



Bayside Christian College

"Unity and Maturity in Christ"

Annual Report 2009

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 2009.

This was distributed to all Association Members prior to the holding of the Annual General Meeting on May 27, 2010.

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 organization 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 2009 a total of 436 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 Junior (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. The 'You Can Do It' program, taught in Pastoral Care lessons, focuses on four key 'Habits of Mind', to help students in Confidence, Getting along, Organisation and Persistence. 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 conserver of Christian values, a discerner 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.

Annual General Meeting Principal's Report

As I reflect back on the 2009 school year, it can best be described as a year of change in the midst of stability.

These changes have largely been the fulfillment of long-held dreams and plans. Some have involved long-term planning, such as the extended car park and new front fence. Others have been surprises as a result of the 'Building the Education Revolution' government grants, which have allowed us to tidy up, repair and renovate both inside and out. Our new-look library and outdoor learning areas around the Middle School classrooms are examples of this. Still to be completed are Junior and Senior Multipurpose buildings.

Other future plans include the conversion of M block into an Early Learning Centre ready to commence operation in 2011. A busy committee of teachers and parents has met regularly throughout the year and has made excellent progress towards this goal. We have also decided that H block will need to be replaced in 2010. A new VCE Centre will more adequately serve the needs of our VCE students. These facilities will supplement the Science block that was officially opened in early 2009, allowing us to expand and improve on the curriculum we offer our students.

Educationally, 2009 included change with consolidation. Year 5 commenced the year, formally being part of the Junior School while Year 9 joined Middle School. The delayed transition for these students has allowed confidence and maturity to develop in preparation for the next phase of their schooling. A curriculum focus has been to work on improved literacy across the school. The THRASS program was used more extensively, particularly in the Junior School and our improved NAPLAN results have been a great encouragement.

Year 5 and 6 students were part of a pilot program for literacy and numeracy. *Essential Maths Mastery* was the program chosen for those classes. Final testing to determine its effectiveness indicated a significant improvement in students' performance in Maths. In 2010 they will be using the *First Steps* program to focus on Literacy.

Thanks to the strong and encouraging leadership of Mrs Susan Hooper in Senior School and the hard work of a dedicated team of teachers, our Year 12 students achieved their best ever VCE results. At the top, was an ENTER of 99.9. However, we were immensely proud of every student who achieved their personal best score and were able to gain entry to their chosen field of study or work.

2009 also saw a very strong cohort of Year 12 students, who modelled Christian integrity and hard work throughout the year. We look forward to hearing many stories of the positive contribution they will make to society in the future.

An exciting innovation for 2009 was the introduction of our VCAL/PreCAL program. Starting up any new program can be fraught with difficulties. However, the focus and energy of our program has exceeded our expectations and allowed us to enjoy a trouble-free start. The creative ideas of the teachers, their dedication and ability to inspire young people have helped turn around the attitude and achievements of their students. We are especially proud of them being chosen as state finalists for their entry in the RACV road safety advertisement campaign. Their community work at Balnarring Reserve is also worthy of commendation. They were awarded the Young Humanitarian of the Year Award for this project. We look forward to the VCAL program growing as it becomes better known in the community.

Teaching staff this year underwent a new form of appraisal. It allowed teachers to be strategic in their planning and then celebrate achievements. Coupled with this, all attended five days of intensive training in writing curriculum and teaching from a Christian worldview perspective. Feedback from teachers indicated that both of these initiatives were extremely helpful in encouraging and empowering them.

A highlight at the end of Term 3 was the 'Fiddler on the Roof Jr' production. We were all in awe of the high standard of stage presence demonstrated by the actors. We clearly have extremely gifted students and teachers in Performing Arts. We look forward to this aspect of our curriculum being further developed in 2010.

The Presentation Ball had the 'wow' factor yet again. Beautifully presented couples looked absolutely stunning and danced with elegance and grace. Thank you to Angie Mathews for her many hours of voluntary service to the college to stage this biennial event.

Being part of a Christian community brings special opportunities to reach out to others. Mr Doug Holtam provided one such experience for our Middle School leaders with a trip to Townsville and Mt Isa to train with YWAM and work with aboriginal children. Our young people returned with a passion to live for God and to serve others.

One of the joys of my job is the ability to interact with the college community at all levels. This includes the Board, the Leadership team, staff, students and parents. I have enjoyed the energy and focus of the Board, its partnering with the leadership team in setting strategic directions for the school and its willingness to serve at every level to make our school a better place. Veronica Vanderree provides dedicated leadership and is a great support to me.

The leadership team meets regularly and strives continually to improve our college. We were particularly sad to farewell Mrs Naida Ginnane at the end of the year. Naida was not only a brilliant VCE teacher, she has given outstanding service to the college as Head of Teaching and Learning and her contribution remains a significant part of the heritage of our college.

Teachers, Admin staff and our students constantly inspire and encourage me. The many contributions of parents in classroom help, working bees and words of support and encouragement are much appreciated. There is nothing like being around positive people who are prepared to participate in the fullness that life has to offer through our Lord Jesus Christ.

Thank you to all who have helped to make 2009 one of eternal significance. The changes we have initiated have successfully built on the school's already rich program. We look forward to 2010 with the knowledge that God is with us and our reliance is totally upon Him.

Lorraine Hook

Principal

Bayside Christian College

TEACHING STAFF STATISTICS

1. STAFF ATTENDANCE

Staff attendance for the academic year 2009, based on actual teacher attendance as a percentage of total possible attendance, was 97%.

2. STAFF RETENTION

Staff retention rate from 2008 to 2009 was 95%.

3. STAFF QUALIFICATIONS

During 2009 the college employed 41 teaching staff for a full-time equivalent of 37.4.

Thirty-nine teachers held full registration and two held provisional registration with the Victorian Institute of Teachers. Two teachers were on leave. *(These are not included in the calculations.)*

Principal

Lorraine Hook

Business Manager

Pravin Ramdany

Head of Teaching and Learning

Naida Ginnane

Head of Senior School

Susan Hooper

Head of Middle School

Doug Holtam

Head of Junior School

Meryl Robertson

Faculty Heads

Maths and Science

Louise Levy

English

Dr Christopher Creek

Humanities

Peter Woodbridge

Arts

Julie Gunn

Technology

Dr Alex Hopkins

Physical Education

Ken Berry

Other Teaching Staff

1. Andrew Backholer
2. Karen Bastidas
3. Danielle Bilyj
4. Rachelle Cooper
5. Wendy Coustley
6. Lara Curtis-Morris
7. Caroline DeHaan (maternity leave)
8. Marco Di Leva
9. Lisa Dumicich
10. Jill Eadie
11. Sandra Gould
12. Louis Fernandes
13. Venesser Fernandes
14. Sue Higgs
15. Anthony Lancaster
16. Christine Liu
17. Andrina MacDonald (on leave)
18. Angie Mason
19. Angie Mathew
20. Rebecca Nisbet
21. Monique Paine
22. Michael Pleiter
23. Joanne Poole
24. Lauren Rebbek
25. Nicole Rietveld
26. Corrine Rivera
27. Paul Rowland
28. Stephen Salisbury
29. Helen Sayer
30. Peter Stevens
31. Lois Walker
32. Janienne Woodbridge

Administration

Cozette Hughes

Jan Jones

Judy Marriott

Christina Lomulder

Tricia Longhurst

Julie Rebbek

Grounds and Maintenance

Bill Hughes
Paul Brett

ICT

Ben Longhurst

Integration Aides

Debbie Ferdinands
Joanne Piening
Barbara Hoare
Sarah Backholer

Teacher Aides

Naomi Armstrong
June Meades
Mary Johnston
Jenny Champion

Chaplain

Kathy Scott

Forty-two teachers held a Bachelor Degree, three teachers held a double degree, one held a triple degree, five held a Masters Degree, two held Doctorates, twelve held Diplomas and eleven held Graduate Diplomas.

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 2009 was \$37,000.

All staff participated in five days of intensive Professional Development with Christian Education National and the National Institute of Christian Education. Six teachers studied at least one unit towards a Masters Degree in Education.

Bayside staff are constantly assessing their performance as teachers and measuring their standards against state schools and the expectations of parents. At the start of 2009, a new appraisal system for teachers was implemented. This involved three stages, each of which related to the college's strategic plan. In the first stage, teachers identified their priorities in curriculum and Professional Development for 2009. At Stage Two, teachers presented evidence in an interview with the Principal of how they had met their priorities to date. If this stage was completed successfully, there was no need to move to Stage Three. Staff who did not meet all expectations at Stage Two, were given an extra

stage where they were able to re-address areas of concern with a follow-up interview. In 2009, all staff successfully completed Stage Two.

Other Professional Development in which all staff participated included:

1. Staff Retreat in January 2009, where staff participated in THRASS training and ongoing training in TassWeb with Teacher Kiosk, Webbook, Student Café, EduKate modules.
2. Wednesday Workshops were conducted weekly featuring Integrating ICT into the curriculum.
3. Staff Meetings Regular staff meetings and staff training have included topics such as Sustainability, Special Needs, Biblical World View, Professional Reading Projects, Strategic Planning and Higher Order Thinking Skills, Interactive Whiteboard Use, Integrating ICT into the curriculum.
4. External PD – Developing Leaders Conference (four staff) attended this three-day conference, followed by participation in a tertiary-level unit of study.
5. Professional Reading Workshops in Higher Order Thinking Skills and Sustainability were held for all staff in Term Four.
6. PLANN – Three teachers and two leaders participated in Professional Development for Pilot Literacy and Numeracy Network.
7. Staff attended an additional one hundred and eleven separate Professional Development sessions outside the College.
8. AGQTP – use of Web 2 technologies in the curriculum – two teachers.

STUDENT STATISTICS

5. STUDENT ATTENDANCE

Student attendance for 2009 was 93%.

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

6. 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 performances 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 2009, 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 only exceptions were at Year 5 in Writing and Spelling. Both of these are now being addressed through our participation in the Pilot Program for Literacy and Numeracy First Steps Program. 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 Bayside's performance against the State and National averages.

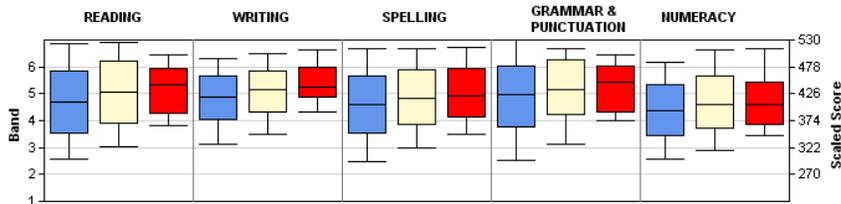
NAPLAN SUMMARY REPORT 2009

Blue = National Standard

Cream = State Standard

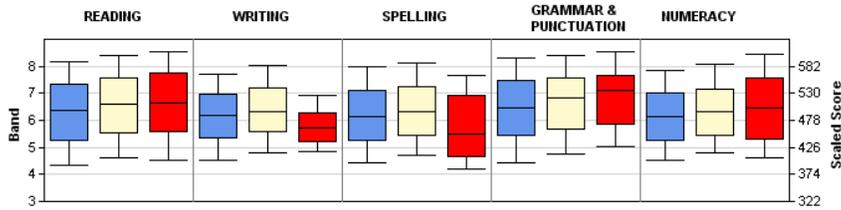
Red – Bayside Standard

Year 3



In **all** areas, Year 3 results sat **above** the state average

Year 5

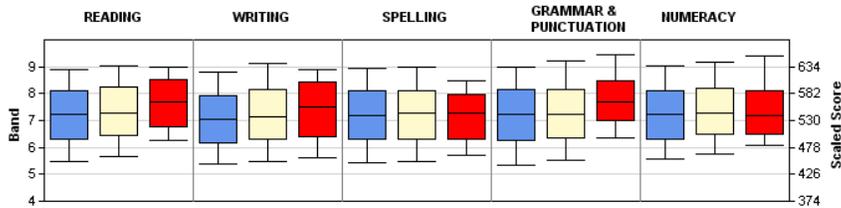


Reading is sitting **at** the State average.

Writing and **Spelling** are **below** the state average.

Grammar and **Numeracy** are **above** the state average.

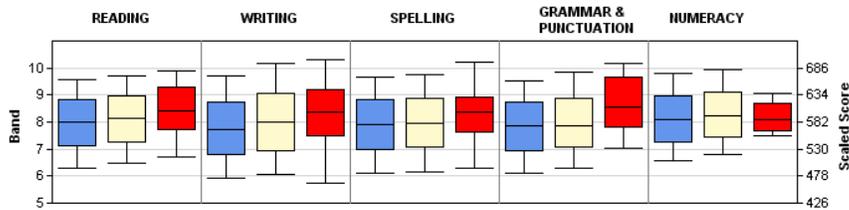
Year 7



Reading, Writing and **Grammar** are **significantly above** the state average.

Spelling and **Numeracy** are **consistent with** the state average.

Year 9



Reading and **Writing** are **above** the state average.

Spelling and **Grammar** are significantly above the state average.

Numeracy is consistent with the state average.

7. COMPARISON WITH PREVIOUS YEAR

The following diagram show a comparison of Bayside's results compared with 2008.

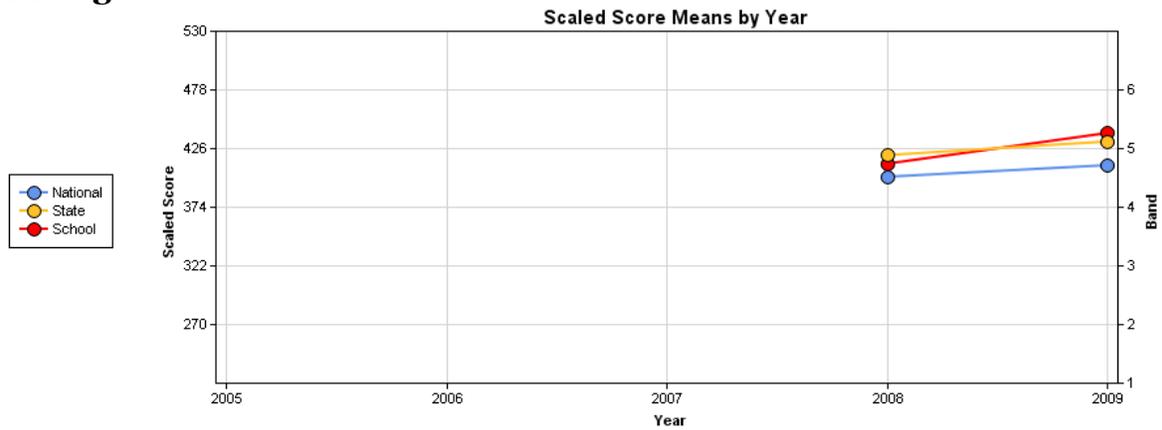
Blue = National Standard

Yellow = State Standard

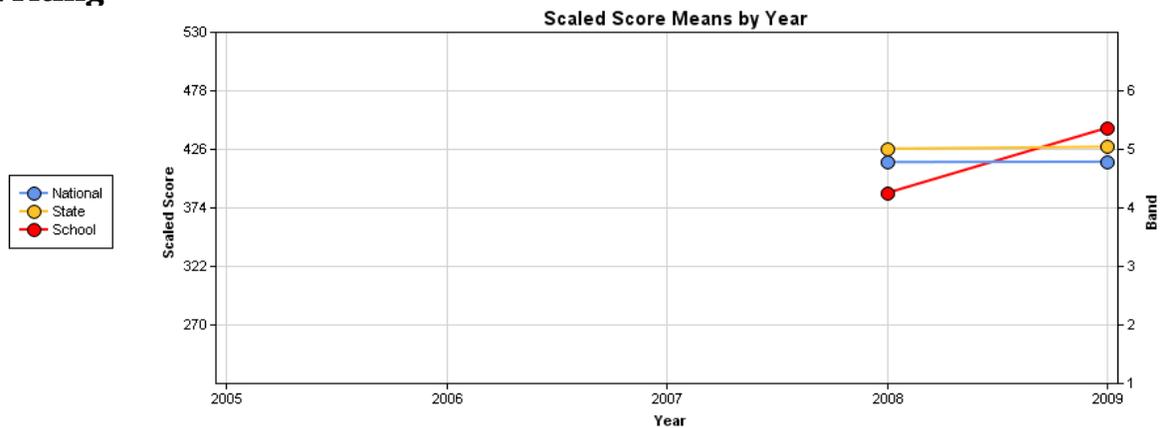
Red – Bayside Standard

Grade 3 2009 compared with 2008

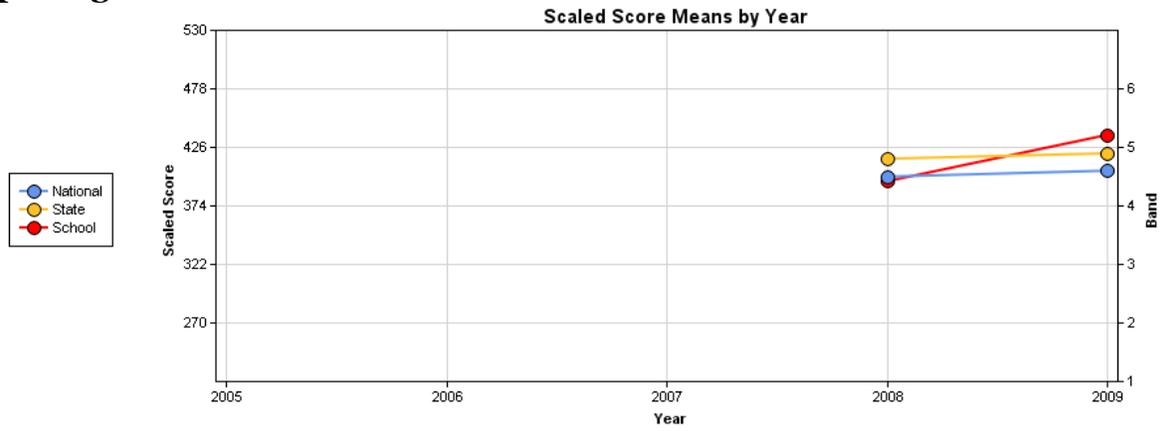
Reading



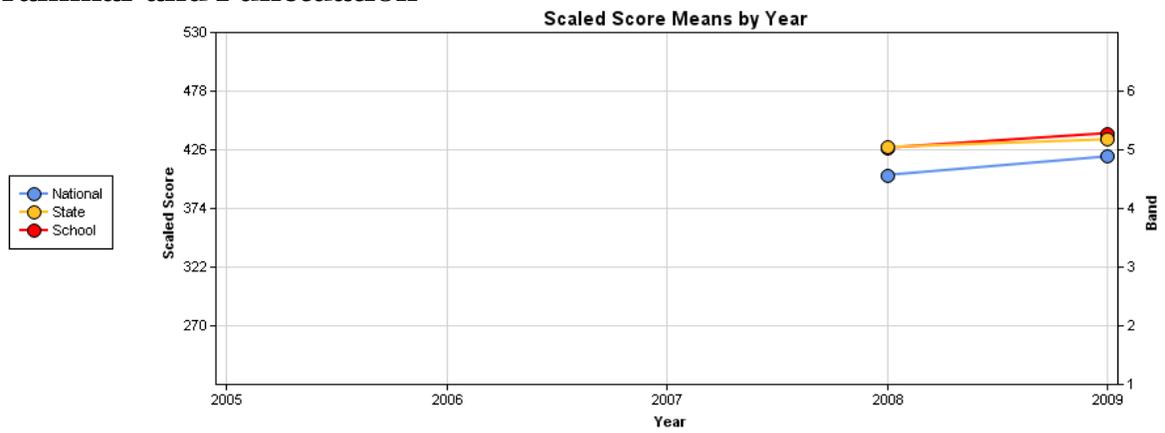
Writing



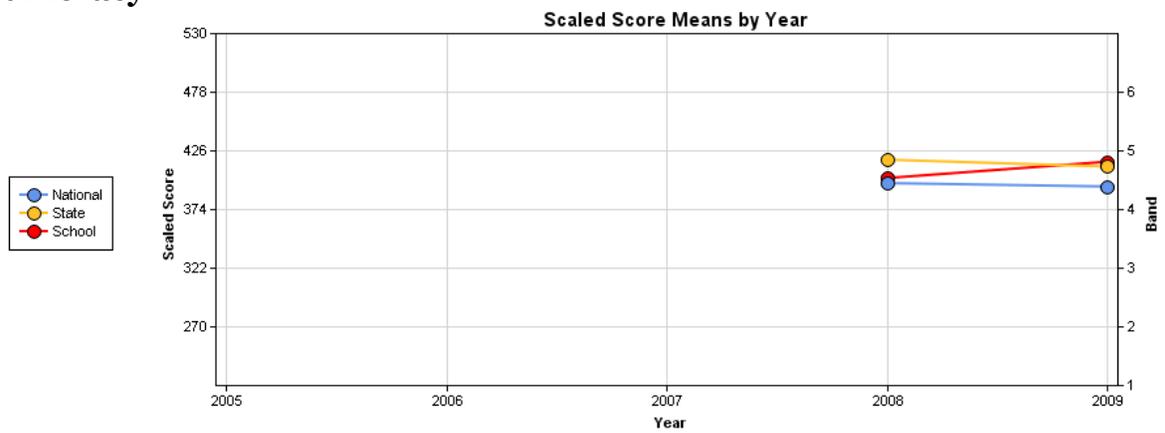
Spelling



Grammar and Punctuation

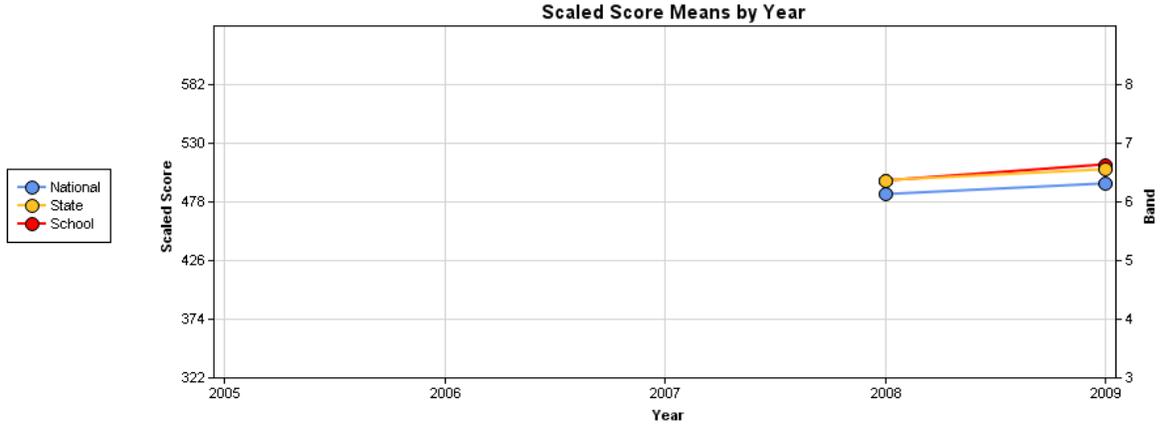


Numeracy

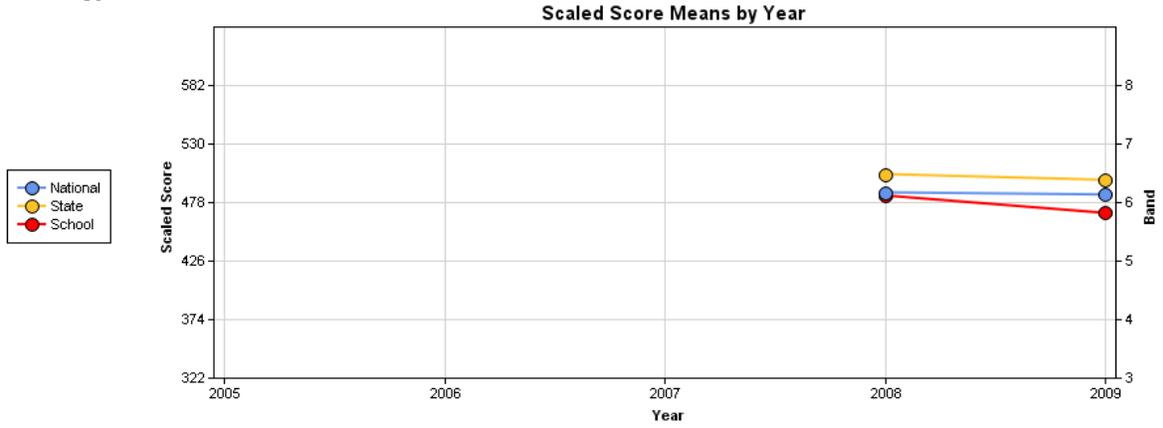


Grade 5 2009 compared with 2008

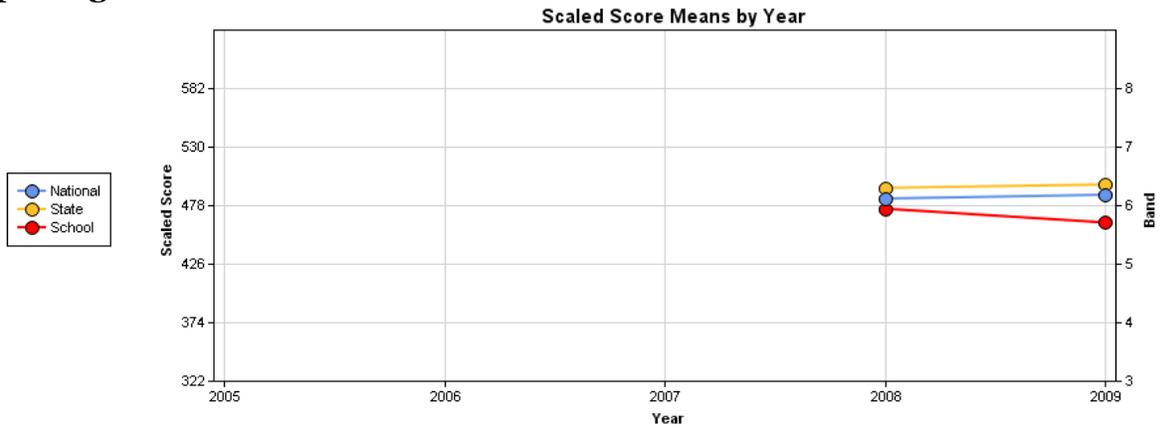
Reading



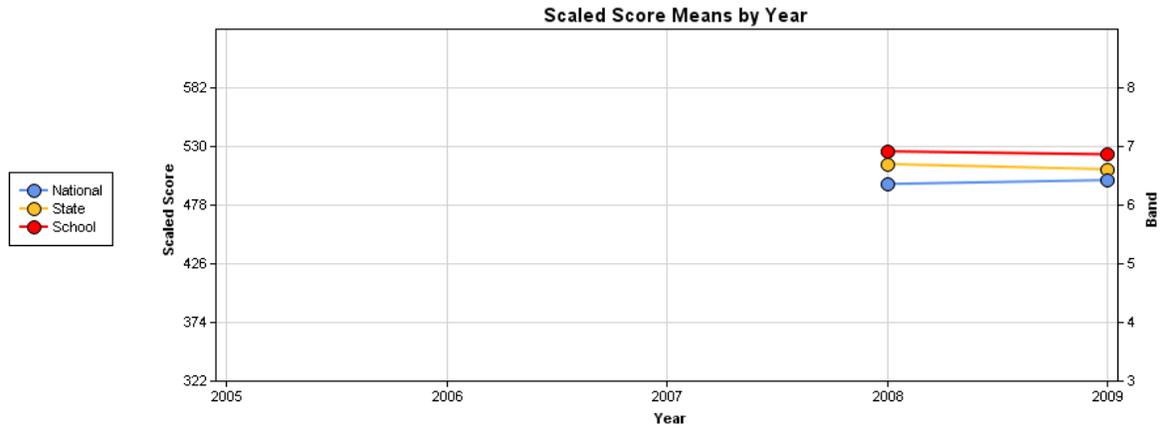
Writing



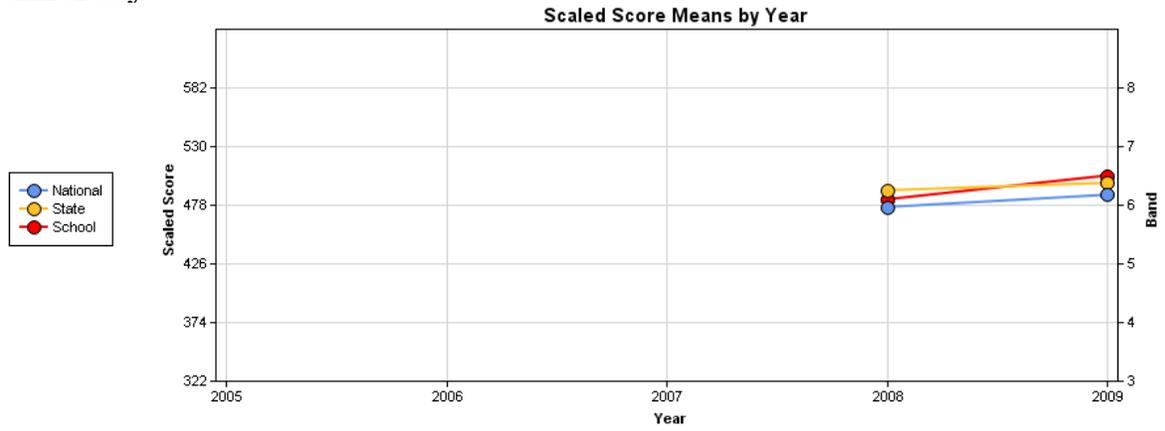
Spelling



Grammar and Punctuation



Numeracy

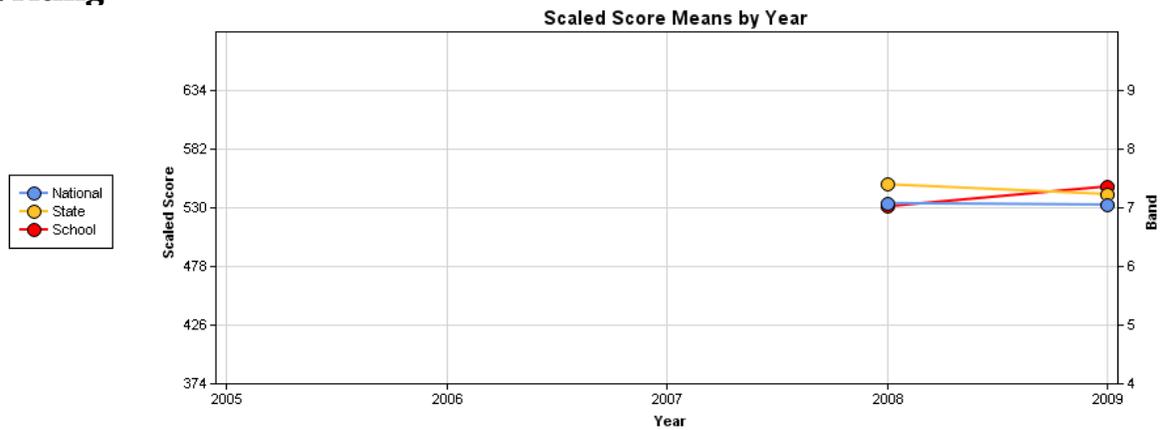


Year 7 2009 compared with 2008

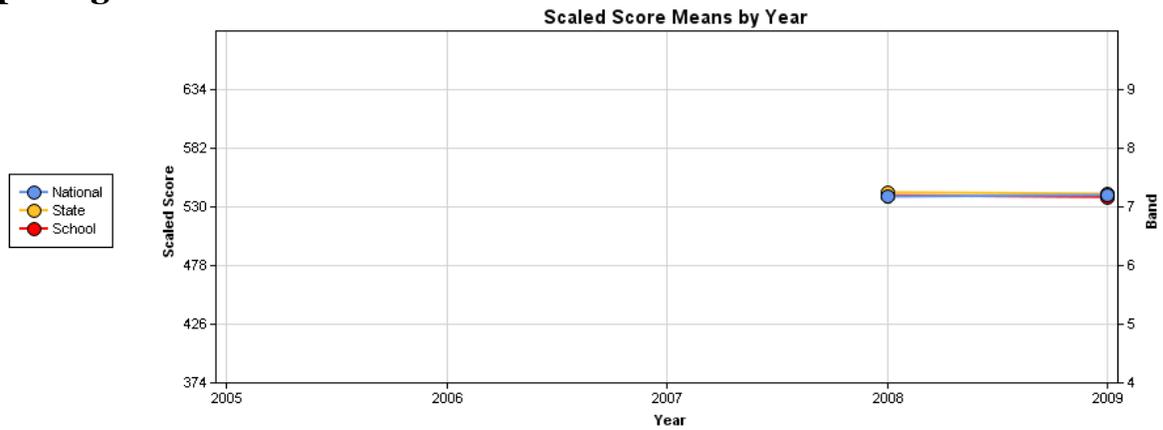
Reading



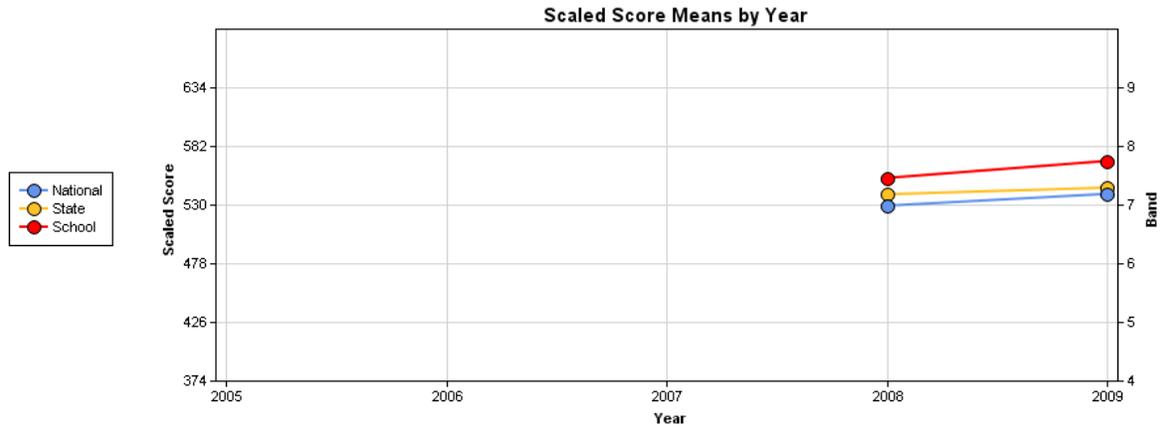
Writing



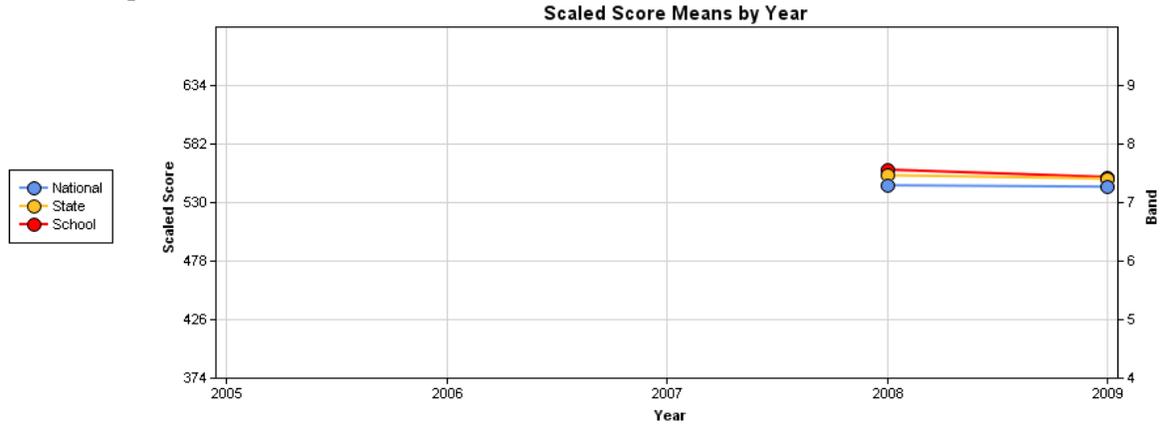
Spelling



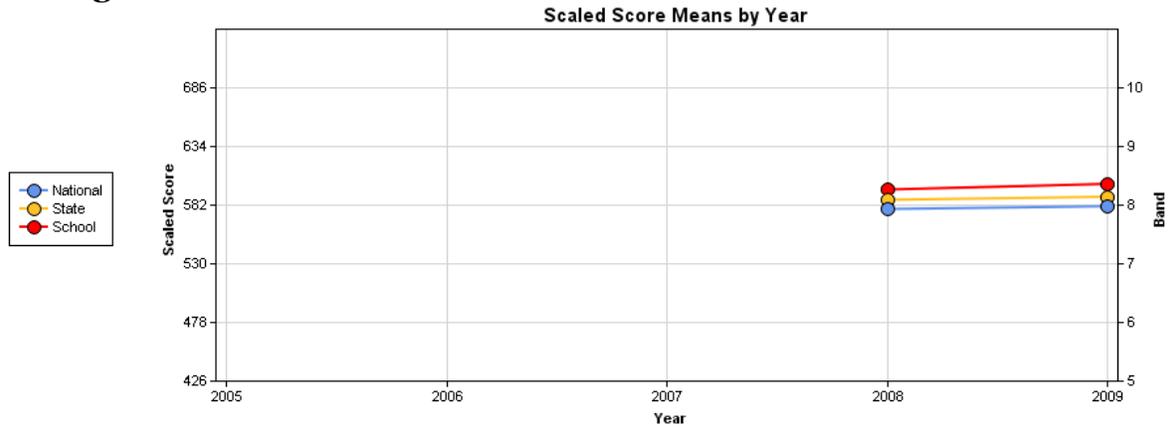
Grammar and Punctuation



Numeracy



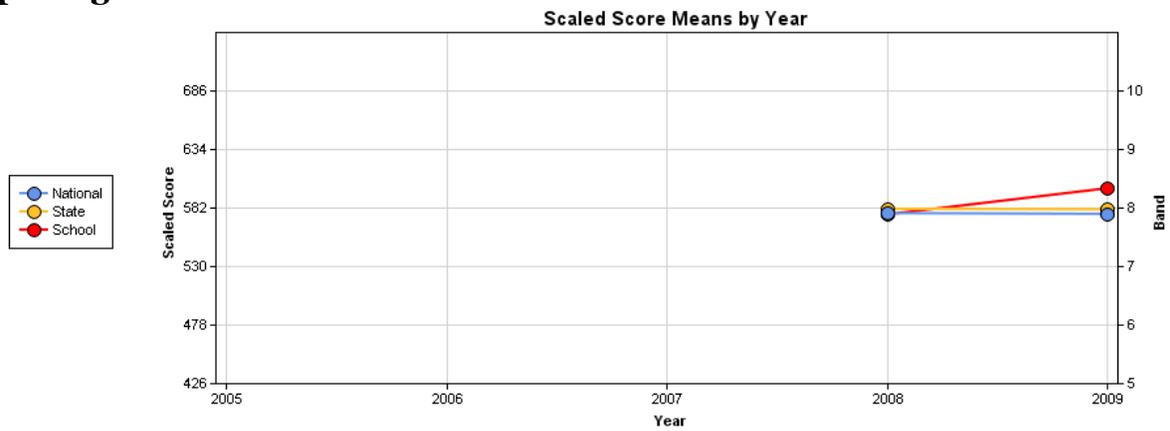
Year 9 2009 compared with 2008 Reading



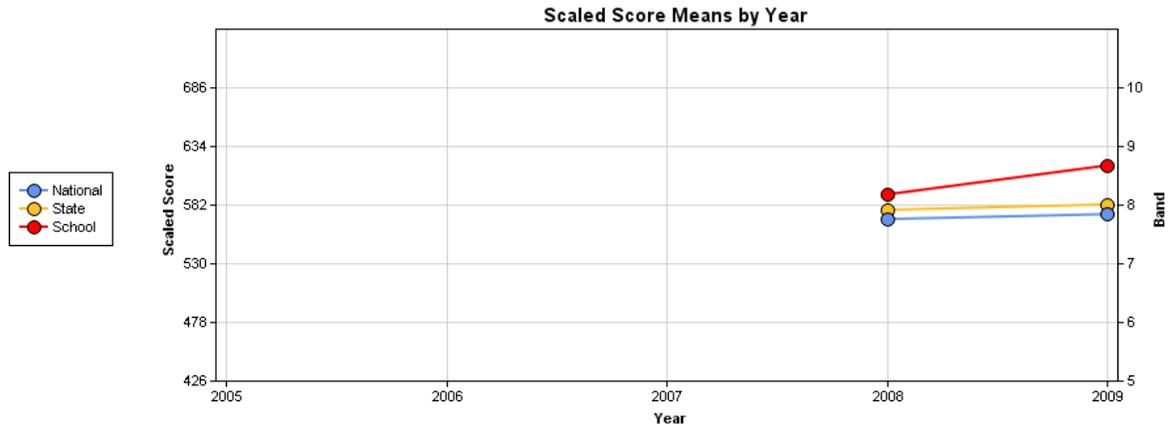
Writing



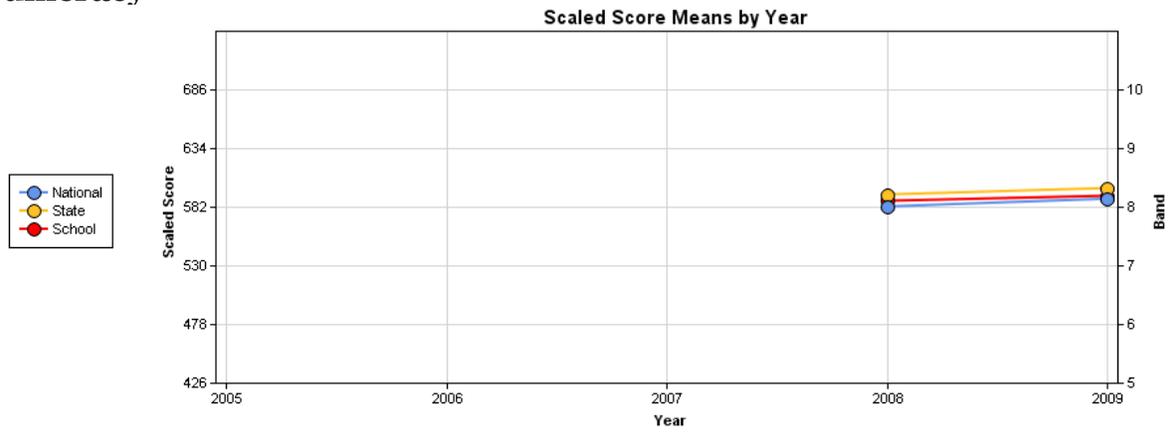
Spelling



Grammar and Punctuation



Numeracy



8. SENIOR SECONDARY OUTCOMES

In 2009, a total of 35 students sat for their VCE. ENTER scores received by students expressed as a percentage of the total.

ENTER	Percentage of students
90+	9%
80- 89	20%
70 - 79	14%
60 - 69	20%
50 -59	9%
40 - 49	14%
30 - 39	9%
20 - 29	6%
10 - 19	0%
0 - 10	0%

The average study score was 30 with 8% of study scores being of 40 and over.

9. PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

In 2006 there were 40 students in Year 9. 23 of these students completed Year 12 in 2009, with a further 12 students joining the college after that date so a total of 35 students completed Year 12 in 2009. This makes an overall retention rate of 87.5%.

10. POST SCHOOL DESTINATIONS (YEAR 12, 2009)

The following information was published on the Course Link website.

Numbers are expressed as a percentage of Bayside Christian College students.

Year 12 Destinations for 2009

Year 12 completers consenting to On Track (Actual Number) 33

VTAC Data

Tertiary Applications and Offers

Tertiary Applicants consenting to On Track (Actual Number) 30

University Offers	70%
TAFE/VET Offers	27%
Any Tertiary Offer	97%

On Track Survey Data - April 2010

In Education and Training

University enrolled	52%
Deferred	19%
TAFE/VET enrolled	15%
Apprentice/Trainee	4%

Not in Education and Training

Employed	7%
Looking for Work	4%

ADDITIONAL INFORMATION

11. HOW WE ADD VALUE

One of the advantages of being part of Bayside Christian College is the 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, with a thematic approach to humanities subjects and integrated curriculum. 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.

At Year 10, 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 Technologies

The College recognises the importance of ICT as a valuable tool for students learning. During 2009, the College expanded its ICT staff to include the appointment of an ICT Manager to support the ICT technician and E-Learning Coordinator. New data cabling, servers and computers (courtesy of the Digital Education Revolution) have been installed along with staff training in the use of the new technologies. This has been enhanced by the expansion of the use of the TassWeb integrated program with the supporting modules of Webbook for reporting to parents and EduKate as our Learning Management System.

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 8 & 9 student leaders, and their teachers, visited Townsville, Northern Queensland, where they trained with YWAM before visiting an Aboriginal community in Australia. Students and teachers had the opportunity to work closely with the community providing entertainment and sausage sizzles.

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. 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 students 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 2009, with the opening of a new Secondary Science Centre early in the year. The building provides for one large teaching laboratory and two smaller laboratories. Teacher office space is provided with an additional two classrooms. Construction of a Senior Multipurpose building commenced and a Junior Multipurpose is ready to commence construction.

12. PARENT SATISFACTION

The following is a collection of comments made by parents who have responded to a survey regarding the College. This survey is given to all parents whose students leave the College.

Total Responses = 14

Level of satisfaction

Very satisfied = 11 (78.6%)

Satisfied = 3 (21.4%)

Dissatisfied = 0 (0%)

Areas of greatest satisfaction were:

- The caring approach of staff
- The values for which the school stands
- The humility and sincere attitudes of teachers
- The caring and thoughtful students
- The parents creating a warmth within the school
- Christian support and guidance
- The sense of community throughout the school
- The PE and Outdoor Ed program
- The small size
- Teacher/parent relationships
- Support, encouragement and involvement of the teachers in academic, Christian and overall education
- The willingness of teachers to give extra assistance to students
- The friendships made
- The respect and acceptance developed throughout the years.
- The maturity of the student leaders
- The way my children felt individually cared for and valued. They were not just a number.
- The pastoral care level, which is outstanding.
- The use of the internet to track the child's progress.

- The homework calendar

FINANCES

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

The College's SES = 96

OPERATING INCOME	
Tuition fees	\$1,537,882.00
Non-tuition fees and levies	\$125,760.00
Government grants	\$3,104,585.00
Interest received	\$9,408.00
Excursions and camps	\$123,171.00
Canteen Sales	\$58,384.00
Other income	\$112,175.00
TOTAL OPERATING INCOME	\$5,071,365.00

NON-OPERATING INCOME	
Donations for capital purposes	\$18,980.00
Building fund levies	\$128,788.00
Government Capital Grants	\$468,720.00
TOTAL NON-OPERATING INCOME	\$616,488.00