

Victory Christian College Annual Report 2020

VCC
victorychristiancollege

Victory Christian College 2020 Annual Report

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College Overview

Victory Christian College is a faith based educational community, facilitating a range of diversified learning experiences, intentionally building excellence, and equipping both students and staff for success in their God-directed future.

The College was established in 1995 as a ministry expression of Victory Church. Victory Church founded the College with a strong desire to provide a vibrant educational ministry and to serve the community of Bendigo and surrounds.

The College Vision Statement explains our core purpose well: "VCC is committed to sharing Christ's love and pursuing academic excellence in a dynamic community which fosters creativity and personal success. VCC builds leadership, hope, compassion and self-discipline through a safe and nurturing environment."

Victory Christian College provides quality Primary and Secondary Christian Education from Prep to Year Twelve. It provides a rigorous and diverse curriculum, which engages students and challenges them to achieve their best. At Victory, students are encouraged to develop a personal relationship with God and to understand that through this relationship, they will have a life filled with purpose and promise.

The College focuses on developing Christian Values as an integral part of the culture. These values are reinforced through devotions, Bible classes and Chapel services. Staff, students and parents are encouraged to work together to build a strong sense of community throughout the College.

Commonly held Christian values are shared between staff, parents and children, and an atmosphere of mutual care and respect is fostered. The College programs provide opportunities to promote this atmosphere, with parents actively encouraged to participate in their children's education, attend excursions and sports carnivals, assist with sports coaching, participate in reading programs and provide support in classrooms.

Victory Christian College is governed by a Board, which is comprised of appointed and elected representatives.

The College is affiliated with Christian Schools Australia (CSA) and is a member of the Independent Schools of Victoria (ISV). Through CSA, the College is also affiliated with the Association of Christian Schools International (ACSI).



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Graduating Class of 2020

Board Chairman's Report

Malcolm Grimes



Firstly, it is a privilege and an honour to Chair our College Board and to give this annual report.

God has continued to bless us in all areas, and we give Him all the glory, praise and thanks.

If I was going to put a title on this year's report, it would be "Year of Amazement". It has been an extremely exciting year as we continue to grow and develop in many areas.

It has also been an extremely challenging year, due to the global pandemic. Unprecedented times! I am so impressed with how our College went above and beyond what was expected during two periods of extended lock downs and remote learning.

Once again, our College has continued to progressively improve and strengthen in many areas of education and performance, in conjunction with our wonderful facilities.

This success can attributed to a combined effort from our leadership team and our teaching and support staff. I would like to particularly acknowledge the teaching staff for an absolutely amazing job they did in providing extraordinary teaching under some very difficult circumstances and situations.

On behalf of the Board, I would like to sincerely and gratefully extend our appreciation to Anne Marie, for her role as Principal of Victory Christian College. Anne Marie's leadership skills and experience have contributed greatly to the commitment, dedication and enthusiasm all our staff members have shown during this year.

The growth and continual accomplishments that have been achieved over the 2020 calendar year have been significant, and we have also been blessed with continual development of our facilities.

During the year, despite the global Pandemic, we were able to complete construction of our Gymnasium (Stage Two) in April, and also commence and complete Stage Three of the Glenavon Masterplan by the end of the year – ready for Year Seven and Eight students to move into at the commencement of 2021.

The Board also approved and started planning for the Stage Four development of the Glenavon Site.

A very big thanks must go to the Board for initiating these projects and also to Mr. Bruce Rodgers for managing our building developments and expansion program. The Board have been very fortunate to have the services and expertise of Bruce Rodgers and his highly skilled team of architects, engineers and trades.

These projects have ensured we are at the forefront of educational facilities and opportunities in our region.

The Board's top priorities are focused on strategic planning for growth and development for the future, and also being good stewards of the College finances, therefore providing sound financial management of the College. My sincere thanks go to all members of the Board for the giving of their time and for their continual guidance and support to our great College.

We greatly value the contribution of all our Board Members, with a special mention to our retiring local business Representative Greg Pilcher who has served the College with many years of loyal and dedicated service. We also acknowledge and thank our retiring staff representative, Ros Trimble.

Following the Annual General Meeting in May, the Board welcomed two new members in Kimberlea Crothers as the new Staff Representative and Simon Swayne as the new Local Business Representative. Thank you both.

The Board wishes to express their gratitude to Acts Global Churches for their support, trust, valued leadership and for their continued financial backing.

Again, special thanks to the entire teaching and support staff, and to our parents and volunteers for being committed to Christian Education, and for their tireless efforts in the support of our children – our future.

We look forward with great expectations and excitement to all that the future holds for Victory Christian College.

What an amazing year.

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Principal's Report

Anne Marie Rodgers



2020 was another year of growth for the College, with Triple streamed classes commencing at Year Seven, and an additional Middle Primary and Year Twelve class added to meet enrolment demand. Available spaces in classes filled as new students continued to enrol throughout the year. The growth rate from August Census 2019 to August Census 2020 was 11.4%.

A major milestone for the College in 2020 was the completion of two large building projects as part of our Glenavon Development.

Stage Two included two fully insulated and airconditioned courts, weights gym, staff offices, amenities block and commercial kitchen and canteen.

Stage Three included five new learning spaces, collaborative areas, large maker space, staff office and amenities, and was a continuation of Stage one, creating one large

building.

The Teaching and Learning Priorities in 2020 focused on the following four areas:

- Incorporate rigorous assessment strategies which are valid, fair and reasonable, equitable, balanced and efficient, enabling students to demonstrate their learning at or above level.
- Develop rubrics which explicitly prepare students to meet content and achievement standards (key skills and knowledge) in line with Australian Curriculum and VCC Master Rubric.
- Use a Christian Worldview lens in curriculum planning and delivery.
- Design and implement learning experiences for students, that employ technology, space and resources in agile and purposeful ways, thereby ensuring that curriculum delivery is flexible (adaptive and transformative).



In early March, the Government began discussing the impact of COVID on Australian schools. For the remainder of March, it was a constantly changing and challenging landscape to navigate, especially in the last two weeks of Term One, when advice was changing daily, sometimes twice daily. During those two weeks, we began putting in plans for remote learning provision. The early conclusion of Term One, gave us all an opportunity to spend the time we needed to fully plan, train and equip staff for the term ahead. Due to the incredible work done by our staff at the end of term and during the holidays, Term Two commenced smoothly with remote learning for all students. Ninety percent of students were learning at home, and engaging actively with their teachers each day, via Microsoft Teams. Ten Percent of students were on-site each day, being supervised by rostered staff. Students on-site were learning in the same way as their classmates were at home, with some additional support for Prep – Four Students.

We continued to follow the advice of the Victorian Government and Chief Health Officer during the first six weeks of Term Two. Prep – Two and VCE students returned to on-site learning on 26th May, and Year Three to Ten students on the 9th of June.

Remote Learning 2.0 commenced on Wednesday August 5th, three weeks into the new term. Students and teachers transitioned smoothly back into remote learning routines, with the majority of students actively engaging with their teachers on a daily basis, and approximately fifty students on-site each day.

Following the eventual easing of restrictions, primary students returned to on-site Learning on 8th October, and secondary students returned on 12th October. Upon their return, there was a major focus on student wellbeing, targeted learning, and staying COVID safe.

On-site restrictions severely disrupted usual routines and events, including the commencement of VCE exams, sport, weekly assemblies and chapel services, parent involvement, and end of year celebrations. All major events

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scheduled from March onwards were cancelled, or significantly modified, to comply with COVID-safe requirements.

In total, we had seventeen school weeks of remote learning.
2020 – a year like no other.

Junior School Report

By Kimberlea Crothers – Head of Junior School



The 2020 school year began with stability in staffing within the Junior School at Victory Christian College. The structure of two Prep classes, three Year One/Two and three Year Three/Four classes brought the Junior School to a total of eight homeroom classes. . Additional Literacy and Numeracy support was provided in Junior School classrooms by our very competent student support staff.

Nearing the end of Term One, we soon realised that the school year was going to be very different to any other that we had ever experienced. Remote learning and all that it entailed was soon a reality for staff and student families. The learning curve for staff was immense; their skills with technology and the ability to be flexible and adapt their regular mode of delivering quality curriculum is commended.

During remote learning, teachers were creative with the learning experiences for students at home. Some tasks included: the creation and videoing of an obstacle course, creating a new product and making a video to advertise it, finding shapes and patterns in the environment, and the re-creation of famous artworks. Teachers continued to provide opportunities for students to read individually and participate in Show and Tell, where students presented to the rest of the class, whilst on the video conferencing platform of Microsoft Teams. Students and teachers were very thankful for the return to on-site learning without interruptions in Term Four.

Staff are to be congratulated for their continued effort and enthusiasm to guide and extend student learning in a God centred nurturing environment. 2020 was a year where staff sensed God's presence and relied on His strength in the unpredictable events of the year. A verse that carried many throughout the year was Philippians 4:13 – I can do all things through Christ who strengthens me.



Learning Maths at Home



Junior School Book Week dress-up day

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Middle School Report

By Karen Otten – Head of Middle School



Within the Middle School, the exciting growth of previous years continued into 2020. The year began with four Year Five/Six and two Year Eight classes, along with three Year Seven classes, signalling the start of triple streaming in Secondary School. Year Five/Six became firmly established in C Building where two of the Year 5/6 classes worked side by side, and Year Seven/Eight Homerooms extended into D Building.

The Middle School enjoyed a settled start to the year across all programs. Year Five/Six trialled the move to online standardised assessment in the areas of literacy and numeracy, with positive feedback given about the efficiency of the process for staff and students. This led to all Middle School, along with some year levels in other sub-schools also moving to the online assessment process. The extra-curricular programs including camps, excursions, student leadership and sport carnivals commenced, with everyone unaware though of what lay ahead for 2020! Towards the

end of Term One, the global pandemic situation took hold and significantly interrupted ongoing participation for the students in these programs. With the Year Eight camp scheduled early in Term One, this was the only Middle School camp to take place in 2020. The Year Eight students enjoyed three active days in Anglesea, surfing, river kayaking and relaxing on the beach.

The arrival of restrictions as a government response to the global pandemic, saw staff and students transition to remote learning, ready for the start of Term Two. The staff are commended on their strong commitment to learning new IT skills and putting in the extra time to plan and ensure the continuation of quality teaching programs across all subjects and year levels. While VCC's learning management platform, CANVAS, was already operational to varying degrees across the Middle School, its use became pivotal for all levels throughout remote learning. Staff and students became proficient in using Microsoft Teams as the main form of communication for learning, with students required to join their teachers each lesson, keeping to the already established timetable each day.

Late Term Three saw staff and students return to on-site learning and this was cause for much excitement, particularly as students reconnected with their classmates. While 2020 was a challenging year, in retrospect it is clear there was still much to celebrate. Overall, the students' adaptability to remote learning, was remarkable. The staff's creativity and capacity to adapt to change, growth in technology skills and use, continued faith in our incredible God, and ongoing demonstration of care and concern for the students, was unwavering throughout the year.



Year Eight Surf Camp Anglesea Term One



Secondary Swimming Carnival Term One

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Senior School Report

Craig Kanzamar – Deputy Principal -Teaching and Learning



The 2020 school year was like no other with COVID-19 dominating the headlines. Term One concluded early, because of restrictions and lockdowns, and we shifted gear to prepare for Remote Learning. Our focus shifted quickly to training our Senior School on how to use new online platforms, such as Microsoft Teams and prioritising online safety. A huge emphasis was also put on student and family wellbeing to ensure we could implement strategies when needed. With a quick turnaround to remote learning, the resilience shown by our students was quite remarkable. There were many changes imposed and disruption to our extra- curricular programs, but the students tackled this as another learning opportunity and displayed a lot of grit and determination.

Parents and Guardians also provided amazing support to their children. The journey was tough and long, but very rewarding. Working from home and managing young teenagers would not have been an easy task. It takes an entire village to raise a child and we cannot thank them enough for working with and alongside us.

Congratulations to our much loved and valued staff members on getting through the most difficult of years. Their hard work, dedication and flexibility ensured the Senior School students had the best possible outcomes. Learning how to utilise online teaching tools and changing the curriculum to suit these was truly inspirational. In everything they did, they had the students at heart. Their commitment, care, teamwork and relationships ensured the students could achieve their best.

The curriculum focus in 2020 was to continue increase the authentic pathway choices for our students to help them reach their full potential in their area of passion. This was facilitated by the introduction of a new and innovative Pathways subjects developed by our staff. The new subjects enabled students to be immersed in learning new skills in their areas of interest and strength across a diverse range of pathways, which linked to the VCE and beyond. This resulted in high levels of engagement and positive feedback from staff, students and parents.

As a Senior School, we are extremely proud of the efforts of our Year Twelve students. They led by example and helped set up a culture of excellence and academic rigour, which I am confident will continue for the years to come. Our graduating class started to transition into their next phase of their lives, with students accepting tertiary courses in Engineering, Nursing, Education, Business and the Arts. A number of students have also continued their pathway into the trades as well. Our College results are a testament to the hard work displayed by all. Our median study scores were 27 with the percentage of study scores over 40 at 1.8%.

In the second half of the year there was great excitement to be back on College grounds. Both students and staff missed the face-face interactions that occur on a daily basis. As we continued to progress, we are all buoyed at the possibility of offering our full programs again. We are looking forward to another great year ahead.

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Four of our Graduating Students who commenced at the College when they were in Kinder were presented with plaques to commemorate their entire education at Victory.

Extra Curricula Programs

Values Education

The National Goals for Schooling in the Twenty-First Century recognises that, "Australia's future depends upon each citizen having the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just and open society."

VCC's Values Education Program focuses on values, which are explored from a Biblical perspective, with one value covered each term through classroom discussions, chapel topics or school wide activities. The values covered in 2020 were Identity, Compassion, Excellence and Faith

Leadership Development

In 2020, the senior (VCE) student leadership team consisted of two School Captains, two Student Chaplains, and five School Prefects, who selected the Portfolios of Sport, Music, Junior School, Events and Middle School. From Years Seven to Ten, student leadership roles included House Captains (two per House) and an SRC representative for each Homeroom. Year Six students also had the opportunity to take on a formal leadership role through House Captain or SRC representation.

The senior student leadership team commenced the year with a dedicated Leadership development and planning day and had high aspirations for the year ahead. During Term One, there were fortnightly meetings, connections made with different year levels, the College swimming carnival, and public speaking opportunities for our student leaders.

However, once remote learning commenced, the momentum created during Term One was halted, and the student leadership group needed to develop creative ways to connect with each other and the school community.

These connections were made possible through Microsoft Teams, with the group often eating lunch 'together', and having fun with the younger year levels, by running quizzes and team-building games during remote home-room session. They also created a wonderful video of encouragement for the school community, which involved the entire student leadership group. Unfortunately, all other activities involving the student leaders were cancelled due to COVID.

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Our Student leadership Team created a video to encourage the student body during remote learning



2020 School Captain
Tyrone Del Rosario



2020 School Captain
Eve Fetherstonhaugh

Chaplaincy

The School Chaplaincy Program, partially funded by the Federal Government through the National School Chaplaincy Program, provided high levels of support and pastoral care to students and families in need during 2020.

In 2020 all our students participated in one of our four weekly Chapel services:

- Senior School (Year Nine to Twelve),
- Middle School (Year Five to Eight).
- Upper Junior School (Year Three and Four) and
- Lower Junior School (Year Prep to Two)

Unfortunately, due to COVID, all chapel services were held remotely from Term One onwards, and continued in this format when students were back on-site due to restrictions.

In Term One, the Chaplain organised leadership workshops for our newly appointed 2020 student leaders, with guest presenter Eric Agyeman. The Chaplain also held a weekly meeting with our 2020 Student Chaplains, Leah Harris and Matthew Taylor, to discuss general wellbeing issues, plan for upcoming Chapel Services and events, and to pray together for the school.

Also in Term One, we held our annual Church Service to commission our 2020 Students Leaders. The whole school community was invited, and Eric Agyeman was the guest speaker. Term Two, Three and Four Church Services were cancelled due to COVID.

The Chaplain wrote weekly articles for the school Newsletter, promoting the College values and providing the College community with words of encouragement, especially during the height of the Pandemic.

The Chaplain offered Pastoral Care to students, staff and families during the year, through face-to-face

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conversations when able, but mostly via phone call or over Microsoft Teams. During both remote learning periods, every family was contacted via phone to check on their wellbeing. A student counsellor was employed in Second Semester to provide additional support to families.

At times, when the situation required, the Chaplain also referred people to outside agencies and services for additional assistance. Some of these service agencies included: Department of Human Services Child Protection, Child First, St Luke's Family Mediation, Child and Adolescent Mental Health Service, Psychiatric Services, Headspace and Victoria Police.



Arts and Technology

The Arts and Technology Department continued to thrive in the midst of the global COVID-19 pandemic. Not deterred by the move to online learning, the Department developed innovative filming techniques, implemented the VCC YouTube channel and transitioned to learning tasks to accommodate the home learning environment. Students performed in their lounge rooms, hammered in their sheds, painted in their kitchens, and cooked meals for their families as remote learning gave way to unlikely opportunities for personal expression and family connections.

Our progressive Year Nine and Ten Pathway Program continued into the second year of implementation, and students were offered diverse and dynamic opportunities to embrace our growing focus to engage students in relevant and authentic learning and career pathway experiences. Subjects were also extended within our Year Seven and Eight Pathway Program, and our Year Five/Six STEAM (Science, Technology, Engineering, Arts and Mathematics) program continued to bring design experiences to our younger students.

Highlights through the year included:

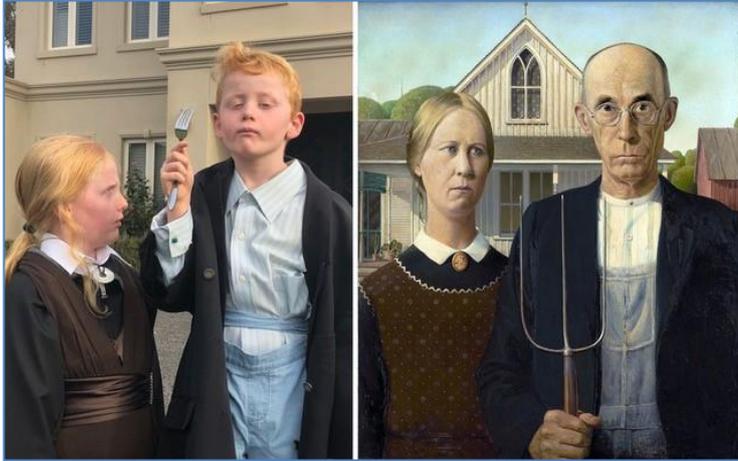
Further expansion of our highly skilled teaching team and the continued strengthening of links to the Bendigo Tech School through extended remote learning opportunities.

Our first VCC film production coming from both our dramatic and music performance classes, to produce an interpretation of Andrew Lloyd Webber's *'Joseph and the Amazing Techni-coloured Dreamcoat'*.

The first student-designed publication of a creative colouring book and journal, *'Too Blessed to be Stressed'*.

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And finally, the first prize Film Award for RAW Arts awarded to Mitchell Cook and the short listing of two of our VCE students for the acclaimed *Top Designs Exhibition* for highest scoring VCE results, with Eve Fetherstonhaugh being our first student selected for exhibition.



Junior School Remote Learning

Activity – Recreating Famous Paintings



Student Designed Colouring Book and Journal

Theatre Performing Arts

The Performing Arts Program was significantly impacted in 2020 due to extended remote learning and COVID restrictions. The planned school production of *Joseph and the Technicolor Dream Coat* was not able to be performed live, and a very innovative and creative team turned the production from a live performance to a film, which was shot over several weeks, under COVID safe guidelines.

The filmed production involved primary students and performing arts students in Years Seven to Ten.

Music

The year began very well in the Music Department with a record number of students enrolling in Instrumental lessons, delivered by our very experienced team of teachers. Secondary students attended the *Top Sounds* performance at Hamer Hall in March, being inspired by some of the best VCE musicians from the previous year. Remote Learning then impacted most areas of the Music program, but creative delivery and student commitment continued to produce some amazing results. From home, Secondary students recorded their performances and many even created some outstanding music videos, which were screened at the end-of-year Awards Assemblies. Many students composed and recorded excellent songs in preparation for the *Kool Skools* program, even though they were unable to get to the recording studio in Melbourne.

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The Concert Band, being unable to practise together for most of the year, recorded the Overture to 'Joseph and the Amazing Technicolor Dreamcoat' individually in the Music Centre at school, and filmed a music video to add to the Drama class's performance.

Instrumental teachers continued to offer online lessons, which were taken up by many students. From this, there were some excellent AMEB exam results and much success in the 40 Piece Challenge.

Four VCE students undertook music subjects in both Performance and Composition, with very pleasing results. Linda Kidd followed in her older sister's footsteps in being named Musician of the Year.

Building towards a strong future for the Music Department, our dedicated teachers continued to meet and plan during the final year of our Strategic Plan, developing nine key priority areas that will grow our program in quality and impact.

Sport

Throughout 2020, sport was severely curtailed due to COVID restrictions, with all school and community sporting activities ceasing for most of the year. The only activities held were during Term One and Term Four.

Term One

- Year Five to Ten Secondary Swimming Program, Sloan Swim School
- Year Three and Four Swimming Program, Paul Sadler Swim School
- Primary and Secondary Swimming Carnivals, Bendigo
- Sandhurst Primary and Secondary Swimming Carnivals, Bendigo

Term Four

- Year One to Three Hockey Road Show
- Year Seven and Eight, Interschool Netball, Cricket and Tennis, Bendigo
- VCC Primary Scooter and Bike Ed Program



Camping Program

Unfortunately, all camps scheduled for 2020 were cancelled due to COVID, except for Year Eight Beach Camp at Anglesea, as it took place early in Term One.

Book Week

All National and State organised school events were officially cancelled in 2020 due to COVID, however the Junior School were able to celebrate Book Week with a wonderful dress up day, when we were back on site.

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National Assessment Program (NAPLAN)

In 2020, NAPLAN was cancelled nationwide due to COVID.

Post VCE Destinations

At the end of 2020, thirty-nine students from Year Twelve successfully completed and obtained their VCE Certificate.

Twenty-five students applied for University courses through the VTAC system, and twenty-two graduates were offered a course to undertake. All of these were their first preference, which was a great achievement.

Course offerings ranged from: Aviation, Commerce, Criminology, Nursing, Education, Business, Physiotherapy and the Arts. 2020 College Dux Eve Fetherstonhaugh was offered her first preference to undertake an Architecture and Construction Management Degree at Deakin University.

The students who did not enrol in a University Course have undertaken TAFE courses, internships through Victory Church, commenced apprenticeships or have taken a gap year.

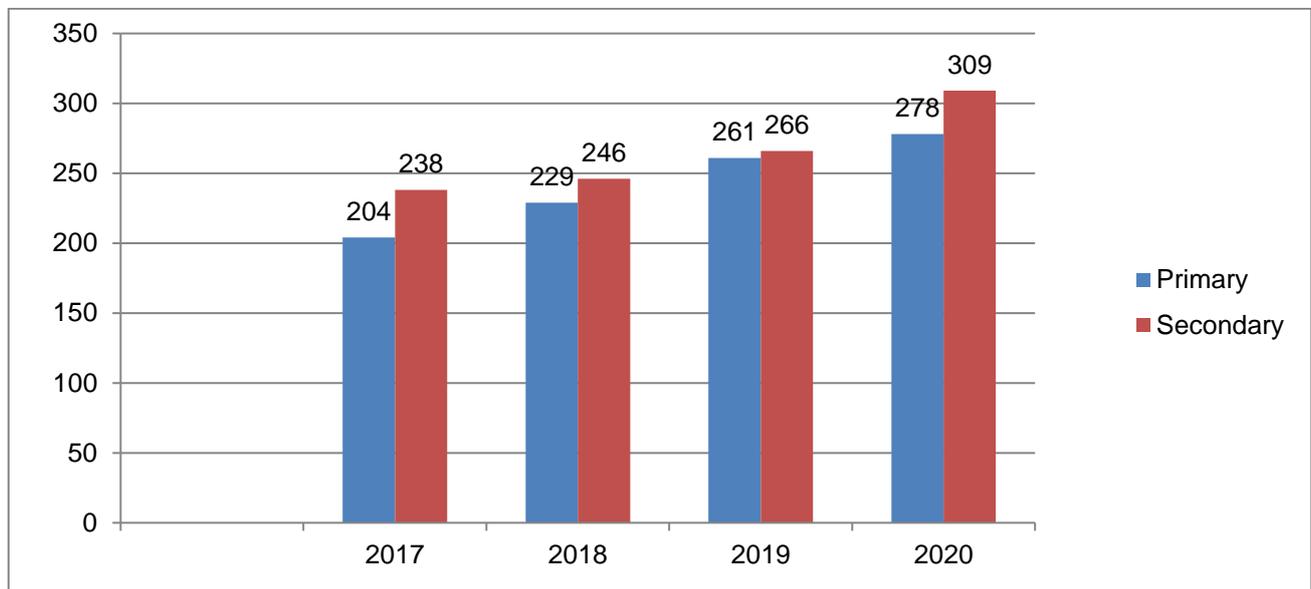


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Student Enrolments

Student enrolments have continued on an upward trend over the last four years. Since 2017, Primary enrolments have increased by 36% as additional classes have opened up, and Secondary enrolments have increased by 30% with triple streaming commencing at Year Seven in 2020.

The graph below details the number of students enrolled as per August Census figures, over the last four years in both Primary and Secondary areas.



The table below indicates the number of students enrolled in each year level as of Census Day August 2020.

PRIMARY		SECONDARY	
<i>Year level</i>	<i>Total</i>	<i>Year level</i>	<i>Total</i>
Prep	43	Year Seven	78
Year One	31	Year Eight	56
Year Two	35	Year Nine	51
Year Three	39	Year Ten	46
Year Four	37	Year Eleven	38
Year Five	39	Year Twelve	42
Year Six	54	Secondary Total	309
Primary total	278	SCHOOL TOTAL	587

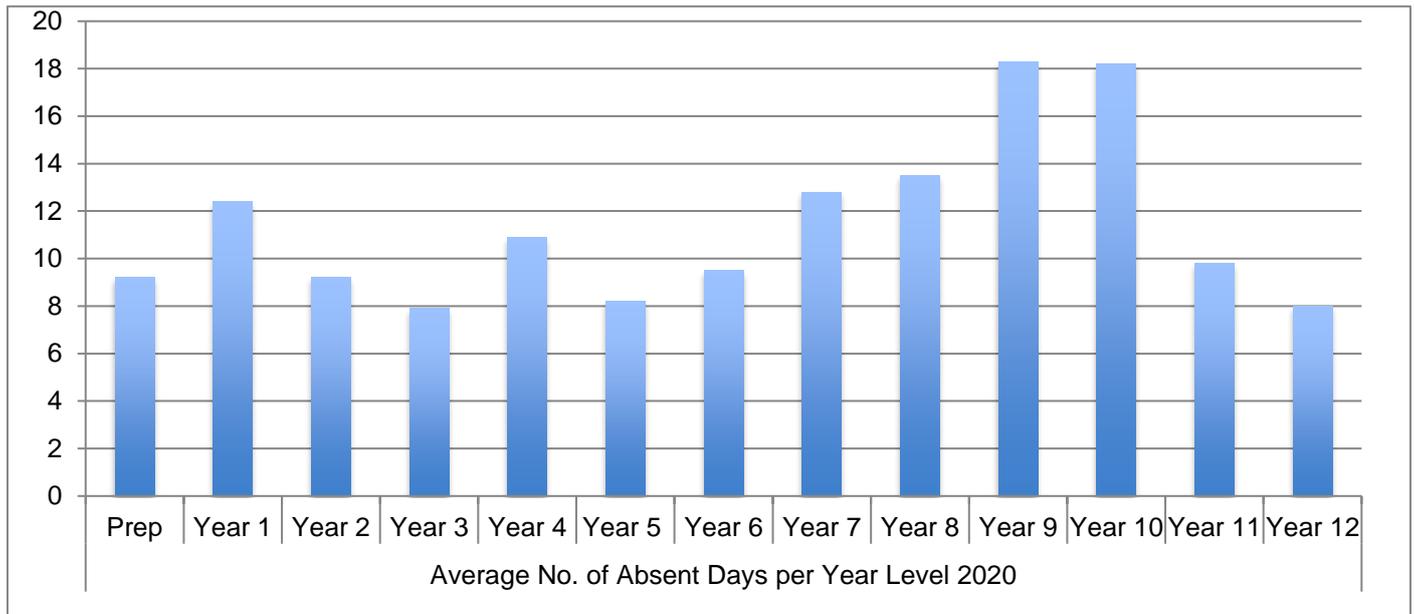
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Student Attendance

Student attendance rates have been stable across the College for a number of years. The overall attendance percentage in 2020 was 94.3%, slightly higher than 2019, at 93.4%. Two extended periods of Remote Learning and some extended absences due to ill health impacted the overall absence rate.

Student attendance is closely monitored. Rolls are taken twice a day from Prep to Year Eight and during every class from Year Nine to Year Twelve. Parents are contacted by SMS to request reasons for student absences. A report is sent home twice a year to parents providing them with the number of days their child has been absent or late during the semester. Attendance records are reported to the Australian Government twice yearly.

The chart below details the average number of whole day absences per year level for the 2020 school year.



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Teaching Staff - 2020

Full VIT Registration

A. M. Rodgers	Dip. T (Primary), G. Dip Spec. Ed, Grad Cert. Ed'l L'ship & Admin
C. Harvey	B. Ed (Physical Education) Hons
K. Otten	B. Ed (Primary)
C. Kanzamar	B. App Sc (Physical Education)
I. Oglethorpe	B. Ed (Primary)
B. Herdman	B. Ed (Physical Education Primary/Secondary)
G. Swayn	B. Sc, Dip Ed (Biology)
D. Wallace	B. A (Hons), Dip Ed (Art, Studio Arts, Visual Design & Communication)
G. Walker	B. App Sc (Computing), G. Dip Ed (Secondary)
K. Miller	B. App Sc (Mathematics), Dip Ed (Secondary)
A. Treloar	B. Ed (Physical Education/Health)
K. Slingo	B. Ed (Primary)
K. Crothers	B. Ed Primary
J. Brennan	B. Ed (Primary)
S. Kidd	B. Ed, Assoc Dip App Sc (English, IT, Chemistry)
E. Stephen	B. App Sc, G. Dip Ed (Secondary) (Physical Education/Health)
S-J. Van Ruiswyk	B. A (Photography), G. Dip Ed
T. Dubè	B. Env Sc, G. Dip Ed (Primary)
G. Altmann	B. Ed (Primary/Secondary)
R. Cox	B. Ed (Primary)
R. Trimble	B. A, G. Dip Ed (Secondary)
S. Spark	B. Ed (Primary/Secondary) (English, History)
M. Rodgers	B. A, G. Dip Ed
R. Sandeman	B. Ed (Primary), Dip Childcare
R. Murphy	B. Teaching & Learning, G. Dip Voc Ed & Training, M. Ed, M. Theology, G. Dip OHS
R. Rimmer	B. App Sc (Protective Area Mmt), Dip App Sc. (Wildlife Wilderness), G. Dip Ed
G. Colquhoun	B. Ed (Primary)
K. Treloar	B. A, G. Dip Ed
H. Nienhaus	B. Ed (Primary/Middle)
M. Sellick	B. Ed (Primary)
B. Slingo	B. Ed (App Sc), Dip Ed (Secondary)
D. Caldwell	B. A, G. Dip Ed, Adv Cert Christian Studies
S. Cooper	B. Ed (Primary/Secondary)
B. Hird	B. A (Social Work), Dip Ed
L. Cordedda	B. A (Humanities), Dip Ed (Secondary)
S. Hi Lee	Dip. Dance Teaching & Management, Cert IV TAA
C. Sheahan	B. A, G. Dip Ed (Primary)
D. Steed	B. Teaching, B. Music, B. Commerce (Accounting, Finance, Financial Planning)
B. Tatt	B. Ed (Primary/Secondary)
D. Osment	B. Ed (Primary) Hons
R. Amalraj	B. Ed (Primary/Secondary), B. Contemporary Art
E. Bibby	B. A (Hons), B. Music (Hons), G. Dip Ed
B. Butler	B. A (Outdoor Education), G. Dip Ed
A. Kanzamar	B. Ed (Physical Education)
J. Rotherham	B. A (History, Philosophy, Literature), G Dip Ed
J. Pollard	G. Dip Ed (Secondary), G. Dip Midwifery, B. Health Science Nursing
A. Lynch	B. Ed (Home Economics & Biology), M. Ed
A. Cameron	B. Telecommunication Engineering, G. Dip Sec Ed

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Teaching Staff – 2020 (cont.)

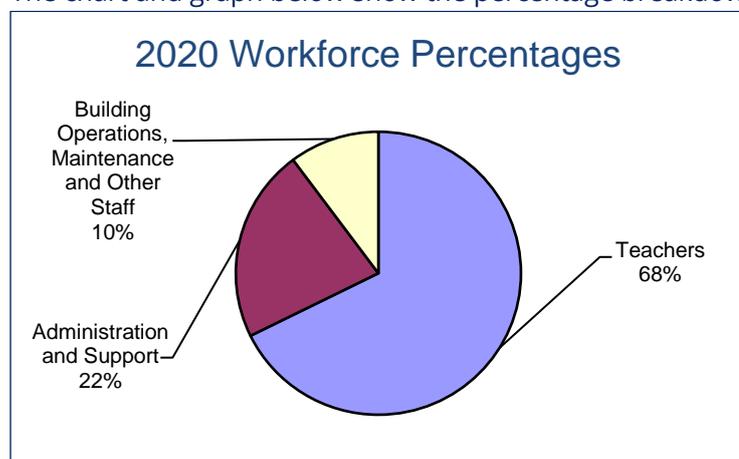
W. Baird B. App Sc (Physical Education) (1st Class Hons) Dip Christian Min
 N. Gray Dip. T (Primary), B. Ed (English)
 K. Sourgen B. Ed, National Dip I.T.

Provisional VIT Registration

J. Kidd B. Ed (Primary / Secondary)
 B. Tatt B. Ed (Primary/Secondary)
 E. Rentsch B. Ed (Primary/Secondary)
 S. Nalder B. Ed (Visual Arts), G. Dip Ed
 B. Pauley B. Visual Arts, M. Ed (Secondary)
 K. Wallace-Howell G. Dip Tech Ed, Cert IV TAA (Hospitality)

Workforce Information

The chart and graph below show the percentage breakdown of Full-Time equivalent employees at the College.



2020 Workforce Data			
Employee Groups	Head Count	FTE	%
Teachers	56	45.1	68%
Administration and Support	22	14.7	22%
Building Operations, Maintenance and other staff	8	6.8	10%
Total	86	66.6	100%

Staff Satisfaction Data

The Staff Satisfaction Survey was not conducted in 2020 due to COVID and the extended Remote Learning periods.

Parent Satisfaction Data

The Parent Satisfaction Survey was not conducted in 2020 due to COVID, the extended Remote Learning periods, and the restriction of parents on-site.

Student Satisfaction Data

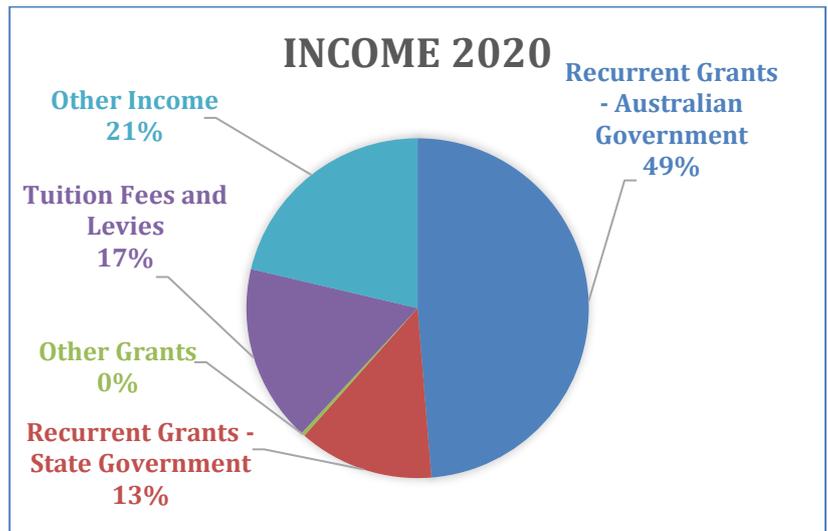
The Student Satisfaction Surveys were not conducted in 2020 due to COVID, and the disruption to learning caused by extended Remote Learning periods.

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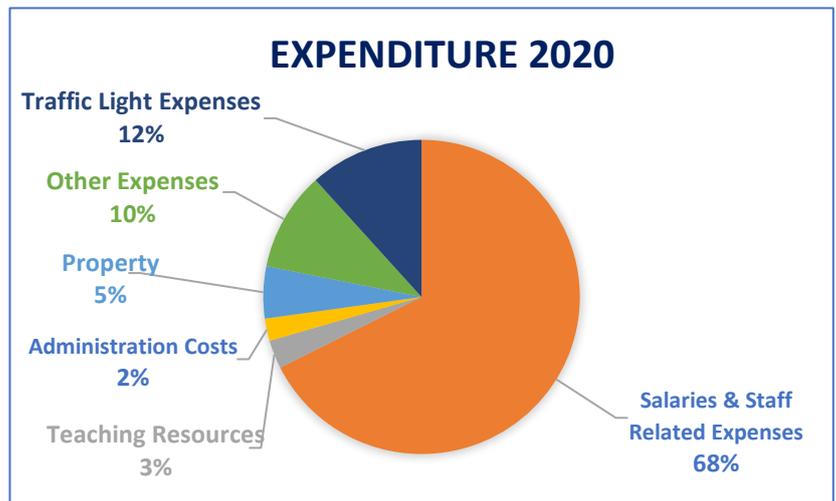
Finances

The figures below are extracted from the 2020 Victory Christian College Audited Accounts.

Income 2020	
Recurrent Grants - Australian Government	\$ 5,637,125
Recurrent Grants - State Government	\$ 1,480,318
Other Grants	\$ 41,283
Tuition Fees and Levies	\$ 1,950,174
Other Income	\$ 2,464,766



Expenditure 2020	
Salaries & Staff Related Expenses	\$ 6,751,354
Teaching Resources	\$ 292,116
Administration Costs	\$ 230,262
Property	\$ 535,012
Other Expenses	\$ 1,017,422
Traffic Light Expenses	\$ 1,165,567



Church Affiliation

The graph below indicates the major denominations represented by families enrolled in the College in 2020. Thirty-seven percent of families enrolled in the College in 2020 did not specify affiliation with a Church.

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Church Affiliation Distribution 2020

