ANNUAL REPORT 2014

Alkimos Baptist College was established in 2011 to provide quality education for students in the northern Perth region. It is an open-entry co-educational College, comprised of students living locally to the campus.

In 2013 the College endeavoured to provide quality academic programs within a Christian ethos, for about 280 children from Kindergarten to Year 10. In 2014 the College catered for students from Kindergarten to Year 11.

Once Primary students reach Year 7, they progress to the Secondary School, situated on the same site. The Secondary School will cater for Years 7 to 12 by 2015.

The College is associated with the Baptist Family Churches of Western Australia.

THE COLLEGE AIM

Ignite a passion and love for learning
Encourage initiative, self esteem and personal discipline
Impact the community positively
Hearts for service and social responsibility
Develop an awareness of God

Within this framework we seek to be a community which ensures students have the best opportunities to achieve their full academic, emotional, physical and social potential, through the provision of a caring and educationally stimulating environment, within a Christian framework.

THE COLLEGE MOTTO

Courage Faith Service

“Be courageous and have faith in God that it will happen just as He said it would.”
Acts 27:25

THE COLLEGE OFFERS

- A safe, caring, positive and respectful environment.
- High quality professional teaching staff that have a deep commitment to excellence in education and the Christian faith.
- Innovative academic and pastoral care programs.
- A firm, fair and supportive Behaviour Management System.
- Neat and attractive school uniforms.
- Regular and clear communication about school procedures, policies, events and academic results.
- Opportunities for parents to be involved in the life of the school.
- A professional and experienced College Board, dedicated to the establishment and growth of schools with a strong Christian ethos and excellence in education.
COLLEGE PARENTS AND FRIENDS

At Alkimos Baptist College the College Parents & Friends Association is run by parents of the College.

Parent expectations, through the School Parent and Friends Association, reflect a concern for the safety and well being of the students and a wish for the students to succeed in all areas of College life. The P & F Association is run by a small but efficient and enthusiastic group of parents. The Association has executive officers (President, Secretary, Treasurer, Events Coordinator, Scholastic Books Coordinator, PPP Coordinator) involved in the College community events and fundraising. Feedback is actively sought through the P&F on many school matters.

In addition, parent and school interaction is further enhanced through:

- Fortnightly Newsletters
- Assemblies
- Parent Information Evenings
- Parent Morning and Afternoon Teas
- Conferences/Parent Interviews (Primary School)
- College Open Day
- College Fete
- Communication Books and College Diaries
- Letters to parents from teachers
- Parent/Student Activities, which are very well supported
- Awards and Prize evenings
- Parent seminars
- College Opening Assembly
- Graduation events
- The College Website

COLLEGE STAFF

Alkimos Baptist College teaching staff is committed to aiming to achieve educational excellence. The College teaching staff come from a diverse teaching background and as such, bring a wealth of experience to enhance the students’ learning programs. A wide range of expertise enables the provision of challenging programs across the learning areas. The majority of staff have many years of experience. The College is staffed by committed Christians. Children participate in a Christian Education lesson each week, as well as daily class devotions.

Teaching staff have a strong commitment to their on-going professional development and are actively involved in enhancing themselves professionally. In particular, the staff focus on improving the delivery of curriculum and pastoral care from Kindergarten to Year 12, fulfilling the College Mission and new curriculum initiatives.

COLLEGE SUPPORT STAFF

The College has a wide range of support staff. Their roles are very diverse, ranging from Registrar, Administrative Officers, Uniform Coordinator, Cleaners, Education Assistants and Ground Staff. The College support staff work as a team and are valued as contributors to the effective operation of the College.

COLLEGE FACILITIES

The College is situated in Merriwa. The former Kingsway Christian College North Campus is a fully fenced, bright, colourful and well-equipped campus with verandas, a field and basketball court, flagpole and open air amphitheatre. There is a Meeting Hall for assemblies and the campus is fully air conditioned.

We continue to seek land in the Alkimos/Eglinton area to build a campus for 1200 students in the near future.

Alkimos Baptist College Annual Report 2014
LEARNING OPPORTUNITIES FOR STUDENTS

PRIMARY SCHOOL

In 2014 the Primary School catered for students from Kindergarten to Year 6. Students enjoyed their learning and progress was evident.

The Curriculum followed by the Alkimos Baptist College is based on The WA Curriculum Council's Curriculum Framework and covers eight Learning Areas. These include:

- The Arts - music, dance, drama, visual arts and media
- English - reading, writing, speaking, listening, spelling, handwriting
- Health and Physical Education
- Languages – Indonesian and French
- Mathematics
- Society and Environment (History and Geography)
- Science
- Technology and Enterprise and ICT

Christian Education is also part of the curriculum.

The College curriculum is guided by the Australian National Curriculum and in 2014 the College offers the English, Mathematics, Science and History learning areas of the Australian Curriculum.

Junior Primary K-3

- The Junior Primary component of the Primary School is committed to the development of the whole child (physical, academic, emotional and social) and provides a variety of programs which focus on the individual needs of each young learner.
- Quality literacy and numeracy programs are provided at each year level, with literacy integrated across all learning areas. Learning programs aim to be effective, exciting, contemporary and challenging.
- Early intervention in the Early Learning Centre ensures that professionals identify levels of phonological awareness and perceptual motor development in students. Students are screened by health professionals, with permission by parents, for speech therapy and phonological awareness and problems with hearing and vision.

Upper Primary 4-6

- The Year 4-6 program aims to provide a caring, secure and stimulating learning environment, to develop self-confidence in each student, with tolerance of and concern for others.
- The program is a balanced curriculum, which aims to challenge each child according to his or her ability.
- We encourage children to take responsibility for their own behaviour and learning during their transition years of schooling.
- Student Council opportunities are available to develop leadership skills.
- In 2014 a Year 5 Zoo Sleepover and the Year 6 Camp were two of the highlights of the year.
**Other opportunities**

- A quality Arts program is enjoyed by all students. This includes Visual Art and Dance, Drama and Media.
- The Music program incorporates choirs and bands and a Musical Festival or Musical Production. In 2014, private music tuition, at a cost to parents, was offered for a range of musical instruments including Drums, Guitar, Keyboard, Flute, Voice and Violin.
- In 2014 the Languages other than English learned were Indonesian for K to 3 and French for Year 4, Year 5 and 6.
- Technology and Enterprise studies include ICT and computing as well as Design challenges and competitions.
- Physical Education and fitness programs are offered and health awareness is encouraged at each year level. This specialist area included Physical Education lessons, Health lessons and sport. A number of different sports are offered to allow children the opportunity to develop skills and participation in a range of sports. Interschool Sports include Swimming, Athletics and Cross Country Running.
- Our Extra-Curricular Programs provided students with an opportunity to participate in a wide range of different activities and included After School Clubs such as Cooking, Book Club, Creative Writing, Drama Club, Running Club, Rock Solid Christian Club, Chess, Craft and Active After School Sports.
- In 2014 Dancing lessons were part of the Pre Primary to Year 6 program, weekly in Term 1. Lessons were part of the annual fees.
- In-term swimming lessons were held during Term 3. These lessons were a compulsory component of the Physical Education program and held at the Joondalup Arena. Lessons were part of the annual fees.

**ASSESSMENT**

Assessing of children’s progress is continuous. Some standardised testing is carried out throughout the year to supplement the teacher’s judgement of the student’s progress. Regular parent contact is encouraged. Parent interviews are held frequently. Portfolios of work samples are collated and sent home at the end of Terms 2 and 4. Formal reports are sent home at the end of Terms 2 and 4. An Interim Report is provided at the end of Term 1.

The teachers work very hard and enjoy their work. A small evidence of this in 2014 was all the extra-curricular time being given by the teachers. This involves free tutoring after school, sporting teams, music bands, the Clubs and also fun entertainment and events.
SECONDARY SCHOOL

In 2014 the Secondary School comprised of one class of Year 7, one class of Year 8, one class of Year 9, one class of Year 10 and one Year 11 class of students. Students have had the opportunity to participate in a wide range of programs that add value to their educational experiences including:

- LOTE (French)
- Drama
- Media
- Woodwork
- Foods
- Information Communication Technology, using laptops
- Science experiments and the Australian Curriculum
- Year 11 WACE Studies
- Workplace learning opportunities
- Sports clubs and competitions
- Curriculum excursions
- Social Events
- Academic Extension and Learning Support in small groups
- Sporting teams in Swimming, Cross Country and Athletics
- Other extra-curricular activities are Music Bands and Ensembles
- Tutoring is offered to all students after school in all main areas of learning

The College Curriculum will be guided by the Australian National Curriculum as it is implemented in Western Australia.

All Mathematics, Science, English and History is following the Australian Curriculum at Alkimos Baptist College. All text books will reflect the Australian Curriculum.

Other opportunities

- A quality Arts program will be enjoyed by all students. This will include Visual Art and may include Dance, Drama and Media.
- The Music program will incorporate choirs, bands and musical production.
- Private tuition, at a cost to parents, will also be offered for a wide range of musical instruments.
- The Languages other than English learned will be French.
- Technology and Enterprise studies will include ICT and Wood Work and may include Design challenges and competitions.
- Physical Education and fitness programs will be offered and Health awareness will be encouraged at each year level. This specialist area includes Physical Education lessons, Health Education lessons and sport. A number of different sports will be offered to allow children the opportunity to develop skills and participation in a range of sports.
- Interschool sport will be Swimming, Athletics and Cross Country Running.
- After school activities that are offered included; Soccer, Netball, Volley Ball, Basketball, Touch Rugby, Surfing, Dance, Chess, Rocketry, Band and Vocal.
- Where scheduled as part of an educational program, student participation in camps is compulsory. Camps are provided for students in Secondary School every alternate year.
KEY STUDENT OUTCOMES

1. Student Attendance:
   The whole College average daily attendance rate for 2014 was 94%.

   The class average daily attendance rate for 2014 was:

<table>
<thead>
<tr>
<th></th>
<th>KG.1</th>
<th>KG.2</th>
<th>PP</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<tbody>
<tr>
<td>1</td>
<td>97%</td>
<td>97%</td>
<td>95%</td>
<td>92%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
<td>97%</td>
<td>93%</td>
<td>92%</td>
<td>78%</td>
<td>85%</td>
</tr>
</tbody>
</table>

2. Student Non Attendance:

   Students are required to be punctual and should be present at all lessons unless ill.

   Parents of students who need to attend appointments or who will be absent during class times, should notify the class teacher with a written note prior to the event.

   When unexpected absences occur, or sickness necessitates being away from the College, parents must notify the school office by telephone or in person, by 9.30am on the day of absence, and a written note should be forwarded to the teacher as soon as expedient. A medical certificate may be required to explain prolonged absences.

   We strongly discourage parents from removing their children from the educational programs of the school for holidays. Negotiation with the Principal needs to occur if a child needs to be absent from school for any period of time. Parents should make every effort not to take children on holidays during term time, as much programmed work and assessment is missed. Absences of more than 20% of a school Term duration may compromise the student's enrolment at the College.

   Parents are required to notify the Principal in writing prior to extended discretionary absence in order to obtain permission for that absence. The College acknowledges that 10 or more days of absence in one year may put a student at academic risk.

Late Arrival

Students who arrive at the College late are required to sign in at the College Office. They should be accompanied by their parent/guardian. Secondary students may provide a note from their parent/guardian. Late students will be issued a late note. Secondary students who arrive late to class from a previous lesson must have a note from their previous teacher.

Early Leave

When children are removed from school during the day by parents/guardians, the Early Discharge register and slip must be signed at Reception when the child is collected. Secondary students may bring a note from their parents/guardians to the class teacher, who should then allow them to leave class so they can sign themselves out or wait for their parent at the College office.

Appointments

If a student indicates they need to leave class for an appointment, for example, with the School Chaplain or School Psychologist, they should show the teacher their appointment slip. The time the Student left class is recorded in the Teachers Daily Absentee sheet. These students should be directed to the College Office.

Excursions / Incursions / Camps

Teachers need to let the College Office know as soon as possible if students are absent from an excursion, incursion or camp.

In-School Suspension

The Principal will notify the College Office of the name of a student on In-School Suspension as well as expected duration of the suspension and confirm when the student returns to class.

Alkimos Baptist College Annual Report 2014
Checking/tracking of Absences Procedure

- **Teachers:** Use Daily Absentee Diary/Student Management Absentee Database to record absences in all classes.
- **Primary Teachers:** within first five minutes of school commencing in the morning.
- **Secondary Teachers:** within first five minutes of the commencement of all classes.
- Attendance is checked by calling names or positively checking faces one by one from the class list.
- Double periods are to be marked at the beginning of each period.
- Once the morning register has been marked, the names of any absent students are to be written on the Daily Absentee Class Diary and sent to the College Office, within 15 minutes of commencement of the day, being by 8.45am. If a parent has informed the teacher of the reason for the student’s absence, this information is to be written in the Absentee Class Diary, along with any absentee notes that have been cited and signed by the teacher, before it is sent to the College Office. Secondary teachers will enter any absentees in the School Management absentee database. Any absentee notes that have been cited and signed by the Teacher to be brought up to the College Office. Absentee notes will be placed on the students’ file by the College office staff.

College Office:

All phone calls received at reception from parents/guardians notifying of a student’s absence must be recorded on the ‘Office Record of Absentee Diary’.

Student Services:

Upon receipt of the Daily Absentee Class Diary, College Office staff will check the office list of absentee related phone calls. If there is no explanation for the absence of the student on either the Absentee Diary or the school ‘Office Record of Absentes Notification’, then the staff will ring the parents/guardians of each absent student in order to gain an explanation for the absence. This information is then recorded on the appropriate sheet and electronic absentee register on ‘Maze’.

Parents are reminded at this time that they are required to provide a **written** explanation for the absence upon the child’s return to school. This procedure is to be completed by 9.30am.

If a phone is unanswered a message can be left with the instruction to call the office by 9.30am. A record of messages left is recorded. After 9.30am these parents are phoned again. If phones are still unanswered from both parents, emergency contacts are phoned.

**Teachers:**

Upon receipt of a written explanation for the absence, the teacher is to write an ‘n’ next to the name. If the method of written explanation is a note in the student’s school diary, the entry is to be photocopied and the teacher to write on the bottom of the copy stating which student the note relates to, and signing the bottom of the note. All absentee letters go up daily to the front office with the Absentee Diary. Absentee letters will be placed by College Office staff in the Student's file.

If an absentee letter has not been produced by the student on the by the second day back at school, a reminder slip is given to the student by the class teacher. If an absentee letter has not been produced by the third day back at school, the student is referred to the College Office and a letter is written to the Parents requesting an absentee letter. A copy of this letter is placed on the students’ files respectively.

**Principal’s Responsibility for Attendance matters**

The Principals will liaise with College office staff and the class teacher to ensure the continued follow up of all unexplained absences. Primary Registers will be returned to the class room teachers before the commencement of school. Once written notes explaining absentees have been correctly recorded on the Daily Attendance Register, the notes will be filed on the corresponding individual student file.
Truancy and Excessive Absence

When truancy (whole day or specific class) is discovered the College office staff will inform the Principal who will then contact parents, teachers and truant student. Generally an interview is organised with student and parent / guardian and corrective procedures are initiated. This may involve some disciplinary action through the College’s Student Management Policy.

In instances of excessive absence, the College office staff will inform the Principal who will contact the student’s parent / guardian and corrective procedures are initiated. In circumstances of excessive absence where correction is unable to be effective or parents are not cooperative, the College will liaise with Attendance Officers from DET. Excessive absences without legitimate reasons can compromise the enrolment of a student at Alkimos Baptist. When excessive absences are noticed a formal letter is sent to Parents informing them that an 80% attendance is required to maintain enrolment at the College.
3. The percentages of students in Years 3, 5, 7 and 9 achieving the National Literacy and Numeracy benchmarks for their Year in 2014:

<table>
<thead>
<tr>
<th>Year</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Spelling</th>
<th>Writing</th>
<th>Grammar &amp; Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
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<th>Grammar &amp; Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>97%</td>
<td>100%</td>
<td>97%</td>
<td>94%</td>
<td>97%</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Spelling</th>
<th>Writing</th>
<th>Grammar &amp; Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Year</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Spelling</th>
<th>Writing</th>
<th>Grammar &amp; Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>93%</td>
<td>100%</td>
<td>93%</td>
<td>93%</td>
<td>90%</td>
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4. Changes in Benchmark results from the previous year:

NAPLAN RESULTS
2008 saw the introduction of National Testing for all students in Years 3, 5, 7 and 9. This testing took place in May whereas previously the WALNA testing took place in August.

We were very pleased with the student’s NAPLAN results in 2014 and look forward to improving these results in 2015.
PASTORAL CARE

The Charter of Good Will is the central focus of discipline and self-discipline for each student of the College.

Every student and teacher has a right to:

- Learn or teach free from disruption.
- Be treated courteously.
- Be free from any form of discrimination including verbal or physical abuse.
- Work in a clean, safe and healthy environment.

There were many ways in which students are encouraged in normal College life to be well disciplined. These included:

- Teachers showing genuine interest in each student in their care.
- Praise and encouragement given.
- Physical awards are given through Merit Certificates, prizes and trophies.
- Acknowledgment to peers in class, at year assemblies and whole school assemblies.

Every student has the right to the best possible education they can obtain at Alkimos Baptist College.

Three systems of behaviour management exist at Alkimos Baptist College: one for ‘Inside’ the classroom, another for ‘Outside’ the classroom and the third is an ‘Infringement System.’

Every teacher, student and parent understands and appreciates the Student Management System which underpins the respect everyone has for each other.

All College Staff have undertaken Senior First Aid, Asthma Awareness and Anaphylaxis Training.

In 2014 the Chaplaincy Program at the College was enhanced by an excellent Chaplaincy team and some dynamic programs. Lunchtime chat sessions, counselling services, High School Breakfast Club and the Connect Christian Education Program were wonderful ways that this department served the whole community. We applied for and were granted the National Chaplaincy Grant for 2015 and 2016.

Parent, Student and Teacher Satisfaction:

Many parents attended our Parent Information Evenings early in the year to meet the teachers and staff. The feedback from staff after the events was excellent. It enabled parents to share how their child had started the new year. Parents shared positive feedback and any concerns they had. Another successful event was the Orientation mornings and Open Day/Fete in Term 4. The community was able to freely move about the College on a Saturday to view the wonderful programs that occur.

Opportunities for Parent-School contact and meetings during the year included:

- Parent Information Evening for Introduction to Class - Term 1
- Parent Teacher Touch Base Interviews/Meeting - Term 1
- Parent Teacher Interviews - Term 2, 3
- Orientation Morning for following year - Term 4
- Open Day and College Fete - Term 4
- Primary Parent Teacher Interviews for students at risk - Term 4

The Assemblies and School Meetings were well attended by interested parents.
COLLEGE PARENT AND COMMUNITY SATISFACTION

The parents and friends of the College are very supportive with all aspects of the school. We receive regular verbal and written feedback from the College families praising the College for the quality of the staff, curriculum programs, environment and pastoral care at the College. Parents were pleased and supportive of the College. Some direct quotes from the emails, letters and verbal encouragement throughout the year:

“I can not fault the teachers. They go above and beyond in everyway.”

“We are very impressed with the school – the children’s teachers are incredible. Sending our children to this school was one of our best decisions.”

“We have always appreciated being recognised and addressed by name by the College staff.”

“We have appreciated the multicultural, inclusive and accepting environment at ABC.”

“The teachers are so much more than excellent!”

“My children love the school, their teachers, friends and they told me, ‘I love this school because there are no bullies here.’”

“Thank you for doing such a wonderful job with our children. We love ABC and thank God everyday for leading us to you.”

SPECIAL EVENTS IN 2014

- Opening Ceremony and College Celebration Assembly
- Dancing Lessons and Dance Party
- Rottnest Island Secondary School Camp
- Yr 6 Camp
- Yr 5 Zoo Sleepover
- Yr 4 College Sleepover
- Primary Disney Production
- ANZAC Ceremony
- Lightning Carnivals
- Australian Curriculum Seminar
- Excursions to Farms, Kings Park, Fremantle etc.
- Athletics Carnivals
- Cross Country Events
- Mother’s Day and Father’s Day stalls
- Book Week
- Science Week
- Market Day
- Before and After School Clubs
- Cake Stalls
- Swimming Lessons
- Free Dress Days to raise money for Missions
- Involvement with visiting Aged Care
- Discos
- Presentation Assemblies
- Yr 6 Graduation Dinner and Year 10 Formal Dinner
- Secondary Form events including Water Slides, Bowling and Beach events
Staff attendance:
The average number of days attended by staff members was 97.2%.

Staff retention:
Staff retention rate was 82%.

Expenditure and teacher participation in professional learning:
23 teachers were involved in professional development.
The bulk of this professional learning occurred on Pupil Free days during the year equalling $102,000.
Total cost outlaid directly was $11,674.
Average expenditure per teacher was $5,044.
### Teacher qualifications:

<table>
<thead>
<tr>
<th>NAME</th>
<th>MALE /FEMALE</th>
<th>INDIGENOUS Y/N</th>
<th>QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lauren Butler</td>
<td>FEMALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Helen Visser</td>
<td>FEMALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Carolyn Griffin</td>
<td>FEMALE</td>
<td>N</td>
<td>Diploma of Education (Primary)</td>
</tr>
<tr>
<td>Richelle Schokman</td>
<td>FEMALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Elizabeth Holland</td>
<td>FEMALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Amy Johnson</td>
<td>FEMALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>John Hampton</td>
<td>MALE</td>
<td>N</td>
<td>Bachelor of Commerce, Bachelor of Education (Primary), Graduate Diploma in Bible and Missions</td>
</tr>
<tr>
<td>Daniel Stravens</td>
<td>MALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Kai Choo</td>
<td>MALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Jessica Campbell</td>
<td>FEMALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Dale Friis</td>
<td>MALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Ruth Chant</td>
<td>FEMALE</td>
<td>N</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Carol Harris</td>
<td>FEMALE</td>
<td>N</td>
<td>Bachelor of Science (Psychology Double Major) Graduate Diploma of Education (K – 10)</td>
</tr>
<tr>
<td>Gillian Erasmus</td>
<td>FEMALE</td>
<td>N</td>
<td>Bachelor of Arts (Double Major English and Psychology + History) Grad Diploma in Education</td>
</tr>
<tr>
<td>Matthew Harris</td>
<td>MALE</td>
<td>N</td>
<td>Bachelor of Science and Graduate Diploma of Education Secondary (Science/Maths/Sport Science)</td>
</tr>
<tr>
<td>Adam Hayward</td>
<td>MALE</td>
<td>N</td>
<td>Bachelor of Education (Secondary)</td>
</tr>
<tr>
<td>Derek Speldewinde</td>
<td>MALE</td>
<td>N</td>
<td>Bachelor of Arts. Diploma in Education</td>
</tr>
<tr>
<td>Rebecca McCarthy</td>
<td>FEMALE</td>
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<td>Advanced Diploma of Music Teaching Bach. of Music Education Bach. of Theological Studies</td>
</tr>
<tr>
<td>Johann Schroeder</td>
<td>MALE</td>
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<tr>
<td>Joel Bond</td>
<td>MALE</td>
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<td>Bachelor of Education (Secondary)</td>
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<tr>
<td>Stella Mitchell</td>
<td>FEMALE</td>
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<td>Diploma of Education (K- 10), Certificate of Christian Studies</td>
</tr>
<tr>
<td>Lisa Potgieter</td>
<td>FEMALE</td>
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<td>Bachelor of Education (Honours) Secondary Education Diploma Cert IV TAE</td>
</tr>
<tr>
<td>Kieran Graham</td>
<td>MALE</td>
<td>N</td>
<td>Bachelor of Education Secondary (Sport Science/Maths)</td>
</tr>
<tr>
<td>Gary Harris</td>
<td>MALE</td>
<td>N</td>
<td>Bachelor of Science, Graduate Diploma of Education Secondary (Science/SOSE)</td>
</tr>
</tbody>
</table>
Alkimos Baptist College Income for the year ended 31 December 2014

- Commonwealth Government: 51%
- State Government: 18%
- Tuition Fees: 28%
- Other Grants: 2%
- Other Income: 1%
- Registration Fees: 0%

Alkimos Baptist College Expenditure for the year ended 31 December 2014

- Staffing Costs: 65%
- Operations Related Costs: 23%
- Property Costs: 12%
Annual Reports 2014 Parents Survey

CARING AND SUPPORTIVE RELATIONSHIPS ARE ENCOURAGED AT ABC
90% Agreed

PARENTS AND FAMILIES COMING INTO THE COLLEGE ARE MADE TO FEEL WELCOME BY STAFF
100% Agreed

THE COLLEGE PRINCIPALS ARE APPROACHABLE AND ACCESSIBLE TO COLLEGE FAMILIES
100% Agreed

STUDENTS FEEL SAFE AT ABC
86% Agreed

I FEEL WELCOME AT ABC
100% Agreed

ABC PROVIDES A CARING AND POSITIVE ENVIRONMENT
100% Agreed

STAFF MEMBERS AT THE COLLEGE SHOW GENUINE CONCERN FOR STUDENTS IN THEIR CARE
95% Agreed

Annual Reports 2014 Student Survey

MY TEACHERS EXPECT ME TO DO MY BEST
93% Agreed

I FEEL SAFE AT MY SCHOOL
83% Agreed

MY TEACHERS MOTIVATE ME TO LEARN
80% Agreed

MY SCHOOL GIVES ME OPPORTUNITIES TO DO INTERESTING THINGS
83% Agreed
Annual Reports 2014 Teacher Survey

TEACHERS AT THIS SCHOOL PROVIDE STUDENTS WITH USEFUL FEEDBACK ABOUT THEIR SCHOOL WORK

100% Agreed

TEACHERS AT THIS SCHOOL TREAT STUDENTS FAIRLY

100% Agreed

PARENTS AT THIS SCHOOL CAN TALK TO TEACHERS ABOUT THEIR CONCERNS

100% Agreed

TEACHERS AT THIS SCHOOL MOTIVATE STUDENTS TO LEARN

100% Agreed

STUDENTS’ LEARNING NEEDS ARE BEING MET AT THIS SCHOOL

100% Agreed