



Growing • Belonging • Caring

2024 Annual Report

At GBC, we are creating a flourishing educational community that is being transformed by the Truth of God's word. We are nurturing and equipping each person for life, empowering them to be thriving contributors in the world.



www.gbc.wa.edu.au

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1. GBC BOARD OVERVIEW

What an honour it is to be the hands and feet of a loving Father, walking in His footsteps to create an environment where children can grow and mature academically, socially and spiritually. We continue to wonder at His goodness to and in our school; while knowing He is 'able to do immeasurably more than we ask or imagine'.

We have seen and heard of many ways our GBC staff and students have celebrated the smallest to the more widely shared victories and consoled each other with compassion and support in the middle of struggles. We praise the efforts of Marisa as Principal, the College leadership team, and our teaching staff, in navigating changes in educational delivery throughout the year, and in preparing for what was ahead with Melissa Wilson handing over the baton of Deputy Principal at the end of the year.



As a Board, we have much to learn and are continuing to build our knowledge in governing an educational organisation in a way that leads to even more improvement, honouring God with the talents each of us bring. Danielle Thompson (Chairperson) had the opportunity to attend the 2024 Christian Schools National Policy Forum & Symposium held in Canberra in May, an important event in receiving updated information on navigating the changing landscape of legal and ethical issues impacting Christian Schools, and the AISWA/AICD Role of the Chair training. Our Board members also accessed the AICD 'School Governance: Director insights to strategy and risk beyond 2024' webinar providing us with greater insight in strategic planning.

In July 2024, Danielle Thompson's season with the GBC Board came to a close after serving in the capacity of Deputy Chairperson and Chairperson during her directorship. Her passion for Christian Education and dedication to improving our governing policies were a good foundation for our current Board to build on. In collaboration with the leadership team, we have continued to focus on reviewing policies for compliance, so that they best meet the needs of the school. Since July, the Board have been operating under interim arrangements with the Board members and College leadership and staff providing phenomenal support to me as I stepped into the Acting Chairperson role for the remainder of 2024. I am incredibly grateful for the team that we have, and the way we have worked together to provide governance in this most worthy endeavour of encouraging, developing and releasing young people into the fullness of what God has purposed their lives for.

The Board members were privileged to be able to join with students and staff throughout 2024 at the various events, including the Commissioning Service, the Kindy Graduation, Primary School Concert, Secondary Awards Ceremony, Year 12 Graduation dinner and thank-you BBQ. There are so many unique and incredible facets of our students that we get to celebrate. All of these bring us so much joy, but one particular memory that stood out to me was worshipping to an amazing song that was co-written and presented by GBC students. Wow – was a delight to see such gifts in action!

Thank you to the College and extended community for continuing to uphold the Board and the College with faithful prayer, dedicated support and encouragement. Please continue to pray for our growth in number, wisdom and excellence, and that we will see even greater things than we have seen before as a result of so many individuals walking in dedicated service. Be blessed!

Kind Regards,

Jonnene Thomson

Acting Board Chair



2. PRINCIPAL'S INSIGHTS

The theme for 2024 at Goldfields Baptist College was 'give it to God'. With another year filled with victories, challenges, twists, turns and surprises, we collectively placed it all at the foot of the cross, with gratitude and humility in our hearts. It was an inordinate blessing to see all that God would do with the most humble offerings, as He carried us through all things throughout the very full year.

This year, GBC was blessed to support a modest group of seven students through their final year of Secondary education. As a result of their perseverance and dedication, the two students in the cohort whose eyes were set on post-school university studies secured offers of placement in their preferred courses at Western Australian universities. We are extremely proud that, in the face of all the many challenges that are part of completing Senior Secondary studies, this cohort of seven GBC students saw it through to the very end. We again congratulate our Year Twelve cohort of 2025 and wish them every success as they open the next chapter of their lives beyond school.

In 2024, the College again focussed strongly on student literacy improvement through the application of targeted programmes for growth. As the Goldfields, and thereby GBC, experiences significant transience in population, it is essential for the College to remain sensitive and responsive to ever-changing needs, as cohorts regularly change. Despite the ongoing trend of families moving in and out of the Goldfields from all over the nation and world, the College is very proud of the continued positive growth in student learning, particularly with regard to steep growth rates in the stable cohorts, which mostly far surpassed national growth rate averages in 2024 data. We were also equally proud of all Year Twelve students who, despite many personal and LBOTE challenges, met their OLNA requirements in all areas, prior to completion of their studies.

As we reflect on 2024 through this Annual Report, it is with gratitude for God's great provision and blessings that we lay the entire year that this Report represents at the foot of the cross, giving it all to God. We thank God that Christ is at the centre of this College, and look forward to the many blessings and opportunities to continue to touch minds, hearts and lives that He will continue to furnish this College with into the future.

Marisa Johnson

Principal



VISION & PURPOSE

Goldfields Baptist College is a ministry of Kalgoorlie Baptist Church, providing an authentic Christian education. The vision of the College is “Creating an educational community that is being transformed by the truth of God’s Word, nurturing and equipping each person for life.”

GBC is a growing school, with friendly students, caring staff and a commitment to developing authentic relationships with our community. We want all students to thrive and reach their God-given potential. To this end, we aim to provide an education that matters; one that challenges, one that encourages and one that seeks to build into all areas of their lives – spiritual, academic, physical and social. We believe in Learning that is transformed by Truth.

Romans 12:2 (NIV) Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is – his good, pleasing and perfect will.

GBC students grow in their understanding of their own identity and continually explore their world from a Christian worldview. They also develop critical thinking skills and grow in their knowledge of who God is to them. We believe in giving students more ownership of their learning and providing many opportunities to serve the College, as well as the local and wider community, as they continue to find their place and value.

COLLEGE CONTEXT

Goldfields Baptist College is a Christian, co-educational school catering for students from Kindergarten to Year 12 (currently no year 11 classes) living in the Goldfields region (WA). The College has an open enrolment policy and anyone who is willing to accept and support our vision and ethos is welcome. The College is blessed with modern, well-appointed facilities and is equipped to provide a well-rounded education.

The College is situated in Kalgoorlie-Boulder, which is a regional mining town. Due to the transient nature of the region, the student population can fluctuate.

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 B Block facilities were already too limited. Three transportable buildings were added. During 2005 the C Block building was completed. 2007 saw the much-needed covered Assembly area being erected to the delight of students and staff alike. In 2008 the D Block building with classrooms, a computer centre and the Hazel Westbrook Library were completed. Shortly after this the Design and Technology shed was added.

The government’s “Building the Education Revolution” program in 2009/10 allowed the College to build the Community Hall containing a full-sized multi-sport court at minimal cost to the College. The administration building was completed in 2011. 2020 saw the completion of E Block, including secondary classrooms, Food Technology room and Science lab and the Canteen, with a 21st Century learning area for Senior Secondary. In 2021 we were blessed with a new green oval.



4. COLLEGE STATISTICS

2024 FACTS

School sector:	Non-government
School type:	Combined
Year range:	PP-12
Total enrolments:	271
Location:	Provincial

INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)

(This data is available from [School profile](#) | [My School](#))

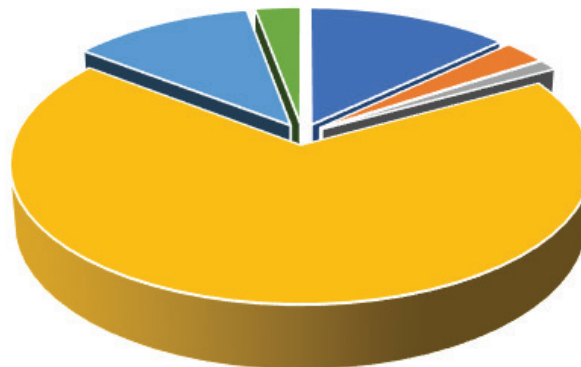
The ICSEA was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia. ICSEA should be interpreted with the assistance of the About ICSEA fact sheet and the Guide to Understanding ICSEA values.

Goldfields Baptist College ICSEA value:	1001
Average ICSEA value:	1000
School ICSEA percentile:	47

DISTRIBUTION OF STUDENTS

	Bottom quarter	Middle quarters		Top quarter
School Distribution	31%	28%	25%	15%
Australian Distribution	25%	25%	25%	25%

INCOME SOURCES



■ Federal Government Recurrent Grants - \$3,691,736.91
■ State Government Recurrent Grants - \$63,0897.05
■ Private Income - \$157,580.96
■ Net Tuition Fees (incl. Kindy) - \$704,074.52
■ Amenities/Excursions - \$14,9640.99
■ Levies/Enrolments - \$66,882.92

LINKS

College website	www.gbc.wa.edu.au
Sector, system or association website	
Association of Independent Schools of Western Australia Inc.	www.ais.wa.edu.au
Association website	
Christian Schools Australia	www.csa.edu.au



5. 2024 - THE YEAR IN REVIEW

- Commissioning Service at GBC
- Welcome BBQ and Information Evening
- Interschool Basketball competition
- GBC Class/ Year Group Retreat days
- Free dress days – fundraising for our Compassion sponsored students
- Interschool Futsal Tournament
- NAPLAN / OLNA and PAT testing
- ANZAC Day Assembly Blessings morning teas
- Platinum Blessings lunches
- Enrolment Interviews
- Mother's Day breakfast and stall
- Parent/ Teacher/ Student Interviews
- School photos
- GBC Cross Country Carnival
- Interschool Cross Country Carnival
- Shrove Tuesday
- NAIDOC Week
- GBC Athletics carnival
- Little Olympics
- Year 6 HASS Camp
- Year 7 – 10 immunisations
- Staff Retreat
- Secondary Examinations
- GBC Easter Assembly
- Year 10 Work Placement
- Goldfields Police Rangers Camps
- Curtin university Open Day
- Gold Blessings morning teas
- Science Week
- Book Fairs
- GBC Book Week and Book week parade
- PPEP Talk
- Father's Day breakfast and stall
- Orientation Day
- MEEDAC Community Fairs
- St Barbra's parade and float
- Lighting of the Christmas tree
- Thank you BBQ, – for all Board, staff and volunteers and their families
- GBC Swimming Carnival
- GBC Sewing Club
- GBC Cycling Club – Primary and Secondary
- GBC Primary and Secondary Homework clubs
- Volleyball tournament – Secondary (interschools)
- Health Fair
- Fire Brigade Incursion
- R U OK Day commendation
- Earth Science and STEM Incursion
- Bush Kindy, Library Excursions and Kindy Old Age home visits
- ABC Takeover Year 9 workshops
- GBC Water Fun Day
- Think You Know presentations
- GBC Athletics Carnival
- Winter and Summer Lightning Carnival
- Neon Social
- Bunnings Sausage sizzle fundraisers
- R U Legal
- Year 10 and Year 11 Information evening
- Music Viva
- ADF Careers
- Humphreys Dance lessons and Social Evening
- Secondary Award Ceremony
- Year 6 Graduation and Celebratory lunch
- Kindergarten Graduation and concert
- Primary school concert and award ceremony
- Alternative Week programme
- Synergy Solar Car Challenge – Interschools



6. P&F ASSOCIATION REPORT

We were very grateful to have the opportunity to once again serve the GBC Community in 2024.

First of all, I would like to express our profound gratitude to the principal, staff, students and everyone that lent a helping hand to us to make 2024 another successful year.

We had the privilege of organising two popular events in the GBC Community which were the Father's Day and Mother's Day breakfasts. We saw a record attendance and participation and we were able to also raise funds through the stalls that we had. Teachers' Appreciation Day morning tea was also organised to show appreciation and say thank you to all teachers at the College for the great job they do in educating our kids. We held a stall at the Carols night selling glow sticks in order to raise much needed funds for the P&F.

Our projections for 2025 is to organise the GBC Fete to Celebrate the College's 25th year anniversary and also to get a bus shelter for the students so they can be shielded from the weather while they wait for the bus or wait to be picked up.

We can say God was gracious unto us in the year 2024 and we look forward to a greater year ahead guided by God's grace, mercies and provisions.

Marian Prempeh

GBC P&F President



STUDENT NUMBERS 2023

Total enrolments (Semester 21 Census)	265
Girls	138
Boys	114
Full-time equivalent enrolments (excluding Kindergarten)	265
Indigenous	8

STUDENT NUMBERS (K - 12) & % ATTENDANCE BY CLASS (YEAR 1 - 10)

Kindy	15	
Pre-Primary	10	
Year 1	19	92.51%
Year 2	18	87.72%
Year 3	26	94.99%
Year 4	21	89.08%
Year 5	17	93.08%
Year 6	19	92.46%
Primary Total	145	
Year 7	32	86.03%
Year 8	28	91.41%
Year 9	29	89.73%
Year 10	27	86.46%
Year 11	0	
Year 12	8	
Secondary Total	124	
K-10 Total	261	

STUDENT ATTENDANCE PP - YEAR 10

All students	90.08%
Indigenous students	74.89%
Non-Indigenous students	90.74%

* Attendance data as recorded in the ACARA T3 STATS Report



MANAGEMENT OF NON-ATTENDANCE

Primary school students are electronically marked against the register of attendance at least twice per day, AM and PM, as well as whenever they go out to specialist classes or change teachers. The attendance system relies on the morning procedure for marking absentees being completed before 9:00am each day. The afternoon register is marked by 1.30pm.

Secondary students are electronically marked against the register of attendance during every period, including at devotions and reflections times. The attendance system relies on teachers marking the register electronically within five minutes of the start of a scheduled learning period. This enables the Attendance Officer to effectively monitor absence and punctuality regularly.

The office reconciles all registers electronically and parents are notified by telephone in relation to those students with unexplained absences. This process is completed as soon as practical - by no later than 10:15am each school day.

A student is marked absent if they are not physically present in the room.

If a student arrives at school after the roll is marked, the student is required to go via the office to obtain a 'Late Pass' which will be required before they are admitted into class – a student is late if they arrive after 8:30am. This will be entered on the system by the Administration staff and also noted on the official electronic roll by the scheduled teacher.

Parents are required to supply a written explanation (handwritten or electronic) following their child's absence. The Attendance Officer monitors this process, and written notifications are sent directly to those parents who have not followed this process.



8. STUDENT PERFORMANCE

At Goldfields Baptist College we are committed to helping students to achieve to their highest potential. To achieve continual improvement in student performance, data is collected, analysed and used to improve teaching and learning across all years at the College. This data comes from a number of sources -both internal and external – and informs our teaching programs. At Goldfields Baptist College we use formative and summative assessment to equip our teachers with the relevant data needed to cater for our individual students’ needs and learning styles. We also use standardised assessments such as PAT, NAPLAN and OLNA to validate our professional judgements, to evaluate students and to plan teaching and learning programs. The collected data also allows the College to look at how we are performing in relation to national standards and identify areas of strength and areas needing improvement.

ONLINE LITERACY AND NUMERACY TESTING (OLNA)

The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirements of demonstrating the minimum standard of literacy and numeracy. Students in Year 9 who have not achieved above the benchmark determined by SCSA in any of the three components of Reading, Writing and Numeracy in their Year 9 NAPLAN, have their first opportunity to demonstrate these standards in September. Students then have one further opportunity in Year 10 and 2 opportunities in both Year 11 and Year 12 to reach the standard required to achieve their WACE certification and the end of Year 12.

Goldfields Baptist College continues to support students’ learning of Literacy and Numeracy to the attainment of OLNA. Reflective and collaborative teacher practices including targeted whole class and small group Literacy and Numeracy learning sessions, homework support classes and differentiated lessons are some of the strategies implemented by staff. Students are also encouraged to employ reflective practices that include student goal setting and reflecting on their learning. In 2023, a program involving dictation skills, explicit spelling and vocabulary teaching and testing targeted at improving identified trends of student weakness was developed and trialled. The success of this program is clearly seen in the 2024 year 10 OLNA results for writing, where 79% of students achieved the required level compared to 74% in 2023 and around 40% in previous years, and this program was extended and rolled out to all year levels in 2024. We are also thrilled to report that 100% of our Year 12 students achieved the required levels across all three assessment areas.

April 2024 OLNA Results (Totals)

				Year 10			Year 12		
				Numeracy	Reading	Writing	Numeracy	Reading	Writing
CATEGORY 1				18%	3%	6%	0%	0%	0%
CATEGORY 2				32%	29%	10%	12.5%	0%	50%
CATEGORY 3				39%	61%	74%	87.5%	90%	50%
CATEGORY NSA				11%	7%	10%	0%	0%	0%

September 2023 OLNA Results (Totals)

	Year 9			Year 10			Year 11		
	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing
CATEGORY 1	0%	0%	0%	18%	13%	7%	0%	0%	0%
CATEGORY 2	0%	0%	0%	36%	29%	14%	0%	0%	0%
CATEGORY 3	30%	44%	37%	43%	65%	79%	100%	100%	100%
CATEGORY NSA	70%	56%	63%	13%	13%	0%	0%	0%	0%

Categories of Achievement

Category 3 – Students who have demonstrated the minimum standard, either through the OLNA or Year 9 NAPLAN.

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 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 NSA – Students who did not sit the assessment or assessment result not available.



NAPLAN

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY TESTING (STUDENTS IN 3, 5, 7 AND 9)

NAPLAN tests provide us with a 'snapshot in time' of student learning. While the information collected does not give us the whole picture, it does provide us with data that the College uses to evaluate aspects of our teaching and learning and assess the impact that they are having on student progress.

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) moved the NAPLAN testing window to Term 1, and introduced new proficiency standards and new levels of achievement against which the NAPLAN results would be reported. As a result of the changes introduced by ACARA it is not possible to compare the 2023 NAPLAN results with any previous year's results. Seeing as we have data for the 2024 NAPLAN, we can use the 2023 data which now forms the basis for measuring student progress, although it must be taken into consideration that the data available, is from two different cohorts, as no students in WA have consecutive results using the new proficiency standards and new levels of achievement.

The following graphs show comparisons between the data for the College from 2023 and 2024 in the areas of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Each of the graphs contain comparative data for Year 3, Year 5, Year 7 and Year 9 students who have sat the NAPLAN for the past two years. As it stands this data does not compare the same cohorts, as the cohort of students who sat NAPLAN in 2023 will sit in 2025 again. This will give us a clearer picture of what has been happening with regards to the various areas of learning/testing.

We can, however deduce that in Reading we have seen improvement in every year level for 2024; in Writing all levels, except Year 3-5 have shown marked growth with exceptional growth in the Year 9 results, showing clearly a much higher result than similar schools, State and National results. The College results for Spelling similarly show better outcomes than those portrayed in the results of similar schools, at State and National level. Punctuation and Grammar also show favourable results, giving us great confidence that our school-wide drive to improve spelling, writing, grammar and punctuation through regular spelling and dictation tests as well as specific tutoring in academic writing are paying great dividends already.

Numeracy results have remained very similar across both reporting years. We are very excited to see how our renewed push to improve the teaching and learning of Mathematics will affect our results in 2025 and beyond.



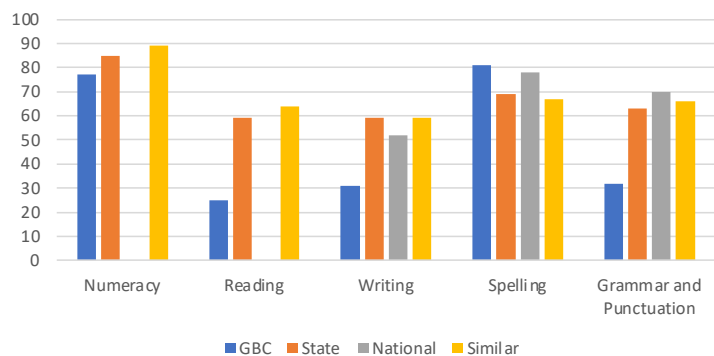
8. STUDENT PERFORMANCE

NAPLAN

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY TESTING

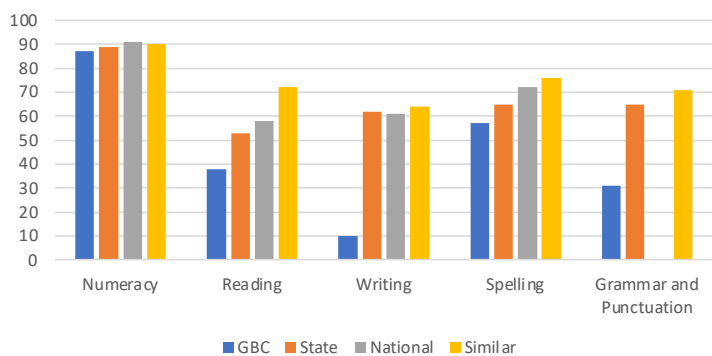
Year 3-5 2023

Sample Size: 6 Students



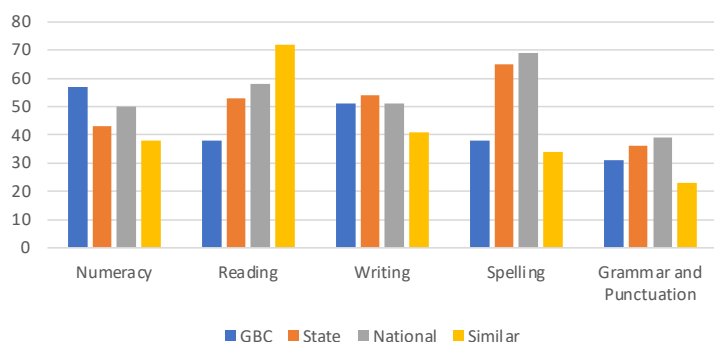
Year 3-5 2024

Sample Size: 6 Students



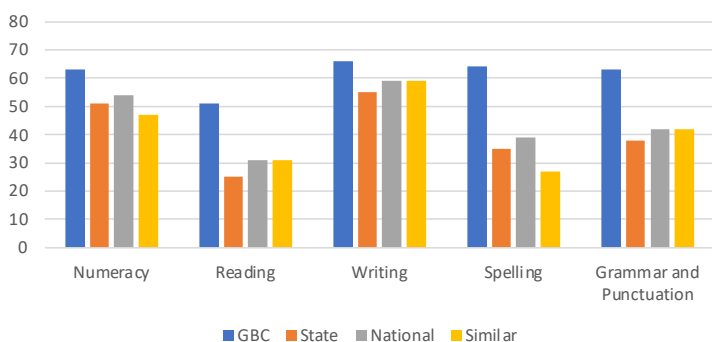
Year 5-7 2023

Sample Size: 11 Students



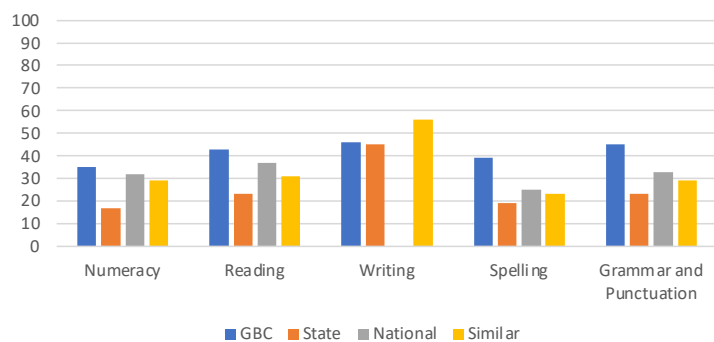
Year 5-7 2024

Sample Size: 11 Students



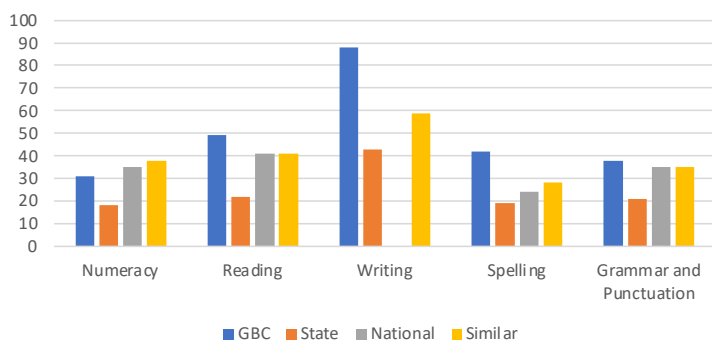
Year 7-9 2023

Sample Size: 11 Students



Year 7-9 2024

Sample Size: 11 Students



PROFESSIONAL LEARNING

During 2024 we spent \$36,750 on Professional Learning. This is \$988.96 per FTE staff member. We have maximised opportunities for professional development in house by bringing in key people, particularly from our subscription-based professional associations. We have also looked at ways to train our senior level staff so they in turn can pass on their learning to their teams.

TEACHING STAFF QUALIFICATIONS

We have ten staff with Masters Degrees, two with a doctorate, twenty with at least one Bachelor's degree, seven with Post Graduate or Graduate Diplomas, six with Diplomas and eight with various Certificates at Level 4 or higher.

Highest Qualification	Total
Doctorate	2
Masters	10
Bachelor Degrees	20
Graduate Diplomas	7
Diplomas	6
Certificates/Graduate Certificates	8

STAFF RETENTION

Staffing has been difficult in recent years, but we had a 79% retention rate for our teaching staff. At the end of 2024 eight staff members left (down from ten the prior year), four of those part way through the year. Five relocated out of town, and three others left for various reasons such as family reasons, health or career change. We had an overall retention rate of 81%.

STAFF ATTENDANCE

We have a very good staff attendance rate. Our staff love to be at work as is evidenced by the happy buzz in the staff room. Even in the face of staff shortages resulting in increased workload our staff have managed to remain quite healthy and able to attend at work at a high percentage rate. Staff attendance is calculated as a percentage of the full time equivalent of all teaching and non-teaching staff of the school; for Personal (Due to illness etc.) leave and not for times where staff are attending College activities or professional development. The average attendance rate for the staff for the year **2024 was 94.8%.**

FTE staff for 2024	38.39
Work hours per year	1,956
Total work hours for all staff	75,090.84
Total absence hours	3,906.93
Absence rate	5.20%
Staff attendance rate	94.80%



10. COLLEGE STRUCTURE

GBC BOARD

Chair: Danielle THOMPSON, Deputy Chair/Acting Chair: Jonnene THOMPSON, Secretary: Judy NOLAN, Treasurer: Vaughan PIRIE, Pastor: Vaughan PIRIE, Board Member: Philip RIXON

GBC STAFF

CEO/PRINCIPAL

Marisa JOHNSON

DEPUTY PRINCIPAL

Melissa WILSON

PRIMARY TEAM LEADER

Julie LANDER

SECONDARY TEAM LEADER

Sonja SMITH

EARLY CHILDHOOD CO-ORDINATOR

Temitope ADEKUNLE

HEALTH & PHYSICAL EDUCATION CO-ORDINATOR

Elias MENYANU

GROWTH, ENRICH, THRIVE (GET) COORDINATOR

Jemima DIXON

PRIMARY TEACHERS

Julie LANDER
Jemima DIXON
Natalie BALL
Diana BRAID
Rebecca Gohodzi
Lynett MUTEEDZI
Lynndee CHRIMES
Lisa DELAND
Chevonne PRINS
Temitope ADEKUNLE

SECONDARY TEACHERS

Lovelyn MANANSALA
Naume BEPETE
Claudia BUTCHART
Elizabeth BARRETT
Peter SULLIVAN
Aimee CRAMPTON
Ian SUTHERLAND
Sonja SMITH
Elias MENYANU
Banat MENYANU S1
Kobus DU PLESSIS
Paul KENNY
Annery PELSER
Melsh KUMAR T1
Mike LOUWEN
Anthony O'HARA T4

EDUCATION ASSISTANTS

Jenny CONWAY
Cathy PIRIE
Sandra SHROFF
Vongai RUNAVANHU
Sarah CONWAY
Eileen SELOKA
Virginia TREUIL S2
Myra MINRANDA S2

STAFF - ADMINISTRATION

Business Manager - René KOEKEMOER
Senior Finance Officer - Helen KIRKLAND
Executive PA & Enrolments - Charlene MULLIN
Admin Officers - Irene WALKER, Ingrid HULTON,
Chaplain - Peter WALKER
Grounds - Alan KNIGHT

STAFF - ANCILLARY

Canteen/Uniform Shop - Angeli BERNAL S1, Myra MIRANDA S1
Rhea BEDAY S2, Melinda ALVAREZ S2



11. STUDENT, PARENT, STAFF FEEDBACK

Goldfields Baptist College holds an annual student, staff and parent/carers survey, which seeks robust feedback in multiple areas including the College's facilities, future development, individuals' intentions, individuals' sense of belonging within the College and other wellbeing data, life challenges, and a wide variety of other focus areas. In addition to the annual survey, feedback is gathered through a variety of means such as written and verbal feedback, suggestions, data gathered through the Concerns, Complaints and Disputes procedure, and register review.

The College is highly responsive to feedback from the community, with this feedback being instrumental in shaping the growth and development of GBC.

Growth points for the College identified in the 2024 surveys include: a desire to see more Blessings distributed to quiet, well-behaved students and difficulty with the firewall sometimes blocking necessary websites (students); tightened sporting schedules on carnival days, to ensure that parents who seek limited time off work to see their children compete don't miss their events (parents); and greater relief teacher availability and improved collaboration between Kalgoorlie Baptist Church and GBC (staff).

STUDENT FEEDBACK

In the 2024 Student Feedback Survey, 93% of Primary students reported feeling happy at school, while 96% of Secondary students indicated that their voice is heard, and 90% of Secondary students feel valued.

When asked about approachability if they are having difficulty, 70% of Secondary students felt that there was someone on staff who they could speak to, to seek help, whilst 81% of Primary students felt that they could speak to a staff member for help.

90% of Primary students and 93% of Secondary students felt that they understood what they were learning about and why, at least most of

the time.

When asked about their greatest personal challenges at school, Primary students indicated that distractions (42%), homework (35%) and trying to fit in (35%) were the most difficult. By contrast, Secondary students indicated that assessments (48%), homework (44%) and class work (42%) were the most difficult aspects of their schooling.

Other student feedback

"I have been here since Year 1 to Year 12 and I love it here. I am confident that I will achieve my WACE and I've decided that after I graduate and get a bachelor's degree in education, I want to come back and work here as a teacher."

Year 12 student, 2024, currently studying Education at a WA University, after achieving their WACE in 2024.

"I like how people are caring and welcoming at GBC especially when you're a new student."

Primary student

"Being a student at GBC is nice because if I ever need help the teachers are there for me and they push me to my limit in a good way."

Primary student

"I have a variety of teachers who inspire me and encourage me. I have a deep passion for learning new things. I'm not always good in some areas but I always try my best."

Secondary student



11. STUDENT, PARENT, STAFF FEEDBACK

PARENT FEEDBACK

87% of parent respondents to the 2024 feedback survey indicated that they are satisfied with their child's schooling experience at GBC, with 83% of respondents indicating that they feel staff are professional, accommodating and enthusiastic. 87% of parents indicated that they feel welcome at the College and feel a sense of belonging. Parents also indicated that 72% of students struggling with mental and/or emotional challenges proactively sought support from College staff.

53% of parent respondents feel a lot of pressure to set their children up for success, with 37% feeling that their wellbeing is impacted considerably by the pressure that they feel.

63% of parents perceive a young person's ability to adapt to the changing environment as being more important than a secure pathway to employment.

When asked about barriers to students thriving at school, 70% of parents felt that technology distractions and/or the influence of social media was a significant barrier, while 60% felt that access to harmful content online and in the media were significant.

In giving feedback on the College's Concerns, Complaints and Disputes Policy, 97% of parent respondents indicated that they felt that they would be treated fairly, professionally and compassionately if they were the subject of a complaint, while 80% indicated strong familiarity with the processes to follow if raising a concern with the College.

Other parent feedback

"I'm eternally grateful that my children can attend this school, and am in awe of the teachers and leadership of the school's dedication and commitment to ensuring that my children are content and safe."

"We are continually impressed with the GBC community and always grateful for the safe environment our son is able to flourish in."

"My overall experience with GBC over the years with my two kids has been an absolute blessing to our family and I'm so thankful for the Christian values that have been encouraged by the staff and Board. Thank you."

STAFF FEEDBACK

100% of staff respondents to the survey indicated that they feel valued both professionally and personally at GBC, feel supported by colleagues and Leadership (both in their successes and when having made mistakes), and feel appreciated by their colleagues, students and students' families, both for who they are and for their work. 90% felt a strong sense of unity and community amongst all stakeholders (staff, students and the wider GBC community).

95% of staff respondents felt that the faith basis of the College sets GBC apart from other schools and workplaces, while 76% felt that the supportive staff culture sets the College apart.

90% of staff respondents felt confident that they would be treated fairly and professionally throughout the processing of a complaint, should one be received; with 90% also feeling that complaints are handled professionally and compassionately, in accordance with the Concerns, Complaints and Disputes Policy.

Other staff feedback

"Praise God for the ministry of GBC. And happy to serve alongside all the wonderful staff."

"This is by far the best place I've ever worked for. To be so comfortable around everyone that they are like family. It's incredible. GBC is a ministry that reaches out to the students. It's awesome to be able to talk about Jesus so comfortably. It's become a bit easier to talk to people about Jesus, even outside of school. To know the hope we have in him, and to share that with the kids is such a blessing."

"After all these years, every day when I come in, I still feel renewed and that I am going to do wonderful things even if I walk out like a zombie on caffeine. By now, I usually get bored and restless being in the same place... GBC: Not bored but happy, tired, but happy."



2022 – 2024 (SUMMARY)

GBC approaches whole school improvement by involving the community in the process. We do this by:

- Staff involvement in the improvement process
- Staff, parents and students completing surveys
- The Leadership team identifying areas of improvement through analysis of all data on hand
- Using the National Improvement Tool to provide focus for improvement
- Partnering with stakeholders to improve outcomes

School improvement is necessary to enhance the culture of learning and fulfil the vision of the College. The following priorities have been set for 2022-2024:

Priority One: Effective Teaching and Learning

In accordance with the National School Improvement Tool (Domains 1-4, 6, 7), the development of quality Teaching and Learning practices should be firmly situated within a context of collection, comprehensive analysis and application of data; evidence-based pedagogical practice; and the development of differentiated programmes of work, tailored to students' learning needs, and in accordance with best-practice.

Priority Two: Student and Staff Wellbeing

Rooted within Goldfields Baptist College's Vision to "nurture and equip each person for life", and in accordance with the National School Improvement Tool (Domains 2, 3), the wellbeing of staff and students must be actively monitored through the collection of comprehensive data (Domain 2), maintained, developed and communicated to the school community in ongoing reciprocal partnerships.

Priority Three: Professional Learning Community

Goldfields Baptist College values and expects an exacting professional standard from teaching staff, characterised through an ongoing commitment to personal and professional development in their joint pursuit of teaching excellence (Domain 5). This should be measured and maintained from within a context of "nurturing and equipping each person for life", allowing the capacity for professional engagement, feedback, reflection and growth.



13. CONCLUSION

2024 was given to God all year and is blessedly laid at the foot of the cross now, as an offering of gratitude for His mercy, love and provision. Collectively, we know the abounding privileges that we are blessed with each and every day in the freedom, safety, certainty and joy that allow this College to thrive.

We are deeply grateful to have been joined by all of our students, parents, families, friends and community as we continue to weave this rich tapestry of GBC's history throughout 2024. As we look to God's great promises and faithfulness in 2025, we pray for the health, safety, nurturing and fulfillment of each and every individual who has been touched by Goldfields Baptist College in some way.

Thank you for engaging with Goldfields Baptist College's 2024 Annual Report. May you, too, know Christ's rich love and blessings in the coming year, in the same abundance as we do at GBC.

Marisa Johnson
Principal





growing · belonging · caring

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