

# School Performance Report 2009

## A Community of Care, Challenge and Achievement

### Principal's Message



Geelong Baptist College is a Christian school. Its main purpose is to provide a learning environment that has been developed within a Christian framework of values and beliefs. Through the development of such a secure, harmonious environment, the College strives to inspire high academic achievement, genuine ambition and foster each student's individual potential.

Geelong Baptist College commenced in 2002 and is governed by a Board in Perth which has opened several very successful schools. The College caters for students from Prep through to Year 12 and is establishing a reputation for quality and excellence in learning.

Mrs Trudy Knol was appointed Principal of the College in 2008 after having been on staff since 2004. The Foundation Principal, Mr Stuarde Kerdel retired at the end of 2007.

## 1. About the College

### Our crest



- Symbolises a bird soaring above water and expresses the idea that GBC is a place of learning where young people can rise above the challenges of today.

### GBC Motto: 'To Live the Truth'

- We value the teaching and training of students so that they will seek and live out the truth in their lives.

### GBC Vision

We believe that schooling should be a positive, engaging experience where every student can explore and develop their individual abilities in a safe and challenging environment.

### GBC Mission

The College provides opportunities for students to maximise their potential; personally and academically.

*i) The College program aims to assist in developing and educating the whole child. We aim to deliver to society young people who have:- **Discernment, Character, Success and Faith***

- The College purpose is that students will grow to be responsible, confident, respectful and reliable young adults.

*ii) GBC is committed to provide:- **Justice, Acceptance, Learning and Safety***

- The staff response to student behaviour is appropriate and consistent, and the consequences for behaviour are affirming, just, progressive and predictable.



*iii) What can be expected at Geelong Baptist College*

- High standards in education and a wide range of courses
- Emphasis on the individual
- Strong pastoral care and discipline
- Traditional family values and quality relationships
- Preparation of students for entry and success into employment, university or further education
- Opportunities for parent participation in the College community
- Skilled Christian teachers committed to student success
- Students contributing to and serving community needs through fundraising, social action and leadership

## College Aim

- To offer value, quality, relevance and challenges for students
- To be an outstanding, inclusive, and unique learning community, fostering individual gifts
- To provide a 'safe environment' for all children
- To build an environment of acceptance, compassion and concern
- To provide opportunities for academic, creative, artistic and sporting activities
- To foster in each child a feeling of self-worth



## Student Body in 2009

The student catchment area extends across Geelong and districts. The College runs three bus services to assist families and provide easy access to the College for their children.

Geelong Baptist College has an open enrolment policy and accepts all enrolment applications regardless of religious affiliation, student abilities, or family backgrounds.

In 2009, the College had 197 enrolments, with 106 students in Secondary and 91 in Primary. There were 119 boys and 78 girls. Secondary consisted of 69 boys and 36 girls, whilst Primary had a more even balance of 49 boys and 42 girls.

Six students received funding to provide assistance with their education due to learning or emotional difficulties.

The College had 150 families, and 21 families received Education Maintenance Allowance (EMA); this represents a total of 14%.

## 2. College Staff



- Staff are selected on the basis of merit, qualifications, skills and especially for their Christian faith and attitude of commitment and care towards students.
- Our teachers are expected to be examples upon which children can confidently model themselves.
- Teachers see their work here as a service to the community, and not just a job.
- Students benefit from the strong positive relationships developed at GBC.

The College provides students with all the skills and experiences they need to make informed choices in life and to be fully prepared to make a positive contribution to society.



### Staff encourage and challenge students to:

- take responsibility for their own learning
- develop independent and group learning skills
- take risks without fear of failure
- pursue excellence and
- put into practice those things that they have learned.

## GBC Employs the 6 Es!!

Effective teachers use a range of tactics, strategies, and behaviours which translate into opportunities for students to engage, explore, explain, elaborate and evaluate.

### Workforce Composition

In 2009, the College employed 20 teachers: 5 primary teachers, 14 secondary teachers and one principal. As some teachers preferred to work part time, out of the 20 teachers, five were part time. Thus in real terms, our teaching load equated to 18.6 teachers.



We have a high staff attendance rate (89.76%) as teachers are dedicated and passionate about their teaching role and their commitment to their students. The few absences were mainly due to illness or family reasons.

Staff consisted of a wide range of ages and experiences. We also had a good balance of male and female staff with 12 females and 8 males. Staff had a range of international backgrounds but none had an indigenous background.

### Teacher Qualifications

Primary Teachers		
Surname	Given Names	Qualifications
Connors	Dawn	Bachelor of Arts Degree/Anthropology and Elementary Education
Ivory	Penelope	Bachelor of Arts/Bachelor of Teaching
Kucic	Mia	Bachelor of Primary Education
Mitchell	Alaster	Bachelor of Arts/Teaching (with Honours)
Venter	Andries	Bachelor of Education, Bachelor of Education (Honours), Masters of Educational Management
Secondary Teachers		
Surname	Given Names	Qualifications
Andrew	Judy	Bachelor of Business degree, Diploma in Education Secondary
Bainbridge	Judith	Trained Infant Teacher's Certificate, Graduate Diploma of Teaching (Music strand), Bachelor of Education, Master of Education (Teaching English to Speakers of other Languages), Primary Years Program Level 1
Claridge	Dewi	Bachelor of Education in English Education
Elhalawani	Adel	Bachelor and PhD in Mechanical Engineering, Graduate Diploma in Education
Findlay	Joy	Bachelor of Education, Post Graduate Diploma Drama
Fox	Margaret	Diploma of Education
He	Ingrid Bin	Bachelor of Arts (Education), Master of Educational Studies, Graduate Diploma in Education
Lamprecht	Peter	Bachelor of Arts in Biblical Studies, Bachelor of Teaching, Master of Education
McWha	Kevin	Bachelor of Primary Education
Neethling	Christina	Bachelor of Arts Degree, Higher Diploma in Education (Post Graduate)
Parkes	Dorothy	Bachelor Divinity, Graduate Diploma of Education, B.Sc. (Biological Health), B.A. (Humanities), Masters of Education
Quinn	Hayley	Bachelor of Education (Physical Education)
Radcliffe	Christopher	Graduate Certificate in Sustainable Agriculture, Graduate Certificate in Management, Graduate Diploma of Education (Science & Technology), Certificate IV Occupational Health & Safety, Diploma of Environmental Management & Bachelor of Mining Technology
Reyland	Alan Daniel	Bachelor of Arts, Diploma of Education Secondary
Rolfe	Douglas	Bachelor of Science (Chemistry), Bachelor of Science with Honours (Analytical Science), Graduate Diploma of Education (Secondary)
Saunders	Kylie	Graduate Diploma of Education
Principal		
Knol	Trudy	Bachelor of Education, Diploma of Teaching (Primary)
Vice Principal		
Tattersall	Sharlene	Bachelor of Applied Science: Human Movement Studies (Education)

## Staff Retention

Overall the retention rate of staff at GBC from 2008 to 2009 was very high. At the end of 2008, GBC employed 20 teachers. Out of those 20 teachers, 19 continued their employment at GBC in 2009. This represents a staff retention rate of 95%. However, during 2008, four teachers left and were replaced so when looking at the whole year, from the start of 2008, five staff did not continue into 2009, which still indicates a pleasing retention rate of 75%.

The teachers who left GBC during 2008 or at the end of 2008 did so for a variety of reasons including further study, new teaching positions and entering new vocations.

## Staff Professional Development

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.

Professional development at GBC takes many forms and occurs in a variety of contexts. Some professional development occurs at the College internally and this too can take place in various ways. Staff assist, guide and mentor each other. The College also utilises presenters for specific topics, curriculum areas or issues.

In addition to the above, a number of external professional development activities take place and often they apply more to individual staff and their needs, subjects and interests.

All teaching staff were involved in Professional Development in 2009.

Some examples of Professional Development that took place in 2009 are listed below:

- Short training sessions in Staff Meetings
- Extended training sessions on pupil free days
- Inter-school visits for training purposes
- External conferences, seminars, and professional development courses
- Staff retreat – team building

## Total cost of Professional Development for 2009

- Total cost of Professional Development for 20 teachers in 2009 was \$10,991.83
- This represents an average cost of \$549.60 per teacher, including the part time teachers.
- This amount includes costs for the Professional Development activities and teacher replacement costs.
- There were also a number of Professional Development activities and events that staff attended which did not have a cost to the school.

## Value Added to the College in 2009

As GBC is a young, growing school, there are frequent new developments taking place. The following were some highlights during 2009.

- Implemented a semester-based curriculum to enhance the 2008 unitised term by term system.
- Introduced a new Year Nine program called “The Edge” to run in second semester of 2009.
- Commenced VCAL to complement VCE and VET opportunities for senior secondary students.
- Improved our computer laboratories and added extra computers and other technologies.
- Planned, established and incorporated two Community Partnerships to fully commence in 2010:

**Saddle On** - which will provide many hands on learning opportunities and leisure activities such as horse riding, BMX bikes and archery, developing students' team skills, cooperation, self-esteem, resiliency, physical fitness and overall well-being.



**RSL** – (“The Darwin Defenders”) allowing students to represent this unit in memorial marches, assist these soldiers in writing up their memoirs and fostering a deep understanding and empathy.

- In 2009, GBC promoted the Secondary Coordinator to Vice Principal. This provided additional administration assistance and general support for the Principal, allowing for more thorough planning and enhanced curriculum development.
- Continued improvements were made in assessment such as implementing a broader variety of assessments, more thorough and consistent recording and reporting methods, including tracking of individual student's pathways, ensuring a well rounded education was provided and aiming to prevent students developing any gaps in their learning.

In 2009, a number of new families chose to join our College which not only highlights the fact that the College is valued, but often these new families contribute to our community and themselves add value to the College.

Repeatedly families voice their appreciation of the high standards and expectations at GBC as well as the caring community within the College and the friendly atmosphere. Families acknowledge the commitment of the staff and know that often the teachers go beyond mere teaching duties, reaching out to individual students and families.

### Special Days and Events

The College usually holds special activity days such as "Book Day", "Walkafunathon", "Grandparents and Friends Day" and "Footy Day". In 2009 we also had a "Bright Dress Day", "Pancake Day", and a "Multicultural Day", where children had the opportunity to participate in a range of exciting hands-on activities from a range of countries. We also participated in Numeracy and Literacy Week with a broad variety of fun and educational games and activities for the entire student body.



- The College also supported various community projects and issues. "World Vision" was supported through students participating in the "40 Hour Famine" and we assisted The Cancer Foundation by students participating in "The Biggest Morning Tea" and "Bandanna Day".
- A group of six Year 7 students presented their "Night of the Notables" speeches to primary schools in our area, allowing other year six students to learn about public speaking skills and demonstrate that it can be fun and not as fearful as occasionally portrayed.

## 3. Key Student Outcomes

### Student Attendance

- On average, Primary students were in attendance at school 91.0% of the time.
- The rate for Secondary students was 90.42%.
- These rates were calculated on 180 days of school where student absenteeism is defined as "students not attending school at all or students who arrive late or depart early."
- Average percent of attendance for both boys and girls across the whole school was very similar; boys had an attendance rate of 90.65 and girls had a rate of 90.72.

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

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

### Absences per year level presented as a percentage of possible student days

P	1	2	3	4	5	6	7	8	9	10	11	12
91.12	88.76	91.85	90.90	93.09	91.32	89.79	90.37	91.24	92.07	88.79	89.25	88.45

The College aimed to be diligent in following up absences through various procedures. These are outlined below.

1. Parents were encouraged to ring the school if their child was absent.
2. All absences were recorded by teachers in each year level roll twice a day.
3. Absences for Secondary students were also recorded on the staffroom whiteboard to inform teachers.
4. Upon a student returning after an absence with a note, the roll was annotated with the reason for the absence and the note was archived.
5. If, upon the student's return, a note was not provided, parents were reminded via the student diary, to write a note.
6. If after three days, a note had still not been provided, a template letter was sent to the parents requesting them to write a note. A copy of this request was kept on file.
7. If a student missed two consecutive days, without the school being notified, the teacher called the parents on the second day.
8. At the end of each term, all absence notes were centrally archived.
9. If a student missed too many days without proper explanation or proper reason, a letter of concern was sent to the parents, asking them to improve the attendance rate. If the attendance did not improve a further letter was sent to inform parents that this lack of school attendance may need to be reported to the Education Board or the Department of Human Services.
10. If the College had real concerns about why a student had too many absences and the parents were deemed not to respond to all the support, advice or warnings, the appropriate bodies would have been informed. In 2009 this last step was not required.

#### 4. Students Meeting National Benchmarks

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

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

\*\* Separate results for 'Grammar and Punctuation' were added for the 2008 results.

##### Year 3 National Benchmark Results

	% of students who attained benchmarks			Total % students met benchmarks	% of students above benchmarks
	2006	2007	2008	2009 totals	2009
READING	82	90	90	95	85
WRITING	100	90	90	95	95
SPELLING	100	90	90	95	79
GRAMMAR & PUNCTUATION			90	95	85
MATHS	100	90	90	85	67

\*\* In 2008, we only had ten students in Year 3 and the nine students who sat the tests, all attained the National Benchmarks. We had one student exempt from the testing, who was not required to participate, however, exempt students are required to be recorded as not meeting the benchmarks, thus a score of 90%.

In 2009, we had 18 students in Year 3. The 95% score indicates that only one student did not reach the benchmark for all the English components whilst three students did not meet the minimum benchmarks for maths.

##### Year 5 National Benchmark Results

	% of students who attained benchmarks			Total % students met benchmarks	% of students above benchmarks
	2006	2007	2008	2009 totals	2009
READING	81	72	88	84	47
WRITING	100	89	88	84	84
SPELLING	94	61	88	84	84
GRAMMAR & PUNCTUATION	NA	NA	100	100	74
MATHS	88	72	94	100	74

In 2009 we only had 8 students in Year 5, thus the performance of one student greatly impacted the overall data. In real terms the 84% score indicates that only one student did not meet those particular benchmarks.

### Year 7 National Benchmark Results

	% of students who attained benchmarks			Total % students met benchmarks	% of students above benchmarks
	2006	2007	2008	2009 total	2009
READING	80	81	88	96	76
WRITING	93	94	91	88	80
SPELLING	73	88	91	96	88
GRAMMAR & PUNCTUATION	NA	NA	88	96	72
MATHS	73	84	94	100	88

In 2009 we had 24 students in Year 7, one student was exempt from the English tests thus the 96% indicates that all the students who sat the tests met the benchmarks. For writing, the 88% indicates that an additional 2 students did not meet that particular benchmark.

### Year 9 National Benchmark Results

\*\* VCAA does not have recorded data for Year Nine testing in 2006, as this was only introduced in 2007.

	% of students who attained benchmarks		Total % students met benchmarks	% of students above benchmarks
	2007	2008	2009 totals	2009
READING	97	79	100	84
WRITING	83	71	82	58
SPELLING	78	79	86	72
GRAMMAR & PUNCTUATION	NA	86	92	72
MATHS	83	79	100	90

\*\* In 2007, we had 23 Year 9 students participate, whilst in 2008, only 13, where the results from just one or two students markedly affect the overall percentages. Also, in 2007, all students participated whilst in 2008, one student was exempt and had to be calculated into the numbers of students not attaining the benchmarks.

In 2009, we had 23 students in Year 9. Thus looking at the percentages, only 2 students did not meet the benchmarks for Grammar and Punctuation, 3 students did not meet the Spelling benchmarks and 4 students did not meet the Writing benchmarks.

### Changes in Benchmark Results

Changes in the results of the NAPLAN testing from 2007, 2008 and 2009 can be seen from the tables presented above.

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

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

- Small class sizes, where even the performance of one student can significantly impact the overall percentages
- Students recently joining our school from other schools
- GBC supports a number of students with learning disabilities and although these students may be exempt from the testing, they are calculated into the data as not meeting the benchmarks

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

In 2006, GBC had twelve Year Nine students. This particular group of students tended to be a very practical, hands-on type of group where a number of these students left school during Year 10 or Year 11, due to attaining apprenticeships, TAFE courses and employment.

Some other students who did not continue their education with GBC did so for a variety of other reasons. Some families left the area, some families' financial situations changed, and some students were enrolled in other schools.

From this original group of twelve Year Nines, four went on to complete Year 12 in 2009, an overall proportion of 33%. In the interim years between Year 9 and 12, the College did have additional students enrol in these year levels, giving us ten students commencing Year 12 in 2009. Nine students completed the year and one student gained employment.

## 5. Senior Secondary Outcomes

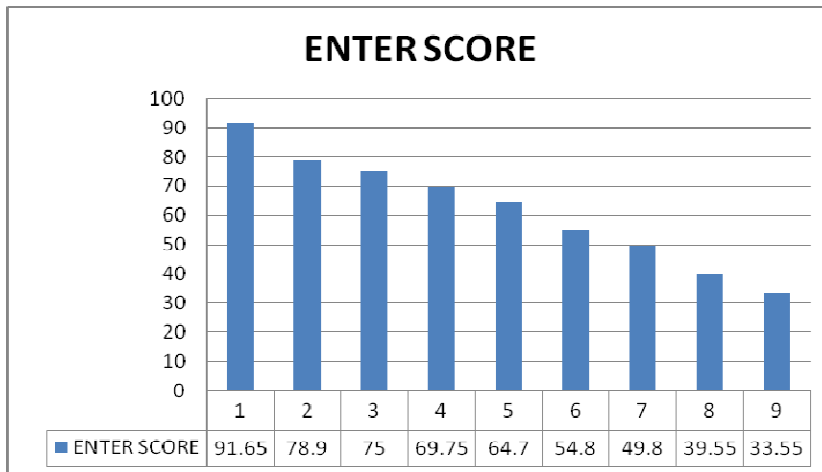
Ten students commenced Year 12 at GBC in 2009.

Nine students completed the year and one student gained employment.

90% of students who began Year 12 completed the year and attained their VCE certificate.

11% (one) student who completed Year 12 attained a VET certificate as part of their Secondary Schooling.

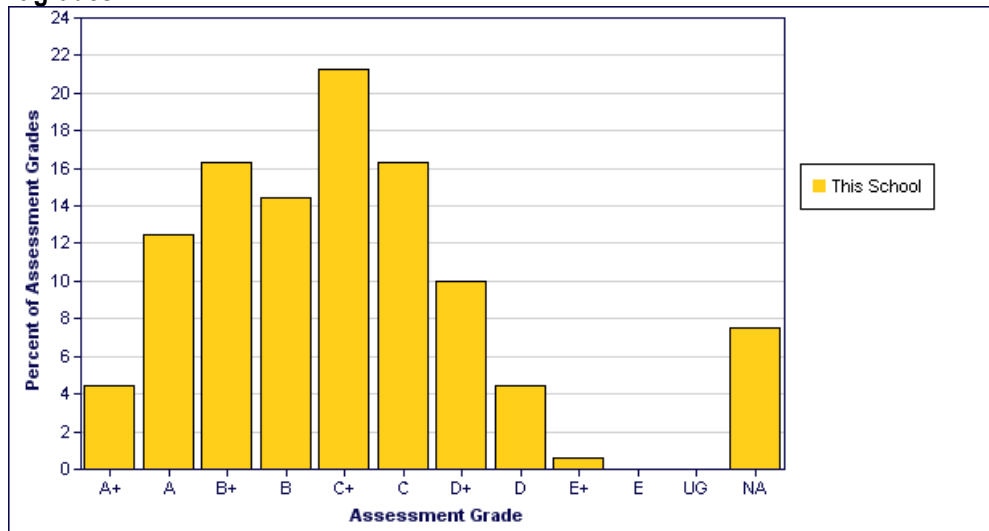
### Enter Scores:



### Study scores

The mean study score across all VCE studies was 28.1. The lowest study score was 21, the highest was 41.

### Assessment grades:



These results do not include the scores for studies taken through DECV or VSL. These additions would increase the median study score and the median for the assessment grade.

### VTAC offers

All students who applied through VTAC received a first round offer.

Offers made:

Engineering	Degree	Deakin Uni	accepted
Engineering	Degree	Deakin Uni	accepted
Engineering	Degree	Deakin Uni	deferred
Accounting	Diploma	Gordon Institute of TAFE	accepted
Nursing	Degree	Australian Catholic Uni	accepted
Arts	Degree	Deakin Uni	accepted
Sports Management	Degree	Ballarat Uni	accepted
International Studies	Degree	Ballarat Uni	deferred

## 6. Post-School Destinations

The destinations of the nine students who COMPLETED the Year 12 Program in 2009, are listed below.

Bachelor degrees	7
Diploma at TAFE	1
Uncertain	1

## 7. Parent, student and teacher satisfaction

The College was in its eighth year of operation in 2009. In overall education terms, this still makes our school fairly young. It also means that many developments and changes continued to happen during 2009. Often the initial years of building up a school takes a lot of passion and energy. Fortunately this commitment, dedication and desire have been evident amongst the GBC community: staff, parents and students.

The College has demonstrated a steady growth in enrolments which indicates satisfaction across the school community. Furthermore, often referrals for new students have come from the current parents in the College. Many parents demonstrate the satisfaction and pride they have in the College by their eagerness to share with others about the College and that their child attends Geelong Baptist College.

The College has many regular parent helpers who willingly volunteer to assist in a variety of ways. We also have a Parent Support Group which meets monthly and works very hard in assisting the school in areas such as providing support to the parents and the GBC community, fundraising and other events.

In regularly meeting with parents and families, it is evident that they are supportive of the College and are satisfied with what it offers.

Teachers demonstrated enthusiasm, dedication, care for their students and enjoyment in their work as was exemplified by the free tutoring offered.

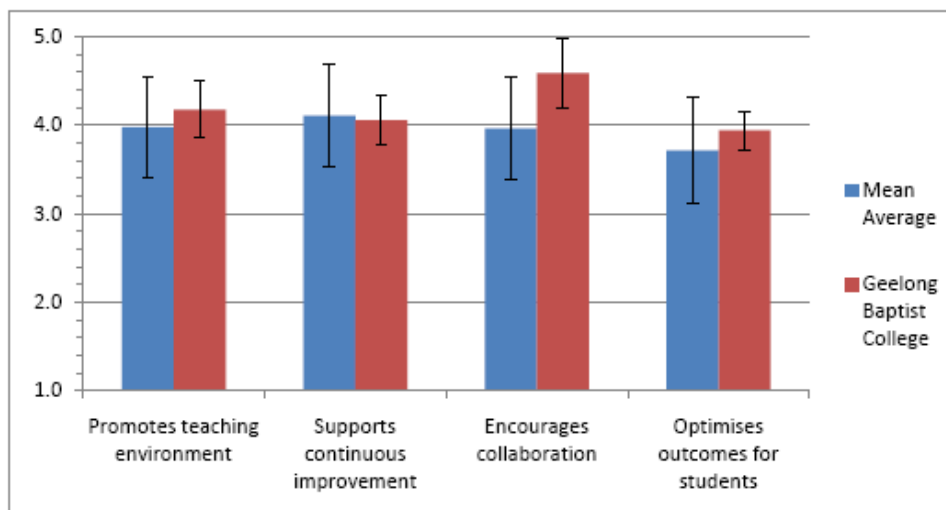
### Staff Survey

As part of the **Smarter Schools National Partnerships**, our teachers participated in a brief survey last year. Details are included below.

A short staff survey was provided to the College as part of the government requirements for participation in the Smarter Schools National Partnerships initiative. Four statements were made and teaching staff were asked to indicate the extent to which they agreed or disagreed with each statement:

1. The school promotes an excellent teaching and learning environment
2. The school supports continuous improvement in its teaching and learning practices
3. The school encourages collaboration between staff to improve teaching and learning practices
4. The school's learning environment optimises outcomes for students.

26 schools/campuses participated and there were a total of 557 respondents. Our College's mean average results for each question are presented in Figure 1 (in red), compared to the average of all participating schools (in blue). 17 staff from GBC participated in the survey.



**Figure 1: Mean average results of the Staff Survey**

The scale on the vertical axis represents the level of agreement:

- 1.0 Strongly disagree
- 2.0 Generally disagree
- 3.0 Uncertain
- 4.0 Generally agree
- 5.0 Strongly agree.

## Family Testimonials

*“My daughter commenced at Geelong Baptist College in Year 4 in 2006. In 2009 she completed her last year of Primary. She faced the move from Primary to Secondary at GBC with confidence and excitement. She had no anxiety. The campus didn’t change, the standards and rules didn’t change and most importantly, the nurturing community we have here at Geelong Baptist College didn’t change.”*

“Since joining the Geelong Baptist College community in early 2009, we have watched our child develop and grow under the guidance and support of such impressive staff. Obviously we had no reservations in enrolling our second child for the 2010 school year.

Walking into GBC for the first time, we were amazed at the overall happiness, creativity and calmness of the environment. Each child knows and believes they are an important human being, and this is reinforced through all aspects of their learning at GBC – whether it be through spiritual, physical or mental development. As a parent, you hope your child’s school will nurture and support the morals and values you yourself want to develop in your child, and GBC does this with consistency.

The small school environment is particularly welcoming. The students too all work well together – with the Secondary students regularly offering support and encouragement to the Primary children. This whole school approach gives the children a true sense of belonging to the school community – it is not just a place to go and learn for a few hours each day; it is truly a place to belong and call your own.

The staff at GBC work to develop the strengths of their students, and also to support students’ weaknesses. Academically, we’ve seen our eldest child develop enormously, and this is due to the constant encouragement and challenge afforded by the staff.

As parents, we also wanted a school environment where we too were welcome to contribute to the school in meaningful ways, and again, GBC allow us to do that. We honestly could not have chosen a better environment for our children to be educated – it is a “whole-person” education they are receiving.”

*“My daughter was new to the school but settled into Year 7 beautifully. It’s such a huge leap from primary to secondary and can be very overwhelming but we found the transition to be very smooth and welcoming. The staff are very supportive and nurturing towards the students and with the rural setting there is a real sense of belonging and community within the school.*

*If you’re like me and enjoy being involved in your child’s education there are opportunities to do so and that to me just strengthens the feel of community.*

*I’m very happy with the decision to send my child to GBC and more importantly so is she!!”*

“Our family has found Geelong Baptist College to be a very supportive and caring community. The staff are very committed to providing a high standard of teaching and the emotional and spiritual nurturing they provide results in a wonderful learning environment. What more could we ask for?”

*“Since arriving at GBC in 2007, my children have thrived on the supportive community and the academic challenges that have been put to them. It has been obvious that the leadership of the school has not only been strong, but inherently supportive to both students and teachers.*

*The teachers at GBC are prepared to go “the extra mile” and place harder work demands on themselves in order to better support their students’ abilities.*

*The environment that Trudy Knol and her staff have fostered has also achieved what many parents would claim to be impossible – students actually being enthusiastic about attending school activities. Our children have pride in their school community especially due to the fact that their principal knows who they are, that she seeks conversations with them and acknowledges achievements they have made or assistance that they have provided.*

*The fact that my children are keen to recommend GBC to others speaks volumes about their views on the school. As a parent, my response is to do whatever is needed to enable my children to continue in this wonderful environment which fosters academic challenge, personal worth and the reinforcement of their personal responsibilities in the world and to hope that they continue to look at people like Trudy Knol as true role models in their lives.”*

## 8. College Income Sources for 2009

<b>INCOME</b>	<b>2009</b>
Tuition Fees	616,993
Registration Fees	1,318
Camp Income	2,517
Grants - State Government	471,547
Commonwealth Government	917,887
Other	257,954
Block Grant	0
Building Fund Donations Received	120
Bus Income	90,704
Rent Received	2,034
Miscellaneous Income	25,556
	<u>2,386,630</u>