, 7 AND 9 STUDENTS MEETING THE NAPLAN MINIMUM STANDARDS

Teachers at Bayside Christian College are involved in the continual monitoring of our students' academic performance. Such monitoring is able to occur in a variety of ways, using a combination of internal and standardised tests, including the National Assessment Program of Literacy and Numeracy (NAPLAN) tests for students at Years 3, 5, 7 and 9 level.

In 2012, with the exception of writing and spelling, results at Year 5 and Year 7 level, were all above both the State and National average. Year 3 results were below the State average in all areas, with reading, numeracy, grammar and punctuation above National average. Year 9 results were above the National average in all areas and, with the exception of writing and numeracy, above State average.

The development of our students' literacy and numeracy knowledge, understanding and skill has been identified as an ongoing priority. This is reflected in the College's action plans, including the Annual Implementation Plan (AIP). This key priority is being addressed through our ongoing work, based on the Program for Literacy and Numeracy; our involvement in the AGQTP Formative Assessment Program and its outworking and, further consolidation of the THRASS spelling program.

The diagrams below provide a clearer picture of the College's performance against the State and National averages.

### NAPLAN SUMMARY REPORT 2011\*

Blue = National Standard

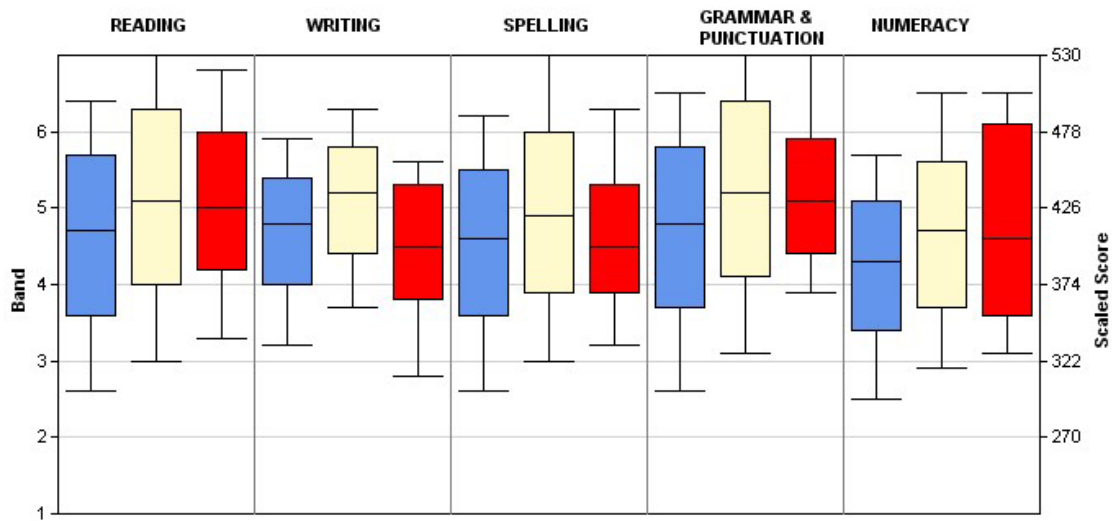
Cream = State Standard

Red - Bayside Standard

\*If you are viewing the charts in monochrome format the box and whisker diagrams (for all charts) are organised in the following order:

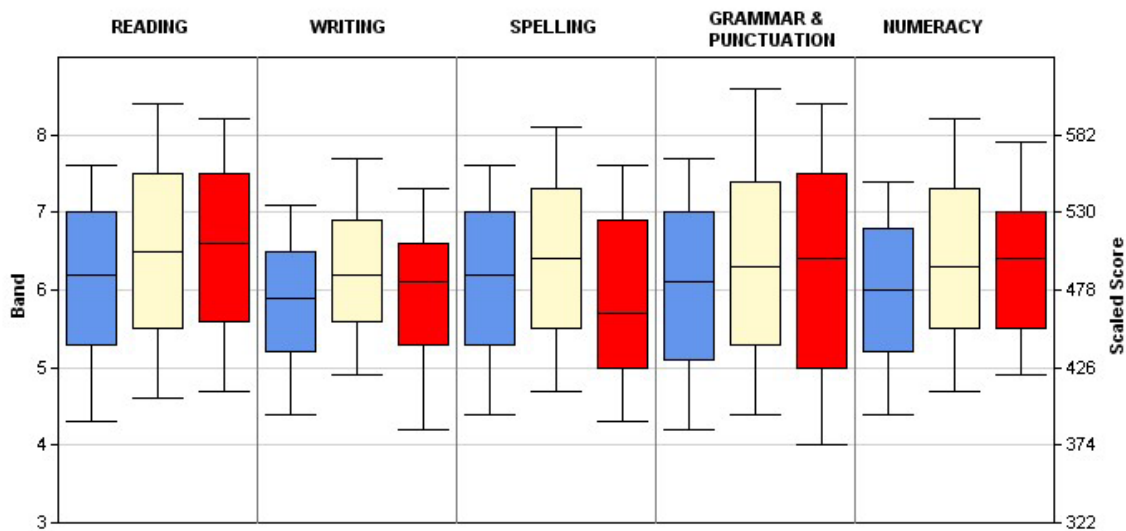
- National result
- State result
- Bayside result

## Year 3



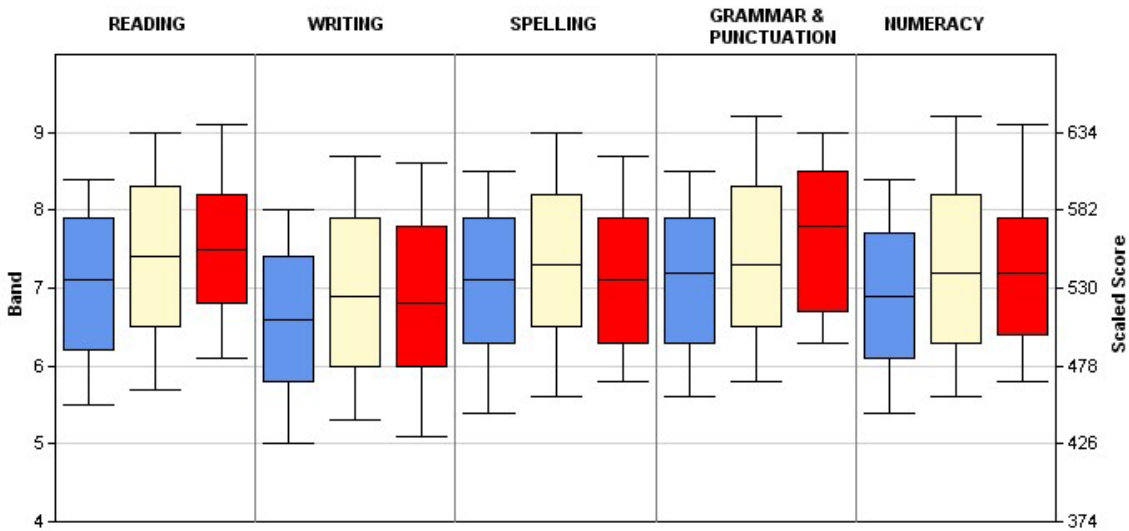
All areas are below the State average. Reading, numeracy, grammar and punctuation are above the National average. Spelling and writing are below both National and State averages.

## Year 5



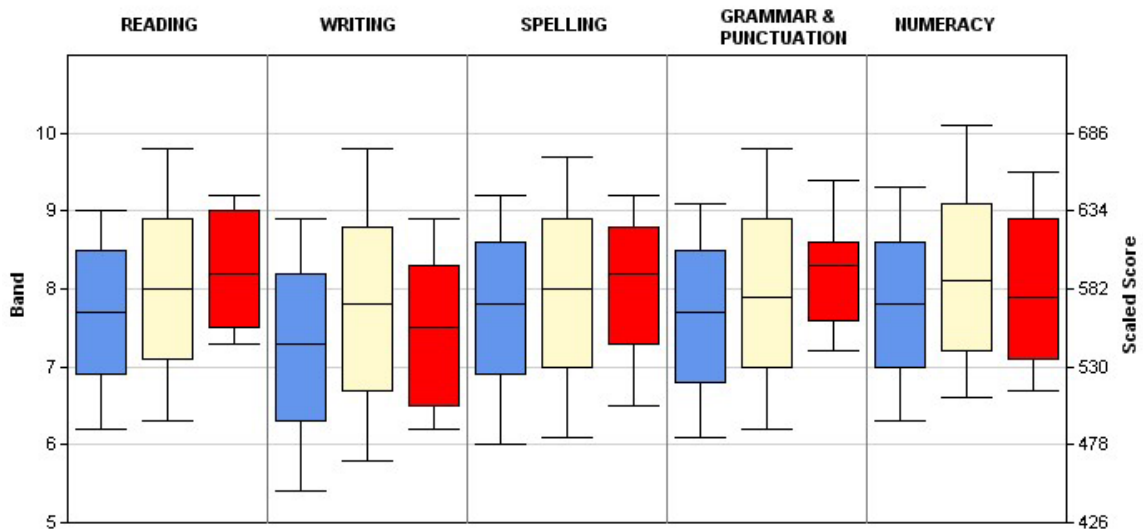
Reading, numeracy, grammar and punctuation are above both the National and State average. Spelling is below both the National and State average. Writing is above the National average, but below the State average.

## Year 7



Reading, numeracy, grammar and punctuation are above both State and National average. Writing is above the National average and below the State average. Spelling is below the State average and level with the National average.

## Year 9



Reading, spelling, grammar and punctuation are above the National and State average. Writing and numeracy are both above the National average but below the State average.

## COMPARISON WITH PREVIOUS YEARS

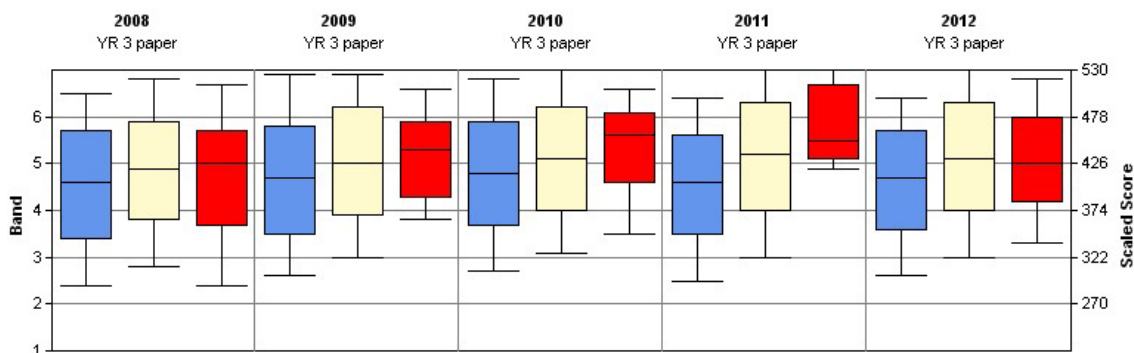
The following diagrams show a comparison of Bayside's results compared with previous years.\*

Blue = National Standard  
 Cream = State Standard  
 Red – Bayside Standard

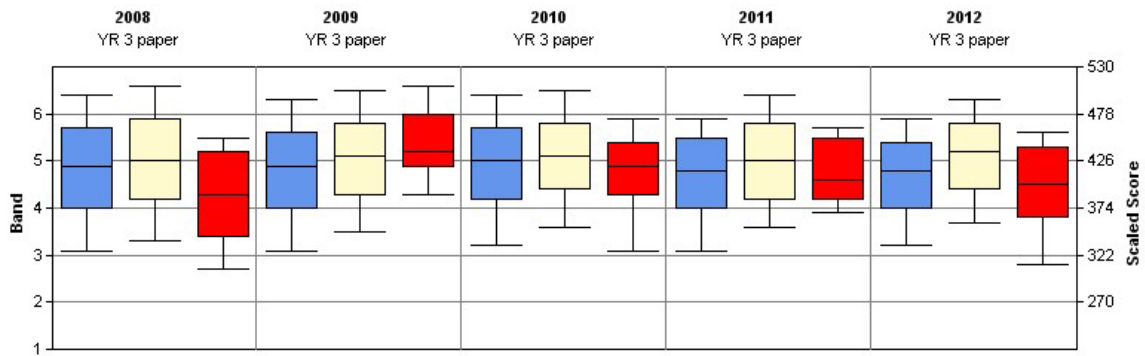
\*If you are viewing the charts in monochrome format the box and whisker diagrams (for all charts) are organised in the following order:

- National result
- State result
- Bayside result

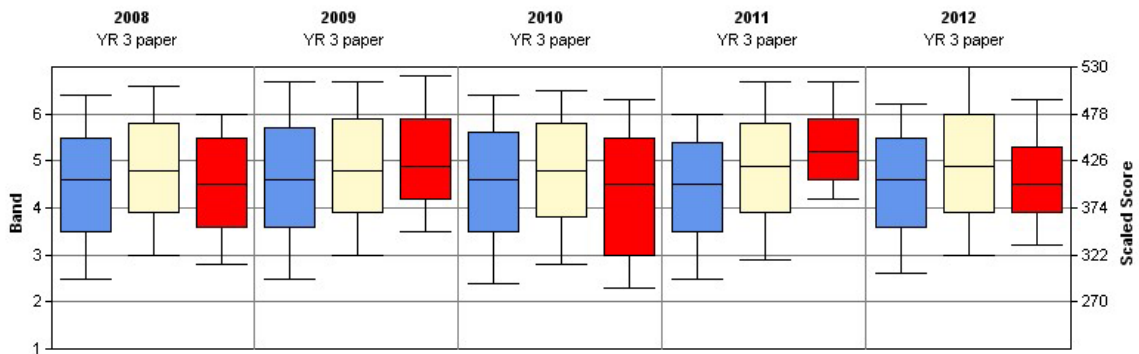
### Year 3 Reading



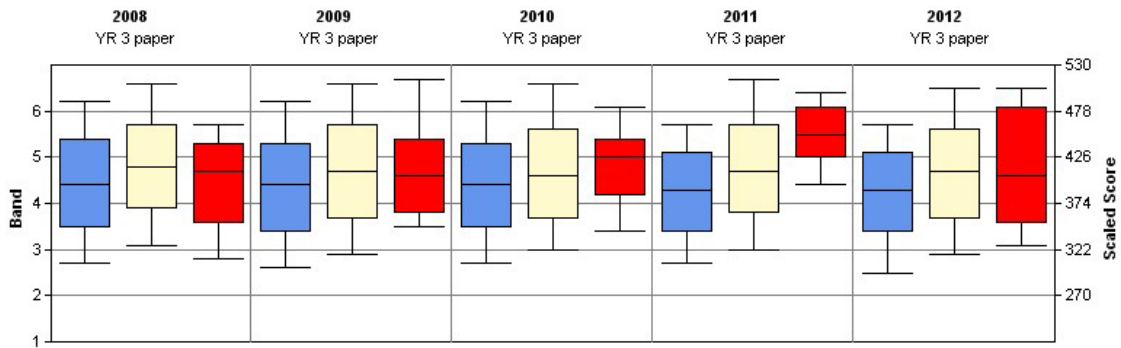
### Year 3 Writing



### Year 3 Spelling

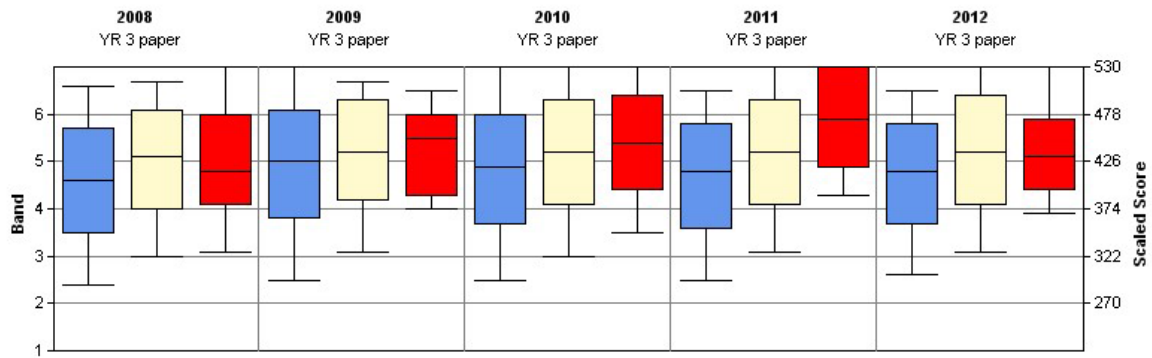


### Year 3 Numeracy

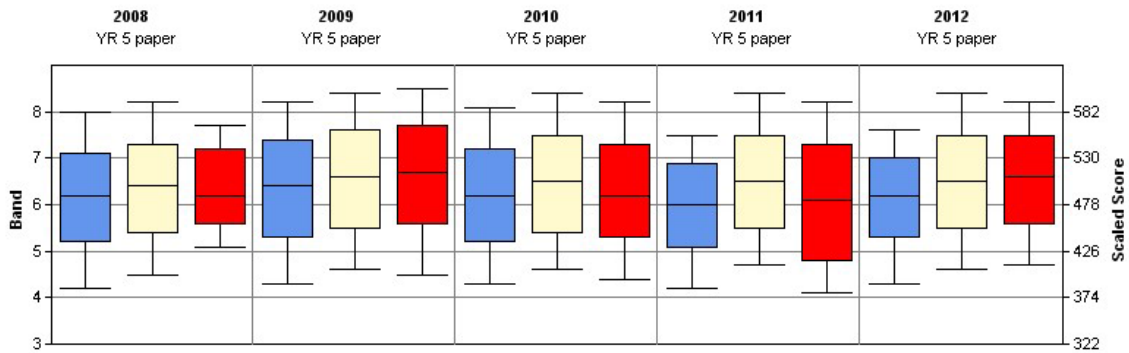


### Year 3 Punctuation and Grammar

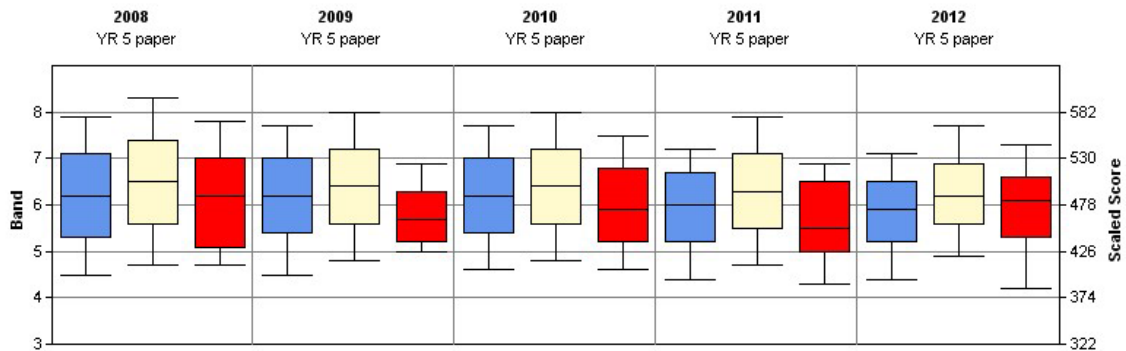




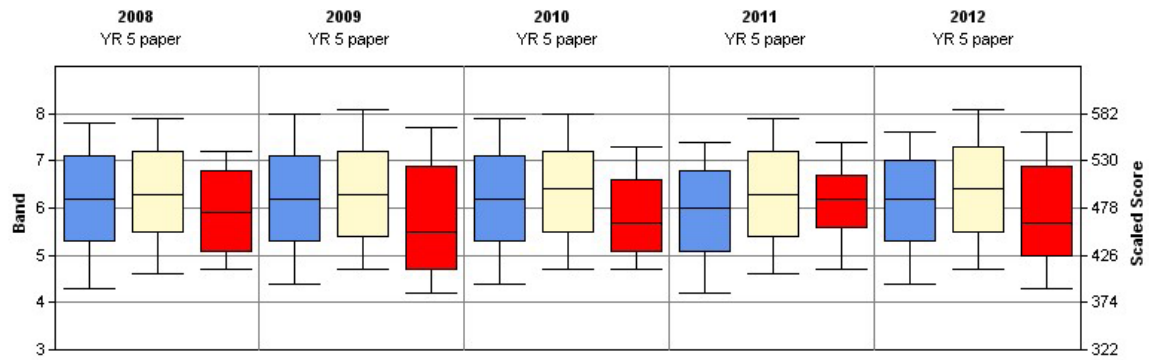
## Year 5 Reading



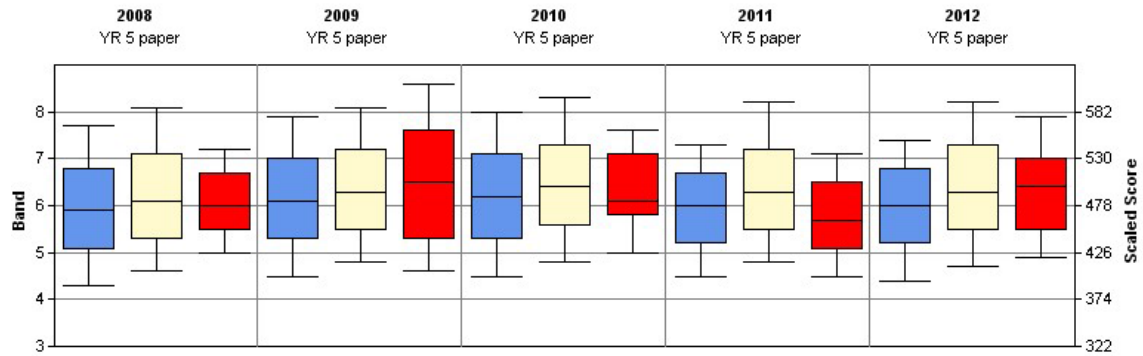
## Year 5 Writing



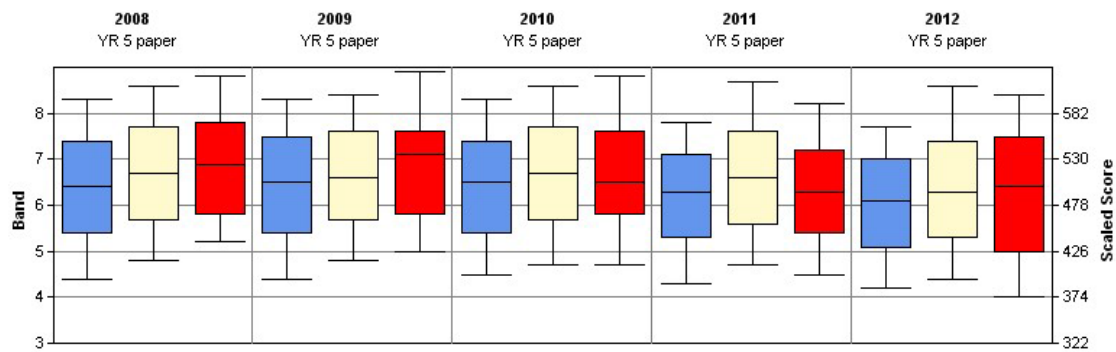
## Year 5 Spelling



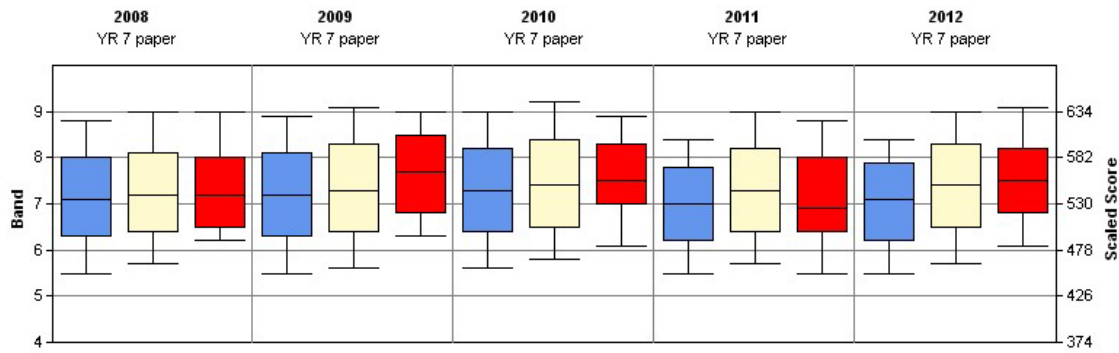
## Year 5 Numeracy



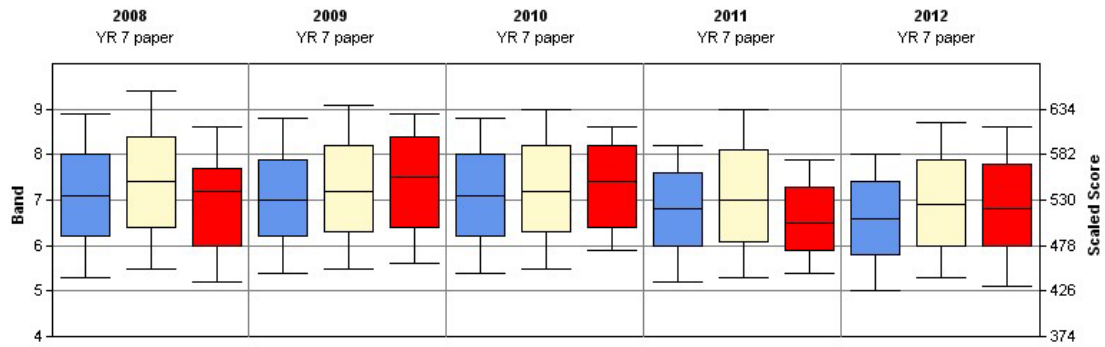
## Year 5 Grammar and Punctuation



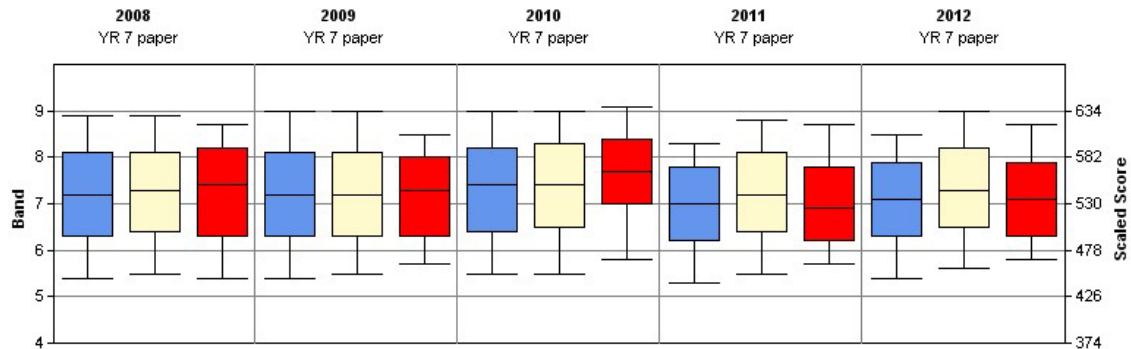
## Year 7 Reading



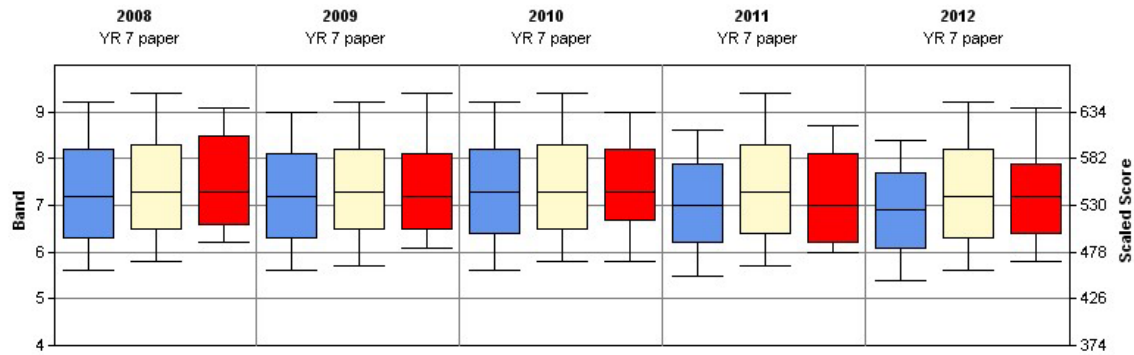
## Year 7 Writing



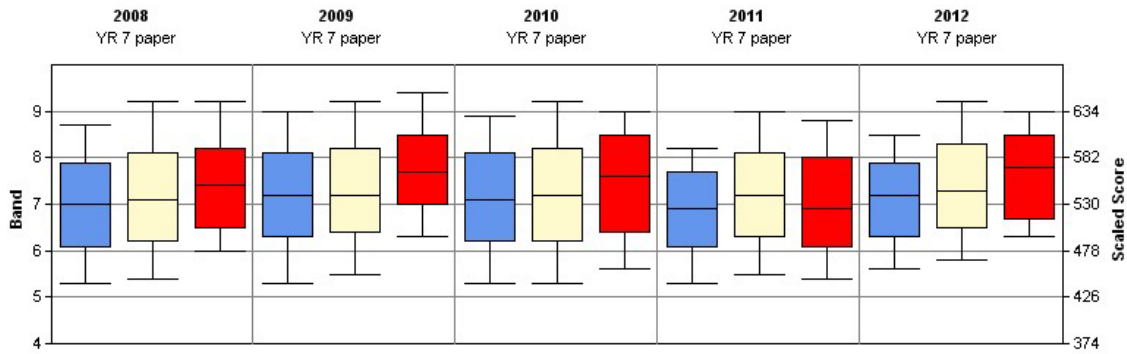
## Year 7 Spelling



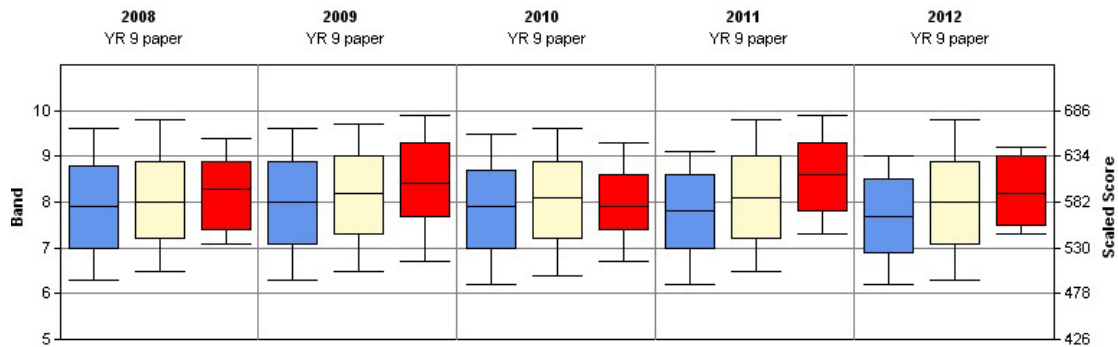
## Year 7 Numeracy



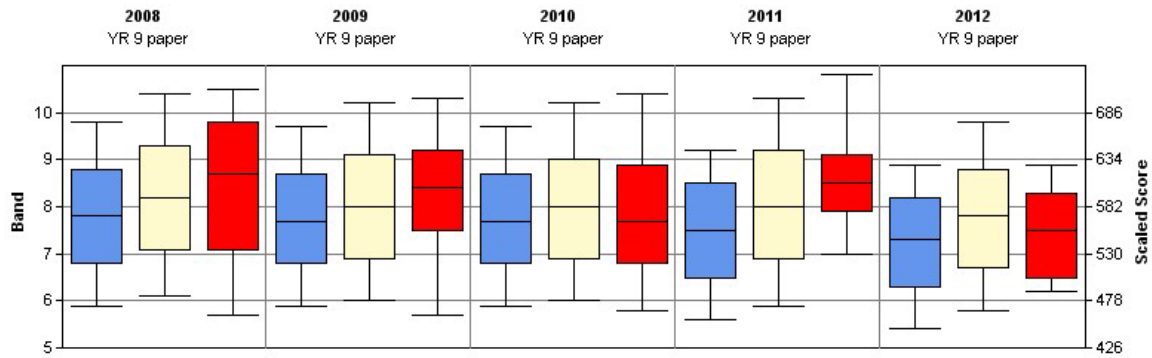
## Year 7 Grammar and Punctuation



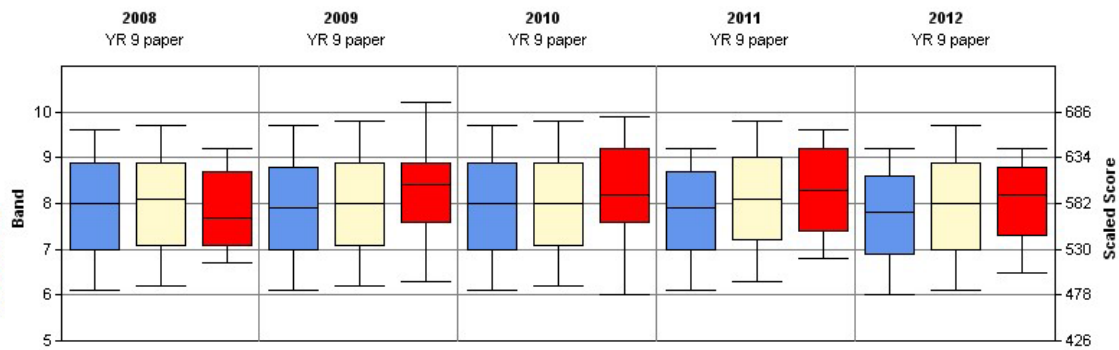
## Year 9 Reading



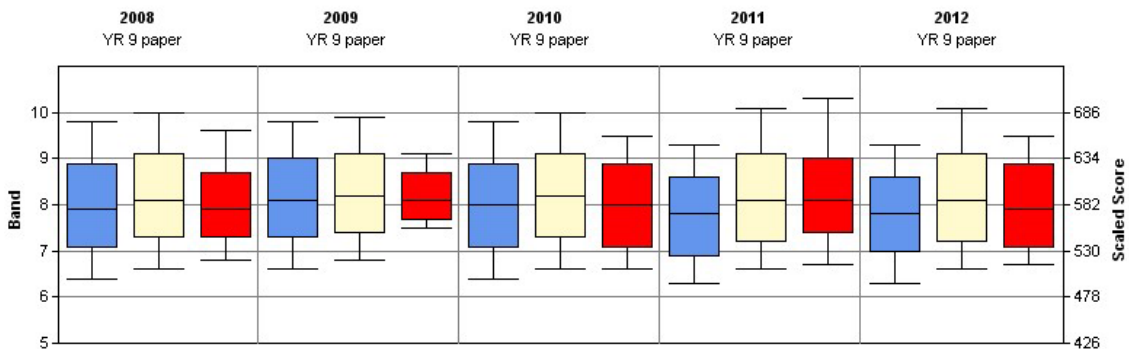
## Year 9 Writing



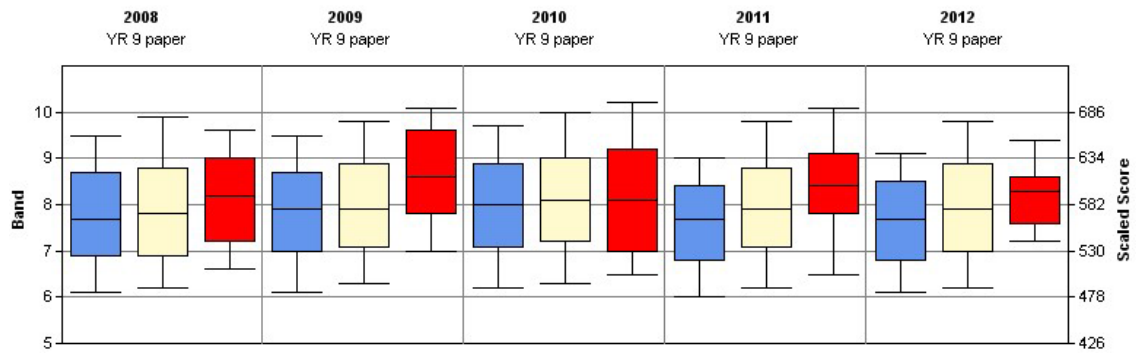
## Year 9 Spelling



## Year 9 Numeracy



## Year 9 Grammar and Punctuation



## SENIOR SECONDARY OUTCOMES

In 2012, a total of 23 students sat for their VCE ATAR. The average ATAR score was 67.25. The average study score was 30.4

ATAR	% of students
90+	4.3%
80 - 89	21.7%
70 - 79	21.7%
60 - 69	17.4%
50 - 59	13%
40 - 49	17.4%
30 - 39	4.3%

## PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

In 2009 there were 51 students in Year 9; of these students, 27 remained at the College until the end of Year 12. This is a 53% retention rate.

## POST-SCHOOL DESTINATIONS (YEAR 12, 2012)

Detailed in the table below (taken from VASS) are the post school destinations of the 2012 Year 12 or equivalent completers who participated in the 2012 On Track survey, by gender.

Destination	Female		Male		Persons	
	n	%	n	%	n	%
University	6	42.9	2	18.2	8	32.0
VET Cert IV+	6	42.9	3	27.3	9	36.0
Apprentice	6	0.0	2	18.2	2	8.0
Trainee	1	7.1	2	0.0	1	4.0
<i>Total in education or training</i>	13	92.9	7	63.6	20	80.0
Employed Full Time	6	0.0	1	9.1	1	4.0
Employed Part Time	1	7.1	2	18.2	3	12.0
Looking For Work	6	0.0	1	9.1	1	4.0
<i>Total not in education or training</i>	1	7.1	4	36.4	5	20.0
<b>Total Respondents</b>	14		11		25	

## **ADDITIONAL INFORMATION**

### **HOW WE ADD VALUE**

Students attending Bayside Christian College, from their earliest experience in the ELC through to their final Year, experience the strong sense of community that exists within the College. Parents and students comment that teachers know the students as individuals and show that they care about them. As a Christian school, we express our faith in God as Creator, Provider and Heavenly Father. We believe Jesus is the Son of God, Saviour and Lord. This belief enables us to find a sense of purpose for our existence and provides us with the motivation to achieve our best. It also creates a sense of accountability and transparency within the College community, as we are constantly reviewing our programs and policies to ensure they are relevant and achieving their purpose. Bayside Christian College provides a number of programs that are designed to equip our students for taking their place in society as responsible adults.

### **PRIMARY SCHOOL / EARLY LEARNING CENTRE**

The Primary School and the Early Learning Centre at Bayside Christian College continue to be committed to developing and growing the whole child. We believe that God has gifted each child uniquely and therefore they all have different strengths. All teachers want their students to achieve to their potential in as many learning areas as possible. In the Primary School, specialist teachers were employed to teach Music, Art, Physical Education, Chinese Mandarin and Library. Student leadership is approached more formally. Primary School Captains and Vice-Captains were chosen by the Primary Staff. The captains had a role in many formal occasions, for example Primary assemblies. Other leadership roles included: club assistants, a technology team and photographers.

Various clubs and other activities were organised either with the assistance of parents and/or teachers; these included: gardening, chicken rearing and dancing.

Adapted from an idea in a book by the author Lynne Burgess (who visited the College in 2011) the Primary staff and students began 'Circle Time' sessions. 'Circle Time' was held every second Friday afternoon for a single 45 minute period. The middle and upper Primary students, in multi-age groups, talk and learn about similar topics. The groups are led by appropriately trained Grade Six students who have been trained.



## SECONDARY SCHOOL (YEARS 7 to 12)

In the lower Secondary, Year 7 and Year 8 students experience a strong pastoral care program and a thorough induction program to help them to acclimatise to the rigorous demands of the more sophisticated secondary curriculum model. Homeroom teachers are aware of the needs of young adolescents as they mature physically and emotionally, and support them through this stage of their development. Concepts taught at Primary level are built on. Students are also introduced to a greater variety of curriculum options to prepare them for entry into the senior years.

At Year 10, students are accelerated in VCE by beginning VCE Units One and Two in a chosen subject, which is completed as Units Three and Four in Year 11. As well as preparing them for the disciplines of VCE studies, this provides students with an additional option for achieving their best possible VCE scores. PreCAL (a program for Year 10 students that provides a vocational pathway to the Year 11 VCAL vocational study program) is an alternative option available to Year 10, for those students more likely to join the Year 11 VCAL program. Students receive career counselling and VCE subjects are chosen through consultation with teaching staff, the student and their parents. Some students choose to add a component of Vocational Education and Training (VET), providing the opportunity for study at TAFE, which becomes an accredited VCE subject. This can provide openings for students who wish to pursue a career through an apprenticeship rather than going on to university.

## VCE / VET

Bayside Christian College is proud to offer a range of subjects for VCE. The variety of subjects is extensive considering our comparatively small size. Students are surveyed late in Years 10 and 11 for subject preferences for the following year. Students and their parents are invited to a VCE/VCAL Information Night after which students receive careers' counselling. Subject choices are then made through an interview with the parent, the student and the Careers counsellor. Vocational Education and Training (VET) is an exciting program that allows students to gain experience in areas that are otherwise inaccessible in the traditional curriculum. Students are able to complete their VCE and a TAFE level certificate at the same time. This certificate is counted as a VCE subject and allows students to apply for University or TAFE studies at the end of Year 12.

## VCAL

The Victorian Certificate of Applied Learning (VCAL) is offered to students at the College in Years 11 and 12. Students in Year 10 are also able to begin an accelerated program, where they join the VCAL students for seven periods per week. The certificate provides an applied learning experience for students moving towards TAFE, a trade or the workplace. This has helped with the retention of those students who would otherwise have left school at the end of Year 10, and allows the College to cater for the diverse learning needs of students.

## INFORMATION AND COMMUNICATION TECHNOLOGY

### Whole School

In 2012, the College completed several major ICT initiatives, including:

The launch of our new School Administration and Learning Management Systems, Edumate and Moodle. These new systems have enabled staff to more efficiently manage the day-to-day operations of the College and have helped to ensure that students' learning, and the resources they require to assist them in their learning, are more effectively organised, within an online environment, accessible to students, parents and teachers, both at home and at school.

The introduction of the Rubicon Atlas curriculum management system providing a collaborative, cutting-edge tool to assist in the development, mapping, sharing, and implementation of curriculum in the College.

The Provision of iPads to all Teaching staff and Learning Assistants, to provide the tools and resources needed for teachers to better integrate technology in the classroom, take class rolls electronically, and to communicate with students, parents, and other staff more efficiently. The staff iPad Program also put the framework in place to enable us to launch the Year 7 iPad and Years 11/12 BYOD Programs in 2013.

The College also completed the roll-out of the whole campus Enterprise WiFi system to enable seamless use of iPads and other wireless devices across the campus. The Administration Department received computer upgrades to help ensure that all of that amazing work going on in the background supporting the College continued to run smoothly and efficiently.

## Primary School

During 2012, the Primary School received new printers in the classrooms, an upgrade to the Enterprise WiFi system that was introduced to the Secondary School in 2011, and, a digital signage display in the G-Block foyer. All IWB computers in Primary were also upgraded with additional RAM.

## Secondary School

During 2012, the Secondary School received new LED displays and Apple TVs in the Food Technology and Art rooms to allow Teachers to make presentations and show real-time video of classroom activities (e.g. cooking preparation or art techniques) to all students in the classroom. Additional Enterprise Wi-Fi access points were also installed to facilitate the Year 7 iPad and Years 11/12 BYOD programs planned for 2013.

## Library

During 2012, the Library was a valuable learning space. It was used weekly by all Primary classes for literature and research lessons with the teacher librarian. All Secondary classes utilised the Library's resources at appropriate times in their curriculum schedules. Library staff assisted with literature selection, resource selection, note-taking, bibliographic recording and other requests as required. The Library held approximately 11 000 print items with a purchasing focus on quality literature across Prep to 12 and quality non-fiction material for Primary and lower Secondary years. Online resources had a greater emphasis for information requirements across the Secondary school. Technology facilities enhanced the students' learning experiences with access to fourteen PCs, a class set of 28 iPads and interactive screening facilities via the Promethean IWB and ActiView document viewer. In 2012, the cataloguing software AccessIt was able to be used remotely, allowing greater access to resources including online web subscriptions.

## **OUTDOOR EDUCATION PROGRAM**

From Years 7 to 12, the College has a strong Outdoor Education program. As well as conducting regular weekly lessons, students experience a variety of excursions and camping experiences that stretch them physically, emotionally, mentally and spiritually.

## **CAMPS**

Our camping program begins in the early years of Primary School and continues through to Year 12. All year levels from Grade 3 upwards experience an annual camp. Camping locations range from local sites to further afield including, Canberra, Sovereign Hill and Ballarat. At Secondary level, in addition to the Outdoor Education Program, students are able to participate in trips to central Australia and Mt Hotham. Year 9 students attend a City Camp in Melbourne. Year 10 students are challenged to take part in an 'Adventure-Camp'. The VCE Study Camp is held early in the year and provides Year 11 and 12 students with specific direction for establishing good study habits, setting and achieving goals and preparing strategically for exams; it is also a time of fellowship and friendship building.

## **MISSION TRIPS**

In November a group of sixteen Year 8 students visited Perth and Esperance, where they trained with Youth with a Mission (YWAM) before visiting Aboriginal communities close to Perth and an Aboriginal school near Esperance. Students and teachers worked closely with members of the communities they visited and with the students and teachers at the school.

In June, thirteen Year 10 and 11 students embarked on the College's second trip to Chiang Mai, Thailand. The team spent some time teaching English language skills to children in various schools in the Chiang Mai region, prior to journeying up into the northern hill country, where they spent two days in a remote rural community, amongst the cabbage farming folk.

## **INTERSCHOOL SPORTS COMPETITION**

Students participate in a variety of sporting activities throughout the year. The College is divided into three houses: Believers, Overcomers and Conquerors. Various competitive house sporting events take place throughout the year, including swimming and athletics carnivals. The College also participates in regular interschool competitions for a variety of summer and winter sports.

## **STUDENT LEADERSHIP**

Students are encouraged to develop their leadership skills through the Student Representative Council (SRC), House Leadership and Class Leadership Programs. Students from Years 5 to 12 represent their classes and initiate a number of fundraising days. Monies collected are distributed between charities and community organisations. Each year College Captains are appointed from among the Year 12 students. They help lead the SRC and represent the College at formal functions.

## **‘YOU CAN DO IT’ - RESILIENCY**

The ‘You Can Do It’ Resiliency Program is delivered across the Primary School, throughout the year. It helps to empower students in developing four main characteristics: confidence, persistence, organisation and getting along with others. Daily devotions are also based around these habits-of-mind.

## **PASTORAL CARE PROGRAM**

In 2012, through the National Chaplaincy in Schools Program funded by the Australian Government, the College continued to employ Kathy Scott as chaplain. Kathy continues to be an amazing asset to the College, in caring for the pastoral needs of our students. Ken Berry also works closely with Kathy to provide an overall pastoral care program within the College; they work with teaching staff from Years 6-10, running year-level resiliency days, as well as working on a one-on-one basis according to student requests or as a result of staff referrals. Where necessary, referrals are organised with suitable professionals. Parent-Information Nights are held periodically to address issues such as ‘cyber-safety’, along with other programs to develop students’ life-skills and resiliency.

## **FACILITIES**

During the early part of the year the College’s magnificent new oval was completed; The facility comprises a seven-thousand square-metre artificial playing surface, surrounded by fencing and comprising a football and soccer field. The interior of the U Block Gym was painted and new lighting and sound equipment added. The College grounds were upgraded with the addition of a considerable number of planted zones made up of shrubs, bushes and other plants. Sixty acres of land adjacent to our current site was purchased late in the year. Acquisition of this site will enable the College to further improve and develop its facilities.

## PARENT SATISFACTION

The following points are based on a collection of comments made by parents who have responded to a survey regarding the College. This survey is given to parents when their children leave the College.

Total responses = 11

Areas consistently identified as excellent were as follows:

- Christian approach
- Christian curriculum
- Teaching standards
- Academic standards
- The level of fees
- The fee accounting system
- Pastoral care
- Relationships between students
- Administration assistance

One Area consistently identified as satisfactory was:

- Level of fees

## FUNDING INFORMATION

Funding received by the government for operating purposes was based on the College's SES = 96

### OPERATING INCOME

Tuition fees	\$1,972,778
Non-tuition fees and levies	\$123,047
Government grants	\$4,177,459
Interest received	\$23,521
Excursions and camps	\$128,668
Canteen Sales	\$50,469
Other income	\$53,151
<b>TOTAL OPERATING INCOME</b>	<b>\$6,529,093</b>

### NON

### -OPERATING INCOME

Donations for capital purposes	\$3,520
Building fund levies	\$139,909
Government Capital Grants	\$19,270
<b>TOTAL NON-OPERATING INCOME</b>	<b>\$162,699</b>



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