



GEELONG BAPTIST COLLEGE

2021

ANNUAL REPORT





A Community of Care, Challenge and Achievement

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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).





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.

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 six buses and services an extensive portion of the Geelong region.

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 7B Pastoral Care Mr Robertson [Yr 7][#1] Room: A9	Year 7B Pastoral Care Mr Robertson [Yr 7][#1] Room: A9	Year 7B Pastoral Care Mr Robertson [Yr 7][#1] Room: A9	Year 7B Pastoral Care Mr Robertson [Yr 7][#1] Room: A9	Year 7B Pastoral Care Mr Robertson [Yr 7][#1] Room: A9
Period 1	Year 7B Visual Arts Mr Bromley [Yr 7][#1] Room: F6	Year 7B Pastoral Care Mr Robertson [Yr 7][#1] Room: A9	Year 7B Humanities Mr Liberts [Yr 7][#1] Room: A4	Year 7B Indonesian Ms Hollingsworth [Yr 7][#1] Room: C12	Year 7B Science Mrs Peters [Yr 7][#1] Room: H1

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



Pastoral Care Video Meetings

- You can schedule a video meeting between this student and yourself. Other staff members can be added if required.
- Optionally one support student may also be added to the meeting.
- The meeting will allow audio and video to be enabled for all participants.
- You can also schedule meetings for up to 5 students in a class using the *Video Meetings* tab on a Class screen.



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 saw GBC implement further online communication tools with students and families through Moodle (Learning Management System) and Jitsi (on line video conferencing) and these continued to be refined well into 2021.

Parent and college interaction is further enhanced through:

- Student Management System (SMS)
- Fortnightly newsletter
- Annual College Magazine
- Assemblies (although we were constrained by Covid-19)
- College events
- Parent / Teacher Interviews
- Social gatherings-BBQs etc.
- Subject information evenings
- Parent information evenings
- Open Days & Twilight Tours
- Newsletter (fortnightly)
- 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





The College Board for 2021

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

The Board members are familiar with the Victorian Management, Compliance and Child Safe Standards.

The Chairman, Mike Smith usually visits each term and also is in regular contact with both principals via phone and email although the travel restrictions have impacted visitation during 2021.

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 although, that too was prevented as a result of the pandemic.

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	Member	Experienced educator in secondary and tertiary education. Church pastor.
Kieran Graham	Member	Experienced educator, K – 12 school principal.
Matilda Joubert	Member	Experience Educator with skills in compliance and improving student outcomes.
Tanis Arnold	Member	Family lawyer.

Our Wider Community

Although the pandemic has upset the equilibrium regarding community involvement, the College acknowledges that our community is a wonderful resource and can provide numerous opportunities to complement and extend the curriculum and fund raising support.

During 2021, we were not been able to enjoy the regular involvement and plans which include the Annual Autumn Harvest Festival.

We have always encouraged Community Partnerships. Outside of the pandemic, examples of the involvement of the GBC community exist everywhere in the College. A number of our community usually 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 after completing the orientation, able to assist with carnivals and a range of fundraising initiatives within the College.

In order to be compliant with GBC procedures, our 2021 intended group of volunteers completed a mandatory online GBC Induction Program. This session included a presentation of the GBC Parent Code of Conduct and Child Safe Standards.

The Parent Fundraising Team in 2021 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, and planned effectively, with a focus on fundraising for major projects.

Another core group of parent 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. Regrettably their efforts were pruned due to Covid-19 and we look forward to their return to tending to the gardens in 2022.

Unfortunately, very few of the fundraising events, such as special lunch days, book fair and food drives were able to be enacted for 2021.

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 2022.



Grounds and Buses

The physical grounds of the College include a total of 32 acres, 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.

Over the last two years, staff members were moved into offices to enable the appropriate social distancing requirements while at school. Limitations were also applied in the staff room in terms of density.

A major change was the upgrading of the pick-up / drop-off zone for the secondary students. The development has eliminated the need for traffic to run through the College and has reduced risk on the grounds, while a refuge island and modified traffic flow plan has also gone a long way to mitigate risk. The nett result was the implementation of two one way traffic flow loops (one primary and one secondary) which has expedited the pick-up and drop-off times with the added bonus of an increased level of safety.

As per traffic management plans, the buses were also moved slightly and this too has served to reduce risk by keeping pedestrian traffic separate from vehicles.

A significant amount of landscaping occurred during the latter portion of the year which improved the traffic flow and served to increase the general appearance of the College.

The auditorium was used by outside groups on a few occasions as was allowed by health advice and upgrades have started in relation to sound and lighting.



The College canteen included a new independent tenant in the form of Pop-Up Treats, and they were very successful at meeting the needs of the College's canteen. Their cheerful and attentive service has made the canteen even more successful at GBC. Sadly, it was forced to shut down as a consequence of the pandemic and, as restrictions eased towards the latter portion of the year, it was again reopened. The Menu is extensive and the meals served are value for money and are popular among students who enjoy the service.



The GBC bus fleet remains one of the finest in the Geelong region and this service is well used by the community. All of the buses are wrapped with the College logo and are well maintained by the dedicated team of drivers headed up by the bus coordinator, Mr Colin Hooper.

The fleet has grown and after adding a Point Cook bus route in 2018, a Bellarine route in 2020, the start of 2021, a new route taking in the Anakie region was added to the already extensive area covered by the buses. There is a total of 6 Geelong Baptist College buses serving the wider Geelong region.





PRINCIPALS REPORTS

Primary Principals Comment – Mrs Judy Sobey

GBC primary staff are committed to learning at every level and in any circumstance. Whilst teaching and learning are very different from each other, our staff have become, by necessity, ready to teach both in season and out.

In 2021 during times of remote learning, our primary staff were committed to continue investing into the learning lives of our students. I was proud of their dedication to adapt their teaching styles for different times and their ability to personalise the learning for their students.

'Knowing and understanding our students during the many days of lockdown, was a challenge as the classroom interactions shifted from the four walls of the college to the individual 'rooms' of home life.

Whilst teachers adapted to the confines of a computer screen they still managed to make the learning visible for all their students.

The uniqueness of our students meant that some students thrived during on-line learning and appreciated the opportunity to work at their own pace, whilst other students valued the instructional videos and collaborative contact and interaction opportunities that were provided by their teachers.







DISCIPLESHIP is our calling –

As a Primary staff, we are committed to deepening our own relationships with Jesus as we seek to model His life to those whom we teach.

During times of extended remote learning, we were faced with modelling Christ in alternative ways, and needed to find ways for students to develop ideas and insights for themselves within the parameters of virtual learning.

As 2021 unfolded, I was reminded that at the top of Bloom's Taxonomy for Learning is creativity, the verb that Bloom's deems as the highest form of thinking and acting. During the pandemic teachers faced the challenges of shifting their traditional face to face methods, communications and practices and creating new ways of teaching in order to meet the needs of their students.

Creativity was also added to our Godly Traits program in order to bring value and to explicitly recognise creativity in our students. The act of creativity is valued for what is new to and for the student, not necessarily new to the world.

During both remote learning and face to face learning, our students were provided with many opportunities to display their creativity in uniquely personal ways, within whatever context they found themselves. They drew, painted, and sculptured, and explored their indoor and outdoor environments.

Others expressed themselves through physical movement on bikes, skateboards, rollerblades, home-made obstacle courses, played musical instruments, or wrote stories and poetry.

The pandemic has taught us that our students relish opportunities to develop meaningful skills, knowledge, and mindsets without necessarily being aware that these are the abilities that will prepare them for an ever-changing society and future. By combining opportunities to create and think multiply student engagement and interest across the curriculum.

Not only is Bloom's Taxonomy enacted to a new level in times of remote learning and beyond but I am reminded to impart, and impress upon our students that the first act that God did in the beginning, propelled first by His imagination and creative thinking, was to create.

As we look forward to the coming years, years of uncertainty, our students of today should find inspiration and a sense of awe and wonder from knowing this.







Secondary Principal's Comment - Mr Neil Wetmore

2021 felt a bit like groundhog day for many of us, with Covid-19 reaching into the the College for a second consecutive year. As was the case in 2020, we started the year with optimism that we would be able to consolidate programs that had previously been put on hold. As a College we had plans of reinvigorating our outings and excursions programs, while regrettably, most of that was not possible. The swimming and athletics carnival were able to proceed while some camps were also able to go ahead, although some under modified constraints.

Our students again triumphed over the adversity of the circumstance and our Year 12 students made the most of the time that was afforded them, displaying resilience and maturity as they grappled with the challenges of their reality. Our years 7 - 10 completed a formal assessment process which was the closest that we have been able to get to replicating an exam in a long while.

The prolonged pandemic conditions which started in 2020, left all well heeled in their capacity for change, and staff and students easily reverted to the 'new normal' of remote education. Staff had honed their skills in the previous lockdown periods and were very efficient at providing work for students and navigating the process. For some students, it was difficult to retain a focus while others became more proficient at self-regulating their study and taking personal responsibility for their learning.

Once again, teachers had to work hard to maintain student motivation and focus, while balancing that with student well-being.





It was unfortunate, that for a second year in a row, we were not in a position to farewell our Year 12 cohort as would like to have, not able to present awards at Presentation Night and our level of community engagement was, once again, far lower than we would have liked it to be.

Our Student Representative Council (SRC) were exceptional in the way that they stepped up to leadership in a trying circumstance, and they competently supported students during the course of the year, making every effort to ensure that particular attention was paid to well-being. Similarly, our teachers paid particular attention to the well-being of students during remote learning.

We thank and commend all within our community, for their support of health requirements, whether or not they agreed with them. The rapid response, to both adapting to and adopting regulations, went a long way to mitigating the impact on our students, and for this we are very grateful. The effects of Covid-19 have certainly proven to have a lasting impact on the way we conduct education and we continue to shift so as to effective as we adapt to these challenges.

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 the challenges thrown at us.

Our Year 9 Edge students were fortunate enough to have enjoyed some aspects of the program and Mr Bromley and Mrs Gordon seized upon every opportunity to make the course special for the students involved. The way that the program was adapted to solicit the best from our students is a credit to the staff and the gratitude of the students inspirational. The course, 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, lived on despite the challenges that would prevented their being brought to the fore. We were delighted to note the obvious changes that this course brought about in the students lives.

We 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 went ahead and the Year 8s enjoyed a camp that was postponed due to Covid-19 while the Year 11s managed to have a camp too.

As we reflect on 2021, we know that our perseverance despite adversity, is critical as we shape the future which will undoubtedly contain the echoes of the last few years. Continuing to move forward is crucial to ensuring that we remain proactive. Each year, we conclude by looking back plan forward and we will endeavour to place meaningful programmes and learning opportunities before our students. Our gratitude must be extended to our staff for their support in making 2021 year successful, despite the constraints.

Secondary Excursion and Academic Extension Opportunities

- Year 7 Camp
- Year 8 camp
- Year 9 and 11 Camps
- Year 9/10 Drama performance presented to the students at the end of the year
- Some Inter School sporting competitions including GISSA and WSSCA
- GBC Swimming Carnival
- GBC Athletics Carnival
- Kryal Castle visit for Humanities



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 to their devices, aspects of Child Safe Standards were reiterated during Extended Pastoral Care sessions as students remained at their devices during lockdown. We trust that 2022 will allow us to breathe life into programs that continue to develop our students.





COLLEGE STAFF COMPOSITION - 2021

Staff Members

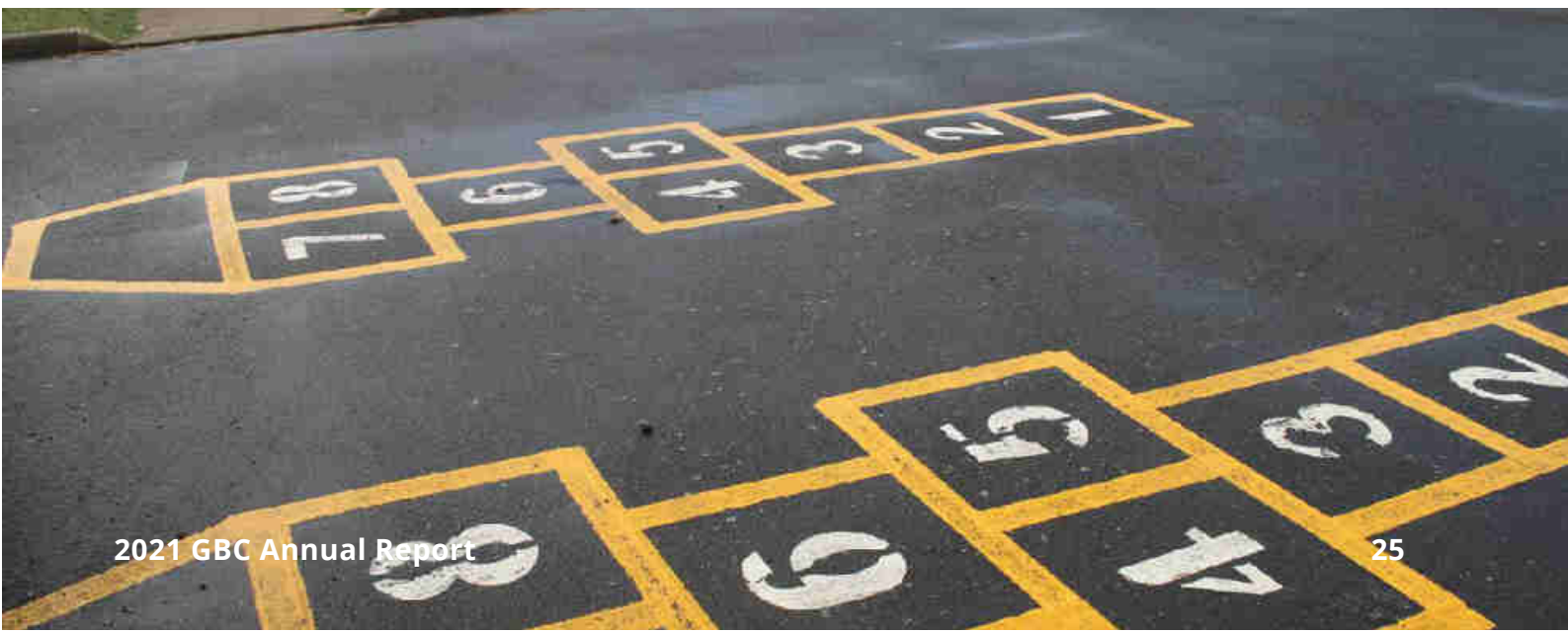
Staff are selected on the basis of merit, qualifications, and skills and especially for their attitude of commitment and care towards students.

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. Our pastoral care team identified students who required extra support and the chaplain/councillor made regular contact with those students, either telephonically or via video meetings. Some students sought assistance and requested this type of intervention.

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.





Staff

Jenny Tiglias retired in December 2021, relinquishing her role of Head of the Science Department. Mrs Tiglias has served the College for seven years. Mrs Kathryn Peters has taken over the role of Head of Science starting in 2022. Mr David Rusden also finished at the end of the year after many years of loyal service.

Mrs Megan McNeil left at the end of Term 1 and was replaced by Mrs Jessica Winiecki.

We thank Mr Rusden, Mrs McNeil and Mrs Tiglias for their many years of support and commitment to the College.

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-19) related or family reasons.

New Staff for 2021

Mrs Annie Oliver joined in Science/Maths, Julie McDowell joined the Administration team while Bruce Johnston and David Wood joined as bus drivers.



Staff Professional Development 2021

Professional development at GBC takes many forms, while 2021, like 2020, was characterised by online PD. Staff valued the ease of accessing PD's online and that they could be completed at home without travelling excessive distances.

In 2021, \$ 101,983 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 **\$3,568** 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
- VCAL Updates meeting, VCE Leaders Briefing
- VCAA Quality Assurance for VCAL intermediate Numeracy, VCAL Updates
- Edrolo PD and Jacaranda Physics PD
- Assertive Discipline PD, Generation Alpha PD and Infection Prevention & Control during COVID-19
- Business Management SAC writing
- Introduction to SCIS data, Understanding SCIS Records, Dewey and Book Numbers in SCIS
- ACHPER VCE Conference: Curriculum Development of PEd and OES, HHD and PEd

Internal Professional Development (PD)

- A range of internal Professional Development opportunities were offered including refreshers on Anaphylaxis, Mandatory Reporting and Reportable Conduct (completed annually).
- 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 & Teaching staff all completed their annual cycle of appraisal.
- Emergency Management protocols and refresher were presented prior to rehearsals.
- 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 2021, due to COVID restrictions, PD's were completed via zoom meetings (or on similar platforms). This seems to have become the new norm and assisted teams, despite constraints, to work together and to introduce new programs, strategies, concepts or initiatives into the school community.

External experts from various agencies or educational programs came and presented to staff or worked with staff in small groups or in 1:1 discussions and coaching. Staff undertook an online Mandatory Reporting exercise, Reportable Conduct and Asthma and Anaphylactic modules. A number of staff members updated their First Aid accreditation, which included CPR.





COLLEGE STUDENT COMMUNITY - 2021

Student Attendance

On average, and despite the large number of lockdowns, students attendance was high. 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 impacted by the pandemic and the illness or complications brought about by the pandemic. Students were absent from school for a range of reasons including:

- Illness, including COVID-19, or injuries
- Family holidays
- Appointments
- Family commitments/bereavements
- Parent/family illness
- Discipline issues such as suspensions
- Sporting or other external commitments
- Personal issues



2021 NAPLAN RESULTS

The 2021 NAPLAN results revealed some pleasing results against national benchmarks. GBC uses the NAPLAN data to help determine where students are in need of academic support at each year level. This is then provided to students where it should be of most benefit.

NB Due to COVID-19, NAPLAN was not administered in any Australian state or territory in 2020.

	% students who <u>met</u> b/marks	% students who <u>met</u> b/marks	% students who <u>met</u> b/marks
Year 3	2018 (20 students)	2019 (9 students)	2021 (23 students)
READING	100	100	100
WRITING	100	100	100
SPELLING	95	89	100
GRAMMAR & PUNCTUATION	95	100	95
MATHS	100	100	100
Year 5	2018 (29 students)	2019 (22 students)	2021 (20 students)
READING	96	100	100
WRITING	84	95	100
SPELLING	88	96	94
GRAMMAR & PUNCTUATION	84	91	100
MATHS	94	100	100
Year 7	2018 (43 students)	2019 (40 students)	2021 (38 students)
READING	96	98	94
WRITING	90	83	94
SPELLING	93	95	92
GRAMMAR & PUNCTUATION	100	93	95
NUMERACY	97	100	97
Year 9	2018 (29 students)	2019 (23 students)	2021 (43 students)
READING	96	100	91
WRITING	83	100	78
SPELLING	81	89	86
GRAMMAR & PUNCTUATION	85	100	83
NUMERACY	98	100	100





SENIOR SECONDARY OUTCOMES

Regarding the proportion of Year 9 students retained to Year 12, 31 of the students who commenced Year 9 in 2018, graduated in 2021. This equates to 63% of the cohort continuing their secondary education at GBC and also graduating from the College.

In 2021 we had 31 students enrolled in Year 12

- Year 12 students – 31
- Students graduating – 31 (100%)
- VCAL students – 7
- Students not seeking an ATAR – 10
- Students seeking an ATAR – 21
- Highest ATAR – 92.2
- Average ATAR – 54.3
- 7 students got their first preference offer in the first offer round. Others got their second or third, or deferred their tertiary studies.
- 1 VCAL student has taken up an apprenticeship.
- At the time of release, a few students were still looking at options or deciding what they would like to do.





Our Graduates

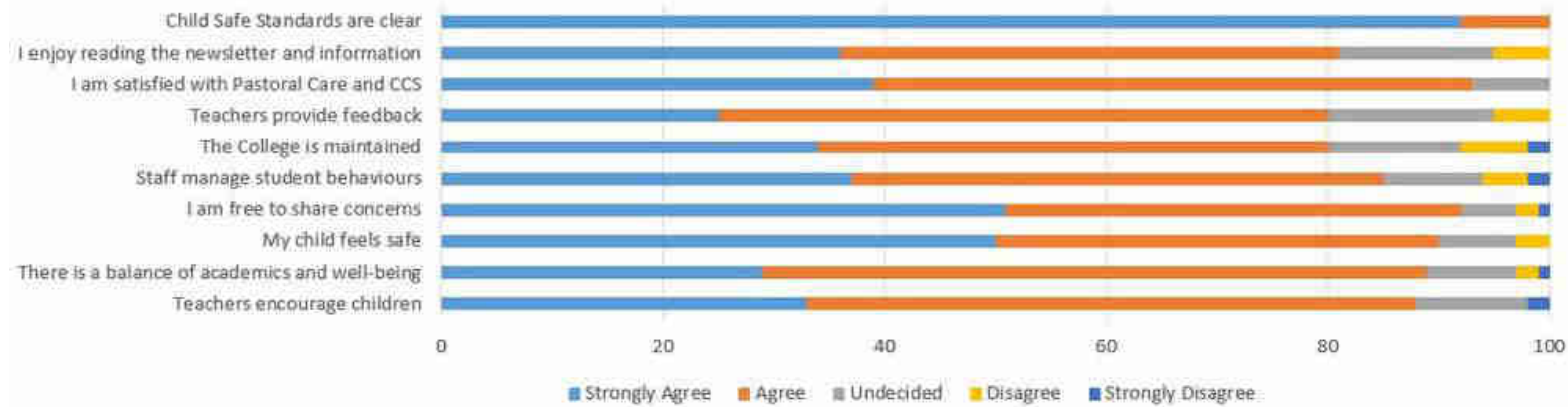
The College prepares students to be confident for life after school and ensures its graduates have a thorough understanding of their future study or career options, making the transition from school a positive experience. They enter society with confidence and the ability to make independent decisions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

We are proud of our past graduates who 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.



SATISFACTION SURVEY RESULTS/COMMENTS

2021 Parent Survey



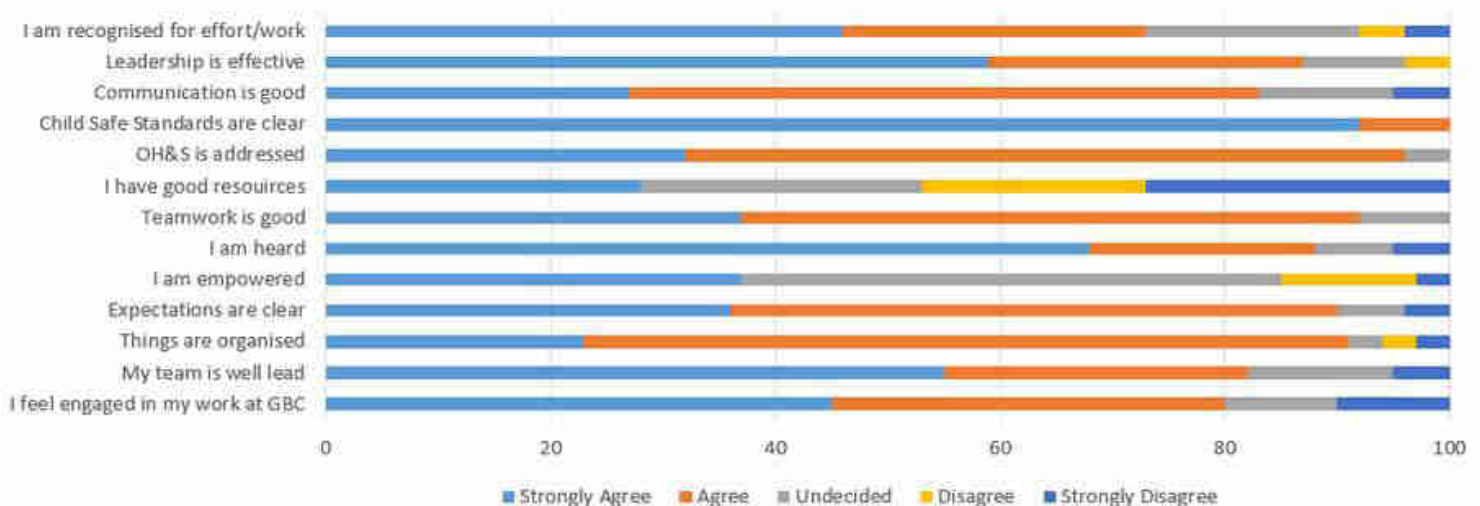
Parent Responses...

- The care given to students going through a tough time. Teachers available, even after hours. Small school where most of the students know each other.
- Great Teachers. Caring office staff. Safe environment.
- Community minded. Safe place to be. Variety of options for student pathways.
- Behaviour management. My child's wellbeing. Relationships between staff and parents and students.
- Community. Communication. Support.
- Caring and supportive environment. The teachers know my child. Regular communication from teachers via email regarding my child's school work.
- Staff know and attempt to understand my children and provide a safe learning environment. The support offered to students and families. The passion and student focus of some of the teachers.
- The standards GBC hold the children to. The school and class sizes. The subjects that are offered.
- Safe school bullying is acted on immediately. Teaching is followed up in emails.
- Teachers. Communication. Facilities.
- Caring. Strong structure. Teaching the children empathy and respect.
- Teachers/staff are caring. Community feel. Teachers are committed to helping the children.
- Its location, has so much potential. Uniform is smart. The bus service is well organised 10/10
- Email communication. Positive support of students. Covidsafe practices and remote learning has been fabulous.
- The children love the school and enjoy going. They are genuinely cared for by all staff. The school is always improving itself.
- Student mental wellbeing is prioritised. All staff are approachable. Good communication and support.
- Children safety. Great respond on kid's behaviour or question. Friendly and safe space for my children to grow into a well behaved young adult



- I love how my child feels so comfortable and they treat her like a family not just a school. Very friendly environment which has helped my child to learn during the Covid pandemic. Highly recommend, and I always recommend to my family friends and clients.
- Caring, friendly and personable staff. Small school enabling familiarity and friendships to form across year levels. High levels of care from staff in lockdown. (Including office staff who have been wonderfully helpful and go above and beyond).
- The genuine care and interest in each individual. Always striving with academic options. Feeling part of my child's education.
- Its community feel. The teachers and principals genuinely care for the children. The children of all age groups play together and look out for each other.
- Staff. Learning opportunities. Degree of care they show their students.

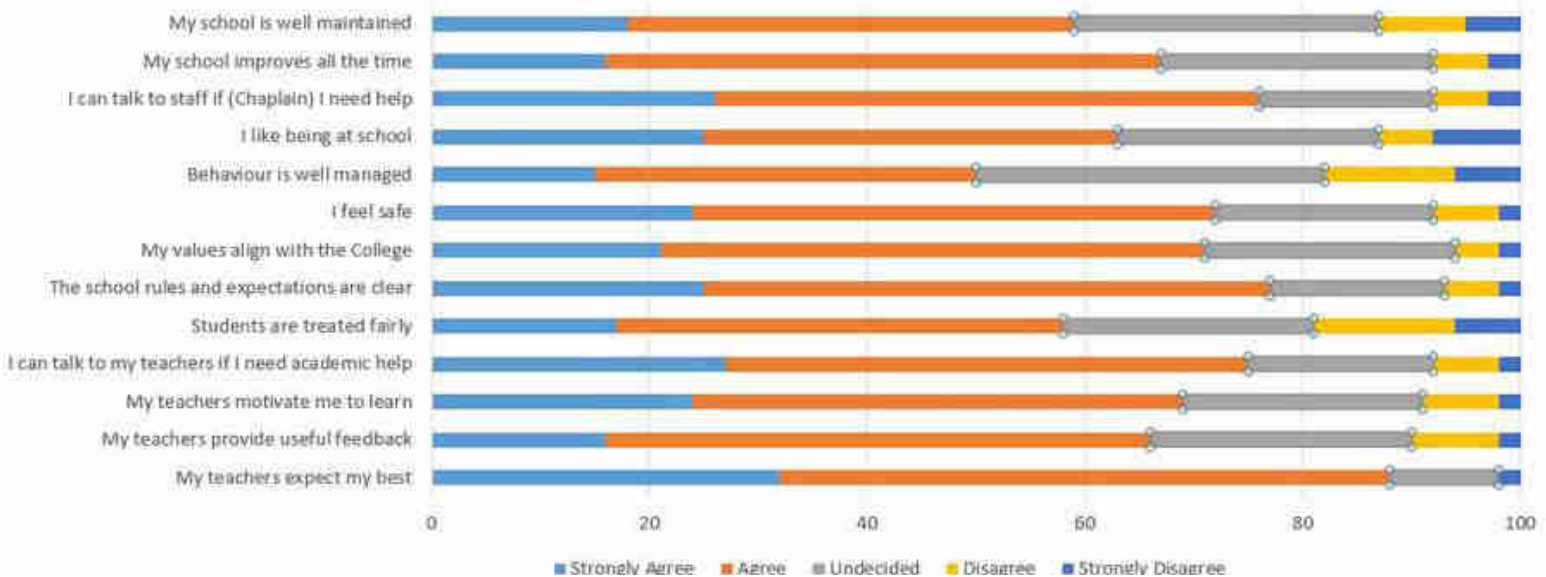
2021 Staff Survey



Teacher Responses...

- I feel that I am 'heard' and have scope to make changes within the College.
- Being in lockdown negatively impacts the level of engagement.
- I feel backed up from senior leadership.
- Leadership listen well. Chaplain listens very well.

2021 Student Survey



Student Responses...

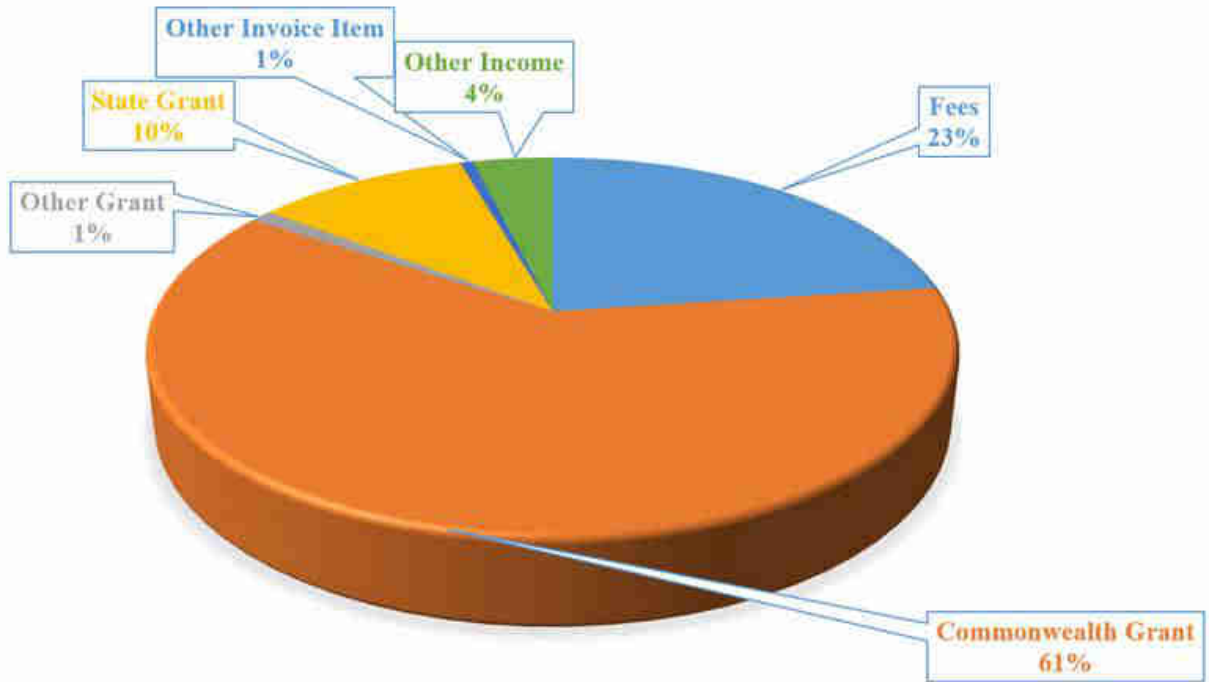
- My teacher challenges me to do my very best, to do my work, so I can get house points.
- My teacher wants me to do my best work.
- I think teachers expect me to do what I can, at my limit.
- I always get feedback in homeschooling.
- When they gave me feedback it really helped me push myself to get things right, and it makes me very happy.
- My teacher likes teaching me, like in ICT.
- I want to learn because I want to have a good career and make my family proud.
- I will often talk to certain teachers if I am having difficulty in certain subjects.
- I feel very very safe here, it is a nice place.
- I always feel safe at GBC.
- I just like the rules.
- My behaviour is well managed.
- I like being at school so I could get smart and so I could know things and learn things that I do not know.
- When its a period I don't like sometimes I don't want to be here, but when its a period I like, I like school.
- Our class is warm and welcoming.



College Income 2022

*Not audited

GEELONG BAPTIST COLLEGE INCOME FOR YEAR ENDED 31 DECEMBER 2021

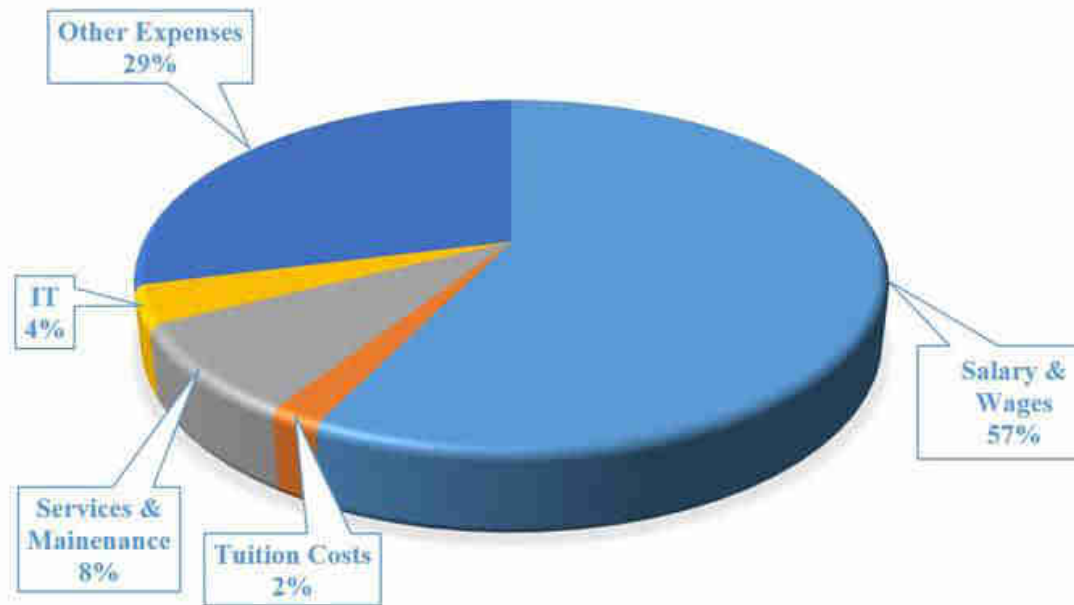




College Income

*Not audited

GEELONG BAPTIST COLLEGE EXPENSES FOR YEAR ENDED 31 DECEMBER 2021





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