

School Performance Report 2008

A Community of Achievement, Challenge and Care

Principal's Message



The Federal Government requires all schools to provide information about the school to parents and prospective families. The main purpose of this School Performance Report is to fulfil that requirement, however, it also provides our College the opportunity to highlight its many strengths and unique qualities.

Geelong Baptist College is a young and growing Christian school. It 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.

In 2008, Mrs Trudy Knol became the new Principal of the College. The Foundation Principal, Mr Stuarde Kerdel had been a Principal for over twenty years and felt it was time to retire and do something different. As Mr Kerdel expressed (and these are his words) "I want to spend more time with my grand children and have greater opportunities to travel and see the world before I become too old."

Enrolments

The student catchment area extends across Geelong and districts. Currently, the College runs three bus services.

- Geelong Baptist College has an open enrolment policy.
- It accepts all enrolment applications regardless of religious affiliation.
- Parents who place their children in the College will do so for a variety of reasons and come from a wide range of backgrounds.

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 Aim

- To be the independent school of choice for parents seeking education which offers value, quality, integrity and challenge for their children
- To be an outstanding, inclusive, and unique learning community
- To demonstrate justice, relevance, truth, and flexibility in meeting the needs of students and in responding to parents



GBC Vision

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

GBC Mission

*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***

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

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

Our Staff

- Staff are selected on the basis of merit, qualifications, skills and especially for their 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.
- A special quality of student teacher relationships is evident in our community.
- 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.

Seamless Curriculum

Geelong Baptist College is committed to providing a seamless education from Prep to Year Twelve.

- All the key learning areas are addressed.
- The learning experiences offered are modern and relevant in today's society.
- Geelong Baptist College is founded on teaching education from a Christian perspective.
- Staff at the College are committed to providing students the best environment with varied opportunities and experiences for achieving success and they will endeavour to assist students to achieve their potential.
- At times, special programs are run to ensure that students of all ages meet and learn from each other.



Section A. Professional Engagement

1. Staff Attendance

There was a total of 201 working days for teachers. The total staff attendance for the 2008 year was 97.60%.

2. Staff Retention

In 2007, GBC employed 22 teachers, 14 were full time and 8 were part time. Out of those 22 teachers, 13 continued their employment at GBC in 2008. This represents a staff retention rate of 59.10%.

The teachers who left GBC at the end of 2007 did so for a variety of reasons such as: retirement, entering new vocations, pregnancy, further study, marriage, or overseas travelling. Only one teacher left to take up teaching at another school.

Due to the growth of GBC, an additional three teachers were employed at the commencement of 2008.



3. Teacher Qualifications

Primary teachers

Surname	Given Names	Qualifications
Ivory	Penelope	Bachelor of Arts/Bachelor of Teaching
Kucic	Mia	Bachelor of Primary Education
McWha	Kevin	Bachelor of Primary Education
Mitchell	Alaster	Bachelor of Arts/Teaching (with Honours)
Connors	Dawn	Bachelor of Arts Degree/Anthropology and Elementary Education
Venter	Pieter Andries	Bachelor of Education, Bachelor of Education (Honours), Masters of Educational Management, Matriculation with Full Exemption

Secondary teachers

Surname	Given Names	Qualifications
Findlay	Joy	Bachelor of Education, Post Graduate Diploma Drama
Neethling	Christina	Bachelor of Arts Degree, Higher Diploma in Education (Post Graduate)
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
Maclaurin	Anita	Graduate Diploma of Education, Bachelor of Arts
Andrew	Judy	Bachelor of Business degree, Diploma in Education Secondary
Parkes	Dorothy	Bachelor Divinity, Graduate Diploma of Education, B.Sc. (Biological Health), B.A. (Humanities), Masters of Education
Reyland	Alan	Bachelor of Arts, Diploma of Education Secondary
Short	Bradley	Graduate Diploma of Education, Bachelor of Arts
Tattersall	Sharlene	Bachelor of Applied Science: Human Movement Studies (Education)
Rolfe	Douglas	Bachelor of Science (Chemistry), Bachelor of Science with Honours (Analytical Science), Graduate Diploma of Education (Secondary)
Quinn	Hayley	Bachelor of Education (Physical Education)
Bignoux	Matthew	Diploma of Arts Professional Writing and Editing, Bachelor of Arts (Youth Studies), Graduate Diploma in Secondary Education
Elhalawani	Mohamed Adel	Bachelor and PhD in Mechanical Engineering, Graduate Diploma in Education
He	Ingrid Bin	Bachelor of Arts (Education), Master of Educational Studies, Graduate Diploma in Education

4. Staff Professional Development

GBC has a tradition that all staff commence the school year with a two day 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 2008.

Some examples of Professional Development that took place in 2008 are listed below:

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



- Total cost of Professional Development for 22 teachers in 2008 was \$13,684.42
- This represents an average cost of \$622.02 per teacher, including the part time teachers.
- This amount includes costs for the Professional Development activities and teacher replacement costs.

5. Value Added

As GBC is a young, growing school, there are frequent new developments taking place.

- In 2008, the College commenced its music program and simultaneously opened a new area of the school, the Creative Arts Block, for music, drama and assemblies.



- The library was relocated to a more open and spacious location, also allowing a third computer lab to be added to the school, a small theatrette and a Career's Room. This building was appropriately renamed the Information Centre.

- GBC qualified for the National Secondary School Computer Fund and consequently set up a third computer lab with 19 new computers in the Information Centre.
- We also employed extra staff for Primary and Secondary classes, allowing additional single streamed year levels to be developed as well as a being able to offer a broader range of subjects.



- Additional special activity days were also planned such as “Book Day”, “Grandparents and Friends Day” and “Footy Day” where children had the opportunity to participate in a range of exciting hands on activities. 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”.



- Project 729 was introduced for students in Years 7 to 9 where students would have two consecutive days to participate in hands on activities relating to themed careers and be engaged in learning about careers, vocations and the broad array of jobs that exist in the work force.



- In 2008, GBC promoted a secondary teacher to be the Secondary Coordinator. This allowed more thorough planning for the secondary school and enhanced curriculum development as well as providing more opportunities for individual students to plan their educational pathways and to some extent building the timetable around their goals.
- More thorough and consistent assessment was also introduced, including recording and tracking of individual student’s pathways ensuring a more well rounded education was provided and aiming to prevent students creating or developing any gaps in their learning.
- Staff commenced serious planning for new ideas to be implemented in 2009: creating excitement among students, staff and parents. Three of the major planning areas were:
 - a) Implementation of a semester-based curriculum to enhance the current unitised term by term system
 - b) VCAL for our Year 11 students to complement our VCE studies
 - c) A new Year Nine program to commence second semester of 2009.

In 2008, a number of new families chose to join our College; these increased enrolments highlight that the College is valued. Also, these new families contribute to our community and 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.

Section B. Key Student Outcomes

6. Student Attendance

- On average, Primary students were in attendance at school 90.96% of the time.
- The rate for Secondary students was 90.87%.
- These rates were calculated on 183 days of school where student absenteeism is defined as “students not attending school at all or students who arrive late or depart early.”

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

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|---|--|
| <ul style="list-style-type: none"> • Illness or injuries • Family holidays • Appointments • Sporting or other external commitments • Personal family reasons | <ul style="list-style-type: none"> • Family commitments • Parent illness • Discipline issues such as suspensions • Personal issues |
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7. Students Meeting National Benchmarks

Students in Year 3, 5, 7 and 9 participated in the new 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.

Separate results for ‘Grammar and Punctuation’ were added for the 2008 results.

Year 3 National Benchmark Results

	% of students who attained benchmarks		
	2006	2007	2008
READING	82	90	90
WRITING	100	90	90
SPELLING	100	90	90
GRAMMAR & PUNCTUATION			90
MATHS	100	90	90

** In 2008, we only had ten students in Year Three 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.

Year 5 National Benchmark Results

	% of students who attained benchmarks		
	2006	2007	2008
READING	81	72	88
WRITING	100	89	88
SPELLING	94	61	88
GRAMMAR & PUNCTUATION	NA	NA	100
MATHS	88	72	94

Year 7 National Benchmark Results

	% of students who attained benchmarks		
	2006	2007	2008
READING	80	81	88
WRITING	93	94	91
SPELLING	73	88	91
GRAMMAR & PUNCTUATION	NA	NA	88
MATHS	73	84	94

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	
	2007	2008
READING	97	79
WRITING	83	71
SPELLING	78	79
GRAMMAR & PUNCTUATION	NA	86
MATHS	83	79

** In 2007, we had 23 Year Nine students participate, whilst in 2008, only 13, where the results from just one or two students markedly affect the overall percentages attained above. Also, in 2007, there weren't any students exempt whilst in 2008, one student was exempt and had to be calculated into the numbers of students not attaining the benchmarks.

8. Changes in Benchmark Results

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

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

- Small class sizes, where even the performance of one student can quickly 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

9. Average standardised assessment results for Yr 9 and Yr 10 students

At GBC the Year 9 students participated in the NAPLAN testing as discussed above, but in 2008 no other standardised testing took place.



10. Proportion of Year Nine Students Retained to Year 12

In 2005, GBC had nine Year Nine students. As occasionally happens, a particular class develops its own culture and generally, this particular group 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 some even attained 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.

In 2008, we only had one Year 12 student, thus the overall proportion of Year Nine students who continued into Year 12 was 11.11%.

In 2009, our student numbers for VCE are much stronger with ten students undertaking Year 12 and sixteen students undertaking Year 11.

11. Senior Secondary Outcomes

In 2008, we were in an unusual situation in that we only had one part time student undertaking Year 12. This student had planned to continue to study at GBC in 2009, which came to fruition. Consequently we do not have any Year 12 outcomes to report on.

12. Post-School Destinations

As we did not have any Year Twelve students graduate in 2008, this section is not applicable to GBC for 2008.

Section C. Satisfaction

13. Parent, student and teacher satisfaction

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.

Parents place their children at the College for a variety of reasons and come from a wide range of backgrounds.

Teachers are working hard and enjoy their work as is evident by the free tutoring offered and the commitments made to lunch time activities, debating, drama productions and after school sporting teams.



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 fundraising and special 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.

Family Testimonials

“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 Geelong Baptist College (GBC) in late 2007, my children have thrived on the supportive community feeling and the academic challenges that have been put to them. It has been obvious from the outset 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. I am aware that dedication such as this is not implemented by the staff’s personal goals alone, but comes as a consequence of strong and respected leadership.

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 out of hours or on weekends. Our children have such a pride in their school community and its’ leadership that they look forward to attending any activity which aims to support the school further. This pride in their school has extended to a deeper pride of themselves, which has been accentuated by them both achieving school awards and in them aiming towards leadership duties themselves. It is evident they both have a certain pride 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.”