



# ANNUAL REPORT 2022

**INSPIRING CHRISTIAN CHARACTER**

## **WE INSPIRE STUDENTS**

to challenge themselves and through so  
doing, we transform Today's Students  
into Tomorrow's Leaders

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## 1. PURPOSE

- ◇ The Education (General Provisions) Act 2006, s423 (1) provides that the Minister may approve a policy about the publication by a state school principal or non-state school's governing body of an annual report containing information relating to the school and its policies and data about the student outcomes for all persons enrolled at the school in the previous year.
- ◇ State school principals and non-state schools' governing bodies must comply with the approved policy.
- ◇ By publishing this information in the School Annual Report, Queensland schools will meet the reporting obligations required by the Australian Education Act 2013, 77(2) (f).

## 2. FOREWORD

The following Report is compiled to comply with State and Federal Government Reporting requirements. The College disseminates information to the community through the Annual Report, which is available on the College website each year, various publications and other documentation provided by the College from time to time. These forums include:

### **ANNUAL BOOK**

This publication aims to highlight current programs within the College and to inform the community of the many achievements of staff and students, as well as exciting new initiatives. The publication maintains a strong connection to our parents, grandparents, past students, and other friends and community members.

### **BAYSIDE BULLETIN**

This is the College's fortnightly Newsletter that is published on our web page. Parents of the College are notified of the latest additions each week by way of a push notification on their mobile phone and by email. The Newsletter conveys important information about College programs, opportunities for students, reminders on administrative matters and student activities.

### **COLLEGE PORTAL**

The College Portal enables remote access for staff, students, and parents. The College Portal (SEQTA) enables parents to maintain a closer oversight of their child's education. The Portal can be accessed through secure login. This application has been replaced with a similar product solution called TASS.

### **COLLEGE WEB PAGE**

The College operates a detailed and informative web page that can be found at [www.bayside.qld.edu.au](http://www.bayside.qld.edu.au). This web page provides information pertaining to the Bayside Christian College community, the distinctive curriculum offerings, pastoral care initiatives and structures, co-curricular programs and activities, key policies, staff details, information pertaining to student life and details on enrolment procedures.

### **COLLEGE FACEBOOK PAGE**

The Bayside Christian College Facebook Page engages staff, students, parents, and the wider community, bringing people together to share and celebrate the daily interactions, wellbeing, achievements, events, and activities of all within the community.

### **COMPLISPACE**

This software application is a comprehensive package of policies, and detailed processes with respect to compliance, risk management, assurance and staff training.

### 3. INTRODUCTION

At Bayside Christian College, we strongly believe that it is the quality of the human relationships and the beliefs that exist within a school that define its character, its feel and the essential teaching and learning relationships that are formed.

Schools of substance are often defined by the quality of relationships that exist between students, parents, and staff. At Bayside Christian College, we value these essential partnerships in the education of each and every child. Students take educational risks, dare to challenge themselves and aim to succeed, when they feel supported in a caring and nurturing environment with dedicated and highly experienced teachers. This is of the utmost importance at Bayside Christian College, as we continue our journey to be the school of choice on the beautiful Fraser Coast.



Our College is a Christian School — one in which we deliver a student-centred, creative, and engaging education of the highest standard, founded in a Christian worldview. Our Christian beliefs permeate and inform our engagement, support our calling as educators, and give us the higher purpose of educating and supporting the young lives entrusted to us. These beliefs help us to make sense of the complexity of life and draw us to understand God's design and purpose for us.

International research indicates that it is the quality of teaching within the classroom that has the greatest impact on student achievement. At Bayside Christian College we base our teaching and learning strategies on leading international research. This enables our students from Prep to Year 12 to think creatively and learn to apply their skills and knowledge to new and real life-related situations. This leading approach to teaching and learning focuses on the individual student, thereby better providing for their individual needs.

Whilst proud of the academic record that Bayside Christian College has maintained, it is our aim to develop young men and women and to inspire Christian character. The College strives to achieve this by challenging students to develop an understanding of God's plan for them, developing the intellectual character necessary to become passionate about the ongoing pursuit of learning; to have the skills and confidence to succeed in an increasingly complex world; and to become committed to creating positive futures for the good of all, through faith, leadership, and active service in their communities.

The College caters for students with a diverse range of talents, interests, needs and academic abilities, through its rigorous and comprehensive academic program, our learning enrichment program, diverse co-curricular activities, and our strong pastoral care system. Our College boasts leading educators, committed to ongoing professional development, and highly dedicated non-teaching staff committed to the achievement of the College's mission.

Choosing a school is perhaps the most important decision that a parent will ever make. Every child and young adult deserve the highest standard of education to support and encourage them to achieve their personal best; to develop the essential qualities that enable them to act with purpose and character; and to possess those much-needed values to operate within the moral framework of an ethical community.

Our College is a thriving and dynamic environment, one with an assortment of outstanding educational opportunities and offerings. While websites are useful for the dissemination of information, they do not fully enable the unique essence of a school to be understood and appreciated and so, while I encourage you to peruse our site, I invite you to visit our campus for a personal tour, and an opportunity to see how our community can help in the education and growth of your child.

I look forward to meeting you and welcoming you to our community at Bayside Christian College.

**Brian Grimes** BSc, DipEd, MEd, FAIM, CCEO.  
**Principal**



## 4. OUR BELIEFS

### *Inspiring Christian Character*

Central to the very heart and core of Bayside Christian College is the aim of developing the finest young men and women and to inspire in them Christian character. The College strives to achieve this by challenging students to develop an understanding of God's plan for them, developing the intellectual character necessary to become passionate about the ongoing pursuit of learning; to have the skills and confidence to succeed in an increasingly complex world; and to become committed to creating positive futures for the good of all, through faith, leadership, and active service in their communities.

Bayside Christian College was founded upon four Strategic Pillars, and these fundamental principles continue to guide our College.

#### 1. EVANGELICAL OUTREACH

The first Pillar of our foundation stems from our belief that the College is called to provide a spiritual ministry to its students, to honour God in all we do, and in partnership with our local Baptist Churches, develop a strong evangelical outreach into the community. We believe that Bayside Christian College is indeed God's College, for His people and that we are called to be good stewards of the time and resources that the Lord has given us, to minister to His children, to bring each child to a personal saving knowledge of Jesus Christ, and to provide them with the truths of our faith.

*"Therefore go and make disciples of all nations ..." (Matthew 28:19).*

#### 2. CHRIST-CENTRED EDUCATION

The second Pillar of the foundation is our philosophy of education which is Christ-centred. Our aim is to develop young people who inspire Christian character; who know and willingly serve God, those who will be the leaders of tomorrow, and who willingly and most generously use their gifts for the betterment of society and the good stewardship of our world and its resources.

*"An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge" (Proverbs 18:15).*

#### 3. ACADEMIC EXCELLENCE

The third Pillar of our foundation is Academic Excellence. The College aims to provide our students with a broad education that not only opens doors, but provides a basis for understanding life, contributing to society and for future service. The role of an educator is truly a divine calling, and as such we are called to His service to support, develop and aid all children to the very best of our ability.

*"Give instruction to a wise man and he will be still wiser, teach a righteous man and he will increase his learning" (Proverbs 9:9).*

*"If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him" (James 1:5).*

#### 4. PERSONAL INTEGRITY

The fourth Pillar is that of personal integrity, which encompasses our conduct, application, commitment to excellence, responsibility and genuine self-accountability. We believe that the finest outcomes of education—high academic standards and personal growth, stem from being true to who we are; honouring our calling; acknowledging our need for growth, and accepting that our existence as a school comes only from God's blessing.

We honour this Blessing through our actions, our commitment, the integrity we apply to all we do, and our determination to provide the very best opportunity for every child. As such, all who call our community home, are called to this standard and purpose.

*"Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things" (Philippians 4:8).*

## 5. OUR CREST AND ITS MEANING

Crests are standards which are rooted in deep symbolism and meaning. They represent the purpose of an organisation, its Values and connect us to its foundational beliefs and location.

The Bayside Christian College crest is a stunning symbol with deep meaning to our Purpose and our Christian faith.



### *The Symbolism found within our Crest*

- † The boat references our journey in life and reminds us that Christ called his Disciples to follow Him and to be fishers of men (*Matthew 4:19*);
- † It is also a reminder that Jesus stated "I am the way and the truth and the life. No one comes to the Father except through Me, (*John 14:6*);
- † The red mast signifies the Cross, the giving of His blood, and the sacrifice Christ made for our sins and redemption. It stands as the central foundation which guides and enables the boat to go forth in its journey;
- † The colours and stars represent the Australian flag and the iconic colours of the Australian bush and our surrounding waters.

## 6. OUR VALUES

The Values of Bayside Christian College are underpinned by the teachings of the Bible as given to us by God. These Values are evident in many aspects of society and strongly support the Australian Government's National Framework for Values Education in Australian Schools (2005).

Our Values give meaning and purpose to our lives, define the way in which we engage with each other, and guide us as we strive to achieve our Mission.

At Bayside Christian College, we value:

### **COMPASSION**

We show and act with Compassion to all of God's people. Compassion is much more than sympathy and involves an experience in which we *give at our own cost for the good of others, helping to rescue them from danger as well as alleviate their suffering.*

### **HUMILITY**

Humility is often characterised as genuine gratitude and a lack of arrogance, a modest view of oneself. *However, the biblical definition of humility goes beyond this.* Humility is a critical and continuous emphasis of godliness in the Bible, as we are called upon to be humble followers of Christ and trust in the wisdom and salvation of God.

**RESOURCEFULNESS** Resourcefulness is a mindset in which we have the ability to find quick and clever ways to overcome difficulties. In the pursuit of a goal, Resourcefulness is key. People who display resourcefulness typically exhibit the following six characteristics:

- † Open-Minded;
- † Self-Assured;
- † Imaginative;
- † Pro-active;
- † Persistent; and
- † Hopeful.

**INTEGRITY** We act with courage, conviction and with the highest moral standards based upon our belief in Christ.

**SERVICE** We are called through God's Grace, His Will, and His Gifts to serve Him. Remembering that Man was created in God's likeness, we serve God by serving and ministering to others. We are not all called to do exactly the same things, but we are all called to serve Christ in some way.

In Ephesians 2:10 God declares He is the "workman" and that He is the one who has prepared the good works that we should perform. He has prepared work for each of us to do, and to equip us for these works, He has given us the necessary spiritual gifts.

**TENACITY** Tenacity simply put is the quality or fact of being determined or persistent. Tenacity is more than endurance; it is endurance combined with the absolute certainty that what we are looking for is going to transpire.

God allows us to walk through difficult and challenging seasons, personally and corporately, in order to develop a tenacity of faith that is well-able to stand and having done all to stand in the face of whatever comes our way.

*"So now, beloved ones, stand firm and secure. Live your lives with an unshakable confidence. We know that we prosper and excel in every season by serving the Lord, because we are assured that our union with the Lord makes our labour productive with fruit that endures" (Philippians 3:13–14).*





## 7. GOVERNANCE AND LEADERSHIP

### STRATEGIC INTENT

The College is focused on our Christian Ministry and Purpose in meeting the contemporary needs of our current and future students, preparing them for the world they live in, facilitating their growth as leaders, whilst developing a strong basis in faith and the appreciation of God's love for them. The College welcomes all who share a connection with these values.

The College aims to provide opportunities to inspire Christian character in our students in all we do, and to develop their understanding and expression of faith and leadership in their service of others.

These opportunities are provided by a committed and professionally focused staff, who model the College Motto and espouse the Values so fundamental to our existence. Our College is truly one in which the concepts of faith, excellence, commitment, care, and service are not merely words, but rather a promise we make to each other. It is this reality and our belief in Christ that calls us to our purpose for each other in His service.

**The Strategic Intent** has at its very foundation our belief of 'Inspiring Christian Character' and is grounded in whole school goals and strategies to ensure a seamless transition throughout the College.

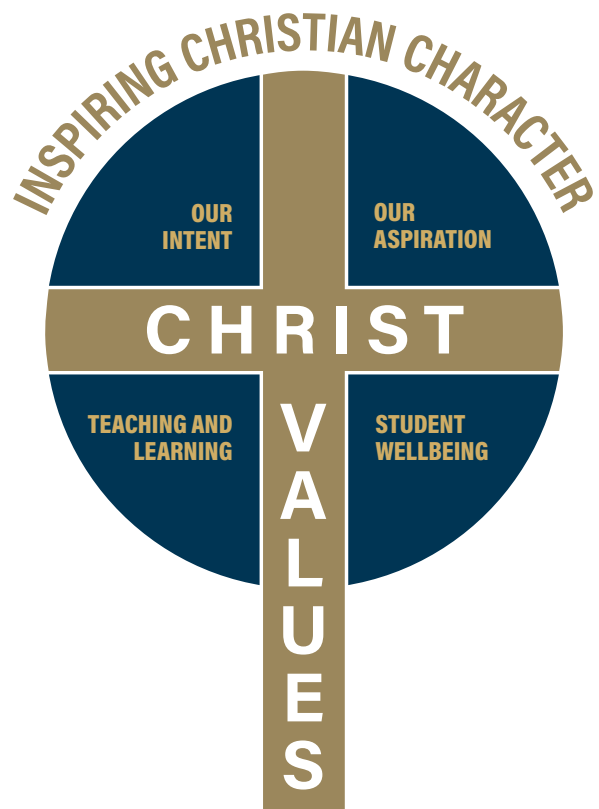
### GENERAL STATEMENTS

Bayside Christian College provides schooling in accordance with Legislation and the requirements of both Federal and State Governments, and through its teaching and learning programs and co-curricular programs, provides opportunities for students, to achieve appropriate learning outcomes.

The Teaching and Learning Programs are linked to both sub-school and whole school planning activities, promote continuity and coherence across the span of the curriculum. At the commencement of the year, teachers meet during professional development days to discuss and plan shared approaches, strategies, and themes to be used throughout the year. These are then reviewed in staff meetings throughout each term and revised again as necessary. Teachers are encouraged to actively seek opportunities for cross-curricula links across learning areas and across phases of development.

Teaching and Learning programmes are saved on departmental spaces on the shared drive and available for easy access. Teaching strategies and techniques are discussed during staff meetings and staff are encouraged to share learning strategies with their colleagues. Staff develop common understanding of vocabulary to assist in the development of consistency of utilisation of such strategies. Staff are encouraged and given the opportunity to team teach and visit the classroom of other colleagues to assist in the development of an informed, integrated learning environment to develop individual teaching practices.

Through its Teaching and Learning Programmes and enriching experiences, Bayside Christian College provides the opportunities for all students to achieve the Learning Outcomes set out in National Curriculum and QCAA syllabi. Staff aim to create imaginative, creative, purposeful, and enjoyable programmes that focus on students' individual needs and abilities. This is further enhanced and detailed through the Individual Education Plans for students with specific learning needs.



Classroom Teachers and Homeroom Teachers present a pastoral programme to students. Students attend Assembly fortnightly and Chapel each week to further explore, enhance and promote these Values. This provides specific guided opportunities for all students to engage, reflect and celebrate these Core Values within our College. This programme also permits teachers to discuss world issues and current affairs in age-appropriate language, thereby discussing issues pertaining to global economy, racism, exploitation, poverty, charity, domestic violence to name but a few. Further these occasions provide a valuable opportunity to discuss and celebrate significant and historical occasions in our Nation's history.

All students participate in Chapels, based upon Baptist teaching, practice and foundations, and these respectfully recognise individual differences, cultural and religious beliefs. Students are encouraged in all aspects of their education to respect themselves and others, to cooperate, contribute, strive for their personal best, participate in all activities, and reflect on their achievements and that of others.

Student progress is monitored and reviewed on a regular basis to assess the effectiveness of the teaching and learning programmes. Whole College testing is conducted through NAPLAN testing in accordance with statutory requirements. Results are analysed and presented to staff to enable revision of programmes and to assist in the identification of student needs, and to inform future planning and assessment. Student data is provided to the Director of Learning Enrichment, Heads of Faculty, and sub-School leaders to assist in the utility of this data.

Parents are kept informed of student progress through regular informal communication and through the College's processes of formal reporting. Parents may meet with teachers to discuss their child's progress at any time, but formal opportunities for parent/ teacher conferences are scheduled each year.

## **BOARD**

Queensland Baptists Education Company is a not-for-profit Company limited by guarantee, registered with the Australian Charities and Not-For-Profit Commission as demonstrated by the College Constitution, ASIC Registration Certificate, and ACNC registration.

The College Constitution clearly sets out in Clause 2 that the College is a not-for-profit entity registered with the ACNC, and that the income and property must be solely applied towards the promotion of the objects of the Company (Clause 6).

The Company is Governed by a Board of Directors.

All Directors hold a working with children authority (working with children clearance or working with children exemption). The Board undertake an annual review of their Governance suitability and the suitability of their Directors. One mandate of this process is confirmation that all Directors have such clearances and that their permissions have not expired.

The College undertakes an annual Governance Review to ensure the ongoing suitability of individual Directors and the compliance of the Board itself. The Governance Review policy makes clear that any changes in the suitability of Directors is immediately reported to ASIC and NSSAB. This document records Blue card details and Director Identification Numbers.

The Board appointed Mr Brian Grimes as the 4th Principal of Bayside Christian College to commence duties as of January 2022. The Principal/ CEO is responsible to the Board for all Operational Matters and the day-to-day leadership of the College. The College Board develop the end policies to direct the Principal in their operations and delegations.

## **COLLEGE LEADERSHIP**

The Principal is the Chief Executive Officer of the College and reports directly to the College Board.

The College Principal serves as the spiritual, educational, and business leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe, traditional, Christian learning environment that meets the approved national and state curricula and enables the College's Mission. This includes ensuring that a vibrant Christian life is active in the College; aspects of which include fostering Biblical teaching, prayer, worship, gifts, wisdom, and mission.

Achieving academic excellence requires that the College Principal works collaboratively to direct and nurture all members of the school staff hired by the Principal or Board of Directors, and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operation.

The Principal is responsible for the appointment, leadership and development of all staff and is ably supported by a number of Executive roles:

- ◇ Director of Business and Finance
- ◇ Deputy Principal/ Head of Senior School
- ◇ Executive Assistant to the Principal/CEO
- ◇ Head of Junior School and Curriculum
- ◇ Director of Positive Education
- ◇ Director of Learning Enrichment

As part of a leadership review and changes to the leadership structure, the following roles were ceased at the end of 2022:

- ◇ Deputy Principal/ Head of Senior School
- ◇ Director of Positive Education

The role of Head of Junior School and Curriculum were split into two separate roles to provide greater time commitment to these important areas through the appointment of a Director of Curriculum and a Head of Junior School.

To further support College operations the following roles were created for the commencement of 2023:

- ◇ Coordinator of LMS and QCAA
- ◇ Lead Head of Faculty
- ◇ Senior School Coordinator

## **MASTERPLAN**

In February of 2022, the College Board, and the Principal, interviewed a range of Architects, and through this tender and evaluation process, selected Novum Architects to be our preferred partner to develop the College's Masterplan. Novum led the development of this project with the College's Principal/CEO and following community consultation have developed a Masterplan that addresses the educational and operational needs of the College in going forward.

This impressive Masterplan has been approved in principle by the College Board and is currently being costed for the purposes of financing and financial planning. The College Board have directed that the College now proceed through the Ministerial Designation Application process to gain permission for this development.

It is anticipated that the College will release further details of this significant and impressive plan in the coming months and will extend the consultation period to gain further feedback.

## 8. CONTEXTUAL INFORMATION — BAYSIDE CHRISTIAN COLLEGE

<b>SCHOOL SECTOR</b>	Independent
<b>YEAR LEVELS OFFERED</b>	Early Learning Prep–12
<b>CO-EDUCATIONAL OR SINGLE-GENDER</b>	Co-educational
<b>CHARACTERISTICS — STUDENT BODY</b>	205 Boys 220 Girls 425 Students — Total Enrolments



## 9. STAFFING

NUMBER OF TEACHERS (FTE)	43
NUMBER OF NON-TEACHING STAFF (FTE)	13.8
NUMBER OF GROUNDS/ MAINTENANCE/ BUS DRIVERS (FTE)	6.2
NUMBER OF ADMIN STAFF (FTE)	9.2

### HIGHEST QUALIFICATIONS OF TEACHERS

HIGHEST QUALIFICATION	PERCENTAGE OF STAFF
Doctorate	NIL
Masters	20%
Bachelor Degree + Graduate Diploma	13%
Bachelor Degree	67%
Diploma	Nil
Certificate	Nil

### INVESTMENT IN PROFESSIONAL DEVELOPMENT

NUMBER OF TEACHERS (FTE)	TOTAL EXPENDITURE OF PROFESSIONAL DEVELOPMENT	AVERAGE INVESTMENT IN PD/TEACHER
43	\$136,725	\$3,179

### PROFESSIONAL DEVELOPMENT

The following list represents a description of the type of Professional development courses attended to by staff:

- CPR and First Aid
- Peacewise Training
- Online Auslan Course
- Australian Christian Schools Leadership
- ISQ – Leadership
- SEQTA Training
- TASS Training
- ISQ Child Protection Courses
- ISQ Differentiation Courses
- ISQ Learning Needs Training (including ASD and ADHD)
- Australian Curriculum Training



## DEVOTIONS

Being a Christian School, all teaching staff are involved in daily Morning Devotions at the College. The Devotions provide the staff of the College to come together, to encourage each other in prayer, to offer our united prayers to God, and to help each other grow spiritually and in our Mission.

In addition to our daily Devotions, our College holds a Staff Prayer Meeting once per Term, in which we are joined by the College Board and members of the Fraser Coast Baptist Church and Hervey Bay Baptist Church for community prayers.

## STAFF ATTENDANCE

The table below show staff attendance as a function of sick days and percentage attendance.

NUMBER OF TEACHERS	NUMBER OF ABSENCES (SICK LEAVE)	NUMBER OF SCHOOL DAYS	ATTENDANCE RATE
55	906.8 days	8,173.3 days	88.9%
ALL STAFF			
103	1,358.2 days	14,246.5 dfays	90.5%

## STAFF RETENTION RATE

NUMBER OF STAFF IN 2021	STAFF RETAINED IN 2022	% RETENTION RATE
116	87	75%

# 10. FUNDING INFORMATION

School Income Broken Down by Funding Source. Please refer to the My School website.

# 11. SOCIAL CLIMATE

Bayside Christian College is a small Christian school in Hervey Bay with a strong focus on aspirational educational outcomes, broad opportunity, and the development of personal character and leadership within a biblical framework and commitment.

The College aims to provide opportunities to inspire Christian character in our students in all we do, and to develop their understanding and expression of faith and leadership in their service of others.

At Bayside Christian College, we strongly believe that it is the quality of the human relationships and the beliefs that exist within a school that define its character, its feel and the essential teaching and learning relationships that are formed.

Our College is a Christian School — one in which we deliver a student-centred, creative, and engaging education of the highest standard, founded in a Christian worldview. Our Christian beliefs permeate and inform our engagement, support our calling as educators, and give us the higher purpose of educating and supporting the young lives entrusted to us. These beliefs help us to make sense of the complexity of life and draw us to understand God's design and purpose for us.



There are many opportunities for students, staff, and parents to interact throughout the many co-curricular activities and events. These activities included:

#### **SPORT:**

Athletics  
Basketball  
Football  
Multisport Excellence Program  
Netball  
Oz Tag  
Rugby League  
Running Club  
Tiny Taggers  
Volleyball

#### **ARTS:**

Art Club  
Choir  
Dance Club  
Knitting and Craft  
Music Club

#### **CLUBS:**

Adventure Warriors  
Big Brothers' Club  
Big Sisters' Club  
Board Games  
Book Club  
Eco Club  
English Tutoring  
Homework Club  
Lego  
Mathematics Tutoring  
Minecraft  
Pilates  
Science and Technology — Tutoring



Parent, Teacher, and Student satisfaction with the school is reflected in the retention rates of staff and families.

#### **STAFF**

Our staff are united in our higher calling and Christian Ministry. Staff support each other in many ways, help each other in their professional growth and engage in a variety of events each year as a social group. These activities strengthens the bond between teachers and staff in a relaxed atmosphere and reinforce the service we owe to each other.

Other staff activities include the celebration of staff birthdays, Harmony Day, and special achievements. All staff have access to an Employee Assistance Program, called Life Works. This Service and support is offered free of charge to all members of staff and their immediate family members, to assist them in their lives so they are better able to function in their professional roles. The program not only provides counselling support but also advice/support in financial planning, and an extensive range of personal health matters.

Staff have access to all mandated leave classifications but can also seek flexible work arrangements from the Principal when needed. Staff are provided with free Influenza vaccinations to assist in managing their health.

The staff needed to operate a school stem from a wide variety of professional areas such as teaching, administration,

accounting, marketing, and technical, mechanical, and trade expertise. The College cannot operate without all of these areas of expertise and as such no one role or group of staff is more important than any other. While the College does operate through a leadership structure in which varying levels of responsibility and accountability are held, no one role is more important than another in a school.

As such, our school is truly an inclusive entity in which all are not only respected for the personal attributes and the God-given gifts they bring, but that each role in the school is equally valued and respected.

## PARENTS

The College recognises and greatly appreciates the deep trust that parents have with the College in the education and care of their child. The College views this relationship as a critical partnership in the collaborative effort of educating and raising a child. The reality is that neither parents nor the College can truly succeed to their individual potential in the raising of a child without this critical partnership. It is for this reason that it is truly important that Parents and the College are clear as to their values, beliefs, and expectations, to see if there is a true fit or alignment of purpose, and an agreement on the values that enable a positive long-term relationship to form.

Enrolment at Bayside Christian College is not, and should not be considered, a mere arrangement for a child to be educated as this oversimplifies, undervalues, and neglects the nature of the relationship that is being entered into upon enrolment. There are a great many schools, both State and Independent in which both parties may come together for the sole purpose of education. This transactional attitude or approach does not align with Bayside Christian College. In contrast, enrolment at Bayside Christian College is a commitment parents make, to have their family join the family of the College, to grow as a part of the community, and to share in, respect, and commit to the stated values and beliefs.

Parents are invited to be a part of the community through community fun days, and special occasions such as Mother's/ Father's and Special Friends Days. The College communicates and informs parents of the various community activities through the Parent Portal — which includes a College calendar, daily notices, and email facilities, through Facebook, Instagram, through the College Diary, Newsletter, and webpage, and through special occasions and gatherings such as Prayer meetings and Assemblies.

Teachers make regular contact with parents to not only inform them of their child's progress but to welcome them into the educational partnership. In the Junior School, staff use an application called Seesaw to share work samples and showcase learning activities so that parents may see the wonderful work being completed by their children.

## STUDENTS

Our students are not simply those we work with; they are the sole reason we exist. Our Intent is to *inspire Christian character* in all, to bring children to Christ through an understanding of His Word, love, and purpose for them, and to grow our young people with an aspiration of uncovering *the Treasures of Wisdom and Knowledge in a community of lifelong learning*.

This aspiration and clear intent is more far-reaching than mere educational attainment, and speaks to an understanding of life, the honouring and praise of God who created us, understanding and discerning the gifts

He has given each one of us, and discovering the God-given purpose for our lives. This level of discernment demands not only a study of the Christian faith, but also the development of a deep respect of self, of others and the acknowledgement and appreciation of the responsibility we have to others and to our community, should we wish to belong and be supported by others. The concept of Service is not derived from a basis of servanthip, but rather through the lens of love and deep care for all others, our acknowledgement of the rights of others, and our appreciation of the need to put others before ourselves.

The College grounds are indeed unique and provide a beautiful and calming space. Our College is not a campus in which land has merely been cleared for buildings, but rather the man-made environment is nestled and intricately woven within the natural environment. Students are encouraged to develop an appreciation of the natural environment as a gift from God, and to understand our role in the stewardship of the land.

Our classes are small, friendly, and engaging. The College follows the Australian Curriculum as mandated but also provides learning opportunities in Religious Studies, Chapel, and offers a number of sporting and Arts programs.

Student learning is prioritised with learning being differentiated to support individual learning needs whenever possible. The College maintains a significant Learning Enrichment Faculty led by a highly experienced Director of Learning Enrichment, who is a member of the College Executive. This enables students with specific learning needs to be catered for, as well as providing specific opportunities to extend and challenge students who require and would benefit from academic extension.

The College's Pastoral Care system is based upon Biblical principles and developed through a specific program called *Peacewise*. This program is the basis of our engagement with students and the development of relationships between students.

Students are provided with opportunities for leadership growth and development through formal leadership roles, sporting, cultural and Arts programs, fundraising for the charities we support, and classroom activities to name but a few.

Our College welcomes all students, who wish to grow in an understanding of Christ, and who are prepared to be a part of a community of care, and who commit to respect the rights of others and to behave with the Values and Beliefs treasured by the College. As enrolment at an Independent School is indeed a choice and one in which parents must make application for, enrolment at our College is indeed a deliberate and considered choice that is made, and one that comes with these understandings and commitments.





## 12. STUDENT OUTCOMES

The average student attendance for the whole school in 2022 was 87%.

### ATTENDANCE RATE BY YEAR

YEAR GROUP	ATTENDANCE RATE	YEAR GROUP	ATTENDANCE RATE
Prep	89%	Year 7	91%
Year 1	88%	Year 8	86%
Year 2	87%	Year 9	84%
Year 3	89%	Year 10	83%
Year 4	89%	Year 11	83%
Year 5	90%	Year 12	84%
Year 6	86%		

### A DESCRIPTION OF HOW NON-ATTENDANCE IS MANAGED BY THE COLLEGE

Bayside Christian College is dedicated to fulfilling the need for holistic (K–12) education in the Bible-informed Christ-centred tradition of servant leadership, in a way that encourages, enables, and supports our students to be the best possible version of themselves. Our aspiration lies in uncovering the treasures of wisdom and knowledge in a community of life-long learning and we are truly committed to inspiring Christian character in all we do.

- ◇ All students are expected to attend school every day unless they are ill or unable to attend school due to a scheduled appointment.
- ◇ The early identification of student's whose attendance is not regular is crucial to minimising student absences.
- ◇ When the College identifies a pattern of absenteeism or a period of absenteeism with unsatisfactory or unexplained absences then the College is mandated through legislation to enforcing parental expectations regarding school attendance.
- ◇ The College will use the following processes in managing student absences:

#### 1. College identifies a concern with respect to student absence. This will be initiated following a:

- (a) 5-day period of continued absence without adequate/ acceptable explanation;
- (b) A recognised pattern of absences or days of absences without adequate/ acceptable explanation;

#### 2. Regular absenteeism during period of assessment without adequate/ acceptable explanation;

- ◇ Should the Homeroom Teacher (Senior School) or the Class Teacher (Junior School) believe such an absence has occurred they will report the matter to their respective Head of School.
- ◇ The Head of School will assess the period of absence and if they concur that an absence has taken place they will:
  - (i) determine whether an exemption for such leave has been granted;
  - (ii) contact the family by phone to note their concerns; and
  - (iii) support the family in discussing strategies to get their child to return to school.
- ◇ Should there not be an acceptable reason provided for the absence and the student does not return the following day to school, then the Head of School will inform the Principal/CEO and then issue a Level 1 letter on Student Absenteeism to parents by Registered Post.
- ◇ Should the student not return to the College within 7 days of the Level 1 letter being sent, the Head of

School will inform the Principal, who will issue a Level 2 letter on Student Absenteeism to parents by Registered Post.

- ◇ Should the student not return to the College within 7 days of the Level 2 letter being sent, the Principal will issue a Level 3 letter on Student Absenteeism to parents by Registered Post. This letter will confirm:
  - (i) That the Child's enrolment will be terminated within 7 days if they do not return to school;
  - (ii) That the student's absence will be reported to the Department of Education and the Queensland Police Service for action and potentially prosecution;
  - (iii) All fees due to the College are now due within 7 days or legal action to commence.

The College maintains a record of a student's presence/ absence on a lesson-by-lesson basis on the software application SEQTA. This aids the College in adhering to its duty of care obligations. This program was replaced at the end of 2022 with a new application platform called TASS.

The College keeps a record of the reason for a student's absence from the College and notes why the absence was considered to be for a reason beyond the control of the student's parents or guardians or the student if the student is living independently of the student's parents or guardians.

Absence logs are generated every day to ensure accuracy and to look for any discrepancies in the data.

## ACADEMIC RESULTS

### *NAPLAN RESULTS FOR YEARS 3, 5, 7 AND 9 IN 2021*

The National Assessment Program is run at the direction of the Education Ministers Meeting (previously known as the Education Council). It includes the National Assessment Program — Literacy and Numeracy (NAPLAN), the three-yearly sample assessments in science literacy, civics and citizenship, and information and communication technology (ICT) literacy, and participation in international sample assessments.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is the independent statutory authority responsible for the overall management of the Australian National Assessment Program, in collaboration with representatives from all states and territories and non-government school sectors.

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.

While these assessments have use in the reflections on an individual student's development, it is important that these assessments are not given an over-emphasis in consideration or value. This reasoning is based upon the following:

- ◇ These Assessments represent a single assessment of a child's performance on a single day in their education;
- ◇ The Assessment Scores and Averages do not take into account the length of time a child has been at a particular school, any recognition of their learner profile or difficulties, nor the individual circumstances that affect their learning.

For these reasons, average NAPLAN Scores have very limited value, although mandated to be reported. A far better measure of achievement would be to examine the overall change and trends in educational attainment. This is shown on the My School website.

*Table of results overleaf:*

## NAPLAN RESULTS

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
<b>YEAR 3</b>	<b>397</b> (422)	<b>407</b> (406)	<b>379</b> (401)	<b>404</b> (419)	<b>398</b> (387)
<b>YEAR 5</b>	<b>508</b> (500)	<b>480</b> (468)	<b>505</b> (493)	<b>518</b> (491)	<b>488</b> (478)
<b>YEAR 7</b>	<b>526</b> (535)	<b>511</b> (515)	<b>531</b> (540)	<b>536</b> (527)	<b>522</b> (536)
<b>YEAR 9</b>	<b>578</b> (566)	<b>561</b> (544)	<b>574</b> (569)	<b>560</b> (565)	<b>581</b> (575)

These results indicate that the College was above the State Average in 12/20 domains and placed Bayside Christian College as the leading P-12 School in the region.

## YEAR 12 RESULTS

<b>NUMBER OF STUDENTS AWARDED A SENIOR EDUCATION PROFILE</b>	12
<b>NUMBER OF STUDENTS WHO RECEIVED AN ATAR</b>	3
<b>NUMBER OF STUDENTS WHO COMPLETED A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP (SAT)</b>	1
<b>NUMBER OF STUDENTS AWARDED ONE OR MORE VOCATIONAL EDUCATION AND TRAINING (VET) QUALIFICATIONS</b>	5
<b>NUMBER OF STUDENTS AWARDED A QUEENSLAND CERTIFICATE OF EDUCATION</b>	7

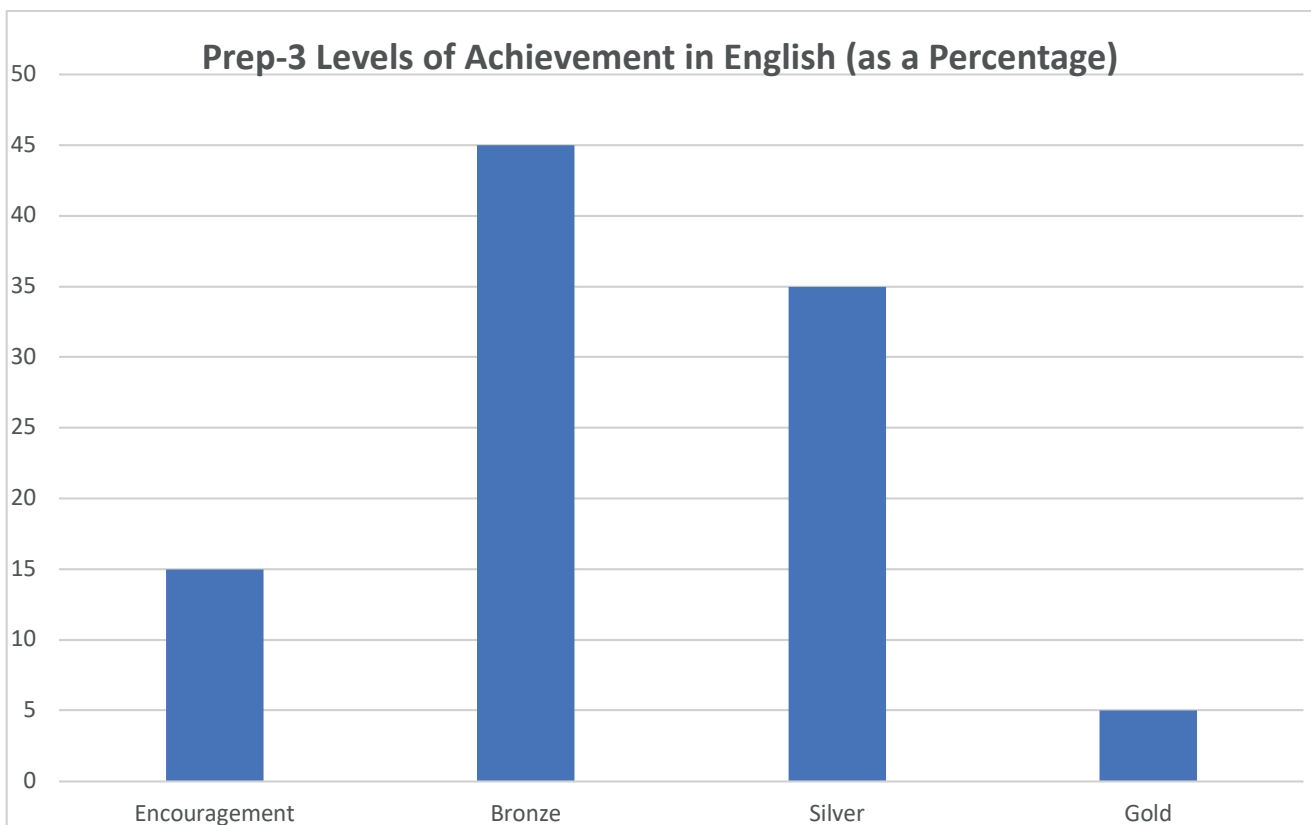


## ACADEMIC AWARDS

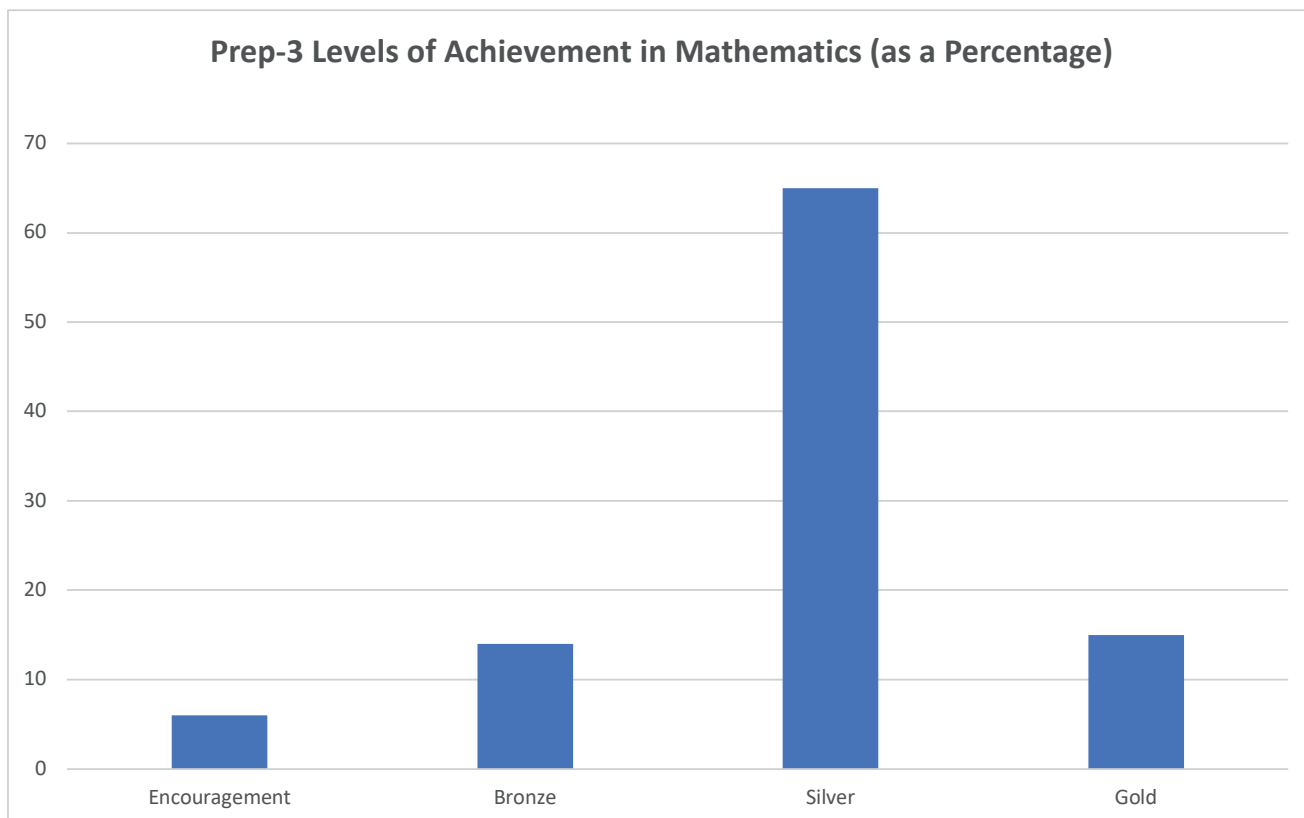
In 2022, the College introduced a new series of Academic Awards. These Awards are listed below:

### PREP - YEAR 3

<b>GOLD AWARD</b>	A student will be Awarded a Gold Award for <u>each subject</u> in which they have consistently achieved the rating of 'Applying' in all formal Reporting periods.*
<b>SILVER AWARD</b>	A student will be Awarded a Silver Award for <u>each subject</u> in which they have consistently achieved at least the rating of 'Making Connections' in all formal Reporting periods.*
<b>BRONZE AWARD</b>	A student will be Awarded a Bronze Award for <u>each subject</u> in which they have consistently achieved at least the rating of 'Working With' in all formal Reporting periods.*
<b>ENCOURAGEMENT AWARD</b>	If not awarded any of the above for subject achievement, the student will be awarded an Encouragement Award for <u>each subject</u> .



**Figure 1:** The percentage of students in Years Prep-3, who were a recipient of an *Encouragement Award*, *Bronze Award*, *Silver Award*, or the highest Award — *Gold in English*.

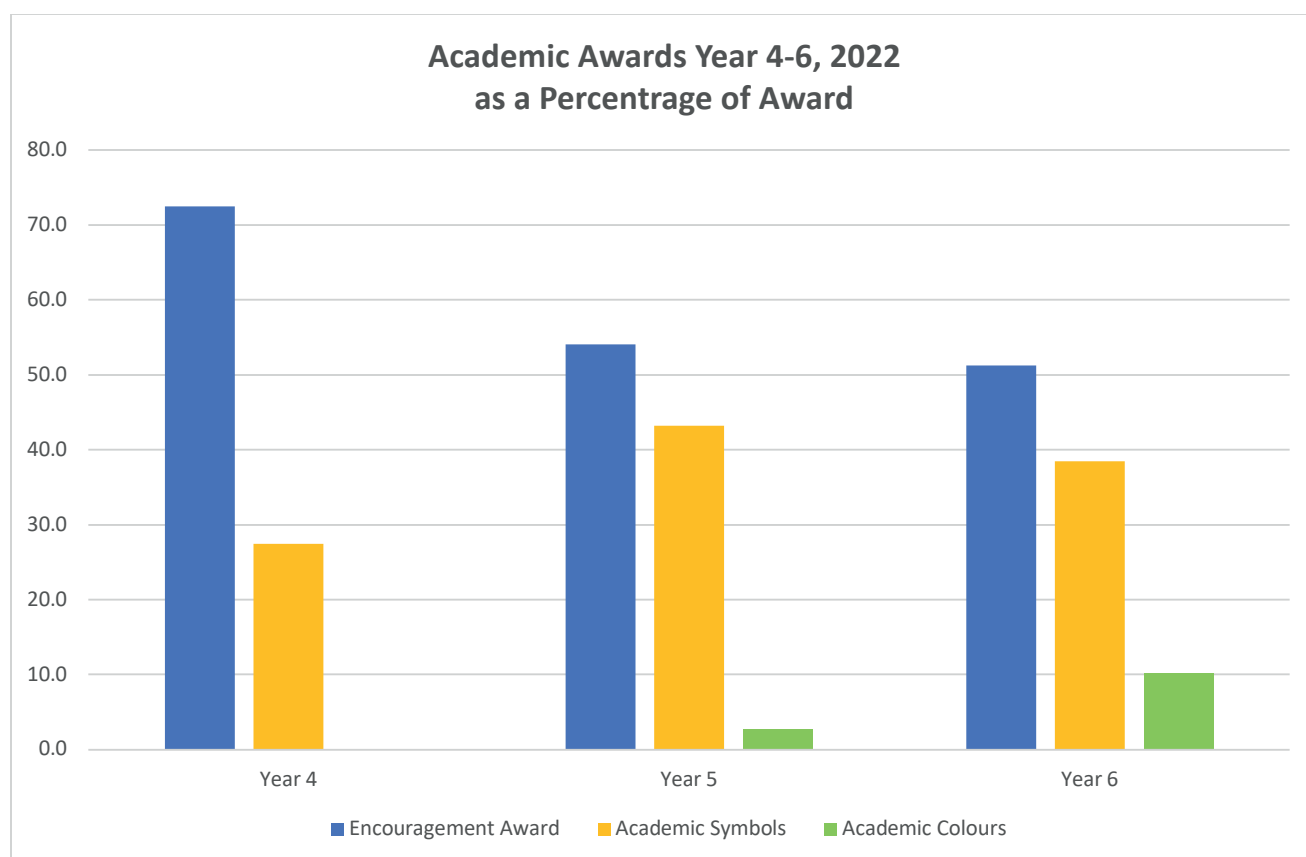


**Figure 2:** The percentage of students in Years Prep–3, who were a recipient of an *Encouragement Award*, *Bronze Award*, *Silver Award*, or the highest Award — *Gold in Mathematics*.

## YEARS 4-6

<b>ACADEMIC COLOURS AWARD</b>	A student will be Awarded an Academic Colours Award for a minimum of 6 'A's with all remaining grades being 'A' or 'B' Grades.
<b>ACADEMIC SYMBOLS AWARD</b>	A student will be Awarded an Academic Symbols Award for a minimum of 6 'A' or 'B' Grades (no D or E Grades). All subjects either 'A', 'B' or 'C' grade.
<b>ACADEMIC ENCOURAGEMENT AWARD</b>	Any student not receiving another Academic Award.

The percentage of students in Years 4–6, who were a recipient of an *Encouragement Award*, *Academic Symbols*, or the highest award — *Academic Colours* is shown in Figure 3. This Figure shows the improvement in Academic achievement from Year 4–6, indicating the strength and quality of the Year 4–6 educational program.

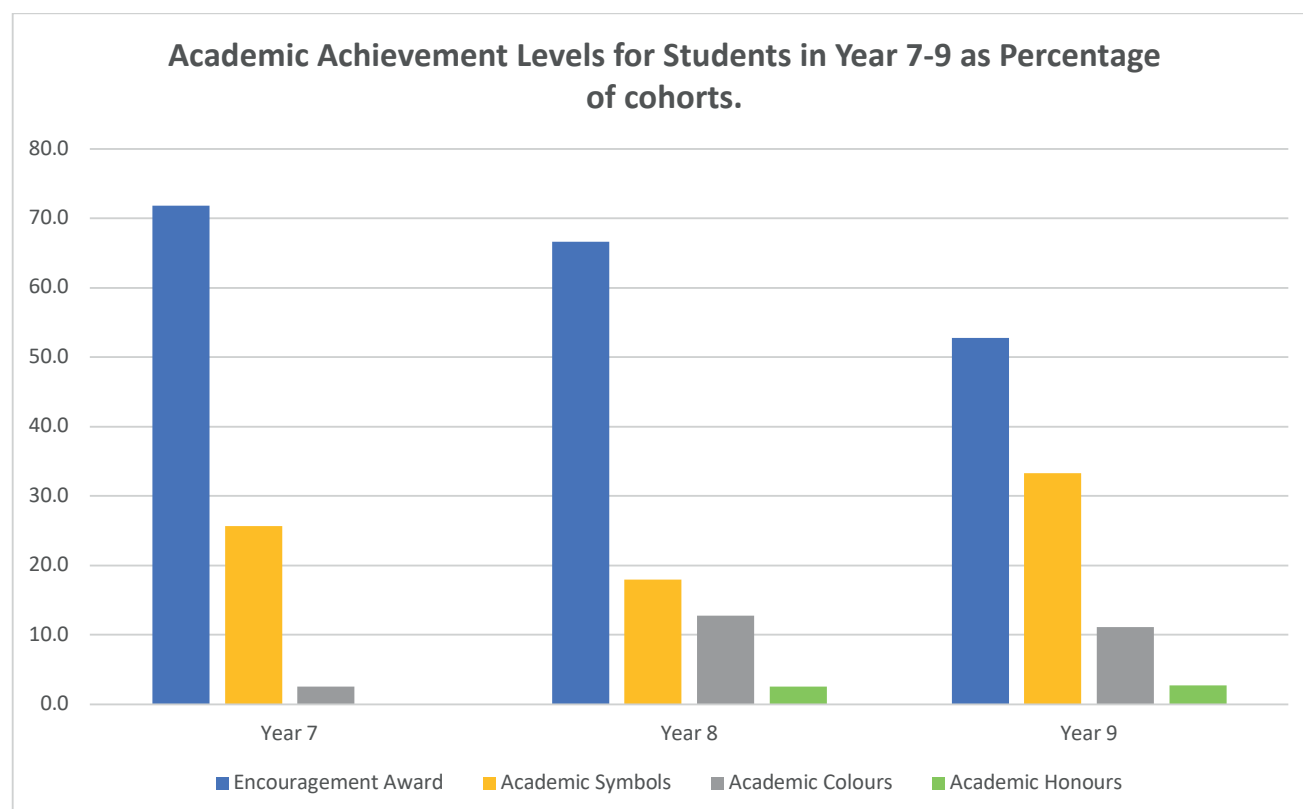


**Figure 3:** The percentage of students in Years 4–6, who were a recipient of an *Encouragement Award*, *Academic Symbols*, or the highest award — *Academic Colours*.

<b>ACADEMIC HONOURS AWARD</b>	A student will be Awarded an Academic Honours Award for the achievement of all 'A' Grades.
<b>ACADEMIC COLOURS AWARD</b>	A student will be Awarded an Academic Colours Award for a minimum of 6 'A's with all remaining grades being 'A' or 'B' Grades (no D or E Grades).
<b>ACADEMIC SYMBOLS AWARD</b>	A student will be Awarded an Academic Symbols Award for a minimum of 6 'A' or 'B' Grades (no D or E Grades).
<b>ACADEMIC ENCOURAGEMENT AWARD</b>	Any student not receiving another Academic Award.

The percentage of students in Years 7–9, who were a recipient of an *Encouragement Award*, *Academic Symbols*, *Academic Colours*, or the highest *Academic Honours* is shown in Figure 4. This figure shows that 28% of Year 7 students, 33% of Year 8 students and 47% of students in Year 9 achieved an outstanding record of six A or B grades (with no D or E grades).

These levels of Academic Achievement have continued to place Bayside Christian College as one of the leading academic schools in the region.

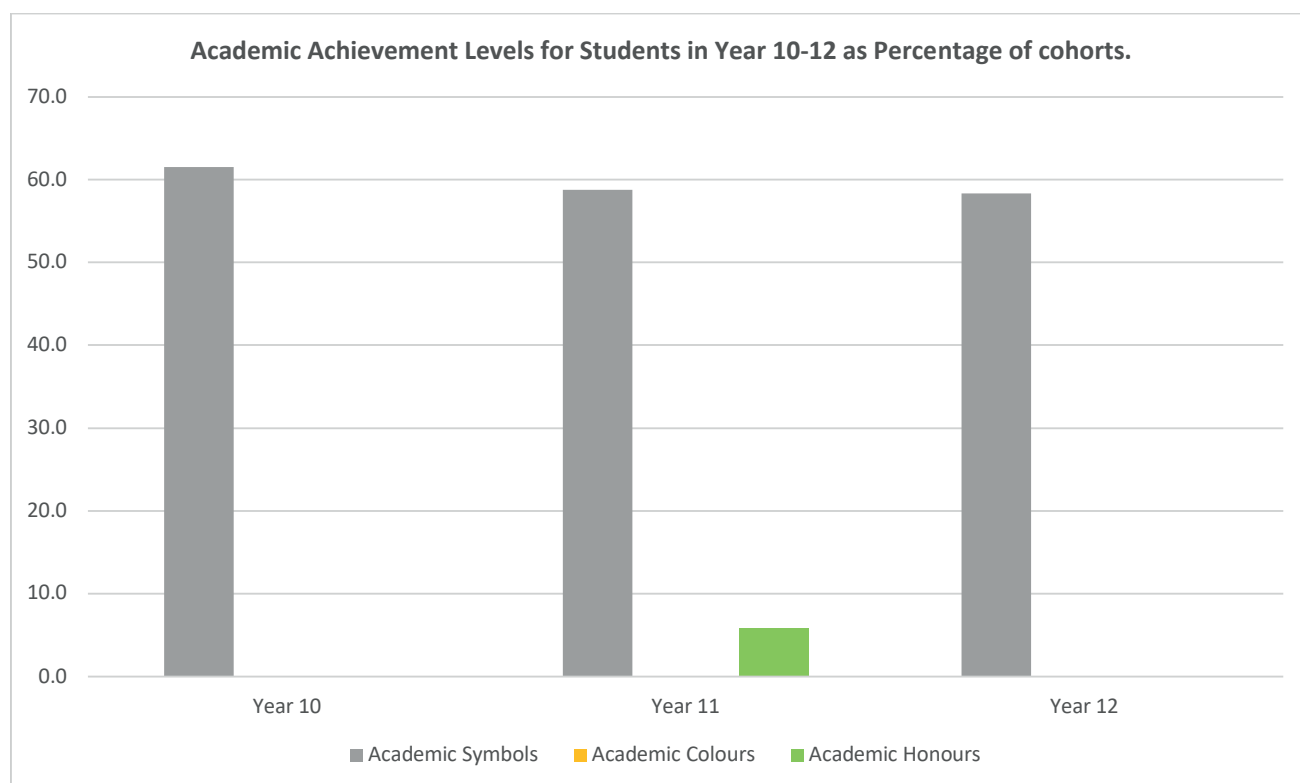


**Figure 4:** The percentage of students in Years 7–9, who were a recipient of an *Encouragement Award*, *Academic Symbols*, *Academic Colours* or the highest award — *Academic Honours*.

<b>ACADEMIC HONOURS AWARD</b>	A student will be Awarded an Academic Honours Award for the achievement of all 'A' Grades.
<b>ACADEMIC COLOURS AWARD</b>	A student will be Awarded an Academic Colours Award for a minimum of 6 'A' or 'B' Grades (no D or E Grades).
<b>ACADEMIC SYMBOLS AWARD</b>	A student will be Awarded an Academic Symbols Award for a minimum of all 'C' Grades.

The percentage of students in Years 10–12, who were a recipient of an *Academic Symbols*, *Academic Colours* or the highest *Academic Honours* is shown in Figure 5. This figure shows that 62% of Year 10 students, 65% of Year 11 students and 58% of students in Year 12 achieved a minimum of C grades (with no D or E grades); and 6% of students achieved straight 'A' grades.

These levels of Academic Achievement have continued to place Bayside Christian College as one of the leading academic schools in the region.



**Figure 5:** The percentage of students in Years 10–12, who were a recipient of an *Academic Symbols*, *Academic Colours*, or the highest award — *Academic Honours*.

## 13. COLLEGE OFFERINGS

### **STUDENT WELLBEING, PASTORAL CARE, AND LEARNING ENRICHMENT**

Counselling, Chaplaincy and Learning Enrichment services and processes are staffed by qualified staff whose priority is student wellbeing and care. Students are empowered with skills to negotiate the many challenges of growing up, adolescence, navigating school life and beyond, and in dealing with issues such as relationships, bullying, study habits, health, and life concerns. Our classroom and homeroom teachers are the first point of contact for Pastoral Care matters.

Our staff are skilled in differentiating learning programs to enable greater student engagement, enjoyment, and achievement. Our Learning Enrichment Program offers challenging and engaging tasks for our gifted and talented students, as well as assisted learning for students requiring additional support.

### **CURRICULUM OFFERINGS**

#### ***JUNIOR SCHOOL PREP-YEAR 3***

Developing a child's natural curiosity, allowing them to explore their creativity, and sparking a sense of excitement, the wonderment of God's many creations, and the gifts He has given us, is a wonderful basis for any learning environment.

Our Junior School is a place of rich engagement and one in which our young people develop their first friendships, learn how to socialise with others, to work together and explore their creativity. They learn about caring for others, living in community with others and learning to appreciate the gifts of others.

Learning is fun, engaging, and empowering. Our children develop confidence in themselves, and this gives rise to positive habits of mind and wellbeing. They explore new ideas with curiosity and optimism and learn how to work with and serve others. They start on their journey to know God and to learn how He wants us to live our lives. They understand that we can all talk to God in prayer at any time, and to feel blessed and loved by Him.

#### ***JUNIOR SCHOOL YEAR 4-6***

As children grow through these Middle Years, they explore, question, and seek greater responsibility and independence. Our staff recognise and understand the stages of a child's development and aim to help them manage choice and decision-making and understand the consequences of our decisions in a safe and constructive manner. Enabling young people to make 'safe choices' and to learn to manage disappointment and challenge is an important part of a child's development.

Children need support during these years to ensure they can face challenges with optimism, handle disappointment and to retain the confidence and encouragement to keep trying. It is in these critical years, that we start to encourage our young people to apply their learning to the world around them and in so doing, help make their learning acutely relevant to them and enable them to develop a love for learning and the exploration of ideas.

Friendships can be tested during these years and so it is important that we continue to learn about how we are called to treat each other. Our strong Christian focus brings our values of Compassion, Humility, Resourcefulness, Integrity, Service and Tenacity to the fore and enables a strong, caring, and Christian outlook to develop.



## **JUNIOR SCHOOL CURRICULUM**

Our Prep–Year 6 programs are based on the Australian curriculum and include all of the following subject areas:

- ◇ English
- ◇ Mathematics
- ◇ Science
- ◇ Humanities and Social Sciences
- ◇ Health and Physical Education
- ◇ Christian Studies
- ◇ Digital Technologies
- ◇ Auslan
- ◇ Art
- ◇ Music

Our students have significant access to learning digital technologies and devices, with students having protected access to our College Intranet and the Internet.

### ***LEARNING ENRICHMENT AND SPINNAKER***

Our Learning Enrichment Team are staffed by a number of highly specialised and trained staff in managing and supporting students with learning difficulties as well as those who need to be challenged to extend their thinking beyond the curriculum.

Students are supported in their learning through differentiated and/or modified programs where necessary to ensure the learning program is appropriate to the needs of the child.

Students who are advanced in their learning may be invited to join the Spinnaker Program, which is designed to support and challenge the learning of those who can already achieve the requirements of the curriculum and who would benefit from further extension. Through these programs, our students get the actual support they need, when they need it.

### ***SPINNAKER PROGRAM***

The Spinnaker Program is the College's specialised program and offering for advanced students. Entry into this program is by application.

Students in this program may participate in a range of opportunities that holistically harness the learning from their curriculum and challenge them to transfer and apply their knowledge to a range of real-world problems and issues.

Students in this program also have the opportunity to compete in a number of competitions and events such as Future Problem-Solving, Extension Reading and mathematics, Spelling Bee, STEAM, Drone and Robotics challenges, and Makerspace programs to name just a few.

## SENIOR SCHOOL YEAR 7-9

Adolescence is a time of significant change in the life of a child; a time of physical change, emotional change and one in which many are asking questions in an attempt to discover who they are and what they believe. It is during these years that they need a friendly, caring and highly nurturing environment – one in which they can ask the questions needed, and form the ideas and character that will define them for life.

Young people feel challenged, face doubts and uncertainty, not only with the academic demands of their studies, but in the emotional setting of friendship groups and in trying to understand who they are. Our staff understand these challenges and provide the necessary support and opportunity to succeed academically, develop the strong habits that will enable such success for years to come, to develop and manage the friendship challenges so often found in these years, and start to truly appreciate the presence of Christ in our lives.

Students are encouraged to develop a far greater appreciation of service, understand the different ways in which we can choose to behave or respond to different situations, and through dynamic and integrated subject electives learn to apply their core curriculum skills to a range of disciplines and problems.

Our Year 7-9 programs are based on the Australian curriculum and include all of the following subject areas:

- ◇ English
- ◇ Mathematics
- ◇ Science
- ◇ Humanities and Social Sciences
- ◇ Health and Physical Education
- ◇ Christian Studies
- ◇ Digital Technologies
- ◇ Auslan
- ◇ Art
- ◇ Music

Our students have significant access to learning digital technologies and devices, with students having protected access to our College Intranet and the Internet.

In addition to this Core Curriculum, our students can elect to undertake a broad range of additional subjects including:

- ◇ Dance
- ◇ Drama
- ◇ Fashion and Textiles
- ◇ Food Technology
- ◇ Jiu Jitsu \*
- ◇ Music
- ◇ Media Arts and Information Technologies
- ◇ Woodwork
- ◇ Visual Art

*\*Students may elect to undertake the study of Aikido as a martial art, under the expert guidance and instruction of a qualified and highly recognised instructor.*

## SENIOR SCHOOL YEAR 10-12

Students form opinions, start to question, and seek answers, as they commence on a path that will lead them to the world beyond the school gates. Our staff walk beside our students, supporting them when they need it, and allowing them to challenge ideas and thoughts in a safe and nurturing setting. This is a period in which risk-taking behaviours can be so incredibly damaging, and so mentoring, positive experiences, and deep, thoughtful, and purposeful engagement is critical to success.

Our students continue their path of self-discovery, grow in their understanding of Christ's love for them and the life He wants us to live. They make important decisions about their futures and understand the value of giving back to others.

They further develop their many Gifts and find strong support from staff in forging the necessary skills, the attributes, and the humanity required for the journey ahead. They commence relating the Gospel to their life and start the journey of discovering the purpose God has for them.

## QCAA CURRICULUM

Year 11 and 12 follow the [new QCE system](#) and have an extensive range of subject offerings as shown in the following Tables.

This extensive offering of **31 subjects in each of Year 11 and 12** means that every student's interest can be catered for. These subjects ensure that regardless of whether a young person wishes to head for University, TAFE, other training, or the workforce, that we have the subjects and courses to help them get there.

We offer a range of activities that caters for a wide range of student abilities and interests, providing avenues for building friendships and self-confidence. Students who have a special talent are encouraged to participate in activities designed to foster and enhance their skills. We offer individual and team-based sports and students are encouraged to participate in these activities for enjoyment, personal fitness, and well-being.

ENGLISH SUBJECTS	MATHEMATICS SUBJECTS	THE SCIENCES	HUMANITIES & BUSINESS
English	Essential Mathematics	Biology	Accounting
Essential English	General Mathematics	Chemistry	Business
English Literature (2023)	Mathematical Methods	Marine Science	Legal Studies
	Specialist Mathematics	Physics	History

THE ARTS		
Dance	Drama	Visual Art

TECHNOLOGY BASED SUBJECTS	APPLIED COURSES		
Food and Nutrition	Early Childhood Studies	Fashion	Media Arts
	Music in Practice	Religion and Ethics	Tourism
	Information Communication Technologies		Sport & Recreation
Certificate II in Hospitality		Certificate II in Construction	
Certificate II in Community Service		Certificate in Ministry	

These extensive offerings ensure that **every student** has the opportunity to undertake a diverse educational program, **which enables the completion of the pre-requisite subjects for all University courses. This is a long-standing benefit of our College over many schools.**

Not only can our students easily enter and access University courses following graduation, but they can also be prepared for further study at TAFE, undertake an apprenticeship, or develop the skills to enter the workforce.

Above all else the Bayside Christian College Graduate is a young person of Christian character and strong moral fibre. They have the desire to contribute positively to society and give generously of themselves in the service of others. They have the courage and humility to lead, and to stand for what they believe in, not for personal gain, but rather in the defence of others. They have a deep understanding of God's love, an appreciation of His design for their life, and find strength and peace in listening to His word. They apply Biblical teachings to life and actively seek a life journey that is pleasing to God.

The Bayside Christian College Graduate is environmentally aware and seeks the positive stewardship of the Earth's resources. They display a passion for learning, are resourceful, apply their knowledge to a variety of contexts to benefit society. They treat all others with dignity, respect, and love their neighbours as themselves. They stand in opposition to anything that hurts those most vulnerable in society and actively seek to care and protect others.

The Bayside Christian College Graduate takes an active interest in world affairs, has the courage to speak the truth and to do what they know to be true, right, and proper in the care of others, the moral, ethical, and spiritual advancement of society and in the sound stewardship of the world around them.





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