



Bayside Christian College
"Unity and Maturity in Christ"

ANNUAL REPORT 2010

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 2010. This was distributed to all Association Members prior to the holding of the Annual General Meeting on May 26th, 2011. 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. In 2010 434 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 and 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 Primary (P-5), Middle (6-9) and Senior Schools (10-12). As well as having an excellent pass rate at VCE level and a sound academic record, the school 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 in 'confidence', 'getting along', 'organisation' and 'persistence'. Gender specific 'Resiliency Days' at each of the secondary year levels equip students to develop confidence and, through reflective practice, gain a deeper insight into their social, emotional, physical, psychological and spiritual developmental needs. Year Eight 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 support 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 Junior through to Senior students. The College has an involvement in service to community organisations and offers opportunity to participate in missions trips, both within Australia and overseas. The professional teachers and support staff are committed to serving the College community. We offer a caring, friendly community

that is based on developing relationship between the home and the College. We are excited about the educational opportunities we have to offer and the focus we have on developing 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 2010

2010 could be described as 'The Year of Construction.' It began with the clearing of an area at the back of the basketball courts ready for our gymnasium and the demolition of G Block to make way for our Junior Multipurpose Hall, two fairly large areas in the school yard. Both of these buildings have received government funding, the latter being the 'Building the Education Revolution'. With construction fences erected, moving from one area to another became a major excursion. I was amazed at how resourceful we all became at negotiating our way around the school. Students were able to tune out the cacophony of sounds associated with demolition and construction and the magnetic attraction of seeing heavy machinery at work. Consequently classes proceeded productively and without incident.

By Term Four, the much maligned 'H' Block was removed and two more construction fences went up. We are grateful to Ken Hooper who accepted the oversight of the construction of the Early Learning Centre and the Senior Centre. The completed result of all four buildings is quite spectacular, having given the college a wonderful and much needed makeover. Added to that has been the upgrade of the carpark and adjoining landscaping.

Enrolments for the year hovered just above 430 with a full-time equivalent of 37.4 teachers. During the second term, we undertook a review of the current structure of the college, which resulted in the decision to implement a new model for 2011. New leadership positions were advertised within the college and expressions of interest invited. Doug Holtam was appointed as Deputy Principal/Head of Secondary and Meryl Robertson as Head of Primary/Early Learning Centre. Lisa Domicich and Nicole Rietveld were appointed to share the role of Head of Teaching and Learning. New year level coordinators were also appointed. There was much anticipation and excitement about the new model of shared leadership for 2011. Mention must be made of Susan Hooper, who decided to step down at the end of 2010 from her position as Head of Senior School. Susan has filled a variety of roles in her years at the college, including Principal. In 2011, she will continue as VCE Coordinator and chief supervisor/mentor of the Year 11/12 students in their new centre.

Other highlights of the year included the production of Joseph and the Amazing Technicolour Dreamcoat, the establishment of a Performing Arts Faculty, the expansion of VCAL to Year 12 and the appointment of staff for our Early Learning Centre, the culmination of two years of planning. Technological facilities have continued to be upgraded, a portion of which has been funded by the government with the 'Digital Education Revolution'.

During the year we farewelled Christina Lomulder who had served as College Secretary since the school began in 1982. At the end of Term One, Pravin Ramdany left to take up an appointment at Harvest Bible College. In Term Two, we welcomed to our team Roger Simons as Business Manager and Jenny Hammond as Community Development Officer. These appointments have been a wonderful blessing to the college as both Jenny and Roger have brought an amazing array of gifts that enrich the team.

At the end of the year, we said goodbye to Lois Walker who opted for a life outside school (I am not permitted to say 'retirement'.) Lois was an amazing team member. Super-organised and efficient, she went about her duties as Special Needs teacher with the utmost expertise and professionalism. For the last two years she ran the Literacy for Littlies program, which required many additional hours of inspiration and preparation. Another very popular teacher to depart at the end of the year was Andrew Graham. Andrew has taken up a leadership position at a Christian school in Tasmania. He will be remembered as the Outdoor Education/Camping guru, where his love of God's world awakened a similar passion in many young people.

The school has once again been served by an energetic and competent Board. It has been a privilege to work with them. We are so blessed as a community to have these people who willingly give so much of their time and talents as volunteers. They are a source of inspiration and support to me personally. I also wish to acknowledge all those parents who make up our school community and who give of their time in so many ways by volunteering in classrooms, on excursions and camps, in Parents and Friends and other committees, in fund-raising and in helping to care for our facilities. This truly is an example of parents, teachers and students as images of God on an equal platform, who together help to 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."*** God bless you all!

TEACHING STAFF STATISTICS

1. Staff Attendance

Staff attendance for the academic year 2010, based on actual teacher attendance as a percentage of total possible attendance, was 98%.

2. Staff Retention

Staff retention rate from 2009 to 2010 was 90%.

3. Staffing numbers/qualifications

During 2010 the College employed 47 teaching staff with a full time equivalent of 37.4. The college does not currently have any indigenous personnel.

Forty-five teachers held full registration and two held provisional registration with the Victorian Institute of Teachers.

STAFFING

| Title | Given name | Surname | Position |
|-------|-------------|---------------|---|
| Ms | Lorraine | Hook | Principal |
| Mr | Roger | Simons | Business Manager |
| Mr | Darren | Holtam | Head of Middle School |
| Mrs | Susan | Hooper | Head of Senior School |
| Mrs | Meryl | Robertson | Head of Junior School |
| Mr | Kenneth | Berry | Head of PE Faculty |
| Mrs | Lara | Curtis-Morris | Head of VCAL |
| Mrs | Julie | Gunn | Head of Art Faculty |
| Dr | Alexander | Hopkins | Head of Technology Faculty |
| Mrs | Louise | Levy | Head of Mathematics/ Science Faculties |
| Mrs | Angela | Mathews | Head of Performing Arts Faculty |
| Ms | Nicole | Rietveld | Head of English Faculty |
| Mr | Peter | Woodbridge | Head of Humanities Faculty |
| Mrs | Wendy | Coustley | Middle School Team Leader |
| Mrs | Angelica | Mason | Head of Learning Support |
| Mr | Andrew | Backholer | Teacher |
| Mrs | Karen | Bastidas | Teacher |
| Ms | Alison | Burgess | Teacher |
| Mrs | Rachelle | Cooper | Teacher |
| Dr | Christopher | Creek | Teacher |
| Mrs | Caroline | DeHaan | Teacher |

| | | | |
|------|-----------|-----------|---------|
| Mr | Marco | Di Leva | Teacher |
| Mrs | Emma | Dubbeld | Teacher |
| Mrs | Lisa | Dumicich | Teacher |
| Mr | Louis | Fernandes | Teacher |
| Mrs | Sandra | Gould | Teacher |
| Mr | Andrew | Graham | Teacher |
| Mrs | Susan | Higgs | Teacher |
| Mrs | Karen | Hooper | Teacher |
| Mr | Anthony | Lancaster | Teacher |
| Ms | Christine | Liu | Teacher |
| Miss | Andrina | MacDonald | Teacher |
| Mrs | Rebecca | Nisbet | Teacher |
| Mrs | Monique | Paine | Teacher |
| Mr | Michael | Pleiter | Teacher |
| Mrs | Joanne | Poole | Teacher |
| Mrs | Corrine | Rivera | Teacher |
| Mr | Paul | Rowland | Teacher |
| Mrs | Fiona | Ryan | Teacher |
| Mr | Stephen | Salisbury | Teacher |
| Mrs | Helen | Sayer | Teacher |
| Mr | Peter | Stevens | Teacher |
| Mr | Russell | Svigos | Teacher |
| Mrs | Lois | Walker | Teacher |
| Mr | Maxwell | Walker | Teacher |

| | | | |
|------|-----------|------------|--------------------|
| Mrs | Danielle | Whelan | Teacher |
| Miss | Jean | Wicks | Teacher |
| Mrs | Janienne | Woodbridge | Teacher |
| Mrs | Kathy | Scott | Chaplain |
| Mrs | Jennifer | Hammond | Comm. Dev. Officer |
| Mr | Bradley | Heaton | ICT Manager |
| Mr | Benjamin | Longhurst | IT Technician |
| Mrs | Janine | Jones | Administration |
| Ms | Sue | Dam | Administration |
| Mrs | Judith | Marriott | Administration |
| Mrs | Patricia | Longhurst | Administration |
| Mrs | Julie | Rebbeck | Administration |
| Mrs | Christina | Lomulder | Administration |
| Mr | Bill | Hughes | Caretaker |
| Mr | Paul | Brett | Gardener |
| Mrs | Sarah | Backholer | Integration Aide |
| Miss | Jessica | Campbell | Integration Aide |
| Mrs | Debra | Ferdinands | Integration Aide |
| Mrs | Barbara | Hoare | Integration Aide |
| Mrs | Joanne | Piening | Integration Aide |
| Miss | Fiona | Renshaw | Lab Technician |
| Mrs | Jennifer | Champion | Library Technician |

4. TEACHER PROFESSIONAL DEVELOPMENT

Bayside Christian College has an ongoing commitment to the professional development of all staff. Our total expenditure for Professional Development in 2010 was \$28,777.

All staff participated in two half-days of intensive professional development based on understanding and engaging with 'Generation Y'.

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 (introduced in 2009). The process focuses teachers on the College's Annual implementation plan (derived from the Strategic Plan). Initially, Teachers are invited to identify their priorities in curriculum and professional development for 2010. At Stage Two, teachers present, at interview with the Principal, evidence of how they have met their appraisal priorities to date. 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 areas of concern with a follow up interview. In 2010, all staff successfully completed Stage Two.

Other Professional Development activities in which staff participated included:

1. Staff Meetings: Regular staff meetings and staff training have included topics such as: Sustainability, Special Needs, Biblical World View, Strategic Planning and Interactive Whiteboard Use as well as Integrating ICT into the curriculum.
2. External PD - Developing Leaders Conference (four staff) attended this three-day conference, followed by participation in a tertiary-level unit of study.
3. PLANN - Six teachers participated in Professional Development for Pilot Literacy and Numeracy Network.
4. ACEC Digital Diversity 2010 Conference: three teachers attended this technology conference.
5. Critical Thinking: six staff attended this external PD.
6. Staff attended an additional sixty-seven separate Professional Development sessions outside the College.

STUDENT STATISTICS

5. 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 94.33%.

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

| Year level | % Attendance Rate |
|---------------|-------------------|
| 0 | 95.09% |
| 1 | 93.79% |
| 2 | 95.62% |
| 3 | 94.88% |
| 4 | 93.36% |
| 5 | 95.43% |
| 6 | 92.60% |
| 7 | 95.93% |
| 8 | 94.42% |
| 9 | 93.12% |
| 10 | 92.65% |
| 11 | 93.96% |
| 12 | 94.23% |
| TOTALS | 94.33% |

1. 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 2010, Bayside’s median results in the areas of Numeracy and all areas of Literacy were generally on a level with or above the state and national averages.

The exceptions were at Year 3 in writing and spelling and Year 5 in Writing, spelling and numeracy. Both of these are now being addressed through our participation in the Program for Literacy and Numeracy. Further consolidation of the THRASS program should continue to produce improved results in Spelling at all year levels.

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

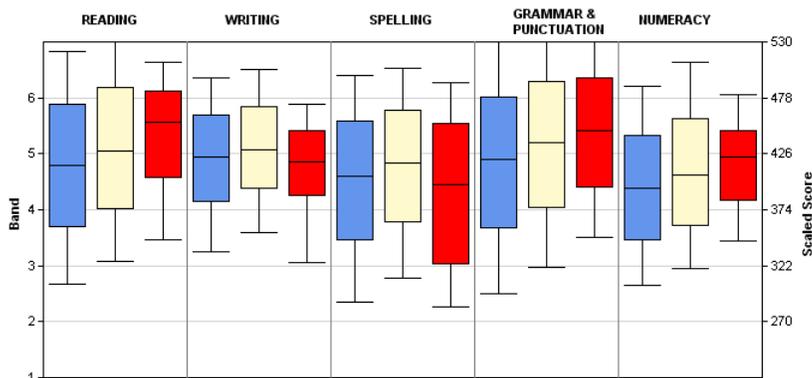
NAPLAN SUMMARY REPORT 2010

Blue = National Standard

Cream = State Standard

Red - Bayside Standard

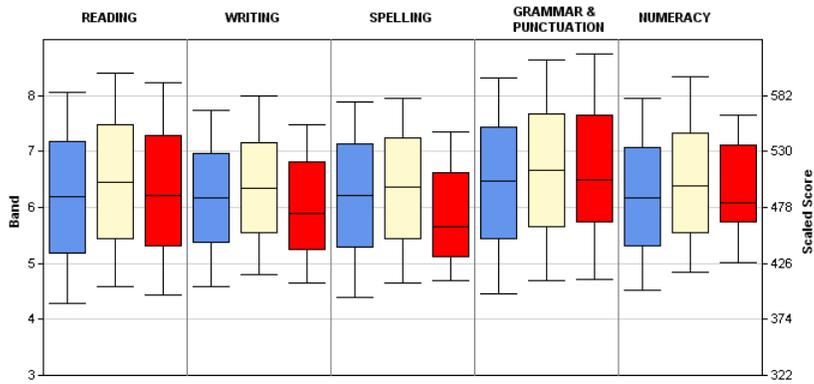
Year 3



Reading, Grammar and Punctuation and Numeracy are above the state average.

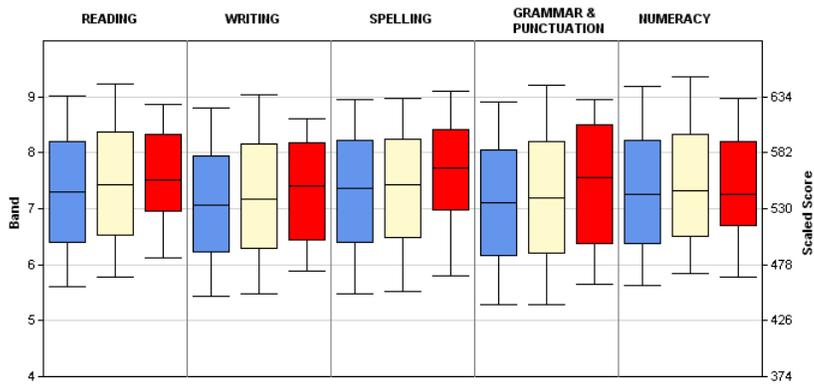
Writing and Spelling are below the state average.

Year 5



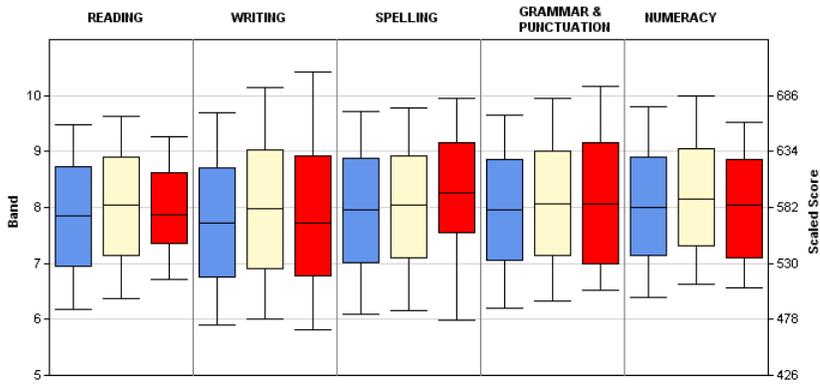
In **all** areas Year 5 results are below the state average.

Year 7



In all areas except **Numeracy** Year 7 results are above the state average

Year 9



Spelling and Punctuation and Grammar are above the state average.

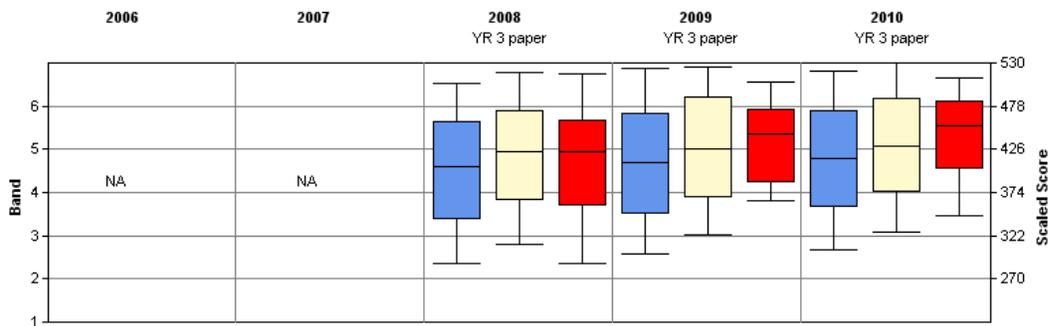
Reading, Writing and Numeracy are below the state average.

7. COMPARISON WITH PREVIOUS YEARS

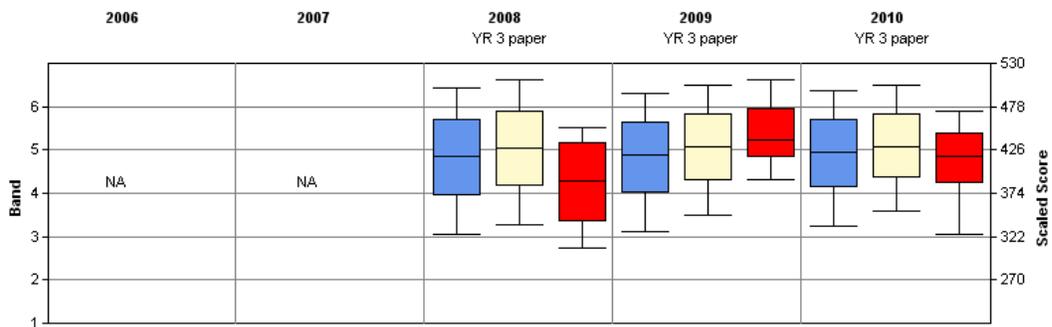
The following diagrams show a comparison of Bayside's results compared with previous years.

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

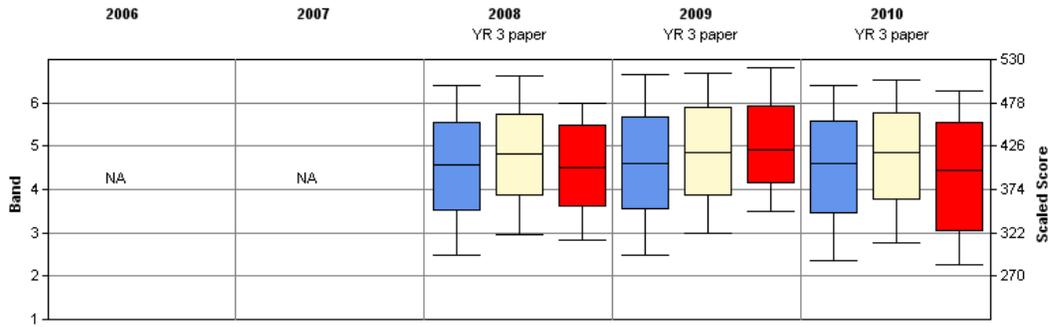
Year 3 Reading



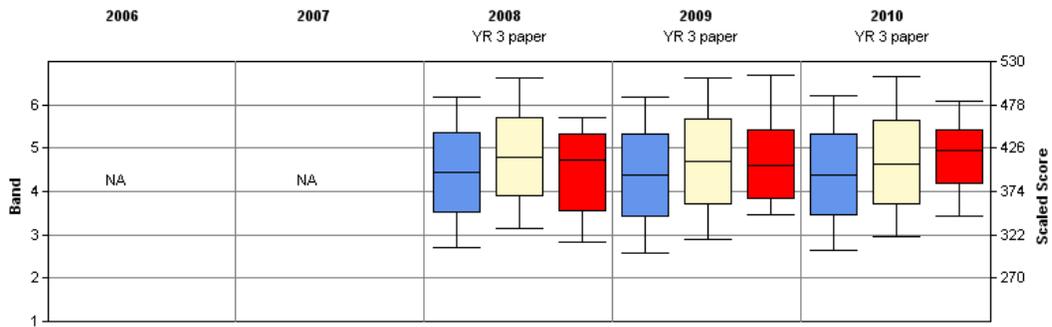
Year 3 Writing



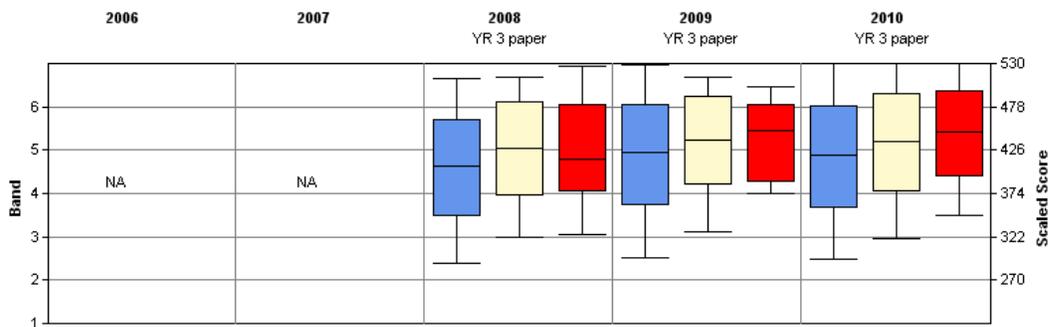
Year 3 Spelling



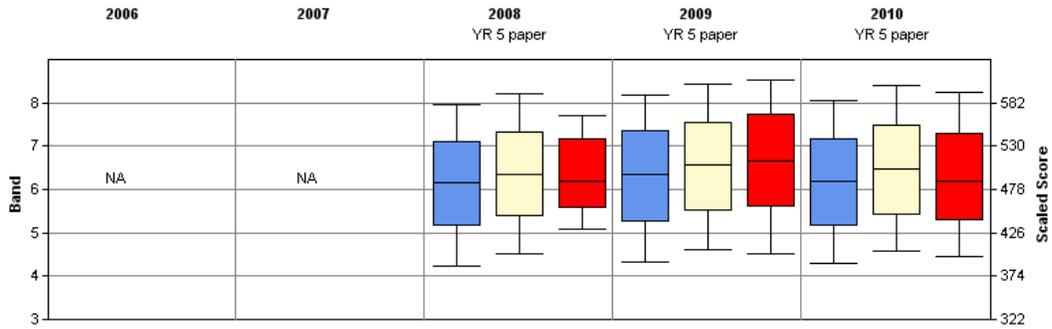
Year 3 Numeracy



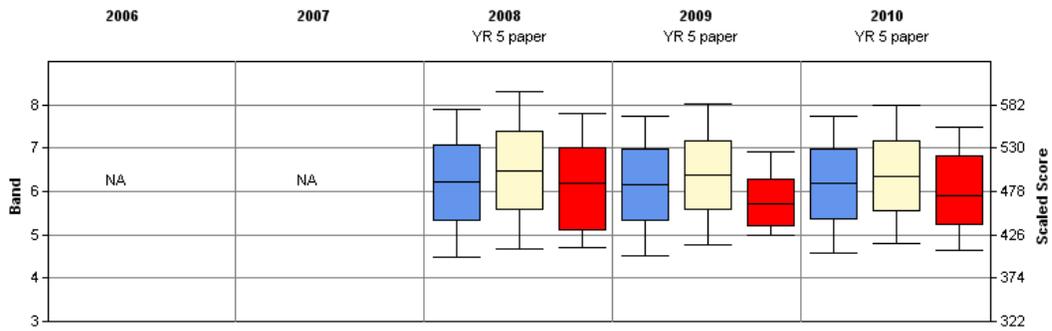
Year 3 Punctuation and Grammar



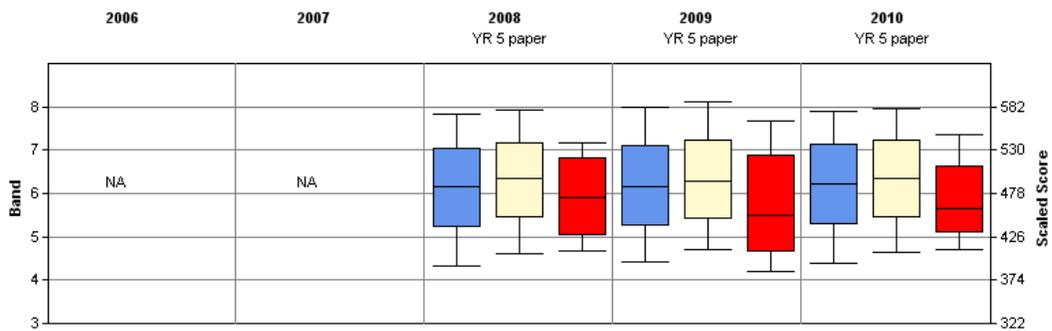
Year 5 Reading



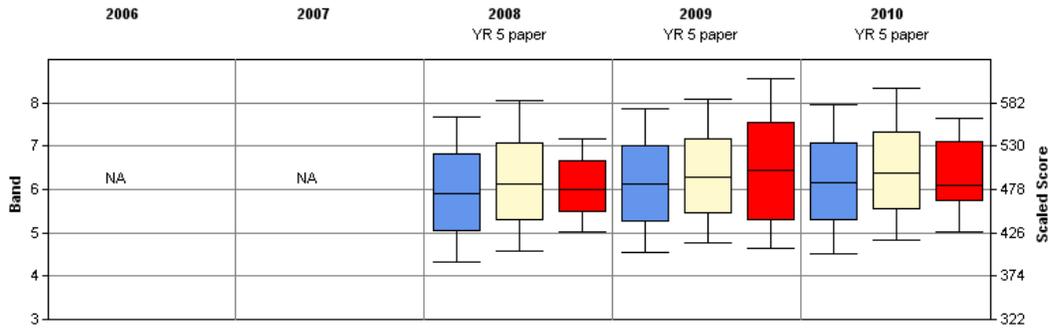
Year 5 Writing



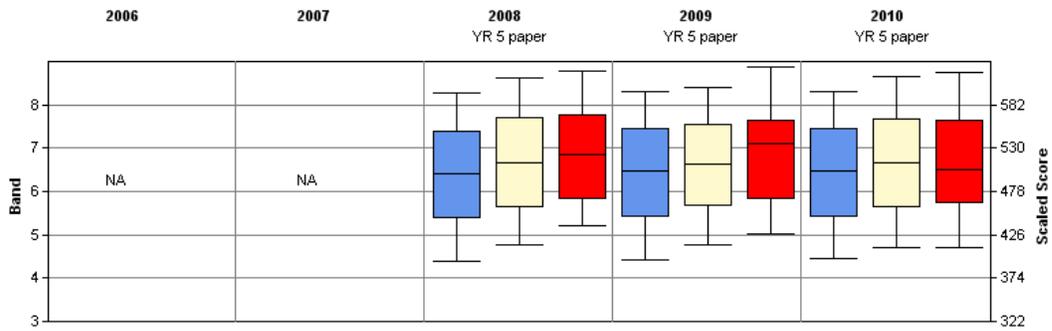
Year 5 Spelling



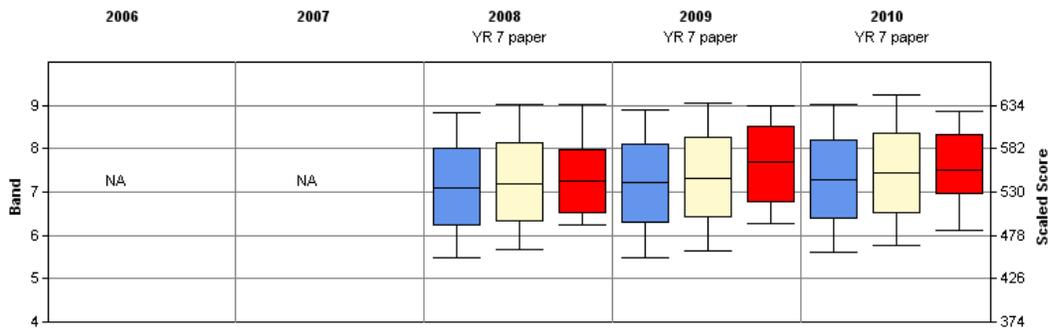
Year 5 Numeracy



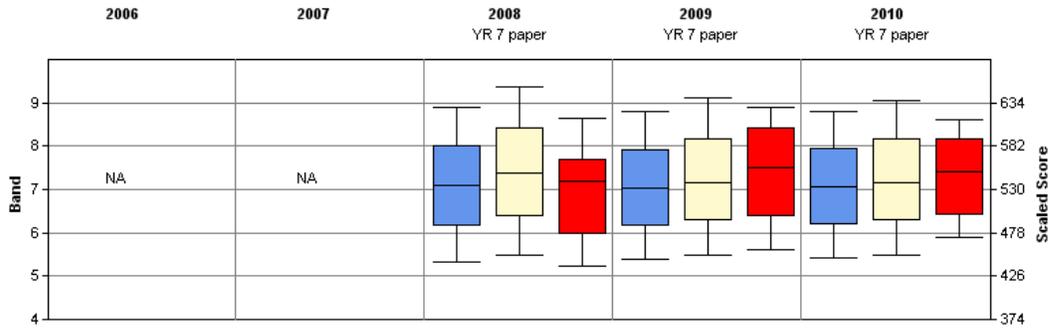
Year 5 Grammar and Punctuation



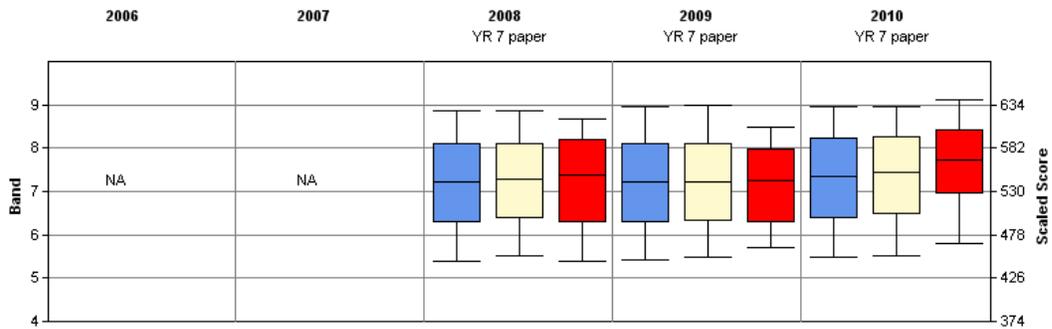
Year 7 Reading



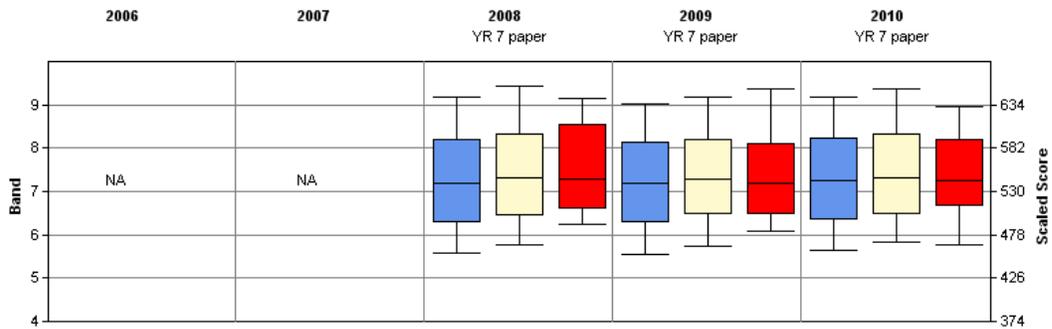
Year 7 Writing



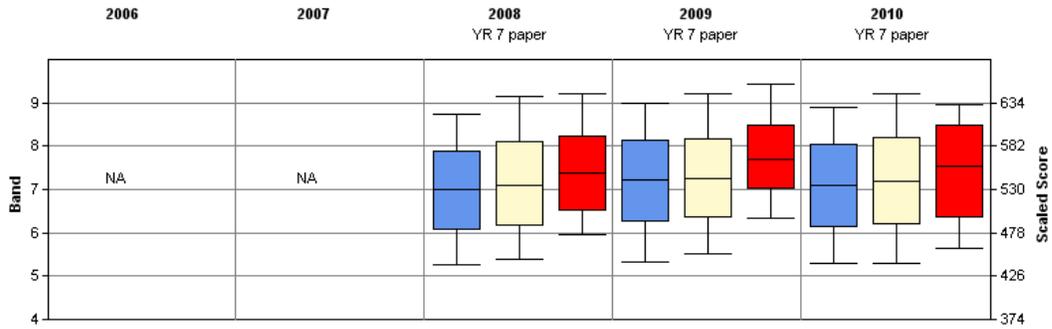
Year 7 Spelling



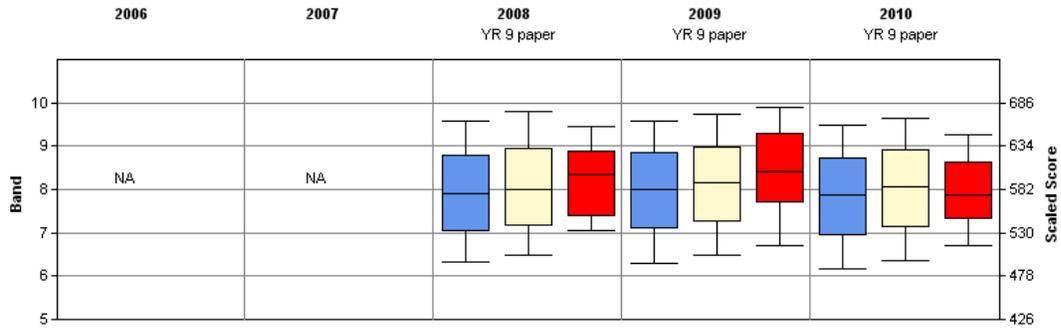
Year 7 Numeracy



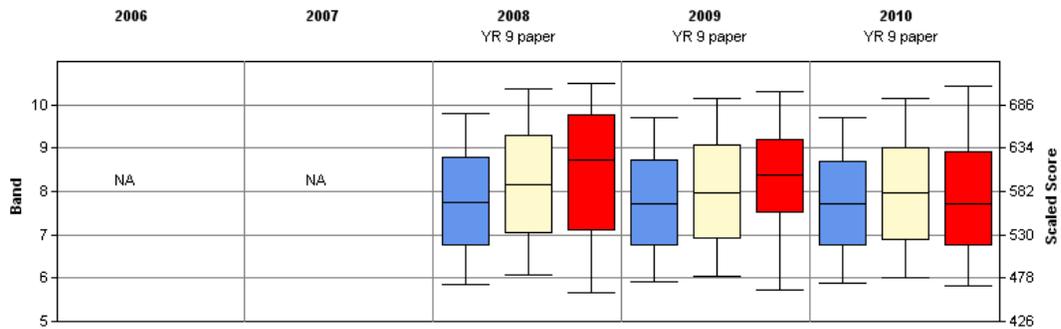
Year 7 Grammar and Punctuation



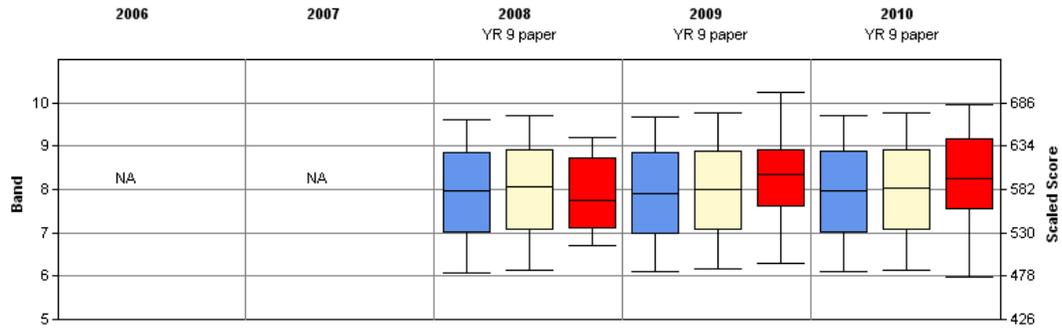
Year 9 Reading



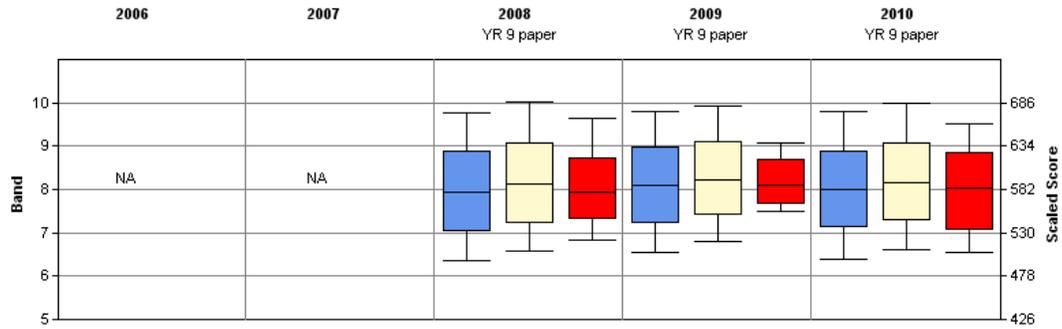
Year 9 Writing



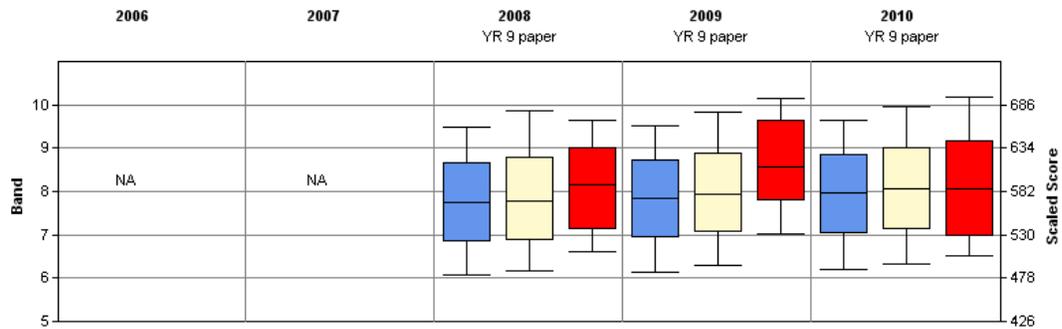
Year 9 Spelling



Year 9 Numeracy



Year 9 Grammar and Punctuation



8. SENIOR SECONDARY OUTCOMES

In 2010, a total of 28 students sat for their VCE Enter.

| ENTER | Percentage of students |
|---------|------------------------|
| 90+ | 11% |
| 80 - 89 | 3% |
| 70 - 79 | 36% |
| 60 - 69 | 18% |
| 50 - 59 | 18% |
| 40 - 49 | 14% |
| 30 - 39 | 0% |
| 20 - 29 | 0% |
| 10 - 19 | 0% |

The average study score was 30% with 6% of study scores being over 40.

9. PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

In 2009 there were 47 students in Year 9; 28 of these students completed VCE and 5 graduated from Senior VCAL. One student is repeating Year 12 in 2011 due to ill health. Of this number 0 students joined the College in either Year 10 or 11. This is a 72% retention rate.

10. POST-SCHOOL DESTINATIONS (YEAR 12, 2010)

The following information was published on the Course Link website. Numbers are expressed as a percentage of Bayside Christian college students.

Year 12 completers consenting to On Track (Actual Number) 31

VTAC Data

Tertiary Applications and Offers

Tertiary Applicants consenting to On Track (Actual Number) 25

| | |
|--------------------|------|
| University Offers | 56% |
| TAFE/VET Offers | 44% |
| Any Tertiary Offer | 100% |

On Track Survey Data - April 2011

In Education and Training

| | |
|--------------------------|-----|
| Bachelor degree enrolled | 24% |
| Deferred | 21% |
| TAFE/VET enrolled | 24% |
| Apprentice/Trainee | 14% |

Not in Education and Training

| | |
|------------------|-----|
| Employed | 14% |
| Looking for Work | 3% |

ADDITIONAL INFORMATION

11. HOW WE ADD VALUE

Students, from Prep' to Year 12 attending Bayside Christian College 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 to our school 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.

Junior School P-5

When students enter the school at Prep, they are introduced to the concept of themselves as created especially by God, having unique gifts and talents. They also learn of God as Creator of the world and therefore the importance of caring for the environment. Students learn to care for their bodies through physical exercise (Huff and Puff), through learning about healthy eating and through the experience of growing our vegetable garden. Children can also learn care of animals through keeping pets in some classrooms. Each class in Junior School is assigned a garden, where vegetables are planted and harvested. Students then cook up recipes in class and learn about healthy eating. Early in their schooling at Bayside, children learn that each of us learns in different ways. They are introduced to a variety of learning styles, including hands-on, visual, mathematical-logical, scientific and musical. Activities within the classroom are structured in such a way that all children have the best opportunity to learn in their preferred manner. Other programs help students who may have special learning needs. A teacher who is specially qualified in Special Education and Reading Recovery, is employed at Junior School, along with Integration Aides and a teacher assistant. Parents are also welcome in the classroom and receive training to help students with their learning in the classroom. At Junior School, specialist teachers are employed to teach Music, Art and Physical Education and Library. In 2008, the school introduced Mandarin Chinese as a compulsory subject for all Junior School students. Spelling and Literacy in general has been addressed this year through the implementation of THRASS across the whole Junior School.

Middle School 6-9

At this level students receive a strong pastoral care program. Home room teachers are aware of the needs of the young adolescent as they mature physically and emotionally. Students spend a reasonable proportion of their day with one teacher, who gets to know them as individuals and is able to build a strong and caring relationship with them. Concepts taught at Junior School are built on. Students are also introduced to a greater variety of curriculum options, to prepare them for entry into the senior years of school.

Senior School 10-12

Students entering these years are able to select from a variety of curriculum offerings. At Year 10, students are given opportunities outside the classroom, through a variety of electives. Year 10 students are accelerated in the 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 them 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 counseling 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 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

Students who have chosen to pursue a career in a trade rather than studying at University are able to accelerate their trade training through studying VCAL rather than the VCE. At Year 10, students combine their regular study with part-time participation in the program. Year 11 students study at Intermediate level and Year 12 at senior level.

Information and Communication Technology

The College recognises the importance of ICT as a valuable tool for student learning, and the increasing role that ICT plays in modern society. In 2010, the College continued to increase investment in ICT to ensure our curriculum stays current and relevant, and to enable teachers and students to use ICT in the classroom to improve educational outcomes.

During 2010, VCAL were provided with new Macbook laptops and trolley; new computers were installed in the Library; eight additional IWBs were provided for Primary and Secondary classrooms; dedicated, wall-mounted computers were made available for the classroom IWBs to simplify the use of the IWBs for staff and students; and, the Wi-Fi network was expanded to provide better coverage and reliability. The College also received DER grant money in 2010, which was used to purchase additional servers and storage equipment; media printers; and, to improve our network and physical security systems.

Additionally, the College introduced a fresh, modern website in June 2010 to provide better and more easily accessible information about the College; improve communication of events and significant dates; and, provide an easy to use portal for Parents to access all of the web-based resources available including: Parent Lounge, Parent-Teacher Online, Newsletters, Calendar, Uniform information, etc.

Outdoor Education Program

From Year 7 to 12, the school 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 Junior School and continues through to Year 6. Places visited range from local camping sites to Canberra and Sovereign Hill, Ballarat. At the Middle and Senior levels, in addition to the

Outdoor Education program, students are able to participate in trips to Central Australia and Mt Hotham. Year 9's 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 Trip

Year 6, 7, 8 and 9 student leaders, and their teachers, 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.

Interschool Sports Competition

Students participate in a variety of sporting activities throughout the year. The school is divided into three houses, Believers, Overcomers and Conquerors, which provide competition through our swimming and athletics carnivals. The school 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 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 organizations. Each year four College captains are chosen from Year 12 students. They help lead SRC and represent the school 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, organization and getting along with others. Daily devotions are also based around these habits of mind.

Pastoral Care Program

In 2008, through the National Chaplaincy in Schools program funded by the Australian Government, the school continues to employ Kathy Scott as chaplain. Kathy has continued to be an amazing asset to our college in caring for the pastoral needs of our students. Another staff member works closely

with the Chaplain to provide an overall pastoral care program in the college. They work with the Year 6 -9 year levels running resilience 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 and programs to develop life-skills and resiliency are conducted with students from Year 5 to 12.

Facilities

The College continued to expand its facilities in 2010, with the opening of a new Multi-Purpose Building, replete with a large auditorium, stage, two classrooms and office space for teachers. A Junior Multipurpose building was completed late in 2010, providing areas for music education and a large open learning area as well as two classrooms, office-space and a kitchen. Late in the Year the Early Learning Centre (a redevelopment of an existing building) was completed. The centre will open its doors to Pre-school children (aged three and four) in 2011. A Senior School Centre (Serving Year 11 and 12) is under construction and will be completed early in 2011.

12. 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 = 5

Areas of greatest satisfaction were:

- Small class sizes.
- Provision for pastoral care
- The caring approach of staff.
- Support, encouragement and involvement of the teachers in academic, Christian and overall education.
- The friendships made.
- Teacher approachability and accessibility.
- Christian values.
- The warm atmosphere within the College.
- Good discipline and accountability for students' behaviour.
- Small school feel; everyone knows each other.
- Teacher/student relationships
- Teachers engage their classes well.

- The PE and Outdoor Ed program.
- The sense of community throughout the school.

Funding Information

Funding received by the government for operating purposes was based on:

The College's SES = 96

OPERATING INCOME

| | |
|-------------------------------|---------------------|
| Tuition fees | 1,563,948.00 |
| Non-tuition fees and levie | 105,932.00 |
| Government grants | 3,353,367.00 |
| Interest received | 30,224.00 |
| Excursions and camps | 121,488.00 |
| Canteen Sales | 59,587.00 |
| Other income | 40,631.00 |
| TOTAL OPERATING INCOME | 5,275,177.00 |

NON-OPERATING INCOME

| | |
|--|---------------------|
| Donations for capital purposes | 3,380.00 |
| Building fund levies | 127,475.00 |
| Revaluation increment for Buildings and Improvements | 632,553.00 |
| Government Capital Grants | 2,196,444.00 |
| TOTAL NON-OPERATING INCOME | 2,959,852.00 |