



School Annual Report 2020



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About this report



As a condition of receiving Australian Government funding under the Schools Assistance Act 2004, the Australian Government has outlined a range of accountability requirements, including publication of financial information, and reporting on school performance information. The report also provides requirements of the Schools Education Act 2013, the School Education Regulations 2014 and the Assistance Act of 2008.

This report is presented to the school community on the College website (ljbc.wa.edu.au) and copies are available on request. While the Annual Report provides an overview, readers are encouraged to consider the College Website, social media and a Campus tour to fully appreciate the College.

LAKE JOONDALUP BAPTIST COLLEGE

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College Principal	Mr Paul Sonneman-Smith
CRICOS	01529C



Principal's message

It is with pleasure that I present this 2020 School Annual Report for Lake Joondalup Baptist College. This report highlights the achievement of students and the allocation and use of finances and resources. Also highlighted are the extensive quality educational opportunities undertaken during 2020, a reason the College is so sought after for students from Pre-Kindergarten to Year 12 in the Northern suburbs of Perth. Included this year is the College Community Survey, detailing the improvement journey the College continues to be on as it strives to realise the vision of a distinctively Christian, academically focussed school that graduates creative and critical thinkers who will be citizens and leaders for a world that needs them.

In particular, it was a joy to work with the class of 2020 as they completed their school journey at the College. We recognise their influence and contribution to the culture of the College over the time they have been here and truly thank them for the impact they have made on the whole College community in all areas of College life — academic, sporting, spiritual, the Arts, service and leadership. A snapshot view of their results is contained within the report. I wish each of them well in their life adventure and look forward to future connections with the College for all our Collegians as they take the light of learning to Seek Wisdom, Act Justly and Love Mercy into our world. We are filled with enormous pride as we think of them and keenly follow their progress in life.

PAUL SONNEMAN-SMITH

Acting Principal

This is LJBC

COLLEGE HISTORY

Lake Joondalup Baptist College (LJBC) began in 1990 with lower secondary classes, and the first Year 12 graduating class in 1994. In 1997, the Lake Joondalup Baptist Primary School was founded for students in Pre-Primary to Year 7. In 2000, the two schools combined to become a K – 12 College.

Over the last 30 years, the dedication and commitment of the College Board of Directors, Staff and College Community has seen numerous building programs, transforming the College into a modern, innovative future-focused learning environment. LJBC has become a thriving school community of over 1,400 students, providing PK – 12 coeducational education to the Community of Joondalup and its surrounds. The College is committed to providing opportunities where everyone in our community can engage with the grace and promise in Christ's story as we create authentic learning experiences.

Each day, we aspire to grow confidence, encourage excellence, and demonstrate Christ-like values in our school community and beyond. It is the quality of our relationships, and the commitment to modelling Christ's love, that defines this College.



MISSION, VALUES & MOTTO

The College mission is to build a Christian learning community that is strong in its relationships, firm in its beliefs, and dedicated to the education of every child.

Our values — [Kindness](#), [Respect](#) and [Fairness](#) — express an expected stance for all members of our community and underpin everything we do. Although not verbatim, our motto is inspired by a Biblical passage in Micah 6:8 — Seek Wisdom, Act Justly and Love Mercy.



Our People

FAMILIES

LJBC families are drawn from the northern coastal corridor of Perth and beyond. They are respectful of the College's Christian ethos, active partners in their children's education and have an active interest in knowing, supporting and growing with us as an integral part of the school community.

GRADUATES

Year after year, the College is proud to see courageous, compassionate and socially agile learners leave school and engage with the world. Our Collegians collaborate, inquire, create, engage and innovate with integrity through Christian values.

STAFF

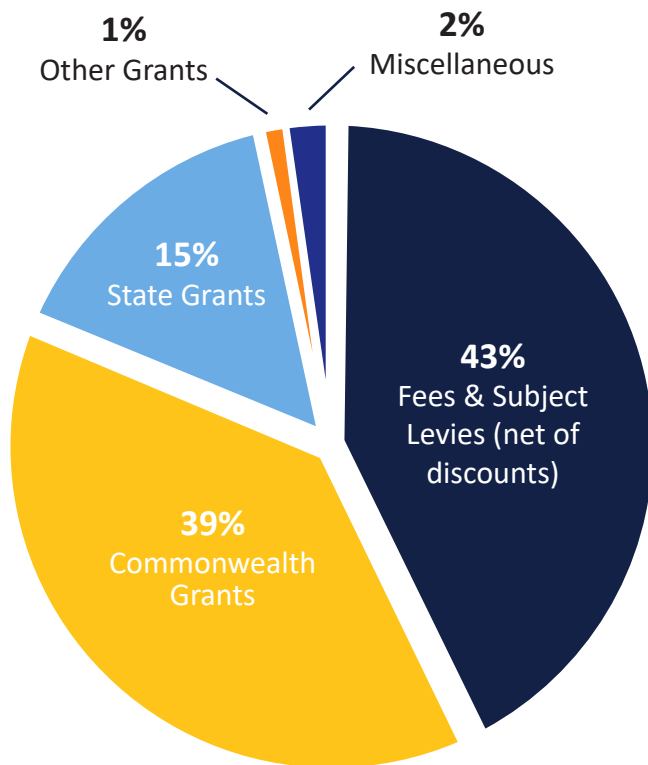
We're privileged to employ imaginative, talented individuals that lead our learning community. With a relationship-driven approach, staff meet students where they're at to shine light on who they might become. They're passionate about making a difference in every student's life, and delight in creating dynamic learning opportunities where every child can reach their potential.

Numbers

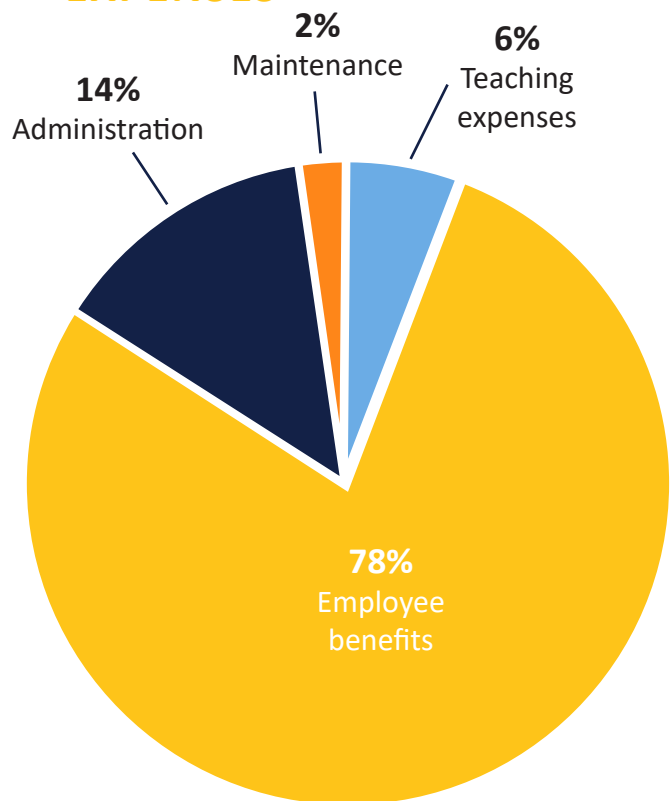
FUNDING & EXPENSES

During 2020, the total gross income of the College was \$26M. All information pertaining to school funding can be found on the College website.

REVENUE SOURCES



EXPENSES



AFS REPORTING

INCOME STATEMENT	2020	2019
Income	\$26,570,860	\$26,365,317
Expenditure	(\$26,268,088)	(\$25,978,493)
	\$302,772	\$386,824

ASSETS	2020	2019
Current assets	\$2,217,944	\$1,730,798
Non-current assets	(\$47,720,472)	(\$48,619,672)
Total assets	\$49,938,416	\$50,350,470

LIABILITIES	2020	2019
Current liabilities	\$4,518,964	\$4,385,121
Non-current liabilities	\$9,201,604	\$10,050,273
Total liabilities	\$13,720,568	\$14,435,394
Net assets	\$36,217,849	\$35,915,076
Equity		
Retained funds	\$24,312,134	\$24,009,362
Reserves	\$11,905,714	\$11,905,714
Total equity	\$36,217,848	\$35,915,076

STATEMENT OF CASH FLOWS	2020	2019
Net cash inflow from operating activities	\$1,752,232	\$970,388
Net cash outflow from investing activities	(\$218,840)	(\$2,772,181)
Net cash outflow/inflow from financing activities	(\$900,328)	\$34,103
Total net cash inflow	\$633,064	(\$1,767,691)
Cash at beginning of the financial year	\$700,285	\$2,467,976
Cash at end of the financial year	\$1,333,349	\$700,285

STUDENT ENROLMENT NUMBERS

These numbers come from the 2020 census.



BOYS



GIRLS



TOTAL

	BOYS	GIRLS	TOTAL
PK	10	9	19
K	26	32	58
PP	23	34	57
1	25	31	56
2	27	30	57
3	38	32	70
4	45	29	74
5	55	35	90
6	66	42	108
7	91	58	149
8	78	66	144
9	96	70	166
10	86	73	159
11	74	53	127
12	65	68	133
Total			1467

SCHOOL ATTENDANCE

In the Secondary School, attendance is recorded electronically each period and an SMS is sent to parents/caregivers informing them if their child is absent. Absences are followed up by the student's Connect Teacher. Attendance of Primary School students is recorded electronically twice per day and absences are followed up by the class teacher.

YEAR	AVERAGE ATTENDANCE
K	87.4%
PP	83.9%
1	90.6%
2	90.7%
3	90.1%
4	89.9%
5	93.2%
6	90.4%
7	93.5%
8	91.6%
9	91.9%
10	92.2%
11	92.3%
12	TBA

Staff & student outcomes

YEAR 12 OUTCOMES

At a glance

Lake Joondalup Baptist College is very proud of all 133 students that made up the class of 2020. Their effort and positive attitude, especially through unanticipated disruption, was commendable.

Cohort size	133
Year 9 – Year 12 retention rate	90.98%
Graduation rate	100%
Proportion of ATAR exam students with a scaled score in four or more subjects/courses	90.7%
Number of students scoring ATAR above 90	13
Number of Certificates of Distinction	6
Number of Certificates of Merit	11

AWARDS

Six students were awarded a Certificate of Distinction, and 11 were awarded a Certificate of Merit. Certificates are awarded using a points-based system. A certificate is given to an eligible student who, in their last three consecutive years of senior secondary WACE enrolment, achieves: 150–189 points (a Merit Certificate) or 190–200 points (a Distinction Certificate).

ATAR

In 2020, 13 students — out of 133 eligible students — achieved an Australian Tertiary Admissions Rank (ATAR) above 90, with the highest being 98.55. LJBC's median ATAR was 77.25, just below the State median of 81.85. Three of LJBC's courses ranked amongst the highest achieving in the State. These were Children, Family and Community, Computer Science, and Psychology.

VOCATIONAL EDUCATION AND TRAINING (VET) OUTCOMES

In 2020, 18 students completed a Certificate II, one completed a Certificate III, and 59 completed a Certificate IV. LJBC appeared in the 100% VET Achievement List — a significant achievement for the students undertaking these studies. Additionally, one LJBC student received DCT Insurance Broking Excellence in Vocational Education and Training.



STUDENT DESTINATIONS

Of 133 Year 12s, 53 students enrolled for University, 46 of whom enrolled with an ATAR score. Of the 53 students who applied for university, the most popular destination was Curtin University, with 28 students (including those without an ATAR) applying. Of the remaining students, 18 applied to ECU, four to Murdoch and four to UWA. Students applied for courses across a range of professional fields including medicine, education, engineering, biomedical science, sports science, computing and cyber security.

Future considerations will involve guiding students still unsure of the right pathway for them. From year 10, this will include career counselling and exploring the career and study options that are best suited to their skills, talents. We hope to provide students with inspiration, encouragement, opportunities and pathways through our strategic partners.

Staff outcomes

QUALIFICATIONS ATTAINED BY TEACHING STAFF

QUALIFICATION	NUMBER
Masters in Education	11
Graduate Diploma in Education	38
Bachelor Degree	153
Honours/Post Grad	74



PROFESSIONAL DEVELOPMENT FIGURES

The total funds expended on teacher professional development were \$34,500 — significantly lower than previous years as a result of the impact of COVID-19. The average amount spent directly on professional development per fulltime equivalent teacher was \$255.

STAFF ATTENDANCE

For permanent and temporary staff and school leaders, the staff attendance rate was 97.4%.

PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the 2019 school year, 87% of the FTE teaching staff were retained.

TEACHING STAFF	NON-TEACHING STAFF	STAFF IN LEADERSHIP POSITIONS	TOTAL STAFF
Female 74%	Female 84%	Female 53%	Female 74%
Male 26%	Male 16%	Male 47%	Male 26%

COMPLETE STAFF BODY

Adams Natalie
 Anderson Emma
 Attwood Nigel
 Baker Deanne

 Barker Kyle
 Battersby Andrea
 Bingham Cindi
 Bloudeau Sylvie
 Bonner Jacinta
 Brink Santie
 Brownlie Ryan
 Burkett Mikala

 Butchart Ben
 Calitz Andrew
 Campbell Julie
 Carbins Andrea
 Carter Chris
 Cartledge Ashleigh
 Chappell Jeremy

 Chikich Anka
 Cobanlar Emel
 Cole Natasha
 Colomb Sarah
 Cook Terry
 Cooke Stuart
 Coulson Loren
 da Silva Catherine
 De Jong Alison
 De Klerk Lukas
 Devereux Eileen
 Dornan Roison
 Douglas Nathan
 Douglas Tayla
 Driesen Shondra
 du Toit Kerrin
 Edwards Kim
 Enslin Hennie
 Farr Reuben
 Ferreira Sarah

 Foster Fiona
 Gaudin Michael

 Gilmore Anne
 Grullis Jonathan
 Hampton John
 Harper-Rigby Tina
 Harris Anzelle
 Hawkey Carmen
 Hebiton Nola
 Henry Tarryn
 Herd Michael
 Herman Peter
 Hicks Jodi
 Hoffensetz Amanda

Secondary Library Teacher
 Primary Teacher
 Maths/Science
 Secondary Learning
 Enhancement/ English
 H&PE
 Primary Teacher
 Primary Teacher
 Languages – French
 Primary Music Teacher
 HoH Arcadia /Science
 Humanities
 Primary/Secondary Japanese
 Teacher
 Humanities
 Maths
 Primary Teacher
 Primary Japanese Teacher
 HoH Lancier /H&PE
 English
 Primary Chaplain &
 Coordinator of Christian Ed
 Primary Teacher
 Languages – French
 Primary PE Teacher
 Maths
 English/ Staff Development
 Primary Technologies Teacher
 Primary PE Teacher
 Secondary Chaplain
 Primary Literacy Enhancement
 Technologies/Science
 The Arts – Drama
 English
 Primary Teacher
 Primary Teacher
 Technologies
 Primary Teacher
 Languages – French
 Science
 HoH Batavia/ Humanities
 Secondary Learning
 Enhancement
 Maths
 Primary Teacher/Students
 Coordinator
 Humanities/ English
 H&PE
 Primary Teacher
 Technologies
 Science
 Primary Library Teacher
 HoH Cumberland/Maths
 Primary Teacher
 Science
 Technologies
 Primary Teacher / LEC
 Primary Learning Enhancement

Hoge Adam
 Ingham Natasha
 Jackson Nicole
 Jamison Alison
 Jarvis Deborah
 Keightley Taryn
 Kelly Di

 Kilian Claire
 Koshy Natalie
 Kruger Michelle
 Lee Emma
 Lhota Bernadette
 Lovell Jaime
 Lynch Matthew
 Maassen Meagan

 McCracken Wendy
 McCue Bronwyn

 McLean Michelle
 Mentzel Robyn
 Nel Wynand
 Newland Jon
 Nguyen Mason
 Nwagboh Nnamdi
 Pargeter Anna
 Paul Christine
 Pearce Natalie
 Pestell Cheri
 Pontarelli Jenny
 Potts Matthew
 Ramsay Claire
 Ramsay Rachael
 Rice Lyndon

 Rice Narelle
 Rogers Lisa
 Roodt Caren
 Roodt Christina

 Rose Penelope
 Sallery Kendal
 Sanderson Natalie
 Schroeder Johann
 Scott David
 Smith Gillian
 Smith Lynton
 Smith Susan
 Thompson Michael
 Thornhill Amber
 Totten Athena
 Troaca Emanuel
 van der Westhuizen Anmar
 van Leen Roxanne
 Vellutini Chiara

Maths Teacher
 H&PE
 Technologies
 Primary Teacher
 Primary Inclusive Teacher
 Primary Teacher
 Secondary Manager Staff
 Development
 Primary Teacher
 Primary Teacher
 Primary Teacher
 Primary Teacher
 Humanities
 Primary Library Teacher
 The Arts – Music/Maths
 Languages Coordinator/
 Languages – Japanese
 Primary Teacher
 Humanities/ Senior Secondary
 Academic Mentor/ Staff
 Development
 Technologies
 Humanities
 Science
 Humanities
 Maths/ Science
 English
 H&PE/ Outdoor Education
 English
 Primary Japanese K/PP Teacher
 Primary Teacher
 Maths
 Science
 Primary Teacher
 The Arts – Visual Arts
 HoH Windsor/Sec Co-curric
 Coordinator/ Programming
 Officer
 Primary Learning Enhancement
 Pre Primary Teacher
 English
 Primary Teaching & Learning
 Leader/LEC Coordinator
 Primary Teacher
 Science
 Primary Teacher
 H&PE
 Secondary Library Teacher
 Primary Teacher
 Head of Career Education
 Science
 Primary Teacher / LEC
 Primary Systems Leader
 English/ Year 9/10 Mentor
 Primary Music Teacher
 HoH James/English
 Maths
 Primary Teacher

Vermeulen Claire Primary Art Specialist
 Wallis Naomi Humanities
 Watson Sallie H&PE Specialist
 Wayman Steven Secondary Chaplain/Christian Ed/ HPE

 Webber Aimee Languages – Japanese
 Wilson Jaana Humanities
 Young Garreth Primary Teacher
 Yum Jonathan The Arts – Media
 Zarrop Alison English
 Zhang Jane Primary Learning Enhancement
 Petera Kerry College Accountant
 Antram Kathy EA to Dean of Students
 Bailey Christine Family Accounts
 Beets Deanna EA to Dean of Administration
 Careers Admin Assistant
 Botha Chaleen President of Parents & Collegian Auxiliary
 Fisher Tony Promotions & Publications Manager
 Fox Helen Secondary Attendance Assistant
 Fredericks Elaine EA to Deans of Primary
 Gloster Bridgitte Primary Administration Officer
 Gray Gloria The Arts - Music Assistant
 Grobbelaar Adele Uniform Shop Assistant
 Guy Robyn Administration Assistant - Secondary
 Harris Sharon Payroll/HR Officer
 Haskins Annette Uniform Shop Manager
 Hawkey Karlien Promotions & Publications Technician
 Howard Brooke Enrolment Events Coordinator
 Knight Dvorah Curriculum Assistant
 Maree Esbe EA to Curriculum
 McEwan Sharon Student Reception/Attendance
 Olsen Jasmine Admin Assistant/ Receptionist
 Owens Nicolette Secondary Attendance Assistant
 Smyth Avril College Receptionist/ Admin Assistant
 Stevens Charis Primary Receptionist
 Wakefield Alex EA to Deans of Primary
 Keehan Bianca Primary School Chaplain
 Burbidge Andrew Executive Manager
 Infrastructure & Operations
 Del Frate Helen Dean of Students
 Downsborough Mark Dean of Administration
 Eyre Kimberly Dean of Studies
 Harris Carol Dean of Primary – PK - 2
 Krug Lee Executive Business Manager
 Sonneman-Smith Paul Acting Principal/ Dean of Primary 3-6
 Hassell Bradley Football Coach
 Walmsley John Football/HPE
 Clift Kim Director of Sport/ HPE
 Jones Madelaine Director of Drama/The Arts – Drama

van der Nest Tammy Director of Music PK-12/The Arts – Music
 Bennett Kellie Primary Education Assistant
 Boardley Chloe Primary Education Assistant
 Botha Sonja Primary Education Assistant
 Butler Colleen Primary Education Assistant
 Caira Lynne Secondary Education Assistant
 De Vries Angela Secondary Education Assistant
 Forte Adrienne Primary Education Assistant (Kindy)
 Gallagher Daniel Primary Physical Education Assistant
 Hart Peta Primary Education Assistant
 Hildebrandt Shanthi Prim Ed Asst/ Family Min Coordinator
 Ide Jenni Primary Education/ Special Needs
 Kunniger Elaine Primary Education Assistant
 Le Coultre Bethany Primary Physical Education Assistant
 Lee-Beesley Aileen Primary Education Assistant
 Needham Elaine Primary Education Assistant
 Oesterheld Sharon Primary Education Assistant
 Reichelt Bronwyn Secondary Education Assistant
 Ryan Angelina Primary Education A/ Special Needs
 Ryke Diane Primary Education Assistant
 Schokker Sylvi Primary Education Assistant
 Stacey Deb Primary Education Assistant
 Studman Mandy Pre Primary Education Assistant
 Thompson Lorraine Primary Education Assistant
 Thomson Naomi Primary Education Ast/Special Needs
 van der Walt Belinda Primary Education Assistant
 Watson Louise Secondary Education Assistant
 Wong Natalie Primary Education Assistant
 Qaqish Michelle Assistant to Registrar
 Yeomans Sally Enrolments Registrar
 Crafford Amanda Accounts payable/ Administration Officer
 Finance Officer
 Viljoen Anneke College Gardener/Grounds
 Gooch Steven Property Services Coordinator
 Petera John College Gardener/Grounds
 Studman Dave Grounds Person
 Ward Gary Secondary First Aid
 de Wit Naomi Head of Secondary Library Services
 Sampson Stephen
 van Aswegen Limpie Secondary Learning Technologies Manager
 van Aswegen Sonja Head of Sec Learning Enhancement
 Budas Vanessa HoLA Science
 Collier Amanda HoLA English
 Harris Matthew Acting HoLA Christian Education/Science
 Hopkins Leigh-Anne HoLA Maths/ Year7/8 Mentor

Keen Telma	Head of Humanities
Pender Tracy	HoLa The Arts
Smith Joel	Acting Head of H&PE
Theunissen Daniel	HoLa Technologies
Ha Phillip	ICT Support
Knight Stephen	ICT Manager
Orlowsky Rob	ICT Support
Vermeulen Adrian	ICT
Jayatilaka Rebecca	School Nurse - Primary
Ash Noah	Sec H&PE Assistant
Christie Rebekah	College Reception/Technologies Asst – Foods & Textiles
Emslie Alicia	Library Assistant – Sec
Gaff Ross	Technologies Asst – D&T
Henry Sarah	Technologies Asst – Foods & Textiles
Lokosang John	Science Assistant
Maliepaard Elita	The Arts – Visual Arts Assistant
Morris Daisy	The Arts - Drama/Media Assistant
Murray Ingrid	Primary Art Assistant
Nguyen Long	Library Services Assistant/ ICT Support
O’Garr Heidi	Secondary Library Assistant
Sampson Elsbeth	Primary Library Assistant
Southwell Jodie	Science Technician



Cocurricular activities

The College offers a range of cocurricular activities, providing a rich school experience to students. Despite restrictions due to COVID-19, including the cancellation of interstate and international tours to Sydney and Canberra and Japan, students were able to enjoy dynamic opportunities for experiential learning.

THE ARTS

Throughout the year, we enjoyed several culturally-enriching experiences, including a Year 11 Production, Year 9 Production, and Year 8 Children's Theatre. The College production of *The Little Mermaid* was well received after being deferred from April to September, and we also enjoyed a highly successful celebration of The Arts at *Create* our annual Art Exhibition and Performance Evening. The year also saw a VET Music Showcase, Primary Junior Choir, Primary Senior Choir, Primary Flute Choir, and So You Think You Can Dance program.

SPORTING

In 2020, students enjoyed a range of sporting experiences, including Coastal and Associated Sport (CAS), Champions Interschool CAS Div B Swimming, and Champions Interschool CAS Div B Athletics. Football (Soccer) was popular as always, and Football (Soccer) Development sessions were held for over 100 students in Year 4 – Year 10.

The College's sporting achievements included Senior Girls ACC earning Champions and State school sport WA Junior Boys placing as Runners Up. LJBC became West Coast State Futsal Champions across Year 4 Boys, Year 5 Boys, Year 6 Boys, Year 7 Boys, Year 7/8 Girls, Year 8 Boys, Year 9 Boys, Year 9/10 Girls, and Year 10 Boys. In total, 16 players were chosen for State representation, and 10 Players were chosen for Perth Glory Representative teams.



ACADEMIC

Academic endeavours revolved around scientific, mathematic, and humanitarian disciplines. These included the Big Science Competition, Junior Science Olympiad, Law Society's Mock trials competition, Philosophical Speed debating challenge, and Future Problem Solving. In Future Problem Solving, five teams from LJBC placed in the top 10% of Australia. In addition, the Year 10 International Future Problem Solving Team placed as National Champions.

Students successfully participated in Evatt Debating, Opti-MINDS, the Australian Mathematics Competition, Have sum fun Mathematics Competition, Creative Edge State winners (Year 9 Division Society and Environment), Science and Engineering, and Ethics Olympiad.

THE HOUSE SYSTEM

The College's six Houses enjoyed the House Leadership Program, House Pride, Foodbank, and Legacy. Students also enjoyed a range of Inter House endeavours including chess, the athletics carnival, cross country, swimming, and music.

CHAPLAINCY, SERVICE AND CHRISTIAN FORMATION

We observed and participated in a range of inclusive community-based activities throughout the year. These were R U OK Day, Blossom Program, Chips and Chats, Easter Assembly, String Anti Bullying Movement, Year 4 Girl Power, Year 4 Boy Friendology, *Shoots* for Year 2, Worship Assemblies via Microsoft Teams, Friday Live, Primary Christmas Concert, and Operation Christmas Child.

EMERGENCY SERVICES CADETS

Our cadets engaged in a range of exciting activities designed to equip them with real-life skills, including Out There Sailing at Hillary's Boat Club, and Camps to Bickley Outdoor Education Centre, Moore River and Kerem Adventure Camp. Cadets also successfully completed CPR Qualifications and Skippers Tickets.

SOCIAL & EMOTIONAL

Our social and emotional experiences are designed to foster a sense of community, acceptance, and belonging amongst the students as they build strong relationships. They're also designed to help students build social skills, social awareness, and social confidence. Wellbeing Days were held for Years 10, 11 and 12, and other activities included Year 11 AQWA excursion, Kindy & PP Water Carnival Day, Year 4 AQWA Sleepover, Year 5 Rottnest Camp, Year 6 Making a Difference Week, and Year 6 "oh Hey WA" Tour.





College Community Survey

OVERVIEW

In our continual pursuit of knowledge, as well as fostering a strong sense of community, the College believe it is important to understand the needs and progress of the group you travel with. In 2020, the College commissioned an independent, confidential survey which targeted students in Year 4 – 12, the parents of these students, and all College staff. So, in July and August 2020, over 3,000 members of the LJBC community were invited to participate and share their views on LJBC.

The survey covered several areas, including what is important to each group, what is working well, and areas that could be improved. The key results from the survey are presented here.

COLLEGE CULTURE

The survey revealed strong alignment in the way staff and parents/guardians think about LJBC. These are the top 20 words used by each group to describe LJBC — it is very encouraging to see “community” and “family” appear in both groups.

From parents/guardians



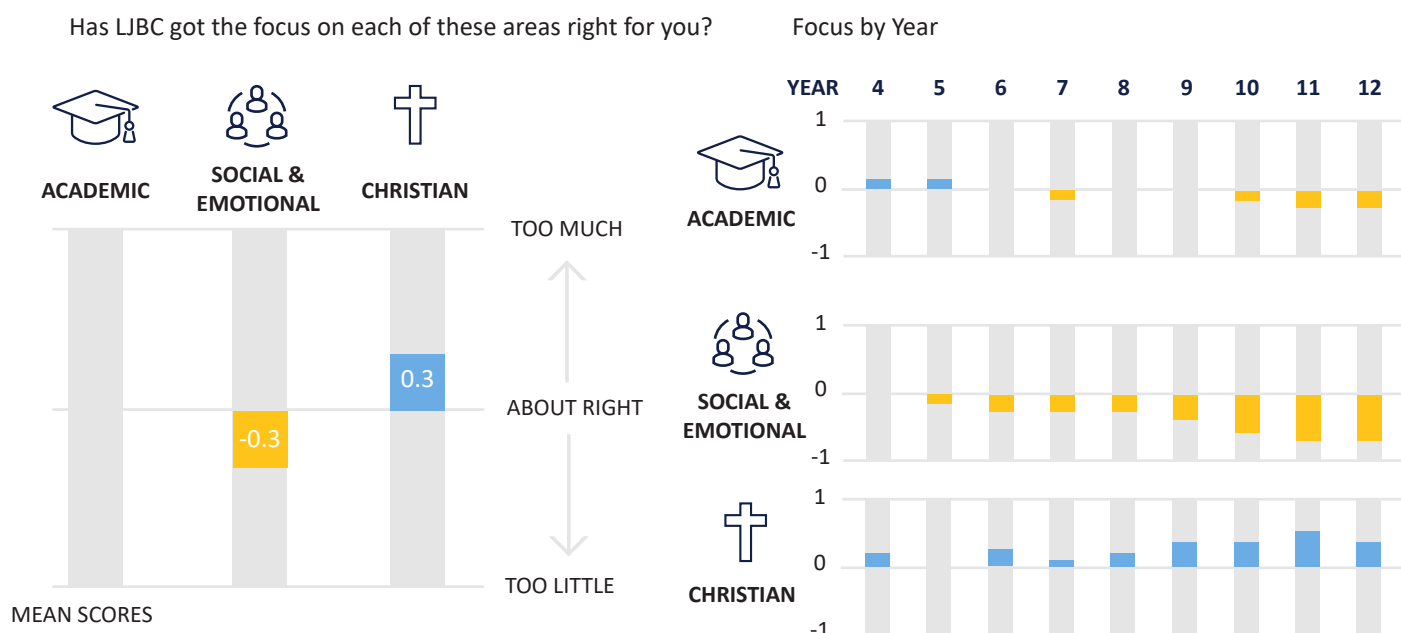
From staff



GETTING THE BALANCE RIGHT FOR OUR STUDENTS

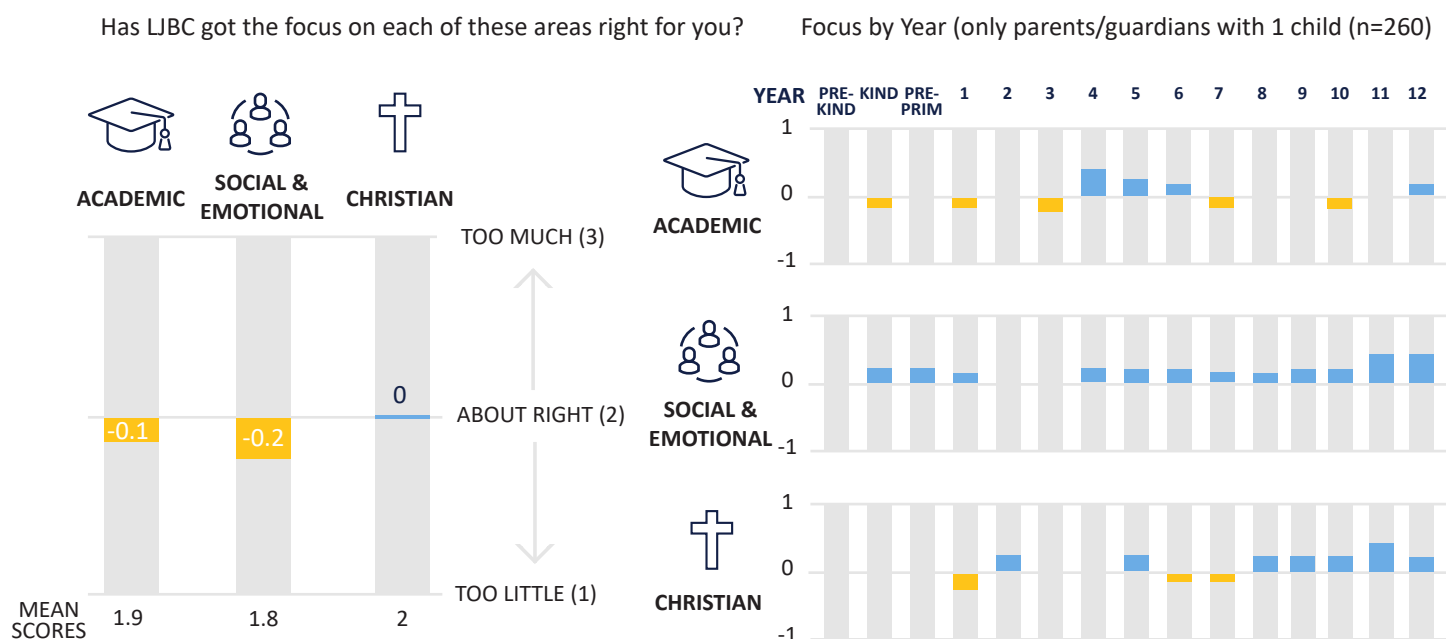
Striking the right balance between an academic focus, Christianity, and the development of social and emotional wellbeing is challenging. For one thing, the “right” balance varies for each student. To assist us in getting closer to the ideal balance, we asked students for their thoughts on the ratio.

BALANCE ACCORDING TO STUDENTS



These results show a good balance, with older students reporting a preference for a greater focus on social and emotional development.

BALANCE ACCORDING TO PARENTS/GUARDIANS



Interestingly, when parents/guardians were asked about their views of the balance between these aspects, a preference in the opposite direction (compared to the student insights) was seen — for a slightly lower focus on social and emotional development.

Student insights

The survey showed that having good friends at school, how good teachers are, and being able to have fun at school are the most important thing to students. Although the order of these three things changes by school year, there is strong consistency across the years. For example, having places to spend time with friends/play is important during years 4 and 5, while the ranges of subjects available and how approachable/friendly Teachers are become important for students during years 11 and 12, respectively.

THE MOST IMPORTANT THINGS TO STUDENTS IN EACH YEAR LEVEL

	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
1	 Having good friends at school	 Being able to have fun at school	 Having good friends at school	 Having good friends at school	 Having good friends at school	 Having good friends at school	 How good Teachers are	 How good Teachers are	 How good Teachers are
2	 Places to spend time with friends/play	 Having good friends at school	 Being able to have fun at school	 How good Teachers are	 Being able to have fun at school	 Being able to have fun at school	 Being able to have fun at school	 Having good friends at school	 Having good friends at school
3	 How good Teachers are	 Places to spend time with friends/play	 How good Teachers are	 Being able to have fun at school	 How good Teachers are	 How good Teachers are	 Having good friends at school	 Range of subjects available	 How approachable/friendly Teachers are

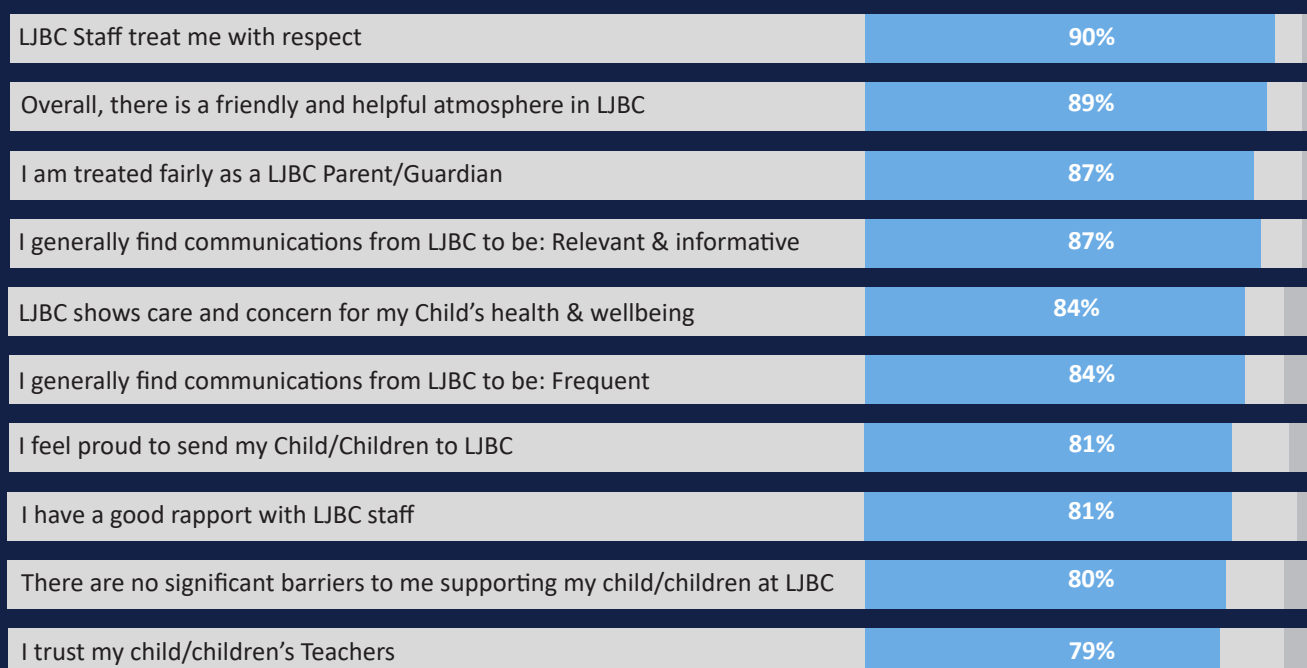


PARENT/GUARDIAN INSIGHTS

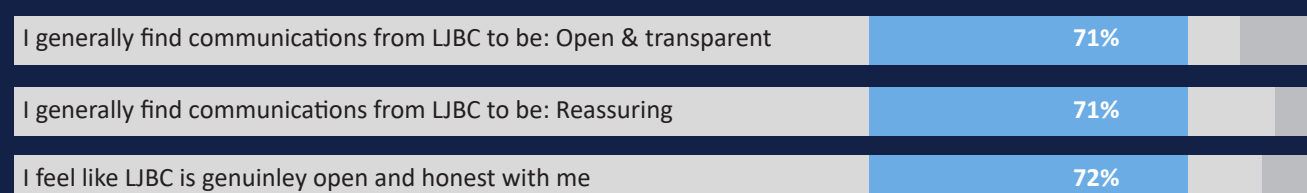
The survey revealed that our parent/guardian Net Promoter Score — a common measure of whether people would recommend a product or service — was a positive 16 (it can vary between -100 and 100). This represents a solid baseline upon which we can track future changes in how parents/guardians feel about LJBC.

Results indicated that teaching quality and a focus on individual student needs are the most important things to parents/guardians. The survey also showed that four in five parents feel proud to send their child/children to LJBC. In the below figure, the blue bars show the percentage of parents/guardians that indicated they either agreed or strongly agreed with the statements.

PARENT/GUARDIAN SENTIMENTS ABOUT LJBC



PARENT/GUARDIANS SENTIMENTS ABOUT LJBC'S COMMUNICATION





Although the three leading statements about LJBC's communication were very positive, some parents/guardians voiced a desire for better communication:

- More openness and clarity from the Board, considering the parents are key stakeholders in the college
- Be more open and honest from the start. Have more open conversations with us.

When these comments are considered alongside the finding that only 53% of parents/guardians reported feeling like their ideas and suggestions count, it is clear that we must do a better job at creating meaningful dialogue with parents/guardians. We hope that including parents/guardians in this survey demonstrates part of our strong commitment to creating opportunities for collaborative partnerships.

Regarding what can be done to improve the experiences of children, parents/guardians stressed the importance of two key aspects:

- The teaching approach.
- Individual student support.

Two comments from parents/guardians about the teaching approach were: Offer more learning options/subjects and to provide flexible learning options — learn from COVID, some students thrived learning at home, explore the relevance of some subjects and flexible learning approaches to match modern learning not industrialised system. Two comments about individual support were: more individual support and connect with the children, in particular individual needs — inspire those who may not be inspired easily.



STAFF INSIGHTS

It is very reassuring that in such a difficult year, our staff reported strong engagement levels that are favourable compared to industry benchmarks. Our staff overwhelmingly reported that the thing they like most about LJBC are the staff and students:

- I believe the staff genuinely care for the well-being of the students and each other.
- Like-minded people with children's best interests at heart.
- One big family; staff and students looking out for and after each other.

An overwhelming majority of our staff — 95% — reported having good relationships with the people they work with. Additionally, 90% indicated that they feel proud to work for LJBC, with a similar number believing that LJBC will experience continued success in the future.



And yet, perhaps unsurprisingly in a pandemic year, our staff reported that work pressure was the least-liked aspect of working at LJBC:

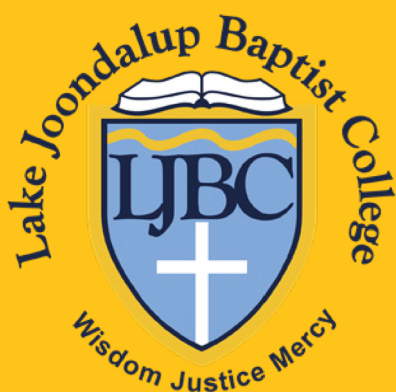
- Workload to time ratio — time allowance does not meet requirements, so majority of work needs to be done outside College hours.

Another concern and area of improvement for LJBC to focus on is improving the number of staff who feel like their ideas and suggestions count. It's important that we listen to our staff, and we will strive to improve the way we do this — we certainly do not take their care, commitment, and hard work for granted.



FINAL THOUGHTS

We're committed to listening and improving. Nearing the end of 2021, we remain on this journey together. We will continue understanding and meeting the needs and progress of our LJBC community —students, parents/guardians, and staff. For LJBC, conducting the survey supports our continual improvement planning, therefore we are committed to following through on the actions and commitments developed as a result of the survey.



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