



ATLANTIS BEACH BAPTIST COLLEGE
TWO ROCKS WESTERN AUSTRALIA

2021

ABBC Annual Report



Inside Story

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INTRODUCTION

Atlantis Beach Baptist College is a co-educational, independent Baptist College which commenced its first day with students on February 1st 2017.

The College provides quality education for Kindergarten to Year 10 students within a safe, caring and nurturing environment. Atlantis Beach Baptist College is one of 12 Baptist Colleges providing excellent education to thousands of Western Australian students.

The College is open enrolment. Students do not need to be of any religious affiliation or currently attending a church in order to be enrolled at Atlantis Beach Baptist College.

From the Board

At the end of our fifth year, we continue to give thanks to our GOD and Lord Jesus Christ for another amazing year.

In 2021 the college continued to experience growth in student numbers. This is a wonderful achievement.

I would like to thank all my Board colleagues for their *hard work and many hours* of dedicated service to our college.

We are thrilled with the construction of our first on site building, the multi-purpose Resources Building. This was operational in February 2022. Plans for 2022 include the replacement of some older leased classrooms and toilet block, with newer buildings.

Finally, the Board would like to acknowledge and sincerely thank our Principal, Lisa Potgieter and all of our hard-working staff, all of whom continue to give so much and regularly “go beyond” in their work and service for the college and our students.

*Proverbs 16:9 (New Living Translation);
We can make our plans but the LORD determines our steps.*

Greg Holland
ABBC Board Chair



ABBC BOARD 2021

| NAME | POSITION | BACKGROUND |
|--------------------|-----------|--------------|
| Greg Holland | Chair | Accountant |
| Mark Morris | Member | Engineer |
| Brendon Donaldson | Member | Education |
| Ben Donaldson | Member | Entrepreneur |
| Jenni Vandermoezel | Secretary | Education |
| Kate Dagnell | Member | Education |
| Terry Hicks | Member | Financial |

PRINCIPAL'S REPORT

The Mission - To empower students to achieve and celebrate their personal best, honour God and serve others.

It is with great pleasure that we publish the 2021 Annual Report which provides insight into the operational and financial performance of our college. When reflecting on the year's achievements and progress, we are overwhelmed by the grace of God and compelled to give thanks for His direction and provision.

During 2021 we sought to invest in student life and learning, build community engagement and strengthen a cohesive staff culture.

It was with great anticipation that we witnessed the transformation of our (physical) campus. The construction of the new facility not only supports the education of our students but also builds confidence in the prospect of future development on-site.

Dedication despite trials and disruptions

In the face of unique challenges created by the pandemic, we discovered that we shine when we serve others. Our goal to create a safe and caring learning environment, continually allow our students and staff to thrive. Our committed staff consistently maintain their pledge to invest in our students by building the vital skills needed to be resilient and responsible citizens.

Our faith allows us to draw strength from knowing that our God will meet all our needs according to the riches of his glory in Christ Jesus (Philippians 4:19). It is with deep gratitude that we can reflect on the trials and triumphs.

The pandemic taught us to value friendships. Online-learning highlighted the significance of teacher-student relationships and the importance of a strong, positive community where all members feel valued and supported.

Celebrate the milestones as we prepare for the road ahead

COVID restriction prevented us from gathering regularly to acknowledge our students' achievements. However, our open-air Award ceremony at the end of the year allowed us to recognise the high achievers and reward students who excelled.

The unveiling of the new Resource Centre marks the start a new chapter. Directed by our values of Strength, Faith and Honour we move into the future with expectation, and a resolve to build our vision.

Psalms 127:1 (NLT)

**'Unless the LORD builds a house,
the work of the builders is wasted.'**

Lisa Anne Potgieter
Principal



COLLEGE HISTORY

The Atlantis Beach Baptist College was founded by members of the Baptist Communities Ltd. and registered as an independent college for students from Kindy to Year 12 and is currently catering for Kindy to Year 10. The vision was that God had directed a college to impact and serve the growing Perth Northern Coastal communities.

COLLEGE MISSION & MOTTO

To provide all students with the skills, knowledge and wisdom to be successful learners, confident individuals and informed citizens with hearts for service, social responsibility and an awareness of God. To provide a creative, innovative and inspiring curriculum that enables Atlantis Beach Baptist College to support great diversity.

Strength in building a sense of determination and optimism when faced with challenges in learning and life.

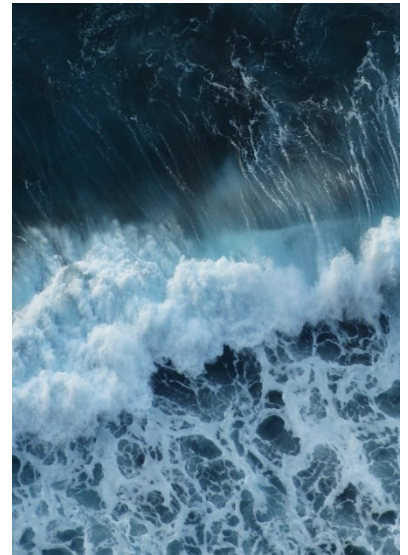
Faith in God, God to provide all our needs according to His purpose.

Honour to respect the uniqueness of others, value teamwork and foster honesty and integrity.

COLLEGE CHARTER OF GOODWILL

All students and staff have the right to

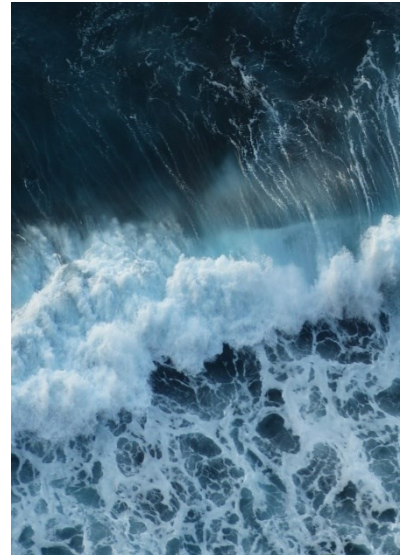
- Learn or teach, free from disruption
- Be treated courteously
- Be free from any form of unlawful discrimination
- Work in a clean, safe and healthy environment
- Have their property cared for and respected



ABOUT THE COLLEGE

School facts

| | |
|---------------|----------------|
| School sector | Non-government |
| School type | Combined |
| Year range | PP-10 |
| Location | Inner Regional |



The College offers

A Safe and Caring Environment

- Pastoral Care is a Priority
- Anti-Bullying Community
- Firm and fair Behaviour Management Program
- Student Care Program
- Christian values

Academic Excellence

- Outstanding Teaching and Learning 'Best Practice' Curriculum
- Creative, Inquiry-based and Innovative Learning
- Diversity of programs

Environmental Focus

- Integrated Environmental Education Program
- Partnerships with Community Groups

Information Technology

- Innovative use of digital technologies
- Online virtual learning environment
- Global focused ICT Program

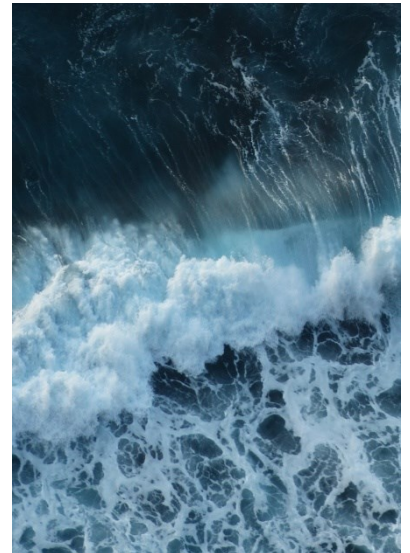
Extra Curricula Opportunities

- Vibrant Extra Curricula Program
- Leadership opportunities for students
- Developing self-confidence in students

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.

COLLEGE STAFF

| | |
|---|------|
| Teaching staff | 27 |
| Full-time equivalent teaching staff | 27.0 |
| Non-teaching staff | 7 |
| Full-time equivalent non-teaching staff | 7.0 |



PROFESSIONAL DEVELOPMENT

The college is committed to the training and development of our staff. Opportunities to participate in professional learning are provided. Both AISWA and CSA support the college in developing our staff.

WORK PLACE COMPOSITION

Our staff are committed Christians, supportive of the College Vision and Mission. They provide an outstanding teaching and learning culture and consistently demonstrate empathy, respect and inclusivity. The staff value the importance of nurturing and respectful relationships with students, within teaching teams and throughout the learning community.

They are highly professional in all aspects of their role; enthusiastic about providing students with a meaningful and inspiring education. They willingly embrace a culture of high expectations, achievement and lifelong learning and are passionate about the ministry of the Baptist Colleges.

| TEACHING STAFF | SECONDARY | PRIMARY | COMBINED | TOTAL |
|----------------------|-----------|---------|----------|-------|
| Full-time | 5 | 7 | 2 | 14 |
| Part-time | 2 | 4 | | 6 |
| Education Assistants | 2 | 5 | | 7 |
| NON-TEACHING STAFF | SECONDARY | PRIMARY | COMBINED | TOTAL |
| Full-time | | | 8 | 8 |
| Part-time | | | 1 | 1 |



Teacher Standards & Qualifications

| |
|--|
| AMBROSE, Candice (Bachelor of Primary Education) |
| ARMAND, Marie (BA Sport Science, Grad Diploma Theology, Diploma Ed Secondary) |
| CROCKETT, Fiona (Honours in Education; Diploma in Art Education) |
| BLOOR, Sian (Bachelor of Early Childhood Education) |
| DALEY, Sarah (Certificate IV Education Assistant) |
| DONALDSON, Requel (Certificate III Education Support) |
| FAULKNER, Hayley (Bachelor of Primary Education) |
| FICK, Tracy-Lee (Bachelor of Secondary Education; Diplomas in Marketing Management, Hair Dressing and Fashion Design, Certificate IV Planning & Assessments) |
| FINDLAY, Kira (Bachelor of Education) |
| FOY, Lyndsey (Bachelor of Education (Hons), MLDC Certificate in Management) |
| GODWICH, Tanya (Bachelor of Education; Masters of Special Needs and Christian Education) |
| GREGORIADIS, Nastassia (Bachelor of Science; Graduate Diploma of Education) |
| GROOM, Emma (Certificate III Education Assistant) |
| HALLIDAY, Michelle (Bachelor of Education Studies; Professional Graduate Certificate in Education) |
| HANSSEN, Rebekah (Bachelor of Education Specialisation in Music) |
| HINDMARSH, Kiona (Certificate III Education Assistant) |
| HODDY, Lee (Bachelor of Early Childhood Education) |
| MAGILL, Angela (Bachelor of Education (Hons)) |
| MENLOVE, Paul (Post Graduate Certificate in Education) |
| MOORE, Chelsea (Bachelor of Primary Education; Diploma in Christian Leadership) |
| PASSARIS, Michael (Bachelor of Secondary Education) |
| POTGIETER, Lisa (Higher Diploma in Secondary Education, Certificate IV TAE 5110) |
| PRETORIUS, Jennifer (Bachelor of Education in Further Education and Training; Master of Teaching (Primary) Specialisation in Health and Physical Education) |
| REYNEKE, Charlynne (Bachelor of Education) |
| ROODT, Lia (Bachelor of Primary Education) |
| SMITH, Charlotte (Bachelor of Health Science; Masters of Primary Teaching) |
| TINLEY, Rebecca (Bachelor of Primary Education; Graduate Certificate of Education (Early Childhood Studies)) |
| VAN WYK, Charlene (Higher Diploma in Education) |
| VISSER, Helen (Higher Diploma of Education) |
| VIOLA, Eva (Bachelor of Psychological Science; Master of Teaching (Primary – Religious Education Specialisation) |
| WHITEHEAD, Kerrie (BA (Hons) Primary Education - QTS) |

COLLEGE FAMILIES

College Families are mainly drawn from the northern corridor of Perth and beyond, who are respectful of the College's Christian ethos and encouraged to be supportive, active partners in their children's education.

Atlantis Beach Baptist College currently serve both coastal and rural communities as far north as Gabbadah and east to Gingin, and from the new suburbs in the northern corridor.

P&F

Parent involvement is welcomed at Atlantis Beach Baptist College. The College has an active Parents and Friends (P&F) Group that meets regularly to discuss how best to serve the College community.

Parents and guardians of current students are automatically members of the Primary School P&F Association. Dates of P&F meetings are advertised in the College Calendar available on the College website.

Close communication between home and school is maintained via SEQTA, appointments, email, SMS and phone contact as well as regular Parent Information sessions and College Assemblies.

**All assemblies and face to face meetings in 2021 were postponed due to COVID regulations.*

College Pastoral Care

At Atlantis Beach Baptist College, we believe the school environment plays a significant role in the social and emotional competence and wellbeing of children and young adults. As such, we are committed to the explicit teaching of behaviours for wellbeing. The National Safe Schools Framework provides Australian schools with a vision and a set of guiding principles that assist school communities to develop positive and practical student safety and wellbeing policies.

The College Community Care Plan embraces the National Safe Schools Framework and the personal and social capabilities of the Western Australian Curriculum through our Protective Behaviours, Health Education and Pastoral Care programs.

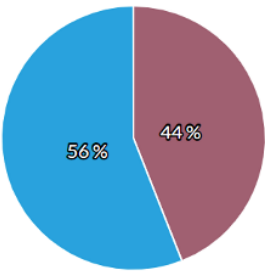
Research has found that students who find school a positive social experience also demonstrate strong academic performance. We seek to be a school that promotes a safe and caring environment with a diligent duty of pastoral care.

It is recognised that discipline will be encouraged and maintained through preventative, supportive and corrective strategies. The key to effective school discipline is the quality of relationships between teachers and students as well as parents/guardians. Students, parents/guardians and teachers have the right to a safe and orderly school environment where students can learn and feel safe at all times; and teachers can teach.

STUDENT BACKGROUND

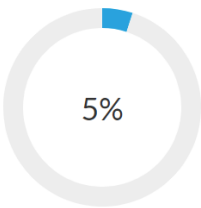
Total enrolments: 272

Boys 151
Girls 121



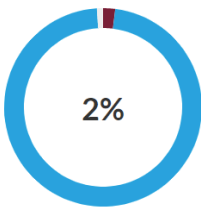
Full-time equivalent enrolments: 272.0

Indigenous students

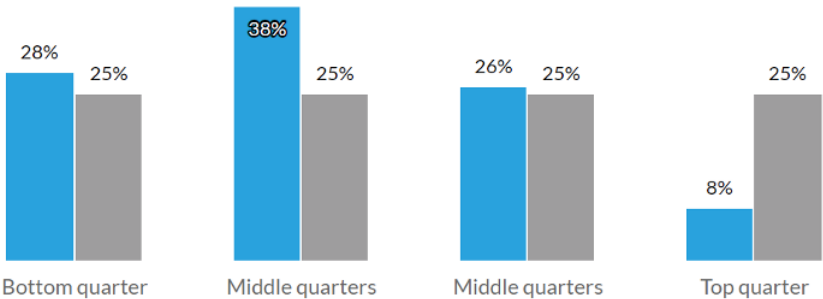


Language background other than English

Yes (2%)
No (98%)
Not stated (1%)



Distribution of Socio-Educational Advantage (SEA)

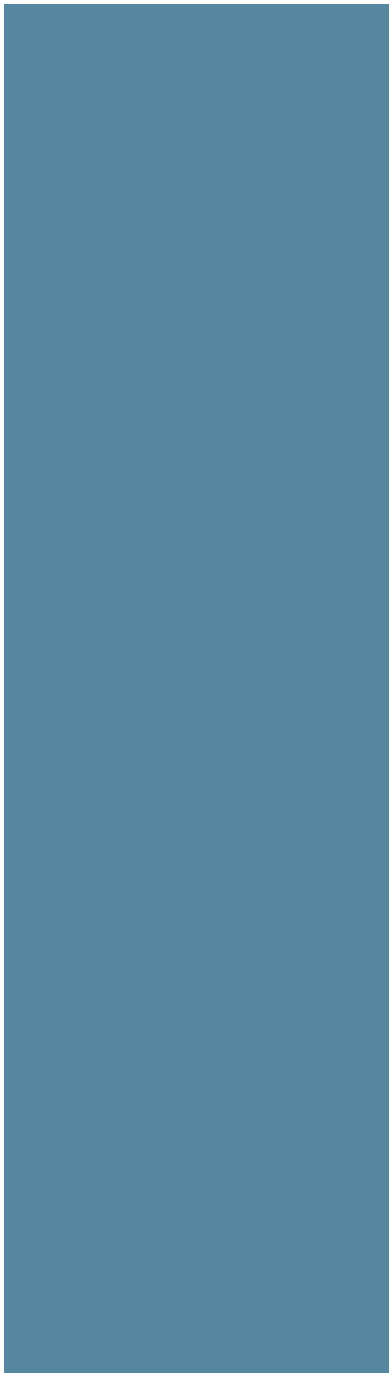


School distribution Australian distribution

Percentages are rounded and may not add to 100

Factions

When students enter the college they are allocated to a house group. The student and siblings remain in that House during their time at the college. Each student is also placed in a 'Linked-In' group within their house. 'Linked-In' is the ABBC Christian Education program which is offered one period per week. As students remain in the same 'Linked-In' group throughout their schooling, they come to know their 'Linked-In' teacher well, along with the other students from their 'Linked-In' group, which ensures a high standard of pastoral care at the college.





PRIMARY COLLEGE

The Learning Curriculum followed by the Atlantis Beach Baptist College will be based on the Western Australian Curriculum and covers the following Learning Areas:

- English - reading, writing, speaking, listening, spelling, handwriting
- Humanities – History & Geography
- Languages – French
- Mathematics
- Science
- Humanities – History & Geography
- Languages – French
- Health and Physical Education
- Technologies
- The Arts - Music, Dance, Drama, Visual Arts and Media
- Christian Education will also be part of the curriculum.

Incorporated into each phase of the Western Australian Curriculum are the 'General Capabilities' which promote:

- Literacy
- Numeracy
- Information and Communications Technology
- Thinking skills and Creativity
- Self-Management, Teamwork and Social competence
- Inter-cultural Understanding
- Ethical behaviour

The Kindergarten Program is a gradual introduction to schooling in a fun, yet structured environment for children who have turned 4 years of age or are turning 4 before the 30th June of that year. In planning a 'learning through play' environment for this age group, we aim to take into account the developmental stages of these children. All children are encouraged to develop their strengths in a supportive environment.

The Pre-Primary Program aims to continue to develop and foster an enjoyment of learning. It furthermore encourages equity and respect for others in the learning environment and community. It is a program for children who have turned five years of age or are turning five before the 30th June of that year. During this stage of their schooling, children are given the opportunity to develop essential foundations on which to build their knowledge, skills and values, particularly in the areas of social and emotional well-being, literacy and numeracy. We recognise that children are unique and endeavour to celebrate the individual potential of each child through a curriculum that allows children to explore and discover concepts for themselves with adult guidance. The program operates full-time and is the first year of the Western Australian Curriculum.

SECONDARY COLLEGE

The Secondary College is committed to providing an excellent and positive academic learning environment.

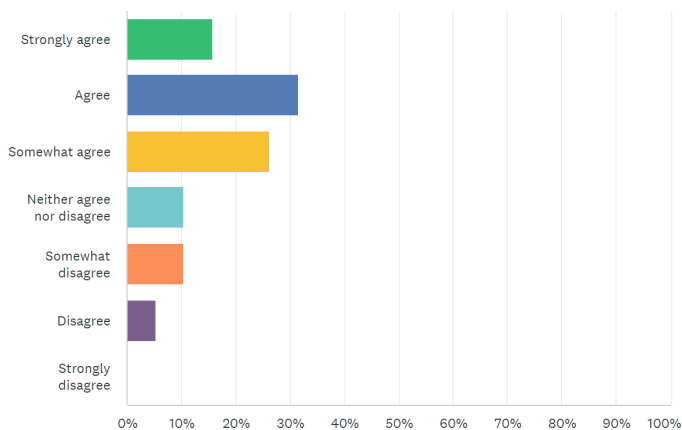
The **Learning Curriculum** followed by Atlantis Beach Baptist College is based on the **Western Australian Curriculum** and covers the following Learning Areas:

- The Arts - music, dance, drama, visual arts and media
- English - reading, writing, speaking, listening, spelling, handwriting
- Health and Physical Education
- Humanities and Social Sciences – History & Geography, Civics and Citizenship and Economics and Business
- Languages – French
- Mathematics
- Science
- Technologies – Design and Technologies and Digital Technologies
- Languages – French
- Christian Education

STUDENT SATISFACTION SURVEY

Students are respected and supported at the College.

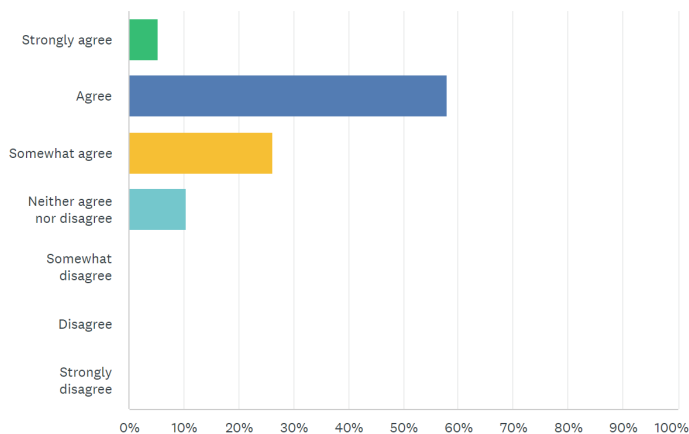
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 15.79% | 3 |
| Agree | 31.58% | 6 |
| Somewhat agree | 26.32% | 5 |
| Neither agree nor disagree | 10.53% | 2 |
| Somewhat disagree | 10.53% | 2 |
| Disagree | 5.26% | 1 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | | 19 |

I receive a good education at the College.

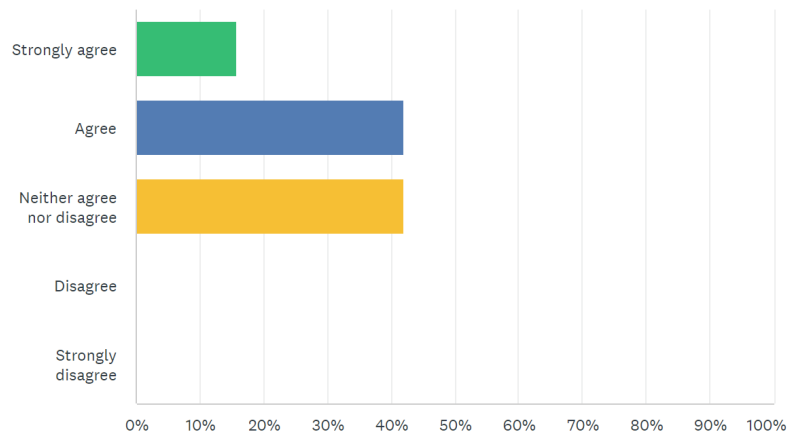
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 5.26% | 1 |
| Agree | 57.89% | 11 |
| Somewhat agree | 26.32% | 5 |
| Neither agree nor disagree | 10.53% | 2 |
| Somewhat disagree | 0.00% | 0 |
| Disagree | 0.00% | 0 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | | 19 |

Teachers motivate students to learn and achieve their best.

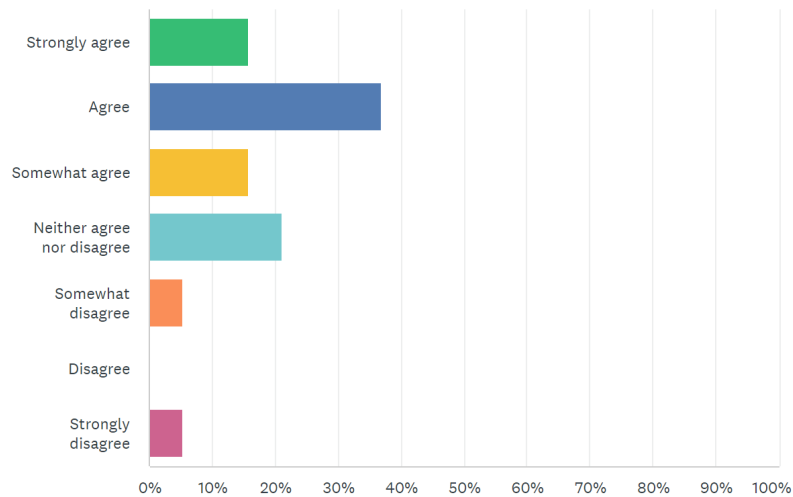
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 15.79% | 3 |
| Agree | 42.11% | 8 |
| Neither agree nor disagree | 42.11% | 8 |
| Disagree | 0.00% | 0 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | | 19 |

I am proud to be a student at the College.

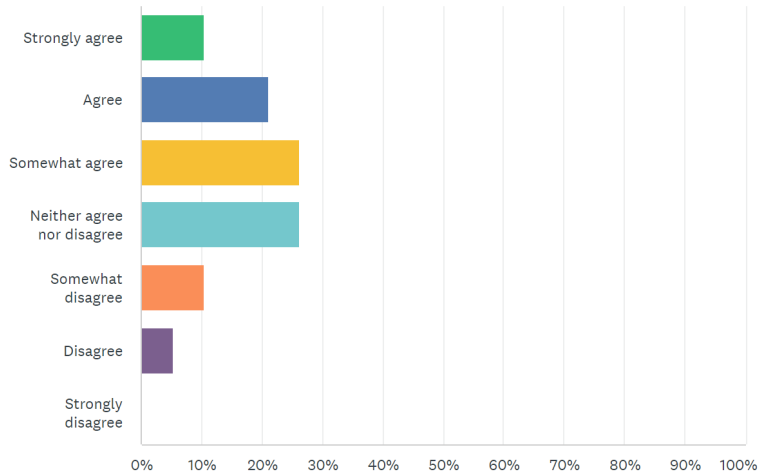
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 15.79% | 3 |
| Agree | 36.84% | 7 |
| Somewhat agree | 15.79% | 3 |
| Neither agree nor disagree | 21.05% | 4 |
| Somewhat disagree | 5.26% | 1 |
| Disagree | 0.00% | 0 |
| Strongly disagree | 5.26% | 1 |
| TOTAL | | 19 |

I will recommend the College to my friends and other children I meet.

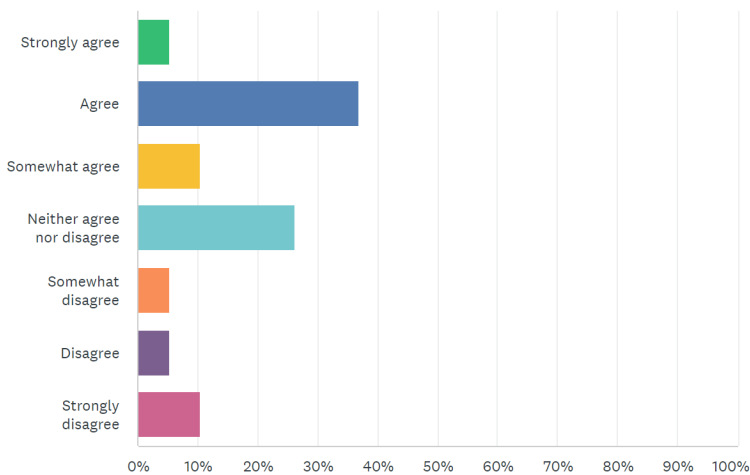
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 10.53% | 2 |
| Agree | 21.05% | 4 |
| Somewhat agree | 26.32% | 5 |
| Neither agree nor disagree | 26.32% | 5 |
| Somewhat disagree | 10.53% | 2 |
| Disagree | 5.26% | 1 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | | 19 |

Bullying is not tolerated at the College.

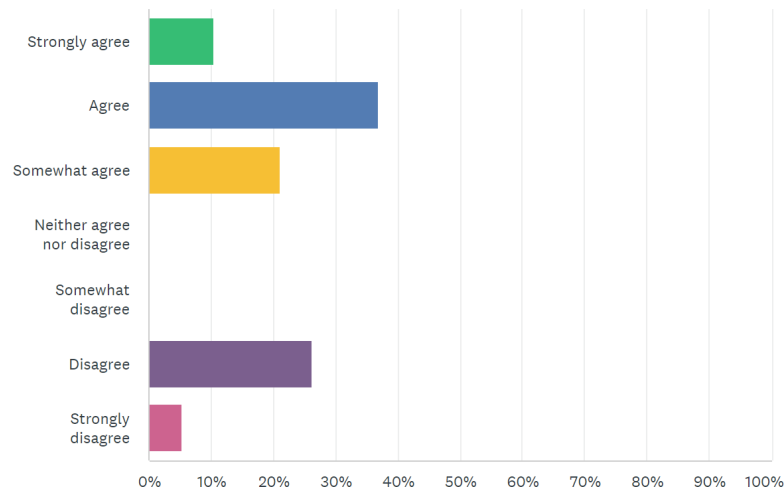
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 5.26% | 1 |
| Agree | 36.84% | 7 |
| Somewhat agree | 10.53% | 2 |
| Neither agree nor disagree | 26.32% | 5 |
| Somewhat disagree | 5.26% | 1 |
| Disagree | 5.26% | 1 |
| Strongly disagree | 10.53% | 2 |
| TOTAL | | 19 |

The College has a fair and effective discipline policy.

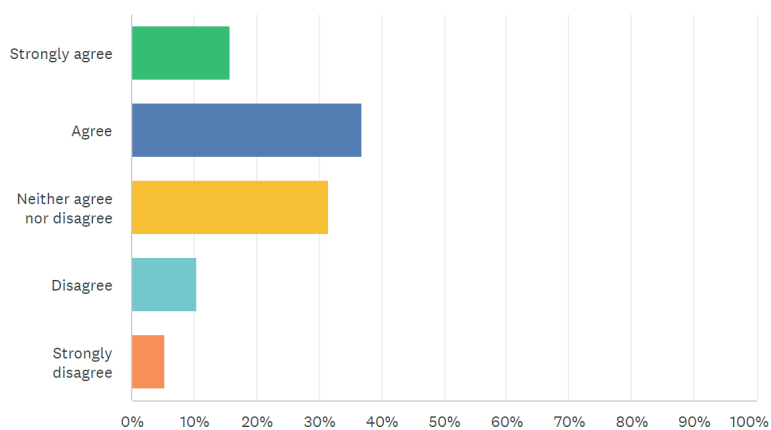
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| ANSWER CHOICES | RESPONSES |
|----------------------------|-----------|
| Strongly agree | 10.53% 2 |
| Agree | 36.84% 7 |
| Somewhat agree | 21.05% 4 |
| Neither agree nor disagree | 0.00% 0 |
| Somewhat disagree | 0.00% 0 |
| Disagree | 26.32% 5 |
| Strongly disagree | 5.26% 1 |
| TOTAL | 19 |

I feel happy and safe at the College.

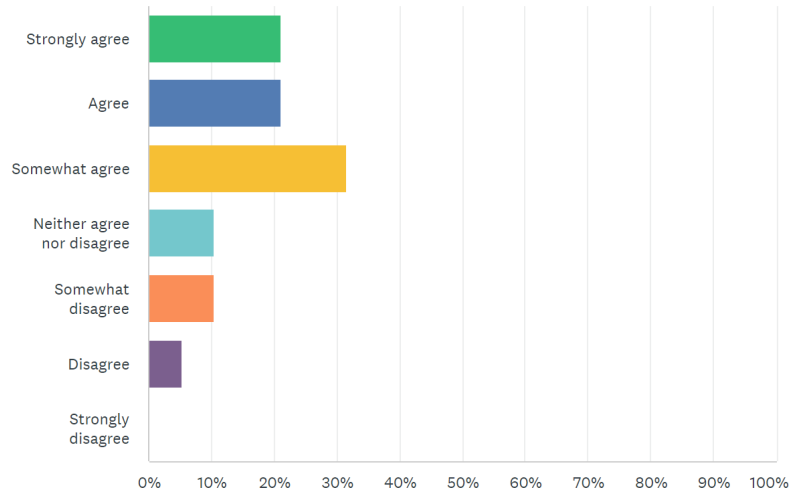
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| ANSWER CHOICES | RESPONSES |
|----------------------------|-----------|
| Strongly agree | 15.79% 3 |
| Agree | 36.84% 7 |
| Neither agree nor disagree | 31.58% 6 |
| Disagree | 10.53% 2 |
| Strongly disagree | 5.26% 1 |
| TOTAL | 19 |

I have enough interesting clubs to attend at the College.

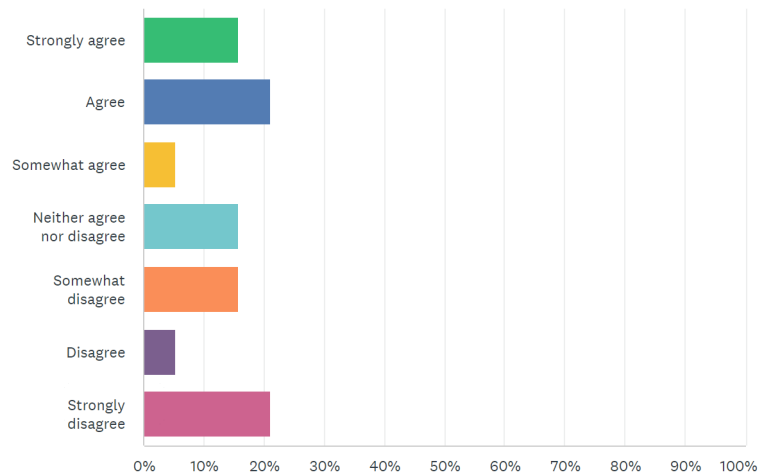
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 21.05% | 4 |
| Agree | 21.05% | 4 |
| Somewhat agree | 31.58% | 6 |
| Neither agree nor disagree | 10.53% | 2 |
| Somewhat disagree | 10.53% | 2 |
| Disagree | 5.26% | 1 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | | 19 |

Teachers allow us to express our views and be individuals.

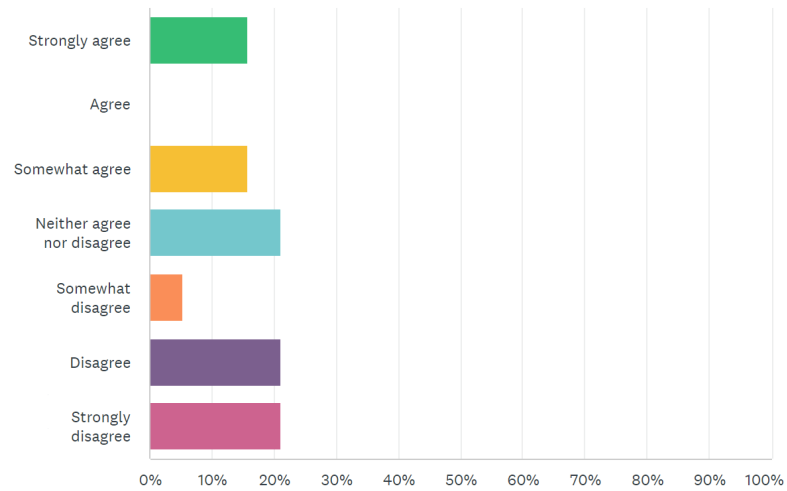
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 15.79% | 3 |
| Agree | 21.05% | 4 |
| Somewhat agree | 5.26% | 1 |
| Neither agree nor disagree | 15.79% | 3 |
| Somewhat disagree | 15.79% | 3 |
| Disagree | 5.26% | 1 |
| Strongly disagree | 21.05% | 4 |
| TOTAL | | 19 |

I feel comfortable speaking to a teacher about my problems.

Answered: 19 Skipped: 0



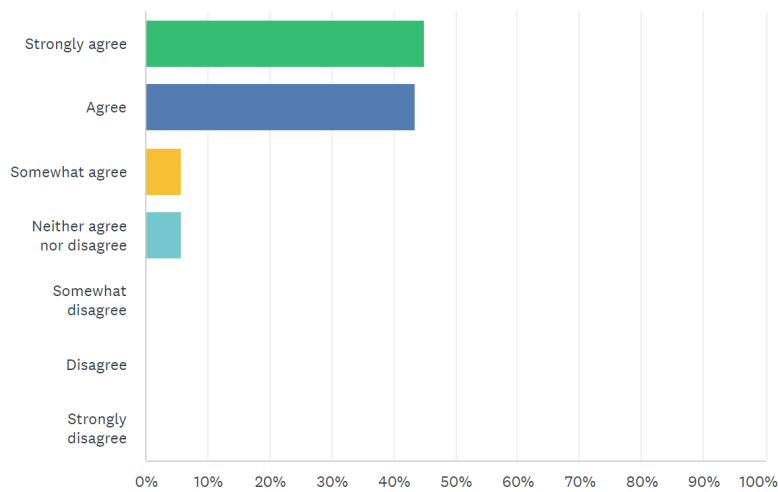
| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 15.79% | 3 |
| Agree | 0.00% | 0 |
| Somewhat agree | 15.79% | 3 |
| Neither agree nor disagree | 21.05% | 4 |
| Somewhat disagree | 5.26% | 1 |
| Disagree | 21.05% | 4 |
| Strongly disagree | 21.05% | 4 |
| TOTAL | | 19 |



PARENT SATISFACTION SURVEY

This is a safe school for my children to attend.

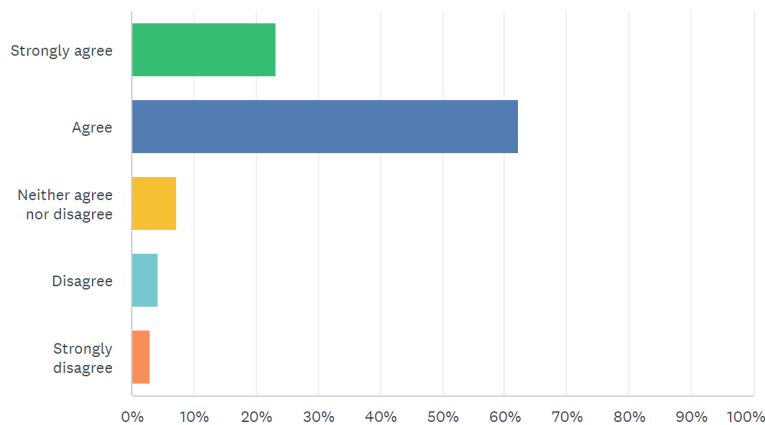
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 44.93% | 31 |
| Agree | 43.48% | 30 |
| Somewhat agree | 5.80% | 4 |
| Neither agree nor disagree | 5.80% | 4 |
| Somewhat disagree | 0.00% | 0 |
| Disagree | 0.00% | 0 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | 69 | |

The College provides a cost-effective quality education.

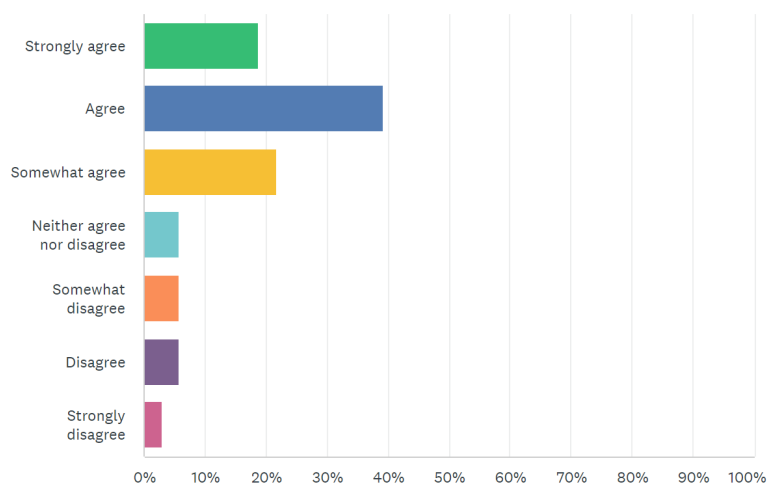
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| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 23.19% | 16 |
| Agree | 62.32% | 43 |
| Neither agree nor disagree | 7.25% | 5 |
| Disagree | 4.35% | 3 |
| Strongly disagree | 2.90% | 2 |
| TOTAL | 69 | |

Parent/Teacher communication occurs regularly and timeously.

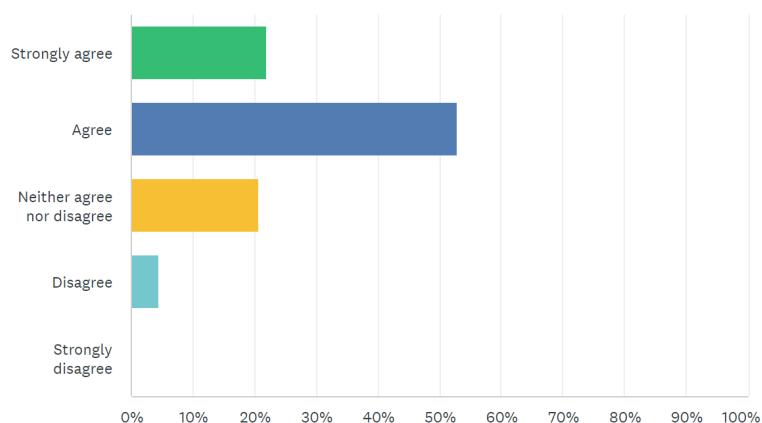
Answered: 69 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 18.84% | 13 |
| Agree | 39.13% | 27 |
| Somewhat agree | 21.74% | 15 |
| Neither agree nor disagree | 5.80% | 4 |
| Somewhat disagree | 5.80% | 4 |
| Disagree | 5.80% | 4 |
| Strongly disagree | 2.90% | 2 |
| TOTAL | | 69 |

There is a supportive pastoral care structure in place.

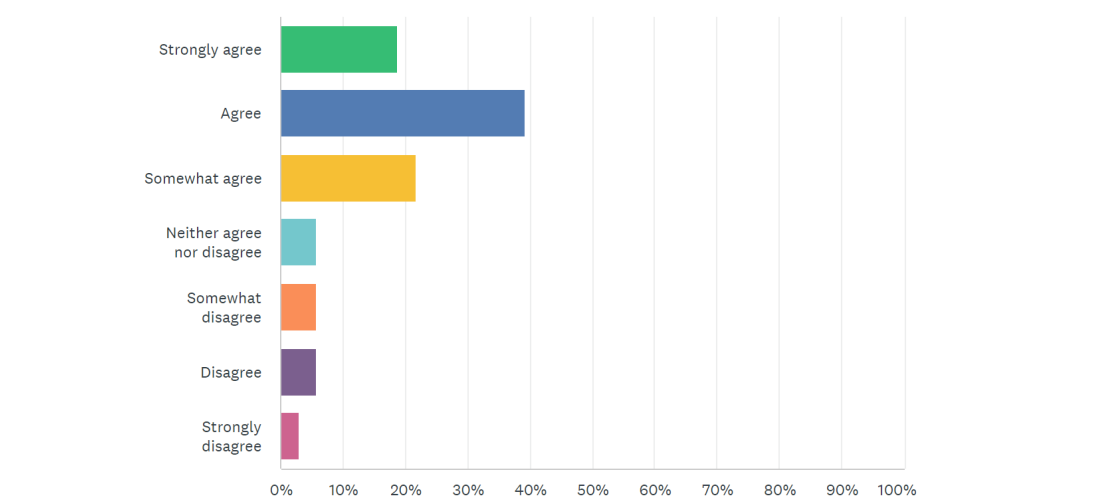
Answered: 68 Skipped: 1



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 22.06% | 15 |
| Agree | 52.94% | 36 |
| Neither agree nor disagree | 20.59% | 14 |
| Disagree | 4.41% | 3 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | | 68 |

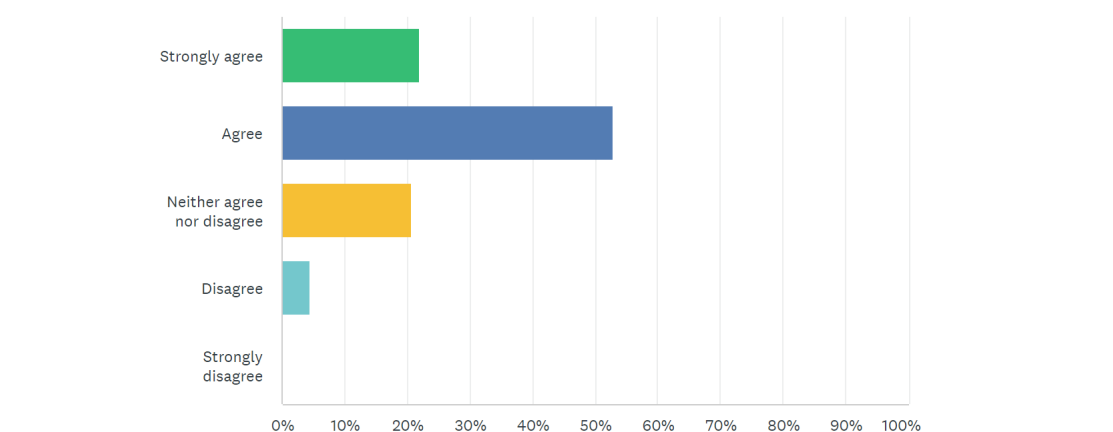
Parent/Teacher communication occurs regularly and timeously.

Answered: 69 Skipped: 0



There is a supportive pastoral care structure in place.

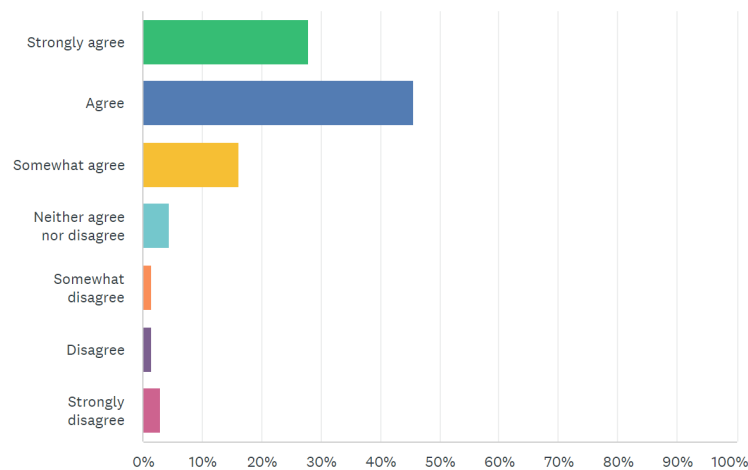
Answered: 68 Skipped: 1



| ANSWER CHOICES | RESPONSES |
|----------------------------|-----------|
| Strongly agree | 22.06% 15 |
| Agree | 52.94% 36 |
| Neither agree nor disagree | 20.59% 14 |
| Disagree | 4.41% 3 |
| Strongly disagree | 0.00% 0 |
| TOTAL | 68 |

Students are respected and motivated to excel.

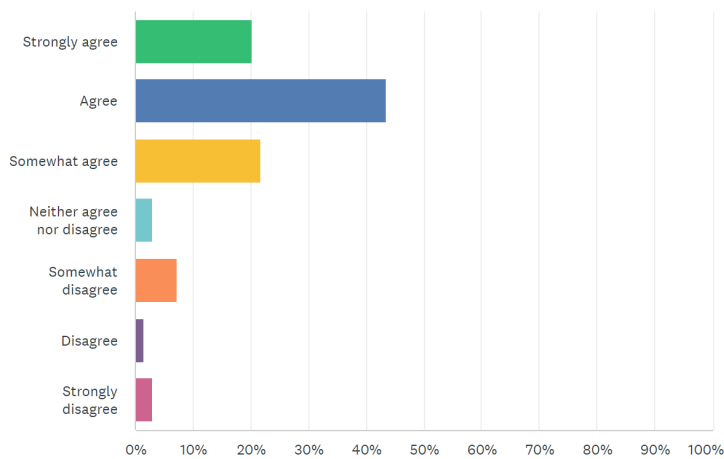
Answered: 68 Skipped: 1



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 27.94% | 19 |
| Agree | 45.59% | 31 |
| Somewhat agree | 16.18% | 11 |
| Neither agree nor disagree | 4.41% | 3 |
| Somewhat disagree | 1.47% | 1 |
| Disagree | 1.47% | 1 |
| Strongly disagree | 2.94% | 2 |
| TOTAL | | 68 |

The academic needs of students are adequately supported.

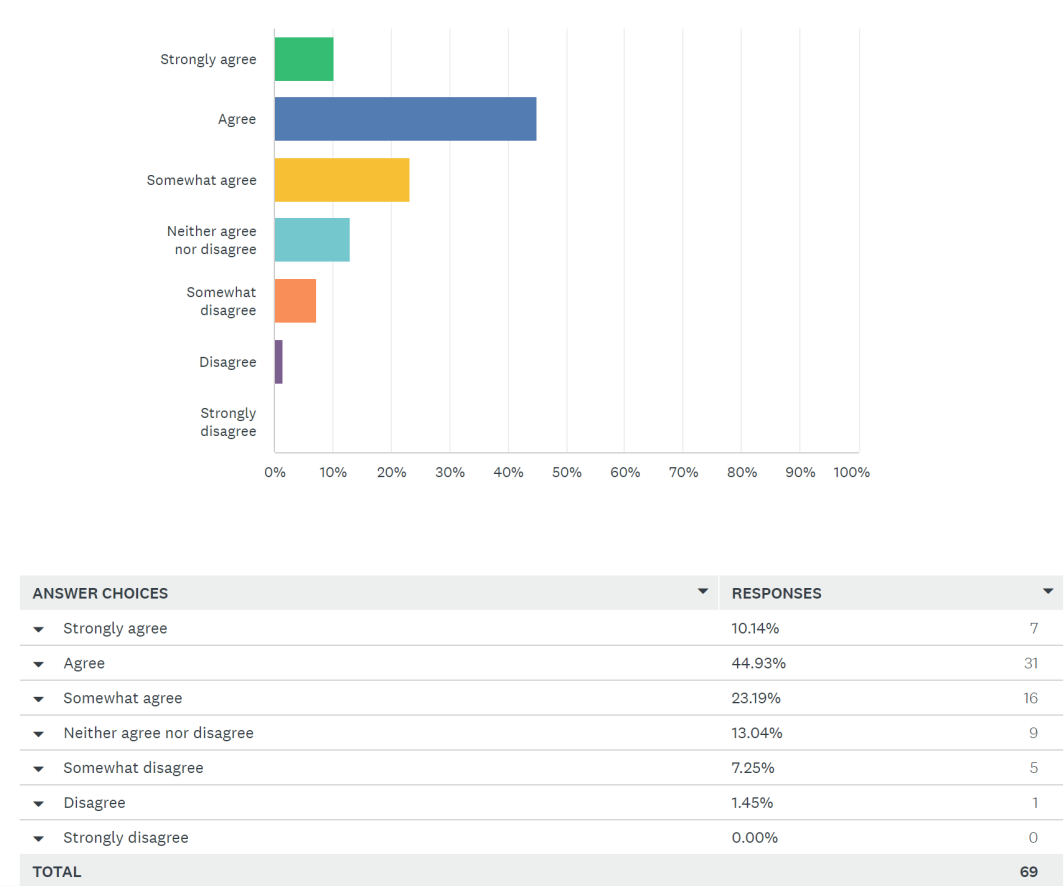
Answered: 69 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 20.29% | 14 |
| Agree | 43.48% | 30 |
| Somewhat agree | 21.74% | 15 |
| Neither agree nor disagree | 2.90% | 2 |
| Somewhat disagree | 7.25% | 5 |
| Disagree | 1.45% | 1 |
| Strongly disagree | 2.90% | 2 |
| TOTAL | | 69 |

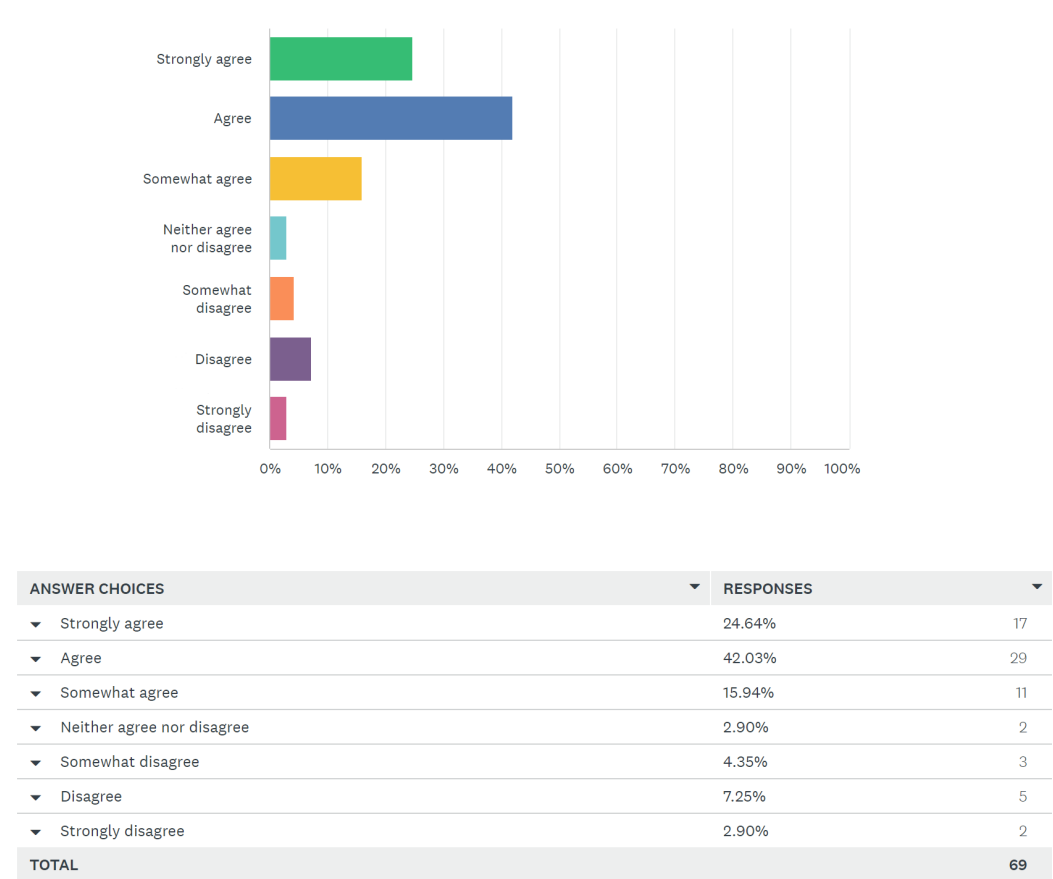
The College provides sufficient platforms for students to demonstrate leadership qualities.

Answered: 69 Skipped: 0



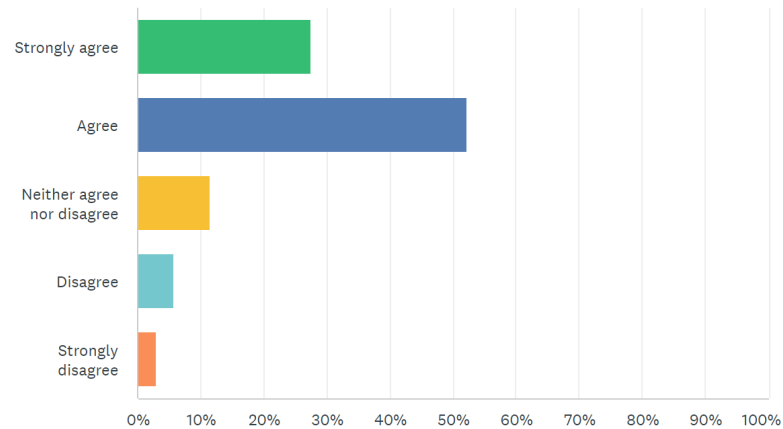
The College has a fair and effective discipline policy.

Answered: 69 Skipped: 0



Bullying is not tolerated at the College.

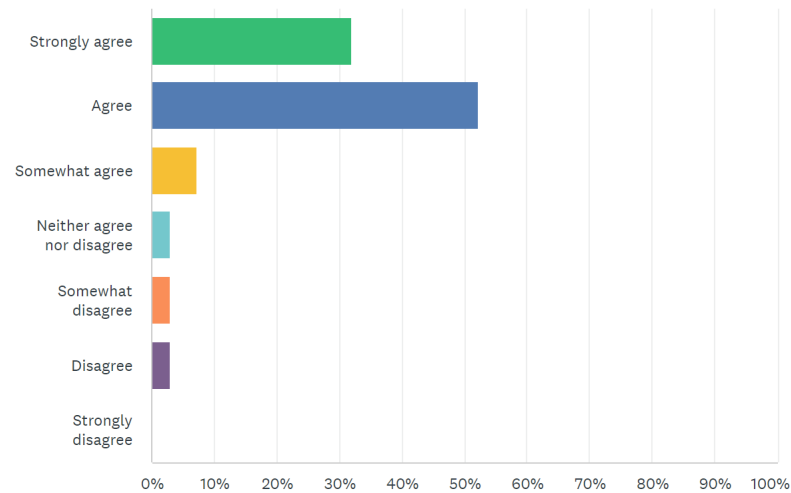
Answered: 69 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 27.54% | 19 |
| Agree | 52.17% | 36 |
| Neither agree nor disagree | 11.59% | 8 |
| Disagree | 5.80% | 4 |
| Strongly disagree | 2.90% | 2 |
| TOTAL | 69 | |

My child/children are happy and enjoy attending school.

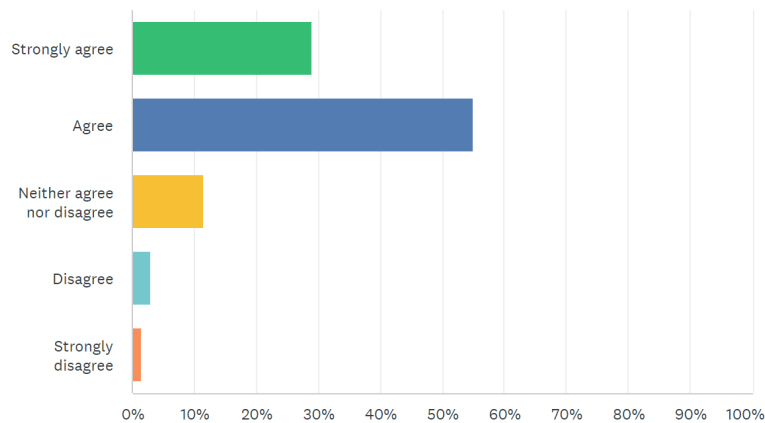
Answered: 69 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 31.88% | 22 |
| Agree | 52.17% | 36 |
| Somewhat agree | 7.25% | 5 |
| Neither agree nor disagree | 2.90% | 2 |
| Somewhat disagree | 2.90% | 2 |
| Disagree | 2.90% | 2 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | 69 | |

I would recommend the College to other families in the community.

Answered: 69 Skipped: 0



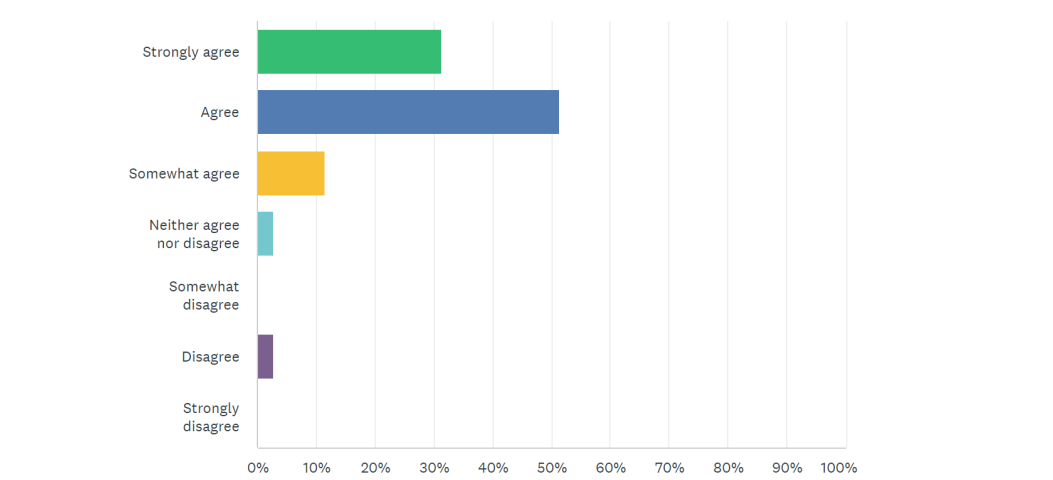
| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 28.99% | 20 |
| Agree | 55.07% | 38 |
| Neither agree nor disagree | 11.59% | 8 |
| Disagree | 2.90% | 2 |
| Strongly disagree | 1.45% | 1 |
| TOTAL | | 69 |



STAFF SATISFACTION SURVEY

The workplace has a pleasant collegial atmosphere.

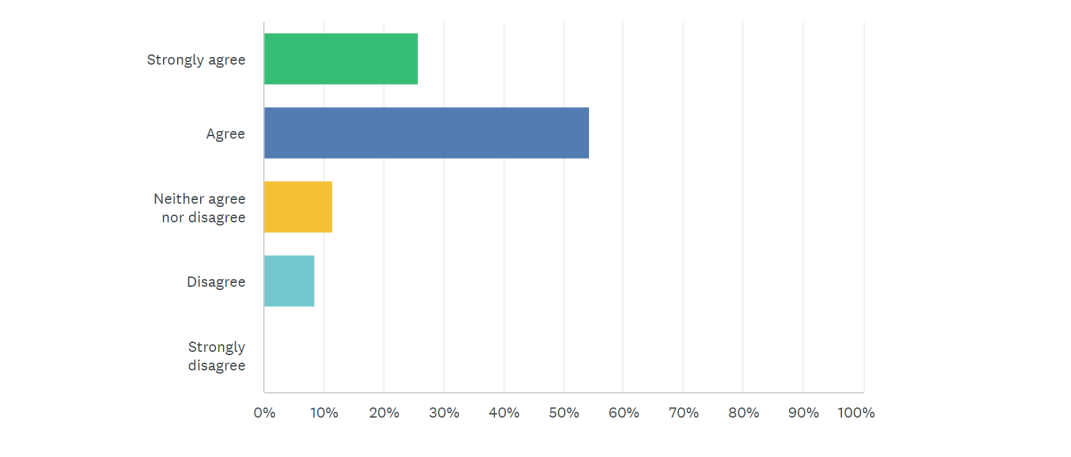
Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 31.43% | 11 |
| Agree | 51.43% | 18 |
| Somewhat agree | 11.43% | 4 |
| Neither agree nor disagree | 2.86% | 1 |
| Somewhat disagree | 0.00% | 0 |
| Disagree | 2.86% | 1 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | 35 | |

The College provides a safe working environment for staff.

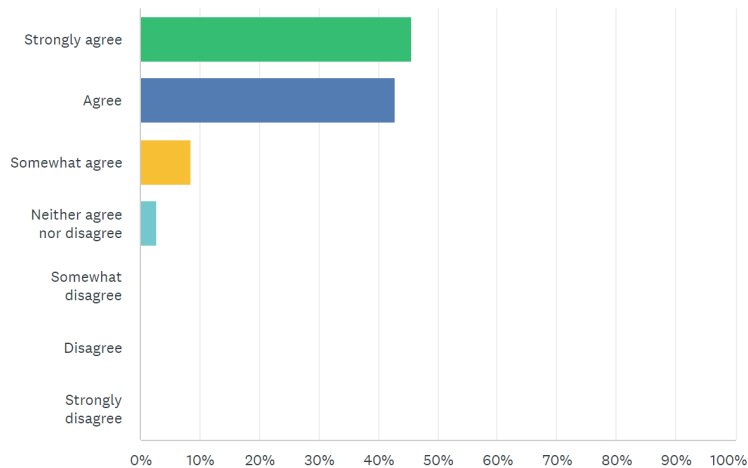
Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 25.71% | 9 |
| Agree | 54.29% | 19 |
| Neither agree nor disagree | 11.43% | 4 |
| Disagree | 8.57% | 3 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | 35 | |

Students are treated fairly and with respect.

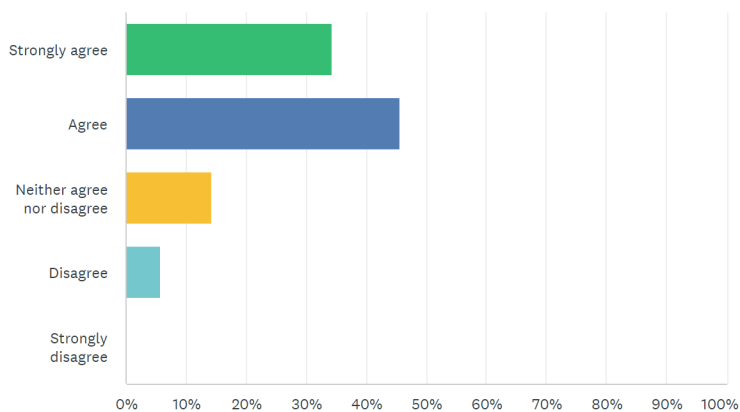
Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 45.71% | 16 |
| Agree | 42.86% | 15 |
| Somewhat agree | 8.57% | 3 |
| Neither agree nor disagree | 2.86% | 1 |
| Somewhat disagree | 0.00% | 0 |
| Disagree | 0.00% | 0 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | | 35 |

The College is continuously striving to improve practices and procedures.

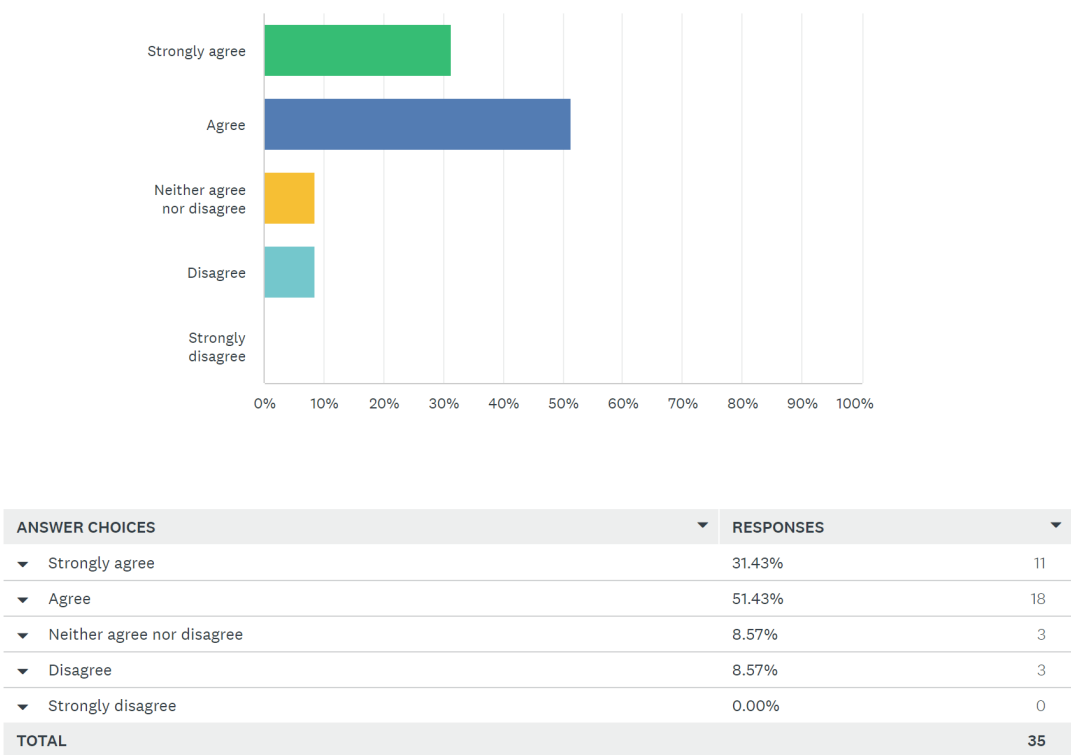
Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 34.29% | 12 |
| Agree | 45.71% | 16 |
| Neither agree nor disagree | 14.29% | 5 |
| Disagree | 5.71% | 2 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | | 35 |

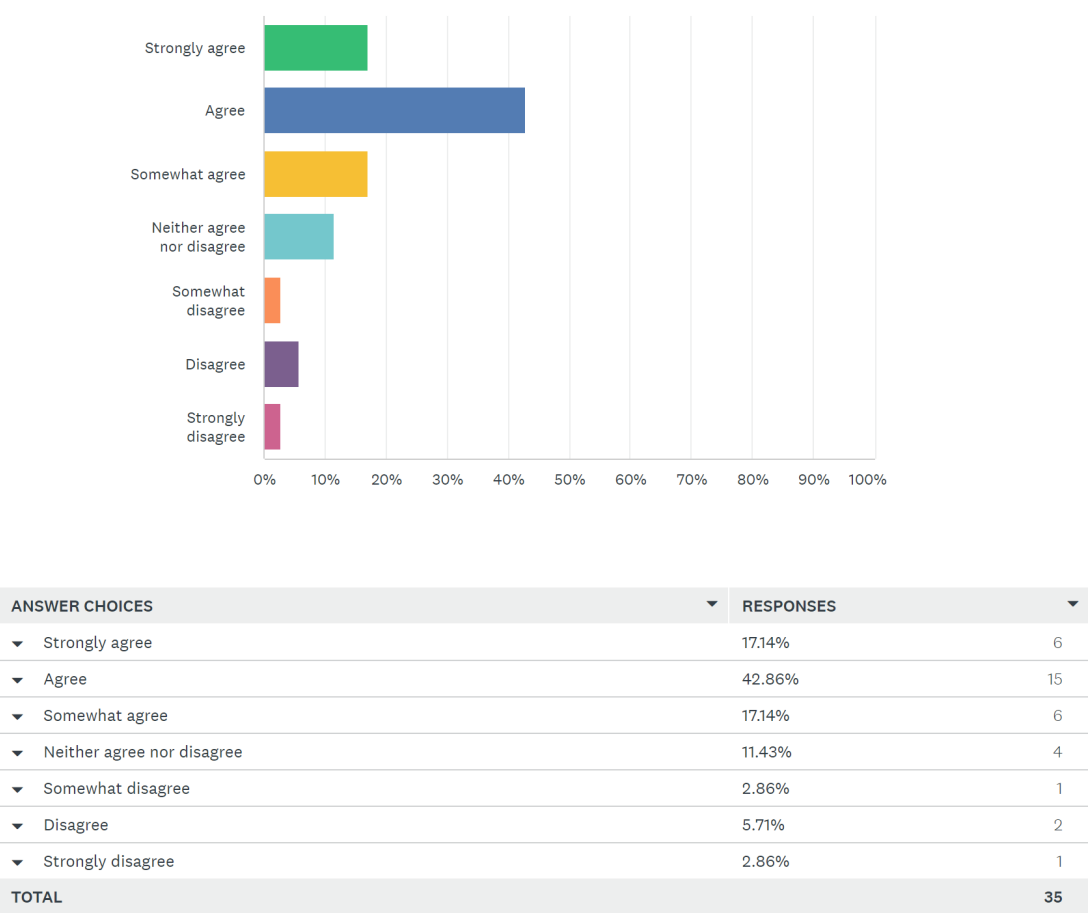
The College supports staff in having a healthy work life environment.

Answered: 35 Skipped: 0



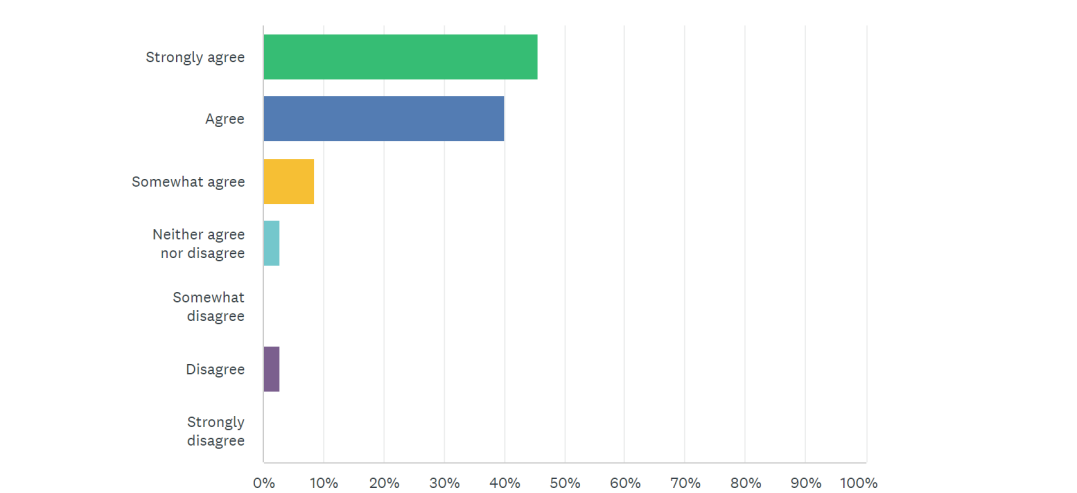
Staff have adequate access to professional development.

Answered: 35 Skipped: 0



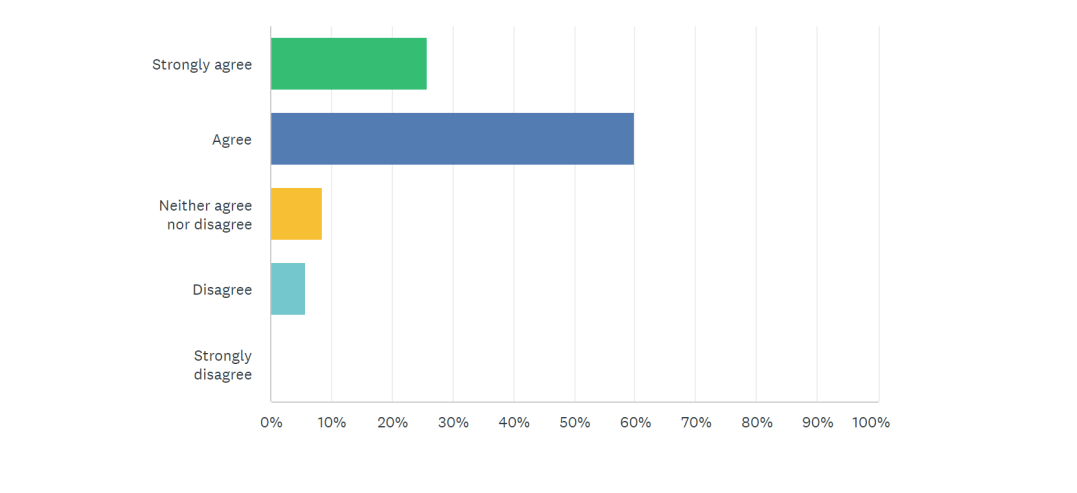
I feel supported by the College Management.

Answered: 35 Skipped: 0



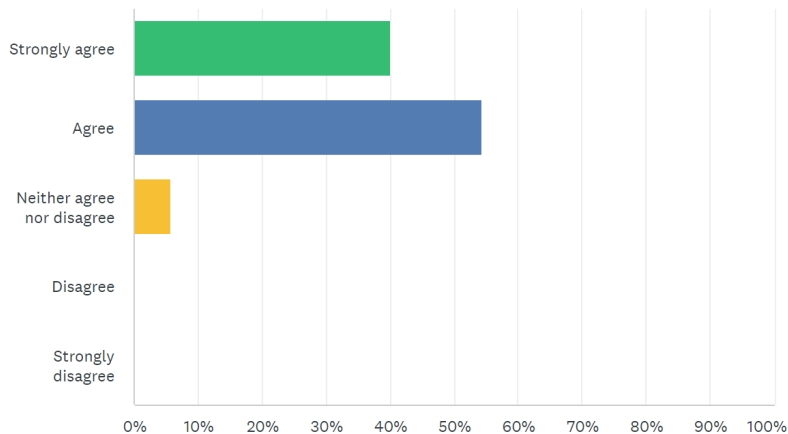
I am supported in professional growth and achieving my full potential.

Answered: 35 Skipped: 0



I am regarded as a valuable member of the team.

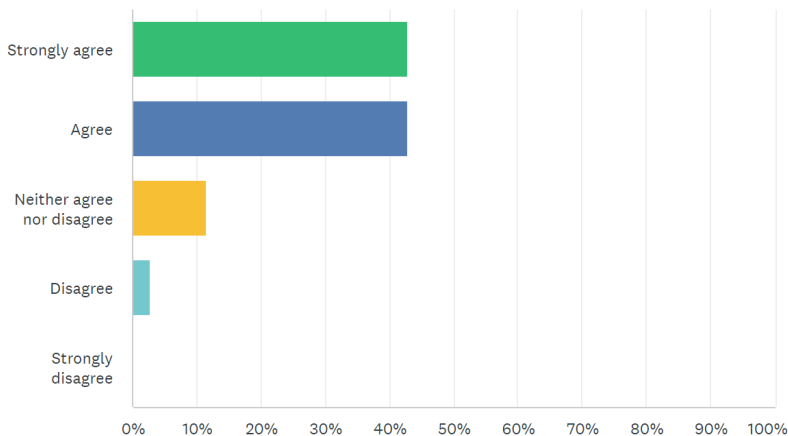
Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 40.00% | 14 |
| Agree | 54.29% | 19 |
| Neither agree nor disagree | 5.71% | 2 |
| Disagree | 0.00% | 0 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | 35 | |

I will recommend this College to new families with children.

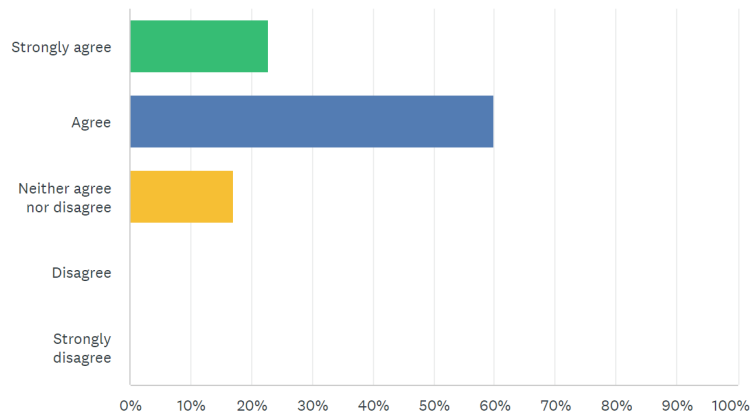
Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 42.86% | 15 |
| Agree | 42.86% | 15 |
| Neither agree nor disagree | 11.43% | 4 |
| Disagree | 2.86% | 1 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | 35 | |

I find my performance appraisal and feedback useful.

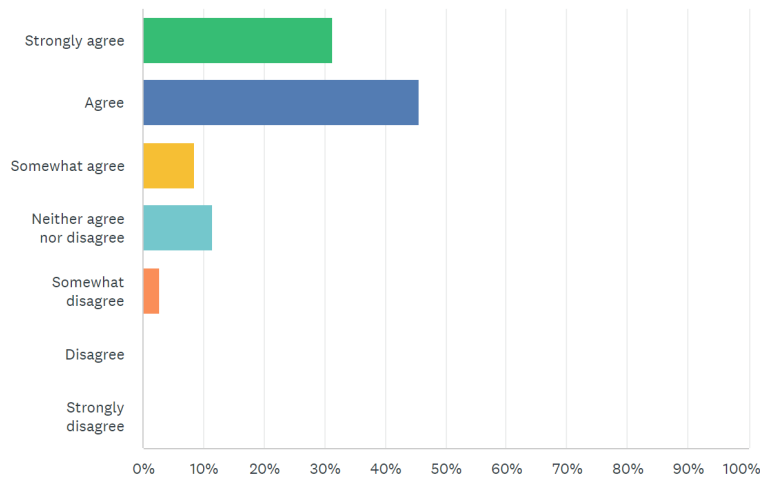
Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 22.86% | 8 |
| Agree | 60.00% | 21 |
| Neither agree nor disagree | 17.14% | 6 |
| Disagree | 0.00% | 0 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | 35 | |

I am satisfied with the spiritual support and guidance I receive at the College.

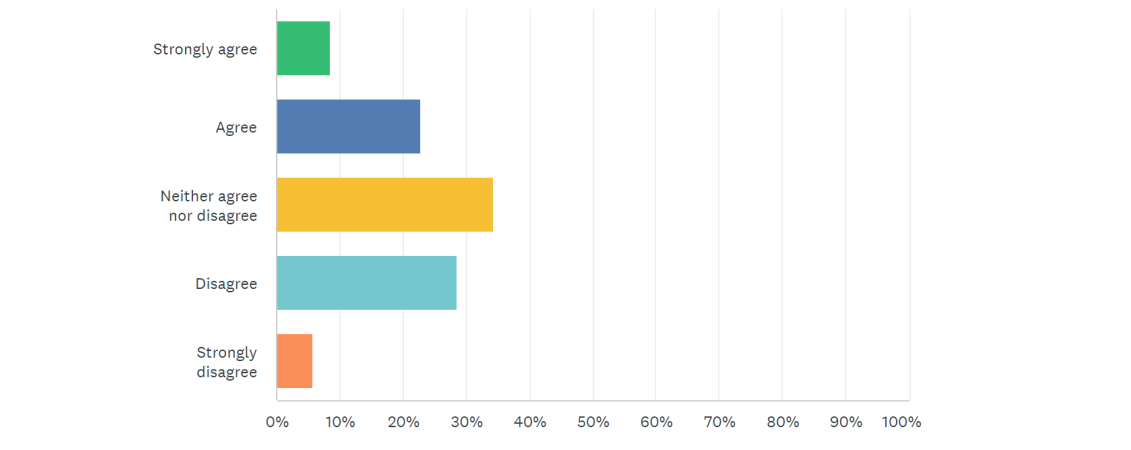
Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 31.43% | 11 |
| Agree | 45.71% | 16 |
| Somewhat agree | 8.57% | 3 |
| Neither agree nor disagree | 11.43% | 4 |
| Somewhat disagree | 2.86% | 1 |
| Disagree | 0.00% | 0 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | 35 | |

Adequate supplies and resources are available to support education needs.

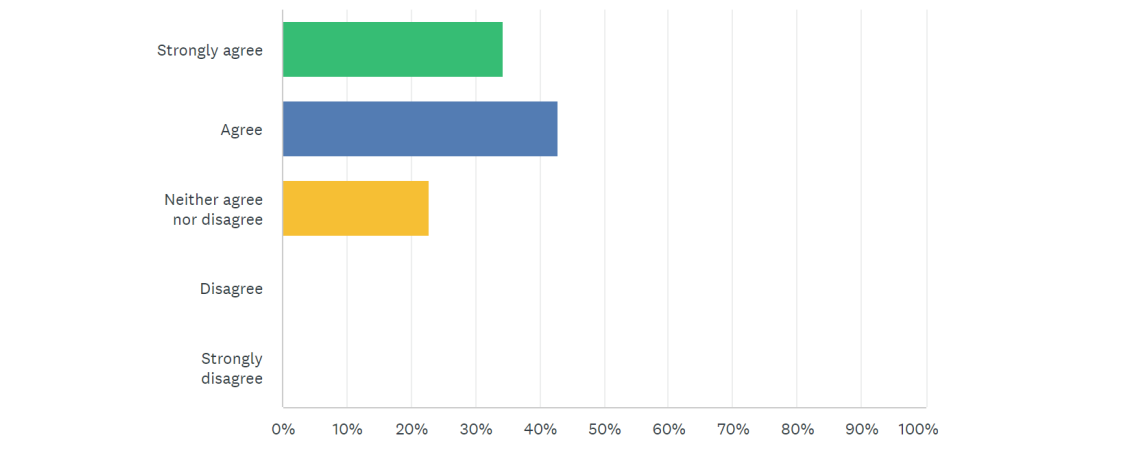
Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 8.57% | 3 |
| Agree | 22.86% | 8 |
| Neither agree nor disagree | 34.29% | 12 |
| Disagree | 28.57% | 10 |
| Strongly disagree | 5.71% | 2 |
| TOTAL | 35 | |

We provide a sound quality education at the College.

Answered: 35 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|----|
| Strongly agree | 34.29% | 12 |
| Agree | 42.86% | 15 |
| Neither agree nor disagree | 22.86% | 8 |
| Disagree | 0.00% | 0 |
| Strongly disagree | 0.00% | 0 |
| TOTAL | 35 | |

INTERPRETING NAPLAN

NAPLAN results should always be interpreted with care.

This is particularly the case for some students who experienced disruptions to online tests due to national connectivity issues.


NAPLAN RESULTS

The background of students has been shown to have an impact on NAPLAN results. Student background includes parental occupation and education. The table below shows the average NAPLAN score for all students at the school in each domain over time, compared to the average score of students with a similar background. The cell colour shows how the school's results compare to those of students with a similar background.

STUDENT RESULTS OVER TIME

The graph below shows the average NAPLAN score for all students at the school in each domain over time, compared to the average score of students with a similar background. Use the drop-down menu to change the year level and the domain. The colour of the diamonds show how the school's results compared to those of students with a similar background. The whiskers around the diamond show the margin of error at 90 per cent level of confidence.

Please note that from 2019, the method for determining the colour coding of results changed.

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------|---|---------|----------|---------|----------|--|
| | << >> | | | | | |
| Compare to | <input checked="" type="radio"/> Students with similar background <input type="radio"/> All Australian students | | | | |  |
| | Reading | Writing | Spelling | Grammar | Numeracy | |
| Year 3 | 374 | 385 | 354 | 365 | 342 | |
| Year 5 | 472 | 429 | 455 | 448 | 450 | |
| Year 7 | 507 | 497 | 514 | 486 | 505 | |
| Year 9 | 559 | 534 | 558 | 553 | 566 | |

NAPLAN participation for this school is 95%
NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

^{NB} In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.



STUDENT ATTENDANCE

Students are required to be punctual and should be present in all lessons, unless ill. 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 please notify the school office by 9.00am by email. Parents/Guardians should be aware that there is a legal obligation under Section 23 of the School Education Act 1999 that requires a child to attend school on all designated contact days. It is incorrect for Parents/Guardians to believe that they may allow a child to stay home from school without a reasonable cause, such as sickness.

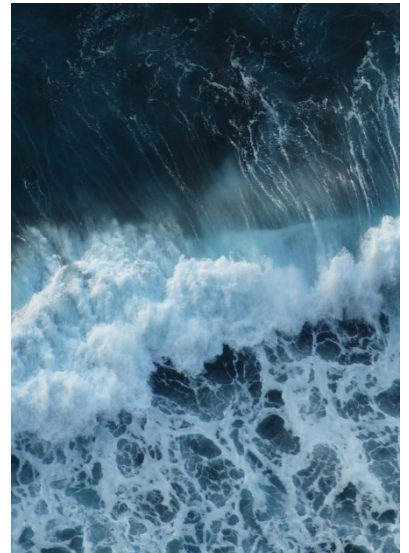
The Law states: Under Western Australian law (School Education Act 1999) a medical certificate may be required to explain prolonged absences. Negotiation with the Principal needs to occur if a child needs to be absent from school for any period of time. A formal letter is required for any prolonged absence due to holidays during the term.

Attendance Follow-up Procedures

At approximately 9.00am each day the Attendance Officer will send an SMS to the registered mobile phone number of the parent or guardian of all students marked absent. The Attendance Officer will process the replies to each SMS.

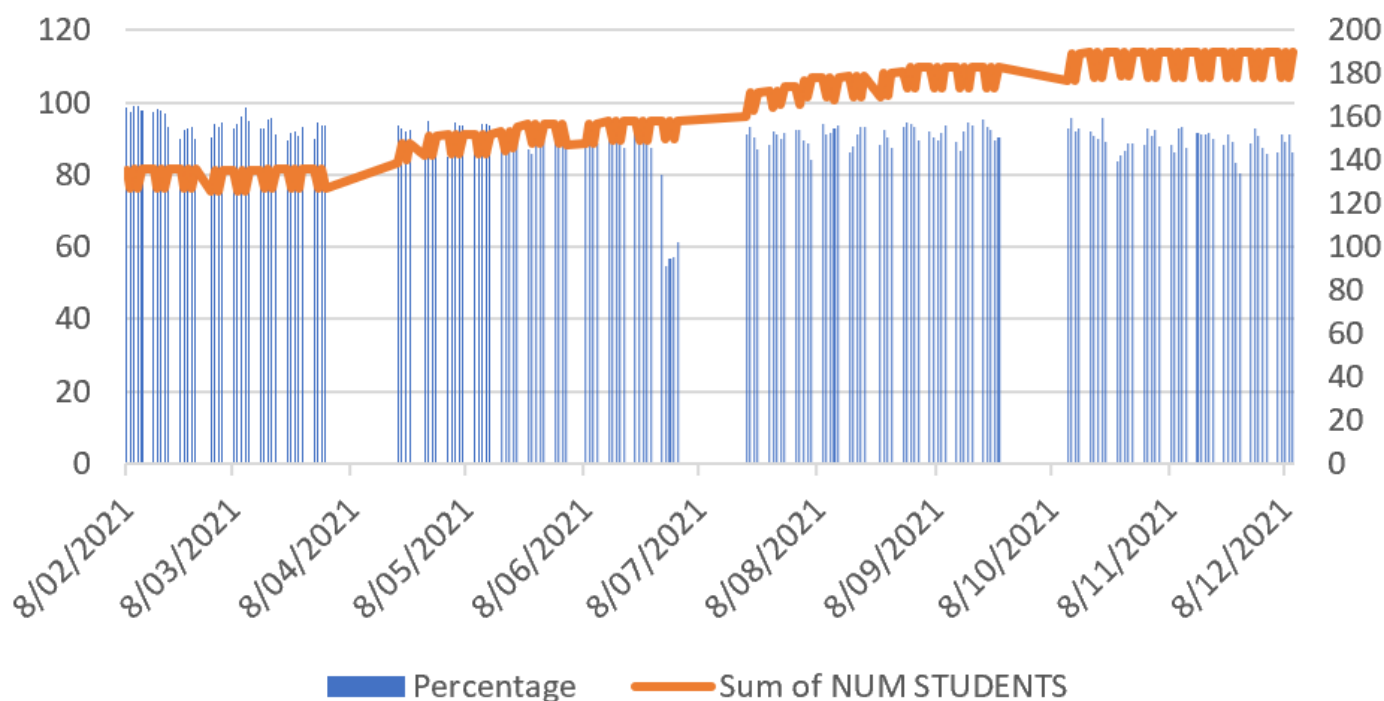
At approximately 10am, the Attendance Officer will begin telephoning the parents/guardians of students who are absent and who have not provided the college with an explanation for the absence.

The Attendance Officer will ensure that all rolls are marked at the required times and that any discrepancies in student attendance are investigated in a timely manner. Students who are absent for an extended period are required to provide a medical certificate upon their return to the college. Students who do not meet the 90% attendance requirements as per the Education Act, are caseload managed and medical documentation must be provided to support absences.



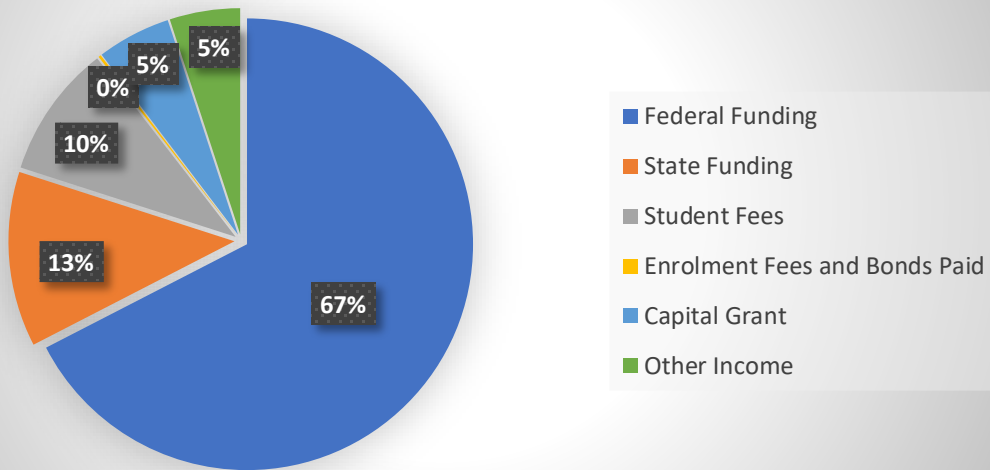
SUMMARY OF 2021 ATTENDANCE

The graph below indicates a summary of attendance statistics grouped by school year. Data was obtained from Seqta Attendance Administration for the period from 8 February 2021 to 8 December 2021. It includes all year groups from Pre-Primary to Year 10.

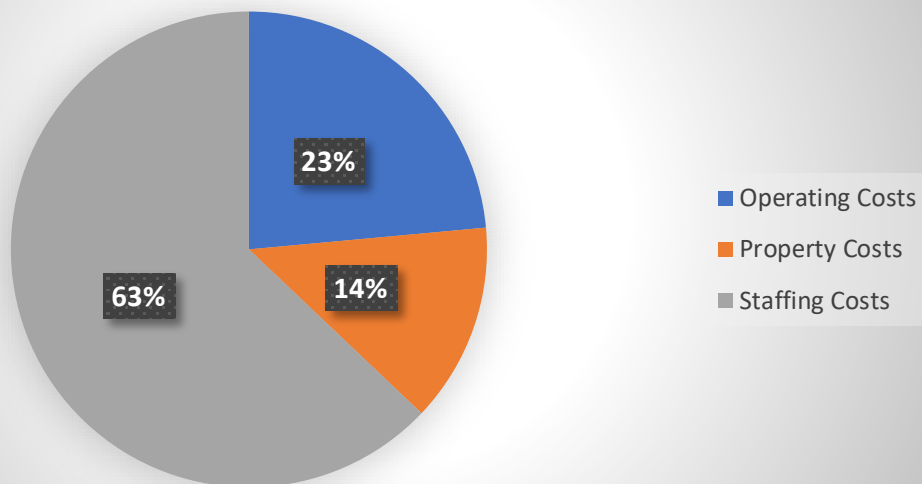


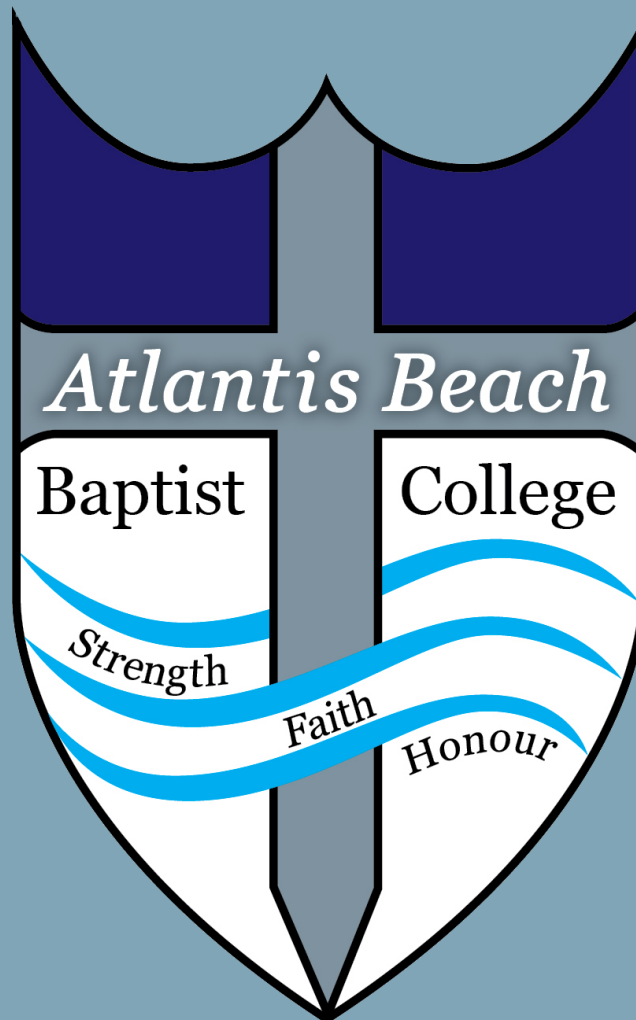
FINANCIAL REPORT

Atlantis Beach Baptist College Ltd Income FY 2021



Atlantis Beach Baptist College Ltd Expenses FY 2021





BREAKWATER DRIVE
TWO ROCKS WA

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Email: admin@abbc.wa.edu.au
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