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1. Profile

Goldfields Baptist College is a ministry of Kalgoorlie Baptist Church. The vision for the College is “an excellent education in a Christian context”. An open enrolment policy is maintained and students with a positive attitude to the Christian philosophy of the College are welcomed. We enrol students from Kindergarten to Year 10.

It is a priority of the College to foster in our students the spirit and endeavour of growing, building and caring. Growing into responsible citizens achieving our God given potential in every area; Building a foundation of Christian values and a variety of skills that will help us throughout life; Caring for others, our environment and ourselves.

Our values and focuses are to provide an excellent education in a Christian context: Passion for life and learning, Christian character, Discipline, Compassion and Excellence. Our viewpoint of Christian education includes the combination of practical Christian values into the culture of a 21st Century on Jesus’ answer to the Pharisees in Mark 12 : “The most important one (commandment),” answered Jesus, “is this: ‘Hear, O Israel, the Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: ‘Love your neighbour as yourself. There is no commandment greater than these.” As educators, we believe in emotional (heart), spiritual (soul), academic (mind), physical (strength) as well as social (neighbour) development, in order to fulfil our purpose of live on Earth.... These 5 areas form the whole of being a flourishing human, doing what is important according to God’s will and therefore impacting the community, our nation and the world for Jesus Christ. The message that saturates the Bible is that all humans are sinful by their nature and are under the judgment of God. However, the Bible contains records of transformations that took place when God intervenes; from Abraham to Moses, Peter to Paul. All testify to the transforming power of the Gospel and the salvation we find through Jesus Christ.

2. History

Beginning in 2000, in temporary accommodation, on the grounds of the Kalgoorlie Baptist Church in the centre of Kalgoorlie, the College grew steadily until, in due course, the current site was purchased from the City of Kalgoorlie-Boulder. By the time the College was ready to move to the new site in O’Connor in November 2004, the Stage II facilities were already too limited. Three transportable buildings were added. During 2005 the Stage II building was completed. 2007 saw the much needed covered Assembly area being erected to the delight of students and staff alike. In 2008 the Stage III building with classrooms, a computer centre and the Hazel Westbrook Library were completed. Shortly after this the Technology Shed was added.

The government’s “Building the Education Revolution” program in 2009/10 allowed the College to build the Allan Thomas Community Hall containing a full sized multi-sport court at minimal cost to the College. An administration building was completed in 2011.
3. GBC Board Report

The Board of GBC has continued to work with the College and Principal to ensure governance is carried out with integrity and in alignment with the aims and objectives of the College. There have been many challenges, but through it all, we seek to serve God and to build His kingdom through the ministry of GBC.

We welcomed new Senior Pastor, Eliot Vlatko, to the Board in February 2014. His teaching background and pastoral heart are proving valuable in his spiritual oversight role.

In March, the Board members attended the AISWA Briefing the Board Conference in Perth, and gained important knowledge across a broad range of topics.

The Board also initiated a ‘Meet the Board’ session for the College community in May, where we outlined the role of the Board, and parents, teachers and friends could meet the members and have some of their questions answered. A similar event will be held annually.

After serving on the Board of the Goldfields Baptist College for almost 15 years, Trevor Kershaw, Chairman of the Board, resigned in September 2014 to pursue new ministry passions. His commitment to the College - from a practical, ‘getting his hands dirty’ perspective to the Boardroom table - proved that Trevor’s dedication was worthy of recognition; the administration building has been named in his honour.

Being asked to step into Trevor’s shoes was no easy task, but I believe that God has been preparing me for this role. With a background of teaching, children’s ministry, raising a family, running a successful business and being involved with community organisations, I am happy to use the gifts God has been building and the passion I have for kids and Christian education, to bring a new direction to the GBC Board.

We have been busy since September with the following tasks:
- Registration Process with the College and DES
- Succession Planning for the Board
- Meeting with the Principal, Staff and Parents to build rapport and trust
- Attending and speaking at assemblies, Awards Nights and staff devotions

At the end of 2014, the Board consisted of
- Chairperson - Helen Kenny
- Deputy Chair/Acting Secretary - Frank Jacobsen
- Treasurer - Gary Hollis
- Policy Development - Leanne Crook
- Senior Pastor (ex officio) - Eliot Vlatko
- Principal (ex officio) - Gerhard van Blommestein

2015 will see the Board conduct
- a formal Appraisal of the Principal
- a review of the GBC Association Constitution
- a formal Self-Review
- recruitment of additional Board members

The Board is keen to build partnerships within the College, Parent body, the Kalgoorlie Baptist Church and the wider community in order to ensure our College is following the direction we believe God has for us, while building on the firm foundation that has been established.

Helen Kenny
Chairperson
4. Principal’s Report

It is a pleasure to present my third Annual Report of Goldfields Baptist College (GBC). I am very appreciative to the College Board and our College community for their support throughout the last 3 years. Since this is my final report for Goldfields Baptist College, I have decided to reflect on the College’s progress over last three years.

College facts 2014

School sector: Non-government
School type: Combined
Year range: PP-10
Total enrolments: 308
Location: Provincial
School website: www.gbc.wa.edu.au
Sector, system or association: Association of Independent Schools of Western Australia Inc.

4.1 College Structures

4.1.1 Human Resources
4.1.2 Administrative Structures

The College has embarked on the process of establishing a more professional approach. This included formalising procedures and policies, establishing formal job descriptions, formalising communication with the wider community, creating strategic priorities, establishing a formal business plan and creating more positions of added responsibility. The College also started a number of committees and sub-committees to establish shared responsibility for the day-to-day running of the College. These committees include:

- Special Needs Advisory Committee (SNAC)
- Finance Committee
- Workplace Health and Safety Committee
- Uniform Committee
- Diary Committee
- Extravaganza Committee
- Year 10 Fundraising Committee
- Year 6 Fundraising Committee
- Pastoral Care Team Committee (PCTC)
- SRC/Monitors
- Sport Events Committee (SEC)

4.2 Staff

4.2.1 Professional Learning

A number of staff members have been to external Professional Development courses. In addition to this, staff are involved in Professional Learning Teams and staff meetings where collaborative learning takes place. In 2014, the Principal and Head of Student Welfare were privileged to go on Study Tours to China and South Korea. These tours were both designed to broaden the understanding of Australian teachers’ understanding of educational programs offered in the Asian countries.

4.2.2 Teachers’ Highest Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees</td>
<td>10</td>
</tr>
<tr>
<td>Diplomas</td>
<td>12</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
</tr>
</tbody>
</table>
4.2.3 Staff Attendance

This is calculated as a percentage of the full time equivalent of all teaching and non-teaching staff of the school who were absent through sickness, family leave etc. Staff members’ absences from the College on camps and other school activities are not included in the calculation. The average attendance rate for the staff for 2014 was 96.5%.

4.2.4 Staff/Student Ratios

<table>
<thead>
<tr>
<th></th>
<th>Student numbers 2013</th>
<th>Student numbers 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>168</td>
<td>166</td>
</tr>
<tr>
<td>Teacher FTE</td>
<td>12.06</td>
<td>10.60</td>
</tr>
<tr>
<td>Student/Teacher Ratio</td>
<td>13.93</td>
<td>15.66</td>
</tr>
<tr>
<td>Min. Benchmark</td>
<td>18.00</td>
<td>18.00</td>
</tr>
<tr>
<td><strong>Secondary Teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>198</td>
<td>187</td>
</tr>
<tr>
<td>Teacher FTE</td>
<td>16.06</td>
<td>10.80</td>
</tr>
<tr>
<td>Student/Teacher Ratio</td>
<td>12.33</td>
<td>17.31</td>
</tr>
<tr>
<td>Min. Benchmark</td>
<td>14.00</td>
<td>14.00</td>
</tr>
<tr>
<td><strong>Non-Teaching Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>366</td>
<td>353</td>
</tr>
<tr>
<td>Staff FTE</td>
<td>14.00</td>
<td>15.87</td>
</tr>
<tr>
<td>Student/Non-Teaching Staff Ratio</td>
<td>26.15</td>
<td>22.24</td>
</tr>
<tr>
<td>Min. Benchmark</td>
<td>45.00</td>
<td>45.00</td>
</tr>
<tr>
<td><strong>Total Staff (excluding Casuasls)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>366</td>
<td>353</td>
</tr>
<tr>
<td>Staff FTE</td>
<td>42.12</td>
<td>37.27</td>
</tr>
<tr>
<td>Students/Total Staff Ratio</td>
<td>8.69</td>
<td>9.47</td>
</tr>
<tr>
<td>Min. Benchmark</td>
<td>11.00</td>
<td>11.00</td>
</tr>
</tbody>
</table>

4.2.5 Resignations

By the end of 2014 three staff members resigned and accepted other offers, one staff member accepted a position of added responsibility at another College, two staff member left due to the family moving and one staff member retired from education.
4.3 Students

In 2014 a variety of programs, curricular and co-curricular activities were provided in the academic, cultural, sporting, and spiritual domains. Some of the highlights for the year included the You Can Do It Program (YCDI) which will continue to expand across the College in 2015. In the Primary College (PC) it will be unpacked to reflect a Christian worldview and to be further integrated in the PC culture. The aim is to focus on the PC this year and then the Secondary College (SC) in 2015 using the YCDI program implemented in the classroom and assemblies.

4.3.1 Student Numbers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrolments</td>
<td>308</td>
</tr>
<tr>
<td>Girls</td>
<td>165</td>
</tr>
<tr>
<td>Boys</td>
<td>143</td>
</tr>
<tr>
<td>Full-time equivalent enrolments</td>
<td>308</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>6%</td>
</tr>
<tr>
<td>Language background other than English</td>
<td>29%</td>
</tr>
</tbody>
</table>

4.3.2 Student Attendance

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance for Years 1-10 (2014)</td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>93%</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>91%</td>
</tr>
<tr>
<td>Non-Indigenous students</td>
<td>93%</td>
</tr>
</tbody>
</table>

4.3.3 Index of Community Socio-Educational Advantage (ICSEA)

The Index of Community Socio-Educational Advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of National Assessment Program – literacy and numeracy (NAPLAN) test achievement by students in schools across Australia. ICSEA should be interpreted with the assistance of the About ICSEA fact sheet and the Guide to understanding ICSEA values.

Key factors in students’ family backgrounds (parents’ occupation, school education and non-school education) have an influence on students’ educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school’s geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level. ICSEA provides a scale that numerically represents the relative magnitude of this influence, and is constructed taking into account both the student- and the school-level factors.

| Goldfields Baptist College ICSEA value | 1014 |
| Average ICSEA value                  | 1000 |

<table>
<thead>
<tr>
<th></th>
<th>Bottom quarter</th>
<th>Middle quarters</th>
<th>Top quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Distribution</td>
<td>21%</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>Australian Distribution</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Percentages are rounded and may not add to 100
4.3.4 Behaviour Management

The College has adopted a new approach to behaviour management. Goldfields Baptist College has a discipline program in place that actually teaches students to take responsibility for their own behaviour. Life is about making choices. We all, from time to time, make the wrong choices. When we do, we need to take responsibility for the consequences that go hand-in-hand with these choices.

To support students with the necessary strategies to prevent them from making these wrong choices again, the College has a lunch time program to equip them with alternative ways of dealing with situations. The Responsible Choices Program provides remarkable results in improved discipline throughout the College, with reductions in suspensions, fighting and bullying, and where the teachers have more time to teach with less classroom disruptions. The success of this process has been demonstrated in our behaviour statistics over the last 6 terms.

4.4. Curriculum

4.4.1 National Quality Standards

In November 2013, the Minister for Education, the Hon Peter Collier, informed all principals that early childhood programs to Year 2 in Western Australian schools will be required to meet the National Quality Standard NQS. NQS, developed in partnership with State, Territory and Commonwealth Governments, is intended to deliver higher standards for young children in the areas of education, care and health across Australia.

In 2014, the College embarked on a mission to further improve the quality teaching provided to the Lower Primary College students. For this reason, the College implemented the National Quality Standard in Early Childhood as well as Lower Primary.

Since the implementation of NQS, the College was so impressed with the success of the standards that a decision was made to implement NQS in the Upper-Primary College in 2015 and the Secondary College in 2016. To implement the NQS in the Secondary College, certain adjustment will have to be made. These adjustments will be negotiated with the staff.

4.4.2 SNAC (Specific Needs Advisory Committee)

SNAC was formed for the first time in 2013. The purpose of SNAC is to maximize the educational outcomes for all students. The Action Plan/Individual Education Plan outlines a program of intervention and extension, allowing students to advance their skills, knowledge and processes to meet their potential for success and improved development. These IEP’s are revised annually in March and September.

The Specific Needs Support model at Goldfields Baptist College is designed to provide additional support but it is still important that teachers follow through on the programs delivered to ensure they fulfil their obligations to students in their classes. This data driven model, that is continually reviewed, provides an inclusive curriculum. The Specific Needs Support group operates in/out of classrooms as support personnel, facilitating small groups of students to address particular needs and assisting teachers in developing suitable activities to address students’ needs.

Gifted students are provided with enrichment activities. We provide a range of activities, programs and opportunities to further enhance our students’ learning such as Extension classes, Friday Afternoon Activities (a variety of activities such as Robotics, Science Club, etc.) as well as our annual Extravaganza (a celebration of the students talents).
College Assemblies feature recognition of achievements, encouraging a culture of aspiration and excellence.

Goals

- To optimise the development of the potential of each student.
- To promote the development of a flexible approach to the education of students’ superior abilities.
- To promote in the College community the awareness and understanding of giftedness.
- To develop effective partnerships with parents in supporting quality educational outcomes for gifted students.

4.4.3 CSS (Career and Social Studies)

CSS was introduced to the College for the first time in 2014. In 2015, the College plans to develop a broader and more comprehensive program which will empower students for the future. Year 7 and 8 students will focus mainly on study skills and basic career skills, while the Year 9 and 10 students will learn more about what is required to make it in the “real world”. They will learn things like how to write a resume, how to prepare for interviews, what careers are available to them, WACE requirements etc. We will also have the services of SMYLE to support the students in preparation for the future.

4.4.4 Educational Tours

Primary College

The purpose of this Year 6 College Excursion is to give students the opportunity to develop independence, life skills and social skills away from familiar school and home environment. It gives students the opportunity to discover new things for themselves, through participation in hands-on activities.

Secondary College

The purpose of this College Excursion is to empower youth to make positive choices in their lives and to give students the opportunity to develop independence, life skills and social skills away from familiar school and home environment. It gives students the opportunity to discover new things for themselves, through participation in hands-on activities.

4.4.5 Electives

Primary Electives have proven to be very successful in 2014 and will continue once again in 2015. Year 4, 5 and 6 students are rotated amongst 4 Electives; Claymation, Craft, Journalism and Cooking.

Secondary College Students are able to choose electives from Design and Technology, Food Technology, Sport Studies, Music, Extension Quantitative Sciences and are grouped into Year 7/8 and 9/10 classes.
4.4.6 Friday Afternoon Activities

The Friday Afternoon Activities program is providing a range of different electives for students from Year 1 - 10, such as:

- Junior Choir, GBC Band and private and group Music Lessons
- Cricket, Volleyball, Basketball, Netball, Soccer, T- Ball and Group Sports.
- Visual Art, Performing Arts, Craft
- Science Club, Robotics, Wacky Gadget
- Charity and Missions Group, Catering Club

The College’s vision is to provide opportunities for every child from Year 1 to 10 to immerse themselves in activities they love and enjoy. The College hopes to develop students’ individual interests and talents through this varied program.

4.4.7 Workplace Learning

Workplace learning is offered as an endorsed programme at GBC for Year 10 students. Students who choose to follow this programme have the opportunity to attend an actual workplace every Friday of the school term. The timetable has been designed to accommodate this programme and no Key Learning Area time is lost.

The focus is on employability skills which is evident through the log book which the students keep and is administered and reported on by the College. Students need to complete a minimum of 110 hours in the workplace in order to meet the requirements for this programme. Students who successfully complete the programme will receive credits towards their WACE. Students are responsible for finding their own work placement.

At this point in time the program is very successful with 15 Year 10 students involved.

4.5. Testing & Reporting

4.5.1 Data Analysis

Students completed all standardised tests for the year (i.e. PAT testing in Literacy and Numeracy and NAPLAN tests) by the end of 2014. Staff then completed an analysis on the results in their PLTs which will be used to inform teaching for 2015.
4.5.2 Online Literacy and Numeracy Testing (OLNA)

The 2014 Year 10 students have completed their OLNA:

<table>
<thead>
<tr>
<th>Category</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY 1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CATEGORY 2</td>
<td>14</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>CATEGORY 3</td>
<td>27</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>CATEGORY NSA</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Categories of Achievement

Category 1 - Students who have not demonstrated the minimum standard and may require specific learning interventions. It is recommended that these students consider enrolling in Foundation courses.

Category 2 - Students who have not yet demonstrated the minimum standard but are expected to do so before the end of Year 12. It is recommended that these students enrol in ATAR or General courses.

Category 3 - Students who have demonstrated the minimum standard, either through the OLNA or Year 9 NAPLAN. (3* = demonstrated the minimum standard through achieving Band 8 or higher in Year 9 NAPLAN.)

Category NSA - Students who did not sit the assessment or assessment result not available

In order to support students to improve their Literacy and Numeracy capabilities, students have the option of attending Supplementary English, Supplementary Maths or LOTE classes. The Supplementary classes focus on strengthening the areas of weakness as described in this year’s OLNA diagnostics. LOTE will be an alternative choice for students who would like to follow an alternative pathway.

4.5.3 NAPLAN

Please visit: http://www.myschool.edu.au

Staff members are continuously undergoing further training to use the above mentioned data to determine the areas of strengths as well as the areas that need improvement to inform their instruction to develop students’ literacy and numeracy skills. The results will assist teachers to see what aspects they have taught well and also show areas that require a specific focus or re-teaching. Teachers are encouraged to find new and more interesting ways to teach these concepts.

All teachers use the results of these tests, not just English and Maths teachers. The Specific Needs Team in collaboration with the Teachers use the results to develop Individual Education Plans, outlining the goals for students to work towards.

Students are encouraged to take increased responsibility for their own learning. We will be looking at the results with individual students to point out their strengths and to work out with them where we can support them further.
4.6. Information Technology

The “GBC IT Future Vision” was created nearly three years ago to address the following needs:

- To cater for the requirements set by the National Curriculum (we are following the WA Curriculum version)
- To increase educational outcomes
- To reduce ongoing costs in the areas of printing, student diaries, energy consumption, desktop computer replacement cycles and IT management
- To provide a secure, redundant and available service environment

Services

<table>
<thead>
<tr>
<th>Overall Progress</th>
<th>35% Complete</th>
</tr>
</thead>
</table>

Equipment

<table>
<thead>
<tr>
<th>Overall Progress</th>
<th>10% Complete</th>
</tr>
</thead>
</table>

- The equipment list has been finalised as much as possible
- Forecast completion may in reality be longer as it doesn’t include ongoing maintenance on what we currently have

4.6.1 EduConnex

The new school management platform is now almost exclusively managed by the admin staff. This new system will eventually simplify the management of the College and will increase productivity.

4.6.2 Printing

Under contract until August 2016, after which we have the opportunity to explore a potentially significantly cheaper system (about 5 times cheaper per page, no ink costs, reduced staple costs and increased reliability)

The College has reduced the photocopy expenses by over 50% since 2012. This meant that the College could spend the money somewhere else.

4.6.3 Bring-Your-Own-Approved-Device

This program is nearly fully operational. The College has experienced only minor difficulties rolling out the “BYOAD 2016” program. The number one problem with students’ devices and connecting to resources is the students not typing their username or passwords in correctly, which is a good sign. Some parents also refused to buy these devices. Students are supported by borrowing limited College devices.

Windows 10 is now due to be coming out at some point during winter this year, and Office 2016 is due to be released in late 2015. Microsoft are also planning to let students use Office for free (as long as we keep licensing it for the staff), which will help the College with updating the Approved Devices list.
This system will allow us to use USB devices in the Remote Desktop environment, which means we will never have to have the students install the related software on their devices, it will just work by pulling up a website. An example of this is data-loggers for Science, a device that can be used as a Voltmeter, Ammeter, pH meter, etc. at a fraction of the cost of purchasing each of the tools separately, and have it log graphs in software on our Remote Desktop.

4.6.4 Primary College Computer Lab

The College has created a Primary College Computer Lab with 28 touch screen computers. Students are exposed to Mathletics, Spellodrome and doing research. Students are taught to surf the Internet in a responsible and safe way and to question the credibility of information they find online.

4.6.5 Secondary College Technology Centre

The College is currently investigating whether a more informal teaching space will further engage students in their studies. The old library has been transformed into such a space. Equipped with 30 computers, it is designed to support both informal and formal learning experiences. This space provides opportunities for students and staff to collaborate and interact.

4.7 Communication

To further improve communication within the College as well as beyond the College gates, we have the following:

- The College created the event calendar and GBSee to inform staff of what is happening in the College. These two documents are supported by “Extra-Curricular Activities”, a document listing the different events, sub-committees and people taking responsibility to run these events.
- Several procedures were created to improve communication amongst staff as well as communicating with the community.
- The College improved the website as well as the newsletters and mid-week bulletins. We started a Facebook page in 2015 to use as an information sharing tool.
- In 2012, the College started information evenings, as well as more informative report cards and parent/teacher sessions with parents.
- The Diary Committee, consisting of teachers, parents and students, designed a diary, suitable for students, parents and teachers alike. Information shared in the diary includes the way we do Behaviour Management, uniform expectations and how to combat bullying amongst other things. This diary was further improved in 2015 after feedback from students and teachers.
- The implementation of “SharePoint” is now allowing teachers, parents and students to email one another. Students and parents can also access the homework/assessment tasks.
- In the near future, Educonnex will ensure that staff, parents and students will have portals to log onto for additional information.
4.8 2014 Parent Feedback Survey

The College has conducted Parent Feedback Surveys over the last three years. The main purpose of these surveys is to gather information about the quality of Goldfield Baptist College’s programs and services. Conducted annually, these surveys are one of many ways our College involves parents to do future planning. For comprehensive results of the 2014 Parent Feedback Survey as well as the 2015 Parent Feedback Survey, please visit the College website.

4.9 School Improvement Agenda

The College is determined to have a shared commitment. An effective process of school improvement is driven by an agreed and explicit whole school improvement agenda, currently led effectively by the principal and executive team.

The clearly stated whole school priorities provide the motivation and focus for members of the College community and provide an ongoing sense of satisfaction when objectives are achieved. The whole College collaboration ensures that commitment and ownership are built with classroom teachers, parents and other members of the school community.

The principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda. The agenda is imbedded in terms of specific improvements sought in student performances, is aligned with national or system-wide improvement priorities and includes clear targets with accompanying timelines which are thoroughly actioned. The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole College’s attention on core learning priorities. There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.

Teachers take responsibility for the changes in their practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

Since it is imperative that key noticeable measures and timings are identified by the College to demonstrate progress along the journey of school improvement, staff reviews the Improvement Agenda regularly. Not only does this provide the opportunity for celebration of milestones achieved but also provides the opportunity for ongoing monitoring of progress. The College will further develop this Agenda in 2015, focussing on Domains 7, 8 and 9.
4.10 Facilities

Over the past few years, much of the focus has been on the provision of facilities for our students. This has largely been achieved and our attention will now turn to maintaining and upgrading these facilities.

- Beautification of entrance with a new Reception Area.
- Landscaping of the Kindergarten area: Landscaping was completed with positive feedback from both students and parents.
- Upgrading buildings, including: Paint, curtains, blinds, replacing carpets, etc.

4.11 Professional Relationships

Goldfields Baptist College has formed professional relationships with local, national and international schools and colleges.

The College has formed a close relationship with Eastern Goldfields College (EGC). Students from GBC have opportunities throughout the year to visit EGC. Staff members from both colleges are interacting professionally on a regular basis to ensure both colleges understand the transition process of Year 10 students to Year 11. EGC staff advise the GBC staff of the level of education required to provide a smooth transition.

The College is also in the process of forming a professional relationship with Murraylands Christian College in Strathalbyn, South Australia. The purpose of the Partnering Program is to link and partner colleges together across state borders and facilitate long-term, mutually beneficial relationships between the colleges. The nature of the partnership would be essentially up to the principals but the underpinning idea is that they would be able to have in-depth discussions about areas of mutual interest.

The College formed a professional relationship with Hangzhou Chunlei Middle School in Hangzhou, China late last year. Although there has been no further development in this relationship, the College will endeavour to foster relationships with international schools and colleges.

Conclusion

I wish to express my gratitude for the support I have had from staff, the College Executive and the College Board. The professionalism and team work of the College Management Team has assisted me in my role considerably. The staff is to be commended for their dedication, commitment and cooperation throughout the year. I have been impressed with how they have united during times of challenge to support each other as well as students and families.

As a Christian College, we are seeking to teach and assist our students to become well-rounded citizens who have the desire to serve and influence others for God and for good. 2014 provided a platform from which these aims can be achieved. I am looking forward to the years ahead in which we will seek to fulfil the ongoing vision of Goldfields Baptist College... an excellent education in a Christian context.

Gerhard van Blommestein
Principal
5. GBC Together Report (P&F Association)

We have appreciated the contribution of families in varying capacities through the year. Whether it is providing assistance in classrooms, canteen, fundraising, attending special events or supporting their children in attending parent meetings, practically supporting those in need and praying for them – these cumulatively contribute to GBC being a vibrant Christian community.

In 2014, it was decided to refocus the P&F Association and rebrand to be called GBC Together. Our major focus at GBC Together is not fundraising, but rather to build the College Community. As part of building the community, we have looked at ideas and identified needs. In 2015, we will have a “Strategy Meeting” to discuss ideas with parents and to work out a possible time line for these ideas.

The main fundraisers for 2014 were the Mother’s Day and Father’s Day stalls, and these were enjoyed by the students. We are still on a learning curve, balancing the quantities ordered and working out the best ways to serve the students so that they all get a chance to peruse the goods and make their purchases.

The Australia’s Biggest Morning Tea was a real hit last year. An amazing group of parents got together and had a few morning teas of their own as they designed and made some beautiful invites then co-ordinated a wonderful morning tea that was enjoyed by a lot of parents. All of the money raised by the morning tea was donated to the Cancer Council (WA), including money raised by students from the year 5 class with their own fundraising event.

Following the success of Australia’s Biggest Morning Tea, we launched our Cuppa & Chat morning teas on Friday mornings. These didn’t really work the way we thought they might, and although we tried a few different ideas, there were only a few attendees throughout the rest of the year.

Other major events in 2014 included the parents being involved in volunteering at the GBC Fair and then sitting back to enjoy the amazing first ever Extravaganza event. This was a really great night, with beautiful food, cooked and served by our high school students along with some first class drama, dance and musical entertainment.

One other major “First” at the end of last year was our first ever official Book Swap. The feedback indicates that it was a successful event. It is hoped this will become a regular event in our school calendar. A huge thank you to Colleen McCaw for all of the hard work she put into this!

GBC Together meeting dates for 2015:

Meetings will be held on Tuesday at 6.45pm on Week 2 of each term and on Wednesday at 3.15pm on Week 6 of each term. Dates for 2015 are:

Term 1: 10th February and 11th March
Term 2: 28th April and 27th May
Term 3: 28th July and 26th August
Term 4: 20th October and 18th November

As we head into 2015, may we take the time to work out our priorities and have the strength and courage to stick to them. May we face life well and make good choices in the little things as well as the big things. May we all live to make God proud of us.

Chrissy Hadfield

GBC Together Co-Ordinator
6. STRATEGIC PLAN 2013 - 2018

Strategic Priorities

1. Enhance the learning environment with emphasis on 21st century skills including a well-rounded quality curriculum informed by a Biblical, Christ-centred World view

2. Foster partnerships and relationships with Kalgoorlie Baptist Church ministries, the school community as well as the community locally, nationally and internationally

3. Recruit, retain and develop quality Christian staff

4. Manage growth while ensuring the unique nature of Goldfields Baptist College is preserved

1. Enhance the learning environment with emphasis on 21st century skills including a well-rounded quality curriculum informed by a Biblical, Christ-centred World view

• Innovative Curriculum Delivery

We are committed to deliver an advanced curriculum, based on the National Curriculum, which prepares students with the skills and knowledge to participate successfully in the wider community:

a. Promote high academic standards that are achieved and maintained through the implementation of a curriculum designed to encourage critical and creative thinking

b. Ensure that the curriculum is taught from a Christian perspective

c. Continue to integrate Information, Communication and Technology (ICT) into the curriculum to enhance teaching and learning.

• Excellence in Learning

We are committed to enhance student performance through quality teaching, inquiry-based learning and the expansion of learning opportunities:

a. Offer a range of academic and vocational programs to assist students to identify and develop their God-given gifts and talents

b. Continue to foster a culture where learning is valued and students are encouraged to be life-long learners

c. Broaden learning opportunities and resources for gifted and talented students

d. Maintain quality learning support and resources for students through the Specific Needs program

e. Enhance the sporting, cultural and co-curricular programs

f. Build strong foundations of learning in the Early Childhood sector through the provision of high quality early childhood programs.
• **Student Leadership and Service**
We are committed to enhancing student leadership by providing opportunities for service within the College and the broader community:

a. Develop compelling student leadership programs
b. Maintain student programs which focus on social responsibility and the financial support for mission agencies and individuals who are in need
c. Celebrate student achievements.

2. **Foster partnerships and relationships with Kalgoorlie Baptist Church ministries, the College community as well as the community locally, nationally and internationally**

• **Authentic Christian Discipleship**
We are committed to authenticity as a Christian community and our effectiveness in Christian discipleship:

a. Maintain a strong partnership with Kalgoorlie Baptist Church
b. Continue to embrace and celebrate the uniqueness in each person
c. Develop new mission projects within our local community, as well as nationally and internationally
d. Nurture Christian character to inspire students to act with integrity, and to have self-respect and respect for others
e. Prioritise the provision of quality pastoral care.

• **Community Engagement**
We are committed to prioritise community engagement across the school and with the broader Kalgoorlie community and beyond:

a) Further develop the strong partnership with parents including parental involvement in the College
b) Improve communication with the College community through the likes of: emailed information letters, periodic surveys, the College newsletter, Information meetings
c) Provide regular parenting and support programs for parents/guardians
d) Expand community partnerships with businesses, organisations and welfare agencies
e) Pursue national and international links with schools and students
f) Improve the College website and marketing programs
g) Develop ongoing links with College alumni.
3. **Recruit, retain and develop quality Christian staff**

   • **Professional Learning Teams**
     We are committed to becoming a strong professional learning community through supporting the growth of staff:
     a. Provide resources and professional development for teachers to nurture innovation in teaching
     b. Ensure the ongoing training of staff to effectively integrate technology (ICT)
     c. Facilitate ongoing training for all staff to ensure effective service provision and safe work practices

   • **Upholding General Well-Being of the Community**
     We are committed to enhance the health and well-being of staff and students:
     a. Support the spiritual, emotional, physical, social and intellectual development of staff and students
     b. Continue to encourage work/life balance for staff
     c. Establish centralised College structures for student support and welfare services (eg. Specific Needs Advisory Committee)
     d. Continue existing social and emotional programs (eg. You-can-do-it)
     e. Maintain our pastoral care services for staff and students
     f. Promote active lifestyles, health and nutrition

4. **Manage growth while ensuring the unique nature of Goldfields Baptist College is preserved**

   • **Quality Facilities and Resources**
     We are committed to providing high quality facilities and resources:
     a. Provide resources and equipment for the classrooms to enhance the quality of teaching and learning
     b. Maintain the grounds and buildings to a high standard
     c. Review the Master Plan (New Buildings should accommodate: Sports Academy, Advanced Science Lab, Performing Arts Centre, Early Childhood Centre, and Staff Car Park)
     d. Ensure the sustainability, efficiency and wise stewardship of resources.
• Governance and Management

We are committed to enhance governance and the management of the College through accountability, effective leadership and strategic administration:

a. Establish best practice in leadership and management through professional development in conjunction with leading Australian associations
b. Ensure prudent financial management of the College
c. Ensure that school fees are moderate and affordable for families.