



2020 GBC ANNUAL REPORT



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Geelong Baptist College

A Community of Care, Challenge and Achievement

INTRODUCTION

Geelong Baptist College (GBC), a co-educational Primary and Secondary school. It commenced in 2002. GBC was established on a Christian foundation having an open enrolment policy. It 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 to Point Cook that commenced at the start of 2020.

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 – 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*.

The GBC Behaviour Management Policy is located on the College website. It encompasses both positive forms of recognition for adhering to College requirements and for displaying godly character traits and consequences for poor choices and behaviour.

See excerpt below:

BEHAVIOUR MANAGEMENT

Discipline Policy

- Students have a right to learn and teachers a right to teach.
- At GBC, our focus is on maintaining a positive learning environment and high expectations and standards.
- The College aims to assist students to be responsible, confident, respectful and reliable young adults.
- A strong, consistent discipline policy complements these goals and is based on four important concepts:

Justice Acceptance Learning Safety

- Staff response to student behaviour is appropriate and consistent, and the consequences for behaviour are affirming, just, progressive and predictable.
- Support and counselling are also provided for students, as well as regular communication with parents, but if students repeatedly choose to disrespect the college standards, they may lose their place at the college.

MUTUAL RESPONSIBILITIES AND COMMUNITY STANDARDS

Our commitment is to ensure that each person can expect to have: -

Students have the responsibility to:-

Staff have the responsibility to:-



Timetable

Print

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------|--|---|--|--|--|
| Homeroom | 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 |
| Period 1 | 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.

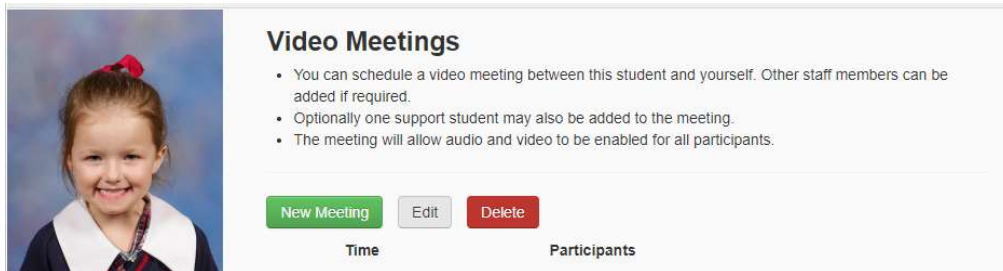
There is a strong focus is on literacy, numeracy, learning for life, thinking skills, developing independence and a genuine ambition to embark on a journey of ongoing life-long learning. The curriculum is taught within a Christian context and biblical principles.

Key Learning Areas

- Mathematics
- English
- Science; 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 College Diary communication, phone calls and email communication. The introduction of remote-learning in 2020 has also seen GBC implement further online communication tools with students and families through Moodle (Learning Management System) and Jitsi (on line video conferencing).



Parent and college 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 days e.g. Father's Day
- Presentation nights
- Parent seminars & induction
- The College website
- Social Media – GBC Facebook
- Text messaging and emails
- Reporting progress

1.4 The College Board for 2020

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.

| Name | Role | Experience (relevance to Board) |
|-----------------|-----------|---|
| 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.

During 2020, the year started well with plans well in place for the Annual Autumn Harvest Festival. Due to the global pandemic, COVID -19, and its potential risk to community health, the Festival was cancelled one week prior to the event.

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, yearly Parent Induction Sessions for volunteers, which includes Child Safe Standards, Mandatory Reporting, Code of Conduct and general orientation. These parents are to hold a current Working with Children Check and are then able to assist with carnivals and a range of fundraising initiatives within the College.

In order to be compliant with GBC procedures, our 2020 intended group of volunteers completed a mandatory GBC Induction Program on February 11th. This session included a presentation of the GBC Parent Code of Conduct and Child Safe Standards.

The Parent Fundraising Team in 2020 consisted of a small group of dedicated parents who were to assist GBC, by providing support for particular events held within the College. Early in the year, meetings were supported by both the primary and secondary College principals. This group offered a variety of support services to the College, with calendar events planned, with a focus on fundraising for major projects.

Another core group of volunteers, faithfully and capably, tend to the vast landscaped areas of the College and their gardening expertise is of great value in enhancing the appearance of GBC.

The major aim for 2020 was to ensure that there were enough funds to run the Autumn Harvest Festival at the College each year. Unfortunately, very few of the fundraising events, such as special lunch days, book fair and food drives were able to be enacted for 2020.

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 2021.



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. A further 30 trees were planted on the premises during the year. The newly planted trees will mature and provide shaded areas and an environment conducive to learning.

Staff members were moved into offices to enable the appropriate social distancing requirements while at school.

A major change brought about by road works outside the front of the College was the rerouting of the College traffic to the lower College entrance. This necessitated the road being upgraded to accommodate that change. We look forward to the completion of road works on Anakie Road where after we will re-evaluate the traffic plan for 2021.

The College canteen was forced to shut down as the service providers were unable to run a facility on more than one site as a consequence of COVID-19. We look forward to sourcing and negotiating with new suppliers and getting the canteen back in operation for 2021.

The dedicated music room in the Creative Arts building was completed in mid-2020. The facility is well received by the community as a modern space. Primary and secondary class music is now held there and the facility is now completely operational. Individual music tuition, now in its second year of growth, has expanded the variety of instruments and private lessons, offered to students. Unfortunately, due to covid-19, many of the families chose to suspend private instrumental lessons for 2020. Of those who chose to continue these through the college, did so using on-line video conferencing platforms.



Work was completed on the offices that house the Head of Student Services and Head of Curriculum.

These two new secondary positions commenced in 2020 and the staff holding these positions, are now located in these new offices. The student services office will eventually be relocated to that space when the College has grown sufficiently.

The STEAM room, in primary, became a learning hub for maths, science and art activities. It was also earmarked for the Li'l Sprouts Gardening Club, an 'offshoot' of the Primary Gifts and Talents program.

Unfortunately, due to COVID restrictions on mixed-level groupings, this room was unable to be utilised, as the clubs program was unable to continue in 2020.



The GBC 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 Cook bus in 2018, another route serving the Bellarine community was added at the start of 2020. 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
- Primary Art Room
- Indonesian room
- Arts Precinct – Music & Drama rooms
- Multipurpose area
- The Edge Room – Year 9 Program
- 1244 seated auditorium
- Primary STEAM room
- Equipped library/resource/research centre
- Primary Learning Support



2. PRINCIPALS REPORTS

2.1 Primary Principals Comment – Mrs Judy Sobey

I would like to thank the GBC Community for coming together for the yearly Family BBQ at the commencement of 2020. It made for an enjoyable evening, with parents, staff and students forging valuable partnerships. The event was perhaps more significant in 2020 than in other years, as the community made some vital communications that engendered positive relationships over what was to be a difficult year ahead for the College community.

Parents began keeping their children home around March 6th as news of the pandemic and its affects spread through our community.

Two school closures happened shortly after. The first occurred between March 24th and May 26, just prior to the first term holidays, the second from July 29th to October 12th.

Many college events were cancelled including the Anzac Day Ceremony. GBC wanted to be able to still commemorate the occasion, so Primary students were encouraged to go outside with their parents or older siblings at dawn to observe a minute's silence.

The experience was described as 'breathtaking'.



Birthdays were celebrated differently, as another way of staying connected and spreading love to our students.



Curriculum focus during remote learning was primarily on English and Maths.

Primary classroom teachers have an explicit methodology for teaching spelling. This enabled them to make videos for their students that were similar in content and style to the face to face learning ones.

On viewing them, parents reported that they themselves had greater appreciation and awe of the teacher's consistent pedagogy and methodology.

Late in Term 4, when back at school, students were tested in PAT Maths and PAT Comprehension. The results were then looked at alongside their benchmarked, reading levels and spelling results. Whilst difficult to ascertain exactly where the students would be academically had school lockdowns not occurred, there were a significant number of students we felt, should possibly have done better. These students were identified as ones who may benefit academically from some intensive intervention once school resumed normally.

Heading into 2021 we will identify students from year one who may

benefit from an intensive program of phonics, in order to assist with sound identification, reading, writing and spelling. With proposed government funding, this may assist targeted students from this year and potentially other year levels.

This would be in addition to students accessing Learning Support, which is an ongoing program, within both sectors of the college.

Unfortunately it is more difficult to quantify the rich learning that occurred in so many homes during our periods of school closure.

On many occasions, curriculum was delivered differently. Meaningful tasks were set which often contextualised both student's prior and current learning. Tasks set, now required students to practise higher order thinking skills as they drew upon learnings to adapt to real life scenarios.

A diary excerpt from a primary teacher reads, "In year 3 Maths, we had great fun designing theme parks. We then designed our own menus for the theme park using as many adjectives to describe our food as we could. Lastly, we made a column graph to show the number of visitors we had to our theme park each week. We also recorded and then listed, all the positive things that had happened to us in a week".

In PE, the students in primary made their obstacle courses around their back yards, which they then photographed or videoed.

Gifts and Talents Clubs programs were held in Term 1 only. One such club was the Footprints Club, a sustainability club. It's focus was to recycle and reuse, in order to learn to protect the earth that God has entrusted us with.



The students in the club began making beautiful creations to enhance the Autumn Harvest Festival. When this event was suddenly cancelled, the students displayed their adaptability by repurposing these for another community in the area.

Their ability and desire to bless merely shifted focus. The biblical lens, of blessing others, remained the same.

In the words of their Club's teacher, *"In a world that can, at times, be confusing and chaotic, small simple things can bring such pleasure and joy"*.

Parent quote "I just wanted to express my sincerest thanks, for all the hard work, that I can only imagine that you have done, to get remote-learning happening. I appreciate the patience that has always been needed, when teaching my son, due to his learning style. I now value this, as I can see the whole range of skills that he has developed, and is now adapting them to a new style of learning online.... A huge thankyou to yourselves and the whole staff team, for what you have achieved. You should be so very proud, and all, no doubt, done while juggling your own family lives".

There were many letters from the community sharing their gratitude. As a representative of the primary staff I would also like to thank the college

community for supporting the primary team as they navigated challenging times. The teaching staff and our primary ESO's are commended on the ways in which they kept in touch with students and their families, ensuring that quality learning and support were always in place.

Primary teachers on the whole, are versatile and adaptable. The majority, with whom I have ever taught with, are very relational and love the comradeship that being with colleagues brings. Some on our team, reported feeling socially isolated, sad and missing the personal connection that comes from having face to face interactions. Teachers were encouraged in their physical health and safety with adequate ventilation and appropriate work stations from which to work. Child safety was paramount and guidelines and protocols around videoing and video platforms were put securely in place.

After a very short illness, it was with great sadness that we learned the death of one of our much loved bus drivers. Many of the primary students who travelled on her bus were saddened, but it was an opportunity to remind them that God is good and life with Him is eternal.

Anny was a loving caring lady that looked after all the kids as if they were her own. Ryder said she was very nice on the bus and the kids all knew she was the boss!

Our heartfelt thoughts with her, her colleagues and of course her family.

James, Kim and Ryder Dahler.



When we began the first staggered return to school on May 26th the students were eager to resume friendships and continue to build on the positive rapport they had sustained with their teachers through lockdown. For a few students, it was the first time they got to 'meet' their teacher/s due to commencing at GBC during lockdown.

Term 2, written reports were sent home to parents. Whilst in modified form, teachers were still able to comment on the work submitted and student' involvement in learning. The following week saw the introduction, for the first time, of contactless interviews and staff conducted parent meetings via email, phone or video link up.

Throughout the year, whilst face to face teaching or in remote learning,

communication with students and their families was given high priority. Mental well-being and student support information, articles and links to podcasts and webinars were continuously relayed via the continuation of parent letters, updates and GBC Newsletters. Practical support was offered via teachers, ESO's and the college chaplaincy program.

Professor Hattie has examined the disruption on student learning when schools close, researching examples from the Christchurch earthquake and Hurricane Katrina.

"The critical skill of self-regulation. It's that ability to know what to do when you don't know what to do. It's the ability to seek and ask for help and not just sit there and let the river go over you."

As educators, the staff will continue to offer students the coping mechanisms and strategies needed to deal with and manage the stress of the pandemic as our community continues to face enormous levels of economic pressure and uncertainty.



Remote Phys Ed lessons done a little differently with mum.

My prayer for the College community is that we all hone the ability to seek, and to ask for help, and to be reminded that there is a loving God who cares for every teacher, student and family member at GBC.

and then the whole world
walked inside and shut their
doors
and said we will stop it all.
everything.
to protect our weaker ones
our sicker ones. our older ones.
and nothing.
nothing in the history of
humankind
ever felt more like love than this.
--CD





Primary Excursions and Incursions

Many of the proposed and/or planned for camps, incursions and excursions were unable to be held in 2020 due to the COVID-19 pandemic.

- Healthy Heroes (online Geelong footballers)
- St John's First Aid
- Esafety webinars
- Puberty lessons (upper primary)

Whole School events able to go ahead included:

- Swimming Carnival (Yrs 1-12)
- GBC School Photo Day
- Parent Welcome BBQ
- GBC Primary Gifts & Talents Club (Term 1 only)
- Twilight Tour (1 only)

- Anzac Service
- Year 3 Sleepover.

Primary Incursions included:

- Classroom House Devotions
- National Day of Action Against Bullying
- Footy Day
- Yr 6 Graduation December
- Award Presentation December

GBC Primary Community Events (on-site)

- Community Prayer Group (Fortnightly on Tuesdays)

Programs relating to the Child Safe Standards included:

- Bravehearts
- Pastoral Care (College based staff classroom visits)



2.2 Secondary Principal's Comment

2020 was a year of firsts for everyone in the world and it certainly left its mark on GBC. We started the year in anticipation of being able to continue to consolidate out programs and hone them even further. As a College we planned events, outings, excursions, which, with the exception of the College Swimming Carnival, were all scuppered by the COVID-19 pandemic. Even as I write this, it seems surreal and much like a chapter from a dystopian novel.

Grave concerns arose for all of our students while we really felt for our VCE and VCAL students who were about to face their last year of school. It was pleasing to note that despite the fact that they were robbed of their Year 12 school experience, they were resilient and weathered the storm with a level of maturity and stoicism well beyond their years.

The pandemic spurred teachers into action and the new normal of remote teaching was a steep learning curve for all concerned. The College utilised the format of Moodle as the preferred online method of maintaining contact with the students. Teachers and students had crash courses in navigating this tool and soon

became very proficient and by the time that the second lockdown occurred, both staff and students were operating like well-oiled machines.

As teachers we are well aware that we need to maintain and raise standards. In the process, maintaining student motivation was a focus, and balancing that with student well-being was important. We remain passionate about seeing our students adopting high standards in every endeavour which, in turn, translates to better opportunities as they look to their future.

Our staff made every effort to support our students and teachers made significant personal sacrifices to ensure that our students were supported while in many instances they were caring for their own families during the lockdown periods. For 2020, Homeroom was rebranded and replaced with Pastoral Care and Extended Pastoral Care sessions where teachers continued to invest in our students during these sessions. Head of Curriculum (HOC) and Head of Student Services (HOSS) positions were given to Mr Sobey and Mr Liberts with Heads of Departments and Deans to underpin the work done in these roles.

It was regrettable that we were not in a position to farewell our Year 12 cohort as we would like to have, not be able to present awards at Presentation Night and generally not have had the level of community interaction to which we had become accustomed.

Our Student Representative Council (SRC) made an effort to support our students during the lockdown period, despite the challenges of



not being able to connect easily with their peers.

We commend all within our community, for their endeavours to follow the health advice and responding rapidly to the restrictions in a manner that helped to ensure the safety of all with the GBC community. It seems likely that the long term ramifications of this pandemic will continue to ripple well into 2021 and beyond, in some ways shaping the way we interact and present education. We trust that all will be able to adapt and adopt the rules for the new normal that appears to be on our horizon.

Maintaining close links with our parent body is vital and this was integral in the new format of parent /teacher interviews involving telephonic or face-to-face live streaming interview sessions. This too seems a process that will have traction as we move forward and

assist us in being able to remain connected, no matter what challenge is thrown at us.

We commend Mr Bromley and Mrs Gordon for their wonderful remote presentation of the Year 9 Edge program. 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. Our Year 7 camp is postponed and will be revived for the Year 8s next year while the Year 9s and Year 11s managed to have a camp during the periods where restrictions were lifted.

As we gather up the pieces and make meaning of them for our foray into 2021, we know that continuing to move forward is crucial to ensuring that we remain proactive. We have made plans for the year ahead by planning for meaningful programmes and learning opportunities for our students. We should like



to thank all of our staff and community for their support in making 2020 year successful, despite the significant hurdles placed before us.

Secondary Excursion and Academic Extension Opportunities

While there few opportunities presented during lockdown, these are amongst the opportunities we were able to squeeze out of 2020:

- ACMI and Top Class Excursions
- Year 9 Drama performance
- Year 9 and 11 Camps
- A few Inter School sporting competitions including GISSA and WSSCA
- Extended Pastoral Care including Elevate Education, Goal Setting, Mental and emotional Well-being, anti-bullying campaign
- Kryal Castle
- GBC Swimming Carnival

Secondary Student Led Initiatives

Regrettably, these events could not proceed as a consequence of social distancing and lockdown requirements.

Secondary Student Development

With the retreating of students to their homes and their devices, aspects of Child Safe Standards were reiterated during Extended Pastoral Care sessions while students remained in lockdown. We trust that 2021 will allow us to breathe life into programs that continue to develop our students.



3. COLLEGE STAFF COMPOSITION - 2020

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

During Pastoral Care time students' wellbeing was addressed by utilising different resources, including teaching of the Respectful Relationship Curriculum, Beyond Blue educational material and webinars presented by Headspace. Students have the opportunity to be involved in wellbeing programs through external providers such as the NED Mindset program and the Geelong Cats Healthy Heroes program.

Staff are provided with opportunities to increase their knowledge of aspects relating to student wellbeing through registration with the BeYou program and the Respectful Relationships program.

Our College is registered to become an eSmart school and is dedicated to ensuring students' wellbeing and safety online.

Teaching - 36 (Male - 12, Female - 24)

Full time - 20 (Male - 11, Female - 9),

Part Time - 16 (Male - 1, Female - 15),

Non-Teaching - 16 (Learning Support - 4, Chaplain - 1, Admin - 4, Bus Drivers - 5, Library, Food Tech, Lab Tech – 2).

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



| 2020 Staffing | | | |
|----------------------|-------|--------------------|----|
| Total teaching staff | 36 | Secondary teachers | 22 |
| Part-time teachers | 16 | Prim/sec teachers | 5 |
| Full-time teachers | 20 | Primary teachers | 9 |
| Teaching Load | 35.67 | Ancillary Staff | 7 |
| Administration Staff | 4 | Support Staff | 5 |

Staff Retention

Heather Nicol resigned in December 2020. 2 Bus drivers left (one death). Expressed as a %, this equates to a 95 % staff retention.

Staff Attendance

GBC had a very high staff attendance rate of average attendance 97%, as teachers are dedicated and passionate about their teaching role and their commitment to their students. The few absences were mainly due to illness (some covid related or family reasons).

New Staff for 2020

Mrs Nicole Smith returned from Maternity Leave. Anny Smith (bus driver) died in 2020. David Cremona replaced Wayne Lawerson (bus drivers). Heather Howlett- Head of Sport (secondary), Kathryn Peters, both teachers, commenced at GBC in 2020.

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 Teaching Primary | 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. |
|-----------|-------------------------|---|-----------------------------|-------------|
| Donnan | Ceri | Diploma of Education, Bachelor of Education, Masters of Education | Provisional Registration | 611040 |
| Flakemore | Lynne | Bachelor of Education, Bachelor of Applied Science | Full Registration | 204375 |
| Gordon | Elizabeth | Bachelor of Arts (Sports Administration), Graduate Diploma of Education (Primary) | Full Registration | 375204 |
| Hignett | Ashleigh | Bachelor of Education (Primary) | Full Registration | 398250 |
| Knight | Johnnie | Bachelor of Education (Primary) | Full Registration | 376842 |
| Neville | Sandra | Bachelor of Arts, Dip Ed (primary) | 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 | Bachelor of Music, Graduate Diploma Music Education (Primary & Secondary), Graduate Diploma of Primary Teaching | Full Registration | 331968 |
| Richter | Carrin | Diploma in Education, Bachelor of Art Degree | Full Registration | 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 |
| 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 |
| Hollingsworth | Laura | Bachelor of Arts & Education, Master in Education | Full Registration | 204122 |
| Howlett | Heather | Bachelor of Education (Health & PE) | Full Registration | 154849 |
| Johnston | Rohan | Certificate IV Training and Assessment, Masters of Teaching (Secondary). Bachelor of Commerce (Management & Economics), Bachelor of Science (Chemistry) | Provisional Registration | 606244 |
| 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 |
| Nicol | Heather | Bachelor or Applied Science (Fisheries Management & Aquaculture), Post-Graduate Diploma of Education (Secondary Science), Graduate Certificate of Science | Full Registration | 207788 |
| Peters | Kathryn | Bachelor of Science, Bachelor of Engineering, Graduate Diploma of Education | Full Registration | 381857 |
| 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 2020

Professional development at GBC takes many forms, none more so than in 2020, occurring primarily online in a variety of contexts. Staff valued the ease of accessing PD's online and that they could be completed at home without travelling excessive distances.

In 2020, \$106,236 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 \$3,917 per FTE.

Examples of on line Professional Development undertaken by GBC Staff included:

- Mandatory Reporting PD during the holidays.
- GBC anaphylaxis briefing
- Mental Health First Aid
- ISV online course on Behaviour Management
- "ISV Disability Discrimination" - understanding a school's obligations to students with disabilities.
- Literacy strategies to rebuild confidence in your classroom.
- 5 x teaching practices to support and develop comprehension:
- Mathletics: with 3P on how to create groups using Mathletics.
- Mappen on SCAMPER (Humanities Program used at GBC)
- Respectful Workplace
- Highly Effective Schools - Hawker Brownlee
- English Stars PD - Firefly Ed
- Play in the early year- Reignite Play, Holly OT
- Bike Ed- Sporting Schools
- English Stars
- LEM Phonics was a 4 day intensive for the teaching of phonics. This was conducted for 5 Primary staff members via zoom, and concluded with an examination. This methodology will be utilised in 2021.

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.
- All teaching staff attended instructional PD's on the use of Moodle, immediately prior to school shutdowns. This enabled staff to participate in online teaching with colleagues and students. Moodle also provided the platform for video communication with individual students and/or classes.
- Administration & Teaching staff all completed their annual cycle of appraisal.
- Emergency Management protocols and refresher were presented prior to rehearsals.

- Due to cases of COVID-19 amongst the student body, the school was instructed by DHHS, to close immediately. Evacuation procedures were successfully enacted.

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.

On most occasions, in 2020, due to COVID restrictions, PD's were completed via zoom meetings (or similar platforms). This assisted 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 and Asthma and Anaphylactic modules. A number of staff members updated their First Aid accreditation, which included CPR.



4. COLLEGE STUDENT COMMUNITY - 2020

Student Attendance

On average, Primary students were in attendance 94.78% of the time and Secondary students were in attendance 92.77 % of the time. The whole school had an average attendance rate of 93.85 %.

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 93.32% and girls had a rate of 94.38%. 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 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 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 |
| 2020 | 94.20 | 95.43 | 95.70 | 95.15 | 95.16 | 93.49 | 94.37 | 95.33 | 94.33 | 90.34 | 94.21 | 91.69 | 90.76 |



5. 2020 NAPLAN RESULTS

Due to COVID 19 restrictions, NAPLAN did not proceed in 2020.

6. SENIOR SECONDARY OUTCOMES

Proportion of Year 9 Students Retained to Year 12

In 2017 we had 42 students in Year 9. In 2020, 24 students graduated which equates to 57%.

In 2020, we had 24 students in Year 12

- Year 12 students – 24
- Students graduating – 23 (96%)
- VCAL students – 7
- Students not seeking an ATAR - 6
- Students seeking an ATAR – 17
- Highest ATAR – 96.3
- Average ATAR – 58.51
- 5 students got their first preference offer in the first round. Others got their second or third, or deferred their tertiary studies.
- 5 VCAL students have been employed or taken up an apprenticeship. Two are still deciding what they would like to do.



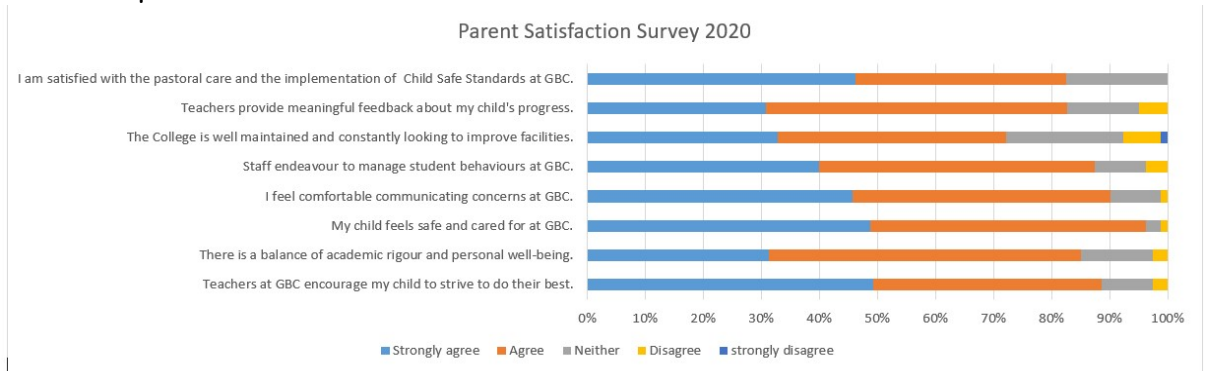
Our Graduates

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.

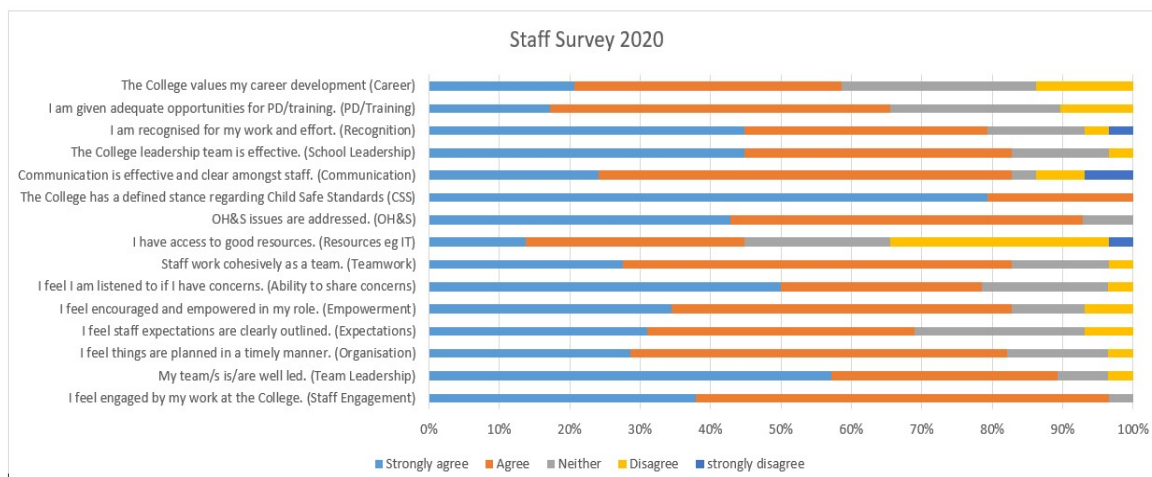
7. SATISFACTION SURVEY RESULTS/COMMENTS

Parent Responses:



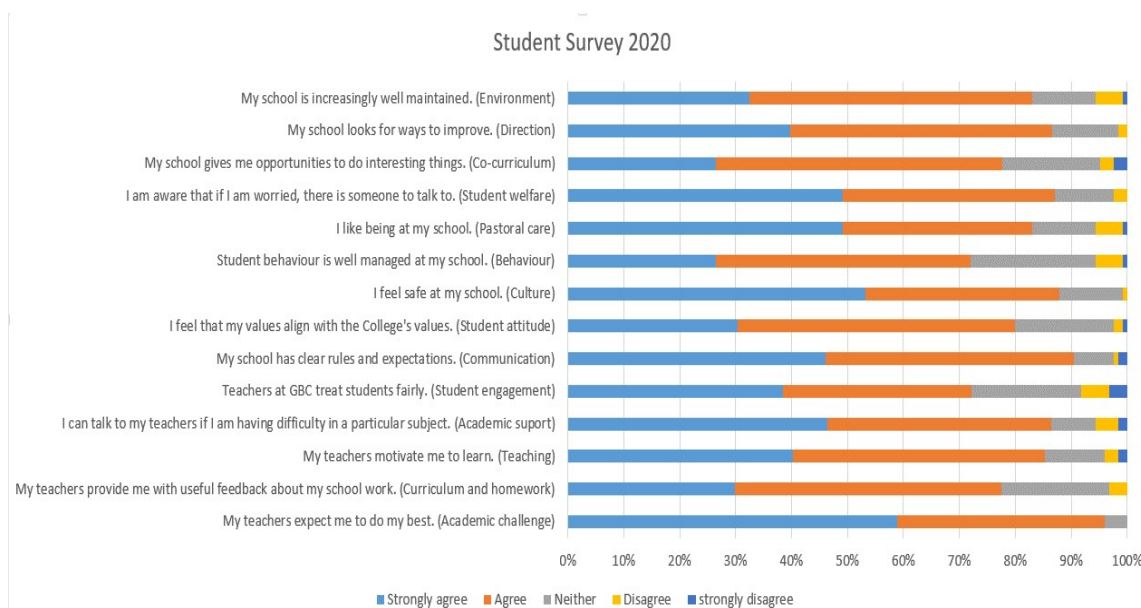
Parent responses 2020:

- All round activities including everyone. And the school community being so inclusive.
- Good communication with the goings on within the school, but also between teachers and parents is especially good. Upgrading old facilities and improving the school grounds is pleasing to see Parent concerns are dealt with swiftly and teachers following up either phone calls or emails is reassuring that students are moving forward and not getting "lost in the system".
- Good communication by on-campus administration 2. Good communication by board 3. Genuine community and concern for student/family welfare.
- Personal attention to both students & parents Strive for the student's best efforts Pastoral care in difficult times is excellent.
- Communication on important issues like covid isolation, road works, apart from academic progress.
- GBC has allowed my children to be the best they can be and be confident in being who they are and what they do ,knowing that they are part of a community that cares and has an interest in what they present or have to say.
- Availability of teachers and principals if any issues arise. Open communication. 2. I feel my children are learning and succeeding in a safe environment. 3. School community in general. Friendly and supportive.
- Teachers are engaging and knowledgeable Curriculum is well balanced and keeps my child's interest Communication especially during COVID-19 is regular and accurate.



Teacher Responses:

- I am passionate about ensuring the students get a quality education.
- I have been encouraged in my role.



ELABORATED RESPONSES FROM STUDENT SURVEY:

Responses were left unedited apart from those really poor spelling which were edited, duplicates or nonsensical responses.

How much do you think COVID-19 impacted you this year?

Students were asked this to work out how much impact they felt that COVID-19 had had on their learning experience this year. The responses suggest that they all believe that it had had a negative impact. The average suggested that a 56% negative impact.

My teachers expect me to do my best. (Academic challenge)

- But they were relaxed with COVID-19, they told us it was a tough time and to just do our best
- I like teachers so much.
- I love my teaches
- I love my teacher
- Because we have been doing home school for the last couple months so she wants us to do as good as we can.
- She tells me too try my best so I do
- Some Teachers Are Forcing Us To Do Our Best, Not Expecting Us To Do Our Best.
- They do accept that makes me feel under pressure
- Yes and I try my hardest
- Sometimes
- My teacher is the best!
- I like my teacher his the best and funny
- I like my teacher. He is funny and entertaining.

My teachers provide me with useful feedback about my school work. (Curriculum and homework)

- Most of the time but sometimes they don't.
- Sometimes
- Only some
- I love school work.
- I lice teachers so so so much
- I love home work
- She is nice
- It could be harder
- Not on every piece of work we get a comment or a piece of feedback about what we have done in our work. Though I don't feel like we need it.
- Sometimes I get confused, and it doesn't make sense to me.
- Sometimes
- Sometimes it doesn't make sense (the feed back)
- I like maths
- I like writing with my teacher.

My teachers motivate me to learn. (Teaching)

- Some teachers
- Learning is fun.
- Yes so so so so much
- Yes
- They give me the ability to get help but sometimes when the teacher the is explaining what the piece of work we are doing in a bad mood or a quiet voice it doesn't give me the so to speak hype, to do my work but when a teacher explains it with joy or with excitement I have to hype to actually do my work with precision.
- Yes do but that always makes me feel under pressure
- Some do some don't
- Agree

I can talk to my teachers if I am having difficulty in a particular subject. (Academic support)

- Some things I may not get but if I say that I don't get it. I'm told that, "yes you do get it, don't be silly," because teachers have a high expectation of me because I'm smart but they don't get that I struggle in some things.
- I am afraid of what they would say to me or say I am not trying hard enough
- If I ever do get confused, I will ask my teacher for help.
- My teacher helps me with my work
- My teacher will help me through my difficulty.

Teachers at GBC treat students fairly. (Student engagement)

- Very strongly agree
- Some do treat student fairly
- I would agree that most teachers treat their students with respect although some teachers don't.
- My school is the best.

My school has clear rules and expectations. (Communication)

- Those rules are fair and easy to abide by
- I don't agree with the hair rules
- Only the hair styles
- Do something wrong you get a demerit
- The diary is a great example to look back at but some things aren't well explained. The great thing at the start of the year though is the discipline system is read by our teacher which is at the start of the diary.

I feel safe at my school. (Culture)

- I feel safe
- I've heard some unacceptable things about other people's beliefs or their culture.
- I know that I am always safe at GBC
- I feel safe at school 75% of the time. Sometimes I feel unsafe and scared but I know I am safe with my friends and teachers.
- I don't feel safe in the playground

Student behaviour is well managed at my school. (Behaviour)

- Yes
- Some teachers deal with it unfairly
- I think that some things could be changed with that if something bad is said that a student is required to go to a teacher.
- Some people behave but some people in my class don't sometimes
- Some students are not well behaved but anything that happens is quickly fixed.

I like being at my school. (Pastoral care)

- I love my school
- I like my school
- I LOVE IT!!!
- My school is the best I have 2 Friends
- My school will protect me



I am aware that if I am worried about anything, or have any concerns, I can chat with the Chaplain (all students) or my class teacher (Primary), or my Pastoral Care teacher or the Deans (Secondary). (Student welfare)

- Yes, I know that I can always find someone that I can talk to things about.
- Being able to be pulled out of learning sometimes to help with personal/family problems or in school problems is great! Even though we miss out on work it really helps. I visit the Chaplain and she is a great person to talk to.
- I do talk to the school Chaplin but I am always afraid if they judge me (I am always care what other people think and that affects my personality)

My school gives me opportunities to do interesting things. (Co-curriculum)

- Every school curriculum is too overloaded and usually leads to extra homework which gives no time for extracurricular activities.
- Sometimes
- This year we could not really go anywhere because of covid.
- I feel like we need some sports teams and also the effect of COVID-19 to do fun sports during the year actually in school.
- Because of covid we didn't get the opportunity for fun things

My school looks for ways to improve. (Direction)

- Yes, they look for ways to improve but majority of the time the improvements thought of are either really expensive, will take a really long time or it pretty much won't be possible.
- Yes but sometimes they don't succeed

My school is increasingly well maintained. (Environment)

- Yes
- There could be a few things changed up like the drainage and leverage of the oval, Astro Turf and the path cracks need to be fixed up too.
- I am in a safe and loving/caring environment when at school
- There is piles of rocks and bluestones around

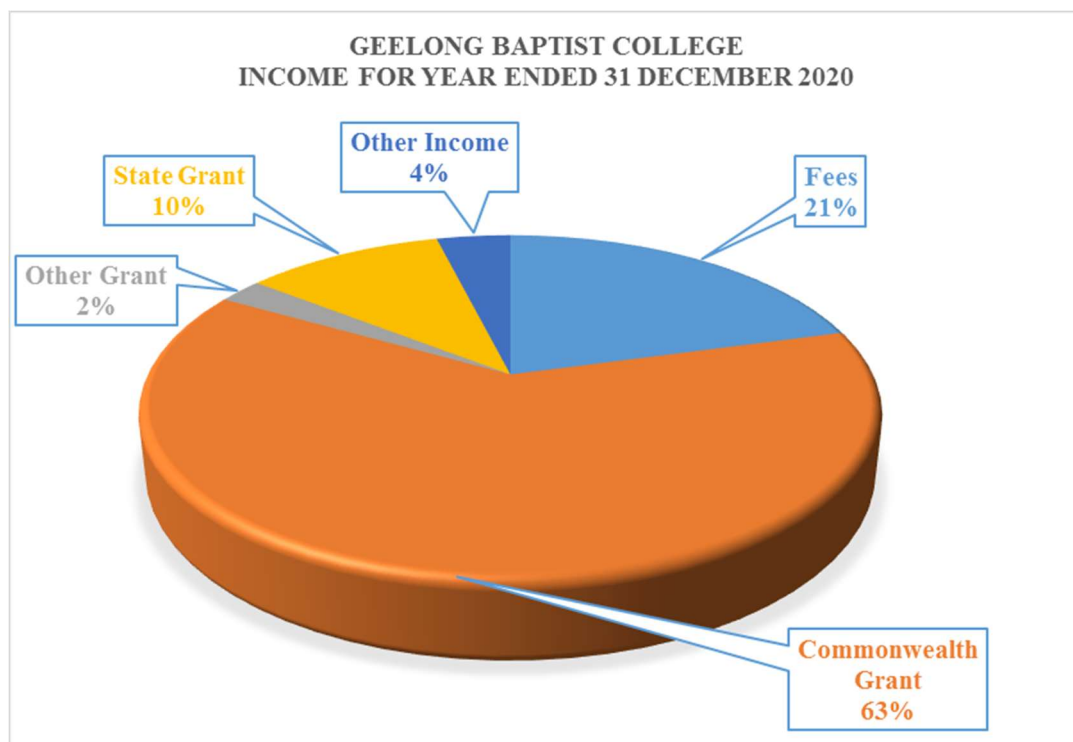
8. COLLEGE INCOME SOURCES FOR 2020

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

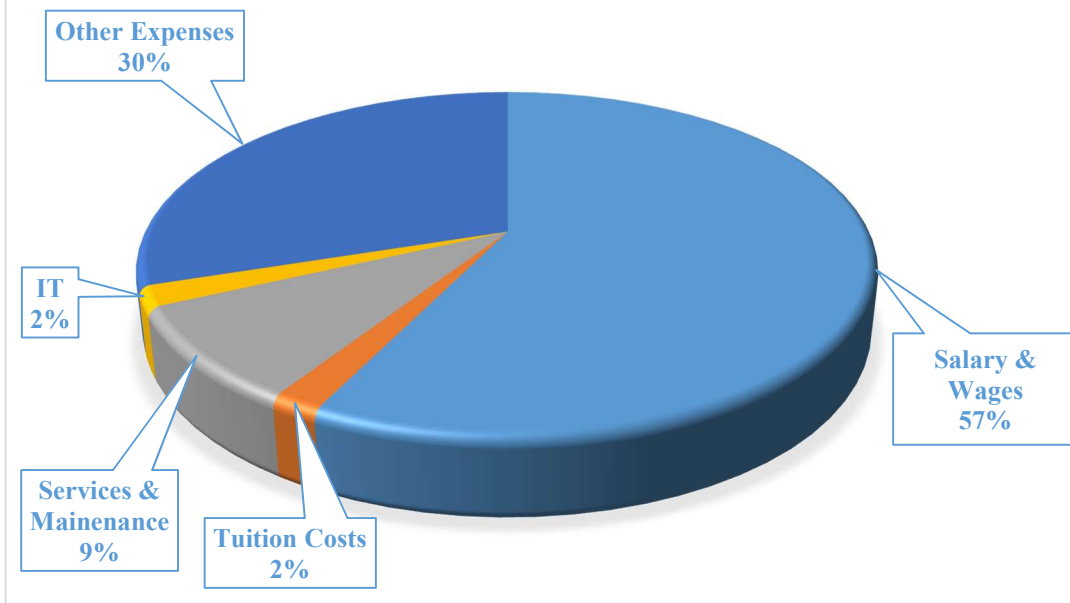
Geelong Baptist College (GBC) has a service agreement with Australian Baptist Education Inc. (ABE).

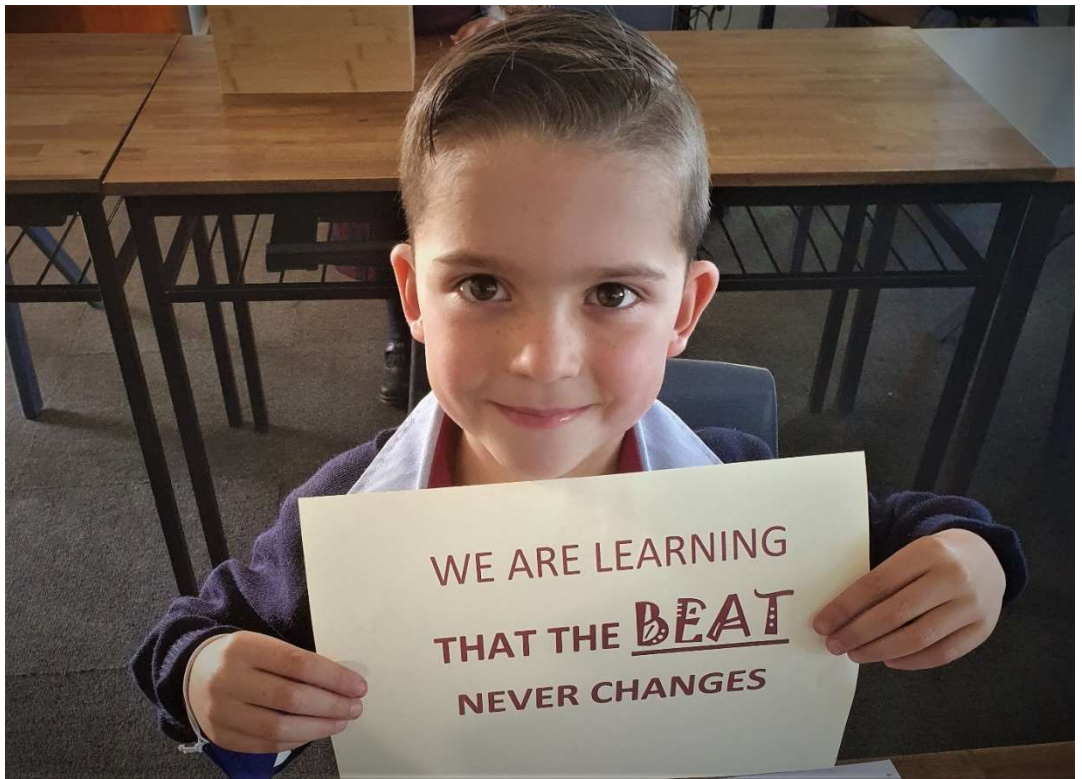
ABE provides Administrative, Financial, IT, grounds and Maintenance services to GBC. In 2020 these services cost Geelong Baptist College \$446,225. An estimate of the cost of these services outside of ABE would be approximately \$673,259.

Four Board members of Geelong Baptist College are employed by ABE. Mike Smith received \$31,335 as payment for his work in Administration for GBC. Wendy Taylor received \$10,899 for her work in providing financial services to GBC. Justin Hearn received \$27,248 for his work in providing IT services to GBC, and Dave Darling received \$15,231 for his work as Grounds and Maintenance Consultant for GBC.



**GEELONG BAPTIST COLLEGE
EXPENSES FOR YEAR ENDED 31 DECEMBER 2020**





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Geelong Baptist College