



Annual Report

2021



Bayside
Christian
College

"Unity and Maturity in Christ"





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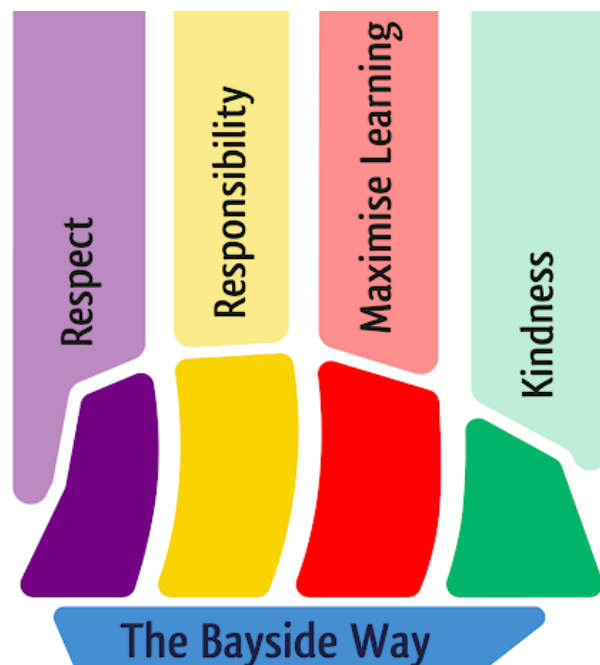
College Profile

Situated in Langwarrin South, Bayside Christian College provides an education that embraces Christian values and a Biblically-based curriculum. Every child is seen as an image-bearer of God, endowed with unique gifts and abilities.

Whilst our aim is that all children reach their full potential, we recognise that learning takes place in a variety of ways – academically, socially, emotionally, physically and spiritually.

A Bayside Christian College journey begins in the Early Learning Centre (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).

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



Mission

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

Vision

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



Purpose

Bayside Christian College is an outworking of the Association for Christian Education of Frankston Inc., whose purpose is to establish and maintain a school or schools to provide Christian education for children based upon God's work.

The College exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by:

Leading students into the service of God and of others as
a thankful response to the word of God in Christ;

Nurturing in students the development of a Biblical
understanding of the world and of life;

Establishing an educational environment that is characterised
by faith, hope, love, joy, peace and service;

Helping students to discover and develop their own God-given
abilities and to recognise and respect those of others;

Showing students that knowing their strengths and limitations,
is part of achieving a realistic, positive self-image; and

Promoting a striving for excellence in their lives.

(Constitution, pp.8-9)





Board Chair Report

Nathan Hooper, Board Chair



At the end of 2020, many perhaps took a big sigh of relief, glad the year was behind us, along with its snap lockdowns, restrictions and masks.

Well, 2021 certainly challenged our resilience to go through another year of mass disruption, however, once again, I am profoundly grateful for the unity and strength of our College Community to rise to the challenges of the pandemic and its disruptions to our normal way of life.

After months of lockdowns, the viewpoint to normal life was certainly foggy at best, but I trust we all now share in a sense of hope and confidence that a return to normal is well emerging.

With the reflections on 2021 seemingly a twin to 2020 I would again like to thank our Principal Mr Andrew 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 once again assumed their role of teaching supervisors, staff returned to teaching via conferencing technology and students again were stretched in their adaptation.

The graduating class of 2021 experienced the full impact of COVID on their two final years of schooling. The example of adaptation and resilience this group has set is truly inspiring and we join them in celebrating their achievements.

In 2022, the College celebrates its 40th Anniversary. We look forward to taking several opportunities to both celebrate our achievements over this time and make up for community interactions we have missed over the last 2 years.

As life hopefully returns to more normal, I trust we can take the opportunity to participate together in the life of the College with greater energy, excitement, and service to one-another than before. If the last 2 years has taught us anything, it's to never take for granted the gift of community.

While I am speaking with an optimism that the most challenging aspects of the pandemic are behind us, it's a reality that more complexity could ensue regarding how the College must operate to keep all concerned as safe and healthy as possible.

While the actions we take, either by decision or mandate, may not always align with the viewpoints of everyone, it's important that we do align together to uphold our unity as a community.

I trust our College community has been a source of encouragement to all throughout the challenges of this past year, and look forward to experiencing a more normal version of life together in the time ahead.

Sincerely,

A handwritten signature in dark ink, appearing to read 'N. Hooper', written in a cursive style.

Nathan Hooper

Board Chair, Bayside Christian College



Principal's Report

Andrew Manning, Principal



In January of 2021 I remarked that 2020 “will most certainly be a year to remember”. My hope at that time was that we would not remember 2020 as the year that COVID struck, but rather that we would remember 2020 as a year in which the College community thrived in a time of adversity.

Back then, we had high hopes that COVID would run its course and we could be done with it; a hope that we now know, did not come to pass, with 2021 also being significantly affected by the impacts of COVID.

While mask wearing, understanding close contact isolation rules and QR codes remained an all too familiar frustrations in 2021, one of the most significant impacts on our community was the relational disconnect caused by the measures that were put in place to combat COVID. Lockdowns, remote learning, social distancing, density limits and ‘bubbling’ students all played a part in disconnecting us from one another.

While I am truly thankful for the technology that allowed us to meet virtually, learn remotely and work from home, I am very much grieving the loss of strength and quality of interpersonal relationships and connections within the College.

As a learning community whose foundation stems from the great commandment to love one another, the inability to meet, teach and learn face to face, share devotions, gather as a whole community, have lunch, and play with friends all took their toll on our community. The rebuilding of relationships is something that we must commit to doing as the capacity and opportunity to do so is provided.

It would be wrong to fail to acknowledge that 2021 was a difficult year. COVID Vaccinations, as an example, saw families and staff leave our College as their conviction to not participate in the COVID vaccination program gave them little choice but to take a new path.

The musical Annie was rehearsed and choreographed to perfection and, just as it was ready to go to the stage, had to be cancelled for a second year. A host of camps and excursions could not run, the Year 12 Valedictory once again had to be postponed and end of year celebrations were again streamed online.

But it is not all doom and gloom. On a much more positive note, I am very pleased to be able to share that by God’s grace, we made it through the mess and the muck of a COVID-riddled 2021. I am profoundly grateful the Lord remained faithfully present in our community, continued to bring blessings and provide us with hope throughout the year.

As I reflect on 2021 for this report, I want to talk about the things that we did. I want to assure you that we were busy while you were away. But instead, I find myself drawn to exploring not what we did but who we became and how we conducted ourselves.

Paul tells us in Galatians that the followers of Jesus will “walk by the Spirit” (Gal 5:16, 25 ESV). Paul expands on this by explaining that when believers walk by the Spirit, they are changed and will no longer give in to those things that are opposed to God’s will but rather, as a result of God’s work in us, they will bear the fruit of the Spirit. God not only gives us a new life, but also a way to live that life through the Holy Spirit who empowers and enables us to thrive in all circumstances.

I am pleased to be able to report that 2021 was a year where the fruit of the Spirit - love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control - were consistently evident in our community and the College continued to thrive in difficult circumstances.

Finally, I would like to once again acknowledge the staff, parents and students for their hard work throughout 2021. You did not give up, you did not waiver, and for this, I am truly grateful for all you achieved.

In His service,

Andrew Manning

Principal, Bayside Christian College

College Leadership

College Board

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



Nathan Hooper
Chair



Rachel McGregor
Vice Chair from August 2021



Trent Jones
Treasurer from August 2021

- **Tim Vass** - Vice Chair to July 2021 and Secretary from August 2021
- **Gerdien Pinxt** - Secretary to July 2021 (Retired)
- **Troy Gaskell** - Treasurer to July 2021 (Retired)

College Executive



Andrew Manning
Principal



Toni Steinbergs
Deputy Principal



Courtney Clowes
Business Manager

Senior Leadership Team



Glenys Bailey
Head of Primary



Sharyn Hadlow
Head of Senior Secondary



Josephine Hopkins
Head of Learning Support



Shirley Patterson
*Head of Learning Innovation and
Discipleship*



Joel Williamson
Head of Junior Secondary



Ben Williams
Administration Manager



Teaching Statistics

Staff Attendance

Based on actual teacher attendance as a percentage of total possible attendance, staff attendance for the 2021 academic year was approximately 95%.

Staff Retention

In 2021 we welcomed new teaching staff members Alyssa Cairns, Katie McCann, Fiona Mitchell and Walter Sheridan. Laura Scouller, Kerry Davies, Robyn Sutomo, Paul Dickeson and Justine Beach completed short-term contracts during the year. We farewelled Karen Hooper, Michael Pleiter, Lara Adi and Judy Flack.

Our teaching staff retention rate for 2021 was 90.48%.

Staffing Numbers

Throughout 2021, 63 teaching staff were employed at the College, with a full-time equivalent of 45.73 at the end of the year. The College does not currently have any indigenous personnel.

Qualifications

The list below includes all teachers employed at Bayside Christian College in 2021 not including casual teaching staff)

Name	Sub School	Qualification
Lara Adi	Secondary	BSc, GradDipEd, MEd
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
Justine Beach	Secondary	BEd
Kerri Bernon	Primary / Secondary	BEd
Ken Berry	Secondary	BEd
Sonja Campbell	Secondary	BA, BBus, GradDipEd(Prim)
Sonja Campbell	Secondary	BA, BBus, GradDipEd(Prim)
Alyssa Cairns	Early Learning Centre	BEd(ECD)

Name	Sub School	Qualification
Jennie Champion	Primary	BSocSc(Lib), GradDipEd(Prim)
Tammie Chester	Primary	BEarlChildStd, BEd(EarlChildEd/Prim)
Gino Ciancio	Secondary	DiplndDes, 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
Kerry Davies	Secondary	BSc, GradDipEd
Caroline De Haan	Primary	BEd(Prim)
Paul Dickeson	Secondary	GradDipTechEd, CertIVTrngAssmnt
Chris Elkington	Primary	BEd(Prim)
Paris Farr	Secondary	BSc, MTeach(Sec)
Judy Flack	Early Learning Centre	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	BEd(Prim)
Karen Hooper	Secondary	DipTeach(Prim), GradDipEd(Mus)
Josephine Hopkins	Secondary	BA, MSpeechPath, GradDipEd(Prim)
Carolyn Johnson	Primary	BA, PGCertEd
Jay Johnstone	Secondary	BTh, MTh, GradDipEd(Prim)
Zacchaeus Klan	Primary	CertIV Fitness, BEd(Prim)
Joel Kong	Secondary	BDes(IndDes), GradDipEd
Nigel Kuipers	Primary	BEd(Prim)
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	Secondary	BTeach(Prim), BEd(Prim), GradCertEd(Lead)

Name	Sub School	Qualification
Donna Martin	Primary	AdvCert(ProgTech), DipT(Prim), BEdSt, MEd(Lead)
Paul Mathews	Secondary	BA, GradDipEd(Sec)
Alicia McCann	Early Learning Centre	BEd(ECD)
Katie McCann	Secondary	BEd(Sec)
Scott McGee	Trades Skills Centre	DipVET, CertIVTrngAssmnt
Fiona Mitchell	Early Learning Centre	BECE
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)
Laura Scouller	Secondary	BEd(PhysEd/HlthEd)(Hons)
Walter Sheridan	Secondary	BSc, DipEd
Toni Steinbergs	Deputy Principal	DipTeach, BEd, MEd(Lead)
Robyn Sutomo	Primary	BTeach(Primary), BA
Russell Svigos	Primary	DipTeach(Prim)
Jennie Taylor	Primary	BOccTher, MTeach
Sam Waldron	Secondary	BA(Global), GradDipEd(Prim)
Chay Williamson	Secondary	BDes, GradDipEd(Sec)
Joel Williamson	Secondary	BTeach, BMus, MEd(Lead)
Sara Wright	Primary	BMin, GradDipEd(Prim), MEd(Lead)

Professional Learning

Bayside staff engage in professional development to improve school practices. 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

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

Practice consistent with our Biblical worldview

Bayside staff also engage in professional learning with affiliated schools (Christian Education National). In 2021, these included a leadership conference, a teaching and learning conference, and induction to Christian education for new teaching staff.

The College had four staff members enrolled in units of study associated with a Master of Education (MEd) program. In 2021, professional development opportunities for staff were significantly impacted by pandemic lockdowns and remote learning restrictions. In total, the College spent approximately \$46,000 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 August 2021 Census was:

Year Level	Male	Female	Total
ELC 3 Years	17	12	29
ELC 4 Years	16	12	28
ELC Enrolments	43	24	57
Preparatory	16	13	29
Year 1	13	19	32
Year 2	19	10	29
Year 3	21	13	34
Year 4	21	16	37
Year 5	15	19	34
Year 6	33	20	53
Year 7	24	37	61
Year 8	39	24	63
Year 9	38	30	68
Year 10	28	21	49
Year 11	21	15	36
Year 12	18	21	39
Prep-Year 12 Enrolments	306	258	564
Total Enrolments	339	282	621



Attendance

Student attendance, relative to each Year level (from Preparatory to Year 12), is detailed in the table.

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

In 2021, attendance data were significantly impacted by pandemic lockdowns and remote learning restrictions.

During the periods of remote learning, students in Primary and Junior Secondary were recorded as 'present' based on their daily online attendance while remote learning from home.

Students in Senior Secondary were expected to attend all timetabled classes online.

The overall average College attendance rate was 92.07%. This is lower than the long-term average, and can be attributed to the extended periods of remote learning and some students not checking in as required.

When a student is absent, parents and carers may notify the College through a variety of avenues. The preferred method is via the College Absence Line. Other methods include a telephone call, email, or in-person to the College office or class teacher.

When a student is absent to an unsatisfactory degree, contact with the parent/carers is made to ascertain the reason for the absences. Unsatisfactory attendance is recorded on the student's file.

Year Level	Attendance Rate
ELC 3 Years	94.2%
ELC 4 Years	89.0%
Preparatory	93.0%
Year 1	95.1%
Year 2	95.3%
Year 3	93.3%
Year 4	93.8%
Year 5	94.5%
Year 6	92.4%
Year 7	92.6%
Year 8	88.5%
Year 9	88.5%
Year 10	90.9%
Year 11	91.9%
Year 12	94.1%
Average	92.5%





NAPLAN

NAPLAN (National Assessment Program for Literacy and Numeracy) tests were reinstated in 2021. Teachers at Bayside Christian College are involved in the continual monitoring of our students' academic performance, including the NAPLAN tests for students at Years 3, 5, 7 and 9. As there are no results for 2020, the 2018 and 2019 results are included in the table below for past results.

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

From 2019 to 2021 Bayside Christian College achieved above average growth in NAPLAN outcomes for: Years 3 to 5 Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy; Years 5 to 7 Reading, Spelling and Writing; and, Years 7 to 9 Reading, Spelling, Writing, and Numeracy.

From 2019 to 2021, Bayside Christian College achieved substantially above average growth for: Years 5 to 7 Grammar & Punctuation and Years 7 to 9 Reading.

This is above or substantially above the state average student growth in 14 of the 15 growth areas.

2021 NAPLAN Results (Proportion of students meeting or exceeding the National Minimum Standards)		2021	2019	2018
READING	Year 3	97%	100%	98%
	Year 5	100%	100%	97%
	Year 7	97%	99%	95%
	Year 9	96%	98%	100%
WRITING	Year 3	100%	100%	100%
	Year 5	94%	100%	100%
	Year 7	95%	94%	93%
	Year 9	97%	90%	90%
SPELLING	Year 3	97%	100%	100%
	Year 5	97%	100%	100%
	Year 7	100%	97%	100%
	Year 9	97%	97%	98%
GRAMMAR & PUNCTUATION	Year 3	97%	100%	100%
	Year 5	94%	97%	100%
	Year 7	100%	100%	98%
	Year 9	99%	92%	98%
NUMERACY	Year 3	100%	100%	100%
	Year 5	100%	97%	100%
	Year 7	93%	96%	100%
	Year 9	99%	100%	97%

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.

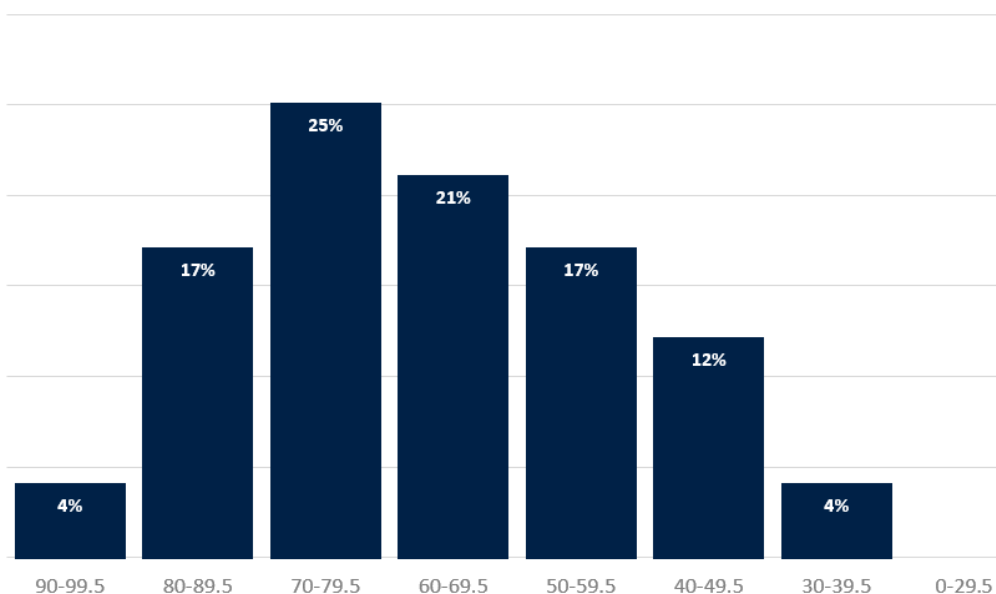
In 2021, a total of 24 students completed the VCE while a total of 15 Year 12 students completed their Senior VCAL certificate.

The VCE subjects offered to Year 12 students in 2021 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 24 students who completed the VCE and received an ATAR, 11 students achieved an ATAR of 70 and above.

For our entire cohort of 24 VCE students, the mean ATAR was 66.56 and median 69.4. The breakdown of results were:

ATAR Range	% of Students
90 - 99.95	4%
80 - 89.95	17%
70 - 79.95	25%
60 - 69.95	21%
50 - 59.95	17%
40 - 49.95	12%
30 - 39.95	4%
0 - 29.95	0%



VET Studies

In Year 11, 6 VCAL students completed a Certificate II in Community Services.

In addition, 31 Senior students (Years 11 & 12) undertook specific Vocational Education and Training (VET) certificates.

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

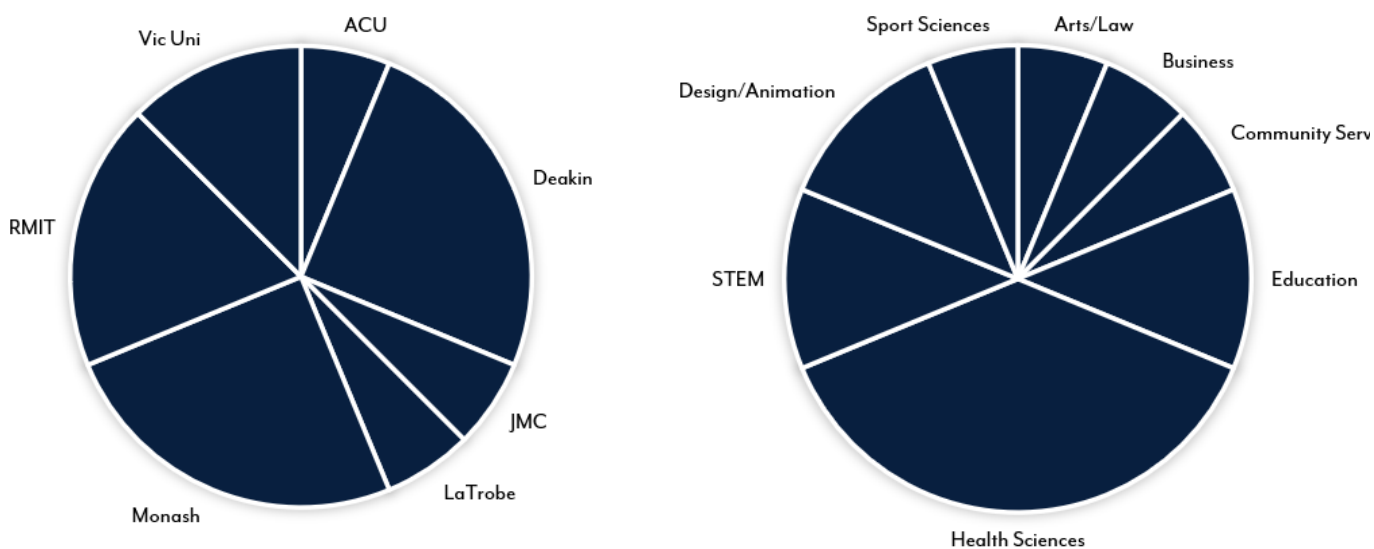
We were also very excited to see another 4 students complete their Certificate II in Kitchen Operations (Hospitality) and our first 4 students complete their Certificate II in Agriculture, both delivered at our Trades Skills Centre on North Campus.

The full list of qualifications awarded to Bayside Christian College students during 2021 were:

- Certificate III in Acting (Screen)
- Certificate II in Agriculture
- Certificate II in Allied Health
- Certificate III in Beauty
- Certificate II in Building (Carpentry)
- Certificate III in Christian Ministry & Theology
- Certificate II in Dance
- Certificate III in Design Fundamentals (Photography)
- 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 II in Plumbing

Post School Destinations

In 2021, a total of 17 of the 19 VCE students who completed tertiary applications in 2021 received tertiary offers.



Finance

A number of College families continued to be financially affected by the pandemic in 2021. Our approach to assist with this was based on our response in 2020, which included working closely with families experiencing financial difficulty and providing targeted support where needed.

The College needed to maintain a balance between financial stability and ensuring education was as affordable as possible for families. In 2021, we waived our \$500 Building Fund Levy to reduce fees for enrolled families and did not increase our tuition fees. Total revenue in 2021 was \$10.5m, up from \$10.3m in 2020, and we recorded a slight deficit of (\$19,721) compared to the 2020 surplus of \$20,273.

Financial Performance

Many expenses have increased across 2021, reflecting an increase in activity after remote learning in 2020. The College's main expenses continue to be staffing costs, depreciation, operations (maintenance) and IT. The College finance office monitors these expenses carefully as the financial effects of COVID flow through to 2022.

Projects

With the completion of major projects, including the Senior Science building, the Trades Skills Centre, and the Senior Arts building, the College has focused more on maintaining facilities in a cost-effective way in 2021, and will continue to do so into 2022.



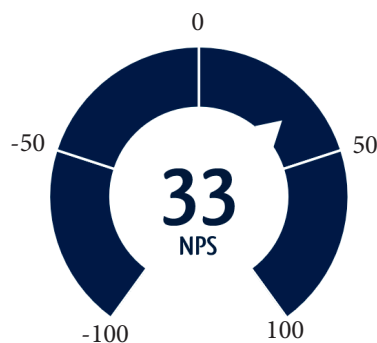
Revenue from continuing operations	2021	2020
Tuition Fees	\$3,228,297	\$3,238,866
Government Funding	\$6,847,901	\$6,416,341
BGA Capital Grant	\$0	\$124,020
Other Income	\$449,009	\$484,147
Total Revenue	\$10,525,207	\$10,263,374
Employee Benefits Expense	\$7,586,528	\$7,273,789
Teaching and Materials	\$489,037	\$435,051
Depreciation Expense	\$889,909	\$854,662
Building / Ground Maintenance	\$419,695	\$451,518
Utilities Expenses	\$109,513	\$92,520
IT Expenses	\$342,294	\$304,498
Finance Expenses	\$72,629	\$82,970
Cost of Sales - Canteen	\$27,196	\$15,455
Insurance Expenses	\$104,126	\$76,532
Administrative Expenses	\$57,482	\$61,304
Motor Vehicle Expenses	\$8,276	\$10,498
Other Expenses	\$438,243	\$584,306
Surplus for the Year	(\$19,721)	\$20,273
Other Comprehensive Income	-	-
Total Comprehensive Income	(\$19,721)	\$20,273

Income by Source	2021	2020	2019
Government Funding	65.1%	62.5%	60.3%
Tuition Fees	30.6%	31.6%	27.2%
Capital Grants	0%	1.2%	9.6%
Other Income	4.3%	4.7%	2.8%

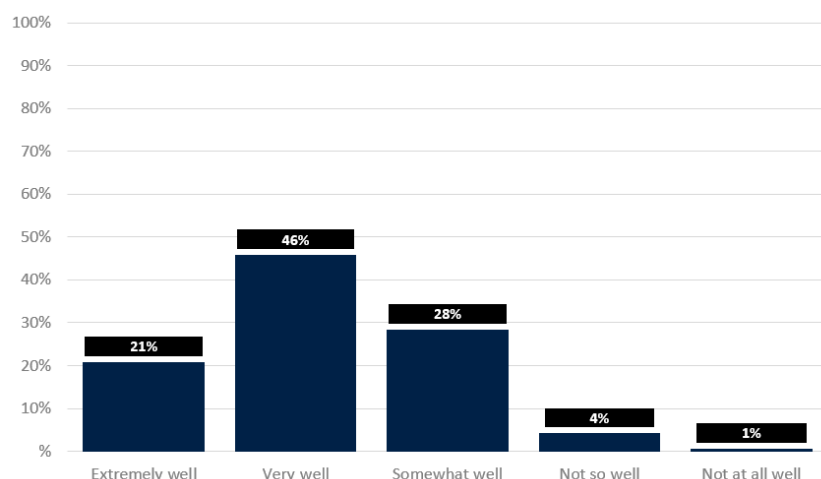


Satisfaction Survey

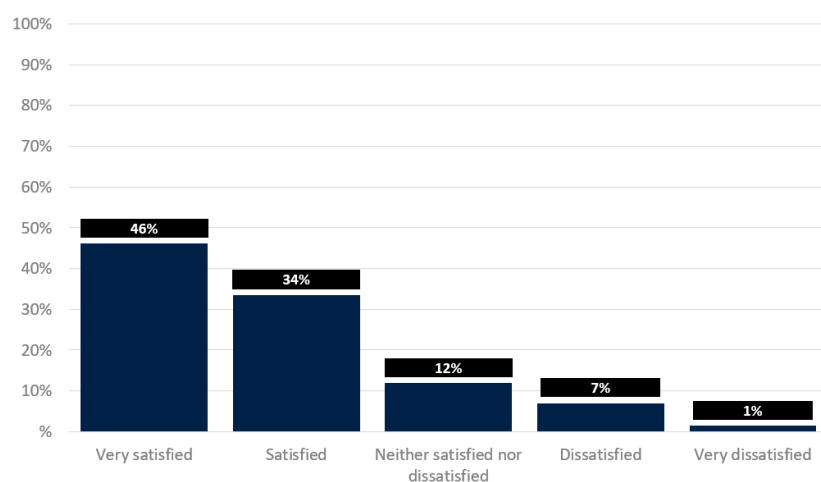
How likely is it that you would recommend the College to a friend or colleague?



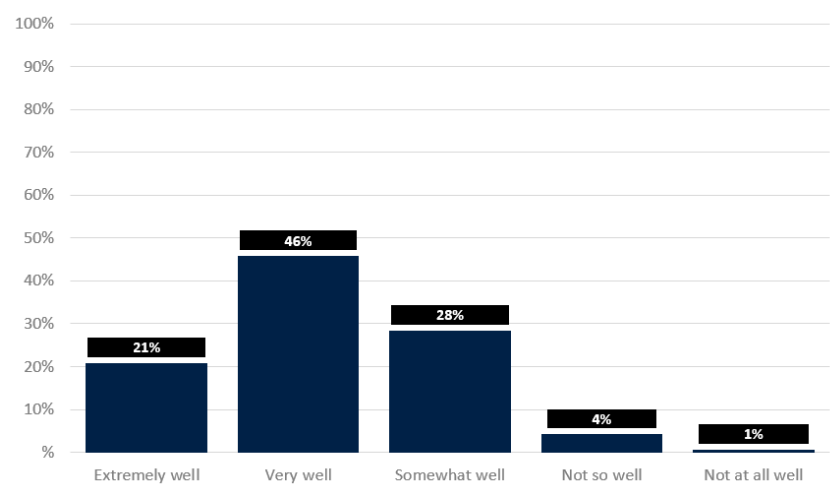
How well does the College meet your family's needs?



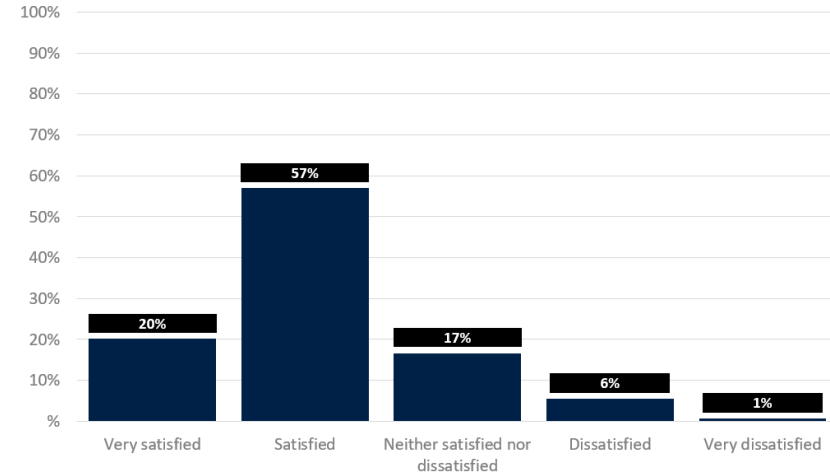
Overall, how satisfied or dissatisfied are you with the College?



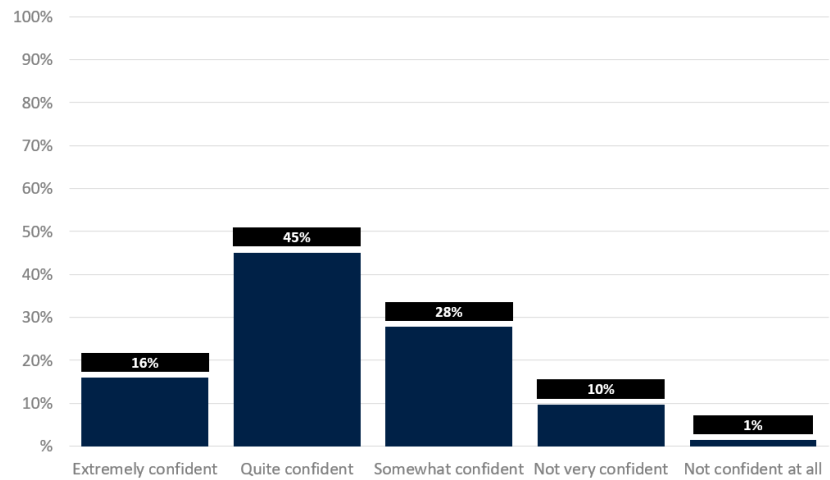
How would you rate the quality of teaching and learning in general?



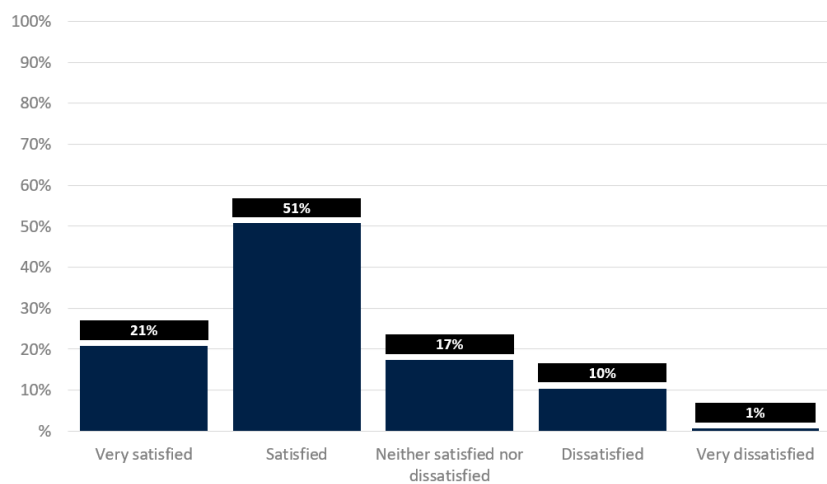
Are you satisfied or dissatisfied with the overall quality of instruction at the College?



How confident are you in the College’s ability to meet your child/children’s learning needs?



Overall, are you satisfied or dissatisfied with the support provided to enable your child/children to maximise their learning?





Bayside Christian College

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