



ANNUAL REPORT

2011

INTRODUCTION

This report should be read in conjunction with the Principal's Report contained in the Annual Report and Financial Statements for the Year ended 31 December 2011. This was distributed to all Association Members prior to the holding of the Annual General Meeting on May 31st, 2012. The information contained in this report covers the key reporting areas required under the "Schools Assistance Act 2008."

Bayside Christian College is a Prep to Year 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 461 students were enrolled at the College. Bayside Christian College provides an education that embraces Christian values and biblically-based curriculum. Every child is seen as God's creation, endowed with unique gifts and abilities. While 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: Pre-School (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 at each of the secondary year levels, 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 8 students work through an eight-week character based sexual-health curriculum called 'No Apologies'. This 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 opportunity 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. We are excited about the educational opportunities we have to offer and our focus on the development of the whole child.

Our Vision

Our vision for Bayside Christian College involves a genuine caring 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, prepared to meet the challenges of living and applying the Gospel to an ever-changing world. In our College community, the Bible is held 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. This 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 Annual Report

'Restructure' has become synonymous with the 21st century. Not that it is anything new. It has been around for a long time. It is just that, with globalisation, our world is changing at such a rapid rate that unless we keep revising what we are doing and how we are doing it, we risk becoming irrelevant and obsolete. At Bayside Christian College, a 'restructure' was implemented at the start of 2011. There were significant reasons for this, all of which were communicated throughout 2010. The changes included reducing the College to two sub-schools instead of three, with an additional Early Learning Centre for 3 and 4 year olds.

Doug Holtam was appointed as Deputy Principal (a new position) as well as Head of Secondary. Meryl Robertson's role was extended to Head of Primary with the oversight of the ELC. Nicole Rietveld and Lisa Domicich were appointed as Co-Heads of Teaching and Learning, their individual roles were divided into Head of Teaching and Learning and Head of Academic Administration respectively. So valuable was their contribution in setting the educational direction of the college, that they were invited to join the Executive Leadership officially in 2012.

Other new positions created were at middle-level management. Co-ordinators were appointed for Years 7 and 8, 9 and 10 and the Primary School. VCE and VCAL co-ords were ongoing. The new model has allowed for more focused pastoral care for students and enhanced teaching and learning teams. We have been able to ensure our curriculum documentation is completed and evaluated each term. Professional development of staff has also been more effectively planned.

During the year, all staff participated in the second round of the Victorian Christian Education National (CEN) three-day Intensive, the purpose of which was to bring together all of our teachers to learn how to better deliver curriculum from a Christian perspective. Aside from this, there were some valuable networks that formed over the three-day period and the general consensus was that teachers couldn't wait to get back into the classroom to implement what they had learnt.

Another highlight of the year was the International CEN Conference (Educating for Tough Times) held in Darwin in July. Eleven staff/Board members from Bayside joined the thousand or so delegates from around the world, where we were again inspired and challenged with our global responsibility of Christian Education.

2011 was also marked by occupying and enjoying our new facilities. The conversion of M Block into our Early Learning Centre provided an outstanding facility for this new initiative. Our gymnasium was finally completed. The Junior Multipurpose (courtesy of the BER) provided two new classrooms, a music room, a large assembly area, a kitchen and various offices. The new Year 11 and 12 facility was completed mid-March. At the start of the year, we acknowledged that our new facilities had not appeared out of a vacuum. They were only possible because of what had already been established. We paid tribute to those who had paved the way with their original vision for the College, and those who had at different times been part of the ongoing community-building process. We also recognised the contributions of the Australian Government to make these buildings possible and were grateful to the current College community for their contribution. We thank our God, because ultimately every good gift comes from Him.

Our Primary School Multipurpose was put to good use throughout the year, having become the preferred venue to hold community gatherings. Dingley Church meets there every Sunday. Besides the regular Primary PE lessons and assemblies, the facility has hosted two Melody nights, a New Parent Dinner, a Thailand Mission trip dinner, a CEN State Council and National Board dinner, a VCAL Showcase evening, a whole-school Shakespeare celebration, a Monday evening gathering to watch the X Factor (where parent, Andrew Wishart, was one of the finalists) and the end-of-year Grade Six graduation.

The Early Learning Centre was another welcome addition to the College at the start of year. The children quickly settled into their new environment and had many

opportunities to develop the skills they will need to commence school. Alicia Backholer has established an excellent program based on Christian Worldview and Reggio Emilia principles. She has been wonderfully supported by Nickie Turner and Christina Hay.

In January, 2012, Robinsons Road reopened with a footpath from Heatherhill Road and a pedestrian crossing serviced by traffic lights in front of the College - a long-awaited safety provision for our students who walk from the Lakewood Estate. Towards the end of 2011 we began resurfacing the oval with synthetic turf and running tracks, to make it usable all year round. As part of the new Peninsula Link construction, we were able to work with Abigroup to have our effluent diverted into the main sewerage connection at the top of Heatherhill Road.

Part of the focus for the year was to begin looking ahead. A committee of four, the Principal, the Business Manager and two Board Members, met regularly to develop a Strategic Plan for the future. As part of this process, we created a survey to ascertain the voice of the community.

Again this year we enjoyed many highlights. The Production, *Oliver*, raised the bar yet again, unleashing much hidden talent amongst our students. A special thank you to Mrs Angie Mathews, the Armstrong family and the rest of the team, who put together an outstanding performance! The Presentation Ball also exceeded expectations, with the highest number of participants yet. This has caused us to change from a biennial to an annual event to make numbers more manageable.

The College continued to enjoy an extensive sporting program with regular rally days for all year levels from Years 7 to 12. Years 5 and 6 also participated in inter-school competitions. This program was supplemented by an Outdoor Education Program, which offers electives and camps, providing young people with fitness and survival skills as well as a knowledge of and care for the environment.

Our Mission program was extended to include a trip to Thailand. Twenty-two students and teachers travelled to Chiang Mai and then up into the northern hill country. During that time they taught English to Thai children and worked with the Perry family who were missionaries in Thailand. Later in the year another group of students travelled to Darwin to work with YWAM and visit Aboriginal communities.

Part of the changing face of Bayside was the addition of some new staff. New faces were Alicia Backholer and Nickie Turner in The Early Learning Centre, Deb See (Year 5), Fiona Ryan (Year 6), Alison Burgess (Prep), Anna Caddy (Primary Art), Paul Mathews (Secondary Maths), Joel Kong (Media/VCD) and David Lomulder (Property Manager). During Term One, Bill Hughes decided it was time to retire. While we were sad to lose Bill, who had endeared himself to us over a number of years, we were delighted to welcome David Lomulder as our new Property Manager. David is a past

student and, as a Lomulder, belongs to one of the founding families of the College. Since his arrival, David has brought a fresh pair of eyes and a new set of skills that have seen the creation of new gardens, the building of retaining walls and the general transformation of facilities in need of a facelift. At the end of Term One Corrine Rivera left to take up a position at Haileybury College. Joel Kong, her replacement, quickly settled into his new environment and was warmly received by staff and students alike. During the year, Cristina Hay joined us as Science Laboratory Assistant and then as an assistant in the ELC.

As I draw this report to a close, it is timely to say thank you to everyone who has contributed to the College community in some way. Board Members, led by Veronica Vanderree, all staff members (in whatever capacity), students and their families all help to make the College what it is. Each one brings his/her own unique set of gifts and creates a composite profile for who we are. May we continue to be a God-honouring place that offers “excellent, inclusive Christian” education to all who choose to make Bayside Christian College their educational home.

TEACHING STAFF STATISTICS

- **Staff Attendance**
Staff attendance for the academic year 2011, based on actual teacher attendance as a percentage of total possible attendance, was 97.5%.
- **Staff Retention**
Staff retention rate from 2009 to 2010 was 89.5%.
- **Staffing numbers/qualifications**
During 2011 the College employed 48 teaching staff with a full time equivalent of 39.4. The college does not currently have any indigenous personnel.

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

Forty-three teachers held a Bachelor Degree, six teachers held a double degree, two held a triple degree, seven held a Masters Degree, two held Doctorates, six held Diplomas and twenty-one held 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	Catherine	Cloherty	Secondary teacher

Dr	Christopher	Creek	Secondary Teacher
Mr	Marco	Di Leva	Secondary Teacher
Mrs	Emma	Dubbeld	Secondary Teacher
Mr	Louis	Fernandes	Head of Science Faculty/Secondary Teacher
Mrs	Alison	Grosbois	Primary Teacher
Mrs	Julie	Gunn	Head of Art Faculty/Secondary Teacher
Mrs	Susan	Higgs	Primary Teacher
Mrs	Karen	Hooper	Primary Teacher
Dr	Alexander	Hopkins	Head of Technology Faculty/Secondary Teacher
Mr	Joel	Kong	Secondary Teacher
Mr	Andy	Lancaster	Secondary Teacher
Mrs	Louise	Levy	Secondary Teacher
Mrs	Christine	Liu	Primary Teacher
Miss	Andrina	MacDonald	Primary Teacher
Mrs	Angela	Mathews	Head of Performing Arts Faculty/Secondary Teacher
Mr	Paul	Mathews	Head of Mathematics Faculty/Secondary Teacher
Mrs	Rebecca	Nisbet	Primary Teacher
Mrs	Simone	Owen	Primary 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
Mrs	Michele	Turner	ELC Assistant
Mrs	Danielle	Whelan	Primary Teacher
Mr	Peter	Woodbridge	Daily Organiser/Secondary Teacher
Mrs	Janienne	Woodbridge	Teacher Librarian

Non-Teaching Staff

Mr	Roger	Simons	Business Manager
Mr	Brad	Heaton	ICT Manager
Mr	David	Lomulder	Property Manager
Mrs	Kathy	Scott	Chaplain
Mrs	Naomi	Armstrong	Teacher Aide
Mrs	Sarah	Backholer	Integration Aide
Mrs	Joanne	Bilyj	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	Janine	Jones	Accounts Payable
Mr	Benjamin	Longhurst	IT Technician
Mrs	Patricia	Longhurst	Receptionist
Mrs	June	Meades	Food Technology Aide
Mrs	Jessica	Newman	Student Integration Aide
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 2011 was \$54,800.

Bayside staff are constantly assessing their performance as teachers and measuring their standards against state schools and the expectations of parents. The College consolidated 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 2011, all staff successfully completed Stage Two.

In total 518 'teacher-days', across 113 different activities, were devoted to teacher professional development in 2011. The most widely attended activities are summarised in the table on the following page.

PROFESSIONAL DEVELOPMENT UNDERTAKEN	STAFF
Leadership Training: Principal's workshop	21
Leadership Training: Strategic leadership (three sessions)	17
Leadership Training: Personalised coaching session	18
Leadership Training: Team building	48
Gender specific program: 'What's Happening to Our Girls?'	3
Gender Specific Program: 'Creating a School Where Boys Will Thrive'.	4
K-12 Congress	3
Christian Education National (CEN) Conference	44
International Transforming Education Conference	9
Developing Leaders Conference	3
Hawker Brownlow Conference - Teaching for Learning	3
Christian Schools National Policy Forum	2
Implementation of National Curriculum	4
Teaching and Learning: Introduction to teaching students with language disorders	18
Teaching and Learning: Motivation and learning	44
Teaching and Learning: Young Gifted and Talented	2
Teaching and Learning: Development of professional learning communities	10
Teaching and Learning: Primary literacy	13
Technology: Online Learning Management Systems: Moodle preview	11
Technology: Online lesson planning	19
Technology: Apple applications software	15

STUDENT STATISTICS

STUDENT ATTENDANCE

Student attendance, relative to each Year level (from Prep to Year 12) is detailed in the table below. The overall college attendance rate was... 95.44%

(This was calculated by finding the total number of days attended by students as a percentage of the total number of student attendance days possible)

Year level	% Attendance Rate
0	93.24%
1	97.33%
2	94.30%
3	96.49%
4	96.90%
5	96.35%
6	97.41%
7	94.59%
8	95.53%
9	94.87%
10	95.39%
11	91.28%
12	95.54%

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 the academic performance of our students. 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 of Years 3, 5, 7 and 9.

In 2011, at Year 3 and Year 9 level, the College's median results, in all areas were above the State and National averages, with the exception of writing at Year 3. At Year 5 level all areas were below the State average. Reading, spelling, punctuation and grammar were equal to or above the National average. Numeracy and writing were below the National average. At Year 7 level numeracy punctuation and grammar were equal to the National average and below the State average. Spelling, writing and reading were below the State and National averages. This is being addressed through our participation in the Program for Literacy and Numeracy, improved practices in formative assessment 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.

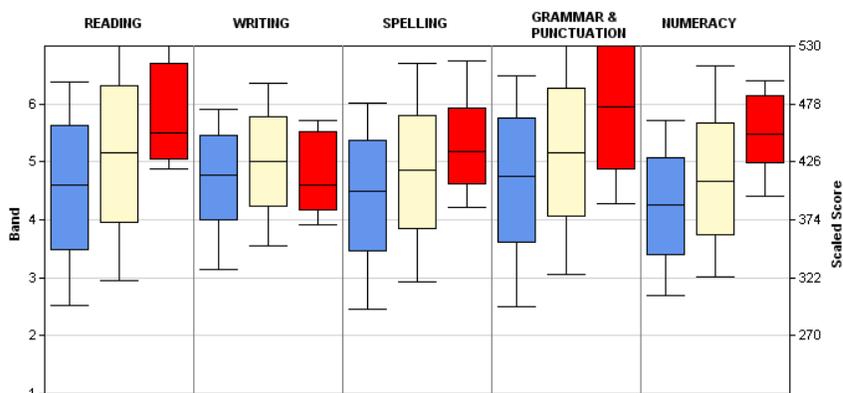
NAPLAN SUMMARY REPORT 2011

Blue = National Standard

Cream = State Standard

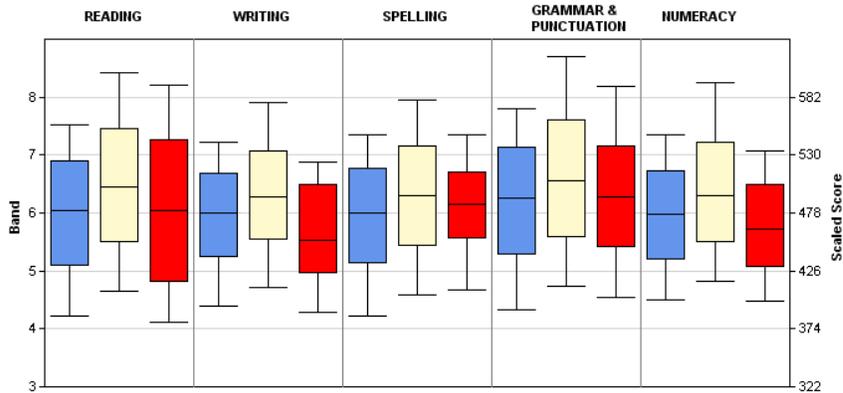
Red - Bayside Standard

Year 3



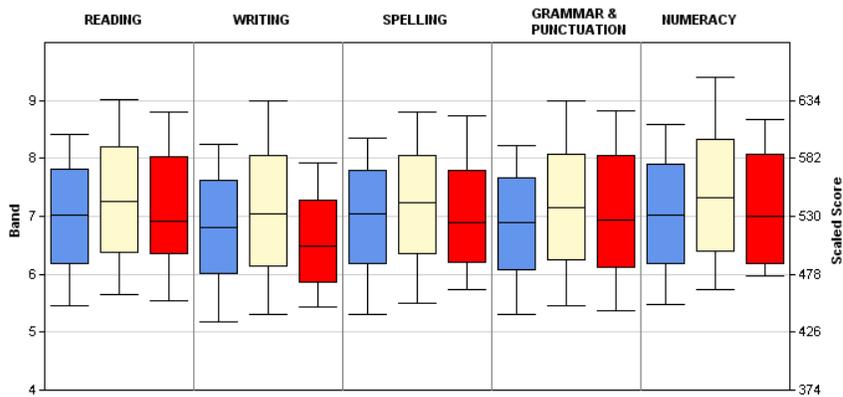
Reading, Spelling, Grammar, Punctuation and Numeracy are above the State and National averages. **Writing** is below both the State and National averages.

Year 5



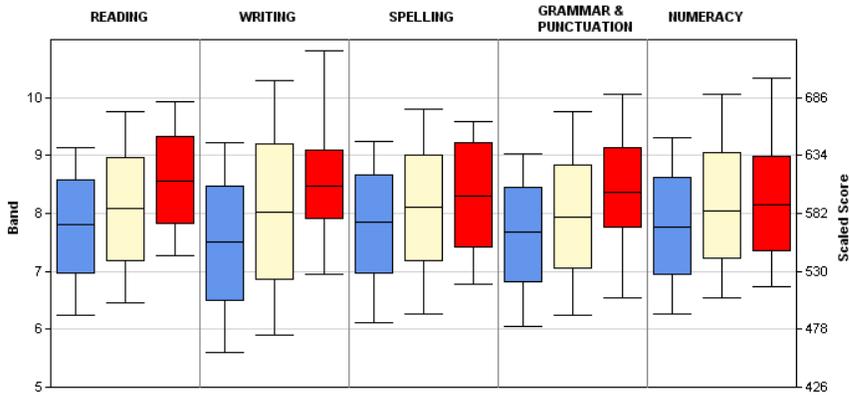
Reading is below the State average and equal to the National average. **Writing** is below both State and National averages. Both **Spelling** and **Grammar and Punctuation** are above the National average and below the State average. Numeracy is below both the State and National averages.

Year 7



Reading and **Writing** are below both the State and National averages. **Grammar and Punctuation** and **Numeracy** are level with the National average but, below the State average. **Spelling** is below both the National and State averages.

Year 9



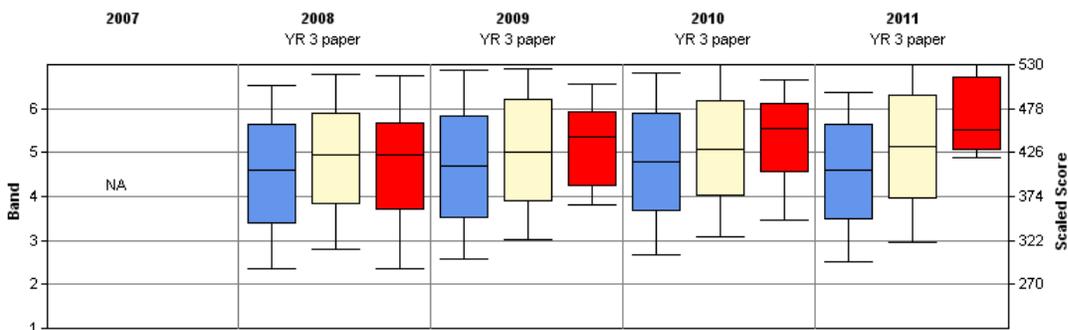
All areas are above both the State and National averages.

COMPARISON WITH PREVIOUS YEARS

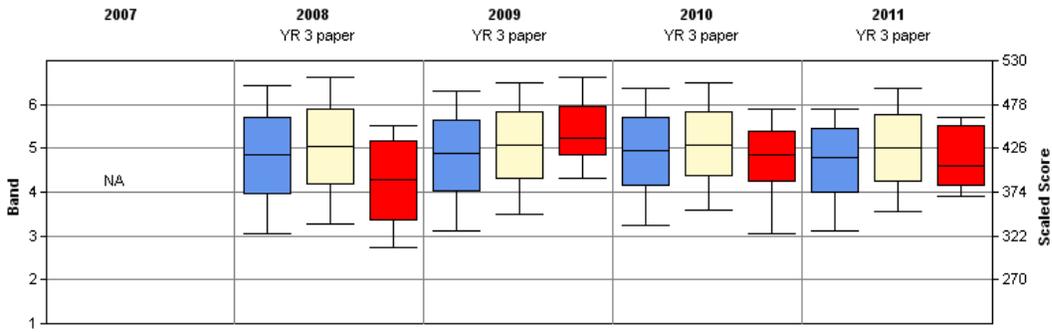
The following diagrams show a comparison of Bayside's results compared with previous years.

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

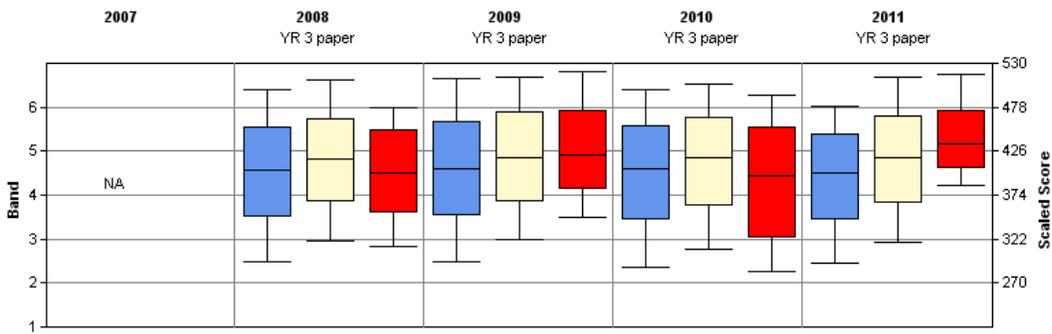
Year 3 Reading



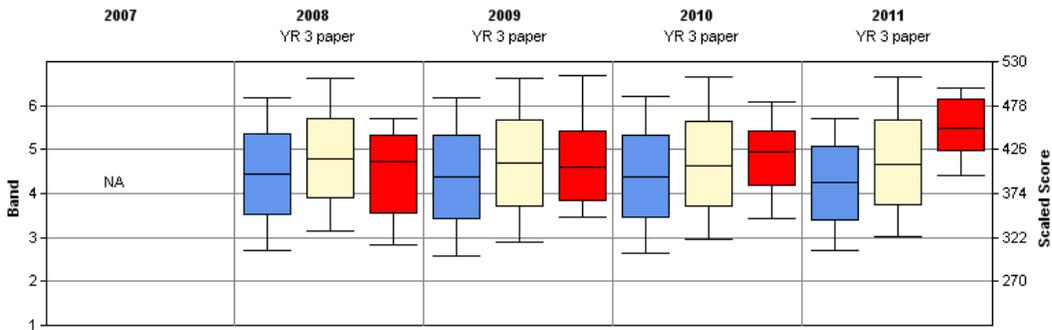
Year 3 Writing



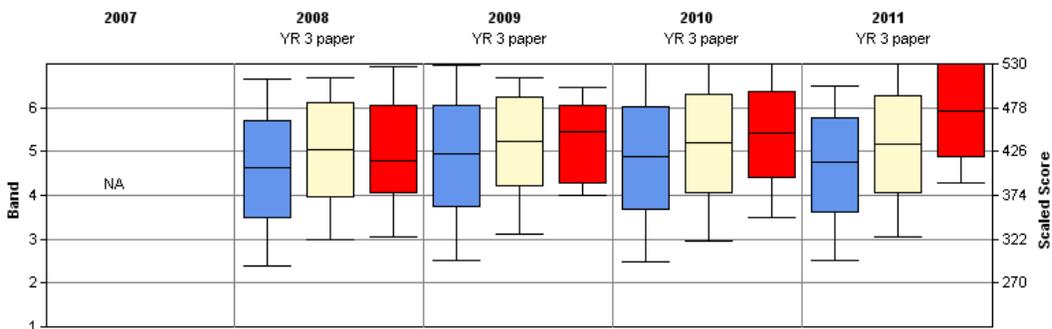
Year 3 Spelling



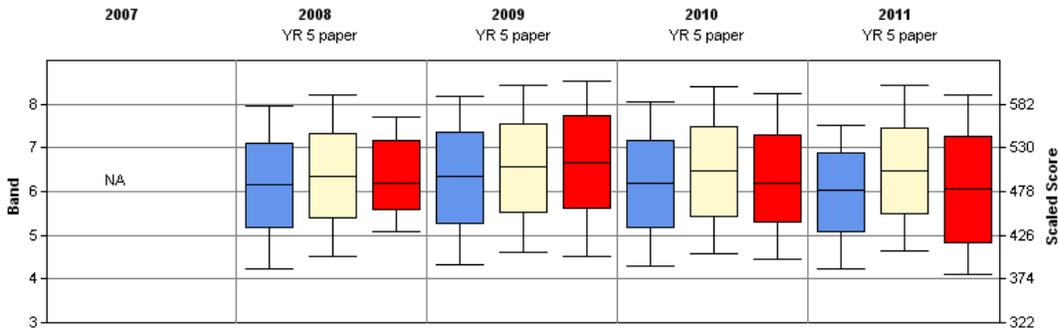
Year 3 Numeracy



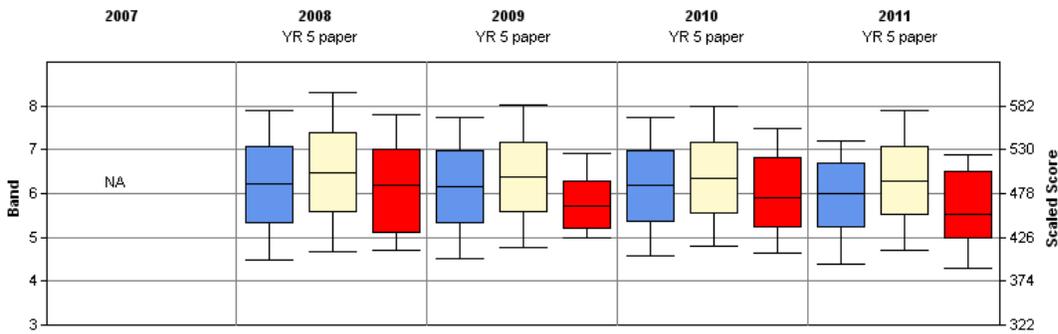
Year 3 Punctuation and Grammar



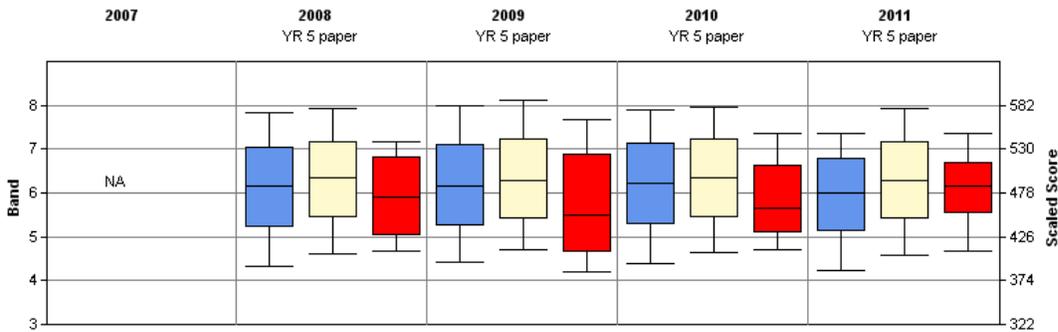
Year 5 Reading



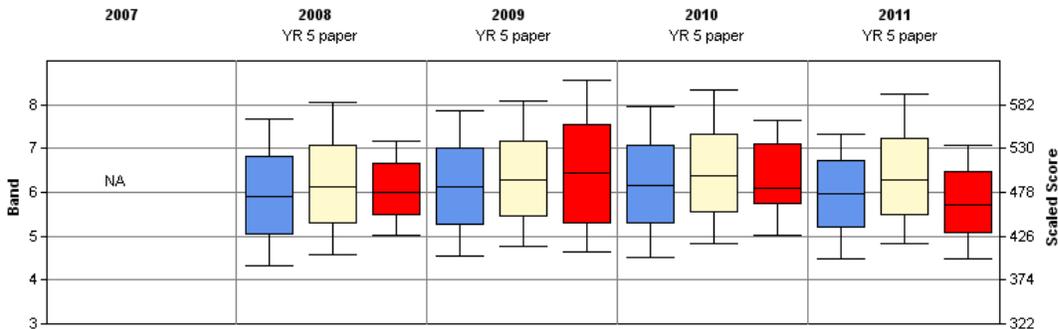
Year 5 Writing



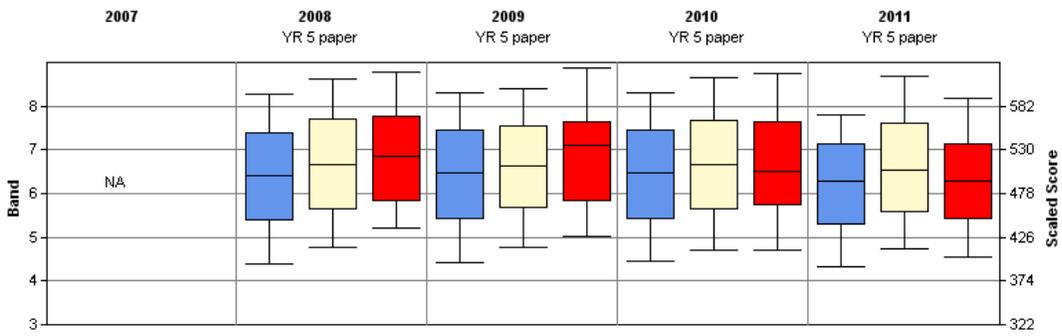
Year 5 Spelling



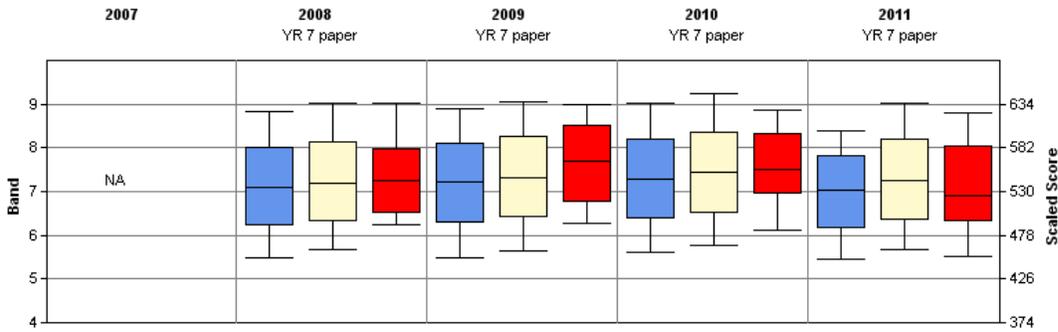
Year 5 Numeracy



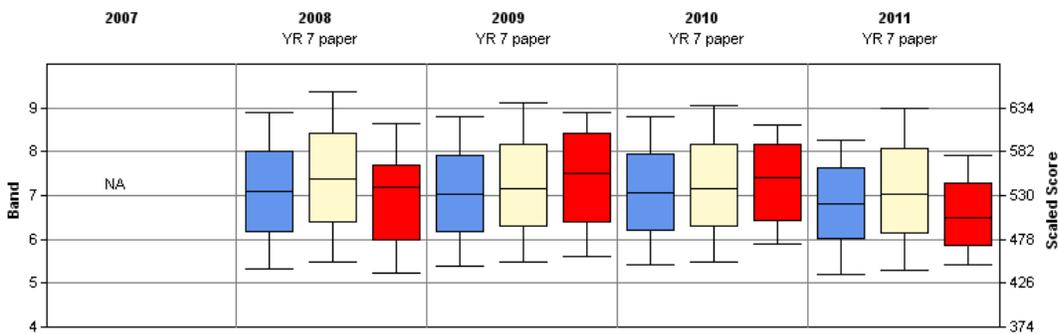
Year 5 Grammar and Punctuation



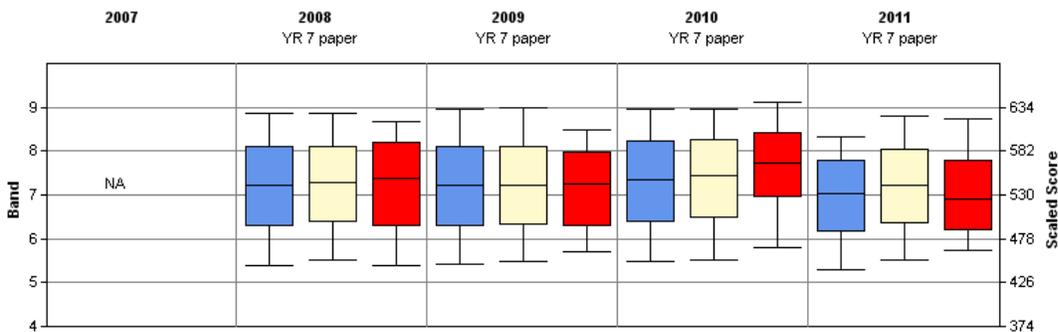
Year 7 Reading



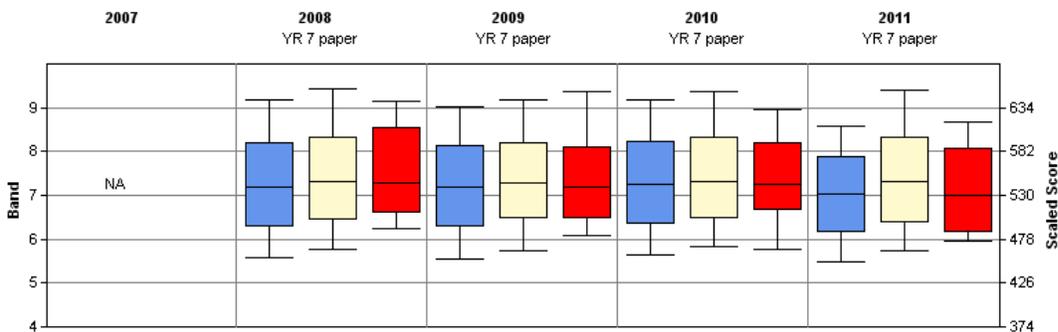
Year 7 Writing



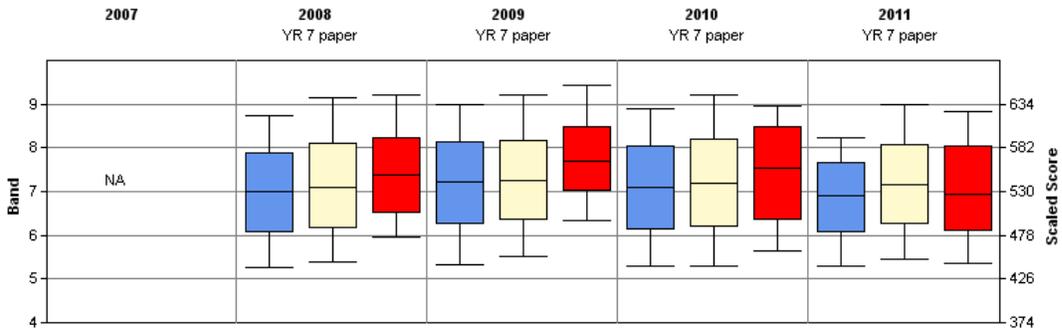
Year 7 Spelling



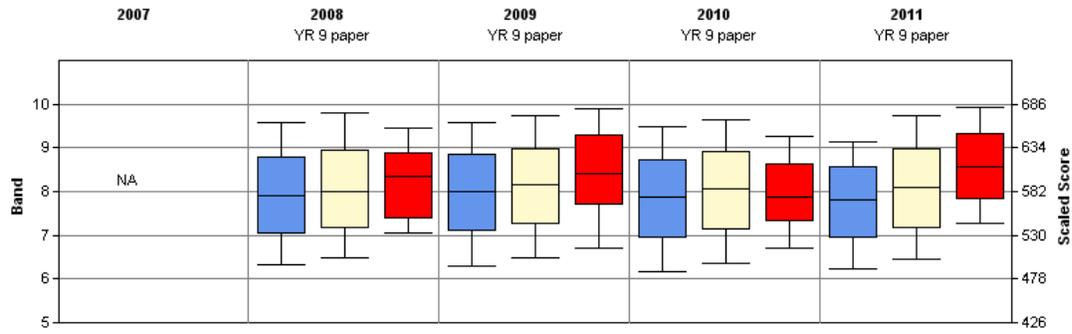
Year 7 Numeracy



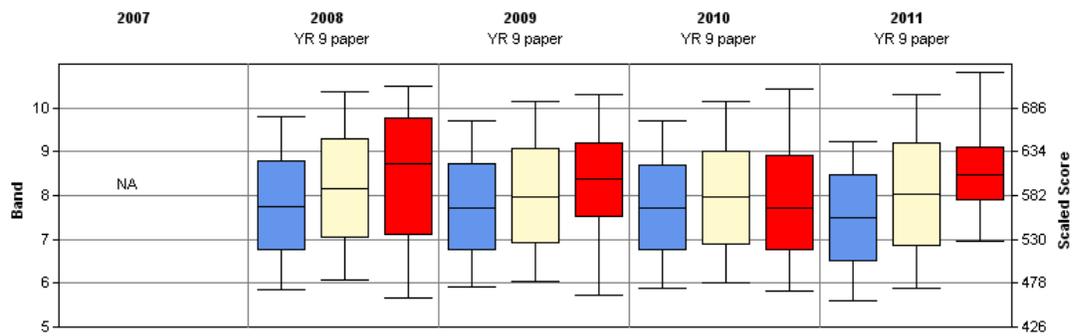
Year 7 Grammar and Punctuation



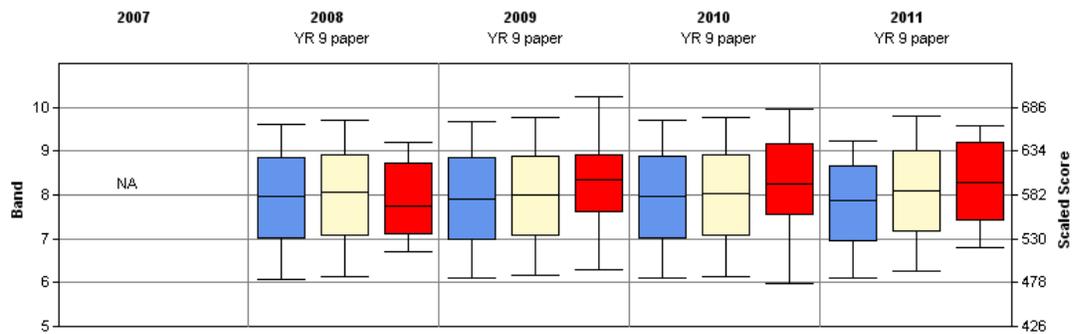
Year 9 Reading



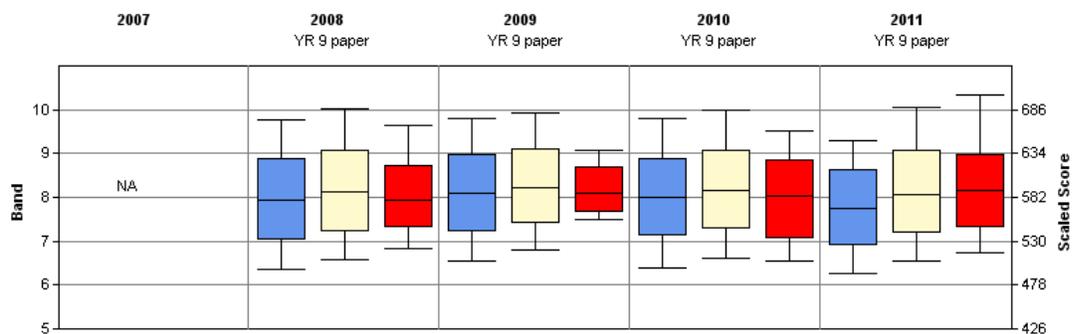
Year 9 Writing



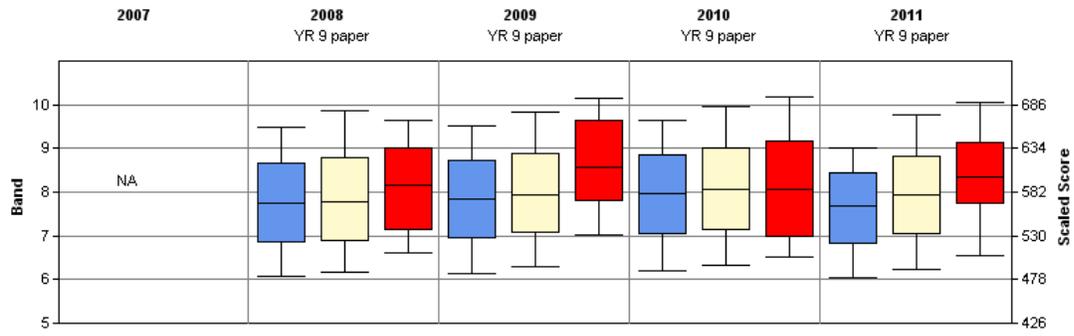
Year 9 Spelling



Year 9 Numeracy



Year 9 Grammar and Punctuation



SENIOR SECONDARY OUTCOMES

In 2011, a total of 30 students sat for their VCE ATAR.

ATAR	% of students
90+	6.6%
80 - 89	3.3%
70 - 79	20%
60 - 69	10%
50 - 59	26.6%
40 - 49	23.3%
30 - 39	6.6%

The average study score was 28 with 4.9% of study scores being over 40.

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

In 2008 there were 43 students in Year 9; of these students, 29 remained at the College until the end of Year 12. This is a 67% retention rate.

POST-SCHOOL DESTINATIONS (YEAR 12, 2011)

The following information was published on the VTAC Course Link website. Numbers are expressed as a percentage of Bayside Christian college students. Year 12 completers consenting to On Track - 33 (Actual Number)

VTAC DATA

Tertiary Applications and Offers

Tertiary Applicants consenting to On Track (Actual Number) 22

University Offers	64%
TAFE/VET Offers	36%
Any Tertiary Offer	100%

On Track Survey Data - April 2011

In Education and Training

Bachelor degree enrolled	32%
Deferred	0%
TAFE/VET enrolled	36%
Apprentice/Trainee	12%

Not in Education and Training

Employed	16%
Looking for Work	4%

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, so 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 continues 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 are 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 horse riding, club assistants, a technology team and photographers.

Clubs were run every second Friday afternoon and were taken by teachers with some grandparent support. Teachers chose an area of interest and students were able to choose from the list. Clubs included mosaic, gardening, basketball, cooking, scrap booking and archery.

We had a visit from Lynne Burgess, who had written a book entitled 'All in Night'. The book encourages families to add a routine of spending time together once a week to learn and talk together about specific topics. Some of the topics in her book are: compassion, resisting gossip, anger, kindness and showing love. The staff adapted this approach and came up with "Circle Time". "Circle Time" is held every second Friday afternoon for one period. The middle and upper Primary students, in multi-age

groups, talk and learn about similar topics. The groups are led by Grade Six students who have been trained.

SECONDARY SCHOOL (YEARS 7 to 12)

In the lower Secondary, Year 7 and 8 students experience a strong pastoral care program and a thorough induction program to help them to acclimatise to the demands of a more sophisticated curriculum model. Homeroom teachers are aware of the needs of young adolescent 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 extra option for achieving their best possible VCE scores. PreCAL (a pre-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, where they study a subject 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 Year 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' counseling. Subject choices are then made through an interview with the parent, the student and the careers' counselor. 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 7 periods a week. The certificate provides an applied learning experience for students moving towards TAFE, a trade or the workplace. It has helped to retain many students who would otherwise leave 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 2011 a new Enterprise-grade web filter was installed (iBoss 3550), providing us with much more flexibility and reliability in ensuring students are kept safe from inappropriate material on the internet, while still providing staff and students access to the sites and information needed for learning and study; a network monitoring system (PRTG) was installed to provide detailed, real-time information on the health of the college network and servers, and enable more pro-active responses to potential and actual problems to minimise system disruptions for staff and students. New Xerox office printers were deployed across the whole College for use by staff.

Primary School

During 2011, new computer benches were installed in eight of the ten Primary classrooms, and each of those classrooms were provided with three new iMac computers and a classroom printer for use by the students; five new Promethean IWBs were installed in G and E-Blocks, including a mobile IWB for the Music Room. In the new G-block Hall, a permanent sound desk was installed and fitted out with a mixing desk, lighting console, DVD player, wireless microphones, and a computer for use during assemblies and other events. Student volunteers were trained to operate the equipment and assist the teaching staff during assemblies and other events. Finally, the college's Clickview digital learning solution, and Brain Pop Jr. were also introduced into the Primary School in 2011.

Secondary School

During 2011, new IWB and projector solutions were installed in eight classrooms, including a computer lab (A2), the Media Lab (I7), VCAL (I10), the F-block and B-block classrooms, and a U-block classroom. Eleven new iMac computers were also installed

in the Media Lab, along with a second wide-format inkjet printer, a professional image scanner, and Adobe CS5 Master Collection software for use in VCD classes. VCAL was provided with 7 additional Macbook laptops and 4 iMacs as well as a new printer to provide more resources as the VCAL classes continue to expand. The new Senior Centre (V-block) was also provided with 8 new dual-boot iMacs (Windows and Mac) to provide a study resource for VCE and VCAL students outside of classes. The Clickview digital learning solution was also introduced into the Secondary School in Term 2. Finally, additional DER grant money enabled us to install a new Enterprise-grade WiFi system (Ruckus Wireless) into the Secondary School, providing much faster and more robust wireless connectivity to staff and students and allowing us to begin on the path toward a 1:1 program for Secondary students.

Library

During 2011, a new Library Management System called AccessIT was installed which provided an excellent new resource for librarians, teachers, and students alike including: an online web-based library search and reference system, the ability to store and distribute e-books, and more. The Library was also fitted out with a new mobile Promethean IWB. The ActiView accessory allows for print material to be viewed on the IWB. Fourteen new Dell computers were installed for use by Primary and Secondary students (the Mac Minis installed there in 2010 were used for the additional IWBs throughout the college). Finally, Term 3 saw the introduction of 28 iPads made possible by DER grant money.

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. Sites range from local camping locations to 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 9s attend a City Camp in Melbourne. 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 group of eighteen Year 8 students visited Darwin, Northern Territory, where they trained with YWAM before visiting various Aboriginal communities close to Darwin. Students and teachers had the opportunity to work closely with the community.

Earlier in the year our Mission program was extended to include a trip to Thailand. Twenty-six students and teachers travelled to Chiang Mai and then up into the northern hill country. During that time they taught English to Thai children and worked with a local missionary family.

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, which provide competition through our 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 chosen from among the Year 12 students. They help lead the SRC and represent the College at formal functions.

‘YOU CAN DO IT’ - RESILIENCY

This program is presented in Pastoral Care lessons on a weekly basis. 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 2011, through the National Chaplaincy in Schools program, funded by the Australian Government, the College continued to employ Kathy Scott as chaplain. Kathy has continued 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 in the College. They work with Years 6-10, running resiliency days for groups of students as well as working on a one-on-one basis as students request or as a result of staff referrals. If necessary, referrals are arranged with suitable professionals. Parent-Information Nights are held periodically along with programs to develop life-skills and resiliency.

FACILITIES

The College continued to expand its facilities in 2011. The ELC opened its doors to Pre-school children (aged three and four). A Senior School Study Centre (Serving Year 11 and 12 VCE/VCAL students), replete with two study areas and separate computer pods opened its doors in Term 2. Late in 2011 the ground-works for the new oval commenced; the plans include provision for a seven-thousand square-metre artificial playing surface, surrounded by fencing and comprising both football and soccer pitches. To help make way for the future building of an industrial arts centre, we also had our effluent diverted into the main sewerage connection at the top of Heatherhill Road.

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 = 13

Areas of greatest satisfaction were:

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

FUNDING INFORMATION

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

OPERATING INCOME

Tuition fees	1,756,062
Non-tuition fees and levies	101,904
Government grants	3,864,711
Interest received	29,384
Excursions and camps	104,395
Canteen Sales	57,319
Other income	29,597
TOTAL OPERATING INCOME	5,943,372

NON-OPERATING INCOME

Donations for capital purposes	3,380
Building fund levies	140,455
Revaluation increment for Buildings/Improvements	nil
Government Capital Grants	283,216
TOTAL NON-OPERATING INCOME	427,051



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