

Victoria Park Christian School



Annual Report
2022



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Vision

Children engaged in learning;
motivated for success;
transforming their world
through knowing God.



Values

Respect
Responsibility
Effort
Discernment
Compassion
Hope
Resilience
Humility
Integrity
Justice
Service



02



School Overview

Victoria Park Christian School is a Christ centred school community that strives to equip our students with an excellent education through a Christian world view. We want our children to experience God's love through their academic education and social interaction with their peers.

We believe that God's nature provides children with an opportunity to experience school life in a unique and inspiring way and nature is incorporated throughout our school with outdoor classrooms and nature play spaces. Nature spaces provide students with a unique outdoor environment for unstructured play and discovery, nature-based sensory experiences and exploration, which is endlessly re-inventible and sustainable.

Our small school community allows the students and teachers to be closely connected. This is an intentional and important aspect of our student leadership program which focuses on caring and supporting younger children, and fostering relationships between children of all ages. The school also has structured programs that supports the children academically and socially, within and outside the classroom.

Our values program supports children to see love and respect for each other as integral to their interaction with others. Our strong multicultural community is valued and celebrated. Weekly Chapel services are a celebration of what we value and an opportunity for children to share their talents in arts and display their learning to the greater school community.



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History

We have now had over 95 years of education in the Victoria Park community. Below is a snapshot of the school's long standing presence in the wider community.

The School was established in 1927 as a single teacher school and was situated in McMillan Street, Victoria Park at this stage. In 1945, the school transferred to Hordern Street just around the corner from its current location. In 1963, new rooms were built on the current site of 27 Colombo Street, to cater for the Primary School, while the Hordern Street site housed the High School.

During the 1980s the Junior High School outgrew the Hordern Street premises and was amalgamated with the Senior High School at Carmel.

During 2013, the school extended the Kindergarten class to include Pre-Kindergarten to cater for 3 year olds. At the same time, the Pre-Kindergarten/Kindergarten classroom operated separately to the Pre-Primary class. The Pre-Primary class moved into and operated from Room 3. The remaining three classrooms operated as multi-grade classrooms. In 2014, the school operated as a Pre-Kindergarten to Year 6 school.

In 2015, the school saw its name change from Riverside Community School to Victoria Park Christian School. In 2019, VPCS began a journey of becoming a single stream school by 2024.

We continue to serve our school community and look forward to finding new ways to enhance this connection as we grow and lead students to Christ.



School Advisory Council Chairperson Report

I am delighted to present the School Chairman's Report for the year 2022, highlighting the significant developments and achievements at Victoria Park Christian School.

Construction of New Classrooms:

The long-awaited construction of new classrooms will finally commence in October 2022. Thanks to the dedication of Principal Mark Foster, his team and to the generous support of the CGA grant, amounting to \$450,000, we will be able to make this vision a reality. The estimated project cost is approximately \$2.3 million, and we anticipate the completion of this project by July 2023. These new classrooms will provide enhanced learning spaces for our students, ensuring a conducive environment for their academic growth and development.

Week of Worship and Chapel Programs:

Our school's spiritual development has been fostered by the coordination of the Week of Worship program and chapel programs led by our new school chaplain, Pastor Kyle Richardson. It is wonderful to see that, with the lifting of social distancing restrictions, families can once again attend these important gatherings. These programs have provided our students with opportunities for worship, reflection, and deepening their faith, enriching their spiritual journey.

Building Cultural Capacity Program (BCC):

Our school has continued to strengthen its strategic direction through the implementation of the Building Cultural Capacity Program (BCC). This program has allowed both staff and students to actively contribute their ideas and aspirations for the school's goals and areas of improvement. By fostering a collaborative and inclusive culture, we ensure that our school community thrives and evolves in a manner that reflects our Christian values and mission.

Experiential Learning Opportunities:

Our students have had the privilege of engaging in experiential learning opportunities throughout the year. With local area excursions and incursions from organizations such as Scitech, the Zoo, and AQWA. These hands-on experiences have enriched our students' learning journey, fostering curiosity, critical thinking, and a deeper appreciation for the world around them.

Enrolment and Early Years Program:

We are pleased to report that our school has experienced a steady flow of enrolment enquiries throughout the year. We have witnessed good numbers in our early years program, which speaks to the reputation and quality education we offer. It is heartening to see more families entrust their children to our care, acknowledging the nurturing and holistic learning environment we provide.

Retention of Staff and Students:

One of the hallmarks of our school is the exceptional retention of both staff and students. We are grateful to our dedicated teachers and support staff who have consistently provided a nurturing and supportive learning environment. Their commitment and professionalism have created a strong sense of belonging for our students, contributing to their overall academic success and personal growth.

Surplus Budget in 2022:

I am pleased to report that we have achieved a surplus budget for the year 2022. This financial stability allows us to invest in various educational initiatives and infrastructure improvements, further enhancing the quality of education we provide. We remain committed to responsible financial management, ensuring that every dollar is directed towards maximizing the potential of our students.

Projected Single Stream Classes:

With the continued growth and success of our school, we anticipate transitioning to single stream classes within the next two years.

I would like to express my gratitude to the entire school community – parents, teachers, staff, and students – for their unwavering support and dedication. Together, we have achieved remarkable milestones in 2022, and I am confident that we will continue to inspire excellence and provide a nurturing environment for our students to flourish.

Trev Flynn
Advisory Council Chairman



Attendance & Enrolments

Non Indigenous - 92%

Indigenous - 71%

All Students - 89%

**Data comes from Term 3 2022*



Pre-Kindy & Kindy
34

Pre-Primary
20

Year 1
25

Year 2
15

Year 3
16

Year 4
8

Year 5
10

Year 6
6

Total = 134



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Staff

Teaching Staff – 10

Full-Time equivalent Teaching – 8.4

Non Teaching Staff – 7

Full-Time equivalent Non Teaching – 5.0



NAPLAN

Year 3 2022	School Mean	National Mean
Grammar	438	433
Numeracy	405	400
Reading	443	438
Spelling	431	418
Writing	432	422



NAPLAN Participation = 91%
*Year 5 cohort
too small for a comparison

Insight



Insight Survey Data 2022	Actual Score
Organisational Climate	71.56
Teaching Climate	75.88
Student Wellbeing	81.01
Community Engagement	82.1

- Organisational Climate is calculated using the following indicators: supportive leadership, role clarity, teamwork, empowerment, ownership, appraisal & recognition and professional growth.
- Teaching Climate is calculated using the following indicators: student management, curriculum processes, student motivation, respect for students, parent partnerships, teacher confidence, engaging practice and quality teaching.
- Student Wellbeing is calculated using the following indicators: emotional wellbeing, teacher relationships and engagement in learning.
- Community Engagement is calculated using the following indicators: parent partnerships, approachability, parent input, reporting and school improvement.



Finance



As an independent faith-based school, the primary source of funding for teaching and learning programs, and ongoing capital works, comes from parent contributions to tuition fees. Commonwealth and State Government recurrent grant funding programs also provide valuable resources which are managed appropriately to ensure the ongoing financial viability of the School.

