



# 2019 ANNUAL REPORT





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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 represents the idea of learning for tomorrow by 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.

Mrs Judy Sobey Primary Principal

Mr Neil Wetmore Secondary Principal



*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).*

#### 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.

**Motto – ‘Live the Truth’** – The motto encompasses core values which include respect, integrity, initiative, resilience, positive work ethic, compassion and teamwork.

**Logo** - The soaring bird depicts the concept of rising above the challenges of today. We encourage our students to learn from today’s experiences in preparation for the future.

**Mission** - To deliver to society young people who have discernment, know what is right and have the desire to commit to action for a better society.

**Character** - To release into society young people who exercise self-discipline, reveal integrity, embody acceptance, extend compassion and show respect.

**Success** - Raising young adults who have the ability to work hard, and to strive for success in personal life, in education and in employment.

**Faith** - Create an environment where students have the opportunity to discover the truth of the Gospel of Jesus as well as the nature of God and can choose to have a relationship with Him.

## 1.1 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





### Core 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 five buses, which includes a new bus route that commenced at the start of 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                  | • the rule of law                      |
| • equal rights for all before the law | • freedom of religion                  |
| • freedom of speech and association   | • the values of openness and tolerance |

### A Positive Learning Environment – Student 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 the four important concepts of *justice, acceptance, learning and safety*.



## Timetable

Print

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homeroom</b>	Year 5/6R Pastoral Care Mrs Richter [Yr 6/5][#1] Room: C12	Year 5/6R Pastoral Care Mrs Richter [Yr 6/5][#1] Room: C12	Year 5/6R Pastoral Care Mrs Richter [Yr 6/5][#1] Room: C12	Year 5/6R Pastoral Care Mrs Richter [Yr 6/5][#1] Room: C12	Year 5/6R Pastoral Care Mrs Richter [Yr 6/5][#1] Room: C12
<b>Period 1</b>	Year 5/6R Mathematics Mrs Richter [Yr 6/5][#1]	Year 5/6R Digital Technologies Mr Knight [Yr 6/5][#1] Room: A8	Year 5/6R Science Mrs Richter [Yr 6/5][#1]	Year 5/6R English Mrs Richter [Yr 6/5][#1]	Year 5/6R Mathematics Mrs Richter [Yr 6/5][#1]

## 1.2 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 through 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.

There is a strong focus is on literacy, numeracy, learning for life, thinking skills, developing independence and a genuine ambition to embark on a journey of ongoing life-long learning. The curriculum is taught within a Christian context and biblical principles.

### Key Learning Areas

- 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



### 1.3 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 / Teacher Interviews
- Social gatherings-BBQs etc.
- Subject information evenings
- Parent information evenings
- Open Days & Twilight Tours
- Parent / student activities
- Presentation nights
- Parent seminars & induction
- The College website
- Social Media – GBC Facebook
- Text messaging and emails
- Reporting progress

### 1.4 The College Board for 2019

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

- A team of the board members visited the College and also attended a leadership workshop offered by ISV on Management, Compliance and Child Safe Standards.
- 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.
- 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.

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 R Smith	Secretary	Psychiatrist. (The Public Officer and Secretary of the Board in Victoria.
Julie Hollett		Experienced educator in secondary and tertiary education. Church pastor.
Kieran Graham		Experienced educator, K – 12 school principal.
Matilda Joubert		Experience Educator with skills in compliance and improving student outcomes.
Tanis Arnold		Family lawyer.





### 1.5 Our Wider Community

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

We encourage Community Partnerships. Examples of the involvement of the GBC community exist everywhere in the College. A number of our community attend our compulsory Parent Induction Sessions for volunteers, which includes Child Safe Standards, Mandatory Reporting, Code of Conduct and general orientation. These parents have a current Working with Children Check and are able to assist with carnivals and a range of fundraising initiatives within the College.

The Parent Fundraising Team consisted of a small group of dedicated parents who, co-opted additional parents who assisted to provide support for particular events held within the College. Regular 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 2019, the team worked tirelessly to present our second Autumn Harvest Festival. This event built on the inaugural event in 2018 and has established itself as a wonderful opportunity to bring together our community and showcase the College.

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

The major aim for 2019 was ensure that there were enough funds to ensure that the Autumn Harvest Festival can proceed at the College each year.

Our core volunteer group continues 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 2020.



## 1.6 Grounds and buses

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 provides not only an appealing vista as one approaches the school, but is well utilised for both sport and recreation. The newly planted trees and shaded areas provide an environment conducive to learning.

The start of the year saw the refurbished library become a beacon for students to study and research. New chairs and computer desks have expanded the library's appeal for our students. An extra set of computers has been placed in the area where the senior students are allocated study sessions which allows them to seamlessly access work and A dedicated music room in the Creative Arts-building was completed and was in use by the start of Term 2. The facility was well received by the community as a modern space which lends itself to the subject. Individual music tuition is also offered in the venue as the music program continues to be strengthened at the College.

The drama room has also been repainted and refurbished during the year while work has commenced on the area that will house the art, media and visual communication rooms into the future. Work started on the offices to house the Head of Student Services and Head of Curriculum, two new secondary positions commencing in 2020, the staff of which will be located in that space in the new year. The student services office will eventually be relocated to that space when the College has grown sufficiently.

All of the rooms in the primary area had new LED lights fitted while some venues were painted. The STEAM room in primary was created to serve the curriculum at primary level.

The College canteen continues to provide snacks and pre-ordered lunches on two days of the week which has given students and parents more opportunity to make use of this service.

Our bus fleet remains one of the finest in the Geelong region and this facility is well used by the community. All of the buses are wrapped with the College logo and after the addition of the Point Cooke bus in 2018, another route serving the Bellarine community was added at the start of 2019. This has been a welcome addition and the route proving popular.



## 1.7 GBC Facilities

### Teaching and Educational Areas

- General purpose classrooms
- Computer rooms
- Technology building
- Information centre
- Creative Arts building
- Science laboratories
- Indonesian room
- Music room
- Multipurpose area
- The Edge Room – Year 9 Program
- A 1244 seated auditorium
- STEAM room
- Equipped library/resource/research centre

## 2. PRINCIPAL'S REPORTS

### 2.1 Primary Principal's Comment – Mrs Judy Sobey



Our Primary school saw some physical changes such as the refurbishment of the old Staff Room and Administration area. This area now has become a much needed Primary Resource room whilst the staff room has become a hub of learning for STEAM subjects as well as Lil' Sprouts Gardening Club.

College and House Captains, performed their duties humbly and with an attitude of servant- hood.

The Primary students met together each Thursday and the Primary Captains led them in a time of Devotions, reverently and diligently, bringing many encouraging talks, stories and prayers, to their peers.

The Primary House Competition, introduced at the start of 2018 has become a highlight in the primary school and the students love the fun and spirit of friendship it engenders.

Students from Foundation to Year 6 enjoyed the revelation at each Assembly as to which house was in the lead. Teachers are able to use the system as a positive tool for classroom consequences.

*"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven". Matthew 5:14-16*



A primary theme in 2019 was 'Let Your Light Shine' and students were encouraged to be salt and light in the world, and to do the 'right thing' – even when no one is watching.

Students were encouraged to seek out the less fortunate or the hurting and to explicitly think about ways to help them. The song Carry Your Candle by Chris Rice was played on Presentation Night as a culmination to the 2019 year. An excerpt of the words are:

'Carry your candle, run to the darkness. Seek out the helpless, confused and torn.  
And hold out your candle for all to see it. Take your candle, and go light your world.'

Students in their Clubs Program were encouraged to unpack and use their gifts and talents in order to bless others. Some of their acts of service within their Clubs included a chess competition at an aged care facility, knitting blankets for premature babies, making encouraging posters and cards to give others, making potted plants for the dining tables at the aged care facility. Both the Primary Band Club and Dance Club were able to perform for others on a few occasions.

A community highlight of Term 2 was our new Mothers' Day Celebration. Primary students' mothers were invited to a special Assembly in their honour and each class sang an item or performed in some aspect. Following this, there was a special morning of 'old fashioned team games' where much fun and laughter ensued from mother and child sack races and egg and spoon races. This was followed by a wonderful morning tea where all the mothers were honoured.

Father's Day was a huge night of fun, with over one hundred students and their fathers participating in an evening of ten pin bowling. Students had made their fathers special oversized neck ties which every dad proudly wore on the evening. These two new and special primary events were another way our students were able to shine their lights for others. It is my hope that the Primary students will continue to take up the challenge in 2020 to be a 'light on a hill'. And that their example and their attitude would be the light they show to others.

A big focus in the primary school is our focus on Godly character traits. This is embedded in the college day and students are encouraged and acknowledged for displaying these.

It is my hope that when our students transition to secondary school they will already display sincerity, faithfulness, and diligence for living a life that embodies Christian values and allows their light to shine out.

We should show others that we honour God's truth, and that we have integrity for our Christian values and it was my hope for the exiting year 6 students that they would know that, although young, they already have the ability to impact and influence others through their attitudes, words, and actions. That they have hope and purpose and know that they are deeply loved by their creator and sustainer. That because of this love, they can seize every opportunity today, tomorrow, and the next day to shine their light.





**Primary Excursions and Incursions included:**

- 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
- Year 2/3 Werribee Zoo
- Year 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
- Sovereign Hill
- Presentation Evening
- Anzac Service
- Science Works
- Chocolate Factory
- Eastern Beach
- Supertramp/Aerodrome
- Year 3 Sleepover.
- F-2 gymnastics at YMCA Newtown
- Werribee Zoo (with the Year 9 Edge students)
- YMCA gymnastics program (Year F-2)
- Bapcare Aged Care – Norlane
- Happy Hippo's ELC

**Primary SRC Initiatives included:**

- Footy Colours Day
- Primary Disco
- Classroom House Devotions

**GBC Primary Community Events (on-site)**

- Mother's Day Assembly and Games
- Father's Day Bowling Evening
- Grandparents' Day
- GBC's Got Talent

**Programs relating to the Child Safe Standards included:**

- Bravehearts
- Pastoral Care (College based staff classroom visits)
- Healthy Harold Life Education (all primary year levels)
- 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 included:**

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. • Multi-Cultural Day
- Casual Dress Days
- Fundraising for community groups.

### **PRIMARY CURRICULUM REPORT – MRS JUDY SOBEY**

The primary school, complies with the Victorian Curriculum and has had a strong emphasis on mathematics and english skills, in order to ensure students have the necessary skills to comprehend and apply knowledge and understandings.

Paramount to maximizing student outcomes and performance, our staff realize the importance of embedding the following in all curriculum subjects:

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



Strategies to improve student performance in the primary school in 2019 included:

Scheduled yearly testing of Primary students in PAT Maths and Comprehension. The results from this are used diagnostically for targeting and providing intervention for those students at most risk either through differentiated classroom learning or through targeted Learning Support with trained ESO's. Now that this testing regime has been implemented for 2 successive years we are able to observe student growth and improvement.

- Yearly scheduled testing of Primary students in spelling, in order to gauge growth, and to implement additional support and assistance where necessary.
- Analysis of results used to set group and individual goals and to inform teaching practice.
- Targeted PD for teachers determined by a GBC Cycle of Review & Appraisal Process.
- Regular peer feedback and sharing of ideas and updates in Primary Staff Meetings in accordance with AITSL standards.

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.

2019 saw an extension of opportunities for students in Music and an expanded number of instruments are offered for tuition in our primary Private Instrumental Program.

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



## 2.2 Secondary Principal's Comment



It seems difficult to believe that only one year has passed since last writing a report. So much has happened around the College, physically academically and on the pastoral side. As the physical appearance of the College lifts, so do the expectations and behaviours of our students. Much planning and deliberation has gone into the implementation of a leadership team that will support the pastoral side of our students and compliment the academic rigour that we expect from our students. We are passionate about seeing our students adopting high standards in every endeavour which, in turn, translates to better opportunities as they look to their future.

At no stage will we rest and take a break from encouraging our students to pursue excellence. Our students are encouraged to equate their efforts in their nominated coursework, either a VCAL course or progressing towards or on the VCE journey, as having a direct bearing on their results. 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.

Our staff make every effort to undergird our students and teachers made significant sacrifices to ensure that our newly established VEX Robotics team was able to prepare and compete. Their encouragement of the team saw the team make it through to the national event where they came a commendable sixth overall, and took out the award for the Best Build.

Presentation night is always a wonderful opportunity to recognise the endeavours of our students and for the community to aspire to also achieving their best.

Our Student Representative Council (SRC) again took up the task of maintaining student well-being within the College. They tackled issues pertinent to young people, using the Extended Homeroom lessons to support and also be involved in presentations to the community which helped build character and strengthen relationships within the College. Homeroom lessons provided opportunities for the reinforcement of Child Safe Standards by recruiting external speakers and capitalising on student input and involvement. We are blessed in that our student leaders have rallied behind the firm stance and efforts to ensure that we uphold and maintain a culture of Child Safety.



The SRC have taken up the challenge of promoting the GBC values including our very strong anti-bullying stance. 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 gets addressed and is therefore given the attention that it deserves. Our SRC, College Captains and House Captains presented a range of assemblies and events over the course of the year. With the help of their cohort, students shared 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
- Kryal Castle
- Holocaust Museum
- Scienceworks and the Green House, to name but a few.
- VEX Robotics at Year 7 and 8 levels
- Careers Expo at Deakin Uni
- Melbourne Zoo/ Melbourne Uni Excursion – Biology Genetics Excursion





## 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
- Upper school Formal

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 Development

Geelong Baptist College places great emphasis on the development of the whole child. With support from the chaplain, GBC participated in the *Mental Health and Well-being of young people Conference*, which was streamed live to the auditorium from Sydney. The topics presented by experts in their field include: "The Power of Communication", "Choosing Not to Hate" and "Are you Being Groomed?" Year 7 – 10 students participated in free workshops which targeted online safety and bullying, run by Project Rokit and sponsored by Facebook. They focused on aspects such as cyberbullying, empathy, role of bystanders, protective and proactive behaviours, and awareness of the impact of online behaviours. This type of seminar assisted us in ensuring that underpin our Child Safe Standards as we endeavour to keep our students safe in an every changing world.





Other homeroom activities, designed to support students in their particular stage of development were arranged for year groups.

These included:

- Secondary assemblies run by year groups
- Secondary drama performances
- Lower school drama performance opportunity
- SRC Student Leadership Development and activities
- Purpose directed camps (Years 7, 9 & 11)
- Curriculum excursions
- Lunchtime Maths Room for tutoring
- Lunchtime Computer Programmers Club
- VEX Robotics where the team made it through to the national final round
- 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 of secondary)
- Inter-school netball team who finished at the top of their ladder
- Inter-school basketball team which came second in their ladder
- Elevate Education (upper secondary)



### 3. COLLEGE STAFF COMPOSITION - 2019

#### 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.

Teaching - 31 (Male - 12, Female - 19)

Full time - 18 (Male - 10, Female - 4),

Part Time - 10 (Male - 2, Female - 15),

Non-Teaching - 13 (Learning Support - 2, Chaplain - 1, Admin - 3, Bus Drivers - 5, Library, Food Tech, Lab Tech – 1).

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

Principals	2
Total Teachers	31
Part Time Teachers	17
Full time Teachers	12
Teaching Load	24.17
Secondary Teachers	17

Prim / Sec Teachers	5
Primary Teachers	8
Ancillary Staff	5
Support Staff	4
Administration staff	3



### Staff Retention

Staff who left during or at the end of 2019 were Dianne Walsh who retired, Ian Wright and Snezana Knight who took up other roles. Expressed as a %, this equates to a 93% staff retention.

### Staff Attendance

We had a high staff attendance rate of average attendance 94% 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 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.

### 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.
Flakemore	Lynne	Bachelor of Education, Bachelor of Applied Science	Full Registration	204375
Hignett	Ashleigh	Bachelor of Education (Primary)	Full Registration	398250
Knight	Johnnie	Bachelor of Education (Primary)	Full Registration	376842
Neville	Sandra		Full Registration	259762
Martin	Emerald	Bachelor of Education (Primary)	Full Registration	371384
O'Keife	Caroline	Dip of Counselling, Diploma in Education	Full Registration	429423
Pigdon	Joanne		Full Registration	331968
Richter	Carrin	Diploma in Education, Bachelor of Art Degree	Full Registration	426225
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
Donnan	Ceri	Diploma of Education, Bachelor of Education, Masters of Education	Provisional Registration	611040
Gilchrist	Lynda	Bachelor of Education, Bachelor of Arts	Full Registration	227251
Haustorfer	Lorraine	Graduate Bachelor of Technology Education (Food Technology and Textiles)	Full Registration	369518
Johnston	Rohan	Certificate IV Training and Assessment, Masters of Teaching (Secondary), Bachelor of Commerce (Management & Economics), Bachelor of Science (Chemistry)	Provisional Registration	606244
Knight	Snezana	Bachelor of Applied Science, Bachelor of Education	Full Registration	200401
Liberts	Andrew	Bachelor of Arts (Journalism), Bachelor of Teaching (Secondary), Graduate Certificate in History (Civics & Citizenship)	Full Registration	365485
McGain	Colin	Bachelor of Education	Full Registration	256884
McNeill	Megan	Bachelor of Art, Grad Dip Ed Sec	Provisional Registration	327138
McWha	Kevin	Bachelor of Primary Education	Full Registration	195579
Nair	Michael	Bachelor of Arts, Diploma of Education	Full Registration	321727



Robertson	Joshua	Bachelor of Education (Physical Education), Graduate Diploma of Outdoor Education, Certificate IV of Christian Ministry & Theology	Full 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), Grad Cert of Religious Education	Full Registration	358145
Walsh	Dianne	Bachelor of Science Education	Full Registration	159593

### Staff Professional Development 2019

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

In 2019, \$16,820 was spent on Professional Development.

With in-house and external providers, and including the costs of teacher relief to enable staff to attend, the average per teacher equated to approximately \$4,972 per staff member.

### Internal Professional Development (PD)

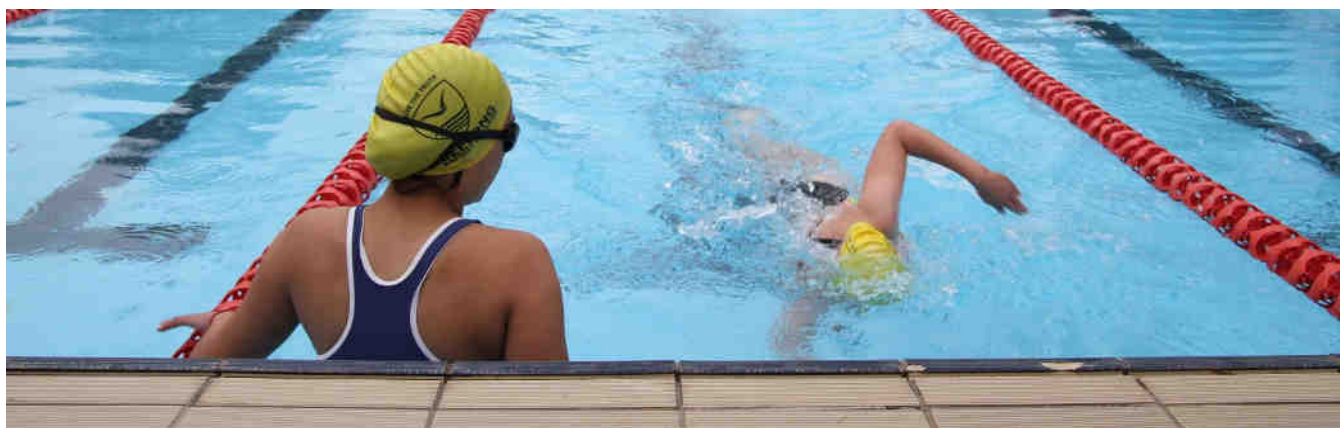
A range of internal Professional Development opportunities were offered including refreshers on Anaphylaxis, Mandatory Reporting and Reportable Conduct (annually done).

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

The College used staff meetings more for professional development where, along with administration, staff members shared their professional development experiences and ideas. Staff Appraisal and Professional Development Program are maintained at the College, where teachers are appraised or reviewed every year and are assisted in goal setting and personal growth. Some staff are on a revision or a formal appraisal cycle, depending on when they started at the College.

Administration staff all completed their annual appraisals.

Emergency Management protocols and refresher were presented prior to rehearsals.



## External Professional Development (PD)

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.

## 4. COLLEGE STUDENT COMMUNITY - 2019

### 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. The whole school had an average 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
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
2019	95.98	91.32	93.79	90.67	89.32	92.60	93.87	92.19	90.21	89.91	89.82	82.00	93.05



## 2019 NAPLAN RESULTS

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

	% students who <u>met</u> b/marks	% students who <u>met</u> b/marks	% students who <u>met</u> b/marks
<b>Year 3</b>	<b>2017 (14 students)</b>	<b>2018 (20 students)</b>	<b>2019 (9 students)</b>
READING	100	100	100
WRITING	100	100	100
SPELLING	93	95	89
GRAMMAR & PUNCTUATION	93	95	100
MATHS	100	100	100

<b>Year 5</b>	<b>2017 (6 students)</b>	<b>2018 (29 students)</b>	<b>2019 (22 students)</b>
READING	100	96	100
WRITING	100	84	95
SPELLING	100	88	96
GRAMMAR & PUNCTUATION	100	84	91
MATHS	100	94	100
<b>Year 7</b>	<b>2017 (42 students)</b>	<b>2018 (43 students)</b>	<b>2019 (40 students)</b>
READING	96	96	98
WRITING	90	90	83
SPELLING	93	93	95
GRAMMAR & PUNCTUATION	94	100	93
NUMERACY	97	97	100
<b>Year 9</b>	<b>2017 (40 students)</b>	<b>2018 (29 students)</b>	<b>2019 (23 students)</b>
READING	90	96	100
WRITING	78	83	100
SPELLING	93	81	89
GRAMMAR & PUNCTUATION	85	85	100
NUMERACY	96	98	100

The 2019 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.

## 5. SENIOR SECONDARY OUTCOMES

### Proportion of Year 9 Students Retained to Year 12

In 2016 we had 46 students in Year 9. In 2019, 27 students graduated which equates to 59%.

In 2019, we had 27 students in Year 12

- Year 12 students – 27
- Students graduating – 27 (100%)
- VCAL students – 5
- Students not seeking an ATAR - 1
- Students seeking an ATAR – 21
- Highest ATAR – 89.65
- Average ATAR – 57.64
- 15 students got their first preference offer in the first round. Others got their second or third, or deferred their tertiary studies.
- All 5 VCAL students have been employed or taken up an apprenticeship.



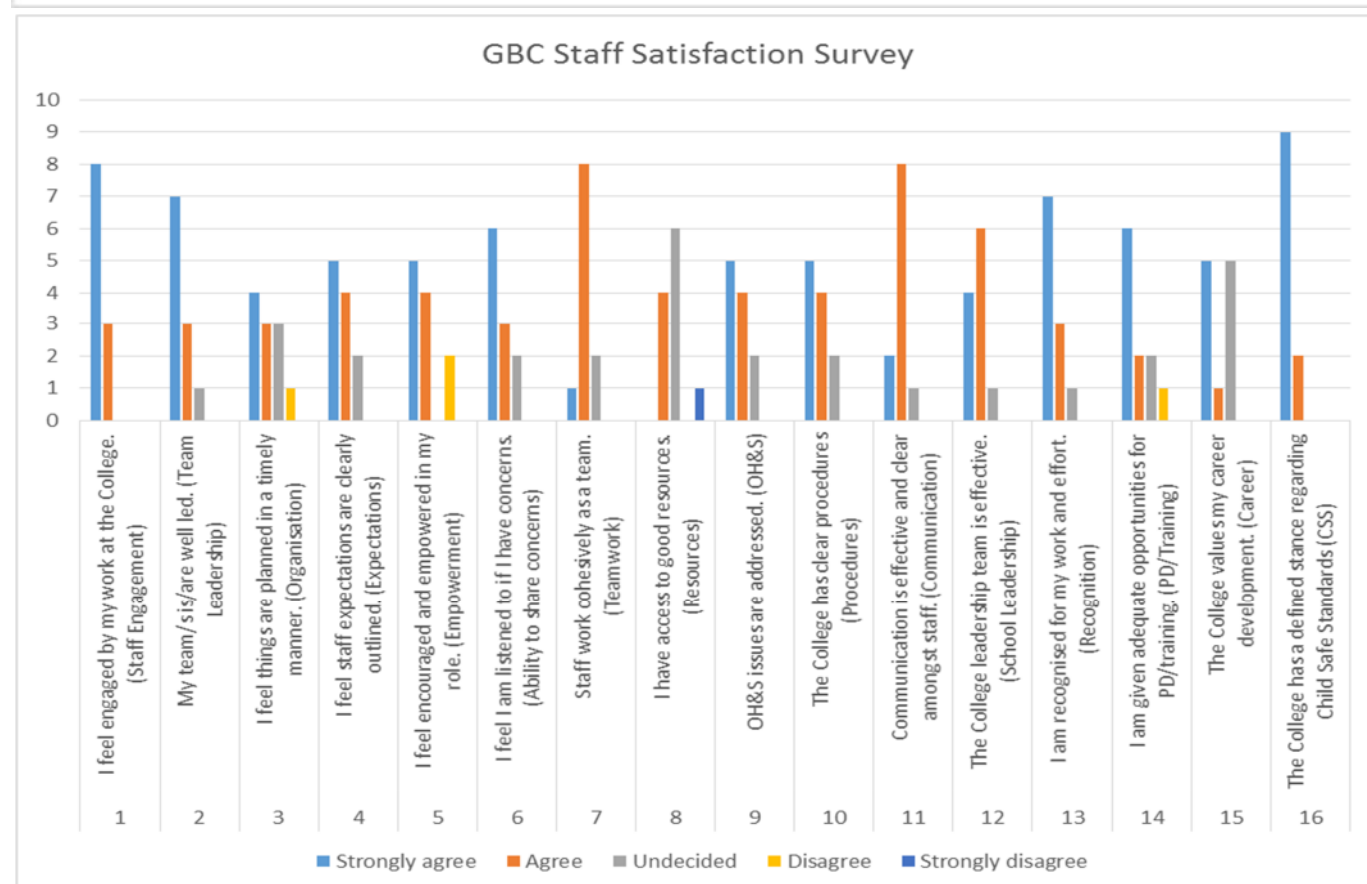
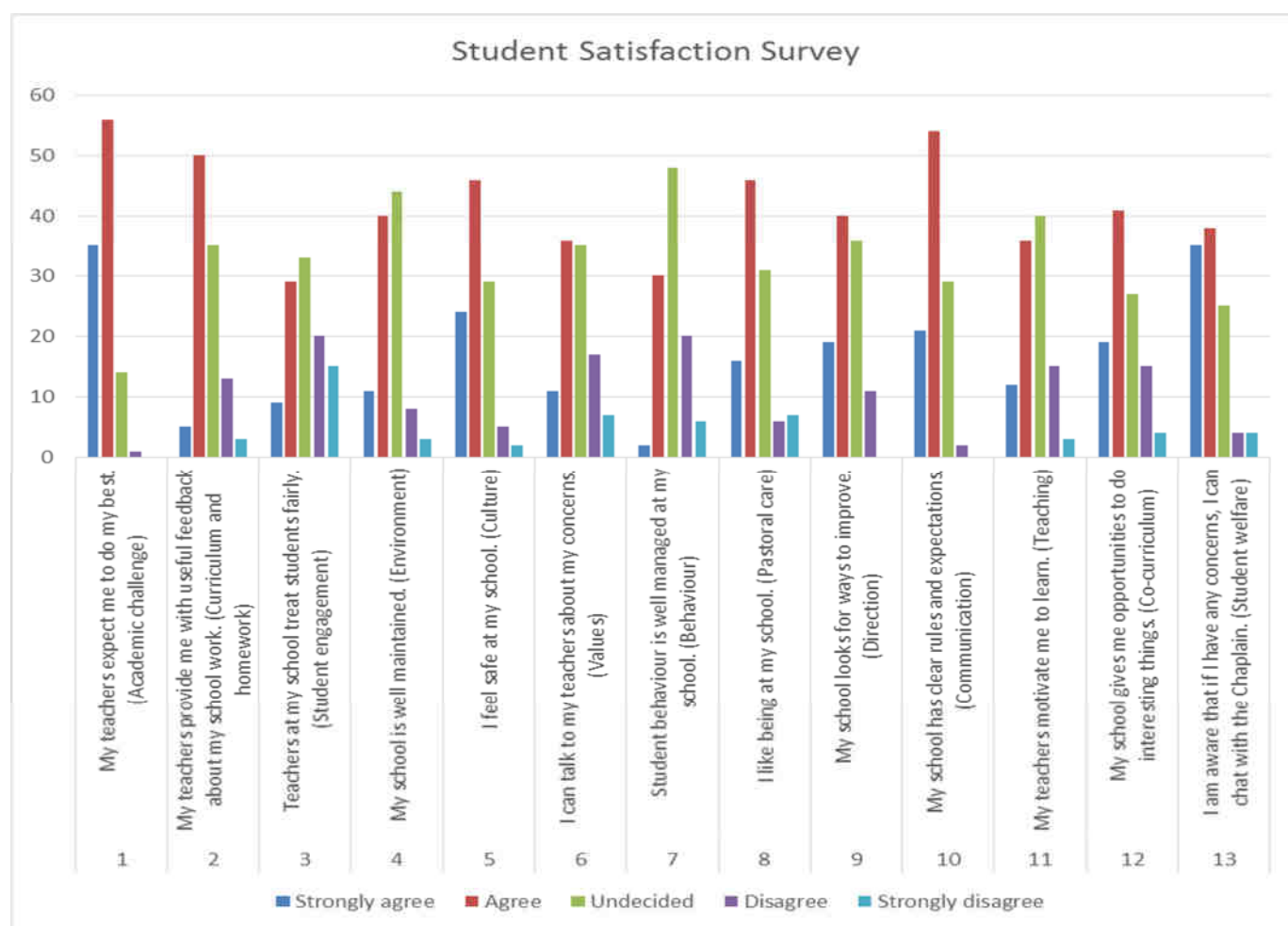
### Our Graduates

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.

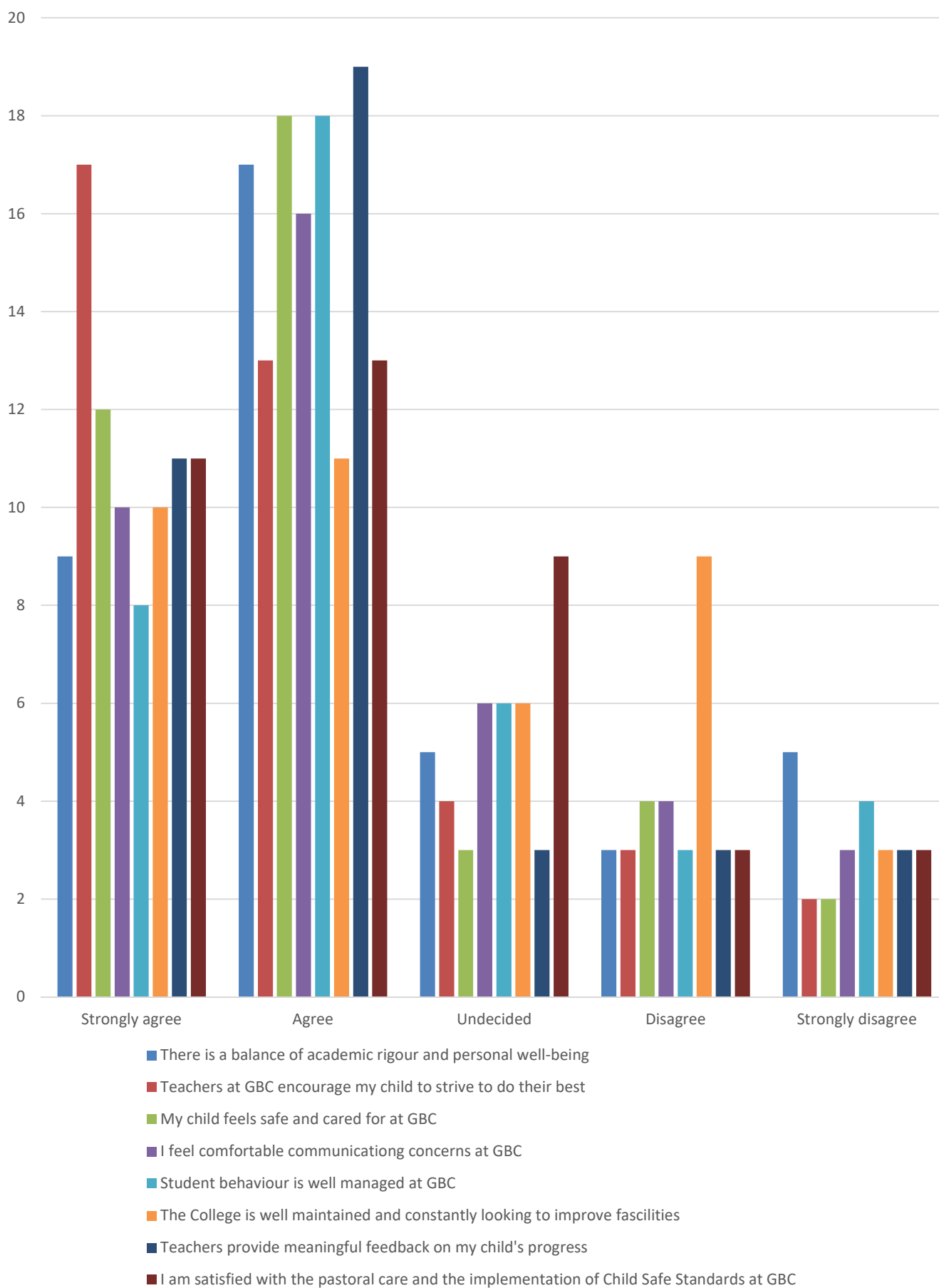
Our past graduates have achieved significant success in the choices and pathways they have undertaken. Our students have entered quite diverse fields, following their individual interests and dreams.



## 6. SATISFACTION SURVEY RESULTS/COMMENTS



## GBC Parent Satisfaction Survey





### What students liked about GBC in 2019

- Class sizes and teachers are good.
- Teachers helpful and most students friendly.
- School environment is good. Most people get along.
- The school is connected and a family.
- I know most of the students.
- Good student/teacher relationships.
- I like the teachers, my friends and sport at GBC
- The development around the College.
- Great opportunities at GBC!
- I like the way that teachers want only the best for me.
- The electives and Vet are good.
- I like the SRC, Sport, the opportunities and the fact that the school is small enough to know each other.
- The teachers are dedicated and the school is always improving.
- I like GBC because of the nice, kind teachers and I love Art!
- I like the Edge Program and my friends.
- I like the people and the Arts program (Drama, music and art).
- I like that I have nice friends and kind, helpful teachers.
- I like the discipline.
- The extra-curricular activities like robotics are great!
- I like the rock band club.
- I like that the school is small and there are more people to socialise with because I know them. The teachers are easy to talk to.
- I like the variety of subjects.
- I like how the students interact with one another. They are accepting and really kind to me.
- All teachers see a future with us and they are positive.
- I like how teachers don't judge you if you get something wrong and they are willing to help you.
- I like the fun excursions you go on and the good learning system.
- I like that GBC has lots of co-curricular activities and the classes are well managed.
- The teachers want you to do the best that you can.
- I like the teachers and the way that they teach you certain things and the students and their good behaviour.

### What teachers liked about GBC in 2019

- I like the way that the front office staff are always willing to assist me when I have a query - they are professional and caring.
- I appreciate the way that the teaching staff are always willing to find interesting ways to engage their students.
- I enjoy interacting with all the staff, be they admin, teaching or bus drivers. There is respect and interest when chatting to these staff which I have not experienced in larger schools.
- I am able to have complete confidence in the considered support of the members of administration, who are always available for consultation and communication.
- The ethos of the school is to achieve success for our students individually, regardless of their personal capabilities.
- I feel that any efforts I make, professionally, are noted and appreciated.
- The ethos of mutual respect, cooperation and dignity for all, quietly percolates throughout the community.
- Leadership is supportive, I never feel judged.
- Welcoming staff.
- I don't feel micro-managed.

## What parents liked about GBC in 2019

- My child adores coming to school.
- Friendly caring environment.
- Old fashioned values.
- Small class sizes. Christian values.
- Teachers and the curriculum. My child loves school.
- The feel of community. The way the teachers know my children and what works best for them. The different projects and classroom topics in the curriculum that keep my children thinking outside the box.
- Regular communication about my child's day.
- When concerns arise they are dealt with swiftly and parents kept up to date.
- Communication.
- Students are very inclusive of the younger students. The school has a family feel. Teachers care about the students and it shows.
- The bus service.
- Pastoral care and staff/student relationships are positive. Secondary school leadership.
- Improvement to grounds and buildings.
- Merit and Power point system to encourage positive behaviours.
- Showcasing student talent.
- Robotics.
- Classroom teachers are magnificent. The support from other parents. The uniform is lovely.
- Formal events and upper secondary planning.
- Teachers are approachable and provide honest feedback.
- Knowing that my child is safe and incidents of bullying/teasing are dealt with quickly.
- Strong discipline.
- My child feels safe and happy.

## 7. COLLEGE INCOME SOURCES FOR 2018

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

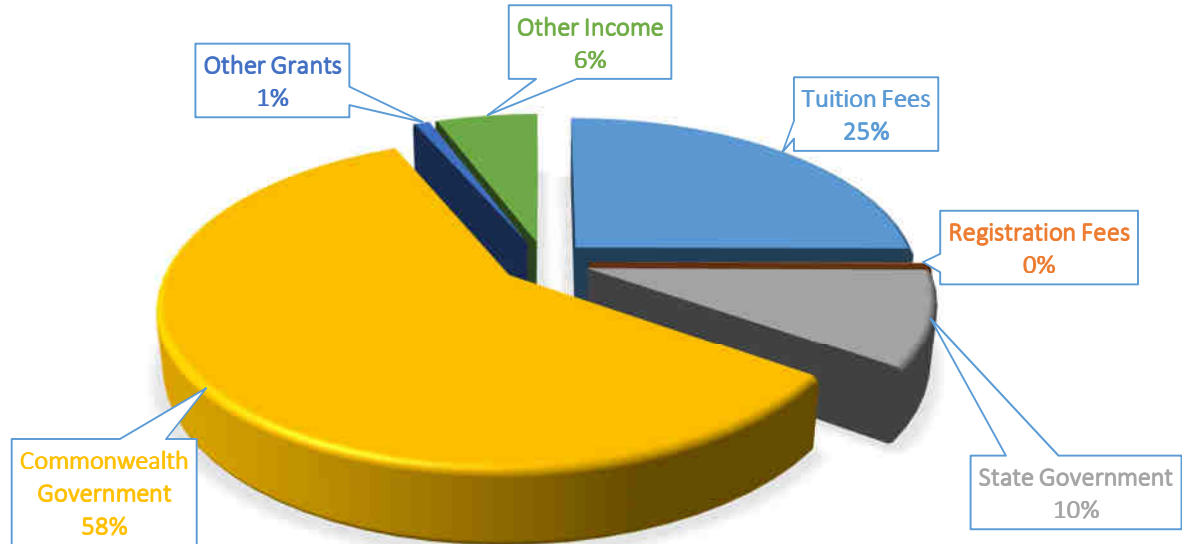
Geelong Baptist College (GBC) has a service agreement with Australian Baptist Education Inc. (ABE).

ABE provides Administrative, Financial, IT, grounds and Maintenance services to GBC. In 2019 these services cost Geelong Baptist College \$411,994. An estimate of the cost of these services outside of ABE would be approximately \$674,066.

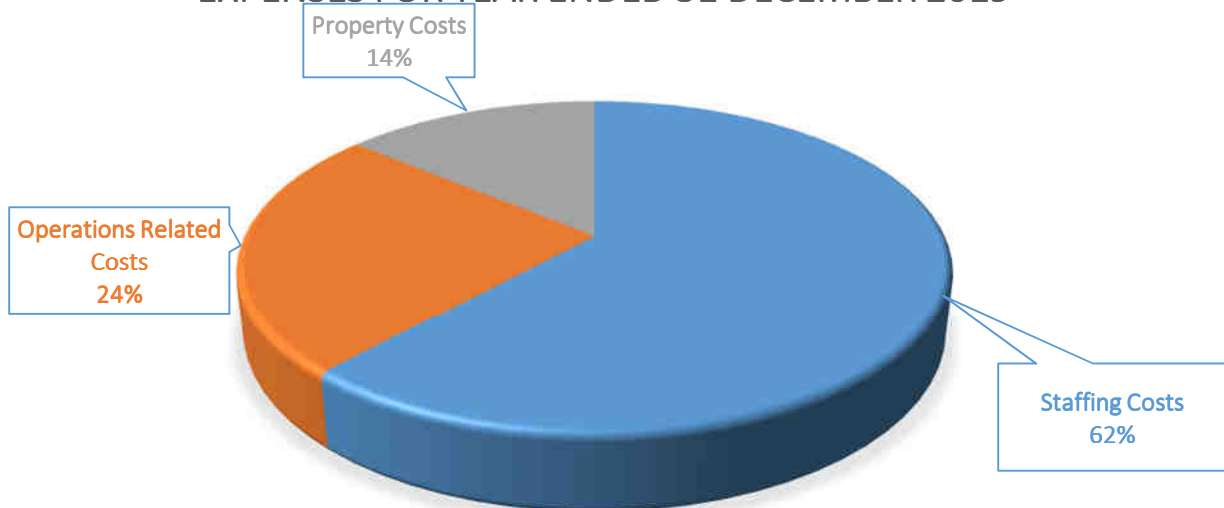
Four Board members of Geelong Baptist College are employed by ABE. Mike Smith received \$31,290 as payment for his work in Administration for GBC. Wendy Taylor received \$10,883 for her work in providing financial services to GBC. Justin Hearn received \$27,209 for his work in providing IT services to GBC, and Dave Darling received \$15,174 for his work as Grounds and Maintenance Consultant for GBC.

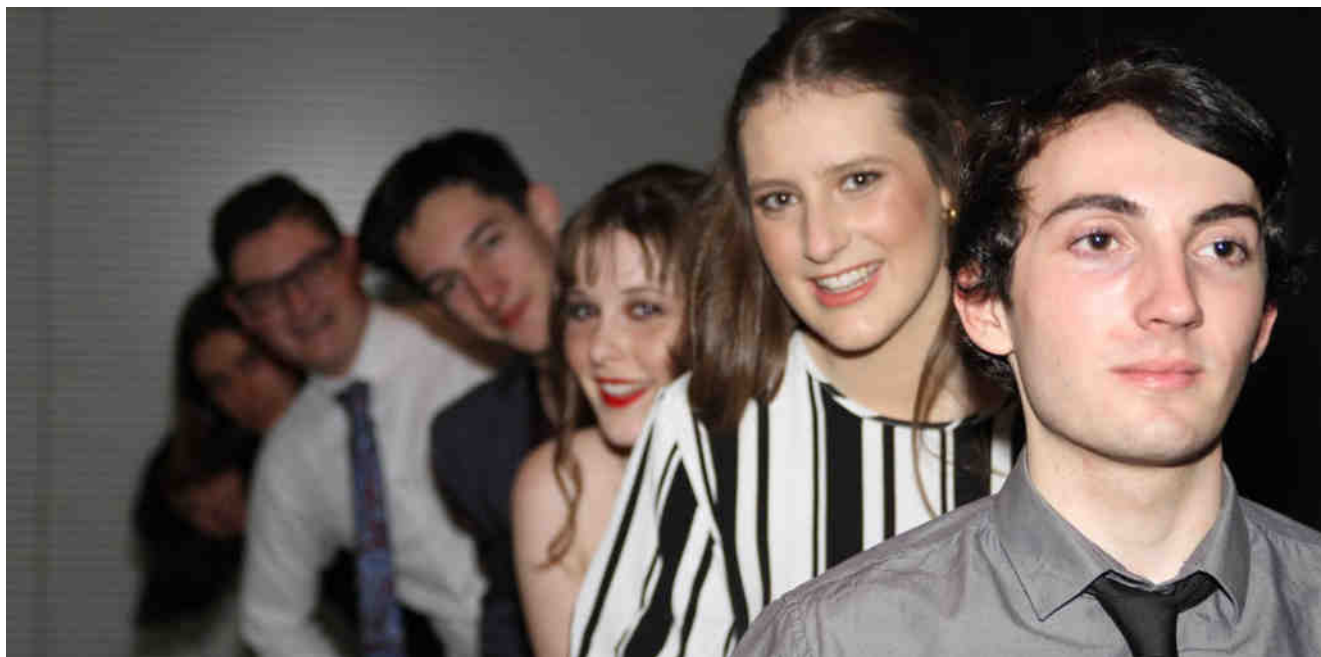


GEELONG BAPTIST COLLEGE  
INCOME FOR YEAR ENDED 31 DECEMBER 2019



GEELONG BAPTIST COLLEGE  
EXPENSES FOR YEAR ENDED 31 DECEMBER 2019





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Geelong Baptist College