



MORE THAN CONQUERORS

ROMANS 8:37

2025 Annual Report



OUR MISSION

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

TABLE OF CONTENTS

1. GBC Board Overview	3
2. Principal's Insights	4
3. About Our College	5
4. College Statistics	6
5. 2025 The Year in Review	7
6. P&F Association Report	8
7. Student Data	9
8. Student Performance	10
9. GBC Staff	14
10. College Structure	15
11. Parent, Staff And Student Feedback	16
12. School Improvement Plan	18
13. Conclusion	19
14. Contact Details	20



1. GBC BOARD OVERVIEW

The Board has undertaken its calling to bring glory to God and to represent the Association with earnestness and faithfulness. We are deeply honoured by the trust and responsibility entrusted to us, and we remain committed to serving responsibly, diligently, and as good stewards.

The openness, unity, and faithfulness of Board members have enabled us to function effectively as a cohesive team. A central priority throughout the year has been to support our Principal, Marisa, and to ensure the continued strength and flourishing of the school.

Our Principal, Marisa, is a great blessing to the school community. Her dedication, perseverance, and faithful service are exemplary. During the year, she faced a significant health challenge, which she approached with remarkable faith. Her determination to persevere and continue leading the school is a testimony to her character and calling. It is with confidence that we affirm that, under God, the school is in capable and faithful hands through Marisa and her team. It was also deeply encouraging to witness the support, care, and prayer offered by the entire school community for Marisa and her family during this time.

During the year, the Board experienced two resignations. Jonnene Thomson stepped down in July to devote time to caring for her parents while maintaining her professional responsibilities. Judy Nolan resigned following her family's relocation to Broome. Both have served faithfully, and their contributions are sincerely appreciated and missed.

We were pleased to welcome Kelly Fare to the Board in September, and she has since been appointed Co-Chair alongside Philip Rixon. We give thanks for God's continued provision of people willing to serve.

The Board has remained committed to ongoing development in governance and leadership. Our monthly meetings follow a structured agenda, including dedicated time to remain informed on government policy and developments in Christian school governance, and to increase our skills and knowledge in these areas. Additionally, two Board members, Leanne and Chrissy, had the opportunity to participate in governance training alongside a larger Perth-based Christian school. Their feedback was highly positive and beneficial to our ongoing development.

The year began with a commissioning service, committing our work to the Lord, and concluded with concerts and awards ceremonies that showcased the gifts and achievements of our students. These occasions remind us that each child is "fearfully and wonderfully made" (Psalm 139:14), and entrusted to our care for nurturing and growth.

In the context of ongoing economic challenges, the Board has worked carefully to steward resources responsibly, seeking to minimise expenditure while providing strategic direction for the school's future.

We look ahead with anticipation, trusting in God's continued blessing, wisdom, and guidance.

We covet your continued prayers, encouragement, and support. Above all, we seek to remain faithful to Christ in all that we do, mindful that "unless the Lord builds the house, those who build it labour in vain" (Psalm 127:1).

It is a privilege and honour to serve.

Philip Rixon
Co-Chair



2. PRINCIPAL'S INSIGHTS

The College's theme for 2025 was 'more than conquerors', which we drew from Romans 8:31-39. As we began the year by throwing down the gauntlet and declaring our victory in Christ, it was with bold assuredness, but equally with the knowledge that it would be a year of challenge. In the face of each challenge and victory, we continued to declare that we are more than conquerors through Christ who strengthens us, and dedicated every part of the journey to the source of our strength and comfort. We are very grateful to have grown closer to God through these journeys and to have celebrated His victory over all things, which we saw with the utmost clarity throughout 2025.



This year, we welcomed two former GBC principals back onto the staff team, each engaged to support the College to propel ever-forwards on our shared goals for student growth. With one former GBC principal leading the targeted growth and development of student numeracy, and the other directing the growth and development of the Secondary staff team, it is with joy and gratitude for the entire team's (and all students'!) efforts that we celebrate the steep improvements in student performance captured by standardised PAT assessments conducted to benchmark students' progress at the beginning of the year and again in Term Three. These assessments reflect a pleasing growth curve in over 85% of students tested, while also providing vital data to guide future student growth targets. We deeply commend these students for their efforts, which have clearly paid dividends.

Although the College continues to be impacted by the inevitable transience of the Goldfields region, this had a limited effect on staff throughout 2025, with minimal staff movement throughout the year. The stability of the staff cohort assisted greatly in empowering students to thrive, however the usual and notable degree of student movement throughout each year continues to impact upon cohort- and College-wide data capture, which is particularly notable when considering NAPLAN performance differences between the full and stable cohorts.

As we look back on the year that 2025 was and consider all that was achieved, surmounted and conquered, it is with joy in the efforts, love, commitment and kindness of our students, staff and wider community, and gratitude to God, that we can boldly declare that we are more than conquerors, through Christ. As a College, we stand upon Christ's victory, rejoice in God's continued blessing over GBC, and walk confidently forwards (as conquerors) into 2026.

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

2025 FACTS

School sector: Non-government
 School type: Combined
 Year range: PP-12
 Total enrolments: 239
 Location: Provincial

INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)

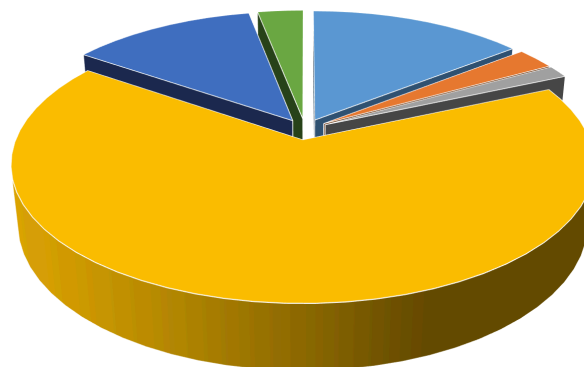
(This data is available from [School profile | My School](#))
 The ICSEA was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools 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: 1017
 Average ICSEA value: 1000
 School ICSEA percentile: 54

DISTRIBUTION OF STUDENTS

	Bottom quarter	Middle quarters		Top quarter
School Distribution	26%	31%	25%	17%
Australian Distribution	25%	25%	25%	25%

INCOME SOURCES



■ Federal Government Recurrent Grants - \$3,365,179.85
 ■ State Government Recurrent Grants - \$629,723.75
 ■ Private Income - \$155,253.39
 ■ Net Tuition Fees (incl. Kindy) - \$732,697.98
 ■ Amenities/Excursions - \$131,305.62
 ■ Levies/Enrolments - \$74,928.49

TOTAL INCOME (ALL SOURCES) - \$5,089,134.08

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. 2025 - THE YEAR IN REVIEW

- Commissioning Service at GBC
- Science Week
- Welcome BBQ and Information Evening
- Book Fairs
- Interschool Basketball Competition
- GBC Book Week and Book Week Parade
- GBC Class / Year Group Retreat Days
- PPEP Talk
- Free Dress Days – Fundraising for our
- Father's Day Stall and Breakfast
Compassion Sponsored students
- Orientation Day for New Students
- NAPLAN/OLNA and PAT Testing
- Humphreys Dance Lessons and Social Evening
- ANZAC Day Assembly
- Secondary Award Ceremony
- Platinum Blessings Lunches
- Gold Blessings Morning Tea
- Year 6 Graduation and Celebration
- Enrolment Interviews
- Kindergarten Graduation and Concert
- Mother's Day Breakfast and Stalls
- Thank you BBQ for P&F, Board, Volunteers,
- Parent/Student/Teacher Interviews
Staff and their families
- School Photos
- Earth Science STEM Incursion
- GBC Cross Country Carnival
- GBC's Got Talent
- Cross Country Carnival – (Interschool)
- GBC Moderation Afternoons
- Shrove Tuesday
- Lighting of the Christmas Tree
- NAIDOC Week
- GBC Swimming Carnival
- GBC Athletics Carnival
- Interschool Swimming Carnival
- Athletics Carnival – (Interschool)
- GBC Primary and Secondary Homework Clubs
- Little Olympics
- Kalgoorlie Inspiring Girls Forum
- Year 6 Camp
- Synergy Solar Car Challenge – (Interschool)
- Year 7 – 10 Immunisations
- Remembrance Day Ceremony
- Staff Retreat
- Year 11 ATAR Examination
- Secondary Examinations
- Year 10 Camp
- GBC Easter Assembly
- Volleyball Tournament – Secondary (Interschool)
- Year 10 Work Placement
- Makers Empire
- Goldfields Police Rangers Camps
- Fire Brigade Incursion
- R U OK Day
- Curtin Open Day
- GBC 25th Anniversary Fete
- Year 11 Mission Trip - Philippines
- Neon Social
- Water Fun Day
- Slime Run
- Musica Viva
- Winter Lighting Carnival
- ADF Careers Incursion
- Inspiring Girls Forum
- RAC Project Road Smart Y10 and Y11



6. P&F ASSOCIATION REPORT

Serving in the GBC Parent and Friends Association has been both a blessing and a privilege. We have witnessed firsthand the strength of the school community; a family united not just by our children's education, but by our shared faith in Christ and our commitment to one another.

Together, we have achieved so much. From fundraising to supporting school projects like Mother's and Father's Day breakfasts and Teachers' Appreciation Day. We raised funds with the Slime Run and the Fete, and also celebrated GBC's 25th Anniversary. We also secured sponsorship for a bus shelter.

To every parent who volunteered, every teacher who collaborated with us, and every student who inspired us — thank you. Let us all continue to stand together, encouraging one another, praying for one another, and working together for the good of our school and our children.

I want to share a verse that has sustained me throughout this journey:

“And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him.” Colossians 3:17.

Thank you all for your trust, your partnership, and your prayers. May God continue to bless our school, our families, and in the new season ahead.

Thank you.

On behalf of Marian Prempeh
GBC P&F President



STUDENT NUMBERS 2025

Total enrolments (Semester 2 Census)	255
Girls	119
Boys	136
Full-time equivalent enrolments (excluding Kindergarten)	240
Indigenous	13

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

Kindy	14	
Pre-Primary	19	
Year 1	14	94.56%
Year 2	20	90.04%
Year 3	13	94.63%
Year 4	26	90.54%
Year 5	19	92.07%
Year 6	18	88.68%
Primary Total	143	
Year 7	24	91.90%
Year 8	36	84.16%
Year 9	25	84.75%
Year 10	22	89.50%
Year 11	5	
Year 12	0	
Secondary Total	112	
K-10 Total	250	

STUDENT ATTENDANCE PP - YEAR 10

All students	89.62%
Indigenous students	89.90%
Non-Indigenous students	89.60%

* 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 remain deeply committed to helping every student reach their highest potential. To drive ongoing improvement in student achievement, the College collects, analyses and applies a range of data to inform and enhance teaching and learning across all year levels. This data is drawn from multiple internal and external sources and is integral to shaping responsive and effective educational programmes.

Teachers use both formative and summative assessments to gain meaningful insights into student progress, enabling them to tailor instruction to individual learning needs and styles. In addition, standardised assessments such as PAT, NAPLAN and OLNA serve to validate teacher judgements, evaluate student outcomes and inform future planning. This structured approach allows the College to benchmark student performance against national standards, identify areas of strength and target areas requiring further growth.

ONLINE LITERACY AND NUMERACY TESTING (OLNA)

The OLNA assessment supports students in meeting the Western Australian Certificate of Education (WACE) literacy and numeracy requirements. Students in Year 9 who do not achieve the benchmark in Reading, Writing or Numeracy through NAPLAN have their first opportunity to demonstrate competency in OLNA during September. Subsequent opportunities are offered in Year 10 and twice each year in Years 11 and 12, ensuring every student has multiple pathways to reaching the required standard.

Goldfields Baptist College provides strong, consistent support for all students as they work toward OLNA attainment. Reflective and collaborative teaching practices underpin this process, incorporating targeted Literacy and Numeracy sessions, small-group intervention, homework support and differentiated instruction. Students are encouraged to set personal goals and reflect upon their learning to build ownership and confidence.

In 2023, the College developed and implemented a programme focusing on dictation, explicit spelling, vocabulary instruction and regular testing to address identified areas of need in student writing. The measurable impact of this initiative was evident in the 2025 Year 10 OLNA results, where 83% of students achieved the required writing standard—up from 74% in 2023 and approximately 40% in previous years. Due to its success, the programme was expanded across all year levels in 2024. Furthermore, 75% of our 2025 Year 11 students met the required standard across all three OLNA components, with only one student still working to achieve proficiency in writing. These outcomes reflect the College's commitment to continuous improvement and evidence-based practice in supporting student success.

March 2025 OLNA Results (Totals)

COHORT	Year 10			Year 11		
TEST	Numeracy	Reading	Writing	Numeracy	Reading	Writing
CATEGORY 1	20%	8%	8%	0%	0%	0%
CATEGORY 2	24%	20%	28%	29%	14%	14%
CATEGORY 3	52%	64%	60%	71%	86%	86%
CATEGORY NSA	4%	4%	4%	0%	0%	0%

October 2025 OLNA Results (Totals)

COHORT	Year 9			Year 10			Year 11		
TEST	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing
CATEGORY 1	0%	0%	0%	4%	4%	4%	0%	0%	0%
CATEGORY 2	0%	0%	0%	31%	9%	13%	0%	0%	25%
CATEGORY 3	35%	50%	38%	65%	87%	83%	100%	100%	75%
CATEGORY NSA	65%	50%	62%	0%	0%	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.



8. STUDENT PERFORMANCE

NAPLAN

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

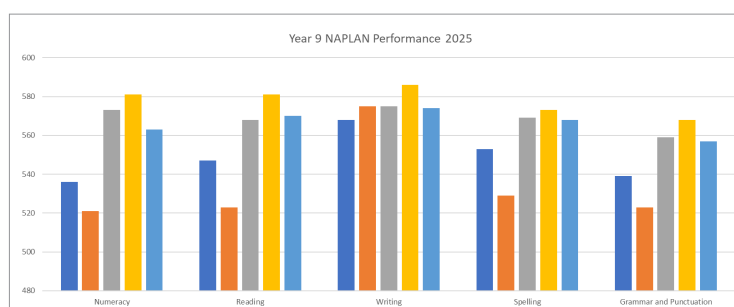
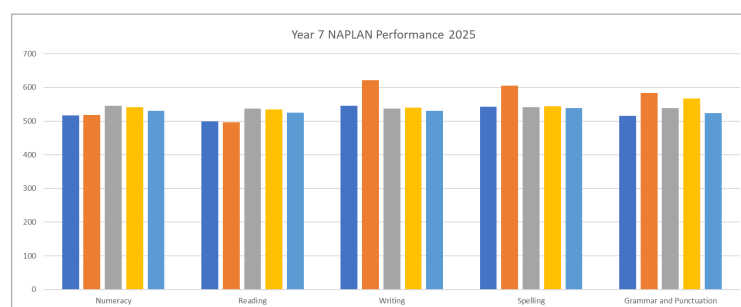
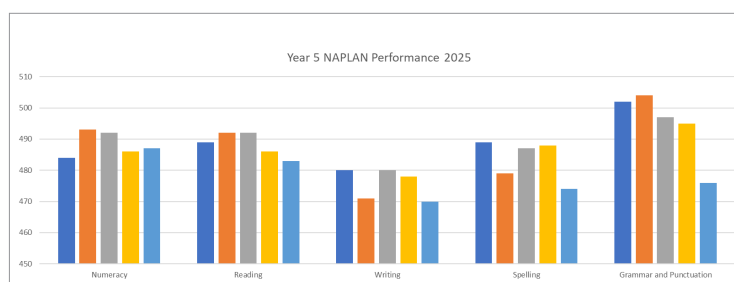
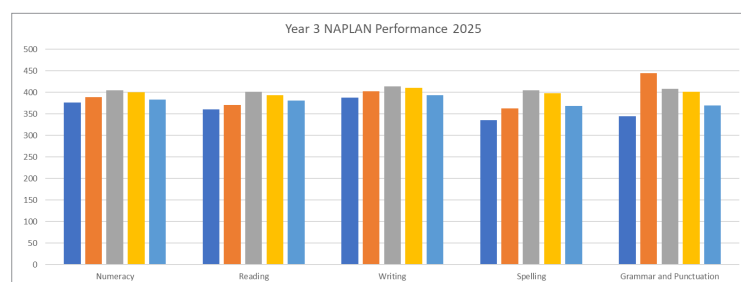
NAPLAN provides a point-in-time snapshot of student learning. While it does not capture the full richness of each learner's progress, it offers valuable data that the College uses to review teaching and learning programs and to consider the impact of these programs on student growth.

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) moved the NAPLAN testing window to Term 1 and introduced new proficiency standards and achievement levels for reporting. These significant changes meant that 2023 NAPLAN results could not be directly compared with data from previous years. With the addition of 2024 and 2025 results, however, the 2023 data now provides a baseline from which we can measure student progress under the revised standards. The accompanying graphs present the College's NAPLAN results from 2023 to 2025 in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy for students in Years 3, 5, 7 and 9 across the three most recent test cycles.

For the first time under the new proficiency framework, we now have consecutive NAPLAN data for the same cohorts. The graphs also show comparisons between the College's 2023 and 2025 results in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy for Years 3, 5, 7 and 9. This allows us to track growth for these cohorts over time.

Across Reading, the 2025 results show improvement, with particularly strong growth from Year 3 to Year 5, where College outcomes exceed those of similar schools, as well as State and National results. In Writing, all year levels have demonstrated strong growth, with exceptional gains evident between Years 5 and 7 and between Years 7 and 9, again surpassing similar schools, State and National performance. College Spelling results are generally above those of similar schools and the broader State and National cohorts. Grammar and Punctuation also show favourable outcomes, providing confidence that our whole-school focus on spelling, writing, grammar and punctuation—through regular spelling and dictation tests and targeted support in academic writing—is having a positive impact.

Numeracy results have remained relatively stable across the reporting years. With a renewed strategic focus on the teaching and learning of Mathematics, we look forward to monitoring the effect of these initiatives in the 2026 NAPLAN cycle and beyond.

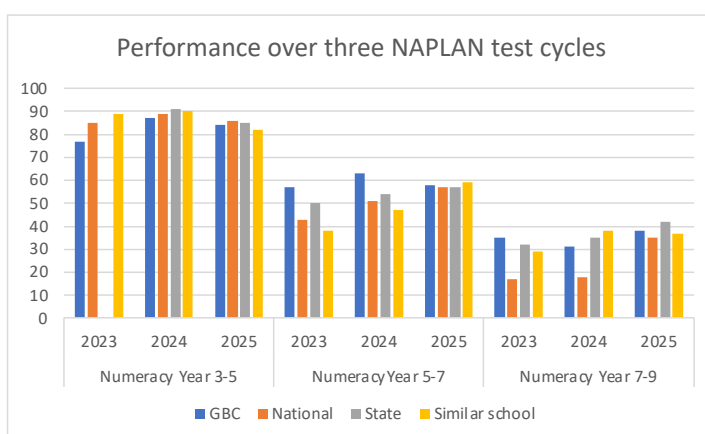
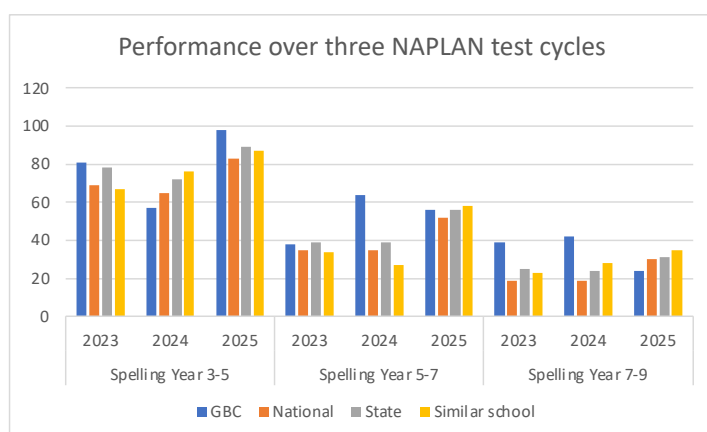
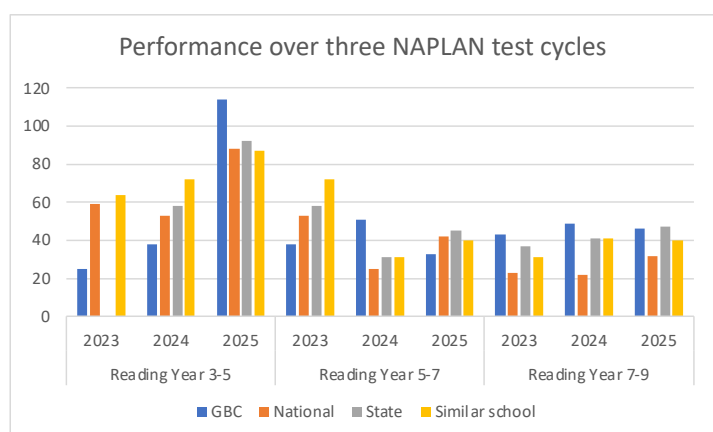
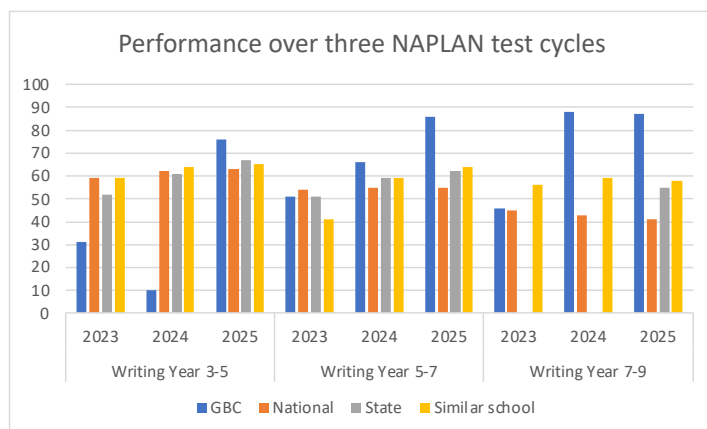
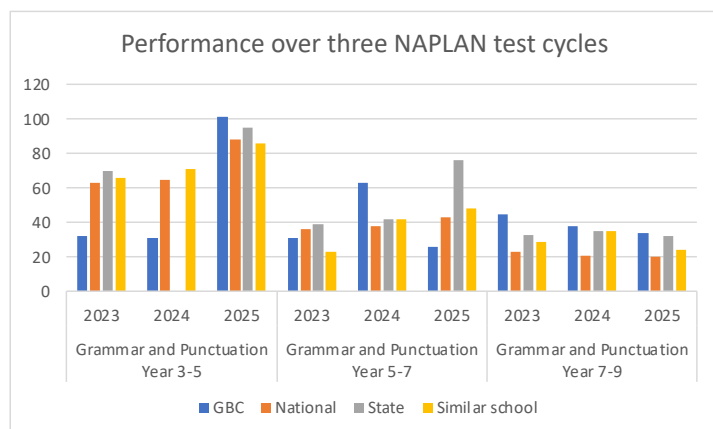


■ School ■ Retained Student (students at GBC for more than 3 years before test) ■ National ■ State ■ Similar School



8. STUDENT PERFORMANCE

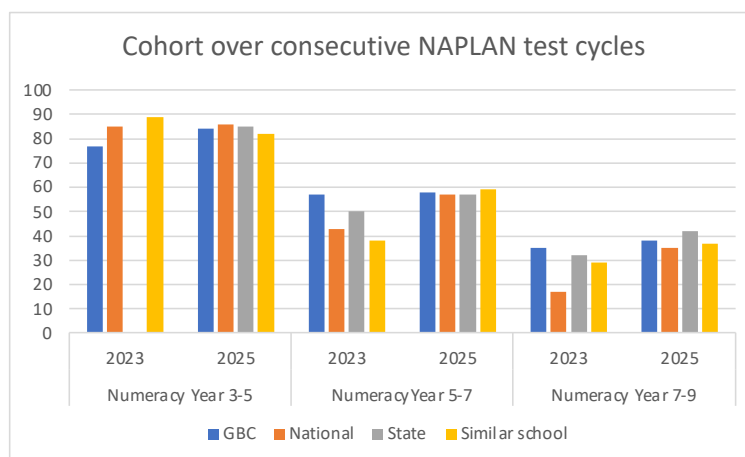
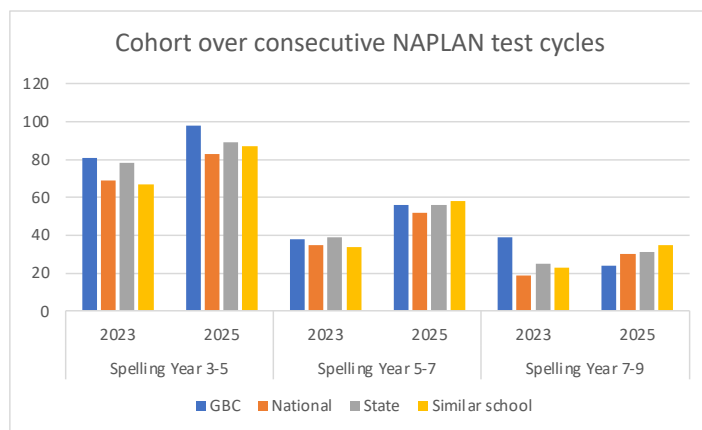
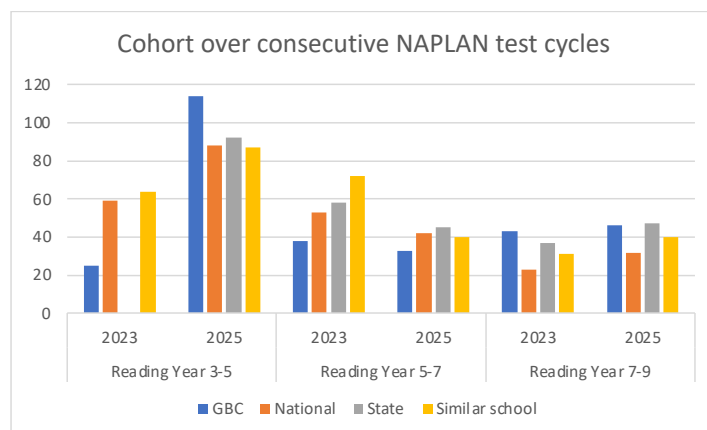
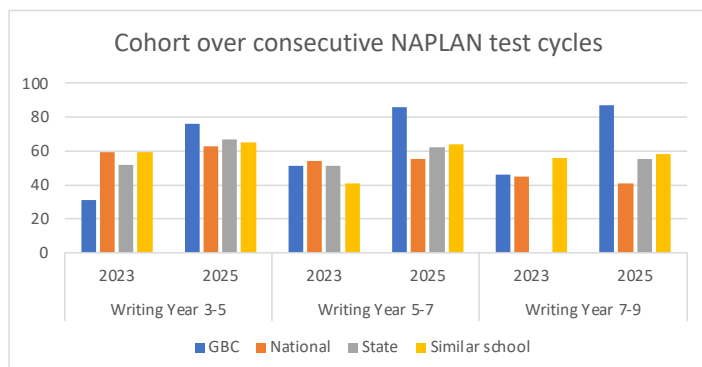
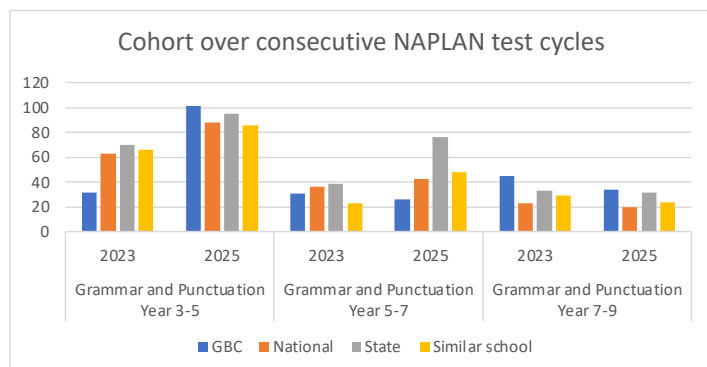
NAPLAN LITERACY AND NUMERACY TESTING - OVER 3 NAPLAN TEST CYCLES



8. STUDENT PERFORMANCE

NAPLAN

LITERACY AND NUMERACY TESTING - COHORT OVER CONSECUTIVE NAPLAN TEST CYCLES



9. GBC STAFF

PROFESSIONAL LEARNING

During 2025 we spent \$25,181 on Professional Learning. This is \$719.05 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 two staff with Doctorates, eleven staff with Masters Degrees, twenty with at least one Bachelor's degree, six with Post Graduate or Graduate Diplomas, eight with Diplomas and eight with various Certificates at Level 3 or higher.

Highest Qualification	Total
Doctorate	2
Masters	11
Bachelor Degrees	20
Graduate Diplomas	6
Diplomas	8
Certificates/Graduate Certificates	8

STAFF RETENTION

Staffing has eased and we had a 74% retention rate for our teaching staff. Over the course of the year, eight staff members left (same as the prior year), three of those part way through the year. Four 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 2025 was 95.95%.

FTE staff for 2025	35.02
Work hours per year	1,956
Total work hours for all staff	68,499.12
Total absence hours	2,770.80
Absence rate	4.05%
Staff attendance rate	95.95%



10. COLLEGE STRUCTURE

GBC BOARD

CO-CHAIR: Philip RIXON, CO-CHAIR: Kelly FARE, SECRETARY: Leanne CROOK, TREASURER: Vaughan PIRIE, PASTOR: Vaughan PIRIE

GBC STAFF

CEO/PRINCIPAL

Marisa JOHNSON

DEPUTY PRINCIPAL

Sonja SMITH

PRIMARY TEAM LEADER

Julie LANDER

SECONDARY TEAM LEADER

Gerhard VAN BLOMMESTEIN

EARLY CHILDHOOD CO-ORDINATOR

Temitope ADEKUNLE

CURRICULUM CO-ORDINATOR

Claudia BUTCHART

HEALTH & PHYSICAL EDUCATION CO-ORDINATOR

Elias MENYANU

GROWTH, ENRICH, THRIVE (GET) CO-ORDINATOR

Jemima DIXON

PRIMARY TEACHERS

Temitope ADEKUNLE
Natalie BALL (T1-3)
Diana BRAID
Lynndee CHRIMES
Lisa DELAND (T4)
Jemima DIXON
Rebecca GOHODZI
Julie LANDER
Lynett MUTEEDZI
Chévonne PRINS
Celia VAN BLOMMESTEIN

SECONDARY TEACHERS

Elizabeth BARRETT
Naume BEPETE
Claudia BUTCHART
Aimee CRAMPTON
Kobus DU PLESSIS
Kaye LOUWEN
Mike LOUWEN
Lovelyn MANANSALA (S1)
Elias MENYANU
Anthony O'HARA
Annery PELSER
William ROBERTS (S2)
Peter SULLIVAN
Ian SUTHERLAND (T1,3)

EDUCATION ASSISTANTS

Tanya MARSHALL (S1)
Myra MIRANDA
Lydia MORTON
Cathy PIRIE
Rika PRETORIUS (T4)
Vongai RUNAVANHU
Eileen SELOKA
Sandra SHROFF
Virginia TREUIL

STAFF - ADMINISTRATION

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

STAFF - ANCILLARY

Chaplain - Peter WALKER
Canteen/Uniform Shop - Rhea BEDAY, Melinda ALVAREZ
Grounds - Alan KNIGHT



11. STUDENT, PARENT, STAFF FEEDBACK

Goldfields Baptist College holds an annual student, staff and parent/carer survey, which seeks robust feedback in multiple areas including the College's facilities, future development, individuals' intentions, individuals' sense of belonging within the College, 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.

2025 feedback identified the following growth points for the College: broader communication methods; improved responsiveness to emails; exploration of opportunities for parent engagement with the curriculum; further explicit teaching on safe online behaviour and self-protective behaviour; shade for the Upper Primary playground; and further sports development.

STUDENT FEEDBACK

In the 2025 Student Feedback Survey, 86% of Primary students reported feeling happy at school, while all Secondary students indicated that they feel their voice is heard when they share, and 98% of Secondary students feel valued.

When asked about approachability if they are having difficulty, 69% of Secondary students felt that there was someone on staff who they could speak to, to seek help, whilst 70% of Primary students felt that they could speak to a staff member for help.

87% of Primary students and 85% 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 (53%), dealing with changes (40%) and trying to fit in (38%) were the most difficult. By contrast, Secondary students indicated that assessments (47%), homework (44%) and class work (38%) were the most difficult aspects of their schooling.

Other student feedback

"I like how we can interact freely with teachers/staff most of the time."

Secondary student.

"GBC is most definitely an amazing school..."

Secondary student

"I love this school this is the best school we've ever been to thank you for helping me fit into this school."

Primary student

"it's been a wonderful experience at GBC for 4 and a half years."

Primary student

*"HAPPY!!
!!!! 😊"*

Primary student

PARENT FEEDBACK

89% of parent respondents to the 2025 feedback survey indicated that they are satisfied with their child's schooling experience at GBC, with 95% of respondents indicating that they feel staff are professional, with most indicating that they find staff to be accommodating and/or enthusiastic. 84% of parents indicated that they feel welcome at the College and feel a sense of belonging. Parents also indicated that 78% of students struggling with mental and/or emotional challenges proactively sought support from College staff.

80% of parent respondents feel a degree of pressure to set their children up for success (most parent respondents indicate feeling "quite a bit" or "significant" pressure), with 68% feeling that their wellbeing is impacted by the pressure that they feel (with most parent respondents indicating that they feel "some" pressure).

When asked about barriers to students thriving at school, 68% of parents felt that technology distractions and/or the influence of social media was a significant barrier, while 50% felt that



11. STUDENT, PARENT, STAFF FEEDBACK

access to harmful content online and in the media were significant.

In giving feedback on the College's Concerns, Complaints and Disputes Policy, 98% 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 69% indicated strong familiarity with the processes to follow if raising a concern with the College.

Other parent feedback

"I am thankful for the love and care that is clearly poured into my children. They enjoy and love their school and have become very clear about their loyalty to the school. They are happy to share their growing knowledge of God's Word and both express feeling safe at school. They are truly well-loved and blessed to be in a school where God is at the center of instruction."

"My boys have been protected from the harsh realities of state schooling and I am very grateful for the many great Christian teachers who have impacted their lives."

"Everyone we have dealt with in the short period of time that our daughter has been GBC has been really helpful and lovely to deal with."

STAFF FEEDBACK

96% 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. 58% felt a strong sense of unity and community amongst all stakeholders (staff, students and the wider GBC community), while 100% of staff respondents feel a sense of community amongst the staff.

88% of staff respondents felt that the faith basis of the College sets GBC apart from other schools and workplaces, while 66% felt that the supportive staff culture, College values and the mission-field nature of the College set the College apart (tied).

87% of staff respondents felt confident that they would be treated fairly and professionally throughout the processing of a complaint, should one be received; with 98% also feeling that complaints are handled professionally and compassionately, in accordance with the Concerns, Complaints and Disputes Policy.

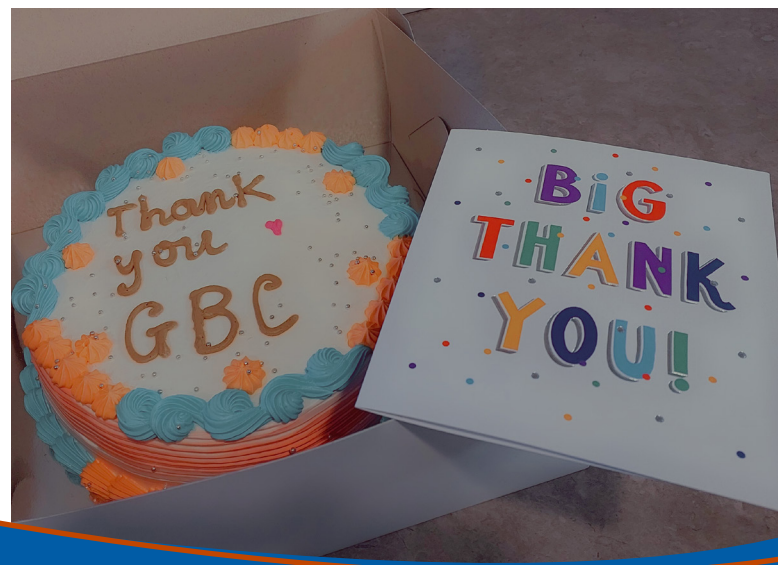
Other staff feedback

"GBC is a great working environment where you are spiritually nourished on a daily basis through staff daily devotions. It relieves and recharges my energy daily. GBC's spiritual support through staff retreat was also another great spiritual encouragement so thank you."

"While I believe we are responsible for our own spiritual walk, I do feel blessed to be part of a community where I am nourished spiritually through devotions, Bible study and conversation and prayer with other staff members. The staff retreats are another rich source of opportunity for spiritual growth."

"The encouragement, guidance, and support provided have been uplifting and valuable for my personal and professional journey. The emphasis on prayer, fellowship, and the nurturing of faith has created a positive environment that strengthens not only my spiritual growth but also my connection to the wider GBC community."

"I am grateful for the supportive environment that the College provides for both staff and students. The commitment to nurturing growth—academically, spiritually, and personally—is evident and greatly appreciated. I look forward to seeing this continue to flourish and am thankful for the opportunity to be part of such a caring community."



12. SCHOOL IMPROVEMENT PLAN

2025 – 2027 (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 2025-2027:

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.

The College is primarily focussed upon developing further in Domains 2, 6 and 7 in the current School Improvement Plan.

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.

The College is primarily focussed upon developing further in various aspects of Domain 3 in the current School Improvement Plan.

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.

The College is primarily focussed on developing further in Domains 1, 2, 5 and 6 in the current School Improvement Plan.



13. CONCLUSION

Thank you for engaging with Goldfields Baptist College's 2025 Annual Report. As you have perused this document, we pray that you have been able to see what we see and celebrate each year – God's great and faithful protection and provision of blessings in abundance. We pray that you have been encouraged by His promises and faithfulness, which we have seen come to fruition throughout this year. Finally, we pray that you will step boldly forwards into each and every challenge and aspect of your life, declaring that you, too, are more than a conqueror, through Jesus Christ who strengthens you.

We thank all of our community for walking another year with us at GBC and pray blessings over each and every person who has fed into, and been fed by, this College. GBC is the rich, thriving, faithful community that it is because of each one of you, and for this we thank you all from the very bottom of our hearts.

Marisa Johnson
Principal





growing · belonging · caring

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