



2018 ANNUAL REPORT



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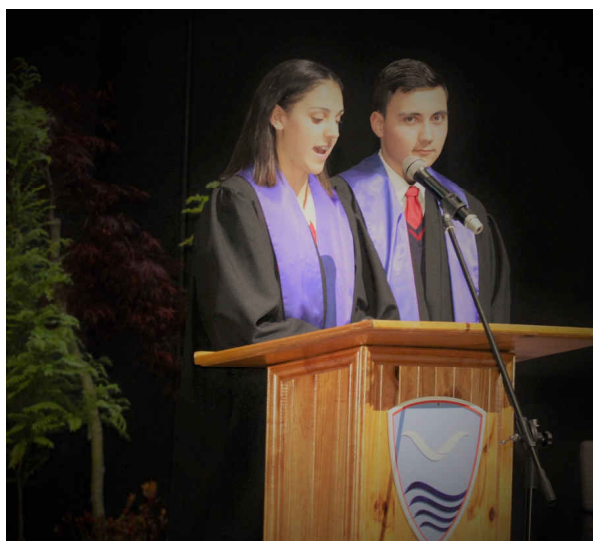
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Geelong Baptist College

A Community of Care, Challenge and Achievement



INTRODUCTION

Geelong Baptist College (GBC), consisting of a co-educational Primary and Secondary school commenced in 2002. Established on a Christian foundation, it has an open enrolment policy and has a growing student population from Foundation to Year 12.

We offer an educational climate including care, challenge and achievement. Our Motto, 'Live the Truth', encompasses core values which include respect, integrity, initiative, resilience, positive work ethic, compassion and teamwork. Our Logo is "Learning for tomorrow and rising above the challenges of today.

We acknowledge and value each individual student's background, interests and abilities and aim to cater for those individual differences, appreciating each student's personal learning journey.



The College's mission is to deliver to society young people who have: discernment (the skills and desire to commit to action for a better society), character (self-discipline, integrity, acceptance and compassion), success (to work hard, and to strive for success in their personal life, in education and in employment) and faith (the opportunity to discover the truth of the Gospel of Jesus).

Mrs Judy Sobey Primary Principal
Mr Neil Wetmore Secondary Principal

1. GEELONG BAPTIST COLLEGE AT A GLANCE



Our Vision

The College vision is to provide a positive and engaging learning experience that has been developed within a Christian framework.

Through the development of an inclusive, nurturing and challenging environment, students explore and develop their individual abilities, maximising their potential - personally and academically.

Our Motto

Live the Truth

Our Motto, 'Live the Truth', encompasses core values which include respect, integrity, initiative, resilience, positive work ethic, compassion and teamwork.

Mission

To deliver to society young people who have:

Discernment

Know what is right and to commit to action for a better society

Character

Show self-discipline, integrity, acceptance, compassion and respect

Success

Ability to work hard, and to strive for success in personal life, in education and in employment

Faith

The opportunity to discover the truth of the Gospel of Jesus as well as the nature of God and choosing to have a relationship with Him.

Logo

The soaring bird depicts the concept of: Rising above the challenges of today!

Learning from today's experiences in preparation for the future.



COLLEGE AIM

- To provide education which offers value, quality, relevance, and challenges
- To provide students with individual support and attention
- To be an outstanding and inclusive learning community, fostering individual gifts
- To build a safe environment of acceptance, compassion and concern
- To foster in each child a feeling of self-worth



Values

- Respect
- Integrity
- Initiative
- Resilience
- Positive work ethic
- Compassion
- Teamwork

A Brief History

The College is governed by a Board in Perth which has opened several successful schools.

The College commenced in 2002 with only 35 students. It is a co-educational school, set on 32 acres and is located in a semi-rural setting at Lovely Banks, overlooking Geelong. The student catchment area extends across Geelong and districts. At present, the College runs four buses with plans to implement a new route with another bus in 2019.

The programs, curriculum, and teaching at Geelong Baptist College support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- equal rights for all before the law
- freedom of speech and association
- the rule of law
- freedom of religion
- the values of openness and tolerance

A Positive Learning Environment - Discipline Policy

Our focus is on maintaining a positive learning environment and high expectations and standards. We aim to assist students to be responsible, confident, respectful and reliable young adults. Staff response to student behaviour is appropriate and consistent and the consequences for behaviour are affirming, just, progressive and predictable.

The discipline policy is based on four important concepts

Justice

Acceptance

Learning

Safety

CURRICULUM

The College provides an inclusive curriculum that addresses appropriate issues and needs, ensuring that learning is relevant and engaging. Teachers seek to emphasise a balance of academic rigour, personal well-being, physical and spiritual health.

Seamless Curriculum

The College provides a seamless education from Foundation to Year 12 where students are in the same community from the beginning to the end of their schooling. This enhances our student community through many cross-age learning opportunities and assists students in their transition from Primary to Secondary.

The purpose of the curriculum is to equip students with the necessary knowledge, skills, attitudes, and beliefs to navigate life beyond school.

The focus is on Literacy, Numeracy, learning for life, thinking skills, and developing independence and genuine ambition in ongoing learning. The curriculum is taught within a Christian context and Biblical principles.

Key Learning Areas

Whole School:

- Mathematics
- English
- Science, including:
Biology,
Health and Human Development,
Chemistry, Physics
- Humanities: Geography and History, Psychology, Legal Studies, Business Management Studies
- Language Other Than English – Indonesian
- Physical Education, Sport and Health
- The Arts – Music, Dance, Drama, Visual Arts
- Technology and Enterprise –Digital Technology, Design Technology, Food Technology, Textiles, Media Studies, Robotics, Systems Engineering



COMMUNICATION

Communication is a very important aspect of effective education. The College aspires to ensure that this is achieved. In addition to the conventional classroom notes and diary communication, phone calls and email communication, parent and school interaction is further enhanced through:

- Student Management System (SMS)
- Fortnightly Newsletter
- Annual College Magazine
- Assemblies
- College Events
- Parent and Teacher Interviews
- Social Gatherings-BBQs etc.
- Subject information evenings
- Parent information evenings
- Open Days & Open Evenings
- Parent/student activities
- Presentation nights
- Parent seminars & induction
- The College website
- Social Media – Facebook
- Text messaging and emails
- Reporting progress

Community Partnerships

The College acknowledges that the community is a wonderful resource and can provide numerous opportunities to complement and extend the curriculum.

We encourage Community Partnerships. One example is our commitment to Child Safe Standards within our community. In 2018, GBC hosted at Child Safe Roadshow, which was developed to respond to the Royal Commission Enquiry into Institutionalised Child Sexual Abuse. This was a low cost information session for community leaders and volunteers in Geelong. The session was held in the College Auditorium and all GBC staff were in attendance.



ChildSafe
AUSTRALIA'S CHILD PROTECTION AUTHORITY



**Making Australia
ChildSafe**



Local Information Sessions

COMING 2018

childsafes.org.au/events

Parent Support Group (PSG)

This College support group consisted of a small group of dedicated parents who, coopted additional parents who assisted to provide support for particular events held within the College.

Monthly evening meetings were supported by both the primary and secondary College principals. This group offered a variety of support services to the College, with some focus on fundraising for major projects.



During 2018, the PSG worked tirelessly to introduce our first Autumn Harvest Festival. This event built community and brought together families for a wonderful day.

A number of special lunches were offered to the College students and staff.

The major aim for 2017 was to raise funds that can be expended for an Autumn Harvest Festival to be held at the College early in 2018.

Our core volunteers continue to look at ways to further fundraise and develop aspects of the College, always ensuring that they keep the best interests of the students in mind as they plan ahead for a successful 2019.



GBC FACILITIES

The physical grounds of the College include a total of 32 acres of space, an abundance of space into which to develop. The main oval, which was reticulated and grassed in 2017, has grown exceedingly well and now provides not only an appealing vista as one approaches the school, but is well utilised for both sport and recreation. The newly planted grass on the oval, gardens and shaded areas provide an environment conducive to learning.

The memorial garden to commemorate the fallen and serving servicemen opened last year and has now become well established. A recessed area which affords protection from the elements and fence segregating the garden area from the newly grassed area alongside the primary playground, was added to during the year. The adjacent grassed area will be reticulated along with a number of other refurbishments scheduled for the December break. These developments include a new computer room, more computers in the library, repainting and refurbishing of the library as well as the landing area in the M-building. A dedicated music room in the Creative Arts-building is proposed for development early in the new year. All venues in the College will be renamed with a more logical sequence at the start of 2019.

All of the rooms in the primary area were painted and all of the doors in that area replaced with glass doors which enable the College to support child safe standards. The primary art room had a complete makeover which included painting with the floor being resurfaced. The primary playground was defined by a barrier and the area received new soft fall material. It is anticipated that the administration area will be relocated away from the primary space at the start of the new year.

The College canteen provides snacks and pre-ordered lunches on two days of the week rather than the one day a week previously offered.

Our bus fleet has recently been improved with all of the old buses retired and replaced with new or near new vehicles. All of the buses are wrapped with the College logo and the new bus route to Point Cook has become well established in 2018. It is proposed that another bus route will be developed adding to the areas that are currently serviced by the College buses.



Learning Areas

- General purpose classrooms
- Computer rooms
- Technology Block
- Information Centre
- Creative Arts Block
- Science laboratories
- Indonesian Room
- Music rooms
- Multipurpose area
- The Edge Room - Yr. 9 Program
- A 1244 seated auditorium

COLLEGE BOARD MEMBERS FOR 2018

There are seven Board Members. Six Board Members live in Perth, WA. Dr Rodney Smith lives in Victoria.

- A number of Board members visit the college:
- The Chairman, Mike Smith visits each term and also is in regular contact with both Principals via phone and email.
- The Treasurer, Wendy Taylor has regular contact with the Principals via phone and email.
- Board Member Justin Hearn visits the College each term to oversee the Information Technology in the College.
- Board Member, David Darling visits the College regularly to oversee the Buildings and Grounds maintenance.
- Farewelled at the end of 2018 were: Warwick Smith, Darren Smith, Justin Hearn and David Darling.
- The College sincerely thanks these members for the dedication and service to GBC



Name	Role	Experience (relevant to the Board role)
Mike Smith	Chairman	Experienced educator and administrator, Secondary Principal for 18 years.
Wendy Taylor	Treasurer	Experienced accountant in education industry.
Dr Rodney Smith	Secretary	Psychiatrist. (The public officer in Victoria for GBC)
Darren Smith		Experienced educator in secondary and tertiary education
Justin Hearn		Information technology expert (18 yrs. experience in schools)
David Darling		Building, trade background, teacher and chaplain
Warwick Smith		Senior pastor of a Baptist Church, Commerce, Divinity, Global Adult Education

PRIMARY PRINCIPAL'S COMMENT - MRS JUDY SOBEY

"...an athlete goes to all this trouble just to win a blue ribbon or a silver cup, but we do it for a heavenly reward that will never disappear...."

1 Corinthians 9:25

The 2018 year started off with the introduction of a Weekly Godly Traits Chart. The chart embedded in the new Primary School Diary, contains weekly character traits aligned with Bible verses for home and school. This was quickly adopted by teachers and students alike. The primary school was immersed in celebrations of students being publically acknowledged at Assemblies with certificates explicitly stating which trait each student was being rewarded for.



At each primary assembly, students were acknowledged for their compassion, diligence, endurance, faithfulness, gentleness, joyfulness, patience, love ... and so the long list goes on. These traits, visually displayed in classrooms and unpacked with students in their times of Devotions each week, became more understood and relevant to the children in our care.

The most rewarding part is still today, as I write this, the connection our students make between positive character traits and the creator of their universe.

Our primary school saw some physical changes such as the refurbishment of the Art room. This included the removal of the old carpet, which was replaced with a new washable, concrete floor. Walls, doors, cupboards and windows were all painted to provide a bright space where students' creativity can flourish.

Primary Captains, both College and House, performed their duties proudly. They took up the challenge of taking Devotions one day a week for other classes, which every captain did reverently and diligently, bringing many encouraging talks, stories and prayers, to other students.

A focus throughout the year was on our Primary House Competition. Introduced at the start of 2018 the students became hooked by this competition and it became a source of fun and friendly rivalry.

Students from Foundation to Year 6 enjoyed the revelation at each Assembly as to which house was in the lead. They became so excited with this competition that it became the focus for my talk at the Primary Presentation Evening.

As medals and trophies were revealed one by one, the students were transfixed by what was to be revealed last. It was an AFL Premiership Cup on loan for the evening to GBC.

The students and community were reminded, that whilst impressive, Winning is incomparable to the reward Christ has for us – yet to come!

*'I have not yet reached my goal, and I am not perfect.
But Christ has taken hold of me.
So I keep on running and struggling,
to take hold of the prize.'*

Philippians 3: 12-16



Our students were reminded
"What we do, and the good things we get in life, should come from loving God and loving others.
Sometimes we do life the other way around
We love ourselves
and use others".
We can sometimes trample on people in order to be the best.

2018 reminded us that God wants us to fix our eyes on Jesus – to look at him, to gaze at him... and to learn from him. He wants us to encourage one another – as if we are all in the one winning team that's going to win the prize and to live with him forever. Our small cohort of graduating Year 6's were challenged with these words
"Run your race,
Read your Bible,
Put your faith in God
And love Him and others with all of your heart, all of your mind and all of your strength.
Jesus tells us that the 'Greatest Commandment is to: Love. Love the Lord your God, and love others.
In God's community we are to remember that we need each other.
You started the race strong in Primary School – as you enter Secondary School - continue the race
Be determined to run the race, your eyes upon His face"
Fix your eyes on Jesus and he will do the rest.
What an encouraging thought!



Primary Excursions and Incursions

- Responsible Pet Education Program
- Easter Hat Parade with local Early Childcare Facilities
- Kelly Steele Book Author
- Healthy Heroes (mental and physical well-being)
- Year 4/5/6 Camp Mill Valley Ranch Christian Youth Camp
- Yr. 2/3 Werribee Zoo
- Yr. 2/3 Botanical Gardens
- Book Week Character Parade
- GBC's Got Talent
- Start Smart Incursion
- Market Fresh Program
- Primary Grandparents' Day
- St John's First Aid in Schools (twice)
- End of Year Excursions Yr. 1/2/3
- Yr. 6 Adventure Park
- GBC Primary Gifts & Talents Club
- Pako Festa – Indonesian Float
- Presentation Evening
- Anzac Service
- Science Works
- Chocolate Factory and Beac
- Supertramp/Aerodrome
- Year 3 Sleepover.
- F-2 gymnastics at YMCA Newtown
- Werribee Zoo (with the Yr. 9 Edge students)
- YMCA gymnastics program (Year F-2)
- Swimming Lessons

Primary SRC Initiatives included:

- Mother's Day Breakfast
- Father's Day Breakfast
- Footy Colours Day

Programs relating to the Child Safe Standards aimed to ensure that the primary school is a positive, inclusive and resilient community, where every student can achieve and maintain their best mental health included:

- Bravehearts
- Pastoral Care (College based staff classroom visits)
- Healthy Heroes (Geelong footballers)
- St John's First Aid
- Puberty lessons (upper primary)



Primary Sporting Events:

- Swimming – whole primary school, 2 weeks intensive
- Corio District Cross Country
- Geelong North Division Cross Country
- Lightning Premiership
- Primary Athletics
- Corio District Athletics
- Geelong North Division Athletics
- Summer Lightning Premiership
- Primary Cross Country

Primary Student Led Initiatives

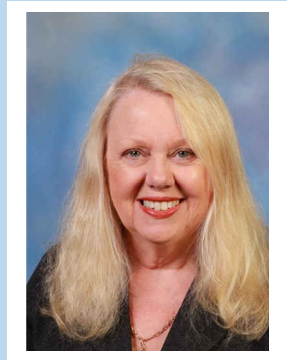
Students are encouraged to lead their peers.

At times these students were assisted by secondary students or a staff member

These included:

- Primary Assemblies
- Leading class devotions (including classes not their own)
- Lunchtime activities
- Social Disco
- Multi-Cultural Day
- Casual Dress Days
- Fundraising for community groups.





Primary Curriculum

Literacy and numeracy remain a key focus of the GBC primary curriculum, in accordance with the Victorian Curriculum. Ensuring students have the necessary skills to comprehend and apply knowledge is paramount to the Primary curriculum philosophy. In our aim to maximize student outcomes and performance, we endeavor to embed and implement the following in all our curriculum. This includes:

- Explicit instruction
- Data informed practice
- Teacher collaboration and professional learning
- Comprehensive early reading instruction.

Strategies to improve student performance in the Primary School in 2018 included:

- Scheduled yearly testing of Primary students in PAT Maths and Comprehension, results from this used for targeting and providing intervention for those students at most risk
- Analysis of results used to set group and individual goals and to inform teaching practice.
- Targeted PD for teachers determined by a Cycle of Review Process.
- Reading

Our focus is on ensuring that the core areas of Numeracy and Literacy are addressed. Apart from the Mathematics, English, Sciences and Humanities, we place importance and high value on all the subjects our primary students are immersed in, including Music, Art, Library, Indonesian and Sport.

Our NAPLAN scores suggest that we provide opportunities for each student’s development and we are confident that we are keeping abreast of the changes within the Victorian Curriculum.



We celebrate students learning at each milestone, whether it be 100 Days of Foundation or their final Year 6 Graduation and transition into Senior School.



GBC Primary School Clubs Program

At GBC we acknowledge that we are all blessed with gifts and talents. It is part of the College's ethos to maximize the opportunities whereby we as teachers, can assist the students in the delight of discovering and identifying these gifts and then to facilitate in the unwrapping and unpacking of these gifts and talents.

In implementing a clubs program in 2018, primary staff were encouraged to provide the Year Foundation to year 6 students with added timetabled opportunities for Science & the Arts.

The students were provided with additional opportunities to unwrap their talents and gifts in an educational and curriculum focused area as a valued and integral part of our Primary college curriculum.

Students valued this time of developing not only their own talents but to develop a servant heart through the activities undertaken in their chosen club and, that where possible their activities would be underpinned by assisting to develop their Christian worldview. E.g. in Ukulele Club, students developed their God given talent for music and blessed others through performance.

In including a science and strategy based club it was a positive step to engendering and growing the enthusiasm in this area of science. It was of additional support to our Mappen program by providing additional learning activities within the Science & SOSE disciplines.



The clubs program, provided primary students with the opportunity to participate in activities with other students than those alongside whom they work. This provides them with new opportunities to develop their personal and interpersonal relational skills vital to bringing 'shalom' into our community at Geelong Baptist College.

SECONDARY PRINCIPAL'S COMMENT - MR NEIL WETMORE

2018 was a year of moving forward again. There can be little doubt that the progress within the College has been significant and as the facilities have improved, so has the level of expectation from the students. We continue to pursue excellence and we are passionate about seeing our students adopt high standards in every endeavor.



At no stage will we rest and take a break from encouraging our students to commit to their best. Our students are always inspired to work hard to ensure that their efforts in their nominated coursework, either a VCAL course or progressing towards or on the VCE journey, is of a high standard. In each year group, from 7 to 12, the persistent encouragement regarding making good use of study time, is essential to helping our students achieve their goals.

At the secondary presentation night, I shared a slide which revealed the amount of effort that is required to achieve an award. On the surface, people only note the awarding of the certificate and are largely unaware of the sacrifice and hard work that is required to be successful. Presentation night is always a wonderful opportunity to recognize the endeavours of our students and for the community to aspire to also achieving their best.

Giving of one's best can take place in a range of environments with Leif Wellington, Alejandro Ramos and Juanito Ramos demonstrating this when they took part in the Upstart Challenge. Alejandro and Juanito designed and built a prototype of a drone that could dispense emergency drugs to anaphylactic people in remote areas without having to contend with traffic and physical obstacles. It was a very proud moment for the College to see two young men promoting a unique and well thought out idea at the final event. Our students make us proud and we are constantly reminded of the calibre of our students when we see them in action.

Our Student Representative Council (SRC) again took up the task of ensuring student well-being within the College. They tackled issues pertinent to young people. Working in collaboration with the chaplain and using the Extended Homeroom program, they presented a meaningful presentation to the student community.



Our sport program has again been extended and this aspect has been enhanced by the addition of a basketball team. This year, our netball team finished at the top of their ladder and narrowly lost to a strong team in their final game. Similarly, a number of our teams competed with other school in the region at sporting events with varied success. Most significant though, was the level of sportsmanship on display at the various events.

Our student leaders have rallied behind the firm stance and efforts to ensure that we uphold and maintain a culture of Child Safety. Our SRC have led the way with their peers and it is a privilege to witness them facilitate opportunities to set the values and tone regarding expectations that support Child Safe Standards (CSS).

The SRC have taken up the challenge of promoting the GBC values regarding a series of very strong anti-bullying messages. They clearly communicated how to report and deal with situations where students may be compromised. We are pleased and proud that our students feel that this very important aspect addressed and is therefore given the attention that it deserves.

We are proud of our SRC, College Captains and House Captains who ran a range of assemblies and events over the course of the year. They conducted regular assemblies and shared their leadership skills, guiding the GBC community. They sought the help of their cohort and assemblies now always include motivational and encouraging messages. Students took great care to select challenging and affirming material, presenting it well so that their message was clearly understood. Student leadership was crucially geared towards role modelling the values that underpin the College. Maintaining close links with our parent body is vital and this was integral to our keeping open channels of communication assisting us in helping students and their families. Parent teacher interviews was one way to ensure that communication regarding academic progress was proceeding effectively.

We place significant value on our student's well-being and acknowledge that this can be a significant hurdle during the first years of secondary school. In our efforts to address this, our Year 9 Edge program continues to ensure that we invest a firm set of values in our students. The course is designed to assist students to determine those values that underpin their identity and to seek ways in which those values become manifest in their lives. We are delighted with the obvious changes that this course brings about in our students and will continue to support the endeavours of our students to strive for maturity in meaningful ways which will assist them long after they have left school. Year 7 students are mentored by older students in the 7Up! Mentor Programme. Continuing to move forward is crucial to ensuring that we remain proactive by producing meaningful programmes and learning opportunities for our students. We should like to thank all of our staff and community for their support in making the year successful.

Secondary Excursion and Academic Extension Opportunities

- ACMI and Top Class Excursions
- School Drama performances and attendance at plays at local and Melbourne theatres
- Outdoor Education – Excursions including Snow Field Trip
- Year 7, 9 and 11 Camps
- Inter School sporting competitions including GISSA and WSSCA
- STEM Projects, Science Expos
- Extended Home Room including Elevate Education, Goal Setting, Safe Driving, Drug Education, Mental and Emotional Well-being, anti-bullying campaign
- Debating
- Kryal Castle
- Scienceworks and the Green House, to name but a few.



SECONDARY REPORT - MR STEVE SOBEY AND MR NEIL WETMORE

Junior Secondary Curriculum

Our focus is on ensuring that the core areas of Numeracy and Literacy are addressed. Apart from the Mathematics, English, Sciences and Humanities, the College has a wide range of elective courses including drama, music, IT, food and wood tech and subjects that mirror the senior curriculum, allowing students to make informed choices about the courses that they might like to pursue as they enter upper school.

Our NAPLAN scores suggest that we provide opportunities for each student's development and we are confident that we are keeping abreast of the changes within the Victorian Curriculum.

Senior Secondary Curriculum

The College caters to the needs of students following either a VCE or a VCAL study course.

A wide range of subjects was on offer to our VCE & VCAL students which included:

VET Certificates - Students were able to complete VET courses and/or School Based Apprenticeships and Traineeships. (SbATs)

VCAL Literacy, VCAL Numeracy, (Y10-12: Foundation/Intermediate and Senior)

VCAL Personal Development Strand, VCAL Work Related Skills (Y11-12: Intermediate and Senior)

VET courses (Y10-12)

- School Based Apprenticeships and Traineeships (SbATs) (Y10-1
- VCE Biology U1/2, U3/4 (Y11-12)
- VCE Business Management U1/2, U3/4 (VSV)
- VCE Chemistry U1/2, U3/4 (Y11-12)
- VCE Computing U1/2, U3/4 (Y11-12)
- VCE Economics U1/2 (Y11)
- VCE English U1/2, U3/4 (Y11-12)
- VCE Food Studies U3/4 (Y11)
- VCE Further Mathematics U3/4 (Y11-12)
- VCE General Mathematics U1/2 (Y10-11)
- VCE Health and Human Development U1/2, U3/4 (Y11-12)
- VCE History U1/2, U3/4 (VSV)
- VCE Indonesian U1/2, U3/4 (VSL)
- VCE Legal Studies U3/4 (Y10-12)
- VCE Literature U1/2 (Y11- VSV)
- VCE Mathematical Methods U1/2, U3/4 (Y10-12)
- VCE Media U1/2 (Y10-11)
- VCE Physical Education U1/2 (Y10-11)
- VCE Physics U1/2, U3/4 (Y11-12)
- VCE Politics U1/2 (Y11)
- VCE Product Design Technology U1/2, U3
- VCE Psychology U1/2 (Y10-11)
- VCE Studio Arts U1/2 (Y10-12)
- VCE Visual Communication Design U1/2, U3/4 (Years 10-12)

VCAL Literacy, VCAL Numeracy, (Y10-12: Foundation/Intermediate and Senior)

VCAL Personal Development Strand, VCAL Work Related Skills (Y11-12: Intermediate and Senior)

Vocational Education Training (VET) courses (Y10-12)

School-based Apprenticeships and Traineeships (SbATs) (Y10-12)

Our students who would like to embark on the challenge of adding another language to their education are able to enrol in languages including Italian, French and Serbian through the Victorian School of Languages (VSL). We enable students who would like to take up a subject that is not on offer, the opportunity to complete subjects through Distance Education.

Secondary Student Led Initiatives

Students are encouraged to lead their peers. Amongst others, Student Led Initiatives included:

- Show your Colours Footy Day
- Year 8 'Vinnies' Sleep out for the Homeless
- Class lunchtime activities
- Respectful Relationships talks
- Social Disco
- Multi-cultural Day
- Lunchtime Inter-house games
- Casual Dress day
- Sport Carnival engagement initiatives
- Sponsor child fundraiser
- Anti-bullying campaign
- Class outings and dinners organised by the student leaders
- Secondary students running primary interventions and PALS



Secondary Student Development

Geelong Baptist College places great emphasis on the development of the whole child. Some initiatives that accomplish this, included:

- Secondary assemblies run by year groups
- Secondary drama performances
- Lower school drama performance opportunity
- SRC Student Leadership Development and activities
- Entrepreneurial Day (Year 9)
- Purpose Directed Camps (Years 7, 9 & 11)
- Curriculum excursions
- Lunchtime Maths Room for Tutoring
- Lunchtime Computer Programmers Club
- Upstart Entrepreneurial Challenge where our students excelled in the finals
- STEM projects
- Year 10 Science and Engineering Challenge
- CyberCats workshop (Year 7)
- EDGE Program (Year 9)
- Roadsmart (Year 10)
- Fit2Drive (Year 11)
- Looking After Your Mates (Year 12)
- Structured Graduation and Valedictory Services (Year 12)
- National Day of Action against Bullying
- Anti-bullying presentation (Whole Secondary)
- Inter-school netball team who finished at the top of their ladder
- Inter-school basketball team
- Elevate Education (upper secondary)

2. THE COLLEGE COMMUNITY – STAFF

Staff Members

Staff are selected on the basis of merit, qualifications, and skills and especially for their attitude of commitment and care towards students.

Staff are expected to be examples upon which children can confidently model themselves.



Student Welfare and Pastoral Care

- Students benefit from the strong positive relationships developed at the College.
- Staff care about the welfare of students and their life journeys and tailored programs are presented to specific year groups.
- The College provides students with the skills and experiences they need to make informed choices in life and to be fully prepared to make a positive contribution to society.
- Students commence the day with a time of devotions. This provides the opportunity for pastoral care and the opportunity to build relationships between teachers and students that are based on trust and mutual respect.

STAFF COMPOSITION 2018

Teaching - 25 (Male - 12, Female - 13)

Full time - 18 (Male - 11, Female - 4),

Part Time - 10 (Male - 1, Female - 9),

Primary - 8, Secondary - 15, Both – 2.

Non-Teaching - 12 (Int Aide - 1, Teacher Aides/Support - 3, Chaplain - 1, Admin - 3, Bus Drivers - 4, Maintenance – 0.

Staff have a range of international backgrounds but none have an indigenous background.

Staff Retention

Staff who left during or at the end of 2018

Joy Findlay

Brenton Reid

Mark Wakely

Jeff Gork

Neville Haustorfer

Principals	2
Total Teachers	27
Part Time Teachers	10
Full time Teachers	18
Teaching Load	22.99
Secondary Teachers	15
Prim / Sec Teachers	5
Primary Teachers	6
Ancillary Staff	6
Support Staff	3

Staff Attendance

We had a high staff attendance rate of Average attendance 96.65% as teachers are dedicated and passionate about their teaching role and their commitment to their students. The few absences were mainly due to illness or family reasons.

Staff Qualifications

PRINCIPALS

Surname	Given Names	Qualifications	Registration Classification	VIT Reg No.
Sobey	Judith Winifred	Bachelor of Education, Diploma of Teacher (Music and Arts)	Full Registration	190456
Wetmore	Neil Athol	Bachelor of Arts, Higher Diploma of Education (Post Grad)	Full Registration	391641

PRIMARY TEACHERS

Surname	Given Names	Qualifications	Registration Classification	VIT Reg No.
Gordon	Elizabeth-Kate	Bachelor of Arts (Sports Administration), Graduate Diploma of Education (Primary)	Full Registration	375204
Hobbs	Kerry	Bachelor of Art (Education), Bachelor of Education	Full Registration	189707
Knight	Johnnie	Bachelor of Education (Primary)	Full Registration	376842
Martin	Emerald	Bachelor of Education (Primary)	Full Registration	371384
Richter	Carrin	Diploma in Education, Bachelor of Art Degree	Provisional Registered	426225
Smith	Nicole	Bachelor of Education (P-10) majoring in Health & PE and Sociology	Full Registration	398658
Venter	Pieter Andries Johannes	Bachelor of Education, Bachelor of Education (Honours), Masters of Educational Management	Full Registration	322684

SECONDARY TEACHERS

Surname	Given Names	Qualifications	Registration Classification	VIT Reg No.
Andrew	Judy Helen	Bachelor of Business degree, Diploma in Education Secondary	Full Registration	192590
Bromley	David	Diploma of Education, Bachelor of Fine Art Degree	Full Registration	305037
Dober	Cheryl	Bachelor of Arts (English), Diploma of Education	Full Registration	164030
Findlay	Joy Keren	Bachelor of Education, Post Graduate Diploma Drama & Christian Education	Full Registration	151231
Guy	Lynette	Bachelor of Music, Graduate Diploma of Education, Graduate Diploma of Asian Studies	Full Registration	312325
Haustorfer	Lorraine	Graduate Bachelor of Technology Education (Food Technology and Textiles)	Full Registration	369518
Hollingsworth	Laura	Bachelor of Arts & Education, Master in Education	Full Registration	204122
Johnston	Rohan	Certificate IV Training and Assessment, Masters of Teaching (Secondary). Bachelor of Commerce (Management &	Provisional Registration	606244

		Economics), Bachelor of Science (Chemistry)		
Liberts	Andrew	Bachelor of Arts (Journalism), Bachelor of Teaching (Secondary), Graduate Certificate in History (Civics & Citizenship)	Full Registration	365485
Lingard	Judith	Bachelor of Education, Certificate Specific Learning Difficulties	Full Registration	198219
McGain	Colin	Bachelor of Education	Full Registration	256884
McWha	Kevin	Bachelor of Primary Education	Full Registration	195579
Reid	Brenton John	Bachelor of Education (Physical Education), Certificate III in Fitness (Gym Instructor), Certificate IV in Fitness (Personal Trainer)	Full Registration	348416
Robertson	Joshua	Bachelor of Education (Physical Education), Graduate Diploma of Outdoor Education, Certificate IV of Christian Ministry & Theology	Provisional Registration	415761
Rusden	David	Bachelor of Engineering, Graduate Diploma of Applied Learning	Provisional Registration	397655
Sobey	Steve	Bachelor of Arts (Vis Arts), Diploma of Education (Secondary)	Full Registration	183616
Tabak	Jane	Bachelor of Education and Bachelor of Arts	Full Registration	318867
Tiglias	Jenny	Bachelor of Science, Diploma of Education	Full Registration	246902
Vanjek	Melissa	Bachelor of Applied Science (Biomedical Science) with honours, Graduate Diploma of Education (Secondary), Graduate Certificate of Religious Education	Full Registration	358145
Walsh	Dianne	Bachelor of Science Education	Full Registration	159593

Staff Professional Development 2018

Professional development at GBC takes many forms and occurs in a variety of contexts allowing all staff to be involved in Professional Development.

In 2018 over \$5,500 was spent on Professional Development.

Secondary - \$2000,

Primary - \$3500, Average per teacher – equating to approximately \$220 per staff member

Staff Retreat

GBC has a tradition that all staff commence the school year with a Staff Retreat where a variety of discussions, team building and learning sessions take place. Staff shared a communal vision and bonded with each other on a Staff Retreat at the start of the year.

We looked specifically at millennialism and managing the changes in our classrooms. Staff also visited a Baptist Monastery in Teesdale.

Internal Professional Development

A range of internal Professional Development opportunities were offered including refreshers on Anaphylaxis and Mandatory Reporting Staff (annually done).

PD's related to Child Safe Standards and refreshers on the topic were presented.

Various presenters came and shared about specific topics including Reportable Conduct and curriculum areas.

The College used staff meetings more for Professional Development along with administration, where staff members share their Professional Development experiences and ideas.

Staff Appraisal and Professional Development Program, where teachers are appraised or reviewed every year and are assisted in goal setting and personal growth. This year was a revision cycle for most staff.

Administration staff all completed their yearly appraisals.

Emergency Management protocols and refresher were presented prior to rehearsals.

All primary staff were upskilled in spelling (Smart Spelling) and creating integrated units of work (MAPPEN)

External Professional Development

The relevant staff attended VCE and VCAL coursework changes and update PD's

PD is sought that meets the needs of individual staff and goals articulated in appraisals.

At times, small groups of staff attend a PD to allow for teams to work together and to introduce a new program, strategy, concept or initiative into the entire school community.

External experts from various agencies or educational programs come and present to all staff or work with staff in small groups or in 1:1 discussions and coaching.

Staff undertook an online Mandatory Reporting exercise.

A number of staff members updated their First Aid accreditation.

3. THE COLLEGE COMMUNITY - STUDENTS

Student Attendance

On average, Primary students were in attendance 93.67 % of the time and Secondary students were in attendance 90.14 % of the time. On average, the whole school had an attendance rate of 91.55 %. Student absenteeism is defined as 'students not attending school at all or students who arrive late or depart early'.

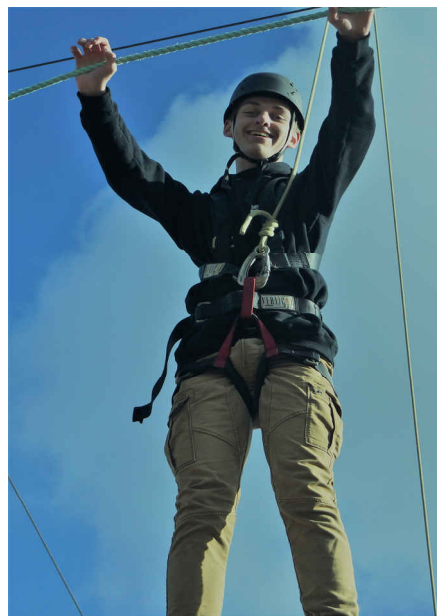
The average percent of attendance for both boys and girls across the whole school was very similar; boys had an attendance rate of 91.14 % and girls had a rate of 92.20 %.

Students are absent from school for a wide variety of reasons including:

- Illness or injuries
- Family holidays
- Appointments
- Family commitments/bereavements
- Parent/family illness
- Discipline issues such as suspensions
- Sporting or other external commitments
- Personal issues

Student attendance rates for the last four years.

	F	1	2	3	4	5	6	7	8	9	10	11	12
2015	95.98	92.89	95.59	91.79	88.12	93.24	92.23	93.14	93.81	89.32	89.55	96.2	96.97
2016	94.15	94.76	91.46	94.98	93.26	87.35	92.70	93.64	91.4	93.45	90.65	87.36	94.44
2017	93.22	95.14	96.23	92.85	95.79	89.56	85.71	91.92	93.37	90.31	94.86	93.34	92.53
2018	93.88	92.49	94.6	93.41	93.13	95.12	92.31	86.4	90.06	89.78	88.9	94.34	94.98



2018 STUDENTS MEETING NATIONAL BENCHMARKS – PRIMARY NAPLAN

Students in Year 3, 5, 7 and 9 participated in the NAPLAN program which is administered by the VCAA. The overall purpose of these National tests is to provide an indication of how well students are developing skills in Literacy and Numeracy.

** Students may be exempt from the testing and not be required to participate; however, exempt students are required to be recorded as not meeting the benchmarks and are included in the data presented below.

In reality, it is difficult to compare results from one year to the next as different groups of children sit the tests each year. The data only represents a very broad picture of general school improvements but does not indicate individual student or class improvements.

It is also very important to note that many factors impact this data such as:

- Small class sizes, where even the performance of one student can significantly impact the overall percentages
- Students recently joining our school from other schools
- GBC supports a number of students with learning disabilities and encourages these students to participate in the NAPLAN testing, where appropriate
- Even when some students are exempt from the testing, they are calculated into the data as not meeting the benchmarks

2018 NAPLAN RESULTS

- The 2018 NAPLAN results revealed some pleasing results. GBC uses the NAPLAN data to help determine where students are in need of academic support. This is given to students where it benefits them.

Year 3 National Benchmark Results

	% of students who met b/marks	% of students who met b/marks	% of students who met b/marks	% of students who met b/marks
	2015 (5 students)	2016 (20 students)	2017 (20 students)	2018 (20 students)
READING	100	95	100	100
WRITING	100	100	100	90
SPELLING	100	100	93	95
GRAMMAR & PUNCTUATION	100	95	93	95
MATHS	100	100	100	100

Year 5 National Benchmark Results

	% of students who met b/marks	% of students who met b/marks	% of students who met b/marks	% of students who met b/marks
	2015 (17students)	2016 (8students)	2017 (24 students)	2018 (29 students)
READING	100	100	100	96
WRITING	100	100	100	84
SPELLING	93	100	100	88
GRAMMAR & PUNCTUATION	100	100	100	84
MATHS	100	100	100	94

STUDENTS MEETING NATIONAL BENCHMARKS – SECONDARY (NAPLAN)

Year 7 National Benchmark Results

	% of students who met b/marks	% of students who met b/marks	% of students who met b/marks	% of students who met b/marks
	2015 (44students)	2016 (46 students)	2017 (42 students)	2018 (43 students)
READING	100	100	91	96
WRITING	74	90	78	83
SPELLING	89	90	93	81
GRAMMAR & PUNCTUATION	95	97	85	85
MATHS	100	100	96	98

Year 9 National Benchmark Results

	% of students who met b/marks	% of students who met b/marks	% of students who met b/marks	% of students who met b/marks
	2015 (44students)	2016 (46 students)	2017 (29 students)	2018 (29students)
READING	95	93	97	96
WRITING	79	91	90	90
SPELLING	93	91	93	93
GRAMMAR & PUNCTUATION	91	91	84	100
MATHS	98	96	97	97

4. SENIOR SECONDARY OUTCOMES

Proportion of Year 9 Students Retained to Year 12

In 2015 we had 21 students in Year 9. In 2018, 14 students graduated which equates to 67%.

In 2018, we had 14 students in Year 12

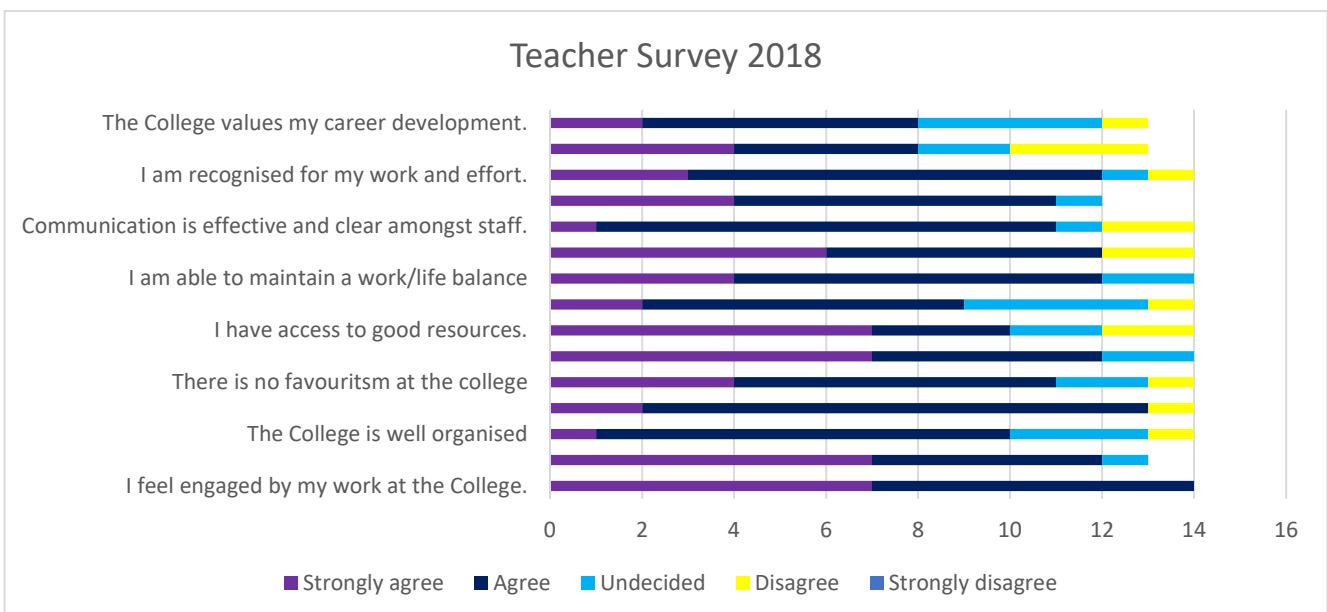
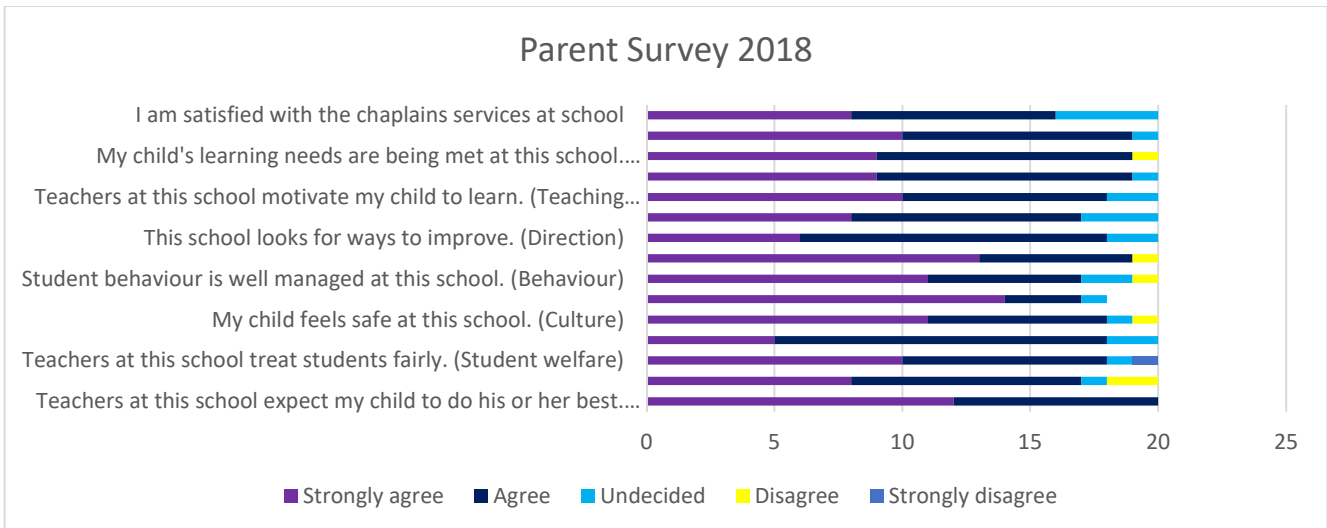
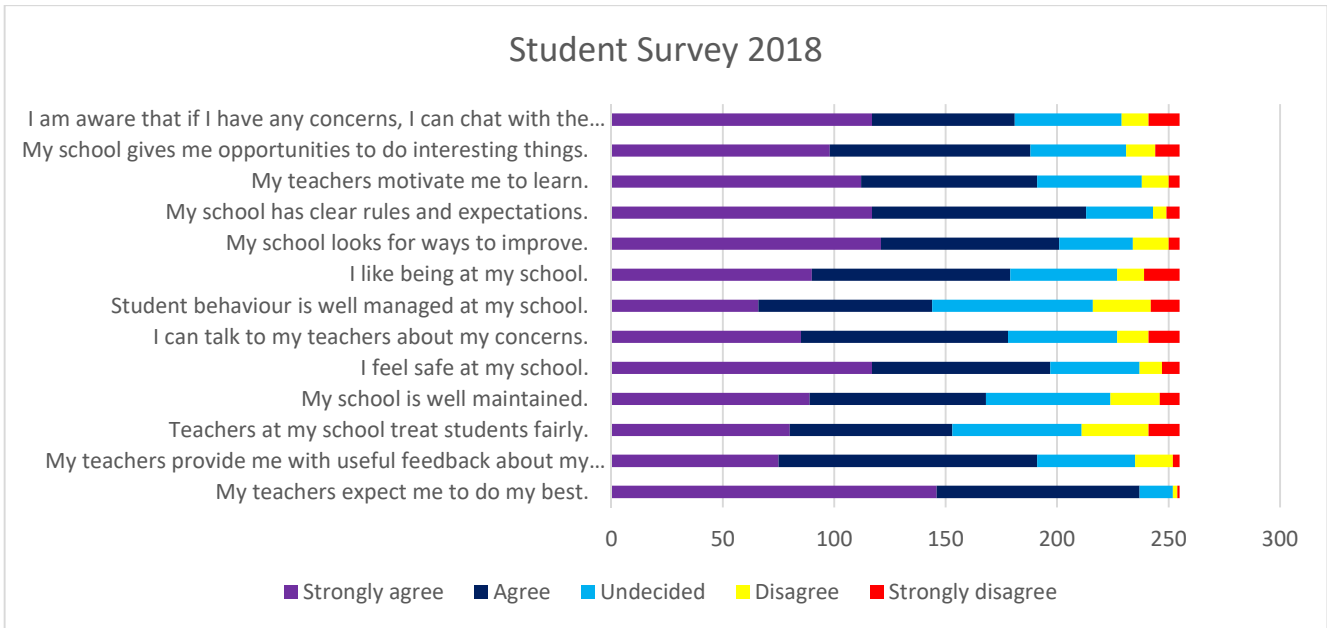
- Year 12 students – 14
- Students graduating – 14 (100%)
- VCAL students – 2
- Students not seeking an ATAR - 0
- Students seeking an ATAR – 12
- Highest ATAR – 75
- Average ATAR – 47
- 6 students got their first preference offer in the first round. Others got their second, while others deferred.

Our Graduates

The College prepares students to be confident for life after school and ensures its graduates have a thorough understanding of their future study or career options, making the transition from school a positive experience. They enter society with confidence and the ability to make independent decisions and play a meaningful role in society.

Our past graduates have achieved significant success in the choices and pathways they have undertaken. Our students have entered quite diverse fields, following their individual interests and dreams.

5. PARENT, STUDENT AND TEACHER SATISFACTION



What Students like about GBC in 2018

- *Community feel*
- *Environment*
- *Student behaviour*
- *Teachers approachable*
- *Lots of opportunities*
- *Sport*
- *Different activities*
- *Literacy*
- *Teachers friendly and caring*
- *Teachers care about learning*
- *Place I can trust*
Teachers are understanding
- *Interesting subjects*
- *Edge*
- *Camps*
- *Helpful teachers*
- *Canteen*
- *Option of distant Education*
- *Leadership opportunities*
- *Sports carnivals*
- *Jesus*
- *Location of school*
- *Teachers treat people fairly*
and with respect
- *Pray to God*
- *Easy to make friends*
- *Deal with issues quickly*
- *Principals*
- *Drama, Art and Music*
- *Well organised*
- *Combined secondary*
and primary school
- *Auditorium*
- *Culture*
- *Dance team*
- *Playground*
- *Fundraisers*
- *Inclusive*
- *Chaplain*
- *Gardens*
- *Testing*
- *Open space*
- *Clubs in primary*
- *Bike Ed*
- *Assemblies*
- *Swimming lessons*
- *GBC's got talent*
- *Book Week*

2018 PARENT, STUDENT and STAFF COMMENTS

What Parents like about GBC in 2018

- *Positive*
- *Everything*
- *Communication*
- *Discipline*
- *Well organised*
- *Inclusive*
- *My child adores coming to school*
- *Friendly caring environment*
- *Child feels safe and happy*
- *Environment*
- *Room for kids to play*
- *Teacher challenging my child*
- *IPads not needed for education*
- *Spelling/maths for primary students*
- *Homework*
- *Small student numbers*
- *Teachers approachable*
- *Atmosphere*
- *Parent involvement*
- *School community*
- *Students courteous*
- *Respectful students*
- *Love the principals*
- *Care for students with additional needs*
- *Family orientated feel*
- *Child feels as though they belong*
- *Good school*
- *Great teachers*
- *Uniform policy*

"I love the Homework for Primary students"

What Teachers like about GBC in 2018

- *Wonderful staff*
- *Professionalism*
- *Work cooperatively and everyone is valued*
- *Staff Devotions*
- *Faith is shared*
- *Helpful*
- *Students are friendly and cooperative*
- *Good culture*
- *Leadership encouraged initiative from staff and students.*
- *Made new staff feel welcome*
- *Student management*

"GBC is a friendly, caring environment"

"GBC has respectful students"

"The teachers treat their students fairly"

6. COLLEGE INCOME SOURCES FOR 2018

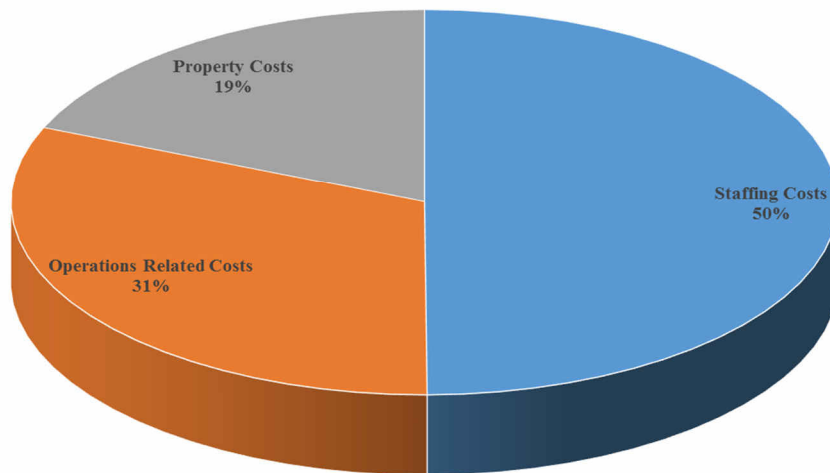
The College met all its financial commitments as and when they fell due.

Geelong Baptist College (GBC) has a service agreement with Australian Baptist Education Inc. (ABE).

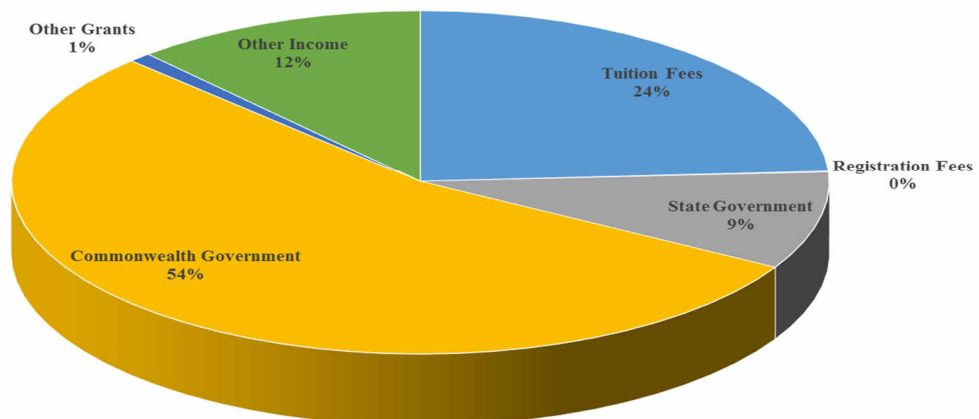
ABE provides Administrative, Financial, IT, grounds and Maintenance services to GBC. In 2018 these services cost Geelong Baptist College \$339,296. An estimate of the cost of these services outside of ABE would be approximately \$621,448.

Four Board members of Geelong Baptist College are employed by ABE. Mike Smith received \$30,893 as payment for his work in Administration for GBC. Wendy Taylor received \$16,118 for her work in providing financial services to GBC. Justin Hearn received \$26,863 for his work in providing IT services to GBC, and Dave Darling received \$11,879 for his work as Grounds and Maintenance Consultant for GBC.

**Geelong Baptist College
Expenses for year ended 31 December 2018**



**Geelong Baptist College
Income for year ended 31 December 2018**



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Geelong Baptist College